

Washington Frontiers of Innovation

Professional Development Environmental Scan

Summary of Results

November 30, 2016

Subject

This summary provides an update on the Professional Development environmental scan that was distributed statewide via Survey Monkey in September and October 2016 by Washington Frontiers of Innovation (WA FOI) staff and partners.

Background

The WA FOI Cross Sector Workgroup concluded a six month discovery process in June 2015. Professional Development efforts around brain science-based training came up regularly during that in-depth stock taking process and over the course of the last year a cross-agency discussion about Professional Development evolved into a collaborative workgroup formed to do a deep dive into this topic. This cross agency workgroup is exploring how to pull together curriculum that targets learning about Adverse Childhood Experiences (ACEs), toxic stress, and resiliency skill building. There is a high level of activity around and interest in this work, inspiring a statewide scan which surveyed the Professional Development landscape across the FOI partnership disciplines.

Survey Design and Data Collection

This environmental scan aimed to understand the Professional Development landscape on the basis of available information provided qualitatively by statewide partners across disciplines. In partnership with the division of Research and Data Analysis (RDA), the WA FOI Professional Work Group designed a survey tool to take an initial look at that landscape. The survey was disseminated on September 14, 2016 and closed on October 28, 2016 (see [Appendix C](#)). It was sent by email to over 60 WA FOI partners, who were invited to share widely with those that they engaged in this work. Each respondent was able to identify up to three¹ Professional Development resources and answer questions that identified the following about each resource:

- Agency of the respondent
- Phase of development (planning, piloting, implementing, reviewing/assessing, other)
- Duration of the Professional Development resource
- Topical area of focus (impacts of ACEs, understanding the impacts of living with toxic stress, understanding poverty, resiliency skill building, executive function skill building, motivational interviewing, self-care for professionals, family engagement, building community partnerships, other)

¹ In order to limit the time and length of the survey, the respondents were limited to three. However, at the end of the survey, participants were able to list out additional PROFESSIONAL DEVELOPMENT resources of potential interest.

- Format (facilitated training, group topical discussion, web-based, other)
- Frequency of delivery (offered one-time only, topical series, annually, on-going/regular, other)
- Intended audience/participants (staff who work directly with families, managers, direct service supervisors, early care and education professionals, K-12 educators, school administrators, healthcare providers, public assistance staff, corrections staff, community stakeholders, families, other)
- Whether or not the Professional Development resource was designed for one specific discipline
- Whether or not the Professional Development resource could be used with other audiences

In addition to completing the survey questions for their three named Professional Development resources, participants were also invited to list any additional resources that they use or believe the WA FOI Professional Development workgroup should be made aware of.

Results

Respondents

The survey attracted 127 responses from 100 agencies/partners statewide. State agencies, local government, local health jurisdictions, local and regional community agencies and organizations, local and regional coalitions, early learning, public schools, higher education, and hospitals and primary care providers are among the disciplines represented (see [Appendix A](#) for a full list of agencies who participated).

Identified Professional Development Resources

Of the 127 responses, 80 (63%) respondents answered that they had Professional Development resources targeting ACEs, toxic stress and resiliency skill building that was either existing or under development. 62 respondents identified at least one, 44 named at least two, and 29 named three Professional Development resources, for a total of 135 professional development resources identified.

Additionally, survey participants were asked to provide any additional resources offered through their agency as well as any outside resources about which they thought the WA FOI Professional Development workgroup should be made aware. [Appendix B](#) includes a full list of Professional Development Resources identified by respondents, including outside resources.

