Child Welfare Partnership
School of Social Work
Portland State University

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http://cwpsalem.pdx.edu

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Executive Director Overview
Katharine Cahn, Executive Director

Overview

The work of the Child Welfare Partnership’s 2011-12 Biennium will be to maintain our high-quality training, education and research, while at the same time developing new research and training programs to support emerging initiatives. Successful child welfare outcomes are the result of collaborative work across DHS and with service providers in our communities. Often the new programs, like Wraparound, will involved interdisciplinary or interdepartmental collaboration to serve child welfare client families. Building on the high standards of the child welfare partnership, we’ll add interdisciplinary training funded by new funding sources.

This quarterly report documents the first quarter of both continuing and new approaches. It provides a record of Oregon’s investment in child welfare education, training and research across nineteen areas of child welfare and interdisciplinary practice. It also documents a Children’s Bureau grant-funded program to educate culturally responsive Child Welfare leaders (p 24).

This biennium we have consolidated child welfare training and education under the leadership of one Director of Child Welfare Workforce Development. This re-organization will allow a coherent view of pre-service, professional, and ongoing/advanced activities around a clear understanding of competencies. While the child welfare training and child welfare education programs remain distinct (see reports starting on pages 4 and 21, respectively) moving both programs under Ms. Marty Lowrey’s leadership allows an integrated approach to workforce development. It also provides more prudent use of the public resource. Ms. Lowrey’s integrated report spanning these two programs can be found on page 3.

This biennium marks the launch of a third generation waiver demonstration research program for the state of Oregon. Through this program, Oregon leads the way in testing new ways to improve the effectiveness of child welfare services. The two practices selected and approved by the Children’s Bureau are the evidence based “Nurturing Parents Program” and a peer-to-peer parent support program called “Parent Mentors”. The CWP training program supports DHS child welfare with training for implementation (p. 19), and the CWP research team provides independent evaluation of the program process and outcomes (p. 25).

The newest areas of the Master Agreement this biennium, representing an expanded view of promoting positive collaborations with child welfare, are Wraparound training (p. 16), Self Sufficiency training (p. 27), and My Future My Choice implementation (p. 30). Each of these provide workforce development and other supports to implement key practice strategies that support DHS services to vulnerable children, youth, and families.

By the vehicle of this master agreement, DHS has entrusted the Center for Improvement of Child and Family Services at Portland State University’s School of Social Work with the role of partner … helping to meet the agency’s key workforce development, research, and change implementation goals. We believe the following pages powerfully demonstrate that partnership in action.
Child Welfare Education and Training Director Overview
Marty Lowrey, Director of Workforce Development

Overview
This report marks the completion of the first quarter of the 2011-2013 biennium and the implementation of the newly negotiated project agreements. In both Child Welfare Education and Training there are significant changes and advancements in the direction of the work to be accomplished in this two year period. The overall focus of the changes in both programs are clarifying the mission and purpose, training to how Child Welfare practice needs to look to fulfill on its mission, and having every child and family served by well-trained, qualified Child Welfare workers and caregivers.

In the area of training, the focus this quarter has been on making revisions to Core training that reflect the emphasis and value on in-home safety and services, early reunification when out of home placement is necessary, assuring intervention and services are culturally appropriate, respectful, and equitable and continual engagement with families and communities throughout the involvement a family has with Child Welfare. In addition to revising Core, Pathways to Permanency and Adoption Technical Training have been in development this quarter and all scheduled training has continued to be delivered.

It is noteworthy that in addition to the focus on keeping children safely at home and early reunification when removal is necessary, the Social Service Assistants Trainer has been working to strengthen how visitation can be utilized to maintain children’s attachment to their families and strengthen a parent’s capacity to have their children safely returned to them when a removal was not avoidable. This work has included participating in the Multnomah County Juvenile Court Visitation Committee and creating a computer based training on Improving Parental Protective Capacities during Visitation.

In the area of education, the Adoption Certificate Program, the Child Welfare Education Program and the Cultural Responsive Leaders Traineeships all experienced high demand with clear investment by professionals to strengthen their knowledge and skills in working with families served by Child Welfare. The Child Welfare Education Program worked during this quarter to develop general guidelines for the program that provide clarity to students and partners, to create a more comprehensive data base that would strengthen the program evaluation information for application to future program design decisions, and to enhance the academic experience for students to better prepare them for working in Child Welfare. These activities include ‘Fireside Chats’ for Child Welfare Education Students and ‘Seminars’ for Cultural Responsive Leader Trainees which are both focused on students learning from each other and having space to reflect and dialogue on current or future careers in Child Welfare.

There continue to be some deliverables for this biennium which require further clarification or decision making. The goal is to have all project agreement deliverables finalized by the end of next quarter to assure ample remaining time in the biennium to complete them.
Child Welfare Training Program

Child Welfare Core Principles: Ensuring Child Safety through Family Preservation and Engagement

Project Agreement A-01-13 Exhibit A

Lead Trainer, Linda Bello, MSW

Quarter’s Activities

Child Welfare Core Training was held one and one-half times this quarter constituting 6 weeks of training. There were no significant changes in the curriculum this quarter, but planning has begun in anticipation of major curriculum changes occurring in January 2012. In preparation for this change, decisions about new sessions to be added, current sessions to be deleted and current sessions to be modified have been made and primary and backup trainers for all sessions have been determined. The consolidation of some material and the move of the session on educational resources for children to a NetLink format has provided time in the new curriculum to add four hours of OR-Kids Basic training. Participants will leave the Core PSU training site and travel to Cherry Avenue Studios to receive their OR-Kids training from the CAF OR-Kids trainers. All of the Core changes have been reviewed and approved by both the Child Welfare Training Advisory Committee and the Child Welfare Governing Board.

Multiple internal workgroups continue planning for the implementation of the revised four-week Core and the new Pathways to Permanency training, which will be offered as a mandatory fifth week of Core beginning in April, 2012.

There were 6 Core NetLinks in the quarter, 3 each of Confidentiality and MEPA. There were a total of 54 participants. 20 individuals completed the ASFA CBT module this quarter.

Objectives for Next Quarter

Work will continue on developing and revising curriculum consistent with the changes occurring in Core this quarter to be completed by the end of 2011. Sessions will be piloted for feedback and further revision prior to finalization. The session, Educational Resources, will be transitioned to distance and the work to modify this curriculum for distance delivery will continue this quarter. Planning regarding Pathways to Permanency will continue.

Evaluation Summary

Evaluator, Kirstin O’Dell, MSW

Participants in the Life of a Case cluster of Core training were in agreement that the learning objectives were achieved (97%). They also indicated that the materials were helpful (97%) and that the activities enhanced their learning (93%).

There was agreement among Fundamentals cluster participants (98%) that the learning objectives for the training were achieved. Respondents also indicated that the content presented was applicable to their work (95%) and that the materials provided were helpful (96%). Generally, participants thought that the activities done in training enhanced their learning (92%).
Confidentiality and MEPA NetLinks were offered each month of the quarter as part of CORE training. There was agreement among participants that the learning objectives were achieved for both Confidentiality and MEPA (96% and 99% respectively). Participants appreciated the high level of interaction they experienced in these trainings and the expertise of the trainers.

Pathways to Permanency
Implementing the Alternate Plan
Project Agreement A-02-13 Exhibit A
Project Lead, Kellie Herold, BS

Quarter’s Activities
This quarter focused on the design and development of the Pathways to Permanency training, a one week classroom training to be offered quarterly. This training focuses on the casework skills needed to achieve permanency, such as engagement, communication, and critical thinking.

An internal workgroup at the Child Welfare Training unit met seven times this quarter to oversee the training design and implementation. The workgroup included Pathways to Permanency Project Lead, Core Training Lead Trainer, Evaluator, Assistant Training Manager and in-house trainers with permanency planning expertise. A goal of this workgroup was to design Pathways to Permanency in such a way that it was in alignment with Child Welfare CORE curriculum and would avoid duplication and build upon learning concepts of Core training.

The expertise of a Curriculum Review Team that met on August 9 and 22 included DHS consultants from Child Protective Services, Foster Care and the Adoption Program to incorporate the Department of Human Services policy, practice and the evolving needs of child welfare into training. This team was instrumental in session revisions and incorporating additional or modified content in the following areas: Permanency Roundtable lessons learned, Alternate Permanent Planned Living Arrangement, early planning and consultation, permanency tasks for child protection workers, considerations around reunification, and general input into training design.

The Department of Human Services Training Advisory Committee met on October 10, 2011 to review the Pathways to Permanency draft training agenda, session descriptions, and learning objectives. Specific feedback from this Committee is currently being incorporated by trainers into their session development.

Objectives for Next Quarter

- Continue training development and pilot individual sessions for feedback as requested by trainers.
- Finalize the evaluation instruments and Application of Learning activity.
- Finalize the work plan with the Department of Human Services Training Unit regarding announcements of training, registration, and attendance tracking.
- By the end of the quarter, trainers will submit their written training plan, activities, and multi-media components.
Evaluation Summary
Evaluator, Kirstin O’Dell, MSW

There is not an evaluation summary available for this quarter as this training has not yet been implemented. The expertise of the Child Welfare Partnership Training Evaluator is being utilized in the training design to maximize transfer of learning opportunities. She is also involved in the development of learning objectives and is an integral participant of the internal workgroup. There is a training evaluation instrument currently being drafted for an Application of Learning activity on the last day of training.

Adoption Committee Member Training: Training of Trainers
Project Agreement A-02-13 Exhibit B
Lead Trainer, Kris Villanueva, LCSW
Project Coordinator: Dawn Perrault, MA

Quarter’s Activities

During this quarter, plans for the continuation of this project were finalized. The project will include annual Trainings of Trainers (TOT) provided to staff designated by the Adoptions Unit with each participant being provided with a completed curriculum for training Adoption Committee Members, including materials and visual aids as well as having an opportunity to observe, train and receive feedback on delivery of the curriculum. Each TOT participant will be provided with an evaluation tool to be completed by training participants in order to obtain feedback regarding the value of the training. The first Training of Trainers in the new biennium is scheduled for February 7 & 8, 2012. In addition, per request, quality assurance and mentoring for new trainers will be provided in the form of 8 training event visits to include observation, feedback and mentoring. Though communication was initiated with all of the individuals who have completed Adoption Committee Members Training, no quality assurance and mentoring trainings events were requested during this quarter.

Objectives for Next Quarter
- Continue to promote quality assurance and mentoring for Adoption Committee Member trainers in the form of observation, feedback and mentoring.
- Partner with management of the Department of Human Services Adoptions Unit to develop a list of individuals to invite to the next scheduled TOT event.

Evaluation Summary
No trainings were held this quarter; therefore there are no evaluations to report.

Supervisory Training
Project Agreement A-03-13 Exhibit A
Instructor, Dan Garris, MA

Quarter’s Activities
Cohort M started in July 2011 and will continue into December 2011. This training is being delivered to newer child welfare supervisors. In addition, the Supervisory Instructor is developing and delivering advanced training for supervisors delivered in their quarterly
meetings. These advanced trainings build on the foundational topics presented in the Clinical Supervision Cohort Training.

**Objectives for Next Quarter**

- Provide continued emphasis on coaching for staff development.
- Build a broader span of field consultation for supervisors to meet coaching and consultation needs.
- Work has continued on re-vamping the online Field Activity Guide. The arrangement of topics is now by subject and not alphabetically. This will allow for the development of a topical reference guide for supervisors. This should be completed by the end of the next quarter.

**Evaluation Summary**

*Evaluator, Kirstin O’Dell, MSW*

All participants (100%) agreed that the learning objectives for the modules presented this quarter were achieved. Participants appreciated the interactive nature of the trainings and the practical information presented. Also highly valued by participants was the opportunity for peer consultation.

**Social Service Assistants Training**

*Project Agreement A-04-13 Exhibit A*

*Lead Trainer, Michelle Warden, BA*

**Quarter’s Activities**

During this quarter preparations were made for the October, 2011 Social Service Assistant Training (SSA). For the first time the Child Welfare Partnership will begin using Kindles in class, rather than notebooks. Each participant will be provided with a Kindle to read in-class information. They will be given a CD at the end of training which includes materials covered in class as well as reference materials. Trainers spent significant amount of time this quarter preparing and adapting their materials for use on the Kindles.

Michelle Warden continued to participate on the Multnomah County Juvenile Court Visitation Subcommittee, and provided written feedback on the visitation draft document which will be submitted to the court. This subcommittee is a multi-agency effort designed to improve the amount and quality of contact between children in care and their biological parents. Michelle Warden and Mark Schwier began work on a Computer Based Training for Social Service Assistants and Caseworkers on *Improving Parental Protective Capacities during Visitation*. Tentative dates were set for the first annual Social Service Assistants’ Summit.

**Objectives for Next Quarter**

- Continue to advertise and recruit participants for October 2011 training.
- Deliver six days of SSA training beginning October 18, 2011.
• Continue preparations for Social Service Assistants’ Summit to be offered in the spring of 2012. Select a committee, which includes Social Service Assistants to help plan the Summit.
• Continue to work on the development of a Computer Based Training for Social Service Assistants and Caseworkers on Individualized Visitation Planning.

Evaluation Summary
Evaluator, Kirstin O’Dell, MSW
No trainings were held this quarter; therefore there are no evaluations to report.

Skills in Assessing and Supporting Caregivers for Child Safety, Stability and Well-being: Certifier and Adoption Worker Training
Project Agreement A-05-13 Exhibit A
Lead Trainer, Rudy Torres, BS

Quarter’s Activities
The Child Welfare Partnership training team is in the process of getting ready for the upcoming training scheduled for October 31 to November 18. For this training, much effort has been made to transfer the training material onto Kindles to display material electronically during class. Every participant in class will have a Kindle to follow along. In preparation for using the Kindles, the training team have been compiling and revising all materials electronically, so that they can be uploaded onto the Kindles. At the end of the training, CD’s will be made and a copy given to each of the participants. These CD’s will have all the materials used in class as well as additional reference materials. This effort is partially to reduce paper and allow participants electronic access to material in their workplace. We have a full roster scheduled for the training and are looking forward to getting started with this new format.

Kris Villanueva and Rudy Torres are currently on the latter stages of completing a SAFE Home Study for Marion County. Certification supervisor, Stacey Daeschner, has provided guidance and supervision throughout the process.

Objectives for Next Quarter
• Conduct the training scheduled for October 31 to November 4, and November 14 to 18.
• Finalize a SAFE Home Study on a family for Marion County.
• Continue to find ways to improve/update the trainings and training materials, including analyzing the feedback received from the use of Kindles.
• Plan and start preparations for the next training scheduled for April 2012.

Evaluation Summary
Evaluator, Kirstin O’Dell, MSW
No trainings were held this quarter; therefore there are no evaluations to report.

Foundations Training of Child Welfare Regional Trainers
Project Agreement A-05-13 Exhibit B
Lead Trainer, Kris Villanueva, LCSW
Quarter’s Activities

This quarter’s Foundations work included the planning and delivery of the first one day Training of Trainers events of the 2011-2013 biennium. In addition, the lead trainer has continued to provide mentoring for the Foundations trainers, observing and giving feedback to a new trainer in John Day, Oregon. Thus far, the project has provided individual feedback and mentoring to nine regional trainers. Participants have indicated as appreciation for the one on one coaching.

The focus of the recent one-day advanced gathering was on keeping materials updated with training on how to research topics led by the Child Welfare Partnership Training Evaluator. Participants first gained knowledge and resources and then divided into small groups which worked collaboratively to gain new information related to specific Foundations topics and then each small group shared the resources with the larger training group so that everyone left with a multitude of new resources.

The second half of the day was devoted to demonstrating tips related to advance training techniques. This gathering had a small numbers of participants (11) with many emails and phone calls from field staff reporting they could not attend due to OrKids. This gathering continues to have benefits in participants sharing how they personally have enriched the training environment as well as offering much needed personal support to each other in these difficult times.

Objectives for Next Quarter

Begin development of next one-day Foundations training and continue mentoring individual Foundations trainers.

Evaluation Summary

All participants stated that they were ‘very satisfied’ or ‘extremely satisfied’ with this training overall. There was also agreement (89%) among the respondents that the learning objectives were achieved. Participants particularly valued the ideas and resources they received from the training as well as the opportunity to interact with other Foundations trainers.

Specialized and Ongoing Professional Development

Project Agreement A-06-13 Exhibit A
Project Coordinator, Dawn Perrault, MA

Quarter’s Activities

The Project Agreement for Specialized and Ongoing Professional Development provides for a menu of specialized and on-going training available in both classroom and distance venues with the flexibility to negotiate changes to the deliverables to meet organizational needs and priorities as they evolve. Specific deliverables include one NetLink training per month and the development of three computer-based trainings.

In addition, Adoption Technical Training was identified as the number one priority to be addressed in the scope of this project agreement. Twelve training days were allocated to this project.
Significant discussion between the Department of Human Services and the Child Welfare Partnership occurred with regard to the most beneficial plan for utilizing the remaining resources available under this project agreement. The Child Welfare Partnership established a “menu” of specialized trainings that could be immediately made available to Department of Human Services’ staff throughout the State of Oregon. The Partnership requested determination from the Department of Human Services as to how the professional development trainings were to be distributed and who would request/approve the scheduling of the trainings. As of the end of this quarter, decisions regarding the implementation of the “menu” of specialized trainings are pending.

During this quarter, three advanced staff NetLink trainings occurred. The trainings included presentation of two new topics, Permanency Options and Working with Challenging Behaviors during Visits. There were a total of 54 participants in the three NetLinks.

Development of a computer-based training began this quarter. The training topic, Improving Parental Protective Capacities during Visitation, is primarily geared to Social Service Assistants. It is anticipated that the curriculum will be completed during the upcoming quarter.

Objectives for Next Quarter

- Reach final agreement with the Department of Human Services regarding the most beneficial use of remaining resources available in this project agreement.
- Continue to offer one NetLink training per month to Department of Human Services staff.
- Complete development of computer-based training.

Evaluation Summary

Evaluator, Kirstin O’Dell, MSW

There were three advanced trainings offered via NetLink to staff this quarter: Confidentiality for Social Service Assistants; Permanency Options for Child Welfare Staff; and Working with Challenging Behaviors during Visits. Approximately 63% of participants rated these trainings as either ‘excellent’ or ‘very good’. Another 31% rated them as ‘good’. The remaining 6% (n=2) indicated that they rated the training low as a result of technical issues experienced with NetLink. Participants indicated that the learning objectives were achieved with 99% agreement.

Foster/Relative/Adoptive Parent Training Project Agreement

A-07-13 Exhibit A

Program Coordinator, Dawn Perrault, MA

Quarter’s Activities

During this quarter, the Foster, Adoptive, Relative Parent Training program unit continued working with the Districts to meet their training needs, developing new training topics, and participating in Certifier quarterlies to disseminate information, gather input and address questions and/or concerns.

In addition, training planning for the 2011-2013 biennium continued and the remainder of the training planning meetings were completed in Districts 1, 3, 15, and 16.
This quarter, thirty-five classroom training sessions were presented by staff trainers and contractors across the state, including three Cardio Pulmonary Resuscitation (CPR) and First Aid trainings and two on-site Behavior Crisis Management Training (BCMT) two-day sessions. Two new training sessions were presented for the first time this quarter, *Early Childhood & Brain Development* and *Motivating Youth to Make Positive Changes*. One classroom training was presented in Spanish. Participants in the thirty-five classroom trainings numbered 462 (69, or approximately 15%, of those participants were identified as relative caregivers). In the one training presented in Spanish there were five participants, one of whom was a relative.

Three scheduled classroom training sessions were cancelled during this quarter with less than one week’s notice due to low enrollment. Those cancellations occurred in Districts 4, 7 and 13.

Also during this quarter, six 3-hour NetLink trainings were provided for caregivers. Participants in the six NetLink trainings numbered 129 (only 3 participants were identified as relative caregivers), resulting in a total of 387 training hours. Overall coverage of the state was increased, with new participants from many parts of Oregon.

Additionally, the Distance Delivery Specialist did some marketing outreach, working with Certifiers in Gold Beach and Medford to set-up potential group sites at those branches. The Distance Delivery Specialist also presented a NetLink ‘How-To’ Demonstration for the Jackson County Foster Parent Association.

1,424 Foster Parent College members statewide completed 114 trainings via the internet during this quarter. Eight Foster Parent College units were allowed to expire. A brief review of the courses completed during the quarter, revealed that the most popular Foster Parent College courses were *ADD/ADHD/ODD, Childhood Anxiety Disorders, and Substance Exposed Infants* each of which were completed by 10 members. *Anger Pie* was completed by eight members.

**Objectives for Next Quarter**

- As agreed upon contractually, the Foster, Adoptive, and Relative Parent Training team will continue to offer both one evening and one daytime NetLink per month. We will be reaching out to offices around the state to support their successful participation in NetLink Training.
- Continue to identify new topics for development and new methods for delivery of training.
- Continue participation in certifier quarterlies and other meetings as appropriate.
- Continue to work with the districts to promote the use of V-Con technology to make trainings available to wider audiences.
- Continue to fulfill training requests made by the districts.
- Participate in the substitute caregiver training committee.
- Continue to observe and provide feedback to contracted and staff trainers.
- Continue efforts to aggressively market trainings, most specifically NetLink and Spanish trainings, in order to increase participation.
- Continue to work with district representatives in the ongoing development of training plans for the 2011-2013 biennium.

**Evaluation Summary**

Evaluator, Kirstin O’Dell, MSW
Participant evaluations included an overall rating of the classroom trainings. About 90% of respondents rated the trainings as ‘very good’ or ‘excellent’, the highest possible ratings. About 8% rated the trainings as ‘good’ and the remaining 2% rated them as ‘fair’. There was strong agreement (97%) among participants that the learning objectives of the trainings were met. Generally, caregivers found training content to be informative and applicable in their work as caregivers. They also appreciated the personal experiences and expertise that presenters shared in the trainings.

The NetLinks provided for caregivers this quarter received a ‘very good’ or ‘excellent’ overall rating from about 81% of participants. Approximately 13% rated the trainings as ‘good’ and the remaining 6% rated them ‘fair’. There was agreement among respondents (90%) that the learning objectives for these trainings were achieved. One of the comments consistently made by caregivers about NetLinks is that they are interactive. One caregiver stated, “I have to say the online classroom, even with its small program glitches, was fantastic. I usually prefer the classroom over online learning; however, I have to admit this particular online classroom program was great - mostly because I could interact with the instructor and the other students.”

Adoption and Foster Family Therapy Certificate Program for Mental Health
Project Agreement A-08-13
Project Lead, Kellie Herold, BS

Quarter’s Activities

During this quarter, activities focused on preparation for the 2011-2012 Certificate Program including extensive marketing to therapists via the eight major Mental Health Organizations (and contracting agencies), licensing boards, and conferences.

The support of Kathy Prouty, Department of Human Services Adoption Program Manager, has been invaluable. Kathy was instrumental in securing funding to provide eight complete scholarships for therapists who provide mental health treatment via the Oregon Health Plan.

The active recruitment efforts and the additional MHO Scholarships funded by Department of Human Services resulted in very successful enrollment. The Adoption Certificate Program began its new program year in September. In addition, 87 scholarships were awarded Department of Human Services Child Welfare staff for individual classes within the upcoming academic year.

In September, two training days were attended by 73 participants (18 child welfare professionals and 55 therapists). There are currently 25 therapists enrolled in the full program and 3 pending applications. The Directory of Therapists currently includes 68 therapists and adoption professionals. This will be the largest class to date coming in between 25 and 30 participants. Eighteen participants (over 65%) are from Oregon serving DHS / Child Welfare families. Several are bilingual and many are from rural areas (Klamath Falls, Wallowa and The Dalles). The program is having notable success at increasing the number of qualified therapists who serve Oregon’s children and families who have been adopted through the Child Welfare system.

The Executive Committee for this program has been rejuvenated with additional membership from the Department of Human Services Adoption Manager and the Salem Child Welfare Partnership leadership. The Executive Committee met on September 20 and discussed how to
strengthen and grow the program. In addition, the committee is working on designing a training certificate for child welfare professionals who complete a modified version of the program.

**Objectives for Next Quarter**

Prepare and deliver the October 1-31 online class *Clinical Practice with Adoptive and Foster Families*. In November, there are two classes on campus 11/18 *Fetal Alcohol Spectrum Disorders* and 11/19 *The Effects of Trauma, Abuse and Neglect on Child Neurodevelopment*.

Complete the annual update the Directory of Therapists.

The Executive Committee will have several areas for focus for the next quarter and beyond:

- Review the curriculum and select any classes that need replacing or updating
- Continue planning for a training certificate for child welfare professionals, including the idea of having a trained person in each district
- Program evaluation

**Evaluation Summary**

*Evaluator, Kirstin O’Dell, MSW*

Classroom evaluations were collected but the findings are not yet available for the Sept 23 and 24, 2011 classes.
Training Totals

Partnership Training Totals

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Wraparound Cross-Systems Training Academy

Project Agreement A-09-13
Wraparound Service Team Training - Exhibit A
System of Care Infrastructure Development – Exhibit B

Director of Cross-Systems Training Academy, Bill Baney, M. Ed.

Portland State University’s Center for Improvement of Child and Family Services integrates research, education and training to advance the delivery of services to children and families. The Center for Improvement of Child and Family Services provides training, workforce development and systems support to demonstration sites in Oregon to support the implementation of a wraparound service delivery model. The demonstration sites include Washington County, Rogue Valley (Josephine and Jackson Counties), and Mid Valley (Linn, Marion, Polk, Tillamook and Yamhill Counties). PSU expanded the invitees to sessions to a regional level. One example is the tri-county collaborative of Multnomah, Clackamas and Washington Counties.

Quarter’s Activities

202 people trained this quarter.

First Quarter Activities

- Training Modules
- Distance Learning Sessions
- Consultation
- Infrastructure and Systemic Support
- Systems of Care Expansion

Training Modules

PSU designed and delivered a number of training sessions throughout the state. All sessions are grounded in foundational wraparound principles/values and uniquely tailored to reflect the intended communities. The following is a list of training sessions, locations and dates offered:

Cross Cultural Communication on Child and Family Teams

This session highlights opportunities, strategies and challenges specific to culture when functioning as a child and family team. The introspective session provides space and structure for a candid and open dialogue to move practice and systems forward.

Participants will:

- Understand the complexities of culture and learn how to communicate across culture in a conflict situation
- Learn the current barriers that communities of color face
- Learn practical tools on how to participate on a child and family team process with different cultural perspectives (from the partnership perspective)
- Learn tools of working with interpreters and culturally specific services

PSU delivered this session to 65 people in the following areas:

8/3 Hillsboro (inclusive of Multnomah, Clackamas and Washington Counties)
Attendees: 29
Building Within a System of Care Cultural & Linguistic Learning Communities
PSU provided consultation, technical assistance and support to Washington County around the development of a Latino Learning Community, LLC. The mission of the LLC is to engage families in educational experiences through dialogue and discussion that create links of services and coordination.

8/22 Hillsboro

Wraparound 101
This session is an orientation for individuals in the implementation of wraparound at the community level. Specifically, the session is intended for people new to wraparound approach, and the underlying philosophy of the model.

Participants will:
- Identify and understand relevance of wraparound principles to the practice of wraparound/collaborative child and family teams
- Recognize importance of roles of facilitator, family partner, team member, and family/youth
- Develop understanding of how the wraparound principles are applied in the practice of child and family team meetings

PSU delivered this session to 59 people in the following areas:
8/26 Grants Pass (BRS Providers) Attendees: 16
9/29 Medford (Child Welfare) Attendees: 22

Team Observation Measurement
PSU provided facilitation training for care coordinators using the Team Observation Measure as a guiding tool for the process. The session was attended by Care Coordinators from the Washington County Wraparound and ISA Team.

8/31 Hillsboro Attendees: 16

Distance Learning Sessions
PSU finalized sessions on Wraparound 101 and Culturally Inclusive Practice.

Consultation
PSU provided concentrated consultation to demonstration sites to support efforts for implementation. Over the past quarter, PSU consulted with core service team members (Care Coordinators, Family Partners, Supervisors and local Site Leads), system partners and project stakeholders. Consultation content included family-driven care, model design, facilitation, roles/responsibilities and organizational development.

PSU provided technical assistance/consultation to:
Child Welfare Partnership  

Wraparound Training Programs  

7/7  Rogue Valley Training Committee  
7/14  Washington County Leadership  
7/19  Rogue Valley Leadership Council  
7/27  Rogue Valley Service Team  
8/11  Rogue Valley Service Team  
8/24  Washington County Service Team  
8/26  Rogue Valley Service Team  
9/2  Washington County Leadership Committee  
9/6  Rogue Valley Training Committee  
9/8  Rogue Valley Service Team  
9/12  Latino Learning Community Meeting  
9/20  Rogue Valley Leadership  
9/26  Latino Learning Community  
9/28  Rogue Valley Care Coordinators  
9/28  Rogue Valley Mental Health Supervisors  
9/29  Rogue Valley Service Team  

Activities for the Second Quarter 2011/12  
1. Ongoing training and workforce development sessions  
2. Broaden training plan to include system partners  
3. Develop/Deliver Cultural and Linguistic Competency Sessions unique to each community  
4. Review/revise/update workforce development plans for demonstration sites  
5. Establish strategies to broaden the reach of workforce development activities beyond the three demonstration sites  
6. Expand the scope of training and technical assistance to include Systems of Care content  
7. Plan activities for Winter Quarter  
8. Dialogue among Washington and Oregon Leadership to move SOC/Wraparound forward at the state level
Title IV-E Waiver Demonstration Project Training Programs
Project Agreement A-10-13

Exhibit A: Relationship Based Visitation (Nurturing Parent Program)
Project Lead, Karen Moorhead, MSW

Quarter’s Activities
This quarter has been focused on development and design of the training for the Relationship Based Visitation portion of the waiver project. Karen Moorhead, Kris Villanueva, and Marty Lowrey have attended meetings which addressed Relationship Based Visitation (RBV) contracts and program statewide. This program covers 12 out of 16 service delivery areas in the state. The planning meetings included Donna Haney, DHS Title IV-E Program Manager, as well as Angela Rogers and Beth Green from the PSU research program.

The meetings have addressed some aspects of the national program that will be implemented in Oregon. This training will be three days in length with two days of that time devoted to a national trainer who will present the curriculum developed by the Nurturing Parenting Program. We have located and contracted with a nationally certified trainer for the Nurturing Parenting Program (NPP). That instructor is Vicki Lunghofer from Washington State. Ms. Lunghofer has years of experience using the NPP program primarily with children birth to five and largely with military families. The initial training dates for this program are scheduled for November 29 through December 1 and will be held in Salem at the PSU Child Welfare Partnership Salem Center. The second training for this program will be held from January 11 - 13 in Hood River. The dates and locations of the training may be changed due to unexpected events in the contracting process.

Objectives for Next Quarter
The next quarter will focus on developing the schedule of NetLink sessions, completion of curriculum and training materials, site coordination and registration process and delivery of one face to face session of Relationship Based Visitation training.

Evaluation Summary
No trainings were held this quarter; therefore there are no evaluations to report.

Exhibit B: Parent Mentoring Program Training

Quarter’s Activities
This quarter has been focused on development and design of the training for the parent mentor portion of the waiver project. Karen Moorhead, Kris Villanueva, and Marty Lowrey have attended meetings which addressed the parent mentor program design as well as planning for the initial training. These planning meetings included Donna Haney, DHS Title IV-E waiver Program Manager, as well as Anna Rockhill and Lorelei Mitchell from the PSU research team.

These meetings have addressed the program design, scheduling of initial trainings and content of the initial training. The team reviewed several pieces of research before determining the agenda for the training. This program will have a two day initial training. The training dates are
scheduled for December 7 & 8, 2011, and January 18 & 19, 2012. The group also decided to train the providers together rather than provide a separate training in eastern Oregon. This decision was based on a desire to create a support network among the parent mentors in the state and this would be facilitated by providers from around the state being trained together. The initial training will take place in Hood River to allow those from eastern Oregon to be a bit closer to their geographic service area. The second training will in the Portland Metro area. The dates and locations of the trainings are subject to change based on any currently unforeseen issues in the contracting process.

**Objectives for Next Quarter**

The next quarter will focus on developing the schedule of NetLink sessions, completion of curriculum and training materials, piloting the training curriculum, site coordination and registration process and delivery of one face to face session of Parent Mentor Training.

**Evaluation Summary**

No trainings were held this quarter; therefore there are no evaluations to report.
Child Welfare Education Program

Project Agreement B-01-13
Exhibit A: Child Welfare Education Program-
Instructors Bonnie Dalton and Lea Ann Holder, MSW, LCSW

Overview
This quarter encompassed the summer term of the 2010-2011 academic year. One highlight of the quarter was the successful placement of Partnership students in their Field agencies for the upcoming 2011-2012 academic year:

- 6 Bachelor of Social Work students were placed in Department of Human Services Child Welfare branches
- 22 Master of Social Work students were placed in Department of Human Services Child Welfare branches
- 15 Master of Social Work students were placed in outside of the Department of Human Services agencies
- 10 Master of Social Work students are NOT in field placements this year

A highlight of this quarter was the updating of the Child Welfare Education Program database.

Student Summary and Support
There are currently 53 students in the Child Welfare Education Program. The numbers are followed with (in parentheses) the percentage that area’s students constitute of the overall CWP program:

- Ashland: 1 student (1.85%)
- Bend: 2 students (3.85%)
- Eugene: 6 students (11.3%)
- Portland: 39 students (73.6%)
- Salem: 5 students (9.4%)

The gender distribution of BSW/MSW is:
- Female: 40
- Male: 6
- Other: 7

The distribution of students by ethnicity is:
- Multi-Ethnic: 1 student (1.9%)
- Asian/Pacific Islander: 3 students (5.7%)
- Black/Non-Hispanic: 2 students (3.8%)
- Hispanic: 6 students (11.3%)
- Native American: 2 students (3.8%)
- White/Non-Hispanic: 28 students (52.7%)
- Other: 1 student (1.9%)
- Not reported: 10 students (18.9%)
As a whole, the Child Welfare Partnership program is more diverse than the Social Work program as a whole.

There is a relative balance of recruits and of current Child Welfare employees, as follows:

- Bachelor of Social Work recruits: 6
- Master of Social Work recruits: 23
- Unknown as of this report: 1

**Quarter’s Activities**

**Child Welfare Education Program Database:**
A team consisting of three graduate students and members of the Child Welfare Education Program staff met over the quarter to work on updating the database. They identified what kind of feedback they would like to be able to draw from the database, and what information they would need to provide that feedback. They gathered empirical literature on research of other Child Welfare Education Programs. A skeleton draft was developed of a model database, and then revised after meeting with internal Portland State University Child Welfare Education Program faculty and staff, and Department of Human Services Child Welfare Education Program stakeholders. The database was then redesigned to make it easier to navigate and answer evaluation questions. The next quarterly report will cover details of this ongoing process.

**Field Placements for Child Welfare Education Program students:**
The Site Coordinators for the Portland State University Distance Program for the Master of Social Work program successfully placed students in the Ashland, Bend, Eugene and Salem areas. The two Child Welfare Education Program Campus Coordinators successfully placed all of the field placements for Child Welfare Education Program students who take classes on the Portland State University campus in Portland, which consists of 73.6% of the Partnership students, and includes the 6 Bachelor of Social Work students.

The first step in finding field placements for the students was identifying and meeting with prospective Field Instructors who can commit to supporting social work students in their field experiences, and who are themselves known for their excellence in social work practice. Bachelor of Social Work students are required to have a Field Instructor who has a Bachelor or Master of Social Work degree, and is at least two years post-graduation. Master of Social Work students are required to have a Field Instructor who has a Master of Social Work Degree, or is a Licensed Clinical Social Worker, and is at least 2 years post-graduation. There are 15 new or newly-returning Child Welfare Field Instructors this year. The Campus Coordinators developed a Child Welfare specific Field Instructor packet and mailed it to all of the Field Instructors and Task Supervisors. Among other things, this packet contained an extensive list of ideas for intern activities. Individual meetings also took place with several of the new Field Instructors to assist with planning for their students.

The Site and Campus Coordinators then met in person with each student, discussing the student’s previous social work experiences and interests and ideas for the field placement. Master of Social Work students are required to spend 16 hours a week at their field placements, for an average of 167 hours per term, and a total of 500 hours for the academic year. Bachelor of Social
Work students are required to spend 15 hours a week at their field placement, and 1 hour a week in a Field Seminar, for an average of 167 hours per term, and a total of 500 hours for the academic year. This is a significant commitment both on the part of the students and the Field Instructors.

The Coordinators spent time weekly during this quarter working with the School of Social Work’s Field Team. This involved helping them identify field placements for all of the returning and newly admitted Bachelor and Master of Social Work students.

The Campus Coordinators, in conjunction with the District II Administrative Office, organized a group volunteer orientation for the Bachelor and Master of Social Work students who were non Child Welfare employees, and who were being placed in Child Welfare branches for their internships. One student was advised that she would not be allowed to transport clients until next year. She ultimately decided to withdraw from the Child Welfare Education Program.

Other Activities

A Field Instructor Training was held on the Portland State University campus in July. Much of this training involved creating a list of behaviors, knowledge and skills that social work students should possess by the time they earn their degree.

Three Partnership students were part of the Master of Social work Advanced Standing Program who were required to take classes during summer term, and also do 144 hours of field placement. The Campus Coordinators conducted individual trainings and site visits with these students and their Field Instructors.

Staff worked on recruitment at the Indian Child Welfare Act Conference by speaking with several participants who were interested in the Child Welfare Education Program.

Collaboration initiated last winter with the Field Advisor for the undergraduate Child and Family Studies Program, a program within the Portland State University School of Social Work, resulted in the placement of some of their students in Child Welfare field placements. In addition the CWP coordinators were involved in mentoring of that program’s Field Advisor in areas of professional development for the Field Instructors in that program.

A curriculum event titled “The World Café,” sponsored by the Portland State University School of Social Work took place in early fall. This gathering of social workers from the public and private sector provided the school information about what direction social work education should be heading. The participants developed lists of learning priorities and outcomes for social work students. CWP Coordinators represented and advocated for child welfare, assuring strong child welfare agency voice in this event.

The Admissions Application Packet was rewritten to be more user-friendly to the child welfare recruit or current employee.

Objectives for Next Quarter

- Trouble-shoot any field placement issues that come up
- Provide academic advising
- Continue to support Field Instructors and Task Supervisors
- Schedule and hold informational recruitment sessions at Child Welfare branches
• Continue work on the database format, on linking Child Welfare employees to the larger evaluation goal and on validating alumni information
• Participate in the development of new curriculum standards for the School of Social Work
• Continue discussions with Department of Human Services/Children, Adults and Families on recruitment strategies
• Continue strengthening relationships with Child Welfare Managers and supervisors
• Continue development of monthly or bi-weekly “Fireside Chat” offerings, an opportunity for any and all Portland campus Child Welfare Education Program students to meet with each other and the Campus Coordinators for support, networking and cohort building
• Complete updating recruitment brochures and other informational items that are on the Portland State University School of Social Work website
• Continue work on developing Child Welfare specific field competencies
• Continue work on a guide to academic advising using the Electives Grid.
• Set up a listserv for support of Child Welfare Education Program students who have children with Autism Spectrum diagnoses
• Prepare information about the distribution of students to Faculty Advisor/Field Liaisons.

Culturally Responsive Leaders Program

Project Lead, Lea Ann Holder, MSW, LCSW

[Note: This program focuses on the diversity and leadership goals of CWEP and is funded in part by a traineeship grant from the National Child Welfare Workforce Initiative, a cooperative agreement with the US Children’s Bureau.]

Quarter’s Activities

The first Culturally Responsive Leaders (CRL) Seminar for the academic year took place on Sept. 22, 2011. This was an informational gathering and welcoming for our new students. Sharon Kollar, from the National Child Welfare Work Force Institute (NCWWI) at Fordham University, New York, was the guest presenter. The presentation included a Power Point overview of how to access the student support website, which is known as the Ning Student Website, along with general information about the NCWWI and its connection to the (CRL) program. The students received their welcome packets complete with releases of information and program agreements that were signed by both student participants and the CWEP Program Director.

A seminar curriculum was developed that includes a framework of learning competencies focusing on our programmatic goals. The goals are to provide leadership development and educational attainment for emerging leaders from diverse back grounds who are committed to working for Child Welfare systems, Tribal Child Welfare programs or private agencies that provide contracted services for public Child Welfare.

The program’s bi yearly NCWWI Traineeship Performance Progress Report and Student Data Tracking instrument were completed and submitted to the to the National Child Welfare Work Force Institute for the Fall, 2011 reporting period.

Student Summary
Students began their academic fall term on September 22, 2011. The term began with a total of eight students (one returning student and seven new students) however; one student needed to withdraw from school for personal reasons. Three students are also participants in the Child Welfare Education Partnership stipend program.

**Objectives for Next Quarter**

Coordination for the monthly Seminars along with student advising will continue through the Instructor/Advisor/Liaison.

The next seminar will be held on the 20\(^{th}\) of October, 2011 with presentations by two community leaders and a review of the curriculum for the seminars.
Research Title IV-E Waiver Evaluation
Project Agreement C-01-13 Exhibit A
Senior Research Associate: Anna Rockhill MPP, MA and Research Professor: Beth L. Green, Ph.D.

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<th>Objectives for this Quarter</th>
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<td>Participate in bidder’s conferences for Parent Mentoring (PM) and Relationship Based Visitation (RBV) requests for proposals.</td>
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| Continue development of detailed evaluation plan for interventions including developing project logic models, identifying potential instruments, designing informed consent process, drafting research protocols, etc. | RBV IRB approved  
PM logic model completed  
PM processes under development  
Final Evaluation Plans in progress, drafts due to DHS 10/15/2011 |
| Development of Participant Management System database in collaboration with a consultant. | Database is in testing phase.                                   |
| Develop participant identification, recruitment, screening, and random assignment processes. | Ongoing; currently holding individual meetings with DHS branches/staff to identify processes for recruitment. |
| Partner with DHS to facilitate ORKIDS data access                                          | Ongoing                                                         |
| Assist in the development of implementation plans for both interventions.                  | Ongoing; currently finalizing fidelity and other documentation. |
| Assist in the development of training curriculum/plans for both interventions (for both providers and DHS staff). | Ongoing; Provider trainings scheduled for November-January. DH trainings will occur October-February |
| Consult with ACYF/Children’s Bureau and James Bell and Associates regarding the research design and evaluation plan. | On-going; had conference call with Illinois for TA re: random assignment processes. |
| Efforts directed at Community, Family and Youth Engagement including gathering input from DHS field and community partners related to the interventions and research design. | Ongoing                                                         |
| Management of all aspects of the project including providing fiscal and written products in a timely manner and coordination with Central Office staff in connecting with Children’s Bureau. | Ongoing                                                         |
**Progress Notes**

During this quarter, considerable effort was devoted to the development of a training plan for both Relationship Based Visitation and Parent Mentoring in partnership with the CWP trainers. In addition, we continued development of research instruments and protocols as well as the evaluation plans. Finally, outreach and collaboration with District level staff related to the implementation of the interventions and the evaluation has increased over the past few months.

Products:
- Institutional Review Board for RBV approved
- Test version of database currently operational
- Training content for Parent Mentoring training drafted in partnership with CWP Training team
- Numerous instruments/documentation forms related to both PM and RBV have been drafted

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<td>Finalize evaluation plans for both interventions as required by the Children’s Bureau (due October 31)</td>
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<tr>
<td>Finalize evaluation instruments and protocols</td>
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<td>Finalize Participant Management System database and complete testing</td>
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<td>Finalize and hold trainings for Parent Mentoring and Relationship Based Visitation providers</td>
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<tr>
<td>Significant collaboration with District and Branch level staff related to implementation</td>
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<tr>
<td>Efforts directed at Community, Family and Youth Engagement related to the interventions, implementation and research design</td>
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<tr>
<td>Management of all aspects of the project including providing fiscal and written products in a timely manner and coordination with Central Office staff in connecting with Children’s Bureau.</td>
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Self Sufficiency
Project Agreement D-01-13, Exhibit A
Project Lead, Bill Baney, M. Ed.

This biennium, Portland State University’s Center for Improvement of Child and Family services and the Department of Human Services, Child, Adult, and Families Services, added to the Master Agreement a program whose goal is enhancing and expanding training available to Self-Sufficiency professionals (SSP) in Oregon.

PSU offered training sessions throughout the state for SSP staff over the past quarter and trained 57 people. Additionally, PSU in partnership with SSP Training Unit staff interviewed and hired a Distance Learning Specialist to support the on-going development of the SSP Training Unit at .5 FTE. PSU worked with SSP Training Unit staff to adapt and update session content to reflect changes within the agency. PSU reduced the FTE for the Lead Trainer from 1.0 to .5 as of July 1, 2011.

Activities during the First Quarter of 2011/12:
Develop and/or Deliver Training Sessions
- Interviewing and Narrative Guide
- Coloring Between the lines: Presentation Skills
- TANF Case Management
- Mental Health/Substance Abuse

SSP Training Unit Meetings
Distance Learning Specialist Hire

Develop and/or Deliver Training Sessions

Interviewing and Narrative Guide

The session explores and demonstrates how to tell the stories of the families with whom you work by integrating the strengths-based approach (as advocated by Dr. Ford) into TRACS narratives and case notes. Participants explore how to enhance the interviewing process through targeted and open-ended questions, document the process through narration, and keep the focus of the interview on the client.

Training Objectives:
- Identify questions that elicit information
- Explore the structure of an interview
- Identify strategies to capture and document information
- Explore possible challenges to the process
- Utilize a strength based model of engagement in the interview process
- Identify pertinent data needed for complete and comprehensive case notes
- Provide participants with tools / language to assess through a strength based lens
- Allow participants to discern what should/should not be included in TRACS narrative
PSU provided training for 35 people in the following area(s) over the First Quarter:
- 8/3 Portland
- 9/14 Tigard

*Coloring between the Lines: Presentation Skills for Lead Worker and Other SSP Staff*
This course is intended to enhance presentation skills for Lead Workers and other SSP staff who present policy or procedures.

Training Objectives:
- Build on participants’ presentation skills
- Adapt materials to reflect learning styles
- Create supplemental training materials
- Incorporate a variety of presentation methodologies
- Provide opportunities for practical application

PSU provided this session for 5 people over the First Quarter (date and location below):
- 8/9 Eugene

*TANF Week 2*
PSU, in partnership with DHS Training Unit, revised the existing delivery format for the TANF 2-week training designed for case managers. The reorganized format allows greater integration of practical application of materials (blend soft skills with policy).

Training Objectives:
- Develop case plans that incorporate strength-based strategies to address family and individual needs
- Elicit client engagement in developing and modifying case plans
- Identify client readiness and ability to participate
- Use TRACS to create/modify PDPs, narrate case activity and manage caseload
- Refer clients to a broad range of agency and community supports and services
- Use the conciliation/disqualification process to provide incentives for cooperation
- Move a case through multiple program transitions

PSU provided training for 6 people in the following area(s) over the First Quarter.
- 8/23-25 Portland

*Mental Health and Substance Abuse*
Case managers frequently face ambiguous situations and often suspect the presence of mental health/substance abuse issues. Dealing effectively with these often delicate and intimidating areas is possible. The session explores a variety of situations and develops practical responses to a wide range of client behaviors. This session is open to new and experienced case managers. Sessions format, content and delivery were adapted to reflect smaller group size and increase accessibility. The session was delivered in response to a specific request from the field.

Training Objectives:
- Provide up to date research and trends
• Outline contextual framework for working with clients
• Provide opportunity for practical application of skills and abilities
• Explore opportunities to build partnerships with community providers

PSU provided training for 11 people in the following area(s) over the First Quarter
• 9/15 Tigard

**SSP Training Unit Meetings**
PSU staff participated on a number of SSP Training Unit, SSTAG, Curriculum Review and FSRC Committees over the past quarter.

**Distance Learning Specialist**
PSU hired a Distance Learning Specialist (DLS) to provide guidance and technical assistance around web-based/distance learning opportunities. Over the past quarter, the DLS reviewed existing learning formats used within DHS to ensure software used for SSP sessions is consistent within all units of DHS (Captivate 5.0).

**2011/12 Second Quarter Objectives**
• Develop and/or Deliver Training Sessions
• Develop and/or Deliver Distance Learning Sessions
• Identify opportunities to integrate SSP/PSU training content across all units within PSU
• Finalize work plan for Third Quarter
My Future My Choice

Project Agreement E-01-13  
Project Lead: Bill Baney, M. Ed.

The purpose of this project agreement is the design and delivery of a comprehensive adolescent sexuality curriculum for youth. PSU is providing implementation evaluation of the curriculum and technical assistance for the development of a video supplement for the curriculum.

Activities during the First Quarter of 2011/12:

1. Develop and/or Deliver Evaluation Plan
2. Video Work Plan

Develop and/or Deliver Evaluation Plan

On behalf of PSU, Dr. Kris Gowen will provide formal evaluation of the My Future My Choice curriculum. Dr. Gowen developed an evaluation plan inclusive of pre/post test assessments for the project. Over the past quarter, she has worked in partnership with DHS SSP staff to ensure the desired outcomes are included in the evaluation plan. Over the Second Quarter the evaluation plan will be implemented at multiple locations throughout the state. The formal report will be completed in the Third Quarter.

Video Work Plan

PSU is developing a video to complement the existing adolescent sexuality curriculum. The video includes an animation portion. PSU will film, edit and finalize a video by the middle of the Second Quarter.

Activities include:

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<th>Activity</th>
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<tr>
<td>7/25</td>
<td>Film Planning</td>
</tr>
<tr>
<td>8/3</td>
<td>Script revisions and edits</td>
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<tr>
<td>8/9-10</td>
<td>Auditions, production planning and casting</td>
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<tr>
<td>8/25</td>
<td>Production Planning</td>
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<tr>
<td>8/29-30</td>
<td>Auditions and casting</td>
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<td>Casting meetings</td>
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2011/12 Second Quarter Objectives

- Finalize Video
- Implement Evaluation Plan
October – December 2011
Quarterly Report
Child Welfare Partnership
School of Social Work
Portland State University

Katharine Cahn, Executive Director
Marty Lowrey, Director of Workforce Development
Marisa Lara, Director of Operations and Administration
Bill Baney, Director of Cross Systems Training Academy
Anna Rockhill, Sr. Research Associate

http://cwpsalem.pdx.edu

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Executive Director Overview
Katharine Cahn, Executive Director

Overview

Continuous program improvement and innovations is the theme of the Fall, 2011 Biennium. Child Welfare practice in Oregon does not stay still, and neither do our training, education, and research efforts to support the practice. The CWP has kept pace with the agency in a quickly evolving practice environment, providing services to child welfare and a wide range of community partners while and at the same time engaging in an aggressive round of program development and re-design across all programs.

This fall the CWP training program was in active program improvement mode, working hard on an overhaul of Core Training to emphasize safe family ties and family preservation (p. 4). The classic advanced training formerly known as “Freeing and Placing” was replaced by a newly-developed training for all workers emphasizing multiple pathways for permanent family connections, with stand alone training on the technical complexities of adoption (p. 5, p. 8.) The team also updated the successful Continuing Education Certificate on Adoption and Foster Care which continues to draw a high number of therapists serving child welfare families was also upgraded (p. 13). Throughout the training program, e-readers (Kindles) replaced voluminous notebooks or paper handouts, reducing the fiscal and environmental footprint of the program. Participants went home with materials they could install in computers or other e-reading devices. This team also developed training to support the implementation of new visitation models for the Waiver Demonstration Research program (p. 20).

At the same time the team maintained an active schedule of training delivery, offering a full range of training programs to caregivers (including training in Spanish), supervisors, and Social Services Assistants. Evaluations were conducted for all trainings, and across the board indicated objectives were met and content was appropriate to the job. There was some pattern of trainings cancelled or delayed by the agency due to the hiring freeze or shifting program priorities.

Wraparound Training continued to serve the eight pilot counties (three DHS Districts) and developed innovative program delivery models to include other Districts, such as the three metro area counties. (p. 17)

The CWP Education Program offered a full range of supports to more than 50 social work students with career commitments to child welfare (including seven students of color committed to leadership service) and engaged in program innovations at the same time. While meeting the educational, placement, and advising needs of these students, program staff also worked closely with School of Social Work faculty to assure child welfare voice in curriculum reform. Instructors developed an innovative approach to field that better met the needs of working students while meeting the Field Curriculum requirement for exposure to multiple agency settings, and encoded this into an important policy change. The program also hosted the federally funded Culturally Responsive Leadership Program (p. 25) which supports the agency’s succession planning goals.
Waiver Research Team laid the foundation for a strong research implementation by completing the research design, gaining access to key data sets, developing plans for community, youth, and family engagement, and working in partnership with the training team to assure trained providers to implement the program with fidelity.

Self Sufficiency Team offered training for 175 people this quarter, including innovations to take some of the training online to take full advantage of computer based training technology and to serve the needs of busy staff across wide geographic area of the state.

The My Future, My Choice team, composed of a researcher, a youth engagement specialist, and a team of actors and videographers, completed a training on healthy adolescent sexuality that was well-received by the over sixty people who attended the premier this quarter.
Child Welfare Education and Training Director Overview
Marty Lowrey, Director of Workforce Development

Overview
In the Training Unit, a significant focus of this quarter has been revising the Child Welfare Core Training to better reflect Oregon Child Welfare’s commitment to keeping children safely at home whenever possible, engaging and empowering families, maintaining children’s familial and cultural connections and returning children home as soon as safety can be achieved. These have always been the values of Child Welfare but this biennium marks a renewed commitment to these goals with specific strategic support in the development of Differential Response and a request that these values, and the skills needed to support them, be more strongly emphasized in all training, in fact be the foundation of Core Training. In addition to the revisions to Child Welfare Core Training, the training unit has been designing and developing Pathways to Permanency which focuses on the skills needed to achieve permanency, such as engagement, communication, and critical thinking, and Adoption Technical Training which addresses the technical aspects and case management skills specific to adoption work.

These efforts have involved every member of the training unit, all trainers, training coordinators, and management, administrative and technical staff. It is noteworthy that training evaluation is being incorporated into curriculum revisions and new development from the beginning. The training unit’s evaluator is assisting with the development of learning objectives, strategies to reinforce and then measure learning. This is an indicator of a mature training program that continues to take steps toward outcome based training.

Concurrently with the work described above, staff and caregiver training has continued to be delivered statewide, finalization of the deliverables in almost all project agreements has been achieved, the training unit has begun transitioning to Kindles in the classroom to save fiscal and environmental resources, and there has been expansion of training delivered in Spanish. This quarter, 288 staff and/or caregivers participated in training by distance alone with 72 being Spanish speaking participants receiving training in their first language.

The Adoption Certificate curriculum has also been undergoing review and some revisions during this quarter to assure that the program remains current with best practice and the program is experiencing an all time high in participation. This is largely due to the extensive marketing work of the project coordinator for the Child Welfare Partnership and the support and direction provided by the DHS Child Welfare Adoption Manager. There is currently participation by therapists primarily and some Child Welfare Caseworkers.

The Child Welfare Education Program and the Culturally Responsive Traineeship are in full swing. In there are over 50 students participating in these two programs working towards either their Bachelors or Masters Degree in Social Work each with a commitment to bring what they learn to positions within and serving Child Welfare. This quarter a significant amount of time has gone to partnering in the School of Social Work to make sure that the curriculum provides the education needed for Case managers and Manager whose career path is Child Welfare. The School is proving to be responsive to the needs of Child Welfare as it revises the curriculum.
Child Welfare Training Program

Child Welfare Core Principles: Ensuring Child Safety through Family Preservation and Engagement

Project Agreement A-01-13 Exhibit A

Lead Trainer, Linda Bello, MSW

Quarter’s Activities

Child Welfare Core Training was held one and one-half times this quarter constituting 6 weeks of training. Extensive curriculum revisions continue in preparation for the revised Core, newly named Child Welfare Core Training: Ensuring Child Safety through Family Preservation and Engagement to be launched January, 2012. The curriculum for Advocating for Educational Services has been fully adapted and revised for NetLink to be delivered February, 2012. In addition, the inclusion of time for a four-hour OR-Kids session has been successfully implemented in coordination with the Department of Human Services (DHS) Distance Learning Group and DHS Training Unit. This will entail releasing the CORE participants on a Friday afternoon to travel to the Cherry Avenue Training Center to attend OR-Kids training.

Increased inclusion of the Foster, Adopt, Relative Caregiver trainers as facilitators and trainers has continued in CORE. The goal of utilizing the skills of the Caregiver trainers is both to broaden the breadth of knowledge in all program areas as well as increase the cadre of trainers in CORE. This allows for broader voices in Core in particular but, also increases the ability to offer the staff trainers the experience of working with caregivers in the field and thus bringing the perspective of caregivers into the staff training room.

Multiple internal workgroups continue planning for the implementation of the revised four-week Core and the new Pathways to Permanency training, which will be offered as a mandatory fifth week of Core beginning in April, 2012.

