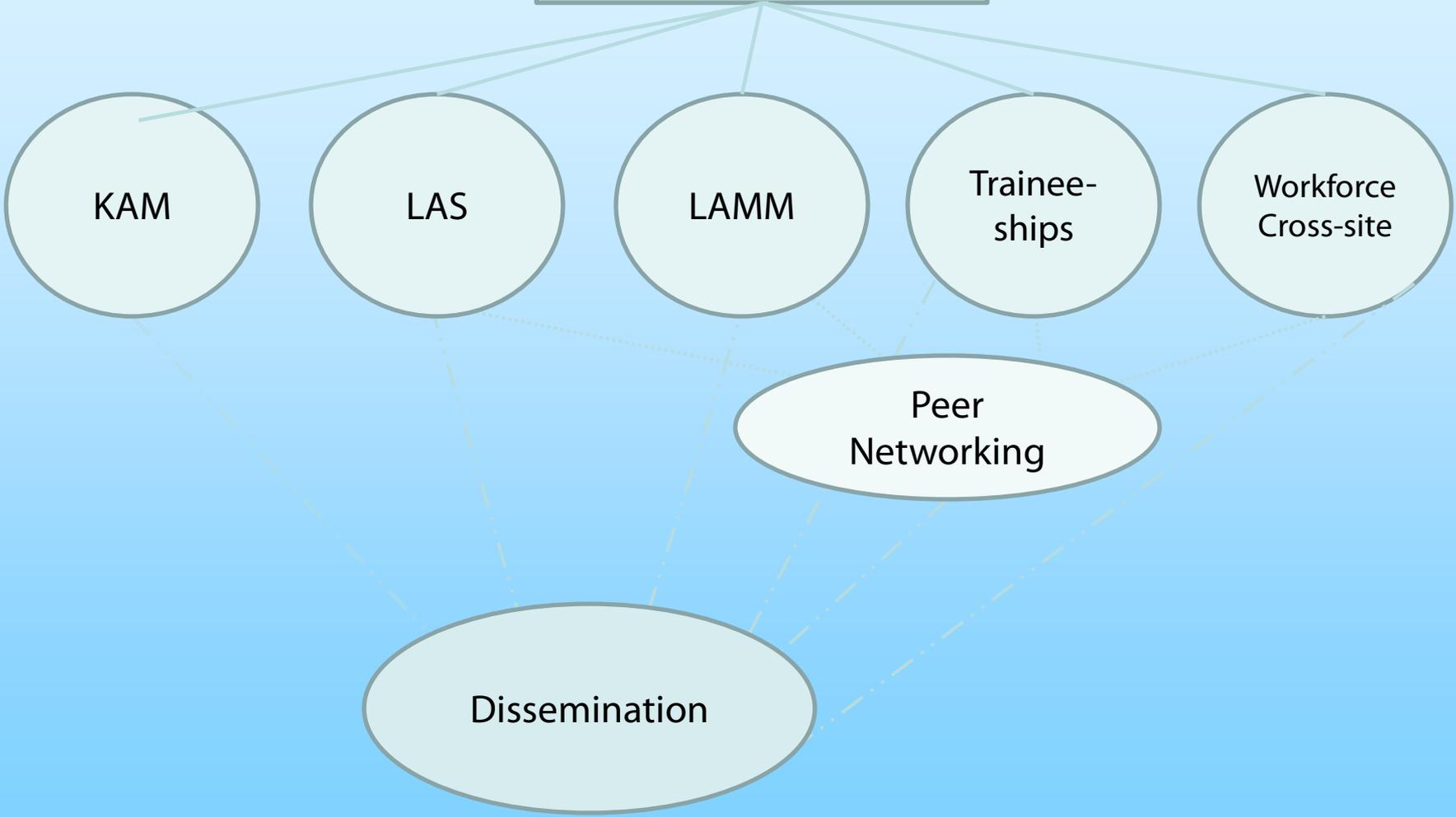
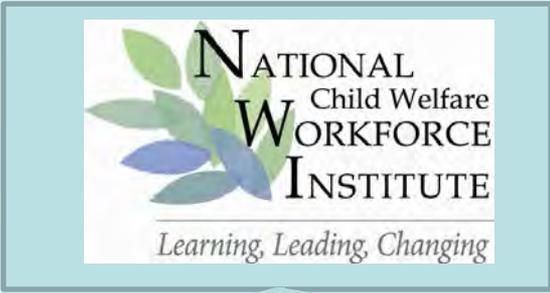


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*Learning, Leading, Changing*

