

Supervising for Excellence in Oregon
September 30, 2000 – September 29, 2004

Final Report

1. Major Activities and Accomplishments during this period

Goal 1: Clarify ASFA requirements and relate ASFA outcomes to a strengths/needs based practice Model (SNB)

- This goal was created to show the tie between the goals of federal Adoption and Safe Families Act policy, and the goals of what was at the time of the proposal Oregon's newly-created core practice model, called Strengths-Needs based practice. The attached chart shows the result of this work.
- In this way, supervisors could be empowered to manage in an environment of clear and unified progress outcomes, rather than competing initiatives from multiple sources.

Goal 2: Instruct supervisory staff to use Oregon and national child welfare data and develop strategies to better supervise front line staff and improve outcomes for children;

- The primary instructional approach used to advance this goal was a three – week training called “Supervising for Excellence – Oregon”. Over the course of the grant this curriculum was developed and then delivered to a total of 144 supervisors in seven sessions. This included two supervisors from tribal child welfare agencies located within Oregon's boundaries.
- A copy of the final curriculum accompanies this report.
- Training evaluations (pre- and post-) were conducted on all modules and learning objectives. In addition the evaluator conducted follow-up interviews with participants to assess transfer of training to the field. Pre- and Post-test evaluations show that in all learning areas supervisors were better able to supervise front line staff (see attached quantitative report tables).
- A major focus of this goal and of the training offered was increased attention to the use of data and managing from outcomes. Evaluation results show that the curriculum met this goal successfully. Pre- and post-test results (see attached quantitative report tables) demonstrate improved skill in each area. In addition, follow up interviews with participants from Cohorts II, III, and IV confirmed that a majority of training participants were applying the skills they had learned, and that as the curriculum and software improved, the percentage increased in later cohorts. Participants reported a variety of ways they used data to improve supervision, including caseload assignments, preparation for Child and Family Service Reviews, and helping the unit focus on key goals.
- A second major activity area was the development of a software that made data more readily available to supervisors. Once the software was developed, training in how to use it became part of the curriculum, taught by Ron Taylor, a DHS manager, and Caleb Heppner, the Principle Investigator, and Partnership Director.
- A third major activity was the creation of a web-site that shared training materials (www.cwp.pdx.edu/sfe) and information on how to use the data system.

Goal 3: *Instruct supervisory staff to access and create caseworker, branch, region, and statewide management reports to meet state and federal child welfare reporting requirements.*

- Instruction on how to access state data and create management reports was a key part of the training curriculum. Participants were asked to create learning projects which included measurable outcomes in terms of the key ASFA/ SNB outcome measures identified in the project.
- At first, both instructors and participants did not emphasize the data element, and less than half of the final reports included a data component. By the final cohort, with increased attention from instructors, most participants were able to document project outcomes in terms of data drawn from ASFA and other data bases. In follow up interviews they also reported on their use of data to generate reports such as Child and Family Service Review reports, justification for budget requests, and other supervisory activities.

Goal 4: *Provide consultative support to small groups of supervisors on best practice issued.*

- In addition to the three-week residential training, the project offered hands-on consultation in a small group format to support people in making use of data in supervision. The training groups were also an opportunity to provide follow up support for training transfer in the field and with peers.
- Summer specialty groups were offered to training groups in four locations around the state: Portland, Salem, Springfield, and Baker City. In these groups, training on data management and group supervision models provided participants with tools with which they could better manage their workload and incorporate data management into their work day more effectively.

Goal 5: *Identify ongoing and follow-up training needs to further build supervisory capabilities.*

- The project was an integrated partnership between the training staff within the state child welfare agency and those based at the university. Regular meetings offered the opportunity to identify ongoing and follow up training needs for supervisors.
- The Child Welfare Partnership is currently in negotiation with the state on what can be provided with state funds on an ongoing basis.

2. Problems

- a. The need for overall supervisory training emerged strongly in the first years' curriculum planning. Training that focused exclusively on data management would not meet the needs of the state for a general purpose child welfare supervisors curriculum. The curriculum was revised to meet this emerging need, and the problem was solved.
- b. The project originally intended to provide training for more supervisors from Native American tribes in Oregon. It was regrettable that of the 14 slots set aside, the project was only able to host two Native supervisors. However we will continue in this commitment to be of service to tribal child welfare programs.

c. The project successfully met two challenges that would have posed problematic for others. Because the partnership is strong, the state and university-based trainers were able to weather a change of practice model (from child welfare specific units to integrated service units) and set-backs in the construction and application of the data management software. This is a testament to the skill and intelligence of project and state personnel involved in implementing the project.

d. In an interesting historical note, a final problem was financial; the project ended with a surplus of unexpended funds. The root cause of this problem was that at mid-point in the project a request for carry forward got delayed in the federal post office during the anthrax scare. Due to this and subsequent related delays and uncertainties in gaining approval to spend, approximately \$50,000 were not available in time for supporting project goals during the project period.

3. Significant Findings or Events

The two most significant results of this project were a) the development of a highly effective supervisory curriculum and the creation and b) installation of a supervisor-friendly desk top data management system that could be used for reports. Both will be a contribution to the field in other states.

The Supervising for Excellence Curriculum is one of the most highly-acclaimed curricula available in the country. Research results show it consistently receives high marks and shows high post-test and transfer of learning effectiveness.

The data management and reporting system (ORB-bit Dashboard) means that a child welfare supervisor or manager can now log onto a secure web site and view a simple 'dashboard' displaying bar charts and graphs showing how cases are performing on the federal outcomes. For each of the seven federal outcome measures, the screens display data by county, branch, supervisor, worker, race, and age group. Data can be instantly sorted by child count, outcome measure value, or field personnel groupings.

It should be noted that Oregon was able to implement this system at significant cost savings, due to connections made at a Children's Bureau grantees meeting. Another grantee had worked with a contractor (CyberFicient Technologies) to develop a similar system in their state. Oregon was able to take advantage of this expertise to develop a similar system for our state at a fraction of the cost that would have applied to a new development project.

4. Dissemination Activities

The project progress and findings were disseminated by regular meetings with state partners, through a project website, and by presentation at national meetings and conferences such as the trainers roundtable on ASFA by the National Resource Center. Talks with DHS continue regarding their ability to pick up the training with state funds.

5. Other Activities

All activities have been described above, or in previous reports. A timeline of key activities is attached.