For the last quarter of 2011, there were 6 Core NetLink training session: 3 of Confidentiality and 3 of the Multi Ethnic Placement Act (MEPA), with a combined total of 80 participants.

Objectives for Next Quarter

Work will continue on developing and revising curriculum consistent with the changes occurring in Core this quarter. The revisions are scheduled to be completed by the end of February, 2012. Some sessions will be piloted for feedback and further revision prior to finalization. Advocating for Educational Services will be offered for the first time, via NetLink, twice next quarter. In addition, collaborative efforts between DHS and CWP in ensuring students register for the mandatory distance trainings will be implemented with the new Core group in January. In order to accommodate the need for high numbers of students to complete the Core distance components, MEPA and Confidentiality are again being offered monthly instead of the previous bimonthly offerings.

Evaluation Summary

Evaluator, Kirstin O’Dell, MSW

Fundamentals of Child Welfare participants were in strong agreement (97%) that the learning objectives for the training were achieved. They also agreed that the trainers were knowledgeable
(96%), the content was applicable (98%), the materials were useful (96%), and that the activities enhanced their learning (93%).

In the Life of a Case clusters there was 99% agreement among participants that the learning objectives were met, 98% reported that the materials and handouts provided were helpful, and 97% thought the activities enhanced their learning.

Core participants consistently state that the trainers are knowledgeable and the content helpful and applicable to their work. One participant stated, “I would say overall, that this is one of the BEST presented, organized and content filled trainings I have ever attended, and I have attended, taught and managed training in all sorts of subjects.”

NetLink Core Trainings:
All participants who responded to the evaluation agreed that the learning objectives for both MEPA and Confidentiality were achieved. Participants liked the interactive nature of the trainings and ability to ask questions. They also appreciated the ability to do the trainings on-line from their offices.

Pathways to Permanency-Implementing the Alternate Plan
Project Agreement A-02-13 Exhibit A
Project Lead, Kellie Herold, BS

Quarter’s Activities
This quarter focused on the design and development of the Pathways to Permanency training, a one-week classroom training to be offered quarterly. This training focuses on the casework skills needed to achieve permanency, such as engagement, communication, and critical thinking. Trainers have been identified and are developing content, classroom activities and materials.

An internal work group at the Child Welfare Training unit met two times this quarter to oversee the training design and implementation. The work group included Pathways to Permanency Project Lead, Core Training Lead, Training Unit Evaluator, Assistant Training Manager and in-house trainers with permanency planning expertise. This work group has designed Pathways to Permanency in such a way that it will be in alignment with Child Welfare Core curriculum, avoid duplication, and build upon learning concepts of Core training. The work group is developing a “case” as a strategy for applying key concepts learned throughout the five-day Pathways to Permanency training in an effort to provide opportunities for case workers to practice critical analysis of complex variables when making permanency decisions.

The Department of Human Services Training Advisory Committee met on October 10, 2011 to review the Pathways to Permanency draft training agenda, session descriptions, and learning objectives. Specific feedback from this committee is currently being incorporated by trainers into their session development.

The Project Lead met the Department of Human Services Training Unit regarding announcements of training, registration, and attendance tracking.

Objectives for Next Quarter
• Continue developing the Pathways to Permanency training, including the piloting of activities and sessions as requested by trainers seeking feedback.
• Develop the “case” and related activities to be utilized throughout the training.
Finalize the evaluation instruments and Application of Learning activity.

Finalize the work plan with the Department of Human Services Training Unit regarding announcements of training, registration, and attendance tracking.

By March 1, 2012 trainers will submit their written training plan, activities, and multi-media components.

Evaluation Summary
There is not an evaluation summary available for this quarter as this training has not yet been implemented. The expertise of the Child Welfare Partnership Training Evaluator is being utilized in the training design to maximize transfer of learning opportunities. She is also involved in the development of learning objectives and is an integral participant of the internal work group. There is a training evaluation instrument currently being drafted for an Application of Learning activity on the last day of training.

Adoption Committee Member Training:  Training of Trainers
Project Agreement A-02-13 Exhibit B
Project Coordinator: Dawn Perrault, MA

Quarter’s Activities
The first Adoption Committee Member Training of Trainers (TOT) in the new biennium is scheduled in January, 2012. During this quarter, the Department of Human Services (DHS) Adoptions Unit (AU) management began to develop a list of attendees for the TOT.

No quality assurance and mentoring trainings events were requested during this quarter although the trainer did reach out personally to 15 or so trainees to offer this service. Discussion occurred with DHS AU management regarding the lack of requests for mentoring and concerns that Adoption Committee Member trainings were not occurring as had been intended. Investigation revealed that since completion of the first two TOT sessions in the last biennium, only six Adoption Committee Member trainings have occurred statewide. This is related to the roll out of OR-Kids and the workload/hiring freeze combination creating a time crunch in which staff feel unable to offer this training.

Objectives for Next Quarter
- Continue to promote quality assurance and mentoring for Adoption Committee Member trainers in the form of observation, feedback and mentoring.
- Complete the TOT scheduled in January, 2012.
- Continue discussions with DHS AU management with regard to concerns.

Evaluation Summary
No trainings were held this quarter; therefore there are no evaluations to report.

Supervisory Training
Project Agreement A-03-13 Exhibit A
Instructor, Dan Garris, MA

Quarter’s Activities
Cohort M started in July 2011 and ended on December 6, 2011. This quarter, supervisor trainees had the opportunity to explore concepts related to promoting the growth and
development of their staff, effective utilization of case consultation and supervision and managing effectively within the organization. Supervisors also received coaching on how to use mentoring for themselves in their own professional development as a child welfare supervisor. Concurrently with the delivery of the Supervisory Training, preparation was occurring for the beginning of Cohort N in January of 2012 including strategic reaching out to supervisors who have sessions they needed to make up in order to be successfully completed for Supervisory Training. This training continues to be well received by participants. See the evaluation summary below.

During this period, advanced training was offered at five Supervisor Quarterlies including travel to Eastern and Southern Oregon for delivery. The focus of the training was on the supervisor’s use of self including insight and self-reflection to better understand how they are viewed and how to use that information to strengthen them as a coach.

The supervisory instructor and distance delivery training partnered in how to strengthen supervisors’ use of the Field Activity Guide as field based training tool for new workers. It is anticipated that this will be introduced in the January session of Cohort N.

Objectives for Next Quarter
• Provide continued emphasis on coaching for staff development.
• Hold the first three modules of the Cohort N. Supervisory training.
• Build a broader span of field consultation for supervisors to meet coaching and consultation needs.
• Incorporate the Field Activity Guide as a tool for supervisors in clinical supervision.
• Continue to tie key Supervisory Training content to Supervisor Quarterly discussions and topics.

Evaluation Summary
Evaluator, Kirstin O’Dell, MSW

There was strong agreement (98%) among participants in Supervisory training this quarter that the learning objectives were achieved. The content of this training continues to resonate with supervisors. Participants frequently stated that the content presented was useful and immediately applicable in their work.

Social Service Assistants Training
Project Agreement A-04-13 Exhibit A
Lead Trainer, Michelle Warden, BA

Quarter's Activities
The Child Welfare Partnership delivered one six-day Social Services Assistants (SSAs) Training during this quarter. The training took place October 18 - 20 and October 25 - 27. Fifteen participants began the training and fourteen completed. In addition, three experienced Social Services Assistants from Washington County attended a few of the sessions. For the first time, the Child Welfare Partnership used Kindles in class, which cut down on the size of the notebooks significantly. Each participant was given a CD at the end of training which included materials covered in class as well as reference materials. Kindles remained in the classroom and were used for reading and reference material that in the past had been printed. This reduces both staff
time and copying expense and encourages trainers to be cognizant of the materials created for training.

Michelle Warden and Mark Schwier continued work on a Computer Based Training for Social Service Assistants and Caseworkers on Individualized Visitation Planning. The project agreement deliverables for 2011-2013 also includes SSAs having four NetLinks which are pertinent to their work.

A committee was formed to plan the Social Service Assistant Summit, which included staff from the training unit, a Social Service Assistant and a Supervisor. Shortly after the committee was formed, DHS asked that planning be put on hold due to budget concerns.

Objectives for Next Quarter

- Continue to advertise and recruit participants for the March 2012 training.
- Deliver six days of SSA training beginning March 20, 2012.
- Meet with Lee Lower, to discuss how to proceed regarding the Social Services Assistant Summit, as well as how to ensure consistency in the quality of visitation services statewide.
- Continue to work on the development of a Computer Based Training for Social Service Assistants and Caseworkers on Individualized Visitation Planning.

Evaluation Summary

Evaluator, Kirstin O'Dell, MSW

There was strong agreement among participants (99%) that the learning objectives of the training were achieved. The content was reported by respondents to be a strength of this training. Participants commented that the sessions were ‘informative’ and ‘just what they needed’ in their role as SSA’s.

Skills in Assessing and Supporting Caregivers for Child Safety, Stability and Well-being: Certifier and Adoption Worker Training

Project Agreement A-05-13 Exhibit A

Lead Trainer, Rudy Torres, BS

Quarter’s Activities

The Certification Adoption Worker Training was successfully delivered from October 31 to November 4, and November 14 to 18, 2011. The Kindles were utilized for the first time and were well received by the trainees. In addition to using the Kindles, the participants received a CD with all materials used during the training. Positive feedback was received from the participants regarding the CD, who felt they would use it as a reference tool and print materials as needed.

Kris Villanueva and Rudy Torres conducted and completed a SAFE Home Study for Marion County. This provided an opportunity for the trainers to walk through a full SAFE Home Study so they could reflect that experience in the classroom.

Preparations are underway for the next training. The new certification and adoption related policies that become effective on January 1, 2012 will be incorporated into this training.
Objectives for Next Quarter

- Continue to refine the use of the Kindles, including adding more materials such as charts and forms.
- Continue to find ways to improve and update the trainings and training materials to reflect changes in policy and practice.
- Continue preparations for the next training scheduled for April 9 to 13 and April 30 to May 4, 2012.

Evaluation Summary
Evaluator, Kirstin O’Dell, MSW

There was nearly complete agreement among participants that the trainers were knowledgeable in the content trained (99%). There was also strong agreement that the learning objectives were achieved and the content was applicable to the participants’ jobs (98%). Respondents found the materials provided and activities conducted to be valuable, particularly around content that related to policy.

Foundations Training of Child Welfare Regional Trainers
Project Agreement A-05-13 Exhibit B
Lead Trainer, Kris Villanueva, LCSW

Quarter’s Activities

This quarter there were no trainings offered either in the three-day Foundations Training of Trainers, which is offered annually, nor the one-day Professional Development for Foundations trainers which has been adjusted to be offered twice a year in this biennium.

At the request of DHS, research was conducted and recommendations were offered to the DHS Foster Care Unit in regard to future delivery methods for Foundations. Research and evaluation of various types of synchronous and asynchronous methods of delivery of this type of curriculum across the United States was completed by Child Welfare Partnership Distance Trainer and the resulting information was provided to DHS for their consideration in possible adjustments to the manner in which this project will continue to be offered.

Objectives for Next Quarter

Begin development of next one-day Foundations training and continue mentoring to individual Foundations trainers.

Evaluation Summary

No trainings were held this quarter; therefore there are no evaluations to report.

Specialized and Ongoing Professional Development
Project Agreement A-06-13 Exhibit A
Project Coordinator, Dawn Perrault, MA

Quarter’s Activities

Discussion between the Department of Human Services (DHS) and the Child Welfare Partnership (CWP) continued with regard to the most beneficial plan for utilizing the remaining resources available under this project agreement. Previously, CWP established a “menu” of
specialized trainings that could be immediately made available to DHS staff throughout the State of Oregon. Subsequently, it was suggested that perhaps the most valuable use of the remaining resources in this project agreement would be to provide training for Supervisors and existing experienced DHS staff members in the curriculum taught in the newly developed *Pathways to Permanency* training. CWP prepared a proposal to provide four sessions of a 3-day “modified” version of *Pathways to Permanency* training to the appropriate audience as identified by DHS. As of the end of this quarter, decisions regarding the implementation of the “menu” of specialized trainings and/or “modified” *Pathways to Permanency* training are pending.

Additionally, this quarter focused on the design and development of the *Adoption Technical Training*. This new three-day training will be offered twice per year regarding the technical aspects and case management skills specific to adoption work. It will cover the importance of maintaining children’s connections to important communities and individuals that are can support their lifelong well being. It will also focus on the practices and policies that are integral to achieving adoption as the permanent plan.

An internal workgroup at the Child Welfare Training unit met two times this quarter to oversee training design and implementation. The workgroup included the Pathways to Permanency Project Lead, Core Training Lead Trainer, Evaluator, Assistant Training Manager and in-house trainers with adoption expertise.

The Department of Human Services Training Advisory Committee met on October 10, 2011 to review the *Adoption Technical Training* draft agenda, session descriptions, and learning objectives. Specific feedback from this Committee is currently being incorporated by trainers into their session development.

During this quarter, three advanced staff NetLink trainings occurred. The trainings included *Interviewing Children with Disabilities; Matching Children’s Needs to Family Strengths;* and *Ethical Dilemmas in Child Welfare*. There were a total of 45 participants in the three NetLinks.

Development of a computer-based training continued this quarter. The training topic, *Improving Parental Protective Capacities during Visitation*, is primarily geared to Social Service Assistants. Though it was anticipated that the curriculum would be completed during this quarter, that objective was not met due to prioritization of curriculum revisions to Core Training and development of Pathways to Permanency. Currently, it is planned that development will be completed by end of June, 2012.

**Objectives for Next Quarter**
- Reach final agreement with DHS regarding the most beneficial use of remaining resources available in this project agreement and begin delivery.
- Continue to offer one Advanced NetLink training per month to DHS staff.
- Continue development of computer-based training.
- Continue training development and pilot individual sessions for feedback as requested by trainers for Adoption Technical Training.
- Finalize the evaluation instrument.
- Finalize the work plan with the Department of Human Services Training Unit regarding announcements of training, registration, and attendance tracking.
• By April 1, 2012 trainers will submit their written training plan, activities, and multimedia components for the Adoption Technical Training.

Evaluation Summary
Evaluator, Kirstin O’Dell, MSW

Participants rated the Advanced NetLink training offered this quarter as ‘Very Good’ overall. There was 95% agreement among participants that the learning objectives for these trainings were achieved. Respondents stated that they appreciated the interactive nature of these trainings and the use of activities. They also commented that the content was helpful and could be used in their work. Kirstin O’Dell is involved in the development of learning objectives, designing the evaluations, and is an integral participant of the internal workgroup for the Adoption Technical Training.

Foster/Relative/Adoptive Parent Training Project Agreement
A-07-13 Exhibit A
Program Coordinator, Dawn Perrault, MA

Quarter’s Activities
During this quarter, the Foster, Adoptive, Relative Parent Training program unit continued working with the Districts to meet their training needs, developing new training topics, and participating in Certifier quarterlies to disseminate information, gather input and address questions and/or concerns.

This quarter, twenty-eight classroom training sessions were presented by staff trainers and contractors across the state, including four Cardiopulmonary Resuscitation (CPR) and First Aid trainings, one of which was in Spanish, and four on-site Behavior Crisis Management Training (BCMT) two-day sessions. Two new training sessions were presented for the first time this quarter, Memory: Development and Stimulation and Executive Functions: Stop Look & Listen. Participants in the twenty-eight classroom trainings numbered 448 (83, or approximately 19%, of those participants were identified as relative caregivers). In the training presented in Spanish there were ten participants, one of whom was a relative.

Three scheduled classroom training sessions were cancelled during this quarter with less than one week’s notice due to low enrollment. Those cancellations occurred in Districts 3, 8 and 9.

In addition to the classroom trainings above, Department of Human Services (DHS) Central Office requested that a session of Proper Hair and Skin Care for Ethnic and Biracial Children be provided to allow for review of the curriculum by DHS Management. The training was hosted by District 3 on November 2, 2011. Nineteen participants attended the training.

Finally, Motivating Youth to Make Positive Changes training was provided for the Confederated Tribes of Grand Ronde on November 14, 2011. The training was attended by 10 participants.

Also during this quarter, seven 3-hour NetLink trainings were provided for caregivers, including one in Spanish. Participants in the seven NetLink trainings numbered 163 (22 participants, or 13%, were identified as relative caregivers). A combination NetLink/classroom BCMT training scheduled during this quarter was cancelled due to no enrollment.
Of the total 1,391 Foster Parent College members registered statewide, 65 completed a total of 115 trainings via the internet during this quarter. Two Foster Parent College units were allowed to expire. A brief review of the courses completed during the quarter, revealed that the most popular Foster Parent College courses were Parent-Child Attachment, completed by 17 members, and Anger Pie and Substance Exposed Infants, each of which were completed by 8 members.

Objectives for Next Quarter
- Deliver one evening and one daytime NetLink per month.
- Continue to identify new training topics for development and new methods for delivery of training.
- Continue participation in certifier quarterly meetings and other meetings as appropriate.
- Continue to work with the districts to promote the use of V-Con technology to make trainings available to wider audiences.
- Continue to fulfill training requests made by the districts.
- Participate in the Substitute Caregiver Training Committee.
- Continue to observe and provide feedback to contracted and staff trainers.
- Continue efforts to aggressively market trainings, most specifically NetLink and Spanish trainings, in order to increase participation.
- Participate in the development of the Shoulder to Shoulder Conference Workgroup.
- Continue to work with district representatives in the ongoing development of training plans for the 2011-2013 biennium.

Evaluation Summary
Evaluator, Kirstin O’Dell, MSW

Approximately 93% of participants responding to the evaluation rated this quarter’s trainings as either ‘very good’ or ‘excellent’, the remaining 7% rated them as ‘good’. There was strong agreement among respondents (98%) that the learning objectives were achieved. Examples and case scenarios used in training to illustrate content were especially appreciated by participants as well as opportunities to practice what was learned. Trainers were regarded as highly knowledgeable and were said to present information in understandable ways.

Motivating Youth to Make Positive Changes
This training was requested by and offered to the Grand Ronde Tribe via separate contract. All participants who responded to the evaluation rated this training as ‘very good’ or ‘excellent’. The learning objectives were also achieved, as stated by respondents. Participants liked the interaction, relevance and applicability of the content, and the tone the trainer set in the room.

Proper Hair and Skin Care for Ethnic and Biracial Children
This training was offered to DHS management staff at the request of DHS and included additional participants invited by DHS. All participants who responded to the evaluation rated this training as ‘very good’ or ‘excellent’. There was agreement among respondents (94%) that the learning objectives for this training were achieved. Participants liked that the information was presented in a clear and understandable way. Some participants felt that more visuals would have enhanced their understanding of the content.
NetLink Foster Adoptive Relative Caregiver trainings
There was agreement among participants who responded to the evaluation that the learning objectives for the NetLinks presented this quarter were achieved (92%). Overall, 88% of respondents rated these trainings as ‘very good’ or ‘excellent’ and 10% rated them as ‘good’. Respondents liked the content presented and opportunities to interact with one another and the trainer. A first time user of NetLink stated, “I appreciated the comfortable, relaxed, welcoming attitude displayed by the instructors. The handout information being provided in advance of the class was very helpful.”

Adoption and Foster Family Therapy Certificate Program for Mental Health
Project Agreement A-08-13
Project Lead, Kellie Herold, BS

Quarter’s Activities
During this quarter, activities focused on the implementation of the Fall classes of the 2011-2012 Certificate Program. The efforts included marketing to therapists via the eight major Mental Health Organizations (and contracting agencies), licensing boards, and conferences. The support of Kathy Prouty, Department of Human Services Adoption Program Manager, has been invaluable. Kathy was instrumental in securing funding to provide eight complete scholarships for therapists who provide mental health treatment via the Oregon Health Plan. All eight therapists are actively participating in the program.

The active recruitment efforts and scholarships have resulted in very successful enrollment. Fall term included the following classes:
- October 1-31 (online) Clinical Practice with Adoptive and Foster Families
  Attended by 29 participants (4 child welfare professionals and 25 therapists)
- Nov 18 Fetal Alcohol Spectrum Disorders
  Attended by 52 participants (12 child welfare professionals and 40 therapists)
- Nov 19 The Effects of Trauma, Abuse and Neglect on Child Neurodevelopment
  Attended by 70 participants (14 child welfare professionals and 56 therapists)
There are currently 28 therapists enrolled in the full program. Eighteen participants (65%) are from Oregon, providing therapy to DHS/Child Welfare families. Several are bilingual and many are from rural areas (Klamath Falls, Wallowa and The Dalles). The program is having notable success at increasing the number of qualified therapists who serve Oregon’s children and families who have been adopted through the Child Welfare system.

The Directory of Therapists was updated in December and currently includes 63 professionals:
- 50 Oregon mental health therapists
- 5 other Oregon adoption professionals
- 8 mental health therapists from out-of-state (Washington, Idaho, Alaska, Ohio, NV, TX)

The Executive Committee for this program has been rejuvenated with additional membership from the Department of Human Services Adoption Manager and the Salem Child Welfare Partnership leadership. The Executive Committee met on December 6 and completed a comprehensive review of the curriculum. The Clinical Practice with Diverse Adoptive and
**Foster Families** online course will be redesigned to incorporate the new DHS policies regarding relative placements.

**Objectives for Next Quarter**

Prepare and deliver the January online class *Attachment & Bonding* and the February online sessions of *Clinical Practice with Adoptive and Foster Families*. In March, 2012 there are two classes on campus *Trauma and Dissociative Disorders: Working with Adoptive & Foster Families, and Promoting Positive Sexual Development Following Abuse*.

The Executive Committee will have several areas for focus for the next quarter and beyond:
- Revision of the *Clinical Practice with Foster & Adoptive Families* class
- Continue planning for a training certificate for child welfare professionals, including the idea of having a trained person in each district
- Program evaluation

**Evaluation Summary**

Classroom evaluations were collected but the findings are not yet available for the Fall term 2011 classes.
## Training Totals

### Partnership Training Totals

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Wraparound Cross-Systems Training Academy
Project Agreement A-09-13
Wraparound Service Team Training - Exhibit A
System of Care Infrastructure Development – Exhibit B

Director of Cross-Systems Training Academy, Bill Baney, M. Ed.

Oregon DHS and Children’s Mental Health operate under an executive order calling for the principles of system of care to be present in all programs. To meet this goal, the Wraparound Program offers training, workforce development and systems support to demonstration sites in Oregon. The demonstration sites include Washington County, Rogue Valley (Josephine and Jackson Counties), and Mid Valley (Linn, Marion, Polk, Tillamook and Yamhill Counties). PSU expanded invitations to sessions to reach participants at a regional level. One example is the tri-county collaborative of Multnomah, Clackamas and Washington Counties.

Quarter’s Activities
175 people trained this quarter (*does not include consultation sessions*)

First Quarter Activities
- Training Modules
- Consultation
- Infrastructure and Systemic Support
- Systems of Care Expansion

Training Modules
PSU designed and delivered a number of training sessions throughout the state. All sessions are grounded in foundational wraparound principles/values and uniquely tailored to reflect the intended communities. The following is a list of training sessions, locations and dates offered:

Systems of Care Training (Collaborative Structures)
As demonstration sites expand and/or build upon existing efforts to implement Wraparound, the focus of training and workforce development made a deliberate shift to a Systems of Care (SOC) approach. The principles and values associated with SOC complement Wraparound nicely and provide the philosophical infrastructure to allow a model such as Wraparound to exist. Other statewide strategies and/or initiatives would be supported by SOC including Differential Response, Collaborative Care Organization structures, Child and Family Team Meetings, and Integrated Health.

Participants will:
- Identify and understand relevance of wraparound principles to the practice of wraparound/collaborative child and family teams
- Recognize importance of roles of facilitator, family partner, team member, and family/youth
- Develop understanding of how the wraparound principles are applied in the practice of child and family team meetings

Sessions this quarter:
- 10/14 Salem (RPAC) 40 Attendees
- 10/21 Salem (CSAC) 30 Attendees
- 10/24 Hillsboro 25 Attendees
- 11/7 Multnomah County 10 Attendees
Multnomah County 15 Attendees
12/02 Medford 15 Attendees

**Systems of Care and Wraparound for CASA**
This session is an orientation for individuals in the implementation of Systems of Care (SOC) and Wraparound at the community level. Specifically, the session is intended for people new to SOC and Wraparound, highlighting the foundation principles and values of each.

Participants will:
- Identify and understand relevance of wraparound principles to the practice of wraparound/collaborative child and family teams
- Recognize importance of roles of facilitator, family partner, team member, and family/youth
- Develop understanding of how the wraparound principles are applied in the practice of child and family team meetings

Sessions this quarter:
10/25 Yamhill County 20 Attendees

**Bridging Natural Supports to Child and Family Teams**
This training highlights the importance including informal and natural supports on Wraparound child and family teams. Participants will learn and practice strategies to engage families to identify natural supports in their lives and help them overcome barriers to inclusion of these people on Wraparound Teams.

Participants will:
- Learn about value of natural supports on youth and family teams
- Practice strategies to increase involvement of natural supports

Sessions this quarter:
10/27 Grants Pass 10 Attendees
10/28 Medford 10 Attendees

**Consultation**
PSU provided concentrated consultation to demonstration sites to support efforts for implementation. Over the past quarter, PSU consulted with core service team members (Care Coordinators, Family Partners, Supervisors and local Site Leads), system partners and project stakeholders. Consultation content included family-driven care, model design, facilitation, roles/responsibilities and organizational development.

PSU provided technical assistance/consultation to:
10/4 Rogue Valley Training Committee
10/10 Developmental Disabilities Unit
10/11 Rogue Valley Supervisors
10/17 Oregon/Washington Collaborative Meeting
10/26 Cultural Competence Consultation (DeeAna Garcia Dennis)
11/1 Rogue Valley Training Advisory Meeting
11/4 Washington County
11/4 Rogue Valley Advisory Meeting
11/7  Rogue Valley (Josephine County) Team Consultation
11/28 Washington County Leadership
12/6  Rogue Valley Leadership
12/9  Washington County
12/9  Mid-Valley RPEC (Assessment Tool)
12/13 Washington County Child Welfare
12/20 Rogue Valley Leadership

Activities for the Third Quarter 2011/12
1. Ongoing training and workforce development sessions
2. Broaden training plan to include system partners
3. Develop/Deliver System of Care Sessions
4. Review/revise/update workforce development plans for demonstration sites
5. Establish strategies to broaden the reach of workforce development activities beyond the three demonstration sites
6. Coordinate and support a Systems of Care Community Self-Assessment of the three demonstration sites
7. Plan activities for Spring Quarter
8. Continue dialogue among Washington and Oregon leadership to move SOC/Wraparound forward at the state and regional level
Title IV-E Waiver Demonstration Project Training Programs
Project Agreement A-10-13
Relationship Based Visitation (Nurturing Parent Program) - Exhibit A
Project Lead, Karen Moorhead, MSW

Quarter’s Activities
This quarter’s work has been focused on development and design of the training for the Relationship Based Visitation model of the waiver project. CWP Training management and trainers have attended meetings which addressed Relationship Based Visitation (RBV) contracts and development of the state wide program. The program has been designed to serve 12 of the 16 service delivery areas in the state. DHS continued during this quarter to finalize the request for proposal process and planning meetings between DHS, PSU Research and Training focused on development of the initial trainings and project planning. There was an additional meeting with Dr. Stephen Bavolek, author of the Nurturing Parenting Program, which is the basis of the RBV program. This meeting resulted in Dr. Bavelok being willing to develop program materials unique for Oregon’s program. A certified trainer was located and contracted to provide the specific training portions related to the Nurturing Parenting Program.

The initial training dates for this program were scheduled for November 29 through December 1. However the contracting process through DHS was delayed which resulted in a postponement of the initial trainings. CWP staff managed the logistics including locating and reserving training facilities, contact with contracting agencies to locate and register participants and preparation of training materials. The first training is scheduled to be held from January 11-13, 2012 in Salem. A second training is scheduled for February 1-3, 2012 in Medford and a third training is scheduled for February 6-8, 2012 in Hood River.

Parent Mentoring Program Training – Exhibit B

Quarter’s Activities
This quarter has focused on development and design of the training for the parent mentor portion of the waiver project. CWP Training management, researchers and trainers have attended meetings with the DHS Program Manager which addressed the parent mentor program design as well as planning for the initial training. In December, DHS decided to request assistance in the development of the program as well as the training from George Braucht who has provided a similar parent mentor program called CARES in Georgia. DHS requested the Child Welfare Partnership revise and amend the project budget to contract with Mr. Braucht for his services which were not initially included in the proposal.

A pilot for the training was held in October which led to training revisions as the team reviewed several pieces of research and program designs. There has been continued work on the training and program design throughout this quarter. The program design provides for a two-day initial training. The original training dates were scheduled for December 7 & 8, 2011, and January 18 & 19, 2012 but due to delays in completing the contracts with the agencies who are participants in the program the timeline originally projected was not met and required cancelling the first training. Unfortunately this created an unavoidable room charge. As the contracted agencies began to be identified it became clear that one training would meet the needs of the number of staff who needed to be trained and that training has been scheduled to take place in the Portland
Metro area on January 18 & 19, 2012. DHS requested that George Braucht be involved and present information from the Georgia program during the training. Much of the month of December involved consulting with Mr. Braucht and coordinating the agenda and curriculum with him.

**Objective for Next Quarter**

- Continue developing and evolving both RBV and PM curriculum with the Department of Human Service project lead, Donna Haney, contracted trainers and research team to meet the needs of the clients, partners and mentors to be trained.
- Execute training per contractual agreement at locations throughout the state.
- Develop curricula for the monthly distance training components of each program.
- Advise participants on how to register for Learning Center follow-up sessions.
- Begin NetLink monthly presentations for each of the two program designs.
- Determine any additional project needs in collaboration with project team.
Child Welfare Education Program
Project Agreement B-01-13
Child Welfare Education Program-Exhibit A
Instructors Bonnie Dalton, MSW, LCSW and Lea Ann Holder, MSW, LCSW

Quarter’s Activities

Program Database
Work continues on the Child Welfare Education Program database. At the beginning of this quarter, a summary report was provided by a Social Work PhD graduate student who originally helped create the database. Since this summary report, the database itself has been completely restructured. PSU staff continues to work hand in hand with Information Technology Specialists to create and manage a Database of former Child Welfare Education Program students. Efficiencies to make the input of information have been created through this collaboration. This has been a time-consuming process, but much progress has been made.

Site Visits:
Instructors met with students and their Field Instructors, at field placement sites during the latter part of fall term. During the visits, the students reported what they have been learning during the term, what their field activities have been and what their responses have been to the situations and experiences they have been exposed to. They shared how they feel about their learning, their comfort levels in relating to clients, ethical dilemmas and assessed their overall progress and experience in their placement. Students also talked about their field placement plans for the upcoming winter term. The Field Instructors commented on the students’ progress including any challenges and stellar social work practice behaviors.

The Instructors used the opportunity of the site visit to meet individually afterwards with their students to advise them on academic matters, such as course requirements and program expectations. This is a unique benefit to students in this program as there is time allowed for individual contact between students and instructor. The visits also provide time at the child welfare branches to do some informal recruiting and reach out to workers who might be interested in pursuing a Bachelor of Social Work or Master of Social Work degree, and would also then apply for the Child Welfare Education Program.

Exception to Field Policy
In an effort to continue to strengthen the program Child Welfare Education Program staff has paid attention to concerns expressed by child welfare managers wishing for the flexibility for DHS employees who are working on their Master of Social Work Degree to be placed in a child welfare setting for both years of their internship requirements. As a result of these on-going conversations, last spring a special application was developed for four Child Welfare Education Program students who are child welfare employees, and had been placed in child welfare branches for their first/generalist year of field. The special applications asked for an exception to be made to the School of Social Work’s policy which prohibits students completing their internships in the same place both years. Ordinarily, the School of Social Work requires Master
of Social Work students to do their second year internship/Advanced Placement at a site that is completely different from the first year.

With the help of the four students and CWEP staff, unique field placements were negotiated for each of the employees, placing them in child welfare branches, but including strong collaboration with at least one outside agency. One student is placed at the District 2 Office, but spends much of her time at the Donald E. Long Juvenile Courthouse working with Cross-over Youth (those who are part of the Criminal Justice System and the Child Welfare System). Another student is working with personnel in the District 2 office who are focused on Disproportionality in Child Welfare and much of the work involves collaborating with outside agencies. The third student is placed with an In-Home worker in a Protective Services unit at Midtown Branch and collaborates closely with three of the outside agencies who provide in-home services to children and families. The fourth student is placed at the Gresham Branch with the branch manager, John Richmond, and is working with the Latino population to help provide culturally responsive services to children and families involved in the child welfare system.

The special applications and requests for exception to policy were presented to the Director of Field for the Master of Social Work Program who approved all four of them. A short report detailing how the students fared in these placements fall term is in preparation. In addition the Director of Field has voiced willingness to consider creative exception requests for the upcoming school year.

**Other Activities**

Staff met several times and updated materials for the Child Welfare Education Program website.

This included:
- Fliers for those interested in pursuing a Bachelor of Social Work Degree, or a Master of Social Work Degree and the Child Welfare Education Program
- Application forms for the Child Welfare Education Program

In addition staff also reviewed several videos produced by various states’ Department of Human Services Child Welfare programs. The purpose of the videos is to educate prospective employees of child welfare about child welfare work. The video produced by the Arizona Department of Human Services was chosen to represent the closest view of what child welfare work looks like in Oregon. Permission was received to use the video, and a link to the video has been created on the Child Welfare Education Program applications located on the website. Applicants who are recruits into Child Welfare are now required to view the video and reflect on the information in the video as part of the application process. The hope is that this exercise will help possible applicants self select with more in-depth consideration as to whether child welfare work might be a good match for them, and self-select in or out of the application process.

The instructors continue to represent the Child Welfare Education Program at scheduled School of Social Work faculty meetings and participate in smaller meetings of faculty to discuss how to best serve Child Welfare Education Program students within the curriculum and concentration requirements of the School of Social Work’s Master of Social Work degree requirements.
The instructors visited child welfare branches in Districts 2, 15 and 16 to speak individually with caseworkers and supervisors about the Child Welfare Education Program, and the benefits of pursuing a Master of Social Work degree to enhance their work in child welfare. Additional contacts were made via phone and emails from potential non child welfare students. Visits to area child welfare branches are in the planning stages and will occur after the first of the year in order to recruit interested child welfare employees.

The instructors also participated weekly with the School of Social Work/Master of Social Work Field Team in rewriting of Field documents and policies, as well as facilitating the placement of 5 students who are not members of the Child Welfare Education Program within child welfare offices.

**Objectives for Next Quarter**
- Continue recruiting efforts with visits to area child welfare branches.
- Continue advising students and making site visits to field placements.
- Continue working on the database format, and begin inputting data.
- Continue supporting Field Instructors and Task Supervisors.
- Continue collaborating with Central Office Department of Human Resources Child Welfare Education Program partners.

**Culturally Responsive Leaders Program**
*Project Lead, Lea Ann Holder, MSW, LCSW*

[Note: though not funded through the CWP Master Agreement, this Children’s Bureau grant-funded activity is well integrated into the agency’s larger IV-E stipend program and is a joint offering to meet the agency’s workforce and leadership development goals.]

This program continues to offer financial support and customized curriculum for social work students with demonstrated cultural responsiveness who have been identified as current and/or future leaders for child welfare. In addition to financial support, a monthly seminar supports unique student learning needs. The monthly seminar curriculum has provided students with opportunities to continue to identify and develop their leadership styles and to adopt a framework of Adaptive Leadership. This is a National Child Welfare Work Force Institute (NCWWI) ideology that embraces a holistic style of organizing leadership capacities and techniques.

The October seminar included two experts in Child Welfare, Charlotte Goodluck, MSW, PhD and John Wolfe, MSW, LCSW who served as our guest presenters for our October seminar. The presentations focused on these individuals’ experiences, both personal and professional with the intersection of diversity, workforce development and historical effects. The students were extremely impressed and motivated toward identifying their own professional development. We have observed the group becoming more comfortable with each other as the seminars progress.

**Student Summary**
One of our students volunteered to be a (NCWWI) Ning student representative for the peer online network. The current focal topic concerns reporting of child abuse within youth sport programs. The student reports back to the group, the outcomes of his peer discussions, which
further expands learning opportunities within the group. The student population within our Culturally Responsive Leaders Program has remained unchanged at 7 students.

Objectives for Next Quarter
Lea Ann Holder will continue to provide coordination for the monthly seminars along with advising students within her role as an Instructor/Advisor/Liaison. There is a kinesthetic exercise planned for the January, 2012 seminar, where students will remain silent during the event. The students will complete process recordings in order to help them understand and identify leadership strengths and challenges. The six month report to NCWWI, which has a significant reporting and evaluation component, is due March, 2012.
# Research Title IV-E Waiver Evaluation

**Project Agreement C-01-13 Exhibit A**  
*Senior Research Associate: Anna Rockhill MPP, MA*  
*Research Professor: Beth L. Green, Ph.D.*

## Objectives for this Quarter

<table>
<thead>
<tr>
<th>Objectives for this Quarter</th>
<th>Progress Toward Objectives</th>
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| Finalize and submit detailed evaluation plan for interventions including developing project logic models, identifying potential instruments, designing informed consent process, drafting research protocols, etc. | PM IRB submitted.  
Final Evaluation Plans submitted to DHS & Children’s Bureau. |
| Finalize evaluation instruments and protocols                                                | Completed for Relation Based Visitation (RBV); On-going for Parent Mentoring (PM).         |
| Finalize Participant Management System database and complete testing                        | System still in testing due to delays in programming.                                     |
| Finalize and hold trainings for Parent Mentoring and RBV providers                          | Trainings rescheduled for Jan-Feb 2012 because of delays in contracting.                  |
| Collaborate with branches/districts and providers to develop participant identification, recruitment, screening, and random assignment processes. | Completed for RBV, On-going for PM.                                                      |
| Partner with DHS to facilitate ORKids data access; Work with DHS to design OR-Kids report of potential RBV-eligible clients for entry into Research Participant Management System | Access for team members established. DHS report completed; validation by PSU in progress. |
| Assist in the development of implementation plans for both interventions.                    | Completed                                                                             |
| Establish branch procedures for informed consent/release of information                      | Completed                                                                             |
| Assist in the development of training curriculum/plans for both interventions for providers. | Evaluation presentation for trainings developed; materials developed to support implementation/fidelity; program and research manuals developed. |
| Develop and host webinars and meetings for DHS staff to train on the two interventions and DHS staff roles in recruitment, referral, and ongoing support for parent participation. | Completed 8 RBV webinars; 2 PM webinars.                                                 |
| Efforts directed at Community, Family and Youth Engagement including gathering input from DHS field and community partners related to the interventions and research design. | On-going                                                                             |
| Management of all aspects of the project including                                           | On-going                                                                             |
Progress Notes

During this quarter, considerable effort was devoted to development of training materials for both RBV and PM in partnership with the CWP and other contracted trainers. In addition, we finalized all research instruments and protocols as well as the evaluation plans, and submitted the IRB application for the PM component (IRB for RBV has been approved). Finally, outreach and collaboration with District Level staff related to the implementation of the interventions and the evaluation began in earnest, with multiple webinars and meetings occurring. Significant progress was made on the Research Participant Management Database, although complications have delayed full roll-out of the database (expected next quarter).

Products:
- IRB for PM submitted
- Evaluation Design Report submitted to Children’s Bureau
- Test version of database currently operational and undergoing extensive testing
- Training content for Parent Mentoring and RBV provider training (including research and intervention components) finalized, along with supplemental materials.
- Program manuals for both PM and RBV created in collaboration with partners.
- Numerous instruments/documentation forms related to both PM and RBV have been finalized, including:
  - RBV monthly progress reports
  - RBV visitation documentation forms
  - RBV screening instrument
  - RBV exit form
  - PM Parent Surveys
  - PM Quarterly Report
  - PM Case Closed Review Form
  - PM My Change Plan
  - Provider Surveys and consent forms
  - Release of information forms

Objectives for Next Quarter

- Finalize Participant Management System database and complete testing
- Conduct 4 trainings for Parent Mentoring and RBV providers
- Conduct on-site Evaluation Orientations for PM sites
- Continue meetings/webinars with DHS branches/districts to train on interventions and DHS staff roles in recruitment, referral, etc.
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<tr>
<th>Task Description</th>
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</thead>
<tbody>
<tr>
<td>Begin participant identification, recruitment, and referral</td>
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<tr>
<td>Begin data collection</td>
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<tr>
<td>Complete testing/validation of DHS participant report</td>
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<tr>
<td>Develop databases and system for monitoring RBV and PM fidelity</td>
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<tr>
<td>Efforts directed at Community, Family and Youth Engagement related to the interventions, implementation and research design</td>
</tr>
<tr>
<td>Management of all aspects of the project including providing fiscal and written products in a timely manner and coordination with Central Office staff in connecting with Children’s Bureau.</td>
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Self Sufficiency  
Project Agreement D-01-13, Exhibit A  
Project Lead, Bill Baney, M. Ed.

The goal of this project agreement is to enhance and expand training available to Self-Sufficiency professionals (SSP) in Oregon.

PSU offered training sessions throughout the state for SSP staff over the past quarter and trained 175 people. Additionally, PSU in partnership with SSP Training Unit to design, deliver and pilot a CBT session.

Activities during the Second Quarter of 2011/12:

1. **Develop and/or deliver training sessions**
   - Group Facilitation
   - Interviewing and Narrative Guide
   - TANF Case Management
   - Mental Health/Substance Abuse
   - Case Management

2. **SSP Training Unit Meetings**
   - Interview Panels

3. **Distance Learning Sessions**

1. **Develop and/or Deliver Training Sessions**

   **Group Facilitation**

   SSP will be scheduling small case management groups of one hour or 90 minutes. Participants in these groups are job seekers/SL1 clients in the weekly sessions. SSP case managers will facilitate these groups and are the target audience for this training.

   **Training Objectives:**
   - Identify the facilitation skills they already have
   - Describe helpful group behaviors and how to elicit them
   - List 3 process tools which can shift the direction/climate of a group
   - Identify further learning needed and identify resources needed

   **Sessions delivered:**
   - 10/6 Portland 27 Attendees

2. **Interviewing and Narrative Guide**

   The session explores and demonstrates how to tell the stories of the families with whom you work by integrating the strengths-based approach into TRACS narratives and case notes. Participants explore how to enhance the interviewing process through targeted and open-
ended questions, document the process through narration, and keep the focus of the interview on the client.

Training Objectives:
- Identify questions that elicit information
- Explore the structure of an interview
- Identify strategies to capture and document information
- Identify pertinent data needed for complete and comprehensive case notes

Sessions delivered:

10/11 Roseburg         31 Attendees
10/26 The Dalles       9 Attendees
11/2 Portland          17 Attendees
11/7 Salem             6 Attendees (Train the Trainer session for SSP Staff)
11/16 Coos Bay         13 Attendees
11/17 Coos Bay         13 Attendees (Refresher course)
11/30 Eugene           8 Attendees

TANF Training (Multi-week)
PSU, in partnership with DHS Training Unit, revised the existing delivery format for the TANF 2-week training designed for case managers. The reorganized format allows greater integration of practical application of materials (blend soft skills with policy).

Training Objectives:
- Develop case plans that incorporate strength-based strategies which address family and individual needs
- Elicit client engagement in developing and modifying case plans
- Identify client readiness and ability to participate
- Use TRACS to create/modify PDPs, narrate case activity and manage caseload
- Refer clients to a broad range of agency and community supports and services
- Use the conciliation/disqualification process to provide incentives for cooperation
- Move a case through multiple program transitions

Sessions Delivered:
10/18 Portland         13 Attendees (week 3)
10/25 Salem            12 Attendees (week 4)
10/27 Salem            12 Attendees (week 4)

Mental Health and Substance Abuse
Case managers frequently face ambiguous situations and often suspect the presence of mental health/substance abuse issues. Dealing effectively with these often delicate and intimidating areas is possible. The session explores a variety of situations and develops practical responses to a wide range of client behaviors. This session is open to new and experienced case managers. Sessions format, content and delivery were adapted to reflect smaller group size and increase accessibility. The session was delivered in response to a specific request from the field.
Training Objectives:
- Provide up to date research and trends
- Outline contextual framework for working with clients
- Provide opportunity for practical application of skills and abilities
- Explore opportunities to build partnerships with community providers

Sessions Delivered.
11/10 Salem 14 Attendees

Case Management
Due to the recent increase in caseload for workers coupled with DHS-SSP redesign and structural changes, the session: Making Case Management Work was put on hold. However, the content of the session is still germane to workers in the field. PSU, in partnership with DHS-SSP Training Unit staff, began the process of redesigning the format of the session to ensure the information remains relevant and accessible to workers.

2. SSP Training Unit Meetings
PSU staff participated on a number of SSP Training Unit, SSTAG, Curriculum Review and FSRC Committees over the past quarter. In addition, PSU staff participated in a number of Interview Panels over the past quarter.

3. Distance Learning Specialist
PSU’s Distance Learning Specialist (DLS) provided guidance and technical assistance around web-based/distance learning opportunities. Over the past quarter, the DLS reviewed existing learning formats used within DHS to ensure software used for SSP sessions is consistent within all units of DHS (Captivate 5.0). The initial session designed using the new software and platform was Job Participation Incentives.

2011/12 Third Quarter Objectives
- Develop and/or deliver training sessions
- Develop and/or deliver distance learning sessions
- Identify how to best meet the needs of expanding audience (SPD)
- Identify opportunities to integrate SSP/PSU training content across all units within PSU
- Finalize work plan for fourth quarter
My Future My Choice

Project Agreement E-01-13
Project Lead: Bill Baney, M. Ed.

The goal of this Project Agreement is to supporting the design and delivery of a comprehensive adolescent sexuality curriculum for youth. PSU is providing implementation evaluation of the curriculum and technical assistance for the development of a video supplement for the curriculum.

Activities during the Second Quarter of 2011/12:

1. Developed and/or delivered evaluation plan
2. Developed and Premiered Video

Develop and/or Deliver Evaluation Plan

Social Work research faculty Dr. Kris Gowen will provide formal evaluation of the My Future My Choice curriculum. Dr. Gowen developed an evaluation plan inclusive of pre/post test assessments for the project. Over the past quarter, she has worked in partnership with DHS SSP staff to ensure the desired outcomes are included in the evaluation plan. Dr. Gowen designed and delivered an evaluation tool for the various sites to use, the formal report will be completed in the third quarter.

Video Work Plan

The Center based team developed a video to complement the existing adolescent sexuality curriculum including an animation portion and all work related to filming, editing and finalizing a video. PSU hosted a Premiere for the teen actors used in the filming of the video. Approximately 60-70 people attended the premiere.

2011/12 Third Quarter Objectives

- Implement Evaluation Plan
January – March 2012
Quarterly Report

Child Welfare Partnership
School of Social Work
Portland State University

Katharine Cahn, Executive Director
Marty Lowrey, Director of Workforce Development
Marisa Lara, Director of Operations and Administration
Bill Baney, Director of Cross Systems Training Academy
Anna Rockhill, Sr. Research Associate

http://cwpsalem.pdx.edu

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Collaboration is the key word for the third quarter of the 11-13 Biennium. A hallmark of the Child Welfare Partnership and the Center, collaboration is seen throughout this report in the form of strong, reciprocal working relationships between partnership and agency staff to design training, assure workable registration systems, and to finalize program upgrades to meet evolving agency goals. Collaboration by means of evaluation, education, and presenting the state’s voice in national, state, and university venues is seen in the following pages. Collaboration within the program itself also provides a stronger product; the team the Partnership brings to the design and delivery of training includes a range of talents. Finally, this master agreement includes partnerships with DHS beyond child welfare. The partnership with Self Sufficiency, Adults and Persons with Disabilities, and Mental Health are all served by this agreement.

Child Welfare Partnership training staff collaborated with DHS staff in Salem and statewide to assure Oregon’s children the best-prepared staff and caregivers possible. For new child welfare staff, the program rolled out the newest version of Core Training, and provided supervisors with materials to support transfer of learning on the job. For supervisors, certifiers, and others, CWP trainers offered mentorship and consultation as well as formal training as scheduled. CWP staff worked closely with regional staff to assure training that met the needs of their local caregivers (foster, relative, and adoptive caregivers.) In all 210 child welfare staff, and 655 caregivers received training from the CWP this quarter.

The Child Welfare Education program collaborated closely with DHS in supporting staff working towards their degrees, to assure that course work and field work met child welfare competencies. Instructors also represented the field of child welfare in a variety of social work professional and educational settings, including Indian Child Welfare social work.

Wraparound team members collaborated closely with pilot sites around Oregon to ensure ongoing roll-out of this new collaborative program, and supported the integration of Positive Behavioral Intervention Services (PBIS) with the existing Wraparound models.

The Research Team collaborated with the training team and with Central Office Implementation Manager in implementation of the two IV-E waiver funded interventions (Parent Mentoring and Relationship-based Visitation) within a rigorous research design.

The Self Sufficiency Training team worked closely with DHS Self Sufficiency staff on the development of new trainings to reflect emerging client needs and the role of supervisors. At the request of DHS, team members attended internal meetings to look at collaborative training approaches to meet the needs of Adults and People with Disabilities (APD) as well as Self sufficiency.

Initial findings from the My Future My Choice Evaluation were offered to program staff in central office.
Child Welfare Education and Training Director Overview
Marty Lowrey, Director of Workforce Development

Overview

The Child Welfare Education Program supported 50 active students this quarter. Of those, six were BSW students and 44 were MSW students. The campus program hosted 36 of the students and 14 were served by distance MSW sites in Ashland, Bend, Eugene, or Salem. Twenty-six of the current students are recruits into child welfare and 24 are current employees. In addition to the Child Welfare Education Program students, we supported 7 Culturally Responsive Leaders Trainees with additional federal grant funds. These seven trainees as well as 16 of the Child Welfare Education Program students represent communities of color and will further the Child Welfare Agency goal of diversifying workforce at all levels.

The Training Unit delivered training to 210 child welfare professionals during this quarter. Training project areas included clinical supervision training for child welfare supervisors, social service assistants’ training, child welfare CORE training and certification and adoption worker training. Training was delivered both by distance and in classroom venues. Significant revisions to CORE training were implemented during this quarter and the final development of a new fifth week of mandatory new worker training, Pathways to Permanency, was completed.

The Child Welfare Partnership Caregiver Training Unit delivered training to 655 caregivers certified in the State of Oregon to care for children in state custody. Forty-five classroom trainings were provided statewide with 18% of the caregivers self-identifying as relative caregivers. Fifteen out of the sixteen child welfare districts used this project to provide local classroom training for their caregivers in content areas they felt would be beneficial to their families. Two classroom trainings were delivered in Spanish this quarter with 24 total participants, 3 of whom were relative providers.

Caregivers continue to take advantage of training delivered through distance technology. This quarter, 8 training (2 in Spanish) for caregivers were delivered by NetLink serving 172 participants and 158 trainings were completed by 99 caregivers through Foster Parent College.

Training for tribal child welfare programs continued as well. Through an independent contract, ‘Child Development: Tweeners through the Teen Years’ and ‘Fetal Alcohol Spectrum Disorder Fundamentals’ trainings were provided for the Confederated Tribes of Grand Ronde on January 25 and March 7, 2012, respectively. The first training was attended by 15 participants and the second by 11 participants.

The evaluation findings for training throughout the program continue to be very good and to reflect an overall high quality, showing that the training program is effective in meeting the needs of the field and Oregon’s families. Several proposals regarding training have been in development this quarter including a distance design for Foundations training for caregivers and strategies to increase capacity for the Pathways to Permanency Training in order to train existing staff. The training unit is also educating itself on the ‘Knowing Who You Are’ curriculum and the Differential Response Model in partnership with Child Welfare and in preparation for the anticipated training needed to implement these practice changes.
Quarter’s Activities
This quarter has continued to be a very busy quarter for the Child Welfare Partnership. Child Welfare Core Training was held one and one-half times this quarter constituting 6 weeks of training. Extensive curriculum revisions have now been piloted twice for the section called ‘Fundamentals’ and once for the section called ‘Life of a Case’. The advanced training called ‘Advocating for Educational Services’ has been fully adapted to distance delivery; being offered once this quarter. In addition students have now attended one 4-hour OR-Kids session in coordination with the DHS Distance Learning Group and DHS Training Unit, assuring integration of their Core training and agency-provided OR-Kids training.

Increased involvement with the Foster, Adopt, Relative Caregiver trainers as facilitators and trainers has continued with the goal of broadening both the breadth of knowledge in all program areas as well as increasing the diversity among the training team. In addition, Core Trainers have increased their presence in the caregiver trainings, both via distance and in the classroom increasing the number of topics available to Caregivers. This allows for broader inclusion of perspectives in Core in particular, but also increases the ability to offer the staff trainers the experience of working with caregivers in the field and thus bringing the perspective of caregivers into the staff training room.

Key revisions in Core include greater emphasis on in-home and out-of-home safety management, reunification when placement has occurred, maintaining connections including engagement of relatives and fathers, and concurrent permanency planning. Sessions on mental health needs of children and information on safety planning with domestic violence perpetrators were added to the domestic violence session, and a focus on poverty related to neglect was incorporated into the neglect session.

In addition collaborative efforts between DHS and CWP to ensure that staff register for the mandatory distance trainings has been implemented and has resulted in higher attendance and completion rates as well as improved tracking.

In the 2nd quarter of 2012, 6 CORE NetLinks were offered, including 2 on Confidentiality, 3 on MEPA and the 1st session of Advocating for Educational Services. A total of 118 new Child Welfare Staff completed all required NetLinks for a total of 354 instructional hours.

Objectives for Next Quarter
Work will continue on finalizing curriculum consistent with the changes that occurred in Core this quarter to be completed by July 1, 2012.
Evaluation Summary
Evaluator, Kirstin O’Dell, MSW

Participants in ‘Fundamentals of Child Welfare’ were in strong agreement (98%) that the learning objectives for the training were achieved. They also agreed that the trainers were knowledgeable (99%), the content was applicable (99.8%), the materials were useful (98%), and that the activities enhanced their learning (94%).

In the ‘Life of a Case’ clusters there was 99% agreement among participants that the learning objectives were met, 98% reported that the materials and handouts provided were helpful, and 98% thought the activities enhanced their learning.

Core participants consistently state that the trainers are knowledgeable and the content helpful and applicable to their work. They also appreciated the activities done to enhance learning.

NetLink Core Trainings:

Participants who responded to the evaluation agreed that the learning objectives for both ‘MEPA’ and ‘Confidentiality’ were achieved (97%). Participants liked the interactive nature of the trainings and the ability to ask questions. They also appreciated the ability to do the trainings on-line from their offices.

Pathways to Permanency-Implementing the Alternate Plan
Project Agreement A-02-13 Exhibit A
Project Lead, Kellie Herold, BS

Quarter’s Activities
This quarter focused on the design and development of the Pathways to Permanency training, a one week classroom training to be offered quarterly. This training focuses on the casework skills needed to achieve permanency, such as engagement, communication, and critical thinking. Trainers and backup trainers have been identified and for each session are developing content, curriculum, classroom activities and materials; working collaboratively within the office to ensure smooth, comprehensive delivery and working with DHS Central Office staff to ensure materials are up-to-date and accurate. The inaugural session is scheduled for April 2-6, 2012. An internal work group at the Child Welfare Training unit met four times this quarter regarding training design, implementation, and registration. The work group included Pathways to Permanency project lead, Core training lead trainer, the department evaluator, the assistant training manager and in-house trainers with permanency planning expertise. This work group has designed Pathways to Permanency in such a way that it aligns with Child Welfare Core curriculum, avoids duplication, and builds upon learning concepts of Core training. The work group developed four case scenarios that will be used in four different sessions as a strategy for applying key concepts learned throughout the five-day training. It will provide opportunities for caseworkers to practice critical analysis of complex variables when making permanency decisions. The work group also participated in a Pilot for the session Planning For Permanency: Key Values, Concepts and Themes.

Evaluation instruments and an application of learning activity have been designed for the April training.
The project lead and two trainers met with Department of Human Services (DHS) Adoption Program staff to consult on materials and content for two sessions: *Early Planning & Consultation* and *Staffing Your Case for Permanency*. The project lead assisted the DHS trainer for the *Supporting Placements: Financial Resources* session in development of the PowerPoint, activities and materials. In addition, the contract was developed and consultation provided for the contracted Attachment trainer. The project lead met with the Department of Human Services Training Unit regarding announcements of training, registration, and attendance tracking.

**Objectives for Next Quarter**
- Conduct the inaugural session of the *Pathways to Permanency* training April 2-6, which will serve as a pilot session, anticipated revisions to follow.
- Utilize the evaluation instruments and Application of Learning activity as a guide to make adjustments to the June *Pathways to Permanency* training.
- Adjust registration and attendance tracking process as needed.
- Trainers will submit finalized training curriculum in the CWP Training Unit format for review.

