Training of Child Welfare Agency Supervisors in the Effective Delivery and Management of Federal Independent Living Service for Youth in Foster Care

Developing a Supervisory Training Curriculum

The purpose of the third and final year of the "Preparation for Adulthood – Supervising for Success" (PASS) project evaluation focused on the dissemination of the training curriculum developed for child welfare supervisors to facilitate the effective delivery and management of Federal Independent Living Services for Youth in Foster Care. The third year evaluation focused on assessing the effectiveness of that dissemination in terms of satisfaction with content and delivery techniques, and on knowledge change in attendees. The curriculum design was based on the core principles established during the first year of the grant. The curriculum units were then tested at all three of the project sites (Mississippi Department of Human Services, New York City Administration for Children's Services, and Oregon Department of Human Services, State Office for Services to Children and Families) and were modified based on feedback from participants. As outlined in the outputs section of the logic model, the curriculum was pilot tested and data on both curriculum content and on the training delivery method was gathered and evaluated during the second year. In addition, the logic model set out the core activity of creating digital stories as a way to provide youth with an opportunity to participate within the supervisory training curriculum. Successful output was achieved relating to this core activity with both supervisors and workers in child welfare as well as both current and former foster care youth developing digital stories to be used as additional training tools enriching the trainings provided and serving as a valuable resource on the website.

The project logic model also outlines outcomes for the project, which were the focus of the third year evaluation. A short term outcome goal for the program was identified as "increased knowledge of youth focused practice amongst supervisors". This increased knowledge was measured using a quasi-experimental pre and post-test design. The intermediate outcome of "increased use of curriculum concepts by supervisors when supervising staff" was evaluated using qualitative telephone interviews of program participants. The telephone interview was also used to evaluate the intermediate outcome of "increased application of youth-focused practice in work with older youth by supervisors and workers". The ongoing evaluation of participant's satisfaction with the training content and techniques also continued during the third year.

Data Collection Strategies

Data were gathered using different strategies and for different purposes during the third-year of the program. Data gathering strategies included: a self-administered questionnaire to gather participants' reactions to the learning circles in which they participated; a self-administered Preparation for Adulthood: Supervising for Success Knowledge Survey, completed at the beginning and the end of the program to assess changes in understanding of youth development principles and concepts; a feedback survey for participants that accessed digital stories online; and, a telephone interview with past program participants to assess the impact of the training on their practice.

Self –Administered Reaction Questionnaire

A short 15-item questionnaire was developed to assess how learning circle participants viewed the curriculum and training style. The feedback questionnaire began

with 10 quantitative questions on a five-point Likert scale, ranging from very low, low, average, high, to very high, that asked about the trainer's knowledge, preparation and organization; teaching effectiveness; and, responsiveness to participants. Other questions focused on content, asking whether the training content supported their job duties; materials were useful and available for on-going use; stated objectives were achieved; and, the event helped improve knowledge, skills and abilities. An overall session rating was also included, as was a question asking whether they thought their supervisor supported the use of the skills taught. The participants were also asked whether they would use the information obtained to train their own staff, and whether they thought that they would incorporate the new information and skills into their own practice. Demographic data was collected relative to their length of time in child welfare, whether they currently supervise workers, how long they have been supervising, and their highest level of education. The survey was distributed for completion by participants at the end of each training session during year three (including train the trainer sessions in both New York and Oregon). (The complete questionnaire is available in Appendix A.)

Sample

The reaction questionnaire was administered to all participants at the end of each day of the learning circles. A total of 19 participants attending the third year learning circles in the two sites completed evaluations including 8 in New York City, and 11 in Oregon. In addition, two Train The Trainer sessions were conducted one in New York with 13 participants, and one in Oregon with 11 participants. Demographic data was not gathered for all year 3 participants, but of those for whom data is available (n= 35) their experience working in Child Welfare ranged from 3-23 years, with an average of 11

years (sd = 5.67). Not only did participants have considerable experience in Child

Welfare, but many had also been in their current position for a considerable time, ranging

from 0-14 years, with an average of 4.3 years (sd = 3.6). Experience supervising was also

high with an average of 5 years (sd = 4.4) experience. The training was successful at

reaching its target audience with 85% of participants describing their job title as

Supervisor, and 88.6% responding that they directly supervise workers.

