



School  
of Social Work

PORTLAND STATE UNIVERSITY

# Child Welfare Partnership Quarterly Report

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**APRIL – JUNE 2020**

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# **Executive Director's Overview**

Katharine Cahn, Ph.D., *Executive Director*

## **Overview**

2019-21 Biennium

The future of Oregon rests on the safety, stability, and well-being of all our children and families. Oregon DHS and PSU's School of Social work are partners in developing the professional workforce, skills and knowledge necessary to realize this future. Since it's founding in 1993 (as the Child Welfare Partnership) the partnership described in the following pages has drawn on the shared resources of both partners to implement training, research, and professional education to build good systems for children and families. This report will show that we have met, and even exceeded, program goals, and have made accountable use of the trust and the public funds invested in this important Partnership.

In particular for this quarter (April-June 2020) we can see an extraordinary response, pivoting training and educational programming to meet the challenges of an unprecedented viral pandemic. The reader will also see the Partnership's programmatic response to a hiring surge in child welfare. We also worked with DHS partners to meet an unexpected budgetary challenge discovered early in May. Across the board, the Partnership has been nimble and responsive to the needs of Oregon DHS and the children and families served.

As required for orderly accounting of public finances, the following pages document things that can be counted: numbers of people trained, numbers of days of trainings, and the programs and products developed and delivered. Equally important are the things that can't be counted: the passion, dedication, and ongoing learning our teams bring to the table everyday to promote the agency's goals and hopes for families. Equally important are the values we share with DHS – a commitment to racial equity, strengths-based and trauma-informed practice, a focus on keeping families together where-ever possible, and the wisdom of leveraging youth, parent, and community expertise in case and program planning.

As this quarter so abundantly demonstrates, while our partnership has been in place for over twenty-five years, we are in a state of constant renewal. We look forward to continuing to evolve in partnership with you to serve Oregon's most vulnerable children, youth, and families in the years to come.

# **Child Welfare Education & Training Director's Overview**

Marty Lowrey, MSW, LCSW, *Director of Workforce Development*

In April, May and June, the workforce development programs responded to the Covid 19 pandemic and the workforce needs of our child welfare agency by moving all training and educational services to virtual delivery. The speed with which the training program converted curriculum and adapted to new technology was remarkable. In person training was halted in mid-March and training was being delivered virtually in April. Despite the intensive workload involved in converting training, the numbers trained and the quality of training remained strong.

The conversion process included curriculum revision, identification of new activities, adaptation of others, and learning the Zoom platform. It is estimated that it took 896 hours (an average of 75 hours per trainer) to convert 43 days of training. The technology staff were heavily relied on to assist trainers and participants during this time and were also needed on line during all virtual delivery. All members of the training program (administrative support, IT, evaluators, trainers and managers) were required to make significant adjustments to their work in order for the program to rise to this challenge and provide the training you see reflected below.

This quarter 52 trainings were delivered virtually serving 1,103 staff, 693 caregivers, and 141 community partners. These numbers reflect both synchronous and asynchronous delivery. Of significant note was that the training team was able to maintain all knowledge and skill assessments including virtual simulation of engaging with clients and the culminating knowledge assessment at the conclusion of Essential Elements. It is further noteworthy that we saw attendance in caregiver training actually increase during this period of time. Caregivers reflected that the stay at home order and home schooling made it even more important to be able to connect with other caregivers in the training environment.

The Adoption Therapy Certificate program also delivered all scheduled classes without interruption during this quarter. This program has always had a live streaming component so was better positioned to respond to full virtual delivery. That said, this did require having an instructor teach virtually from out of the country so there were challenges to overcome. There are currently 261 graduates of this program in the Director of Therapists with this specialized training and 44 participants completed the program this quarter.

The Child Welfare education program also had unique challenges to respond to as a result of the pandemic. In particular, students in field placements were impacted by the stay at home orders and the team needed to work with each student individually to assure that they were able to complete their internship and academic requirements. Student anxiety was also quite high particularly for graduating

students so the team was cognizant of responding to not only their technical needs but their social and emotional needs This team is particularly strong in this area.

This quarter, the workforce development program was impacted by budget reductions resulting in some project eliminations, layoffs and fte reductions. This is always destabilizing to programs and distressing to staff. We are working to steady the program while supporting team members as they navigate these waters.

## Overview of Child Welfare Training Unit Deliverables

	This Quarter	To Date
<b>Classroom Training Offered*</b> <small>*Offered virtually via Zoom</small>	<b>35</b>	<b>136</b>
<b>Distance Training Offered</b>	<b>17</b>	<b>56</b>
<b>Total Training Offered</b>	<b>52</b>	<b>192</b>
<b>Staff Trained</b>	<b>1,103</b>	<b>4,007</b>
<b>Caregivers Trained</b>	<b>693</b>	<b>1,293</b>
<b>Other Guests Trained</b>	<b>141</b>	<b>504</b>
<b>Total Trained</b>	<b>1,937</b>	<b>5.804</b>

## Training Provided Outside Work Order Deliverables

	This Quarter	To Date
<b>Classroom Training Offered</b>		
<b>Distance Training Offered</b>		
<b>Total Training Offered</b>		
<b>Staff Trained</b>		
<b>Caregivers Trained</b>		
<b>Other Guests Trained</b>		
<b>Total Trained</b>		

**Work Order Component 1111-151248:**

**New Caseworker Training: Essential Elements of Child Welfare Practice**

**Distance Training for Social Service Specialists 1**

	<b>Staff</b>	<b>Other</b>	<b>Current</b>	<b>To Date</b>
Secondary Traumatic Stress CBT	199	-	199	<b>667</b>
Child Welfare Ethics and DHS Values CBT	169	-	169	<b>661</b>
CANS CBT	76	-	76	<b>335</b>
Multi-Ethnic Placement Act CBT	-	-	-	<b>110</b>
<b>Totals</b>	<b>444</b>	<b>0</b>	<b>444</b>	<b>1,773</b>

**Essential Elements of Child Welfare Practice (97.5 hours, 24 per Biennium)**

Classroom Training, 25 Participant Capacity

**Number Times Offered:**

**Current**

**To Date**

	3	<b>16</b>
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**Number of Participants Trained:**

**Current**

**To Date**

Staff Members	78	<b>337</b>
Other Guests	-	<b>4</b>
<b>Totals</b>	<b>78</b>	<b>341</b>

# Work Order Component 1111-151248: Evaluation Summary

## Distance Training:

### Secondary Traumatic Stress

Participant Self-Assessed Knowledge Gained

	Quarter	Biennium
Pre Average	3.5	3.7
Post Average	4.3	4.4
Increase	0.8(16%)	0.7 (14%)

1=None; 2=Minimal; 3=Fair; 4=Good; 5=Very Good

	Quarter	Biennium
Overall Rating	3.6	3.6
Usefulness of Content	4.1	4.2

1=Disagree; 2=Somewhat Disagree; 3=Neutral; 4=Somewhat Agree; 5=Agree

### Child Welfare Ethics & DHS Values

Participant Self-Assessed Knowledge Gained

	Quarter	Biennium
Pre Average	3.7	3.5
Post Average	4.5	4.4
Increase	0.8 (16%)	0.9 (18%)

1=None; 2=Minimal; 3=Fair; 4=Good; 5=Very Good

	Quarter	Biennium
Overall Rating	3.8	3.6
Usefulness of Content	4.4	4.3

1=Disagree; 2=Somewhat Disagree; 3=Neutral; 4=Somewhat Agree; 5=Agree

### CANS

Participant Self-Assessed Knowledge Gained

	Quarter (n=6)	Biennium (n=11)
Pre Average	1.7	1.6
Post Average	3.3	3.4
Increase	1.6 (32%)	1.6 (36%)