**Evaluation Summary**
Evaluator, Kirstin O’Dell, MSW

There is not an evaluation summary available for this quarter as this training has not yet been implemented. The expertise of the Child Welfare Partnership Training Evaluator is being utilized in the training design to maximize the retention of information learned by participants. She is also involved in the development of learning objectives and is an integral participant of the internal work group. There is a training evaluation instrument which will be utilized daily in Pathways to Permanency training and a Review of Key Concepts activity on the last day of training. The evaluator will provide expertise and consultation as training revisions are considered.

**Adoption Committee Member Training: Training of Trainers**

Project Agreement A-02-13 Exhibit B

*Project Coordinator: Dawn Perrault, MA*

**Quarter’s Activities**

The Adoption Committee Member Training of Trainers (TOT) scheduled in January, 2012, was first rescheduled to February and then cancelled at the request of the Department of Human Services (DHS) Adoptions Unit (AU) management. This is related to the roll-out of OR-Kids and the workload/hiring freeze combination creating a time crunch for DHS staff members. At this point, the training session has not been rescheduled.

No quality assurance and mentoring trainings events were requested during this quarter even though the Lead Trainer reached out to participants and offered this service.

**Objectives for Next Quarter**
- Continue to promote quality assurance and mentoring for Adoption Committee Member trainers in the form of observation, feedback and mentoring.
- Continue discussions with DHS Adoptions Unit management.
Evaluation Summary
No trainings were held this quarter; therefore there are no evaluations to report.

Supervisory Training
Project Agreement A-03-13 Exhibit A
_Instructor, Dan Garris, MA_

Quarter’s Activities
Cohort N began in January and there were three modules planned but due to illness only two were provided this quarter. Like previous cohorts, cohort N continues to find this training relevant, practical and specific to their stated need for knowledge, skill development and increased leadership competency in their role as supervisor. Especially appreciated by this group have been the many opportunities to learn from and enjoy facilitated peer consultation, airing of struggles and engaging in problem identification and strategizing specific to their branch and unit situations. See training evaluation below.

The Field Activity Guide, a distance training tool with short training activities for new staff, has been introduced and explained to this cohort, meeting one of the goals stated in the previous quarterly report. Supervisors were provided with a tangible, laminated tool with the goal of strengthening their use of the Field Activity Guide with staff. Cohort N expressed appreciation for this tool and provided promising feedback that they would use the tool with their staff in the field. This helps to strengthen training and coaching skills of supervisors with their new workers, and supports supervisors in the critical role they play in transfer of learning from core.

As a result of increased exposure through the supervisor quarterlies, supervisors have asked us to provide mini trainings and consultation for them in their localities. This resulted in offering a modified version of Verbal Judo (a communications workshop) to one unit with very positive feedback. Further, as a result of continued outreach and building of relationships with supervisors, they are beginning to request consultation via email. This directly relates to another goal identified for this project which is continual building of relationship with supervisors to deepen the training role to a consultation and mentoring role.

With regard to supervisor quarterlies we continue to offer five sessions per quarter. Our sessions are one 90-minute agenda item within the full day quarterly agenda. Our training theme has a broad goal: To expand upon session topics from the supervisor training cohorts. A specific and much-requested theme has been clinical supervision and coaching. During the Winter quarterly we trained the theme of examining interpersonal flaws that wear away at one's credibility as a leader. The back drop of this topic is preparation of leaders for stronger clinical supervision and coaching. During this last quarter we advanced the theme of instructional techniques and tools for supervisors to use in their role as teachers when presenting policy or procedure. As the evaluation below attests, feedback about our role and the topics presented in the quarterlies has been mostly favorable.

Objectives for Next Quarter
• Provide modules 4, 5 and 6 to cohort N, completing their training.
• Provide continued emphasis on coaching for staff development.
• Continue to make connections with and provide relevant professional development training at supervisor quarterlies.
• Continue to invite Supervisors in for makeup sessions and provide field make up sessions if necessary.
• Plan next Supervisor Quarterly training content.
• Through the newly ratified contract with Marsha Salus, begin the process of training two back-up trainers for the supervisory training.

Evaluation Summary
Evaluator, Kirstin O’Dell, MSW

There was complete agreement among participants that the learning objectives for the modules presented this quarter were achieved (100%). Participants particularly enjoyed the discussions with their peers and the applicable content.

Social Service Assistants Training
Project Agreement A-04-13 Exhibit A
Lead Trainer, Michelle Warden, BA

Quarter’s Activities
The Partnership delivered six days of training for Social Services Assistants. The training took place March 20-23 and March 27-29. Eleven participants attended the training. Each participant was given a CD at the end of training which included materials covered in class as well as reference materials.

Work continued on a Computer Based Training for Social Service Assistants and Caseworkers on Individualized Visitation Planning.

The Lead Trainer met with Lee Lower, DHS, to discuss how to proceed regarding the Social Services Assistants Summit, as well as how to ensure consistency in the quality of visitation services statewide.

Distance Delivery Training: During the 1st quarter of 2012 the Partnership offered one NetLink including SSAs as a targeted audience group, Quality Customized Visitation Planning.

Objectives for Next Quarter
• Continue to advertise and recruit participants for July 2012 training.
• Continue to work on the development of a Computer Based Training for Social Service Assistants and Caseworkers on, Improving Parental Protective Capacities during Visitation.

Evaluation Summary
Evaluator, Kirstin O’Dell, MSW

There was nearly complete agreement among participants that the learning objectives for this training were achieved (99%). Participants most liked the opportunities for open discussion of content and the trainers’ knowledge and experience. The content presented was also interesting and applicable to participants.

Skills in Assessing and Supporting Caregivers for Child Safety, Stability and Well-being: Certifier and Adoption Worker Training
Project Agreement A-05-13 Exhibit A
Lead Trainer, Rudy Torres, BS
Quarter’s Activities
This training was not offered during this quarter; however preparations are underway for the next training scheduled for the week of April 9, and the week of April 30. Training materials have been updated to reflect policy changes effective January 1, 2012.

Coordination with the Department of Human Services (DHS) central office staff continues, in order to receive the most up-to-date policy changes, as well as to increase attendance for the training. This effort includes coordinating the logistics and attendance for the two-day *Structured Analysis Family Evaluation* (SAFE) home study training.

Objectives for Next Quarter
- Deliver the training scheduled for the weeks of April 9 and April 30.
- Continue to find ways to strengthen and enhance the trainings and training materials to reflect changes in policy and practice.
- Continue to solicit participants’ feedback, and make changes to training content and delivery as needed.
- Review overlap of new *Pathways to Permanency* curriculum and make adjustments prior to Fall session of training.

Evaluation Summary
No current training offerings.

**Foundations Training of Child Welfare Regional Trainers**
Project Agreement A-05-13 Exhibit B
*Lead Trainer, Kris Villanueva, LCSW*

Quarter’s Activities
This quarter there were no trainings offered either in the three day *Foundations Training of Trainers* (TOT) which is offered annually nor the one day *Professional Development* for Foundations trainers which has been adjusted to twice a year in this biennium.

At the request of DHS, research and recommendations were offered to the DHS Foster Care Unit in regard to future delivery methods of Foundations. Evaluation of various types of online methods of delivery of this type of curriculum across the US was completed by the Distance Trainer and information provided to DHS for their consideration of use of this project.

It should be noted that the Mentoring project related to Foundations has been beneficial both to the field and Training of Trainers. Each time the Lead Trainer interacts with the field staff in a co-training or mentoring role, as well as with the Caregivers, the Training of Trainers becomes a more refined, stronger product. In addition, as the Lead Trainer co trains, new methods of presenting the materials and making the presentation simpler for field staff are developed.

Objectives for Next Quarter
Begin development of the next one day *Professional Development Day* for Foundations trainers and continue mentoring to individual Foundations trainers.

Evaluation Summary
No current training offerings.
Specialized and Ongoing Professional Development
Project Agreement A-06-13 Exhibit A
Project Coordinator, Dawn Perrault, MA

Agreement between the Department of Human Services (DHS) and the Child Welfare Partnership (CWP) was reached with regard to the most beneficial plan for utilizing the remaining resources available under this project agreement. A “menu” of ten specialized trainings that could be immediately made available to DHS staff throughout the State of Oregon was provided to all District Managers along with an invitation to schedule training in their districts. Subsequently, advanced/specialized trainings were scheduled in Districts 4, 6, 7, 8, 13, 14, and 16, to occur over the next several months.

The initial offering of specialized training occurred on March 19, 2012 in the Albany office in District 4. The topic presented was Working with Batterers in Child Welfare. Two sessions were attended by 33 participants.

During this quarter, three advanced staff NetLink trainings occurred. The trainings included Verbal Judo, Transitioning Children with Sensitivity and Visitation Planning. There were a total of 36 participants in the three NetLinks.

Development of a computer-based training continued this quarter. The training topic, Improving Parental Protective Capacities during Visitation, is primarily geared to Social Service Assistants. Currently, it is planned that development will be completed by end of June, 2012.

Also during this quarter, a 90-minute training class was presented to staff members of the Confederated Tribes of Grand Ronde. The topic was Fetal Alcohol Spectrum Disorder Fundamentals, and the class was attended by 12 staff members and 1 caregiver.

Objectives for Next Quarter
• Continue to offer advanced/specialized staff trainings as requested.
• Continue to offer one NetLink training per month to Child Welfare staff.
• Complete development of computer-based training.

Evaluation Summary
Evaluator, Kirstin O’Dell, MSW

Participants in the Working with Batterers training agreed that the learning objectives of the training were achieved (95%). About 65% of respondents rated the training overall as “very good” or “excellent.” Another 27% rated it as “good” and 8% rated it as “fair.” A strength of the training, as reported by participants, was the opportunity to practice through role plays and the inclusion of video clips. Several respondents felt that the training needed more time and more depth.

NetLink Advanced Staff Training
Approximately 70% of participants who responded to the evaluation rated the Advanced/Specialized NetLink trainings as “very good” or “excellent.” About 22% rated them as “good” and 9% rated them as “fair.” Participants were in general agreement that the stated learning objectives were achieved (86%). The knowledge and interactive presentation style of the trainers were commonly named as what participants liked best about these trainings.

Grand Ronde Training
Training for the Confederated Tribe of Grand Ronde was provided under a separate contract but is reported on in this report because it is in alignment with the goals and objectives of the state agency. There was strong agreement among participants in this training that the learning objectives were achieved (100%). About 88% rated the training overall as “very good” or “excellent”. Participants liked the content, personal examples given by the trainer and materials. Several respondents stated that they would have liked a longer, more in depth training.

**Adoption Technical Training**

*Kellie Herold, BS*

**Quarter’s Activities**

This quarter focused on the design and development of the *Adoption Tools & Techniques* Training. This three-day training will be offered twice per year regarding the technical aspects and case management skills specific to adoption work. It will cover the importance of maintaining children’s connections to the communities and individuals that can continue to support their lifelong well being. It will also focus on the practices and policies key to achieve adoption as the permanent plan.

An internal workgroup at the Child Welfare Training unit met three times this quarter regarding training design and implementation. The workgroup included the project lead, Core lead trainer, evaluator, assistant training manager and in-house trainers with adoption expertise. The workgroup has designed *Adoption Tools & Techniques* in such a way that it is in alignment with both Child Welfare Core and *Pathways to Permanency* trainings, to avoid duplication, and build upon learning concepts.

The project lead has met with the Department of Human Services Training Central Office Adoption Program staff regarding the development of two sessions, *Accomplishing an Adoption: Central Office & YOU!* and *SAFE Home Study*.

The project lead has developed contracts and provided consultation and coordination with contracted trainers for the following sessions: *A View from the Bench, Waiting Child Bulletins and Oregon Adoption Resource Exchange, Recruitment for General Applicant Families, Mediation*, and *Oregon Post Adoption Resource Center*.

The project lead collaborated with the Department of Human Services Training Unit regarding announcements of training, registration and attendance tracking.

**Objectives for Next Quarter**

- Continue training development and pilot individual sessions for feedback as requested by trainers.
- Finalize the evaluation instrument.
- Collaborate with the Department of Human Services Training Unit regarding announcements of training, registration, and attendance tracking.
- By April 9 trainers will submit their written training plan, activities, and multimedia components.
- Inaugural session of Adoption Tools & Techniques is scheduled May 1-3.

**Evaluation Summary**

*Evaluator: Kirstin O’Dell, MSW*
There is not an evaluation summary available for this quarter as this training has not yet been implemented. The training evaluator is involved in the development of learning objectives, designing the evaluations, and is an integral participant of the internal workgroup.

**Foster/Relative/Adoptive Parent Training Project Agreement**

A-07-13 Exhibit A

*Program Coordinator, Dawn Perrault, MA*

**Quarter’s Activities**

During this quarter, the Foster, Adoptive, Relative Parent Training program unit continued working with the Districts to meet their training needs, developing new training topics, and participating in Certifier quarterlies to disseminate information, gather input and address questions and/or concerns.

This quarter, forty-five classroom training sessions were presented by staff trainers and contractors across the state, including two trainings in Spanish, five *Cardio Pulmonary Resuscitation (CPR) and First Aid* trainings, and three on-site *Behavior Crisis Management Training* (BCMT) two-day sessions. One new training session was presented for the first time this quarter, *Collaborative Problem Solving II*. Participants in the forty-five classroom trainings numbered 694 (127, or approximately 18%, of those participants were identified as relative caregivers). In the trainings presented in Spanish there were 24 participants, 3 of whom were relatives.

Three scheduled classroom training sessions were cancelled during this quarter with less than one week’s notice due to low enrollment. Those cancellations occurred in Districts 11, 12 and 13. One scheduled classroom training session was cancelled due to severe weather conditions in District 5.

Finally, *Child Development: Tweeners through the Teen Years* and *Fetal Alcohol Spectrum Disorder Fundamentals* trainings were provided for the Confederated Tribes of Grand Ronde on January 25 and March 7, 2012, respectively. The first training was attended by 15 participants and the second by 11 participants. One caregiver attended a training session provided for staff.

Also during this quarter, eight 3-hour NetLink trainings were provided for caregivers, including two sessions of the newly translated *Helping Children with Visitation* in Spanish. Participants in the eight NetLink trainings numbered 172 (11 participants, or 6%, were identified as relative caregivers).

Of the total 1,323 Foster Parent College members registered statewide, 99 completed a total of 158 trainings via the internet during this quarter. Six Foster Parent College units were allowed to expire. A brief review of the courses completed during the quarter, revealed that the most popular Foster Parent College courses were *The Impact of Fostering on Birth Children*, completed by 17 members, *Parent Child Attachment*, completed by 15 members, and *The Child Welfare Team* completed by 14 members. *Anger Pie* and *Lying* were each completed by 9 members.

**Objectives for Next Quarter**

- Continue to deliver a minimum of one evening and one daytime NetLink training per month, two different topics per month.
- Continue to identify new training topics for development and new methods for delivery of training.
- Continue participation in certifier quarterly meetings and other meetings as appropriate.
- Continue to work with the districts to promote the use of V-Con technology to make trainings available to wider audiences.
- Continue to fulfill training requests made by the districts.
- Participate in the Substitute Caregiver Training Committee if reconvened.
- Continue to observe and provide feedback to contracted and staff trainers.
- Continue efforts to aggressively market trainings, most specifically NetLink and Spanish trainings, in order to increase participation.
- Participate in the development of the Shoulder to Shoulder Conference Workgroup.
- Continue to work with district representatives in the ongoing development of training plans for the 2011-2013 biennium.

Evaluation Summary
Evaluator, Kirstin O’Dell, MSW

Approximately 94% of participants responding to the evaluation rated this quarter’s trainings as either ‘very good’ or ‘excellent’, the remaining 6% rated them as ‘good’. There was strong agreement among respondents (98%) that the learning objectives were achieved. The personal experiences and the way in which presenters explained information so it was easy to understand were commonly cited by participants as what they liked best about training. Participants also continued to enjoy the interactive nature of the trainings they attended.

NetLink Foster Adoptive Relative Caregiver trainings
There was agreement among participants who responded to the evaluation that the learning objectives for the NetLinks presented this quarter were achieved (95%). Overall, 83% of respondents rated these trainings as ‘very good’ or ‘excellent’ and 17% rated them as ‘good’. Respondents liked the content presented and thought it was useful. One participant stated, “I like being trained by someone who actually knows what my family is living with.”

Grand Ronde Trainings
Evaluation respondents nearly all rated the trainings overall as either ‘very good’ or ‘excellent’. There was also strong agreement that the learning objectives for the training were achieved (98%). Participants liked the content and how it was presented. They also appreciated the materials provided and the expertise of the trainers.

Adoption and Foster Family Therapy Certificate Program for Mental Health
Project Agreement A-08-13
Project Lead, Kellie Herold, BS

Quarter’s Activities
During this quarter, activities focused on the implementation of the Winter classes of the 2011-2012 Certificate Program. This included marketing to therapists via eight major Mental Health Organizations (and contracting agencies), licensing boards, and conferences.

The support of Kathy Prouty, Department of Human Services Adoption Program Manager, has been invaluable. Kathy was instrumental in securing funding to provide eight complete
scholarships for therapists who provide mental health treatment via the Oregon Health Plan. All eight therapists are actively participating in the program. It is anticipated that eight new scholarships will be available for the 2012-13 Program.

Active recruitment efforts and scholarships have resulted in successful enrollment. Winter term included the following classes:

- January 1-31 (online) Attachment & Bonding. Attended by 43 participants (4 child welfare professionals and 39 therapists).
- February 1-29 (online) Clinical Practice with Diverse Adoptive & Foster Families. Attended by 34 participants (4 child welfare professionals and 30 therapists).
- March 9 Trauma & Dissociative Disorders: Working with Adoptive and Foster Families. Attended by 44 participants (13 child welfare professionals and 31 therapists).
- March 10 Promoting Positive Sexual Development Following Abuse. Attended by 38 participants (3 child welfare professionals and 35 therapists).

There are currently 27 therapists enrolled in the full program. Seventeen participants (63%) are from Oregon, providing therapy to DHS / Child Welfare families. Several are bilingual and many are from rural areas (Klamath Falls, Wallowa and The Dalles). The program is having notable success at increasing the number of qualified therapists who serve Oregon’s children and families who have been adopted through the Child Welfare system.

The Directory of Therapists was updated in March 2012 and currently includes 64 professionals:
- 51 Oregon mental health therapists
- 5 other Oregon adoption professionals
- 8 mental health therapists from out-of-state (Washington, Idaho, Alaska, Ohio, NV, TX)

The Advisory Committee for this program has been rejuvenated with additional membership from the Department of Human Services Adoption Manager and the Salem Child Welfare Partnership leadership. The Advisory Committee met on March 13 and has approved a new ‘Child Welfare Practice with Adoptive and Foster Families: Professional Certificate’ Program for Oregon DHS Child Welfare professionals. Kathy Prouty will be overseeing the nomination process. One professional will be selected from each District. A sub-committee met three times during the quarter to complete a comprehensive redesign of the class formerly called Clinical Practice with Diverse Adoptive and Foster Families. The new course is called Kinship, Cultural Connections, and the Ever Changing Family. This online course will focus on individualizing practice with relative and kinship placement and culturally specific practice strategies.

Objectives for Next Quarter
Prepare and deliver the April online class Family-Based Therapeutic Strategies: Coaching Adoptive & Foster Families. In May there will be a two-day class Putting Adoption & Foster Care Therapy into Practice. Final projects will be due on June 15 for therapists that have completed all of the course requirements. Upon issuance of Certificates of Completion, therapists will be added to the Directory of Therapists.

The Advisory Committee will have several areas for focus for the next quarter and beyond:
- Complete revisions to the Kinship, Cultural Connections, and the Ever Changing Family class.
● Continue to monitor developments with the Center for Adoption Support & Education (CASE) National Certification.
● Program evaluation.

**Evaluation Summary**
Classroom evaluations were collected but the findings are not yet available for the Winter term 2012 classes.
## Training Totals

### Partnership Training Totals

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Wraparound Cross-Systems Training Academy

Project Agreement A-09-13
Wraparound Service Team Training - Exhibit A

Director of Cross-Systems Training Academy, Bill Baney, M. Ed.

The goal of this project agreement is to provide training, workforce development and systems support to Wraparound demonstration sites in Oregon to support the implementation of a wraparound service delivery model. The demonstration sites include Washington County, Rogue Valley (Josephine and Jackson Counties), and Mid Valley (Linn, Marion, Polk, Tillamook and Yamhill Counties). PSU expanded the invitees to sessions to a regional level. One example is the tri-county collaborative of Multnomah, Clackamas and Washington Counties.

Quarter’s Activities
186 people trained this quarter *(does not include consultation sessions)*

First Quarter Activities
- Training modules
- Consultation
- Systems of Care Summit

Training Modules
PSU designed and delivered a number of training sessions throughout the state. All sessions are grounded in foundational wraparound principles/values and uniquely tailored to reflect the intended communities. The following is a list of training sessions, locations and dates offered:

**Wraparound 101 for Juvenile Justice**
This session is an orientation for individuals in the implementation of Systems of Care (SOC) and Wraparound at the community level. Specifically, the session is intended for people working in Juvenile Justice and Mental Health, highlighting the foundation principles and values of each.

Participants will:
- Identify and understand relevance of wraparound principles to the practice of wraparound/collaborative child and family teams
- Recognize importance of roles of facilitator, family partner, team member, and family/youth
- Develop understanding of how the wraparound principles are applied in the practice of child and family team meetings

Sessions offered:
1/11/12 Linn County 25 Attendees

**Child and Family Team Facilitation: Train the Trainer**
To foster community and state capacity specific to facilitating child and family teams, PSU coordinated a 2.5 day training for selected individuals with experience facilitating child and family team meetings. The multiday session focused on the practical skills, knowledge and abilities necessary to lead training sessions in the community.

Participants will:
- Recognize skills, abilities and qualities of effective facilitation
- Demonstrate working knowledge of how to train others of skills related to facilitation
• Develop basic understanding of adult learning and transfer of knowledge

Sessions offered:
1/17-19/12 Salem 12 Attendees

_Tri County Facilitation Training_
Multi-day module focused on facilitation to the Wraparound model. Content focused on the core principles and values associated with Wraparound and how to effective serve in the role of Facilitator. Attendees included Facilitators from Multnomah, Clackamas and Washington Counties.

Participants will:
• Understand the core principles and values associated with Wraparound
• Demonstrate basic competency of skills associated with facilitation
• Identify the roles and responsibilities of the Facilitator in the Wraparound process

Sessions offered:
1/25/12 Washington County (Part 1) 30 Attendees
2/2/12 Washington County (Part 2) 30 Attendees
2/8/12 Washington County (Part 3) 30 Attendees
2/16/12 Washington County (Part 4) 30 Attendees
3/13/12 (Debrief)

_Presentation to PSU School of Social Work MSW Students_
The session provided an introduction to the principles and values associated with Wraparound and how Oregon is applying these concepts throughout the state. Attendees were provided with information specific to Statewide Children’s Wraparound Initiative and how this work impacts them as future/current social workers.

Participants will:
• Understand core principles and values associated with Wraparound
• Identify sites in state implementing Wraparound
• Develop basic understanding of how concepts positively influence/impact social work practice

Sessions offered:
2/20/12 Portland (PSU) 10 Attendees

_NWPBIS Conference_
PSU and SCWI demonstration site partners presented at the Northwest Positive Behavioral Intervention and Support (NW PBIS) Conference. The focus of the content was specific to how Wraparound and PBIS are similarly linked in principles and values. The core message centered on how to effectively collaborate among system stakeholders including education. Presenters provided practical examples of how the collaboration works in regions throughout Oregon.

Participants will:
• Understand similarities between Wraparound and PBIS
• Become familiar with practical examples of cross disciplinary collaboration among Mental Health and Education
• Develop basic understanding of core Wraparound principles and values

Sessions offered:
3/1/12 Portland 19 Attendees

**TOM Facilitation**
This session provides an introduction to the Team Observation Measure (TOM). The TOM is a tool to assess the impact/effectiveness of the Wraparound Team. In addition, it serves as a tool for supervision and growth for facilitators and team members.

Participants will:
• Identify and understand the core components to a Wraparound meeting
• Recognize roles of facilitator, family partner, team member, and family/youth
• Demonstrate understanding of how Wraparound principles are applied in the practice of child and family team meetings
• Develop greater understanding of how to use the TOM as a supervisory tool

Sessions offered:
1/26/12 Medford

**Consultation**
PSU provided concentrated consultation to demonstration sites to support efforts for implementation. Over the past quarter, PSU consulted with core service team members (Care Coordinators, Family Partners, Supervisors and local Site Leads), system partners and project stakeholders. Consultation content included family-driven care, model design, facilitation, roles/responsibilities and organizational development.

PSU provided technical assistance/consultation to:
1/20/12 Washington County Advisory Council
1/23/12 Washington County Leadership Team
1/26/12 Multnomah County
1/30/12 Polk County
2/6/12 Rogue Valley (*Team*)
2/9/12 Polk County
2/9/12 Salem (*ISA Work Group*)
2/10/12 Rogue Valley (*Supervisor*)
2/15/12 Rogue Valley (*Team*)
2/16/12 Rogue Valley (*Jackson and Josephine Counties*)
2/17/12 Washington County
2/22/12 Polk County
Systems of Care Infrastructure Development – Exhibit B

Director of Cross-Systems Training Academy, Bill Baney, M. Ed.

System of Care Summit

PSU, in partnership with DHS Child Welfare and OHA Addictions and Mental Health, is planning a statewide Systems of Care Summit on May 3, 2012. The focus of the Summit is to share lessons learned from the past year specific to Systems of Care and how multiple statewide/local child and family initiatives currently underway share common principle and values. Over the past quarter, PSU has been actively involved in the planning and coordination of the Summit.

Activities for the Fourth Quarter 2011/12

1. Ongoing training and workforce development sessions
2. Broaden training plan to include system partners
3. Develop/deliver System of Care sessions
4. Review/revise/update workforce development plans for demonstration sites
5. Establish strategies to broaden the reach of workforce development activities beyond the three demonstration sites
6. Utilize Systems of Care Community Self-Assessment as guide for community specific training and consultation
7. Plan activities for summer quarter
8. Coordinate / deliver Systems of Care Summit
Title IV-E Waiver Demonstration Project Training Programs
Project Agreement A-10-13

Exhibit A - Relationship Based Visitation (Nurturing Parent Program)
Project Lead, Karen Moorhead, MSW

Quarter’s Activities
This quarter has been focused on the initial training for the Relationship Based Visitation program. The first training was held in Salem on January 11, 12 & 13 with 33 people in attendance. The second training occurred on February 1, 2 & 3 in Medford with 17 in attendance. The third training occurred on February 6, 7, & 8 in Hood River with 13 people completing the training. The total number of people trained in the program is currently 63. There were staff trained from all of the districts however, District 7 only had one person on staff at the time of the initial trainings. The training was provided by Vicki Lunghofer, contractor, Karen Moorhead, Donna Haney, DHS Title IV-E program manager. Angela Rogers and Beth Green from the CWP research team also attended.

Also this quarter, the first of the NetLink learning circles was held on March 21. The DHS Child Welfare Technical Training unit was instrumental in making this learning circle possible. The assistance of Liz Lair, Cynthia Gallegos and E. Pat Smith has made this a positive event. We did hold practice sessions during this quarter in addition to the actual NetLink because of the use of different technology. Usually a NetLink is conducted entirely through an internet connection. However, we decided in this program to try the use of a phone line for the audio section of the program combined with the internet connection for the delivery of materials. This particular use of technology was new and worked relatively well. We will be working over the next quarter to resolve some of the audio issues that come with the large number of users for this learning circle. We had approximately 30 people in attendance at the learning circle.

Objectives for next quarter
• Develop and delivery monthly learning circles to support implementation.
• Delivery will include three NetLink Learning Circle Trainings provided monthly.
• DHS will continue to provide the distance training support for this project.

Exhibit B - Parent Mentoring Program Training
Project Lead, Karen Moorhead, MSW

Quarter’s Activities
This quarter has been focused on the initial training for the Parent Mentor program. The training was held on January 18 & 19, 2012 in Portland. George Bracht from the CARES program in Georgia provided most of the two day training with some information being shared by Karen Moorhead, Donna Haney, DHS Title IV-E waiver program manager. CWP researchers Anna Rockhill and Lorelei Mitchell also attended. Twenty two individuals attended the training representing three of the four districts providing services. There is one program remaining which did not receive the initial training to be able to begin service provision. That program had not yet hired parent mentors at the time of the January training. The program has been contacted and training is set for April 4 & 5 in Salem.
Also this quarter, the first of the NetLink learning circles was held on March 20. The DHS Child Welfare Technical Training unit was instrumental in making this learning circle possible. The assistance of Liz Lair, Cynthia Gallegos and E. Pat Smith has made this a positive event. We did hold practice sessions during this quarter in addition to the actual NetLink because of the use of different technology. Usually a NetLink is conducted entirely through an internet connection, however, we decided in this program to try the use of a phone line for the audio section of the program combined with the internet connection for the delivery of materials. We had approximately 12 people in attendance at the learning circle.

Objectives for Next Quarter
- Develop and delivery monthly learning circles to support implementation.
- Delivery will include three NetLink Learning Circle Trainings provided monthly.
- DHS will continue to provide the distance training support for this project.

Child Welfare Education Program
Project Agreement B-01-13
Child Welfare Education Program-Exhibit A
Instructors Bonnie Dalton and Lea Ann Holder, MSW, LCSW

Quarter’s Activities

Child Welfare Education Program Database:

Doctoral student Jeff Waid, the Graduate Research Assistant (GRA) with the Child Welfare Partnership Education Program, continued building and refining the program database. He met several times during the quarter with Kirstin O’Dell and Marty Lowrey to continue his work on the longitudinal evaluation. He developed a process map, logic model and early proposal for the longitudinal evaluation design. Next quarter’s report will contain copies of his on-going work on this project. These will include the “Oregon DHS CWEP Logic Model”, the “CWP Flow Chart”, the “Survey Evaluation”, the “Screening Process Evaluation” and the “DHS Overview Document”.

Site visits at Field Placements for Child Welfare Education Program students:
Lea Ann Holder and Bonnie Dalton each met with their individual students and the students’ Field Instructors at their field placement sites during the latter part of winter term. Please refer to the Quarterly Report for October – December 2011 for a review of what occurs during these visits, and a description of how Lea Ann and Bonnie often use this time to meet afterwards with their students to advise them on academic matters.

We have been working on reducing the impact on the agency for employees who are in school. Last quarter’s report detailed the process that Bonnie Dalton went through in order to receive exceptions so that four Child Welfare Education Program students who are child welfare employees were allowed to receive Employed Social Work Options for their 2nd year of field placement. Because this is viewed as a pilot by the School’s Field Program (who would usually require placements external to DHS), Bonnie prepared a Mid-Year Report on the four students for Ellen Masterson, Director of the Master of Social Work Field Education Program. This report highlighted each student’s experience in being in a Child Welfare field placement for a 2nd year.
The students reported that their experiences were highly successful. Each student was placed in a child welfare placement, but was also required to be in close relation to one or more community partners who were directly connected to child welfare. Attached to this Quarterly Report is a copy of that report to Ellen Masterson.

As a result of the success of this year’s students who received a 2nd Employed Social Work option and were able to be placed for a 2nd year in a child welfare setting, Lea Ann Holder and Bonnie Dalton will be asking for the same exception to policy for three of the Child Welfare Education Program’s students for their next year’s field placement.

To improve the quality of child welfare practice and education, Instructor Lea Ann Holder brings a child welfare and Indian Child Welfare voice to a range of Social Work professional and educational committees and projects. This past quarter she devoted time to:

- National Child Welfare Workforce Institute, Council on Social Work Education Task Force
- National Association of Social Workers: National Committee on Case Management Standards – Expert Panel
- Presented at the 2012 National Indian Child Welfare Conference
- Indian Child Welfare Advisory Committee – Oregon
- Native Ways: Pathways to Higher Education Committee at Portland State University – research and development of a rural social work course
- American Indian Advisory Council – Portland
- National Committee on Racial and Ethnic Diversity – National Association of Social Work Council

Bonnie Dalton represents child welfare on a variety of School of Social Work committees. She devoted time this past quarter to the following:

- Portland State University, School of Social Work, Master of Social Work Admissions Committee: read over 70 applications and recommended whether or not those applicants should be accepted for admission; attended two group reading sessions
- Portland State University, School of Social Work, Master of Social Work Promotion, Tenure and Merit Committee: read three Annual Reviews for Fixed-Term Faculty, and wrote 2 letters of Review. As a member of the committee, reviewed and voted on whether 5 Tenure-Track faculty members would be granted promotions.
- Chair for two Remediation Reviews for one Master of Social Work student, and one Bachelor of Social Work student
- Concentration Meetings to discuss combining two Advanced Practice Concentrations, to better serve Child Welfare Education Program students
- Collaboration with District 2 Children and Families to discuss creative ways to enrich the experience of interns

Bonnie Dalton continued teaching SW400: Bachelor of Social Work Field Seminar. This class consists of 16 Bachelor of Social Work students, and meets weekly to discuss issues that occur in their field placements. All 6 Child Welfare Education Program Bachelor of Social Work students are in this class.
Bonnie Dalton also taught SW566: Social Work in Child Welfare Practice class this quarter. This 3 hour course is required for all Master of Social Work Child Welfare Program students. The Course Description and Learning Objectives are listed on the Syllabus. Attached to this report is a copy of the course Syllabus and Calendar, which lists all of the guest presenters. This year, 11 Program students and 5 non-Program students took the class. Lea Ann Holder sat in on all but 2 of the classes, and helped lead discussions. She also did a presentation on ICWA and Sovereign Nations.

**Objectives for Next Quarter**
- Continue advising students academically and making site visits to field placements
- Continue working on the Database Format and inputting data
- Continue supporting Field Instructors and Task Supervisors
- Begin discussions on developing a Seminar for the Child Welfare Education Program students, similar to the one now offered to Bachelor of Social Work students
- Continue strengthening relationships with child welfare managers and supervisors
- Continue collaborating with Central Office Department of Human Resources Child Welfare Education Program partners
- Continue representing the Child Welfare Education Program to the School of Social Work and the profession of Social Work and Social Work Education

**Culturally Responsive Leaders Program**

*Project Lead, Lea Ann Holder, MSW, LCSW*

This program is funded by a grant from the US Children’s Bureau, written collaboratively by CWP staff and DHS. Though not funded by DHS, it is included in this report because it is a key part of DHS’s efforts for Leadership Development and succession planning. The program provides a stipend and specialized seminar for seven individuals who have been identified as current and/or potential leaders for state, tribal, or private child welfare and who bring recognized experience responding to the needs of communities of color.

Our Culturally Responsive Leaders (CRL) Seminar series for this reporting period began on January 19th. Innovative experiential learning approaches were well-received and effective in highlighting leadership skills and group dynamics.

For our February and March seminars, students invited guests whom they identified as Culturally Responsive Leaders. The students met with their chosen guests prior to attending to seminar. Each student explained the curriculum framework and the learning objectives to their guests. Their guests’ talking points were built around how the framework and learning objectives connect and inform each other. The questions are designed around how, not only the student, but how the guest perceives themselves as a culturally responsive leader such as: What are the challenges their guests may have faced and how did they succeed at overcoming these challenges or barriers? How do their guests promote leadership in a culturally responsible and responsive way? It should be noted that Marty Lowrey was a guest presenter for our February seminar and provided us with an insightful and memorable presentation related to the work of child welfare.
The Culturally Responsive Leaders Program 6 month report and data evaluation for the NCWWI (National Child Welfare Work Force Institute) was completed and submitted to NCWWI on March 21st.

**Student Summary**
The students have reported accessing the online support and webinars on the (NCWWI) Ning website. Currently two thirds of the students completed their leadership competencies survey regarding this research project. Our students are in a leadership focused track, so Portland State University students were asked to answer twenty six additional competency questions on their survey in alignment with their learning goals and outcomes.

The students continue to report the outcomes of their peer discussions, which further expands learning opportunities within the group.

**Objectives for Next Quarter**
Continue to provide coordination for the monthly seminars along with advising students. Recruit new students to fill the stipend positions left vacant by the two students will graduate this year.
## Research Title IV-E Waiver Evaluation

**Project Agreement C-01-13 Exhibit A**  
*Senior Research Associate: Anna Rockhill MPP, MA and Research Professor: Beth L. Green, Ph.D.*

### Objectives for this Quarter

<table>
<thead>
<tr>
<th>Objectives for this Quarter</th>
<th>Progress Toward Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finalize and submit detailed evaluation plan for interventions including developing project logic models, identifying potential instruments, designing informed consent process, drafting research protocols, etc.</td>
<td>Final Evaluation Plans approved by Children’s Bureau</td>
</tr>
<tr>
<td>Provide information and support training program in offering trainings for Parent Mentoring and RBV providers.</td>
<td>Training held for PM in January- a second is planned for early April; 3 RBV trainings conducted (Salem, Hood River, and Medford), all current providers are trained. Conducted one webinar “Learning Circle” follow up training with statewide network of RBV providers as well as with PM providers.</td>
</tr>
<tr>
<td>Finalize evaluation instruments and protocols.</td>
<td>Completed for RBV; On-going for PM.</td>
</tr>
<tr>
<td>Finalize Participant Management System (RPMS) database and complete testing for use with RBV sites.</td>
<td>RPMS system is currently being used to assign cases to DHS branches, enter eligibility information, do random assignment of RBV clients, and manage the referral and intake process with providers.</td>
</tr>
<tr>
<td>Develop database for random assignment and participant tracking for use with PM sites.</td>
<td>Completed</td>
</tr>
<tr>
<td>Provide training to Child Welfare branch staff related to research methods, specifically the PSU database used to do random assignment and participant tracking for PM and RBV districts.</td>
<td>On-going with over 27 individualized training conducted during this period.</td>
</tr>
<tr>
<td>Collaborate with branches/districts to finalize participant identification, recruitment, screening, and random assignment processes.</td>
<td>Completed for RBV, On-going for PM.</td>
</tr>
<tr>
<td>Partner with DHS to facilitate ORKIDS data access; work with DHS to design OR-Kids report of potential RBV-eligible clients for entry into Research Participant Management System.</td>
<td>Successfully developed process with DHS Central Office to receive biweekly reports from ORKIDS of potentially eligible clients to upload into the RPMS system.</td>
</tr>
<tr>
<td>Implement client referral process for RBV and PM - identify, screen, randomly assign, and ensure referral to treatment and control groups.</td>
<td>RBV: To date, 100 cases have been identified as potentially eligible, 90 have been screened, of which approximately half were eligible and randomly assigned. 40%</td>
</tr>
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**Research**  
27
of cases have been randomly assigned to the RBV group; 60% to the control group. 27 cases have been referred to RBV providers. PM: To date, 24 cases have been identified as potentially eligible and randomly assigned. 14 of cases have been randomly assigned to the PM group; 10 to the control group.

| Conduct on-site Evaluation Orientations for PM sites. | On-going |
| Created a Parent Mentoring newsletter to be distributed quarterly to DHS and provider agencies as well as community partners. | On-going |
| Develop and host webinars and meetings for DHS staff to train on the two interventions and DHS staff roles in recruitment, referral, and ongoing support for parent participation. | Completed for RBV; 2 PM webinars<br>Attended Program Manager’s meeting to provide update and information about RBV and PM. |
| Efforts directed at Community, Family and Youth Engagement including gathering input from DHS field and community partners related to the interventions and research design. | On-going |
| Management of all aspects of the project including providing fiscal and written products in a timely manner and coordination with Central Office staff in connecting with Children’s Bureau. | On-going |

**Progress Notes**

**Parent Mentoring:**
Outreach and collaboration with District Level staff related to the implementation of the referral process and the evaluation has been on-going with multiple webinars and meetings occurring. We conducted on-site Evaluation Orientations and provided significant support related to implementation of various tracking and data collection systems related to the evaluation with PM provider agencies at three of the four sites. The fourth site (District Name?) has recently hired staff and will be brought on board over the next month or so.

**Relationship Based Visitation (RBV):**
Considerable effort this quarter has gone into training RBV providers, DHS staff/managers on both the core model and the client recruitment/referral process. We anticipate more work during the upcoming quarter to help facilitate positive communication and relationships between DHS staff and RBV providers as knowledge about the RBV program among DHS caseworkers appears somewhat limited. To address this, we also are attending DHS supervisors’ quarterlies meetings to provide additional information about the RBV program and DHS staff role in the recruitment and referral processes. We also continue to update materials needed for
documentation and fidelity, and to work through technological issues with the on-line participant management system.

Waiver Products:
- Draft Parent Mentoring newsletter (first edition to be distributed in mid-April)
- Presentation and materials for PM Evaluation Orientation
- 2nd IRB for PM (approved)
- Evaluation Design Report for both PM and RBV (approved by Children’s Bureau)
- RBV Evaluation Training materials and presentation
- DHS and RBV Provider “user’s guides” for documentation and evaluation processes
- FAQ documents created and distributed to both RBV providers and DHS

<table>
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<tr>
<td>Conduct training for 4th Parent Mentoring site; train 4th PM site on randomization and participant tracking database.</td>
</tr>
<tr>
<td>Continue meetings/webinars with DHS branches/districts to train on interventions and DHS staff roles in recruitment, referral, etc.</td>
</tr>
<tr>
<td>Continue participant identification, recruitment, and referral.</td>
</tr>
<tr>
<td>Complete testing/validation of DHS participant report.</td>
</tr>
<tr>
<td>Continue to work with sites to implement and maintain data collection systems and processes.</td>
</tr>
<tr>
<td>Finalize plan for implementation evaluation for RBV and PM using nationally – recognized implementation framework.</td>
</tr>
<tr>
<td>Efforts directed at Community, Family and Youth Engagement related to the interventions, implementation and research design.</td>
</tr>
<tr>
<td>Management of all aspects of the project including providing fiscal and written products in a timely manner and coordination with Central Office staff in connecting with Children’s Bureau.</td>
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Self Sufficiency

Project Agreement D-01-13, Exhibit A
Project Lead, Bill Baney, M. Ed.

Portland State University’s Center for Improvement of Child and Family services and the Department of Human Services, Child, Adult, and Families Services, entered into a contractual relationship with the goal of enhancing and expanding training available to Self-Sufficiency professionals (SSP) in Oregon.

PSU offered training sessions throughout the state for SSP staff over the past quarter and trained 110 people.

Activities during the Third Quarter of 2011/12:
1. Develop and/or deliver training sessions
2. SSP Training Unit Meetings/Consultation
3. Distance learning sessions

1. Develop and/or Deliver Training Sessions

Supervisory Sessions
The Center was asked to design and deliver training modules specific for SSP Supervisors. Training staff conducted interviews and assessments to ensure content for sessions corresponds to the strengths and needs of the intended audience. In addition, training consulted with internal staff regarding similar sessions designed over the past year for Adult People with Disabilities (APD) (formerly Seniors and People with Disabilities) Supervisors. The multi day modules will focus on areas including reflective listening, motivational interviewing and strengths based supervision. PSU will deliver a pilot of the session in the fourth quarter of 2011/12.

Non-Citizen Case Management
The Center’s Self Sufficiency training team was asked to research and design a case management/interviewing session specifically tailored to support DHS staff work with clients who are not citizens. Self Sufficiency team training staff conducted a series of interviews and focus groups to capture feedback and guidance to inform session content/format.

Interviewing and Narrative Guide
The session explores and demonstrates how to tell the stories of the families with whom you work by integrating the strengths-based approach into TRACS narratives and case notes. Participants explore how to enhance the interviewing process through targeted and open-ended questions, document the process through narration, and keep the focus of the interview on the client.

Training Objectives:
• Identify questions that elicit information
• Explore the structure of an interview
• Identify strategies to capture and document information
• Identify pertinent data needed for complete and comprehensive case notes
Sessions offered:

1/19/12   Salem   12 Attendees
2/1/12     Tigard  17 Attendees
3/14/12    Eugene 11 Attendees
3/21/12    Salem   10 Attendees

Transforming Vicarious Traumatization

Working with traumatized clients can often affect the helper in negative and sometimes unseen ways. PSU delivered sessions that explored the correlation roles/responsibilities as a DHS staff with personal stress levels, mental and physical health issues, and a possible reduction in job satisfaction. The sessions focused on personal healing from exposure to trauma and explored ways to improve functioning at home and at work. DHS workers will identify practical and relevant strategies for implementation.

Training Objectives:
• Provide definition of vicarious trauma and related terms (i.e. burnout, compassion fatigue, secondary trauma).
• Describe neurological underpinnings of process.
• Identify participants’ own personal responses to vicarious trauma via self-assessment and discussion.
• Assess current self-care activities.
• Identify tools for reducing stress at work, during transition to home, and at home.
• Develop an effective strategy for modifying self-care practices.

Sessions offered:

2/14/12    Hillsboro 14 Attendees
2/16/12    Hillsboro 15 Attendees

TANF Training (Multi-week)

PSU, in partnership with DHS Training Unit, revised the existing delivery format for the TANF 2-week training designed for case managers. The reorganized format allows greater integration of practical application of materials (blend soft skills with policy).

Training Objectives:
• Develop case plans that incorporate strength-based strategies which address family and individual needs.
• Elicit client engagement in developing and modifying case plans.
• Identify client readiness and ability to participate.
• Use TRACS to create/modify PDPs, narrate case activity and manage caseload.
• Refer clients to a broad range of agency and community supports and services.
• Use the conciliation/disqualification process to provide incentives for cooperation.
• Move a case through multiple program transitions.

Sessions offered:
2/2/12  Portland  19 Attendees  
3/15/12  Salem  12 Attendees  

2.  SSP Training Unit Meetings  

PSU staff participated on a number of SSP Training Unit, SSTAG, Curriculum Review and FSRC Committees over the past quarter. In addition, PSU staff participated in a number of interview panels over the past quarter.  

PSU facilitated a work session focused on possible strategies and structures to integrate SSP/APD training content/sessions. A concept paper highlighting the recommendations was shared with SSP/APD leadership for review. The proposed training unit structure was labeled a hybrid model: core elements delivered to both units with the ability to deliver more unit specific sessions as needed. Based on feedback and directives from DHS Central Office, PSU will continue to work with the SSP/APD workgroup to develop a more detailed proposal, including how the process is linked to the Modernization process.  

3.  Distance Learning Specialist  

PSU’s Distance Learning Specialist (DLS) provided guidance and technical assistance around web-based/distance learning opportunities. Over the past quarter, the DLS reviewed existing learning formats used within DHS to ensure software used for SSP sessions is consistent within all units of DHS (Captivate 5.0). The initial session designed using the new software and platform was Job Participation Incentives. In addition, the DLS worked with SSP Training Unit to develop an assessment/evaluation tool specifically focused on attendees’ ability to understand and operationalize session content.  

2011/12 Fourth Quarter Objectives  

- Develop and/or deliver training sessions.  
- Develop and/or deliver distance learning sessions.  
- Identify how to best meet the needs of expanding audience (APD).  
- Finalize work plan for first quarter 2012/13.
My Future My Choice
Project Agreement E-01-13 Exhibit A & B
Project Lead: Bill Baney, M. Ed.

The goal of this project agreement is to support DHS in the design and delivery of a comprehensive adolescent sexuality curriculum for youth. PSU is providing implementation evaluation of the curriculum and technical assistance for the development of a video supplement for the curriculum.

Activities during the Third Quarter of 2011/12:

1. Develop and/or deliver evaluation plan.

Develop and/or Deliver Evaluation Plan
Dr. Kris Gowen developed and implemented an evaluation plan inclusive of pre/post test assessments for the project. Initial findings were shared with the MFMC Advisory Team over the past quarter. Final results will be tabulated and included in a formal report by June 30, 2012.

2011/12 Fourth Quarter Objectives

• Conclude Evaluation.
April – June 2012
Quarterly Report

Child Welfare Partnership
School of Social Work
Portland State University

Katharine Cahn, Executive Director
Marty Lowrey, Director of Workforce Development
Marisa Lara, Director of Operations and Administration
Bill Baney, Director of Cross Systems Training Academy
Beth Green, Sr. Research Associate

http://cwpsalem.pdx.edu

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**Executive Director Overview**  
**Katharine Cahn, Executive Director**

**Overview**

The Child Welfare Partnership is dedicated to the advancement of child welfare practice and the improvement of child and family outcomes across Oregon. The following pages document how training, education, and research were used during spring quarter 2012 to realize these goals.

Training improves practice skills and supports the roll out of new practices. Oregon has a strong menu of staff and caregiver development opportunities. This quarter, 345 staff and 777 caregivers participated in basic and advanced training specific to child welfare. We were particularly proud of the extensive use of Distance Training approaches, as well as the fact that training was offered in Spanish to over fifty Hispanic/Latino caregivers. The partnership also provided the training to support implementation of Parent Mentorship and relationship based visitation, both practices being studied under a Title IV-E Waiver Demonstration grant. Evaluations showed consistently high ratings on these trainings, even for programs implemented for the first time (Pathways and Adoption Technical Training).

Professional social workers bring a wider range of clinical and case management skills and knowledge to child welfare. To promote social work skills in the workforce, the Child Welfare Partnership offers stipends and customized field education and course work to current and potential child welfare staff pursuing social work degrees. Twenty current and potential staff graduated this spring with social work degrees. Fully one-third of program participants are from communities of color, and over a quarter live in rural areas. The program serves the state with diverse, skilled social workers for child welfare.

Child welfare does not work in isolation; better outcomes for families come through collaboration and a number of our program offerings this quarter supported collaborative cross systems work. The Salem-based training unit included community and tribal partners in training, and the Adoption Certificate for Mental Health professionals expanded the number of mental health providers across Oregon grounded in dynamics of adoption and foster care. The Wraparound Cross-systems training academy worked with eight counties (in three demonstration areas) to support implementation of wraparound case planning for high-needs multi-system youth. This “System of Care” Institute offered a statewide summit attended by 170 people across multiple disciplines from sixteen Oregon counties. Extensive training and consultation on distance methodologies for training was provided for the state’s Self Sufficiency Program.

Research builds the knowledge base for best practice. Research can show what practices make a difference and for whom. This quarter the Child Welfare Partnership provided independent evaluation for DHS for two research demonstration programs funded through the Title IV-E Demonstration Grant program: Parent Mentors and Relationship Based Visitation. Both are solidly underway with practitioners trained, and clients enrolled in both control and intervention groups.

The spring quarter was productive and busy, moving Oregon’s child welfare and family serving systems forward in a variety of ways. The following pages tell the tale in greater detail.
**Child Welfare Education and Training Director Overview**

*Marty Lowrey, Director of Workforce Development*

**Overview**

345 Child Welfare (CW) Staff participated in training this quarter alone. Training delivered to CW staff included: Child Welfare Core Principals, Ensuring Child Safety through Family Preservation and Engagement; Pathways to Permanency, Implementing the Alternate Plan; Supervisory Quarterly training on Coaching; Adoption and Certifier Worker Training; Adoption Technical Training; Foundation Training of Trainers; Advanced Vicarious Trauma; Customized Visitation; Neglect, Assessing and Ensuring Child Safety; and Relative Based Visitation. CW staff also participated in training delivered for CW Caregivers.

A proposal was developed and implemented to offer additional sessions of Pathways this biennium for existing staff and scheduling is underway. The Specialized Training delivered at the request of individual districts is being well utilized. 5 districts received specialized training this quarter. We offered the training twice on the same day in each district to allow more staff to participate while allowing adequate office coverage.

636 Certified Caregivers, 17 community partners and 52 staff participated in 49 classroom trainings with 17% of the participants identified as relative care providers. Caregivers also received extensive training by distance. 141 caregivers and community partners as well as 15 staff received training by NetLink with over 50 of them receiving the training in their first language. Thirty-seven (37) caregivers completed a total of 98 Foster Parent College sessions.

Distance Training was well utilized this quarter with several noteworthy accomplishments. 282 staff and caregivers attended 19 NetLink Training sessions this quarter. Attendance across all NetLinks averaged 15, and included 51 Spanish speaking caregivers in the Partnership’s 2 Spanish language NetLinks. Three new NetLinks were delivered this quarter and Pre-NetLink Training Surveys for participants were successfully piloted and used to inform content, engage participants and foster thinking about the topic.

Evaluations of delivered training this quarter continued to be very high with impressive reviews of Pathways and Adoption Technical Training particularly given these were their inaugural sessions. Individual evaluation summaries are included at the end of each training section.

This quarter marks the end of the 2011 – 2012 academic year for the Child Welfare Education Program. Of the 48 students served by the program this quarter, 20 graduated in 2012; 14 with Masters Degrees and 6 with Bachelor’s Degrees. 9 were employees and 11 were recruits who will be seeking CW positions. 16 of the current students represent communities of color and 13 are in the MSW Distance Program reaching our more rural communities. Additionally, we have 9 Culturally Responsive Leadership Students all representing communities of color. Interviews were held for new students for the 2012 – 2013 academic year with 9 campus and 4 distance students entering the program. This number is reflective of the increased focus on applicants who have a strong likelihood of making a long-term contribution to public or tribal child welfare.

The Adoption and Foster Family Therapy Certificate Program expanded this quarter to provide more training opportunities for CW Staff with 16 individuals being given the opportunity to complete the full program and 90 one session scholarships also being made available to staff.
Child Welfare Training Program

Child Welfare Core Principles: Ensuring Child Safety through Family Preservation and Engagement
Project Agreement A-01-13 Exhibit A
Lead Trainer, Linda Bello, MSW

Quarter’s Activities

This quarter has continued to be a very busy quarter for the Core training team. Child Welfare Core Training was held one and one-half times this quarter constituting 6 weeks of training. Extensive curriculum revisions have been completed and incorporated as required into one or both Core sections, ‘Fundamentals’ and ‘Life of a Case’. In addition, students continue to attend a 3-hour OR-Kids session in coordination with the Department of Human Services (DHS) Training Unit, assuring integration of their Core training with agency-provided OR-Kids training.

With increased involvement by the Caregiver Training Unit trainers as facilitators and trainers has continued with the goal of broadening both the breadth of knowledge in all program areas as well as increasing the variety of training styles on the team. In addition, Core Trainers have increased their presence in the caregiver trainings, both via distance and in the classroom increasing the number of topics available to caregivers. This strategy allows for broader inclusion of perspectives in Core while increasing the ability to offer the staff trainers the experience of working with caregivers in the field and thus bringing the perspective of caregivers into the staff training room.

Key revisions in Core include greater emphasis on in-home and out-of-home safety management, reunification when placement has occurred, maintaining connections including engagement of relatives and fathers, and concurrent permanency planning now being fully integrated into the curriculum. In addition, a session on mental health needs of children, information on safety planning with domestic violence perpetrators and increased training around the issue poverty has occurred.

Efforts, in collaboration with DHS, to increase registration for the mandatory distance trainings are resulting in higher attendance and improved tracking of participants.

During this quarter of 2012, 8 Core NetLinks were offered that included 3 on Confidentiality, 3 on MEPA and 2 on Advocating for Educational Services. A total of 98 new Child Welfare Staff attended NetLinks for a total of 294 instructional hours.

Objectives for Next Quarter

• Work will continue on finalizing written curriculum that reflects the modifications and development that are consistent with the current Core structure to be completed by September 1, 2012.
• Facilitate staff attendance in Core to ensure the most effective completion of Core in relationship to field priorities.
• Assist current students to enroll in future mandatory trainings.
• Continue to ensure the backup trainers are prepared to cover Core sessions if necessary.
• Monitor and integrate DHS policy and practice changes into the curriculum.

Evaluation Summary
Evaluator, Kirstin O’Dell, MSW

The learning objectives identified for the Life of a Case cluster were achieved, according to participants (99%). Materials were found to be useful by participants (98%), particularly the Oregon Safety Model and participant binder materials. Respondents also highly valued the activities and opportunities for application of skills and knowledge to case scenarios. Participants in the Fundamentals cluster agreed that the identified learning objectives were achieved (99%) and that the trainers were knowledgeable (97%). About 92% of respondents found the content of this training to be applicable to their jobs and the materials useful. Participants particularly appreciated the variety of trainers and the specialized expertise of the contracted trainers.

NetLink Core Trainings

The Multi-Ethnic Placement Act (MEPA) training met all identified learning objectives according to participants (100%). Respondents stated that the content was helpful and concise. Participants in the Confidentiality NetLink training agreed that the learning objectives for that training were met (99%). Participants appreciated the content knowledge and expertise the instructor brought to the training and the group interaction online.

The new mandatory NetLink for child welfare workers, Educational Rights of Children, is trained by a contracted content expert who is new to teaching on-line classes. Participants in the first offering in April liked the content and felt it was useful. Responses also revealed a need for more interaction and activities and less time spent on lecture in the training. The trainer and distance delivery specialist revised the training, incorporated the feedback from April, and presented it again in June. Participants in the June training liked the content, case study and discussion; however, some felt there could have been more adherence to the PowerPoint to maintain clarity in the training.

Pathways to Permanency-Implementing the Alternate Plan
Project Agreement A-02-13 Exhibit A
Project Lead, Kellie Herold, BS

Quarter’s Activities

The inaugural session of the Pathways to Permanency training took place April 2-6 with 28 participants in attendance. The June 25-29 session included 23 participants. The April training served as a Pilot session and the evaluation instruments and Application of Learning activity guided adjustments to the curriculum. In addition, an internal workgroup met three times to implement training revisions recommended by Department of Human Services (DHS) Adoption Program staff.

