Sixth Annual

2003

National Human Services Training Evaluation Symposium

Proceedings
Proceedings
Proceedings
Proceedings
Proceedings

May 21–23, 2003

University of California, Berkeley

Co-sponsored by
the California Social Work Education Center (CalSWEC), the California Department of Social Services, the National Staff Development and Training Association of the American Public Human Services Association, and the American Humane Association

Proceedings
of the
Sixth Annual
National Human Services
Training Evaluation Symposium

The material in this volume is based on presentations and discussions at the Sixth Annual National Human Services Training Evaluation Symposium, held May 21–23, 2003, at the University of California, Berkeley.

Co-sponsors
California Social Work Education Center (CalSWEC)
California Department of Social Services
National Staff Development and Training Association of the American Public Human Services Association, Washington, D.C.
American Humane Association, Englewood, CO

Published by
California Social Work Education Center
University of California, Berkeley
School of Social Welfare
Marchant Building, Suite 420
6701 San Pablo
Berkeley, CA 94720–7420
http://calswec.berkeley.edu

Editors
Barrett Johnson
Victoria Flores
Michelle Henderson

Table of Contents

Acknowledgements

Just as it is every year, it was a privilege to plan and attend the symposium, thanks to the friendly and talented people who participate. CalSWEC is especially grateful to the co-sponsors of the event: the California Department of Social Services, the National Staff Development and Training Association of the American Public Human Services Association, and the American Humane Association.

The evaluation symposium would not have been possible without the outstanding work and advice of the Steering Committee. This group was instrumental in planning the symposium, and included Anita Barbee, Chris Mathias, David Foster, Henry Ilian, Irene Becker, Jane Berdie, Elizabeth Lindsay, Marsha Carlson, Michelle Graef, Naomi Lynch White, and Robin Leake. I would especially like to thank Marsha Carlson of CalSWEC, who provided overall coordination of the symposium again this year. Other CalSWEC staff who were indispensable to the planning and implementation of the symposium included Victoria Flores, Terry Jackson. Monica Asfura, Karen Ringuette, and Deb Grantz.

Finally, I always find it important to thank all of the presenters and participants in the symposium. All of us make the symposium a unique forum to move the field of training evaluation forward. It is also a pleasure to see the new and old faces at each year's event.

Barrett Johnson, *LCSW*
Regional Training Academy Coordinator
CalSWEC
Editor of the *Proceedings.*

Introduction: Measuring Outcomes, the Long and Winding Road

The proceedings published in this volume are the result of presentations and discussions at the Sixth Annual National Human Services Training Evaluation Symposium held May 21–23, 2003, at the University of California, Berkeley.

The symposium, held during the past five years at the Faculty Club on campus, is co-sponsored by the California Social Work Education Center (CalSWEC), the California Department of Social Services, the National Staff Development and Training Association (NSDTA) of the American Public Human Services Association, and the American Humane Association. Each year training evaluators from around the country take advantage of this unique forum to present and discuss emerging issues in the field of training evaluation. Particularly invaluable to the symposium is the open, candid exchange about both successful and challenging experiences in evaluation of training.

The 2003 symposium further extended the discussion format that was begun in 2002. Rather than focusing discussions exclusively on specific projects, however, four panel presentations addressed each level of Kirkpatrick's model. This harkened back to the earliest symposia, when material on Kirkpatrick's model first framed the discussions. The level of the discussion relative to the earlier years was a testament to the increased sophistication of the training evaluation in the human services. Several Project Briefings were also included in the symposium. These related more specifically to particular activities and projects, and used a more presentation-oriented format.

With the first federal Child and Family Services Reviews (CFSRs) completed in many states, the steering committee chose "Measuring Outcomes, the Long and Winding Road" as a theme. The presentations broadly centered on the opportunities and potential pitfalls of our current methods of evaluating the impact of training on outcomes, and all of the steps that lead up to doing so.

Elena Cohen, Director of the National Child Welfare Resource Center for Family-Centered Practice, led off the symposium with a keynote address that reviewed preliminary findings of the CFSRs. While many of the states were found to be in substantial conformity regarding training, Ms. Cohen pointed out that many concerns were also raised by the CFSR. Most prominent were the lack of standards or requirements for trainings, the lack of sophisticated evaluation of training programs, and the lack of effective training and support of transfer of learning that are available to the workforce. Ms. Cohen concluded that the CFSR process was an opportunity for states to improve their training programs, and to include evaluation of training in their quality assurance efforts.

The next day, Cindy Parry and Barrett Johnson led off with a panel that reviewed and discussed Kirkpatrick's model and framed the discussions to follow. The group shared different approaches to overall training evaluation plans that were currently underway. Following this orientation, Elizabeth Lindsey, Fasih Ahmed and Shannon Lawrence led a discussion on the use and efficacy of satisfaction surveys in evaluating training. The discussion focused on ways to make satisfaction surveys more useful, by increasing the diversity of the responses (i.e. avoiding all positive responses) and by clarifying the purposes of measuring satisfaction.

Cindy Parry and Barrett Johnson returned with Anita Barbee to discuss Kirkpatrick's level two, knowledge acquisition. They reviewed California's plans to develop a bank of knowledge items that can be used throughout the state. The discussion focused on issues such as the process used in developing the items, and ethical issues to consider in using the item-bank. More general discussion also covered broader applicability of the Kirkpatrick model.

Michelle Graef and Megan Potter, from the University of Nebraska, Lincoln Center on Children, Families and the Law, then followed up with a project briefing. They presented a Level One training evaluation project using satisfaction surveys. Discussion focused on methodological issues, human resource considerations and training and workplace factors.

Dale Curry and Robin Leake then returned to a panel-oriented discussion, which began by focusing on a research project looking at factors affecting the transfer of learning and retention in child welfare workers. Further discussion included issues regarding self-assessment and mutual assessment of competence, and examples

of various projects designed to positively affect transfer of learning. Jane Berdie then closed the day by facilitating a discussion to synthesize all that we discussed in the panels and project briefings.

Discussion of Kirkpatrick's level four continued during Friday morning's sessions, with Henry Ilian and Fasih Ahmed linking the CFSR outcomes to training evaluation. The difficulty and importance of evaluating the outcome of training for clients was discussed at length.

Two project briefings rounded out the presentations at the symposium. Marcia Sanderson and Charlene Urwin presented a performance dimensions tool developed through the Protective Services Training Institute of Texas. Discussion included the process used in creating performance dimensions and potential uses and marketing of the tool. Anita Barbee also shared the results of her national survey of child welfare training programs, with an emphasis on the evaluation of training.

Finally, Dave Wegenast and Alan Bookhagen used the CPS System that was demonstrated at last year's symposium to conduct a brief evaluation of the symposium itself. The results were posted in real-time for participants.

About the Proceedings

Beginning in 2001, CalSWEC organized the symposium proceedings more formally to more completely represent the presentations and discussions. Presenters submitted papers related to their presentation at the symposium, and the discussion that took place after the presentations is summarized after each of these papers. Readers should note that the papers generally correspond to the presentations, but there are some differences. Feedback that participants provided on the symposium is summarized at the end of the volume. Because of this year's more discussion-oriented format, some areas of discussion do not have associated papers. In these cases relevant handouts or summaries provided by the presenters are inserted as they are applicable.

Getting the Whole Picture: CFSR, Training and Front Line Practice

Elena P. Cohen, *ACSW*

During the past three years, state child welfare agencies, in partnership with their state and local stakeholders and the Children's Bureau, have been engaged in implementing a new approach to accountability: the Child and Family Services Reviews (CFSR). The CFSRs examine state child welfare systems and practice to identify the results for children and families that they are producing—or failing to produce. The goal of the CFSR process is to determine the nature and extent of strengths and weaknesses in the state's efforts to assure the outcomes of safety, permanence and well being for children and families. This determination is done through a statewide assessment and onsite review. To respond to the areas found to be needing improvement, states develop and implement a Program Improvement Plan (PIP) which serves as a roadmap to improve and/or reform their systems. States are being encouraged to develop program improvement plans that focus on systemic changes that will lead to lasting improvements in the way that they operate their child welfare systems.

Preliminary results of the CFSRs indicate that many states are not achieving the level of national standards on the outcomes of safety, permanency and well being of children. Six of the first 32 states reviewed achieved conformity in the seven systemic factors. The majority these states were in substantial conformity with the area of *Staff and Provider Training (*one of the seven systemic factors).

The Child and Family Services Reviews indicate that most states need to address basic family assessment and planning practices, engagement of families in that process, improve their work with fathers, achieve permanency for children in foster care more appropriately and in a more timely fashion, and provide a more accessible array of services especially in areas such as mental health and substance abuse. Consequently, as states plan for

improvement, the recognition that the staff may lack the attitudes, skills and experience necessary to do their jobs is leading to including training in their program improvement plans as a core critical strategy to addressing their areas of non-conformity.

This presentation described preliminary CFSR results in the outcomes related to safety, permanence and well-being as well as synthesized results of states performance on the systemic factors, specifically on *Staff and Provider Training.* In addition, the presentation suggested that states use their PIPs as a catalyst to think strategically about training as a tool for systemic change leading to lasting improvements in child welfare system operations.

The CFSR Process

There is a consensus across the nation that child welfare systems are not succeeding in their mission of providing safety, permanency and the conditions necessary for the well-being of those children and families who need their intervention. Virtually all state child welfare agencies have been under siege. Multiple class action suits, tragic deaths and disappearances of children in agency custody, difficulty in recruiting and retaining qualified frontline and supervisory staff and general "bad press" have underscored the need for a radical change.

As a result, a series of legislative actions and administration policies were developed during the last decade that provided a framework for a new federal initiative to change the direction of child welfare. A common theme of the legislation and the resulting federal actions is a new approach to accountability.

The Children's Bureau—the federal agency in the U.S. Department of Health and Human Services with primary responsibility for administering the laws passed by Congress relating to child welfare—designed the CFSR process to turn an outcomes-based accountability approach into an operational system. The CFSR measures seven outcomes supporting the goals of safety, permanence and well being and seven systemic factors deemed to be essential infrastructure requirements (Children's Bureau, DHHS 2000).

The Child and Family Services Reviews include:

- A statewide assessment using data that points to the outcomes that the agency is trying to achieve for families and children;

- An intensive on-site review that involves close, in-person inspection of a sample of cases, interviews with an array of stakeholders and a subsequent report. This report identifies areas of strengths where the state agency has met or exceeded national standards, and areas needing improvement, where the state is not in substantial conformity with those standards; and
- The development and implementation of a PIP, based on the findings of the review, which provides a roadmap for state actions that will make improvements in how the state conducts its child welfare responsibilities.

Systemic Factors
Staff and Provider Training
Statewide Information System
Case Review System
Quality Assurance System
Service Array
Agency Responsiveness to the Community
Foster and Adoptive Parent Licensing, Recruitment, and Retention

According to the Center for the Study of Social Policy (2003), the CFSRs hold the promise of becoming a catalyst to the implementation of systemic change for several reasons:

- The process used in developing and conducting CFSRs and in defining performance measures has been very inclusive. First, representatives of state agencies were invited to help develop and/or provide comment on outcomes, performance measures and the overall framework. Secondly, the CFSR protocol requires review teams to be composed of federal and state reviewers working as peers. Yearly follow up meetings in Washington, DC, assess the strengths and issues of the process itself and of the

continued federal-state partnerships. Criticism of the review process and system, as well as subsequent work on final reports and PIPs has resulted in refinements and additional guidance from the Children's Bureau that has supported smoother and more effective CFSRs in subsequent years.

- The major focus of the CFSR process is on outcomes rather than process. Although there may be some disagreement about the various definitions and measures incorporated in the CFSRs, federal, state and local child welfare agencies and professionals fully support the notion of accountability for results. The CFSR has translated the goals of safety, permanency and well being in measures of fewer children placed inappropriately in out-of-home care, shorter stays in care for those whose protection requires placement in foster homes, more appropriate and targeted services to assure that children's well being is not further harmed by the system's intervention to assure their safety, and adequate attention to their families' well-being, roles, rights, and responsibilities.
- Implicit in the outcomes that frame the CFSR and the qualitative nature of the review process itself is a strong emphasis on changing *practice*. A focus on outcomes has lead to the recognition that the quality and the frequency of interactions between child welfare workers, service providers, and community/neighborhood supporters with the families of children in need of protection, as well as the children themselves, are fundamental to achieving desired outcomes. For example, the CFSR highlights issues such as accurate child and family assessment, family involvement in case planning, sibling placements, parental visits, and post-reunification follow-up services. These findings are leading states to reconsider tools such as concurrent planning, family team decision-making, and multidisciplinary teams.

What We Know from the CFSRs

Between 2001 and 2004 all States will have completed the CFSR. This paper includes an analysis of aggregate data available from the first 32 states (which conducted their reviews in 2001–2002), plus an analysis of data on the training items gathered from state final reports and program improvement plans for these states, as

well as five additional states that were reviewed in 2003. Data analyzed by the Children's Bureau (2003) of the first 32 states indicates that no state achieved substantial conformity on all seven outcomes. Furthermore, no state achieved substantial conformity on outcomes for permanency and stability in children's living situations and families with enhanced capacity to provide for their children's needs. Only six of the 32 States achieved substantial conformity on all seven systemic factors.

CFSR Outcomes

I. Safety:

Children are, first and foremost, protected from abuse and neglect.

Children are safely maintained in their homes whenever possible and appropriate.

II. Permanency:

Children have permanency and stability in their living situations.

Continuity of family relationships and connections is preserved

III. Child and Family Well-Being:

Families have enhanced capacity to provide for their children's needs.

Children receive appropriate services to meet their educational needs.

Children receive adequate services to meet their physical and mental health needs.

Although substantial conformity on all systemic factors did not correlate to achieving outcomes, item analysis conducted by the Children's Bureau revealed a positive correlation between the first

indicator for the outcome on safety, *children are, first and foremost, protected from abuse and neglect,* and the total number of systemic factors achieved. In other words, the more systemic factors in conformity, the more likely that the outcome of children protected from abuse and neglect was also found to be in conformity.

No state was identified as having strength in *assessing the well being needs and services of the child, parents and foster parents;* in *child and family involvement in case planning* or in *worker visits with parents.* Only 4 states were found to be strong on *caseworker visits with children.* There were significant relationships between safety, permanency and well being outcomes suggesting a strong interplay between the total number of items achieved on one outcome and the total number of items achieved on another outcome. For example, there is a significant positive relationship between permanency and stability in children's living situations and the capacity of families to provide for their children's needs, as well as between children attaining permanency and stability in their living situations and receiving adequate services to meet their physical and mental health needs. This result provides support for the relationship between children achieving permanent and stable living environments when having access to individualized services through ongoing worker contact during the service delivery process.

Systemic factors most strongly correlated with outcomes were Case Review System and Service Array. There was a significant positive correlation between permanency items and Case Review System items found in conformity. In other words, the number of items found in conformity on the Case Review Systemic factor is correlated with achievement of substantial conformity on children achieving permanency and stability.

Service Array is the systemic factor most strongly correlated with the total number of items in conformity across outcomes. There was a significant positive correlation between Service Array items achieved and the total number of items achieved across all domains. The strong relationship with Service Array was particularly evident with regard to Safety outcomes and indicators. For example, there was a significant association between Service Array and protection from child abuse and neglect—those states not in conformity on Service Array, were also not in conformity with items of the safety outcome. The converse was also

supported; there was a positive correlation between the total number of Service Array items and Safety items in conformity.

In addition to investigating the relationship between outcomes and systemic factors, the relationship among systemic factors was explored. There was a significant positive correlation between Service Array items and the total number of systemic factors in conformity. There was a significant positive correlation between achievement of items on Service Array and achievement of items on the systemic factor of Foster and Adoptive Parent Licensing, Recruitment, and Retention. Also, access to Service Array was found to be related to the Case Review system. For example, those states that were not in conformity with Service Array were not in conformity with Case Review.

States' Performance on the Staff and Provider Training Systemic Factor

The following are the items assessed in this systemic factor: Training programs support the goals and objectives in the state's Child and Family Services Plan; address services provided under both sub-parts of title IV-B and the training plan under title IV-E of the Social Security Act; and provide training for staff who provide family preservation and support services, as well as child protective, foster care, adoption, and independent living services. Ongoing training is also provided for staff that addresses the skills and knowledge necessary to carry out their duties within the state's Child and Family Services Plan. Short-term training is offered for current or prospective foster parents, adoptive parents, and the staff of state-licensed/approved childcare institutions that care for foster and adopted children.

Aggregate data of the first 32 states indicate that 75% of the states were in substantial compliance with the areas of Staff and Provider Training. Reading of the CFSR reports on these and a few of the 2003 states, however, points to common concerns about training.

Data from the first two training items points to the following challenges faced by child welfare training departments:

Pre-service Training

- The state Child and Family Service Plan has no requirement for statewide training which results in considerable variation of training and expectations of staff across the state and among jurisdictions.

- Training is not competency-based, job relevant, accessible, affordable, consistent, timely or thorough.
- It is difficult for new workers to attend training because they are assigned large caseloads as soon as they are hired.
- Case managers and supervisors cannot mentor new staff because of high caseloads.
- Training staff in new strategies is done without first training the supervisors and/or supervisors are not knowledgeable about the content of the training provided. As a result, when the trainees go to their jobs they are not supported.
- Training on policies, procedures and on the use of the management information system happens before the workers know what their job responsibilities are.
- Not enough opportunities exist to "practice" and/or experience "hands-on" training.

Ongoing training

- Training is provided only for new staff. There is not ongoing training for existing staff to refocus their practice—which is probably more critical than those new staff coming into the agency.
- Training curricula for biological, foster and adoptive parents may emphasize partnerships with the agency and having a voice in decisions about the children for whom they care, but staff is not trained to behave in family-centered ways or the agency's funding and infrastructure does not permit staff at the front line to act on the information they gather through improved family-centered practice.
- A continuum of staff development opportunities—from entry level to advanced workers and supervisors—is not available.
- New behaviors and new practices are not always reinforced by front-line supervisors or by peers within the agency, by the other agencies with whom workers interact or by the administration's expectations in terms of performance. For example, some states may train and support their staff to assess the needs of the child and families with whom they are working and to identify the correct mix of individualized services. However, the agency is unable to respond in an individualized manner if the only services

available are weekly mental health counseling and generic parenting classes or when there is a six week wait to get into substance abuse treatment.

- Workers and supervisors find it difficult to attend ongoing training because of heavy caseloads and lack of support from the agency.
- Supervisors do not follow-up on areas in which workers receive training.
- No ongoing, systematic training in specialties exists. For example, trainings on substance abuse, domestic violence and mental health are offered in a fragmented way.
- Legal training was found deficient in almost all states.
- Workers and supervisors need more practical training on the realities of the families they are serving, (e.g., cultural competence, working with teen mothers, involvement of fathers).
- In most states there is no mandatory training for supervisors.
- Very few states offer competency-based training for supervisors.
- Effectiveness of training is measured mostly through participant satisfaction and on a few occasions with pre- and post knowledge tests; seldom is there an evaluation on the transfer of knowledge to changes in behaviors or to skills in the field.

Factors' Impact on CFSR Results

A comprehensive and accurate assessment of child welfare training must take into account several challenges related to child welfare practice (Spence, 2003).

Punitive System of Accountability

Child welfare systems are deeply traumatized by the experience of regular patterns of "ritual sacrifice" driven by the media and political overseers (for example, the governor's office, the legislatures, or the press). These overseers basically scream when something happens to a child, go find the worker, review case records, and, whenever there is an error, fire the worker. This disaster- punishment cycle is experienced by staff as deep betrayals by those in authority and the lack of appreciation and respect for the difficulty of their work, which spreads throughout the whole system. What was an error in a particular case may have been normal part of everyday practice. It is expected given the

tremendous overload and the fact that nobody can be held to this standard of perfectionism every day—after all, these are the hardest problems human beings can imagine. There will always be an error. Unfortunately, the punitive accountability system does nothing to keep children safer. It does the opposite; it breeds risk aversion and other behaviors that do not make children safer. What is needed is a culture of learning in which errors are reduced and learned from and protection from the consequences is provided once they occur.

Recruitment and Retention of Workers

The staff turnover rate is a significant issue for child welfare. Child welfare retention and recruitment issues have been identified as contributing to less than optimal outcomes in child welfare. Compounding an organizational environment that cannot afford error, workers' stress is enormous. Most of the work in child welfare is done in isolation. Front line workers are sent out by themselves to make life and death decisions about which they do not have the knowledge base, the evidence or the expertise. If they are wrong, something terrible happens in the family, and they are publicly crucified. Child welfare work is trauma work and it is very difficult to do without a supportive team and environment.

Adversarial Relationships with Families

The child welfare system pushes staff towards adversarial relationship with the families they serve. When issues of race and class further distance that relationship, the adversarial nature grows deeper and more intense. These adversarial relationships have to be addressed at three levels of the system: clinical practice, managerial practice, and systemic practice. Systemic practice is where the public child welfare interacts with the larger systems of care, from providers to other public departments to school systems to families to communities. Managerial practice is the whole supervisory and managerial structure of the organization and clinical practice is work of the frontline worker. The involvement of parents and families in the continuous quality improvement process is crucial so that they can assess whether the system is working.

Strategic Planning for Child Welfare Training

It will be very difficult for state child welfare agencies to achieve a consistent family-centered philosophy and frontline

practice without system wide training. However, a change to family-centered practice will not occur (or be maintained) simply because staff have participated in training. Training can provide critical direction to program improvement planning if the training goals and activities fit and contribute to achieving the PIP short and long term goals and benchmarks. A strategic plan for training, to impact the outcomes of safety, permanency and well being described in the PIP, needs to identify: the purposes and scope of training; training audiences (e.g. child welfare staff, providers); types of training (pre-service, ongoing, classroom, distance learning, on the job); decision-making processes about priorities and use of resources; curriculum development and revision to ensure quality and timeliness of competencies, content and level of learning; trainer selection, support and evaluation; evaluation design; funding strategies; and potential partners. In addition, the strategic plan for child welfare training should include a description of the process and strategies that will be used for developing and maintaining quality curricula, quality staff training, and for strengthening the transfer of learning.

To begin the strategic planning process for training, the agency needs to:

- Translate the principles they adopt as their mission into the day to day child welfare practices in the field and set up a comprehensive training *system* within the state that assures that the workers (at every level of the agency) have the values, attitudes, and skills, and are supported in implementing those practices.
- Use ongoing information provided by the stakeholders, including: families and staff; the statewide assessment and onsite review; and best practice guidelines (e.g., NAPCWA, CWLA), to determine what needs to change in the day to day practice (at all levels) as a result of training.
- Build an infrastructure that will support a comprehensive continuum of training for child welfare administrators, supervisors, caseworkers, foster caregivers, and service support staff. This infrastructure must ensure that front line staff and supervisors are supported in how to use the knowledge and skills gathered through training.
- Assign specific staff to be responsible and accountable for: (1) statewide administration, coordination and monitoring of all program activities, and development of training

resources, products and the provision of support to train staff throughout the system; (2) collection and assessment of training needs data and for designing and scheduling relevant training activities to meet the priority needs identified; and (3) ongoing operational planning, management, monitoring and evaluation of the training system.

Evaluation of Training

Evaluation of training needs to become a component of continuous quality improvement. While training evaluation methods have become more sophisticated, most public child welfare agencies do not measure the effectiveness of training beyond participant satisfaction. As a result most child welfare agencies do not benefit from the data generated from pre- and post-tests of knowledge and skills or from the transfer of that knowledge and skill to practice. A strategic plan for training should describe the following elements of evaluation:

- The purposes for conducting training evaluation: What will be evaluated, at what level and when, to ensure that clarity is achieved regarding training evaluation's purpose and scope. For example, will evaluation data be used for purposes of improving the training through feedback about trainee learning and transfer in general, or is there a need to demonstrate that individual trainees have met minimum competency standards?
- The ways in which evaluation data will be used: Decisions need to be made regarding whether or not individual results will be shared with supervisors or administrators or only aggregate data will be shared (e.g. average results for all or a group of trainees). Resources such as database development, hardware and software needs, design and analytic skills may be needed for data collection and analysis.
- Procedures for establishing a chain of evidence*:* A *chain of evidence* refers to establishing a linkage between training and desired outcomes for the participant, the agency, and the client, such that a reasonable person would agree that training played a part in producing the desired outcome. In child welfare it is often impossible to do the types of studies that would establish a direct cause and effect relationship between training and a change in the learner's

behavior or a change in client behavior, since these studies would involve random assignment. Therefore, the strategic plan should indicate how success will be measured.

Evaluation of Training and State Quality Assurance Efforts

To achieve systemic change, states must build their capacity to evaluate training as part of their quality assurance and continuous quality improvement. This requires an ongoing process to measure what happens to children and families as a result of the training that is provided to staff. If an agency attempts to change their preservice and ongoing service training, yet continues to evaluate staff only on whether they attended the training—not on the outcomes and the practices that the training is trying to support—it will send a message that training is not important enough to be used as a basis of evaluating performance.

Information gathered from this quality assurance process can be used to assess the effectiveness of the training system for continuous quality improvement and to determine what are the infrastructure needs to support changed practice.

Conclusion

States have a great opportunity to create a child welfare training system that will support their program improvement plan and will lead them and the partners with whom they work to accomplish change in the direction of improved outcomes for children and families. The measure of success should be that the experience of children and families with the agency has improved and is leading to better outcomes in their lives.

References

Center for the Study of Social Policy (2003). *Child Welfare Program Improvement Plans: Roadmaps for Reform.* Unpublished draft.