1=None; 2=Minimal; 3=Fair; 4=Good; 5=Very Good

	Quarter (n=6)	Biennium (n=11)
Overall Rating	3.0	2.9
Usefulness of Content	3.5	3.6

1=Disagree; 2=Somewhat Disagree; 3=Neutral; 4=Somewhat Agree; 5=Agree



**MEPA**

Participant Self-Assessed Knowledge Gained

	Quarter (n=11)	Biennium (n=19)
Pre Average	2.6	2.4
Post Average	4.0	3.9
Increase	1.4 (28%)	1.5 (30%)

1=None; 2=Minimal; 3=Fair; 4=Good; 5=Very Good

	Quarter (n=11)	Biennium (n=19)
Overall Rating	3.2	2.9
Usefulness of Content	4.0	4.1

1=Disagree; 2=Somewhat Disagree; 3=Neutral; 4=Somewhat Agree; 5=Agree

**Essential Elements:**

Participant Self-Assessed Knowledge Gained

	Quarter	Biennium
Pre Average	2.6	2.6
Post Average	4.1	4.0
Increase	+1.5 (30%)	+1.4 (28%)

1=None; 2=Minimal; 3=Fair; 4=Good; 5=Very Good

	Quarter	Biennium
Overall Rating	3.7	3.9
Usefulness of Content	4.4	4.4
Trainer demonstrated knowledge in content	4.9	4.9
Learning objectives were covered	4.8	4.8
Materials/handouts were helpful	4.6	4.8
Sufficient interaction provided to stay engaged	4.6	4.7
Simulations were helpful	4.9	4.6
Simulation process was clear	4.8	4.6
Support and resources needed to prepare for simulations was received	4.8	4.6

1=Disagree; 2=Somewhat Disagree; 3=Neutral; 4=Somewhat Agree; 5=Agree

Knowledge Assessment	<i>Solid Understanding</i>	<i>Moderate Understanding</i>	<i>Minimal Understanding</i>
Overall Assessment	56%	44%	0
<i>Subtests</i>	<i>Understanding Demonstrated</i>	<i>Understanding Not Demonstrated</i>	
Oregon Practice Model	89%	11%	
Casework Practice	97.5%	2.5%	

# Work Order Component 1112-151248: New Caseworker Training: Family Conditions

## Family Conditions (19.5 hours, 8 per Biennium)

Classroom Training, 60 Participant Capacity / Live Stream Sites, 40 Participant Capacity

Number Times Offered:	Current	To Date
	1	2
Number of Participants Trained:	Current	To Date
Staff Members	64	133
Other Guests	-	-
<b>Totals</b>	<b>64</b>	<b>133</b>

## Work Order Component 1112-151248 Evaluation Summary

### Participant Self-Assessed Knowledge Gained

	Quarter	Biennium
Pre Average	3.5	3.2
Post Average	4.3	4.3
Increase	0.8 (16%)	1.1 (22%)

1=None; 2=Minimal; 3=Fair; 4=Good; 5=Very Good

	Quarter	Biennium
Overall Rating	4.0	4.1
Usefulness of Content	4.5	4.0
Trainer demonstrated knowledge in content	4.9	4.9
Learning objectives were covered	4.9	4.8
Materials/handouts were helpful	4.8	4.8
Sufficient interaction provided to stay engaged	4.7	4.7

1=Disagree; 2=Somewhat Disagree; 3=Neutral; 4=Somewhat Agree; 5=Agree

# Work Order Component 1113-151248: New Caseworker Training: Well Being Needs of Children and Young Adults

## Distance Training for Social Service Specialists 1

	Staff	Other	Current	To Date
Advocating for Educational Services Netlink	38	-	38	<b>272</b>
<b>Totals</b>	<b>38</b>	<b>-</b>	<b>38</b>	<b>272</b>

## Well Being Needs of Children and Young Adults (26 hours, 18 per Biennium)

Classroom Training, 30 Participant Capacity

Number Times Offered:	Current	To Date
	1	<b>7</b>
Number of Participants Trained:	Current	To Date
Staff Members	27	<b>136</b>
Other Guests	-	-
<b>Totals</b>	<b>27</b>	<b>136</b>

# Work Order Component 1113-151248: Evaluation Summary

## Advocating for Educational Services:

Participant Self-Assessed Knowledge Gained

	Quarter	Biennium
Pre Average	3.5	3.0
Post Average	4.4	4.2
Increase	+0.9 (18%)	+1.1 (22%)

1=None; 2=Minimal; 3=Fair; 4=Good; 5=Very Good

	Quarter	Biennium
Overall Rating	4.2	3.9
Usefulness of Content	4.5	4.2
Trainer was knowledgeable in the subject area	4.8	4.9
Learning objectives were covered	4.8	4.9
There was sufficient interaction	4.8	4.8
Training effectively incorporated stories, scenarios, examples that enhanced the content	4.6	4.8
Materials were helpful	4.7	4.8

1=Disagree; 2=Somewhat Disagree; 3=Neutral; 4=Somewhat Agree; 5=Agree

### **Well Being:**

#### Participant Self-Assessed Knowledge Gained

	Quarter	Biennium
Pre Average	3.3	3.1
Post Average	4.1	4.1
Increase	0.8 (16%)	+1.0 (20%)

1=None; 2=Minimal; 3=Fair; 4=Good; 5=Very Good

	Quarter	Biennium
Overall Rating	3.8	3.5
Usefulness of Content	4.4	3.8
Trainer demonstrated knowledge in content	4.9	4.8
Learning objectives were covered	4.9	4.8
Materials/handouts were helpful	4.8	4.7
Sufficient interaction provided to stay engaged	4.8	4.6

1=Disagree; 2=Somewhat Disagree; 3=Neutral; 4=Somewhat Agree; 5=Agree

	<i>Pre-Test Average</i>	<i>Post-Test Average</i>	<i>Increase</i>
Well Being Pre/Post Test	49%	64%	15

\*Statistically significant. Paired samples t-test was run to determine whether there was a statistically significant mean difference between the assessment scores on the pre and posttest.  $t(12) = 5.0, p = .000, d = 1.4$  (Large effect).

# Work Order Component 1114-151248: New Caseworker Training: Trauma Informed Practice Strategies

## Trauma Informed Practice Strategies (13 hours, 24 per Biennium)

Classroom Training, 25 Participant Capacity

<b>Number Times Offered:</b>	<b>Current</b>	<b>To Date</b>
	2	<b>11</b>
<b>Number of Participants Trained:</b>	<b>Current</b>	<b>To Date</b>
Staff Members	38	<b>163</b>
Other Guests	0	-
<b>Totals</b>	<b>38</b>	<b>163</b>

# Work Order Component 1114-151248: Evaluation Summary

Participant Self-Assessed Knowledge Gained

	Quarter	Biennium
Pre Average	3.8	3.3
Post Average	4.4	4.3
Increase	0.6 (12%)	1.0 (20%)

1=None; 2=Minimal; 3=Fair; 4=Good; 5=Very Good

	Quarter	Biennium
Overall Rating	4.2	4.0
Usefulness of Content	4.6	4.2
Trainer demonstrated knowledge in content	5.0	4.8
Learning objectives were covered	4.6	4.8
Sufficient interaction provided to stay engaged	4.8	4.7
Materials/handouts were helpful	5.0	4.7

1=Disagree; 2=Somewhat Disagree; 3=Neutral; 4=Somewhat Agree; 5=Agree

## Work Order Component 1115-151248: New Caseworker Training: Preparing and Presenting for Success in Court

### Preparing and Presenting for Success in Court (32.5 hours, 18 per Biennium)

Classroom Training, 30 Participant Capacity

<b>Number Times Offered:</b>	<b>Current</b>	<b>To Date</b>
	2	7
<b>Number of Participants Trained:</b>	<b>Current</b>	<b>To Date</b>
Staff Members	51	151
Other Guests	-	-
<b>Totals</b>	<b>51</b>	<b>151</b>