Key revisions in Pathways to Permanency, after the pilot, focused on greater emphasis on setting the context for permanency values, strengthening the connection between Child Protective Services (CPS) work and concurrent planning, and utilization of Permanency Committees. In addition, adjustments were made to balance the content and decrease focus on adoption as the alternate plan. Sessions with modifications include Foundations of Permanency Planning;
Elements of Permanency Planning and Transitioning Children. The session on attachment emphasizes promoting attachment through casework strategies and obtaining attachment assessments.

A ‘Permanency Land’ metaphor and a ‘Choices Chart’ were developed as a creative response to participants’ request for a timeline and visual cues for how concurrent planning is implemented. The participants at the June session shared that these tools were beneficial when considering the complex variables associated with permanency planning. These tools are being used in the ‘Alternate Plans’ session and as a reference throughout training.

Collaboration is occurring between Child Welfare Partnership (CWP) and DHS regarding announcements of training, registration, and attendance tracking in an effort to promote high completion rates of mandatory training.

The CWP training unit continues to monitor that the Pathways to Permanency curriculum is in alignment with Child Welfare Core training curriculum, avoids duplication, and builds upon learning concepts of Core training.

The Department of Human Services requested a proposal to offer Pathways to Permanency training to approximately 550 seasoned staff members in a three-year period within current resources. Following a thorough assessment of the resources available under the auspices of the 2011-2013 project agreements, the Partnership identified three viable strategies that could effectively meet this goal. DHS selected the following strategy to meet this demand: Reduce the number of four-week Core training session from 6 to 5 during the 2012-2013 fiscal year to reallocate and provide 4 additional one-week sessions of Pathways to Permanency training resulting in the capacity to train 165 seasoned staff members during the fiscal year. Future plans to train the remaining approximately 385 seasoned staff members will be negotiated in the 2013-2015 project agreements.

Objectives for Next Quarter

- Deliver the training scheduled for September 24-28.
- Revise the July 2012-June 2013 training calendar to incorporate 4 additional sessions for seasoned staff.
- Determine the fiscal and staffing feasibility of offering two regional sessions of Pathways.
- Continue to utilize evaluation instruments as a guide to strengthen and enhance training.
- Consult with DHS Central Office to update training materials to reflect changes in policy and practice.
- Finalize written training curriculum.

Evaluation Summary

Evaluator, Kirstin O’Dell, MSW

Participants reported that the learning objectives were achieved in both sessions of Pathways to Permanency this quarter. The materials and activities helped enhance learning and the content was applicable according to respondents. Also highly valued by participants were opportunities to practice skills, the use of case scenarios and group discussions.

Adoption Committee Member Training: Training of Trainers

Project Agreement A-02-13 Exhibit B
Project Coordinator: Dawn Perrault, MA

Quarter’s Activities

Adoption Committee Member Training of Trainers (TOT) was not scheduled during this quarter. Additionally, no quality assurance and mentoring training events were requested.

Objectives for Next Quarter

• Continue to promote quality assurance and mentoring for Adoption Committee Member trainers in the form of observation, feedback and mentoring.
• Continue discussions with DHS Adoption Unit management with regard to offering this training.

Evaluation Summary

No trainings were held this quarter; therefore there are no evaluations to report.

Supervisory Training

Project Agreement A-03-13 Exhibit A
Instructor, Dan Garris, MA

Quarter’s Activities

Cohort N began in January and ended in June 2012. The Cohort N group was a very dynamic group and a pleasure to work with. We had a high rate of completion for this cohort. Due to illness that prevented the trainer from training Module 3, the entire Cohort N group agreed to append the Module 3 sessions to the Module 6 session so three days of training were conducted to complete this Cohort in June. This cooperative effort was appreciated by both the trainer and the participants.

Participants of the Supervisory Training continue to find the content, peer consultation, tools and other training experiences within these curricula to be relevant to their work and professional development.

As a result of increased exposure through the supervisor quarterlies, we are receiving more requests to train in other quarterlies including SSA Quarterlies, Office Manager Quarterlies and Certifier Quarterlies. The type of content requested for each of the quarterlies focuses on communication strategies, clinical supervision and coaching staff.

With regard to Child Welfare Supervisor Quarterlies we continue to offer five sessions per quarter. Arrangements and preparations were completed for the next quarterlies in July and August. Katharine Cahn, the Executive Director of the Child Welfare Partnership, has offered to train at the 90 minute supervisory quarterlies for July and August agenda.

Objectives for Next Quarter

In July 2012 we begin our Supervisory Training Plan to train back-up trainers. We initiated the first steps with a conference call involving Marsha Salus, who owns the curriculum, the primary trainer and the two identified back up trainers. The conference call provided an overview and orientation of the whole curricula and answered questions formulated by the back-up trainers.
With regard to the next cohort, Cohort O, which is to start in July 2012, a decision was made, collaboratively with DHS, to extend the start date of this cohort to October 2012. This decision and the new schedule have been communicated to all relevant staff.

The start day was extended for the following reasons:

1. There are too few participants to start a July 2012 Cohort. This type of training is powered by peer consultation, group activities and facilitated group discussions. More participants are needed in order for these elements to optimize the training experience.

2. To boost attendance in the event that new supervisors are hired between July and October.

3. To provide an extended amount of time for supervisors with make-ups to be able to work make-up sessions into the revised Supervisory Training schedule.

We continue to work with DHS Central Office to gain assistance in accomplishing our mutual goals around boosting attendance and getting make-ups completed.

**Objectives for Next Quarter**

- Preparation for new Cohort in October with increased attendance.
- Complete a high percentage of make-up sessions through Cohort O.
- Work with Central Office to gain assistance on boosting attendance and on receiving hiring projections and related information.
- Continue to expand our training influence to other supervisory venues as noted above.
- Continue to expand supervisory consultation to child welfare supervisors.
- Continue to enact the Supervisory Trainer Back-Up plan through consultation with Ms. Salus, viewing the Salus training tapes and through back-up trainer observation of each module starting in October 2012.

**Evaluation Summary**

Evaluator, Kirstin O’Dell, MSW

All respondents agreed that the learning objectives for the modules presented were met. Participants continue to find the content useful and applicable to their work. One respondent stated: *I like it all. Dan’s info is invaluable. He reminds me of how I can grow as a supervisor. I go home with ideas about how to be a better supervisor.*

**Social Service Assistants Training**

Project Agreement A-04-13 Exhibit A  
Lead Trainer, Michelle Warden, BA

**Quarter’s Activities**

The CWP Training Manager, Social Service Assistant (SSA) Trainer, DHS Training Manager and the liaison to SSA training met to discuss the Social Service Assistants Summit, which had been put on hold during the last quarter as well as the Social Service Assistants Training scheduled for July, 2012.

As of May 23, 2012 there were only two (2) Social Service Assistants signed up for the July training. A search was conducted to find out if there were any recent hires who had not signed up for the training, and there were none. On May 23, 2012 a joint decision was made by the
Department of Human Services Training Unit and Portland State University, Child Welfare Partnership to cancel the July training based on low enrollment. Because this training is legislatively mandated for Social Service Assistants within their first six months of hire, an exception had to be made for the people that fell into this category. An exception was granted and the people registered for the July session were registered for the October, 2012 session.

With the decision to cancel the July session of training, a decision was made to hold five one-day Social Service Assistants Summits around the state, to provide an opportunity for the maximum number of Social Service Assistants to attend. The summit planning committee was reconvened and actively continues.

A SSA focused computer based training, entitled Utilizing Visits to Enhance Parental Protective Capacities continues in development with Scenario 1 completed and Scenario 2 in progress. This training has an estimated release date before the end of 2012.

A training entitled Verbal Judo, Verbal Defense and Influence is in development for the Beaverton/Hillsboro SSA Quarterly which will be delivered in August, 2012.

The SSA trainer continues to participate on the Multnomah County Visitation Committee.

In June a new NetLink training of special interest to SSA’s, Talking with Children about Difficult Issues was offered.

Objectives for Next Quarter

- Continue to advertise and recruit participants for October 2012 training.
- Secure dates, trainers and locations for Social Service Assistants one day Summit.
- Complete development of a Computer Based Training for Social Service Assistants and Caseworkers on Individualized Visitation Planning.

Evaluation Summary

No trainings were held this quarter; therefore there are no evaluations to report.

Certifier and Adoption Worker Training: Essential Skills in Assessing and Supporting Caregivers for the Safety, Stability and Well Being of Children

Project Agreement A-05-13 Exhibit A

Lead Trainer, Rudy Torres, BS

Quarter’s Activities

The Certifier and Adoption Worker Training was held on the weeks of April 9 and April 30, 2012. New policy changes were incorporated, along with the corresponding forms and documentation requirements.

We continue to revise curriculum and presentations, to reflect the most up to date information. As part of this effort, trainings continue to be assessed for redundancy in relationship to other mandatory offerings as well as reviewing and implementing feedback from both participants and Department of Human Services (DHS) central office staff to ensure high quality training. The close collaboration between DHS and the Partnership has been very effective for communicating policy changes, as well as for increasing training attendance.
Due to schedule conflicts with the SAFE trainer this training had to be postponed until November. As part of this quarter’s expenditures SAFE Quality Assurance training was offered and a Quality Assurance process developed which included the two primary CWP Certification/Adoption trainers in the Quality Assurance training as well as follow up branch review processes.

**Objectives for Next Quarter**

- Prepare for the training scheduled for the weeks of November 5 and November 26, 2012.
- Update the trainings and training materials to reflect changes in policy and practice.
- Review participants’ feedback, and make changes to training content and delivery as needed.

**Evaluation Summary**

*Evaluator, Kirstin O’Dell, MSW*

Participants viewed the trainers as being knowledgeable (98%) and the content relevant to their work (97%). Participants particularly liked becoming familiar with certification and adoption related policies and the Child and Adolescent Needs and Strengths assessment. There was a high level of agreement that the learning objectives were met and the activities were valuable (95%). Materials were generally found to be helpful with the exception of the use of Kindles instead of paper copy handouts.

**Foundations Training of Child Welfare Regional Trainers**

*Project Agreement A-05-13 Exhibit B*

*Lead Trainer, Kris Villanueva, LCSW*

**Quarter’s Activities**

One session of Foundations Training of the Trainers (TOT) was offered this quarter in May. This group of participants included a few unusual participants in that Boys and Girls Aid sent two staff members and several offices sent their “backup” trainer or allowed a staff member to attend as a “developmental” opportunity. In addition the new trainer from Warm Springs Tribe attended and she and the Jefferson County DHS trainer discussed how they could support each other in their training responsibilities and learning curve.

This quarter the Foundations Trainer spent two days mentoring in Madras. The mentoring process included both observation and verbal feedback onsite followed by a written report provided to the Madras trainer and her supervisor. The mentee was very grateful for the mentoring and very open to feedback. In addition, this office was missing materials such as videos, to complete the training packet, due to previous sharing with Prineville. These materials were provided to complete the set for Madras as well as Warm Springs being provided a full set of materials.

DHS requested CWP develop a proposal regarding the possibility of offering all or part of Foundations via distance. A proposal was developed; the result of research regarding models nationwide by the CWP Distance Trainer and subsequent consultation between the Distance and Foundations Trainer regarding curriculum limitations and best delivery methods. The resulting proposal was forwarded to DHS for further consideration and decision making.

On June 20 a one-day Professional Training Day was offered to the Foundations trainers. The day’s topics consisted of sessions on *Enriching Your Training with Video Clips, Best Ways to*
Boost Attendance, Humor in the Training Environment, Top Ten Trainings for Caregivers and Adapting the Foundations Curriculum to Your Training Style. Participants were offered each of the video clips previewed as electronic files (Dropbox) they could easily access and felt they would be able to use them to enrich their current offerings. This particular training day involved an extensive amount of time in which small groups were able to share ideas among themselves, while staying on target with the topic. This is an area they have expressed needing each time the one-day training has been offered and they truly value the time to collaborate in a less structured manner.

Objectives for Next Quarter

Another Professional Development Day for the Foundations trainers is scheduled to be offered in September. The topic is Chumming the Waters: Getting Participants Ready to Bite and will cover how to create opportunities for discussions in training and how to increase the learning in training by adding structures to activities. There has been a request to change the date, based on commitments several Foundations trainers have but this would disrupt planning for the other members as well. In addition, mentoring continues with two sessions planned for July. The Mentoring project continues to move slowly with staff having “fears” about being observed or being mentored by skilled and experienced trainers in their branch. The outreach effort continues regularly with each contact made in the field with Foundations trainers or during the one day Professional Development Day or Certification/Adoption training contacts.

Depending on the outcome of the proposal to DHS regarding Distance, Foundations work may be focused in this area during the next quarter.

Evaluation Summary
Evaluator, Kirstin O’Dell, MSW

Foundations Training of Trainers received an overall average rating of 4.4 from respondents (on a scale of 1-5 with 5 as the highest rating). All respondents agreed that the materials and activities were useful; 95% agreed that the learning objectives were met. As future trainers of the content, participants said that they felt prepared to train the curriculum (95%) and that they liked the ideas and demonstration of activities they could use in training.

The Foundations Professional Development training received high ratings from participants. All respondents agreed that the training was very useful and that the learning objectives were achieved. Respondents reported that they liked learning about the online tool, Dropbox, accessing new videos to use in training, and the opportunities to share information and resources with each other.

Specialized and Ongoing Professional Development

Project Agreement A-06-13 Exhibit A
Project Coordinator, Dawn Perrault, MA

Quarter’s Activities

The Child Welfare Partnership (CWP) continued to offer a “menu” of ten specialized trainings to DHS staff throughout the State of Oregon. Follow-up communication has been initiated with the District Managers who have not yet scheduled training in their districts. During this quarter, specialized training occurred on May 3 in Grants Pass/District 8, on May 22 in La
Grande/District 13, on May 24 in Roseburg/District 6 and Hillsboro/District 16, and on June 8 in Ontario/District 14. Each location actually received two sessions of their selected training topic to allow the participation of as many staff members as possible without lowering staffing levels too drastically. The topics presented were *Trauma Informed Practice Strategies* in Grants Pass and Roseburg, *Advanced Vicarious Trauma: Taking Care of Yourself* in La Grande, *Quality, Customized Visitation Plans* in Hillsboro, and *Neglect: Assessing & Ensuring Child Safety* in Ontario. The trainings were attended by a total of 105 staff members.

Three advanced staff NetLink trainings occurred. The training topics included *Permanency Options*, *Neglect: Assessing and Ensuring Child Safety*, and *Talking with Children about Difficult Issues*. There were a total of 28 participants in the three NetLinks.

Development of a computer-based training continued this quarter. The training topic, *Utilizing Visits to enhance Parental Protective Capacities*, is primarily geared to Social Service Assistants. Currently, it is planned that development will be completed before the end of 2012.

**Objectives for Next Quarter**

- Continue to offer advanced/specialized staff trainings as requested.
- Continue to offer one NetLink training per month to DHS staff.
- Complete development of computer-based training.

**Evaluation Summary**

*Evaluator, Kirstin O’Dell, MSW*

Advanced/Specialized training offered to staff this quarter received an overall average rating of 4.2, on a scale of 1-5 with 5 as the highest possible rating. Stated learning objectives for these trainings were achieved, as reported by respondents (94%). These branch-based trainings were liked for their fast pace and high level of interaction. One caseworker stated “I have been feeling burnt out and this training helped me rejuvenate.” Some trainings were 90 minutes long which was a good length of time for some participants, but others felt that they needed more time to ‘process’ content presented.

The learning objectives for the NetLink trainings offered were achieved according to respondents (96%). Staff appreciated the convenience of NetLink trainings, the materials and the skill and experience of the trainers. Some respondents would have liked to receive materials in advance of the training and a shorter initial ‘check in’ time prior to beginning the training.

**Adoption Technical Training**

*Kellie Herold, BS*

**Quarter’s Activities**

The inaugural session of the *Adoption Tools & Techniques* training was May 1-3 and was attended by 14 caseworkers. Participants found this training to be relevant and specific to their skill development in adoption planning. They especially found the technical aspects of training most helpful, such as testifying in a termination of parental rights trial, staffing a case with the legal assistance specialist, and how to collaborate with DHS Central Office to accomplish an adoption.
The May training served as a pilot session and the evaluation instruments are being used as a guide to make adjustments to the curriculum. In addition, an internal workgroup is working on the training revisions recommended by Department of Human Services Adoption Program staff. Key revisions in Adoption Tools & Techniques will focus on greater emphasis on the tracking/consultation/approval of the adoption case in collaboration with DHS Central Office. Adjustments will be made to adoption selection process and further clarify the role of permanency committees in adoption planning. There will be additional content around addressing safety issues in the mediation session.

Objectives for Next Quarter

- Prepare for delivery of the training scheduled for October 23-25.
- Continue to utilize evaluation instruments as a guide to strengthen and enhance training.
- Consult with DHS Central Office to update training materials to reflect changes in policy and practice.
- Continue to review overlap with Pathways to Permanency curriculum and make adjustments as needed to avoid duplication.
- Finalize written training curriculum.

Evaluation Summary

Evaluator: Kirstin O’Dell, MSW

Training participants found the trainers to be highly knowledgeable, the materials useful and activities beneficial (100%). The learning objectives were achieved according to participants as well (100%). Respondents found the content of this training to be practical and helpful.

Foster/Relative/Adoptive Parent Training Project Agreement

AKA: Caregiver Training Unit (CTU)
Project Agreement A-07-13 Exhibit A

Program Coordinator, Dawn Perrault, MA

Quarter’s Activities

During this quarter, the Caregiver Training Unit (CTU) continued working with the Districts to meet their training needs, developing new training topics, and participating in certifier quarterlies to disseminate information, gather input and address questions and/or concerns. This quarter, forty-nine classroom training sessions were presented by staff and contracted trainers across the state, including two trainings in Spanish, eight Cardio Pulmonary Resuscitation (CPR) and First Aid trainings, and four on-site Behavior Crisis Management Training (BCMT) two-day sessions. Participants in the forty-nine classroom trainings numbered 705 which included 17 community partners and 52 staff. One hundred twenty one (121) or approximately 17%, of those participants were identified as relative caregivers. In the trainings presented in Spanish there were 27 participants, 6 of whom were relatives.

Two scheduled classroom training sessions were cancelled during this quarter with less than one week’s notice due to low enrollment. Those cancellations occurred in Districts 7 and 14.

Finally, Enhancing Teen Attachment training was provided for the Confederated Tribes of Grand Ronde on May 9, 2012. The training was attended by 10 participants.
Also during this quarter, eight 3-hour NetLink trainings were provided for caregivers, including two sessions of the newly developed Fostering Healthy Attachments in Spanish. Participants in the eight NetLink trainings numbered 156 (24 participants, or 16%, were identified as relative caregivers). Of those 156 participants there were 15 staff members who attended as well.

Of the total 1,356 Foster Parent College members registered statewide, 37 completed a total of 98 trainings via the internet during this quarter. Two Foster Parent College units were allowed to expire. A brief review of the courses completed during the quarter, revealed that the most popular Foster Parent College courses were Parent Child Attachment and The Child Welfare Team, each completed by 7 members, and The Impact of Fostering on Birth Children, Grief and Loss in the Care System, and Lying, each completed by 6 members.

**Objectives for Next Quarter**

- Continue to deliver a minimum of one evening and one daytime NetLink training per month.
- Continue to identify new training topics for development and new methods for delivery of training.
- Continue participation in certifier quarterly meetings and other meetings as appropriate.
- Continue to work with the districts to promote the use of video-conferencing technology to make trainings available to wider audiences.
- Continue to fulfill training requests made by the districts.
- Participate in the Substitute Caregiver Training Committee if reconvened.
- Continue to observe and provide feedback to contracted and staff trainers.
- Continue efforts to aggressively market trainings, most specifically NetLink and Spanish trainings, in order to increase participation.
- Continue to participate in the development of the Shoulder to Shoulder Conference.
- Continue to work with district representatives in the ongoing development of training plans for the 2011-2013 biennium.

**Evaluation Summary**

*Evaluator, Kirstin O’Dell, MSW*

Overall, caregiver trainings received an average participant rating of 4.5 on a scale of 1-5, with 5 as the highest possible score. Learning objectives for trainings provided were achieved according to respondents (99%). Caregivers appreciated the ‘real life’ experience trainers brought to the classroom and the opportunities to ask questions and interact. Caregiver NetLink trainings received an average participant rating of 4.2 on a scale of 1-5, with 5 as the highest possible rating. The learning objectives for these trainings were achieved according to respondents (99%). Caregivers liked the on-line option for training and the ability to interact and ask questions.

The Enhancing Teen Attachment training provided to Grand Ronde staff and caregivers was well received by participants. All respondents rated the training as either ‘excellent’ or ‘very good’ and all agreed that the learning objectives were achieved. The content was said to be ‘practical and applicable’.
## Training Totals

**Partnership Training Totals**

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Adoption and Foster Family Therapy Certificate Program for Mental Health
Project Agreement A-08-13
Project Lead, Kellie Herold, BS

Quarter’s Activities
During this quarter, activities focused on the implementation of the spring classes of the 2011-2012 Adoptive & Foster Family Therapy Certificate Program. Kathy Prouty, Department of Human Services (DHS) Adoption Program Manager, was instrumental in securing funding for 16 full-program scholarships for therapists providing mental health treatment via the Oregon Health Plan for the 2012-13 Program. In addition, 16 full-program scholarships have been secured for the new DHS Child Welfare Practice with Adoptive and Foster Families: Professional Certificate to begin September 2012. It is anticipated that one professional from each of the 16 child welfare districts will be selected to participate in the program. Upon completion of the program, they will be available to share their expertise and consultation with caseworkers in their district.

Active recruitment efforts and scholarships resulted in successful enrollment this academic year. Spring term included the following classes:
• April 1-30 (online) Family-Based Therapeutic Strategies: Coaching Adoptive & Foster Parents. Attended by 27 participants (3 child welfare professionals and 24 therapists)
• May 18 & 19 (two-day) Putting Adoption & Foster Family Therapy into Practice. Attended by 19 participants (2 child welfare professionals and 17 therapists)

For the academic year September 2011-May 2012 there were 390 course participants, 308 classes were taken by mental health therapists and 82 by child welfare professionals. There were an additional 51 “for academic credit” students.

The Certificate program is fully available via distance learning and provides state-wide access to the program:
• 7 of the 11 Certificate Program classes take place at the downtown Portland campus
• 39% of the participants view the class via live video streaming from all across Oregon
• 4 of the 11 classes are fully online classes
• 2011-2012 drew participants from all across Oregon including: Bend, Enterprise, Coos Bay, Corvallis, The Dalles, Eugene, Grants Pass, Hermiston, Lakeview, Springfield, Klamath Falls, LaGrande, McMinvville, Monmouth, Pendleton, and Roseburg

There are currently 26 therapists enrolled in the full program. Sixteen participants (60%) are from Oregon, providing therapy to DHS / Child Welfare families. Several are bilingual and many are from rural areas (Klamath Falls, Wallowa and The Dalles). The program is having notable success at increasing the number of qualified therapists who serve Oregon’s children and families who have been adopted through the Child Welfare system.

The Directory of Therapists was updated in May 2012 and currently includes 65 professionals:
• 52 Oregon mental health therapists
• 5 other Oregon adoption professionals
• 8 mental health therapists from out-of-state (Washington, Idaho, Alaska, Ohio, NV, TX)
• 23 therapists who serve rural Oregon
The Advisory Committee has been rejuvenated with additional membership from the Department of Human Services Adoption Manager and the Child Welfare Partnership Training Unit leadership. The Advisory Committee has approved a new *Child Welfare Practice with Adoptive and Foster Families: Professional Certificate* for Oregon DHS Child Welfare professionals. A sub-committee of the Advisory Committee met during this quarter to continue designing the new course called *Kinship, Cultural Connections, and the Ever Changing Family*. This on-line course will focus on individualizing practice with relative and kinship placement and culturally specific practice strategies. In addition, Committee members have been involved in processing applications and reviewing final projects.

Marketing activities occurred at:
- The Child Abuse Conference in Portland April 24
- Early Childhood Conference in Bend on April 29
- System of Care Summit May 3 Salem at the Bryan Johnston Conf Center (150 participants from the Oregon mental health organizations and partner agencies)
- DHS Quarterlies

**Objectives for Next Quarter**
- Preparation for the 2012-2013 Certificate Program.
- Continue to monitor the CCO changes to the child mental health system.
- Continue to monitor developments with the Center for Adoption Support & Education (CASE) National Certification.

Twenty therapists have completed all coursework and will submit a final project by July 1. A sub-group of the Advisory Committee grades the final projects. Upon issuance of certificates of completion, therapists will be added to the directory of therapists.

Dr. David Willis provided notice that he will no longer teach in the program as he is relocating to Washington D.C. Recruitment for a new instructor is underway for the course *Impact of Trauma, Abuse and Neglect on Child Neurodevelopment*.

Active recruitment for program participants is underway with mental health organizations, contracting agencies, licensing boards and conferences in preparation for enrollment in the 2012-13 program.

**Evaluation Summary**
Classroom evaluations were collected but the findings are not yet available for spring 2012 classes.
Wraparound Cross-Systems Training Academy

Project Agreement A-09-13
Wraparound Service Team Training - Exhibit A
System of Care Infrastructure Development – Exhibit B

Director of Cross-Systems Training Academy, Bill Baney, M. Ed.

Portland State University’s Center for Improvement of Child and Family Services integrates research, education and training to advance the delivery of services to children and families. The Center for Improvement of Child and Family Services provides training, workforce development and systems support to demonstration sites in Oregon to support the implementation of a wraparound service delivery model. The demonstration sites include Washington County, Rogue Valley (Josephine and Jackson Counties), and Mid Valley (Linn, Marion, Polk, Tillamook and Yamhill Counties). PSU expanded the session invitees to a regional level. One example is the tri-county collaborative of Multnomah, Clackamas and Washington Counties.

Quarter’s Activities

246 people trained this quarter (does not include consultation sessions)
- Systems of Care Summit
- Training Modules
- Consultation

Systems of Care Summit

PSU, in partnership with DHS Child Welfare and OHA Addictions and Mental Health, hosted a statewide Systems of Care Summit on May 3, 2012. The focus of the Summit was to share lessons learned from the past year specific to Systems of Care and how multiple statewide/local child and family initiatives currently underway share common principle and values. The Summit was attended by over 170 people representing 16 counties and various system stakeholders including youth and family, mental health, child welfare, self sufficiency, juvenile justice, early childhood, education, public policy and culturally specific providers. Counties were asked to attend the event as a team comprised of approximately 6-8 participants.

The morning was dedicated to highlighting various state initiatives/efforts specific to system transformation. These included the pending formation of Strengthening, Preserving and Reunifying Families Program, Coordinated Care Organizations, Differential Response, Early Learning Council, Oregon Education Investment Board efforts, Early Learning Hubs, health care transformation, Wraparound and educational reform. Representatives shared goals and objectives related to their respective initiatives.

Attendees were then provided with a basic overview of the principles and values associated with Systems of Care, and how the multiple initiatives would benefit from the development of a Systems of Care Infrastructure. A primary component for sustainability is a strong governance structure. Attendees were provided with an overview of how a Systems of Care governance structure is unique from other governing bodies.
Prior to attending the event, county teams were asked to conduct a Systems of Care Self Assessment. The findings of the assessment were shared with attendees and used as a guide for the development of work plans specific to their respective county. Those not able to complete the Self Assessment were provided with an overview of the process and practical steps to conduct the assessment.

Training Modules

PSU designed and delivered a number of training sessions throughout the state. All sessions are grounded in foundational wraparound principles/values and uniquely tailored to reflect the intended communities. The following is a list of training sessions, locations and dates offered:

**Wraparound 101 for Developmental Disabilities Providers**

This session is an orientation for individuals in the implementation of Systems of Care (SOC) and Wraparound at the community level. Specifically, the session is intended for people working in Developmental Disabilities, highlighting the foundation principles and values of each.

Participants will:
- Identify and understand relevance of wraparound principles to the practice of wraparound/collaborative child and family teams.
- Recognize importance of roles of facilitator, family partner, team member, and family/youth.
- Develop understanding of how the wraparound principles are applied in the practice of child and family team meetings.

1/11/12 Newberg 30 Attendees

**Train the Trainer 101**

The interactive session highlights the core concepts, activities and learning objectives associated with Wraparound 101, an introductory session for Wraparound. Attendees are provided with a training framework conducive to sharing information with other community/system partners.

Participants will:
- Recognize skills, abilities and qualities of effective training.
- Demonstrate working knowledge of how to share concepts associated with Wraparound.
- Develop basic understanding of adult learning and transfer of knowledge.

4/19/12 Josephine County 13 Attendees

**Wraparound Overview: Collaborative Process**

PSU facilitated a meeting of Washington County Wraparound Team members and DHS Child Welfare staff. The focus of the discussion was to clarify roles, responsibilities and expectations specific to the Wraparound. The 4 hour session served as a guide for future topical conversations and trainings to strengthen implementation.

Participants will:
- Recognize core roles and responsibilities specific to Wraparound.
- Demonstrate working knowledge of Wraparound.
Child Welfare Partnership

April - June 2012

- Identify and understand relevance of wraparound principles to the practice of wraparound/collaborative child and family teams.

5/22/12 Hillsboro 20 Attendees

**Child and Family Team Facilitation: Train the Trainer**

To foster community and state capacity specific to facilitating child and family teams, PSU coordinated full day training for individuals with experience facilitating child and family team meetings. The session focused on the practical skills, knowledge and abilities necessary to lead training sessions in the community.

Participants will:

- Recognize skills, abilities and qualities of effective facilitation.
- Demonstrate working knowledge of how to train others in skills related to facilitation.
- Develop basic understanding of adult learning and transfer of knowledge.

6/5/12 Hillsboro 13 Attendees

**Consultation**

PSU provided concentrated consultation to demonstration sites to support efforts for implementation. Over the past quarter, PSU consulted with core service team members (Care Coordinators, Family Partners, Supervisors and local Site Leads), system partners and project stakeholders. Consultation content included family-driven care, model design, facilitation, roles/responsibilities and organizational development. In addition, PSU attended multiple DHS Implementation Team meetings over the past quarter.

PSU provided technical assistance/consultation to:

4/3/12 Rogue Valley Training Advisory Committee (RV TAC)
4/9/12 Washington County
4/13/12 Washington County Wraparound Team and OFSN
4/25/12 OFSN/Youth MOVE
4/27/12 SCWIAC (Salem)
5/1/12 RV TAC
5/11/12 Washington County Wraparound Team and OFSN
5/11/12 Mid Valley RPEC
5/16/12 Jackson County Wraparound Team / Supervisor
5/17/12 Jackson County Wraparound Team
5/18/12 Washington County Advisory Meeting
5/21/12 Washington County
5/22/12 Rogue Valley Advisory Committee
5/23/12 Washington/Multnomah /Clackamas County
5/30/12 OFSN/Youth MOVE
5/31/12 Jackson County Wraparound Team
6/6/12 Jackson County Wraparound Lead Worker
6/14/12 ISA Workgroup (Salem)
6/14/12 Polk County
6/19/12 Rogue Valley Leadership and Operations Committee
Objectives for the Next Quarter

- Ongoing training and workforce development sessions.
- Broaden training plan to include system partners.
- Develop/deliver System of Care sessions.
- Review/revise/update workforce development plans for demonstration sites.
- Establish strategies to broaden the reach of workforce development activities beyond the three demonstration sites.
- Utilize Systems of Care Community Self-Assessment as guide for community specific training and consultation.
- Plan activities for Fall Quarter.
- Linkage with Coordinated Care Organization roll out.

Title IV-E Waiver Demonstration Project Training Programs

Project Agreement A-10-13

Relationship Based Visitation - Exhibit A

Project Lead, Karen Moorhead

Quarter’s Activities

Training this quarter focused on supporting the Relationship Based Visitation (RBV) programs as they begin service provision. Support was provided through the technique of Learning Circles via NetLink. The DHS Child Welfare Training unit was instrumental in making the learning circles possible with several DHS staff assisting with production management and technical support and the CWP Distance Learning Trainer through the development of video material used in two of the Learning Circles as well as production management and last minute technical support. One of the difficulties encountered centered on the technical issues of registration for community partners and the CWP Distance Trainer was instrumental in helping anticipate the potential barriers in participation for attendees and problem solving both prior to and during the events.

The learning circles were initially seen as an opportunity for the providers to connect with each other and exchange ideas about the implementation of the program. They evolved to include an opportunity for some ongoing training as well. Donna Haney from DHS participated in all of the learning circles to provide guidance surrounding any programmatic issues. We have also been extraordinarily privileged to have ongoing support from Vicki Lunghofer, the certified Nurturing Parenting Program trainer who has voluntarily participated in the learning circles to offer
technical assistance to the programs as they begin their work. The PSU research staff is also in attendance at the learning circles to provide assistance and direction about the various reporting requirements as well as adjusting components of the program as necessary. Additionally, each of the learning circles has included a component of training. The following topics were trained during the learning circles: Motivational Interviewing, Tips on Documentation, and Vicarious Trauma-Taking Care of Yourself. The learning circles were held on April 11, May 23 and June 13. Two separate CWP trainers created training materials and provided training on the three topics offered.

An additional RBV orientation training was offered this quarter in Salem on June 27-29, 2012 for the contractor from District 4. These programs were not in place in the prior quarter and they therefore were unable to attend one of the earlier orientation trainings. Additionally one meeting with Dr. Stephen Bavolek took place in April, the author and director of the Nurturing Parenting Program, and resulted in permission to alter some of the materials to meet the needs of the Oregon program.

Objectives for Next Quarter

The objectives for the next quarter include continuing the learning circle NetLinks, with two learning circles provided in the next quarter. We are beginning the second phase of the contract at the end of the next quarter which will support the ongoing training needs of the service providers and will include one learning circle NetLink quarterly and a one day conference for current RBV service providers scheduled for February 20, 2013.

Evaluation Summary

Relationship Based Visitation NetLink Trainings.

Three trainings were held during this period. In addition to topical trainings, all NetLinks also included evaluation updates, information, opportunities for discussion and questions regarding implementation of the Relationship Based Visitation Model. Topical trainings included Motivational Interviewing (April); Visit Documentation (May); and Vicarious Trauma (June). Eighteen individuals rated the April training in terms of value of training to the work, organization of training, and quality of presentation. All responses are made on a 10-point scale with 1=negative rating (e.g., not at all valuable) and 10 indicating a positive rating (e.g., extremely valuable). For the April training, 34% of respondents rated the value of the training as 7 or higher. 52.9% rated it as well organized (7 or higher), and 58.9% rated the quality of the presentation as high (7 or higher). May and June survey responses were combined, and 11 individuals responded to one or both of these surveys. In terms of value, 18.2% rated the trainings as valuable (7 or higher); 9.1% rated them as well organized; and 45.5% rated them as high in terms of quality of presentation.

Parent Mentoring Program Training-Exhibit B

Project Lead, Karen Moorhead

Quarter’s Activities

Training this quarter focused on supporting the Parent Mentor programs as they begin service provision for the IV-E waiver contract through the provision of learning circles via NetLink. The DHS Child Welfare Training unit was instrumental in making the learning circles possible with
several DHS staff assisting with production management and technical support and the CWP Distance Learning Trainer through the development of video material used in two of the Learning Circles as well as production management and last minute technical support. One of the difficulties encountered centered on the technical issues of registration for community partners and the CWP Distance Trainer was again instrumental in helping anticipate the potential barriers in participation for attendees and problem solving both prior to and during the events.

The learning circles were initially seen as an opportunity for the providers to connect with each other and exchange ideas about the implementation of the program and evolved to include an opportunity for some ongoing training as well. The DHS IV-E Coordinator has participated in all of the learning circles to provide guidance surrounding any programmatic issues. The learning circles were held on April 10, May 29 and June 12, 2012 with topics covering Motivational Interviewing, Introduction to Oregon’s Juvenile Courts, and a special presentation by Katherine Cahn Director for the Center for Improvement of Child & Family Services, entitled, The Dance of Implementation... A Framework for Implementing New Practices in Child Welfare.

An additional Parent Mentor Orientation training was offered this quarter primarily for the program in District 14 who did not have contracts in place at the time of the initial orientation training for a small group of 9 as well as a newly hired staff person from District 12.

Objectives for Next Quarter

The objectives for the next quarter include continuing the learning circle NetLinks with two learning circles offered in the next quarter and moving into a second phase of the contract focusing on the ongoing training needs of the service providers. The NetLinks will move to being offered quarterly with a plan for a one day conference for current Parent Mentor service providers scheduled for February 21, 2013.

Evaluation Summary

Participants in the April 4-5, 2012 Parent Mentor PDOI training universally (100%) rated the training overall as very good or excellent. Likewise, 100% of participants agreed that the trainer was very good or excellent in explaining the purpose of the session; being knowledgeable about the subject; clearly defining terms and concepts; giving clear instructions; establishing an environment conducive to learning; answering questions completely; providing opportunities for participation and interaction; making learning interesting and fun; and providing concrete skills to needed to do the job. A slightly lower percentage of participants (88%) indicated that the training was very good or excellent in preparing them to use the tools and skills specific to the PDOI intervention, e.g., the My Change Plan, Recovery Capital Scale, and OARS relationship skills.

Participants in the April Parent Mentor Program NetLink gave the NetLink an average rating of 7.0 (out of 10) for organization; an average rating of 8.0 for how well the trainer presented; an average rating of 8.6 for how well the NetLink met the training objectives; and an average rating of 7.3 for the value of the NetLink to participants' work.
Child Welfare Education Program

Project Agreement B-01-13
Child Welfare Education Program-Exhibit A

Instructors Bonnie Dalton, MSW and Lea Ann Holder, MSW, LCSW

Quarter’s Activities

The reporting period between April and June was eventful, complete with interviewing and selecting students for the BSW, MSW, Child Welfare Education Partnership (CWEP) and the Culturally Responsive Leaders Program (CRL). The selection process for the BSW and MSW students has been revised to include an initial screening of potential candidates by a committee comprised of Child Welfare Partnership colleagues. The chosen candidates for interviewing are additionally screened by a committee comprised of DHS colleagues from the Central Offices. The final committee choices for candidates make up the interview pool.

The BSW interviews took place on 4/17/2012 and the MSW interviews took place on 5/18/12. Four BSW students were interviewed and three were selected for the partnership. Nine MSW students were scheduled for interviews, but one person opted out of the process prior to interviewing, leaving a total of eight interviewees. Seven people were selected for the MSW partnership. Four of the students are newly beginning their graduate studies. One student is in the second of a two year program, three students are in their first of a two year program, one student is in the first of a three year program, one student is in their second of a three year program and one student is in the third of a three year program.

There are 33 CWEP students for the 2012/2013 academic year. Thirty students are in the MSW program and 3 are in the BSW program. In addition, seven non-CWEP students were placed in Child Welfare placements for this upcoming year.

It should be noted that Child Welfare Core Training: Ensuring Child Safety through Family Preservation (Core Training) is being offered to Child Welfare Partnership students prior to graduation. Core Training is required for newly hired Social Service Specialists (SSS1) prior to managing a caseload. With few exceptions, the training content is legislatively or federally mandated for SSS1s who will be conducting Child Welfare related work in the state of Oregon.

Core Training is comprised of five weeks of classroom instruction, three NetLink sessions, and one computer based course.

Students can begin Core Training at various junctures during the five-week curriculum. The first available date is June 11, 2012.

On April 9, we held a “brown bag” meeting with graduating BSW and MSW student recruits. Ryan Vogt provided information regarding the process of applying for Social Service Specialist 1 (SSS1) positions within DHS/Child Welfare. The students asked many questions regarding the online application process and were provided supportive answers, regarding how to access the site and how to adequately answer the narrative questions. The students were coached on interviewing skills which included tips for successfully interviewing within a panel and individual interviewing processes.
Objectives for Next Quarter

We will continue to monitor students’ progress as they continue with their academic pursuits, attending Core training and applying for SSS1 Positions.

Evaluation Summary

Below is a summary of campus students who are in the process of graduating in 2012.

- 20 CWEP students (14 - MSW and 6 BSW)
- 9 employees and 11 recruits
- 6 BSW (all recruits)

Culturally Responsive Leaders Program

*Project Lead, Lea Ann Holder, MSW, LCSW*

Note: This program is sponsored by a grant from the National Child Welfare Workforce Initiative, a collaborative agreement with the US Children’s Bureau designed to complement the CWEP program with a focus on expanding the diversity of child welfare leadership. Though not funded by the state, project activities are designed to realize the purposes of the CWP and are described briefly here.

Quarter’s Activities

The Principal Investigator and Project Lead attended the National Child Welfare Workforce Institute (NCWWI) Traineeship meeting Chicago, June 7 - 8. The annual meeting provided us with an overlay of information and updates of the various traineeship programs nationwide. Innovative discussions centering on analysis of themes, common to many of our traineeships were helpful, along with tips on transitioning students into the workforce.

The CRL Project Lead volunteered to be a member of the Tribal Peer Network Work Group within the NCWWI.

The group’s focus is on:

- Tribal and non-Tribal social workers and importance of Allies.
- American Indian clients and cultural differences – what practitioners need to know?
- Annotated bibliography that faculty can use and feel confident the information is accurate.
- This group also discussed the CSWE website and the NASW specialty sections newsletters as ways to share information.

The reporting period between April and June was eventful, complete with interviewing and selecting students for the BSW, MSW, Child Welfare Education Partnership (CWEP) and the Culturally Responsive Leaders Program (CRL). The selection process for BSW and MSW students has been revised to include an initial screening of potential candidates by a committee comprised of Child Welfare Partnership colleagues. The chosen candidates for interviewing are additionally screened by a committee comprised of DHS colleagues from Central Office. The final committee choices for candidates make up the interview pool. The BSW interviews took place on 4/17/12 and the MSW interviews took place on 5/18/2012.

Student Summary
Four BSW students were interviewed and three were selected for the partnership. Nine MSW students were scheduled for interviews, but one person opted out of the process prior to interviewing, leaving a total of eight interviewees. Seven people were selected for the MSW partnership. Four of the students are newly beginning their graduate studies.

One student is in the second year of a two-year program, three students are in their first year of a two-year program, one student is in the first year of a three-year program, one student is in the second year of a three-year program and one student is in the third year of a three-year program. There are 33 CWEP students for the 2012/2013 academic year. Thirty students are in the MSW program and 3 are in the BSW program. Seven (7) Non CEWP students have been placed in Child Welfare Placement for this upcoming year. Eight students were selected for CRL Program interviews. One student opted out, leaving seven students. Out of the seven students who interviewed on 4/26/12, four were selected. There were seven students in the CRL Program for 2011/2012 academic year. Two students graduated this spring, leaving five continuing students. We now have a total of nine students in our CRL Program.

The cultural diversity of our students includes:

2 American Indian/Alaskan Native students
4 African American students
3 Hispanic students

It should be noted that 65 % of our student CRL cohort completed the Student Inventory Baseline. This is considered a good completion rate, as our Portland State University cohort has an additional 26 measures of leadership competencies in which they are measured.

Objectives for Next Quarter

Continue to provide coordination for the monthly seminars along with advising students as an Instructor/Advisor/Liaison. The first fall “Kick off” CRL Seminar, where students meet and greet each other, along with our colleagues, is scheduled for September 20. All students will go through the process of familiarizing students with the Ning student peer website and all it has to offer as well as having students sign the Informed Consent and Student Agreement Letters.

The project lead continues to revise and develop the 2012/2013 seminar curriculum and respond to programmatic requests from the NCWWI with the next 6 month report to NCWWI due September, 2012.
Research Title IV-E Waiver Evaluation
Project Agreement C-01-13 Exhibit A
Research Professor: Beth L. Green, Ph.D. and Senior Research Associate: Anna Rockhill, MPP, MA

<table>
<thead>
<tr>
<th>Objectives for this Quarter:</th>
<th>Progress Toward Objectives</th>
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<tbody>
<tr>
<td>Participate in NetLink Trainings for Relationship Based Visitation (RBV) and Parent (PM) providers.</td>
<td>Participated in 3 RBV NetLinks, including regular evaluation updates and review of data collection procedures for RBV providers. Participated in 3 PM NetLinks. Collaborated with PSU trainers and DHS waiver coordinator on topics for NetLinks for both PM and RBV.</td>
</tr>
<tr>
<td>Participate in training on the PM model (training not conducted by evaluation team).</td>
<td>The last (4th) PM site was trained in April.</td>
</tr>
<tr>
<td>Train DHS branch staff on randomization and participant tracking database; conduct evaluation training including participant tracking and informed consent with PM provider.</td>
<td>Both DHS staff and the PM provider from the 4th site were trained in April and May.</td>
</tr>
<tr>
<td>Review/validate OR-Kids data reports used for client identification/eligibility screening.</td>
<td>RBV: Identified errors in initial DHS OR-KIDS report, worked with DHS research staff to correct error, resulting in almost double the number of RBV clients being initially identified.</td>
</tr>
<tr>
<td>Implement client identification, randomization, referral and intake process for RBV and PM.</td>
<td>See “Progress Notes” below:</td>
</tr>
<tr>
<td>Create bi-monthly PM “IRRP” reports to be distributed to both child welfare branches and providers. Reports will detail the flow of clients from Identification, Randomization, Referral and Participation.</td>
<td>Draft reports completed for child welfare sites - currently collecting feedback from staff. In the process of developing a template for PM providers as well as an Access database that will be able to generate the data using a pre-existing set of queries/reports.</td>
</tr>
<tr>
<td>Finalize evaluation plans related to implementation for RBV and PM.</td>
<td>RBV: Implementation evaluation protocols finalized, including staff interview protocols, focus group protocols, visit observation tools and recruitment procedures. PM: Implementation framework</td>
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<td>Task</td>
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<tr>
<td>Develop fidelity monitoring tools, protocols and reports.</td>
<td>developed and integrated with fidelity framework. Instruments and protocols are being finalized.</td>
</tr>
<tr>
<td>Finalize and implement data collection tracking procedures for RBV and PM.</td>
<td>Completed for RBV; on-going for PM.</td>
</tr>
<tr>
<td>Create a Parent Mentor newsletter containing practice tips, evaluation updates and findings as well as news from DHS to be distributed quarterly to child welfare branches and provider agencies as well as community partners.</td>
<td>First edition was distributed in April; second will be distributed in August.</td>
</tr>
<tr>
<td>Create brochures describing the Parent Mentor program and evaluation for distribution to parents, judicial officers, attorneys, substance abuse treatment personnel, and other community partners.</td>
<td>Brochures have been drafted and reviewed by field staff as well as the DHS Waiver manager. Distribution to child welfare branches, provider agencies and community partners has begun.</td>
</tr>
<tr>
<td>Conduct on-line survey of PM supervisors and mentors.</td>
<td>Collecting data regarding demographics, background, training and other job qualifications as part of our assessment of program implementation.</td>
</tr>
<tr>
<td>Efforts directed at Community, Family and Youth Engagement including gathering input from DHS field and community partners related to the interventions and research design.</td>
<td>On-going</td>
</tr>
<tr>
<td>Management of all aspects of the project including providing fiscal and written products in a timely manner and coordination with Central Office staff in connecting with Children’s Bureau.</td>
<td>On-going</td>
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**Parent Mentoring:**

Outreach and collaboration with District Level child welfare staff related to the implementation of the referral process has been on-going with 3 site visits (one in Albany and two in District 2) and one conference call occurring (with D14) during the last quarter. The Evaluation Orientation was delivered to the newest (4th) PM site; significant support related to implementation of
various tracking and data collection systems has also been provided. Data will be submitted from all 4 providers by July 15.

We have seen a significant increase in both identification of eligible parents and referrals to providers over the past 3 months. Providers are doing outreach to clients and intakes have increased as well. Only one client has declined a provider’s offer of the program, however, providers report facing challenges connecting with some clients. At this time we have very little “hard data” on this issue; more information will be included in the next report.

**Relationship Based Visitation (RBV):**

Effort this quarter has been concentrated on implementing and monitoring client identification, recruitment, and referral process for both DHS branch partners and RBV providers, as well as implementing data quality control systems and procedures. This has included identifying an initial set of errors in the ORKIDS reports and working with DHS staff to correct these errors (almost doubling the number of clients being identified and referred); providing individualized technical assistance and support to RBV providers around fidelity issues, initial client engagement, and data collection and reporting; and providing ongoing training via NetLinks to RBV providers related to data collection and fidelity issues. Additionally the evaluation schedule and protocols for annual quality assurance site visits were finalized, including process and implementation data collection tools (staff interviews, focus groups, and visit observation protocols).

**Eligibility, Referral and Intake Process Accounting for Both RBV and PM:**

**RBV:** as of 6/15/2012
- 253 initially eligible focus children (cases) have been identified in OR-Kids reports and distributed to DHS for further screening.
- **Cases Reviewed So Far:** Of the 253 initially eligible focus children, 199 have had their case eligibility determination.
- **Focus Adults Entered:** For the 199 cases, 271 parents have been entered as focus adults.
- **Eligibility:** Of the 271 parents, 151 were eligible (56%); of the 199 cases, 123 were eligible (62%).
- **Random Assignment:** Of the 151 parents eligible, 64 were assigned to control (42%), 87 RBV (58%); of the 123 eligible cases, 53 were assigned to control (43%), 70 to RBV (57%).
- **Intake:** Of the 87 RBV parents, 39 (45% - improved from last month 32%) have had an intake as of 6/15/2012.
- **Exit:** Of the 87 RBV parents, 11 (13%) parents have been exited as of 6/15/2012.

**PM:** As of June 30, 2012
- **Eligibility:** 139 parents have been identified as eligible.
- **Random Assignment:** 79 (56%) have been assigned to the Parent Mentor group; 60 (43%) have been assigned to the control.
- **Referrals:** 58 parents (73%) have been referred to providers by DHS.
- **Intakes:** 37 (64%) parents have been offered the program, 36 (97%) have accepted.

**Waiver Products:**
- Parent Mentoring newsletter (first edition distributed in mid-April).
- Evaluation protocols and data collection instruments for RBV Quality Assurance site visits completed.
- IRB (Institutional Review Board) amendment completed and approved for RBV QUALITY ASSURANCE site visits and parent consent procedures for visit observations.
- IRB proposal for PM Supervisor Focus Group completed and approved.
- IRRP report created and distributed to child welfare branches participating in PM.
- Brochures for judicial officers and attorneys, substance abuse treatment providers and other partners and parents created describing the PM project and the evaluation.
- FAQ documents created and distributed to both RBV providers and DHS.
- RBV provider list serve established and maintained by evaluation team.
- RBV data tracking system finalized and implemented.

**Objectives for Next Quarter:**

<table>
<thead>
<tr>
<th>Objective</th>
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<tbody>
<tr>
<td>Monitor release of information process for RBV and begin identification of parents for parent interviews and observations.</td>
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<tr>
<td>Continue participant identification, recruitment, and referral for both RBV and PM.</td>
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<tr>
<td>Continue development of Identification, Randomization, Referral and Participation report for PM branches and providers.</td>
</tr>
<tr>
<td>Continue to work with sites to implement and maintain data collection systems and processes.</td>
</tr>
<tr>
<td>Review and analyze program and participant data submitted from the 4 PM providers; develop report summarizing the quality of the data as well as a compilation of the totals. Provide TA as needed to increase the quality of data and its timely submission.</td>
</tr>
<tr>
<td>Create and distribute next edition of PM newsletter; will include a first round of data as well as evaluation updates and practice tips.</td>
</tr>
<tr>
<td>Continue to refine instruments, protocols and report template associated with fidelity assessments for both PM and RBV. Distribute to providers.</td>
</tr>
<tr>
<td>Conduct site visits in Marion, Lane, and Washington counties for RBV quality assurance.</td>
</tr>
<tr>
<td>Conduct initial round of RBV provider interviews, focus groups, and visit observations at 3 sites.</td>
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<tr>
<td>Monitor provision of PM services to control group parents in D2.</td>
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<tr>
<td>Conduct focus group(s) with PM supervisors; begin interviews with Mentors.</td>
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<tr>
<td>Continue community outreach/education/engagement related to Waiver evaluation.</td>
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<tr>
<td>Complete semi-annual report to the Children’s Bureau.</td>
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Self Sufficiency
Project Agreement D-01-13, Exhibit A
Project Lead: Bill Baney, M. Ed.

Portland State University’s Center for Improvement of Child and Family services and the Department of Human Services entered into a contractual relationship with the goal of enhancing and expanding training available to Self-Sufficiency professionals (SSP) in Oregon.

PSU offered training sessions throughout the state for SSP staff over the past quarter and trained 80 people.

Quarter’s Activities
- Develop and/or deliver training sessions
- SSP Training Unit Meetings/Consultation - APD/SSP Collaborative Training Plan
- Distance Learning sessions

Develop and/or Deliver Training Sessions

Supervisory Sessions
PSU was asked to design and deliver training modules specific for SSP Supervisors. PSU training staff conducted interviews and assessments to ensure content for sessions corresponds to the strengths and needs of the intended audience. In addition, PSU consulted with internal staff regarding similar sessions designed over the past year for APD (formerly SPD) Supervisors. The multi day modules will focus on areas including reflective listening, motivational interviewing and strengths based supervision. PSU will pilot sessions in July and August of 2012.

Interviewing and Narrative Guide
The session explores and demonstrates how to tell the stories of the families with whom you work by integrating the strengths-based approach into TRACS narratives and case notes. Participants explore how to enhance the interviewing process through targeted and open-ended questions, document the process through narration, and keep the focus of the interview on the client.

Training Objectives:
- Identify questions that elicit information.
- Explore the structure of an interview.
- Identify strategies to capture and document information.
- Identify pertinent data needed for complete and comprehensive case notes

3/14/12 Eugene 11 Attendees
3/21/12 Salem 10 Attendees
4/4/12 Grants Pass 7 Attendees
5/9/12 Salem 10 Attendees

TANF Training (Multi-week)
PSU, in partnership with the DHS Training Unit, revised the existing delivery format for the TANF 2-week training designed for case managers. The reorganized format allows greater integration of practical application of materials (blend soft skills with policy).
Training Objectives:
- Develop case plans that incorporate strength-based strategies which address family and individual needs.
- Elicit client engagement in developing and modifying case plans.
- Identify client readiness and ability to participate.
- Use TRACS to create/modify PDPs, narrate case activity and manage caseload.
- Refer clients to a broad range of agency and community supports and services.
- Use the conciliation/disqualification process to provide incentives for cooperation.
- Move a case through multiple program transitions.

PSU staff participated on a number of SSP Training Unit, SSTAG, Curriculum Review and FSRC Committees over the past quarter. In addition, PSU staff participated in a number of interview panels over the past quarter.

PSU facilitated a work session focused on possible strategies and structures to integrate SSP/APD training content/sessions. A concept paper highlighting the recommendations was shared with SSP/APD leadership for review. The proposed training unit structure was labeled a hybrid model: core elements delivered to both units with the ability to deliver more unit specific sessions as needed. Based on feedback and directives from DHS Central Office, PSU will continue to work with the SSP/APD workgroup to develop a more detailed proposal, including how the process is linked to the Modernization process. PSU developed a draft of the proposed structure for review. The work group will continue to meet in the next quarter to finalize a draft.

Distance Learning Specialist
The Distance Learning Specialist provided guidance and technical assistance around web-based/distance learning opportunities. Over the past quarter, PSU staff wrote eLearning Standards for the SSP Training Unit informed by guidance and feedback from the SSP Training team. In addition, PSU developed materials and resources supporting the use of Captivate 5.0. These included an easy to use guidance sheet for users/trainers and basic training templates for Captivate 5.0. PSU will continue to develop evaluation and learning assessment tools specific to on-line learning modules for use by the SSP Training Unit.

Objectives for Next Quarter
- Develop and/or deliver training sessions.
- Develop and/or deliver distance learning sessions.
- Identify how to best meet the needs of expanding audience (APD).
- Review/revise work plan for next quarter.
My Future My Choice
Project Agreement E-01-13
Project Lead: Bill Baney, M. Ed.

Portland State University’s Center for Improvement of Child and Family services and the Department of Human Services entered into a contractual relationship with the goal of supporting the design and delivery of a comprehensive adolescent sexuality curriculum for youth. PSU is providing implementation evaluation of the curriculum and technical assistance for the development of a video supplement for the curriculum.

Quarter’s Activities

Develop and/or Deliver Evaluation Plan
On behalf of PSU, Dr. Kris Gowen will provide formal evaluation of the My Future My Choice curriculum. Dr. Gowen developed an evaluation plan inclusive of pre/post test assessments for the project. Initial findings were shared with the MFMC Advisory Team over the past quarter. Final results will be tabulated and included in a formal report by June 30, 2012.