Children's Bureau, DHHS (2000). *Rethinking Child Welfare Practice Under the Adoption and Safe Families Act*. Washington, DC: National Child Welfare Resource for Family-Centered Practice.

Children's Bureau (2003). *Results of the 2002 and 2003 Child and Family Services Reviews.* Unpublished. www.acf.dhs.gov.

General Accounting Office (2003). *Child Welfare: HHS Could Play a Greater Role in Helping Child Welfare Agencies Recruit and Retain Staff.* Washington, DC: Author.

Milner, J. (2003). *Changing the Culture of the Workplace*. Presentation at the Third Annual Meeting of States and Tribes. January 29, 2003.

Ohl, J. (2003). *Improving Outcomes Through Systemic Change*. Presentation at the Third Annual Meeting of States and Tribes. January 29, 2003.

Parry, C. and Berdie, J. (2002). *Establishing a Strategic Plan for Evaluation of Child Welfare Training for the California Social Work Education Center (CalSWEC) and the Regional Training Academies (RTAs).* Unpublished manuscript.

Spence, H. (2003). *Culture Change in Child Welfare Practice*. Presentation at the Third Annual Meeting of States and Tribes. National Child Welfare Resource Center for Family-Centered Practice. Washington, DC. January.

Strategic Planning for Child Welfare Training Evaluation in California

Cindy Parry, *Ph.D.,* Jane Berdie, M.S.W., and Barrett Johnson, *LCSW*

Abstract

This paper provides an overview of California's progress in formulating a strategic plan for statewide training evaluation. It outlines general considerations in strategic planning in a large, de-centralized training system such as California, and identifies decisions and progress made to date by the collaborative team charged with formulating the strategic plan.

Background Information

In 2002 the California Department of Social Services (CDSS), the California Social Work Education Center (CalSWEC), the Regional Training Academies (RTAs), the Inter-University Consortium in Los Angeles (IUC), and county representatives formed the Macro Evaluation Team to develop and implement a multiyear, comprehensive plan for training evaluation in child welfare. The primary purpose was to assess the degree to which training across the state is effective in preparing direct service child welfare services staff for their work.

During 2003, the federal Child and Family Services Review (CFSR) was conducted in California, and this impacted this strategic planning effort. Work from the Macro Evaluation Team was included in California's Program Improvement Plan (PIP), and additional work was planned as a result of the CFSR/PIP process. Specifically, the California PIP identified two related tasks/ action steps:

- In consultation with CalSWEC, CDSS will develop a common framework for assessing the effectiveness of

training that is aligned with the federal outcomes (CDSS, p.220)

- CalSWEC and the RTAs will utilize the results of the evaluation of the models of mentoring to develop a mentoring component which will be included in the supervisory common core curriculum (CDSS, p.222)

Building a Strategic Plan

At the beginning of the strategic planning process, general considerations for the strategic plan were reviewed and discussed by the Macro Evaluation Team.

General Considerations in Strategic Planning

Purpose

One of the first planning decisions is what purpose(s) training evaluation is intended to serve; what kind of information is needed by stakeholders? For example, does the agency (or agencies) want to use evaluation data to improve the training through feedback about trainee learning and transfer in general, or to demonstrate that individual participants have met minimum competency standards? Is there a need to demonstrate training's role in achieving agency goals or affecting client behavior? These decisions impact resource needs and drive several other decisions, including: the levels of evaluation specified by the plan; recommended confidentiality and reporting procedures; and prioritization and timeframes for the evaluations. It is important before beginning to specify what will be evaluated, at what level and when, to be sure that all stakeholder groups have input to the process and that clarity is achieved regarding training evaluation's purpose and scope.

Use and dissemination of data and results

A second key consideration is how the evaluation data will be reported and used. One must decide whether or not individual results will be shared with supervisors or administrators or only aggregate data will be shared (e.g., average results for all or a group of trainees). Evaluation tools that provide individual level data on mastery of a competency or competencies are developed differently and have different resource implications than tools that are designed to give feedback on course effectiveness. If individual data will have any potential personnel consequences, an additional level of rigor is needed to validate the evaluation measures it is based on, to ensure that they are accurate and fair reflections of

knowledge and performance. It may be desirable in a strategic plan to include some guidelines for the rigor of the evaluation design and validation of the evaluation tools that are tied to the purpose and uses of the data. It may also be desirable to include guidelines pertaining to confidentiality and information about the evaluation that is provided to trainees.

Needed Resources

Training evaluation comes with a set of resource needs such as design and analytic skills, database development capacity, and hardware and software needs. It also typically involves new roles for trainers, MIS, and clerical staff. The costs associated with these resource needs vary with need for infrastructure development, the outcomes you want to measure, complexity of the evaluation design, the number of training participants or courses you want to evaluate, who conducts the training evaluation, and existing resources and capacities. Since resources are always limited, a central feature of any strategic plan is a system for prioritizing evaluation activities. In choosing and prioritizing courses or competencies for evaluation several factors should be considered (Parry and Berdie, 1999). These include:

- *The purpose of the course*. Is the training course's purpose to produce changes in behavior, or in attitudes that might be expected to manifest themselves in changes in behavior? Training aimed at producing work-related outcomes (for example, new technical skills or implementation of new policies) is generally a higher priority for evaluation than training being used as a "perk," or as an organizational rite of passage.
- *Cost of the evaluation.* It is important to know what time, money, and expertise will be required for an evaluation, and what resources are available. For example, routinely collected administrative data may help reduce costs of collecting agency- or client-level outcome data.
- *Centrality of the subject matter to competent job performance.* For example, core training might be viewed as critical, particularly if new workers continue to enter the system with widely varying educational and experiential backgrounds.
- *Consequences of a poorly developed and delivered training*. An additional consideration might be the consequences attached to less than competent trainee

performance. These consequences may be to clients. For example, it might be critical to establish worker competency in the area of risk and safety assessment for children. Consequences may also be financial. For example, Webster and Finney (1990) point out failure to do formative evaluation throughout curriculum development is especially risky in Computer-Based Training, since revisions to content are very costly after the initial programming is done.

- *Number of trainees reached.* Training which involves large numbers of trainees and is offered several times a year generally is a higher priority for evaluation than training that is offered to only a few trainees.
- *Length of course.* Courses may be prioritized for higher level evaluation based on the amount of time available for conducting an evaluation. For example, a half-day course might best be evaluated only with a satisfaction survey. A more time consuming knowledge or skills examination might take too much time from the training day.
- *Legal mandates, public and political pressures.* It may be necessary to show the effectiveness of particular training courses in response to lawsuits, settlement agreements or legislative and public concerns. Evaluations conducted for these reasons typically are a high priority and also require more costly and sophisticated outcome level designs.
- *Agency goals.* Connection of training evaluation to larger evaluation efforts/agency goals, and building administrative support by demonstrating the value of training may require consideration of training evaluation at higher levels. In these cases it will likely be necessary to establish, at a minimum, that trainees' knowledge and skills have increased following training, and it may be necessary to demonstrate impact on agency goals, client outcomes, or community goals.

Priorities and Revision

Finally, timelines for the plan should be discussed and agreed upon. These decisions include how long a time period the plan will cover, timelines for phasing in each component, and a schedule for revisiting and updating the plan in response to emerging priorities.

Strategic Planning in California

Using the general framework outlined above, the Macro Evaluation Team began formulating a strategic plan specific to California.

Purposes

As noted above the overarching purpose of a strategic planning process for training evaluation is to establish a plan for what will be evaluated, at what levels, and when, and how the information will be used. During the initial discussion, however, a number of additional purposes were identified that a strategic plan for training evaluation in California might serve. These purposes have been grouped below under five major themes listed below.

The group envisioned a strategic plan as providing a vehicle for:

- *Increased effectiveness and consistency in the provision of training.* A consistent approach to evaluation of training statewide will increase the ability of all training entities to provide the most effective training, thus improving client outcomes. Standards may also be developed that are consistent with the most effective methods.
- *Increased knowledge for stakeholders.* In California, as in other states, state and county administrators often consider training as the solution to many program problems that it cannot impact. Education for County Directors and others regarding training limitations would help to clarify what training can impact and what it cannot.
- *Increased integration of training evaluation with agency, state and federal priorities.* A plan for statewide training evaluation would offer a structured response to the CFSR/PIP process, and could form a basis for evaluating training for future initiatives and reform efforts.
- *Increased cooperation and resource sharing.* Consistent use of a statewide approach to training evaluation would allow curricula to be developed in similar formats, with evaluation integrated within it. This would allow for increased sharing of curricula and evaluation data.
- *Clarification of roles and responsibilities.* A strategic plan for evaluation of training will help to clarify the roles of the counties, CalSWEC, the universities, CDSS, and the RTAs/IUC.

Concerns

In the discussion the group also voiced a number of concerns to be kept in mind throughout the development of the plan. They identified that the strategic plan must be realistic and that implementation should be incremental. The plan should provide useful feedback to all major stakeholders in a timely way so that momentum is not lost. The group also felt that the plan should be integrated with other statewide initiatives and priorities for child welfare, but remain responsive to changing priorities and needs throughout the system. There was concern that the plan should balance a need for consistency statewide with county needs and strive to remain responsive to both. Finally, there was discussion of the role that training can be expected to play in bringing about organizational and systems change and concern that the plan clearly reflects that training is not a panacea for solving all organizational problems.

Goals

The Macro Evaluation Team identified six long term goals for the strategic plan that follow from the purposes for the plan envisioned in the earlier discussion:

Goal One: Establish a "chain of evidence"

The group agreed that in laying out what competencies/courses would be evaluated and at what levels, the plan should be designed to build a *chain of evidence* to support training's effectiveness. The chain of evidence would support linking training to outcomes such as retention and could provide a foundation for calculating return on investment (ROI). There was agreement that all participants (RTAs/IUC, counties and CalSWEC) would commit to utilizing the approach of building the chain of evidence, however, there was also recognition that not all counties or RTAs would necessarily have the need or the resources to pursue the chain of evidence all the way to evaluations of client outcomes or ROI.

The Chain of Evidence

The chain of evidence refers to establishing a linkage between training and desired outcomes for the participant, the agency, and the client such that a reasonable person would agree that training played a part in producing the desired outcome. In child welfare training it is often impossible to do the types of studies that would establish a direct cause and effect relationship between training

and a change in the learner's behavior or a change in client behavior, since these studies would involve random assignment. In many cases, ethical concerns would prevent withholding or delaying training (or even a new version of training) from a control group.

To definitively say that training was responsible for an outcome, one would need to compare two groups of practitioners where the only differences between groups was that one received training and one did not. Random assignment to a training group and a control group is the only recognized way to fully control for all other possible ways trainees could differ training that might explain the outcome. For example, in a study designed to see if an improved basic "core" training reduces turnover, many factors in addition to training could affect the outcome. Pay scale in the county, relationships with supervisors and co-workers, a traumatic outcome on a case or any of a host of personal factors might impact the effectiveness of new trainees. With random assignment, these factors (and any others we didn't anticipate) are assumed to be controlled, since they would not be expected to occur more often in one group than the other.

Other types of quasi-experimental designs are possible and much more common in applied human services settings. These designs try to match participants on relevant factors besides training or identify a naturally occurring comparison group as similar as possible to the training group. For example, in the turnover study outlined above, we might take several different measures to control for outside factors. We might match participants by pay scale , or we might attempt to control for the supervisory relationship by having trainees fill out a questionnaire on their supervisor and matching those with like scores. It is almost impossible, however, to anticipate and control for all the possibilities and to match the groups on all of the relevant factors. When we are faced with a situation where quasi-experimental designs are the best alternative, it strengthens our argument that training plays a part in producing positive outcomes if we can show a progression of changes from training through transfer and outcomes for the agency and client. In building a chain of evidence for this example we might start with theory, pre-existing data (e.g. from exit interviews) and common sense that suggests that having more skill and feeling more confident and effective in doing

casework increases a worker's desire to stay on the job. If we can then establish that caseworkers saw the training as relevant to their work, learned new knowledge and skills on the job, used these skills on the job, and had a greater sense of self-efficacy after training, we have begun to make a logical case that training played a part in reducing turnover. From that point quasi-experimental designs can be used to complete the linkage. For example, level of skill and efficacy could be one of the predictors in a larger study of what reduces turnover, with the idea that more skilled people will be less likely to leave (other factors being equal).

Goal Two: Identify common outcomes

A related goal is to identify common outcomes for training participants that the members of the group would agree were high priorities for evaluation for all stakeholders, and to focus efforts to build the chain of evidence around these priorities. Since course offerings vary throughout the state, it is likely that these common priorities will be identified in the form of competency statements to be addressed rather than specific courses or modules.

Goal Three: Integrate federal review findings with training evaluation

In setting priorities for evaluation and determining at what level to evaluate, the group felt that it is also important that the strategic plan be designed to enable the state to respond to findings of the federal reviews now being conducted (Child and Family Service Reviews, IV-E and AFCARS).

Goal Four: Provide an evaluation of the current infrastructure

Another major goal for the planning process is to identify existing infrastructure that would support evaluation of training as well as gaps that would need to be filled. An example of an infrastructure consideration is whether or not a county or RTA has a computerized system for tracking who attends what training. The group felt that it would be necessary to survey the various localities providing training to determine resource availability.

Goal Five: Provide a basis for obtaining statistics regarding delivery and utilization of training

The group discussed the dilemma faced by the state in responding to outside enquiries and reviews when no common

database exits for tracking numbers of people trained and on what topics. Participants agreed on the need for a goal of implementing a common structure for collecting data for basic statistics (one that can be easily utilized). However, a number of practical problems and barriers were mentioned that will need to be explored in implementing this goal.

Goal Six: Develop a system for sharing resources— "evaluation central"

It became clear in the discussion that counties and RTAs vary with respect to their infrastructure needs and resources, and that there is no need for training evaluation to constantly "re-invent the wheel." Participants suggested that the strategic planning process could provide a vehicle for identifying ways in which resources could be shared and technical assistance provided. For example, an item bank of multiple choice test questions would be developed and validated for a specific group of core competencies that the counties and RTAs could pull from to develop tests tailored to their curricula. Another example would be if one entity had expertise to help the others in highly specialized areas, e.g., involving design, test construction or data analysis.

Progress in California's Strategic Plan

Multiple Levels of Evaluation

The team began by developing a common understanding of levels of evaluation, and design issues at each level of evaluation. The levels of evaluation currently being conducted by RTAs and counties were assessed and discussed, and work was begun on several levels simultaneously.

Knowledge

The team decided to support the development of a knowledge level evaluation. Consultant Anita Barbee and her colleagues developed a bank of items which were reviewed extensively by RTAs, several counties, and CalSWEC. The team decided to focus on items that are relevant to five areas: child maltreatment, risk assessment, human development, case planning/case management, and placement. The team and consultants have made many revisions over the course of this year. Additional items were contributed by the IUC and the states of North Carolina and Colorado and these too are being reviewed and revised. A secure process is being developed by which counties and RTAs will be able to access the item bank and select relevant items, allowing

them to develop unique tests for their training modules. Tests will be scored by CalSWEC. County and RTA-specific data will be returned only to the those counties/RTAs. Only statewide data will be available to CDSS. Software for item banking and item analysis will be purchased by CalSWEC.

In order to support item development, CalSWEC and its consultants conducted technical assistance workshops on item writing, test construction and item analysis. These workshops have covered topics such as how to select items to maximize content validity, how many items to include for a reliable test, and item writing do's and don'ts to help participants both write and review potential item bank items.

Transfer/Mentoring Evaluation

A second priority area identified by the team was to provide assistance to RTAs and counties related to specific needs and interests. It was recognized that not all participants would be have the need or resources to move to more advanced levels of evaluation of training at the same time. The group desired to support evaluation at higher levels without requiring it of all participants.

Evaluation of mentoring programs for new workers was one area of interest. Representatives from the mentoring programs in the Northern and Central training Academies have participated in developing an evaluation design in two phases. In the first phase, begun September 2003, change in worker feelings of efficacy with relation to case skills, supervisors' ratings of worker's case skills, and worker-supervisor relationships are being measured for Core training cohorts exposed to the mentoring models and the comparison group. Research in Texas (Baumann, Kern, McFadden and Law, 1997b) has pointed to the importance of feeling that one has strong case skills in mitigating job stress, turnover, and burnout, and also to the importance of a supportive relationship with a supervisor in developing these feeling of efficacy. Another purpose of the first phase is to gather qualitative and quantitative feedback on the characteristics of an effective mentoring program. The Southern and Central Academies have agreed to collect comparison group data for phase 1. In phase 2, the Academies are interested in collecting data on the mentors' effect on the transfer of learning in a specific skill area, such as case planning. At this time, the feasibility of a common skill based evaluation across the Northern and Central Academies is being explored.

Building on Multiple Levels of Evaluation over Time

The team has begun development of a framework for a strategic plan for evaluation. One approach that has been discussed is to build the plan on the five core priority areas identified in the initial meetings. The group decided to begin with case planning/case management. An example has been developed to illustrate what the evaluation of case planning might look like at varied levels of evaluation and what resources and agreements are needed to implement these evaluations. This example will serve as a working document for the team to respond to, as well as a guide for consideration of the other priority areas.

Implications of Training Evaluation

Curriculum Implications

For evaluation of training to produce *statewide* findings, there need to be some significantly broad areas of commonality among the training entities. In California, the RTAs, the IUC, and some large county training programs have all developed content independently. CalSWEC created a comprehensive curriculum based on all of the curricula in use in the state, but this is more of a resource than a widely used curriculum. There are also no common competencies for line worker core curriculum that are used statewide.

Evaluation of knowledge, however, requires some degree of common content—in order to ensure that the same information is being used for a given topic. The PIP calls for a common core curriculum, which should aid in the evaluation efforts by specifying standard competencies for all core training, and by specifying the content (i.e. the information presented) in the areas of training that will be evaluated using the item bank.

Bank of Knowledge Items

Development of a large knowledge item bank provides an opportunity for each training entity (RTA or county) to select items that are relevant to their content. In order to produce statewide results as well as to assess item reliability, knowledge items will need to be incorporated into tests by at least several training entities. Items that are most commonly selected would help to determine what content was most commonly presented. Another method would be to develop common expectations of content and focus item development on these content specifics.

*Skill/Application of Knowledge Ev*aluation

Evaluation of skill across training entities (statewide or some subset of statewide) requires not only commonality of content but also a common training methods. For skill to be evaluated (whether in the classroom or in the field), trainees must have sufficient opportunity to 1) observe and analyze the skill being used properly, and 2) practice and receive feedback. Moreover, because skills evaluation is most meaningfully embedded in an exercise, practice experience need to be structured in such a way as to provide a common basis of experience leading to the evaluation component. Skill training takes time and evaluation should focus only on the most critical skills in order to use classroom time for skill training judiciously. Again, as part of the PIP, California has chosen one area of skill, identifying child injury/maltreatment, as the area where skill-level evaluation will be standardized.

Culture of Training/Cultural Implications

Training evaluation is currently not part of many child welfare training cultures, except at the level of providing feedback about satisfaction and opinion. Trainers generally do not expect organized classroom time to include embedded evaluation, much less to play major roles in conducting evaluation activities. Most are not trained for this. Trainees do not expect to participate in evaluation and many worry about personnel implications. Agencies may not be ready to participate in evaluation, to support the time it takes for workers' supervisors to be involved in evaluation, or to use evaluative data usefully. Agencies may expect to receive worker-specific evaluation data that the evaluation is not designed to produce. The culture of evaluation needs to developed. A culture shift is needed for training evaluation to be successful.

Resource Issues

Subject Matter Expert (SME) Time

Training evaluation requires significant input of SMEs (i.e., trainers, curriculum writers, caseworkers, and supervisors). An example is the extent of review needed on knowledge items. The same will be needed for skill evaluation designs, e.g., development of "anchors" for scaling—for example, what constitutes an acceptable level of skill demonstration in writing a goal and related objectives in a case plan.

Evaluation Consultation

To date, consultation has been used to support the Team's work in the following areas: facilitate team decision making;

educate training providers about evaluation; develop a knowledge item bank; develop the process for data analysis, management and reporting; select item banking and item analyses software; and develop a mentoring evaluation design. If decisions are made to move forward with evaluation efforts at the skill, transfer or other higher levels, there will be continued need for expertise in evaluation design, development of reliable and valid measures, and analysis of outcome data.

Software

Software needs to be selected/purchased for 1) item banking and 2) analysis. Item banking software costs begin at about $1000 and can go as high as $6000. Analysis software such as SPSS starts at about $600 for a one user, academic price, but is likely to be available already in university settings.

Training for Trainers

Trainers need to be trained and supported in understanding and participating in training evaluation.

Database Management and Data Analyses

CalSWEC staff time is needed to maintain databases and monitor data collection, as well as for scoring and analysis of training data. While consultants will help with initial stages of these processes, it makes sense for the ongoing work to be conducted by staff.

Conclusion

Strategic planning for any project within California's county-administered child welfare system is a complex undertaking. This is particularly true in the case of training evaluation, since multiple entities conduct training and have developed different curricula to meet regional needs. The CFSR/PIP process also complicates the task, by changing the context of the planning efforts while they were under development. To deal with these issues, CDSS, CalSWEC and the RTAs/IUC are planning for a system that will maximize flexibility for counties and university-based training entities, while still providing meaningful feedback on the effectiveness of training at several levels. Work that was begun as part of the Macro Evaluation Team was also integrated into the PIP.

Several strategies were employed to address these complexities. Decisions about the purposes and goals of training were established early on in the process, in order to focus the work. In addition, work was begun on several different levels at once, so

that benefits could be seen throughout the planning process. For example, several entities began work on evaluation of transfer, even while the bank of items to test knowledge acquisition was under development. Potential resources needs were also outlined as the planning moved forward.

References

Parry, C & Berdie, J. (1999). *Training Evaluation in the Human Services*. Washington, D.C.: American Public Human Services Association.

Baumann, D.,, Kern, H.., McFadden, T., & Law, J. R. (1997b). Individual and organizational factors in burnout and turnover: A decision-making ecology approach. In D. Bauman & H. Kern (Eds.), *Worker improvements to the Structured Decision and Outcome Model*. Austin, TX: Texas Department of Protective and Regulatory Services

Webster, S. and Finney, J. (1990). Formative Evaluation and interactive training development. Bulletin of the American Society for Information Science, August-September, 19-21.

Discussion: Introduction to Symposium: Building a Chain of Evidence

Thursday, May 22, 2003, 9:00–9:30 a.m.
Barrett Johnson, *LCSW,* and Cindy Parry, *Ph.D., Presenters*

Barrett Johnson and Cindy Parry presented the AHA's and Kirkpatrick's Levels of Training Evaluation, leading into discussion regarding the importance of building a chain of evidence within child welfare training evaluation.

Topics of Discussion

I. Chain of Evidence:

- The symposium should focus on the issues within different levels and how to make linkages across the levels, which results in a stronger assessment of outcomes. As evaluators we want to be able to point to all the factors that contribute to outcomes, not just training. The model presented justifies that training cannot fix all the problems within the child welfare system.
- When talking about a chain of evidence evaluators need to start by knowing who has been trained and who hasn't. The state of California does not keep track of this information.
- Cindy Parry and Jane Berdie have been developing a strategic plan for statewide training evaluation in California, trying to tie levels of evaluation to levels of learning.
- A child death in Oregon led to training materials being examined in court through the discovery process, implicating the connection between what was trained and what was actually done. This example highlights that the further you get away from training the more unstable the connection is between training and what happens in the community. Maybe the model should be flipped upside down with the large funnel at the top to illustrate that the

further away from training you get, the more tenuous the connection between training and work performance.

II. Methodological Issues/Examples:

- Five years from now the space on the chart should be narrower because training evaluators should overcome the intervening variables as much as possible within the confines of methodological limits. Training evaluators have used the excuse "we can't control everything" as a way of not even try to control for intervening variables. This chart is a wakeup call to training evaluators.
- In Kentucky evaluators tried to carefully choose control groups; however, they also tried to measure everything they could to compensate for the lack of true control groups. Regression analysis was used to show what variables impact and what variables intervene with outcomes. This process helped Kentucky in the CFSR by having data available that showed outcomes are not just a training issue. This is one way to work with intervening variables, by explaining the broadness of the base. This kind of data can show that training impacts certain areas; however, so does supervision and the workforce, etc. Training cannot make someone have good values quickly and it can't make someone have common sense—these are critical thinking skills that are really an education, pre-training and selection issue.
- The state of North Carolina developed a strategic evaluation training plan approximately four years ago. North Carolina modeled their evaluation plan after similar diagrams. They recently wrote an article about their plan, which is coming out in the second issue of the NSDTA journal, and would appreciate feedback from attendees regarding revisions and ideas.

Discussion: Level 1

Thursday, May 22, 2003, 9:30–10:50 a.m.
Elizabeth Lindsey, *Ph.D.,* Fasih Ahmed, *Ph.D., &*
Shannon Lawrence, *M.A., Presenters*

Elizabeth Lindsey and Fasih Ahmed presented evaluation projects incorporating Level 1 training evaluation, while Shannon Lawrence facilitated discussion regarding Level 1 training evaluation issues. The discussion centered around providing feedback on basic assumptions made when using satisfaction data, how to create a concrete context to gauge reaction and satisfaction and whether or not satisfaction is a necessary condition for learning.