## Work Order Component 1115-151248: Evaluation Summary

Participant Self-Assessed Knowledge Gained

	Quarter	Biennium
Pre Average	2.9	2.7
Post Average	3.9	4.1
Increase	1.0 (20%)	1.4 (28%)

1=None; 2=Minimal; 3=Fair; 4=Good; 5=Very Good

	Quarter	Biennium
Overall Rating	3.9	3.9
Usefulness of Content	4.3	4.2
Trainer demonstrated knowledge in content	4.8	4.9
Learning objectives were covered	4.8	4.9
Materials/handouts were helpful	4.7	4.8
Sufficient interaction provided to stay engaged	4.6	4.7
Simulations were helpful	4.5	4.2
Simulation process was clear	4.5	4.4
Support and resources needed to prepare for simulations was received	4.4	4.3

1=Disagree; 2=Somewhat Disagree; 3=Neutral; 4=Somewhat Agree; 5=Agree

	<i>Pre-Test Average</i>	<i>Post-Test Average</i>	<i>Increase</i>
PPSC Pre/Post Test	52%	67%	15

\*Statistically significant. Paired samples t-test was run to determine whether there was a statistically significant mean difference between the assessment scores on the pre and posttest.  $t(48) = 11.17, p=.000, d=1.6$  (Large effect).

## Work Order Component 1116-151248: Caregiver Training Unit

### Caregiver Training Unit - Classroom Training\*

Training Title (Number of Hours)	Number of Times Offered									
	This Quarter	To Date	19 – 21 Total Deliverables	Relatives	Foster Parents	Adoptive Parents	Staff	Community Partners	Total this Quarter	Total to Date
BCMT (12 hrs)	-	3	--	-	-	-	-	-	-	<b>19</b>
• Capacitación sobre Control de Comportamiento y Crisis (12 hrs)	-	1	--	-	-	-	-	-	-	<b>9</b>
Behavior: Pouting to Punching	-	3	--	-	-	-	-	-	-	<b>23</b>
Caregivers and Case Workers Teaming: The Heart of Child Welfare	-	3	--	-	-	-	-	-	-	<b>71</b>
Caring for the Sexually Abused Child	2	2	--	7	19	0	0	0	<b>26</b>	<b>26</b>
Children Can Hear (3 hrs)	-	1	--	-	-	-	-	-	-	<b>8</b>
• Los Niños Pueden Escuchar (3 hrs)	-	1	--	-	-	-	-	-	-	<b>11</b>
Collaborative Problem Solving (3 hrs)	1	3	--	7	14	3	0	0	<b>24</b>	<b>38</b>
Collaborative Problem Solving II (3 hrs)	1	1	--	11	17	0	0	0	<b>28</b>	<b>28</b>
Confidentiality: Not Just a Good Idea, It's the Law	1	1	--	7	19	0	0	0	<b>26</b>	<b>26</b>
CPR & First Aid (5 hrs)	-	9	--	-	-	-	-	-	-	<b>61</b>
• Primeros Auxilios	-	1	--	-	-	-	-	-	-	<b>2</b>
Early Childhood and Brain Development	1	1	--	4	9	0	0	0	<b>13</b>	<b>13</b>
Educational Rights of Children and Youth		1	--	-	-	-	-	-	-	<b>7</b>
Emotional Intelligence	1	1	--	2	9	0	0	0	<b>11</b>	<b>11</b>



Enhancing Teen Attachment	1	1	--	7	14	2	0	0	<b>23</b>	<b>23</b>
Facilitating Developmental Attachment	-	1	--	-	-	-	-	-	-	<b>12</b>
FASD Fundamentals	1	1	--	9	15	0	1	0	<b>25</b>	<b>25</b>
Foster Parents in Juvenile Court	-	1	--	-	-	-	-	-	-	<b>4</b>
Good Times: Tweens & Teens	-	1	--	-	-	-	-	-	-	<b>5</b>
Helping Children with Visitation	-	1	--	-	-	-	-	-	-	<b>6</b>
Loss and Grief (3 hrs)	-	1	--	-	-	-	-	-	-	<b>11</b>
Loving and Letting Go (3 hrs)	-	6	--	-	-	-	-	-	-	<b>37</b>
Managing Difficult Behaviors in Young Children	1	2	--	17	18	0	0	0	<b>35</b>	<b>46</b>
Parenting Children in Care: What Works and Why (6 hrs)	-	3	--	-	-	-	-	-	-	<b>26</b>
Parenting Children with ADD/ADHD – Fundamentals (3 hrs)	1	4	--	9	19	0	0	0	<b>28</b>	<b>47</b>
Parenting Children with ADD/ADHD – Advanced (3 hrs)	1	1	--	5	7	1	1	0	<b>14</b>	<b>14</b>
Parenting Meth Exposed Children	-	2	--	-	-	-	-	-	-	<b>5</b>
Promoting and Maintaining Cultural Identities of Youth	-	1	--	-	-	-	-	-	-	<b>9</b>
Relative Caregivers	1	1	--	16	3	0	1	0	<b>20</b>	<b>20</b>
Strategies for Successful Fostering (3 hrs)	-	2	--	-	-	-	-	-	-	<b>2</b>
Supporting Children Exposed to Domestic Violence*	-	2	--	-	-	-	-	-	-	<b>19</b>
• Apoyando niños expuestos a violencia domestica	-	1	--	-	-	-	-	-	-	<b>5</b>
Talking with Children About Difficult Issues	2	2	--	4	30	1	0	0	<b>35</b>	<b>35</b>
Ten Tips for Parenting Teens	1	1	--	3	10	0	0	0	<b>13</b>	<b>13</b>
Transitioning Children with Sensitivity (3 hrs)	1	8	--	3	21	2	0	0	<b>26</b>	<b>70</b>
Trauma Informed Parenting (6 hrs)	-	9	--	-	-	-	-	-	-	<b>86</b>

Understanding & Responding to Sexual Behavior	-	4	--	-	-	-	-	-	-	<b>49</b>
What Your Mother Said	-	1	--	-	-	-	-	-	-	<b>10</b>
<b>CTU Classroom Training Totals</b>	<b>17</b>	<b>89</b>	<b>0</b>	<b>111</b>	<b>224</b>	<b>9</b>	<b>3</b>	<b>0</b>	<b>347</b>	<b>932</b>

\* Due to COVID-19 concerns, all trainings were provided via distance learning this quarter

## Caregiver Training Unit - Distance Training

Training Title (Number of Hours)	Number of Times Offered			Number of Participants						
	This Quarter	To Date	19 – 21 Total Deliverables	Foster Parents	Relatives	Adoptive Parents	Staff	Community Partners	Total this Quarter	Total to Date
Building Resilience for Children in Care (3 hrs)	-	1	--	-	-	-	-	-	-	<b>14</b>
Caring for the Sexually Abused Child	-	1	--	-	-	-	-	-	-	<b>11</b>
Child Development: The Tween Puzzle (3 hrs)	1	1	--	24	0	0	0	0	<b>24</b>	<b>24</b>
Collaborative Problem Solving (3 hrs)	1	1	--	7	3	0	3	0	<b>13</b>	<b>13</b>
Connections: Children, Birth Families & Caregivers (3 hrs)	-	1	--	-	-	-	-	-	-	<b>4</b>
Conexiones: niños, familias biológicas, y cuidadores	1	1	--	4	0	0	14	0	4	<b>4</b>
Early Childhood and Brain Development	-	1	--	-	-	-	-	-	-	<b>12</b>
Enhancing Teen Attachment	-	1	--	-	-	-	-	-	-	<b>5</b>
Fetal Alcohol Syndrome Disorder Fundamentals	-	1	--	-	-	-	-	-	-	<b>7</b>
Helping Children with Visitation (3 hrs)	1	1	--	23	6	0	5	0	<b>43</b>	<b>43</b>
Living Under the Influence of Addiction (3 hrs)	-	1	--	-	-	-	-	-	-	<b>8</b>
Making the Most of Caseworker Monthly Visits (3 hrs)	-	1	--	-	-	-	-	-	-	<b>1</b>