Objectives for Next Quarter

• Implement evaluation plan
July - September 2012
Quarterly Report

Child Welfare Partnership
School of Social Work
Portland State University

Katharine Cahn, Executive Director
Marty Lowrey, Director of Workforce Development
Marisa Lara, Director of Operations and Administration
Bill Baney, Director of Cross Systems Training Academy
Beth Green, Research Professor

http://cwpsalem.pdx.edu

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Executive Director Overview
Katharine Cahn, Executive Director

Overview
The following pages will document the wide impact of the partnership across Oregon’s child welfare, mental health and self-sufficiency systems during the summer quarter of 2012. Through consulting, training, research, and education the Partnership advanced a workforce that was competent in core practices, attendant to cultural diversity and responsiveness, trauma-informed, and able and motivated to engage parents and other community partners in planning for children and vulnerable adults. Knowledge and research on these practices was advanced through evaluation of training, and two research programs funded by the Title IV-E waiver.

A complete report on each program (with a summary of child welfare training and education offered by CWP Workforce Director) is provided. Highlights of the summer include:

- Training via distance and in-person education for 452 child welfare staff, and close to 700 caregivers across Oregon, including training delivered in Spanish and to bilingual staff and caregivers.
- Ongoing interdisciplinary preparation of mental health therapists and child welfare staff to meet the mental health needs of children in care. Currently the Directory of child welfare savvy therapists contains 65 providers, including 23 in rural Oregon, and several tribally enrolled and or bilingual therapists.
- Ongoing program development to strengthen the bridge between child welfare and social work education, and to welcome 30 students into the upcoming fall quarter, including seven in the Culturally Responsive Leadership Program.
- System of Care training, assessment, consultation resulted in the direct training and coaching in to 246 persons in seven counties across Oregon on topics including cultural and linguistic competency and wraparound, and the completion of an assessment showing the need for a statewide interdisciplinary coordinating body to move the practice forward. The System of Care leadership also met with the CCOs to work on continued integration of System of Care principles in the fast-evolving health care environment.
- Waiver-funded research on parent mentoring and relationship based visitation, designed to support the timely and safe reunification of families.
- Development of supervisory training for Self Sufficiency addressing topics such as reflective listening, motivational interviewing and strengths based supervision.

Across all programs, we made use of distance learning approaches informed by an understanding of adult learning, and provided evaluation to test whether the training and consultation made a difference. Attention to diversity was central to all programs, reflected in attention to the diversity of learners, the development of diverse leaders and staff, and the ability to respond to and engage diverse clients and communities.
Child Welfare Education and Training Director Overview
Marty Lowrey, Director of Workforce Development

Overview

The Child Welfare Training and Education Programs were both busy and productive during this quarter. A reduction from a full to half time Distance Trainer position as a result of budget deficits, 1 retirement and 1 resignation during this quarter left the remaining staff very much in demand covering training and coordination to assure continuous quality training and academic advising was delivered.

The education program prepared to welcome new and returning students in fall including interviewing prospective students, advising on course work and setting up over 30 internship experiences. The Culturally Responsive Leaders Traineeship also welcomed back 7 continuing and 2 new students continuing to honor the diverse make-up of that program, it currently serves 2 American Indian / Alaskan Native students, 4 African American students, and 3 Hispanic students. Efforts are underway to determine how to sustain this program upon completion of the Federal Grant next academic year.

Classroom training delivered to Child Welfare staff this quarter included: Child Welfare Core Principals, Ensuring Child Safety through Family Preservation and Engagement; Pathways to Permanency, Implementing the Alternate Plan; Supervisory Quarterlies; Customized Visitation; and Neglect, Assessing and Ensuring Child Safety. Distance training delivered this quarter included: Multi-Ethnic Placement Act, Confidentiality, Educational Services, Trauma Informed Practice Strategies, Peer Mentoring, Developing and Engaging Relatives, Enhancing Teen Attachment, and Relative Based Visitation. 453 Child Welfare professionals participated in these educational opportunities.

560 Certified Caregivers, 10 community partners and 17 staff participated in 37 classroom trainings. Caregivers also received extensive training by distance. 140 Child Welfare caregivers, community partners, and staff received training through the morning and evening Caregivers NetLinks.

Evaluation efforts are a high priority in both programs. It is critical that we understand the impact of the workforce development efforts taking place and that the evaluation findings are used to strengthen the programs. The Child Welfare Education Program evaluator has developed a comprehensive evaluation model for the stipend program. It is almost through the University’s Internal Review Board and the structure is set up so it is ready for implementation. The Child Welfare Training Evaluator has developed a participant observation form for Core training that will be piloted after the first of the year. This is the first phase of what we hope will be a more comprehensive and informative evaluation process.

The administrative focus for next quarter is the return Child Welfare Workforce Development Units to full staffing through hiring and training and to begin the initial assessment of what work this biennium should be sustained next biennium and what changes or advancements we would like to propose to Child Welfare Management.
Child Welfare Training Program

Child Welfare Core Principles: Ensuring Child Safety through Family Preservation and Engagement
Project Agreement A-01-13 Exhibit A
Lead Trainer, Linda Bello, MSW

Quarter’s Activities
This quarter provided one and one-half sessions of Child Welfare Core constituting 6 weeks of training. The program continues to broaden the involvement of the full range of Partnership trainers in Core with the goal of providing a wider range of training styles as well as diversity in subject matter expertise for students to draw from. This also allows more flexibility for the designated Core trainers to provide their expertise across other program areas.

In an attempt to continue to enroll students in the mandatory distance trainings, a computer is provided for students to create learning profiles in the Learning Center and to assist them in registering for Pathways to Permanency. In addition, this quarter Judy Helstrom, from DHS Training, has been participating in the introduction module of Core, providing another connection to broad training options and expectations over the course of their employment.

Objectives for Next Quarter
• Facilitate staff attendance in Core to ensure the most effective completion of Core in relationship to field priorities.
• Assist current students to enroll in future mandatory trainings.
• Continue to ensure backup trainers are prepared to cover Core sessions if necessary to minimize interruptions in training schedule.
• Monitor and integrate DHS policy and practice changes into the written curriculum.

Evaluation Summary
Evaluator, Kirstin O’Dell, MSW

The learning objectives identified for the Life of a Case cluster were achieved, according to participants (98%). Materials were found to be useful by participants (96%). Respondents appreciated the activities, group discussions, and the trainers.

Participants in the Fundamentals cluster agreed that the identified learning objectives were achieved (98%). About 99% of respondents found the content of this training to be applicable to their jobs and the trainers knowledgeable. Participants particularly appreciated the materials, activities and opportunities to practice what they were learning.

NetLink Core Trainings
The Multi-Ethnic Placement Act (MEPA) training met all identified learning objectives according to participants (99%). The content was helpful and the trainers were engaging according to respondents. Participants in the Confidentiality NetLink training agreed that the learning objectives for that training were met (99%). Respondents appreciated the expertise of the instructor and the time taken to answer questions and make sure everyone understood the content. Advocating for Educational Services NetLink was generally well-received by participants. Respondents appreciated the applicable content presented and viewed the trainer as knowledgeable.
Pathways to Permanency-Implementing the Alternate Plan
Project Agreement A-02-13 Exhibit A
Project Lead, Kellie Herold, BS

Quarter’s Activities
Pathways to Permanency took place September 24-29 and 38 participants attended the training. Participants included both new workers and existing staff.

The evaluation instruments and Application of Learning activity from the June 2012 sessions was used as a guide to make adjustments to the curriculum. Key revisions in Pathways to Permanency focused greater emphasis on setting the context for permanency values and strengthening the connection between Child Protective Service work and concurrent planning. Sessions modified were Attachment, Bias & Matching, and Foundations in Permanency Planning. The training schedule was adapted for improved structure and flow.

Revisions were made to the July 2012-June 2013 training calendar to incorporate four additional sessions of Pathways to Permanency training. This was in response to the request made by Department of Human Services (DHS) to offer Pathways to Permanency training to all seasoned staff members in a 3-year period within current resources. Following a thorough assessment of the resources available under the auspices of the 2011-2013 project agreements, the Child Welfare Partnership (CWP) identified three viable strategies that could effectively meet this goal. DHS selected the following strategy to meet this demand: Reduce the number of four-week Child Welfare Core training session from 6 to 5 during the 2012-2013 fiscal year to reallocate and provide 4 additional one-week sessions of Pathways to Permanency training. In addition, classroom capacity was increased to 40. Future plans to train the remaining seasoned staff members will need to be negotiated in the 2013-2015 project agreements.

Collaboration is occurring between CWP and DHS regarding announcements of training, registration, and attendance tracking in an effort to promote high completion rates of mandatory training. DHS Program Managers have been instrumental in encouraging and supporting existing staff to attend Pathways to Permanency.

The CWP training unit continues to monitor that the Pathways to Permanency curriculum is in alignment with Child Welfare Core curriculum, avoids duplication, and builds upon learning concepts of Core training.

Objectives for Next Quarter
• Deliver the two trainings scheduled for December 10-14 and December 17-21, 2012.
• Continue to utilize evaluation instruments as a guide to strengthen and enhance training.
• Consult with DHS Central Office to update training materials to reflect changes in policy and practice.
• Trainers will submit finalized training curriculum in the CWP Training Unit format for review.

Evaluation Summary
Evaluator, Kirstin O’Dell, MSW

Participants reported that the learning objectives were achieved in the Sept 24-28 session of Pathways to Permanency (99.8%). The materials were found to be helpful by respondents (99.2%) and activities helped enhance their learning (98.7%). Both new and experienced
caseworkers reported that the training was useful and applicable to them. Activities and opportunities to practice what was taught were especially appreciated by participants.

**Adoption Committee Member Training: Training of Trainers**  
Project Agreement A-02-13 Exhibit B  
*Project Lead: Dawn Perrault, MA*

**Quarter’s Activities**  
*Adoption Committee Member Training of Trainers* (TOT) was not scheduled during this quarter. Additionally, no quality assurance and mentoring training events were requested.

**Objectives for Next Quarter**
- Continue to promote quality assurance and mentoring for Adoption Committee Member trainers in the form of observation, feedback and mentoring.
- Continue discussions with DHS Adoption Unit management with regard to continued best structure to this project.
- Begin the process of development of recommendations for the 2013-2015 Project Agreement.

**Evaluation Summary**
No trainings were held this quarter; therefore there are no evaluation findings to report.

**Supervisory Training**  
Project Agreement A-03-13 Exhibit A  
*Project Lead and Instructor, Dan Garris, MA*

**Quarter’s Activities**
In the last Quarterly Review we discussed the need to move the July 2012 start of Cohort O to the start date of October 2012, keeping the same schedule from October through December and then adding dates for January, February and March. In brief, the reasons for this shift entail logistics and strategies. Logistically, there were too few potential participants to effectively train a Cohort. Strategically, in order to start a new Cohort in October 2012, we wanted to set in motion a plan to boost attendance, using both increased advertisement and assistance from Central Office.

With increased advertising (e-mails, follow-up, phone contacts, word-of-mouth) we will start the new Cohort O in October as planned. We are finding that we will have an increase of new participants and a number of participants with make-up sessions who have been confirming their future attendance of Cohort O. In addition to our projected start of Cohort O, we initiated the Supervisory Training Back-Up Plan, starting with Module 1 which will include observing the Module and using a debriefing and reflection time around the areas the observer has comments about, needs additional information or feels particularly confident about training. The backup trainers will continue to observe, reflect upon and receive guided feedback throughout the upcoming Cohort.

We continue to be asked to provide training for Management Quarterly events. Our *deliverables* obligation is to the Child Welfare Supervisor’s Quarterly. However, we have been asked to present at both the Child Welfare and Self-Sufficiency Office Manager’s Quarterly. We will be presenting at these latter events and approach upcoming events on a case by case basis.
We continue to present at the Child Welfare Supervisor’s Quarterly, focusing upon clinical supervision, coaching and other expanded topics bridging to and from the Supervisory Training curricula.

Objectives for Next Quarter
- Start a new Cohort in October with increased attendance.
- Complete a high percentage of make-up sessions through Cohort O.
- Continue to expand our training influence to other supervisory venues as noted above.
- Continue to expand supervisory consultation to child welfare supervisors.
  - For the October Supervisor Quarterly subject matter will be a Coaching Workbook for Supervisors.
  - This workbook will be used as springboard for increased one-to-one consultation, coaching and mentoring for Child Welfare Supervisors. The latter is the new goal for increasing one-to-one mentoring activities for Supervisors.
- Continue to enact the Supervisory Trainer Back-Up plan through consultation with Ms. Salus, viewing the Salus training tapes, back-up trainer observation of each module and debrief sessions throughout the 2012-2013 Cohorts.

Evaluation Summary
There is not an evaluation summary available as training did not occur this quarter.

Social Service Assistants Training
Project Agreement A-04-13 Exhibit A
Project Lead and Lead Instructor, Michelle Warden, BA

Quarter’s Activities
During this quarter preparations were made for the October, 2012 Social Service Assistant Training. Committee members for the Social Services Assistant Summit met twice during this quarter to continue planning the Summits. The dates of the Summits as well as the locations are now confirmed. Verbal Judo, Verbal Defense and Influence was presented to the Beaverton/Hillsboro SSA Quarterly on August 9, 2012.

The Project Lead and Distance Trainer continued work on the Computer Based Training, Utilizing Visits to Enhance Parental Protective Capacities for Social Services Assistants. Two of three scenarios were completed.

The Multnomah County Visitation Committee, for which the Project Lead is a participant, developed protocol for best practice visitation standards which included a checklist to be used at shelter hearings to ensure best practices in visitation were being followed, as well as a checklist for attorney’s to use with their clients. A panel presentation entitled, The Road Home: Improving Visitation through Collaboration was provided to Judges, Attorneys, Child Welfare Caseworkers and Court Appointed Special Advocates to discuss the new visitation protocols. CWP was a presenter on the panel and provided the CEU credit for qualified participants.

Objectives for Next Quarter
- Continue to advertise and recruit participants for October 2012 training
- Continue planning for Social Services Assistant one day Summit
• Complete development of a Computer Based Training for Social Service Assistants and Caseworkers on Individualized Visitation Planning

Evaluation Summary
Evaluator, Kirstin O’Dell, MSW

The following are comments from participants of Verbal Judo, Verbal Defense and Influence. “It turns out Verbal Judo is just what we needed and we needed it NOW! “We cannot thank you enough for talking about defining the professional role of the SSA, respecting our work, and giving us a real training that we can use.”

Certifier and Adoption Worker Training: Essential Skills in Assessing and Supporting Caregivers for the Safety, Stability and Well Being of Children
Project Agreement A-05-13 Exhibit A
Project Lead and Lead Instructor, Rudy Torres, BS

Quarter’s Activities
There were no sessions of this training during this quarter. Two CWP staff participated in the SAFE (Structured Analysis Family Evaluation) Home Study Quality Assurance review process. The review identified several areas that need improvement, and issues that need to be emphasized in training. This process provided the trainers information to include in the next session such as making sure workers cover important information from the applicants’ questionnaires, and ensuring children who are able to communicate are interviewed during the certification process.

In preparation for the upcoming trainings scheduled for the weeks of November 5, and November 26, we continue to revise curriculum and presentations, to reflect the most up to date information. Child Welfare Partnership (CWP) staff met with the DHS central office staff to evaluate the validity of certain trainings in an effort to eliminate redundancy.

Objectives for Next Quarter
• Deliver the training scheduled for the weeks of November 5 and November 26, 2012.
• Continue to find ways to improve/update the trainings and training materials to reflect changes in policy and practice.
• Continue to solicit participants’ feedback, and make changes to training content and delivery as needed.

Evaluation Summary
There is not an evaluation summary available as training did not occur this quarter.

Foundations Training of Child Welfare Regional Trainers
Project Agreement A-05-13 Exhibit B
Project Lead and Instructor, Kris Villanueva, LCSW

Quarter’s Activities
This quarter there was no session of Foundations Training of the Trainers (TOT) as this is an annual training.

The Foundations Trainer mentored one staff member, co training a session, as well as providing both verbal and written feedback to the mentee as well as their supervisor.
The scheduled Fall Foundations Professional Development day was rescheduled from September to October due to the Eastern region quarterly.

**Objectives for Next Quarter**

Another Professional Development Day for the Foundations trainers is scheduled to be offered in October. The agenda is full with three trainings being offered in one day. The first, *Chumming the Waters: Getting Participants Ready to Bite* will cover how to create opportunities for discussions in training and how to increase the learning in training by adding structures to activities. The second topic will be a short training on how to integrate the most current information about the brain into trainings. Lastly there will be a 90 minute module which will be a Training of Trainers entitled: *Managing Your Emotions: For Relative Caregivers* and will be a complete package the field based trainers can take with them to the field to be able to offer in their home branch.

**Evaluation Summary**

This training has no evaluation available as there was not a training held during this quarter.

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**Specialized and Ongoing Professional Development**

*Project Agreement A-06-13 Exhibit A*

*Project Coordinator, Dawn Perrault, MA*

**Quarter’s Activities**

The Child Welfare Partnership (CWP) continued to offer a “menu” of ten specialized trainings to DHS staff throughout the State of Oregon. Follow-up communication was initiated with the District Managers who had not yet expressed an interest in scheduling training in their districts.

During this quarter, specialized staff training occurred on July 24 in North Bend/District 7, on July 31 in Pendleton/District 12, and on August 29 in Eugene/District 5. Each location was offered two sessions of their selected training topic to allow the participation of as many staff members as possible without lowering staffing levels too drastically. Districts 12 and 5 moved forward with the two trainings while District 7 cancelled one session due to low enrollment. The topics presented were *Quality, Customized Visitation Plans* in North Bend, and *Neglect: Assessing & Ensuring Child Safety* in both Pendleton and Eugene. The trainings were attended by a total of 111 staff members.

Three advanced staff NetLink trainings occurred. The training topics included *Developing & Engaging Relatives, TIPS to Reduce Trauma* and *Enhancing Teen Attachment* for staff. There were a total of 44 participants in the three NetLinks.

Development of a computer-based training continued this quarter. The training topic, *Improving Parental Protective Capacities during Visitation*, is primarily geared to Social Service Assistants. Currently, it is planned that development will be completed by end of 2012.

The process of determining the NetLink training sessions to be offered in the calendar year 2013 was begun this quarter. A survey was disseminated to select DHS management and staff requesting their input with regard to topics of interest.

**Objectives for Next Quarter**

- Continue to offer advanced/specialized staff training as requested.
- Continue to offer one NetLink training per month to DHS staff.
- Continue development of computer-based training.
- Begin the process of development of recommendations for the 2013-2015 Project Agreement.

Evaluation Summary
Evaluator, Kirstin O’Dell, MSW

Advanced staff training was rated as ‘moderately’ to ‘extremely’ useful by participants. The stated learning objectives for these trainings were also achieved, as reported by respondents (94%). Participants liked the content presented and the resources and materials provided.

NetLink Advanced Staff Training
The learning objectives for the NetLink trainings offered were achieved according to respondents (98%). Participants liked the interactive nature of the trainings and the discussions.

Adoption Technical Training
Kellie Herold, BS

Quarter’s Activities
The May 2012 training served as a Pilot session and the evaluation instruments were utilized as a guide to make adjustments to the curriculum. Three meetings were convened to make the training revisions recommended by Department of Human Services (DHS) Adoption Program staff. The workgroup included the Pathways to Permanency Project Lead, Assistant Training Manager, Central Office Legal Assistance staff, and in-house trainers with adoption expertise.

Key revisions in Adoption Tools & Techniques have focused on greater emphasis on the tracking/consultation/approval of the adoption case in collaboration with DHS Central Office. Internal trainers along with Central Office staff redesigned the session, developed an activity and corresponding materials. Adjustments have been made to adoption selection process and further clarify the role of permanency committees in adoption planning. There is additional content around addressing safety issues in the mediation session. Lastly, the session on Waiting Child Bulletins has incorporated additional skill building techniques.

Modifications were made with the Department of Human Services Training Unit regarding announcements of training, registration, and attendance tracking.

Objectives for Next Quarter
- Deliver the training scheduled for October 23-25, 2012.
- Continue to utilize evaluation instruments as a guide to strengthen and enhance training.
- Consult with DHS Central Office to update training materials to reflect changes in policy and practice.
- Continue to review overlap with Pathways to Permanency curriculum and make adjustments as needed to avoid duplication.
- Trainers will submit finalized training curriculum in the CWP Training format for review.

Evaluation Summary
There is not an evaluation summary available as training did not occur this quarter.
Foster/Relative/Adoptive Parent Training Project Agreement
AKA: Caregiver Training Unit (CTU)
Project Agreement A-07-13 Exhibit A

Program Coordinator, Dawn Perrault, MA

Quarter’s Activities
During this quarter, the Caregiver Training Unit continued working with the Districts to meet their training needs, developing new training topics, and participating in Certifier quarterlies to disseminate information, gather input and address questions and/or concerns.

This quarter, thirty-seven classroom training sessions were presented by staff and contracted trainers across the state, including two trainings in Spanish, four Cardio Pulmonary Resuscitation (CPR) and First Aid trainings, and three on-site Behavior Crisis Management Training (BCMT) two-day sessions. Participants in the thirty-seven classroom trainings numbered 560 (111, or approximately 20%, of those participants were identified as relative caregivers). In the trainings presented in Spanish there were 39 participants, 11 of whom were relatives.

Three scheduled classroom training sessions were cancelled during this quarter with less than one week’s notice due to low enrollment. Those cancellations occurred in Districts 2 and 16.

Finally, BCMT training was provided for the Confederated Tribes of Grand Ronde on August 16 & 17, 2012. The training was attended by 17 participants.

Also during this quarter, eight 3-hour NetLink trainings were provided for caregivers, including one in Spanish. A second Spanish NetLink was cancelled due to unavailability of Spanish speaking DHS staff to facilitate. One of the NetLink trainings was provided in response to a last-minute scheduling difficulty in District 1 when the Partnership agreed to fill-in, via distance, for another scheduled trainer. Participants in the eight NetLink trainings numbered 130 (13 participants, or 10%, were identified as relative caregivers).

Of the total 1,375 Foster Parent College members registered statewide, 32 completed a total of 49 trainings via the internet during this quarter. Two Foster Parent College units were allowed to expire. A brief review of the courses completed during the quarter, revealed that the most popular Foster Parent College courses were Lying (Revised) completed by 7 members, and The Impact of Fostering on Birth Children completed by 6 members.

Objectives for Next Quarter
• Continue to deliver a minimum of one evening and one daytime NetLink training per month.
• Continue to identify new training topics for development and new methods for delivery of training.
• Continue participation in certifier quarterly meetings and other meetings as appropriate.
• Continue to work with the districts to promote the use of V-Con technology to make trainings available to wider audiences.
• Continue to fulfill training requests made by the districts.
• Participate in the Substitute Caregiver Training Committee if reconvened.
• Continue to observe and provide feedback to contracted and staff trainers.
• Continue efforts to aggressively market trainings, most specifically NetLink and Spanish trainings, in order to increase participation.
● Continue to participate in the development of the Shoulder to Shoulder Conference.
● Continue to work with district representatives in the ongoing development of training plans for the 2011-2013 biennium.
● Begin the process of development of recommendations for the 2013-2015 Project Agreement.

Evaluation Summary
Evaluator, Kirstin O’Dell, MS

Overall, training provided to caregivers received an average participant rating of 4.5 on a scale of 1-5, with 5 as the highest possible score. Learning objectives for trainings provided were achieved according to respondents (99%). Caregivers particularly liked the discussions and sharing that occurred during training and the stories and real life examples provided by the trainers.

NetLink Foster Adoptive Relative Caregiver trainings
NetLink training provided to caregivers were well received. The learning objectives for these trainings were achieved according to respondents (96%). Respondents liked the materials provided to them and the ability to ask questions to the instructor either by text or audio.

Grand Ronde Training
Behavior Crisis Management training was provided to staff and caregivers this quarter. The overall average rating was 4.7, on a scale of 1-5 with 5 as the highest possible score. All respondents agreed that the learning objectives were achieved (100%). Participants liked the content and the trainers.
## Training Totals

### Department of Human Services Training

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<tr>
<th>Training Program</th>
<th>Classroom Trained</th>
<th>Distance Trained</th>
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### Caregiver Live Training

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## Child Welfare Training Totals

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Adoption and Foster Family Therapy Certificate Program for Mental Health
Project Agreement A-08-13
Project Lead, Kellie Herold, BS

Quarter’s Activities
During this quarter, activities focused on participant recruitment for the 2012-13 program years and the implementation of Fall 2012 classes of the Adoptive & Foster Family Therapy Certificate Program.

Kathy Prouty, Department of Human Services (DHS) Adoption Program Manager, was instrumental in securing funding for 16 full-program scholarships for therapists providing mental health treatment via the Oregon Health Plan for the 2012-13 Program. In addition, 15 full-program scholarships have been secured for the Child Welfare Practice with Adoptive and Foster Families: Professional Certificate. Upon completion of the program, these professionals will be available to share their expertise and consultation with caseworkers in their district. In addition, scholarships were distributed for individual courses, 90 for child welfare workers and 93 for mental health therapists.

Active recruitment efforts and scholarships resulted in successful enrollment this academic year. Fall term included the following classes:

- September 2 Overview of Adoption & the Child Welfare System
  Attended by 35 participants (2 child welfare professionals and 33 therapists)
- September 22 Central Elements of Preserving Placements
  Attended by 63 participants (30 child welfare professionals and 33 therapists)

The Certificate program is fully available via distance learning and provides state-wide access to program:

- 7 of the 11 Certificate Program classes take place on the downtown Portland campus.
- Approx 50% of the participants view the class via live video streaming from all across Oregon including Eugene, Coos, Boardman, Astoria, Prineville, Florence, Grants Pass, Yamhill, Pendleton, South Bend, Roseburg, Oregon City, and Klamath Falls.
- 4 of the 11 classes are fully online classes

There are currently 43 therapists and child welfare professionals enrolled in the full-program. Thirty-four participants (83%) are from Oregon. Several are bilingual and many are from rural areas (Boardman, Prineville, Grants Pass, Yamhill, Umatilla, Klamath Falls). The Advisory Committee is thrilled to have two therapists participating from Nak-Nu It/NARA NW. The program is having notable success at increasing the number of qualified therapists who serve Oregon’s children and families who have been adopted through the Child Welfare system.

The Directory of Therapists was updated in May 2012 and currently includes 65 professionals:
- 52 Oregon mental health therapists
- 5 other Oregon adoption professionals
- 8 mental health therapists from out-of-state (Washington, Idaho, Alaska, Ohio, NV, TX)
- 23 therapists serve rural Oregon

A sub-committee of the Advisory Committee met during the quarter to continue designing the new course called Kinship, Cultural Connections, and the Ever Changing Family and is
developing the new Implementing Child Welfare Practice class. In addition, Committee members have been involved in processing applications and reviewing final projects.

Objectives for Next Quarter

- Continue to monitor the CCO changes to the child mental health system.
- Continue to monitor developments with the Center for Adoption Support & Education (CASE) National Certification.

Evaluation Summary

Classroom evaluations were collected but the findings are not yet available for Fall 2012 classes.
Wraparound Cross-Systems Training Academy

Project Agreement A-09-13
Wraparound Service Team Training - Exhibit A
System of Care Infrastructure Development – Exhibit B

Director of Cross-Systems Training Academy, Bill Baney, M. Ed.

Quarter’s Activities
Portland State University’s Center for Improvement of Child and Family Services integrates research, education and training to advance the delivery of services to children and families. The Center for Improvement of Child and Family Services provides training, workforce development and systems support to demonstration sites in Oregon to support the implementation of a wraparound service delivery model. The demonstration sites include Washington County, Rogue Valley (Josephine and Jackson Counties), and Mid Valley (Linn, Marion, Polk, Tillamook and Yamhill Counties). PSU expanded the invitees to include representation from other state and local child/family serving initiatives and system transformation efforts.

Quarter’s Activities
PSU provided training and consultation to 246 people this quarter.

First Quarter Activities
- Training Modules
- Consultation
- State Systems of Care Assessment

Training Modules
PSU designed and delivered a number of training sessions throughout the state. All sessions are grounded in foundational wraparound principles/values and uniquely tailored to reflect the intended communities. In that a number of people were out of the office for the summer months, the number of sessions offered was reduced and a stronger focus placed on consultation. The following is a list of training sessions, locations and dates offered:

Cultural and Linguistic Competency on Child and Family Teams Part 1

This session provides concrete concepts around culturally and linguistically responsive practice specific to child and family team meetings. Attendees are encouraged to rethink the way they define culture, review personal bias, and identify structural challenges. The session emphasizes the complexity of culture, the barriers communities of color experience and how practitioners can work on bridging the gaps.

Participants will:
- Understand the complexities of culture specific to immigrants and refugees.
- Learn about some of the current barriers communities of color face.
- Learn tools of working with interpreters and culturally specific services.

9/19/12 Josephine County 17 Attendees

Cultural and Linguistic Competency on Child and Family Teams Part 2
The session is designed as a follow up to Part 1. Building upon the core concepts and themes found in Part 1 including institutional oppression, implicit bias and power of honoring a family’s culture, PART 2 provides attendees with practical skills to apply the core concepts and themes.

Participants will:
- Understand the complexities of culture specific to immigrants and refugees.
- Learn about some of the current barriers communities of color face.
- Learn tools of working with interpreters and culturally specific services.
- Learn practical tools on how to facilitate a team process with different cultural perspectives (from a partnership perspective).

9/19/12 Josephine County 12 Attendees

*Partnering in Wraparound: the Peer Partner and Care Coordinator Relationship*

The session highlights the strengths and power of the Peer Partner and Care Coordinator relationship on a child and family team process. Specifically, the content addresses the roles, responsibilities and perspectives each bring to the process. The session, co-lead by a Care Coordinator and Family Partner, provides practical examples to illustrate concepts.

Participants will:
- Get clarity on the role of the care coordinator and peer partner both in a theoretical sense as well as practical application.
- Learn the practical strategies in utilizing the strengths of the partnership to work in a mutually respectful way.
- Address the common myths and pitfalls when working in the partnership.

9/20/12 Josephine County 13 Attendees

*Consultation*

PSU provided concentrated consultation to demonstration sites to support efforts for implementation. Over the past quarter, PSU consulted with core service team members (Care Coordinators, Family Partners, Supervisors and local Site Leads), system partners and project stakeholders. Consultation content included family-driven care, model design, facilitation, roles/responsibilities and organizational development. In addition, PSU attended multiple DHS Implementation Team meetings over the past quarter.

PSU provided technical assistance/consultation to:
7/6/12 Washington County (Practice Workgroup)
7/10/12 Yamhill County Wraparound Team
7/12/12 PSU/OFSN/Youth MOVE
7/12/12 Polk County Wraparound Team
7/13/12 Washington County Wraparound Team
7/17/12 Rogue Valley Leadership Team
7/18/12 Josephine County Wraparound Team
7/18/12 SCWIAC (Salem)
7/19/12 Jackson County Wraparound Team
8/2/12 Washington County Practice Work Group
State Systems of Care Assessment
A number of communities throughout the state completed a Systems of Care Assessment to identify strengths and need specific to a local framework to support implementation. The results served as a guide to communities around areas for growth and development. To support local efforts, the Core SCWI Team administered the assessment at the state level to capture efforts and challenges to date. PSU served as a facilitator and participant in the process. The findings were shared with system leaders at the state level to highlight progress to date and areas in need of growth and development. A primary area of need identified was a state level, interdisciplinary governance structure to administer, support and oversee Systems of Care efforts through Oregon.

Activities for the Second Quarter 2012/13
1. Ongoing training and workforce development sessions.
2. Broaden training plan to include system partners.
3. Develop/Deliver System of Care Sessions.
4. Review/revise/update workforce development plans for demonstration sites.
5. Propose scope of work for next biennium specific to Systems of Care.
6. Utilize Systems of Care Community Self-Assessment as guide for state and local training and consultation.
7. Meet with Coordinated Care Organizations throughout the state.
Title IV-E Waiver Demonstration Project Training

Relationship Based Visitation - Exhibit A

Quarter’s Activities
Training this quarter has focused on supporting the Relationship Based Visitation (RBV) programs through on-line learning circles using NetLink technology. Support was provided through the provision of learning circles via NetLink. The DHS Child Welfare Technical Training unit was instrumental in making the learning circles possible. The assistance of Liz Lair, Cynthia Gallegos and E. Pat Smith has made these positive events. The learning circles were initially seen as an opportunity for the providers to connect with each other and exchange ideas about the implementation of the program. They did evolve to include an opportunity for some ongoing training as well. There were two NetLinks offered for this program during the quarter. One was held in July and one in August. During the July session there was some training provided on visit documentation and during the August session Jay Wurscher presented on working with substance involved families.

Donna Haney from DHS has participated in all of the learning circles to provide guidance surrounding any programmatic issues. We have also been extraordinarily privileged to have ongoing support from Vicki Lunghofer, the certified Nurturing Parenting Program trainer who has voluntarily participated in the learning circles to offer technical assistance to the programs as they begin their work. PSU research staff has also been in attendance at the learning circles to provide assistance and direction about the various reporting requirements as well as adjusting components of the program as necessary. The number of individuals in attendance was: 33 for July 11 and 36 for August 22.

Objectives for Next Quarter
The objectives for the next quarter include continuing the learning circle NetLinks; one learning circle provided in the next quarter. We will continue the second phase of the contract next quarter which is supporting the ongoing training needs of the service providers as well as plan for a one day conference for current RBV service providers. That one day conference has been scheduled for Wednesday February 20, 2013.

Evaluation Summary
There was no RBV orientation trainings held this quarter.

Parent Mentoring Program Training-Exhibit B

Quarter’s Activities
Training this quarter has focused on supporting the Parent Mentor programs as they begin service provision for the Title IV-E waiver contract. Support was provided through the provision of learning circles via NetLink with the DHS Child Welfare Technical Training unit being instrumental in making the learning circles possible.
The learning circles were initially seen as an opportunity for providers to connect with each other and exchange ideas about the implementation of the program and there has been some opportunity for that to occur while also evolving into an opportunity for ongoing training. The July 10th NetLink offered an opportunity to provide training on vicarious trauma and the August 22nd NetLink providers had the opportunity to talk about how the provision of services is different with families early in a case who are active in their addiction.

Donna Haney from DHS has participated in all of the learning circles to provide guidance surrounding any programmatic issues. The number of individuals in attendance: 9 for July session and 14 for the August session.

Objectives for Next Quarter
- Continue the learning circle NetLinks, scheduled for November 27, 2012.
- Begin Phase 2 of project to support the ongoing training needs of the service providers.
- Plan for a one day conference for current Parent Mentor service providers scheduled Thursday February 21, 2013.
Child Welfare Education Program
Project Agreement B-01-13
Child Welfare Education Program-Exhibit A
Instructors Bonnie Dalton, MSW and Lea Ann Holder, MSW, LCSW

Overview
Bonnie Dalton, Program Advisor for the Child Welfare Education Program (CWEP) retired officially on August 31, 2012. Bonnie served in this capacity for 5 years. In addition to her role as a campus Advisor/Instructor/Liaison, Bonnie taught several classes within the School of Social Work, most recently an Advanced Practice class in Child Welfare along with a BSW Seminar. Bonnie’s contributions to her students, the Center for Improvement of Child and Family Services and the Social Work are greatly appreciated.

We are pleased to announce that on Nov. 1, 2012, Karen Moorhead will be joining the CWEP team and fulfilling a newly structured role as a half time campus Advisor/Instructor/Liaison and half time as a trainer within the training program in Salem.

Student Summary
Lea Ann Holder continues as Program Advisor to the Child Welfare Education Program on the Portland Campus. The breakdown of partnership students are as follows:

Students: 44 Active CWEP Students
- 24 MSW returning on campus (3 of those are BSWs entering the MSW program)
- 3 BSW Students
- 7 New Campus CWEP students
- 2 Non CWEP Campus Students (in Culturally Responsive Leaders Program)
- 10 Distance MSW students

There are 31 students who are doing their field internships this academic year.

Quarterly Activities
This quarter has been a very busy one on many levels, beginning with developing new field placements, matching, securing and maintaining the placements for 29 students. The field team met weekly this quarter as this year to manage the flurry of changes based on newly designed curriculum development from the Council on Social Work Education (CSWE) standards. Social Work students are expected to develop skills (Generalist, continuing Generalist and Advanced level students) within 10 practice areas that have 43 competency based skills/activities attached and aligned with them as a demonstration of their experiential competencies. Our field team worked diligently on designing new online forms, such as the Field Education Plan, Personal Assessment process, Roles and Responsibilities, Field Instructor/Student Agreements and the new rubric system for practice/competency evaluation reports, due at the end of each term.

Because this fall is the first quarter for the roll out of the new framework, each liaison presented an overview of changes to advanced students at the beginning of their practice classes. CWEP provided ongoing support for students, especially during the New Student Orientation, during office hours and email correspondences, answering questions and assisting in ameliorating anxiety that often arises with broad systematic changes.
Of the 29 field students, 22 have been placed in Child Welfare branches, in Washington, Multnomah and Clackamas Counties. The remaining students have their internships in hospitals, schools, addiction treatment and mental health agencies.

CWEP continues to attend the faculty meetings which of late have served as a platform to discuss, design and eventually vote on a whole new curriculum design that will adequately reflect the competency based practice principles. This is an ongoing and lengthy process. In addition to the planning and designing of the 2012/2013 curriculum for the Culturally Responsive Seminars Leaders (CRL) seminars, the Instructor set the stage for the new CWEP monthly seminars. The seminars will be held on the last Thursday of the month in the evenings, with conference call options provided for distance students. This unique seminar will provide a place for all CWEP students to come together for support and hear presentations by experts in the field of Child Welfare. Karen Moorhead will resume the lead role as facilitator for these seminars when she comes on board, November 1st.

Lea Ann Holder is currently preparing for the Advanced Practice Child Welfare class (SW 566) which will be offered during winter term, continuing committee work with the DHS/CWEP committee, Multnomah County ICWA and DHS statewide ICWA advisory boards, the expert panel for NASW Case Work Standards Practice and Principles, the National Committee on Racial and Ethnic Diversity (NASW/NCORD), the PSU Native Ways committee, the BSW advisory committee and the steering committee for the Nak Nu Wit Wrap around program.

CWEP will join the admissions committee for the MSW program. The admissions process begins in January, 2013. In addition to committee work, Lea Ann is assisting with a Leadership Project for SDA-2 in Multnomah County geared toward designing and providing more pathways and learning opportunities for the CWEP student’s internships.

Objectives for Next Quarter
- Continue advising students academically and making site visits to field placements.
- Continue supporting Field Instructors and Task Supervisors.
- Continuing to support the endeavor of the CWEP seminar.
- Continue strengthening relationships with child welfare managers and supervisors.
- Continue collaborating with Central Office Department of Human Resources Child Welfare Education Program partners.
- Continue working on the syllabus for SW 566 and accruing guest presenters for both CRL and SW 566.
- Continue all committee work as listed above.
- Work on the presentation for the National Indian Child Welfare Association (NICWA).
- Continue teaching the seminar for CRL and submitting bi yearly reports.
- Continue recruiting BSW and MSW students for the CWEP program.
- Continue to foster and strengthen relationships between CWEP, and Distance Coordinators and tribes in order to develop new field placements and to recruit American Indian/Alaskan Native Social Work partnership students.
Culturally Responsive Leaders Program
*Project Lead, Lea Ann Holder, MSW, LCSW*

**Quarter’s Activities**
This program, funded by a traineeship grant from the National Child Welfare Workforce Institute (NCWWI) is designed to test an innovative social work leadership development program for potential use in CWEP. The Culturally Responsive Leaders Program (CRL) bi yearly Traineeship and Student Data tracking report was submitted to NCWWI in September, and program participation and activities continued in the summer months.

**Overview**
The September CRL “Kick Off” Seminar was held with all students attending. Students were provided welcome packets which contained program forms and agreements. All agreements were signed by the students and submitted to the (NCWWI). An informational webinar which provided instructions for accessing and utilizing the resources on the Student Web Center Ning, was provided by NCWWI representative Sharon Kollar.

**Student Summary**
Rafael Reynosa was elected as the 2012/2013 student Ning representative. This position assists in keeping students informed and eliciting student engagement regarding the web center. The monthly seminars will provide allotted time, “Ning Time” in order to recap and introduce the featured resources available to students such as groups and blogs located on the website. The goal is to stimulate lively discussions within the group members, in addition to discussions that will follow the guest presenters.

There are nine students in our CRL Program. The cultural diversity of our students includes:
- 2 American Indian/Alaskan Native students
- 4 African American students
- 3 Hispanic students

**Objectives for Next Quarter**
- Coordination for the monthly seminars, including arranging guest presenters.
- Student advising students
- Participate in design of new curriculum and response to programmatic requests from the NCWWI.
### Research Title IV-E Waiver Evaluation

**Research Title IV-E Waiver Evaluation**  
Project Agreement C-01-13 Exhibit A  
*Research Professor: Beth L. Green, Ph.D. and Senior Research Associate: Anna Rockhill, MPP, MA*

<table>
<thead>
<tr>
<th>Objectives for this Quarter:</th>
<th>Progress Toward Objectives</th>
</tr>
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<tbody>
<tr>
<td>Participate in NetLink Trainings for RBV and PM providers.</td>
<td>Participated in 3 RBV NetLinks, including regular evaluation updates and review of data collection procedures for RBV providers. Participated in 2 PM NetLinks. Collaborated with PSU trainers and DHS waiver coordinator on topics for NetLinks for both PM and RBV.</td>
</tr>
<tr>
<td>Implement and monitor client identification, randomization, referral and intake process for RBV and PM</td>
<td>Worked with Donna Haney to identify branches in which identification/referral was problematic; continuing to provide TA and problem solving to these branches. Met with the 4 PMP providers regarding successes and challenges related to this process. See progress notes below.</td>
</tr>
<tr>
<td>Create PM “IRRP” reports to be distributed to both child welfare branches and providers on a quarterly basis. Reports detail the flow of clients from Identification, Randomization, and Referral through Participation and Case Closure.</td>
<td>Developed an Access database that generates the data using a pre-existing set of queries/reports. Developed and distributed reports to participating DHS branch offices and PMP providers.</td>
</tr>
<tr>
<td>Create DHS semi-annual monitoring reports detailing flow of clients from Identification, Randomization, and Referral to RBV program intake</td>
<td>Created and distributed report to DHS branches.</td>
</tr>
<tr>
<td>Review and analyze program and participant data submitted; develop report summarizing the quality and quantity; provide TA as needed to increase the quality of data and its timely submission; solicit feedback from sites and make changes as needed.</td>
<td>RBV: Reviewed and quality check data, entered into database and tracking and provided individualized TA to sites to increase data quality. RBV: Revised Visit Documentation Forms and Monthly Progress Report Forms to better collect data for 2-parent families. PM: Reviewed data submitted for July-Sept; provided feedback to sites via the NetLink and the newsletter; met with all 4 sites to solicit feedback. Currently in the process of making revisions.</td>
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<tr>
<td>Develop fidelity monitoring tools, protocols and reports</td>
<td>In-progress for PM</td>
</tr>
<tr>
<td>RBV: Developed semi-annual fidelity monitoring reports distributed to RBV providers. Each provider is receiving individualized follow-up around fidelity issues identified in these reports.</td>
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<tr>
<td>RBV: Provided fidelity feedback reports to sites participating in site visits this quarter (see list below).</td>
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<tr>
<td>Finalize and implement data collection tracking and feedback procedures for RBV and PM</td>
<td>On-going for PM &amp;RBV</td>
</tr>
<tr>
<td>Create a Parent Mentor newsletter containing practice tips, evaluation updates and findings as well as news from DHS to be distributed quarterly to child welfare branches and provider agencies as well as community partners.</td>
<td>Second edition was distributed in September.</td>
</tr>
<tr>
<td>Create brochures describing the Parent Mentor program and evaluation.</td>
<td>Distribution to child welfare branches, provider agencies and community partners (defense firms, courts, treatment providers) is on-going.</td>
</tr>
<tr>
<td>Conduct on-line survey of PM supervisors and mentors.</td>
<td>Completed.</td>
</tr>
<tr>
<td>Conduct Focus Group with PMP Supervisors</td>
<td>First group conducted in July. Second will take place in October.</td>
</tr>
<tr>
<td>Conduct site visits to RBV providers</td>
<td>Lane, Marion, Wallowa/Union/Baker, Josephine, and Klamath Falls RBV sites visited.</td>
</tr>
<tr>
<td>Conduct RBV director/manager interviews</td>
<td>Completed in Lane, Marion, Wallowa/Union/Baker, Josephine, and Klamath Falls RBV sites.</td>
</tr>
<tr>
<td>Conduct RBV coach focus groups</td>
<td>Completed in Lane, Marion, Wallowa/Union/Baker, Josephine, and Klamath Falls RBV sites.</td>
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<tr>
<td>Conduct RBV visit observations</td>
<td>Completed in Lane, Marion, Wallowa/Union/Baker, Josephine, and Klamath Falls RBV sites.</td>
</tr>
<tr>
<td>Finalize parent interview</td>
<td>RBV: Completed and ready to pilot.</td>
</tr>
<tr>
<td>Review RBV family files for fidelity</td>
<td>Completed in Lane, Marion, Wallowa/Union/Baker, Josephine, and Klamath Falls RBV sites.</td>
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Parents’ Rights 

Parents’ Rights: Updated the database and added new forms to the database. In addition, conducted visits with new clients and parents and began implementing additional tools for monitoring and assessing the implementation of the PMP program. Progress has been made in implementing the data collection and analysis processes. However, there is still a need for additional refinement and improvement in the tools and procedures. We will continue to monitor this issue and work with the Waiver Manager to develop possible alternatives.

Program Data: All four PMP providers submitted participant and program data for quarter 2 (April-June). Overall, we were quite pleased with the quality and quantity of what we received. There were few errors and sites were completing most of the necessary forms on schedule. We also solicited feedback from them regarding their suggestions for improving the tools and the process. This generated quite a few good ideas and we are in the process of making revisions. We are committed to partnering with providers in this way and have received a great deal of positive feedback from them regarding our relationship and communication.

RBV:

Effort this quarter has been concentrated on implementing and monitoring client identification, recruitment, and referral process for both DHS branch partners and RBV providers; implementing data quality control systems and procedures; and conducting site visits to observe implementation. The first semi-annual RBV provider fidelity report was completed and provided to all RBV sites. Similarly, a detailed report for DHS showing client identification, screening, randomization, and referral process was developed and provided. Four site visits were conducted, each of which included observing at least one visitation session with an RBV provider and family. The parent interview instrument was
finalized, and we will begin piloting the parent recruitment process for conducting these interviews next month.

Eligibility, Referral and Intake Process Accounting for Both RBV and PM:

RBV: as of 8/30/2012
- 440 initially eligible focus children (cases) have been identified in OR-Kids reports and distributed to DHS for further screening
- **Cases Reviewed So Far:** 400 (91%) initially eligible focus children (including 517 parents) have had their case eligibility determination
- **Eligibility:** Of the 517 parents, 291 were eligible (56%) and randomly assigned.
- **Random Assignment:** of the 291 randomly assigned parents, 163 (56%) were assigned to RBV.
- **Intake:** of the 163 RBV parents, 70 (43%) had an intake as of 8/31/2012

PM: As of September 30, 2012
- **Eligibility:** 197 parents have been identified as eligible
- **Random Assignment:** 110 (56%) have been assigned to the Parent Mentor group; 87(44%) have been assigned to the control.
- **Referrals:** referrals for 58 parents (53%%) have been received by providers
- **Intakes:** 31 parents (53%) who have been offered the program have accepted

Waiver Products:
- Parent Mentoring newsletter (second edition distributed in September)
- PMP Access database
- PMP IRRP reports
- On-line survey of PMP provider supervisors and mentors
- RBV Semi Annual Fidelity Report
- RBV DHS Branch Case Flow Report
- 4 Site-Specific Site Visit feedback reports (RBV)
- Semi-annual Children’s Bureau Report- evaluation section

<table>
<thead>
<tr>
<th>Objectives for Next Quarter:</th>
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<tbody>
<tr>
<td>Monitor release of information process for RBV and begin identification of parents for parent interviews and observations.</td>
</tr>
<tr>
<td>Pilot parent interview recruitment process (RBV).</td>
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<tr>
<td>Pilot parent interview instrument (RBV).</td>
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<tr>
<td>Pilot control group visit observation (RBV).</td>
</tr>
<tr>
<td>Continue participant identification, recruitment, and referral for both RBV and PM; Continue distribution of IRRP report for PM branches and providers.</td>
</tr>
<tr>
<td>Continue to work with sites to implement and maintain data collection systems and processes.</td>
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<tr>
<td>Create and distribute next edition of PM newsletter along with brochures.</td>
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<tr>
<td>Continue to refine instruments, protocols and report template associated with fidelity assessments for both PM and RBV. Distribute to providers.</td>
</tr>
<tr>
<td>Conduct site visits in Hood River, Douglas, and Jackson counties for RBV quality assurance.</td>
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<tr>
<td>Monitor provision of PM services to control group parents in D2.</td>
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<tr>
<td>Conduct focus group(s) with PM supervisors. Conduct interviews with PMP trainers. Begin interviews with Mentors.</td>
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<tr>
<td>Continue community outreach/education/engagement related to Waiver evaluation</td>
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</tbody>
</table>
Self Sufficiency

Project Agreement D-01-13, Exhibit A

Project Lead: Bill Baney, M. Ed.

Portland State University’s Center for Improvement of Child and Family services and the Department of Human Services, Child, Adult, and Families Services, entered into a contractual relationship with the goal of enhancing and expanding training available to Self-Sufficiency professionals (SSP) in Oregon.

PSU offered training sessions throughout the state for SSP staff over the past quarter and trained 120 people.

Quarter Activities

1. Develop and/or Deliver Training Sessions
2. SSP Training Unit Meetings/Consultation - APD/SSP Collaborative Training Plan
3. Distance Learning Sessions

Develop and/or Deliver Training Sessions

Supervisory Sessions

PSU was asked to design and deliver training modules specific for SSP Supervisors. PSU training staff conducted interviews and assessments to ensure content for sessions corresponds to the strengths and needs of the intended audience. In addition, PSU consulted with internal staff regarding similar sessions designed over the past year for APD (formerly SPD) Supervisors. The multi day modules will focus on areas including reflective listening, motivational interviewing and strengths based supervision. The lead trainer used feedback, content and materials from a project delivered to DHS/OHA staff by PSU specific to the theory of change (Navigating Change) to help inform the design of the supervisory sessions.

Interviewing and Narrative Guide

The session explores and demonstrates how to tell the stories of the families with whom you work by integrating the strengths-based approach into TRACS narratives and case notes. Participants explore how to enhance the interviewing process through targeted and open-ended questions, document the process through narration, and keep the focus of the interview on the client.

Training Objectives:

- Identify questions that elicit information
- Explore the structure of an interview
- Identify strategies to capture and document information
- Identify pertinent data needed for complete and comprehensive case notes

8/8/12 Portland 12 Attendees
8/29/12 Tigard 7 Attendees
3/14/12 Eugene 11 Attendees
3/21/12 Salem 10 Attendees
**TANF Training (Multi-week)**

PSU, in partnership with DHS Training Unit, revised the existing delivery format for the TANF 2-week training designed for case managers. The reorganized format allows greater integration of practical application of materials (blend soft skills with policy).

Training Objectives:

- Develop case plans that incorporate strength-based strategies which address family and individual needs
- Elicit client engagement in developing and modifying case plans
- Identify client readiness and ability to participate
- Use TRACS to create/modify PDPs, narrate case activity and manage caseload
- Refer clients to a broad range of agency and community supports and services
- Use the conciliation/disqualification process to provide incentives for cooperation
- Move a case through multiple program transitions

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<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Attendees</th>
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<tbody>
<tr>
<td>7/24/12</td>
<td>Eugene</td>
<td>12</td>
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<tr>
<td>7/25/12</td>
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<td>7/26/12</td>
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<td>7/31/12</td>
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<tr>
<td>8/2/12</td>
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1. **Self-Sufficiency Professionals Training Unit Meetings**

PSU staff participated on a number of SSP Training Unit, SSTAG, Curriculum Review and FSRC Committees over the past quarter. In addition, PSU staff participated in a number of Interview Panels over the past quarter.

PSU trainers attending sessions administered by other lead trainers within PSU (Navigating Change) designed for DHS SSP and APD staff. The content is specific to creating an organizational culture supportive of change. As noted, content from the sessions helped inform other PSU lead sessions including the Supervisory Sessions. Additionally, PSU trainers attended a multi-day DHS sponsored training, User Productivity Kit (UPK) Content Development Course.

PSU facilitated a work session focused on possible strategies and structures to integrate SSP/APD training content/sessions. A concept paper highlighting the recommendations was shared with SSP/APD leadership for review. The proposed training unit structure was labeled a hybrid model: core elements delivered to both units with the ability to deliver more unit specific sessions as needed. PSU developed a draft of the proposed structure for DHS Leadership to review.

2. **Distance Learning Specialist**

PSU’s Distance Learning Specialist (DLS) provided guidance and technical assistance around web-based/distance learning opportunities. Over the past quarter, PSU staff developed and
delivered sessions focused on JPI and NVRA. PSU will continue to develop evaluation and learning assessment tools specific to on-line learning modules for use by the SSP Training Unit.

Next Objectives Quarter

- Develop and/or Deliver Training Sessions
- Develop and/or Deliver Distance Learning Sessions
- Develop sessions specific to advanced case management
- Review/Revise work plan for Third Quarter 2012/13
My Future My Choice
Project Agreement E-01-13
Project Lead: Bill Baney, M. Ed.

Portland State University’s Center for Improvement of Child and Family services and the Department of Human Services, Child, Adult, and Families Services, entered into a contractual relationship with the goal of supporting the design and delivery of a comprehensive adolescent sexuality curriculum for youth. PSU is providing implementation evaluation of the curriculum and technical assistance for the development of a video supplement for the curriculum.

Activities during the First Quarter of 2012/13:
- Deliver and Finalize Evaluation Plan
- Develop and/or Deliver Evaluation Plan

On behalf of PSU, Dr. Kris Gowen provided an evaluation of the My Future My Choice curriculum. Dr. Gowen developed an evaluation plan inclusive of pre/post test assessments for the project. Findings were shared with the MFMC Advisory Team over the past quarter.
October - December 2012
Quarterly Report

Child Welfare Partnership
School of Social Work
Portland State University

Katharine Cahn, Executive Director
Marty Lowrey, Director of Workforce Development
Marisa Lara, Director of Operations and Administration
Bill Baney, Director of Cross Systems Training Academy
Beth Green, Research Professor

http://cwpsalem.pdx.edu

Executive Director Overview
Child Welfare Education and Training Director Overview
Child Welfare Training Program
  Child Welfare Core Principles: Ensuring Child Safety through Family Preservation and Engagement
  Pathways to Permanency-Implementing the Alternate Plan
  Adoption Committee Member Training: Training of Trainers
  Supervisory Training
  Social Service Assistants Training
  Certifier and Adoption Worker Training: Essential Skills in Assessing and Supporting Caregivers for the Safety, Stability and Well Being of Children
  Foundations Training of Child Welfare Regional Trainers
  Specialized and Ongoing Professional Development
  Foster/Relative/Adoptive Parent Training Project
Training Totals
Adoption and Foster Family Therapy Certificate Program for Mental Health
Wraparound Cross-Systems Training Academy
Title IV-E Waiver Demonstration Training Project
Child Welfare Education Program
  Culturally Responsive Leaders Program
Research Title IV-E Waiver Evaluation
Self Sufficiency
My Future My Choice

Training Totals

Adoption and Foster Family Therapy Certificate Program for Mental Health
Wraparound Cross-Systems Training Academy
Title IV-E Waiver Demonstration Training Project
Child Welfare Education Program
  Culturally Responsive Leaders Program
Research Title IV-E Waiver Evaluation
Self Sufficiency
My Future My Choice
Executive Director Overview
Katharine Cahn, Executive Director

Overview

Fall quarter 2012 has been a busy one. Partnership staff and leadership continued to work with child welfare, self sufficiency, and mental health and system of care partners to advance services to children and families. Details for each program follow (with a summary of workforce development for child welfare specifically on page 3).

Program highlights (to name just a few) include:

- The training of 459 child welfare employees, 390 care-givers, and 140 mental health therapists on working with child welfare families
- Support for professional social work education for 40 students (and 11 in the federally funded Culturally Responsive Leadership program)
- Extensive work to integrate System of Care with other emerging child welfare and self sufficiency reform efforts.
- The development of new programming and expansion of online training for Self Sufficiency staff
- Tenacious attention to enrolling research participants in the Waiver Evaluation of Parent Mentoring

Seen across all programs are the many ways in which CWP staff partner with DHS and community partners and stakeholders. Research has shown the importance of the policy, funding and business context to supporting practice change; staff are actively engaged at the policy level as well. The pages that follow document close working relationships with program managers in child welfare and Self Sufficiency, participation in implementation teams at the central office and district level on a range of programs, and the engagement of community partners and advisors in research and educational programming.