Topics of Discussion

I. Pro's of Satisfaction Surveys:

- Collecting satisfaction information from trainees can help training evaluators monitor trainer behavior and skill, as most agencies have no resources for monitoring trainers and training sessions. Some training evaluators have developed very targeted questions that get to issues that trainees are qualified to answer, with less speculation about the quality of the curriculum, such as if the trainer was disorganized or was not open to discussion. This satisfaction information can be used to change curriculum and address issues with the trainer.
- An article written by John E. Jones, reprinted off the internet from the *Training Development Journal* in December of 1990, called "Don't Smile About Smile Sheets," lists 26 things wrong with reaction instruments. The list includes issues such as ratings don't correlate with transfer of learning, ratings are sensitive to mood; trainees feel reprisal and trainees don't complete surveys. However,

the author states satisfaction information is still useful, but with the knowledge that the data is approximate.

- Satisfaction surveys are necessary because they pick up all kinds of information from trainees about trainers and their adherence to training curriculum.
- Satisfaction surveys don't correlate with anything useful when you put them together with knowledge scores and skill performance; however, they do correlate nicely with confidence ratings. If you ask people how confident they feel that they know the information and link this information with workers actual knowledge and performance skills you have a conversation piece for the supervisor and worker, as people with low knowledge and skills and high confidence can be dangerous in the field. Evaluators can ask these questions right after the training and before any other evaluation tools are used.
- There is an internal satisfaction criteria that participants take back with them into the field. Often the informal reports regarding training can effect participation. Satisfaction ratings helps us understand the issues we need to address that can make the training better, making the training "recommendable" by trainees to other employees. Level 1 evaluation is important as a failsafe because it produces data that states the training is worth it on a personal level, backed by trainee word of mouth.

II. Con's of Satisfaction Surveys:

- Satisfaction is not at the heart of what is useful in training evaluation. Course evaluations are awful because they all focus on being a good entertainer and not on what the trainees have learned. Trainees' learning is a more important and useful measure in training evaluation rather than their satisfaction with the training.
- The participants have enormous amounts of power when rating satisfaction of training with no accountability on the participant's part for their learning. Satisfaction is important if you assume that if trainees are satisfied they are more likely to learn and apply the knowledge to their job. However, past attempts to code satisfaction tests and link them to knowledge tests have failed due to limited

variability in responses because trainees consistently rate satisfaction high.

III. Strategies for Level 1 Evaluations:

- Changing the questionnaire responses to more extreme answers may help break away from the trend of overwhelmingly positive responses, resulting in more useable statistics.
- Switched to asking open-ended questions. Tell me 3 things you learned, 3 things you liked and 3 things you would change. This leads to more useful information; however, does this approach help build a chain of evidence?
- Kentucky has moved away from asking about the quality of the trainers; we use experts and peer ratings and CQI process to try to improve the training within itself and adult learning and checking on the adherence to curriculum. We have found that satisfaction does predict value shifts. One of the things we do is try to get social workers to shift values around substance abusers and poor people, etc. If you think it is important, you are more likely to learn it and transfer it. Utility of the information to actual transfer. Something about the cognitions of thinking something is important that actually changes behavior. Defending the activity of caring what people think. Need to be able to show that liking the training changes values, and that utility changes transfer, and that expert ratings of competence of trainers does change how we train so that we are doing it in a more competent way every time.
- In Texas we get over 8,000 sat surveys every year. We use this information to say there was not a particular problem within training. Use it as a failsafe, when something has gone wrong we can pick it up and make changes.
  When we want to know that training has worked we use other evaluations.
- Other systems have addressed satisfaction through focus groups—worker feels they have a say on what is happening. Trying to link is satisfaction related to what you are doing on your job, randomly selecting people to be part of the focus groups several months after the training.
- When we talked to trainers about the satisfaction surveys, however, they brought up with issue that some trainings are

offered to mixed groups, with new workers and more experienced workers in the same training. We assigned numbers to participants going through the training, including demographic data, to be able to link answers and describe the sample.

- Asked about satisfaction in the trainer's ability to train in a culturally competent manner, the question is not refined yet; however, the information we got back about the trainer's ability to handle culturally competent content in training and how to deal with culturally sensitive issues in the training room actually is one of the most vital pieces of information we get. As a result, we have been doing statewide training for trainers on cultural competency in the format of symposiums, where we have invited professors and training coordinators and trainers to talk about how to train cultural competence and the uncomfortable things that happen in the classroom. I feel you can use the satisfaction scale to flow into the outcomes you are looking for.
- So many of us are trying to ramp training to a skill level, rather than knowledge. We should be measuring dread. Dread of anxiety regarding training and performance in training. Dimension having to do with readiness to get in there and try something in the classroom where you are not a passive learner. Should be looking at "readiness" for active learning in Level 1 evaluations.
- What do minute differences in ratings mean? One strategy is to take the learning objectives from the course and put them into the reaction instruments and ask trainees how competent they feel in each learning area. Another idea is to create a retrospective pre-test—asking trainees how competent they felt prior to the training and how competent they feel after the training, resulting in a measure of learning.

IV. Identified Issues/Questions for Further Study

- Too much satisfaction leads to complacency. There is a tension between too much satisfaction and a drop off in motivation. Thinking of training in terms of teaching and learning activities leads to a whole century of literature on these topics.

- Asking questions such as "I was eager to come to the training" and "I'm glad I came to this training" can result in finding out whether trainees state they were not eager to come to the training but were glad they did, which is indicative of good training.
- Training in social welfare tends to be required/mandated and does not fall into the model of life-long learning—learners who have chosen to be there. Are there any ways we can recreate the training system to create lifelong learners in social welfare?
- Kirkpatrick model is linear and limited; need other models that bring in organizational dynamics and take into account several variables. Ganya has a skill-oriented model that measure whether trainees have chosen to use the skill they have been taught.
- Is there a relationship between satisfaction and educational attainment? So far this link has not been made in the data.
- Georgia completed a retention study of child welfare workers with 450 focus groups and 1,500 in surveys. Findings indicated workers with BSWs and MSWs were less satisfied with the their jobs and the relevance of training and also had lower work moral.
- A mentoring program with new line workers found that when mentors work with new social workers prior to training and start asking them what they think they know and how it applies, the new workers are much more likely to admit what they don't know. Trainers have given feedback that the mentored trainees are ready to learn because they know what they don't know and how the new knowledge will apply to their job.
- What does it mean to new workers when they first experience training? What does it mean to be satisfied and does this literature exist in social work training?
- Is making meaning of the training experience part of the trainer's role or is this the social worker's job?
- Investigating performance and performance interventions may lead to finding out which variables effect satisfaction.

- Interventions addressing variables that affect performance, such as low self-esteem, high caseloads, low pay, difficult clients and low esteem in the profession, may positively affect performance and satisfaction. Would people be more satisfied with having higher pay, more training or lower caseloads?

Discussion: Level 2

Thursday, May 22, 2003, 11:05 a.m.–2:30 p.m.
Barrett Johnson, *M.S.W., LCSW,* Cindy Parry, *Ph.D.,* &
Anita Barbee, *Ph.D., Presenters*

Barrett Johnson, Cindy Parry, and Anita Barbee presented evaluation projects and facilitated discussion regarding Level 2 training evaluation. The discussion focused on the development of an item bank for use in California, including issues such as the process used in developing the items and ethical issues to consider in using the item-bank. The discussion also covered issues regarding the Kirkpatrick model, knowledge testing and the workforce.

Topics of Discussion

I. Item Bank Issues:

- The first task in the development of the item bank is to validate the items. The item-bank will serve as a resource to the Regional Training Academies in California. Everyone can access it on the CalSWEC website, similar to the Standardized Core Training, and select items to create tests. The items will be kept secure on the website.
- Current work includes creating a bank of valid items across 5 content areas. Items will be coded to areas, such as Human Development. In order to simplify the process packets are being sent to county/RTA point people asking each representative to create a test and send back the completed items. After this process is completed an item analysis will be performed. The next step is to develop a group of items that the evaluation liaisons from the RTAs and counties can construct a test from. Comparisons between counties or RTAs will not be made because everyone's test will be different. RTAs and counties will only be given back aggregate data.

- The general rule of thumb for determining how many items you need for a particular analysis is 10 test items per competency; however, the number of items also depends on the quality of the items, the seriousness of the decision, and the breadth of the competency.
- For a number of workers English is not their first language. When developing items special attention needs to be given to culturally biased questions. Demographic data will be gathered, using unique identifier codes, to determine if there is cultural bias within any of the items.
- Having parents or consumers involved in the development of knowledge tests speaks to the larger curriculum and competency development process. If you are going to talk about outcomes, you should talk to the people they effect. In some countries, such as England, consumers are hired to validate the curriculum, contribute, and teach.
- Software: The three major testing software companies are LXR, Fast Test Pro, and Examiner. LXR will send you a customized demo (lxr.com). A limitation to Fast Test Pro is that it does not yet include paper and pencil tests. The software needs to grow with the project, something that can start with pencil and paper tests and grow into web-based testing. All of the programs will randomly order questions, place distracters and generate tests. Most programs will produce a file allowing you to do your own item analysis. More advanced functions include computer adaptive testing.

II. Ethical Issues:

- Work on developing the Code of Ethics for Training and Development Professionals addresses the issue of using test results and sharing information with supervisors. The Code of Ethics addresses questions regarding the degree of reliability and validity of the test in assessing "competency areas" and how the supervisor and organization can utilize information. Users and test takers need to have informed consent regarding utilization of tests.
- APA has set explicit details and standards regarding the use of knowledge tests in low and high stakes utilization of item-banks and tests.

- Nobody has tied child welfare curriculum to the job, which is one reason items could not and should not be used for personnel decisions. CalSWEC needs to make clear the tests are developed for the uses that CalSWEC endorses, making a strong statement about appropriate and inappropriate usages of the item-bank. This statement should be listed on the test report that is returned to the training academies.
- The item-bank constructed test will report individual scores to workers and supervisors to be used for professional development, however with the caveat that pass/fail data will not be provided and scores cannot be used for personnel reasons. Supervisors and trainees will be given the average individual score, average class score and the norm.
- Much discussion is given to the use of knowledge tests to provide diagnostic feedback to trainees, however to provide feedback in a given area the test should broadly cover each topic. If workers are told they are weak in one area the analysis should be based on several items, not just one wrong answer. However, tests that broadly cover each topic area are timely.
- Why do high stakes testing at the pre-service point? In using high stakes knowledge testing evaluators can prevent people who should not be working with families from getting into the field, essentially providing a service to agencies and the families they serve.
- Texas developed a similar item-bank and exams for workers and supervisors. The tests provided good diagnostic data to understand how the curriculum was administered and how a trainee is doing in a given area. The information was used as part of a package of assessment, but never in a high stakes situation

III. Evaluation Model Issues/Questions:

- When focusing on knowledge exams within building the chain of evidence and making decisions about the scope of knowledge taught to trainees thought should be given to the key skills workers need to perform on the job, such as case planning, interviewing, documentation and relationship

skills. These skills should help drive decision-making about the knowledge components taught in training.

- There is a flaw in the model because it goes from knowledge to awareness, then transfer of learning; however, skill building needs to be integrated into the classroom learning and on-the-job training. In discussion skill building folds into transfer of learning, but in reality it need to come in between knowledge and transfer of learning.

IV. Knowledge Testing:

- In using knowledge tests, are we trying to decide if the curriculum is any good or are we trying to decide if a worker has the knowledge they need to do a job? If it is the latter, are we saying that every single skill/knowledge that a worker needs comes from a particular curriculum? Can you not have items that may not come from a curriculum but are important to the job? We have not been clear about the distinction between testing what the curriculum teaches and testing what a worker needs to know.
- Why are we doing knowledge testing? The knowledge-based portion of training is a learning tool, what you learn becomes part of your declarative knowledge used to access the skills. By building the declarative knowledge base, workers will be better prepared to access the skills they need later on.
- Some states have started giving knowledge tests with a passing grade imposed for caseworker pre-service training. When a passing grade was imposed post-test average scores jumped from the mid-60's to the 80's. After trainees knew they had to pass the test to retain their jobs they started study and review groups, completed homework, and took the training much more seriously.
- Texas has a 2-year Supervisor Core program where upon completion supervisors are certified. Supervisors cannot get promoted if they do not become certified and they have to pass a test to get certified.

V. Workforce Issues:

- Without cultural changes in the agency new workers face a lot of challenges in implementing best practices. However, if you wait for the culture to change from the inside it is not going to happen. The culture will get better as people age out and retire.
- Oklahoma has had a Training Academy since 1989 and they still give a disclaimer that best practices are what is being taught, even if it is not implemented in the field. The trainees are challenged to go against the grain and reinforce best practices in the work place.
- The expectation is that the workers are professionals; however, in the state of Georgia 10% of the workers have a degree in social work. In the urgency to fill jobs Georgia keeps hiring people outside of their field of study, putting the burden on training to develop skills that people may not have the propensity for.
- CalSWEC did a Pilot of the Standardized Core Curriculum in the Central Valley, Northern Region, and the Bay Area. The Bay Area had all MSW people, with three quarters who had graduated from the specialized IV-E MSW program. When it came to satisfaction, the IV-E MSW workers were less satisfied. Northern and Central had no MSW workers, which is why training curriculum needs to vary from region to region.

V. Identified Issues/Questions for Further Study:

- Questions yet to be answered: What is the proper role of knowledge tests and when do you use a knowledge test? How much does the need to develop content and standardization drive the way the curriculum is structured? How much flexibility can you have before you start to compromise the overall meaning? To what extent can you use a knowledge test to shed light on problems with the curriculum? Is evaluation shaping what is done and how much should it? Is this important enough to evaluate and if not why do we teach it?
- What is the job we expect all child welfare workers to do regardless of what county or state they are in? What do we expect people's behavior to look like and what should we

be teaching workers that lead to the outcomes of child safety, well-being and purpose? We are not really training to the skills and the knowledge that lead to these specific outcomes. The competencies are so huge and so unrelated to outcomes, leading to disagreement about what should be in training. We don't agree what a child welfare worker should be doing to get to the outcomes of safety, well-being, and purpose, making it hard to determine what to evaluate because we still struggle with the issue of what a child welfare worker has to know.

- Job analysis is one way to determine what a worker has to know; however, systemic issues should be dealt with first. Further complicating this issue is completing a job analysis for the "new" way employees should be doing their job when the "new" job doesn't even exist. This process would be very hard to do because there is no subject matter expert to consult with.
- Most modern management research states 90% of defects are caused by the system itself and 10% are caused by the individuals. Federal outcomes show that the system is not effective in eliminating defects. When will we develop a way of evaluating the system and the service delivery model that will allow us to hire and train people to do the right job?

Relationships Between CPS Trainee Characteristics and Job Performance and Retention

Michelle I. Graef, *Ph.D.,* & Megan E. Potter, *Ph.D.*
University of Nebraska—Lincoln, Center on Children, Families and the Law

In this study we examined the relationship between child protection trainee characteristics, later job performance and retention with the agency. Using a predictive validity design, we assessed a number of different variables at the time of entry into pre-service training and related these to job performance assessed at 3 and 6 months post-training. Staff retention was determined through agency employment records collected at the end of the study period and the relationship between these trainee characteristics and turnover was calculated.

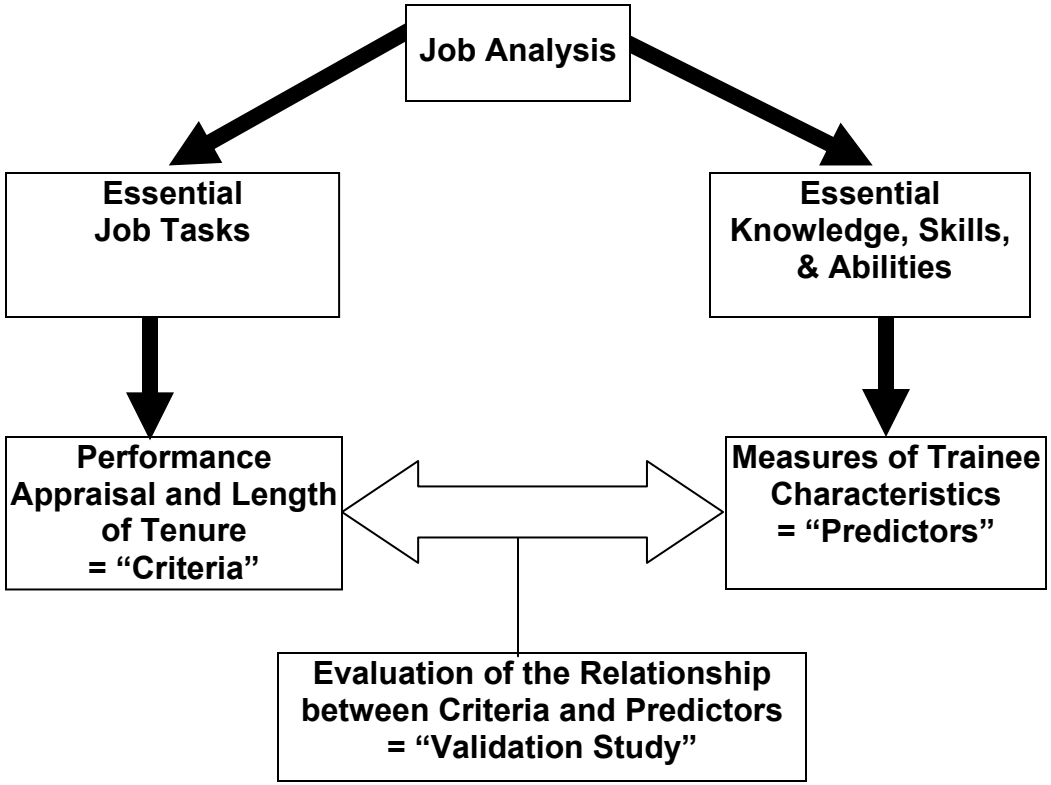
All new child protection worker trainees in Nebraska over a two-year period participated in the study (n= 209). On their first day at mandatory pre-service training (usually their first day or week on the job) we administered a number of tests, including standardized measures of: personality (5-factor model of "normal" personality), critical thinking skills, and general verbal intelligence. We also obtained trainee demographic information, including educational background.

After trainees completed the 15 week pre-service training, they were assigned a caseload. Over the next 6 months, their supervisor completed an extensive measure of the new worker's on-the-job performance, rating them on 43 job tasks clustered into 17 task dimensions and several prosocial (organizational citizenship) behaviors. Supervisors completed these ratings at two different times: at 3 months and at 6 months after completion of pre-service training. We also obtained agency records of staff retention to determine if the trainee was still employed by the agency as a CPS worker at the end of the 2 year study period, and if not, when they left.

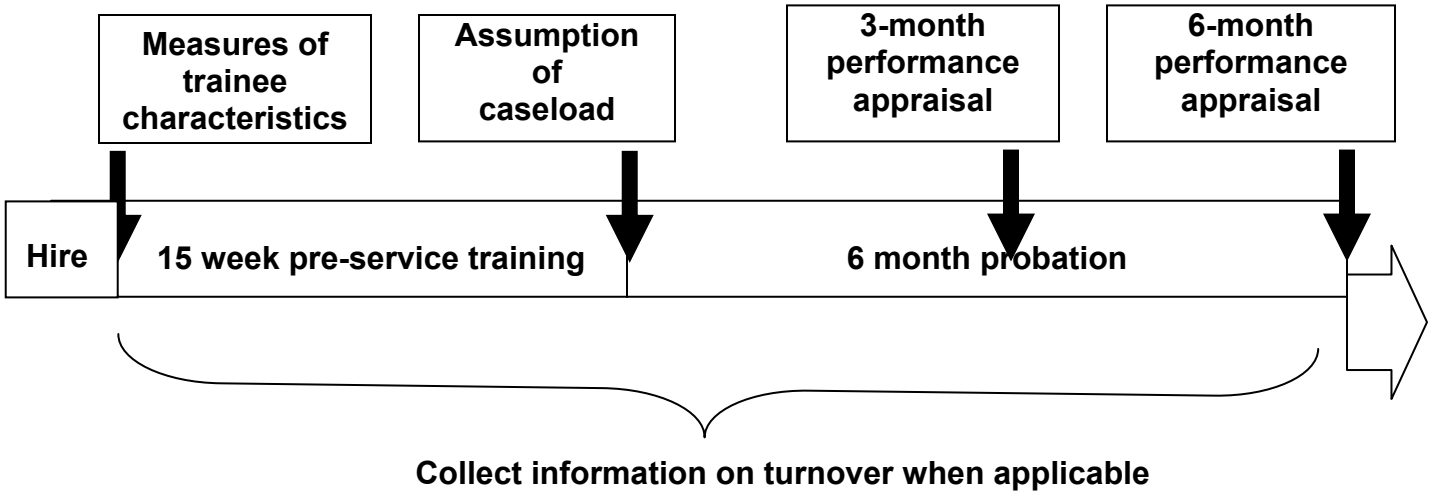
The overall finding was that dimensions of trainee personality, intelligence, and critical thinking significantly predicted specific job performance dimensions at 3 and 6 months post-training, but did not predict new worker turnover or length of tenure with the agency. Interestingly, possession of a bachelor's or master's degree in social work did not relate to future job performance or likelihood of turnover. Additional analyses are in progress using survival analysis techniques to further examine the retention issue.

- Although this was not a training evaluation study per se, it does raise a number of questions pertinent to training and training evaluation, such as: What is the relative value of "trainee readiness" as measured by personality, intelligence, thinking skills, versus the value of training in determining future job performance outcomes? Should we consider tailoring training tracks to meet the needs of different populations of trainees rather than the one-size-fits-all model that we currently use? Would this enhance transfer of training? Should we select trainees using personality, intelligence, thinking skills to ensure a meaningful return on our training investment? If so, what are the practical constraints?

Graef & Potter
Components of Research Study



Graef & Potter
Study Design



Discussion: Project Briefing

Thursday, May 22, 2003, 1:30–2:45 p.m.
Michelle Graef, *Ph.D.,* & Megan Potter, *Ph.D., Presenters*

Michelle Graef and Megan Potter, from the University of Nebraska, Lincoln Center on Children, Families and the Law, presented a Level 1 training evaluation project using satisfaction surveys. Discussion focused on methodological issues, human resource considerations and training and workplace factors.

Topics of Discussion

I. Purpose and Findings:

- The purpose of the study was to identify measures that would be valid predictors of staff performance, turnover and retention with an eye toward incorporating those measures into the new worker selection system in the state of Nebraska.
- Findings indicated there are individual characteristics within people that will produce better job performance. However, individual difference interventions do not work to improve tenure or retention. Individual differences don't lead to turnover; systems issues such as supervision are more likely to lead to turnover.

II. Methodological Issues

- There are two ways to complete this kind of predictive validation study; you can do a concurrent study where you test current employees and get a performance measure on them, which can be completed in a month or two, or you can do a longer term study where you test new employees and then wait six to ten months to see how they perform on the job. It would be interesting to test current employees to see how they stand on these measure compared to trainees.

- The publishers of the test have norms for the general population; however, there are no norms developed for child welfare workers. People within child welfare often talk about taking a "special kind of person" to work within child welfare; therefore, it would be interesting to see if their characteristics are different from the general population.
- Because supervisor's perceptions of the employee may influence ratings and their perceptions may change over time checking to see if supervisor's ratings were consistent and doing follow-up training may have caught any inconsistencies in ratings.

III. Human Resource Issues:

- Human Resources utilizes a structured behavioral interview, a training experience rating related to specific tasks on the job, as well as minimum qualifications. However, this testing can be added as another piece of the hiring process. The foundation established through the job analysis and the validation study is very defendable, inspiring total confidence in using it for the hiring process.
- Given that approximately 20% of new workers leave every year, the tests are too expensive to give to every applicant and would most likely be given to the final two or three applicants to help make the final decision. Retention issues would have to be resolved as best as possible before adding more expense to the hiring process.

IV. Training and Workplace Implications:

- Should we be tailoring training tracks to some of the personality characteristics, such as differences in intelligence, etc.? However, not giving everyone the same training creates a liability issue. Training for IV-E graduates is customized in some areas, however everyone should have the same training, regardless of education level, so training can be defended in court should that become an issue.
- Socialization becomes an issue if you separate out trainees because of what they might bring to the training; therefore, we decided to put trainees through the same program

socializing them together into what they agency was about, avoiding status issues.

- Performance anchor references looks very much like a goal attainment scale and could be used by the supervisors for contracting. However, this testing is only being used for new employees so once they are done there is no performance evaluation process. However, implementing performance evaluations is part of the Nebraska PIP.
- There are no issues with testing new employees because they are still on probation and are not unionized. New child welfare workers can be dismissed without cause within the probationary period.

Evaluating Level 3 (Transfer of Learning)

Dale Curry, *Ph.D., LSW,* and Robin Leake, *Ph.D.*

Abstract

A four-phase longitudinal training evaluation research study is described that explored both level three (transfer of learning) and level four (results) evaluation indicators. Approximately 400 child protective services social workers who attended training in 1996 participated in all phases of the study. Eleven transfer factors and an overall index of transfer potential were identified for each participant in the first two phases. The last two phases explored the relationship among the eleven transfer factors and the overall transfer potential index with staff retention. Overall transfer potential, application planning, and supervisory support emerged as important factors affecting long-term staff retention. Retention was also influenced by key demographic variables including years of child welfare experience, education level, gender, and caseload size. The results provide support for the use of training and development activities as an intervention to promote the long-term staff retention of child protective services social workers.

As training and development professionals in the human services, we have come to realize that training often does not transfer to the job. We can even think of common examples in our everyday lives that can illustrate the gap that frequently occurs between what we know and what we do. For example, a self-assessment on a scale from 1 to 5 on our knowledge and then our performance of the following three areas is likely to result in a pattern that shows that we often have the knowledge base but may not follow through with our performance: (1) stress management, (2) exercise, and (3) diet.