Timeline of Activities

Year 1

First Six Months:

- Training Curriculum for State Foster Care Supervisors draft was created
- Steering committee was created which included upper level management and a representative of the Indian Nations along with those who work in the field.
- Our steering committee met to review the training curriculum
- After extensive refining of the training modules, a completed version was in place and the steering committee approved the curriculum.
- Website regarding the program was created. It includes the training curriculum and various resources for CW Supervisors to use.
- Grant staff participated in numerous meetings with DHS staff concerning content, process, trainers used and so forth regarding the Supervising for Excellence in Oregon training.
- Additional attention was put forth to makes some of the models data –related in order to teach supervisors about ASPHA regulations.
- An article was written about the training in a magazine for multi-disciplinary teams in Oregon entitle “MDT Quarterly” which is a joint publication of the state child welfare agency and the Statewide District Attorneys Association.

Last Six Months:

- Training curriculum continuously being refined- currently 85% finalized. Two case consultants reviewed it and from this, core learning objectives and curriculum materials were created.
- The training was modeled after an existing successful Washington model called “Supervising for Excellence” which was very well received in the past. We named our training Supervising for Excellence in Oregon. Katharine Cahn, who helped create the original training curriculum for Washington was brought on as a consultant for this training to assist in the final refinements.
- A pilot training has been planned for summer 2001.
- All current materials are put on the grant’s website.
- An evaluation plan was created and will focus on three areas: the training process itself, the success of presentation and integration of learning objectives and a post-training review carried out 3-6 months after training.

Year 2

First 6 months

- Two cohorts of 20 child welfare supervisors were trained and completed evaluations about their experiences.
- Through the evaluations, we received feedback that leads us to add another training module to deal with Team Development.
- Grantees meeting convened to discuss the data management component of this grant.
- It was determined that this grant would improve content to teach the participants to manipulate data and be more comfortable with data.
- Summer Specialty Groups were put on last summer as planned and 22 participants were involved.
- Marilyn Webb attended the West Coast Child Welfare Training on August 22, 2002 in California.
- The installation of Brio software for supervisors to use as a dashlight system working on the online data system to support outcome data by supervisors.

Last 6 months

- Two cohorts of 20 child welfare supervisors were trained and completed evaluations about their experiences.
- Web site completed and fully optional
- Annual Grantees meeting in March.
- Ongoing evaluation of training

Year 3

- The fifth and sixth training cohorts were created and delivered. Through 6 training sessions we trained 119 Child Welfare Supervisors.
- Pre and post tests were administered at the beginning of each of the three training weeks and an evaluation was done after each training module.
- In the last few trainings, people were trained on the OR-BIT dashboard data retrieval system

Year 4

- Additional features added to the ORBIT system to show additional measures and correct any confusion or errors
- 1 more SFE in Oregon training added 25 more trained.

ATTACHMENTS

- Attachment A Table to Clarify Outcomes (as described in Goal 1)
- Attachment B Supervising For Excellence Training Curriculum *See: CD - 43785*
- Attachment C Evaluation Report: Pre- and Post-test research results
- Attachment D Evaluation Report: Follow up interviews
- Attachment E PowerPoint handout describing ORBIT reporting tool
- Attachment F Original ORBIT Measures (later expanded)

**COMPARISON OF ASFA OUTCOMES
WITH SYSTEM OF CARE GOALS**

ASFA OUTCOMES** SYSTEM OF CARE GOALS	Children are, first and foremost, protected from abuse and neglect.	Children are safely maintained in their homes whenever possible and appropriate.	Children have permanency and stability in their living situations.	The continuity of family relationships and connections is preserved for children.	Families have enhanced capacity to provide for their children's needs.	Children receive appropriate services to meet their educational needs	Children receive adequate services to meet their physical and mental health needs.
Engage families and community partners to protect children from abuse and neglect	S		P				
Engage families and community partners to enable children to live with their families		S			WB		
Enable children in out of home care to live near their home				P			
Enable children to achieve stability and permanency in their living situation			P				
Enable children to achieve success in school						WB	
Enable children to become stable, gainfully employed adults							WB

S = safety outcome P = permanency outcome WB = well-being outcome

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Module Topics	Content	Presentation	Combined Score
Leadership and the Transition from Peer to Supervisor	4.11	4.42	4.27
Creating a Learning Organization: Balancing Intuition and Objectivity	4.16	4.13	4.14
Federal Outcomes: Why Supervisors Need to Monitor Them	4.23	3.84	4.04
Information is Power: Data as a Tool to Support Best Practice	4.00	3.79	3.90
How to Share Your Story with the Community, Media, & Administrator	4.34	4.39	4.37
Thinking and Planning as a Leader	4.59	4.56	4.57
Leadership Effectiveness*	4.28	4.28	4.28
Keep Your Eyes on the Prize: Workload Management	3.92	3.99	3.95
Fostering & Adopting An Attitude of Inquiry (Strength-based Coaching)	4.66	4.44	4.55
Promoting Staff Growth, Development, Retention	4.49	4.46	4.48
Supervising, Assessment & Case Planning	4.50	4.48	4.49
Collaborative Strategies with Stakeholders*	3.69	3.65	3.67
Diversity Within & Outside the System	4.42	4.38	4.40
Staff Development: Understanding & Using Training*	3.82	4.08	3.95
Promoting Resilience in Workgroup	4.37	4.28	4.33
Team Development	4.40	4.32	4.36
Understanding Bureaucracy I*	3.59	3.82	3.71
Understanding Bureaucracy II	4.26	4.33	4.30

*Modules with less than 4 cohorts participating

Module Topics	Content	Presentation	Combined Score
Thinking and Planning as a Leader	4.59	4.56	4.57
Fostering & Adopting An Attitude of Inquiry (Strength-based Coaching)	4.66	4.44	4.55
Supervising, Assessment & Case Planning	4.50	4.48	4.49
Promoting Staff Growth, Development, Retention	4.49	4.46	4.48
Diversity Within & Outside the System	4.42	4.38	4.40
How to Share Your Story with the Community, Media, & Administrator	4.34	4.39	4.37
Team Development	4.40	4.32	4.36
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*Modules with less than 4 cohorts participating