This fall also marked an acceleration of the planning process for the 2013 -15 Biennium. Extensive engagement of staff, program managers, community and agency partners in looking ahead across all programs resulted in an early set of concepts presented for discussion to the Child Welfare Governing Board. The System of Care Team worked closely with the Statewide Children’s Wraparound Initiative Implementation teams and larger initiatives to explore integration and alignment of major initiatives across DHS and OHA.
Child Welfare Education and Training Director Overview
Marty Lowrey, Director of Workforce Development

Overview

The administrative focus of this quarter was the gathering of input, vetting, and drafting of the 2013 – 2015 scope of work (Project Agreements) for the Child Welfare Partnership Training and Education Programs. Input was gathered from the Training Advisory Committee, District and Child Welfare Managers, Central Office Managers, the Governing Board and Child Welfare Partnership Staff. Community partner, youth, parent and foster parent voice was only available anecdotally though the input from the groups identified above as they shared feedback they had received. Not having formal community partner, youth, parent, and foster parent voice at the table is a deficit in our process that I would like to have rectified for the next round of project agreement negotiations. In addition to sustaining current content and deliverables, there were several new areas identified for project agreement development:

- **Core Evaluation of Engagement and Learning (CEEL)** which consists of three strategies designed to document new case worker knowledge, skills and abilities in five core competencies as part of the evaluation of the Core Training Project.

- Participation in the **Knowing Who You Are (KWYA)** statewide roll out designed to provide caseworkers with tools to assist youth in care in the healthy development of their racial and ethnic identity.

- Expansion of **Specialized and On-going Professional Development Training** for the existing Child Welfare workforce designed to ensure that Child Welfare professionals stay current in the field acquiring new knowledge and skills as evidence based practice are discovered and research advances.

- Restructuring of the **Educational Stipend** in the CWEP program to increase the investment in employee development, to create greater access to Core Training for recruits, and to sustain the powerful work done in the previous five years by the Culturally Responsive Leaders Traineeship to support Communities of Color moving into leadership within Child Welfare.

In addition to the formal proposals for new work, increasing regional delivery of training, using existing meeting structures to deliver training such as quarterlies, and preparing for new initiatives such as Differential Response were all identified as priorities for the coming biennium.

During this quarter, 459 employees received training and 390 foster, adoptive, relative care providers received training. Training was delivered via classroom, NetLink, and Computer Based Training. The Adoption Certificate held three classes this quarter with a total of 221 participants. 81 of the participants were Child Welfare Professionals and 140 were Mental Health Therapists.

The Child Welfare Education Program had 40 active students this quarter and 11 students in the Culturally Responsive Leadership Program. These students are doing well academically and gaining valuable experience in their internship programs.
Child Welfare Training Program

Child Welfare Core Principles: Ensuring Child Safety through Family Preservation and Engagement

Project Agreement A-01-13 Exhibit A

Lead Trainer, Linda Bello, MSW

Quarter’s Activities

Child Welfare Core Training was held one and one-half times this quarter constituting 6 weeks of training. There have been recent changes to DHS policy and practice and curriculum revisions consistent with those changes have been made.

Efforts to decrease the amount of materials that are duplicated for students are being addressed through the use of resource manuals that remain in the classroom. Many handouts, previously printed for the student, are now being downloaded onto computer disks, provided to the students for their use once the student is back in the branch.

Judy Helstrom is regularly attending the first day of Life of a Case section of the four-week series to provide information to students about the Learning Center and required training thus providing a welcomed link to the DHS Training Unit. This has proven to be beneficial. In addition, a computer has been provided for students to create learning profiles in the Learning Center with staff available to facilitate their creation of a profile in the DHS Learning Center and to help them in registering for mandatory NetLinks and Pathways to Permanency.

Two new staff were added to the training roster, one with permanency expertise and the other with foster care certification and adoption experience. These two additions strengthen our expertise in the permanency arena in Core.

Objectives for Next Quarter

- Work will continue on finalizing written curriculum that reflects the modifications and developments that are consistent with the current Core structure.
- Facilitate staff attendance in Core to ensure the most effective completion of Core in relationship to field priorities.
- Implement a process for facilitating registration for required distance trainings within the classroom to improve attendance and tracking of participants.
- Continue to ensure the backup trainers are prepared to cover Core sessions if necessary.
- Monitor and integrate DHS policy and practice changes into the curriculum.
- Introduce Participant Observation tool.

Evaluation Summary

Evaluator, Kirstin O’Dell, MSW

The learning objectives identified for the Life of a Case cluster were achieved and the materials provided were useful, according to participants (99%). Activities used in training to enhance learning were effective for participants (99%). The use of case scenarios and videos were especially appreciated.
**NetLink Core Trainings**

The Multi-Ethnic Placement Act (MEPA) training met all identified learning objectives according to participants (99%). The training was engaging and participants enjoyed interacting with the trainers. Participants in the Confidentiality NetLink training agreed that the learning objectives for that training were met (97%). Respondents appreciated the expertise of the instructor and the interactive nature of the training. The Advocating for Educational Services NetLink achieved the stated learning objectives according to participants (100%). Respondents appreciated the knowledge and expertise of the trainer.

Participants in the Fundamentals cluster agreed that the identified learning objectives were achieved (99%). About 99% of respondents saw the content of this training as applicable to their jobs and trainers knowledgeable. Participants particularly appreciated the materials, activities and opportunities to practice what they were learning.

**Pathways to Permanency-Implementing the Alternate Plan**

*Lead Trainer, Linda Bello, MSW*

**Quarter’s Activities**

*Pathways to Permanency* took place twice this quarter on December 10-14 and December 17-24. Participants included both new workers and existing staff.

The evaluation instruments and *Application of Learning* activity from the September 2012 session were used as guides to make adjustments to the curriculum. Key revisions in *Pathways to Permanency* that focused greater emphasis on permanency values and strengthening the connection between child protective service work and concurrent planning were implemented. Session modifications to *Attachment, Bias & Matching*, and *Foundations in Permanency Planning* were incorporated. The training schedule was adapted for improved structure and flow.

Additional sessions to the remaining 2012 training calendar were made in response to a request from the Department of Human Services (DHS) to offer *Pathways to Permanency* training to all seasoned Social Services Specialists in a 3-year period within current resources. Following a thorough assessment of the resources available under the auspices of the 2011-2013 project agreements, the Child Welfare Partnership (CWP) identified three viable strategies that could effectively meet this goal. DHS selected the following strategy to meet this demand: Reduce the number of four-week Child Welfare Core training sessions from 6 to 5 during the 2012-2013 fiscal year to reallocate and provide 4 additional one-week sessions of *Pathways to Permanency* training. In addition, classroom capacity was increased to 40. Future plans to train the remaining seasoned staff members will need to be negotiated in the 2013-2015 project agreements.

Collaboration is occurring between CWP and DHS regarding announcements of training, registration, and attendance tracking in an effort to promote high completion rates of mandatory training. DHS Program Managers have been instrumental in encouraging and supporting existing staff to attend *Pathways to Permanency*.

The CWP training unit continues to monitor *Pathways to Permanency* curriculum being in alignment with Child Welfare Core curriculum, avoiding duplication, and building upon learning concepts introduced in *Child Welfare Core Training: Ensuring Child Safety through Family Preservation and Engagement*. 
Objectives for Next Quarter

- Deliver trainings consistent with an approved training schedule.
- Continue to utilize evaluation instruments as a guide to strengthen and enhance training.
- Consult with DHS Central Office to update training materials to reflect changes in policy and practice.
- Trainers will submit finalized training curriculum in the CWP Training Unit format for review.

Evaluation Summary
Evaluator, Kirstin O’Dell, MSW

Participants reported that the learning objectives were achieved in both sessions of Pathways to Permanency this quarter (99%). The materials were found to be helpful by respondents (99%) and activities helped enhance their learning (96%). While the content was helpful to many respondents, others felt that it was too basic.

Adoption Committee Member Training: Training of Trainers
Project Agreement A-02-13 Exhibit B
Project Coordinator: Dawn Perrault, MA

Quarter’s Activities
Adoption Committee Member Training of Trainers (TOT) was not scheduled during this quarter as a result of early discussion with the Adoption Manager regarding the value of training additional staff in this curriculum. Rather than offering additional TOT, it was agreed that an Adoption Committee Member Trainers Advanced Practice Forum would be offered to DHS staff members who previously attended Adoption Committee Member Training: Training of Trainers. That first of five forums has been scheduled on January 23, 2013, and will be held at the Beaverton Child Welfare office. This quarter, Child Welfare elected to invest all available project resources into the regional practice forums including time previously allocated for individual mentoring.

Objectives for Next Quarter

- Complete the Adoption Committee Trainers Advanced Practice Forum curriculum.
- Continue to promote quality assurance and mentoring for Adoption Committee Member trainers in the form of observation, feedback and mentoring.
- Continue discussions with DHS Adoption Unit management with regard to training design.
- Continue the process of development of the 2013-2015 Project Agreement.

Evaluation Summary
No trainings were held this quarter; therefore there are no evaluations to report.

Supervisory Training
Project Agreement A-03-13 Exhibit A
Instructor, Dan Garris, MA

Quarter’s Activities
Cohort O started with Module One October 10 & 11 with 7 attending and several supervisors making up sessions missed. We have had a slight increase in those attending make-up sessions. This reflects efforts to increase communication and accountability around upcoming sessions.
The Supervisory Training Back-Up Plan with the back-up trainers observing continues with
debrief sessions after each observed session.

The Partnership has been asked by DHS Central Office Leadership to provide training for
Management Quarterly events and other events outside of our project agreement deliverables.
This has been modeled after the Child Welfare Supervisor’s Quarterly structure where requested
topics in both arenas have focused on skills and strategies associated with effective
communication, engagement, non-escalation, consultation and coaching.

Objectives for Next Quarter

- Complete and graduate participants of Cohort O.
- Prepare training to present to Self-Sufficiency Line Managers for their quarterly events in
  January and to Child Welfare Consultants and Coordinators for their Office of Child Welfare
  Programs Consultant and Coordinator Meeting.
- Continue to increase communication and accountability for those who need to make up
  sessions for completion of the training.
- Continue to expand our training influence to other supervisory venues per request and on a
  case by case basis.
- Expand supervisory consultation to child welfare supervisors.
- Continue to enact the Supervisory Trainer Back-Up plan through consultation with Ms.
  Salus, viewing the Salus training tapes, back-up trainer observation of each module and
  debrief sessions.

Evaluation Summary

Evaluator, Kirstin O’Dell, MSW

Respondents agreed that the learning objectives for the modules presented were met (99%).
Participants continue to find the content useful and applicable to their work. They particularly
like the opportunities they have to problem solve and share information with each other.

Social Services Assistant Training

Project Agreement A-04-13 Exhibit A

Lead Trainer, Michelle Warden, BA

Quarter’s Activities

The Partnership delivered six days of Social Services Assistant Training. The training took place
October 16 – October 18 and – October 23 – October 26. Nine participants attended the training.
In addition two experienced Social Services Assistants from Benton County attended portions of
the training. Each participant was given a CD at the end of training which included materials
covered in class as well as reference materials.

Work continued on a Computer Based Training for Social Services Assistants and Caseworkers
on Individualized Visitation Planning.

Committee members for the Social Services Assistant Summit met twice during this quarter to
continue planning for the Summits.

Objectives for Next Quarter

- Continue to plan, advertise and recruit participants for the Social Services Assistant Summits,
  Reaching the Peak of Professionalism.
- Advertise the March, 2013 *Social Services Assistant Training*.
- Consult with central office staff regarding training Social Services Assistants’ statewide on policy revisions regarding *Monthly Contact and Monitoring Child and Young Adult Safety* which will impact the work of Social Services Assistants.

**Evaluation Summary**

*Evaluator, Kirstin O’Dell, MSW*

SSA training contained concrete applicable information, according to participants. Activities and case examples which illustrated how to handle various situations SSAs encounter were stated to be very helpful. They agreed (99%) that the learning objectives were achieved in the training.

**Certifier and Adoption Worker Training: Essential Skills in Assessing and Supporting Caregivers for the Safety, Stability and Well Being of Children**

*Project Agreement A-05-13 Exhibit A*  
*Lead Trainer, Kris Villanueva, LCSW*

**Quarter’s Activities**

There was one session of *Certifier and Adoption Worker Training* delivered during this quarter which was well attended. No changes were made to the curriculum but there is a plan underway to modify the training as more staff attends *Pathways to Permanency*. Several topics such as *Transitions* and *Preventing Disruption* have been identified as repetitive of topics in Pathways. As *Pathways to Permanency* is mandatory for all staff, there will no longer be a need for the above topics to be repeated in this training, in the near future this will open up time for other topics.

In addition, the trainers continued to participate in the SAFE Home Study Quality Assurance project as well as the debrief session. The experience provided a solid foundation to bring into the training room to enhance the already strong content regarding assessment of potential caregivers.

The SAFE training was well received this quarter. Participants expressed that the training was very helpful and voiced the desire to have a regularly scheduled refresher on SAFE.

This project has a new trainer/project lead which will entail time to get up to speed on the training and curriculum. The new trainer is highly respected and has in depth experience in the field of certification and adoption which will enhance the training due to her recent field experience. In addition, the new trainer is passionate about relative caregivers and brings this passion into her training which is crucial considering the current focus of DHS in regard to relative caregivers.

**Objectives for Next Quarter**

- Prepare for upcoming training in late April and early May.
- Arrange for SAFE training.
- Work with new trainer to gain knowledge regarding the process and content of this project.
- Continue to find ways to improve/update the trainings and training materials to reflect changes in policy and practice.
Evaluation Summary
Evaluators, Kirstin O’Dell, MS
Participants viewed the trainers as being knowledgeable and the content relevant to their work (99%). There was also a high level of agreement that the learning objectives were met (99%). About 98% of respondents found the activities valuable.

Foundations Training of Child Welfare Regional Trainers
Project Agreement A-05-13 Exhibit B
Lead Trainer, Kris Villanueva, LCSW

Quarter’s Activities
On October 30, 2012 a one-day Professional Training Day was offered to the Foundations trainers. The topics included Chumming the Waters: Getting Participants Ready to Bite, a discussion of potential advanced topics the trainers are interested in having presented to their caregivers, a one hour presentation on Brain Games; providing ways to use brain research in training and lastly the debut of Managing Your Emotions: For Relative Caregivers. This last section was designed and trained as a training of trainers model with the idea that local staff could then present the training in support groups or short time periods as an advanced training at their local branch. There was positive feedback about each of the sections but staff was particularly excited about being able to return to their offices with a training ready to deliver.

Objectives for Next Quarter
Another Professional Development Day for the Foundations trainers is scheduled to be offered in February, topic yet to be developed, but likely will provide them an opportunity to practice curriculum development and jointly develop a second brown bag training for them to offer in the field. This quarter provided two mentoring opportunities, Deschutes and Yamhill with both staff providing excellent training and adding their enhancements to the curriculum while still maintaining fidelity to the training objectives. Many trainers shorten certain sections to try to offer the training in a compact method which compromises the time participants have to fully digest the material. This is generally done as a survival mechanism for the field but is not ideal.

Evaluation Summary
Foundations TOT
No sessions of Foundations TOT were offered this quarter.

Foundations Professional Development Day
Participants viewed this training very favorably. All respondents agreed that the trainers were knowledgeable; the learning objectives were achieved; the content was applicable; and the materials and activities were helpful. The training provided useful exercises, ideas and content that certifiers anticipated using in training with caregivers.

Specialized and Ongoing Professional Development
Project Agreement A-06-13 Exhibit A
Project Coordinator, Dawn Perrault, MA
Quarter’s Activities
The Child Welfare Partnership (CWP) continues to offer a “menu” of ten specialized trainings to DHS staff throughout the State of Oregon. Multiple follow-up communications have been sent to the District Managers who had not yet expressed an interest in scheduling training in their districts. Those communications have resulted in all but two Districts, 2 and 9, scheduling specialized training.

During this quarter, specialized staff training occurred on October 26 in Redmond/District 10, on November 9 in Oregon City/District 15, and on December 5 in Grants Pass/District 8. Each location was offered two sessions of their selected training topic to allow the participation of as many staff members as possible without lowering staffing levels too drastically. The topics presented were Quality, Customized Visitation Plans in Redmond, Engaging & Supporting Relatives in Oregon City, and Neglect: Assessing & Ensuring Child Safety in Grants Pass. The trainings were attended by a total of 98 staff members and community partners.

Two advanced staff NetLink trainings occurred. The training topics were Culturally Competent Interviewing and Confidentiality for SSA’s. There were a total of 18 participants in the two NetLinks. Due to trainer unavailability, Interviewing Children with Disabilities, scheduled in December, 2012, was not presented. The training topic Ethical Dilemmas in Child Welfare was substituted, however no participants registered to take the course.

Continuing development of the computer-based training, Improving Parental Protective Capacities during Visitation, geared to Social Services Assistants, was put on hold during this quarter due to the absence of a distance training specialist. At this time, it is unknown when development of the computer-based training will be completed.

Results of the survey that was disseminated to select DHS management and staff requesting their preferences for future NetLink training were tabulated and the topics of most interest were identified. NetLink training sessions for the first six months of 2013 were scheduled.

Objectives for Next Quarter
- Continue to offer advanced/specialized staff trainings as requested and as resources allow.
- Continue to offer one NetLink training per month to DHS staff.
- Begin NetLink scheduling process for the second half of 2013.
- Continue the process of development of the 2013-2015 Project Agreement.

Evaluation Summary
Evaluator, Kirstin O’Dell, MSW

The Advanced staff training offered to staff was rated as ‘moderately’ to ‘extremely’ useful by 91% of the respondents. The stated learning objectives for these trainings were achieved, as reported by respondents (94%). Inclusion of case examples and practical tools that could be used by staff in the field was a strength of all the trainings provided this quarter. There was also special recognition by a local training coordinator of the high value of training provided onsite at the local office to child welfare staff and also appreciation of the high quality training and presenters.

NetLink Advanced Staff Training
Participants were satisfied with the advanced staff NetLink training provided this quarter. They determined that the learning objectives for these trainings were achieved (96%). Opportunities to receive online training were appreciated.

**Adoption Technical Training**

*Project Lead, Kellie Herold, BS*

**Quarter’s Activities**

*Adoption Tools & Techniques* took place October 23-25 and 24 participants attended the training. The October session was the first time this training was delivered following the May 2012 Pilot. The training revisions recommended by Department of Human Services (DHS) Adoption Program staff were incorporated into curriculum revisions. Also, the evaluation instruments and participant feedback from the Pluses & Wishes activity from the May 2012 Pilot session were used as a guide to make adjustments to the curriculum for October.

Key revisions in *Adoption Tools & Techniques* placed greater emphasis on setting the context for adoption planning values and clarification about the function/role of Permanency Committees vs. Adoption Committees. Other modifications pertained to the tracking/consultation/approval of the adoption case in collaboration with DHS Central Office. Internal trainers along with Central Office staff redesigned this session, developed an activity and corresponding materials. The new session, called *Accomplishing an Adoption: Central Office and YOU!* was well received. There was additional content added to addressing safety issues in the Mediation session. Lastly, the session on *Waiting Child Bulletins* has incorporated additional skill building techniques. The training schedule for October was adapted for improved structure and flow. The Project Lead and Assistant Training Manager believe the above adjustments and revisions improved the quality of the training.

The CWP training unit is working closely with DHS training unit regarding announcements of training, registration, and attendance tracking in an effort to promote high completion rates of training.

The CWP training unit continues to monitor that the *Adoption Tools & Techniques* curriculum is in alignment with *Child Welfare Core & Pathways to Permanency* curriculums, avoids duplication, and builds upon learning concepts of previous trainings.

**Objectives for Next Quarter**

- Deliver the training scheduled for May 14-16, 2013.
- Continue to utilize evaluation instruments as a guide to strengthen and enhance training.
- Coordinate with Oregon Adoption Resource Exchange and Boys & Girls Aid Society trainers to avoid duplication pertaining to recruitment.
- Consult with DHS Central Office to update training materials to reflect changes in policy and practice.
- Continue to review overlap with *Pathways to Permanency* curriculum and make adjustments as needed to avoid duplication.
- Trainers will submit finalized training curriculum in the CWP Training Unit format for review.
- Transfer Program Coordination to new staff.
**Evaluation Summary**

*Evaluator, Kirstin O’Dell, MS*

This training was well received by participants. The trainers were viewed as knowledgeable. The learning objectives were met. The content was stated to be useful and applicable. Activities and the use of case studies helped participants apply the content. One participant stated, “All in all this was a fantastic training - I learned so much!”

**Foster/Relative/Adoptive Parent Training Project Agreement**

AKA: Caregiver Training Unit (CTU)

Project Agreement A-07-13 Exhibit A

*Program Coordinator, Dawn Perrault, MA*

**Quarter’s Activities**

During this quarter, the Caregiver Training Unit continued working with the Districts to meet their training needs, developing new training topics, and participating in Certifier quarterlies to disseminate information, gather input and address questions and/or concerns. Discussions regarding the 2013-2015 Project Agreement began.

This quarter, twenty-eight classroom training sessions were presented by staff and contracted trainers across the state, including three *Cardio Pulmonary Resuscitation (CPR)* and *First Aid* trainings, and two on-site *Behavior Crisis Management Training (BCMT)* two-day sessions. Participants in the twenty-eight classroom trainings numbered 449 (60, or approximately 13%, of those participants were identified as relative caregivers).

Six scheduled classroom training sessions were cancelled during this quarter with less than one week’s notice due to low enrollment. Those cancellations occurred in Districts 2, 9, 15 and 16.

*Parenting Children with ADD/ADHD Fundamentals* training was provided for the Confederated Tribes of Grand Ronde on November 8, 2012. The training was attended by 10 participants.

Also during this quarter, seven 3-hour NetLink trainings were provided for caregivers, including one in Spanish. A second Spanish NetLink was cancelled due to unavailability of Spanish speaking DHS staff to facilitate. Participants in the seven NetLink trainings numbered 156 (23 participants, or 15%, were identified as relative caregivers).

Results of the survey that was disseminated to select DHS management and staff requesting their preferences for future NetLink training were tabulated and the topics of most interest were identified. Caregiver NetLink trainings were scheduled for the first six months of 2013.

Of the total 1,401 Foster Parent College members registered statewide, 34 completed a total of 104 trainings via the internet during this quarter. Three Foster Parent College units were allowed to expire. A brief review of the courses completed during the quarter, revealed that the most popular Foster Parent College courses were *Lying (Revised)* completed by 10 members, *Positive Parenting I* completed by 8 members, and *The Impact of Fostering on Birth Children* completed by 6 members.
Objectives for Next Quarter

- Continue to deliver a minimum of one evening and one daytime NetLink training per month.
- Continue to identify new training topics for development and new methods for delivery of training.
- Continue participation in certifier quarterly meetings and other meetings as appropriate.
- Continue to fulfill training requests made by the districts.
- Continue to observe and provide feedback to contracted and staff trainers.
- Continue efforts to aggressively market trainings, most specifically NetLink and Spanish trainings, in order to increase participation.
- Continue to participate in the development of the Shoulder to Shoulder Conference 2013.
- Continue to work with district representatives in the ongoing development of training plans for the 2011-2013 biennium.
- Continue development of the 2013-2015 Project Agreement.

Evaluation Summary
Evaluator, Kirstin O’Dell, MS

The learning objectives for trainings provided to caregivers this quarter were achieved according to respondents (99%). Overall, trainings received an average participant rating of 4.4 on a scale of 1-5, with 5 as the highest possible score. Participants appreciated that information was presented in a way they could easily understand and apply. They also liked that trainers had ‘real life’ experience that they shared with training participants.

NetLink Foster Adoptive Relative Caregiver trainings
NetLink training provided to caregivers was well received. The average overall rating was 4.2, on a scale of 1-5 with 5 as the highest possible rating. The learning objectives for these trainings were achieved according to respondents (98%). One respondent stated, “I especially enjoyed the ability to take this training in the comfort of my home. They (trainings) are well done, provide excellent information, allow for collaboration with other providers, and I thoroughly enjoy the host’s presentation style. I thought sitting for over three hours with headphones on would be dreadful, but I really have enjoyed the experience.”

Grand Ronde Training
Parenting Children with ADHD Fundamentals training was well received by Grand Ronde caregivers. The overall average rating was 4.7, on a scale of 1-5 with 5 as the highest possible score. All respondents agreed that the learning objectives were achieved (100%). The comfortable atmosphere created by the trainer was particularly appreciated by respondents, as well as the applicable information presented.
## Training Totals

### Department of Human Services Training

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<td>Thriving in Stressful Times</td>
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<td>Understanding &amp; Responding to the Sexual Behaviors of Children</td>
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## Caregiver Distance Training

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<tr>
<th>Title of Caregiver Distance Training</th>
<th>Staff</th>
<th>Partners</th>
<th>Caregivers</th>
<th>Total Trained</th>
<th>Trainings Provided</th>
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<td>Adoption Issues Throughout</td>
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<td>Confidentiality for Foster Parents</td>
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<td>Diez Consejos Para Criar a Adol.</td>
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<td>Supporting Children Exposed to Domestic Violence</td>
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## Partnership Training Totals

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<th></th>
<th>Staff Trained Live</th>
<th>Partners Trained Live</th>
<th>Caregivers Trained Live</th>
<th>Distance Trained</th>
<th>Total Trained</th>
<th>Trainings Provided</th>
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<td>Caregiver Trainings</td>
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<td>DHS Staff Trainings</td>
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<td>Balance Forward</td>
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<td>Total this Biennium</td>
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Adoption and Foster Family Therapy Certificate Program for Mental Health
Project Agreement A-08-13
Project Lead, Kellie Herold, BS

Quarter’s Activities
During this quarter, activities focused on delivery of Adoptive & Foster Family Therapy Certificate Program Fall 2012 classes.

Active recruitment efforts and scholarships resulted in successful enrollment this academic year. Fall term included the following classes:

- October 1-31 (online) Clinical Practice with Adoptive and Foster Families
  Attended by 47 participants (15 child welfare professionals and 32 therapists).
- Nov 16 Fetal Alcohol Spectrum Disorders
  Attended by 72 participants (29 child welfare professionals and 43 therapists).
- Nov 17 The Effects of Trauma, Abuse and Neglect on Child Neurodevelopment
  Attended by 102 participants (37 child welfare professionals and 65 therapists).

The Certificate program is fully available via distance learning and provides state-wide access:

- 7 of the 11 Certificate Program classes take place on the downtown Portland campus.
- Approx 50% of the participants view the class via live video streaming from all across Oregon including Eugene, Coos Bay, Boardman, Astoria, Prineville, Florence, Grants Pass, Yamhill, Pendleton, North Bend, Roseburg, Oregon City, and Klamath Falls.
- 4 of the 11 classes are fully-online classes.

There are currently 43 therapists and child welfare professionals enrolled in the full-program. Thirty-four participants (83%) are from Oregon. Several are bilingual and many are from rural areas (Boardman, Prineville, Grants Pass, Yamhill, Umatilla, Klamath Falls). The Advisory Committee is thrilled to have two therapists participating from Nak-Nu It/NARA NW. The program is having notable success at increasing the number of qualified therapists who serve Oregon’s children and families who have been adopted through the Child Welfare system.

The Directory of Therapists was updated in May 2012 and currently includes 67 professionals:

- 54 Oregon mental health therapists
- 5 other Oregon adoption professionals
- 8 mental health therapists from out-of-state (Washington, Idaho, Alaska, Ohio, NV, TX)
- 23 therapists serve rural Oregon

A sub-committee of the Advisory Committee met during the quarter to continue designing the new course called Kinship, Cultural Connections, and the Ever Changing Family and is developing the new Implementing Child Welfare Practice class. In addition, Committee members have been involved in processing applications and reviewing final projects.

Objectives for Next Quarter

- Continue to monitor the CCO changes to the child mental health system.
- Continue to monitor developments with the Center for Adoption Support & Education (CASE) National Certification.

Evaluation Summary
Classroom evaluations were collected but the findings are not yet available for Fall 2012 classes.
Wraparound Cross-Systems Training Academy

Project Agreement A-09-13
Wraparound Service Team Training - Exhibit A
System of Care Infrastructure Development – Exhibit B

Director of Cross-Systems Training Academy, Bill Baney, M. Ed.

Portland State University’s Center for Improvement of Child and Family Services integrates research, education and training to advance the delivery of services to children and families. The Center for Improvement of Child and Family Services provides training, workforce development and systems support to demonstration sites in Oregon to support the implementation of a wraparound service delivery model. The demonstration sites include Washington County, Rogue Valley (Josephine and Jackson Counties), and Mid Valley (Linn, Marion, Polk, Tillamook and Yamhill Counties). PSU expanded the invitees to include representation from other state and local child/family serving initiatives and system transformation efforts.

Quarter’s Activities
PSU provided training and consultation to 273 people this quarter as part of the SCWI project.

Second Quarter Activities
- Training Modules
- Site Consultation
- Project Meetings
- Systems of Care Alignment and Project Agreement

Training Modules
PSU designed and delivered training sessions specific to Wraparound and SOC. All sessions are grounded in foundational Wraparound principles/values and uniquely tailored to reflect the intended communities.

Consultation
PSU provided concentrated consultation to demonstration sites to support efforts for implementation. Over the past quarter, PSU consulted with core service team members (Care Coordinators, Family Partners, Supervisors and local Site Leads), system partners and project stakeholders. Consultation content included family-driven care, model design, facilitation, roles/responsibilities and organizational development. In addition, PSU attended multiple DHS Implementation Team meetings over the past quarter.

PSU provided technical assistance/consultation to:
10/1/12  Josephine County Wraparound Team
10/3/12  Jackson County Wraparound Team
10/12/12 Coordinated Care Organization Team
10/12/12 Washington County Team Consultation
10/25/12 Yamhill County Wraparound Team
11/5/12 Washington County Leadership
11/7/12 Jackson County Wraparound Team
11/8/12 Josephine County Wraparound Team
11/9/12 Washington County Team Consultation
11/9/12 CCO Oregon
11/28/12 Tri-County Team Consultation (Multnomah, Clackamas, Washington)
To ensure sustainable practice and systemic implementation, it is important to align with existing and projected transformation efforts found in child and family serving systems. Over the past quarter, PSU has made deliberate and purposeful efforts to better align SCWI goals and objectives similar efforts found in DHS (Differential Response, HB 964, Family Connections, Strengthening, Preserving and Reunifying Families, and Modernization); Department of Education (Oregon Education Investment Board - Early Learning Hubs), Oregon Health Authority (Coordinated Care Organizations) and the Governor’s 40-40-20 Project (Cradle to Career).

PSU met with a number of the project leads for the various initiatives listed above with the goal of highlighting foundational and complementary principles and values. To illustrate such linkages, PSU developed a table noting areas of alignment with the goal of finding common ground and shared outcomes across multiple domains. This practical tool maps may serve as a springboard into actionable steps leading to greater cross system collaboration, increase resource efficiencies and better outcomes for children and families.

In addition, PSU, in partnership with state and local system leaders, began the process of developing a scope of work for the upcoming biennium (2013-15) for PSU that will support communities implement Wraparound and Systems of Care. This work will continue over the next quarter.

Activities for the Third Quarter 2012/13
1. Ongoing training and workforce development sessions.
2. Broaden training plan to include system partners.
3. Develop/deliver System of Care sessions.
4. Review/revise/update workforce development plans for demonstration sites.
5. Propose scope of work for next biennium specific to Systems of Care.
6. Meet with Coordinated Care Organizations throughout the state.
Title IV-E Waiver Demonstration Project Training Programs
Project Agreement A-10-13

Relationship Based Visitation - Exhibit A
Project Lead, Karen Moorhead

Quarterly Activities
Training this quarter has focused on supporting the Relationship Based Visitation programs through on-line learning circles using NetLink technology. Support was provided through the provision of a learning circle via NetLink. The DHS Child Welfare Technical Training unit was instrumental in making the learning circle possible. The assistance of DHS technical staff has made these positive events. There was one NetLink offered for this program during the quarter. It was held on November 14, 2012.

The DHS IV-E Manager has participated in the learning circle to provide guidance surrounding any programmatic issues. We have also been extraordinarily privileged to have ongoing support from a certified Nurturing Parenting Program trainer who has voluntarily participated in the learning circles to offer technical assistance to the programs as they begin their work.

PSU research staff was also in attendance at the learning circle to provide assistance and direction about the various reporting requirements as well as adjusting components of the program as necessary. The CWP created training materials and provided training on two of the topics with 26 individuals in attendance.

There was no RBV orientation training held this quarter.

Objectives for Next Quarter
The objectives for the next quarter will be planning and presentation of a one day conference for current RBV service providers. That one day summit has been scheduled for Wednesday February 20, 2013.

Parent Mentoring Program Training-Exhibit B
Project Lead, Karen Moorhead

Quarterly Activities
Training this quarter has focused on supporting the Parent Mentor programs as they continue service provision for the IV-E waiver contract. Support was provided through the provision of a learning circle via NetLink. The DHS Child Welfare Technical Training unit was instrumental in making the learning circles possible. The assistance of DHS technical staff has made this a positive event.

The learning circle took place this quarter on November 27, 2012 with 10 people in attendance.

The DHS IV-E Waiver Manager has participated in all of the learning circles to provide guidance surrounding any programmatic issues. PSU researchers also attended the NetLink learning circle.

There was no Parent Mentoring orientation training held this quarter.

Objectives for Next Quarter
The objectives for the next quarter include planning and providing a one day summit for the parent mentor training. That one day summit has been scheduled Thursday February 21st, 2013.
Child Welfare Education Program

Overview:

The major highlights of the plan are as follows:

- Support up to 45 students per year.
- In alignment with the DHS recommendations, support a 2/3 employee to 1/3 recruited student ratio. This amounts to 30 employees at the MSW level, and 15 recruits per year, 10 at the MSW level and 5 at the BSW level.
- Integrate the Culturally Responsive Leaders Program (CRL) into the biennium budget and make adjustments to how funds are allocated with the goal of (1) creating an educational pathway for culturally diverse students (2) increasing the preparation and skills of recruited students, (3) offsetting tuition increases for employees, (4) enhancing child welfare related content, curriculum, and mentoring, (5) reducing training and workload related costs for district branches hiring new recruits.

Planned program changes will include:

- Increased annual tuition support rates for employees.
- Provide funding for CORE training for recruits through scholarship funding.
- CORE Training budget will be administered on a needs basis, used flexibly and dependent upon geographic location.
- Enhanced seminar activities for students.

On Nov. 1, 2012, Karen Moorhead joined the CWEP team, fulfilling a newly structured role as a half time campus Advisor/Instructor/Liaison and half time as a trainer within the training program in Salem. Her expertise and long held knowledge of Child Welfare practice and policies are very welcomed!

Quarterly Activities
Field site visits took place in late November and early December. Student evaluations for fall quarter were completed and entered into PSU Banweb. The newly designed curriculum development from the Council on Social Work Education (CSWE) standards, where students are expected to develop skills, occurred in full force. These are Generalist, continuing Generalist and Advanced level students and the curriculum design has 10 practice areas with 43 competency based skills/activities attached and aligned with them as a demonstration of their experiential competencies. CWEP provided ongoing support for students and Field Instructors regarding assistance with the newly designed and implemented competency based evaluations, along with help in completing online forms. Our field team has moved the placement matching process forward at least 6 weeks for 2013 in an effort to provide optimum matching for students, Field
Instructors and the agencies they represent. Recruitment efforts have taken place in the branches within a smaller venue with plans to do larger scale recruitment this spring.

Staff continue to attend faculty meetings with the focus of late have serving as a platform to discuss, design and eventually vote on a whole new curriculum design that will adequately reflect the competency based practice principles. This is an ongoing and lengthy process that was identified at the last faculty meeting as “not ready to be voted on.”

Karen is leading the new CWEP monthly seminars and Lea Ann is assisting in this process. The seminars are held on the last Thursday of the month in the evenings, with conference call options provided for distance students. This unique seminar provides a place for recruited students and employee CWEP students to come together for support and to hear presentations by experts in the field of Child Welfare. The syllabus for SW 566 Advanced Practice in Child Welfare has been prepared and will start on January 8th, 2013.

Lea Ann continues her work with the Native Ways committee and has focused efforts on teaming with other staff from the Center for Improvement of Services to Children and Families in developing a culturally specific tri-fold to serve as an informational, recruitment instrument for PSU’s BSW, MSW and CWEP School of Social Work programs. In addition to meeting with educational program directors for the BSW Program, Portland Public Schools Title VII Indian Education Program, NAYA and NARA, Lea Ann is scheduling a meeting with Dean Azule, Director of the PSU Native Center, to gather tribal student demographics to include on the tri-fold. We are hoping to have the tri-fold completed within the next month.

Work continues with the DHS/CWEP committee, Multnomah County ICWA and DHS statewide ICWA advisory boards, the expert panel for NASW Case Work Standards Practice and Principles, the National Committee on Racial and Ethnic Diversity (NASW/NCORD), the BSW advisory committee and the steering committee for the Nak Nu Wit Wrap around program and committee membership of the NCWWI Native American Legacy Project.

The program presented an overview of the Indian Child Welfare Act (ICWA) for an MSW policy class in late November and agreed to present this topic for a 360 class room video training in May, 2013.

Review of applications will begin in early January as part of the 2013 admissions committee for the MSW program.

Student Summary:
Karen is the Program Advisor for 10 CWEP students (7 MSWs and 3 BSWs).
Lea Ann Holder continues as Program Advisor to the remaining 24 students in the campus program.

The breakdown of partnership campus students are as follows:

Students: 34 Students Total
32 CWEP Campus Students
3 BSW Students
7 New Campus CWEP students
2 Non CWEP Campus Students (in Culturally Responsive Leaders Program)
Objectives for Next Quarter

- Continue advising students academically and making site visits to field placements.
- Continue recruitment of employees/students into the CWEP program.
- Continue supporting Field Instructors and Task Supervisors.
- Continuing to support the endeavor of the CWEP seminar.
- Continue strengthening relationships with child welfare managers and supervisors.
- Continue collaborating with Central Office Department of Human Resources Child Welfare Education Program partners.
- Continue all committee work as listed above.
- Work on the presentation for the National Indian Child Welfare Association (NICWA)
- Continue teaching the seminar for CRL and submitting bi yearly reports.
- Continue recruiting BSW and MSW students for the CWEP program.
- Continue to foster and strengthen relationships between CWEP, and Distance Coordinators and tribes in order to develop new field placements and to recruit American Indian/Alaskan Native Social Work partnership students.
- Review and make recommendations, as a committee member for student acceptance into the PSU MSW program.
- Assist with the CWEP monthly seminar.
- Continue work with the faculty Field Team.

Culturally Responsive Leaders Program

*Project Lead, Lea Ann Holder, MSW, LCSW*

**Overview**

Culturally Responsive Leaders is a federal grant – funded program awarded to the Child Welfare Partnership and written in partnership with DHS to support efforts to develop leaders from communities of color for child welfare. Our monthly Culturally Responsive Leaders seminars have taken place on Sept. 20, (the official CRL “Kick-Off”) October 18th, and November 15th. All students attended. Our first guest presenter was Dr. Thao from the PSU School of Education. The students enjoyed his presentation on socio-culture and how it intersects academia and Child Welfare practice. The November presenters were Dr. Charlotte Goodluck, PSU Director of the BSW Program and James St. Martin, MSW, ICWA Expert Witness, consultant and tribal administrator. Both presenters spoke eloquently about their personal history and specific journeys as Native American child welfare scholars and leaders. The presentations have been very impactful for the students, who have held productive debriefing conversations. Our January 17th presenter will be Lois Day, Director of Child Welfare.

**Student Summary**

Students have been accessing and utilizing the resources on the national Student Web Center *Ning* and discussing the specific student blogs. The 2012/2013 student *Ning* representative is doing a great job of keeping students informed and helping students stay engaged with the website. Students have shared that “this is by far, their favorite class.”

There are nine students in the CRL Program. The cultural diversity of our students includes:
2 American Indian/Alaskan Native students
4 African American students
3 Hispanic students

Objectives for Next Quarter
Coordination of monthly seminars along with advising students will continue.

Guest presenters have been invited for the monthly seminars as well as adding to the design of the curriculum and responding to programmatic requests from the NCWWI. The CRL students will present to the District 2 Managers regarding the relevance of being a student in the CRL program. It is very important for the District Managers to meet and engage with the students in order to fully understand the program and what it has to offer across the many domains of Child Welfare and Self Sufficiency programs.
# Research Title IV-E Waiver Evaluation

Project Agreement C-01-13 Exhibit A  
*Research Professor: Beth L. Green, Ph.D. and Senior Research Associate: Anna Rockhill, MPP, MA*

<table>
<thead>
<tr>
<th>Objectives for this Quarter</th>
<th>Progress Toward Objectives</th>
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<tbody>
<tr>
<td><strong>Relationship Based Visitation</strong></td>
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</tr>
<tr>
<td>Create DHS semi-annual monitoring reports detailing flow of clients from Identification, Randomization, and Referral to RBV program intake.</td>
<td>Next report to be produced and distributed in Jan 2013.</td>
</tr>
<tr>
<td>Conduct site visits to RBV providers.</td>
<td>Site visits to Deschutes County, Washington County, and District 9 (Hood River, Wasco, Sherman Counties) completed.</td>
</tr>
<tr>
<td>Conduct RBV director/manager interviews.</td>
<td>Completed in Deschutes, Washington, and D9 (Hood River) sites.</td>
</tr>
<tr>
<td>Conduct RBV coach focus groups.</td>
<td>Completed in Deschutes, Washington, and D9 (Hood River).</td>
</tr>
<tr>
<td>Conduct RBV visit observations.</td>
<td>Completed in Deschutes, Washington, and D9 (Hood River).</td>
</tr>
<tr>
<td>Finalize parent interview.</td>
<td>RBV: Completed and ready to pilot.</td>
</tr>
<tr>
<td>Review RBV family files for fidelity.</td>
<td>Completed in Deschutes, Washington, and D9 (Hood River).</td>
</tr>
<tr>
<td>Pilot RBV parent interview identification, recruitment, and consent procedures.</td>
<td>Two parent interviews completed; process for identification is in place. Challenges related to lack of DHS Release of Information forms at some branches identified for improvement during the next quarter.</td>
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<tr>
<td>Draft Annual Provider Survey for February RBV Training Conference</td>
<td>Draft developed and being circulated for input with DHS partners.</td>
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<tr>
<td><strong>Parent Mentor</strong></td>
<td></td>
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<tr>
<td>Create PM “IRRP” reports that detail the flow of clients from Identification, Randomization, and Referral through Participation and Case Closure.</td>
<td>Developed and distributed reports to participating DHS branch offices and PMP providers.</td>
</tr>
<tr>
<td>Create a Parent Mentor newsletter containing practice tips, evaluation updates and findings as well as news from DHS to be distributed quarterly to child welfare branches and provider</td>
<td>Third edition will be distributed in January.</td>
</tr>
</tbody>
</table>
agencies as well as community partners.

| Distribution to child welfare branches, provider agencies and community partners (defense firms, courts, treatment providers) is on-going. |

| Conduct Focus Group with PMP Supervisors | Second took place in October. Third is scheduled for January. |

<table>
<thead>
<tr>
<th>Both RBV and Parent Mentor</th>
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<tbody>
<tr>
<td>Participate in NetLinks and other trainings</td>
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<tr>
<td>Implement and monitor client identification, randomization, referral and intake process</td>
</tr>
<tr>
<td>Review and analyze program and participant data submitted; develop report summarizing the quality and quantity; provide TA as needed to increase the quality of data and timely submission; solicit feedback from sites and</td>
</tr>
</tbody>
</table>
make changes as needed.

extent this quarter by the loss of our administrative research support staff person. Hourly staff were trained to conduct data entry in the interim.

PM: Reviewed data submitted for July-Sept; provided feedback to sites via the NetLink and the newsletter; met with all 4 sites to solicit feedback. Made revisions to a number of instruments and forms based on feedback. Protocols for monitoring and managing data were also revised.

Develop fidelity monitoring tools, protocols and reports

RBV: Fidelity monitoring report will be provided semi-annually; next report due Feb 2013. February-September 2012 fidelity reports are reviewed with sites receiving site visits from the evaluation team.

PM: A draft fidelity tool has been developed and will be vetted by providers in February. We hope to do a first assessment in the spring, once all the sites have been up and running for close to 12 months.

Efforts directed at Community, Family and Youth Engagement.

On-going; see PMP newsletter and brochures above.

Ongoing for RBV

Management of all aspects of the project including providing fiscal and written products in a timely manner and coordination with Central Office staff.

On-going. Continued to meet every other week with DHS Waiver coordinator; weekly team meetings for RBV and PM; monthly PI meetings for Waiver Co-PIs; quarterly meetings with DHS Central Office staff.

Progress Notes

Parent Mentoring

Client Recruitment: We continue to monitor closely the Identification, Randomization and Referral process (IRR). Due to the seemingly low number of referrals, combined with the challenges faced by providers in engaging parents in services, the decision was made by the Waiver Manager to expand the window of time during which parents can be identified as eligible by child welfare staff. We did significant education via e-mail, phone calls and one site visit to both child welfare branches and PMP providers to get the word out. We also revised some of our materials to reflect the change.

Along these lines, distribution of the IRR reports seems to be having some positive effect on the IRR process as a few of the sites have responded to our reports with questions and/or concerted action in response to what seem to be artificially low numbers of identifications and referrals.
PMP Providers continue to report frustration at what they perceive to be a low number of parents who choose to engage in services despite assertive outreach efforts. However, in recent months a handful of parents who initially refused services (either tacitly or explicitly) have themselves initiated contact with mentors- after leaving jail, starting residential treatment- and are currently participating in PMP services. The phenomena of parents “coming back” to the program on their own later in the case is something we will be paying attention to in the coming months.

Implementation/Process Evaluation: Based on early data collection efforts as well as feedback from project sites, significant revisions were made to the My Change Plan and the Dashboard. We created a Monthly Services and Supports Report that replaced the Quarterly Progress Report, and the Program Status Summary Sheet was also revised. We provided an orientation to provider staff about the new instruments. We have received very positive feedback from our partners- they appreciate that the improvements make their lives easier, and the fact that their input was acted upon.

We have completed two focus groups with supervisors and conducted three interviews related to the PMP training. These efforts yielded important insights regarding the implementation process as well as successes and challenges with some of the nuts and bolts of the Parent Directed, Outcome Informed approach to mentoring. We are currently analyzing these data and will involve both PMP providers and DHS staff in the interpretation process in the near future.

Due in part to a shortage of staffing caused by the loss of the admin staff in September (new person to be hired in January), we have postponed the Mentor Interviews until later this winter. This also allows mentors to incur more experience with the PMP model and processes which will increase the substance of these interviews.

**Relationship Based Visitation**

Efforts this quarter have continued to focus on monitoring the randomization and referral process, collecting RBV Visitation and Monthly Progress report documentation, and working with RBV program sites to improve the quality and consistency of data collection. With the departure of our Waiver Research Administrative Support staff person data entry has been a challenge this quarter, although we recently trained two hourly staff to complete these tasks in the interim. Three site visits, which include collecting key process evaluation information (manager/supervisor interviews, staff focus group data, file reviews, and visit observations), were completed this quarter by the evaluation team. Sites receive an individualized report summarizing the site visit and identifying strengths and challenges related to program implementation and fidelity.

The parent interview instrument and consent forms and procedures were finalized. We began a pilot study of the parent interview interviews and recruitment process and completed two interviews with RBV study parents. This process revealed several challenges in completing parent interviews: (1) lack of up-to-date contact information for parents in DHS records; (2) difficulty reaching parents who are in residential substance abuse treatment or jail; and (3) a significant proportion of parents who have not completed the Release of Information forms allowing DHS to share their contact information with PSU researchers. We are currently working with the DHS Waiver coordinator to improve the number of parents who have completed the Release of Information form for the parent interview portion of the research.
Eligibility, Referral and Intake Process Accounting for Both RBV and PM:

RBV: Totals as of 12/31/2012.

DHS Screening, Identification, and Referral

- Initial Eligibility: 979 initially eligible focus children (cases) have been identified in OR-Kids reports and distributed to DHS for further screening.
- Cases Reviewed So Far: 867 (89%) initially eligible focus children (1,109 parents) have had their case eligibility determination. This is a slight increase from the prior reporting period, in which 56% were found to be eligible. We continue to work with several branches where a disproportionately high number of parents are being screened out as ineligible (specifically, Beaverton, Hillsboro, Klamath Falls, and Dallas/McMinnville).
- Eligibility: Of the 1109 parents, 664 were found to be eligible (60%) and randomly assigned. Random Assignment: Of the 664 randomly assigned parents, 356 (54%) were randomly assigned to the RBV intervention group.
- Referral to RBV Services: Of the 356 adults randomly assigned to receive RBV services, DHS has made a referral for 223 (63%) parents. The evaluation team and DHS Waiver coordinator have identified several branches in need of improvement in terms of making these referrals (District 1, District 4/Corvallis; District 15, and Beaverton).
- Release of Information: Of the 664 eligible focus adults, 260 (39%) have signed the Release of Information for the Waiver evaluation. Currently, there are 10 branches with a ROI completion rate less than 50% that are targeted for intensive TA during the upcoming quarter.
- Intake: Of the 356 RBV parents randomly assigned, 148 (42%) have completed an intake with an RBV provider. One-fourth (27%) were exited before completing intake, most frequently because the child is returned home before the RBV provider can make contact or because the RBV provider is unable to engage the parent.

PM: Totals as of December 31st, 2012

Identification, Randomization, Referral and Acceptance

- Eligibility: 283 parents have been identified as eligible.
- Random Assignment: 159 (56%) of eligible parents have been assigned to the Parent Mentor group; 124 (44%) have been assigned to the control.
- Referrals: referrals for 128 parents (81%) have been received by providers.
- Intakes: 84 parents (66%)
- Release of Information: Only 22% of parents identified as eligible by DHS have signed the Release of Information for the Waiver Evaluation (there is a small difference between the rate for PMP and control group parents). However, over 90% of the parents referred to PMP services consent to participation in the research when invited to do so by the provider. We have no such second chance with control group parents, however.

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1 This refers only to the parents that accepted services as of 12/31/2012. It does not include the number of parents with whom mentors are currently doing outreach and who will accept services in the future.
**Waiver Products This Quarter**
- PMP My Change Plan (Revised)
- PMP Dashboard (Revised)
- PMP Monthly Services and Supports Report
- PMP IRR reports
- 3 Site-Specific Site Visit feedback reports (RBV)
- RBV Parent Interview & Consent Protocols
- Draft RBV Annual Provider Survey

**Objectives for Next Quarter:**

<table>
<thead>
<tr>
<th>Objective</th>
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<tr>
<td>Work with DHS to improve ROI completion rates.</td>
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<td>Continue implementing RBV parent interviews.</td>
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<td>Pilot control group visit observation (RBV).</td>
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<td>Improve identification &amp; referral rates in targeted RBV branches.</td>
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<td>Distribute updated RBV Branch Case Flow Report.</td>
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<tr>
<td>Distribute updated Fidelity Report.</td>
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<td>Conduct RBV site visits in Jackson, Douglas, and Clatsop/Astoria Counties.</td>
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<td>Present evaluation information at February RBV Training Conference.</td>
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<td>Develop and collect training evaluation survey for RBV training conference.</td>
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<tr>
<td>Collect and analyze RBV Annual Provider Surveys.</td>
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<td>Conduct Focus Groups with PMP Supervisors; Conduct Interviews with PMP Mentors.</td>
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<td>Implement Preliminary Fidelity Assessment in PM sites.</td>
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<td>Assist in the development of the PMP training/Provide Evaluation update.</td>
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<td>Continue to work with sites to implement and maintain data collection systems and processes.</td>
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<tr>
<td>Distribute PMP Newsletter and IRR Reports.</td>
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<td>Continue community outreach/education/engagement related to Waiver evaluation.</td>
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Self Sufficiency
Project Agreement D-01-13, Exhibit A
Project Lead: Bill Baney, M. Ed.

Portland State University’s Center for Improvement of Child and Family services and the Department of Human Services, Child, Adult, and Families Services, entered into a contractual relationship with the goal of enhancing and expanding training available to Self-Sufficiency professionals (SSP) in Oregon.

Activities
1. Develop and/or deliver training sessions
2. SSP Training Unit Meetings/Consultation
3. Distance learning sessions

Develop and/or Deliver Training Sessions

Advanced Case Management
PSU was asked to design modules specific for SSP case managers focused on more advanced content and skill development. PSU and SSP staff met a several times over the quarter to ensure content for sessions reflects the strengths and needs of the intended audience. In addition, PSU consulted with internal staff regarding similar sessions designed over the past year for APD (formerly SPD) Supervisors. The multi day modules will focus on areas including reflective listening, motivational interviewing and strengths based supervision.

10/31/12 Training Observation for Navigating Change (Leading Change)
11/27/12 Training Observation for Navigating (leading) Change

Interviewing and Narrative Guide
The session explores and demonstrates how to tell the stories of the families with whom you work by integrating the strengths-based approach into TRACS narratives and case notes. Participants explore how to enhance the interviewing process through targeted and open-ended questions, document the process through narration, and keep the focus of the interview on the client.

10/3/12 Strategies for Interviewing and Narrative Guidelines (Salem) 14 attendees
11/13/12 Interviewing for Case Managers (Corvallis) 13 attendees

Training Objectives:
• Identify questions that elicit information.
• Explore the structure of an interview.
• Identify strategies to capture and document information.
• Identify pertinent data needed for complete and comprehensive case notes.

SSP Training Unit Meetings
PSU staff participated on a number of SSP Training Unit, SSTAG, Curriculum Review and FSRC Committees over the past quarter. In addition, PSU staff participated in a number of Interview Panels over the past quarter.

PSU trainers attended sessions administered by other lead trainers within PSU (Navigating Change) designed for DHS SSP and APD staff. The content is specific to creating an organizational culture supportive of change. As noted, content from the sessions helped inform
other PSU lead sessions including the Supervisory Sessions. Additionally, PSU trainers attended a multi-day DHS sponsored training, User Productivity Kit (UPK) Content Development Course. PSU facilitated a work session focused on possible strategies and structures to integrate SSP/APD training content/sessions. A concept paper highlighting the recommendations was shared with SSP/APD leadership for review. The proposed training unit structure was labeled a hybrid model: core elements delivered to both units with the ability to deliver more unit specific sessions as needed. PSU developed a draft of the proposed structure for DHS Leadership to review.

<table>
<thead>
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<th>Event Description</th>
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<tr>
<td>10/4/12</td>
<td>Family Services Review Commission Meeting Salem</td>
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<td>10/15/12</td>
<td>SSTU Unit Meeting</td>
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<td>10/15/12</td>
<td>SNAP Team Meeting</td>
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<td>10/22/12</td>
<td>TANF Team meeting</td>
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<td>10/29/12</td>
<td>SSTU Unit Meeting</td>
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<td>11/1/12</td>
<td>Family Services Review Commission Meeting</td>
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<td>12/03/12</td>
<td>SSTU Unit Meeting</td>
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<tr>
<td>12/03/12</td>
<td>Captivate Team Meeting</td>
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<tr>
<td>12/18/12</td>
<td>Captivate Team Meeting</td>
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Distance Learning Specialist
PSU’s Distance Learning Specialist (DLS) provided guidance and technical assistance around web-based/distance learning opportunities. PSU will continue to develop evaluation and learning assessment tools specific to on-line learning modules for use by the SSP Training Unit.

- Updated Captivate Guide (skin settings & publishing courses to LC) to match Captivate 6.
- Developed CBT templates – opening slide, navigation, audio, TOC, review slide, closing slide and various backgrounds.
- Revised online JPI course in December.
- Started development of online course for self-employment.
- Upgraded all four courses to Captivate 6, changed hyperlink to 2013 online evaluation forms and republished them.
- UPK webinar & 4 day training.
- Attended HSS3 meeting.
- Data entry of participant information & maintenance of backend data in Learning Center
- Wrote newsletter articles to promote online courses.
- Note: Online participation numbers for 2012: JPI: 78 participants; SNAP Overview: 64 participants; Transitional Benefit Alternative: 20 participants; National Voter Registration Act: 601 participants.

2012/13 Sixth Quarter Objectives
- Develop and/or deliver training sessions.
- Develop and/or deliver distance learning sessions.
- Develop work plan specific to case management.
- Review/Revise work plan for Seventh Quarter 2012/13.
- Finalize work plan for 2013/15 Biennium.
My Future My Choice
Project Agreement E-01-13

Project Lead: Bill Baney, M. Ed.

There was no activity on this project this quarter. There are plans for an Advisory Board meeting in February, 2013.
January-March 2013
Quarterly Report

Child Welfare Partnership
School of Social Work
Portland State University

Katharine Cahn, Executive Director
Marty Lowrey, Director of Workforce Development
Marisa Lara, Director of Operations and Administration
Bill Baney, Director of Cross Systems Training Academy
Beth Green, Research Professor

http://cwpsalem.pdx.edu

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Executive Director Overview

Katharine Cahn, Executive Director

Overview

The detailed reports on the following pages document the Child Welfare Partnership’s activities in Winter 2013 to improve the quality and effectiveness of services to Oregon’s most vulnerable citizens.

