

**Session 4.09 – Longitudinal Assessment of the National Child Welfare Workforce Institute  
Traineeship Programs: Innovative Approaches and Lessons Learned  
from a Multi-Site Partnership Evaluation**

**Panelists:**

Gary Anderson  
Gretchen Archer  
Kathleen Coulborn Faller

*Please note: The following is a direct transcription and has not been edited.*

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Gary Anderson: My name is Gary Anderson. I'm the Director of the School of Social Work at Michigan State University. I have been there for about 14 years and before that I was in New York City at Hunter College. Before that I was the founding director of the National Resource Center for Permanency Planning which involved a lot of work with tribes and states on permanency planning issues. My interest in the traineeship programs comes from my role in Social Work Education, and also I had a traineeship myself when I was a student and so it paid for my graduate education and that required me to work for the State of Michigan and I kind of – kind of going from there. Hi.

*[Overlapping Conversation] [00:00:42]*

We're in a very intimate conversation. We're going to make sure that you get your money's worth this morning, so. So, right now we're just doing introductions and I was just saying that my name is Gary Anderson the Director of the School of Social Work at Michigan State, and I'm leading this traineeship program at the National Child Welfare Workforce Institute.

Gretchen Archer: I'm Gretchen Archer and I'm a Research and Evaluation Specialist at the School of Social Work in MSU. So I work on different contracts and grants that the school has any evaluation that is needed, I sort of facilitate that and I am also doctoral student, so....

Lisa McGuire: I'm Lisa McGuire. I'm the principal investigator at the Child Welfare Partnership at Indiana University.

Gary Anderson: Can you explain that partnership just a little bit so we...

We've got time, and we can make sure the conversation is of interest to you, yeah.

Lisa McGuire: We began our partnership in 2001 with existing employees of our public child welfare system, with a focus on leadership development, and so we had 20 students in here since 2001 in that program. And we're a system campus, so we have programs run by the state that people can attend. And just opening up a new one at the urging of the Public Child Welfare System in other parts of the state and then in 2004 we began training for MSW program. We began training for BSW programs, 36 students across the state a consortium of all the public universities so it's not just our campus it's about

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couple of others and so since then we have been having up to 36 students a year on the BSW program online.

Gary Anderson: For the master students, are they already employees of the department coming back to....

Lisa McGuire: Yes, they're already employees of the department's evening part-time program.

Gary Anderson: Great. And the bachelors are obviously...

Lisa McGuire: The bachelors are fulltime students. We pay for their senior year and then the two.

Gary Anderson: Fantastic. This is Judge Payne's...

Lisa McGuire: Judge Payne's operation, although this program actually predates Judge Payne's.

Gary Anderson: Yeah, that's great. I met Judge Payne about two months ago. He's a great guy.

Lisa McGuire: He is, he is, he was my junior court judge when I was a worker a zillion years ago.

Gary Anderson: Me too, me too.

Robin Leake: I'm Robin Leake, and I work with the Butler Institute for Families at the University of Denver and I'm the research manager there and was the lead evaluator for the National Child Welfare Workforce Institute. So, my role in this project is *[indiscernible]* [00:03:29]. We also have several other projects that we work on evaluate the National Resource Center for Tribes as well.

Gary Anderson: Great.

Carrie Imus: Carrie Imus. I'm with the Hualapai Tribe. I'm the Director for our Tribal Social Service Program. We're a small tribe. We're maybe a little more than 2000 members. What caught my eye was the training *[indiscernible]* [00:04:03]. So when you're in there you only have to have your BA or your Master's Degree in both.

Robin Leake: Not for the Bachelor's level, the Bachelor's level they get them when they're juniors in college and then we pay for their senior year child welfare internship go on in the, meant for the Master's program, they have to have their Bachelor's Degree and then they...

Speaker: And then would it be a two year program or depending on....?

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Robin Leake: Well, it kind of depends on how fast - you can really do it in less than three years part-time because it's a 60 hour master's degree. So, some of them take closer to four but we try and keep them in the master's program. We really focused on leadership development and I don't know how you've been able to get away with that because that's not exactly consistent with the way everything is written, but it has been incredibly effective for us and we had people be promoted and go up the ranks to supervisor and then the university uses leadership potentials as a means as to how to decide who gets to *[indiscernible] [00:05:15]*.

Gary Anderson: Great.

Carrie Imus: You're on the front end.

Robin Leake: I just published an article in the General Public Child Welfare about how it has really been successful for us again. We've always been a little worried but it doesn't quite exactly what the standard says but the state....

Gary Anderson: Is it paid for by 4E or is it paid for by....

Robin Leake: It's a combination of 4E and 4B, so....

Gary Anderson: So, maybe we should go ahead and do a little bit of background about the institute. Go ahead.

Speaker: Yeah, I just had a quick question. *How big* is your staff?

Robin Leake: Well, in our child welfare we only have two.

*[indiscernible] [00:05:51]*

Speaker: We're the tribe that has the skywalk.

*[Overlapping conversation] [00:06:36]*

Gary Anderson: That's you. So if go there, you'll be there greeting us, huh? Well see now, you know how to introduce yourself. It's lovely. So, those of us who are afraid of heights though might never ever visit your tribe.

Speaker: Maybe if I went on it three times...?

Gary Anderson: Yeah, so there will be another workshop later on systematic desensitization and phobias and so.

Speaker: You get the home with the best view award.

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Gary Anderson: Well, one of the things I wanted to talk about a little bit was a background of our project which is this National Child Welfare Workforce Institute and there's going to be some elements of this so that I think it might be relevant to both of you. This is a representation. One of its knowledge advancement. These folks are creating a very specialized set of resources to help people understand workforce and leadership and other themes associated with the institute.

Speaker: And they have developed their own presentation on competencies...

Speaker: You know I haven't. I think I saw something in that direction.

*[Overlapping conversation] [00:07:52]*

Gary Anderson: The thing at - website is ncwwi.org, I think, and it's going to have all this information plus many, many more resources. So, first part of this is knowledge advancement, knowledge process which is gathering resources. It's not exactly like a replica of the information gateway. It's much more focused and in some ways broader in terms of looking at the resources that are there right tuned into workforce and training issues for child welfare. The second one has disappeared. Let me go back. Can we go back at all? Here we go. LAS is the leadership institute for supervisors. That's in Indiana.

The LAS folks are working straight with Indiana by doing this. This is a 21 hour online curriculum for supervisors. I think it started out being kind of open for any supervisor in the United States and still that way. So, if there's anyone in Arizona who wants to participate in LAS's online supervisory curriculum, they can but I think they are doing much more now tailored training so partnerships like with Indiana around this last piece. Second one is the leadership academy for middle managers and what this happens is there are people who are nominated by the public agency in each state who participate in a one-week training onsite in different centers and again there will be folks from Arizona and folks from Indiana who have been invited.

There will be more opportunities to go to the middle manager training. It's a great follow up for some of you who are graduates, who already have moved up in that leadership part, this is about being a change agent and it is about being a leader in child welfare. There's always tribal participants at every middle manager meeting. So, again there are ways in which Carrie you could participate probably.

And then again Lisa, you are going to know people who can benefit from this. So, those invitations are going out. That will be explained and the dates of that will be on the website as well. So, this land piece again has applications for both of you in traineeships is what we'll talk about more which is 12 schools that have a specific stipend programs to recruit and prepare students to work in child welfare. There is that cross-site too which are - Robin, do you want to explain those together with the cross-site ones are?