Module	Items – Knowledge and/or Skills Related to:	Pre-Test Mean	Post-Test Mean	Pre-Post Change
WEEK 1				
2	Values that brought me into child welfare	4	4.18	0.18
2	Management styles	3.21	4.06	0.85
3	Create a positive climate where workers feel needs are met	3.61	4.2	0.59
3.4	Evaluate & address quality of workers' assessments, plans, decisions	3.61	3.88	0.27
4	Promote staff transfer of learning from training	2.89	3.82	0.92
4	Evaluate and address workers use of SNB approach	3.16	3.71	0.55
4	Deal with resistance in workers	2.84	3.65	0.81
4	Coach workers to improved work	3.26	3.88	0.62
5	Know how ASFA and CFR indicators were selected	2.83	3.81	0.98
6	Track and report work group outcomes	2.72	3.63	0.64
7	Present info to community, media and administrators	3.11	3.75	0.64
8	Develop and monitor and action plan	2.89	3.63	0.74
	Grand Mean and Average Change for Week 1	3.18	3.85	0.67
WEEK 2				
5,6,10	Understand how SNB, ASFA and CFR outcomes are connected	3.57	4.07	0.5
10	Minimize defensiveness, maximize worker openness to feedback	3.2	3.88	0.68
10	Model a strengths-based approach in coaching workers	3.6	4	0.4
10	Effectively initiate corrective action where necessary	3.13	3.81	0.68
10	Know & provide efficiently & effectively what a worker needs from me	3.29	4.13	0.84
11	Understand the concept of a learning organization	3.13	4.13	1
11	Develop group cohesiveness and shared goals in unit	3.21	4.33	1.12
12	Understand the difference between a team and a group	3.29	4.4	1.11
12	Team development in the context of DHS reorganization	3.21	4.27	1.06

13	Supervise people from a range of cultures	3.36	4.13	0.77
13	Help staff deliver culturally responsive services	3.21	3.87	0.66
13	Listen to a range of opinions without expressing judgment	3.07	4.13	1.06
	Grand Mean and Average Change for Week 2	3.27	4.1	0.83
WEEK 3				
15	Manage my own workload and that of staff in my unit	3	3.69	0.69
15	Achieve balance between sense of purpose and daily realities of work	3.21	4	0.79
16	Understand resilience and how to promote it in staff	3.21	4.15	0.94
16	Conflict resolution	3.36	4	0.64
16	Effects of secondary trauma on workers, help them deal with it	3.64	4.15	0.51
17,18a,b	Partner effectively in the context of the reorganization	3.5	4.15	0.65
18a	Understand goals, values and outcomes of the reorganization	3.36	3.31	-0.05
18a	Know steps & strategies for implementing reorganization changes	3.14	3.23	0.09
18a,b	Understand power in a bureaucratic environment	2.93	4.23	1.3
18b	Communicate info/concerns from staff to mngmt and mngmt to staff	3.43	3.92	0.49
	Grand Mean and Average Change for Week 3	3.27	3.89	0.62

Summary of Supervising For Excellence Cohort II Follow up Interviews

This summary contains the major themes and comments that were offered by supervisors who participated in the Supervising For Excellence Cohort II training and follow up interviews. The findings are presented as responses to the questions posed to the participants. The responses are listed in order of frequency, from most frequent response to least frequent response. An example quote is given for the categories that had the highest response rates for each question.

Peer Connections-

One overarching trend that emerged from almost every question posed was the need for more and continued connections between the supervisors. The supervisors also spoke of their high degree of satisfaction and the extreme importance of the connections that they had made in the training sessions. These comments have been pooled in this section:

"The biggest tool I got is that we're really not isolated and our problems are truly not unique. There maybe unique components but the solutions probably can lend themselves to checking in with folks in a broader perspective."

"The biggest thing for me, I came away amazed at the level of caring and competence in my peers across the state. That did more for me on a personal level. I took a lot of pride in it – you know, I am part of an elite group. It meant a lot to me. Sometimes you sit here with all the problems and you feel alone. The systems and bureaucracy is so huge."

"What was really helpful for me was – sometimes when you're out here in a small community and you don't have access to the program managers as frequently as you would like...sometimes you can feel like the lone ranger. It was helpful for me to kind of have the camaraderie of the other supervisors there. I was introduced to more people that I know, 'Hey I could call ... and get their input or get their support.' "

"It's also nice to hear about things that are going well – things that you can aspire to or that would be helpful."

"I did develop some connections with some supervisors at the training that I might not have had an opportunity to connect with. I've had a couple of conversations with those folks to develop strategies. It's made a difference for me because I go, 'I know who the supervisor is there, I'll call that person, they'll remember me and we'll talk this out or I ask them how they've dealt with that.' "

"The workload, the 55-60 hour work week. If I had not heard that from these folks that I had worked with and respected and trusted, I would have felt I can't do this and there are times I still think that; but it would have been real deeper and a lot longer because of not having that exposure. "

"When I have gone to other branches for other things and seen supervisors that I spent those many hours together, there's always a connection there that we went through something together and spent that many hours together, a camaraderie there. It's much easier to connect to and talk with those folks. "

*"Before the re-organization, we used to have quarterly meetings with our supervisors and branch and office managers from our area. Prior to those meetings, we would spend a half a day doing what we call the supervisors networking, sharing ideas and talking about how things were going and new policies. That was **so** helpful and we were told we couldn't do that anymore. I would love to see the agency re-instate those and the ability to be able to network and create some smaller pods of people that can work together."*

"I would love to have ongoing contact with other supervisors in a quarterly basis like we used to. I've always found that to be extremely helpful in meeting with my peers. It was wonderful spending time with my peers at the training. It was validating – just sharing ideas – different peoples creativity and problem solving ability, energy. All of that was so positive. That was probably the biggest thing I walked away with – really feeling good about the quality of supervision out there."

"As far as follow-up, it would be nice if there were some kind of support group that resulted from those trainings. Some kind of on-going contact. Maybe it can be more than just sitting around talking, maybe structured like a mini-training day or an on-going continuing education program."

Question 1: Describe the knowledge skills and tools you have been using and give some specific examples of where they have been helpful or working well.

Group supervision- *" In terms of the group supervision we've been utilizing that more on a regular basis. I think that it's been encouraging staff with their input. I think it's encouraging their development. What I'm trying to do is instill in them (one of the concerns I've had in the past is in my absence there doesn't seem to be a lot of confidence) – I'm seeing a greater level of competence in their decision-making abilities when I'm out of the office."*

Developing a team- *"An element of it is the team building. The meetings used to be pretty much a monologue, I would just talk. So I learned from one of the presenters more about sharing responsibility with the unit."*

Using data- *"Relying more on data to help me with decision-making and developing systems that incorporate the use of data, such as foster home recruitment – trying to put systems in place that will help us determine where the needs are as far as where are cases are..."*

Resiliency- *"Staffing with workers and being able to empower them, listening to feedback from them, and being able to dialogue with them – talking with about with them about resiliency – being able to recognize the strengths that people have."*

Other comments about what was being used were topics such as:

- Personnel
- Individual learning styles
- Managing "up"
- "Can't We All Just Get Along?"
- Presentations
- Federal Outcomes

Question 1 (second part): Consider knowledge, skills, or tools that you may have come out of the training with the thought that they would be helpful, or you had the intention of trying them and

- either something got in the way of you using it
- or you tried using it and it just didn't seem to work for you
- or you didn't find it helpful.

