

Evaluation Findings, Strategies & Lessons Learned

NCWWI Webinar Mini-Series Session #1



Robin Leake, Shauna Rienks, Anna de Guzman, Salvador Armendariz
Butler Institute for Families, University of Denver

Wednesday, March 26, 2014



Changing . . .

Leading . . .

Learning . . .

Session Agenda

- Evaluation Strategies & Features
- Major Evaluation Findings & Conclusions
- Evaluation Findings
 - Traineeships (TRN)
 - Leadership Academy for Middle Managers (LAMM)
 - Leadership Academy for Supervisors (LAS)
 - Knowledge Management & Dissemination
- Lessons Learned, Questions & Future Connections

Evaluation Strategies



Formative evaluation

- Ensures integrity and quality of products

Implementation evaluation

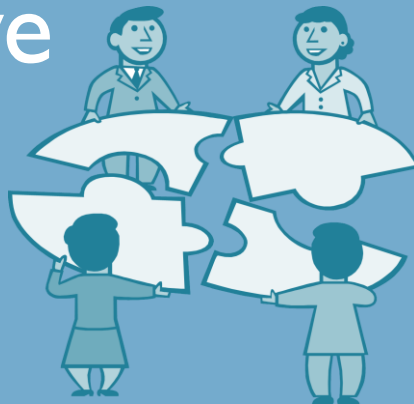
- Mixed methods design

Outcome evaluation

- Mixed-methods, longitudinal design, Research-driven

Evaluation Features

- Participatory collaborative approach
- Just-in-time information
- Implementation and outcomes
- Decision-making guide
- Outcome data



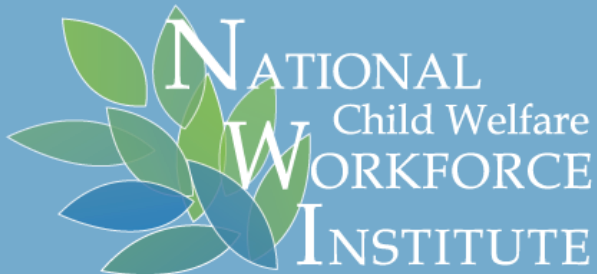
Major Findings & Conclusions (I)

- NCWWI ***successfully developed*** a leadership training for child welfare managers and supervisors and a stipend program for BSW and MSW students
- Child welfare managers, supervisors, and stipend students all ***demonstrated significant competency gains*** that are sustained over time

Major Findings & Conclusions (2)

- ***Workforce supports for child welfare supervisors and middle managers***, such as coaching/mentoring, peer and supervisory support, and a learning environment, ensure continued skills development and application of leadership competencies to systems change initiatives
- ***Workforce supports are essential for successful transition of MSW and BSW graduates from school to work***, including strong supervision, positive agency climate, continued professional development and opportunities to use skills to serve children and families

TRAINEESHIPS: Evaluation Findings



Changing ...

Leading ...

Learning ...

NCWWI & CWP TRN Programs

MSW Programs	Joint MSW/BSW Programs	BSW Programs
Case Western Reserve University (OH)	New Mexico State University	Briar Cliff University (IA)
Portland State University (OR)	University of Maryland, Baltimore	Clark Atlanta University (GA)
University of Illinois at Chicago	University of Montana	Northeastern State University (OK)
Yeshiva University (NY)	Louisiana State University	Salem State University (MA)
University of North Carolina	University at Albany (NY)	University of South Dakota
	University of Denver (CO)	
	University of Kansas	

Major Traineeship Evaluation Findings

- High satisfaction with BSW/MSW programs
- Significant competency gains from baseline to follow-up that persist after graduation
- Commitment to a career in child welfare peaks at the end of their education programs, dips in the year after graduation, and then rises
- Increased time pressure and lack of coping skills leads to higher levels of Secondary Traumatic Stress

Traineeship Students & Graduates

- 4 cohorts of students from 2009 through 2013
- 63% NCWWI-funded, 37% funded as Comprehensive Workforce Project (CWP)
- 45 social work programs across 18 states

	Total
MSW	254
BSW	237
Total	491
Graduates to date	357

Cross-site Evaluation Methods

- Students assessed at 3 time points (Stipend Student Inventory, or SSI)
 - Baseline
 - Annual
 - Follow-up
- Faculty and Field Competency Ratings
- Qualitative Data:
 - Student and Graduate interviews
 - Principal Investigator interviews
 - Student data tracking, narrative reports

Stipend Student Inventory (SSI)

Baseline

- Demographics
- Competency ratings

Annual

- Competency ratings
- Program, instructor, and field satisfaction
- Child welfare work readiness, preparedness, and commitment

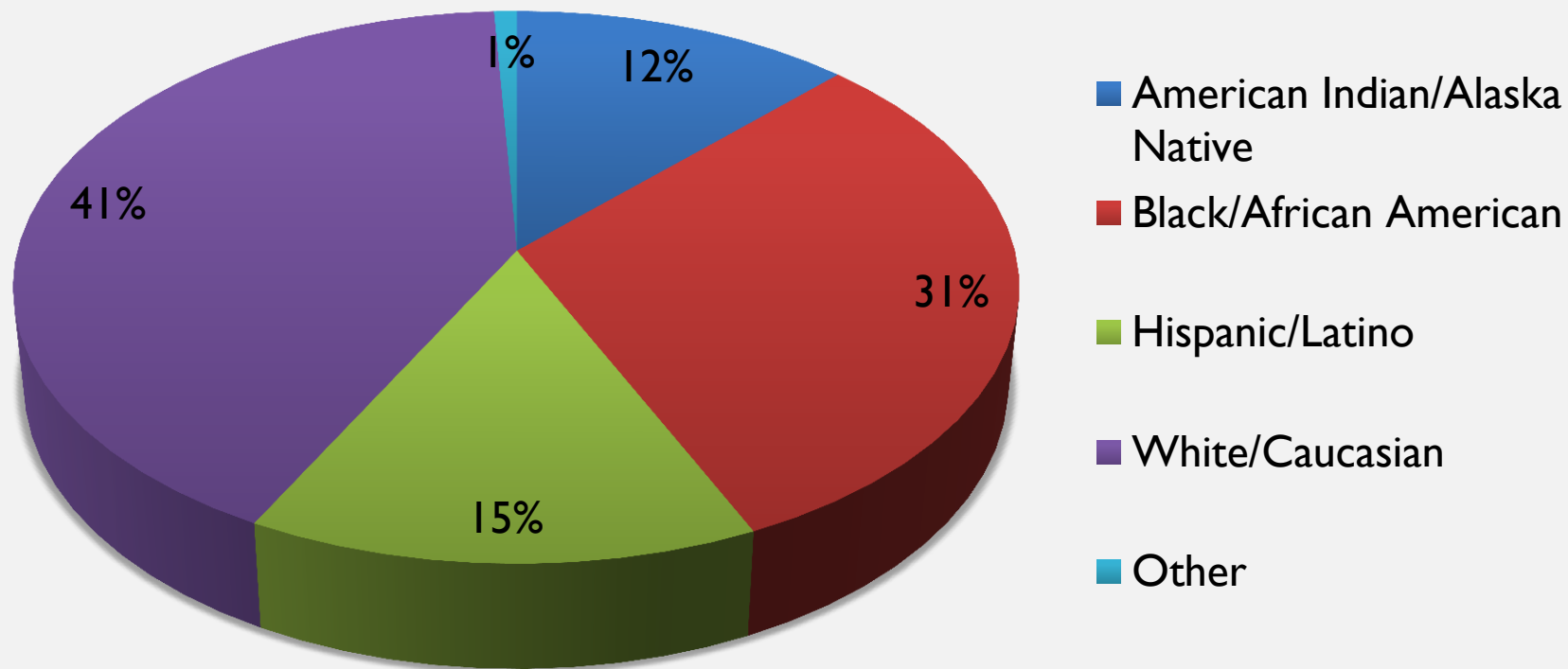
Follow-up

- Competency ratings
- Organizational culture and climate (supervision, agency leadership, self-efficacy, time pressure, inclusivity, professional development, etc.)
- Impact of the work (job stress, coping, trauma)
- Child welfare work preparedness and commitment

Research Question:

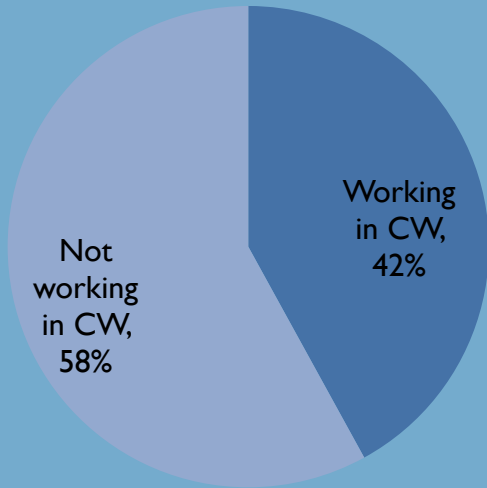
- *How successfully are NCWWI traineeships using recruitment strategies to increase the number of **qualified and diverse applicants**?*

Ethnicity of NCWWI Trainees

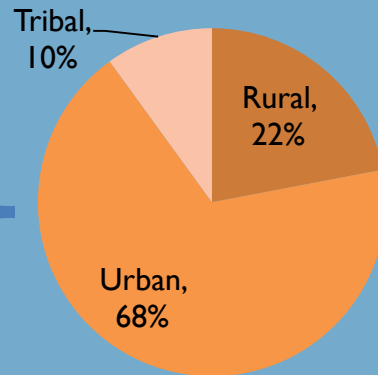


Work Characteristics

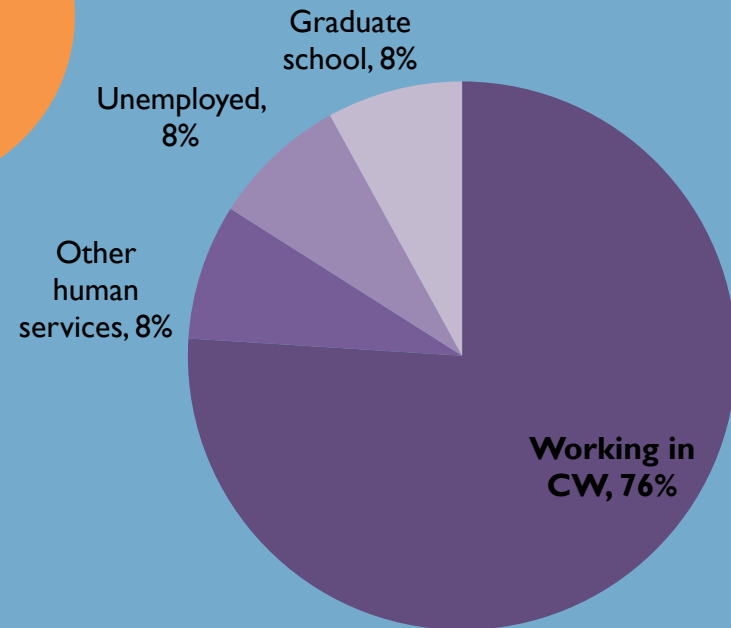
Students



Working Students



Graduates



Research Question:

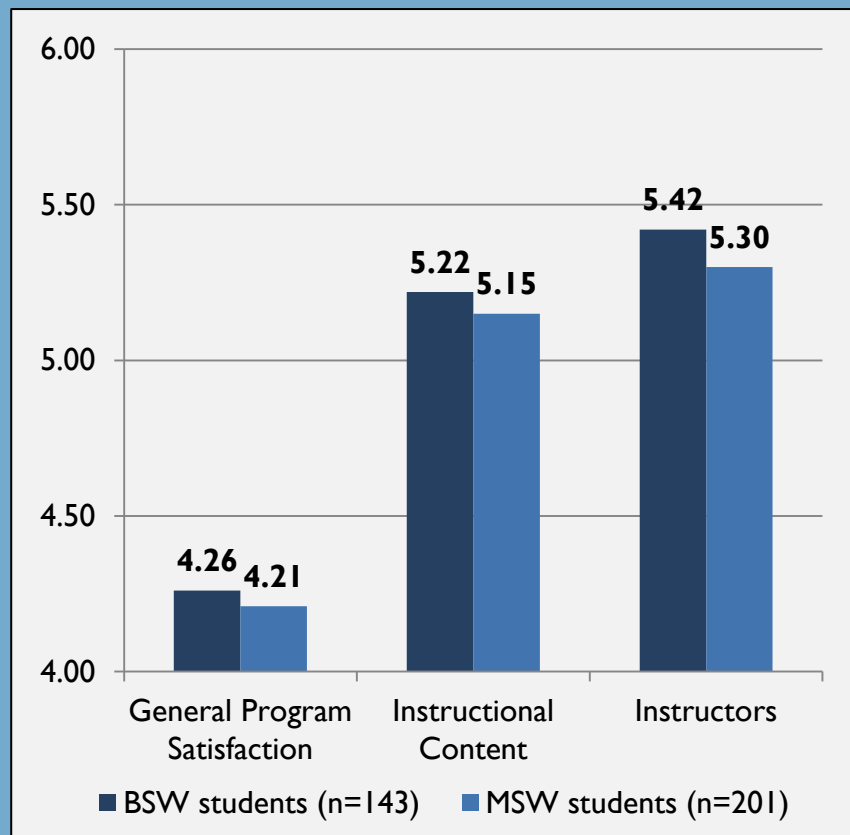
- *How well are traineeship programs implementing innovative educational strategies that **effectively prepare** child welfare workers?*

NCWWI Traineeships: Innovations

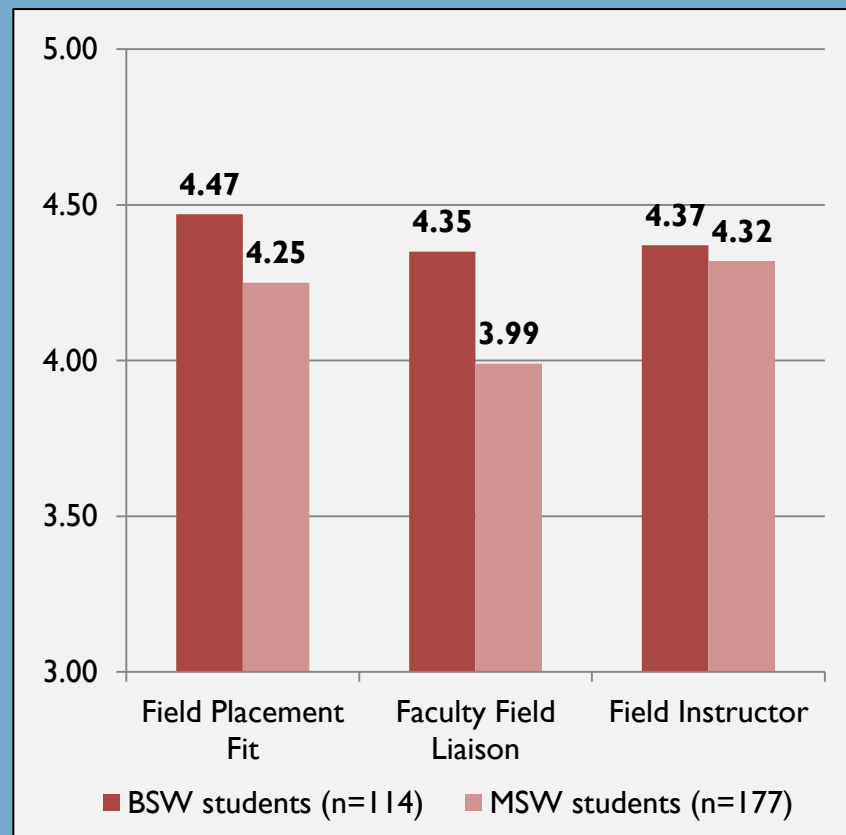
- Curriculum enhancements
- Field education improvements
- New course developments
- New inter-university and university-agency partnerships
- New resources:
 - [Child Welfare Syllabi](#)
 - [Child Welfare Teaching Resources](#)
 - [Legacies & Lessons Learned](#)