Motivating outh to Make Postitive Changes	-	1	--	-	-	-	-	-	-	4
Parenting a Child with Special Needs (3 hrs)	-	1	--	-	-	-	-	-	-	5
Parenting Children with ADD/ADHD – Fundamentals (3 hrs)	-	1	--	-	-	-	-	-	-	14
Parenting from the Heart and the Brain (3 hrs)	-	1	--	-	-	-	-	-	-	8
Parenting in the Digital Age (3 hrs)	-	1	--	-	-	-	-	-	-	7
Parenting to a Child’s Temperament (3 hrs)	1	1	--	12	0	0	5	0	17	17
Promoting and Maintaining Cultural Identities of Youth (3 hrs)	-	1	--	-	-	-	-	-	-	13
School's Out! Educational Help! Webinar	1	1	--	216			2		218	218
Supporting Children Exposed to Domestic Violence (3 hrs)	-	1	--	-	-	-	-	-	-	15
Taking Note of Your Work	-	1		-	-	-	-	-	-	10
Ten Tips for Parenting Teens (3 hrs)	1	1	--	25	4	0	0	0	29	29
Transitioning Children with Sensitivity (3 hrs)	1	1	--	13	10	2	0	0	25	25
Vicarious Trauma: Surviving & Thriving as a Caregiver (3 hrs)	-	--	--	-	-	-	-	-	-	0
Trauma Vicario	-	1	--	-	-	-	-	-	-	5
<b>CTU Distance Training Totals</b>	<b>8</b>	<b>25</b>	<b>56</b>	<b>324</b>	<b>23</b>	<b>2</b>	<b>24</b>	<b>0</b>	<b>373</b>	<b>516</b>

**Caregiver Training Unit – Overall Totals**

	Number of Times Offered			Number of Participants						
	This Quarter	To Date	19 – 21 Total Deliverables	Foster Parents	Relatives	Adoptive Parents	Staff	Community Partners	Total this Quarter	Total to Date
CTU Classroom Training Totals	17	89	74	224	111	9	3	0	<b>347</b>	<b>932</b>
CTU Distance Training Totals	8	25	56	324	23	2	24	0	<b>373</b>	<b>516</b>
<b>Caregiver Training Unit Totals</b>	<b>25</b>	<b>114</b>	<b>130</b>	<b>597</b>	<b>134</b>	<b>11</b>	<b>27</b>	<b>0</b>	<b>720</b>	<b>1448</b>

Other Deliverables	This Quarter	To Date	19 – 21 Total Deliverables
CTU Training Curriculum Translated into Spanish	2	4	<b>3</b>
Develop 'Brown Bag' Topics for Support Groups			<b>As resources allow</b>

Foster Parent College (1000 Units)	Units Completed this Quarter	Units Expired this Quarter	Completed/Expired to Date
	167	0	<b>566</b>

# Work Order Component 1116-151248: Evaluation Summary

## Caregiver Classroom Training:

Participant Self-Assessed Knowledge Gained		
	Quarter	Biennium
Pre Average	3.1	3.1
Post Average	4.5	4.5
Increase	1.4 (28%)	1.4 (28%)

1=None; 2=Minimal; 3=Fair; 4=Good; 5=Very Good

	Quarter	Biennium
Overall Rating	4.5	4.5
Usefulness of Content	4.7	4.7
Trainer was knowledgeable in the subject area	5.0	5.0
Learning objectives were covered	4.9	4.9
There was sufficient interaction	4.9	4.9
Training effectively incorporated stories, scenarios, examples that enhanced the content	4.9	4.9
Materials were helpful	4.9	4.9

1=Disagree; 2=Somewhat Disagree; 3=Neutral; 4=Somewhat Agree; 5=Agree

## Caregiver NetLink Training:

Participant Self-Assessed Knowledge Gained		
	Quarter	Biennium
Pre Average	3.3	3.5
Post Average	4.9	4.5
Increase	1.6 (32%)	+1.0 (20%)

1=None; 2=Minimal; 3=Fair; 4=Good; 5=Very Good

	Quarter	Biennium
Overall Rating	4.4	4.2
Usefulness of Content	4.6	4.5
Trainer was knowledgeable in the subject area	4.9	4.9
Learning objectives were covered	4.9	4.9
There was sufficient interaction	4.8	4.6
Training effectively incorporated stories, scenarios, examples that enhanced the content	4.8	4.8
Materials were helpful	4.8	4.7

1=Disagree; 2=Somewhat Disagree; 3=Neutral; 4=Somewhat Agree; 5=Agree

## Work Order Component 1117-151248: Foundations Training of Regional Trainers

### Foundations Training of Regional Trainers (26 hours, 2 per Biennium)

Classroom Training, 25 Participant Capacity

<b>Number Times Offered:</b>	<b>Current</b>	<b>To Date</b>
	-	<b>1</b>
<b>Number of Participants Trained:</b>	<b>Current</b>	<b>To Date</b>
Staff Members	-	<b>14</b>
Other Guests	-	-
<b>Totals</b>	-	<b>14</b>

### Foundations Professional Development Days (6.5 hours, 8 per Biennium)

Classroom Training, 25 Participant Capacity

<b>Number Times Offered:</b>	<b>Current</b>	<b>To Date</b>
	-	<b>1</b>
<b>Number of Participants Trained:</b>	<b>Current</b>	<b>To Date</b>
Staff Members	-	<b>17</b>
Other Guests	-	-
<b>Totals</b>	-	<b>17</b>

<b>Other Deliverables</b>	<b>This Quarter</b>	<b>To Date</b>	<b>19 – 21 Total</b>
Individual Mentoring (Up to 10 Days)	-	-	-

# **Work Order Component 1117-151248: Evaluation Summary**

## **Professional Development**

None offered this quarter

## **Foundations Training of Trainers**

None offered this quarter



# Work Order Component 1118-151248: Social Services Assistant Training

## Social Services Assistant (39 hours, 6 per Biennium)

Classroom Training, 25 Participant Capacity

<b>Number Times Offered:</b>	<b>Current</b>	<b>To Date</b>
	1	3
<b>Number of Participants Trained:</b>	<b>Current</b>	<b>To Date</b>
Staff Members	24	68
Other Guests	-	-
<b>Totals</b>	<b>24</b>	<b>68</b>

## Social Services Assistant Regional Summit (6.5 hours, 4 per Biennium)

Classroom Training, 25 Participant Capacity

<b>Locations Offered</b>	<b>Staff</b>	<b>Other</b>	<b>Total for Quarter</b>	<b>To Date</b>
Roseburg	-	-	-	-
Salem (x2)	-	-	-	-
Portland (x2)	-	-	-	-
Pendleton	-	-	-	-
<b>Totals</b>	-	-	-	-

## Work Order Component 1118-151248: Evaluation Summary

### SSA Core

#### Participant Self-Assessed Knowledge Gained

	Quarter	Biennium
Pre Average	3.0	2.9
Post Average	4.3	4.5
Increase	+1.3 (26%)	1.6 (32%)

1=None; 2=Minimal; 3=Fair; 4=Good; 5=Very Good

	Quarter	Biennium
Overall Rating	4.5	4.6
Usefulness of Content	4.6	4.8
Trainer was knowledgeable in the subject area	4.9	4.9
Learning objectives were covered	4.9	4.9
Content was applicable to job	4.8	4.8
Materials/handouts were helpful	4.8	4.9
There was sufficient interaction	4.8	4.9