Summary of the Professional Development Resources

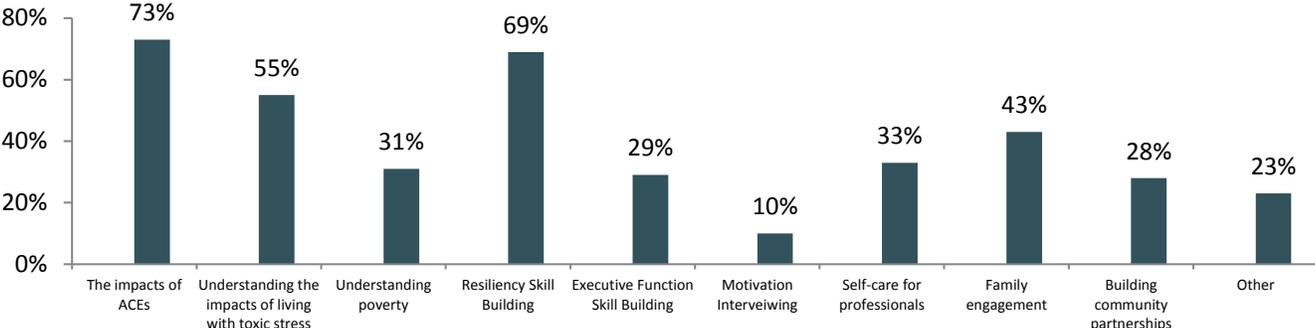
Overall, 50% of respondents described the phase of their named Professional Development resources as currently being implemented or piloted, 30% as pre or post implementation. Another 21% selected “other,” largely because this question was phrased, “In what phase of development is the curriculum?” and majority of those that responded other indicated that the Professional Development resource was not a curriculum. Duration of the Professional Development resources varied widely, with responses landing majorly (42%) in the “other” category. Again, this question was phrased, “What is the duration of the curriculum” and for those identifying Professional Development resources not formalized as a curriculum, this question was not applicable. Of those who were able to identify the duration, 66% of curriculum ranged from 1-8 hours.

Most (67%) named Professional Development resources are being offered as a facilitated training. 14% of respondents selected “other” when describing the format of the Professional Development resource, stating they are offered as-needed or as technical assistance.

Topical area of focus

Overall, resiliency skill building and the impacts of ACEs were identified as the two primary topical areas of focus, see Figure 1. The named topics for the 22% who selected “other” included self-regulation and self-esteem building, and evidence-based practices.

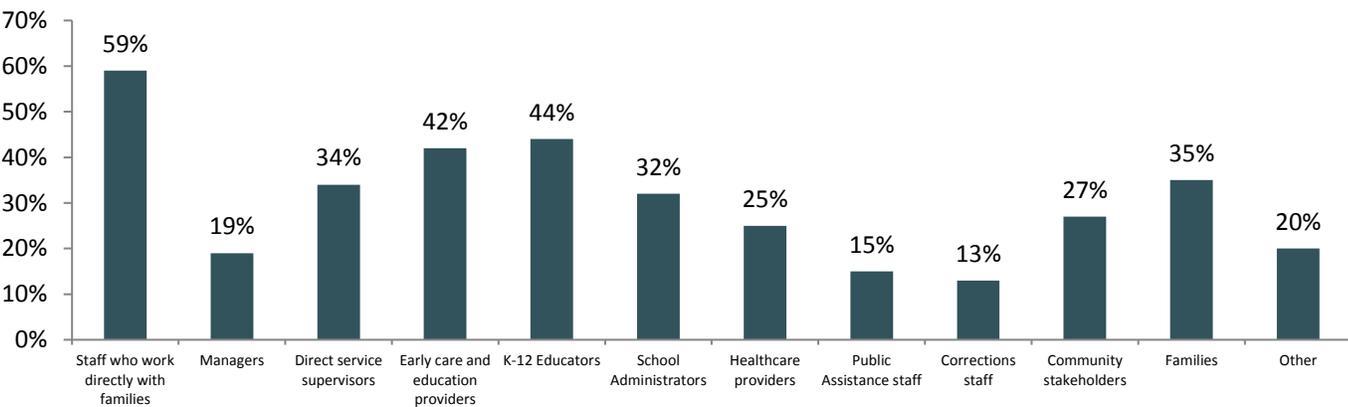
Figure 1: Topical Area of Focus



Intended participant and application across disciplines

Very clearly, most of the Professional Development resources identified by this survey are intended for those that work directly with families (59%) and for K-12 educators (44%). Nevertheless, audiences from across disciplines were identified by this scan (see figure 2). Respondents who selected “other” identified faith communities, local businesses, residents, contracted staff, and volunteers as additional participants.