Robin Leake: Yeah, that's kinda just something ...

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Gary Anderson: Okay, forget it. Yes, this is another federal grant where people are working on workforce issues in clusters of five states.

Speaker: That's part of our analysis.

Gary Anderson: Yeah. Well, peer networking is there because it's one of the strategies that are used by almost all these, by the supervisory training, middle manager traineeships. I don't know if you do this in Indiana or not but there is really desire to keep people connected while they are in school, after they get out of school, while they are in the workplace because as you know, you can prepare people but then they go off and they get kind of overwhelmed and isolated and so they've learned really great things but if they are by themselves, there is no one else that kind of knows those things, then it gets to be much more difficult to influence the culture of the agency and practice. So, the peer networking has been a big part and then there is a big dissemination plan for this. So, the goal here apart from our beautiful logo which we thought look like marijuana leaves. So, which is in some states, now is less dangerous. Well, that's exactly right. So, if we start, you know, having Woodstock songs here, you should building it up to the goal again is on our leadership and we satisfy - you are exactly right if there was ever a word right now that matters.

Speaker: It's a big deal.

Gary Anderson: It's a big deal but if you look at it like a state like Michigan we expect that 40% of our middle managers and hire will retire in the next five years. And so you've got almost half the system moving out and the question is, who is going to be taking their place. And so there are all kinds of questions about that. The institute has its own range of outcomes and again it's about building the workforce, making accessible training, knowledge around leadership, encouraging conversation and utilizing best practices for leadership. So, this overall institute with all this different components we share those kind of outcomes. But in the midst of it, we are going to talk about the traineeship piece which will pair well sort of what you folks are doing in Indiana, and it might be some opportunities in Arizona particularly if you can recruit students or connect to some of your local universities in terms of building these programs and you will see the role of tribes.

Now, the traineeship programs were specifically of their own set of outcomes focused on BSW and MSW and that's been the difference in the past. The federal government has looked at mostly MSW traineeships. I think there was one year BSW traineeships but this current iteration which is in its third going to its fourth year really is looking at both, I think, it's exactly what you found in Indiana. So we recognized over and over again the frontline practice is often BSW's supervisors and above and it'd been MSWs.

And we know in Michigan if we can recruit BSWs, then they can get through advanced standing and then we've got a faster path to influencing the leadership. So, it's mostly focused on BSW and MSW students, but there are some other things that we are doing that are a bit different. So, in the old days, if you knew about the stipends that federal

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government used to give, they would give a school a chunk of money worth maybe \$2,000 leftover to provide advising, field education, evaluation and ramp other things around those students.

Well, that wasn't very much money and there weren't very high expectations because almost all the money went straight to students. This new iteration has the largest chunk about 70% of the money going straight to the students, but there is a piece reserved so that schools can work on their curriculum, they can build new partnerships with agencies, and they can try some other innovations to just see if they can do something differently with this. So, then you can see the result is an emphasis on diversity with a goal ultimately to change organizational culture.

In the past the evaluation was really pretty simple. We would simply ask did students who have a federal traineeship actually graduate and get a job in child welfare. And now the equation is simply relevant for your BSW, it's not so much for MSW because you're already employed. But now the question really is much more about did they learn what they were supposed to learn, what are their competencies, are they getting the right outcomes from their education and making that transition to work and then are they staying and then are there partnerships with the agencies. So, the role of the agency becomes much more important is traineeship. And then are there innovations that the individual schools are learning that can be shared with other schools.

So, we think this traineeship program really vastly expands the focus even though it didn't vastly expand the money, but at least a little bit more so that people could do it differently. These are a bunch of the people who are involved. Kathleen Faller not able to be here today, she works with Robin and Gretchen on the evaluation. There is a whole team that works on peer networks and most of them are out of Fordham *[phonetic]* *[00:15:51]* and then out of Michigan State.

And again the peer networking part is something that we'll talk about probably some other time, some other place but it's a work in progress but I think a tremendous resource.

These are the schools that were selected. There were a high number of universities that applied for the traineeships. And again you can take a look at these and you can see that the thing I really like about it, there started out being nine then we added three more thanks to the federal government recognizing that there was such high demand. You can see a lot of geographic diversity. We've got New York City and Los Cruces, New Mexico, We're in Atlanta and Chicago and we're in Montana. We've got small catholic schools and large Jewish schools and the nonsectarian schools, private and public and then we've got historically black school in Clark Atlanta, one dedicated to tribal education which is Northeastern State University in Oklahoma. So, there is a range of people here. So, when a group gets together and you've been in groups before. Sometimes you like everyone to be just like you because then you share common problems but that doesn't happen, though it does happen with subsets. So, the MSW programs can talk to each other, the BSW programs can talk to each other but we look for common threads across these. When you look at this list, Briar Cliff the ones who are

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working with Native American communities, Briar Cliff in Iowa, Montana, Northeastern and Oklahoma, South Dakota and Portland State and I think that, those were the places that have mostly of high tribal emphasis.

Speaker: And they have formed their own group, their own worker and they meet in person everywhere and then move around and talk about strategies to create Native American student *[indiscernible]* [00:17:52].

Gary Anderson: Yeah, maybe when we start talking about some of the outcomes, we can talk about some of their experience with Native American students which has been fairly challenging and interesting. There is also then these comprehensive workforce schools that we worked with. So, on total it's about 20 to 25 schools with social work to engage in this project. And this is the map, so again you can see that we're just about everywhere which is again a nice feature. So, it's pretty much impossible for a school social work not to find one of the traineeship programs that has a profile similar to itself.

*[Overlapping conversation]* [00:18:41]

Gary Anderson: Yeah, how do we do? Yeah, that's the Mississippi River advocacy group. Yes, no I know.

Speaker: Mississippi is a funny thing.

Gary Anderson: It is a funny thing, because you want major population centers but if it's all large schools with social work in urban areas, that doesn't apply very well. So, in the end the decisions were made based on the quality of the applications, the fact that it fell with some geographic diversity was mostly just luck, but it has been something that we've been able to capitalize. So, we do have these subgroups that are working with tribes. We will get to the themes in a second, but there will be some questions that we'll talk about together again in terms of how to the structure evaluation for this. I'm sure there are some of the same questions that you've asked about how to evaluate your programs because I can imagine over the years that people aren't willing to just assume that it's lovely even though it is lovely.

Speaker: You'll be surprised.

Gary Anderson: So, we're going to have some data to begin to answer that. So, we'll come back to some of those. Just a little bit about our experience, we have 151 students in total, 116 of them right now in this academic year. Most are pursuing their MSWs but there is a large BSW component too. And if you don't mind we'll go to the next one, Gretchen. Again, we've got 38 graduates who are starting to get information on postgraduate follow up. Now, Robin, when does that happen?

Robin Leake: *[indiscernible]* [00:20:23].

Speaker: When do you survey them?

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Robin Leake: Well, it's interesting. So we, and we'll get to methods in a second. But during their traineeship program we do it first year of their stipend and then every Spring so it's kind of the end of the academic year. But then once they leave, we're a little bit more flexible we can keep them at spring *[indiscernible]* [00:20:58].

Speaker: So, that a year after *[indiscernible]* [00:21:00]

Robin Leake: After a year and then every year following that one.

Gary Anderson: And we're just trying to learn some really good information from what they are telling us.

Speaker: Yeah, we really like to - I'm hoping to the committee team lead to evaluate them after the repeat *[indiscernible]* [00:21:21].