Student Satisfaction

Program Satisfaction



Field Satisfaction



Research Question:

- *To what extent are local child welfare issues **impacted by and impacting** education, training, and university – agency partnerships?*

University-Agency Partnerships

- Most NCWWI traineeship PIs actively engaged with public and private agency partners
- Community of practice among the traineeship sites (facilitated by Michigan State University and Fordham University)
 - “Peer Networks”: conference calls/webinars, website and face-to-face meeting
 - Shared successes, challenges, strategies and approaches

Research Question:

- *To what extent do traineeships **prepare students** with the knowledge and skills to work effectively in child welfare?*

Child Welfare Competency Scale

56 items; EFA suggests 5-factor solution

Human services
structure & policy
($\alpha = .90$; 12 items)

Safety and risk
($\alpha = .92$; 8 items)

CW service
delivery
($\alpha = .92$; 13 items)

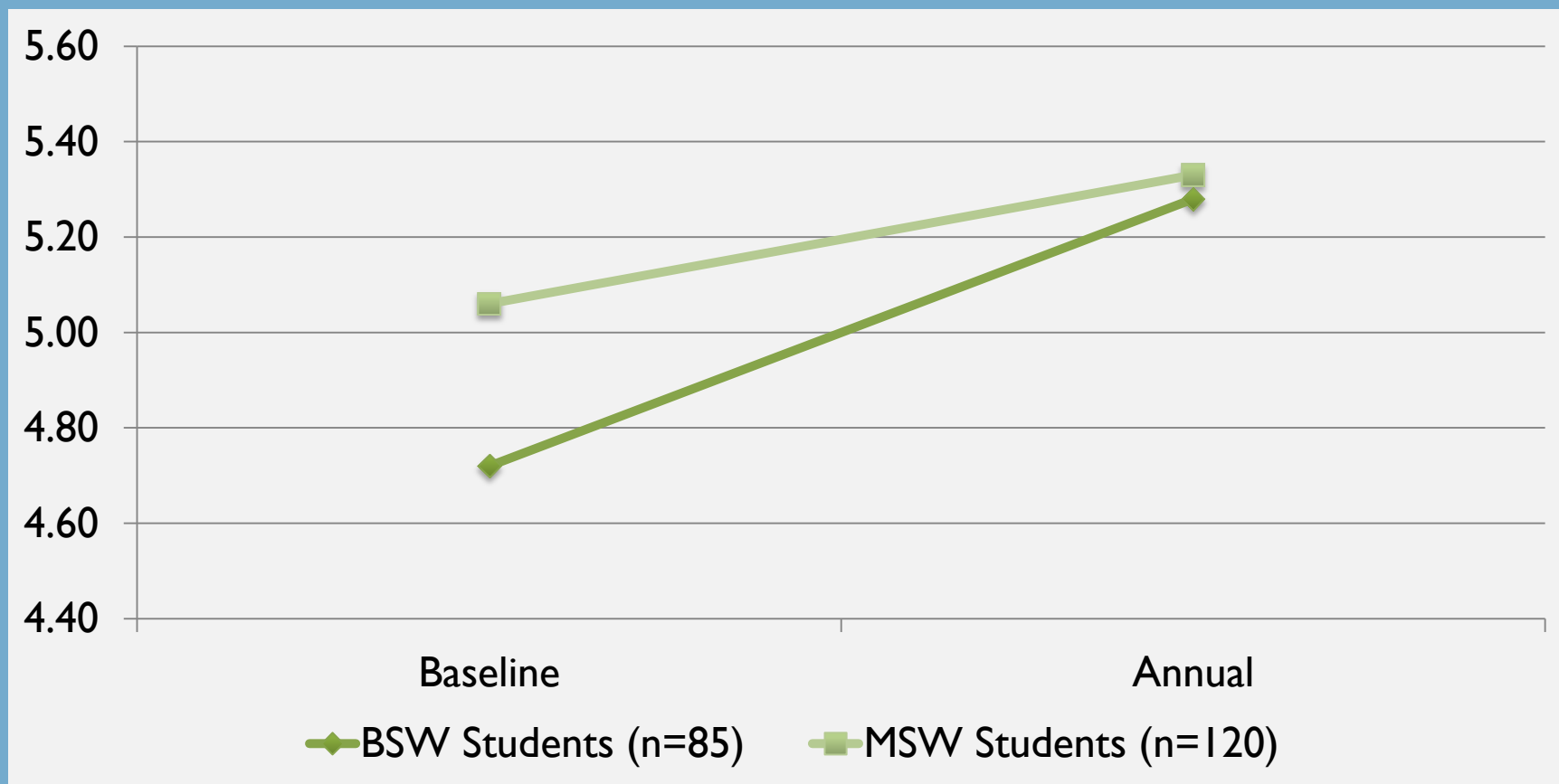
CW practice skills
($\alpha = .96$; 18 items)

Culturally competent
practice
($\alpha = .84$; 5 items)

Competency Gains at Annual

- SSI: Baseline and Annual (2010 – 2013)
 - RM sample = 205 BSW & MSW students
 - Significant total competency score gains from baseline to annual at $p < .001$ for all students
 - No significant differences among cohorts
 - BSW students reported higher competency gains over time

Annual Competency Gains by Degree



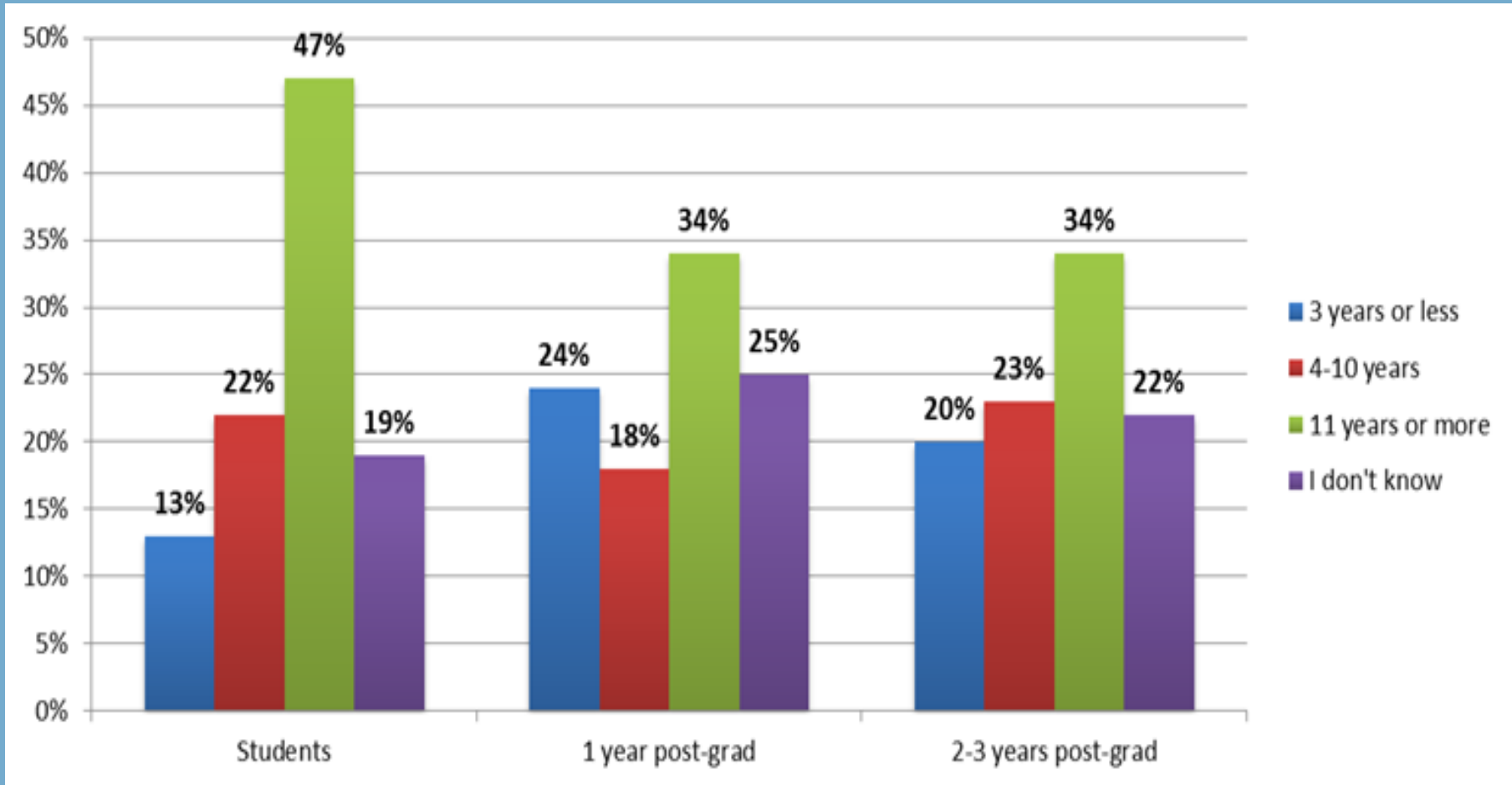
Predictors of Student Readiness for Child Welfare Work: SCALE

- 5-item scale ($\alpha = .93$)
 - *I feel that child protection is the right career for me*
 - *I have the necessary knowledge and skills to be a successful child welfare professional*
 - *I am committed to serving vulnerable children, youth, and families*
 - *I am excited about applying my learning from my traineeship program to my job in child welfare*
 - *I am ready to do what it takes to be a successful child welfare professional*

Predictors of Student Readiness

Variables	B	SE	β
Sequence 3			
<u>Field Placement Experience</u>			
Field Placement Fit	0.15	0.05	.20*
Field Instructors/Supervisors	0.04	0.05	.05
<u>Educational Program</u>			
Instructional Content	-0.08	0.06	-.10
Program Instructors	0.04	0.06	.05
<u>Individual Factors</u>			
Public Perceptions of CW Work	0.22	0.06	.17*
CW Competency	0.60	0.08	.44**
R²	.39		
F	29.00**		
N = 279; † < .05; *p ≤ .01; **p ≤ .001			

Expected Commitment to CW

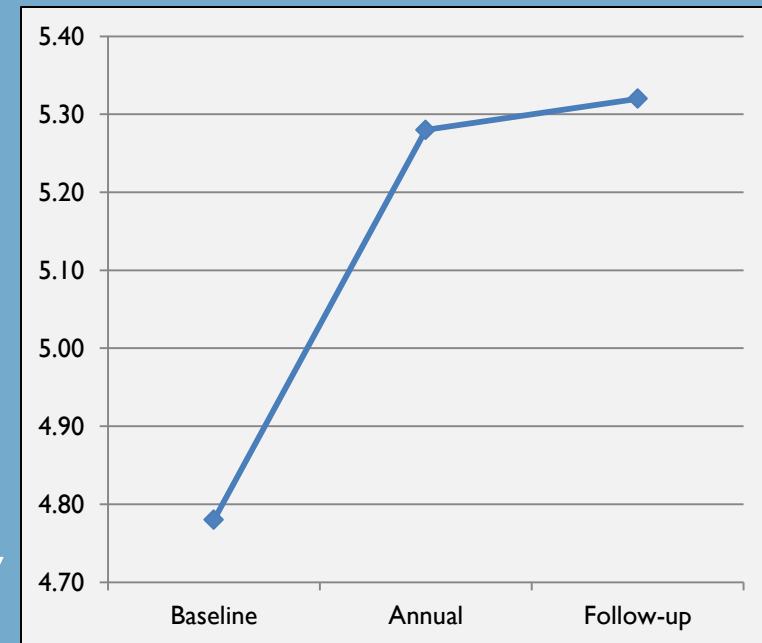


Research Question:

- *How are stipend students **transferring their knowledge and skills** to the workplace?*

Competency Gains at Follow-up

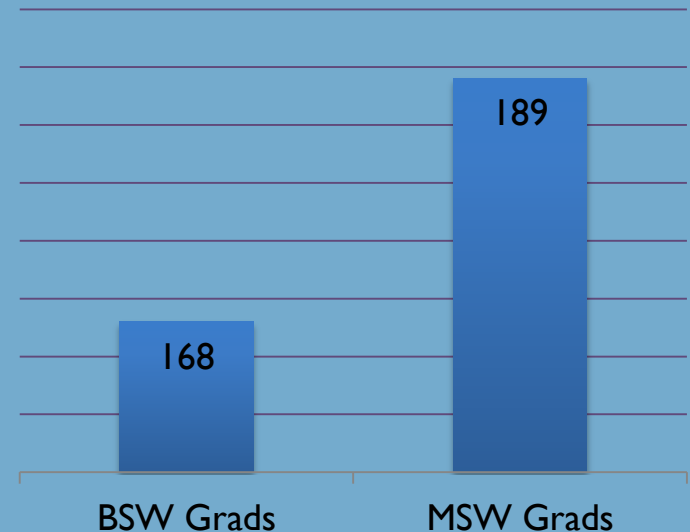
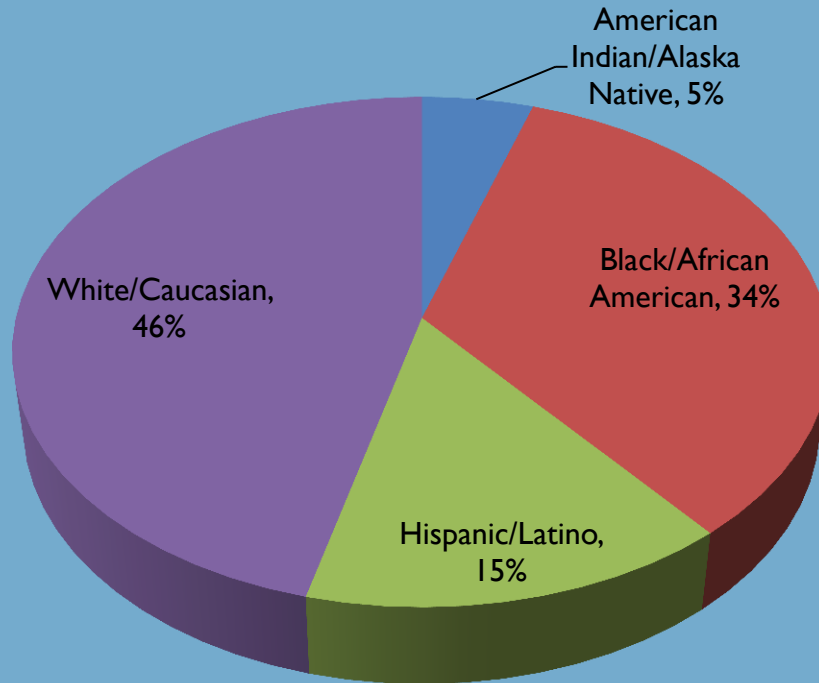
- Repeated measures test of competencies over time
 - No differences between BSW and MSW graduates
 - Gains continued after graduation
 - Compared to baseline scores, competency scores were significantly higher:
 - At annual, $F(1,42) = 20.31, p < .001, \eta^2 = .35$
 - And at follow-up, $F(1,37) = 36.60, p < .001, \eta^2 = .50$