A Service of the Children's Bureau, a Member of the T/TA Network

**NCWWI Cross-site Traineeship Evaluation  
National Child Welfare Evaluation Summit  
August 29, 2011**



# Purpose:

- To build leadership capacity for sustainable systems change

# NCWWI Institute Outcomes:

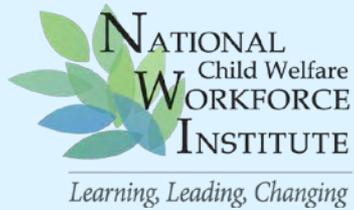
- Expert consultation to build the capacity of the national child welfare workforce
- Coordinated and accessible training resources for mid-managers and supervisors
- Increased knowledge and skills re: leadership, workforce development
- National discourse on CW leadership and workforce issues
- Utilization of effective and promising leadership, systems change and workforce practices

# Traineeship Outcomes:

- Improved knowledge and skills of BSW and MSW stipend students
- Improved CW instruction and supports
- Local CW issues addressed through education, training and university/agency partnerships
- Increased diversity of stipend student completing traineeships and sustaining CW workforce
- Improved CW organizational climate
- Increased retention of skilled CW staff

# NCWWI Traineeship Team:

- NCWWI PI: Mary McCarthy & Katharine Briar-Lawson, University of Albany
- NCWWI director, Nancy Dickinson, University of Maryland at Baltimore
- Traineeship project led by Gary Anderson & Gretchen Archer at Michigan State University
- Peer network led by Virginia Strand at Fordham University
- Evaluation led by Robin Leake & Cathy Potter, University of Denver



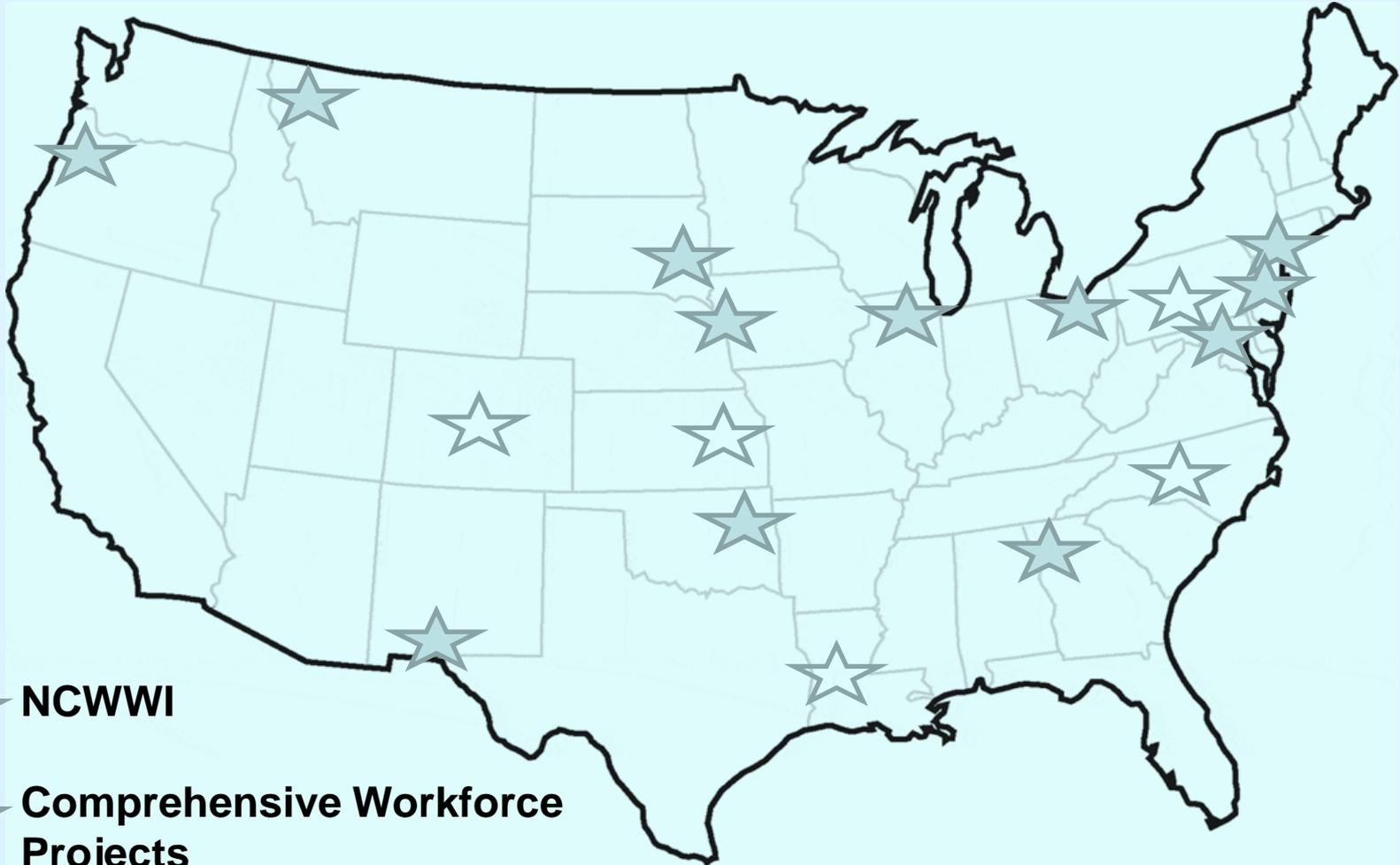
# 12 MSW & BSW NCWWI Traineeship Partners