Gary Anderson: Right. So, these will be some of the questions that will record the evaluation. We're going to talk through each of the four of these how successfully are they recruited and do we have diverse applicants, do we have an innovative educational experience, what's the impact on the agencies and then our students prepare to do this work. So, those are the main things. Gretchen, do you just want to go through this?

Gretchen Archer: Sure. So, a few of the methods include students stipend inventory which Robin mentioned is there's a baseline in annual and the follow up after they graduate. Those are implemented online. And there are also some telephone calls that happened to sort of get some of that information. So, my annual reports are completed by each traineeship site. So, we get those twice a year. Is it April, in October typically? And also a student tracking database which has things like some of their academic performance and their contact information, their field placement that sort of thing. We conduct cell phone interviews with the project VI's every year just to sort of check in what's working well, what are some of your successes and innovations.

Robin Lee: What we are trying to do is, we are trying to do kind of implementation the evaluation program to just see what's—you know what are they doing on a program level. You know we also have the view that the expected students inventory they had to apply as Gary said that the schools had to apply for these traineeships and they had to propose what they were going to do. It was interesting and innovative but then they have to report their progress and changing their structural design and reporting through these semi-annual reports. Gary's team works pretty closely with the students too so the evaluation isn't just done by the evaluators. They gather as much information as we do just to be aware of.

Gary Anderson: Yeah. When the schools apply there were certain themes that they had to address, one was leadership, one was diversity, one was systems of care, and one was the qualities for a successful child and family service review. And then people have

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added a few other topics like trauma to that list so we are looking at kind of a range of focus themes in terms of what they are doing.

Speaker: Can I ask about the stipened student inventory, how did you put that together. What's that piece?

Robin: Funny you should ask that.

*[Laughter] [00:23:59]*

Speaker: What's funny about that?

Gary Anderson: Why don't you go on then with the...

Robin Leake: You wanna go to the next line on the... *[Indiscernible] [00:24:03]*

Speaker: I keep asking right before.

*[Overlapping conversation] [00:24:09]*

Speaker: You did not pay me to ask these questions.

Gretchen Archer: Yeah, so we have like I said the three versions of the student stipend inventory one that they receive when they first come into the program in the fall and then every spring after that for the annual, at the end of the year in spring for the annual and every year after that is follow up.

Speaker: So, how would you club this, so *[indiscernible] [00:24:45]* lead evaluator and we worked with Gretchen and Kathleen Faller *[indiscernible] [00:24:43]* and those are her core evaluation feedback. Then we put together an evaluation worker, the representatives from all of the schools. So we've met quite a bit and spent that first year really developing the stipend student inventory. We got a lot of input. The main thing that we have in the inventory is that one of the standards and competencies *[indiscernible] [00:25:14]*.

Speaker: That's what I was just trying to figure out you used for your...

Speaker: So we took a subset, a smaller worker lead by Kathleen Faller who reviewed all the existing competencies that were out there *[indiscernible] [00:25:28]* you know, fully developed in Florida and so they reviewed all the competency models that were out there basically trying to *[indiscernible] [00:25:36]* of competencies across eight primary areas. And we worked on that for about six months with the team until we - and it's kind of a charged topic with a lot of schools of developing there is a constant development, process of developing child welfare competencies. It seems to be something that schools were doing in that stance. So, we didn't want to impose a set of competency to people who didn't really fit with their school. So to get around that we helped collaboratively. We

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did it for the process of this evaluation. So, we tried to make it really nonthreatening. These are generic competencies. We are also using *[indiscernible]* [00:26:29] web based survey. So, if a school has been on some of our partnering schools and spend a lot of time developing their own competency model somehow we can start with that one. It's not that we only focus on their efforts and they, we allow them we, if they want to use their own competencies they can. So, they can customize the survey if they are using their own competency models.

But, you know, we came up with these 58 competencies across these, you know, these different areas of policy from our organization and we've gone into behavior where pretty much everything we could think of to put in there. And, you know, it is *[indiscernible]*[00:27:14] baseline and we have to separate our competencies at the baseline and then the annual survey and then the column. One of the things we really struggled is whether to have separate competencies for MSW and ESW students *[indiscernible]* [00:27:30] but we decided to go with a single set of competencies and then test it to see if we get differentiation here in these competencies. We hope to see that ESW students will bring themselves differently or lower on the competency *[indiscernible]* [00:27:51].

Speaker: *[Indiscernible]* [00:27:56]

Gary Anderson: Kind of each school determined its own stipend amount. It depends partly on those schools' tuition. So some of the stipends ranged from around \$5,000 to \$7,000 a year. Some are closer to \$25,000 to \$30,000 a year depending on again the tuition to schools.

Speaker: And they also have different rules on how they would spend to children so some schools are pretty strict about it *[indiscernible]* [00:28:45] for transportation, for childcare, for housing for other things. That's something that schools those who have been really focused on tribal issues really have spent a lot of time in trying to practice stipend that can really be used by students who *[indiscernible]* [00:29:10] still want job and family issues.

Gary Anderson: Right. For us it has been with 12 different universities from Little *[indiscernible]* [00:29:21] College in Iowa to University of Illinois and University of Maryland. And with the evaluation to this is how do we do something that fits across all the schools but at the same time respects different cultures, approaches, competencies, finances and what Robin says exactly the native American schools they want more money and flexible money because the need for support is just so, so high.

Speaker: Do you *[indiscernible]* [00:29:53] overall financial, like if you could...

Gary Anderson: Where did you learn this? I don't know.

Speaker: *[Indiscernible]* [00:30:12] one kid and I had to apply for online federal grants and I worked part-time...

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Gary Anderson: We struggled with this because there is the part where that if you get the stipend does it displace other financial aid that you have, and then you end up kind of having gained nothing or does it add to. So, we are working with each school and working with the children's bureau to try to craft ways but this actually does help people because it's very frustrating to get people a stipend, have them lose all their other financial aid. Then they have these all these requirements that we pose in our program and they don't have any additional financial help.

Speaker: Yeah, we'd really had to work hard with - our students get tuition and \$1,500 a semester and the school's financial aid people were the ones that said, you can't use double dipping *[indiscernible]* *[00:31:09]* because we really require students to come our retreat and that involves books and that things are different. This is not financial aid this is so important to, my program coordinator who knows exactly the right words, but it took us a long time to....

Gary Anderson: Find the words.

Speaker: - find out that is not financial aid this is support for pre-employment or some wanting that has allowed us to do that. The students have to pay taxes on it but again it's low *[indiscernible]* *[00:31:43]*.

Speaker: So, the great thing about this traineeship the fact that really we were building this peer network and, you know, together once a year and then by phone is that they are not struggling with this independent *[indiscernible]* *[00:31:55]* but those like you who kind of figured it out can share strategies on how to work with their universities to you know, practice in the way to meet the needs of the students so that has definitely been one of the benefits.

Gary Anderson: It has. Or it turns into just, you know, a therapeutic group because some of them no matter what words they use....

Speaker: *[Indiscernible]* *[00:32:20]*

Gary Anderson: Yeah, the people are just intractable, so.

Speaker: Well, I found that our mid-west group we started living together once *[indiscernible]* *[00:32:27]* and we shared lots of ideas on how to get through state systems, federal systems, and local systems.