Results

The learning circles included a supervisory overview and then covered five major

topic areas - developing and maintaining positive permanent connections between youth

and caring adults; youth as resources rather than recipients of service; strengths-based

practice and life skills; promoting physical and emotional safety and well-being; and,

creating collaboration among stakeholders. From the 19 learning circle participants a total

of 81 surveys were collected after the 12 different training days across the two sites, 45

from New York and 36 from Oregon. Twenty-four feedback surveys were also collected

after the Train the Trainer sessions, 13 from New York City and 11 from Oregon.

Feedback about the trainings was overwhelmingly positive in both the

quantitative and qualitative sections of the survey. On the 5-point scale, with 5

representing a "very high" rating, the overall rating for the trainings was 4.99 (SD =

0.11). Content was viewed positively with participants rating that the content supported

their job duties (Mean = 4.85, SD = 0.53), materials were useful and available for on-

going use (Mean = 4.9, SD = 0.3), that the stated objectives were achieved (Mean = 4.9,

SD = 0.28), and that the event helped participants to improve their knowledge, skills and

abilities (Mean = 4.86, SD = 0.52). (See Table 1 and Charts 1-6). The trainer and the

training methods employed were also very positively reviewed. Trainer knowledge was rated at a mean of 4.98 (SD = .16), as was trainer preparation and organization (Mean = 4.98, SD = .16), and teaching effectiveness (Mean = 4.89, SD = 0.16). Responsiveness to participants was highly evident at a mean of 4.99 (SD = 0.11). Participants were slightly less sure about whether they thought their supervisor supported the use of the skills taught (Mean = 4.59, SD = 0.73). In terms of transfer of learning the circles also appeared to be very successful 97% of participants thought that they would use the information obtained to train their own staff, while 86% felt that they would incorporate their new information and skills into their practice (see Charts 7 & 8).

During the third year the curriculum content continued to be relevant and transferable and the teaching methods used to engage the supervisors was very well received. The qualitative comments echoed the sentiments raised by the quantitative data. Mirroring the year two evaluations numerous comments exclaimed how useful the information was, how relevant it was, and how fantastic the trainer had been. Many gave very enthusiastic praise for all dimensions of the training, for example, "Excellent information and excellent trainer". One participant wrote 'this has been a gift to me" while another said "thank you for your investment in my practice as a supervisor". When asked what their least favorite part of the training was or what they would change, the majority of participants remained positive. The main complaint was that they wanted more trainings like this one or that there simply wasn't enough time. As on participant noted "it was jam packed". However, most comments conveyed the idea that the training had been very well received, several participants commented that "everything was valuable", while numerous others wrote "none" or "N/A" (not applicable).

<u>Train the Trainer Reaction Surveys</u>

The 24 participants that completed the PASS program Train The Trainer sessions also completed reaction surveys at the end of their training sessions. The groups were experienced both in child welfare (Mean = 7.9, SD = 6.8), and supervising workers (Mean = 7, SD = 7.6). The feedback continued to be overwhelmingly positive with every participant (100%) rating the overall training with its highest available score ("very high"), giving a mean of 5 (SD = 0) (See Table 1 and Charts 9-16). Qualitative comments were also positive with respondents noting that they would incorporate the training method and content into their other work. As one respondent exclaimed "I am leaving with a wealth of knowledge". Some noted that the tools for activities were the most helpful, with one participant remarking that the "training and tools are not only informative, explorative, but also therapeutic". One respondent noted that they would "share (the information) with administrative management and work to incorporate the Learning Circle style, format and tools into other things (as) part of the training unit". Another noted "this really will help me to transfer learning to my team and unit".

<u>Three Years of Self-Administered Reaction Surveys (2006-2008)</u>

During the three years of the Preparing for Adulthood Supervising for Success Program a total of 6 learning circles with 60 participants took place. During those trainings a total of 290 reaction surveys were completed. The average experience in child welfare for all PASS participants was very high at 13 years (SD = 6.5) and an average of 4.9 years (SD = 4.6) supervising. The PASS program training was of the highest quality

across all three years, of the responses 91% (n = 264) rated the overall training with the highest possible score of "very high" and the remaining 9% (n = 26) rated the overall training as "high", notably there were no scores below high at any point during the three years. Therefore, the average overall rating for all the trainings on a 5-point scale was an astonishing 4.9 (SD = 0.29). Participants felt that the training content improved their knowledge, skills or abilities (Mean – 4.8, SD = 0.48), that the content supported their job duties (Mean = 4.8, SD =0.49), and that the materials were useful and available for future use (Mean = 4.9, SD = 0.36). In addition, the curriculum appeared to achieve its goal of positively influencing supervisory practice, 84.9% reporting that they would incorporate the new information and skills into their practice and 85% reported that they would use the new skills to train staff (see Table 1 and Charts 17-24).