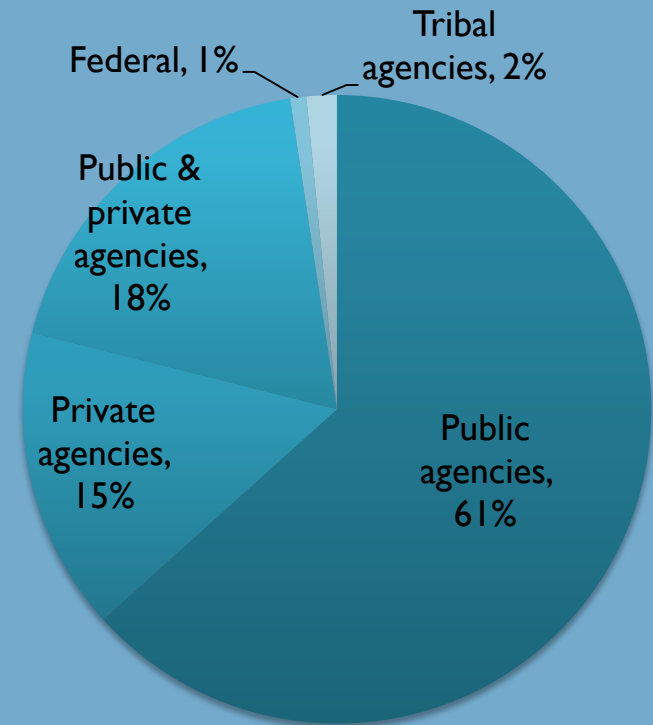
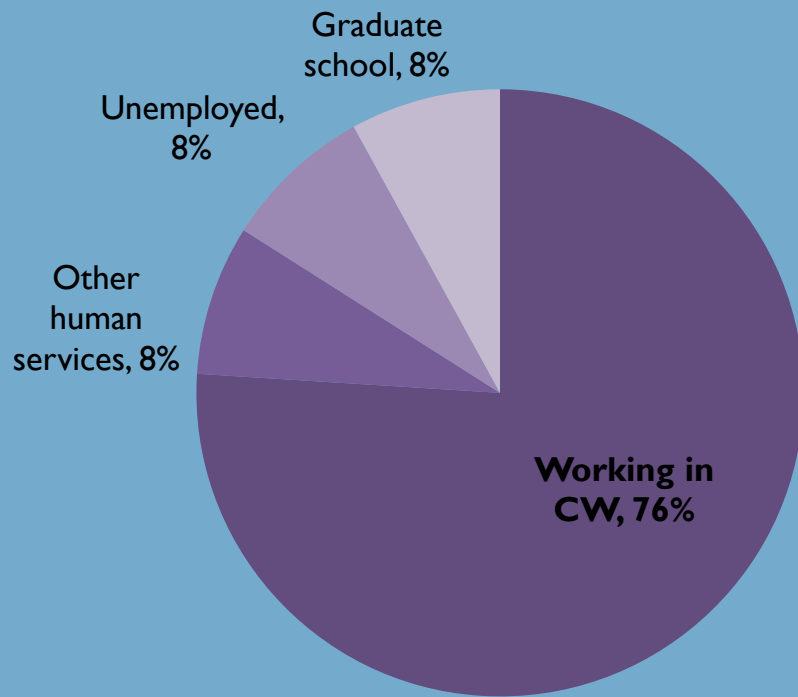
Research Question:

- *What are the factors that influence **job retention** beyond the obligation period?*

Graduate Demographics



Graduate Work Characteristics



Findings from Graduates

- All working graduates reported high levels of job stress (amount/intensity of work)
 - Peer support helped grads cope with stress
- For working graduates who carried caseloads:
 - Higher vicarious trauma and secondary traumatic stress (STSS, defined as the *emotional duress that results when an individual hears about firsthand trauma experiences of another*)
 - Fewer coping strategies

Predictors of Graduates' STS

Variable	<i>B</i>	<i>SE B</i>	β
Perceptions of Child Welfare	-.34	0.16	-.18*
Self-Efficacy	-.13	0.11	-.09
Stress	.29	0.06	.39**
Coping	-.20	0.09	-.18*
<i>R</i> ²	.37		
<i>F</i>	17.90**		
<i>N</i> = 125; * <i>p</i> < .05; ** <i>p</i> < .01			

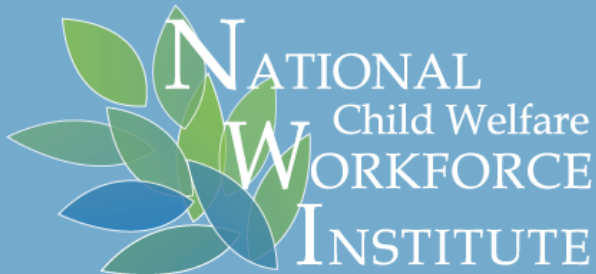
Predictors of Graduates' Job Satisfaction

Variable	<i>B</i>	<i>SE B</i>	β
Social Work Education	.54	0.10	.38**
Self-Efficacy	.47	0.10	.32**
Shared Vision	.14	0.07	.14†
Inclusivity	.20	0.07	.21**
<i>R</i> ²	.55		
<i>F</i>	36.80**		
<i>N</i> = 125; † <i>p</i> < .10; * <i>p</i> < .05; ** <i>p</i> < .01			

Predictors of Graduates' Intent to Stay

Variable	<i>B</i>	<i>SE B</i>	β
Job Satisfaction	.32	0.12	.24**
Supervisor Knowledge	.17	0.12	.12
Stress	-.06	0.11	-.05
Vicarious Trauma	-.24	0.09	-.27**
<i>R</i> ²	.22		
<i>F</i>	8.48**		
<i>N</i> = 125; * <i>p</i> < .05; ** <i>p</i> < .01			

LEADERSHIP ACADEMY FOR MIDDLE MANAGERS: Evaluation Findings



Changing ...

Leading ...

Learning ...

The LAMM

Goal: Enhance ability of middle managers to apply leadership skills for implementation of sustainable systems change through 5-day residential training supported by coaching and peer networking.

Delivery: 3 times each in Dallas, Denver, Seattle, New York, and Philadelphia (2 deliveries were pilots & not counted in evaluation)

Major LAMM Evaluation Findings

- LAMM participants demonstrated **significant competency gains** from baseline to post-training assessment that persist a full year after training
- Participants who showed the **highest learning gains** were more likely to implement change
- Participants who sought **coaching and peer support** were more likely to implement change
- **Motivation and work environment supports** predicted transfer of learning

Theory-Driven Training Model

Goals of the LAMM:

LAMM Training Supports:

Before Training

Individualized Coaching

Training Introduction
Online Module

Strengths-based
Leadership Assessment

During Training

Individualized and Group
Coaching

Peer-to-Peer Learning

Online Resources
Catalogue

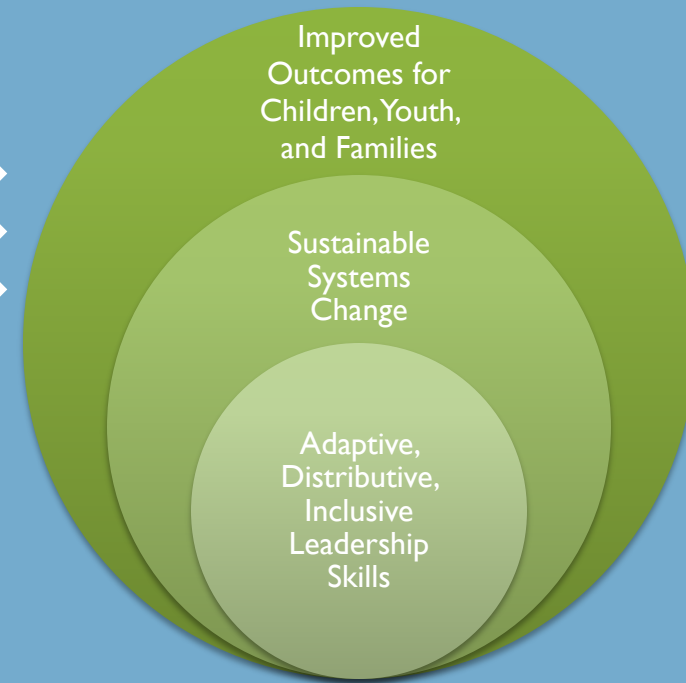
After Training

Individualized Coaching

Peer Networks

Online Resources
Catalogue

Workforce Webinars

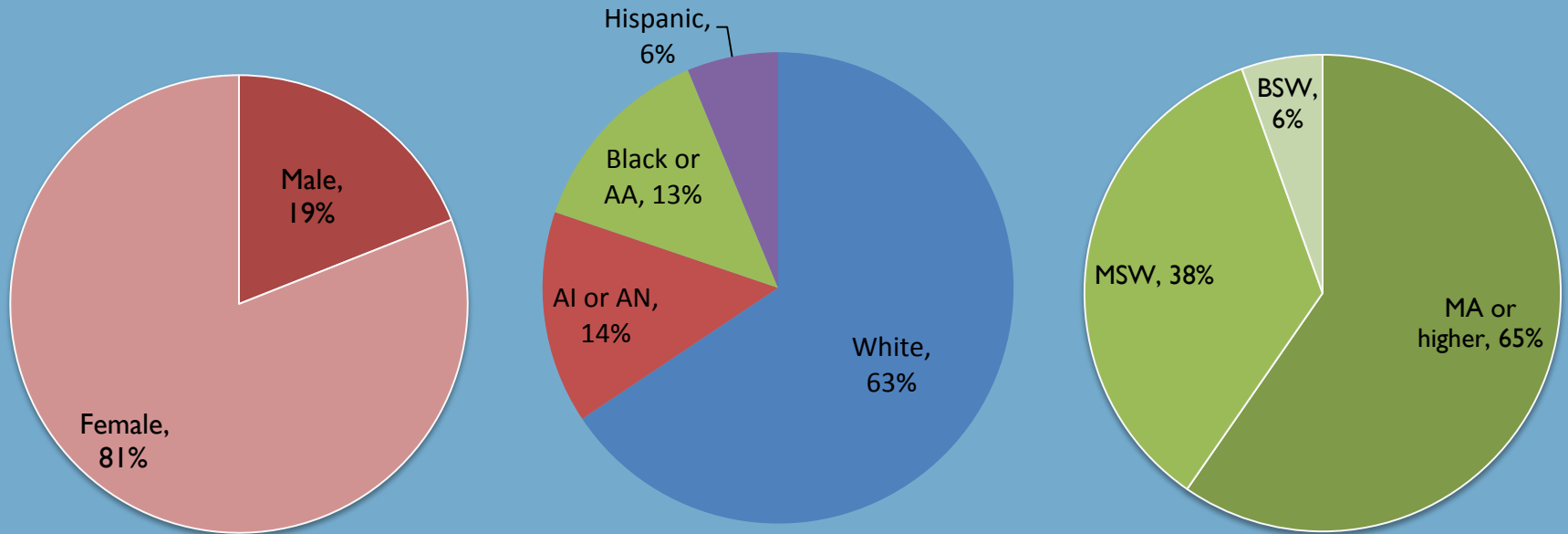


LAMM Evaluation Design

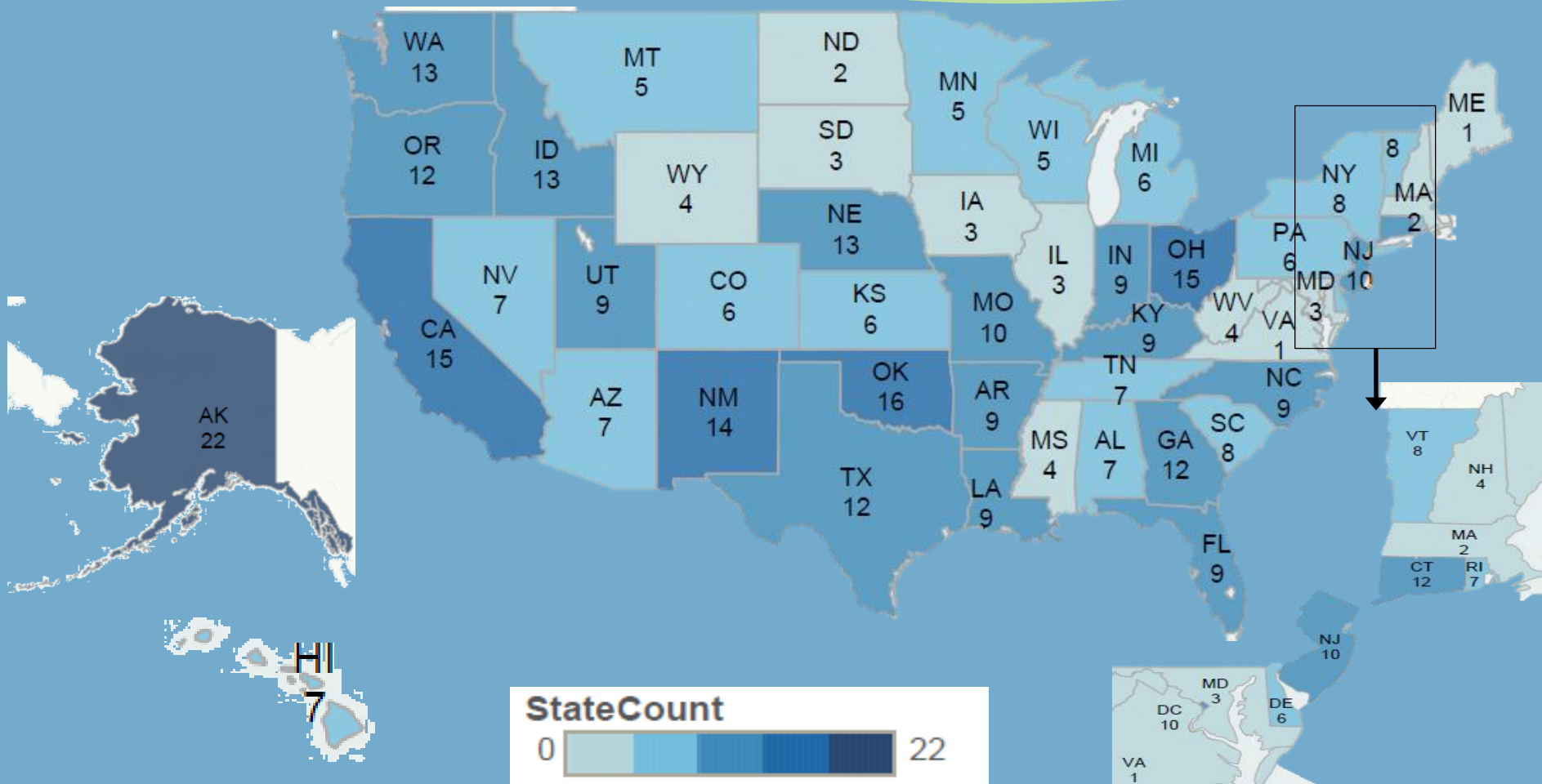
Mixed Methods Approach

- Survey Battery: Pre, Post, Follow-up (3, 6, and 12 months)
 - Leadership Competencies
 - Change Initiative (CI) Implementation
 - Workplace Implementation Supports
 - Transfer of Learning
 - Peer Outreach and Networking
 - Coaching (one-on-one, post-training)
- Qualitative Approaches
 - Survey open-ended responses, 6-month interviews