Speaker: The evaluation point what we do is we just ask, we ask about other friendly sources that they get, how they spend it, is it enough, is it never *[indiscernible]* *[00:32:51]* but really how big is that gap, *[indiscernible]* *[00:32:54]* really making it possible for them to do this program. So, that data that have been collecting they haven't really delved that much into anything except in a descriptive way *[indiscernible]* *[00:33:11]*.

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Speaker: Yeah. But you can imagine what happens to students is that they start out okay then someone in their family loses a job or someone in their family becomes ill and then all of a sudden their whole circumstances change dramatically and that's again why I am so glad that in this program we can ramp a little bit more support around the student because the other one you give them stipend like somehow money was all they needed. Well they need money but they need an academic program that is relevant. Then they need some support to - especially if they are older students and my guess is in Indiana if you are getting workers who are coming, these are folks who are in communities, have kids, have parents, have families, their lives are little more complicated than 22 year olds who are on our campuses looking for a new career.

Speaker: The other nice thing about the SSR is that you can tailor a little bit if you want to take on some additional questions, right. And some schools have taken advantage of that, if they want to collect other information from their students at the same time, then they can add questions.

Speaker: Right, like, you see that, because you work in a whole different classification system for what their job titles are *[indiscernible]* *[00:34:25]* make sense. The University of Montana is focusing on some very dramatic stress. So, they've added some additional scales into the survey for their students. All of the tribal students *[indiscernible]* *[00:34:44]*.

Gary Anderson: The only advantage is to your master's program is it's all you. Different campuses but the same university.

Speaker: They have their own system.

Speaker: Yeah, with the bachelor's you probably have a little bit more cross conversation because I know in Michigan we have 22 bachelor's programs, and to get them all to sit down and agree on anything, we spend - we have *[indiscernible]* *[00:35:15]* own glossary. Now, when you say this, does that mean this, so....?

Speaker: Yeah, we've used the Kentucky model and we teach exactly the two specialist classes for undergraduates and use exactly the same platform and we meet every year and we share our responses.

And it's tied into the state training program, so we use it for the training into *[indiscernible]* *[00:35:35]*. So, it's fun.

Speaker: *[Indiscernible]* *[00:35:39]* they skip the first *[indiscernible]*. We also do have leadership competencies in *[indiscernible]* although one of our schools Portland State is actually a whole another *[indiscernible]*.

Speaker: *[Indiscernible]**[00:35:44]*

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Speaker: Yeah, well I mean, because a lot of *[indiscernible]* [00:35:47] especially if they are enrolled *[indiscernible]* [00:35:55] they do everything.

Speaker: Right. Well, that's like good thing about this institute traineeship project. One of the other things that changed was the focus is on foster care adoption and CPS but we had to recognize in a world on tribal settings people do a whole lot more. If there is a little bit of that in your workload, that's good. Then their part 2 was recognizing private agencies. So, in some states again private agencies do a lot of the child welfare work and that's growing.

Speaker: I think one of the things that I've seen *[indiscernible]* [00:37:18] there's really nothing to identify *[indiscernible]* [00:37:24]

Gary Anderson: Well, welcome, welcome join the circle here. You can't sit in the back. Jenny Strand is. We are making sure that we get our questions answered. So, Jenny is at Fordham and she is one of the key leaders in traineeship program particularly around the peer networking which again was one of the innovations for this round. Do you do anything like peer networking at all, Lisa, in terms of when people get out or....

Lisa McGuire: Well, not so much when they get out certainly because we use cohort model with our students, lots of them started out in kind of the same. So, they create an automatic peer networking which our evaluation show is really helpful to them.

Gary Anderson: But they are across different sites then aren't they? One cohort but across different sites.

Lisa McGuire: Well, when we started out we weren't. We were just in one site. So that has gotten watered down a little bit, but they seem to find each other. So they have created their own - and my evaluation showed that that was a really important part of the *[indiscernible]* [00:38:55].

Gary Anderson: We are talking.

Speaker: Well, Indiana is a strange place. They don't much care about evaluation in Indiana. Judge Payne is a wonderful person, but he likes to do what he likes to do. So, that's a blessing and a curse because they don't like to pay much for the evaluation. We don't have to *[indiscernible]* [00:39:22] we want to do some. So, what I've been doing recently is, I used a New Jersey scale competencies that have *[indiscernible]* [00:39:28] that looked very much like the competencies. And for a couple of years I've been interviewing our BSW graduates upon after they get out in the field five to seven months because we feel that, that was their time in the field *[indiscernible]* [00:39:45] their work and when the rubber hits the road and so we wanted to see. So we just asked them how confident they feel *[indiscernible]* [00:39:54] and in our state we have to prepare them to the *[indiscernible]* and competencies and the part BSW graduates we had very small sample sizes when we inherited the first *[indiscernible]* just with the BSWs and our

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BSWs *[indiscernible]* [00:40:16] competencies that were statistically on either *[indiscernible]*

Speaker: *[indiscernible]* [00:40:32]

Speaker: Absolutely, they were self reports. The first year I asked field instructors as well to the competencies when they graduated, but after that that just didn't seem to much interesting information, so we just done self report. So, we were able to compare it and they gave us an idea of where we probably need to work on this. So it was an internal document and *[indiscernible]* [00:40:56].

Speaker: A lot of these programs do their own evaluation for the purposes of the formative development of their programs. But you are right; the hard thing is *[indiscernible]* [00:41:14]. So, that's really why we are kind of excited about this to have a little more color on the numbers *[indiscernible]* [00:41:25]. They do want to mention *[indiscernible]* [00:41:25] but they developed, it's an evaluation of their present streaming that they do compare; they do have the competency tests.

Speaker: But their competencies are overwhelming to me *[overlapping conversation]* [00:41:47] we decided - because they were long *[overlapping conversation]* [00:41:53] it didn't seem very user friendly. Like I said yours looks much more like the New Jersey *[indiscernible]* [00:41:59] it just seemed much more down to earth and focused on what people *[overlapping conversation]* [00:42:08]

Speaker: Right. We just had to take that approach of just kind of that catalogue or the list of skills, knowledge and skills rather than *[indiscernible]* [00:42:15] spent years and years developing their competencies which I think have driven *[indiscernible]* [00:42:25] in a lot of ways to be able to do these *[indiscernible]* [00:42:29] because they put in all of that work to develop their competencies. But they've also done a whole lot of *[indiscernible]* [00:42:34] you know, so they tested the MSW and BSW students and then the MSW students and then the students who had just done pre-service training that came out of the BSW schools who were the general population and they have not found a lot of differences which was kind of interesting because these are the things that *[indiscernible]* [00:43:02].

Gary Anderson: Yeah. So maybe we should just to get to some of the results of this, we can respond to those. So, you can see first of all, and this one is in terms of getting people to respond but, Gretchen, do you want to go to like slide 21 and 22 to talk a little bit about who's in the program again?

Gretchen Archer: Demographics?

Gary Anderson: Yeah.

Gretchen Archer: Okay.

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Gary Anderson: There we go.

Gretchen Archer: So, I combined the two slides. The first number is the 09/2010 cohort and the second number is the 10/2011 cohort.

Gary Anderson: Any thoughts as you look at those numbers?

Speaker: Twice as many *[indiscernible]* 00:43:51 in the first year as the second *[indiscernible]* [00:43:58] is there any reason for that or just....

Gary Anderson: We've been asking ourselves that. Well, I think we get to see your three at this point, yeah.