Figure 2: Intended Participant/Audience



Interestingly, while responses were equally divided around whether or not the Professional Development resource had been designed for one specific discipline (Figure 3), 95% of participants indicated that, with or without adaptation, their Professional Development resource could be utilized with other audiences (Figure 4).

Figure 3: Is the PD resource designed for one specific discipline?

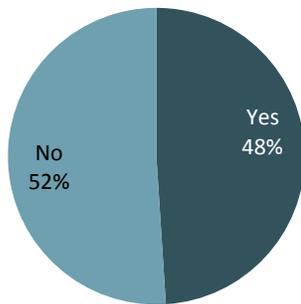
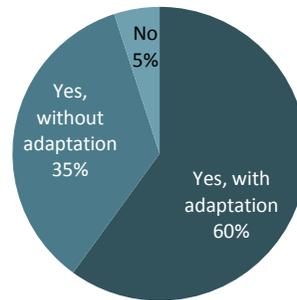


Figure 4: Could the PD resource be used with other audiences?



Discussion and recommendations

This survey has generated some thought-provoking results. As the group knew going into this process there are a wide array of efforts happening throughout the state of Washington to provide professionals, particularly those working directly with families and students, the tools that they need to successfully meet the needs of Washingtonians.

Key preliminary findings might point to future questions and needs:

- 61% of respondents described their work as currently being implemented or piloted, 10% as pre or post implementation
- 59% of the identified curricula is offered to staff who work directly with families
- 48% said the curriculum is designed for one specific discipline
- 95% said the curriculum could be adapted to other audiences (60% with adaptation, 35% without)
- Most of the topical areas of focus were the impacts of ACEs (73%) and Resiliency Skill Building (69%)

It is evident that the importance of understanding brain science as it relates to the impacts of ACEs, living with toxic stress, and resiliency skill building is clear to those developing professional development tools and resources. However, opportunity remains to leverage the professional development resources across the state, with 95% indicated to be able to be utilized across a variety of audiences, to fill gaps, and to continue to bolster and improve the Professional Development resources available statewide.

A careful review of the agencies able to participate and the professional development resources identified should be completed to identify gaps in representation of the whole state as well known, existing resources that are missing from this initial scan. If a follow up survey is recommended by the WA FOI workgroup, the survey instrument needs to be adjusted to reflect changes to questions specific to curriculum, rather than Professional Development resource, and the “other” answer choices as described by the participants should be reflected.

Further, while this survey yielded good initial response, more than 35% opened the survey only to provide their contact information and to answer that, no; their agency does not have any Professional Development resources/curriculum targeting ACEs, toxic stress, and/or resiliency skill building. It is recommended that an opportunity to find out what attracted that group to this survey and what they are looking to gain from a Professional Development resource scan such as this one.

Appendix A: Agencies, Coalitions, and Organizations identified by Survey Respondents

Washington State Agencies

- Department of Social and Health Service
 - Aging and Long-Term Support Administration
 - Behavioral Health Administration
 - Division of Behavioral Health and Recovery
 - Community Prevention Wellness Initiative
 - Children’s Administration
 - Developmental Disabilities Administration
 - Economic Services Administration
 - Community Services Division
- Department of Health
 - Division of Prevention and Community Health
- Department of Early Learning
 - Early Childhood Education and Assistance Program (ECEAP)
- Health Care Authority
 - Community Services, Medicaid Program Operations and Integrity
- Office of the Superintendent of Public Instruction
 - Graduation, Reality, And Dual-role Skills (GRADS) Teen Parent Education

Local Government

- Asotin County Community Services
- Cowlitz County Health and Human Services
- Jefferson County Public Health
- Public Health Nurse, Maternal Child Health Nurse
- San Juan County Health and Community Services
- Snohomish County Human Services
- Spokane county juvenile court

Public Health

- Asotin County Health District
- Clark County Public Health
- Kitsap Public Health. PCH
- Kittitas County Public Health
- Seattle King County Public Health
- Skagit County Public Health
- Whatcom County Health Department

Local and Regional Community Agencies and Organizations

- Because it Takes a Village
- Big Brothers Big Sisters of the Inland Northwest
- Community House on Broadway
- Empire Health Foundation
- Gay City Seattle
- Harrison Medical Center