Participant Demographics



Participants' Geographic Locations



Evaluation Participation

- Total sample includes all 406 managers across the 13 training cohorts
 - Evaluation response rates range from 97% to 99% at pre-post and from 63% to 79% at follow-up

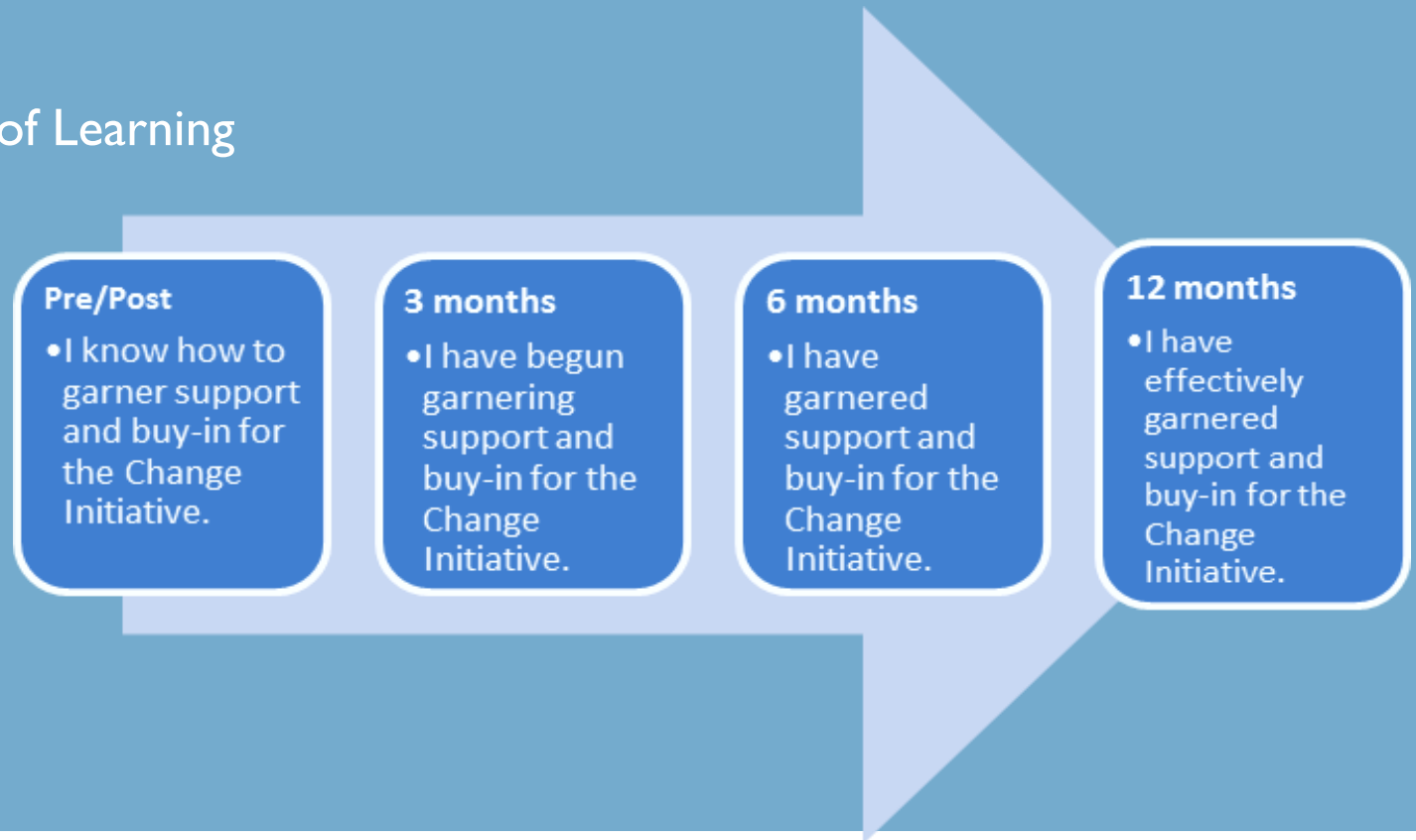


Research Questions:

- *To what extent are participants reporting that they are **learning the leadership competencies** addressed in the training modules?*
- *How are participants **transferring their knowledge and skills** to the workplace?*

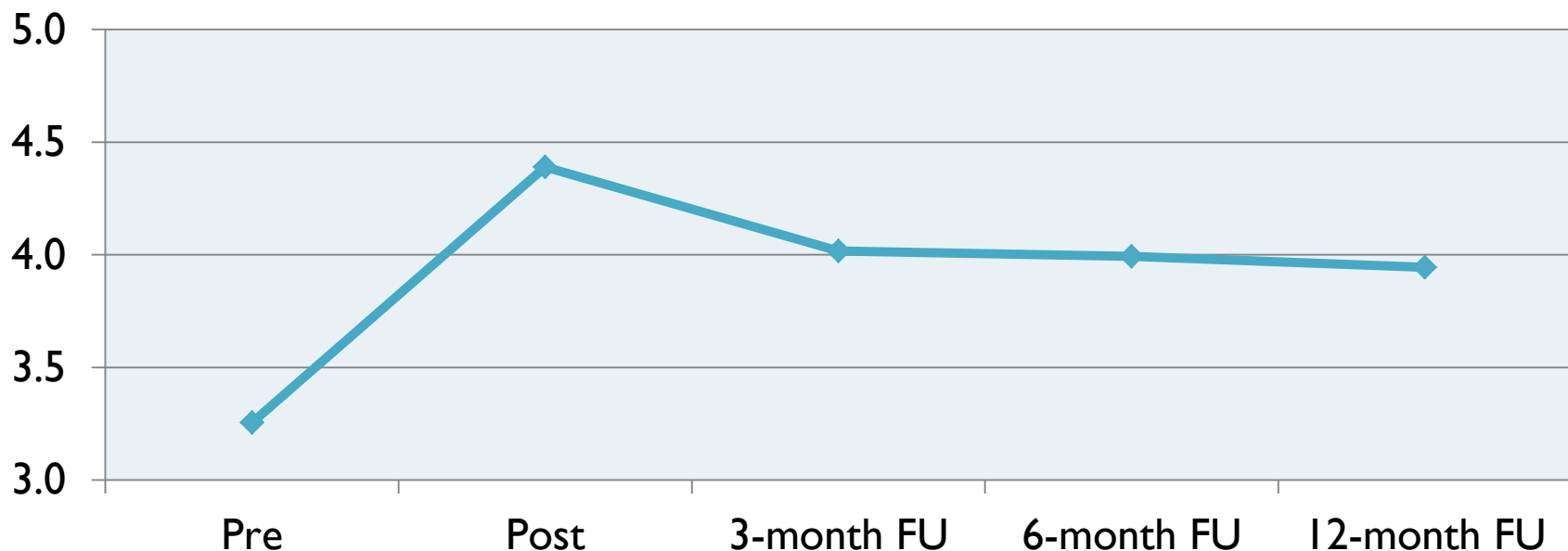
Developmental Competencies

- Measuring leadership competency
 - Initially 32 items, then reduced to 28 items
 - Learning
 - Transfer of Learning



Overall Competency Gains Over Time

Change in Overall Leadership Competencies from Pre-test to 12-month Follow-up



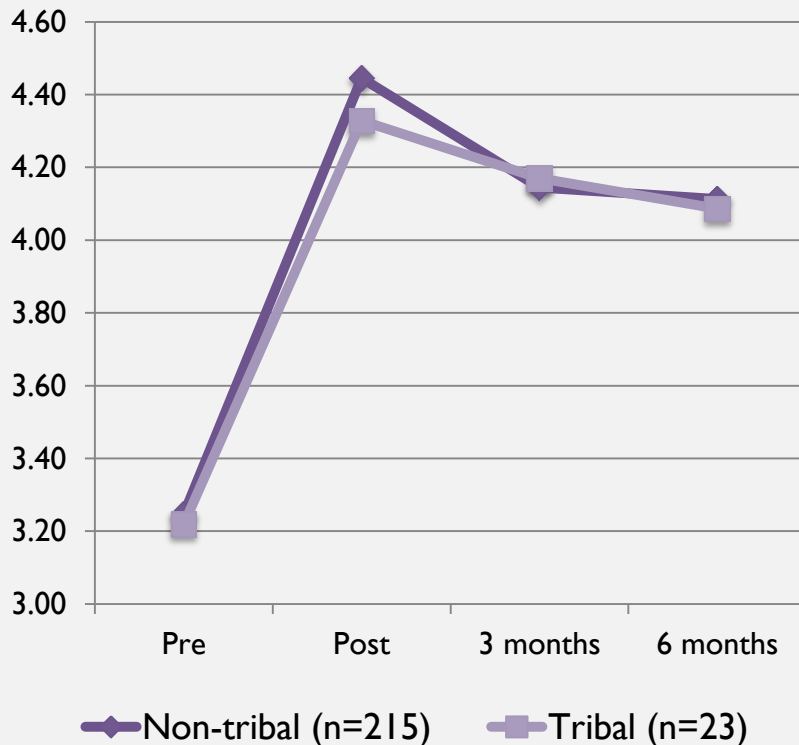
- Pre to Post change: $F(1, 390) = 1480.86, p < .001, \eta^2 = .79$
- Pre to 12-month FU change: $F(4, 155) = 180.44, p < .001, \eta^2 = .82$

LAMM Leadership Competencies

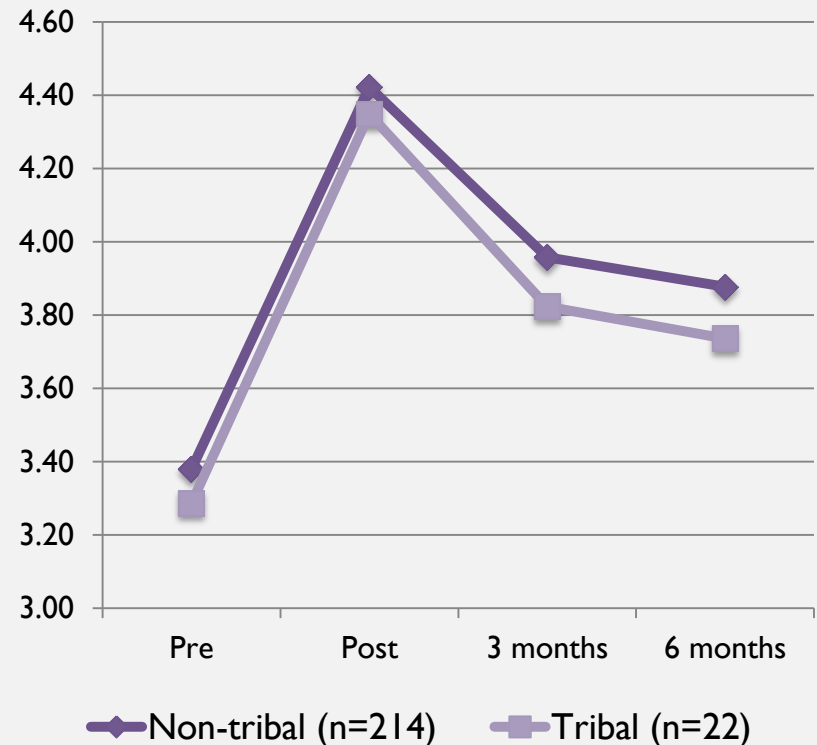
- Original scale: 32 items (administered to 6 cohorts), then reduced to 28 items (administered to 7 cohorts)
- EFA = 2-factor solution with 25 items
 - Leadership Skills
 - $\alpha = .87$ to $.90$ across time points
 - Change Initiative Implementation Efficacy
 - $\alpha = .84$ to $.94$ across time points