The theme of partnership runs across all reports, including the partnership with program managers in the continuous improvement of child welfare training and education, the partnership with mental health in the offering of child welfare supported certificate programs for therapists, the extensive community based partnerships found in system of care and the partnerships case managers form in self sufficiency training. Fundamental to improving child welfare, system of care, and self sufficiency outcomes is the partnership between staff and the clients they serve. The Research team supported this work with training on Parent Mentors and the use of visitation to strengthen parent – child connections. Training on engagement and trauma-informed care was provided across several programs.

Highlights of this quarter include.

- Adapting content and adjusting the schedule of child welfare core training to reflect practice change, and to accommodate a number of new staff.
- The promotion of peer to peer learning in programs such as Supervisory training, Adoption committee member Training of Trainers, SSA summits, and professional development for regional caregiver trainers.
- Training for nearly 600 caregivers, and 550 staff by child welfare partnership training unit, and close to 100 child welfare staff through the adoption certificate.
- Training for 154 persons through System of Care.

The quarter started with a Governing Board meeting where Partnership staff offered the final program offerings and cost estimates for consideration by DHS Program Managers and leadership to plan for the 2013-15 Biennium. The Governing Board directed the Partnership to prepare a proposal for continued level of service, and agreed to discuss proposed new programming in spring quarter.
Child Welfare Education and Training Director Overview  
*Marty Lowrey, Director of Workforce Development*

**Overview**

This report marks the first quarter of 2013 and was significant for the extensive planning done to prepare for the 2013-2015 project agreements assuring that they meet the evolving needs of the Oregon Child Welfare’s workforce. In the training program emphasis, during the planning, was placed on deliverables that would strengthen the Child Welfare workforce’s ability to engage cross culturally, with relatives, and throughout the duration of a family’s involvement with the agency. The importance of caseworker’s being able to engage in true community collaboration and to strike the balance between empowering and respecting youth, family and community voice without compromising (or giving away) the safety decision was also of focus.

During this quarter, preliminary decisions were made regarding program deliverables for the next biennium. These decisions included that the current project agreement deliverables would be sustained, that the base budget would be adjusted to address the increased personnel costs as a result of union negotiated increases and that the stipend amount for employees and Culturally Responsive Leaders Trainee recruits would receive an increase in the annual stipend they are eligible for, moving from $6,000 a year to $10,000 a year. We were asked to develop additional proposals for the 2013-2015 biennium focused on:

- Development of an evaluation plan for Child Welfare Core Training that would provide data regarding the knowledge and skills acquired by participants as a result of their participation in new worker training included high stakes testing and demonstration of select Child Welfare Competencies.

- Development of a comprehensive continuing education package for Child Welfare Professionals that included the capacity to earn Certificates in particularly specialties and creates the opportunity for the existing workforce to receive the Pathways to Permanency Training that is currently only available to new caseworkers due to limited capacity.

- Development of a budget to create capacity to deliver Knowing Who You Are to new workers in the state as well as have two trainers in the Partnership who could be part of the statewide team of KWYA Facilitators.

- Development of a stipend structure for the Child Welfare Education Program reflecting the new amounts and planning regarding the inheriting of the currently Federally Funded Culturally Responsive Leaders Traineeship into the Child Welfare Education Program.

The next quarter will focus on the finalization of all project agreements and planning regarding new initiatives while continuing to deliver on the training and educational work of the Partnership.
Child Welfare Training Program

Child Welfare Core Principles: Ensuring Child Safety through Family Preservation and Engagement
Project Agreement A-01-13 Exhibit A
Lead Trainer, Linda Bello, MSW

Quarter’s Activities
Child Welfare Core Training was held one and one-half times this quarter constituting 6 weeks of training. Recent changes to Department of Human Services (DHS) policy and curriculum revisions consistent with these changes have been made.

Judy Helstrom, DHS Training Specialist, is regularly attending Life of a Case on the first day to provide information to students about the Learning Center and required training thus providing a welcomed link to the DHS Training Unit. In addition, students have access to a computer to create learning profiles in the Learning Center. At DHS request, the number of Pathways to Permanency sessions was reduced, allowing one additional session of Child Welfare Core Training to be offered. As anticipated, this has resulted in the upcoming session of Pathways to be full. To facilitate new employees meeting the requirement that Pathways be attended within the first year of hire, a system for registering them has been implemented ensuring that they have priority over more experienced staff.

The addition of two new trainers has resulted in some modifications or additions to existing curricula. Specifically, content related to sexually exploited children, the Child Adolescents Needs and Strengths (CANS) Assessment Tool, and identification of fathers has been developed and implemented.

NetLink Core Trainings
The learning objectives for MEPA, Confidentiality and Advocating for Educational Services were achieved according to respondents. Participants liked the content and how it was presented in a clear and concise way. They also appreciated the case studies, videos and materials provided.

Objectives for Next Quarter
- Work will continue on finalizing written curriculum that reflects the modifications and developments that are consistent with the current Core structure.
- Facilitate staff attendance in Core to ensure the most effective completion of Core in relationship to field priorities.
- Continue to facilitate registration for required distance trainings while students are present within the classroom to improve attendance and tracking of participants.
- Facilitate registration for Pathways to Permanency.
- Monitor and integrate DHS policy and practice changes into the curriculum.
- Increase expertise of content area and diversity of training style within the Core through maximizing the variety of skills and knowledge among trainers.

Evaluation Summary
Evaluator, Kirstin O’Dell, MSW
A participant observation process was pilot tested during this quarter in both Fundamentals and Life of a Case. During the pilot, the observation tool was revised and calibrated to ensure consistent and equitable rating of participants. Observation data collected was not sent to supervisors during the pilot. Next quarter we will fully implement the participant observation process with observation data summaries to be emailed to supervisors after the training.

The learning objectives identified for the Life of a Case cluster were achieved, according to participants (99%). Materials and activities were useful to participants.

Participants in Fundamentals cluster agreed that the identified learning objectives were achieved (99%). There was agreement that the training content was applicable to the participants’ jobs and that the trainers were knowledgeable. Participants particularly appreciated the materials, activities and opportunities to practice what they were learning.

**Pathways to Permanency-Implementing the Alternate Plan**

Project Agreement A-02-13 Exhibit A

*Lead Trainer, Linda Bello, MSW*

**Quarter’s Activities**

At the directive of DHS, *Pathways to Permanency* was not held this quarter so that a session of Child Welfare Core Training could be added within existing resources. This decision was made, in part, due to a higher than average hiring period of new child welfare workers. As anticipated, this has resulted in the June, 2013, session of Pathways being full with additional participants being deferred to the September, 2013, for registration. Concessions regarding optimal classroom size have been made by increasing the number of participants for the June and September sessions to 45. Prioritization of new workers, who are required to attend Pathways within their first year of hire, will continue. Future plans to train the remaining seasoned staff members will need to be negotiated in the 2013-2015 project agreements.

Collaboration is occurring between CWP and DHS regarding announcements of training, registration, and attendance tracking in an effort to promote high completion rates of mandatory training. DHS Program Managers have been instrumental in encouraging and supporting existing staff to attend *Pathways to Permanency*.

The CWP training unit continues to monitor *Pathways to Permanency* curriculum being in alignment with Child Welfare Core curriculum, avoiding duplication, and building upon learning concepts introduced in *Child Welfare Core Training: Ensuring Child Safety through Family Preservation and Engagement*.

**Objectives for Next Quarter**

- Deliver trainings consistent with an approved training schedule.
- Continue to utilize evaluation instruments as a guide to strengthen and enhance training.
- Consult with DHS Central Office to update training materials to reflect changes in policy and practice.
- **Begin discussions regarding a session on worker safety.**

**Evaluation Summary**

No trainings to report on.
Adoption Committee Member Training: Training of Trainers
Project Agreement A-02-13 Exhibit B
Project Coordinator: Dawn Perrault, MA

Quarter’s Activities

Adoption Committee Member Training of Trainers (TOT) was not scheduled during this quarter. Additionally, no quality assurance and mentoring training events were requested.

Instead it was agreed that an Adoption Committee Member Trainers Advanced Practice Forum would be offered to DHS staff members who previously attended Adoption Committee Member Training: Training of Trainers. Curriculum for the Practice Forums was completed and the first of four forums took place on January 23, 2013, at the Beaverton Child Welfare office. Unfortunately attendance was poor with only 3 of the originally trained trainers attending as well as two staff from the PSU Child Welfare Partnership. Two other forums were held during this quarter, one in The Dalles, with only two participants, and another in Eugene, which had 6 participants.

After the poor attendance at The Dalles the CWP trainer called half of the remaining potential participants as did Francine Florendo, the Child Welfare Adoption Consultant. There has been quite a bit of turnover in the original group trained but several staff also reported being completely overwhelmed with their assigned casework or supervisory duties and unable to attend even a half day training.

Several of the trainers from Child Welfare who were part of the original Training of Trainers have provided the training to committee members but feel training in the field for a whole day is challenging in regards to getting attendance. The Practice Forum offered opportunities for sharing among staff around the challenge of being an Adoption Decision Specialist as well as Facilitator of adoption committees. In addition the Practice Forums offered technical assistance for common challenges experienced in the committee process. There was a tremendous amount of consensus that the decentralization of adoption selection has created a selection process which is taken less seriously than previously.

Objectives for Next Quarter

- Continue discussions with DHS Adoption Unit management regarding the process of development of the 2013-2015 Project Agreement.
- Share feedback from Practice Forums with Central Office.

Evaluation Summary

Evaluator, Kirstin O’Dell, MSW

Overall respondents rated the practice forums as ‘very good.’ The information presented was used and the learning objectives were achieved according to participants. The time spent sharing ideas and engaging in discussion with trainers and other participants was particularly helpful.

Supervisory Training
Project Agreement A-03-13 Exhibit A
Instructor, Dan Garris, MA

Quarter’s Activities
Cohort O ended in March 2013. Supervisors continue to benefit from and appreciate opportunities to meet and receive peer consultation alongside the supervisory training content. The Supervisory Training Back Up Plan with the back-up trainers observing continues with debrief sessions after each observed session. Back-up trainers are providing written reflections of their observation of sessions.

We look forward to forming the next Cohort (Cohort P) which will begin in July 2013.

Objectives for Next Quarter

- Prepare for Cohort P in July 2013 via advertising for enrollment.
- Notify supervisors across the state of the upcoming training and request networking to discover and invite any newly hired supervisors to cohort P.
- Continue to increase communication and accountability for those who need to complete make up sessions.
- Continue to expand our training influence to other supervisory venues per request and on a case by case basis.
- Expand supervisory consultation to child welfare supervisors.
- Continue to enact the Supervisory Trainer Back-Up plan through consultation with Ms. Salas, viewing the Salas training tapes, back-up trainer observation of each module and debrief sessions throughout the 2012-2013 Cohorts.
- Have back up trainers select sessions to train during Cohort P.

Evaluation Summary

Evaluator, Kirstin O'Dell, MSW

There was consensus among respondents that the learning objectives for the modules presented were met (100%). The content related to learning, leadership and personality styles was particularly useful to participants. Discussions and time for interaction were also highly valued by participants.

Social Service Assistants Training

Project Agreement A-04-13 Exhibit A

Lead Trainer, Michelle Warden, BA

Quarter’s Activities

The Partnership delivered three one-day Summits entitled, Reaching for the Peak of Professionalism. The first Summit took place in Medford on March 5 with 24 participants. The second summit took place in Eugene on March 6 with 38 participants. The third Summit took place in Salem on March 7 with 41 participants.

Committee members for the Social Services Assistant Summit met three times during this quarter to continue planning for the Summits.

Michelle Warden consulted with central office staff regarding training Social Services Assistants statewide on policy revisions regarding a new DHS policy, Monthly Contact and Monitoring Child and Young Adult Safety, which will impact the work of Social Services Assistants. Information regarding this new policy was incorporated into the training at the Summits.
Objectives for Next Quarter

- Deliver two Summits; one in Hillsboro and one in LaGrande.
- Deliver Social Services Assistant Training in May, 2013.
- Revise the current Social Services Assistant Training curriculum to incorporate policy revisions regarding Monthly Contact and Monitoring Child and Young Adult Safety which will impact the work of Social Services Assistants.

Evaluation Summary
Evaluator, Kirstin O’Dell, MSW

Most participants rated the summit overall as ‘excellent’. According to respondents, the summit was well organized, relevant and provided adequate networking time for participants. All four sessions presented at the summit were well received by participants with an overall rating of either ‘excellent’ or ‘very good.’ The content in each session was stated to be very useful and applicable to SSAs. Many participants wished that the summit was either longer to allow more time per session or to have fewer, but longer, sessions. A two-day summit format was a common suggestion.

Certifier and Adoption Worker Training: Essential Skills in Assessing and Supporting Caregivers for the Safety, Stability and Well Being of Children
Project Agreement A-05-13 Exhibit A
Project Lead and Lead Instructor, Frannie McMahon, BS

Quarter’s Activities

A new trainer assumed the project lead position in January 2013. Activities during this quarter related to orienting the new trainer and coordinating activities regarding preparation for April/May training. The curriculum content was reviewed and updated to reflect current policy and practice. The expectation is that changes will be made to curriculum removing topics which are covered in Pathways to Permanency, a required training for all DHS employees, and adding content that is more pertinent to the realm of responsibilities for certifiers and adoption workers.

Seventeen new certifiers, adoption workers and supervisors have registered to attend Certification and Adoption Training which is scheduled for April and May 2013. Additional participants have registered for the two day SAFE training only.

Objectives for Next Quarter

- Deliver Certification and Adoption Training in April and May.
- Facilitate SAFE Training.
- Continue to participate in the SAFE Home Study Quality Assurance project.
- Continue to find ways to improve/update the trainings and training materials to reflect changes in policy and practice.

Evaluation Summary
This training was not offered this quarter.
Foundations Training of Child Welfare Regional Trainers
Project Agreement A-05-13 Exhibit B
Lead Trainer, Kris Villanueva, LCSW

Quarter’s Activities

On February 12-14, 2013 the three-day *Foundations in Foster, Adopting and Caring for Relative Children Training of Trainers* was offered. In addition on February 15 a Professional Training Day was offered to the Foundations trainers; tied to the three-day training to minimize travel for those already participating in the three-day training.

The Professional Training day was a working training in which participants were taught the fundamentals of curriculum development while developing a topic as a group. The group produced a raw product which is now being turned into a full curriculum which they will be able to deliver themselves as a brown bag or support group topic. The focus of the curriculum is on *Dyssemia* or those children who are not well attuned to social cues. The group felt this topic to be timely and needed for their caregivers.

This quarter there were no mentoring events due to lack of requests from the field.

Objectives for Next Quarter

Another Professional Development Day for the Foundations trainers is scheduled to be offered in May and will provide an opportunity for participants to practice their presentation skills through the delivery of the brown bag training: *Helping the Child Who Doesn’t Fit In*. In addition we will attempt to reach out and offer mentoring to Foundations trainers again this quarter.

Evaluation Summary

Evaluator, Kirstin O’Dell, MSW

*Foundations Training of Trainers*

Most participants rated the overall training as ‘excellent’ or ‘very good’ (90%). All respondents agreed that the learning objectives were achieved (100%). The materials and activities were useful to participants (98%). All respondents indicated that they felt prepared to train Foundations at the completion of the training.

*Foundations Professional Development Day*

All respondents rated the overall training as ‘excellent’ or ‘very good.’ There was consensus among all respondents that the learning objectives were achieved (100%). The instructions and experience around creating a curriculum was useful to participants.

Specialized and Ongoing Professional Development

Project Agreement A-06-13 Exhibit A

*Project Coordinator, Dawn Perrault, MA*

Quarter’s Activities

The Child Welfare Partnership (CWP) continues to offer a “menu” of ten specialized trainings to DHS staff throughout the State of Oregon.
During this quarter, specialized staff training occurred on January 15 in La Grande/District 13, on February 14 in Astoria/District 1, and on February 19 in Klamath Falls/District 11. Each location was offered one to two sessions of their selected training topic(s) to provide needed training and to allow the participation of as many staff members as possible without lowering staffing levels too drastically. The topics presented were Quality, Customized Visitation Plans and Neglect: Assessing & Ensuring Child Safety in La Grande, and Neglect: Assessing & Ensuring Child Safety in both Astoria and Klamath Falls. The trainings were attended by a total of 118 staff members and community partners.

Two advanced staff NetLink trainings occurred. The training topics were Interviewing Children with Disabilities and Coaching Foster Parents on Collaborative Problem Solving. There were a total of 28 participants in the two NetLinks. Due to low enrollment, Talking with Children About Difficult Issues, scheduled in January, 2013, was cancelled.

Scheduling of NetLink training sessions for the second half of 2013 was initiated and is in process.

Objectives for Next Quarter

- Continue to offer advanced/specialized staff trainings as requested and as resources allow.
- Continue to offer one NetLink training per month to DHS staff.

Evaluation Summary

Evaluator, Kirstin O’Dell, MSW

The overall rating of advanced staff trainings offered this quarter was “very good.” Participants found the information useful. The stated learning objectives for the trainings were achieved. Participants appreciated case scenarios and examples given and the immediate applicability of the content along with materials to reference.

NetLink Advanced Staff Training

The learning objectives for the NetLink trainings offered were achieved according to respondents. The examples provided by the trainers were useful to participants.

Adoption Technical Training

Shelly Field, BS

Quarter’s Activities

There were no sessions of Adoption Tools & Techniques this quarter. The next session is scheduled for May 14-16, 2013. There are currently 25 people registered for the training and two people continue on the waiting list.

The project was transitioned to a new project manager and as part of the process, the new project manager reviewed all of the curriculum and attachments. Several handouts were updated through a Central office review process in anticipation of the May session.

In addition, each presenter has been contacted and confirmed and each of their presentation materials has been updated.
In confirming with Judge Tennyson, who presents on courtroom behavior, bias and parents’ rights, it was discovered that she was unavailable for the November 2013. Another judge was identified as a backup and was confirmed with the agenda and learning objectives being presented.

CWP training unit continues to work closely with DHS training unit regarding announcements of training, registration, and attendance tracking in an effort to promote high completion rates of training. Registration is being tracked for appropriateness and priority and adjustments have been made to allow participants on the waiting list in.

**Objectives for Next Quarter**

- Deliver the training scheduled for May 14-16, 2013.
- Continue to utilize evaluation instruments as a guide to strengthen and enhance training.
- Continue to review overlap with *Pathways to Permanency* curriculum and make adjustments as needed to avoid duplication.

**Evaluation Summary**

_Evaluator, Kirstin O’Dell, MS_

As there were no sessions offered this quarter, there are no evaluations that summarize participants learning and progress towards meeting learning objectives.

**Foster/Relative/Adoptive Parent Training Project Agreement**

_AKA: Caregiver Training Unit (CTU)_

_Project Agreement A-07-13 Exhibit A_

_Program Coordinator, Dawn Perrault, MA_

**Quarter’s Activities**

During this quarter, the Caregiver Training Unit continued working with the Districts to meet their training needs, developing new training topics, and participating in Certifier quarterlies to disseminate information, gather input and address questions and/or concerns.

This quarter, thirty-three classroom training sessions were scheduled to be presented by staff and contracted trainers across the state; however, at one scheduled training session no participants ever arrived. The training sessions presented included seven *Cardio Pulmonary Resuscitation* (CPR) and *First Aid* trainings, two of those in Spanish, and two on-site *Behavior Crisis Management Training* (BCMT) two-day sessions. Participants in the thirty-three scheduled classroom trainings numbered 451 (87, or approximately 19%, of those participants were identified as relative caregivers).

Six scheduled classroom training sessions were cancelled during this quarter with less than one week’s notice due to low enrollment. Those cancellations occurred in Districts 1, 2, 8, 9, 15 and 16.

Also during this quarter, seven 3-hour NetLink trainings were provided for caregivers, including one in Spanish. Participants in the seven NetLink trainings numbered 149 (13 participants, or 9%, were identified as relative caregivers).
Of the total 1,464 Foster Parent College members registered statewide, 42 completed a total of 117 trainings via the internet during this quarter. Four Foster Parent College units were allowed to expire. A brief review of the courses completed during the quarter, revealed that the most popular Foster Parent College courses were *Lying (Revised)* completed by 9 members, *Child Development* completed by 7 members, and *Caring for Children Who Have Been Sexually Abused* completed by 6 members.

**Objectives for Next Quarter**

- Continue to deliver a minimum of one evening and one daytime NetLink training per month.
- Continue to identify new training topics for development and new methods for delivery of training.
- Continue participation in certifier quarterly meetings and other meetings as appropriate.
- Continue to fulfill training requests made by the districts.
- Continue to observe and provide feedback to contracted and staff trainers.
- Continue efforts to aggressively market trainings, most specifically NetLink and Spanish trainings, in order to increase participation.
- Continue to participate in the development of the Shoulder to Shoulder Conference.

**Evaluation Summary**

*Evaluator, Kirstin O’Dell, MS*

The overall rating of caregiver classroom trainings given by participants was “excellent.” The trainers were viewed as knowledgeable. The personal stories and experiences they shared were helpful to participants in addition to the content presented. The learning objectives were achieved according to participants.

**NetLink**

The overall rating of NetLinks offered to caregivers this quarter was “very good” and the learning objectives were achieved. Caregivers appreciated having live training opportunities available to participate in from home. Participants liked the interactive nature of the trainings and the practical advice and tips provided.
## Training Totals

### Department of Human Services Training

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<th>DHS Staff Training</th>
<th>Classroom Trained</th>
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## Caregiver Distance Training

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Adoption and Foster Family Therapy Certificate Program for Mental Health

Project Agreement A-08-13
Project Lead, Kellie Herold, BS

Quarter’s Activities

During this quarter activities focused on delivery of Adoption & Foster Family Therapy Certificate Program Winter 2013 classes. Active recruitment efforts and scholarships resulted in successful enrollment this academic year.

Winter term included the following classes:
- January 7-Feb 6 (online) Attachment & Bonding. Attended by 57 participants (15 child welfare professionals and 42 therapists)
- February 7-March 6 (online) Kinship, Cultural Connections & The Ever-Changing Family. Attended by 56 participants (15 child welfare professionals and 41 therapists)
- March 8 Trauma & Dissociative Disorders: Working with Adoptive and Foster Families. Attended by 98 participants (28 child welfare professionals and 70 therapists)
- March 9 Promoting Positive Sexual Development Following Abuse. Attended by 87 participants (28 child welfare professionals and 59 therapists)

The Certificate program is available via distance learning, providing state-wide access:
- 7 of the 11 Certificate Program classes take place on the downtown Portland campus.
- Approx 50% of the participants view the class via live video streaming from all across Oregon including Eugene, Coos, Boardman, Astoria, Prineville, Florence, Grants Pass, Yamhill, Pendleton, South Bend, Roseburg, Oregon City, and Klamath Falls.
- 4 of the 11 classes are fully-online classes.

There are currently 44 therapists and child welfare professionals enrolled in the full-program.

Objectives for Next Quarter

Prepare and deliver the April online class Family-Based Therapeutic Strategies: Coaching Adoptive & Foster Families. In May there will be a two-day class Putting Adoption & Foster Care Therapy Into Practice. Final Projects will be due on June 15 for therapists that have completed all of the course requirements. Upon issuance of Certificates of Completion, therapists will be added to the Directory of Therapists.
- Continue curriculum development for the Implementing Child Welfare Practice class
- Continue to monitor the CCO changes to the child mental health system
- Continue to monitor developments with the Center for Adoption Support & Education (CASE) National Certification

Identify new instructors for three classes for the 2013-2014 Program Year:
- Central Elements of Preserving Placements course
- Trauma & Dissociative Disorders: Working with Adoptive and Foster Families
- Promoting Positive Sexual Development Following Abuse

Evaluation Summary

Classroom evaluations were collected but the findings are not yet available for Winter 2013.
Wraparound Cross-Systems Training Academy

Project Agreement A-09-13
Wraparound Service Team Training - Exhibit A
System of Care Infrastructure Development – Exhibit B

*Director of Cross-Systems Training Academy, Bill Baney, M. Ed.*

Through the Child Welfare Partnership, the System of Care institute provides training, workforce development and systems support to demonstration sites in Oregon to support the implementation of a wraparound service delivery model. The demonstration sites include Washington County, Rogue Valley (Josephine and Jackson Counties), and Mid Valley (Linn, Marion, Polk, Tillamook and Yamhill Counties). PSU expanded the invitees to include representation from other state and local child/family serving initiatives and system transformation efforts.

PSU, in partnership with SCWI partners, initiated efforts to align transformation efforts around the state that fall within the scope of Systems of Care. Over the past quarter, PSU connected with leadership of projects including Project LAUNCH, MIECHV, Early Learning Council, Oregon Department of Education, Coordinated Care Organizations and other DHS related efforts with the goal of creating an integrated and sustainable child and family serving system based on the core principles and values associated with Systems of Care.

Quarter’s Activities

PSU provided specific training and consultation to 154 people this quarter. The total number does not include participants on committee meetings, advisory groups and/or related system transformation work teams.

- Training Modules
- Site Consultation
- Project Meetings
- Systems of Care Alignment and Project Agreement

Training Modules

PSU designed and delivered a number of training sessions specific to Wraparound and Systems of Care (SOC). All sessions are grounded in foundational Wraparound principles/values and uniquely tailored to reflect the intended communities and specific system partner.

Train the Trainer

PSU designed and developed a 3-part Train the Trainer Session specific to Wraparound and SOC. The initial module (3 consecutive days) provides a foundational overview of the core principles and values associated with both Wraparound and SOC. The second module focuses on the skills and qualities needed to effectively train others on the content. The last module serves as a vehicle for attendees to train in their respective communities with coaching and mentoring from PSU Instructors. Over the past quarter, PSU developed the sessions and delivered the first module to attendees from around the state. In addition to Oregon attendees, a project from the San Francisco Bay Area sent one person to participate. Module 2 and 3 will be offered during the last quarter.
3/18/13  Tri-County Train-the-Trainer Module 1 Part 1
8 hours
Attendees: 11
Dan Embree, Susie Barrios

3/19/13  Tri-County Train-the-Trainer Module 1 Part 2
8 hours
Attendees: 11
Dan Embree, Susie Barrios

3/20/13  Tri-County Train-the-Trainer Module 1 Part 3
8 hours
Attendees: 11
Dan Embree, Susie Barrios

Consultation
PSU provided concentrated consultation to demonstration sites to support efforts for implementation. Over the past quarter, PSU consulted with core service team members (Care Coordinators, Family Partners, Supervisors and local Site Leads), system partners and project stakeholders. Consultation content included family-driven care, model design, facilitation, roles/responsibilities and organizational development. In addition, PSU attended multiple DHS Implementation Team meetings over the past quarter.

PSU provided technical assistance/consultation to:

1/4/13  Ed/DHS Alignment Meeting Consult
1 hour
Attendees: 6

1/11/13  WA County Consultation
2 hours
Attendees: 14

1/28/13  WA County Leadership Consultation
1 hour
Attendees: 4

2/8/13  WA County Team Consultation
2 hours
Attendees: 14

2/13/13  Tri-County Wraparound Team Consultation
3 hours
Attendees: 30

2/20/13  Jackson County Team Consultation
4 hours
Attendees: 10

2/21/13  Josephine County Team Consultation
4 hours
Attendees: 10
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<td>3/12/13</td>
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**External Project Related Meetings**

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**Systems of Care Alignment and Project Agreement**

To ensure sustainable practice and systemic implementation, it is important to link with existing and/or projected transformation efforts found in child and family serving systems. Over the past quarter, PSU has made deliberate and purposeful efforts to align SCWI goals and objectives with other transformative efforts underway specific to child, youth, adult and family services. For
instance, PSU met with state level system representatives leading such change including stakeholders from bodies such as the Oregon Education Investment Board, Early Learning Council, Oregon Department of Education, Coordinated Care Organizations, Oregon Health Authority, MIECHV Project, Cradle to Career (local and state) and other DHS specific initiatives including Family Connections, Modernization, Strengthening, Preserving and Reunifying Families and HB964. PSU has been working with DHS SSP leadership around the development and delivery of a case management structure consistent with the core values of SOC: youth and family driven, community based and culturally responsive.

To increase system partner awareness and foster greater alignment, PSU created a series of Wraparound and SOC fact sheets. Over the past quarter, PSU finalized 3 fact sheets designed specifically for emerging Coordinated Care Organizations (CCO) as part of the Health Care Transformation process in the state. In addition, PSU has been actively engaged with OHA Transformation Agents that are responsible for the development equitable and integrated services among all the CCOs in the state.

In addition, PSU, in partnership with state and local system leaders, began the process of developing a scope of work for the upcoming biennium (2013-15) for PSU that will support communities implement Wraparound and Systems of Care. This work will continue over the next quarter.

During the Third Quarter, PSU posted and interviewed candidates for the role of SCWI Coordinator. The current SCWI Coordinator’s roles and responsibilities will decrease yet she will remain involved on the project. She will seek to link transformation efforts underway in early childhood she is overseeing to ensure greater alignment, efficiencies and cost savings.

Activities for Next Quarter

- Ongoing training and workforce development sessions
- Broaden training plan to include system partners
- Develop/Deliver System of Care Sessions
- Review/revise/update workforce development plans for state
- Finalize scope of work for next biennium specific to Systems of Care
- Meet with OHA Transformation Agents
Title IV-E Waiver Demonstration Project Training Programs
Project Agreement A-10-13

Relationship Based Visitation - Exhibit A
Project Lead, Karen Moorhead

Quarterly Activities
Training this quarter has focused on supporting the Relationship Based Visitation programs through providing a one day summit. The summit was held on February 20, 2013 in Salem. The summit offered an opening session including an overview of changes in the reporting system with information from the research team about progress in the program to date. There was an opportunity for individuals to choose to participate in one of six different table discussions. The remainder of the summit provided small group sessions on Using activities, Journals and Homework to Enhance Visitation presented by Vicki Lunghofer; Effective Coaching: creating Partnerships with Parents presented by Dara Michelini, MSW; and Debriefing Visitation Sessions presented by Karen Moorhead, LMSW; as well as a facilitated discussion for supervisors of the RBV program coordinated by Donna Haney. The PSU research staff were also in attendance at the summit to provide assistance and direction about the various reporting requirements as well as adjusting components of the program as necessary. CWP coordinated training materials and provided facilitation for the welcome and closing sessions. There were 49 individuals who attended this training.

There were no RBV orientation trainings held this quarter.

Objectives for Next Quarter
- Plan and provide two NetLink learning circles.
- Develop strategic training plans for the next biennium.

Parent Mentoring Program Training-Exhibit B
Project Lead, Karen Moorhead

Quarterly Activities
Training this quarter has focused on supporting the Parent Mentor program via a one day summit. The summit was held on Thursday February 21st at Portland State University. The summit offered an opportunity for all of the parent mentors to meet and exchange ideas. The following topics were presented at the summit: Review of Parent Directed Outcome Informed Basics, for Supervisors - Facilitated Discussion: How To Make To Best Use of Supervision Time, Creating A Coaching Environment With Your Staff presented by Dan Garris, MA, Trainer with Child Welfare Partnership and Empowering Resilience and Retention presented by Karen Moorhead, LMSW.

There were 22 individuals present at the summit. Members of the research team also attended the Summit.

Objectives for Next Quarter
- Plan and provide two NetLink learning circles.
- Develop strategic training plans for the next biennium.
Child Welfare Education Program
Project Agreement B-01-13
Child Welfare Education Program-Exhibit A
Instructor/Advisor Liaison: Lea Ann Holder, MSW LCSW
Director of Workforce Development, Marty Lowrey

Overview


Per agreement with DHS the updated planned program changes will include:
1. Tuition will increase to $10,000 per academic year for DHS employees. Tuition support will remain at $6,000 per academic year for recruits.
2. All DHS employed continuing MSW students for the fall of 2013 will soon be notified of the increase in tuition and offered that amount.
3. CWEP will be able to accept up to 20 DHS employed students and up to 5 recruits for the upcoming, 2013/2014 school year.

Quarterly Activities

Spring term field site visits took place in mid to late March. Student evaluations for spring quarter were completed and entered in PSU Banweb. Staff continues to provide ongoing support for students and Field Instructors regarding assistance with the newly designed and implemented competency based evaluations, along with help in completing online forms. The placement matching process for students who are entering their advanced year occurred in mid-January as the result of the field team’s decision to move the matching process forward 6 weeks.

CWEP student recruits (3 students spring term) took advantage of the CORE staff training offerings during the spring term. Students are able to claim 40 hours per term of their field placement hours while attending CORE training.

CWEP Seminars:

Karen Moorhead, Instructor/Advisor Liaison continued to facilitate the monthly CWEP seminars. Karen brought an array of discussion topics that provided an opportunity for non DHS partnership students and DHS employed students to broaden their knowledge of social work values and enhance their skill sets. Lea Ann facilitated the monthly Culturally Responsive Leaders (CRL) seminars. Both seminars provide students with the opportunity for support in a relaxed and more inclusive atmosphere.

Lea Ann taught the Advanced Practice in Child Welfare, SW 566 class, winter term. All students in this class were in the CWEP and 2/3 were DHS employees.

Students enjoyed learning from the guest presenters, most of whom are DHS professionals who have a vast amount of expertise in various areas within Child Welfare and the wider communities.

The MSW faculty voted on a new curriculum plan for the foundation year. The new curriculum will include holding a for-credit-field seminar that is designed to compliment and reflect the competency based practice principles.
Staff met with the state wide DHS Child Welfare, Volunteer Coordinators in January to collaborate on a process for students (recruits and non CWEP students) who are doing their internships with Child Welfare. Each Volunteer Coordinator will be given the student’s names and a group (depending on the number of students in each branch area) orientation/background check procedure will be scheduled prior to their start date.

Jordann Leeb and Regina Carpenter, Volunteer Coordinators from Multnomah and Washington Counties, respectively, joined our March field team meeting, presenting the plan to the field team members.

The National Child Welfare Workforce Institute (NCWWI) Traineeships presentation proposal was selected for the 2013 NICWA conference which will take place in Tulsa, Oklahoma, April 7th through the 10th.

Lea Ann is on the MSW Admissions Committee and began reading applications in early February. There are over 850 applications for 2013/2014 MSW program. Final decisions on admissions are expected to be made by mid-April.

Student Summary:
Karen is the Program Advisor for 10 CWEP students (7 MSWs and 3 BSWs). Lea Ann Holder continues as Program Advisor to the remaining 24 students in the campus program.

The breakdown of partnership campus students are as follows:

Students: 34 Students Total
32 CWEP Campus Students (1 is returning spring term from a leave of absence)
3 BSW Students (1 is returning spring term from a leave of absence)
2 Non CWEP Campus Students (in Culturally Responsive Leaders Program)

We have 15 campus continuing MSW CWEP students for fall, 2013. Of those, 10 are DHS employees. All students continue to be in good academic standing.

Objectives for Next Quarter
• Continue advising students academically and making site visits to field placements
• Continue recruitment of employees/students into the CWEP program
• Continue supporting Field Instructors and Task Supervisors
• Continuing to support the endeavor of the CWEP seminar.
• Continue strengthening relationships with Child Welfare managers and supervisors
• Continue collaborating with Central Office Department of Human Resources Child Welfare Education Program partners
• Teach SW 566 Advanced Practices in Child Welfare class, winter term.
• Continue all committee work as listed above.
• Work on the presentation for the National Indian Child Welfare Association (NICWA)
• Continue teaching the seminar for CRL.
• Continue recruiting BSW and MSW students for the CWEP program.
• Continue to foster and strengthen relationships between CWEP, and Distance Coordinators and tribes in order to develop new field placements and to recruit American Indian/Alaskan Native Social Work partnership students.

• Review and make recommendations, as a committee member for student acceptance into the PSU MSW program.

• Assist with the CWEP monthly seminar

• Continue work with the faculty Field Team.

• Continue working with Multnomah County and state wide ICWA Advisory Committees.

• Continue recruitment efforts (also helping create recruitment flyers) for the CWEP within Multnomah, Clackamas, Washington and Columbia Counties.

CWEP Interviews will be held on May, 17th and May 22nd.
We have 14 campus MSW CWEP applicants (6 DHS employees).
We have 2 BSW CWEP applicants, totaling 16 applicants for the 2013/2014 CWEP on campus.

The Longitudinal Child Welfare Education Program Evaluation:

The HSRCC/IRB approval for our longitudinal evaluation has been received. Obtaining consents from all students who are currently enrolled in the CWEP is in process. By the end of the term all currently enrolled students will have been consented (or we will have received their refusal to participate). The survey instruments are being transferred to Qualtrics, an email based survey platform. Preparedness surveys will be sent to all students who are projected to graduate at the end of the 2012-2013 academic year. An overview to the SW 566 class was presented and consents were gained consents from all of the campus students.

An overview presentation of the evaluation is currently in preparation for the training advisory committee meeting on April 8th. Consenting procedures for 2013-2014 entering program participants are being developed and investigation of options with HSRCC/IRB to consent and survey our alumni is underway. Introduction to Child Welfare, SW 407-U class, will be taught by the PhD student spring term.

Culturally Responsive Leaders Program

Project Lead, Lea Ann Holder, MSW, LCSW

Quarterly Activities and Overview:

Students have thoroughly enjoyed the monthly seminars. They report feeling supported, safely validated and most importantly, inspired to continue their work in Child Welfare. Deb Ortega, a PSU visiting Social Work Scholar from the University of Denver was the guest presenter in January. Angela Cause, Diversity Relations Coordinator for SDA-2, was the guest presenter in February. Both presenters provided insightful discussions and revelations about their personal and professional journeys. Gloria Anderson, who recently retired after over 30 years of service with DHS, was guest presenter for the March Culturally Responsive Leaders Seminar.

Student Summary

Students continue to access and utilize the resources on the Student Web Center the Ning. They also discuss subjects on current student blogs. Rafael Reynosa, our student web center liaison, introduces topics for discussion that are on the national level.
Many of the students have written heartfelt and supportive responses which reveal the importance of continuing and sustaining the Culturally Responsive Leaders Program/Seminars, as the 5th year of the NCWWI grant funding ends.

A notable quote…

“It has been an honor to be selected to attend the Culturally Responsive Leadership class. I have gained so much insight about the difference in cultures, and what oppression means through the eyes of our speakers. I have met people who are trying to make a difference in very changing times.

This class has been my bridge to starting my journey. The class provides a place to come and share thoughts and ideas about how we as leaders want to help make a change and difference.

There is a need for this class at PSU and other colleges across the country so that upcoming cultural leaders can learn from already existing leaders and continue to take the lead. I have gained insight to what my next career will be through this class. I have created new working relationships with classmates that are on the same quest as me saving families. I have learned and value an entire network of people across the country defending what is right and questioning what is wrong. I have, through the Culturally Responsive Leadership class, found hope.”

There are nine (9) students in our CRL Program. All students are in good academic standing.

The cultural diversity of our students includes:
   4 African American students
   3 Hispanic students
   2 American Indian/Alaskan Native students

The final 6 month student narrative and student data tracking report were submitted to the National Child Welfare Workforce Institute (NCWWI) on March 18th, 2013.

Objectives for Next Quarter

- Continue to provide coordination for the monthly seminars along with advising students.
- The Principal Investigator for the CRL grant will attend the final NCWWI Annual Report conference in Chicago in June 5-7, 2013.
Research Title IV-E Waiver Evaluation
Project Agreement C-01-13 Exhibit A
Research Professor: Beth L. Green, Ph.D. and Senior Research Associate: Anna Rockhill, MPP, MA

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<th>Objectives for this Quarter</th>
<th>Progress Toward Objectives</th>
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<tr>
<td><strong>Relationship Based Visitation</strong></td>
<td></td>
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<tr>
<td>Continue to distribute DHS Branch Case Flow Reports</td>
<td>Completed Jan 2013</td>
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<tr>
<td>Distribute semi-annual RBV fidelity report</td>
<td>Completed March 2013</td>
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<tr>
<td>Conduct site visits to RBV providers</td>
<td>Conducted site visit to Douglas Co, Coos County</td>
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<tr>
<td>Conduct RBV director/manager interviews</td>
<td>Completed in Douglas &amp; Coos Co sites.</td>
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<tr>
<td>Conduct RBV coach focus groups</td>
<td>Completed in Douglas &amp; Coos Co.</td>
</tr>
<tr>
<td>Conduct RBV visit observations</td>
<td>Completed in Douglas &amp; Coos Co.</td>
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<tr>
<td>Continue parent interviews</td>
<td>36 parent interviews completed</td>
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<tr>
<td>Review RBV family files for fidelity</td>
<td>Completed in Douglas &amp; Coos Co.</td>
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<tr>
<td>Collect &amp; analyze Annual RBV provider survey data</td>
<td>Data collected Feb 2013, analysis in progress.</td>
</tr>
<tr>
<td>Create and collect training meeting evaluation data</td>
<td>Completed Feb 2013</td>
</tr>
<tr>
<td>Begin analysis of RBV manager, staff interviews for statewide process evaluation</td>
<td>Started, in progress</td>
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<tr>
<td>Work with DHS to improve ROI completion rates, referrals, etc.</td>
<td>Worked with Donna Haney to identify branches in which identification/referral was problematic; continuing to provide TA and problem solving to these branches. Scheduled conference calls with two branches to discuss RBV identification/referral challenges (scheduled for Feb 2013). Trained 4 new DHS RPMS system Liaisons. Trained 7 new RBV coaches on using the RPMS system.</td>
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<tr>
<td>Pilot control group visit observation (RBV)</td>
<td>Not yet started.</td>
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<tr>
<td>Present evaluation information at February RBV Training Conference</td>
<td>Completed Feb 2013.</td>
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**Parent Mentoring**

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<th>Objectives for this Quarter</th>
<th>Progress Toward Objectives</th>
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<tr>
<td>Create evaluation for use in the PMP training/write up evaluation results</td>
<td>Completed</td>
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<tr>
<td>Create PM “IRRP” reports that</td>
<td>Developed and distributed reports to participating DHS</td>
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<td>Task Description</td>
<td>Details</td>
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<tr>
<td>detail the flow of clients from Identification, Randomization, and Referral through Participation and Case Closure.</td>
<td>branch offices and PMP providers.</td>
</tr>
<tr>
<td>Create a Parent Mentor newsletter containing practice tips, evaluation updates and findings as well as news from DHS to be distributed quarterly to child welfare branches and provider agencies as well as community partners.</td>
<td>Third edition was distributed in January.</td>
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<tr>
<td>Develop questionnaire and consent for interviewing Mentors.</td>
<td>Completed- interviews will begin in April.</td>
</tr>
<tr>
<td>Conduct Focus Group with PMP Supervisors</td>
<td>The third took place in January.</td>
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**Both Relationship Based Visitation and Parent Mentor**

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<th>Task Description</th>
<th>Details</th>
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<tr>
<td>Participate in NetLinks and other Trainings</td>
<td>Participated in RBV Summit. Participated in PMP Summit. Both PM and RBV teams collaborated with PSU trainers and DHS waiver coordinator on topics for NetLinks, and for Training Conferences.</td>
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<tr>
<td>Implement and monitor client identification, randomization, referral and intake process</td>
<td>RBV: Worked with Donna Haney to identify branches in which identification/referral was problematic; continuing to provide TA and problem solving to these branches. Trained 2 new DHS RPMS system Liaisons. Trained 4 new RBV coaches on using the RPMS system. Continue to facilitate communication and problem solving around case flow to RBV provider sites. PM: Sent quarterly reports to DHS branches and monthly to PMP providers. Provide on-going TA.</td>
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<tr>
<td>Review and analyze program and participant data submitted; develop report summarizing the quality and quantity; provide TA as needed to increase the quality of data and its timely submission; solicit feedback from sites and make changes as needed.</td>
<td>RBV: Review of data this quarter illuminated a “glitch” in the data transfer process which eventually required a total overhaul of our system for having providers submit data to the evaluation team. The PSU firewall had apparently been ‘stripping’ attachments from provider email, resulting in significant ‘missing’ data. The new system is working well from both a data perspective as well as from a provider perspective (providers find it simpler and more straightforward). PM: Reviewed data submitted for Oct- Dec; provided feedback to sites via the Summit and the newsletter. Protocols for monitoring and managing data were also revised.</td>
</tr>
<tr>
<td>Develop fidelity monitoring tools,</td>
<td>RBV: New Fidelity monitoring reports sent March 2013;</td>
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protocols and reports | data to be presented at April RBV evaluation webinar for further discussion. PM: Presented information on Fidelity monitoring to PMP providers during the summit. Assessed program and participant data for its usefulness in creating a meaningful fidelity report.

Efforts directed at Community, Family and Youth Engagement. | Ongoing for RBV and PM

Management of all aspects of the project including providing fiscal and written products in a timely manner and coordination with Central Office staff. | On-going. Continued to meet every other week with DHS Waiver coordinator; weekly team meetings for RBV and PM; monthly PI meetings for Waiver Co-PIs; quarterly meetings with DHS Central Office staff.

**Progress Notes**

**Relationship Based Visitation**

Efforts this quarter have continued to focus on monitoring the randomization and referral process, collecting RBV Visitation and Monthly Progress report documentation. We hired a new support staff person, and have been working through a “backlog” of data since the previous staff’s departure in September. Two visits, which include collecting key process evaluation information (manager/supervisor interviews, staff focus group data, file reviews, and visit observations), were completed this quarter by the evaluation team. Sites receive an individualized report summarizing the site visit and identifying strengths and challenges related to program implementation and fidelity. We had an unexpected setback in our system for receiving data from sites, with technical difficulties associated with the Google-based electronic submission system. This required us to develop a new system for facilitating secure document transition, which was developed, pilot tested, and is now being implemented.

The parent interviews continue; we have hired a Spanish speaking interviewer to allow us to reach Spanish speaking parents. Challenges described last time in terms of lack of up to date contact information continue, and the process of finding parents to invite them to participate is quite time consuming. We have requested additional levels of access to child welfare data in order to facilitate locating parents for this process. We are also continuing to work with the DHS Waiver coordinator to improve the number of parents who have completed the Release of Information form for the parent interview portion of the research.

**Eligibility, Referral and Intake Process Accounting for Both RBV and PM:**

RBV: Totals as of 3/30/2013.

**Parent Mentoring**

Client Recruitment and Referral: We continue to monitor closely the Identification, Randomization and Referral process (IRR). In an effort to increase the number of referrals, the decision was made by the Waiver Manager to increase the percentage of parents randomly assigned to PMP services to 75% instead of 50%. We did significant education via e-mail and phone calls to child welfare branches and PMP providers to get the word out. We also revised
some of our materials to reflect the change. This switch may have had a positive effect on attitudes in the field as there seemed to be an immediate increase in Identifications in a number of the districts. Not surprisingly, the percent of parents assigned and referred to PMP has increased. (Numbers provided below)

Implementation/Process Evaluation: The evaluation team presented implementation data at the PMP Summit held in February and providers appreciated the opportunity to “see” the fruits of their labor in terms of the number of parents having contact with the program, receiving ongoing services and their use of the PDOI approach.

Focus groups with supervisors continue to occur quarterly and results from these and interviews with the training staff will be included in the summer 2013 report to the Children’s Bureau. Interviews with mentors will focus on implementation and experiences with recruiting parents and doing PDOI - these will be conducted in April and May and results included in the same report.

We are eager to begin learning from parents about their experiences and plan to begin partnering with PMP providers on a survey during the next quarter. We hope to implement the survey during the summer.

Participant and Program Data: We received positive feedback on the revised forms implemented in December and January and the quality of the data submitted by providers continues to be high. We are currently collecting feedback on the Case Closing form and expect revisions to be completed during the next quarter.

The Waiver team hired a new staff person in February and she has updated and revised our systems related to collecting, managing and monitoring the quarterly data we received from PMP providers. These data will be a primary source of information for the fidelity assessments to be conducted this spring.

DHS Screening, Identification, and Referral

- Initial Eligibility: 1,207 initially eligible focus children (cases) have been identified in OR-Kids reports and distributed to DHS for further screening.
- Cases Reviewed So Far: 1,092 (92%) initially eligible focus children (1,511 parents) have had their case eligibility determination.
- Eligibility: Of the 1,511 parents, 856 were found to be eligible (62%) and randomly assigned.
- Random Assignment: Of the 856 randomly assigned parents, 454 (53%) were randomly assigned to the RBV intervention group.
- Referral to RBV Services: Of the 454 adults randomly assigned to receive RBV services, DHS has made a referral for 311 (69%) parents.
- Release of Information. Of the 856 eligible focus adults, 375 (44%) have signed the Release of Information for the Waiver evaluation. Currently, there are 10 branches with a ROI completion rate less than 50% that are targeted for intensive TA during the upcoming quarter.
- Intake: Of the 311 RBV parents randomly assigned AND referred, 197 (63%) have completed an intake with an RBV provider. One-third (34%) were exited before completing intake, most frequently because the child is returned home before the RBV provider can make contact or because the RBV provider is unable to engage the parent.
Parent Mentor: Totals as of March 30th, 2013

Identification, Randomization, Referral and Acceptance

- Eligibility: 363 parents have been identified as eligible
- Random Assignment: 213 (59%) of eligible parents have been assigned to the Parent Mentor group; 150 (41%) have been assigned to the control.
- Referrals: referrals for 148 parents (69%) have been received by providers
- Intakes: 104 parents (70%) 1 who have been offered the program have accepted services.
- Release of Information: Only 20% of parents identified as eligible by DHS have signed the Release of Information for the Waiver Evaluation (there is a small difference between the rate for PMP and control group parents). However, over 90% of the parents referred to PMP services consent to participation in the research when invited to do so by the provider. We have no such second chance with control group parents, however.

Waiver Products This Quarter

- PMP Newsletter
- PMP IRRP reports
- PMP Evaluation PPT for summit
- 2 Site-Specific Site Visit feedback reports (RBV)
- RBV Annual Provider Survey
- RBV Training Summit Evaluation Form

Objectives for Next Quarter

- Work with DHS to improve ROI completion rates
- Continue implementing RBV parent interviews
- Pilot control group visit observation (RBV)
- Improve identification & referral rates in targeted RBV branches
- Distribute updated RBV Branch Case Flow Report
- Develop and distribute a newsletter for DHS staff
- Conduct 3 additional site visits
- Analyze and report information related to RBV training
- Analyze site visit data
- Analyze and Report provider annual survey data
- Conduct Focus Groups with PMP Supervisors; Conduct Interviews with PMP Mentors
- Implement Preliminary Fidelity Assessment in PM sites
- Develop Parent Survey
- Revise/Finalize PM Case Closing Instrument
- Distribute PMP Newsletter and IRR Reports
- Continue to work with sites to implement and maintain data collection systems and processes
- Continue community outreach/education/engagement related to Waiver evaluation

1 This refers only to the parents that accepted services as of 3/30/2013. It does not include the number of parents with whom mentors are currently doing outreach and who will accept services in the future.
Self Sufficiency
Project Agreement D-01-13, Exhibit A
Project Lead: Bill Baney, M. Ed.

Quarter’s Activities

The goal of this project agreement is to enhance and expand training available to Self-Sufficiency professionals (SSP) in Oregon. During the past quarter, the PSU staff assigned to the project changed her status from a university employee to a consultant who will be available to train on an as-needed basis. Over the past quarter, PSU has been actively recruiting a replacement to serve as a Training Coordinator to work directly with the SSP Training Unit. In addition, a portion of the person’s FTE will be dedicated to the SCWI project. This will increase the likelihood of consistent and complementary practice across systems within DHS and OHA (CWP, SSP, AMH, and APD).

PSU offered training sessions for SSP staff over the past quarter and trained 37 people.

Activities during the winter quarter include:

- Develop and/or Deliver Training Sessions
- SSP Training Unit Meetings/Consultation
- Distance Learning Sessions

1. Develop and/or Deliver Training Sessions

Advanced Case Management

PSU was asked to design modules specific for SSP case managers focused on more advanced content and skill development. PSU and SSP staff met with key stakeholders within DHS SSP that will be impacted by the sessions to capture feedback and guidance around content, format and structure. In addition, PSU consulted with internal staff regarding similar sessions designed over the past year for APD (formerly SPD) Supervisors. Proposed content within the multi-day modules will focus on areas including reflective listening, motivational interviewing and strengths based supervision. In addition, feedback, content and materials from a project delivered to DHS/OHA staff by PSU specific to the theory of change (Navigating Change) will help inform the design of the supervisory sessions.

PSU developed a training model to infuse social work principles and values into the case management model. The multi-level training approach focused on the skills, qualities and knowledge needed at practice, administrative and policy levels. In partnership with DHS SSP leadership, PSU revised the proposed scope and format. The revised plan, inclusive of community partner support, will be implemented in the Fourth Quarter.

Captivate Training

As part of the modernization process within DHS, training sessions were offered specific to the learning platform Captivate. PSU staff and DHS SSP Training Unit staff attended a multi-day training to become a Captivate trainer. Over the past quarter, PSU provided consultation and technical assistance to DHS staff specific to Captivate capacity and application.

1/15/13 Captivate Team Training
Train the Trainer
8 hours
1/16/13 Captivate Team Training
Train the Trainer
8 hours
1/17/13 Captivate Team Training
Train the Trainer
8 hours
3/27/13 Captivate Training Consultation
9:00 am - 1:30 pm
3/7/13 Leading Change Training for Leadership Team
3 hours
Attendees: 10

**Interviewing and Narrative Guide**

The session explores and demonstrates how to tell the stories of the families with whom you work by integrating the strengths-based approach into TRACS narratives and case notes. Participants explore how to enhance the interviewing process through targeted and open-ended questions, document the process through narration, and keep the focus of the interview on the client.

Training Objectives:
- Identify questions that elicit information
- Explore the structure of an interview
- Identify strategies to capture and document information
- Identify pertinent data needed for complete and comprehensive case notes

1/16/13 Strategies for Interviewing and Narrative Guidelines Training
17 attendees
Trainer: Sara Reed

**TANF Training (Multi-week)**

PSU, in partnership with DHS Training Unit, revised the existing delivery format for the TANF 2-week training designed for case managers. The reorganized format allows greater integration of practical application of materials (blend soft skills with policy). Over the past quarter, PSU staff provided guidance and coaching to DHS SSP around content integration and delivery of soft skills content to foster long term sustainability.

2. **SSP Training Unit Meetings**

PSU staff participated on a number of SSP Training Unit, SSTAG, Curriculum Review and FSRC Committees over the past quarter. In addition, PSU staff participated in a number of Interview Panels over the past quarter.

PSU trainers attending sessions administered by other lead trainers within PSU (Navigating Change) designed for DHS SSP and APD staff. The content is specific to creating an organizational culture supportive of change. As noted, content from the sessions helped inform
other PSU lead sessions including the Supervisory Sessions. Additionally, PSU trainers attended a multi-day DHS sponsored training, User Productivity Kit (UPK) Content Development Course. PSU facilitated a work session focused on possible strategies and structures to integrate SSP/APD training content/sessions. A concept paper highlighting the recommendations was shared with SSP/APD leadership for review. The proposed training unit structure was labeled a hybrid model: core elements delivered to both units with the ability to deliver more unit specific sessions as needed. PSU developed a draft of the proposed structure for DHS Leadership to review.

1/3/13 Family Services Review Commission
4 hours

1/7/13 Self Sufficiency Team Meeting
1.5 hours

1/28/13 SSP/Case Management Planning Meeting
1.5 hours

3/4/13 Self Sufficiency Team Meeting & other meetings with various team members
6 hours

3/18/13 Self Sufficiency Team Meeting & other meetings with various team members
4.5 hours

3. Distance Learning Specialist
PSU’s Distance Learning Specialist (DLS) provided guidance and technical assistance around web-based/distance learning opportunities. Over the past quarter, PSU staff revised content for session specific to NVRA. In addition, PSU worked with DHS SSP staff around the creation of an online learning assessment/evaluation tool to measure retention and training effectiveness. Over the next quarter, PSU will continue to develop evaluation and learning assessment tools specific to online learning modules for use by the SSP Training Unit.

Objectives for Next Quarter
- Develop and/or Deliver Training Sessions
- Develop and/or Deliver Distance Learning Sessions
- Develop sessions specific to advanced case management
- Finalize work plan for 2013/15 Biennium
**My Future My Choice**  
Project Agreement E-01-13  
*Project Lead: Bill Baney, M. Ed.*

The goal of this Project Agreement is to support the design and delivery of a comprehensive adolescent sexuality curriculum for youth. PSU is providing implementation evaluation of the curriculum and technical assistance for the development of a video supplement for the curriculum.

**Activities this Quarter**

Delivered and finalized the evaluation Plan

**Develop and/or Deliver Evaluation Plan**

PSU staff participated on the My Future My Choice Advisory Board. The Advisory Committee used PSU’s evaluations findings to guide and inform curriculum development and revisions.
# Executive Director Overview

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## Training Totals

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## Adoption and Foster Family Therapy Certificate Program for Mental Health

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## Wraparound Cross-Systems Training Academy

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## Title IV-E Waiver Demonstration Project Training Programs

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## Child Welfare Education Program

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## Culturally Responsive Leaders Program

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## My Future My Choice

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Executive Director Overview
*Katharine Cahn, Executive Director*

Overview

Spring quarter 2013 brought the biennium to a close with an impressive array of training, education, consultation and research supports to improve client outcomes across the state of Oregon.