Speaker: *[Indiscernible]* [00:44:10] recruiting that first year was different because it was from existing and then the second year *[indiscernible]* [00:44:20] from the general population.

Gary Anderson: I think we need to see year 3 and year 4. We will end up with five years.

Speaker: It's not the way we *[indiscernible]* [00:44:31]

Gary Anderson: On the other hand we took some comfort and it still it was almost a 50/50 split in year 2. But, it was fairly dramatic change. We do think that anecdotally a lot of it's in the economy in terms of the students who are either not going to school, who are dropping out of school and not going into the programs.

Speaker: And again, this is a mix of bachelor's and master's.

Gary Anderson: Right from the 12 schools all across the country.

Speaker: *[Indiscernible]* [00:45:11]

Gary Anderson: Yes. I think that has happened in past traineeship programs, I am not sure if it's true with this one too is just there is a recruitment challenge. It is getting people to go into child welfare isn't always easy. And some of our states its easier and my guess is that in Indiana you haven't struggled too much with finding students because it's a good *[indiscernible]* [00:45:36] employer but in another places where there are lot of employment options, child welfare becomes maybe a little less attractive to some students.

Speaker: *[Indiscernible]* [00:45:44]

Gary Anderson: Yeah.

Speaker: Getting close.

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Gary Anderson: Yeah. No, I think that's particularly at Michigan for a while when we had 40 before we lost it, we had a 180 slots. We never got more than 90 people. And so it's just because going back to school was the other dynamic. These are folks who are committed to child welfare but the ability to work and go back to school, really tough to pull out.

Speaker: We don't work like the MSW that are existing. So, we're getting to the point we used to be because barely making it every year and now turning to MSW *[indiscernible]* [00:46:25].

Gary Anderson: Let me just do a real brief look at some of the educational strategies, some of the other things curriculum enhancement. There has been a lot of new course development. This will be on the National Child Welfare Workforce Institute website at some point. But we're probably going to *[indiscernible]* [00:46:47] some publications. And Jenny, help me if I am wrong at least we have a schools who developed electives on law and social work, several electives on leadership and I don't know if Indiana, if you guys specifically have course on leadership.

Speaker: We have a leadership course that all of our master's students take so it's not specific to child welfare.

Gary Anderson: Okay. So, we've got a couple of examples of that, some on trauma which again Jenny has been really spearheaded some courses working with Native Americans and Carrie that has been - those might be of interest to you because a number of the schools have developed really specific courses and working with Native American communities. Some also have systems of care and then a place like University of Illinois, Chicago did just what you have done which is linking their courses to the pre-service at the public child welfare agency. So, there are some of the quick *[indiscernible]* [00:47:41] enhancements. They also have students doing portfolios, Capstone projects and encouraging their students to go to conferences which I think has been - not only go to conferences but also presenting, co-present a conferences. Big one is the National Indian Child Welfare Association's annual meeting. Now we are really trying to get more and more of the Native American and other interested students to attend those. Because there's something about getting excited about the field at those conferences. They also getting people out of their home communities and meeting other people from around the country.

Speaker: *[Indiscernible]* [00:48:14]

Gary Anderson: The innovative field models are really, the primary one that we've been highlighting is rotational model where one university uses - their students have three field placements. In the course of one year they have three field settings.

Speaker: Huge amount of work. *[Laughter]* [00:48:33]

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Gary Anderson: Huge amount of work. They spent part of their time at a private agency, part of their time at a public agency, part of their time in a federal regional office. And it's like the Hartford rotational model for aging. I think I love this idea but I think you are right, Jenny, I think if you can pull...

Speaker: That's what Barbara said when I talked to her about it. She said, yes, it's so much work.

Gary Anderson: Its triple the relationships and...

Speaker: But the students that they do.

Gary Anderson: The transitions. So, I think if you are in the state again if you were in a tribal agency and then you are in a public agency, what a great way to get a sense of how child welfare looks like.

Speaker: Yeah, we have two fields *[indiscernible]* *[00:49:17]* foundation and concentration and our students, therefore each student arose have always done a foundation out of the *[indiscernible]* *[00:49:23]* and they have thought to keep that.

Gary Anderson: I think it's great.

Speaker: What's the major compliant you have for the field instructor is that there is one unit *[indiscernible]* *[00:49:42]* workforce. And then from our graduate *[indiscernible]* *[00:50:01]* and it wasn't the fault of my traineeship because we work in an urban area.

Gary Anderson: We're kind of jumping around those. Some of those challenges are really - are they getting an experience that is close to reality in their field placement. Now, again, if you are working in the agency coming back to the school you have a pretty good sense of reality, but particularly for the bachelor's students, and for some of the master's students they are in this very supportive, very connected, very conversational educational experience and they go out to the agency for their first job.

And so some of them have like two cases, and so when they pick up a real caseload, I think, that adjustment is one of our challenges for the near future is how do schools or social work prepare their students for that real-life transition. And again there's a whole bunch of these folks that get it because they are in the field but there's a bunch of others that's a pretty rude awakening. Yeah, some of the innovation themes, again we mentioned that when people applied they had to focus on different themes. Again cultural competency *[indiscernible]* *[00:51:38]* one of the schools everything has to be in Spanish, they are translating text into Spanish, assignments into Spanish.

Speaker: They only get to speak Spanish?

Gary Anderson: They only get to speak - New Mexico - there is a piece of that. And one way you can look at is this looks we're just translating thing but no it's really about

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linguistic competency and then managing the culture. Again trauma, increasingly an emergent theme.

Speaker: Someone from Indiana *[indiscernible]* *[00:52:08]* about wanting to *[indiscernible]* *[00:52:15]*.

Gary Anderson: I'm going to move ahead into -- so this one for local issues too, I think, on one of our new frontiers again is we've got a pretty good sense of how the students are doing in the school. And their supporting school, it's the connection to agencies again and the impact that agencies that we're going to look for increasingly as students graduate and move into the field. And so, again looking at the developing leaders, that you've been trained in leadership, you've taken this course, and you've had these field placements, so how does that happen once you are out. And how do agencies come to look the schools to be developing that kind of capacity. I think that there are other, other kinds of issues, systems of care. So it's kind of like how again does that, that connection to the field is one of our bigger challenges in terms of helping students. Now the last part, the last of the four main questions for the traineeship was do we know that the students are prepared. What are they learning and how are they learning and how they are feeling competent about that. Gretchen, do you want to...

Gretchen Archer: Sure. So, the competency self ratings were pretty high across the 10 different areas. There were improvements in the cohort 2 from the baseline to the annual but there were some differences for the BSW and the MSW students. The BSW students reported more improvements in just about everything except the ethics portion. And the MSW students had reported improvements primarily for the policy issues. So there is a little bit of a difference there. But there again was a growth from entry into the program to the annual. It's just some differences that are happening among the BSW, MSW.

Speaker: There are significant differences too between the MSW and the BSW students. MSW students rated most high than BSW student *[indiscernible]* *[00:54:37]* so the reason we're not seeing gains for the MSW students is they are already rating themselves higher so there *[indiscernible]* *[00:54:47]* I think the ethics piece is really the BSW students are trying higher than the *[indiscernible]* *[00:55:01]*

Speaker: Yeah, this begins to expose the challenges with interpreting self rating. So, if the sense of competency goes down, does that mean that they have learned that the world is bigger and more complicated than what they knew?

*[Overlapping conversation]* *[00:55:21]*

Speaker: We looked at trying to do an "if then" model you rate yourself but then when you rate yourself the outcome, how would you go back and rate yourself.