Leadership Skills & Change Initiative Implementation Efficacy

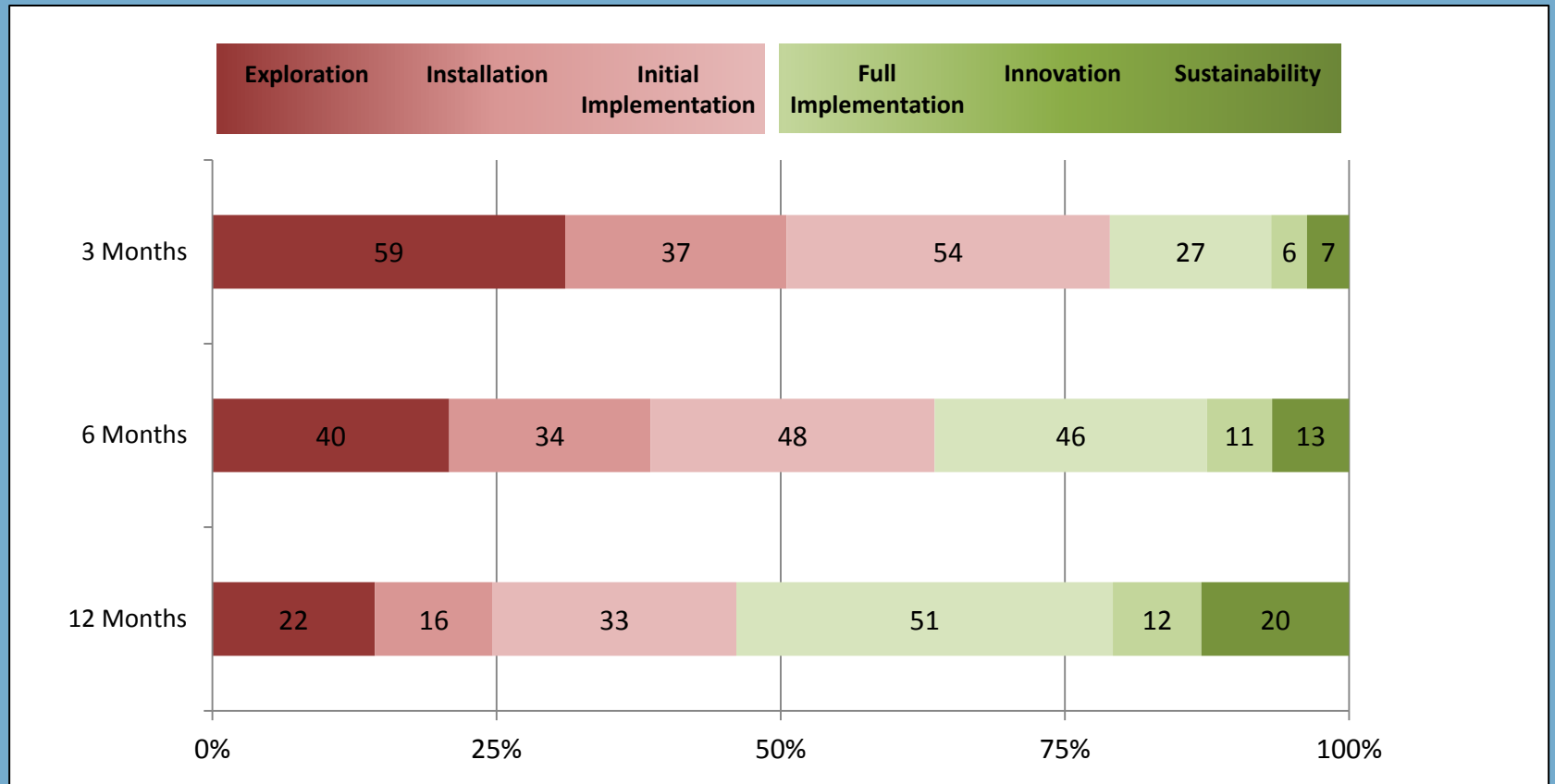
Leadership Skills



CI Implementation Efficacy



LAMM Change Initiatives' Implementation Stages



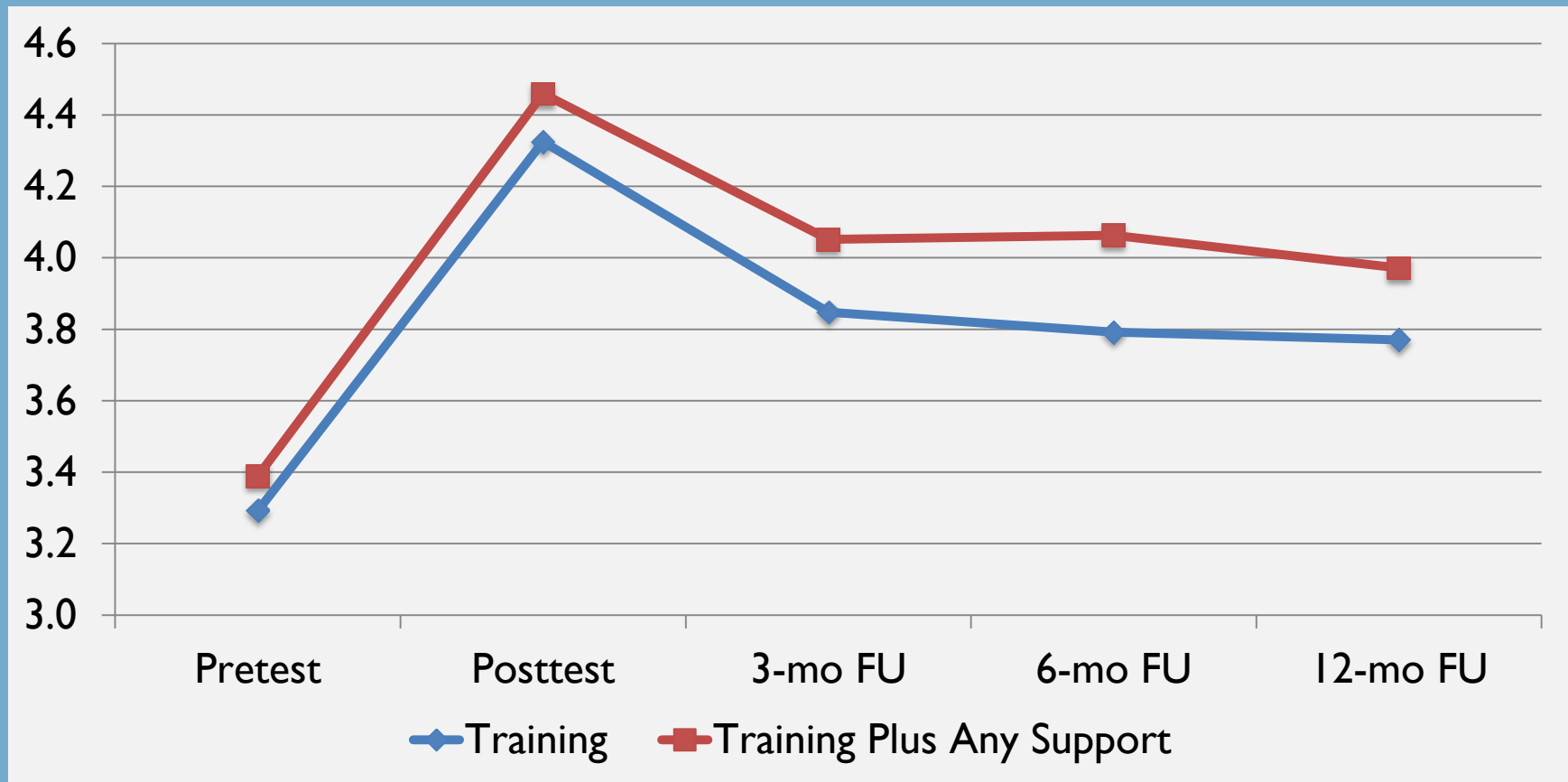
Research Question:

- *What factors are facilitators or barriers to transfer of learning?*

Success of Efforts to Promote Transfer of Learning

- **Resource packets** were prepared for all LAMM participants. 40% report using the packets, and 50% of those found them very helpful
- 292 (72%) of LAMM participants **reached out to cohort peers**, through email or phone
- 90 managers (22%) received between 1-14 **individual coaching sessions** and almost 90% reported it very helpful

Effect of Supports - Change Implementation



Barriers to Implementing Change

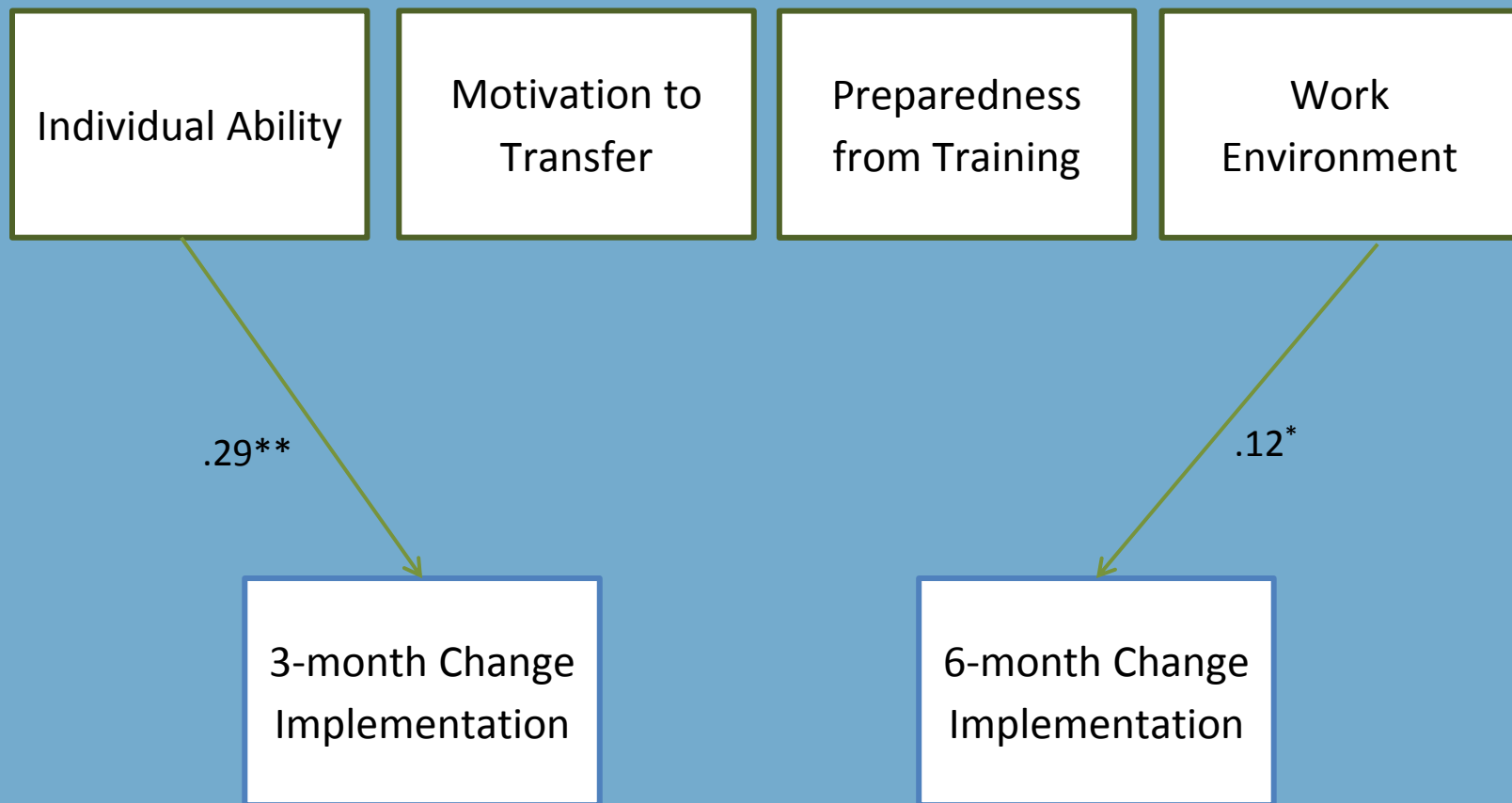
- Competing interests and changing priorities
- Getting buy-in & maintaining motivation over time
- Managing turnover (both at workforce and leadership levels)
- Accessing resources

“The biggest [challenge] is always the adaptive piece, looking at the big picture and somehow really communicating that and the vision to your staff and to all your stakeholders in a way that just really gets their attention and that they have the same passion and urgency.”

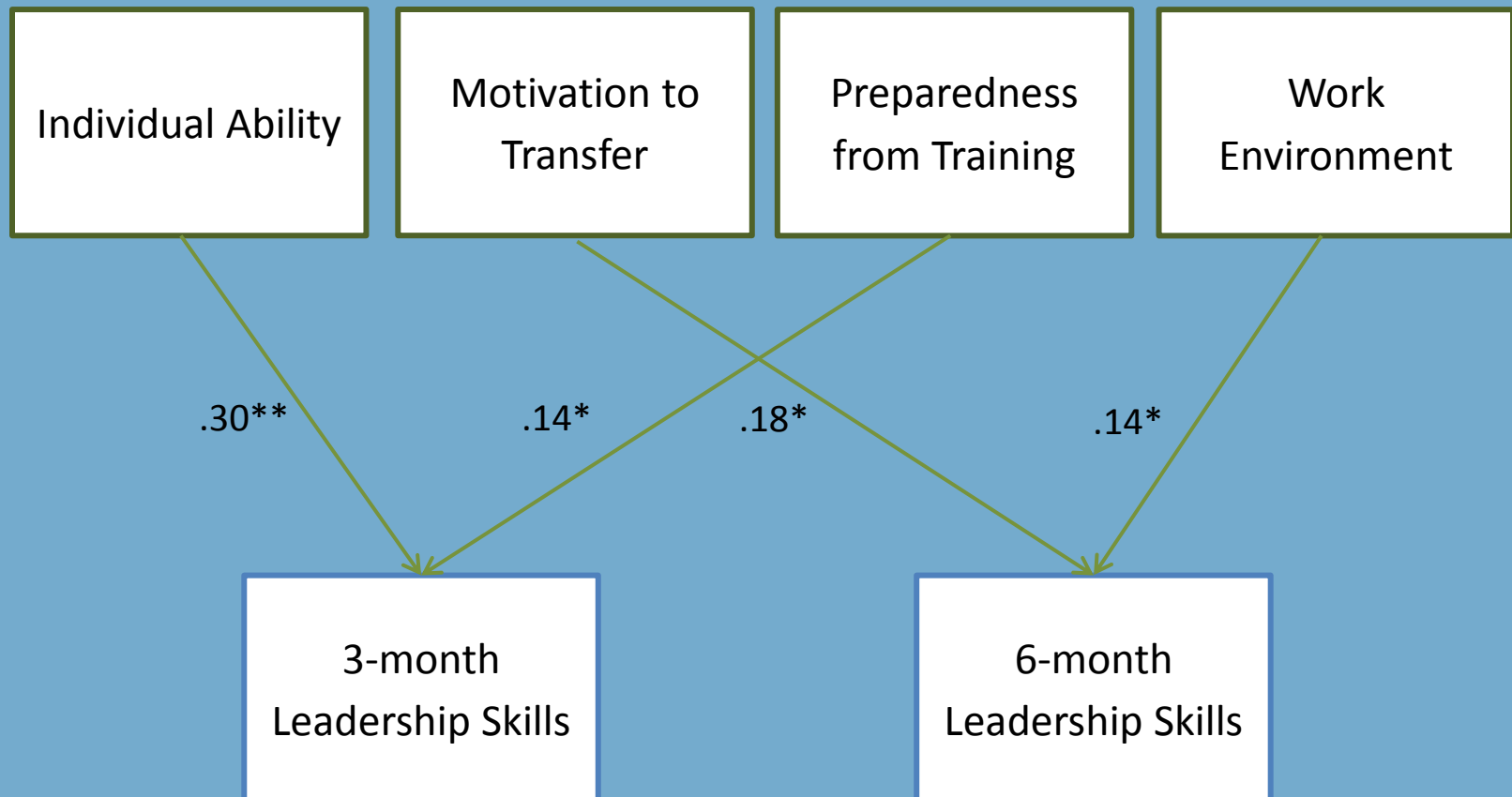
Facilitators for Implementing Change

- Ongoing support, coaching and feedback from leadership
 - External coaching opportunities
 - Discussing challenges and strategies with peers
 - Focused time and attention on skill development and change
- “The greatest success has been being able to actually start putting some of the theory into practice ... Now, the CQI unit has been able to start moving forward – researching other states’ systems, conducting focus groups, getting input from staff, etc.”*

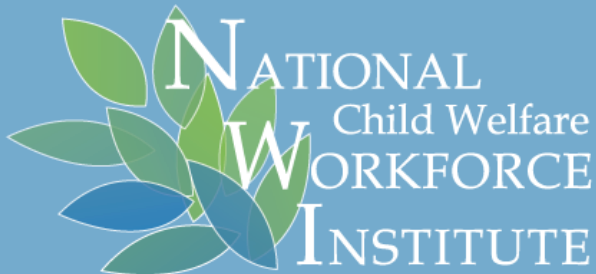
LAMM Predictors: Change Implementation



LAMM Predictors: Leadership Skills



LEADERSHIP ACADEMY FOR SUPERVISORS: Evaluation Findings



Changing . . .

Leading . . .

Learning . . .