1=Disagree; 2=Somewhat Disagree; 3=Neutral; 4=Somewhat Agree; 5=Agree

### Confirming Safe Environments for SSAs

Did not complete this quarter due to Corona virus closure. Will be reported in next quarter

#### Participant Self-Assessed Knowledge Gained

	Quarter	Biennium
Pre Average	3.0	2.9
Post Average	4.5	4.5
Increase	1.5 (30%)	1.6 (32%)

1=None; 2=Minimal; 3=Fair; 4=Good; 5=Very Good

	Quarter	Biennium
Overall Rating	4.0	4.3
Usefulness of Content	4.6	4.7
Trainer was knowledgeable in the subject area	5.0	5.0
Learning objectives were covered	4.7	4.8
There was sufficient interaction	4.8	4.8
Materials/handouts were helpful	4.7	4.8

1=Disagree; 2=Somewhat Disagree; 3=Neutral; 4=Somewhat Agree; 5=Agree

### SSA Summits

None offered this quarter

**Work Order Component 1119-151248:**

**Specialized Training – Ongoing Professional Development**

**Ongoing Professional Development – Classroom Training\***

Training Title (Number of Hours)	Number of Times Offered			Number of Participants				
	This Quarter	To Date	19 – 21 Total Deliverables	Staff	Community Partners	Other	Total this Quarter	Total to Date
Managing Difficult Conversations When the Stakes are High	0*	2	6	-	-	-	-	<b>26</b>
Motivational Interviewing	0*	2	6	-	-	-	-	<b>31</b>
Trust-Based Relational Intervention (TBRI): Tools that Work	0*	3	6	-	-	-	-	<b>45</b>
<b>Staff Classroom Totals</b>	<b>0</b>	<b>7</b>	<b>18</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>102</b>

\* Classroom training cancelled due to COVID-19.

## Ongoing Professional Development – Distance Training

Training Title (Number of Hours)	Number of Times Offered			Number of Participants				
	This Quarter	To Date	19 – 21 Total Deliverables	Staff	Community Partners	Other	Total this Quarter	Total to Date
Adoption Assistance CBT	N/A	N/A	N/A	80	-	-	<b>80</b>	<b>142</b>
Sibling Bill of Rights CBT	N/A	N/A	N/A	140	-	-	<b>140</b>	<b>229</b>
<b>Staff CBT Distance Training Totals</b>			N/A					
Assessing and Ensuring Child Safety	-	-	--	-	-	-	-	-
Culturally Competent Interviewing	-	-	--	-	-	-	-	-
Developing and Engaging Relative Resources	-	1	--	-	-	-	-	<b>6</b>
Ethics for SSAs	-	1	--	-	-	-	-	<b>11</b>
Involving Fathers in Case Planning	-	1	--	-	-	-	-	<b>21</b>
Interviewing Children with Disabilities	-	1	--	-	-	-	-	<b>25</b>
Living Under the Influence of Addiction	-	-	--	-	-	-	-	-
Nurturing Our Most Precious Resource: A Caseworker’s Guide to Supporting Caregivers	-	-	--	-	-	-	-	-
Our Most Precious Resource	-	-	--	-	-	-	-	-

Permanency Options for Child Welfare Staff	-	-	--	-	-	-	-	-
Preparing for and Presenting in the Courtroom	-	-	--	-	-	-	-	-
Promoting and Maintaining Cultural Identities of Youth	-	1	--	-	-	-	-	<b>12</b>
Sexual Behaviors of Youth	-	1	--	-	-	-	-	<b>22</b>
Talking to Caregivers About Discipline	-	-	--	-	-	-	-	-
<b>Staff Distance Training Totals</b>	-	-	<b>24</b>	-	-	-	-	<b>100</b>

**Ongoing Professional Development – Overall Total**

**Number of Sessions Offered**

**Number of Participants**

	<b>This Quarter</b>	<b>To Date</b>	<b>19 – 21 Total Deliverables</b>	<b>Staff</b>	<b>Community Partners</b>	<b>Other</b>	<b>Total this Quarter</b>	<b>Total to Date</b>
Staff Classroom Totals	-	-	36	-	-	-	-	-
Staff Distance Training Totals	-	-	24	-	-	-	-	-
<b>Ongoing Professional Development Totals</b>	-	-	<b>90</b>	-	-	-	-	-

# Work Order Component 1119-151248: Evaluation Summary

Ongoing/Advanced Classroom Training

None this quarter due to Coronavirus

Ongoing Professional Development NetLinks

## Participant Self-Assessed Knowledge Gained

	Quarter	Biennium
Pre Average	3.1	3.3
Post Average	4.1	4.2
Increase	1.0 (20%)	0.9 (18%)

1=None; 2=Minimal; 3=Fair; 4=Good; 5=Very Good

	Quarter	Biennium
Overall Rating	4.2	4.1
Usefulness of Content	4.5	4.4
Trainer was knowledgeable in the subject area	4.9	4.9
Learning objectives were covered	4.9	4.8
There was sufficient interaction	4.5	4.5
Training effectively incorporated stories, scenarios, examples that enhanced the content	4.6	4.7
Materials were helpful	4.8	4.7

1=Disagree; 2=Somewhat Disagree; 3=Neutral; 4=Somewhat Agree; 5=Agree

Sibling Bill of Rights CBT

## Participant Self-Assessed Knowledge Gained

	Quarter	Biennium
Pre Average	2.6	2.5
Post Average	4.3	4.4
Increase	1.7 (34%)	1.9 (38%)

1=None; 2=Minimal; 3=Fair; 4=Good; 5=Very Good

	Quarter	Biennium
Overall Rating	3.9	3.8
Usefulness of Content	4.5	4.5

1=Disagree; 2=Somewhat Disagree; 3=Neutral; 4=Somewhat Agree; 5=Agree

# Work Order Component 1120-151248: Supervisory Training

## Supervisory (68.25 hours, 4 per Biennium)

Classroom Training, 25 Participant Capacity

<b>Number Times Offered:</b>	<b>Current</b>	<b>To Date</b>
	-	<b>1</b>
<b>Number of Participants Trained:</b>	<b>Current</b>	<b>To Date</b>
Staff Members	-	<b>20</b>
Other Guests	-	-
<b>Totals</b>	-	<b>20</b>

## Pre-Service Supervisory Training

<b>Number Times Offered:</b>	<b>Current</b>	<b>To Date</b>
	1	<b>2</b>
<b>Number of Participants Trained:</b>	<b>Current</b>	<b>To Date</b>
Staff Members	20	<b>38</b>
Other Guests	-	-
<b>Totals</b>	<b>20</b>	<b>38</b>

# Work Order Component 1120-151248: Evaluation Summary

## New Worker Training Overview for Supervisors

Participant Self-Assessed Knowledge Gained		
	Quarter	Biennium
Pre Average	3.2	1.6
Post Average	4.1	4.3
Increase	+0.9 (18%)	+2.7 (54%)

1=None; 2=Minimal; 3=Fair; 4=Good; 5=Very Good

	Quarter	Biennium
Overall Rating	3.4	3.9
Usefulness of Content	3.3	4.2
Learning objectives were covered	4.3	4.7
There was sufficient interaction	3.7	4.4
Materials/handouts were helpful	4.1	4.7

1=Disagree; 2=Somewhat Disagree; 3=Neutral; 4=Somewhat Agree; 5=Agree



# Work Order Component 1121-151248: Adoption Tools & Techniques and Adoption Committee Training

## Adoption Tools and Techniques (19.5 hours, 4 per Biennium)

Classroom Training, 25 Participant Capacity

<b>Number Times Offered:</b>	<b>Current</b>	<b>To Date</b>
	-	<b>1</b>
<b>Number of Participants Trained:</b>	<b>Current</b>	<b>To Date</b>
Staff Members	-	<b>21</b>
Other Guests	-	-
<b>Totals</b>	-	<b>21</b>