Speaker: That really captures is they will tell you that I've learned so much, I thought I knew so much but I didn't really, I mean that was feedback.

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Speaker: It does. But there has been that's to talk about we use several articles that from the statistics point of view that that's not that the "if then" is so much demand characteristic associated with that. And it already invites you to - talk about your growth  
*[overlapping conversation] [00:56:08]*

Speaker: I guess the best way still the field is actually getting at that point in time. So, we really wanted to slice the data so many ways to see really is self report effective and are these competencies...

Gary Anderson: Well, that's where we can start layering in the faculty field layers in the field instructors then you have greater confidence. I agree with you Lisa, because I think if you ask practice teachers, there is a normal panic that people have just before graduation of I don't know enough to do what I am supposed to be doing. And the person who is confident at that point we get scared about but the person who cautiously think...

Speaker: But we are not finding that with these students. These students are uniformly leaving their programs pretty confident that they have the skills to do their job and they are still feeling that way after they are graduating. So, I am not sure that, that's...

Gary Anderson: Well, we need to break it down between those who are working in the field and going back to school.

Speaker: Yeah, because there's a huge difference, because we have people with 10 and 15 years experience before they came back to get their MSW and so they are going to be very different.

Gary Anderson: And my guess is they are going to be very confident.

Speaker: So, we are always seeing that the MSW students who are working those are the ones who have a highest level of competency during their program and are significantly higher than those students who aren't worked yet. And the working, non-working tends to fall along MSW, BSW split as well because that makes sense. We also looked at the data by, you know, are they in their first or their second year department. So, again, those who are in their second year program are significantly higher range on the competency. So, this is good. This is what we are hoping to see.

Gary Anderson: Right. And then MSWs would feel more confident and that we did interviews with principle investigators who also saw the difference between MSWs and BSWs. And part of that again was that BSWs were a little less confident around some of the clinical skills and things that did match *[overlapping conversation] [00:58:32]* so over and over again we kept saying yes.

Speaker: *[Overlapping conversation] [00:58:39]* out the way we expected.

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Speaker: We asked them and again *[indiscernible]* [00:58:47] you can see that on the six point scale *[indiscernible]* [00:58:53] general both BSW and MSW students are very enthusiastic about their education training.

Gary Anderson: Right. And again use our programs and wrap some really good people around the students and a lot of them are like yourself, Lisa, they have a lot of practice knowledge and skill but they also understand education training and the academic setting and they are available to the students who makes a big difference.

Speaker: And the samples are schools that were selected for these traineeship programs because of those things -

Gary Anderson: So, not maybe not generalisable there every schools social work in the United States. Yeah.

Gretchen Archer: They also have a higher satisfaction with their peer placements and their field instructors. They are having an opportunity to learn, to apply what they are learning in the classroom, and they feel like their placements are good and more than half have an increased commitment to child welfare as a career just encouraging.

A very small percentage are less likely to consider a long-term career, so I think that's pretty encouraging as well. Forty four instructors completed feedback for 62 students and there was high satisfaction for the student strengths -- or for the student preparation. Some of the strengths were their willingness to learn, their motivation, and their commitment. I think their strong written verbal skills are something that is a great point because that is something that, you know, I notice as an instructor can really, a lot of students can benefit from those additional verbal and written skills. So, the challenge is they need exposure to other units in the full spectrum of the child welfare. As you know Robin mentioned some of their field placements may not necessarily line up with exactly where they are going to be working but just sort of maybe broadening that a little bit and some of their family engagement skills and stress management.

Gary Anderson: Yeah, this one I found was kind of interesting kind of the field instructor feedback how to improve communication into the agencies and the schools that want a step-by-step field. Can we please have an hour by hour manual, you know, on how to do this. The other thing that suggests *[indiscernible]* [01:01:46] and we said this to the traineeships, they all kind of said we all do this. And I think that most of the schools do. There's an occasional student or field instructor that might not have that experience but on the whole...

Speaker: Or either might be at public schools they don't and that's over here.

Gary Anderson: Yeah. I do not want to be overly defensive along with them, but that suggestion was one of the....

Speaker: That's a CSW *[indiscernible]* [01:02:13]

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Gary Anderson: Yeah, that kind of was, that seemed to me to be checking this during placements setups and when we're doing the review period seen of that again....

Speaker: Right. But that you're saying it. So, it's clearly not happening across all of the schools to standards *[indiscernible]* [01:02:28].

Gary Anderson: Yeah, yep, so somewhere someone is not meeting with their field layers on very often and for many of us we remember our student days that is not too hard to imagine but...

Speaker: *[Indiscernible]* [01:02:41] everything's going okay. Things are fine but *[indiscernible]* [01:02:48]

Gary Anderson: And I think here we just have field instructors rated students across highly rated, high agreement, adequate learning, motivated, well suited. So again we have got pretty much, pretty good group of people which I think speaks again to the kind of getting the recruitment and the support that goes with this.

Speaker: Did you look at any of the different models the field instruction like personally they are using field units with one field instructor versus agency based field instructors and something that because I think there are some differences?

Gary Anderson: Yeah. We need to be more precise about that.

Speaker: Yes. And that is an area where we really need to improve. I think we can really hone in on identifying all the different models that are built across and really have *[indiscernible]* [01:03:42]

Speaker: People do some very different....

Gary Anderson: No, even with liaisons whether you are faculty members of liaisons or there are professional liaisons, we have the liaison groups.

Speaker: Yeah, and our students have similar class with the liaisons so they see each other every two week which we thought was essential, you know, to...

Gary Anderson: No when that happens you do not get the feedback, for their feedback.

Speaker: *[Indiscernible]* [01:04:04] and we need to dig a little.

Gary Anderson: Yeah. We need to get those descriptions better because it varies so much and then, and when I saw that, that feedback from field instructors saying we are not having three way meetings or we only see them if something is going wrong or where are they when something is going wrong that's not, wait a minute that's not these kind of models.

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Speaker: Well we can do the permanency based on *[Indiscernible]* [01:04:26]

Gary Anderson: Yeah.

Speaker: Like I said on a bad research.

Gary Anderson: Well, so we just move along maybe to some of the other...

Speaker: Yeah, I'm going to summarize what this is really saying to us so we decided that to kind of we would have the students work on their competencies level and the liaison also *[indiscernible]* [01:05:57]. What we were finding is that, and we've only done integrator reliability which is really difficult statistically figure out how to do that. We only did it but now we are instructors because the field liaisons *[indiscernible]* [01:06:15] by the fact that students and so statically we are still working out the issues there, so we did it with the field instructors and we are finding that there is very little correlation between student *[indiscernible]* [01:06:30] are both using high ends of scale or little too much but the field the instructors are really using a high end of the scale a little too much but the field instructors are really using *[indiscernible]* [01:06:43]

Gary Anderson: That is why you stopped asking though.

Speaker: Yeah, so we know. Now we can see that it is occurring across the country because *[indiscernible]* [01:07:13]. So, you know, it's kind of this moment of oh, yeah everyone is into *[indiscernible]* [01:07:21] have the current supervisor after they have been out *[indiscernible]* [01:07:29] able to figure out how to do that right. It is complicated but again *[indiscernible]* [01:07:40]

Gary Anderson: No, but you are right, that's what we all would love to do...

Speaker: And again it's still *[indiscernible]* [01:08:00] we arrange.

Gary Anderson: That may have to be our next iteration.