- Holly Ridge Center
- Jumping Mouse Children's Center
- Kitsap Public Health District/Community Health
- Kittitas County Community Network
- Lopez Island Family Resource Center
- Mentoring Works Washington
- Mercer Island Youth and Family Services
- Monroe Public Schools
- Parent Child Assistance Program (PCAP), Administered by Agape' Unlimited
- Pierce County Library System
- Tri-Tech Skills Center
- United Way of Kitsap County
- Washington Association for Infant Mental Health
- West Sound Youth for Christ
- YMCA of Pierce and Kitsap Counties
- Youth Advocacy Center of Lewis County
- YWCA
- YWCA Kitsap County

Local and Regional Coalitions

- Clarkston EPIC
- HEALTHY Tekoa Coalition
- Kitsap Strong
- San Juan Island Prevention Coalition
- Quillayute Valley School District (Community Prevention Welllness Initiative)
- Skamania Klickitat Community Network
- Wahkiakum Community Network

Early Learning

- South Kitsap READY! for Kindergarten and Bethany Lutheran Preschool Power-Hour and Elementary School
- Tacoma Public Schools ECEAP

Public Schools

- Central Kitsap School District
- Clarkston School District
- Communities In Schools of Spokane County
- Davis High School
- Educational Service District (ESD) 105 - Kittitas and Yakima Counties
- Emerson High School
- Everett Public Schools - Student & Family Support Advocate
- Evergreen High School
- Highline School District GRADS/Teen Parent Program
- Marysville school district
- Moses Lake School District
- MultiCare Health System

- Oakland High School
- Olympic Educational Service District 114
- READY! for Kindergarten SKSD
- Snoqualmie Valley School District
- Sumner School District
- Tacoma School District
- Wenatchee School District
- West Valley School District #208 (Yakima)
- Yakima School District GRADS

Higher Education

- Seattle University
- University of Washington
- University of Washington Tacoma, School of Nursing
- University of Washington Tacoma, School of Criminal Justice and Social Work Program
- University of Washington, Early Childhood and Family Studies

Hospitals and Primary Care

- Mary Bridge Children's Hospital
- Memorial Hospital/ Maternal Health Services
- North Counties Family Services (DPICC)
- Seattle Children's Hospital

Appendix B: Professional Development Resources

This summary includes professional development resources identified by the respondent including any resources outside of respondents' agency and/or contact for materials information.

Local Presentations

- In-service trainings
- Provided by or arranged by local coalitions and networks
- Community Prevention Wellness Initiative (CPWI)
- United Way
- Book studies
- Higher Education
- Books and articles
- Kody Russell
- Kristi Sharpe
- Angie Titus

State or Regional Level Education Opportunities

- [WA State Coalition Against Domestic Violence](#) (ACEs within Domestic Violence Impact Panel)
- [Regional Early Learning Coalitions](#)
- [Foundation for Healthy Generations – NEAR Training](#)
- [Educational Service Districts \(ESDs\)](#)
- DSHS Economic Services Administration Community Services Division Headquarters staff member provides ACEs/NEAR training for Community Services Offices
- [Casey Family Foundation](#)
- Harborview
- University of Washington, [Evidence Based Practice Institute \(UW/EBPI\)](#)
- University of Washington, Tacoma [Community Nursing Course](#)

Department of Early Learning

- [Strengthening Families Washington](#)
- [Training Library](#)
- [Resource Gallery](#)
- [Online Module](#) on Executive Functioning
- [Online Module](#) on Brain Development

National Resources

- [The Center on the Developing Child at Harvard University](#)
- [PAXIS Institute](#)
- Substance Abuse and Mental Health Services Administration (SAMHSA) [GAINS Center for Behavioral Health and Justice Transformation](#)

Websites & Online Training

- [Child Trends](#)
- [ACE Study](#): Centers for Disease control and Prevention
- [Resilience Trumps ACEs](#) (Walla Walla)
- [Trauma Stewardship](#)