Using data- *"the technology is so behind. I'd ask for Excel and be told there are only so many licenses in the branch and they don't have the CD anymore, nobody will give it to them. So, I felt there was a real barrier in adequate technology."*

"The data piece was really interesting and I think it could be helpful, but time is a factor – in being able to look at information like that and pull it together."

Team building- *"A lot of the stuff about team building – I haven't had an opportunity to do, because we've been switching the supervision of people and having to incorporate new people. I'd like to do more team building things, like retreats where people get to know each other more personally. I just haven't had the time. We've have a couple of positions here that we can't fill – workers are really stressed out. Their caseloads are really high."*

"... more time looking at how things work or improving the way things work. Even the little things like paying attention to good practice and giving staff praise and feedback for that. That falls by the wayside so easily because, when you have so much on your plate, the things that your not going to get in trouble for if you don't do them fall off."

Providing support- *"The re-organization: We are being told that our units are going to be all split up, so working on the team building is really difficult when they are just going to take away our units. They tell us weekly that something is going to change, so it has hard to stayed focused on task and keeping your unit going."*

"What gets in my way is just the sheer volume of work. Time to be creative and supportive is just not there."

Other comments about barriers to implementing what was learned in the training were offered such as:

- Lack of time
- Poor time management
- Integration
- Inability to track what was used
- Having to make up for time spent in training

Question 2: If there are any sessions for which you have little or no memory of knowledge, skills, or tools relevant to performing your job, do you have any ideas or suggestions as to how any of these sessions could be improved?

Suggestions- *"The one about the Media, I think it would be helpful to give people the actual protocol of what happens when media people do come. What information you do give and how much information you give. Be able to develop a planful way of what you do, so everyone goes by the same protocol."*

"I think one of the things they should probably include at the training is the politics of supervising within an agency that is undergoing change, because one of my problems is "yeah I can draw on this stuff, but I have nobody to talk to because I don't even have a branch manager." So I am just at the whim of somebody complaining and being told "fix it." There's no real clinical supervision here. I apply it and try doing the best I can, but I have nobody above me to either support me or give me feedback, just my co-supervisors and they're feeling helpless and perilous too. They are working at getting my level of supervision out of clinical supervision; they trying to make us just managers. So, they don't even support the clinical supervision model. I think the politics right now are driving the agency, not practice issues, not good practice, not good supervision. It's scary to go there, because you're told not to go there."

"It would be interesting to have a triad with Matt, Hunter, and someone from HR personnel. Have the three of them from their different perspective's and philosophies because I think there are some philosophical differences. Have them come in present, given where the organization is right now, how to give supervisors the best foundation to deal with the personnel stuff."

"Diversity presentation could be a little longer – I thought that was really good."

Question 2 (second part): Are there any you think should be eliminated from the training?

Most responses were that none of the sessions should be eliminated however, the session ran by Judi Smith received four negative comments that focused on her poor presentation style.

Question 3: Could you talk about any changes you have experienced in your stress level, your sense of competence, or in your working relationships that you might attribute to having taken part in the training?

(Note: Seven of the eighteen participants spoke about the peer connection theme).

Improvements at the job- *"It's improved my working relationship with the unit, because I have more organized time for them. It's improved my confidence in doing clinical supervision by understanding supervision boundaries. All the years that I've been here, nobody has explained to me what clinical supervision meant. How that's different from supervision. This is the only class on that. I would love another training on that. "*

"The training helped me with my confidence as a supervisor. I felt more confidence in just having the skill. I've learned some things that I can apply. As far as seeing a difference, I think it's more internal – it helped me look at my job a little differently."

"As the only supervisor here, I used to struggle more about my own decisions here or how the ship is going to run. What I'm finding more and more is that I bring the issues to the staff as a group at unit meetings. I say, "this is where we are, where do you suggest we should go with this?" So, including the staff more in the decisions – giving more ownership to the workers (discussed in the training). Let me give you an example. Just recently, we lost some positions. We are still in the hiring freeze situation. One of my workers had a heart attack and went out of work for about three months. A full caseload was left. So, I went to a unit meeting and basically expressed my desperation and I also said, "this is ours, it doesn't belong just to me but belongs to this office, I need your help." People have been very gracious about taking on the caseload...Before, I probably would have just assigned, forcefully, or do it myself and probably get in trouble with it."

"Working relationships: I always find myself coming away with reminders of needing to constantly be thinking of ways to support and praise, not just thinking focusing on what people are doing wrong. I do recall coming back and feeling renewed in that area of needing to go out of my way to look for things that people do right."

"It was a good opportunity to get away and get a bit perspective about what was going on. It gave me some time to think about strategies to take away from there. Projects: Forced me to do something outside of my normal "moving papers seeing people" stuff."

"It's helped me rationalize when I do feel something inappropriate come in my direction, I realize that I stay strong and that I handled it right and dealt with it appropriately."

Question 4: Are you using data differently in any way since the training to track the progress of your unit or workers? Describe how you are using the data:

Staff workload- *" For example, the working with relatives policy that we have, requires a pretty thorough assessment of a relative as to why we won't be utilizing that resource. Prior to this training, I wasn't capturing all that workload, so I got some ideas from that presentation how to quantify that workload."*

"I use an Excel spreadsheet and I break things out so I can show how many cases people have, what children have special needs, what that time encompasses, etc."

"For example, when I'm supervising somebody who's saying she's overworked or has too much to do, I'm looking at whether the data supports what she's saying – let's look at the workload – let's break it down to manageable proportions."

Tracking cases- *"I'm using the caseload reports. I'm using IWDE to see the caseload and I'm comparing it with the Green Bar Reports. I'm paying more attention when it says legal open or not legal open or plans open or not open... For example, a caseworker might remove a child and the order has not been inputted – there's no legal and the plan has not been opened and it's been like 15 days and this should be opened... I print the IWDE and go over it with them, give them a copy and say, 'Let's go over this and see where we are.' "*

"Absolutely. We are now tracking common case plans...I have five of them done and I am real proud of that...Self Sufficiency has about 240 to 300 cases and we merged those to figure out who has common cases. Tweaking around with unified case plans and multiple families that we're serving."

"I've been using data gathering tools now since I came back from training to develop my supervised visitation program and to keep statistics on what we're doing with that."

"One of the things we were looking at was tracking the number of cases that did not have concurrent plans. Then I can address it with each worker."