- Briar Cliff University
- Case Western Reserve
- Clark Atlanta
- University of Illinois at Chicago
- University of Maryland
- University of Montana
- Northeastern State University
- New Mexico State University
- University of South Dakota
- Portland State University
- Salem State University
- Yeshiva University

# 5 MSW & BSW Comprehensive Workforce Project Partners

- CWP traineeships included in the cross-site evaluation
- Schools Include
  - University of Denver
  - University of Kansas
  - University of Louisiana
  - University of North Carolina
  - University of Albany

# Traineeship Programs



 **NCWWI**

 **Comprehensive Workforce  
Projects**

[www.ncwwi.org](http://www.ncwwi.org)

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# Questions to Think About

- What evaluation questions would be important for a project of this scale/scope?
- What strategies would you use to answer the evaluation questions?
- What questions would you ask students?
- What questions would you ask faculty, field, or agency supervisors?

# Student Enrollment for NCWWI Traineeships

## ***2010-2011 Academic Year***

- **116** stipend students the 12 NCWWI traineeship programs this year, 35 graduates
- **61%** (71) are pursuing **MSW** degrees and **39%** (45) are pursuing **BSW** degrees
- **71%** (82) **started** traineeships in the 2010 - 2011 and the remaining **29%** (34) are participating in the **2<sup>nd</sup> year** of a traineeship experience

# Student Enrollment for CWP Traineeships

- **51** stipend students the 5 CWP traineeship programs in 2010-2011 partnering with 18 schools, 38 graduates
- **61%** (31) pursuing **MSW** degrees and **39%** (20) pursuing **BSW** degrees
- **73%** (37) **started** traineeships in the 2010 - 2011 and the remaining **27%** (14) participated in the **2<sup>nd</sup> year** of a traineeship experience

# Traineeship Evaluation Questions

1. How successfully are traineeships using recruitment strategies to increase the number of qualified and diverse applicants?
2. How are traineeship programs implementing innovative educational strategies that effectively prepare child welfare workers?
3. To what extent are local child welfare issues impacted by and impacting education, training and university – agency partnerships?
4. To what extent do traineeships prepare students with the knowledge and skills to work effectively in child welfare?

# Cross-Site Evaluation Mixed- Methods Design

1. Stipend Student Inventory (web-based)
  - Baseline, annual and follow-up
  - Telephone interviews with students
2. Semi-annual narrative reports
3. Student tracking database
  - Standardized Excel format database
4. Telephone interviews with project PI's
5. Competency ratings by Faculty & Field Instructors

# Stipend Student Inventory

- Cross-site work team collaboratively developed tool
- **SSI Baseline:**
  - Competency self-assessment, demographics, Secondary trauma, burnout
- **SSI Annual:**
  - Competency self assessment, secondary traumatic stress, burnout, program satisfaction, self-efficacy
- **SSI Follow-up:**
  - Competency self assessment, secondary traumatic stress, burnout, job satisfaction, org culture & climate, intent to stay, historical trauma (tribes)

# More about the SSI...

- 58-item competency self-assessment
  - Policy, CW organization, community programs, human behavior, CAN indicators, risk factors, service delivery, skills ethics and cultural issues
  - Reliable subscales (alphas range .81 to .94)
- Web-based survey delivered via Qualtrics survey through DU
- IRB approval from DU as “school of origin” and each of the university partners

# Response Rates

## 1. Stipend Student Inventory

- 68% completed Annual (2010)
- 95% completed Baseline (2010)
- 79% completed annual (2011)
- 58% completed follow-up (2011)
- Interviews completed with 10 current students and 5 graduated students

## 2. 100% participation of programs for semi-annual narrative reports, PI interviews & student database

1. How successfully are traineeships using recruitment strategies to increase the number of qualified and diverse applicants?