LAS Training Model

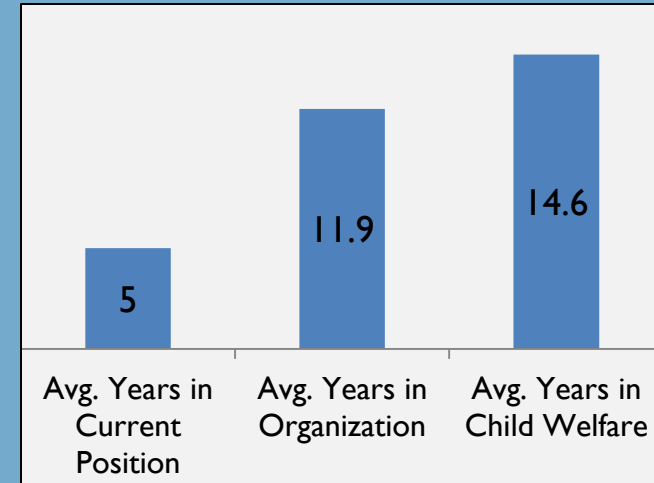
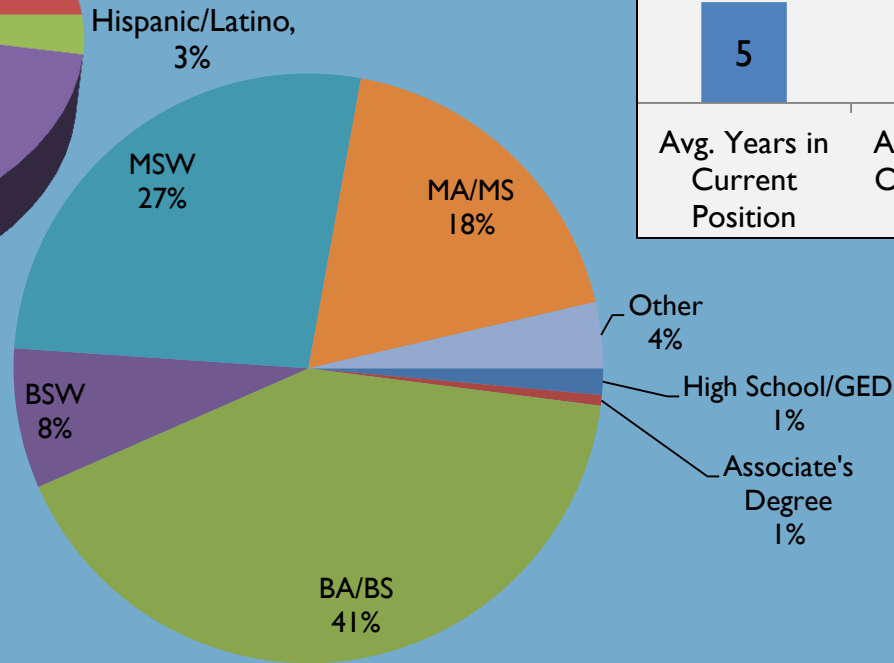
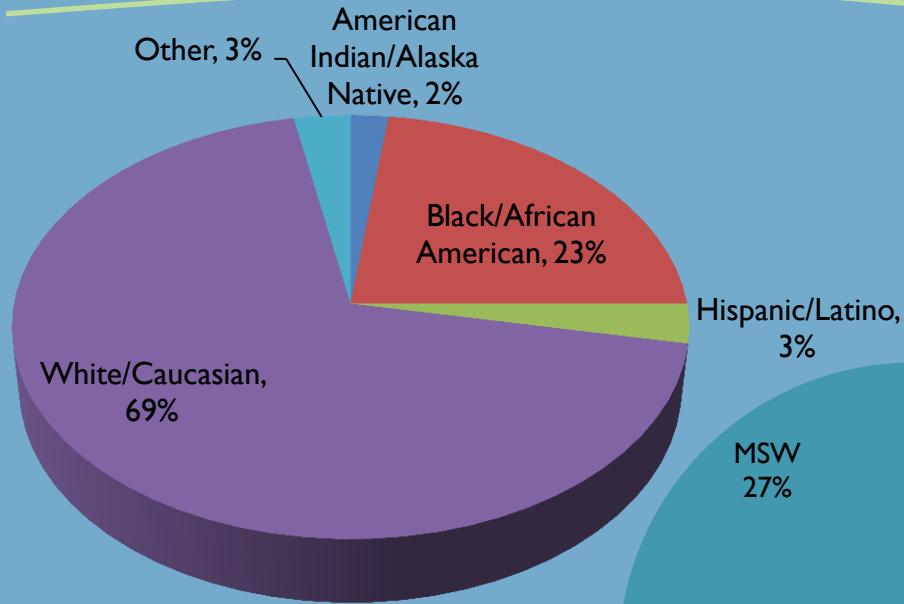
- National online training for experienced supervisors
- Blended learning design



Major LAS Evaluation Findings

- LAS participants demonstrated **significant competency gains** from baseline to post-training assessment that persist a full year after training
- Participants who showed the **highest learning gains and who had a supportive work environment** were more likely to implement change
- Key to retaining supervisors in online training is **peer support through cohort model, supervisor support, and workplace supports for using NCWWI Leadership Model on the job**

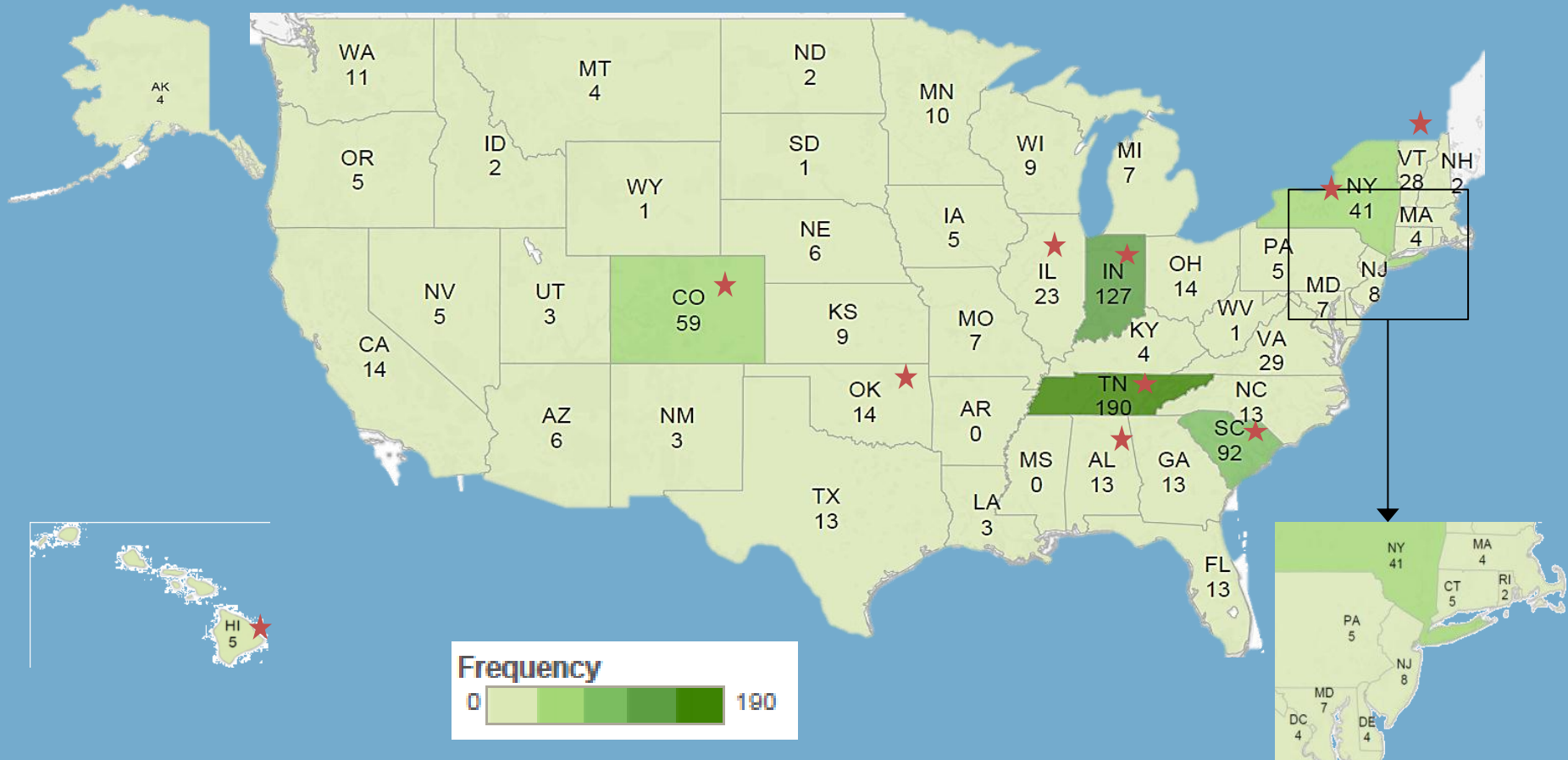
Participant Demographics



LAS Participation

- LAS launched in 2009 with national and state coordinated models
 - Participation and completion rates differed dramatically
 - National LASLNs discontinued in 2012
- Over 800 supervisors participated in CORE modules
 - 330 participants in state cohorts
 - 17 state cohorts in 10 different states
 - AL, CO, HI, IL, IN, NY, OK, SC, TN, VT
 - 53 participants in national cohorts
 - 3 National Cohorts and 1 Tribal cohort ($N = 7$, discontinued)
 - 425 self-directed participants

LAS Participants' Geographic Locations



LAS Evaluation Design

- Mixed Methods Approach
 - Survey: Pre, Post, Follow-up (3, 6, and 12 months)
 - Leadership Competencies
 - Change Initiative (CI) Implementation
 - Personal Learning Plan
 - Transfer of Learning
- Qualitative Approaches
 - Interviews with State Cohort participants and stakeholders
 - Interviews with graduates of the National Cohort
 - Case study with student taking LAS for credit

LAS Evaluation Participation

- Total sample includes 854 supervisors across survey instruments
 - Pre-post surveys accessed through online training modules
 - Follow-up surveys anchored by start date for *Foundations of Leadership* module



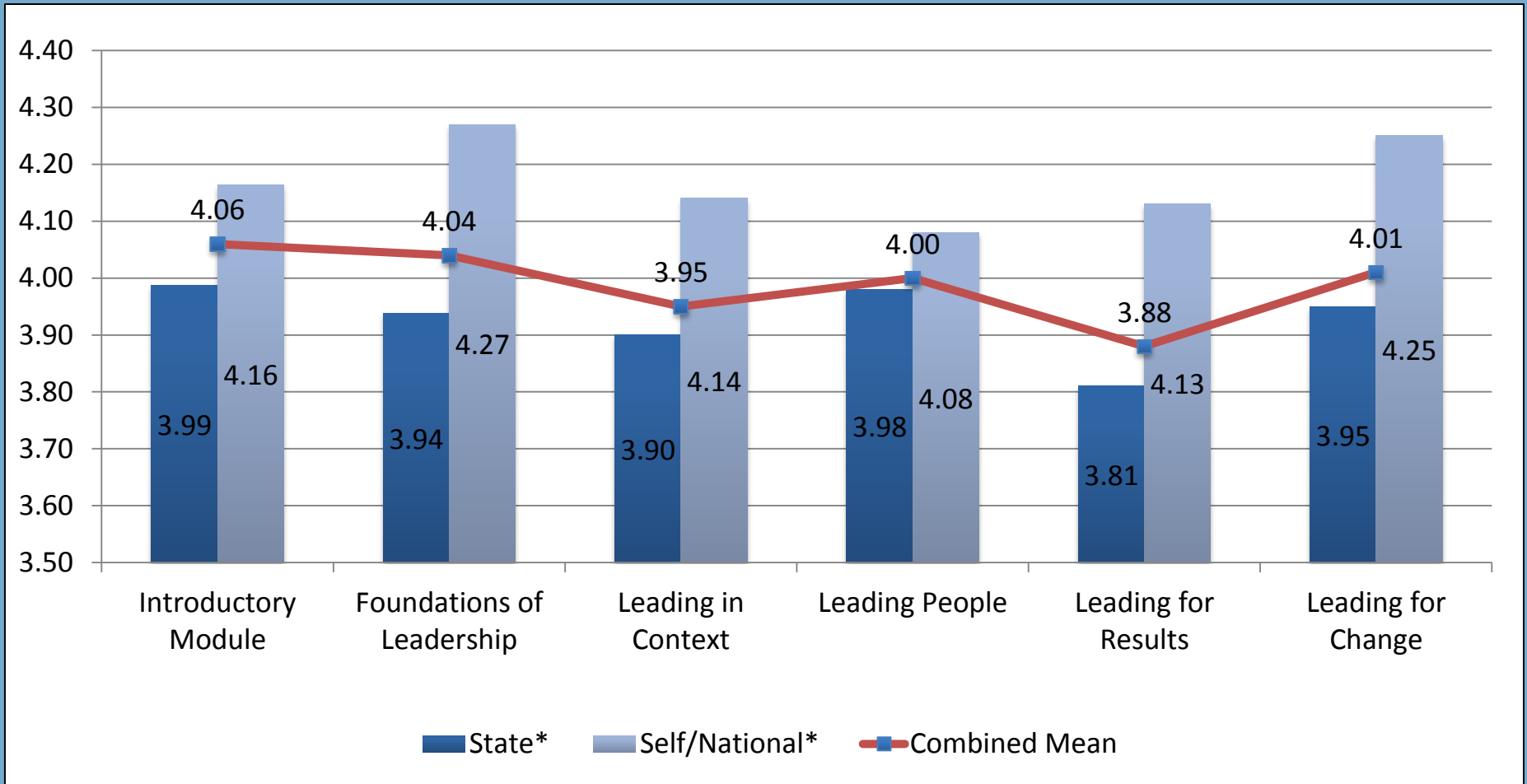
LAS Participant Satisfaction

- Satisfaction across modules
 - 3.88 to 4.06 on 5-point scale
- Higher satisfaction among self-directed national cohorts

“This is a great model. It is changing the way I think. I have been focused on improving myself for me. I understand now that I need to improve to help others improve. Thanks for this opportunity.”

“This is a great leadership training. However it is difficult to complete when working full time, have high caseloads as well as shortage in staff.”