Director Marty Lowrey’s summary of workforce development on the following page will show the number of staff involved in our training programs. As just one highlight, the Child Welfare Partnership training program delivered 1,060 training events to 9,399 person-participants. We are particularly pleased to report that twenty-one of those trainings were delivered in Spanish, serving 420 Spanish speaking caregivers.

The Adoption and Foster Family Certificate Program for Mental Health Professionals completed coursework for another cohort. Upon completion of their final certification project, this will bring the total of therapists trained to work with DHS families up to 87 across the state of Oregon.

System of Care / Wraparound programming continued to work with specified communities to support the implementation of Wraparound care for high needs youth in Oregon.

Self Sufficiency training team worked closely with DHS staff to develop training for the new case management model, and to train staff in the use of Captivate as a distance training system.

In addition to providing services funded directly by Oregon DHS, the mission of the Partnership is also to collaborate with DHS on securing external funding to support program improvement. During this biennium, The Family Connections Oregon program (supported with funds from the US Children’s Bureau) was established and we look forward to full implementation and collection of research findings in the next biennium. Staff also worked with Program Manager Kevin George to prepare a proposal to DHHS/Family and Youth Services Bureau on improving outcomes for youth exiting foster care.
Child Welfare Education and Training Director Overview

*Marty Lowrey, Director of Workforce Development*

**Overview**

This report marks the end of the biennium. Between July 1, 2011 and June 30, 2013, the Workforce Development Unit of the Child Welfare Partnership:

- Delivered classroom training to 2,109 Child Welfare Professionals, 268 Community Partners, and 4073 Foster, Adopt, and Relative Care Providers.
- Delivered distance training to 2,962 staff, partners and care givers.
- Delivered 1060 training events serving a grand total of 9,399 participants.
- Delivered 21 of these training in Spanish serving 420 Spanish speaking caregivers.
- Developed and began delivery of Pathways to Permanency providing a more holistic understanding of the permanency needs and options for children and youth in care.
- Delivered for the first time Social Service Assistant Summits, Advanced District Training, and Foundations Mentoring regionally.
- Institutionalized the delivery of advanced training for supervisors through Supervisor Quarterlies as part of the 2011 – 2013 project agreements.
- Graduated 41 students from the BSW, MSW and Culturally Responsive Leaders program and partnered closely with Child Welfare and the School of Social Work to strengthen the program and its outcomes.
- Developed and implemented a longitudinal study to measure outcomes of the Child Welfare Education Program.
- Made available Core Training to recruits in the Child Welfare Education Program.
- Awarded Adoption Certificates to 53 participants bringing the number of therapists through this program to 63 with an anticipated 24 more completing in July 2013.
- Implemented the Participant Observation Process in Child Welfare Core and Pathways Training in what we hope is the first step in moving towards a comprehensive evaluation of participant engagement and learning.
- Joined Child Welfare on task forces, committees, and work groups related to Differential Response, Knowing Who You Are, OSM Refresh, Domestic Violence, Family Connections, Trauma Informed Practice, and others.
- Developed 2013 – 2015 project agreements focused on workforce development strategies that will support Child Welfare in meeting the goals of Strengthening and Preserving Families and the Safe and Equitable Foster Care Reduction Initiative.

On the strength of this foundation, we look forward with hopefulness to the new biennium and the difference we hope, in partnership, to make for Oregon’s families.
Child Welfare Training Program

Child Welfare Core Principles: Ensuring Child Safety through Family Preservation and Engagement

Project Agreement A-01-13 Exhibit A

Lead Trainer, Linda Bello, MSW

Quarter’s Activities

Child Welfare Core Training was held one and one-half times this quarter constituting of 6 weeks of training. Recent changes to Department of Human Service (DHS) policy in the area of in-home and out-of-home safety management and contact requirements have been made which have been incorporated into Core training as well as SSA and Caregiver Training.

Judy Helstrom, DHS Training Specialist, is regularly attending Life of a Case on the first day to provide information to students about the Learning Center and required training thus providing a welcomed link to the DHS Training Unit. At DHS’ request, the number of Pathways to Permanency sessions was reduced, allowing one additional session of Child Welfare Core Training to be offered. As anticipated, this has resulted in the upcoming session of Pathways being full. To facilitate new employees meeting the requirement that Pathways be attended within the first year of hire, a system for registering them has been implemented ensuring that they have priority over more experienced staff.

The recent addition of two trainers has resulted in some modifications or additions to existing curriculums. Specifically, content related to sexually exploited children, the Children Adolescents Needs and Strengths (CANS) Assessment Tool, and a modified focus on the identification of fathers has been developed and implemented.

Evaluation Summary

Evaluator, Kirstin O’Dell, MSW

The participant observation process was fully implemented this quarter. The first round of observation summaries were sent to supervisors of new workers in the April/May Fundamentals of Child Welfare training. Anecdotally, the trainers have noted a reduction in problematic classroom behavior (e.g. cell phone use, side talking, lack of participation) and attribute it to the implementation of the observation process. In July, the Child Welfare Training Advisory Committee was presented with an update of the observation tool process and provided a sample copy of an observation summary similar to what a supervisor would receive for a new worker in core training.

The Life of a Case cluster learning objectives were achieved, according to participants (98%). Participants also found the materials and activities were helpful to their learning. The trainers were well liked and thought to be knowledgeable in the content presented. Participants appreciated the real life experiences shared by the trainers and the case examples.

Participants in Fundamentals cluster agreed that the identified learning objectives were achieved (99%). The training content presented was viewed as applicable to the participants’ jobs. All respondents agreed that the trainers were knowledgeable in their content area. Participants particularly appreciated the balance of lecture, activities, discussions and breaks during training.
Distance Delivery Core Trainings
NetLink Core trainings offered this quarter included MEPA, Confidentiality and Advocating for Educational Services. Evaluation responses from participants indicate that the learning objectives for all three were achieved. Participants liked the convenience of completing training on-line from their offices and the knowledge of the trainers.

This quarter MEPA training was developed and piloted as an asynchronous computer based training. The training was piloted by field staff as well as presented to the Training Advisory Committee. Evaluation results from the pilot indicated that participants thought the training was effective. The learning objectives were achieved, according to respondents. The case examples provided were valued by the participants. A 15 question knowledge test was also developed that participants must pass at 80% or better in order to receive credit for completing this mandatory training. Further testing of the test questions will occur over the next several months to ensure that the questions are an accurate measure of knowledge of the content presented. CWP has received permission to move forward with replacing the NetLinks on MEPA in the fall with the CBT making the training continuously accessible. In addition the computer based training will be available to participants prior to that time but the NetLinks will continue to be offered through September 2013.

Objectives for Next Quarter
- Work on updating written curriculum continues that reflects the modifications and developments that are consistent with the current Core structure.
- Facilitate staff attendance in Core to ensure the most effective completion of Core in relationship to field priorities.
- Continuously monitor registration for Pathways to Permanency ensuring participants attend in a timely fashion.
- Continue to ensure the backup trainers are prepared to cover Core sessions if necessary.
- Monitor policy updates and integrate new DHS policy and practice changes into the curriculum.
- Begin discussions regarding incorporating training on worker safety.

Pathways to Permanency-Implementing the Alternate Plan
Project Agreement A-02-13 Exhibit A
Lead Trainer, Linda Bello, MSW

Quarter’s Activities
Pathways to Permanency was held once during this quarter. Concessions regarding optimal classroom size have been made by increasing the number of participants for the June and September sessions to 45. Prioritization of new workers, who are required to attend Pathways within their first year of hire, will continue. Future plans to train the remaining seasoned staff members will need to be negotiated in the 2013-2015 project agreements.

Collaboration continues between CWP and DHS regarding announcements of training, registration, and attendance tracking in an effort to promote high completion rates of mandatory training. DHS Program Managers have been instrumental in encouraging and supporting existing
staff to attend *Pathways to Permanency* with some frustration that space is limited currently to the newest staff.

The CWP training unit continues to monitor *Pathways to Permanency* curriculum being in alignment with Child Welfare Core curriculum and *Adoption Tools and Techniques*, avoiding duplication, and building upon learning concepts introduced in *Child Welfare Core Training: Ensuring Child Safety through Family Preservation and Engagement*.

**Evaluation Summary**
Pathways participants stated that the learning objectives were met for this training (98%). They also believed that the materials provided were useful and the activities enhanced their learning. Participants especially appreciated the content around sibling planning and the parent panel.

**Objectives for Next Quarter**
- Deliver trainings consistent with approved training schedule.
- Continue to utilize evaluation instruments as a guide to strengthen and enhance training.
- Consult with DHS Central Office continuously to update training materials to reflect changes in policy and practice.
- Trainers will submit finalized training curriculum in the CWP Training Unit format for review.

**Adoption Committee Member Training: Training of Trainers**

*Project Agreement A-02-13 Exhibit B*

*Lead Trainer, Kris Villanueva, LCSW*

**Quarter’s Activities**

*Adoption Committee Member Training of Trainers* (TOT) was not scheduled during this quarter. Additionally, no quality assurance and mentoring training events were requested. The time was used to provide the last Adoption Committee Member Trainers Advanced Practice Forum on April 2, 2013, at the Alberta Child Welfare office. Attendance was low with only 5 of the trainers attending as well as two staff from the PSU Child Welfare Partnership (CWP).

A summary of the Practice Forum outcomes as well as comments regarding the training project were provided to Central office in June. At that point the decision was to refocus the efforts of this project to: 1) assess barriers in the districts to offering the Adoption Committee Member Training and 2) assist the districts in developing a plan to offer the training. Emails were sent to all staff trained in the original project and the information received from them regarding barriers to providing the training was provided to the Adoptions Unit. Kathy Prouty, DHS Adoptions Manager, sent out an email to the field managers regarding the need to ensure committee members are trained as well as support those who are able to offer the training.

**Objectives for Next Quarter**
- Continue working with districts to develop a plan to offer the Adoption Committee Member training while communicating with DHS Adoption Unit regarding the outcome.
- Offer assistance as needed to the districts to provide the Adoption Committee Member training.

**Evaluation Summary**
There was one Adoption Committee Practice Forum offered this quarter. Participants appreciated the open discussion format of the forum. They rated the overall training was ‘good.’

**Supervisory Training**

**Project Agreement A-03-13 Exhibit A**

*Instructor, Dan Garris, MA*

**Quarter’s Activities**

Cohort O ended in March 2013. From April to June we used this time to mount a recruitment and attendance campaign to boost attendance for the upcoming Cohort P starting in July 2013.

The Supervisory Training backup trainers completed a number of reflections from the sessions they observed. We also deployed new assignments for the backup trainers for the next phase of the backup plan.

We look forward to forming the next Cohort (Cohort P) which will begin in July 2013.

**Objectives for Next Quarter**

- Advertise for Cohort P which begins in July 2013 to increase enrollment.
- Notify supervisors across the state of the upcoming training and request networking to discover and invite any newly hired supervisors to cohort P.
- Continue to increase communication and accountability for those who need to complete make up sessions.
- Continue to expand our training influence to other supervisory venues per request and on a case by case basis.
- Continue to enact the Supervisory Trainer Back-Up plan through consultation with Ms. Salus, viewing the Salus training tapes, back-up trainer observation of each module and debrief sessions throughout the 2012-2013 Cohorts.
- Have back up trainers select sessions to train during Cohort P.

**Evaluation Summary**

*Evaluator, Kirstin O’Dell, MSW*

No trainings held during this quarter.

**Social Services Assistant Training**

**Project Agreement A-04-13 Exhibit A**

*Lead Trainer, Michelle Warden, BA*

**Quarter’s Activities**

The Partnership delivered the final two one-day *Summits* entitled, *Reaching for the Peak of Professionalism.* The fourth Summit took place in Hillsboro on April 30 with 57 participants. The fifth and final Summit took place in La Grande on May 29 with 13 participants. A total of 173 participants attended the Summits.

The Partnership delivered six days of training for Social Services Assistants. The training took place May 14-16 and May 21-23. Thirteen participants attended the training. The training included new curriculum on *Monthly Contact and Monitoring Child and Young Adult Safety* which impacts the work of Social Services Assistants.
Objectives for Next Quarter

- Continue to advertise and recruit participants for the October, 2013 training.
- Review and revise curriculum for Social Services Assistant Core training as needed.
- Develop and deliver a facilitated discussion, entitled *Maintaining and Promoting Family Contact* at the annual Juvenile Court Improvement Program Conference on August 11, 2013.

Evaluation Summary

*Evaluator, Kirstin O’Dell, MSW*

The SSA Summits took place between March and May 2013. Most participants rated the overall summit as ‘excellent’ (61%), 27% rated it as ‘very good’, and 12% rated it as ‘good.’ Participants felt that the summits were well organized. They liked the topics presented at the summits and networking with SSAs from around the state. They also said that they felt appreciated. Many participants wished that the summit was either longer to allow more time per session or to have fewer, but longer, sessions. Many suggested a one and a half or two day summit format.

SSA Core training was also offered this quarter. According to participants, the learning objectives were achieved. Participants liked the materials, case examples and activities that allowed for group interaction and practicing skills learned.

**Certifier and Adoption Worker Training: Essential Skills in Assessing and Supporting Caregivers for the Safety, Stability and Well Being of Children**

*Project Agreement A-05-13 Exhibit A*  
*Project Lead and Lead Trainer, Frannie McMahon, BS*

**Quarter’s Activities**

Twenty-one new certifiers, adoption workers and supervisors participated in Certification and Adoption Training in April and May 2013. Two additional participants attended the two-day SAFE training only.

In anticipation of Certification and Adoption Worker Training scheduled for October and November 2013 and, based on trainee and supervisor feedback, changes were made in the curriculum to allow for more hands-on practice in certification, exceptions, denials and revocation procedures. The agenda was also rearranged to allow for a better flow in the training process. The tentative changes were sent to DHS for approval prior to finalization of the agenda.

SAFE training was well received with recommendations that it be scheduled at the very beginning of training rather than in the middle of the week. This recommendation was applied to the revised agenda. In addition, one of the supervisors who attended the SAFE training recognized the need for her existing workers to refresh their skills. She has registered them for the two-day SAFE training in October. The supervisor’s SAFE training is tentatively scheduled for October as well.

The new trainer/project lead participated in the second series in the DHS SAFE Home Study Quality Assurance project. The experience was both a valuable learning experience and an opportunity to enhance training content.
Objectives for Next Quarter

- Prepare Certification and Adoption Training for October and November through curriculum and agenda revisions.
- Continue to participate in the SAFE Home Study Quality Assurance project.
- Continue to find ways to improve/update the trainings and training materials to reflect changes in policy and practice.

Evaluation Summary

Evaluator, Kirstin O’Dell, MSW

Participants agreed that the learning objectives for this training were achieved. The trainers were viewed as being knowledgeable. Participants saw the content as applicable to their jobs. The materials and activities provided were also viewed as helpful to respondents’ understanding of the content.

Foundations Training of Child Welfare Regional Trainers

Project Agreement A-05-13 Exhibit B
Lead Trainer, Kris Villanueva, LCSW

Quarter’s Activities
This quarter there were no trainings and no mentoring events due to lack of requests from the field despite ongoing offers.

Objectives for Next Quarter

A Professional Development Day for the Foundations trainers was originally scheduled for May but was rescheduled due to only having 2 participants registered. The training, rescheduled for July, will first share theory and tools related to Cooperative Learning and secondly provide an opportunity for participants to practice their presentation skills through the delivery of the brown bag training “Helping the Child Who Doesn’t Fit In”. In addition we will attempt to reach out and offer mentoring to Foundations trainers again next quarter.

Evaluation Summary
No trainings to report on.

Specialized and Ongoing Professional Development

Project Agreement A-06-13 Exhibit A
Project Coordinator, Dawn Perrault, MA

Quarter’s Activities
The Child Welfare Partnership continues to offer a “menu” of ten specialized trainings to DHS staff throughout the State of Oregon.

During this quarter, no specialized staff training events occurred.

Two advanced staff NetLink trainings occurred. The training topics were Trauma Informed Practice Strategies for Reducing Trauma to Children and Working with Challenging Behaviors During Visits. There were a total of 13 participants in the two NetLinks. A third NetLink training was scheduled, Developing and Engaging Relative Resources, however, none of the registered staff members showed up.
Scheduling of NetLink training sessions for the second half of 2013 was completed.

Objectives for Next Quarter
- Continue to offer advanced/specialized staff trainings as requested and as resources allow.
- Continue to offer one NetLink training per month to DHS staff.

Evaluation Summary
Evaluator, Kirstin O’Dell, MSW

NetLink Specialized/Ongoing Staff Training: Overall, participants rated staff NetLinks as ‘very good.’ The learning objectives for each of the trainings were achieved. Participants felt that the information was valuable, especially specific techniques and examples provided.

Adoption Technical Training
Lead Trainer, Shelly Field, BS

Quarter’s Activities
There was one session of Adoption Tools & Techniques this quarter. There were 25 people registered for the training and four people were on the waiting list. However, 7 people cancelled the training the day before it was scheduled to begin. All those on the waiting list were able to attend the session.

The project was transitioned to a new project manager and as part of the process, the new project manager observed all curriculum. Several handouts were updated through a central office review process in anticipation of the May session.

Judge Tennyson, who presents on courtroom behavior, bias and parents’ rights, is unavailable for the November 2013. Another judge was identified as a backup and was confirmed with the agenda and learning objectives being presented. Additionally, a third judge was found as a permanent back up for Judge Tennyson should there be another scheduling conflict in the future.

The CWP training unit continues to work closely with DHS training unit regarding announcements of training, registration, and attendance tracking in an effort to promote high completion rates of training. Registration is being tracked for appropriateness and priority and adjustments have been made to allow participants on the waiting list in. A meeting was held with DHS Central Office adoption staff after the training to look at possible areas of improvement. Adoption staff members were able to apprise the project lead of possible ORS changes, procedural changes and policy changes that will be occurring prior to the next scheduled training in November.

Objectives for Next Quarter
- Begin to look at a potential computer based training that can be added as a prerequisite to Adoption Tools and Techniques, including a CBT on adoption assistance as recommended by Central Office adoption staff and by trainees.
- Continue to utilize evaluation instruments as a guide to strengthen and enhance training.
- Continue to review overlap with Pathways to Permanency curriculum and make adjustments as needed to avoid duplication.

Evaluation Summary
**Evaluator, Kirstin O’Dell, MS**

This training was very well received by participants. According to evaluation respondents, the learning objectives were achieved, the trainers were knowledgeable, and the materials and activities were helpful. Participants stated that the training contained pertinent information to their jobs.

**Foster/Relative/Adoptive Parent Training Project Agreement**

**AKA: Caregiver Training Unit (CTU)**

Project Agreement A-07-13 Exhibit A

*Program Coordinator, Dawn Perrault, MA*

**Quarter’s Activities**

During this quarter, the Caregiver Training Unit continued working with the districts to meet their training needs, developing new training topics, and participating in Certifier quarterlies to disseminate information, gather input and address questions and/or concerns.

Forty-five classroom training sessions were presented by staff and contracted trainers across the state. The training sessions presented included four Cardio Pulmonary Resuscitation (CPR) and First Aid trainings and two on-site Behavior Crisis Management Training (BCMT) two-day sessions. Participants in the forty-five classroom trainings numbered 680 (114, or approximately 17%, of those participants were identified as relative caregivers).

Eleven scheduled classroom training sessions were cancelled during this quarter with less than one week’s notice due to low enrollment. Those cancellations occurred in Districts 1, 5, 9, 10 and 16.

Also during this quarter, seven 3-hour NetLink trainings were provided for caregivers, including one in Spanish. Participants in the seven NetLink trainings numbered 113 (9 participants, or 8%, were identified as relative caregivers).

Of the total 1,504 Foster Parent College members registered statewide, 52 completed a total of 105 trainings via the internet during this quarter. Two Foster Parent College units were allowed to expire. A brief review of the courses completed during the quarter, revealed that the most popular Foster Parent College courses were Lying (Revised) and Childhood Anxiety Disorders both completed by 10 members, ADHD, ADD, ODD completed by 9 members, and Anger Pie and Foster Care to Adoption each completed by 8 members.

**Objectives for Next Quarter**

- Initiate the training planning process for the 2013-2015 biennium.
- Continue to deliver a minimum of one evening and one daytime NetLink training per month.
- Continue to identify new training topics for development and new methods for delivery of training.
- Continue participation in certifier quarterly meetings and other meetings as appropriate.
- Continue to fulfill training requests made by the districts.
- Continue to observe and provide feedback to contracted and staff trainers.
- Continue efforts to aggressively market trainings, most specifically NetLink and Spanish trainings, in order to increase participation.
- Continue to participate in the development of the Shoulder to Shoulder Conference.
Evaluation Summary
Evaluator, Kirstin O’Dell, MS

Classroom caregiver trainings offered this quarter were very well received by participants. Approximately 89% rated the trainings as ‘excellent’ or ‘very good’. The learning objectives were perceived by respondents to have been met. Participants especially appreciated the real life examples trainers used to illustrate content and opportunities to apply content to their own situations.

NetLink
NetLinks offered to caregivers this quarter were rated as ‘very good’ or ‘excellent’ by about 89% of the respondents. The learning objectives were achieved as rated by participants. Caregivers appreciated having live training opportunities available to participate in from home. Participants felt the trainings were interactive, informative and that the content was presented clearly.
## Training Totals

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### Child Welfare Partnership

**April - June 2013**

| Understanding & Responding to the Sexual Behaviors of Children | 11 | 1 | 40 | 52 | 1 |
| Vicarious Trauma: Surviving and Thriving as a Caregiver | 2 | 5 | 7 | 1 |

#### Caregiver Distance Training

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<th>Partners Trained</th>
<th>Caregivers Trained</th>
<th>Total Trained</th>
<th>Trainings Provided</th>
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<tr>
<td>Perdida y dolor</td>
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#### Partnership Training Totals

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<th>Caregivers Trained Live</th>
<th>Total Distance Trained</th>
<th>Total Trained</th>
<th>Trainings Provided</th>
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<td>Total for Biennium</td>
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<td>2962</td>
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Adoption and Foster Family Therapy Certificate Program for Mental Health
Project Agreement A-08-13
Project Lead, Kellie Herold, BS

Quarter’s Activities
During this quarter activities focused on delivery of Adoptive & Foster Family Therapy Certificate Program Spring 2013 classes.
Active recruitment efforts and scholarships resulted in successful enrollment this academic year.
Spring term included the following classes:

- April 1-30, 2013 (online) *Family-Based Therapeutic Strategies: Coaching Adoptive and Foster Parents.* Attended by 47 participants (16 child welfare professionals and 31 therapists)
- May 17-18, 2013 two-day course *Putting Adoptive and Foster Family Therapy into Practice.* Attended by 42 therapists. (Note: this class is not part of the Child Welfare Practice Certificate)
- June 7, 2013 *Child Welfare Practice - Integrating the Coursework.* Attended by 15 Child Welfare Professionals. (Note: this class is not part of the Certificate Program for therapists)

The Certificate program is fully available via distance learning and provides state-wide access to program:

- 7 of the 11 Certificate Program classes take place on the downtown Portland campus.
- An average of 50% of the participants view the class via live video streaming from all across Oregon including Eugene, Coos, Boardman, Astoria, Prineville, Florence, Grants Pass, Yamhill, Pendleton, North Bend, Roseburg, Oregon City, and Klamath Falls
- 4 of the 11 classes are fully-online classes

Program Completion for the 2012-13 year:

- A total of 36 participants earned a Certificate of Completion.
  - 24 licensed mental health professionals finished the Post Graduate: Adoptive & Foster Family Therapy Certificate [Prineville, Salem; Portland, Eugene, Milwaukee, Grants Pass, Tigard, Yamhill, La Grande, Roseburg, Redmond, Medford, Indiana, Montana and five therapists from Evanston, Illinois]
  - 12 child welfare professionals completed the Professional Certificate: Child Welfare Practice with Adoptive and Foster Families [Lane County, Coos County, Clatsop County, Deschutes County, Baker County, Klamath County, Umatilla County, Clackamas County and Jackson County]. There was one additional self-pay professional from Spokane, Washington.
- The Oregon Department of Human Services generously provided 16 full-program scholarships issued to Oregon Mental Health Organization therapists. Completion status:
  - 14 completed the program
  - 1 is planning on finishing next year and has 4 online classes remaining
  - 1 dropped due to personal issues
The Oregon Department of Human Services provided 15 full-program scholarships issued to DHS Child Welfare professionals for the new Child Welfare Practice Certificate. Completion status:
- 11 completed the program
- 2 dropped out of the program because they no longer work for DHS
- 2 completed about half of the classes and could not finish due to high workload
- The feedback from the child welfare professionals was positive about participating in the program. There was an overall theme expressed that the interventions will assist them in understanding and supporting families in crisis. However, there was frustration amongst participants that the way the branch systems are set up, they really don’t get to do this important work. Kelly Delany, Toni Ferguson, Kellie Herold and Marion Sharp will have a follow up meeting with Kathy Prouty to discuss the feedback.

The Directory of Therapists was updated in June 2013 and currently includes 63 professionals. It is anticipated that 24 additional mental health therapists will be added to the Directory in July 2013 upon issuance of the final Certificate of Completion for the 2013-14 participants.

A sub-group of the Advisory Committee assisted in finalizing the newly designed class called Implementing Child Welfare Practice class. In addition, committee members have been involved in processing applications and reviewing final projects.

Contracts have been negotiated for three new instructors for the 2013-2014 Program Year:
- Eileen Pasztor - Strengthening and Preserving Adoptive & Foster Families
- Leslie Brown - Trauma & Dissociative Disorders: Working with Adoptive and Foster Families
- Pam Crow - Promoting Positive Sexual Development Following Abuse

Objectives for Next Quarter
- Updating of marketing materials, brochure, website, WIKI for the 2013-14 Program Year
- Recruitment of therapists for the upcoming 2013-14 Program
- Continue curriculum development with the three new instructors
- Issue individual course scholarships to Oregon DHS child welfare caseworkers for 2013-14
- Continue to monitor the CCO changes to the child mental health system
- Continue to monitor developments with the Center for Adoption Support & Education (CASE) National Certification.
- Upon issuance of Certificates of Completion, therapists will be added to the Directory of Therapists
Wraparound Cross-Systems Training Academy
Project Agreement A-09-13
Wraparound Service Team Training - Exhibit A
System of Care Infrastructure Development – Exhibit B
Director of Cross-Systems Training Academy, Bill Baney, M. Ed.

The System of Care Institute provides training, workforce development and systems support to demonstration sites in Oregon to support the implementation of a wraparound service delivery model. The demonstration sites include Washington County, Rogue Valley (Josephine and Jackson Counties), and Mid Valley (Linn, Marion, Polk, Tillamook and Yamhill Counties). PSU expanded the invitees to include representation from other state and local child/family serving initiatives and system transformation efforts. PSU, in partnership with SCWI partners, initiated efforts to align transformation efforts around the state that fall within the scope of Systems of Care.

Quarter’s Activities
PSU provided specific training and consultation to 223 people this quarter. The total number does not reflect every participant on committee meetings, advisory groups and/or related system transformation work teams.

Fourth Quarter Activities
- Training modules
- Consultation
- Project related meetings
- Systems of Care alignment and project agreement

Training Modules
PSU designed and delivered a number of training sessions specific to Wraparound and Systems of Care (SOC). All sessions are grounded in foundational Wraparound principles/values and uniquely tailored to reflect the intended communities and specific system partner.

Train the Trainer
PSU designed and developed a 3-part Train the Trainer Session specific to Wraparound and SOC. The initial module (3 consecutive days) provides a foundational overview of the core principles and values associated with both Wraparound and SOC. The second module focuses on the skills and qualities needed to effectively train others on the content. The last module serves as a vehicle for attendees to train in their respective communities with coaching and mentoring from PSU Instructors. Over the past quarter, PSU developed the sessions and delivered the first module to attendees from around the state. In addition to Oregon attendees, a project from the San Francisco Bay Area sent one person to participate. Modules 2 and 3 will be offered during the last quarter.

4/25/13     Tri-County Train-the-Trainer Module 3
             8 hours
Attendees: 12
Dan Embree, Susie Barrios

4/26/13 Tri-County Train-the-Trainer Module 4
8 hours
Attendees: 12
Dan Embree, Susie Barrios

SOC/Wraparound Principles and Values
Session is an orientation for individuals in the implementation of Systems of Care (SOC) and Wraparound at the community level. Specifically, the session is intended for people working in Juvenile Justice and Mental Health, highlighting the foundation principles and values of each.

Participants will:
- Identify and understand relevance of wraparound principles to the practice of wraparound/collaborative child and family teams
- Recognize importance of roles of facilitator, family partner, team member, and family/youth
- Develop understanding of how the wraparound principles are applied in the practice of child and family team meetings

5/22/13 Grants Pass, OR
8 hours
Attendees: 25
Dan Embree

5/23/13 Grants Pass, OR
8 hours
Attendees 25
Dan Embree

6/17/13 Turner, OR
Cascade School District Board of Education
1 hour (adapted)

Wraparound Team Meetings
Session provides attendees with theoretical framework and practical tools to support children and families through a care coordination model using Wraparound. Attendees have opportunity to practice in a group setting with feedback provided from the session leaders and fellow participants.

6/11/13 Jackson County Wraparound Team 1
8 hours
Attendees: 13
Dan Embree

6/12/13 Jackson County Wraparound Team 2
Consultation
PSU provided concentrated consultation to demonstration sites to support efforts for implementation. Over the past quarter, PSU consulted with core service team members (Care Coordinators, Family Partners, Supervisors and local Site Leads), system partners and project stakeholders. Consultation content included family-driven care, model design, facilitation, roles/responsibilities and organizational development. In addition, PSU attended multiple DHS Implementation Team meetings over the past quarter.

PSU provided technical assistance/consultation to:

<table>
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<tr>
<td>4/9/13</td>
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<tr>
<td>4/10/13</td>
<td>Jackson/Josephine County Leadership</td>
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<td>4/22/13</td>
<td>WA County Leadership</td>
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<td>5/3/13</td>
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<td>5/8/13</td>
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<td>5/9/13</td>
<td>Mid-Valley Education and Mental Health Partners</td>
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<td>5/21/13</td>
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<td>5/21/13</td>
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<td>5/31/13</td>
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<td>6/6/13</td>
<td>Mid-Valley Education and Mental Health Partners</td>
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<td>2 hours</td>
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<td>6/6/13</td>
<td>WA County Leadership</td>
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<td>6/18/13</td>
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1.5 hours

Project Related Meetings

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<tbody>
<tr>
<td>4/5/13</td>
<td>OHA SCWI Leadership</td>
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To ensure sustainable practice and systemic implementation, it is important to link with existing and/or projected transformation efforts found in child and family serving systems. Over the past quarter, PSU has made deliberate and purposeful efforts to align SCWI goals and objectives with other transformative efforts underway specific to child, youth, adult and family services. For instance, PSU met with state level system representatives leading such change including stakeholders from bodies such as the Early Learning Council, Oregon Department of Education, Coordinated Care Organizations, Oregon Health Authority, MIECHV Project, Cradle to Career (local and state) and other DHS specific initiatives including Family Connections, Modernization, Strengthening, Preserving and Reunifying Families and HB964.

In addition, PSU, in partnership with state and local system leaders, finalized a scope of work for the upcoming biennium (2013-15) for PSU that will support communities’ implementation of Wraparound and Systems of Care. Current legislation, SB 823, seeks to expand the state’s capacity to deliver a care coordination model based on Wraparound. The precise scope of work and PSU’s role specific to expansion efforts will be finalized in the coming quarter.

During the fourth quarter, PSU hired a Coordinator to oversee workforce development and systems supports efforts as part of the SCWI project. The person will also serve as coordinator for workforce development and systems alignment as part of the project agreement between PSU/DHS-SSP.

Objectives for Next Quarter
- Ongoing training and workforce development sessions
- Broaden training plan to include system partners
- Develop/deliver System of Care sessions
- Review/revise/update workforce development plans for state to include SB 823
Title IV-E Waiver Demonstration Project Training Programs
Project Agreement A-10-13

Relationship Based Visitation - Exhibit A
Project Lead, Karen Moorhead

Training this quarter has focused on providing NetLink training. Originally there were two sessions scheduled with the first session scheduled on April 25 and the second on June 6. The first session was cancelled due to a webinar being held on April 16 by the PSU research staff. Donna Haney from DHS determined that a NetLink was not necessary because of the information being shared through the webinar. Karen Moorhead coordinated the June NetLink which focused on engaging techniques in the developing the Family Nurturing Plan (FNP). There were 36 individuals who attended this training.

There were no RBV orientation trainings held this quarter.

Objectives for Next Quarter

The next quarter will focus on providing a 3 day orientation training. That training will occur on August 12-14th in Salem. The orientation will include changes to focus on skill practice in engaging parents in the visit coaching process.

Parent Mentoring Program Training-Exhibit B
Project Lead, Karen Moorhead

Quarter’s Activities
Training this quarter has focused on presenting two NetLinks. The NetLinks were held on April 16th with 19 attendees and June 4th with 15 attendees. The April session provided opportunities for program updates and some basic training on confidentiality. The June session also offered opportunities for program updates but focused on general information about how a case progresses through the DHS Child Welfare system along with some definitions of commonly used terms.

The objectives for the next quarter include planning for one two-day orientation scheduled for September 24 and 25. Planning will also start for a one day summit to be held on October 24.

Objectives for Next Quarter
- Plan and provide two NetLink learning circles.
- Develop strategic training plans for the next biennium.
**Child Welfare Education Program**

Project Agreement B-01-13  
Child Welfare Education Program-Exhibit A  
*Instructor/Advisor Liaison: Lea Ann Holder, MSW LCSW*  
*Director of Workforce Development, Marty Lowrey*

**Overview**

**Quarterly Activities**

Student evaluations for spring quarter were completed and entered in PSU Banweb. Lea Ann and Karen provided ongoing support for students and Field Instructors regarding assistance with the newly designed and implemented competency based evaluations, along with help in completing online forms. This year the placement matching process occurred earlier than usual for students who are entering their advanced year, occurring in mid-January as the result of the field team’s decision to move the matching process forward 6 weeks.

CWEP student recruits (3 students spring term) took advantage of the CORE training offerings during the spring term. Students are able to claim 40 hours per term of their field placement hours while attending CORE training.

**CWEP Seminars:**

Karen Moorhead, Instructor/Advisor Liaison continued to facilitate the monthly CWEP seminars. Karen brought an array of discussion topics that provided an opportunity for non DHS partnership students and DHS employed students to broaden their knowledge of Social Work values and enhance their skill sets. Lea Ann facilitated the monthly Culturally Responsive Leaders (CRL) seminars. Both seminars provide students with the opportunity for support in a relaxed and more inclusive atmosphere.

The MSW faculty voted on a new curriculum plan for the foundation year. The new curriculum will include holding a for-credit-field seminar that is designed to complement and reflect the competency based practice principles.

Karen and Lea Ann met with the state wide DHS Child Welfare, Volunteer Coordinators in January to collaborate on a process for students (recruits and non CWEP students) who are doing their internships with Child Welfare. Each Volunteer Coordinator will be given the student’s names and a group (depending on the number of students in each branch area) orientation/back ground check procedure will be scheduled prior to their start date.

Jordanna Leeb and Regina Carpenter, Volunteer Coordinators from Multnomah and Washington Counties, respectively, joined a field team meeting, presenting the plan to the field team members.

The National Child Welfare Workforce Institute (NCWWI) Traineeships presentation was presented at the 2013 NICWA conference which took place in Tulsa, Oklahoma, April 7th through the 10th. (funded by the federal Culturally Responsive Leadership Grant, not by CWEP)

Lea Ann is on the MSW Admissions Committee and began reading applications in early February. There were over 850 applications for 2013/2014 MSW program. Final decisions on admissions were made in April.
Student Summary
Karen is the Program Advisor for 10 CWEP students (7 MSWs and 3 BSWs).
Lea Ann Holder continues as Program Advisor to the remaining 24 students in the campus program.
The breakdown of partnership campus students are as follows:

Students: 34 Students Total
32 CWEP Campus Students (1 returned spring term from a leave of absence)
3 BSW Students (1 returned spring term from a leave of absence)
2 Non CWEP Campus Students (in Culturally Responsive Leaders Program)

We have 15 campus continuing MSW CWEP students for fall, 2013. Of those, 10 are DHS employees. All students continue to be in good academic standing.

Objectives for Next Quarter
- Continue advising students academically and making site visits to field placements
- Continue recruitment of employees/students into the CWEP program
- Continue supporting Field Instructors and Task Supervisors
- Continuing to support the endeavor of the CWEP seminar.
- Continue strengthening relationships with Child Welfare managers and supervisors
- Continue collaborating with Central Office Department of Human Resources Child Welfare Education Program partners
- Continue all committee work as listed above.
- Continue teaching the seminar for CRL.
- Continue recruiting BSW and MSW students for the CWEP program.
- Continue to foster and strengthen relationships between CWEP, and Distance Coordinators and tribes in order to develop new field placements and to recruit American Indian/Alaskan Native Social Work partnership students.
- Prepare for CWEP monthly seminar.
- Continue work with the faculty Field Team.
- Continue working with Multnomah County and state wide ICWA Advisory Committees.
- Continue recruitment efforts (also helping create recruitment flyers) for the CWEP within Multnomah, Clackamas, Washington and Columbia Counties.

CWEP Interviews were held on May, 17th and May 22nd.

We have 14 campus MSW CWEP applicants (6 DHS employees).

We have 2 BSW CWEP applicants, totaling 16 applicants for the 2013/2014 CWEP on campus.

Marty, Karen and Lea Ann attended the Title IV-E Conference in Galveston, Texas, May 29 through May 31.

The Longitudinal Child Welfare Education Program Evaluation:
Update from Jeff Waid, MSW, Doctoral student:
The HSRCC/IRB approval for our longitudinal evaluation has been received. All currently enrolled students have provided consent (or have indicated their refusal to participate). The survey instruments are being transferred to Qualtrics, an email based survey platform. We have dispatched preparedness surveys to all students who were projected to graduate at the end of the
2012-2013 academic year.

Jeff prepared an overview presentation of the evaluation for the training advisory committee meeting on April 8th. He consented Salem cohort participants on April 12th, and all remaining main campus students on April 18th. The remainder of the distance sites were either consented by Marty (sans Salem), or Jeff by phone. Consenting procedures have been put together for 2013-2014 entering program participants, and Jeff is investigating options with HSRCC/IRB to consent and survey our alumni. Jeff also taught the Introduction to Child Welfare, SW 407-U class, spring term.

Plans were finalized for the CWEP program going forward. These include the following changes:
1. Tuition will increase to $10,000 per academic year for DHS employees. Tuition support will remain at $6,000 per academic year for recruits.
2. All DHS employed continuing MSW students for the fall of 2013 have been notified of the increase in tuition and offered that amount.
3. The CWEP will be able to accept up to 20 DHS employed students and up to 5 recruits for the upcoming, 2013/2014 school year.
4. The state funded Culturally Responsive Leaders (CRL) was approved, beginning in the fall of 2014. Up to 10 students will be accepted in the CRL program. The tuition assistance will be up to $10,000 per year for both DHS and non-DHS/CWEP students who are accepted into this program.

Culturally Responsive Leaders Program

This program is a traineeship funded by a federal grant from the National Child Welfare Workforce Institute (NCWWI) and implemented in partnership with DHS Child Welfare. The following report is provided as a courtesy update to DHS. Semi-annual reports and evaluation findings have been provided to the sponsor as well.

Quarterly Activities and Overview

Four students graduated from the Culturally Responsive Leadership (CRL) cohort this spring. Two students are from District 2 and are DHS/Child Welfare employees. The remaining two are CWEP recruits. One is from the Distance Option, Salem cohort. There are five students who are continuing in the CRL cohort for 2013/2014. They will graduate together in spring, 2014.

Our last monthly seminar, held in May, was a celebration and tribute to the graduating students. DHS Unit Supervisors and Program Managers, Field Instructors, faculty guest presenters and community members were invited to attend this end of year festivity. We had a very good turnout, with people gladly sharing their academic and professional journeys. The CRL alumni that were unable to attend sent heartfelt congratulatory messages to this cohort of students. The creation and sustainability of mentoring relationships among students and the professionals who have transitioned from their years in academia, is of paramount importance here. As the CRL cohorts move on toward their professional roles within Child Welfare, it becomes increasingly important for them to acknowledge and maintain their mentoring relationships with one another.
This program has a very important goal – to develop leadership skills for sustainable systems change to improve outcomes and reduce overrepresentation of children, youth and families of color served by DHS.

The final 6-month student narrative and student data tracking report were submitted to the National Child Welfare Workforce Institute (NCWWI) on March 18th, 2013. Katharine Cahn, Principal Investigator for the CRL grant attended the final NCWWI Annual Report conference in Chicago in June, 2013.

As described in the CWEP report, above, the Culturally Responsive Leaders Program will be sustained beyond the end of grant funding within the Child Welfare Education Program beginning in the fall of 2014. The CWEP will be able to accept up to 10 students in the CRL program. The tuition assistance will be up to $10,000 per year for both DHS and non-DHS/CWEP students who are accepted into this program.

Newly developed recruitment materials are now online and on flyers, which include information regarding the CRL. Karen and Lea Ann continue to visit branches in Multnomah, Washington, Columbia and Clackamas Counties, disseminating information about the CRL.

**Student Summary**

There are nine students in the 2012/2013 CRL cohort. All students are in good academic standing. Our diverse cohort includes:

4 African American students
3 Hispanic students
2 American Indian/Alaskan Native students

**Objectives for Next Quarter**

- Lea Ann will continue to provide coordination for the monthly seminars along with advising students within her role as an Instructor/Advisor/Liaison.
- Lea Ann will develop the seminar curriculum for 2013/2014 monthly seminars.
- Lea Ann will research and develop criteria for admissions into the 2014 cohort of the CR.
# Research Title IV-E Waiver Evaluation  
**Project Agreement C-01-13 Exhibit A**  
*Research Professor: Beth L. Green, Ph.D. and Senior Research Associate: Anna Rockhill, MPP, MA*

## Objectives for this Quarter | Progress Toward Objectives
--- | ---
**RBV**<br>Complete and distribute DHS Branch Case Flow Report | Completed April 2013; next report due August 2013
Distribute semi-annual RBV fidelity report | Next report due Sept 2013, currently in progress
Conduct site visits to RBV providers | Conducted site visit to Clackamas & Columbia Counties
Conduct RBV director/manager interviews | Completed in Clackamas & Columbia Counties
Conduct RBV coach focus groups | Completed in Clackamas & Columbia Counties
Conduct RBV visit observations | Completed in Clackamas & Columbia Counties
Review RBV family files for fidelity | Completed in Clackamas & Columbia Counties
Collect & analyze Annual RBV provider survey data | Analysis in progress.
Continue parent interviews | 99 parent interviews completed
Begin analysis of RBV manager, staff interviews for statewide process evaluation | All interviews coded, draft report in progress (due August 2013)
Pilot control group visit observation (RBV) | Identified list of eligible control cases and implemented process for setting up control observation. Finalized control group observation protocol. First observation scheduled for July 2013.
Analyze and report information related to RBV training | Completed and disseminated to Training contractor and DHS; final training analysis to be incorporated into statewide process evaluation.
Develop and disseminate DHS newsletter focused on RBV services | Completed.
Hold webinar to solicit feedback on fidelity indicators and evaluation tools for revisions. | Completed
Revise RBV program data collection forms and disseminate new forms and guidance | Completed.
<table>
<thead>
<tr>
<th>Parent Mentor</th>
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<tr>
<td>Create PM “IRRP” reports that detail the flow of clients from Identification, Randomization, and Referral through Participation and Case Closure.</td>
<td>Developed and distributed reports to participating DHS branch offices and PMP providers.</td>
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<tr>
<td>Create a Parent Mentor newsletter containing practice tips, evaluation updates and findings as well as news from DHS to be distributed quarterly to child welfare branches and provider agencies as well as community partners.</td>
<td>Third edition was distributed in January.</td>
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<tr>
<td>Conduct interviews with DHS staff and analyze data.</td>
<td>Interviews conducted in April and May. Data analysis has begun. Results will be included with Waiver semi-annual report.</td>
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<tr>
<td>Conduct interview with Mentors and analyze data.</td>
<td>Interviews conducted in April, May and June. Data analysis has begun. Results will be included with Waiver semi-annual report.</td>
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<tr>
<td>Conduct Focus Group with PMP Supervisors and analyze data.</td>
<td>The fourth took place in January. Data analysis has begun. Results will be included with Waiver semi-annual report.</td>
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<tr>
<td>Visit District 14 site as it was the only one PSU has not yet been to in person. Conducted mentor interviews while there, and had a discussion with DHS staff as well.</td>
<td>Completed.</td>
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<tr>
<td>Revise Exit form based on input from the providers. Convert Monthly Report form and Exit form into Qualtrics so these can be filled out electronically.</td>
<td>Exit form has been created and is being piloted. Monthly Report has been converted to Qualtrics and is being used by the providers.</td>
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<tr>
<td>Develop and implement preliminary Fidelity Reports</td>
<td>On-going. Results will be included with Waiver semi-annual report.</td>
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<thead>
<tr>
<th>Both RBV and Parent Mentor</th>
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<tr>
<td>Implement and monitor client identification, randomization, referral and intake process</td>
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### Child Welfare Partnership

**April - June 2013**

<table>
<thead>
<tr>
<th>PM:</th>
<th>Sent quarterly reports to DHS branches and monthly to PMP providers. Provide on-going TA.</th>
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<tr>
<td>RBV:</td>
<td>Continue to do quality assurance and monitoring for all incoming data; new data collection monitoring reports due out next quarter. Held conference call with RBV provider sites to solicit input on forms and data collection process resulting in revised versions of some forms and revised data collection guidelines. Data collection manual to be revised and distributed next quarter.</td>
</tr>
<tr>
<td>PM:</td>
<td>Reviewed data submitted for Jan-March; provided feedback to sites via the NetLink and the newsletter. Protocols for monitoring and managing data were also revised.</td>
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- **Review and analyze program and participant data submitted; develop report summarizing the quality and quantity; provide TA as needed to increase the quality of data and its timely submission; solicit feedback from sites and make changes as needed.**
- **RBV:** Continue to do quality assurance and monitoring for all incoming data; new data collection monitoring reports due out next quarter. Held conference call with RBV provider sites to solicit input on forms and data collection process resulting in revised versions of some forms and revised data collection guidelines. Data collection manual to be revised and distributed next quarter.
- **PM:** Reviewed data submitted for Jan-March; provided feedback to sites via the NetLink and the newsletter. Protocols for monitoring and managing data were also revised.

- **Develop fidelity monitoring tools, protocols and reports**
- **RBV:** See Above under RBV.
- **PM:** Assessed program and participant data for its usefulness in creating a meaningful fidelity report. Developed preliminary fidelity report to be included in Semi-annual report.

- **Efforts directed at Community, Family and Youth Engagement.**
- **Ongoing for RBV and PM**

- **Management of all aspects of the project including providing fiscal and written products in a timely manner and coordination with Central Office staff.**
- **On-going. Continued to meet every other week with DHS Waiver coordinator; weekly team meetings for RBV and PM; monthly PI meetings for Waiver Co-PIs; quarterly meetings with DHS Central Office staff.**

### Progress Notes

**Parent Mentoring:**

Client Recruitment and Referral: We continue to monitor closely the Identification, Randomization and Referral process (IRR). Based on interviews with DHS staff, we feel the process is working reasonably well and had stabilized in all of the branches. (More detail regarding this will be included in the Waiver semi-annual report.)

In April, the Waiver Manager decided to assign all ICWA cases who are otherwise eligible for the PM project to the PM/treatment group rather than subject them to the random assignment process. PSU developed a process for tracking these cases, and conducted outreach to all of the sites and distributed revised materials to reflect the new process. A handful of cases from a couple of sites that had been previously assigned to the control group were reassigned to the PM/treatment group and PSU made the relevant changes to the database.

Implementation/Process Evaluation: Focus groups with supervisors continue to occur quarterly and results from these and interviews with the training staff will be included in the summer 2013
report to the Children’s Bureau. Interviews with 12 mentors were conducted this Spring and focused on implementation and experiences with recruiting parents and doing PDOI. We also conducted 25 interviews with child welfare staff including CMCs, CPS Supervisors, ART members, Program Managers and the Waiver manager. These interviews focused on implementation of the IRR process as well as any on-going issues with identifying and recruiting parents. Conducting these interviews and analyzing the considerable data that resulted has taken much of our staff time over the past 3 months. Results from the focus groups and interviews will also be included in the Waiver semi-annual report due in August.

The evaluation team has developed a preliminary fidelity report drawing heavily on data collected from providers via their Monthly Services and Supports reports as well as monthly contact logs. We may also draw on information gathered via interviews with both mentors and DHS staff.

We are eager to begin learning from Parents about their experiences. We had hoped to finalize our parent survey instrument this quarter but we decided to conduct interviews with DHS staff and there wasn’t enough time to do both. We plan to develop a parent interview during the next quarter and will work on the parent survey after that.

Participant and Program Data: The quantity of data submitted by providers has increased markedly over the past 2 quarters are more parent engage and progress through services. In addition, the quality of the data submitted continues to be high. We created a version of the Monthly Services and Supports report in Qualtrics which will ease both data entry on the part of providers and PSU and will expedite our analysis process. We revised the Exit/Case Closing form and have are in the process of creating a version in Qualtrics.

The new member of the Waiver team hired in February has done a fabulous job of updating and revising our systems related to collecting, managing and monitoring the data we received from providers. These data are a primary source of information for the fidelity reports.

RBV:
Identification/Screening/Referral: This is an ongoing process, and during interviews with DHS leadership at each branch we highlighted any branch-level issues related to this process with program managers and liaisons. Many leaders indicated that had not received the branch case flow report; we plan to resend the updated version individual to each PM next quarter.

Process/Implementation Evaluation: Considerable effort was made in collecting and synthesizing data related to the process/implementation study. Site visit interviews were coded and synthesized, DHS stakeholder interviews developed and started, and we began the process of developing a coding rubric for ranking fidelity of implementation for each program site. Additionally, a brief report on the training component of RBV was finalized and sent to the training partner and to DHS to use to inform planning for next year.

Parent Interviews: Challenges described last quarter in terms of lack of up to date contact information continue, and the process of finding parents to invite them to participate is quite time consuming. We received additional levels of access to child welfare data in order to facilitate locating parents for this process; however much of the parent contact information in ORKids is not complete/accurate. We are also continuing to work with the DHS Waiver coordinator to
improve the number of parents who have completed the Release of Information form for the parent interview portion of the research. We are scheduling our first round of control group observations based on releases obtained in parent interviews and expect to complete a pilot observation next quarter.

**Other:** We met with Anna Cox to develop a process for obtaining a preliminary download from ORKIDS to examine RBV and PM outcomes. We are working with Donna Haney to ensure the RBV sample list is correct and validated. We expect to do an initial download in Fall 2013.

**Eligibility, Referral and Intake Process Accounting for Both RBV and PM:**

### RBV: Totals as of 7/10/13.

**DHS Screening, Identification, and Referral**

- **Initial Eligibility:** 1,527 initially eligible focus children (cases) have been identified in OR-Kids reports and distributed to DHS for further screening.
- **Cases Reviewed So Far:** 1,422 (93%) initially eligible focus children (1,791 parents) have had their case eligibility determination.
- **Eligibility:** Of the 1,791 parents, 1,122 were found to be eligible (63%) and randomly assigned.
- **Random Assignment:** Of the 1,122 randomly assigned parents, 594 (53%) were randomly assigned to the RBV intervention group.
- **Referral to RBV Services:** Of the 594 adults randomly assigned to receive RBV services, DHS has made a referral for 398 (67%) parents.
- **Release of Information.** Of the 1,122 eligible focus adults, 514 (46%) have signed the Release of Information for the Waiver evaluation. Currently, there are 11 branches with a ROI completion rate less than 50% (previously 10).
- **Intake:** Of the 398 RBV parents randomly assigned AND referred, 258 (65%) have completed an intake with an RBV provider. 196 adults were exited before completing intake (and in some cases before even being referred) during their most recent RBV episode, most frequently because the child is returned home before the RBV provider can make contact or because the RBV provider is unable to engage the parent.

### PM: Totals as of June 30th, 2013

**Identification, Randomization, Referral and Acceptance**

- **Eligibility:** 409 parents have been identified as eligible.
- **Random Assignment:** 252(62%) of eligible parents have been assigned to the Parent Mentor group; 157(38%) have been assigned to the control.
- **Referrals:** referrals for 195 parents (77%) have been received by providers.
- **Intakes:** 132 parents (68%)\(^1\) who have been offered the program have accepted services.
- **Release of Information:** Only 23% of parents identified as eligible by DHS have signed the Release of Information for the Waiver Evaluation (there is a small difference between the rate for PMP and control group parents). However, over 90% of the parents referred to PMP

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\(^1\) This refers only to the parents that accepted services as of 6/30/2013. It does not include the number of parents with whom mentors are currently doing outreach and who will accept services in the future.
services consent to participation in the research when invited to do so by the provider. We have no such second chance with control group parents, however.

Waiver Products This Quarter

- PMP Exit/Case Closing form (revised and put into Qualtrics)
- PMP Newsletter
- PMP IRRP reports
- PM Training Evaluation Write Up
- 2 Site-Specific Site Visit feedback reports (RBV)
- RBV Training Report
- RBV Revised Exit and Visit Documentation Forms
- RBV DHS Newsletter
Self Sufficiency
Project Agreement D-01-13, Exhibit A
Project Lead: Bill Baney, M. Ed.

The goal of the Self Sufficiency Project Agreement is to enhance and expand training available to Self-Sufficiency professionals (SSP) in Oregon. Over the past quarter, PSU hired a Project Coordinator to oversee workforce development and systems support efforts specific to DHS-SSP.

PSU, in collaboration with DHS-SSP leadership and SSP Training Unit staff, and two community based providers (JOIN and Community Capacitation Center (CCC), began the process of developing a case management model for SSP grounded in core systems of care principles such as culturally responsive, community based and child/youth/adult/family driven. PSU provided an outline of the vertical delivery structure, work plan for coming year and scope of work for a statewide rollout.

In addition, PSU continues to provide support and technical assistance around the design and development of distance learning sessions.

Quarter Activities:
1. Develop and/or Deliver Training Sessions

Case Management
PSU met with the core design team over the past quarter to develop a case management training model infused with social work principles and values. The multi-level training approach (practice, management/policy) focuses on skills, qualities and knowledge needed at the various institutional levels. In partnership with DHS SSP leadership, PSU revised the proposed scope of work for the upcoming biennium 2013-15 to include the work associated with the project.

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Duration</th>
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<tbody>
<tr>
<td>4/25/13</td>
<td>SSP Leadership</td>
<td>1.5 hours</td>
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<td>5/9/13</td>
<td>Planning Team</td>
<td>1.5 hours</td>
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<td>5/23/13</td>
<td>Planning Team</td>
<td>2 hours</td>
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<tr>
<td>6/12/13</td>
<td>Planning Team</td>
<td>3 hours</td>
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<tr>
<td>6/14/13</td>
<td>Planning Team</td>
<td>2 hours</td>
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<tr>
<td>6/18/13</td>
<td>Planning Team (Leadership)</td>
<td>1 hour</td>
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<tr>
<td>6/20/13</td>
<td>Planning Team</td>
<td>2.5 hours</td>
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<tr>
<td>6/24/13</td>
<td>Project Partner (JOIN/PSU)</td>
<td>1 hour</td>
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<tr>
<td>6/27/13</td>
<td>SSP Case Manager Hiring Committee</td>
<td>1.5 hour</td>
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Captivate Training
As part of the modernization process within DHS, training sessions were offered specific to the learning platform Captivate. PSU staff and DHS SSP Training Unit staff attended a multi-day training to become a Captivate trainer. Over the past quarter, PSU provided consultation and technical assistance to DHS staff specific to Captivate capacity and application.
2. SSP Training Related Meetings
PSU staff participated on in SSP Training Unit, Curriculum Review and FSRC Committees over the past quarter. PSU trainers observed sessions administered by SSP Training Unit Staff designed for DHS SSP and APD staff. Content provided guidance around the design and development of future SSP sessions.

3. Distance Learning Specialist
PSU’s Distance Learning Specialist (DLS) provided guidance and technical assistance around web-based/distance learning opportunities. Over the past quarter, PSU staff revised content for session specific to NVRA. In addition, PSU worked with DHS SSP staff around the creation of an online learning assessment/evaluation tool to measure retention and training effectiveness. Over the next quarter, PSU will continue to develop evaluation and learning assessment tools specific to on-line learning modules for use by the SSP Training Unit.

Next Quarter Objectives
- Develop and/or deliver Case Management Training Sessions
- Develop and/or deliver Distance Learning Sessions (LOD)
My Future My Choice
Project Agreement E-01-13

*Project Lead: Bill Baney, M. Ed.*

The goal of this Project agreement is to support the design and delivery of a comprehensive adolescent sexuality curriculum for youth. PSU is providing implementation evaluation of the curriculum and technical assistance for the development of a video supplement for the curriculum.