# Qualified Diverse Trainees

As of January of 2011, 35 degrees have been awarded for the NCWWI Traineeships

- 49 % 17 BSW
- 50 % 18 MSW
- 19 employed public child welfare
- 9 employed private child welfare
- 2 employed in other social work settings
- 5 enrolled in MSW programs

# Qualified Diverse Trainees

An additional 79 estimated to have completed their degree in May 2011 and enter the workforce or MSW programs

- **47%** (37) **BSW** degrees
- **53%** (42) **MSW** degrees

# Student Demographics

- 47% of students working full-time throughout program (MSW students)
  - 69% urban; 29% rural; 2% tribal agency
  - 25% of these working as supervisors
- 67% carry caseloads
  - Average of 26 cases; majority felt their caseload is “about right size”
  - 1-5 cases are “exceptionally challenging”
    - addressing the needs of children and parents with extensive complex mental health needs

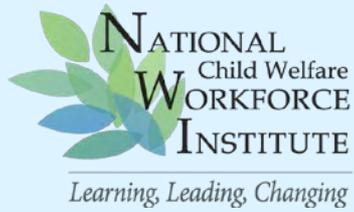
# Ethnicity of Trainees for 2009-2010 Cohort

American Indian/Native Alaskan	11%
Black/African American	41%
Hispanic/Latino	21%
Native Hawaiian/Pacific Islander	1%
White/Caucasian	23%
Other	0%

# Ethnicity of Trainees for 2010-2011 Cohort

American Indian/Native Alaskan	6%
Black/African American	22%
Hispanic/Latino	13%
Native Hawaiian/Pacific Islander	1%
White/Caucasian	56%
Other	1%

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



# Educational Strategies

- Curriculum enhancement
- Innovative field models
- Workforce collaborations

# Innovation Themes

- Leadership
- Cultural and linguistic competency
- Workforce issues
- Trauma
- Systems of care

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

# Impacting Local Issues

- Cultural competency
- Developing leaders
- Systems of care
- Competency based practice
- Workforce strategies
- Limited resources

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

# Knowledge and Skills for Child Welfare Practice

- Competency self-ratings across 10 child welfare areas was high overall
- Improvements for Cohort 2 from baseline to annual at the  $p < .005$  level for almost all competencies, but different trends for BSW and MSW students.
  - BSW students reported significant improvements on all subscales except Ethics
  - MSW students reported significant improvements only for Relevant Federal Policy subscale
- While current follow-up sample is small, data indicates the same pre-post improvements trend for Cohort 1's graduated students

# Knowledge and Skills for Child Welfare Practice

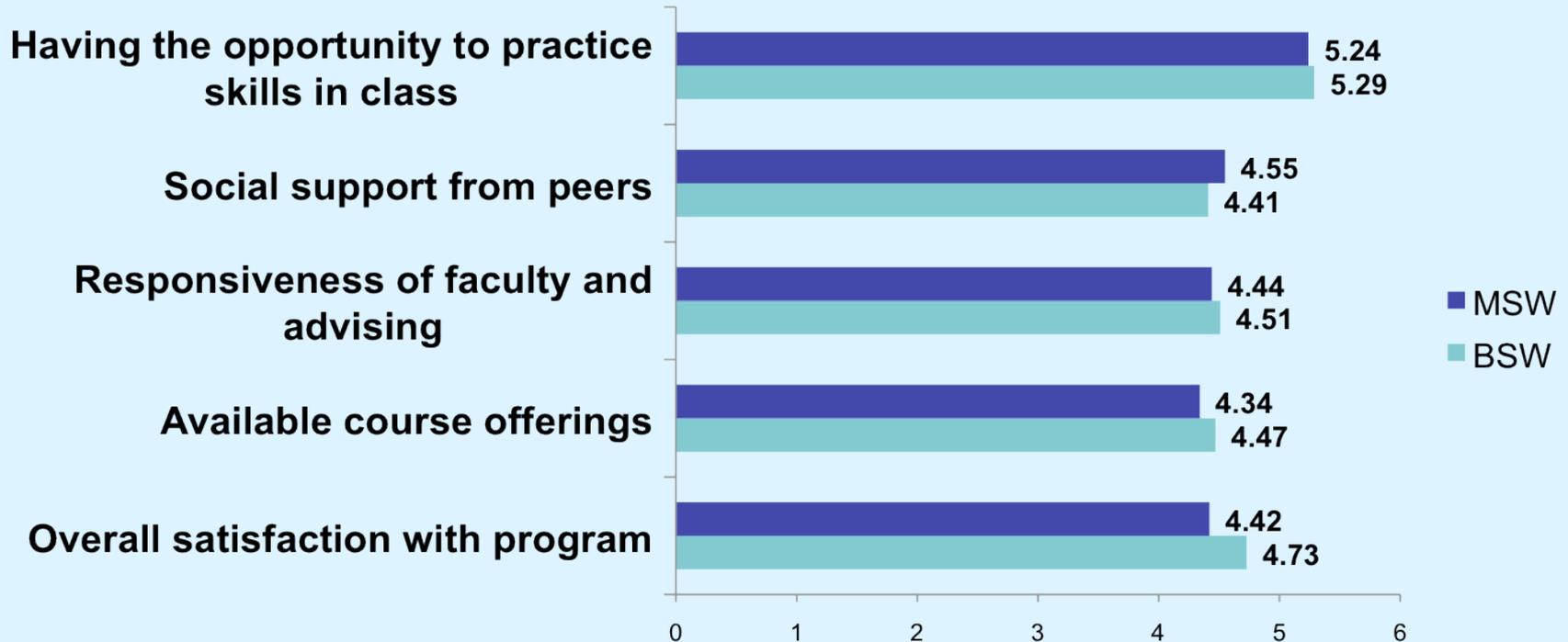
- Stipend Student Inventory, Spring 2011
  - MSW students who are currently working rate their competencies higher than those not currently working ( $p < .005$  for 6 of the 10 competency subscales)
  - Returning MSW students rate their competencies higher than those receiving a stipend for the first time for all competency subscales ( $p < .005$  for one subscale: Human behavior in the social environment)