## Adoption Committee Training (6 hours, 12 per Biennium)

Distance Training, 25 Participant Capacity

<b>Number Times Offered:</b>	<b>Current</b>	<b>To Date</b>
Part 1	-	<b>3</b>
Part 2	-	<b>3</b>
<b>Total Offered</b>	-	<b>6</b>

<b>Number of Participants Trained:</b>	<b>Current</b>	<b>To Date</b>
Staff Members	-	<b>97</b>
Other Guests	-	-
<b>Totals</b>	-	<b>97</b>

# Work Order Component 1121-151248: Evaluation Summary

## Adoption Committee Training:

### Participant Self-Assessed Knowledge Gained

	Quarter	Biennium
Pre Average	2.6	2.8
Post Average	3.9	4.0
Increase	1.3 (26%)	1.2 (24%)

1=None; 2=Minimal; 3=Fair; 4=Good; 5=Very Good

	Quarter	Biennium
Overall Rating	3.9	3.9
Usefulness of Content	4.3	4.3
Trainer was knowledgeable in the subject area	4.9	4.8
Learning objectives were covered	4.7	4.6
There was sufficient interaction	4.5	4.6
Training effectively incorporated stories, scenarios, examples that enhanced the content	4.7	4.7
Materials were helpful	4.7	4.6

1=Disagree; 2=Somewhat Disagree; 3=Neutral; 4=Somewhat Agree; 5=Agree

## Adoption Tools & Techniques

None offered this quarter

# Work Order Component 1122-151248: Certification and Adoption Worker Training

## Certification and Adoption Worker Training (61.5 hours, 6 per Biennium) Classroom Training, 25 Participant Capacity

<b>Number Times Offered:</b>	<b>Current</b>	<b>To Date</b>
	1	2
<b>Number of Participants Trained:</b>	<b>Current</b>	<b>To Date</b>
Staff Members	26	39
Other Guests	-	3
<b>Totals</b>	<b>26</b>	<b>42</b>

## SAFE Home Study (13 hours, 8 per Biennium) Classroom Training, Up to 30 Participant Capacity

<b>Number Times Offered:</b>	<b>Current</b>	<b>To Date</b>
	1	3
<b>Number of Participants Trained:</b>	<b>Current</b>	<b>To Date</b>
Staff Members	22	81
Other Guests	-	-
<b>Totals</b>	<b>22</b>	<b>81</b>

## Supervising SAFE Training (61.5 hours, 8 per Biennium)

Classroom Training, Up to 10 Participant Capacity

Number Times Offered:	Current	To Date
	1	1
Number of Participants Trained:	Current	To Date
Staff Members	6	16
Other Guests	-	-
<b>Totals</b>	<b>6</b>	<b>16</b>

## Work Order Component 1122-151248: Evaluation Summary

### Certification & Adoption Worker Training:

#### Participant Self-Assessed Knowledge Gained

	Quarter	Biennium
Pre Average	3.2	3.3
Post Average	4.2	4.2
Increase	1.0 (20%)	0.9 (18%)

1=None; 2=Minimal; 3=Fair; 4=Good; 5=Very Good

	Quarter	Biennium
Overall Rating	3.5	3.5
Usefulness of Content	4.1	4.1
Trainer was knowledgeable in the subject area	5.0	4.8
Learning objectives were covered	4.9	4.8
Content was applicable to job	4.9	4.8
Materials were helpful	4.8	4.8
There was sufficient interaction	4.8	4.7

1=Disagree; 2=Somewhat Disagree; 3=Neutral; 4=Somewhat Agree; 5=Agree

	Pre-Test Average	Post-Test Average	Increase
Cert & Adopt Pre/Post Test	45%	58%	13

\*Statistically significant. Paired samples t-test was run to determine whether there was a statistically significant mean difference between the assessment scores on the pre and posttest.  $t(24) = 9.1, p=.000, d=1.8$  (Large effect).

**SAFE Home Study:**

Participant Self-Assessed Knowledge Gained

	Quarter	Biennium
Pre Average	2.9	2.2
Post Average	4.7	4.3
Increase	1.8 (36%)	2.1 (42%)

1=None; 2=Minimal; 3=Fair; 4=Good; 5=Very Good

	Quarter	Biennium
Trainer was knowledgeable in the subject area	5.0	5.0
Learning objectives were covered	5.0	4.8
Content was applicable to job	4.8	4.9
Materials were helpful	5.0	5.0
Activities were valuable	4.9	4.9

1=Disagree; 2=Somewhat Disagree; 3=Neutral; 4=Somewhat Agree; 5=Agree

**Supervising SAFE:** (n=4)

Participant Self-Assessed Knowledge Gained

	Quarter	Biennium
Pre Average	3.0	3.1
Post Average	4.5	4.5
Increase	1.5 (30%)	1.4 (28%)

1=None; 2=Minimal; 3=Fair; 4=Good; 5=Very Good

	Quarter	Biennium
Trainer was knowledgeable in the subject area	5.0	5.0
Learning objectives were covered	5.0	5.0
Content was applicable to job	4.8	4.9
Materials were helpful	4.8	4.9
Activities were valuable	4.8	4.9

1=Disagree; 2=Somewhat Disagree; 3=Neutral; 4=Somewhat Agree; 5=Agree

# Work Order Component 1123-151248: Adoption and Foster Family Therapy Certificate Program for Mental Health Professionals

## Adoption and Foster Family Therapy Certificate Program for Mental Health Professionals (Part 1)

2 per Year, 14 Workshops Total

Training Title (Number of Hours)	Number of Times Offered			Number of Participants			
	This Quarter	To Date	19-20 Total	Therapist	DHS Staff in Class	Total this Quarter	Total to Date
Building Resiliency & Stability for Adoptive and Foster Families (9 CEUs)	-	2	2	Classroom:	Classroom:	Classroom:	Classroom: 52
				Distance:	Distance:	Distance:	Distance: 44
Fetal Alcohol Spectrum Disorder & Other Drug Effects: Understanding & Application of a Brain-Based Approach for Adoptive & Foster Families (9 CEUs)	-	2	2	Classroom:	Classroom:	Classroom:	Classroom: 53
				Distance:	Distance:	Distance:	Distance: 44
Impact of Complex Trauma on Neurological and Physiological Systems: Family Based Therapeutic Strategies to Support Healing (16 CEUs)	1	2	2	Classroom:	Classroom:	Classroom:	Classroom: 27
				Distance: 33	Distance: 11	Distance: 44	Distance: 76

Treating the Continuum of Attachment Difficulties for Adoptive & Foster Families (16 CEUs)	<b>1</b>	<b>2</b>	<b>3</b>	Classroom:	Classroom:	Classroom:	Classroom: 27
				Distance: 35	Distance: 1	Distance: 36	Distance: 66
Essential Clinical Interventions for Adoptive & Foster Families (9 CEUs)	<b>1</b>	<b>2</b>	<b>3</b>	Classroom:	Classroom:	Classroom:	Classroom: 23
				Distance: 37	Distance: 1	Distance: 38	Distance: 70
Life Story Work: A Model Recovery for Youth (9 CEUs)	<b>1</b>	<b>2</b>	<b>3</b>	Classroom:	Classroom:	Classroom:	Classroom: 22
				Distance: 36	Distance: 5	Distance: 41	Distance: 74
<b>Totals</b>	<b>4</b>	<b>12</b>	<b>15</b>	Classroom:	Classroom:	Classroom:	Classroom: 204
				Distance: 141	Distance: 18	Distance: 159	Distance: 374

# Work Order Component 1124-151248: Adoption and Foster Family Therapy Certificate Program for Mental Health Professionals