"Tracking all kinds of things – caseloads, the process of 147's to make sure that we were current as a team, SOC to make sure all the cases were there, 30 day contacts, and also the timeliness of court reports. We are trying to raise the performance standards in the unit by tracking better."

Question 4 (second part): What are the barriers to using data:

Eight participants responded negatively to this question and listed the following reasons or barriers to data use:

- time
- re-organization
- inadequate technology
- change in job position
- functioning systems in place

Question 5: Have you had any ongoing support from or communication with other supervisors who took part in the training with you? Could you describe it?

"I have had connect with two of the people. They do parallel jobs to mine. We've all bounced ideas off each other. One shared her newsletter with me."

"I've talked to ... a couple of times about teaming cases, because we're trying to start doing that here."

"I've kept up with a couple different supervisors, but I'd like more. It's was mostly around personnel issues. I'd like it to be more formalized."

"I've had two occasions who I've actually called and one called me. One person I called because there was a case connection that we're trying to sort out and another I called to ask advice on dealing with a personnel issue."

"I went to the training with another new supervisor in my office, so we do a lot consulting with one another. We've had the opportunity of meeting up with some of the other attendees of the training at various conferences and other trainings and we've been able to discuss how things are going with them as well."

"I communicate with supervisors in my SDA area."

Question 5 (second part): If not, would you like to?

Most participants did not answer the question except to mention the barriers to making connections:

- Not enough time
- "I just haven't reached out"
- Workload too high

Question 6: Do you anticipate going to the summer follow up session?

- Eleven responded positively, that they planned on going to the session.
- Two also responded positively but that they hadn't signed up as of yet.
- Five responded negatively because of lack of time, change in job positions and because of personal reasons.

Question 7: Have you visited or used the web site at all?

- Three responded positively, that it was helpful or a great idea.
- Fifteen responded negatively.

Question 8: Is there anything else you would like to say about your experience in the training that we haven't already talked about?

Positive experience- *"I thought it was really positive. The environment was good. I think that people felt safe to say things. As the integration progresses, I think it will be really important to maintain that because people are having a lot of issues and problems through all the change; and being able to talk about it in a safe place I think is going to be really important. It was the most worthwhile training I've been to in the agency – just the quality of the speakers, were very well selected."*

"I would like to emphasize that I think they did a really good job with the curriculum, much better than before."

"It was a very thought-provoking training. As much as I didn't like it, the projects at the end were probably the best part of the whole training."

"It is the best training that I have had in all of my years working for this agency."

"I thought it was an excellent training and I came back recommending it highly to my co-workers. I heard that in the last training they had a 'social director.' I don't think they had that in my group. I think that would have been good, because I feel like within the group that I attended, everybody went off in their different ways. There wasn't as much cohesion. It's good for building relationships for after the training is over with. He enjoyed it a lot and got to know people better."

*"It was a **wonderful** training. When I came back and I need to say this with pride, I felt like a new supervisor. There was a lot of things that you were validated for what you were doing. I went to a couple other trainings on personnel, but this one was more complete. It had a lot of good stuff, a lot of tools. It is a lot of information, crammed into a small amount of time."*

"I felt a lot of support from the other attendees, the staff, and the presenters. I felt so supported, I came back and told all the other manager they need to go."

"I really like the opportunity to be with peers who were in varying stages of experience – who were all suffering or coping from many of the same challenges. It was a particularly helpful to find out how others were dealing with these issues and challenges."

"I loved it. It was the second time I've done it. I went through it in Washington about 5 years ago. The caliber here was way higher than what I experienced in Washington. I liked everything about it. Having one week a month was a great schedule. Then we got to apply some of the material we were learning. I thought having the project at the end was a great idea. All the speakers ran the gamut as far as their knowledge, skills, and presentation abilities."

"I really enjoyed the opportunity and I thought it was very well timed for me, because I had just become a supervisor. I really enjoyed Bart and Susan Keough, I have a lot of respect for her – she's good solid child welfare person – she really has amazing talents."

Should be an on-going requirement- *"It's definitely a training that I recommend that all supervisors have."*

"I would continue to have this be a child welfare specific training."

"I would like to see this become a mandatory thing for supervisors within the first year or two."

Environment- *"I would encourage looking at the site more. I just talked to a peer that went to the one that just finished up yesterday. She said there is so much more in downtown Portland that they took advantage of and did together as a group. We really didn't do that. It would have furthered more communication afterwards. The location is important."*

"I think that Bart did a fantastic job of organizing it. The accommodations were very nice. I think that people tried to make you feel really comfortable, accommodate you, knew you were away from home and away from your branch. I thought the whole process was really respectful. Hands down the best training I've had. I was really impressed. And, I was not looking forward to going. It was the time thing – and thinking, I cannot be away that long."



www.cwp.pdx.edu

Online Data Reporting for Children, Adults, and Families

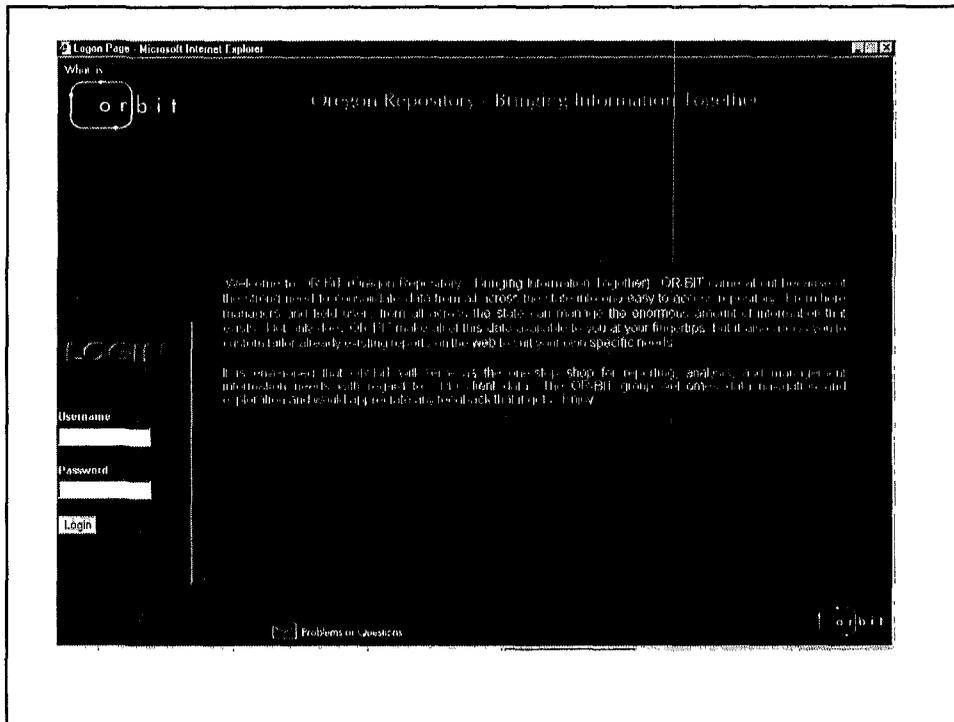
**Caleb F. Heppner, Executive Director
Child Welfare Partnership**