Speaker: *[Indiscernible]* [01:08:05]

Gary Anderson: Yeah.

Speaker: *[Indiscernible]* [01:08:05]

Gary Anderson: Yeah. And to say something useful and...

Speaker: Yeah, we want to get these agencies too.

Gary Anderson: Yeah.

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Speaker: *[Indiscernible]* [01:08:19]

Gary Anderson: It means that they tend to see students doing really well and they are not perhaps as critical as we might think they could be or should be...

Speaker: And if you think about a field instructor rating a BSW with all sixes and then you know then they as a BSW and then they graduate and go through the masters program and they are again rated all sixes. There is no room to see what is been their growth.

Gary Anderson: Right. Yep. And again we see it in the classroom a lot too...

Speaker: *[Indiscernible]* [01:09:08]

Gary Anderson: Yes.

Speaker: Not bad for *[indiscernible]* [01:09:11]

Gary Anderson: Right. That is the delay. So Susan got a lot of positive feedback, yes. Your self-esteem is intact yes, until...

Speaker: Think about it is an instructor; you want your student to develop as to some extend that *[indiscernible]* [01:09:28]

Gary Anderson: And you could often, you could often yes

Speaker: *[Indiscernible]* [01:09:36]

Gary Anderson: Yeah.

Speaker: So I wonder are there any, is there for section of the field ratings of giving a picture of a particular field instructor or from a particular school might that be part of the reason why there inflating the grades because I do feel like it is a reflection on them.

Speaker: Ah! I do not know.

Gary Anderson: We do not know.

Speaker: I don't know. You know, I don't really know that, you know, but again *[indiscernible]* [01:10:03] and the aggregate we gain more from the open ended questions. So, I got more from those various students struggling and then I got from Jamie

Gary Anderson: I agree.

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Speaker: That's when they are really saying, well, you know, really it is their understanding their personal advices and engaging with families because it's helping some of our cultural competence that didn't come out with readings...

Gary Anderson: Yes.

Speaker: I do not think there, I think they are reluctant to give them a low score but they weren't willing to say it. Does that make sense?

Gary Anderson: Yeah. That makes sense. Maybe for the sake of time shall we just move to the follow-up result and then wrap up with whatever questions *[indiscernible]* *[01:10:49]* addressed fully. This is the follow up survey 32 out of 55 students who have graduated, just this says who answered.

Speaker: So there is a little more than 50% responding to the follow-up which is after they graduate.

Gary Anderson: So they are working again – this one is interesting high satisfaction with the traineeship in the current job. On one hand it is and on one hand it isn't.

Speaker: Their ratings are still high *[indiscernible]* *[01:11:17]* level I mean, than they were when they were still in school.

Gary Anderson: You get 59% saying they are satisfied with their job. That is...

Speaker: But *[indiscernible]* *[01:11:32]* because it's only our first graduated and there is not enough based on the MSW. So we really are hoping next year when we have our data we can look at them by they've already been *[indiscernible]* *[01:11:46]*

Gary Anderson: Yeah, this is a glass half empty glass; half full to me within six months to a year you've got one out of four people thinking they are going to leave as soon as they can.

Speaker: Definite.

Gary Anderson: Yeah, then I would suddenly think *[indiscernible]* *[01:12:18]* in child welfare. This isn't quite as bleak as what the other numbers were.

Speaker: So they are legends.

Gary Anderson: And here we do need to just know more, and partially we need to have a larger sample size which will come as more people graduate, and we need higher numbers and we need to look at subsets within those numbers to see who is landing where. And I think the BSW is a fascinating question. Because if you pulled out BSW's once we started to get enough for them to be able to generalize that....

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Speaker: *[Indiscernible] [01:12:56]* to the trainees because we do not know if less than one year or one to three years in additional numbers compared to somebody that just comes into age and see from another doorway.

Gary Anderson: Right.

Speaker: And I am pretty sure we haven't pulled all our attention to have two people have already left from the trainee pool of 24 and none of ours *[indiscernible] [01:13:22]* attentions can be by then the trainees which actually you are comparing *[indiscernible] [01:13:35]*.

Gary Anderson: Oh, yeah.

Speaker: And sometimes they should, that's nice *[indiscernible] [01:13:38]*. But you know, do you remember that *[indiscernible] [01:13:43]* of emergent workers they have this whole profile of young workers who come in who are really enthusiastic and bring a lot of energy and skills but don't have that kind of a lifetime commitment to deal. And in the follow-up energy we are seeing a lot of these student who you know, really I like my job and I like my agency and I am really into it I bring a lot but I am not going to stay...

Gary Anderson: I think our questions are in generational, in our age the idea of loyalty and staying somewhere was valued when I look at my young adult children, they do not know what they are going to do six months from now, they are certainly...

Speaker: But that doesn't necessarily mean that we are not fully *[indiscernible] 01:14:29*

Gary Anderson: Yes. I think that is such a good point. So the others lot of things here to tease out I think some are more qualitative piece too.

Speaker: *[Indiscernible] 01:14:45*

Gary Anderson: That is not bad.

Speaker: That is not bad, well I do think that these are most of these people are MSW students who are already working in the field and have gone back to get their MSW so of course they are moving forward.

Gary Anderson: Any other questions of what is a good and bad number? Maybe the rest of your career is....

Speaker: Well, and not everybody can be awarded a supervisory it has to *[indiscernible] [01:15:18]* if those less than one year, yeah that is a concern, those also just if they were in their *[indiscernible] [01:15:28]*

Gary Anderson: Yeah, the day after your repayment is over. Yes, though I felt like, because I know in my traineeship I had promised two years, I stayed four years. So I

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thought okay that is, you know, they got your money's worth because we all benefited from that. So just got...

Speaker: In our agency retention of four years is a really good thing.

Gary Anderson: Yeah, that is not such a bad thing.

Speaker: *[Indiscernible] 01:15:50*

Gary Anderson: Yeah. It's that one year less. And again I think we did in Michigan we did the studies of people who drop out during the first week of pre-service training. Those are the ones that are not the BSWs; those were the people off the street attending the agency. So maybe we should just press ahead to the conclusions.

Speaker: So a lot of MSW students feel like they would like to have a little more of a tailored approach. The new workers feel like they may need some more skills for copying with a child and the students have expressed that they maybe would like to have placements that are little closely, more closely aligned with where they have been re placed for employment. And there was also a strong expression for the strengths *[indiscernible] [01:16:38]*.

Gary Anderson: Next one is the *[indiscernible] [01:16:41]*.

Speaker: Some of the frustrations with having topped down decisions being made were....

Gary Anderson: Maybe that doesn't match my leadership class yes.

Speaker: Yeah.

Speaker: So, you know, they are enthusiastic about the job but, a little less commitment for the long term community are necessarily still trying to work out some of those decisions. They felt prepared for the work and they have a good understanding of the agency change processes and just really see themselves as change agents in the field. So that is not a good sign. Do you really suggest curriculum or is that just that they developed like their own.

Gary Anderson: Each school had its own idea about what they needed to do, and those emphases will change from place to place. So like the Massachusetts people at Salem State systems of care was really big. But it also matched where their system was, yeah.

Speaker: I just wondered because like the New Yorkers on transformational leadership and stuff you talked about. They are not just by position but anybody...

Gary Anderson: Right.

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Speaker: Can be a leader.

Gary Anderson: Right. That theme should not come across. Some of those things shouldn't transcend *[indiscernible]* *[01:18:02]* state.