## Adoption and Foster Family Therapy Certificate Program for Mental Health Professionals (Part 2)

2 per Year, 14 Workshops Total

Training Title (Number of Hours)	Number of Times Offered			Number of Participants			
	This Quarter	To Date	20-21 Total	Therapist	DHS Staff in Class	Total this Quarter	Total to Date
Building Resiliency & Stability for Adoptive and Foster Families (9 CEUs)	-	-	-	Classroom:	Classroom:	Classroom:	Classroom:
				Distance:	Distance:	Distance:	Distance:
Fetal Alcohol Spectrum Disorder & Other Drug Effects: Understanding & Application of a Brain-Based Approach for Adoptive & Foster Families (9 CEUs)	-	-	-	Classroom:	Classroom:	Classroom:	Classroom:
				Distance:	Distance:	Distance:	Distance:
Impact of Complex Trauma on Neurological and Physiological Systems: Family Based Therapeutic Strategies to Support Healing (16 CEUs)	-	-	-	Classroom:	Classroom:	Classroom:	Classroom:
				Distance:	Distance:	Distance:	Distance:



Treating the Continuum of Attachment Difficulties for Adoptive & Foster Families (16 CEUs)	-	-	-	Classroom:	Classroom:	Classroom:	Classroom:
				Distance:	Distance:	Distance:	Distance:
Essential Clinical Interventions for Adoptive & Foster Families (9 CEUs)	-	-	-	Classroom:	Classroom:	Classroom:	Classroom:
				Distance:	Distance:	Distance:	Distance:
Life Story Work: A Model Recovery for Youth (9 CEUs)	-	-	-	Classroom:	Classroom:	Classroom:	Classroom:
				Distance:	Distance:	Distance:	Distance:
<b>Totals</b>	-	-	<b>-a</b>	Classroom:	Classroom:	Classroom:	Classroom:
				Distance:	Distance:	Distance:	Distance:

## Other Deliverables This Quarter

- There are 261 alumni in the Directory of Therapists, which can be found here: <https://sites.google.com/pdx.edu/therapistdirectory/home>.
- 44 participants completed the program this quarter with Cohort 8 (February 2020-June 2020)
- Advisory Board meeting was scheduled for the first week of July.

### Evaluation Summary

The overall average rating of the courses offered this quarter was 4.7 (SD=0.60), on a scale of 1-5. The average rating of the usefulness of the content presented was 4.8 (SD=0.47). Respondents agreed that the trainers were knowledgeable (100%).

Nearly all agreed that the learning objectives were achieved (99%), the materials were helpful (99%), and that the content presented would be able to be used in their work (99%).

Participants self-assessed their knowledge gained as a result of the training. The average pre-training rating was 3.3, which increased to 4.5 post training.

## **Work Order Component 1125-151248:**

### **Child Welfare Education Program**

Jessica Schmidt, MSW, PhD, Assistant Director reporting to Marty Lowrey, MSW, LCSW, *Director of Workforce Development*

The goal of this agreement is to support Oregon's Child Welfare system in the recruitment, training and retention of professional child welfare workforce by the provision of enriched social work education for current and potential employees. Specific deliverables for this biennium are:

- Provision of the CWEP program including tuition support and regular meetings with agency representatives to coordinate program activities.
- Collaboration with agency partners for the recruitment of employees and potential employees as well as management of the application and selection process of CWEP students.
- Provision of academic activities to CWEP students including advising, student field placement support, field instructor recruitment and field placement development, delivery of academic courses, seminars, and coordination of academic activities with the School of Social Work at Portland State University.
- Provision of professional development and post-graduation transition support.
- Evaluation of program effectiveness.

#### **April-June 2020 Progress on Deliverables**

CWEP faculty met regularly (at least once a month) with child welfare agency staff, partner agencies, and PSU instruction and field faculty to coordinate program activities.

An MSW course sponsored and instructed through CWEP titled Child Welfare Seminar successfully served 6 BSW and MSW employee students within the School of Social Work. Additionally, a BSW course sponsored and instructed through CWEP titled Intro to Child Welfare served students in Spring term.

Advising, tuition support, and on-going field placement support were provided for 23 students currently enrolled in the CWEP program (previously 24, a BSW student withdrew from CWEP Spring term). The current cohort of students for the 2019-20 academic year represents the following characteristics:

- Two BSW students and 21 MSW students, five of whom are in distance option placements across the state and seven in the online cohort.
- Nineteen student who are DHS child welfare employees and four who are recruits.
- Forty-three percent of whom represent racially or ethnically diverse identities.
- Seven students who are in the Culturally Responsive Leadership Program (CRL).

Monthly seminars were held which focused on the development culturally responsive leaders within child welfare while a monthly seminar was provided to CWEP recruit students as well as any BSW or MSW student who is participating in a child welfare field placement and choose to attend the seminar.

Data collection activities progressed for current student and alum, including demographics, academic and employment outcomes, to facilitate evaluation of the CWEP program. While there continue to be barriers with Workday in regards to DHS data access, data collected from PSU continues to be entered and cleaned in our database.

CWEP had 10 students who graduated from the School of Social Work this year including:

- One BSW student and nine MSW students;
- Two students of whom were in the MSW online option, seven who were MSW campus-based students, and one BSW campus student.
- Nine students were DHS CW employees, one was a tribal employee and three were recruits.
- About 50% of the graduates represented racially or ethnically diverse identities.
- Three students were also Culturally Responsive Leaders (CRL) students (one recruit and two DHS employees).

We interviewed 12 CWEP applicants of whom:

- Three were Distance Option; one was Online Option and eight were campus based MSW students.
- 12 students were DHS CW employees (no recruits were selected for interviews this year).
- Five were interested in CRL.
- About 1/3 represented racially or ethnically diverse identities.

We accepted 12 applicants into CWEP for the 2020-21 Academic Year; however, with a reduction in funding after student selections occurred, only two Advanced Standing MSW campus students will be supported next year.

## **Work Order Component 1128-151248: Systems of Care Training and Technical Assistance**

Brooke Rizer, LCSW, *Systems of Care Institute*

The partnership's System of Care Institute (SOCI) provides statewide training, consultation, workforce development, and system improvement to support the implementation of high-quality Wraparound to fidelity, development of local Systems of Care (SOC), and utilization of data-driven practices related to the Child and Adolescent Needs and Strengths (CANS) tool, Wraparound Fidelity Index, Short Form (WFI-EZ), and the Team Observation Measure 2.0 (TOM 2.0). Wraparound, Systems of Care, and data-driven practices were legislated in Oregon to improve outcomes for the state's highest-needs, cross-system involved youth.

SOCI provides training and technical assistance to Coordinated Care Organizations (CCOs), Community Mental Health Programs (CMHPs), providers, and system partners serving all thirty-six Oregon counties. This level of local customization accounts for how each individual community operationalizes Wraparound and SOC development. Note: The entity providing Wraparound in communities is a contracted Risk Accepting Entity or other provider not the Coordinated Care Organization (CCO).

The SOCI team is to provide a minimum of 125 training and consultation sessions over the biennium to system leaders and community stakeholders on subject matters including:

- Cross-system collaboration;
- SOC governance;
- Care coordination;
- Culturally responsive practice;
- Data driven practice; and
- CANS

*Due to anticipated amendment changes this report will be the last in this format.*

The Systems of Care Institute (SOCI) provided the following activities to fulfill these deliverables:

SOCI provided consultation and technical assistance to Coordinated Care Organizations (CCOs), community leaders, and governance structures around the state to advance local System of Care (SOC) functioning. Consultation included providing technical and conceptual skills needed to support established governance groups, to utilize values-driven and data-driven decision making, to increase culturally specific practices, and to increase cross-system collaboration and participation. SOC consultation was driven by local stakeholder need, direction, and readiness and has continued to be heavily influenced by the readiness and existing relationships across systems and state agencies. There have been many examples of the developmental improvements within the SOC governance structures at the local levels, including the hiring of System of Care Coordinators by CCOs.