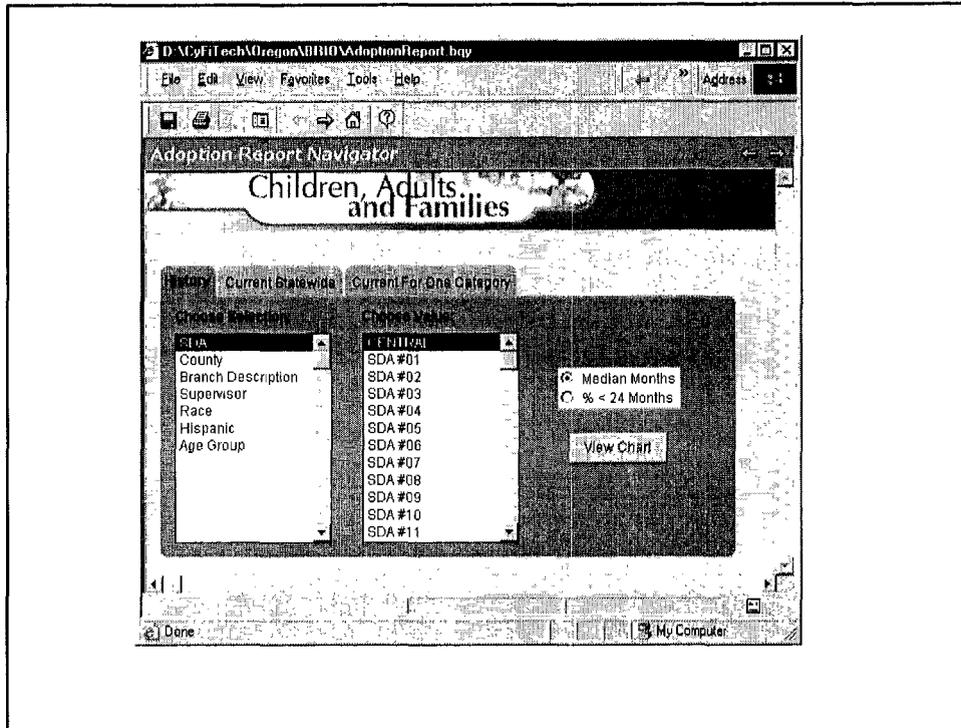
Online Data Tool Project

- The Child Welfare Partnership is one of five grantees across the country selected to develop training for child welfare supervisors to better understand and implement the Adoptions and Safe Families Act. One key component of the PSU project is the creation of an online data tool for child welfare supervisors to use at their computer desktops for viewing and managing specific child welfare outcome data.
- Using funding from their federal training grant, the Child Welfare Partnership and the Oregon Department of Human Services have just completed the work to bring this system on line.
- A child welfare supervisor or manager can now log onto a secure web site and view a simple "dashboard" displaying bar charts and graphs showing how cases are performing on the federal outcomes. For each of the seven federal outcome measures, the screens display data by county, branch, supervisor, worker, race, and age group. Data can be instantly sorted by child count, outcome measure value or field personnel groupings.
- Oregon child welfare staff have begun to use this online data tool and are very excited about its possibilities for meeting federal outcome standards and improving the practice of child welfare workers in Oregon.

Project Phase Definitions - Phase 1

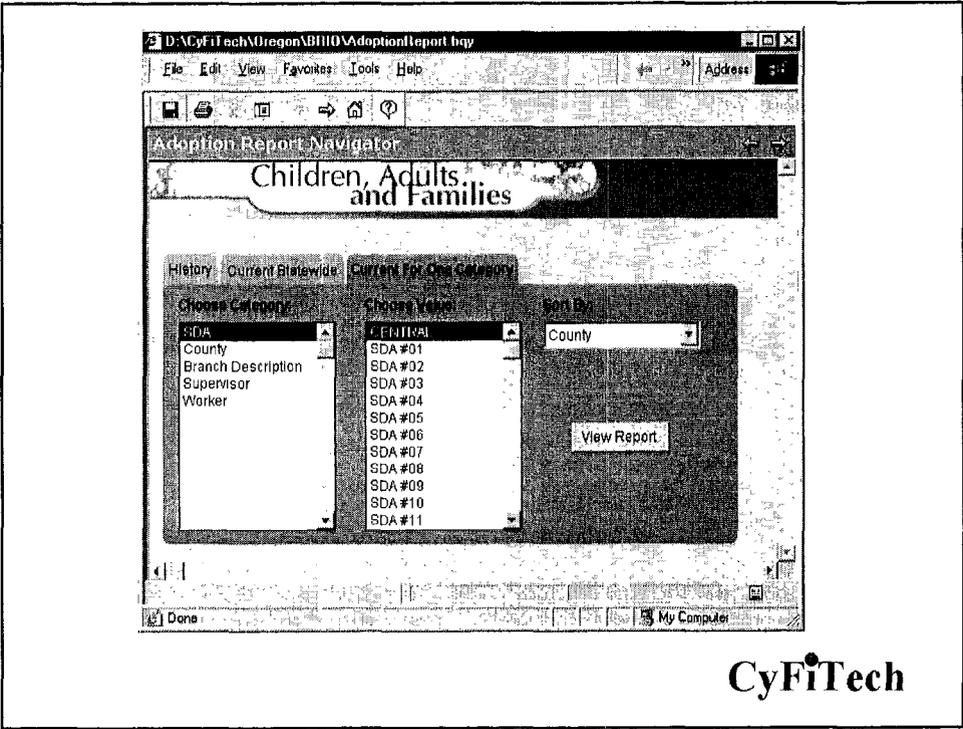
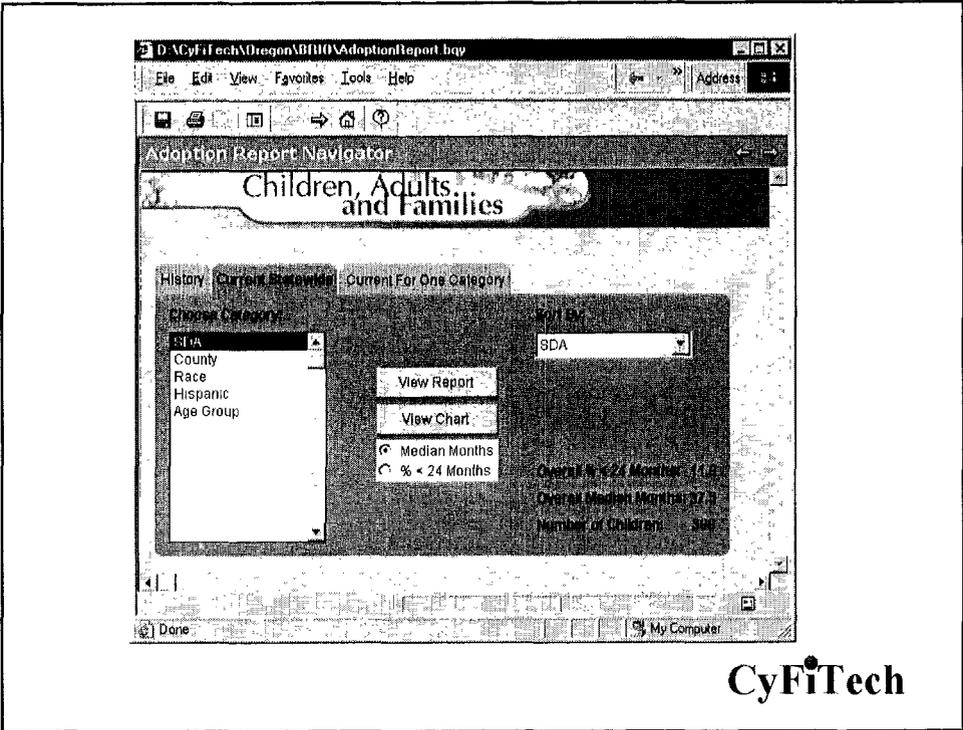
- Phase 1 - Adoptions (Completed)
 - Percentage of children adopted in less than 24 months
 - Median months to achieve adoption
 - Statewide and by Service Delivery Area, County, Branch, Supervisor, Worker
 - Demographics: Age Group, Race, Hispanic
- Phase II Substitute Care (Completed)
 - Foster care re-entries
 - Stability of foster care placements
 - Length of time to achieve reunification
- Phase III - Child Protective Services and Permanency (April 2003)
 - Recurrence of maltreatment
 - Timeliness of response to child protective service referrals
 - Monthly contact with child
 - Monthly contact with biological or adoptive parents