Speaker: But that's not necessarily matched *[indiscernible]* *[01:18:05]* and so they might have been gone to this traineeship program I can be the leader in any of these....

Gary Anderson: Yeah. So you get some of the lessons learned from a cross site partnerships absolutely crucial for us with on the evaluation side. The IOB challenges were something we, I am not sure we fully, we did not anticipate this.

Speaker: But I think definitely the approach that was used having you know them to use the three templates for folks to use so, you know, you guys sort of went through the process and then can sort of just how many language to use so that, you know consistently across I think saved a lot of people frustration and time with their own process as they had to go through you know the process of being able to submit data back and receive data from you as well. We do give them the data for the last two months *[indiscernible]* *[01:19:07]*.

Gary Anderson: There are some challenges and limitations.

Speaker: I think this idea not just of developing competencies on paper that really *[indiscernible]* *[01:19:29]* when we expect someone to look like BSW degree versus MSW degree.

Gary Anderson: Right.

Speaker: What does that *[indiscernible]* *[01:19:39]* and can really -- so I think it is a field we need to go there. And then of course a response rate, you know our, the most interesting thing for us is what happens to the students after moving *[indiscernible]* *[01:19:56]*.

Gary Anderson: Right.

Speaker: Right. So we haven't said, you know, you like a raffle based in the center of all that are in school *[indiscernible]* *[01:20:08]* levels of prices. And that seems to be effective but one thing when we get them into the junior for participating, you know, just tracking them down and giving them the to pay tuition, you know, they are really grateful when you are giving the money but you know five years you don't give them any money at all. So we are really trying to build those connections with the students while they are still in there and setting those expectations and not trying to *[indiscernible]* *[01:20:33]*.

Gary Anderson: I think some of our limitations would be partly minimized too with time, because we build up bigger sample sizes and has had longitudinal study right now based

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on one solid data collection point. A second one emerging, we need a third and a fourth point here before we are able to...

Speaker: Two to three years from now *[Indiscernible]* [01:20:53] and we really are capturing a lot of the interesting innovations that students are doing and been working with travel students too which, I mean, I think the approach is that the schools are changing as opposed to really, you know, I really can't imagine because that's what we're doing. For example, *[indiscernible]* [01:21:17] there you know, when you're recruiting students they bring the student and or family all in as part of that expectation of those health programs and what it's going to take to get through this. You know, big challenge is that, you know, that if someone dies the student will leave and you know, or even take off weeks of time and often several times and so we are missing big chunks of you know construction and curriculum and so how do you deal with that issue and, you know, this is more of a challenge *[indiscernible]* [01:21:57]

Gary Anderson: Yeah, yeah. I think that's exactly. I think there will emerge I think over time a special emphasis on working with tribes, because there are special challenges and opportunities. Because I think, again the role of conferences is emerging as a really huge strategy around leadership. It is again to connect people to each other so they are not so isolated, they've got more social support, and then again to expand their horizon so, like North- eastern there are a couple of schools that really get their students out, because they know they are going to stay in their home communities. They are going to work with their tribe and then their nation and their location, but they still -- to build in this leadership get them connected to other people. So I think all sort of schools are all kind of working together. So we've got lot more to learn. But I think the conversations with all of us about how do we prepare social welfare students to work and make those transitions and take down leadership roles. We are hoping to learn also range of other innovations and so we are expecting that we will have a bunch of curriculum, and few placement models and other options to be able to share with people but not because, the other part is that the trainers stops believing that they are the only ones doing this windows stuff. For each schools saw a much larger group of people who have been advancing these topics for a long period of time. We just have the chance to have particularly this, this work with people who are not in the Child Welfare System already and to make some connections and to throw in little more evaluation along the way.

Speaker: And so, is there like a timeframe or universities to apply?

Gary Anderson: That is a good question. There was a timeframe a couple years ago when these were awarded; when this grant ends there will hopefully be another opportunity. So if I was in an agency what I would want to do is would be into encourage my university partners to be alert and to apply for this kind of opportunity.

Speaker: *[Indiscernible]* [01:24:05]

Gary Anderson: Yep. There you go.

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Speaker: *[Indiscernible]* [01:24:23]

Gary Anderson: Well, it is really, you know, nothing in California that's unusual...

Speaker: Yeah.

Gary Anderson: Yeah, exactly. Well, that's the other part is partly want to help people you want to respond to people's capacity but also help them move to another stage and for some schools there was much more to do.

Speaker: That would be probably *[indiscernible]* [01:24:54]

Gary Anderson: Yeah. I think there was *[indiscernible]* [01:25:02] a lot already that they are doing there is those partnerships but in fact there is a faculty member from ASU who is on our advisory board, so yeah.

Speaker: But have you thought about the one thing that *[indiscernible]* [01:25:19] are evolution [indiscernible] 01:25:24 later than other people because of the states willingness to partner with this for a long time.

Gary Anderson: Sure. We do not have feeling.

Speaker: They would invite some *[indiscernible]*[01:25:36] if it really was that will change of the organization that the stay and developing used to be part of the massive human services and they finally sectioned it into child welfare, and they needed a whole lot of people once, so I mean, it was the *[indiscernible]* [01:26:00] context of practice in the State was really what I mean, like I think we have a great program to wonderful things but if it had not been for that and not adopting any new practice model which our graduates helped to articulate and so it is sort of like all about the timing and how it all sort of came together. And I wonder if you are able to capture any other contextual issues...

Gary Anderson: Yes.

Speaker: ...of what's going on in the different states.

Gary Anderson: I think what you raised is absolute crucial because when you look into institutes goals, they really are big around system change and improvement. But there is always so much said that traineeship programmers or online supervision trainee can do. These are small components that really at the right moment can mean a lot, but what we more or likely here is the other story which is funding is lost. Our advocates have retired or been kicked out, two kids were killed and now our family strengths prospective is out the window. So the dynamic you are describing exactly right, working to schools or systems advantage at times. At other times less so like New York City, where all of a sudden public support for sending workers back to school to superiors overnight.

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Speaker: Yeah.

Gary Anderson: And so...

Speaker: *[Indiscernible]* [01:27:34]

Gary Anderson: Right. So there is...

Speaker: We would like Lillian to write this right time at this it is fabulous and we would sort of feeling *[indiscernible]* [01:27:46] timing and you just turn the timing...

Gary Anderson: Right.

Speaker: And you just run the timing *[indiscernible]* [01:27:40] they decided that you can improve the job offers system and stuff. He actually put money into when everything else was being *[indiscernible]* [01:27:40]

Gary Anderson: No, no, no.

Speaker: *[Indiscernible]* [01:28:11] like self interest

Gary Anderson: Well, it brings us an important question too, because it really does depend so much on the senior leadership. And sometimes there are people come through the ranks, which is why our *[indiscernible]* [01:28:24] social worker is a good thing. But sometimes those are just political point of views. We need a parallel, preparing social workers for political leadership, because if that does not happen, those other things mayor may not happen.

Speaker: That, the recent journal of public welfare that I had published article had our program and was on advocacy and so we were talking about leadership, it's about leadership because advocacy but the missing piece is the political piece that is towards *[indiscernible]* [01:28:34]

Gary Anderson: Right. Because over and over again we are just, we're at the whim of a Governor.

Speaker: Yeah, make that all go away.

Gary Anderson: Make that all go away. So nice to meet you. Thank you for **coming**.