While locally driven progress continues to be made with local System of Care governance structures, there continues to be some impacted progress and inconsistent agency

champions involved in the state-level System of Care work. The lack of progress and communication from the state-level agencies involved continues to risk buy-in and trust at the local SOC levels.

This quarter, due to the COVID-19 pandemic, SOCI transitioned all training, coaching, and workforce development opportunities to online formats. All training and consultation sessions remained grounded in foundational Wraparound principles and SOC values and were tailored to reflect cultural and linguistic responsiveness as well as online learning best practices. This included the multi-day Wraparound Foundational training – required by Oregon Administrative Rules (OARs) - which provides specific training and guidance for all Wraparound practitioners<sup>1</sup> and Wraparound supervisors to learn how to implement high-quality Wraparound to fidelity. Implementing Wraparound to fidelity includes ensuring all activities within each of the four phases are completed with each youth and family and their identified team as well as ensuring the planning process, all documentation, and decisions made are principles-driven. Implementing high-quality Wraparound includes understanding and following best practices, understanding and following the OARs, utilizing the Child and Adolescent Needs and Strengths (CANS) tool and ratings within the Wraparound planning process, collecting and utilizing WFI-EZ and TOM 2.0 data to inform Wraparound coaching, supervision, and program development, and participating in ongoing coaching, supervision, and training opportunities.

In addition to the Wraparound Foundational Training, Wraparound supervisors are required to attend the one-day Wraparound Supervisors and Coaches training which provides a developmental framework for new supervisors and Wraparound coaches to assist with the knowledge and skill development of all Wraparound practitioners in their programs. This training was also transitioned to a fully online format during this quarter. The focus on increasing coaching capacity in local communities continued with monthly learning collaboratives and quarterly regional group coaching sessions (also fully transitioned to an online format). Added this quarter was the creation of a Wraparound Supervisors and Coaches portal on the Oregon Wraparound website which provides specific coaching and supervision tools, guidance documents, research, and access to recorded learning collaborative sessions for continued learning and guidance for those two roles.

SOCI continued to collaborate with two other technical assistance partners (Oregon Family Support Network and Youth Era) to develop the next annual schedule of training and coaching events to support communities across the state regarding implementing high-quality Wraparound to fidelity. Additionally, resources have been added by all three partners to the Oregon Wraparound website to ensure all Wraparound practitioners have multi-modal support to fulfill their various roles.

In addition to incorporating information and learning opportunities for Wraparound practitioners on utilizing the Child and Adolescent Needs and Strengths tool (CANS) within the Wraparound planning process, SOCI developed and provides training, consultation, and technical assistance to Wraparound programs and Coordinated Care Organizations on the Wraparound Fidelity Index Short Form (WFI-EZ), the Team Observation Measure 2.0 (TOM 2.0), and the WrapTrack and WrapStat data systems. SOCI has also developed and delivered training to Coaches and Supervisors on effectively utilizing WrapTrack fidelity reports in group and individual coaching. Both the WFI-EZ and the TOM 2.0 are fidelity tools that support data-driven Wraparound implementation.

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<sup>1</sup> Wraparound care coordinators, Wraparound family partners, and Wraparound youth partners.

**TRAINING/COACHING/LEARNING COLLABORATIVES:**

Dates	Title	Location	Attendees
4/3/2020	Wraparound During COVID-19	Zoom	92
4/6/2020	Wraparound Supervisors and Coaches Learning Collaborative	Zoom	28
4/21/2020	NW Regional Coaching	Zoom	26
5/4/2020	1:1 coaching the coach with Col. Co.	Zoom	4
5/4/2020	Wraparound Supervisors and Coaches Learning Collaborative	Zoom	16
5/5/2020	Site-specific coaching with Columbia Community Mental Health	Zoom	8
5/6/2020	WrapTrack Report Training	Zoom	2
5/7/2020	SW Regional Coaching	Zoom	23
5/8/2020	WrapTrack Report Training	Zoom	5
5/11/2020	Oregon Wraparound Foundational Training	Zoom	35
5/19/2020	WrapTrack Report Training	Zoom	13
5/20/2020	Wraparound Care Coordinator Supervisors and Coaches Training	Zoom	6

5/20/2020	WrapTrack Report Training	Zoom	2
5/21/2020	Wraparound Principle-Persistence	Zoom	42
6/1/2020	Site-specific Coaching with Columbia Community Mental Health	Zoom	4
6/17/2020	Central Regional Coaching	Zoom	19
6/25/2020	Culturally-specific Coaching with Centro Latino Americano	Zoom	5
6/29/2020	Site-specific Coaching with Columbia Community Mental Health	Zoom	3

Total training events:

This report (Q4)	Year to date:
18	54

Attendees:

This report (Q4)	Year to date:
333	910

CONSULTATION:

Date	Duration of Consultation (hours)	Number of Participants	Name of Consultation	Type/Location
4/2/2020	0.5	2	Consultation with Greater Oregon Behavioral Health Inc.	Email



4/10/2020	2	6	Consultation with Columbia Community Mental Health	Zoom
4/14/2020	0.5	2	Consultation with Multnomah Dept of County Human Services Mental Health & Addiction Services	Email
4/20/2020	0.5	2	Consultation with Marion County Health Department	Email
4/23/2020	1	2	Consultation with Compass Behavioral Health/Adapt	Zoom
4/23/2020	0.5	2	Consultation with Jackson County Health and Human Services	Email
4/27/2020	1.5	3	Consultation with	Zoom
4/29/2020	0.5	2	Consultation with Mid-Columbia Center for Living	Email
5/5/2020	0.75	2	Consultation with Lane County Behavioral Health	Zoom
5/7/2020	0.25	2	Consultation with Mid-Columbia Center for Living	Email

5/19/2020	1	5	Consultation with Jackson County Health and Human Services	Zoom
5/19/2020	1	3	Consultation with PacificSource Community Solutions Inc. - CENTRAL OREGON, PacificSource Community Solutions Inc. - COLUMBIA GORGE, PacificSource Community Solutions Inc. - LANE, PacificSource Community Solutions Inc. - MARION, POLK	Email
5/20/2020	0.75	3	Consultation with InterCommunity Health Network (IHN) Coordinated Care Organization	Email
5/21/2020	0.25	2	Consultation with Compass Behavioral Health/Adapt	Email
5/22/2020	0.75	2	Consultation with PacificSource Community Solutions Inc.	Zoom
5/26/2020	0.5	3	Consultation with Washington County Health & Human Services	Zoom

5/29/2020	0.5	2	Consultation with Lutheran Community Services NW (LCSNW)	Email
6/2/2020	1.5	10	Consult with Columbia Community Mental Health	Zoom
6/4/2020	0.25	2	Consultation with Columbia Pacific Coordinated Care Organization LLC, Care Oregon	Email
6/10/2020	1	4	Consultation with Multnomah Dept of County Human Services Mental Health & Addiction Services	Zoom
6/22/2020	0.75	6	Consultation with InterCommunity Health Network (IHN) Coordinated Care Organization	Zoom
6/25/2020	1	2	Consultation with Oregon Health Authority	Zoom
6/25/2020	0.5	3	Consultation with Jackson County Health and Human Services	Zoom

6/30/2020	2	13	Consultation with Columbia Community Mental Health, Compass Behavioral Health/Adapt, Deschutes County Health Services, Direction Service, GOBHI, Jackson County Health and Human Services, Linn County Mental Health, Umatilla County Human Services, Yamhill County Health & Human Services	Zoom
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**Total consultation sessions:**

This report (Q4)	Year to date:
24	121

**Attendees:**

This report (Q4)	Year to date:
85	898

**Duration (in hours):**

This report (Q4)	Year to date:
22.25	142.75

**TOOLS/RESOURCES**

**Total tools:**

This report (Q4)	Year to date:
0	1