Some of the research that estimates that only 10-13% of what we learn gets used on the job can be discouraging to training and

development professionals, interpreted by funding agents as demonstrating poor business practice (87 to 90 cent skill-dollar loss) and viewed as potentially increasing the risk of harm or death to some of our clients due to lack of application and/or misapplication of crucial learning (Curry, 1996). The importance of assessing and improving our ability to promote transfer of learning is obvious, yet, we are still in the early stages of the development of models, tools, and techniques to evaluate transfer of learning in the human services.

Given the current state of the field, Curry (2001) recommends further development in three areas:

1. The development and use of theoretical/conceptual frameworks for understanding and assessing transfer.
2. An emphasis on both quantitative and qualitative evaluation approaches.
3. Utilization of both generic/general and training-specific transfer indicators.

While the reader is referred to Curry (2001) for discussion of the above areas, we recommend that a fourth area of needed development be included in the list:

4. Exploration of the integration and application of learning and development over time (longitudinal approach).

Developmental and longitudinal workforce models can more effectively explore the long-term effects of learning and growth on the job. This type of evaluation approach may emphasize more than one evaluation level. For example, the relationship among learning (level two), transfer of learning (level three), and staff turnover (level four) can be explored. Preliminary results from an evaluation/research project will be described later that provides an example of this type of exploration.

Developmental models of training and supervision are not new to the human services (Blair & Peake, 1995; Garfat, 2001; Sweitzer & King, 2004; Tabbi, 1990; VanderVen, 1979). In child welfare, Caplan & Curry (2001) describe key developmental transition times when training can promote career development and retention within child welfare: from student to entry-level worker, from entry level-worker to professional level, from professional level to organizational leader and from organizational leader to leader in the field.

They also describe four training programs (the Summit Developmental Training Approach) to correspond to each of these transition times. They suggest that with each of these strategic times are opportunities to influence one's professional identity and commitment to child welfare. However, only one of these four programs (Child Welfare Trainer Development Certificate Program) has been adequately evaluated (Curry & Cardina, 2004). Additional longitudinal evaluation research studies exploring changes in development over time are needed.

Following is a summary of preliminary results from a longitudinal study in Ohio that explored transfer of learning factors that influenced the staff retention of child protective services social workers (level three and four evaluation).

Preliminary Results of a Study Exploring The Influence of Transfer of Learning Factors on the Staff Retention of Child Protective Services Social Workers

A major concern of child welfare leaders is the high turnover rate of child protective services personnel. Annual turnover rates in some agencies have been reported to be more than 50%. A range of 20% to 40% is generally cited. The Child Welfare League of America, the American Public Human Services Association, and the Alliance for Children and Families describe recent personnel shortages as a national workforce crisis (Alwon & Reitz, 2001; Alliance for Children and Families, American Public Human Services Association, Child Welfare League of America, 2001; Graef & Hill, 2000; United States General Accounting Office, 2003).

Training is one of the most frequently cited interventions used to combat the turnover problem in the field of child welfare (Alliance for Children and Families, American Public Human Services Association, Child Welfare League of America, 2001; Alwon & Reitz. (2001); Burgess & Adams, 2001; Bernstein, & Oliver, 2001; Kaye & Jordan-Evans, 1999; 2000; U.S. General Accounting Office, 2003). However, the relationship between training and turnover is not clear. When staff leave child welfare positions, training has been found to influence future employment decisions. Also, those who leave child welfare but remain in human services tend to have had more positive experiences with training (Curry, 1997; Curry & Caplan, 2000). Education and training, however, may at times increase turnover of child welfare staff by providing greater opportunities to leave. Education level is

often cited as being positively associated with higher turnover rates among staff (Balfour & Neff, 1993; Glisson & Durick, 1989; Mowday, Porter, & Steers, 1982). Additional evaluation and research is necessary to better understand the relationship between training and staff retention and perhaps justify the major role that training and development activities are beginning to play in comprehensive recruitment and retention initiatives.

A previously conducted study by Curry (1996), that identified factors affecting the transfer of learning of child protective social workers, was extended to explore the effect of these factors on staff retention/turnover (linking a level three evaluation to level four). Transfer of learning factors were compared for child protective services workers in northeast Ohio who (1) left employment prior to 3 ½ years, (2) left employment between 3 ½ years and seven years, and (3) remained employed after seven years. A fourth group (those who retired) was excluded from most of the quantitative analysis due to the small sample size (n=10).

Procedure

Phase One—The Transfer Potential Questionnaire (TPQ) was administered to all child protective services worker training participants who attended training (and agreed to participate in the study) at the Northeast Ohio Regional Training Center at Summit County Children Services in Akron, Ohio. This involved 598 participants from 14 counties (96% participation rate). The 68 non-demographic items from the TPQ were factor analyzed (principal components analysis-varimax rotation) resulting in the eleven following factors that all significantly correlated with transfer of learning.

1. Trainer Adult Learning and Transfer Strategies
2. Training Relevance and Applicability to the Job
3. Supervisory Support for Training and Application
4. Top Management/Organization Support for Training and Application
5. Application Plan
6. Participant Perceived Learning
7. Participant Motivation to Attend Training
8. Participant Prior Experience with Training and Application
9. Coworker Support for Training and Application
10. Training/Organization Congruence
11. Pre-Training Preparation

In addition, a composite variable was created (the average of all 68 items) to provide an overall transfer potential (support for transfer) index. The Transfer Potential Index (TPI) positively correlated with transfer of learning three months after training ($r = .62$, $p < .001$). The reader is referred to Curry (1996) for additional information on the psychometric characteristics of the TPQ and the relationship of the eleven factors and the TPI with transfer of learning.

Phase Two—The Human Services Training Effectiveness Postcard (HSTEP), a brief mail survey questionnaire assessing transfer of learning was mailed three months after training to the 598 participants resulting in 441 returns (74% return rate). The three transfer items on the HSTEP were added to create a composite "transfer" variable. As stated previously, the TPI and all 11 factors on the TPQ were significantly associated with "transfer." The reader is referred to Curry (1996) and Curry & Chandler (1999) for a more in-depth review of the psychometric characteristics of the HSTEP.

Phase Three—In the original 1996 study, phase three consisted of an in-depth, qualitative study of a small sample of participants (19) who were categorized as being: (1) high transfer potential but low transfer, (2) high transfer potential and high transfer, (3) low transfer potential and low transfer, and (4) low transfer potential but high transfer. However, the present study did not utilize this data. Instead, the participants were categorized according to the following employment status 3 ½ years after completing the TPQ: (1) still employed, (2) left agency, (3) retired. Thirteen of the 14 agencies participated in this phase of the study. To compare differences among the groups, Oneway Analysis of Variance was conducted on all of the TPQ items, the TPI and the 11 factors with the three employment statuses. Logistic Regression Analysis was utilized to determine if transfer potential was associated with short-term staff retention. The TPI was regressed on employment status (left or still employed – those who retired were not included in the analysis). Demographic variables that may have had an influence on retention were also included. Similarly, the 11 transfer factors were also regressed on employment status in an additional analysis.

Phase Four—Seven years after training, participants were categorized again according to their employment status: (1) still employed, (2) left agency, (3) retired (twelve of 14 agencies

participated in this phase). One-way Analysis of Variance was conducted on all of the TPQ items, the TPI and 11 factors with the three groups. In addition, a comparison of those who left prior to 3 ½ years (early leavers), with those who left between 3 ½ years and seven years (later leavers), and those still employed was conducted with One-way Analysis of Variance. Similar to phase three, Logistic Regression was used to determine the influence of transfer potential and the transfer factors on long-term staff retention.

Preliminary Results, Analysis and Discussion

Of the 413 child protective services workers who participated in all phases of the study, 23% (95 workers) left prior to 3 ½ years, 28% (117) left between 3 ½ years and 7 years and 46% (191) were still employed after 7 years. Only 10 workers (2%) retired during the 7 years. See Table 1.

Table 1
Number and Percentage of Staff Who Left Before 3 ½ years, Left Between 3 ½ years and 7 Years, Still Working after 7 Years, and Retired

Employment Status	Number	Percentage
Left before 3 ½ years	95	23%
Left between 3 ½ years and 7 years	117	28.3%
Still working after 7 years	191	46.2 %
Retired	10	2.4 %

N=413

Tables 2, 3, and, 4r identify items from the TPQ that were associated with staff retention using One-way Analysis of Variance. Tables 5, 6 7, and 8 show the results of Logistic Regression analysis comparing the different employment status groups on transfer potential, the eleven transfer factors and demographic items.

Table 2
One-way Analysis of Variance of TPQ Items Differentiating Those Who Left Prior To 3 ½ Years and Those Still Working 3 ½ Years Later

Item	Left Before 3 ½ yrs	Still Working 3 ½ years later
	(Mean Value)	(Mean Value)
My coworkers will support my attempts	3.73	3.92 *
There is at least one coworker who will be supportive of my application attempts	3.76	3.97 *
The trainer encouraged the participants to learn from each other	4.15	4.33 *
Caseload size	19.57	15.13**
Years/Experience	4.27	6.63 ***
Age	30.44	35.3 ***

*p <.05; **p < .01; ***p < .001

Table 3
One-way Analysis of Variance of TPQ Items Differentiating Those Who Left Prior To 7 Years and Those Still Working 7 Years Later

Item	Left Before 7 yrs	Still Working 7 Years Later
	(Mean Value)	(Mean Value)
I will meet with my supervisor to discuss application…	3.16	3.37 *
I have already made a plan with a coworker…	2.42	2.65 *
I have a plan to implement this training	3.60	3.80 *
I will have time to review materials and make an implementation plan	3.48	3.70 *

My supervisor helped to prepare me for this workshop by discussing my learning needs	2.12	2.35 *
The trainer effectively utilized the idea catcher...	3.37	3.63 *
Caseload size	16.32	21.13 ***
Years/Experience	4.84	6.98 ***
Age	32.35	34.95 ***

*p < .05; **p < .01; ***p < .001

Table 4
One-way Analysis of Variance of TPQ Items Differentiating the Three Employment Status Groups

Item	Left Before 3 ½ Years	Left Between 3 ½ and 7 Years	Still Working after 7 Years
My supervisor is familiar with the content of training	3.57	3.31	3.46
My supervisor values staff training	4.12	3.86	4.12 *
I have a plan to implement this training	3.68	3.55	3.80 *
I will have time to review materials and make an implementation plan	3.52	3.45	3.70 *
The trainer effectively utilized the idea catcher	3.46	3.30	3.64 *

This training content is consistent with my agency's mission, philosophy and goals	4.14	3.83	4.01 *
Caseload size	15.13	17.17	21.26 **
Years/Experience	3.47	5.97	8.01 ***
Age	30.44	33.82	35.06 ***

*p < .05; **p < .01; ***p < .001

Short-term retention (left before 3 ½ years) did not appear to be influenced by overall transfer support. One-way Analysis of Variance revealed no significant differences among early leavers, later leavers or those still employed after seven years. Similarly, Logistic Regression found no significant difference between those who left prior to 3 ½ years and those still employed after 3 ½ years. Other factors were apparently more important than support for transfer of learning from formal training. However, transfer support positively affected staff retention in the long-run (7 years later). Even though univariate analysis (One-way Analysis of Variance) indicated no significant differences, inclusion of the demographic variables in Logistic Regression resulted in a significant relationship between long-term retention and transfer potential. See Tables 5 and 6.

Table 5
Logistic Regression Analysis of Transfer Potential and Short-Term Retention

Variable	B	S.E	Wald	df	Sig.	Exp(B)
Transfer Potential	.372	.328	1.286	1	.257	1.450
Caseload Size	.014	.012	1.553	1	.213	1.015
Experience	.109	.039	7.684	1	**.006**	1.115
Age	.036	.023	2.481	1	.115	1.037
Gender (1)	.683	.352	3.768	1	**.05**	1.979
Education			8.532	3	**.036**	
Education (1)	4.425	15.73	.079	1	.778	83.493
Education (2)	.998	.366	7.428	1	**.006**	2.714
Education (3)	1.237	.542	5.205	1	**.023**	3.446
Constant	-3.625	1.759	4.309	1	.038	.026

Table 6
Logistic Regression Analysis of Transfer Potential and Long-Term Retention

Variable	B	S.E.	Wald	df	Sig.	Exp(B)
Transfer Potential	.718	.284	6.42	1	**.01**	2.051
Caseload Size	.025	.010	6.41	1	**.01**	1.026
Experience	.081	.028	8.28	1	**.004**	1.084
Age	.020	.019	1.111	1	.292	1.020
Gender	.674	.331	4.140	1	**.042**	1.963
Education			9.366	3	**.025**	
Education (1)	5.13	15.73	.107	1	.744	169.786

Education (2)	.445	.399	1.728	1	.189	1.561
Education (3)	-.74	.470	2.478	1	.115	.477
Constant	-5.35	1.508	12.58	1	.000	.005

Several transfer of learning factors and demographic variables were also associated with employee retention. Length of service has repeatedly been cited in the research literature as a factor positively associated with retention (Balfour & Neff, 1993; Mowday, Porter, & Steers, 1982; Sekaran, 1984). In this study, the average number of years of experience at the time of training for those who were still working seven years later was 8. The average number of years for those who left prior to 3 ½ years was 3.47 and 5.97 for those who left between 3 ½ years and 7 years after training ($\underline{F} = 23.4$, $\underline{p} < .001$). See Tables 3 and 4. Logistic Regression Analysis also indicated that experience is significantly related to both short-term and long-term retention. See Tables 5 through 8.

Age was related to employee length of service ($\underline{r} = .63$, $\underline{p} < .001$). Average age at the time of training for those still working seven years later was 35.1. The average age for those who left prior to 3 ½ years was 30.4 and 33.8 for those who left between 3 ½ years and 7 years after training ($\underline{F} = 36.8$, $\underline{p} < .001$). However, the results from Logistic Regression Analysis were not significant for either short or long-term retention. This is probably due to its strong correlation with experience level which was significantly related to retention.

Table 7
Logistic Regression Analysis of Transfer Factors and Short-Term Retention

Variable	B	S.E.	Wald	df	Sig.	Exp(B)
Caseload Size	.015	.012	1.531	1	.216	1.015
Experience	.101	.041	5.988	1	**.014**	1.106
Age	.031	.025	1.575	1	.210	1.031
Gender	.746	.370	4.062	1	**.044**	2.109
Education			7.874	3	**.049**	
Education (1)	3.86	15.54	.062	1	.804	47.552
Education (2)	.977	.393	6.191	1	**.013**	2.656
Education (3)	1.322	.559	5.605	1	**.018**	3.753
Trainer Strategies	.120	.147	.663	1	.416	1.127
Train. Applicability	.070	.149	.219	1	.640	1.072
Supervisor Support	.070	.173	.166	1	.684	1.073
Admin/Org Support	.110	.169	.425	1	.514	1.117
Application Planning	.256	.150	2.918	1	.088	1.291
Perceived Learning	.085	.166	.260	1	.610	1.015
Pre-Motivation	.015	.138	.011	1	.915	1.015
Prior Training Ex	-.214	.153	1.961	1	.161	.808
Co-Worker Support	.266	.158	2.812	1	.094	1.304
Train./Org. Congruence	-.331	.151	4.783	1	**.029**	718
Pre Train. Preparation	.071	.156	.211	1	.646	1.074
Constant	-1.86	.975	3.649	1	.056	.155

The importance of the supervisor has frequently been cited in the literature as a retention factor. In this study, several TPQ items pertaining to supervisory support for training and transfer were significantly related to staff retention. Lower supervisor support was associated with those who left between 3 ½ and 7 years compared to those still working after 7 years. However, there was no significant difference between those who left prior to 3 ½ years and those still employed after 3 ½ years. Logistic Regression Analysis did not reveal a significant relationship for short-term retention. However, supervisory support for training and transfer was significantly related to long-term retention.

Table 8
Logistic Regression Analysis of Transfer Factors and Long-Term Retention

Variable	B	S.E.	Wald	df	Sig.	Exp(B)
Caseload Size	.028	.011	6.646	1	**.010**	1.028
Experience	.093	.030	9.333	1	**.002**	1.097
Age	.017	.019	.798	1	.372	1.017
Gender	.746	.345	5.157	1	**.023**	2.189
Education			8.178	3	**.042**	
Education (1)	5.325	15.70	.115	1	.734	205.323
Education (2)	.380	.355	1.146	1	.284	1.462
Education (3)	-.775	.482	2.590	1	.108	.461
Trainer Strategies	.150	.126	1.424	1	.233	1.162
Train. Applicability	.004	.122	.001	1	.971	1.004
Supervisor Support	.333	.137	5.915	1	**.015**	1.395
Admin/Org Support	.120	.136	.772	1	.380	1.127
Application Planning	.325	.134	5.855	1	**.016**	1.384

Perceived Learning	.059	.139	.181	1	.670	1.061
Pre-Motivation	.017	.125	.804	1	.370	.894
Prior Training Ex.	.017	.122	.020	1	.887	1.018
Co-Worker Support	-.136	.135	1.019	1	.313	.873
Train./Org. Congruence	.059	123	.231	1	.631	1.061
Pre Train. Preparation	.079	.127	.383	1	.536	1.082
Constant	-2.55	.802	10.08	1	.002	.078

Perception of supervisory support appeared to be influenced by a worker's length of service. In general, more experienced workers perceived less supervisory support. However, those with both a high amount of tenure and a perception of high supervisory support tended to be more inclined to stay than those with low supervisor support. The group with the highest percentage of turnover for those who left prior to 3 ½ years was the low experience and low support group (39%). The highest percentage of turnover between 3 ½ years and 7 years occurred among the low supervisory support and high experience group (40%). Table 9 illustrates the relationship among employee experience level, supervisory support and retention.

Table 9
The Effect of Supervisory Support and Worker Experience on the Staff Retention of 400 Child Protective Services Workers

	Left Before 3 ½ years	**Left Between 3 ½ & 7 years**	**Still Working**	**Total**
1. High Supervisor Support but Low Experience	39 (33%)	28 (24%)	51 (43%)	118
2. High Supervisor Support and High Experience	9 (11%)	19 (24%)	53 (65%)	85
3. Low Supervisor Support and Low Experience	31 (39%)	22 (28%)	26 (33%)	80
4. Low Supervisor Support but High Experience	13 (12%)	45 (40%)	54 (47%)	117

$p < .001$, Chi-Square 47.75
Numbers do not include 10 of 400 persons (2.5%) who retired.

Planning for application of training clearly emerged from both the univariate analyses and logistic regression results as a long-term retention factor. It was also almost as significant as a short-term retention factor ($p = .088$) as well. This transfer of learning factor may suggest the importance of exploring metacognition as both a transfer of learning and staff retention area of research. Metacognition has not previously been cited in the literature as a staff retention factor.

Somewhat surprisingly, caseload size was positively associated with staff retention. Those with a higher number of cases tended to stay longer. The average number of cases for those who remained

working seven years later was 21. The average number of cases for those who left prior to 3 ½ years later was 15 and 17 for those who left between 3 ½ and seven years later ($F = 5.04$, $\underline{p} = .002$). This counterintuitive finding may in part be explained by supervisors assigning a higher number of cases to those who are more competent to manage them. In addition, newly-hired workers may not yet have been assigned a "full" caseload (caseload size had a .17 correlation with years of experience). As already discussed, less experienced workers tended to be more at risk for leaving an agency than those who had more years invested within an agency.

The relationship between retention and the transfer of learning factor that emphasized congruence between the training and organizational mission, roles, and responsibilities is also somewhat difficult to explain. Early leavers rated this factor higher than later leavers. However, those who remained working rated this factor higher than later leavers. Results from Logistic Regression Analysis also identified this factor as contributing to early turnover. However, long-term turnover was not influenced by this factor. It may be that some workers had unrealistic expectations for training and organizational support. They may have been more prone to early leaving. Perhaps, a second group was more disheartened with the potential for training to help them achieve the organizational mission and was more susceptible to later leaving (potentially an early indicator of the burnout process).

It should also be noted that those who left before 3 ½ years had lower ratings on several co-worker support for training and transfer items than those still employed 3 ½ years later. These results did not materialize at 7 years. Logistic Regression results also hint that coworker support may have had an influence on short-term retention. The Co-Worker Support factor was close to significance ($\underline{p} = .09$) at the .05 level.

Finally, differences in gender and education level were found (see Tables 5 & 6). Females were more likely to stay (short-term and long-term). Only 36% of males remained after seven years compared to 48% of the females. Also, workers who attended graduate school had lower turnover rates at 3 ½ years and higher rates at 7 years than those already with master's degrees. Both were higher than those with bachelor's degrees. This suggests that providing college educational opportunities may have helped to retain staff in the short-term but not in the long-run.

Conclusion

It has been recommended that transfer of learning evaluation efforts should begin to explore the integration and application of learning and development over time. However, there is a paucity of longitudinal training evaluation and research studies in human services. The preliminary results of a research study that explored transfer of learning factors affecting staff retention of child protective services social workers was presented. Overall transfer potential and several transfer factors including application planning and supervisory support for training and application were associated with staff retention. These results may support the often recommended strategy of providing training and other career development interventions to promote staff retention.

References

Alliance for Children and Families, American Public Human Services Association, Child Welfare League of America. (2001). The child welfare workforce challenge: Results from a preliminary study. Paper presented at the Finding Better Ways 2001 Conference. Dallas, TX. Also posted on the Child Welfare League of America website (cwla.org/programs/trieschman).

Alwon. F. & Reitz A. L. (2001). Empty Chairs: As a national workforce shortage strikes child welfare, CWLA responds. Children's Voice. Also posted on the Child Welfare League of America website (cwla.org/programs/trieschman).

Ahluwalia, U., Burgess, T.A., & Adams, C.G., (2001). Competitive strategies in public child welfare: Attracting and Keeping our best workers. Paper presented at the Child Welfare League of America/Trieschman Center Finding Better Ways Conference on the Workforce Crisis, Dallas. Proceedings posted on the website of the Child Welfare League of America (www.cwla.org).

Balfour, D.L. & Neff, D. M. (1993). Predicting and managing turnover in human service agencies: A case study of an organization in crisis. *Public Personnel Management. 22*, 473-486.

Bernstein, F. & Oliver, L. (2001). Developing health and safety guidelines for child welfare. Paper presented at the Child Welfare League of America/Trieschman Center Finding Better Ways Conference on the Workforce Crisis, Dallas. Proceedings posted on the website of the Child Welfare League of America (www.cwla.org).

Blair, K.L. & Peake, T.H. (1995). Stages of supervisor development. *The Clinical Supervisor*. *13*, 119-126.

Caplan, P. & Curry, D. (2001). The wonder years: Professional development in child welfare. Paper presented at the Child Welfare League of America/Trieschman Center Finding Better Ways Conference on the Workforce Crisis, Dallas. Proceedings posted on the website of the Child Welfare League of America (www.cwla.org).

Curry, D. (2001). Evaluating transfer of learning in human services. *Journal of Child and Youth Care Work. 15-16,* 155-170.

Curry, D. (1997). The Exit Survey Evaluation Report. Northeast Ohio Regional Training Center.

Curry, D.H. (1996). Factors affecting the perceived transfer of learning of child protection social workers. Unpublished doctoral dissertation, Kent State University, Kent, Ohio.

Curry & Cardina (In print). The Child Welfare Trainer Development Certificate Program. *Journal of Child and Youth Care Work.*

Curry, D. & Chandler, T. (1999). The Human Services Training Effectiveness Postcard (HSTEP): A tool for research and evaluation of human services training. *Professional Development: The International Journal of Continuing Social Work Education.* 2, 43-56.

Garfat, T. (2001). Developmental stages of child and youth care workers: An interactional perspective. CYC-Online [On-line], 24, Available: www.cyc-net.org.

Glisson, C. an M. Durick (1988). Predictors of job satisfaction and organizational commitment in human service organizations. *Administrative Science Quarterly. 33*. 61-81.

Kaye, B. & Jordan-Evans (1999). Love'em or Lose'em: Getting Good People to Stay.

Kaye, B. & Jordan-Evans (2000). Retention: Tag, You're it! *Training & Development. 54.* 29-34.

Mowday, R., Porter, L. & Steers, R. (1982). Employee-Organization Linkages: The Psychology of Commitment, Absenteeism, and Turnover. New York: Academic Press.

Sekaran, U. (1984). Research Methods for Managers: A Skill-building Approach. New York: John Wiley & Sons.

Taibbi, R. (1990). Integrated family therapy: A model for supervision. Families in Society: *The Journal of Contemporary Human Services* (November) 542-549.

United States General Accounting Office, (2003). HHS could play a greater role in helping child welfare agencies recruit and retain staff. Report to Congressional Requesters. United States General Accounting Office.

VanderVen, K. (1979). Developmental characteristics of child care workers and design of training programs. *Child Care Quarterly, 8,* 100-112.

Discussion: Level 3

Thursday, May 22, 2003, 2:15–3:45 p.m.
Dale Curry, *Ph.D.,* & Robin Leake, *Ph.D., Presenters*

Dale Curry and Robin Leake presented an evaluation project incorporating Level 3 training evaluation and facilitated discussion regarding Level 3 training evaluation. The discussion started by focusing on a research project looking at factors affecting the transfer of learning and retention in child welfare workers. Further discussion included issues regarding self-assessment and mutual assessment of competence and examples of various projects designed to positively affect transfer of learning.