- [SAMHSA Gains Center](#) training on trauma-informed care (4 hours of training for providers/case managers)
- [Responding to Adverse Childhood Experiences \(ACE\) Across the Lifespan](#) – Presenter Heather Larkin, PhD, University of Albany, School of Social Work, 12 Self-study course, complete at your own pace – free
- Wisconsin Department of Health Services – [Trauma-Informed Care Webcasts](#)
- National Child Traumatic Stress Network (NCTSN) [Resources](#)
- [Adverse Childhood Experiences: Connecting a Developmental Lens to the Health of Society](#) – Robert Anda, MD, 2011 (55 minutes)
- [Alberta Family Wellness Initiative](#)
- [ACEs Too High](#)

Toolkits

- Child Welfare Trauma Training
- NEAR@Home Toolkit (Home Visiting)
- [Self-Care Starter Kit](#), School of Social Work, University of Buffalo
- Relaxation [Toolkit](#), Navy and Marine Corps Public Health Center
- [1-2-3 CARE: A Trauma-Sensitive Toolkit for Caregivers of Children](#), Spokane Regional Health District
- Trauma [Toolbox](#) for Primary Care, American Academy of Pediatrics (AAP)

Early Learning, Home Visiting, and Childcare

- [NEAR@Home Toolkit: A Guided Process to Talk about Trauma and Resilience in Home Visiting](#)
- [Nurse-Family Partnership](#)
- [Ready! for K Curriculum](#) – social emotional component
- [The Incredible Years](#)
- [Strengthening Families Five Protective Factors](#) (Center for the Study of Social Policy)
- [1-2-3 CARE: A Trauma-Sensitive Toolkit for Caregivers of Children](#), Spokane Regional Health District
- [STARS Child Care Basics](#)
- [STARS training through Penn State](#)
- [First 5 Fundamentals Regional Early Learning Coalition \(Pierce County\)](#)

Schools/School Age Children and Youth (ages 5-18 years)

- [Communities in Schools](#)
- [Conscious Discipline](#)
- [Graduation, Reality, and Dual-Role Skills \(GRADS\)](#)
- [Jobs for Washington’s Graduates \(JWG\)](#)
- [Positive Behavioral Interventions & Support \(PBIS\)](#)
- Compassionate Schools – *The Heart of Teaching : Compassion, Resiliency and Academic Success* ([book available for free download](#)) Ron Hertel
- [Life Skills/Life Skills for Middle School](#)
- Evidence Based Kernels
- [Guiding Good Choices](#)
- [PAX Good Behavior Game](#)
- [Tacoma Whole Child Initiative, Tacoma School District](#)
- [Strengthening Families](#) (6-11 year olds)
- [University of Washington-Tacoma – Center for Strong Schools](#)
- [Sound Discipline](#)
- Strive

Child Welfare

- Child Welfare Trauma Training
- Mental Health – Critical Aspects to Permanency and Well-Being
- Early Childhood Development – Casey Curriculum

Behavioral Health Treatment (Mental Health and Substance Abuse)

- Rising Strong (Substance Abuse treatment)
- SAMHSA Gains Center training on trauma-informed care (4 hours of training for providers/case managers)

Primary Care

- [Oregon START \(Screening Tools and Referral Training\) ACEs/Trauma Informed Care Module](#) - Includes information about when the training will be offered, how to schedule training and resources and tools.
- Trauma [Toolbox](#) for Primary Care, American Academy of Pediatrics (AAP)

Other

- [Families Moving Forward](#)
- [Resiliency in Action](#) – Nan Henderson
- [Paper Tigers – Film](#)
- [Resilience – Film](#)
- [Resilience Cards](#) (available through Resilience Trumps ACEs)
- [Motivational Interviewing – Jonnae Tilman](#)
- [Mary Foltz – Resilience Training, Self-Care](#)
- [ALICE \(Asset Limited, Income Constrained, Employed\)](#) report – statistics
- Pacific Northwest Report (Idaho, Oregon and Washington) – [Study of Financial Hardship](#)
- [ACE Interface](#) – Laura Porter and Dr. Robert Anda
- Poverty simulations
- CPWI - <http://www.theathenaforum.org/>
 - Prevention Learning Community
 - Best Practice Guides – Substance Abuse Prevention and Mental Health Promotion, Washington Partners for Healthy Communities, Prevention Tools: What works, what doesn't
 - Prevention Learning Library

Appendix C: Communications and Survey Instrument

Introduction included in the body of the email:

Over the course of the year, a cross-agency discussion about Professional Development has evolved into a collaborative workgroup focused on exploring how to pull together curriculum that targets learning about Adverse Childhood Experiences (ACEs), toxic stress, and resiliency skill building. You have been identified as someone who is using and/or has developed such curriculum at your agency, and/or as someone who knows of others who are using, and/or have developed such curriculum.