# Knowledge and Skills for Child Welfare Practice

- MSW ratings were higher than those of BSW students at the annual assessment (spring), especially on knowledge of human behaviors and CAN indicators ( $p < .005$  for both subscales)

# Students' Ratings of Traineeship Program

- High overall program satisfaction ratings for current MSW and BSW students (6pt. Scale)



# Students' Ratings of Traineeship Program

*I love the program and am learning a lot about strengths-based treatment. I have worked in child welfare for many years and this program has provided a whole new outlook which I can apply to practice.*

*The traineeship program offers access to high quality education with top notch professors in the field who are committed to helping students succeed*

# Students' Ratings of Traineeship Program

- High satisfaction with field placements & field instructor for BSW and MSW students
  - Opportunity to apply classroom learning & gain deeper understanding of child welfare (87%)
  - Placement was a good fit and deepened understanding of CW (82%)
  - 52% have increased commitment to career in CW as a result of field placement and only 11% are less likely to consider a long-term career in CW

# Field Instructor Feedback

- 44 instructors completed survey for 62 students
- High satisfaction with student preparation & performance
- Student strengths:
  - Willingness to learn, motivation and commitment, strong written & verbal skills
- Student challenges
  - Need exposure to other units and full spectrum of CW, family engagement skills, time and stress management, personal biases

# Field Instructor Feedback

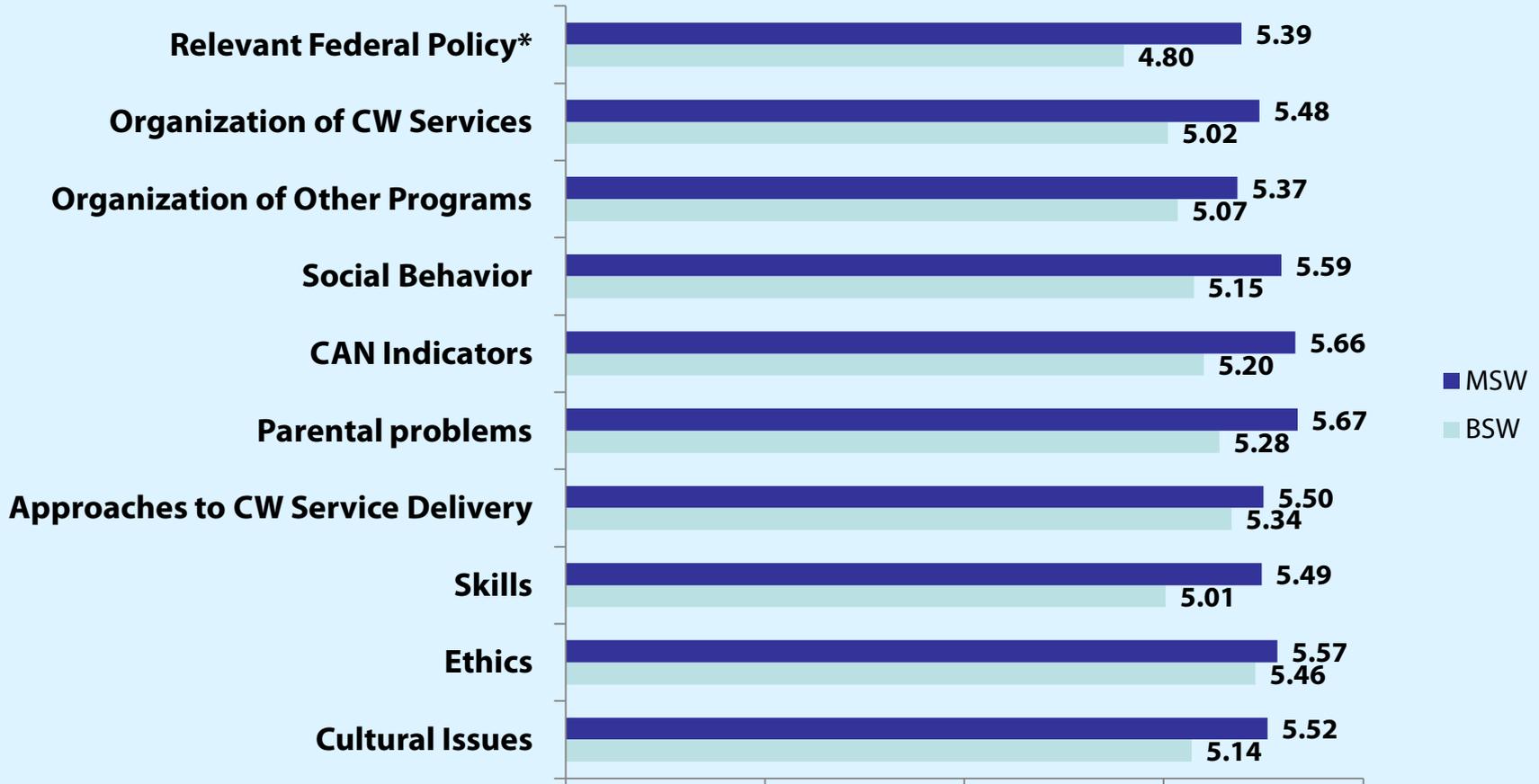
- Suggestions for improving communication between agencies and schools:
  - Weekly step-by-step field guide for placements for students, instructors & faculty
  - 3-way meetings with students, faculty and instructors at least once, preferably more
  - Check-ins during placement instead of only during the review period
  - Clear channel of communication about concerns that arise