Topics of Discussion

I. Transfer of Learning:

- Do we put too much time between the training and the actual practice, adversely affecting transfer of training?
- Just assessing the quantitative effects of transfer is not enough. As evaluators we need to look at the process of transfer as well, such as the mount of transfer and the things that effect transfer, caseload size, supervisor support, and the relevance of training.
- The level of competence model described in the handout has some generic descriptors that would be helpful in terms of thinking about where the worker is at - are they still at the conscience competence level, are they still relying on cues and pauses—would give some suggestions for interventions and is also a way to begin thinking about any kind of skill.
- Coverage of caseload while in training frees workers to focus on learning. The Army focuses on family services enabling their solders to go off and fight without worrying about their families.

- Other agencies have used the TOL specialist model, requiring trainers to provide two follow-up on-site coaching sessions utilizing a guide of criterion standards to shape sessions. However, the main problem has been completing the two post-training visits.
- Field training specialists, employed by the training agency and located in the local child welfare offices, help fill the space between trainings and help the trainees use the information after the training. Field training specialist tasks are standardized across all locations.

II. Self-Assessment:

- The airline literature is rich in research on critical thinking and making on-the-spot decisions. Airplane accidents are analyzed according to whether the pilot was assessing, self-assessing, or blaming. The literature states a pilot is much more likely to blame when they work for an airline and have a supervisor, whereas private pilots are more likely to be self-assessing.
- Have to create a culture around self-assessment to allow it to happen.

III. Peer-to-Peer Ratings/Assessment:

- Participant ratings are not very useful because trainees are less competent to rate each other; however, in using participant assessment we want trainees to learn self-assessment and observation.
- Transfer of training correlates with the ability to get corrective feedback on the skill more than practice or repetition. Having trainees rating each other while practicing is useful; however, trainees consistently give each other high ratings. Trainees don't know how to observe each other and recognize good practice and/or give corrective feedback. When using peer-to-peer assessment sometimes trainees teach each other bad behaviors. Practice does not make perfect, practice makes permanence.
- In the interviewing segment we have trainees observe each other practicing interviewing skills and each interviewer has to solicit 10 facts from the interviewee as part of the training criteria, which gets away from participants qualifications for rating.

- Has anyone implemented any guidelines in peer-to-peer assessment? Educational theory and practice show the need for guidelines, such as a rubric system, where criteria is listed point by point indicating what you should know and at what level.
- The mutual assessment process needs to be inculcated into the agencies from the top down, providing structural supports to make the mutual assessment process work.

IV. Evaluation Approaches/Examples:

- **Kentucky** is currently under way with a Continuous Quality Improvement (CQI) process, which includes a measure of what is suppose to be in the case record in terms of assessing and case planning. Case reviews consist of peer-to-peer ratings, rating peers not on their team, supervisors rating other supervisors teams, and a third level review by experts. They are just now getting data, with better inter-reliability ratings, linking what trainees learned in training and how they have been supervised with the actual behaviors and outcomes of safety, permanence and well-being. Peer-to-peer ratings helped as a tool for learning rather than as a true evaluation. Workers have to master 40 key behaviors, behavioral anchors, before they can move on.
- **Kentucky** realized training was not transferring to the workplace so they changed the training to include managers and supervisors. On the first day managers and supervisors are oriented to the training to promote buy-in. On the second day supervisors teach their workers what was taught on the first day. The training emphasizes process and skills, which leads to outcomes. The training uses real management reports throughout training to inform training and practice, with the added benefit of reducing fear of evaluation and data.
- **New York** training is heavily focused on skills practice, embodied in role-plays. New York developed two assessments in the classroom built on a role-play that is videotaped and then given to the trainee, supervisor and other trainee participants. The trainer, trainee, and supervisor meet and make the final ratings/assessment of the trainee's skill. This process includes self-assessment

and mutual assessment, which is consistent with what workers are taught to do with families. By watching the trainer and supervisor coach the trainee, the trainee learns how to coach families in developing parenting skills.

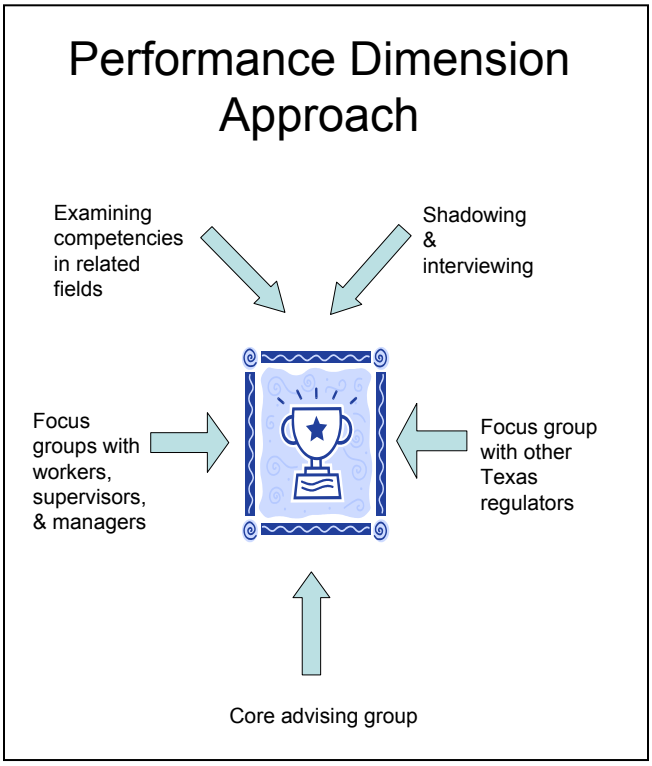
- **Georgia** taught basic casework interviewing skills using video taped role-plays. The tapes were used for feedback within the training; however, they were not used to assess trainee's skill learning in terms of a cumulative score. The trainees last video taped interview was rated by a trained rater.
- **Pennsylvania** is using a transfer of learning (TOL) specialist to follow trainees. The TOL specialist will help supervisors and trainees develop supportive relationships and coaching styles that fit the needs of the agency. The TOL specialist will track the number of contacts and supports provided. TOL specialist will co-train the training group and follow the group until the next training group starts.

A Performance Dimension Approach to Competence

Marcia Sanderson, *LMSW-ACP,* & Charlene Urwin, *Ph.D., LMSW-ADFCP*

In 2002, the Protective Services Training Institute of Texas, in collaboration with the Child Care Licensing division (CCL) of the Texas Department of Protective and Regulatory Services, completed a project that identified key performance dimensions for frontline, regulatory staff. This work built on recent advances in the field of competency development which suggest using broader categories to describe attributes important to successful job performance. Of particular importance to this project was the presentation made by the University of Southern Maine at the National Human Services Training Evaluation Symposium and subsequently published in the *Proceedings* (Bernotavicz & Wischmann, 2001).

The project took five distinct approaches to exploring the performance dimensions necessary to child care licensing. They are shown visually below.



The major input for the project came from the focus groups. Key questions asked of these groups included but were not limited to:

- What makes a "good" child care licensing specialist?
- What do staff find most challenging?
- What attributes and traits do you want new specialists to have before they are hired
- What three attributes or skills are the most essential for doing the job well?
- What can be done to move new staff toward strong performance?

The ideas presented related to attributes and skills were collapsed by the focus group facilitators and the groups ranked them in order of importance to the job. There was widespread consensus among the groups about these performance dimensions and they, in turn, were reflective of those in the national review.

Ten major dimensions were developed from the focus groups and supported by the core advisory group. These are:

- Communication - verbal/nonverbal and written
- Relationship Skills
- Information Gathering
- Analytical Skills and Decision Making
- Organizational Skills
- Flexibility/Adaptability
- Integrity/Ethics
- Objectivity
- Application of Standards
- Leadership and Initiative

An explanation of each dimension is found in Appendix A of this report. These dimensions should be considered along with and in addition to specific knowledge areas. The list is useful for giving workers, supervisors, and recruiters a handle on necessary skill areas. Other human service professionals might develop very similar lists of performance dimensions, but the component skills would play out differently. This is supported in professional development and human resources literature. The focus group made up of a variety of non-CCL human care regulators brainstormed a very similar list of dimensions.

Once the performance dimensions were established, a list of indicators was developed for each that would signal whether the CCL specialist is demonstrating the skill or not - she "gets it" or she "doesn't get it." Indicators were identified at the level of behaviors and outcomes. The items were intentionally expressed in terms staff typically use. Academic and formal language was avoided wherever possible. Below is an example of some of the indicators developed for written communication.

"Doesn't Get It" Behaviors

- Reports have grammatical errors and complex language.
- Reports are too wordy or not enough said.
- Information is disorganized.
- Information is incomplete.

"Gets It" Behaviors

- Writing is grammatically correct, organized, clear, and concise.
- Details and conclusions are clearly noted.
- Completes appropriate documentation and correspondence in a timely manner.
- Writes in the active voice and first person.

- Document presents facts, is specific in terminology, cites applicable law or standards, and specifies reasons for specific conclusions.

"Doesn't Get It" Outcomes

- Subsequent workers or supervisor are confused about history and current situation.
- Information is incomplete or inaccurate.
- Poor case readings.
- Documentation does not hold up in court and appeals.
- Public receives inaccurate information.

"Gets It" Outcomes

- Provider can understand the situation and findings.
- Supervisor clearly understands case based on case reading.
- Next person who reads the record understands situation and can pick up the work where the previous worker left off.
- Supervisor can testify based on the record, even if the worker has left.

The full set of behaviors and outcomes for all ten performance dimensions are found in Appendix B of this report.

These performance dimensions can provide the basis for other types of tools for different purposes. This approach is an alternative to long "laundry lists" of competencies, which can be difficult to use in practical ways.

Of particular importance to the agency was identifying ways in which to use these performance dimensions. Working closely with the Core Advisory Group, the Institute developed a list of higher and lower priority potential uses for the findings. These were:

Highest Priority Areas

Program Development: Consider what structure or process might best facilitate the use of the information to shape program development; share findings with all staff along with an action plan on how the information could be used; share findings with key agency administrators.

Development and Evaluation of New and Tenured Specialists: Modify the tool to include an action plan for professional development; incorporate the dimensions in relevant on-going training programs; provide training on how to use the tool as part of an employee evaluation system; use the tool as a basis for periodic reviews regarding progress toward development goals; develop and/or identify training programs that could support the development goals.

Lower Priority Areas

Recruitment, Screening and Hiring: Use in recruitment brochures and flyers; review and modify job requirements based on performance dimensions; screen potential hires in terms of preparation/experience in critical dimensions areas; develop performance-based behavioral interview questions.

Statewide and National Networking: Present at national conferences; develop a media/PR plan based on the information; use as a basis for ongoing dialogue with other human service regulators; compare and contrast with other regulatory areas; use as a template for other human service areas.

Provider Feedback: Providers give assessment of performance based on selected performance dimensions; overall assessment of program performance that includes the behavioral indicators as a way of engaging service providers

Other Areas

Develop a 360 degree evaluation using the performance dimensions for both individuals and the program as a whole, incorporating feedback from clients and service providers.

At the time of this presentation, there has been very limited implementation of these strategies so it is not feasible to report upon their success at this time. It is reasonable to anticipate that other organizations would place different priorities on the use of these indicators and would have different behavioral indicators of performance.

Appendix A
Performance Dimensions of Child Care Licensing Specialists

10 Key Performance Dimensions in Child Care Licensing (Texas)

Communication

- Verbal/nonverbal communication—convey information clearly, listen, consider how best to deliver the message, have consistent verbal and nonverbal messages, pay attention to messages given by providers and others, and have comfortable manner and set positive tone in training and presentations
- Written communication and documentation—grammatically-correct, clear, concise, timely, organized writing that gives details, paints a picture, identifies patterns, conclusions, and actions, and makes it easy for someone else to pick up the case and continue on

Relationship Skills

- Professional attitude, respect, and positive frame of mind—collaborative approach
- Balance of authority—nonjudgmental, both demanding and fair, assertive and supportive.
- Work to build rapport—negotiate with providers, be approachable and persuasive, invite feedback, return phone calls, offer encouragement, show interest in providers as people, and show empathy
- Use self-control in difficult situations, confront in positive ways, give constructive feedback, adjust interaction style, respond rather than react to challenging situations while maintaining regulatory role, and handle resistance and conflict effectively—without taking them personally
- Rapport with children and youth as well as adults

Information Gathering

- Study history and research to prepare; willing to search and find information within timeframes; plan interactions
- Thorough and persistent in gathering facts; know where to go, what to read, and whom to talk with
- Observation skills— know what to look for, have "third eye" to pick up small details quickly, ask the right questions, consider relevant standards or guidelines, no blinders
- Interviewing children and adults in nonthreatening ways in appropriate environments
- Collect information without preconceived ideas, handle sensitive information, and work cooperatively with other staff and other agencies
- Accurate documentation of evidence and decisions, e.g. photos, recordings, etc.

Analytical Skills & Decision Making

- Think logically, pay attention to details, explore issues, and assess risk
- See the big picture and recognize patterns
- Analyze findings based on experience and expertise
- Analyze alternatives, come to decisions, and give rationales—explain and support
- Use problem solving, "read" and interpret communication to analyze situations—assess deception and credibility in reporters
- Prioritize according to risk—choose actions that reduce risk
- Are autonomous in decision making and confident in making professional judgments

Organizational Skills

- Plan and manage workload, set priorities, keep a calendar, are punctual, balance time among tasks, meet deadlines
- Know where things are, set aside time for emergencies, follow up, cope with overload, and work independently

Flexibility & Adaptability

- Stay current with changes in standards and policies
- Are flexible, open to change, and adaptable to new or different situations

- Make cognitive and behavioral adjustments to change
- Able to juggle daily tasks, adjust to new situations, and take on new tasks
- Accept setbacks, including overturned rulings and changes in facilities
- Accept constructive feedback and are willing to improve
- Not perfectionistic—live with the realities of what can be done

Integrity & Ethics

- Committed to mission of CCL and have strong work ethic and goal to do well
- Are trustworthy, honest in approach to others, and reliable and accountable in behavior
- Admit mistakes
- Do not impose own values
- Show compassion for others, appreciate differences, and respect confidentiality

Objectivity

- Go into situations with an open mind and not make assumptions
- Gather information "from scratch" and postpone decisions until have all the facts—exonerate the innocent
- Treat facilities consistently—not biased against facility, personality, educational/socioeconomic level
- Able to play devil's advocate in considering situations
- Weigh information rationally and don't take things personally—or overreact to deception or uncooperativeness
- Be objective and fair in approach and decision making
- Maintain boundaries

Application of Standards, Policies, & Procedures

- Understand and apply standards in context of child development and risk
- Have policy and program knowledge so can find answers
- Know standards, understand their complexity, are comfortable in interpreting and using them, and are consistent in applying them

- Understand rationale behind the standards, keep track of changes, stay current on interpretations, and are willing to ask questions and learn
- Educate providers on standards, rationale, and how to correct noncompliance
- Have content areas with specialized training knowledge for technical assistance, getting businesses started, assessing treatment plans, etc.

Leadership & Initiative

- Have positive view of the program, support customer service, and think beyond one's self
- Go beyond minimum standards to encourage facilities to quality
- Show leadership, handle change, and have a team approach in unit and agency
- Self-motivated, creative, take initiative
- Volunteer to assist in activities and develop and direct projects
- Open to learning, seek professional development, and mentor others by sharing knowledge and skills
- Are appropriately independent, use supervision effectively, and keep other staff informed

Discussion: Project Briefing

Friday, May 23, 2003, 9:00–9:30 a.m.
Marcia Sanderson, *LMSW-ACP,* & Charlene Urwin, *Ph.D., LMSW-ADFCP, Presenters*

Marcia Sanderson and Charlene Urwin presented a performance dimensions tool developed through the Protective Services Training Institute of Texas. Discussion included the process used in creating performance dimensions and potential uses and marketing of the tool.

Topics of Discussion

I. Creation of the Performance Dimensions:

- Performance dimensions were identified by agency people and then ranked using sticky notes of different colors indicating the group's top three choices.
- Competencies were drawn from other fields consisting of licensure work, such as the health department, criminal justice, and public safety.
- The dimensions are very generalizable across jobs within social services.
- The performance dimensions rightly point out the potential consequences of not meeting the performance dimension, such as "children are placed at risk."

II. Potential Uses of the Performance Dimensions:

- The tool was designed as an informal self-assessment for supervisors and workers. Supervisors can use the tool in the coaching process as well.
- Discussion with the agency regarding implementation of the tool included adding space at the bottom of each performance dimension page for the development of an action plan. There was also talk about identifying "win-win" situations, such as identifying areas that affect how

workers do their job or that effect professional identity. Unfortunately, the tool has not been used by childcare licensing. How do you get agencies to implement tools once you have created and presented them?

- The performance measures would be very helpful to trainers and supervisors who are doing supervisory training, such as training people to coach and mentor. The performance dimensions could be marketed into a training piece for supervisors. Recommendations were also made to market the process used to create the performance dimensions, such as the questions asked, etc.
- Suggestions were made to develop a form for minimum practice, identifying "fatal flaws" within the performance dimension, such as someone failing a skill that is absolutely essential to the job.
- Legal guidelines and standards exist from the EOC and the Industrial Organization Psychologists about how to create the process for developing a hiring tool and how to use the hiring tool.

Levels of Levels: Making Kirkpatrick Fit the Facts and the Facts Fit Kirkpatrick

Henry Ilian, *D.S.W.*

Abstract

The application of Kirkpatrick's (1996) four-level model of training evaluation to a multi-dimensional evaluation project reveals ways in which the evaluation project does and does not fit the model and the model does and does not fit the evaluation. Comparison of the model with the specifics of the project uncovers some of the conceptual complexities underlying Levels 1 and 4, and an elaboration of these levels is proposed. Based on the complexities revealed here, and that several other elaborations for the four levels have been proposed, it is likely that the application of this model to different evaluation projects attempting a similar degree of comprehensiveness will continue to reveal new areas where the model requires modification to adequately reflect the specific evaluation situation. The effort to amend the model strengthens both the model and the evaluation.

In 1959, Donald Kirkpatrick (1996) proposed a four-level conceptual schema for evaluating training. Over the intervening decades, the clarity and simplicity of the Kirkpatrick model have made it the most widely followed approach to categorizing training evaluation (Alliger, Tannenbaum, Bennet, Traver, & Schotland, 1997). As Andrews and Crewe (1999) note, "no other model has emerged as a stronger contender."

Nevertheless, the Kirkpatrick model has been criticized on a number of grounds. One of these is the validity of its assumptions regarding the relationship between each of its levels (Alliger & Janak, 1989). Later investigations, however, have found some evidence (Faerman and Ban 1993; Alliger, et al., 1997) that measures of lower levels can predict results for measures of higher ones. Other criticisms have included methodological and practical

difficulties inherent in each of the four levels (Todesco, 1997; Andrews & Crewe, 1999) and the fact that the model ignores organizational and other contexts (Donovan & Hannigan, 1999). To address these deficiencies, alternative models have been proposed, and Donovan and Hannigan (1999) and Eseryel (2002) each review a range of models embodying a variety of perspectives.

While competing models offer valuable insights, and while the four levels may not be applicable in evaluating all possible training designs (McEvoy & Butler, 1990), the strengths of the Kirkpatrick model argue for its heuristic value. Building on these strengths, efforts to achieve greater conceptual clarity regarding what is being evaluated and to better determine whether a training program has achieved its stated purpose have led some writers to propose elaborations to the four-level schema. For example, Alliger, et al. (1997) divide the Kirkpatrick levels into sub-levels, and Phillips (1996) adds a fifth level to look at return on investment (ROI).

Although recent trends in training and training evaluation place increasing weight on measurable performance improvement (Bassi, Cheney & Van Buren, 1997; Todesco, 1997), a gap between training and job performance has been long been recognized. For example, Boverie, Mulcahy, and Zondlo (1995) cite Kelly's (1982) estimate that due to organizational resistance, typically only 10 percent of content transfers to the job. This figure is also given by Eseryel (2002), who cites Baldwin and Ford (1988) to contend that no more than one tenth of the up to $100 billion American industry annually spends on training and development actually results in changes in job performance. Although Eseryl (2002) does not cite figures for the public sector, it is likely that both expenditures and results are comparable. Additionally, Eseryl (2002) notes that training evaluation rarely looks at on-the-job application of the knowledge skills and abilities trained. In the same vein, Dyer (1994) reports that few organizations conduct any meaningful evaluation beyond trainee satisfaction and knowledge testing, Kirkpatrick's (1996) Levels 1 and 2.

In line with the current emphasis on measuring performance improvement, the project described here attempts a comprehensive assessment of the impact of a large-scale training initiative, which itself is part of a broader attempt to transform child-welfare

practice. The project is described in terms of the Kirkpatrick four-level model of training evaluation, and as such, the application of this model to the realities of a multi-dimensional evaluation project is explored.

The Supcore Evaluation Project

The SupCore Training Initiative

The SupCore Evaluation Project, which began in January 2003 and will continue into 2004, seeks to evaluate the common core training provided to all child protective, foster care and preventive services supervisors in New York City's child welfare system—approximately 1,600 in all. This number includes those employed by the city's child welfare agency, the Administration for Children's Services (ACS), and by the private agencies with which it contracts for foster care, adoption and preventive services. The supervisors each have between three to six caseworkers reporting to them.

The training is based on a model of supervisory and casework practice that heavily emphasizes coaching and the use of interpersonal helping skills to achieve supervisory and child welfare results. It encompasses eleven classroom days spread over five weeks, with two four-day and one three-day classroom sessions occurring respectively in weeks one, three and five. Weeks two and four are devoted to on-the-job skills practice integrated into the supervisor's regular work responsibilities. Following the initial five weeks, there are two coaching sessions, when the trainers visit the supervisors' work sites to help them address any difficulties they may be experiencing in applying the competencies and skills acquired in training.

Evaluation Project Design

The SupCore Evaluation Project aims to conduct an in-depth investigation of the training's impact. It asks the following research questions:

1. Do supervisors who attend the SupCore training acquire the specific supervisory abilities and skills trained?
2. Do they apply these abilities and skills in their practice on the job?
3. If there are significant changes in supervisory behavior on the job following the training, to what extent can these be attributed to the training?

4. If there are significant changes, how long do these changes last?
5. What are the respective contributions of the initial five-week training period and the coaching sessions to any changes observed in supervisory behavior on the job?
6. Are there demographic characteristics that account for any differences among supervisors with respect to their application of the SupCore competencies and skills and the impact of their practice on unit culture?

The project design includes quasi-experimental and longitudinal components. There is an experimental group with an anticipated 75 participants and a comparison group of 20, recruited from among those scheduled to have the training later in the project. All participants are volunteers, as participation requires a number of extra tasks to be completed along with normal workloads. We had originally hoped for a sample of around 150 (experimental and comparison groups), but the practical difficulties of enlisting participants and of multiple administrations of several instruments ultimately dictated the smaller numbers.

Both groups completed the same set of instruments pre and post-training and at three-month intervals during the 12 months following the training. The longitudinal component was included to examine whether changes that are observed persist over time. Additionally, the measures completed three months following the five-week training period permit an assessment of any separate effects due to the coaching sessions.

The SupCore Evaluation project employs an array of data sources. There is a post-training "reactionnaire" (Kirkpatrick Level 1), which includes questions on job relevance, trainer effectiveness and a section which allows trainees to rate themselves, post-training, on ten abilities emphasized in the training. There is also a traditional multiple-choice, pre and post-test (Kirkpatrick Level 2). The reactionnaire and multiple-choice test were developed separately from the evaluation project, and are completed by all 1,600 trainees. Additionally there are two instruments developed specifically for the project. The first of these, the *Supervisory Skills and Abilities Assessment*, looks at the supervisors' level of competence in a set of 10 supervisory skills—the same as those measured in the reactionnaire—and 10 abilities that foster the development and maintenance of professional relationship. All of

the skills and abilities are derived from the training objectives (Kirkpatrick Level 3). The second instrument, the *Work Unit Climate Questionnaire*, probes the interpersonal climate of the supervisors' units on a set of 11 dimensions, again derived from the training objectives. Interpersonal climate within the unit constitutes a training outcome (Kirkpatrick Level 4).

The multiple choice test and the *Supervisory Skills and Abilities Assessment* are administered pre-training, at the conclusion of the five-week training period, and at three, six, nine and 12 months post-training. The *Work Unit Climate Questionnaire* is completed only twice, pre-training and 12 months following the training. A further dimension of the design is the use of a 360-degree format (Nowak, 1993; Halverson, Tonidandel, Barlow, & Dipboye 2002), in which the participating supervisors, both experimental and comparison group, enlist their own supervisors and subordinates to rate them on the *Supervisory Skills and Abilities Assessment* and the *Work Unit Climate Questionnaire*. These measures are done on the same schedule as for the participants. All data are collected using machine-readable forms.

The Evaluation Project and the Kirkpatrick Levels

The SupCore Evaluation project was designed without reference to the Kirkpatrick model. It was, instead, an effort to implement a rigorous evaluation methodology, which would attempt to identify any effect of the training on trainee knowledge, skills and abilities, supervisory practice and unit culture. It also attempted to distinguish between effects of the training and of any extraneous variables. Finally, it aimed to track change over time in order to determine whether the effects of the training tend to increase, decrease, or vary in some other way over the one-year period.

The act of mapping the Kirkpatrick model onto the study design, however, reveals something about both. The model serves as a yardstick to show what the evaluation can and cannot say about the impact of the training. The project also serves as a test of the model, to show where it fits and does not fit the circumstances of the particular evaluation. Specifically, in order for the evaluation project to fit the Kirkpatrick model and the Kirkpatrick

model to fit the evaluation project, two of the Levels, 1 and 4, require elaboration.