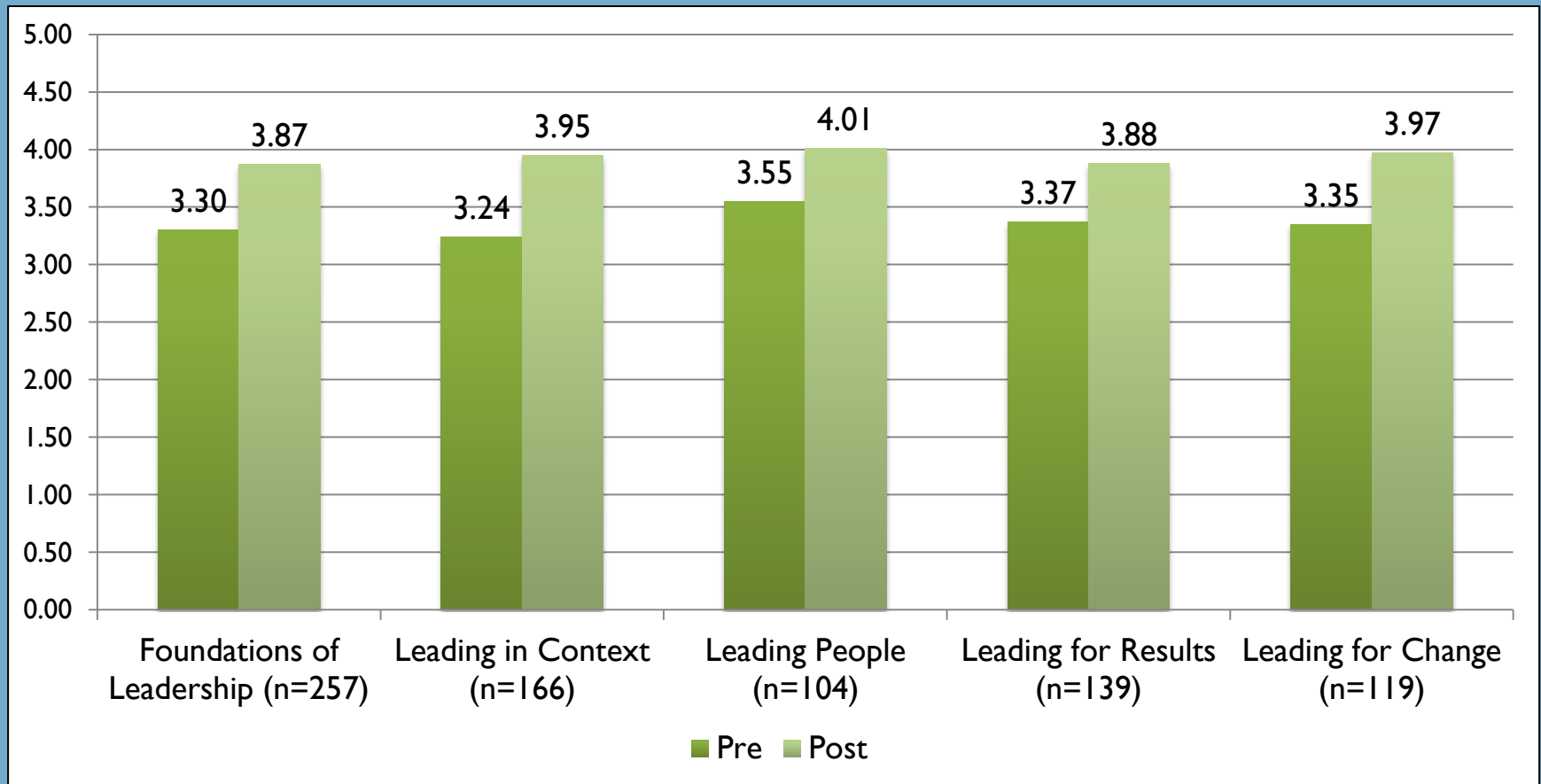
Satisfaction by Module



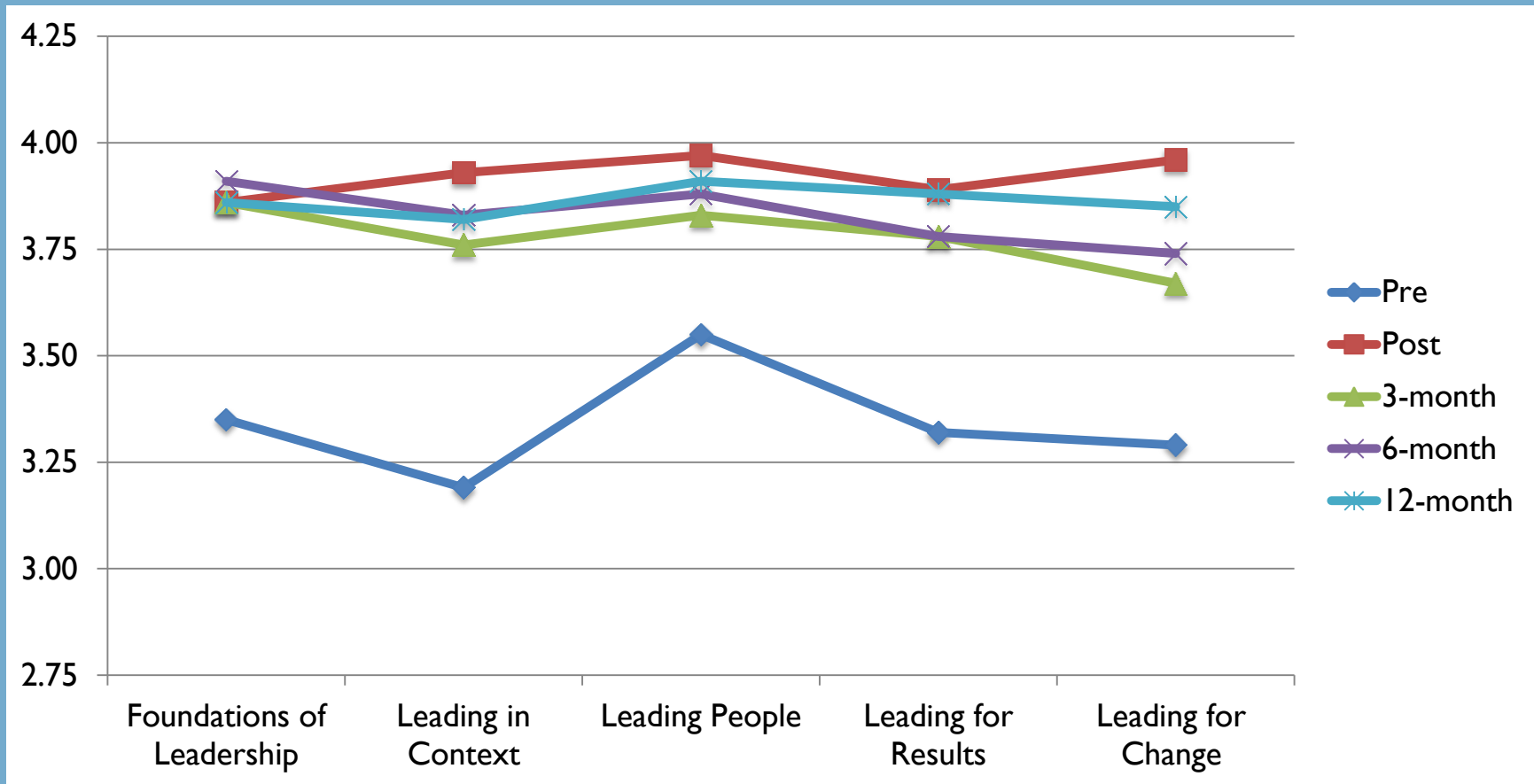
Research Questions:

- *To what extent are participants reporting that they are **learning the leadership competencies** addressed in the training modules?*
- *How are LAS participants **transferring their knowledge and skills** to the workplace?*

Pre-Post Competency Gains

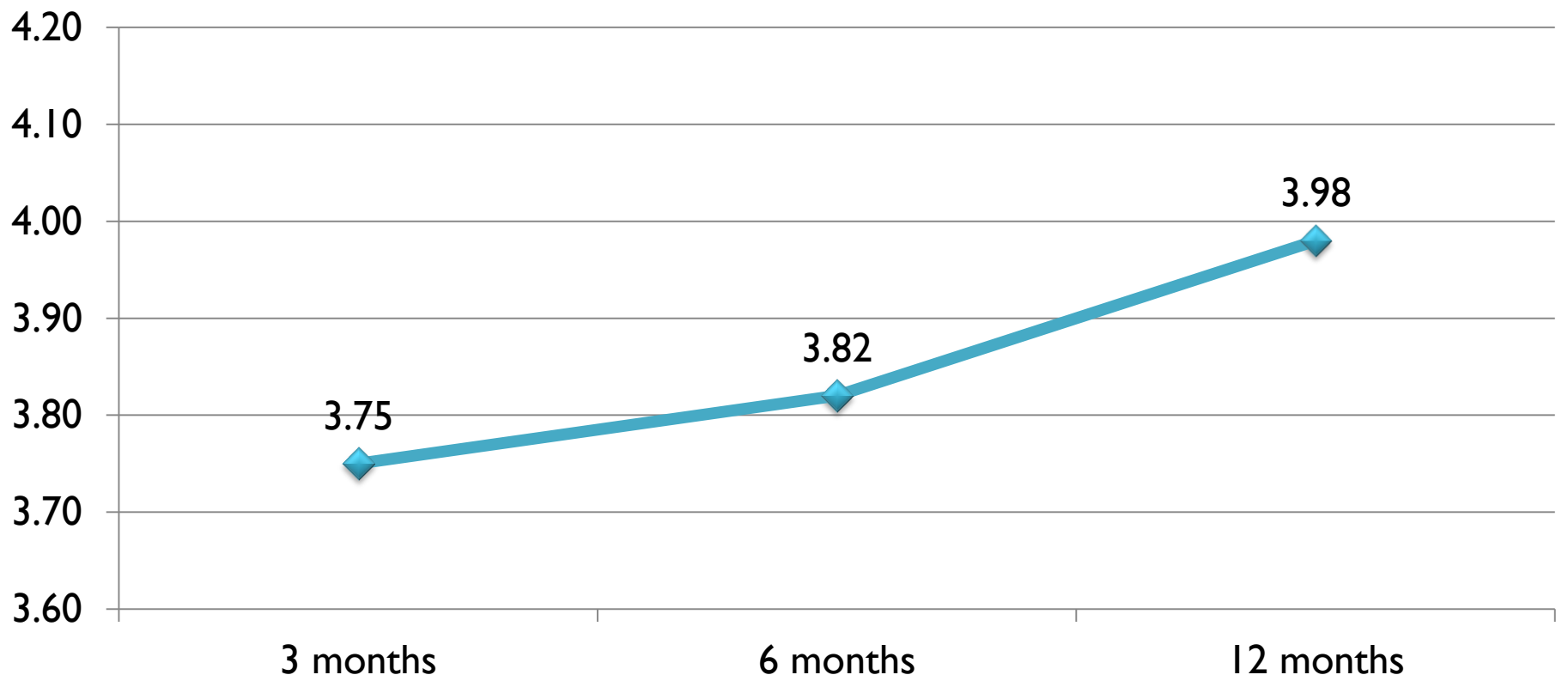


Average Competencies by Module & Timepoint



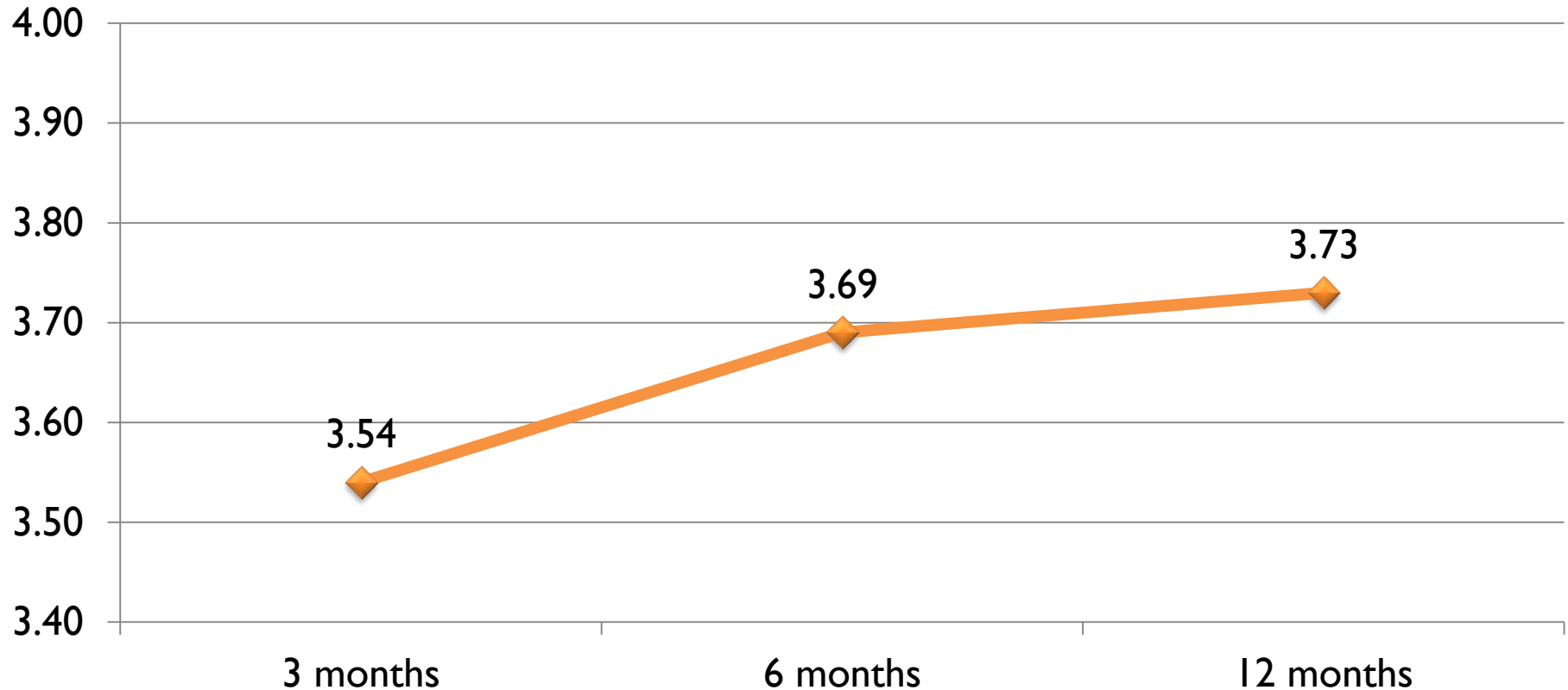
Personal Learning Plan (PLP)

Personal Learning Plans over Time



Change Initiative Implementation

Change Initiative Implementation over Time



Research Question:

- *What factors are **facilitators** or **barriers** to transfer of learning?*

Facilitators & Barriers: Qualitative Data

Facilitators

- Strategic blocking of time during work hours to complete modules
- Active support from manager
- Collaboration with peers

Barriers

- Extensive time demands
- No dedicated time in the office to do the work
- Lack of permission/support from manager
- Carrying a caseload

Differing Levels of Support

PERMISSION

Manager aware of participation and may allow work time for LAS

When he/she was asked to ask us about it, he/she did.