# Field Instructor Ratings of Student Competencies

- Instructors highly rated students across all competency subscales
- High agreement from faculty that:
  - Agencies provide adequate learning opportunities and supports for students
  - Students are motivated and eager to learn
  - Students are well-suited for a career in CW

*It is ALWAYS A PLEASURE to work with [school] staff ... You possess such a diverse faculty, all helpful, supportive and excited about working with those of us in the Child Welfare System. Thank you!*

# Field Instructor Ratings of Student Competencies



\*Significant difference between MSW and BSW students at  $p < .005$

# Comparison of Student Ratings and Field Instructor Ratings

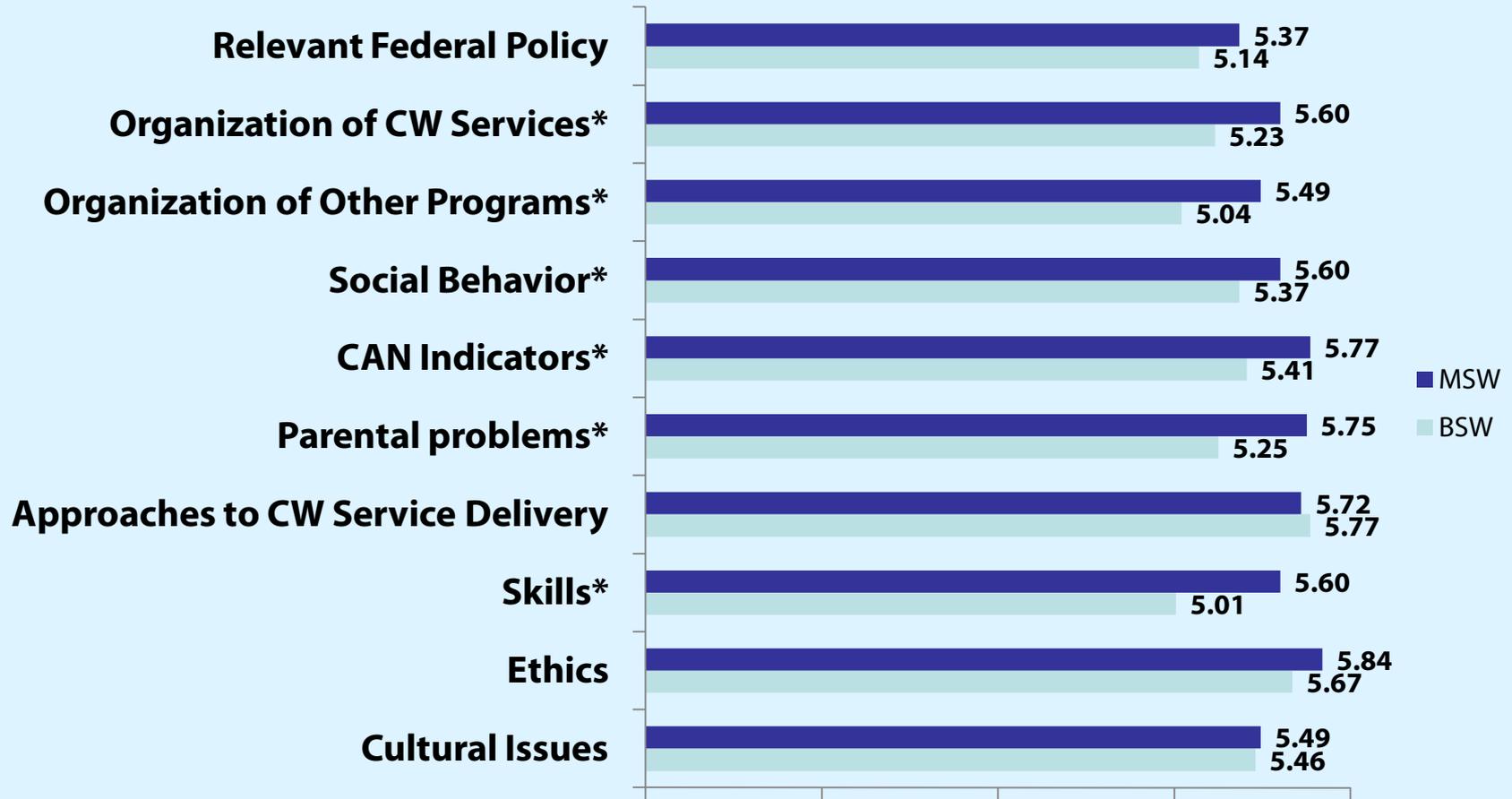
- Computed intra-class correlation coefficients using two-way mixed model, correlating mean scores on each subscale
- Correlations were low for all subscales
  - range .048 (ethics) to .321 (skills)
- 20% of instructors gave the students a skills score of 6.0, meaning they expressed strong agreement with every item on the skills subscale
  - If we filter out cases that have ratings on both student and instructor < 6.0, the ICC increases
  - Cause of low correlations might be overuse of high end of scale, mostly by field instructors
  - Data supports the notion of widespread grade inflation