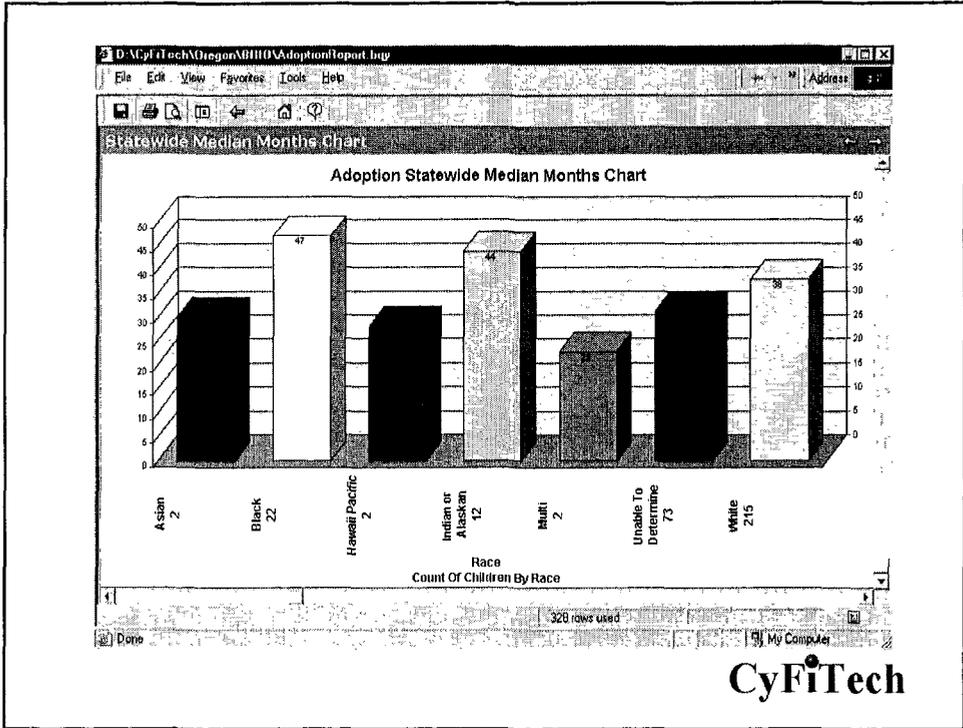




“Dashboard” Details

- Four Views:
 - History, Statewide, Category details, and Measure definitions
- Custom business logic
 - Simplifies report maintenance
 - Eliminates need for Brio Viewer licenses
 - Determines data available
 - Report dates, Service Delivery Areas, Branches, Supervisors, Workers
 - Builds Navigator from dynamic data
 - Group By Values
 - Sort By Columns
 - Builds and displays requested chart or report





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Address

Category County Summary Report

County Summary Report
Multnomah

Branch Description	Median Months By Branch	% < 24 By Branch	Count Of Children
SCF GRESHAM	39.2	25	20
SCF MULT EAST	30.0	5	22
SCF MULT MIDTWN	38.0	28	18
SCF MULT NE	47.1	8	12
SCF MULT ST JNS	36.2	14	21
	36.9	16	93

Statewide Targets on Adoption Performance Measures
 Median Months: 38 months or less
 % < 24 Months: 32 or greater

Met Target
 Missed Target

1 Page(s) Zoom: 93% Done My Computer

CyFiTech

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Address

Category Detail Report

Branch: SCF MULT NE

Y001et	Age	Gender	Months To Adopt	Race	Hispanic	Last Removal Date	FOUO	Date of Disp
44BE	4	Male	23.3	Black	Unable to Determine	08/04/2000	11/10/98	07/15/2002
44BE	6	Female	57.4	Black	Unable to Determine	10/03/1997	06/01/96	07/15/2002
44CK	1	Female	14.3	White	No	06/26/2001	06/24/01	09/04/2002
44CK	4	Female	39.4	Unable To Determine	Unable to Determine	06/19/1999	12/29/98	09/30/2002
44CM	3	Female	34.1	Unable To Determine	Unable to Determine	09/29/1999	09/26/99	08/02/2002
44JJ	6	Female	38.5	White	Yes	04/17/1999	08/29/96	07/03/2002
44JP	5	Female	47.1	Black	No	09/23/1998	08/27/97	08/28/2002
44JP	7	Female	47.1	Black	No	09/23/1998	05/21/95	08/28/2002
44JW	11	Male	60.8	Black	Unable to Determine	08/11/1997	05/12/91	09/09/2002
44PN	15	Male	55.2	Black	Unable to Determine	02/02/1998	02/03/98	09/10/2002
44PN	9	Male	55.2	Black	Unable to Determine	02/02/1998	07/26/93	09/10/2002
44PO	14	Male	52.2	White	Unable to Determine	04/01/1998	10/09/98	08/08/2002
			43.7					