Level 1

In the Kirkpatrick model, Level 1 is a measure of trainees' satisfaction immediately following the training. It is also possible at this point to gather other types of data. The SupCore training reactionnaire is divided into three sections. The first addresses satisfaction with various aspects of the training, including: materials covered; job relevance; trainer delivery and command of the subject; and training design issues, such as length of training, amount of material covered and the quality of the audio-visual materials used. The third section contains demographic questions: job assignment; highest degree; years of experience as a supervisor; and total years experience in child welfare.

The second section of the reactionnaire, however, asks for a self-rating of the trainee's competence at the end of the training on each of 10 SupCore abilities. It uses a Likert-scale format with the answer choices running from poor to excellent. (See Table 1.) Because it measures learning or skills acquisition, this section is more closely related to Level 2, although Level 2 is usually described as an objective measure of knowledge or skill, most often a cognitive test. It can be seen as constituting an intermediate level between Levels 1 and 2, perhaps, adding a Level 2 component to a Level 1 instrument. This section of the reactionnaire is similar in content to the first part of the *Supervisory Skills and Abilities Assessment*. The latter instrument, by tapping competence in action, is a Level 3 measure, while the reactionnaire solicits a subjective assessment of mastery prior to putting the skills into practice.

Table 1. Reactionnaire Question 8: 10 SupCore Abilities

At the end of the training I rate my competence on each of the SupCore abilities listed below as follows:

	Excellent 5	Very good 4	Satisfactory 3	Poor 2	Very poor 1	Not applicable 0
a. COACH WORKERS TO EVALUATE AND INFLUENCE A FAMILY'S READINESS FOR CHANGE	O	O	O	O	O	O
b. ASSESS AND IMPROVE THE CULTURAL COMPETENCE OF WORKERS	O	O	O	O	O	O
c. EVALUATE THE APPROPRIATENESS OF WORKERS' SAFETY ASSESSMENTS AND DETERMINATIONS	O	O	O	O	O	O
d. MODEL THE WORKER-CLIENT RELATIONSHIP, USING EFFECTIVE QUESTIONING TECHNIQUES AND REFLECTIONS DURING SUPERVISORY CONFERENCES	O	O	O	O	O	O

Table 1. Reactionnaire Question 8: 10 SupCore Abilities—*continued*

e. ASSESS THE RELATIONSHIP BETWEEN BEHAVIOR AND PRIMARY NEEDS, UNDERLYING CONDITIONS AND CONTRIBUTING FACTORS	O	O	O	O	O	O
f. MONITOR SUCCESS IN THE STAGES OF THE PROFESSIONAL HELPING RELATIONSHIP WITH WORKERS AND AREAS NEEDING STRENGTHENING	O	O	O	O	O	O
g. PROVIDE FEEDBACK REGARDING WORKERS' ABILITY TO CONVEY THE CORE HELPING CONDITIONS WITH FAMILIES	O	O	O	O	O	O
h. DEMONSTRATE EFFECTIVE FEEDBACK REGARDING STRENGTHS-BASED PRACTICE	O	O	O	O	O	O

Table 1. Reactionnaire Question 8: 10 SupCore Abilities—*continued*

i.	**COACH WORKERS TO DEVELOP EFFECTIVE PROBLEM STATEMENTS, OUTCOMES AND ACTIVITIES**	O	O	O	O	O	O
j.	**PROMOTE ATTACHMENT IN CASEWORK PRACTICE TO STRENGTHEN PARENT-CHILD RELATIONSHIPS AND PRESERVE FAMILIES**	O	O	O	O	O	O

Level 4

Level 4 is generally described as the impact of training on the organization's achievement of its goals. For a child welfare agency, this means improved accomplishment of specified child welfare objectives, specifically, that children are more effectively protected from harm and that appropriate permanency plans are developed and carried out within mandated time frames. Because the immediate impact of supervisors' work is within the organization, rather than directly on its clients, the accomplishment of child welfare objectives is an indirect result of their work. For caseworkers, however, it is a direct result. The direct and indirect results of supervisors' work, and therefore of supervisory training, constitute sub-levels of Level 4. Although there are sub levels for each of these groups, this presents a more complicated matter with supervisors than with caseworkers.

In identifying sub levels for both groups, I have followed the approach used by Alliger, et al. (1997) and numbered them sequentially, 4a, 4b, 4c, etc., with the progression moving successively closer to organizational objectives. When trainees are caseworkers, there are two possible sub-levels of Level 4. The first is client satisfaction with casework services. This is particularly applicable when, as with the Common Core, a major portion of the training content is devoted to the quality of the professional relationship. The second sub-level is the achievement of child welfare outcomes themselves.

When supervisors are the training audience, client satisfaction and improved achievement of child welfare objectives can also be effects of the training, but they are indirect effects. They result from the supervisor's increased skill in directing subordinates' activities and in helping their subordinates to improve their skills. The most direct indicators of the impact of training lie within the scope of the supervisor's own work activities. Here, there can be a number distinct organizational outcomes, each of which can be conceptualized as a sequence of sub-levels. Each sub-level both directly affects the results of supervisory activities and the preceding level(s) in the sequence. The first sub-level is improved morale. The next sub-level, better work unit functioning, is either a result of the former, or an independent result of supervisory competence. The next two sub-levels, reduced absenteeism/turnover and increased productivity/quality of work,

do not follow the progression, in that neither is unambiguously closer than the other to ultimate organizational objectives. As with the first two sub-levels, each of these may result from improvement at the previous levels, directly from supervisory activities or from a combination of the two. (See Table 2.) The Work Unit Climate Questionnaire primarily measures characteristics of work unit functioning, although, taken together, the 11 items also provide a reasonable measure of morale. Unfortunately, we were not able to obtain measures for the remaining sub-levels.

Table 2: Sub-levels within Level 4

Training Audience	Locus of Impact	Direct/ Indirect Impact	Impacts
Caseworkers	External	Direct	**4a** Client satisfaction **4b** Achievement of child welfare outcomes
Supervisors	Internal	Direct	**4a** Morale **4b** Work unit functioning **4c** Absenteeism/turnover **4d** Productivity/quality of work
	External	Indirect	**4e** Client satisfaction **4f** Achievement of child welfare outcomes

Discussion

According to Kaplan (1963), models, in addition to guiding our choice of which kinds of data to collect and the meaning we place on the data, also make our unstated or partially stated assumptions explicit. The value of any model for training evaluation is that it tells us what to look at to decide whether a training offering has served its purpose. Kirkpatrick's model tells us that we can examine four different types of phenomena, ordered hierarchically, and that each higher level gets us closer to the ability to determine the value of the training for the organization. Phillips's (1996) addition of ROI as a fifth level extends the logic by quantifying the value of training as return on investment.

Efforts to conduct training evaluations involving more than one of Kirkpatrick's levels have revealed the considerable complexity hidden within each of the levels. This has led to multiple ways of adapting the general plan of four or five levels to the realities of evaluation in practice. Alliger, et al. (1997) and Parry and Johnson (2003) offer different solutions that both involve increasing the number of levels, either through the identification of sub levels (Alliger, et al., 1997) or by conceptualizing a new set of levels (Parry & Johnson, 2003), which are parallel to and expand upon the Kirkpatrick levels.

Examining the SupCore Evaluation Project through the lens of Kirkpatrick's model and Kirkpatrick's model through the lens of SupCore Evaluation Project reveals yet a different adaptation. Rather than a clear elaboration of the hierarchical scheme, it suggests a somewhat ambiguously situated sub-level of Level 1 that is also related to Level 2, and multiple sub-levels within Level 4, which depend on whether or not the training audience has direct contact with the organization's clients.

It is likely that attempts to apply Kirkpatrick's model, or perhaps any model, to the realities of an evaluation project involving substantial complexity will continue to reveal new areas where the model does not match the reality of the evaluation situation. The effort to amend the model to fit the reality, while at the same time using it to clarify what is being evaluated (including the relationship of the evaluation measures to training objectives and clarifying organizational needs), both strengthens the model for future application and strengthens the evaluation.

The clarity and simplicity of the Kirkpatrick model, which are its main strengths, are also a challenge for the training evaluator. He or she must clarify what the model does and does not say about the evaluation, and thereby come to a greater understanding of the specific evaluation and of the process of evaluating training.

References Cited

Alliger, G.M. & Janak, E.A. (1989). Kirkpatrick's levels of training criteria thirty years later. *Personnel psychology,* 42, 331-342.

Alliger, G.M., Tannenbaum, S.I., Bennet, W., Traver, H., & Schotland A. (1997). A meta-analysis of the relations among training criteria. *Personnel psychology,* 50(2), 341-356.

Andrews, T.L., & Crewe, B.D. (1999). Examining training reactions, lessons learned, current practices and results. Rogelberg, S. Informed decisions: Research-based practice notes. TIP The organizational-industrial psychologist, 36(4). URL http://www.siop.org/tip/backissues//tipapr99/14/ Rogelberg.htm. Downloaded 5/15/03.

Baldwin, T.T., and Ford, J.K. (1988). Transfer of training: A review and directions for future research. *Personnel Review,* 26(3), 201-213.

Bassi, L.J., Cheney, S. & Van Buren, M. (1997). Training industry trends 1997. Feature November 1977. Edited by the web team. American Society for Training and Development. URL http://www.astd.org/virtual_community/comm_trends/training_trends_td1197.htm. Downloaded 5/15/03.

Boverie, P., Mulcahy, D.S. & Zondlo, J.A. (1995). Evaluating the effectiveness of training programs. John A. Zondlo /ACCESS Learning Systems. URL http://www.Zondlo.com/access/ eval.htm. Downloaded 5/15/03.

Eseryel, D. (2002). Approaches to evaluation of training: Theory & practice. *Educational Technology & Society* 5(2.), 93-98.

Donovan, P. & Hannigan, K. (1999). Context and causation in the evaluation of training: a review and research outline. IMI (Irish Management Institute) Working paper. URL http://www.iminew/hrd/ARTICLES.HTM. Downloaded 5/15/03.

Dyer, S. (1994). Kirkpatrick's mirror. *Journal of European industrial training,* 18(5), 31-32.

Faerman, S.R., & Ban, C. (1993). Trainee satisfaction and training impact: Issues in training evaluation. *Public productivity & management review,* 16(3), 299-314.

Halverson, S.K., Tonidandel, S., Barlow, C., & Dipboye R.L. (April, 2002). Self-other agreement on a 360-degree leadership evaluation. Paper presented at the 17thAnnual Conference of

the Society for Industrial and Organizational Psychology, Toronto, Canada. URL http://rcoes.rice.edu/docs/Halverson &others2002.pdf. Downloaded 6/10/06.

Kaplan, A. (1963). The conduct of inquiry: Methodology for the behavioral sciences. New York: Harper & Row.

Kelly, H.K. (1982). A primer on transfer of training. Training and development journal, 36(11), 102-106.

Kirkpatrick's D. (1996). Great ideas revisited: revisiting Kirkpatrick's four-level model. *Training & Development*, 50(1), 54-58.

McEvoy, G.M., & Buller, P.F. (1990). Five uneasy pieces in the training evaluation puzzle. *Training and development journal,* 44(8), 39-42.

Nowak, K.M. (1993). 360-degree feedback: The whole story. *Training & Development*, 47(1), 69-72.

Parry, C. & Johnson B. (2003, May). Introduction to the symposium—Building a chain of evidence. Presentation at the 6th Annual Human Services Training Evaluation Symposium, Berkeley CA, 5/21/03–5/23/02.

Phillips, J.J. (1996). Measuring ROI: The fifth level of evaluation. Technical & Skills Training, April, 11 - 13.

Todesco, A. (1997, September). From training Evaluation to outcome assessment: What trends and best practices tell us; a progress report prepared by Angie Todesco Learning services Directorate Public services commission revised. Training and Development Canada. PSC (Public Service Commission of Canada), URL http://www.edu.psc.ctp.gc/tdc/index_e.htm. Downloaded 5/15/03.

Discussion: Level 4

Friday, May 23, 2003, 9:30–11:00 a.m.
Henry Ilian, *Ph.D.,* & Fasih Ahmed, *Ph.D., Presenters*

Henry Ilian and Fasih Ahmed presented an evaluation project incorporating Level 4 training evaluation and facilitated discussion regarding the issues within Level 4 training evaluation. The discussion centered around linking training to outcomes, with emphasis on intervening variables, such as training and systemic issues.

Topics of Discussion

I. Linking Training & Outcomes:

- In the CFSR, training was the one item states consistently failed. Evaluators need to find a way to establish the connection between outcomes and training.
- Example: Oregon had a death of a child because of a supervision issue. Training records indicated the worker had received training regarding supervision issues within the last six months; however, it was also discovered that the supervisor had not given adequate information to the worker supervising the visit. This example is illustrative of the fact that there are many variables training cannot control. However, this example also illustrates the importance measuring and demonstrating the worker's competence on the skill being trained.
- We need to look at the federal outcomes and set baselines. This is one area where a county administered system has an advantage because comparisons can be made between counties with specific training programs versus counties without specific training programs.
- Child welfare needs to get past blaming and look at preventing negative outcomes. Negative outcomes should

be reviewed to determine if issues are appropriate for training to address, not just blaming training.

II. Training Issues:

- CFSR only checks for training, rather than looking at the quality and effectiveness of training.
- Argument for focusing resources into Level 3 and making the links between the outcomes because if we can't demonstrate competency in the work place, then there is no preponderance of evidence to show the competency was covered appropriately in training.
- Training is a double-edged sword. When there is an issue people look to training to deal with the issue. The real issue is what was trained, how was it trained, what is the scope, how is it supported in the field? How can we develop a training system that supports workers, case workers and supervisors along the whole line to make sure they are competent and continue to improve their competency?
- California is replicating the federal review into a county review, reviewing a third of the counties every year. The next task the state faces is to develop instruments to measure variables, including training. The state is working on developing a standard way that counties can report to the state how they are doing their training, pushing the "Level 0" issue because counties need to identify who has been trained. Hopefully, by looking at training as well as other issues, the role training plays in regards to outcomes will become clearer.

III. Case Reviews and Outcomes:

- The way the federal government approached outcomes, by completing case reviews and talking to people about cases, is a process agencies can replicate to develop their own case review process. Looking at individual cases periodically, and not waiting for a fatality to happen, and examining how they are related to the outcomes gives a good sense of the current status of child welfare.
- The challenge in reviewing cases on a routine basis is to develop a protocol and standards of an on-going case review system.

- After Level 3, outcomes are not just related to training. There are too many other factors that impact outcomes. If cases are reviewed on a routine basis using a standardized, reliable protocol, perhaps we will discover causes of failure all over the map, not just in training. This process would provide a service to organizations and the system as a whole.
- The child welfare data systems report federal outcome indicators at the county, agency or worker unit level; however, the data is only available if it is inputted correctly.

IV. Systemic Issues

- When trying to connect training with outcomes the assumption is that we are looking at a reasonably well functioning system. Unfortunately, this is not true and training cannot rectify this alone.
- Outcomes are achieved through the delicate interplay of the seven systemic factors. However, as evaluators we know training is one of the weakest factors, but so is service array and the case review system. What is the interplay of those three factors and the quality assurance system? We need to know where in the model these factors break down.
- Kirkpatrick talks about impact on the bottom line in Level 4 evaluation. However, there is no discussion regarding what the bottom line is in child welfare. Much of the literature around training evaluation at Level 4 talks about return on investment (ROI) calculations that are difficult to make in the public sector. There have been some attempts to measure ROI; however, ROI is hard to measure because child welfare has historically been under-funded. Some say the bottom line is safety, permanence, and well-being, while others argue it is quality of life. However, in the social sciences there is more emphasis on cost effectiveness rather than cost benefit.

- Oregon has a computer system that allows supervisors to look at outcomes and "drill down" to the case level; however, information is often inputted incorrectly, which is a systemic issue. Subsequently, supervisors have been trained to identify systemic indicators that complicate the gathering of outcome data.

Discussion: Project Briefing

Friday, May 23, 2003, 11:10–1:40 p.m.
Anita Barbee, *MSSW, Ph.D., Presenter*

Anita Barbee presented a project, through the National Resource Center on Child Welfare Training and Evaluation, assessing the level of training evaluation all 51 states are currently using in child welfare training evaluation.

Topics of Discussion

- The monographs are listed on the website.
- Goals include developing training on-line that teaches agency people how to utilize training evaluation and/or how to solicit training evaluators to implement training evaluation.
- Recommendation was made to develop a monograph or a web-based training which would assist training evaluators in developing tools to move them along in the CFSR process.
- NSDTA has standards regarding roles of trainers and training evaluators, however the next step is applying the roles to training evaluation tasks.
- Small states raised concern that this kind of evaluation is research consumptive, taking time and money away from training efforts. Concern was raised that the federal government will require a high level of evaluation without thinking about the size of states. Funding of training evaluation needs to be addressed before evaluation is mandated.

Wrap-Up

Friday, May 23, 2003, 12:30 p.m.
Barrett Johnson, *M.S.W., LCSW, Facilitator*

Topics of Discussion

I. What Worked:

- Participants enjoyed spending less time on projects, making project updates specific while focusing on Kirkpatrick's levels. This format allowed the group to focus on the issues associated with the each level rather than the projects. Time allotted for discussion was just right.
- The flow from one level to the next was helpful and gave a unifying theme to the symposium.
- People liked the keynote speaker and the focus on the big picture. Participants were pleased the keynote speaker stayed for the conference, providing a continual focus on the big picture and connections to the federal outcomes.

II. Suggestions for Next Year:

- Use the research design idea as a framework for different levels of evaluation, either using Kirkpatrick or another model. Research design is an organizing principal for the symposium. Discussion could include the difficulty of implementation of design and how to create a research design to find out all the factors that affect a particular case outcome.
- Participants were interested in talking about formative evaluation of courses, addressing the need to ramp up training curricula to a skill level in the classroom, not just using on-the-job experiences.
- Participants were also interested in discussing how to measure certain kinds of skills that they want to train to in the classroom, anchoring the discussions in more

specificity, such as " what does it mean to measure the culture of a unit?"

- A suggestion was made to have a data specialist provide a pre or post-symposium in-service on how to use data software analysis and apply it to an evaluation project.
- As a group, create an evaluation design for an actual project.
- Provide an update on CFSR next year. Prepare and present the relationship between outcomes and the competencies for performance dimensions that we use to drive the development of curriculum and give direction to evaluation.
- Include evaluation of supervision and management training, as well as staff training.
- The Friday morning discussion about Level 4 was very eye opening in terms of the federal outcomes, leading to the suggestion to start at Level 4 and work backwards. Work could be done on developing criteria for ways to look at outcomes, demonstrate competency and develop measures. Suggestions include taking a case, starting at the outcomes, and work backward to see what changes. Looking at outcomes and the various components that impact outcomes, enabling training evaluators to name intervening variables in regards to outcomes.
- The group was pleased with how Kirkpatrick's levels pulled everything together, however some wonder if using an alternative model would give the group another way of looking at evaluation. The group could decide on a new model to use, disseminate it before the symposium and ask people to think about how the model applies to their work. For example, there are several systems theory models that are available. If we stay with Kirkpatrick's model should we do all levels or just focus on one? Can we apply a system's model to level 4 to widen the scope?
- Don't want to get caught up in the description of the model—want to use the model to look at the real situations and how to apply the model, staying out of the conceptual work, and getting into the practical. A model is necessary because it helps organize the discussion. Don't want to lose what we already have figured out with Kirkpatrick's model,

but can supplement it with another model in effort to gain new/better knowledge.

III. Suggested Changes:

- The group decided they want to stay in the larger room, the Heinz Room at the Faculty Club, so that more people can attend.
- Table set-up was problematic; use round tables next year, similar to the dinner set-up.
- People sitting near the doors couldn't hear. The room should be made quieter, maybe using a temporary wall in front of the folding door. Could also use speakers (amplification) next year.
- Food was wonderful, but not enough on Thursday. Request for Middle Eastern buffet from last year.
- Start symposium earlier, such as starting Wednesday dinner by 5-5:30 p.m. and ending by 7:30 p.m. and starting Thursday morning around 8:30 a.m. and ending earlier. Eliminate the hour for breakfast since people eat throughout the symposium.
- Give participants the symposium dates early in the year to facilitate scheduling.
- Need to find more roles, both little and big, for people to participate next year, enabling wider participation.
- Return to the facilitator model so that the person doing the presentation does not have to facilitate the discussion as well.
- Provide a summary of what we learned this year at the beginning of next year, serving as a reminder as to why this year leads to next year. Have someone volunteer to make the summary from last year.
- Use the listserv to glean interest in a pre-symposium data analysis institute.

IV. Proceedings:

- Proceedings are on the CalSWEC website. CalSWEC can take orders for proceedings at NSDTA, but cannot sell them at the conference. Suggestions were made that CalSWEC bring a fact sheet with summaries of articles, listing the website for full-text, to hand out at NSDTA, and put an ad in the NSDTA journal listing the

CalSWEC website.

- Proceedings will be made available through the CalSWEC library, where people can order copies.

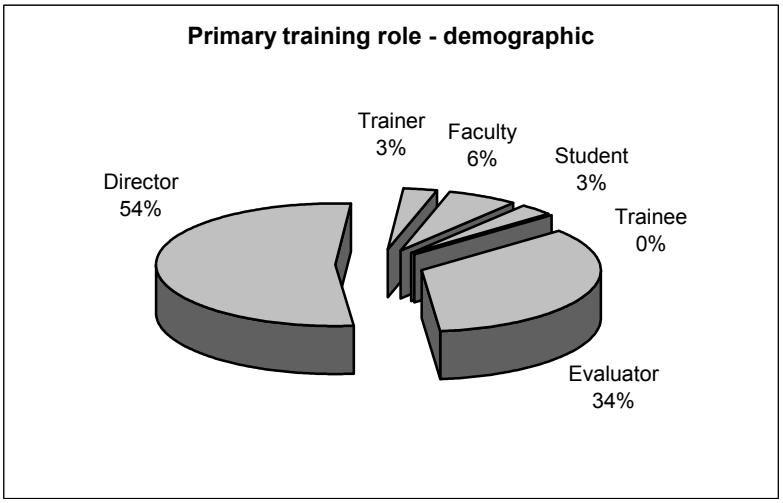
V. Attendance:

- If proceedings are advertised more people may want to come. The group agreed the symposium should remain primarily for human services training evaluators.
- Priority for attendance is evaluators; however, may want to look at inviting key people to the symposium who can influence whether evaluation data gets used within agencies.
- Primary purpose of the symposium is to provide a forum for training evaluators to share information and ideas. Secondary benefits should not negatively impact the primary purpose.

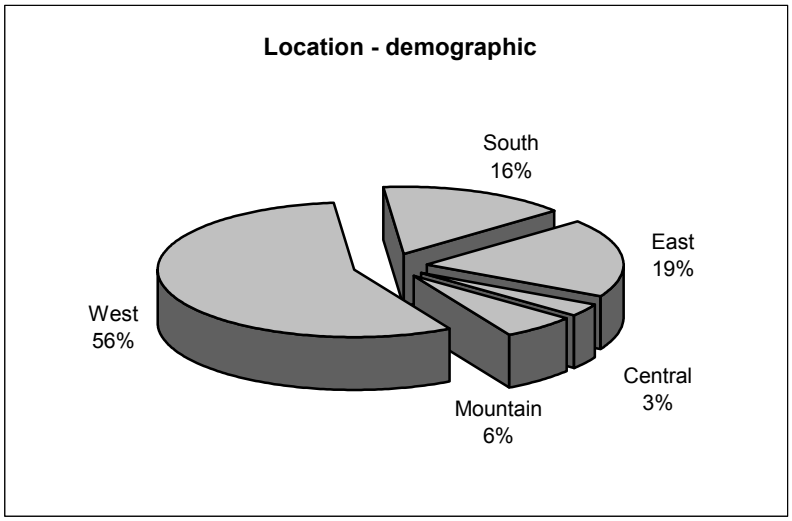
Results of the Wrap-Up Survey

This year, Dave Wegenast and Paul Bookhagen prepared a survey of the NHSTES participants using the Classroom Performance System (CPS). The survey included some basic demographics for the group, some questions about training evaluation experience, and some questions about the symposium. Selected results are reported below in graph format.