# Faculty Liaison Feedback

- 30 faculty liaisons rated 75 students
- High agreement from faculty that:
  - Students are well prepared for CW practice in their field placement
  - Students are motivated and eager to learn
  - Students are able to apply classroom learning to case practice in the field

*Student can function "outside the box". His ways of interacting with clients can be viewed as nontraditional. MSW is allowing him to add theory to his practice and sharpen his practice skills.*

# Faculty Liaison Ratings of Student Competencies



\*Significant difference between MSW and BSW students at  $p \leq .005$

# Results from Follow-up SSI Survey

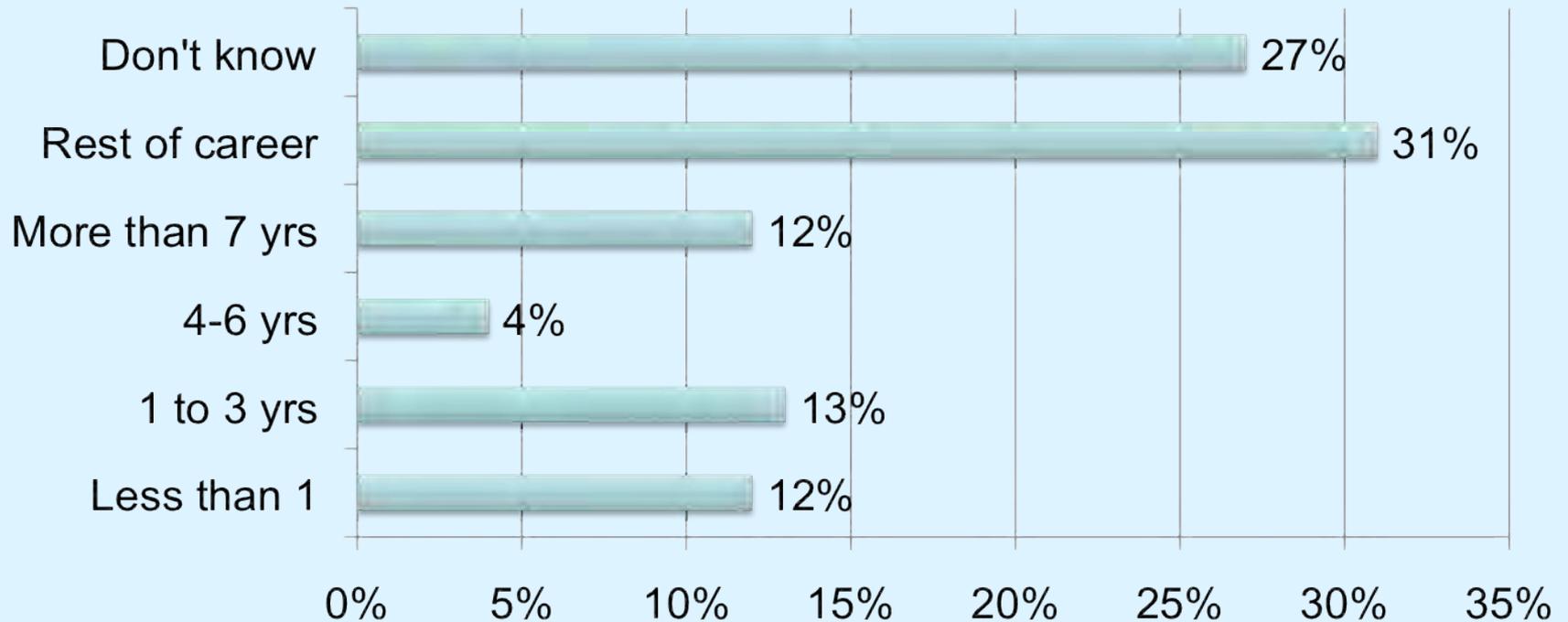
- 32 out of 55 students who graduated in 2010 completed the survey (58%)
  - 75% working in public, private or tribal agency
  - 53% working in urban agency, 28% rural
  - 19% sups, 59% workers; 89% carry cases