You are invited to complete this survey, as well as to forward it to other professionals within your community. The survey is aimed at gathering information about existing tools and resources across agencies and disciplines. Results from this survey will be reviewed by the workgroup to discover both what exists and what might be missing, as well as to help guide next steps to build and better leverage Washington's professional development resources. Together, we can gain more momentum toward organizational change and build capacity in our collective workforce.

Survey link

At the end of the survey, you will have the option to request a summary of what we learn. The survey closes on September 27, 2016 at midnight.

Additionally, if you have written professional development resource(s) that you can share, please contact Kristin Ohler by email or by phone at (360) 725-4547. These materials are being collected to gauge existing professional development tools and resources to find out where we have professional development resources in the areas of ACEs, Toxic Stress, and resiliency skill building, as well as gaps where additional resources may be needed. We will also be identifying resources that have the ability, or potential, to be utilized across disciplines.

Survey Questions

1. Name, Agency/Division, Phone/email
2. Does your agency have professional development resources/curriculum targeting ACEs, toxic stress, and Resiliency skill building?
 - Yes (existing and/or in development)
 - No (end survey)
3. Please name up to three professional development resource(s) available through your agency, system, program and/or key initiative(s) targeting ACEs, toxic stress, and resiliency skill building. You will have an opportunity to list additional resources at the end of this survey.
 - Three comment boxes

Focusing on the **first** curriculum/professional development resource(s) you listed, consider the following:

4. In what phase of development is the curriculum?
 - Planning
 - Piloting
 - Implementing
 - Reviewing/assessing
 - Other? (please describe)
5. What is the duration of the curriculum?
 - One hour or less
 - One to three hours

- Three to eight hours
 - 1-3 days
 - 3 days to 1 week
 - More than one week
 - Other (please describe)
6. What is the topical focus? (check all that apply)
- The impacts of ACEs
 - Understanding the impacts of living with toxic stress
 - Understanding poverty
 - Resiliency Skill Building
 - Executive Function Skill Building
 - Motivational interviewing
 - Self-care for professionals
 - Family engagement
 - Building community partnerships
 - Other? (please describe)
7. What is the format? (check all that apply)
- Facilitated training
 - Group topical discussion (e.g., book study, video discussion, etc.)
 - Web-based
 - Other? (please describe)
8. How often is it provided?
- One-time only
 - Topical series
 - Annually
 - On-going/regular
 - Describe (comment box)
 - Other (comment box)
9. Who is the intended participant/audience? (check all that apply)
- Staff who work directly with families
 - If yes, what role? (comment box)
 - Managers
 - Direct service supervisors
 - Early care and education providers
 - K-12 Educators
 - School Administrators
 - Healthcare providers
 - Public Assistance staff
 - Corrections staff
 - Community stakeholders
 - Families
 - Other? (describe)
10. Is it designed for one specific discipline (e.g. school staff, primary care providers, home visitors, maternal support providers, social workers, call center staff, etc.)?
- Yes/No
 - If so, who? (comment box)
 - Could it be used with other audiences with or without adaptation?

*If more than one Professional Development was listed, repeat for items 2 & 3: Focusing on the **second/third** curriculum/professional development resource(s) you listed, consider the following:*

11. Do you have an evaluation form you use to collect feedback?
 - Yes/No
 - If yes and you have a summary of the evaluations that you are willing to share, please email it to kristin.ohler@dshs.wa.gov or call (360) 725-4547 to make other arrangements.
12. Do you have additional resources/curriculum to list?
 - Yes/No
 - Comment boxes if yes, up to 10.
13. Do you use resources outside of what your agency has developed?
 - Yes/no
 - If yes, who should we contact to learn more about their materials?
14. Would you like to receive a copy of a summary of what we learn?
 - Yes/no

Thank you for participating with this survey.