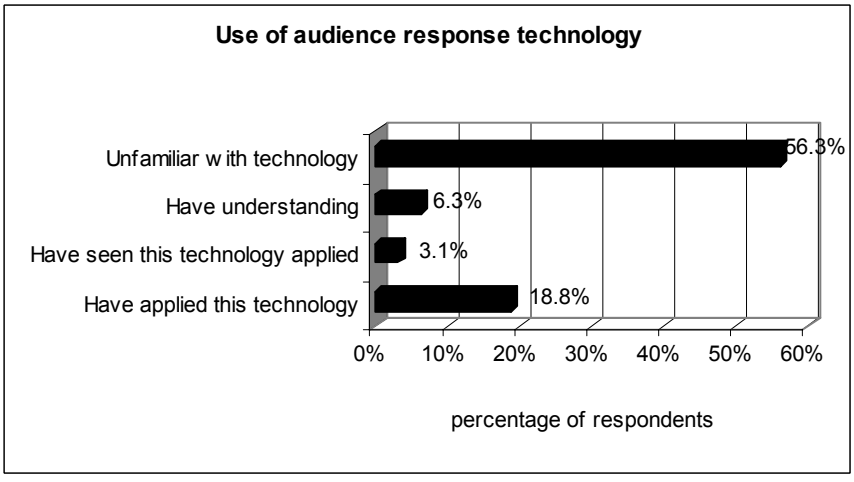
1)



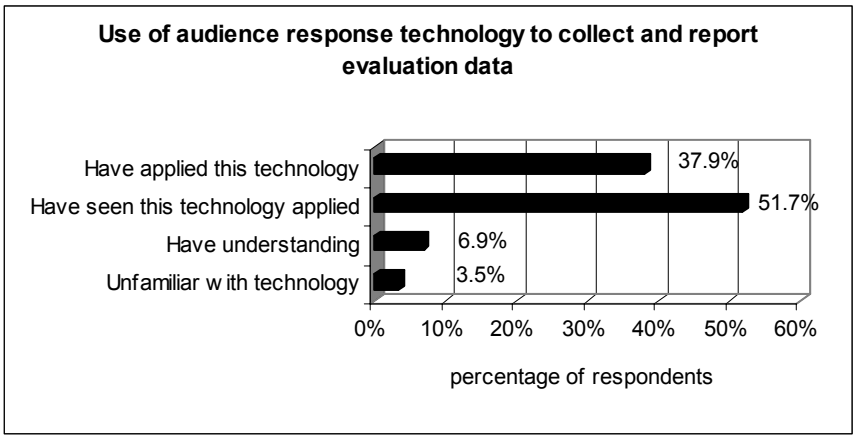
2)


Location - demographic
South
16%
East
19%
West
56%
Central
3%
Mountain
6%

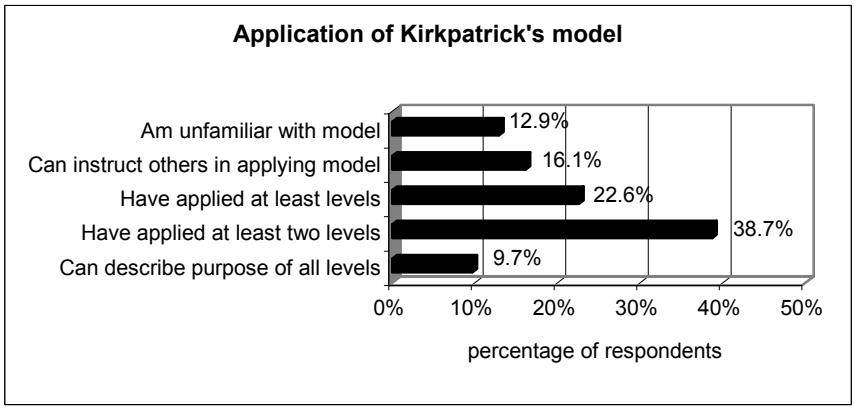
3)


Use of audience response technology
Unfamiliar w ith technology
Have understanding
Have seen this technology applied
Have applied this technology
56.3%
6.3%
3.1%
18.8%
0%
10%
20%
30%
40%
50%
60%
percentage of respondents

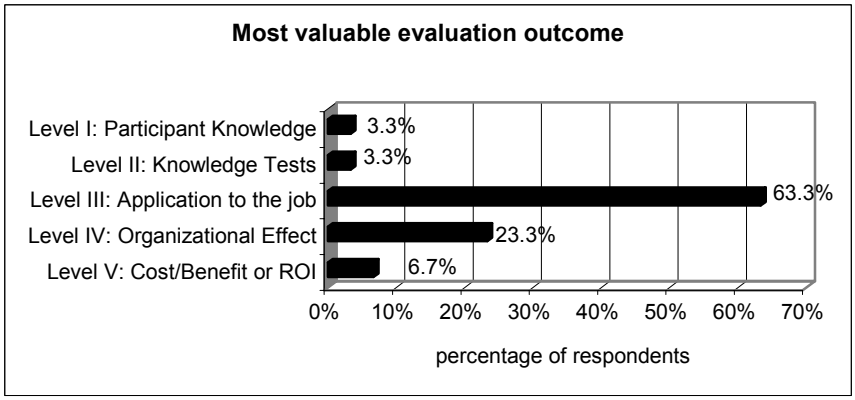
4)


Use of audience response technology to collect and report evaluation data
Have applied this technology
Have seen this technology applied
Have understanding
Unfamiliar w ith technology
37.9%
51.7%
6.9%
3.5%
0%
10%
20%
30%
40%
50%
60%
percentage of respondents

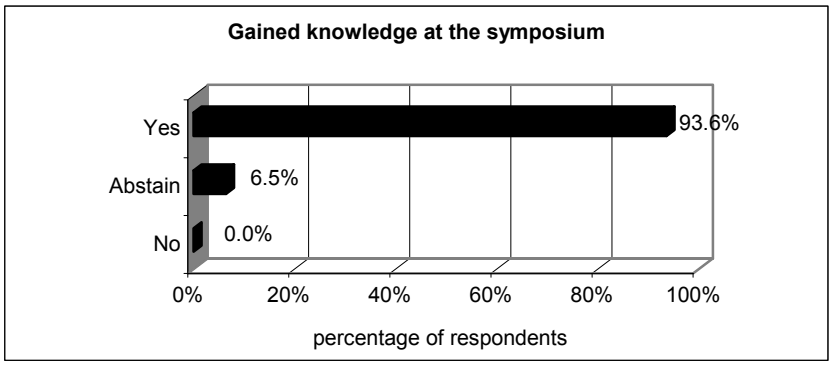
5)


Application of Kirkpatrick's model
Am unfamiliar with model
Can instruct others in applying model
Have applied at least levels
Have applied at least two levels
Can describe purpose of all levels
12.9%
16.1%
22.6%
38.7%
9.7%
0%
10%
20%
30%
40%
50%
percentage of respondents

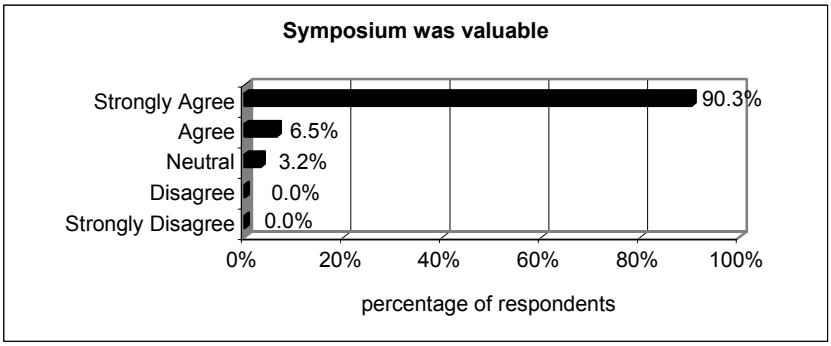
6)


Most valuable evaluation outcome
Level I: Participant Knowledge
Level II: Knowledge Tests
Level III: Application to the job
Level IV: Organizational Effect
Level V: Cost/Benefit or ROI
3.3%
3.3%
63.3%
23.3%
6.7%
0%
10%
20%
30%
40%
50%
60%
70%
percentage of respondents

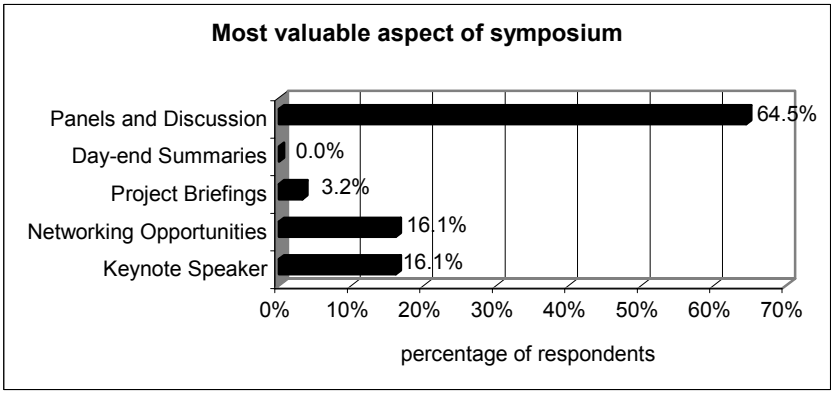
7)


Gained knowledge at the symposium
Yes
Abstain
No
93.6%
6.5%
0.0%
0%
20%
40%
60%
80%
100%
percentage of respondents

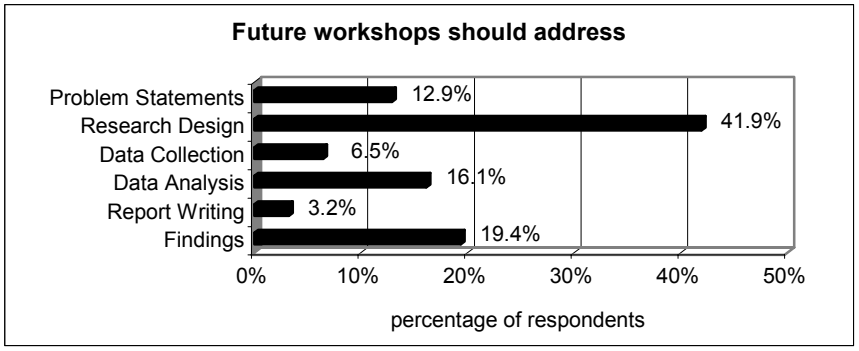
8)


Symposium was valuable
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
90.3%
6.5%
3.2%
0.0%
0.0%
0%
20%
40%
60%
80%
100%
percentage of respondents

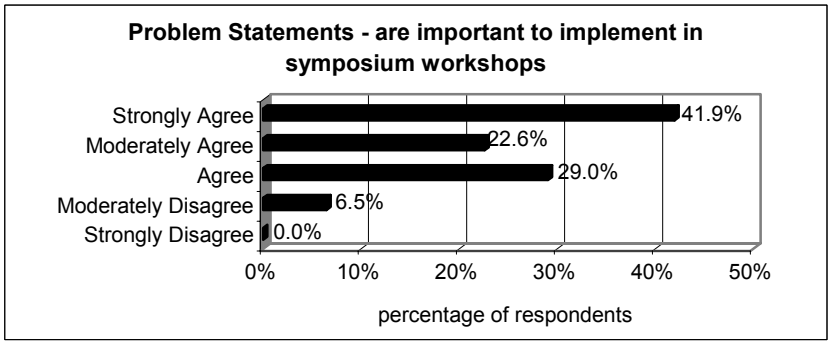
9)


Most valuable aspect of symposium
Panels and Discussion
Day-end Summaries
Project Briefings
Networking Opportunities
Keynote Speaker
64.5%
0.0%
3.2%
16.1%
16.1%
0%
10%
20%
30%
40%
50%
60%
70%
percentage of respondents

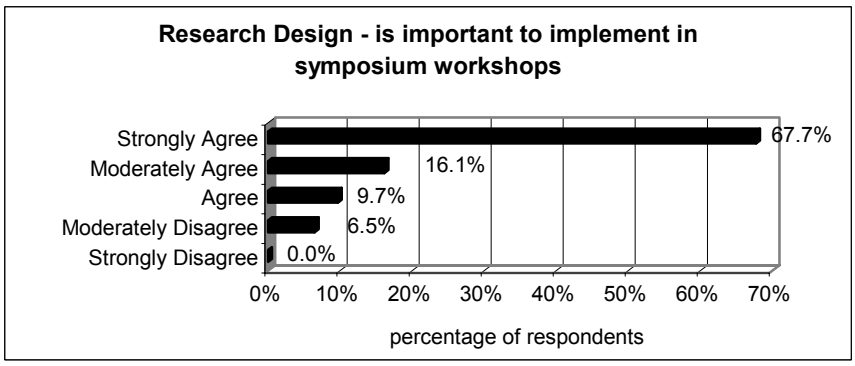
10)


Future workshops should address
Problem Statements
Research Design
Data Collection
Data Analysis
Report Writing
Findings
12.9%
41.9%
6.5%
16.1%
3.2%
19.4%
0%
10%
20%
30%
40%
50%
percentage of respondents

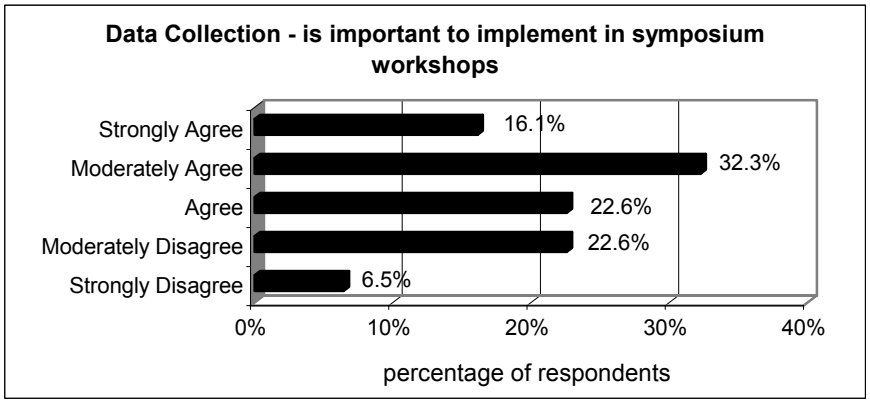
11)


Problem Statements - are important to implement in symposium workshops
Strongly Agree
Moderately Agree
Agree
Moderately Disagree
Strongly Disagree
41.9%
22.6%
29.0%
6.5%
0.0%
0%
10%
20%
30%
40%
50%
percentage of respondents

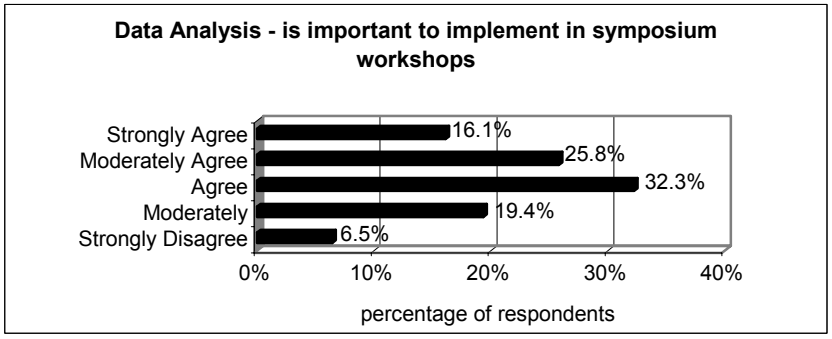
12)


Research Design - is important to implement in symposium workshops
Strongly Agree
Moderately Agree
Agree
Moderately Disagree
Strongly Disagree
67.7%
16.1%
9.7%
6.5%
0.0%
0%
10%
20%
30%
40%
50%
60%
70%
percentage of respondents

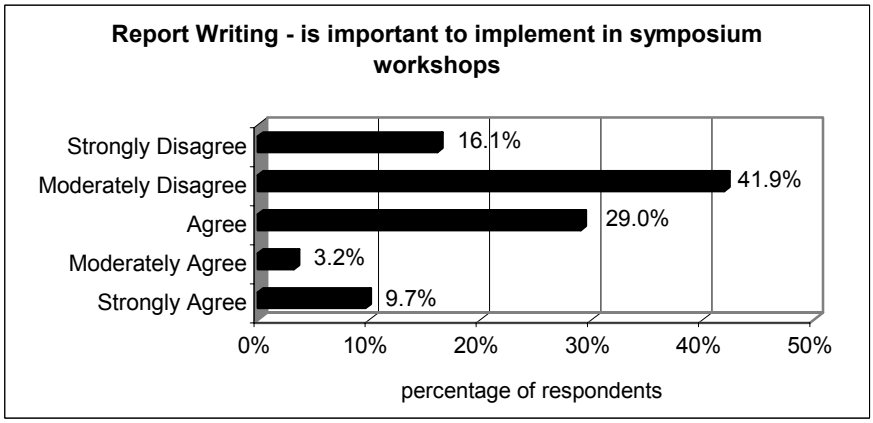
13)


Data Collection - is important to implement in symposium workshops
Strongly Agree
Moderately Agree
Agree
Moderately Disagree
Strongly Disagree
16.1%
32.3%
22.6%
22.6%
6.5%
0%
10%
20%
30%
40%
percentage of respondents

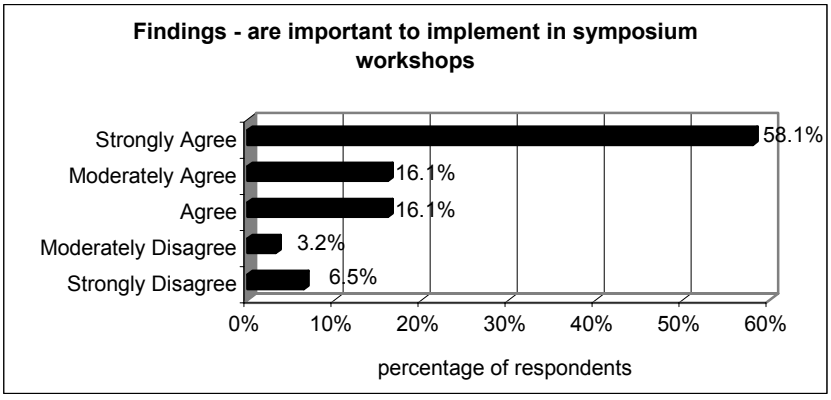
14)


Data Analysis - is important to implement in symposium workshops
Strongly Agree
Moderately Agree
Agree
Moderately
Strongly Disagree
16.1%
25.8%
32.3%
19.4%
6.5%
0%
10%
20%
30%
40%
percentage of respondents

15)


Report Writing - is important to implement in symposium workshops
Strongly Disagree
Moderately Disagree
Agree
Moderately Agree
Strongly Agree
16.1%
41.9%
29.0%
3.2%
9.7%
0%
10%
20%
30%
40%
50%
percentage of respondents

16)


Findings - are important to implement in symposium workshops
Strongly Agree
Moderately Agree
Agree
Moderately Disagree
Strongly Disagree
58.1%
16.1%
16.1%
3.2%
6.5%
0%
10%
20%
30%
40%
50%
60%
percentage of respondents

Program

Sixth Annual

National Human Services Training Evaluation Symposium 2003

Wednesday, May 21

5:00 p.m. ***RECEPTION***

6:00 p.m. ***DINNER***

7:00 p.m.

Welcome: ***Chris Mathias, MSW***

Chris Mathias *is the Director of the California Social Work Education Center (CalSWEC) located at the University of California, Berkeley, School of Social Welfare.*

Keynote: ***Elena Cohen, MEd, ACSW***
"Getting the Whole Picture: The CFSR, Training, and Frontline Practice Links"

Elena Cohen *is the Director of the National Child Welfare Resource Center for Family-Centered Practice in Washington, D.C.*

Thursday, May 22

8:00–9:00 a.m. ***CONTINENTAL BREAKFAST***

9:00–9:30 a.m.

Introduction to the Symposium

Building a Chain of Evidence: ***Cindy Parry, PhD, and Barrett Johnson, MSW, LCSW***

Cindy Parry *is a private consultant specializing in research and evaluation based in Helena, Montana.*
Barrett Johnson *is the Regional Training Academy Coordinator at CalSWEC.*

9:30–10:50 a.m.

Panel/Discussion: ***Level 1***

Facilitator: **Elizabeth Lindsey, PhD,** *is an Associate Professor at the University of North Carolina in Greensboro.*
Fasih Ahmed, PhD, *is a Professor of Sociology at North Carolina A&T State University in Greensboro.*
Shannon Lawrence, MA, *is the Training and Evaluation Specialist at CalSWEC.*

10:50–11:05 a.m. ***BREAK***

Thursday, May 22 ***Continued***

11:05 a.m.–12:30 p.m.

Panel/Discussion: ***Level 2***

Facilitator: **Barrett Johnson, MSW, LCSW,** *is the Regional Training Academy Coordinator at CalSWEC.*
Cindy Parry, PhD, *is a private consultant specializing in research and evaluation based in Helena, Montana.*
Anita Barbee, MSSW, PhD, *is an Associate Professor of Research and the Director of NRC on Child Welfare Training and Evaluation at the Kent School of Social Work at the University of Louisville in Kentucky.*

12:30–1:30 p.m. ***LUNCH***

1:30–2:45 p.m.

Project Briefing: ***Presenters: Michelle Graef, PhD, and Megan Potter, PhD***

Michelle Graef *is an Assistant Professor of Psychology at the Center on Children, Families & The Law at the University of Nebraska in Lincoln.*
Megan Potter *is a Research Specialist at the University of Nebraska in Lincoln.*

2:45–4:15 p.m.

Panel/Discussion: ***Level 3***

Facilitator: **Dale Curry, PhD,** *is an Assistant Professor at Kent State University in Ohio.*
Robin Leake, PhD, *is a Research Associate at the American Humane Association in Englewood, Colorado.*

Thursday, May 22 ***Continued***

4:15–4:30 p.m. ***BREAK***

4:30–5:00 p.m.

Discussion: Building *a Chain of Evidence from Level 1 to Level 3: What Have We Learned Today?*

Facilitator: **Jane Berdie, MSW,** *is a child welfare consultant based in Denver, Colorado.*

5:00 p.m.–5:15 p.m.

Logistics for evening and morning: *CalSWEC*

Break for the evening

Friday, May 23

8:00–9:00 a.m. ***CONTINENTAL BREAKFAST***

9:00–9:30 a.m.

Project Briefing: *Presenters: Marcia Sanderson, LMSW-ACP, and Charlene Urwin, PhD, LMSW-ADFCP*

Marcia Sanderson *is the Director of the Protective Services Training Institute at the University of Texas at Austin.*
Charlene Urwin *is the Site Manager and Special Projects Manager for the Protective Services Training Institute at the University of Texas at Austin.*

Friday, May 23 ***Continued***

9:30–11:00 a.m.

Panel/Discussion: ***Level 4***

Facilitator: **Henry Ilian, DSW,** *is a Training Evaluator at the James Satterwhite Academy for Child Welfare Training and teaches research at the Columbia University School of Social Work in New York City.*
Michelle Graef, PhD, *is an Assistant Professor of Psychology at the Center on Children, Families & The Law at the University of Nebraska in Lincoln.*
Fasih Ahmed, PhD, *is a Professor of Sociology at North Carolina A&T State University in Greensboro.*

11:00–11:10 a.m. ***BREAK***

Project Briefing: ***Presenter: Anita Barbee, MSSW, PhD***

Anita Barbee *is an Associate Professor of Research and the Director of NRC on Child Welfare Training and Evaluation at the Kent School of Social Work at the University of Louisville in Kentucky.*

11:40 a.m.–12:15 p.m.

Wrap-up: ***What Are We Taking with Us?***

Facilitator: **David Wegenast, DSW**, *is a Professor of Social Work at Buffalo State College in New York.*

Friday, May 23 ***Continued***

12:15–12:25 p.m.

Strategize for 2004: ***CalSWEC***

12:25 p.m.

Closing remarks: ***CalSWEC***

12:30 p.m. ***LUNCH and BEYOND***

Regional Training Academy Coordination Project

Chris Mathias, Director, CalSWEC
Barrett Johnson, Regional Training Academy Coordinator
Marsha Carlson, Training and Curriculum Specialist
Shannon Lawrence, Training and Evaluation Specialist
Terry Jackson, Administrative Assistant

California Social Work Education Center (CalSWEC)
University of California, Berkeley
School of Social Welfare
120 Haviland Hall
Berkeley, CA 94720-7400
Phone: 510-642-9272
FAX: 510-642-8573
http://calswec.berkeley.edu

Acknowledgements

We wish to acknowledge the hard work and dedication of the following individuals who made this symposium possible:

Victoria Flores (MSW, May '03)
Monica Asfura
Deb Grantz
Terry Jackson
Karen Ringuette

Special thanks go to this year's Steering Committee:
Anita Barbee, Barrett Johnson, Chris Mathias, David Foster, Henry Ilian, Irene Becker, Jane Berdie, Elizabeth Lindsey, Marsha Carlson, Michelle Graef, Naomi Lynch White, and Robin Leake.

Directory of Presenters and Participants

Cohen, Elena, LCSW Director National Child Welfare Resource Center for Family-Centered Practice 1150 Connecticut Ave., N.W. Ste. 1100 Washington, DC 20036 202-638-7922 202-742-5394 elenac@esilsg.org	Elena Cohen is director of the National Child Welfare Resource Center for Family-Centered Practice, a resource center funded by the Children's Bureau to provide on-site training, technical assistance, and consultation to child welfare agencies. Her areas of expertise include family-centered practices, mental health, child welfare services, childcare, early childhood education, and at-risk youth. An experienced facilitator and trainer, Ms. Cohen has developed training curricula and delivered training sessions nationwide to many audiences. She has also developed numerous publications, videos, and resource materials. Bilingual in English and Spanish, Ms. Cohen is able to work well among diverse groups while exhibiting strong leadership and organizational skills.

Ahmed, Fasih, Ph.D. Professor of Sociology North Carolina AT & T State University 6108 Gold Dust Trail Greensboro, NC 27455 336-334-7894 ahmedf@ncat.edu	Fasih Ahmed teaches courses in program evaluation, population studies, research methods, and statistics. He is working with Dr. Elizabeth Lindsey on the North Carolina Child Welfare Training Evaluation Project, a project of the State of North Carolina, Division of Social Services, and the University of North Carolina, Greensboro.
Allen Dryden, Althea, M.A. NRC Research Manager Kent School of Social Work University of Louisville Louisville, KY 40292 502-852-3396 502-852-2921 aaall301@gwise.louiseville.edu	
Barbee, Anita, M.S.S.W, Ph.D. Associate Professor of Research Director NRC on CW Training & Evaluation Kent School of Social Work University of Louisville Louisville, KY 40292 502-852-0416 502-852-0422 anita.barbee@louisville.edu	Anita P. Barbee received her Ph.D. in social psychology from the University of Georgia in 1988 and her M.S.S.W. from the University of Louisville in 2001. Her current projects include evaluating core child welfare training at Levels I, II, and III; evaluating the efficacy of alternate models of training delivery and reinforcement;and using Internet applications to evaluate individual and group behavior.