LIMITED SUPPORT

Manager allows office time to complete, may ask about deadlines/ completion

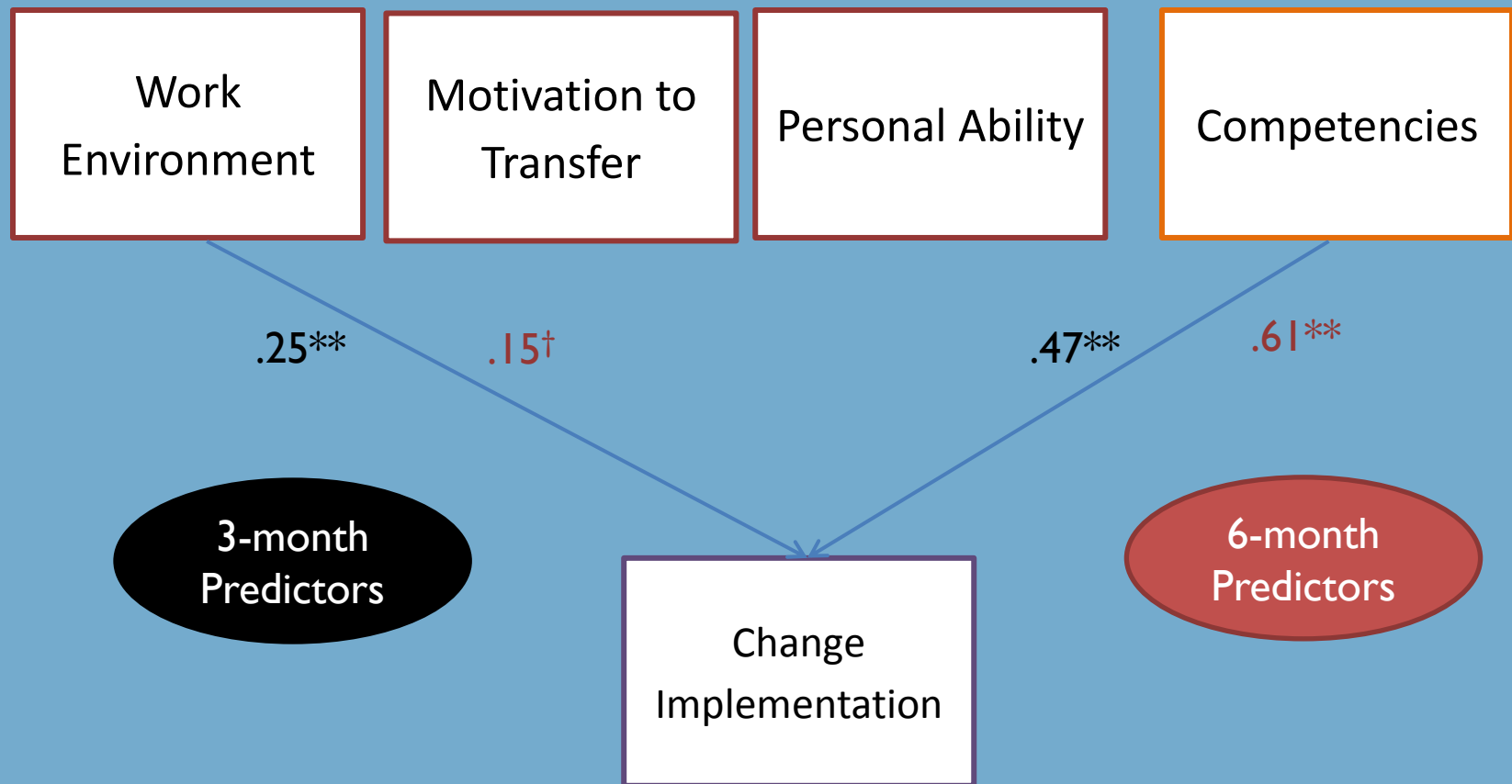
We talked about superficial things – whether I was meeting the deadlines, how far along I was in it – but not about the content.

FULL SUPPORT

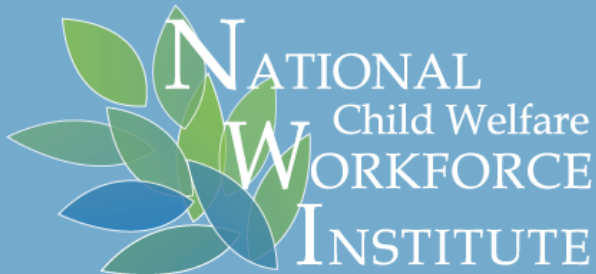
Full interest in the process, coaching and mentoring about application of concepts

My supervisor and I talked a lot about it, where I was with it, how it was going. At monthly management meetings we talked about what we learned.

LAS Predictors: Change Implementation (3 and 6 months)



KNOWLEDGE MANAGEMENT & DISSEMINATION: Evaluation Findings



Changing . . .

Leading . . .

Learning . . .

Major Outputs

- Screened 750+ resources and uploaded 300+ to Online Resource Library
- Developed more than 300 different products, including 110 E-resource packets, 10 National eUpdates & 25 1-pg literature summaries.
- Grew national distribution list from 900 to 22,000.
- Hosted successful National Webinar Series

KAM & DISS Evaluation Findings

- High usage of NCWWI materials, tools and products as well as website (1000 visits per month)
- Highly effective marketing and research strategies as evidenced by National Webinar Series' participation
- High satisfaction among external stakeholder groups
- Used evaluation findings to modify strategies to reach various audiences in most effective way

Evaluation Design

- Mixed Methods Approach
 - Web-based surveys of LAMM, LAS and Traineeship participants
 - Surveys of national webinar series' registrants
 - Monitoring of all activities, website visits, and outputs
 - Qualitative interviews with NCWWI participants, NCWWI team members and external stakeholders

National Webinar Series: What Works for the Workforce

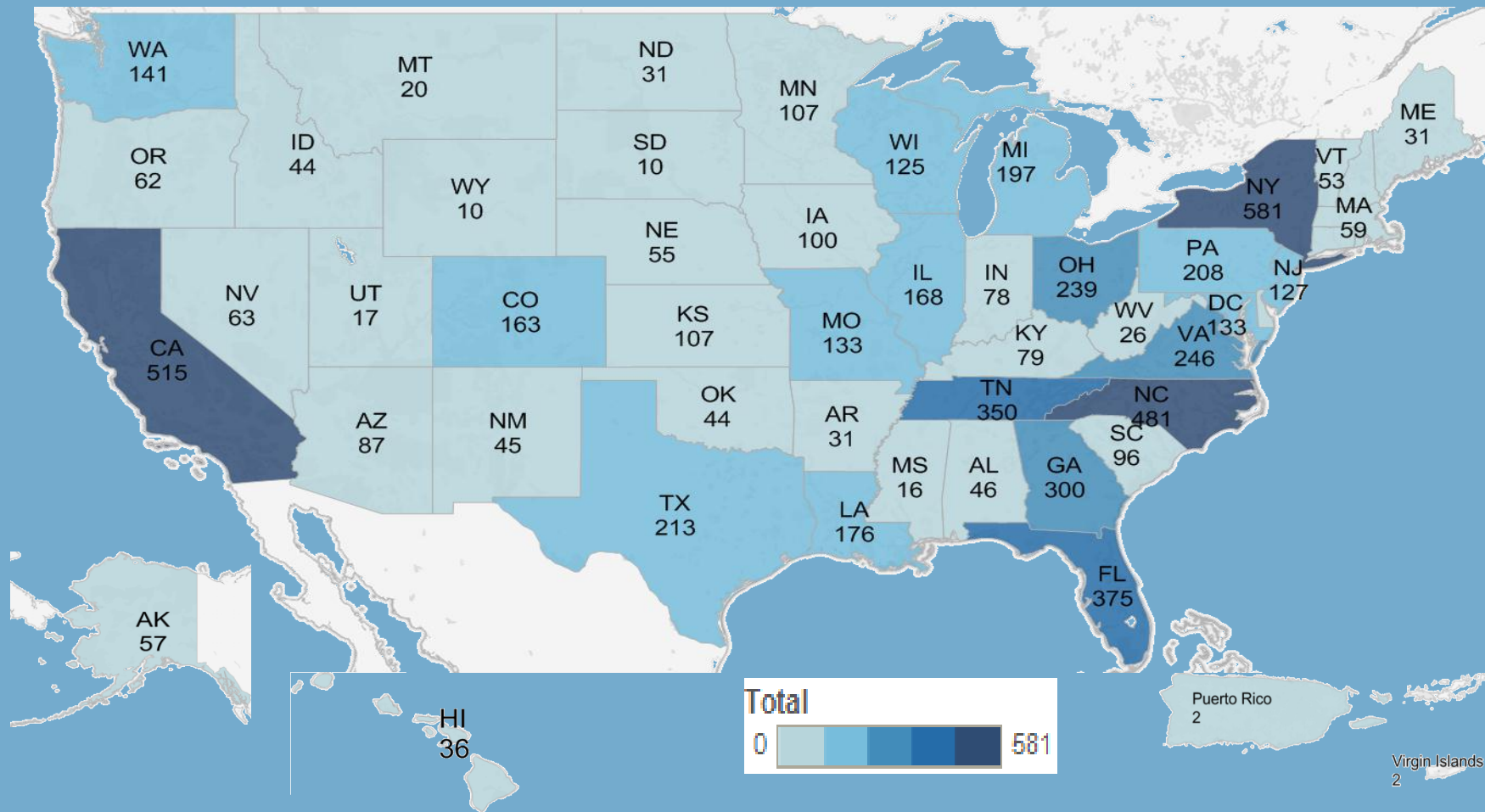
- Showcased child welfare workforce innovations and strategies, and accompanying leadership competencies
- Hosted 12 sessions and 12 follow-up learning labs between September 2010 and September 2013
- Implemented comprehensive strategic marketing plan

Webinar Registration & Participation

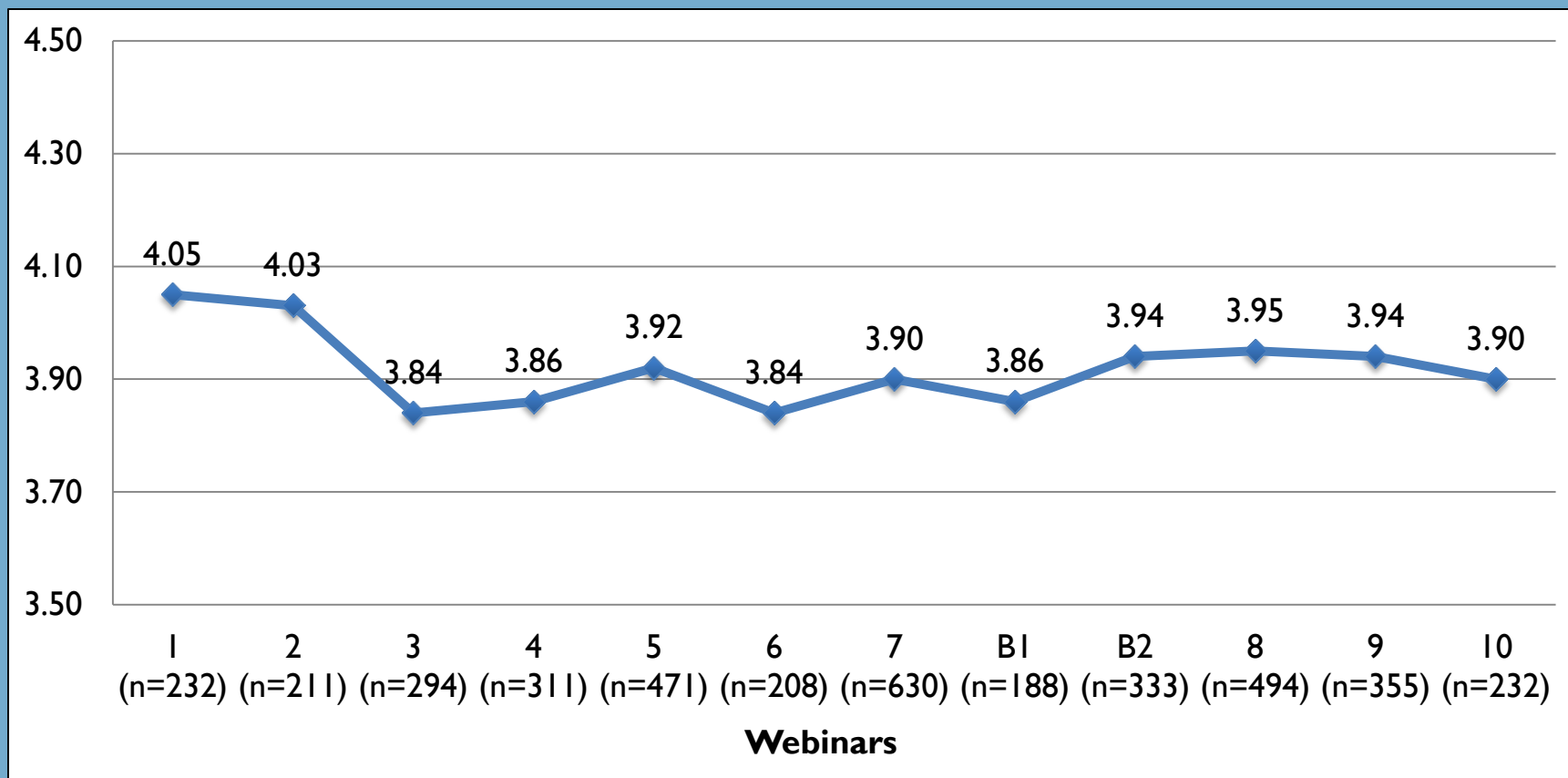
- 9204 unique registrants across all webinars/learning labs
- Webinars: averaged 1218 registrants/1089 participants
- Learning Labs: averaged 150 registrants/63 participants
- Archived webinars have been viewed an average of 262 times and reached 37 different countries



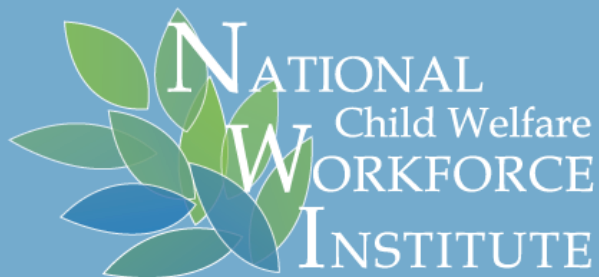
Webinar Series' Participants



Webinar Series Satisfaction



Lessons Learned, Questions & Future Connections



Changing . . .

Leading . . .

Learning . . .

Lessons Learned: NCWWI Efforts

- Critical elements for success of a training program:
 - Competency-based training and assessment
 - Training fit and delivery
 - Workforce supports such as coaching/mentoring, peer and supervisor support and an agency climate that supports continuous learning
- Integrated efforts across an agency that are *internally driven* are needed to effectively build leadership and develop the workforce

Lessons Learned: Future Evaluation Efforts

- Built a strong foundation for training evaluation with valid and reliable competency measures and predictive TOL measures that were theory-driven
- Next steps: Tie NCWWI interventions to individual and agency performance outcomes, and to client outcomes
- Continue longitudinal assessment of traineeship graduates to follow their career trajectories

Questions?

1. Previously submitted questions from webinar registrants
2. Questions from participants on the web platform



Closing & Future Connections

- **Upcoming Sessions in Our Making a Difference Webinar Mini-series**
 1. [Traineeships Legacies & Lessons Learned](#) - April 22, 2014
 2. *LAMM: Child Welfare **IS** Change Management* – May 2014
 3. *LAS Legacies & Lessons Learned* – June 2014
- **Closing the Gap National Webinar Series**
 - Begins Fall 2014
- **Social Media:**
 - Twitter: twitter.com/NCWWI (hashtag #NCWWI)
 - Facebook: facebook.com/workforceinstitute
 - LinkedIn: bit.ly/workforceinstitute

FOR MORE INFORMATION



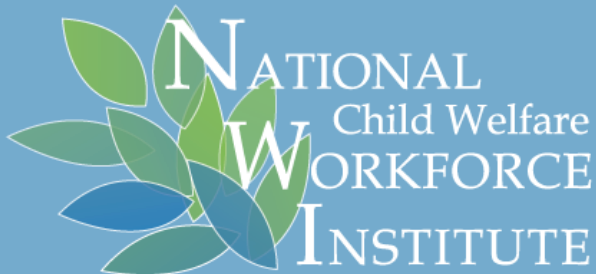
www.ncwwi.org

Robin.Leake@du.edu

Anna.deGuzman@du.edu

Shauna.Rienks@du.edu

Salvador.Armendariz@du.edu



Changing ...

Leading ...

Learning ...