# Results from Follow-up SSI Survey

- High Satisfaction with traineeship and current job
  - 77% have skills they need to their job
  - 70% say traineeship adequately prepared them for job
  - 85% would recommend traineeship program
  - 59% report they are satisfied with their job
    - Strong supervisor and peer support
    - Under-appreciated for work they do
  - 27% plan to leave the organization after repayment period ends

# Results from Follow-up SSI Survey

## Number of years you expect to work in Child Welfare?



# Feedback from Graduated Students

- 5 students randomly selected to participate in interview
  - 3 MSW's and 2 BSW's
- MSW students working in the field need more of a tailored approach to better meet their needs as experienced workers/sups
- New workers need skills for coping with the trauma of the work (not taking it home at night)
- Students need field placements that mirror where they will be working (student working in a rural tribal sites felt unprepared for unique challenges)
- Strong focus on family engagement and family strengths

# Feedback from Graduated Students, Cont.

- Frustration with “top-down” decision making by management, without involving workers
  - Disconnect from creative thinking and problem-solving approaches learned in traineeships
- New workers expressed enthusiasm for job, but less commitment to long-term career in child welfare
- 4 out of 5 reported positive agency climate and job satisfaction, all reported strong peer support, and busy, challenging work
- Interviewees felt prepared for the work, and felt they had a good understanding of agency change processes and leadership skills, see themselves as change agents

# Lessons Learned from the Cross-site Evaluation

- Build strong partnerships early
  - Communication and buy-in
  - Student outreach
  - Customization options in design
- Internal Review Board Challenges
  - Challenges working with 20 universities
  - Sharing data, protecting privacy, confidentiality
- Stay connected with students
  - Multiple contacts in database
  - Regular follow-up during and after program

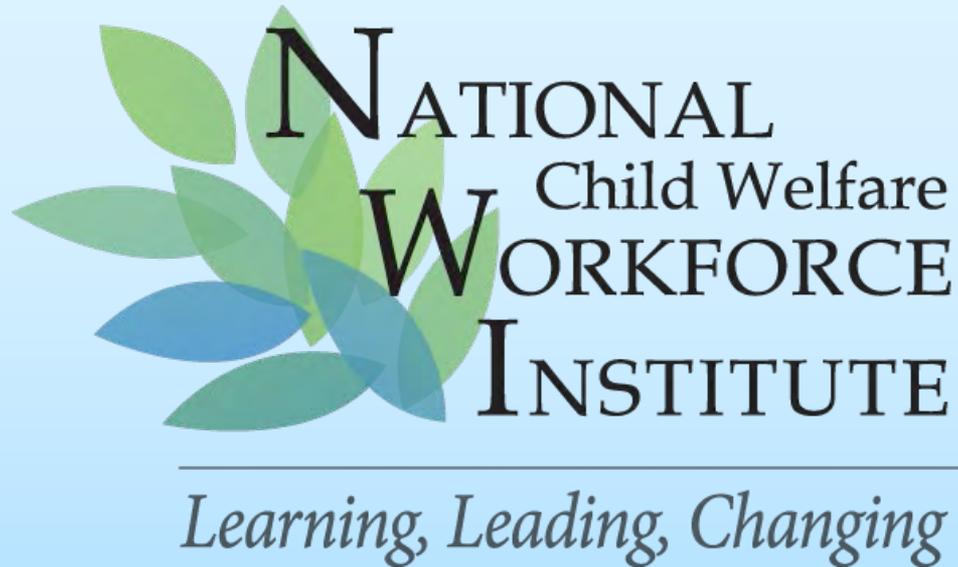
# Challenges and Limitations

## ■ Challenges

- Obtaining IRB approval to collect or share data
  - Evaluators can create application templates to share with traineeships to reduce time and maintain consistency across sites
- Determining guidelines for BSW/MSW level achievement of competencies, students have wide range of experience
  - Student, field instructor, and faculty liaison ratings were used
- Obtaining responses from students can be a challenge
  - Coordinated evaluation activities with other student events

## ■ Limitations

- Still early in the evaluation, and some response rates (ex: American Indian/Alaskan Native students) do not allow for full analysis yet



Thank You