Becker, Irene, LCSW Curriulum and Distance Learning Coordinator Public Child Welfare Training Academy 6505 Alvarado Rd., Ste. 107 San Diego, CA 92120 619-594-3565 619-594-1118 ibecker@projects.sdsu.edu	Irene Becker is the Curriculum & Distance Learning coordinator for PCWTA in Southern California. She currently is working with her staff on developing a transfer of learning strategy for the Southern region. She is also assisting with developing a post test evaluation tool for the first call-back class for supervisors who have completed the Supervisor Core
Berdie, Jane, M.S.W. Child Welfare Consultant 435 South Gaylord St. Denver, CO 80209 303-733-9532 303-733-9532 jberdie@msn.com	Jane Berdie is a child welfare consultant based in Denver. She is currently providing strategic planning and technical assistance to the CalSWEC Statewide Training Evaluation Project/ Macro Evaluation Team, as well as several training evaluation projects for Pennsylvania's child welfare core training and for independent living training in Colorado and North Carolina that involve embedded evaluation of knowledge and/or skills.
Bookhagen, Alan E-Learning Consultant Training Management Systems 185 Parkside Ave. Buffalo, NY 14214 716-836-5220 abookhagen@hotmail.com	

Bozanich, Dennis, M.B.A. Staff Development Supervisor Contra Costa County Employment & Human Services Dept. 1465-D Enea Circle Concord, CA 94520 925-808-2530 925-808-2539 dbozanich@ehsd.co.contra-costa.ca.us	Dennis Bozanich is the supervisor of Staff Development in Contra Costa County, overseeing Children and Family Services, Welfare to Work, and Adult and Aging Bureaus. One of Dennis's projects is working on a comprehensive evaluation process of all the training that is being offered by Staff Development. Prior to this position, Dennis worked for 18 years for a non-profit organization as a program manager and evaluator.
Brezovsky, Scott, M.S. Research Associate Child Welfare Training Institute 295 Water St. Augusta, ME 04330 207-626-5081 FAX 207-626-5210 Scott.brezovsky@maine.gov	As the research associate for the Child Welfare Training Institute, Scott Brezovsky coordinates the evaluation of child welfare projects and training programs. He provides support to DHS strategic development and agency priorities, and oversees the design and delivery of various applied research activities, including technical assistance, consulting, needs assessments, and survey research for DHS and the foster/adoptive parent communities.

Burroughs, Monte, M.PA. Child Welfare Research Coordinator University of North Carolina, Greensboro P.O. Box 26170 Greensboro, NC 27402 336-315-7044 336-315-7044 rmburrou@uncg.edu	
Caldera-Gammage, Soledad, M.S.W. Curriculum & Evaluation Specialist Central California Child Welfare Training Academy 112 Ron Ct. Vallejo, CA 94591 Fresno office: 559-278-8065 707-647-1655 scaldera@csufresno.edu	Soledad Caldera-Gammage has worked for the Central California Training Academy for the last five years. The first four years she served as a Regional Training coordinator. During the past year she has been the Curriculum and Evaluations specialist. Her responsibilities include writing, revising, and editing curriculum to reflect child welfare best practices and the California law, as well as oversight and coordination of the evaluation of curriculum, mentoring activities, and trainers. She also oversees the development and maintenance of quality trainers through recruitment, mentoring, and evaluation.

Carlson, Marsha, M.S.W. Training & Curriculum Specialist CalSWEC School of Social Welfare University of California, Berkeley Marchant Bldg., Ste. 420 6701 San Pablo Berkeley, CA 94720-7420 510-634-6400 510-642-8573 carlsonm@uclink.berkeley.edu	As the Training and Curriculum specialist at CalSWEC, Marsha Carlson helps to coordinate statewide training initiatives and oversees the Standardized Core Project, a system of learning for new child welfare workers. Ms Carlson is also responsible for organizing annual/biannual national and statewide training related symposia, including evaluation symposia and symposia on fairness and equity in child welfare training. Prior to joining CalSWEC, Ms. Carlson was a child welfare social worker and training mentor.
Christopher, Bob Program Manager I County of Orange Social Services Agency 1928 S. Grand Ave. Santa Ana, CA 92705 714-435-7398 714-435-7410 bob.christopher@ssa.ocgov.com	Bob Christopher is a program manager in the County of Orange, Social Services Agency, Training and Career Development. He supervises the trainers for the Children and Family Services and Adult Services Programs.

Cohen, Edward Ph.D., M.S.W. Director Center for Social Services Research, and Principal Investigator, Title IV-E Waiver Child Welfare Demonstration Evaluation University of California, Berkeley School of Social Welfare 120 Haviland Hall Berkeley CA 94720-7400 ecohen@uclink4.berkeley.edu	Edward Cohen received his M.S.W. (1983) and Ph.D. (2000) in Social Welfare from the University of California at Berkeley. He has taught research methods (UC Berkeley) and courses in managed care (UC Davis). Practice experience includes over 17 years in senior positions as a clinician, administrator, policy planner, and consultant in both private and public mental health and social service agencies. His experience in implementing children's wraparound programs and working with county agencies is especially relevant to the Intensive Services Component of the Title IV-E Waiver Evaluation.
Curry, Dale, Ph.D., LSW Assistant Professor Kent State University Nixson Hall P. O. Box 5190 Kent, OH 44242-0001 330-672-2998 330-672-2194 dcurry@kent.edu	Dale Curry is an assistant professor of Human Development and Family Studies at Kent State University. In addition, he coordinates evaluation for a trainer development certificate program in collaboration with the Northeast Ohio Regional Training Center. He was the principal investigator on two statewide training evaluation projects in Ohio and served as the consultant to the AHA on its comprehensive evaluation of the Pennsylvania Competency-Based Child Welfare Training

	and Certification Program. Currently, he is exploring factors affecting transfer of learning for CWS staff and its relationship to staff retention. Dr. Curry is chairperson of the Evaluation Committee of the NSDTA and is co-chair of the Assessment Committee of the North American Certification Project for child and youth care workers.
Day, Cassandra Staff Services Manager California Dept. of Social Services Child Protection & Family Support 744 P St. MS 19-87 Sacramento, CA 95814 916-445-2806 916-445-2898/2907 cassandra.day@dss.ca.gov	
Dickinson, Nancy, M.S.S.W., Ph.D. Executive Director Jordan Institute for Families University North Carolina at Chapel Hill 301 Pittsboro St., Cb #3550 Chapel Hill, NC 27599-3550 919-962-6407 919-843-9827 ndickins@unc.edu	As director of the Jordan Institute for Families, Nancy Dickinson provides technical assistance to research and evaluation projects of faculty and staff at the UNC Chapel Hill School of Social Work. As principal investigator of two projects (NC Child Welfare Education Collaborative and the Interdependent Living Project), she is developing and implementing evaluations of these education and training projects.

Ellett, Alberta, Ph.D. Professor of Social Work School of Social Welfare University of Georgia Tucker Hall Athens, GA 30602 706-542-4509 aellett@uga.edu	Alberta Ellett is a professor of Social Work at the University of Georgia. Her primary interest is in child welfare. She is currently directing a statewide, mixed methods study of employee turnover and retention in child welfare in Georgia.
Ellett, Chad D., Ph.D. Professor/ President CDE Research Associates, Inc. 1301 Victoria Road Watkinsville, GA 30677 706-310-1022 alberta59@charter.net	Chad Ellett's professional work includes program/project evaluation in education, social work, and other areas. Most recently he has been involved in a statewide study of professional staff retention and turnover in child welfare.
Foster, David., LCSW Project Director Central California Child Welfare Training Academy CSU, Fresno 5310 Campus Dr., MS-PHS102 Fresno, CA 93740-8019 559-278-2258 559-278-7229 David_j_foster@csufresno.edu	David Foster is a Licensed Clinical Social Worker with 17 years' experience in public child welfare as a social worker, supervisor and manager. He was Title IVE coordinator for CSU, Fresno Social Work Program from 1993 to1998, founding member of the California Regional Training Academy Development and Implementation Project, and academy director since 1998. He is married to Barbara, and they have five children, (Adrian, Amanda, Nicole, Matt, Stephen) and one grandchild (Ryan). They are avid Ice hockey fans (in Fresno, of all places…go figure!).

Girdner, Donna, M.S. Administrative Program Officer III Oklahoma Dept. of Human Services 617 W. Rock Creek Rd. Norman, OK 73069 405-573-6806 405-573-6863 donna.girdner@okdhs.org	Donna Girdner has worked for the Oklahoma Department of Human Services Child Welfare for 14 years, and served as a supervisor for 5 of those years. She is currently working in the Child Welfare Training Unit where she is a trainer for new workers going through Core Academy. Ms. Girdner is an adjunct faculty member for Northeastern State University where she teaches a course on how to testify effectively and supervises social work practicum students. She received her Master's degree from Northeastern State University in 1984.
Graef, Michelle, Ph.D. Research Assistant Professor of Psychology Center on Children, Families, & The Law University of Nebraska—Lincoln 121 South 13th St., Ste. 302 Lincoln, NE 68588-0227 402-472-3741 402-472-8412 mgraef1@unl.edu	Michelle Graef is developing and validating a wide range of assessments for use in the selection of Child Protective Services workers and in the assessment of these new workers' competencies. She has conducted a number of studies on various aspects of CPS staff turnover, most recently on methods for costing the financial impact of this turnover. This summer she will begin work on a new NIH grant entitled "The community context of rural and urban child neglect."

Harkins, Diane, M.S.W., LCSW Program Director The Center for Human Services UC Davis 1632 Da Vinci Ct. Davis, CA 95616 530-757-8643 530-754-5104 dharkins@unexmail.ucdavis.edu	Diane Harkins is the program director of the Child Care Training Project at the Center for Humans Services, UC Davis. In addition to coordinating this statewide program, she is also a principal investigator of an evaluation project funded through the U.S. Department of Education.
Harris, Norma, Ph.D. Director Social Research Institute Collegeof Social Work University of Utah 395 S. 1500 E,- Rm. 111 Salt Lake City, UT 84112 801-581-3822 801-585-6865 nharris@socwk.utah.edu	Norma Harris is director of the Social Research Institute at the College of Social Work, University of Utah. Dr. Harris has extensive experience in the evaluation of child welfare programs. She is currently the principal investigator for the IV-E grant with the Division of Child and Family Services; this grant includes a research/evaluation component.
Heppner, Caleb, M.P.A. Executive Director Child Welfare Partnership Portland State University 520 S.W. Harrison, Ste. 440 Portland, OR 97201 503-725-8122 503-725-8030 heppnerc@pdx.edu	Caleb F. Heppner is executive director of the Child Welfare Partnership at Portland State University. The partnership is operated under a collaborative agreement between the PSU Graduate School of Social Work, the School of Extended Studies, and the Department of Human Services. It is one of the first university-based programs to integrate child welfare research, training, and graduate education

	into a unified, coordinated effort to enhance services for families and children. Prior to joining PSU in 1999, Mr. Heppner was deputy administrator of the Oregon State Office for Children and Families. He is the principal investigator for the "Supervising for Excellence in Oregon" project, a federal 426 grant awarded to five states to develop curriculum and train child welfare supervisors in the use of data to meet federal outcomes. A key component of this grant is a training evaluation.
Horn, Michael, Ph.D. Manager of Evaluation Northwest Institute School of Social Work University of Washington P. O. Box 354900 Seattle, WA 98105 206-685-7694 206-685-1330 hornm@u.washington.edu	

Ilian, Henry, D.S.W. Training Evaluator James Satterwhite Academy for Child Welfare Training Adminsitration for Children's Services 492 First Ave. New York, NY 10016 646-935-1410 646-935-1604 henry.ilian@dfa.state.ny.us	Henry Ilian has been involved since 1987 in evaluation and testing at the New York City Child Welfare Administration, James Satterwhite Academy for Child Welfare Training. He is currently working on the development of competency-based measures to accompany the New York City adaptation of the New York State Common Core for child welfare workers. He also teaches research at the Columbia University School of Social Work.
Ing, Mindy, M.S. Research Assistant Child Welfare Partnership Portland State University 520 SW Harrison St., #440 Portland, OR 503-725-8006 503-725-8030 ingm@rri.pdx.edu	Mindy Ing is a researcher at the Child Welfare Partnership, Portland State University, and holds a Master's degree in Social Science. Her current evaluation projects include two training evaluations and the evaluation of the Children's Trust Fund of Oregon. She is also a trainer and consultant.
Jacquet, Susan E., Ph.D. Evaluation Specialist CalSWEC School of Social Welfare University of California, Berkeley Marchant Bldg., Ste. 420 6701 San Pablo Berkeley, CA 94720-7420 510-643-9846 510-642-8573 sjacquet@berkeley.edu	Susan E. Jacquet is a research specialist at CalSWEC. Dr. Jacquet manages CalSWEC's research component, including ongoing surveys of California's M.S.W. students and Title IV-E M.S.W. graduates and the development of new research initiatives on outcomes for child welfare and the efficacy of the IV-E program. Dr. Jacquet is also responsible for coordinating CalSWEC's funded research process from RFP through review of proposals.

Johnson, Barrett, M.S.W., LCSW RTA Coordinator CalSWEC School of Social Welfare University of California, Berkeley Marchant Bldg., Ste. 420 6701 San Pablo Berkeley, CA 94720-7420 510-643-5484 510-642-8573 barrettj@berkeley.edu	Barrett Johnson is the Regional Training Academy coordinator at CalSWEC. Mr. Johnson oversees CalSWEC's coordination of statewide training efforts in California, including development and implementation of a standardized core curriculum, and strategic planning for a statewide training evaluation system. He has worked for many years with urban children and families, with an emphasis on intervention in cases of child sexual abuse.
Kimerling, Ervine, M.S., M.P.A. Executive Director James Satterwhite Academy for Child Welfare Training Administration for Children's Serivces-NYC 492 First Ave., 5th Fl. New Nork, NY 10016 646-935-1301 646-935-1583 ervine.kimerling@dfa.state.ny.us	Ms. Ervine Kimerling is executive director of the James Satterwhite Academy for Child Welfare Training at New York City's Administration for Children's Services (ACS). Under the ACS renewed Plan of Action of July 2001, the academy is charged with implementing an innovative and outcome-focused training for new and experienced case-workers and supervisors in all NYC child welfare programs. Comprehensive evaluation, both of participants and the training program, is integral to this initiative. This includes the assessment of skills learned and evaluation of application of skills to practice over a period of time.

Lahti, Michael, Ph.D. Director Evaluation Services Institute for Public Sector Innovation Edmund S. Muskie School of Public Service University of Southern Maine 295 Water St. Augusta, ME 04330 207-626-5274 207-626-5210 michel.lahti@maine.gov	Michel Lahti is a Research faculty member at the Edmund S. Muskie School of Public Service, University of Southern Maine, and manager of the Evaluation Services Unit for the Institute for Public Sector Innovation. He lives with his family in Portland, Maine, and enjoys Aikido, traveling and a good cup of coffee.
Lally, Eileen, Ed.D., LCSW Program Manager Family and Youth Services Training Academy University of Alaska—Anchorage 4500 Diplomacy Dr., Ste. 430 Anchorage, AK 99518 907-786-6731 907-786-6735 aneml1@uaa.alaska.edu	Eileen Lally is in her fifth year of a partnership at the State of Alaska's Division of Family and Youth Services, providing training to their statewide social work staff that utilizes Title IV-E funding. Evaluation is an on-going issue and this conference helps focus on ways to accomplish it.
Lawrence, Shannon, M.A. Training and Evaluation Specialist CalSWEC School of Social Welfare University California, Berkeley Marchant Bldg., Ste. 420 6701 San Pablo Berkeley, CA 94720-7420 510-643-5440 510-642-8573 lorens2@uclink.berkeley.edu	As part of CalSWEC's RTA Coordination Project, Shannon Lawrence coordinates and implements statewide training evaluation and provides technical assistance to RTAs and counties. She brings expertise from both the public and private sectors, including research and evaluation design, instrument development, data collection, and analysis. Prior to joining CalSWEC, Ms. Lawrence was

	the assistant director of the Higher Education in the Digital Age program at the Center for Studies in Higher Education at UC Berkeley, where she oversaw a two-year evaluation of technology enhancements in a large lecture course, developed evaluations for online courses, and edited a volume on distance learning efforts in research universities. Ms. Lawrence received her M.A. in education from UC Berkeley.
Leake, Robin, Ph.D. Children's Services Manager of Training & Program Evaluation American Humane Association 63 Inverness Dr. East Englewood, CO 80112 303-925-9486 303-792-5333 robin@americanhumane.org	Robin Leake is responsible for research design; selection or development of instruments; data collection, analysis, and interpretation; proposal and final report development; and project management. She is involved in numerous projects, including managing a multi-level evaluation of child welfare staff training for the State of Colorado.

Lindsey, Elizabeth, Ph.D. Associate Professor Department of Social Work University of North Carolina at Greensboro Greensboro, NC 27402-6170 336-334-5225 336-334-5210 betsy_lindsey@uncg.edu	Elizabeth Lindsey is currently focusing on developing and validating knowledge tests for Pre-service Training and creation of a standard set of training management reports based on participant satisfaction data for all child welfare training. She teaches the research and evaluation courses in the Joint Master of Social Work Program administered through N.C. A&T State University and the UNC—Greensboro. Other ongoing research projects involve studying how runaway and homeless youth are able to restabilize and create success in their lives.
Lynch-White, Naomi, CSW Director of Training Council of Family & Child Caring Agencies 19 W. 21st. St., Suite 501 New York, NY 10010 212-929-2626 212-929-0870 naomi@cofcca.org	Naomi Lynch-White is the training director for a training consortium of over 100 child welfare agencies in New York State. In her role, she administers a competency-based training program to new and experienced caseworkers and supervisors. She is an advocate of and collaborates with local and state governments to administer training programs that support adult learning principles and skill development. She is assisting local, state governments and agencies in

	transitioning to an outcome-focused training model that will be used by public and private agencies throughout the State of New York.
Martin, Mavin, PhD Assistant Professor Co-Director, NRC Kent School of Social Work University of Louisville Louisville, KY 40292 502-852-3973 502-852-0422 m0mart01@louisville.edu	
Mathias, Chris, MSW Director CalSWEC School of Social Welfare University of California, Berkeley 120 Haviland Hall, Rm. 5 Berkeley, CA 94720-7400 510-642-7490 510-642-8573 cmathias@uclink.berkeley.edu	Chris Mathias is the director of CalSWEC. She began her work with CalSWEC in March 2000 where she initially headed the Regional Training Academy Coordination Project. In her role as director she leads the development and evaluation of the Title IVE Stipend Program for Public Child Welfare and the Regional Training Academy Coordination Project. She heads a consortium that includes 16 universities, the County Welfare Directors Association, the Mental Health Directors Association, the four Regional Training Academies, the Inter-University Consortium in Los Angeles and the California

	Department of Social Services. For 14 years prior to joining CalSWEC, Ms. Mathias worked primarily in the private non-profit sector with children in out of home care. During that period, she developed curriculum, training and quality assurance methods for practice for direct care workers, clinicians and administrators.
Middleton, Jane, D.S.W. Director Dept. of Social Work Education CSU, Fresno 5310 Campus Dr. MS/102 Fresno, CA 93740-8019 559- 278-3992 559-278-7191 jmiddlet@csufresno.edu	
Nunno, Michael, D.S.W. Senior Extension Associate Family Life Development Center College of Human Ecology Cornell University MVR Hall Ithaca, NY 14853-4401 607-254-5127 607-255-4837 man2@cornell.edu	Michael Nunno is the principal investigator of the Residential Child Care Project. He designs evaluation strategies and methodologies that measure individual performance within competency-based training and on-the-job performance. He also provides training and technical assistance to residential facilities to lower levels of aggression and high-risk interventions.

Parry, Cindy, Ph.D. Training & Program Evaluation C. F. Parry Associates 520 Monroe Ave. Helena, MT 59601 406-449-6372 406-449-6372 cfparry@msn.com	Cynthia Parry is a private consultant specializing in research design; instrument development; data collection, analysis, and interpretation; and proposal and report development for program evaluation in human services. She has had over 20 years experience in conducting training evaluation, as well as other types of program evaluations, in child welfare, juvenile justice and education. Among her current projects are: ▪ Evaluation of the Northern California Children and Family Services Training Academy's core training for caseworkers (April 2001 to present); ▪ Evaluation of Training for the State of Pennsylvania Competency-Based Training Program (2001 to present); ▪ National Child Traumatic Stress Initiative: Community Practice Program Evaluation (2001 to present); ▪ Strategic Planning and Technical Assistance to the CalSWEC Statewide Training Evaluation Project Macro Evaluation Team. Dr. Parry has made numerous presentations at state and national child welfare conferences and, with Jane Berdie, is the co-author of a

	publication from the American Public Human Services Association, "Training Evaluation in the Human Services".
Petersen, Nancy, M.S.W., LCSW Training Coordinator Nevada Training Partnership School of Social Work University of Nevada, Reno MS 090, UNR Reno, NV 89553 775-784-6542 775-784-4573 nbp@unr.edu	Nancy Petersen is the training coordinator for the Nevada Training Partnership, School of Social Work at the University of Nevada Reno, the IV-E-funded university-agency partnership in Nevada, since 1991. They are in the process of transitioning from the traditional CORE training series to a more comprehensive academy approach to training and will be developing an evaluation for the program. She is a member of the Advisory Board for the National Resource Center on Child Welfare Training and Evaluation out of Louisville, Kentucky.
Potter, Megan, Ph.D. Research Specialist Center on Children, Families & the Law University of Nebraska—Lincoln 121 S. 13th St.#302 Lincoln, NE 68588 402-472-9812 402-472-8412 mpotter2@unl.edu	Megan Potter is currently a Research Specialist at the Center on Children, Families & the Law, University of Nebraska—Lincoln. She is jointly responsible for conducting training evaluation and competency assessment projects designed to improve the selection, training, performance, and retention of protective service workers in the state of

	Nebraska. Her skills and experience include organizational diagnosis, organization development, job analysis, training curriculum development, computer-based training, performance assessment and improvement, survey development, test development and validation, and qualitative and quantitative data analysis.
Roditti, Martha, M.S.W. Acting Director Bay Area Academy San Francisco State University School of Social Welfare 1600 Holloway Ave. San Francisco, CA 94134 415-338-7529 415-338-0591 mroditti@sfsu.edu	Martha Roditti is the acting director of the Bay Area Academy, School of Social Work, San Francisco State University. She has taught child welfare and other social work courses for years at SFSU and was formerly the Curriculum coordinator of SFSU's M.S.W. Title IV-E Training Project. Ms. Roditti has considerable experience with the children, youth, and family services programs in San Francisco.

Sanderson, Marcia, LMSW-ACP Director Protective Services Training Institute School of Social Work University of Texas at Austin 1 University Station D3500 Austin, TX 78712-0358 512-471-0521 512-232-9585 msanderson@mail.utexas.edu	Marcia Sanderson has been the director of the Protective Services Training Institute since 1993. From 1999 to 2002, she also assumed the role of director of the Child Welfare Education Project, a Title IV-E stipend program at the University of Houston Graduate School of Social Work. In 2002 she became full-time director at PSTI and relocated to the University of Texas at Austin. While at the University of Houston, she taught grant writing in the social work Master's program and program evaluation as a part of a continuing education workshop on Program Planning and Proposal Writing.
Silveria, Melanie Enrollment Coordinator Northern California Children & Family Services Training Academy The Center. for Human Services UC Davis Extension 1632 Da Vinci Ct. Davis, CA 95616-4860 530-757-8643 530-754-5104 msilveria@unexmail.ucdavis.edu	

Urwin, Charlene, Ph.D., LMSW-ACP Site Manager & Special Projects Protective Services Training Institute of Texas University of Texas at Austin 1 University Station D3500 Austin, TX 78712 512-471-0560 512-232-9585 curwin@mail.utexas.edu	Charlene Urwin is site manager for the Protective Services Training Institute of Texas at the University of Texas at Austin. She has directed training needs assessments and competency projects in child and adult protection and recently completed a performance dimension approach in Child Care Licensing. She has extensive experience in teaching and directing social work education programs.
Waters, Elaine, M.S.W. School of Social Welfare University of Oklahoma 1005 Jenkins, Rhyne Hall Norman, OK 73019 405-325-1407 405-325-9367 ewaters@ou.edu	Elaine Waters is with the Child Welfare Professional Enhancement Program (IV-E) at the University of Oklahoma School of Social Work. Ms. Waters provides monitoring and evaluation services for the grant program. Currently, she is progressing on a study of retention comparing graduate child welfare employees of the program to regular-hire child welfare employees in Oklahoma.

Wegenast, David, D.S.W. Professor Buffalo State College 185 Parkside Ave. Buffalo, NY 14214 716-836-5220 716-836-5220 wegenadp@buffalostate.edu	Dr. David Wegenast, a professor of Social Work at Buffalo State College, is the past president of the National Staff Development and Training Association. Dr. Wegenast developed the NYS Child Welfare Training System from 1970 to 2000. His current interest is use of audience response polling systems in human services training and evaluation. Current research activities address that interest.
Wilson, Courtney Program Manager Training Services Tulare County Health & Human Services Agency 907 W. Visalia Rd. Farmersville, CA 93223 559-747-0342x214 clwilson@tularehhsa.org	
Ynacay Nye, Robin, LSW Staff Development Specialist Nevada Disvision of Child Family Services 711 East Fifth St. Carson City, NV 89701 775-684-4425 775-684-4457 rtynacay@dcfs.state.nv.us	