Statewide Targets on Adoption Performance Measures

Median Months: 36 months or less

% < 24 Months 32 or greater

Met Target

Missed Target

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Potential Follow-On Reports

- Pro-active early warning reports
 - Children still not adopted after 15 months
 - Children still not adopted after 24 months
 - Children still in foster care after 8 months
 - CPS referral still not handled after 3 days
- Real-time operational reports
 - Cases needing action by worker
 - Management reports

ORBIT Measures

The initial set of six ORBIT measures used data elements/variables from the Federally-mandated six-month child welfare reporting system, AFCARS – Adoption and Foster Care Analysis and Reporting System. These measures are also required and are included in the Child and Family Services Reviews (CFSR) outcome measures. The last four definitions are for two new measures that are included in the Program Improvement Plan (PIP) and are still under development. The term, 'period under review,' is used in the definitions below. In Oregon, these data have been tracked for three different time periods: a) annually, b) for six-month time periods, and c) quarterly.

Length of time to achieve adoption - A State meets the national standard for this indicator if, of all children who exited foster care during the period under review to a finalized adoption, **32%** or more children exited care in less than 24 months from the time of their latest removal from home. So the question being asked is: what percentage of children have their adoption finalized in less than 24 months from the time of their latest removal from home.

Median months to adoption - Additionally, Oregon has been approved to track the 'time to adoption finalization' measure in a second way. Oregon also calculates the median (or middle) number of months it takes from the date of a child's last removal from home to the date that their adoption is finalized. Oregon will meet the PIP goal for this indicator if, for two reporting periods in a row, the median length of time from the date of latest removal from home to finalized adoption is **36 months** or less. (Note: the median is the "middle" length of time- for ex., 4 is the median of the data points 1,4,5).

Foster care re-entries - A State meets the national standard for this indicator if, of all children who entered foster care during the period under review, **8.6%** or fewer of those children re-entered foster care within 12 months of a prior foster care episode. Therefore, the denominator is all children who entered foster care during the reporting period. The numerator is the subset of those children entering care who were re-entering care within 12 months of a prior foster care episode. So the question being asked is: what percentage of children entering care during a set period of time are re-entering care within 12 months of a prior foster care episode.

Stability of foster care placements - A State meets the national standard for this indicator if, of all children who have been in foster care less than twelve months from the time of the latest removal, **86.7%** or more children had no more than two placement settings. Therefore, the denominator is all children who have been in foster care less than 12 months from the time of latest removal from home. The numerator is all children who have had no more than two placement settings. So the question being asked is: what percentage of children who have been in care for less than 12 months have had fewer than 3 placement settings.

Length of time to achieve reunification - A State meets the national standard for this indicator if, of all children who were reunified with their parents or caretakers at the time of discharge from foster care, **76.2%** or more children were reunified in less than twelve months from the time of the latest removal from home. Therefore, the denominator is all children who were reunified with their parents or caretakers at the time of discharge from foster care (during the time period). For the numerator, select those children from the denominator for whom the number of months to reunification was less than 12. So the question being asked is: what percentage of children who were reunited achieved reunification in less than 12 months.

Recurrence of maltreatment - A State meets the national standard for this indicator if, of all children who were victims of founded child abuse and/or neglect during the period under review, **6.1%** or fewer children had another founded report within six months. (The 'period under review' is also a six-month time period; for example, July through December, 2002.) Each individual victim is tracked for six months from the date of their first victimization. If they are a victim for a second time (on a subsequent referral) during this next six-month period, they will be counted as a child who experienced 'recurrence of maltreatment.' So the question being asked is: what percentage of children who were child abuse and/or neglect victims were again victimized within 6 months of the prior victimization.

Monthly Face to Face Contact with Children in Open Plans - Reports the number and percentage of children in open plans who had Face to Face contact with their plan worker or YSER service worker during the monthly reporting period documented in FACIS case notes. Measure Target: **100%** of children in open case plans will be seen face to face by their plan or YSER service worker each month.

Monthly Face to Face Contact with Adults in Open Plans - Reports the number and percentage of adults in open plans who had Face to Face contact with their plan worker or YSER service worker during the monthly reporting period documented in FACIS case notes. Measure Target: **100%** of adults in open case plans will be seen face to face by their plan or YSER service worker each month.

Monthly Face to Face Contact with Adults and Children in Open Plans - Reports the number and percentage of adults and children in open plans who had Face to Face contact with their plan worker or YSER service worker during the monthly reporting period documented in FACIS case notes. Measure Target: **100%** of adults and children in open case plans will be seen face to face by their plan or YSER service worker each month.

Timeliness of CPS Response - Timeliness of CPS response reports the percentage of protective service referrals with completed assessments that met the state goals for timeliness of response. Measure Target: Percentage meeting criteria below is **100%**.

- 1) Immediate response: parent and/or child contact or attempted child contact was made on the same day the referral was received.
- 2) Impending response: parent and/or child contact or attempted child contact was made within 24 hours after the referral was received.
- 3) 5 day response: parent and/or child contact or attempted child contact was made within 5 working days after the referral was received.

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April 30, 2004

Ms. Marva P. Benjamin, Federal Project Manager
Children's Bureau
Administration on Children, Youth and Families
Administration for Children and Families/HHS
330 C. Street SW #2412
Washington, D.C. 20447

Re: Semi-Annual Program Progress Report for "Training for Oregon's Supervisory
Child Welfare Staff to Better Understand and Implement ASFA", Grant #
90CT0074

Dear Marva:

Enclosed are the original and a photocopy of our Final Report on the above-referenced
grant to Portland State University. If you have any question about the report, please let
me know.

The Financial Status report is being sent under separate cover by our University's
Research Accounting office. If this does not arrive shortly, please inform me.

Thank you for providing federal support to this initiative. It is clear that this grant proposal
made a difference to the staff, supervisors, and children of Oregon.

Sincerely,



Katharine Cahn, MSW, PhD
Executive Director
Child Welfare Partnership
Portland State University

cc: Ruth Hopkins, Grants Management Specialist