<div align="center">Preparation for Adulthood Knowledge Survey</div>

To assess the extent that the PASS program achieved it's short-term outcome goal of increased knowledge of youth focused practice among supervisors, a twenty question multiple-choice youth development knowledge survey was developed and administered to the 11 participants in Oregon at the beginning of the first day of the learning circle and then re-administered at the end of the last day of the learning circle. The survey was developed in collaboration with the National Foster Care Coalition and was reviewed for content by two child welfare experts. The experts made edits that were incorporated prior to the final version. The pre- and post-test format was used to assess changes in participant's understanding of youth development concepts and principles from the beginning to the end of the training. The 20 questions were in a multiple-choice format with four possible responses to each question. Some of the questions covered general

youth development concepts including a question asking about the definition of youth development, while others asked about more child welfare specific concepts, such as the 3-5-7 model or Saleeby's CPR paradigm. (See Appendix B for a copy of the complete knowledge survey.) Participants scored one point for each correct answer with a range of possible scores from 0-20.

<u>Sample</u>

The eleven participants in the last Oregon learning circle completed the knowledge survey before they began the first day of their learning circle and then again towards the end of their last day of the learning circle. Eleven participants completed both the pre-test and the post-test. However, only 8 of the participants completed both surveys with a matching identification code. At the start of the training, with a possible top score of 20 the average score on the pre-test was 7.9 (SD = 3.8), with a range of scores from 1 to 13 and a median score of 9. At the end of the training the post-test scores had noticeably improved with an average score of 14.5 (SD = 2.1), a median score of 15 and a range from 10 to 17. Thus, the lowest score improved from 1 on the pre-test to 10 on the post-test. A paired t-test indicated that there was a significant difference between the pre-test and post-test scores (t = -5.08, df = 7, p. = .001). The scores positively improved from pre-test to post-test both for the 11 person cohorts (+ 6.6) and for the 8 matched pairs (+7) (see Table 2).

<div align="center">Digital Story Feedback Survey</div>

A short, 8 question, feedback survey was posted online in conjunction with the Digital Stories that are available for viewing at the program website. The survey asks which stories the participant watched, the impact the stories had on how they work with

youth, whether they would recommend the stories to others, and whether they would use the stories in the future.

Results

A total of 37 responses were gathered from individuals who viewed the digital stories online via a web-based survey linked to the videos on the website. No demographic information was gathered from respondents. The respondents were overwhelmingly positive about their experiences viewing the stories with 100% reporting that they enjoyed watching the stories. In addition, 94.5% (n = 36) reported that they found the digital stories informative, and 80% (n = 28) reported that the stories had a big impact on their attitude towards working with youth in foster care. All viewers that responded (100%) also reported that they would recommend the stories to others. Of the respondents 65% said that they would recommend the digital stories to an administrator, 51% to a coworker, 49% to a supervisee, and 43% to a client or a young person. The potential sustainability of the project was reflected in the fact that 77% (n = 27) of respondents said that they would use the stories in the future, and the other 22.9% (n = 4) were unsure answering the "maybe' option. Of those who thought they would use the stories in the future the overwhelming majority (74%, n = 23) said that they would use the stories for staff training. The stories were very positively received by those that chose to answer the survey, with the survey indicating the stories potential to influence both their own practice and those of their staff.

Telephone Interviews

Telephone interviews were conducted with program participants to assess the extent to which the participants found the content of the learning circles to be useful, the

extent that they have integrated the techniques presented into their practice, and if they have made changes in their practice whether there has been any impact on their work. In addition, participants were asked if they have encountered any barriers to integration of content. Specific questions include: What aspect of the learning circle curriculum content or techniques had the biggest impact on you and why? How would you evaluate the learning circle (small group) format (as opposed to large group training)? How useful has the curriculum content been to your practice? Have you integrated any of the content or activities into your practice? If yes, which ones? What impact have they had on your practice? Did writing action plans (plans that were developed at the end of each session to be reviewed at the beginning of the subsequent session) and presenting them at subsequent learning circles impact your implementation of curriculum content? And, have you encountered any obstacles in implementing the content and techniques introduced into the training? If so, what kinds of obstacles have you encountered? (See Appendix C for the complete interview guide.) All individuals who participated in the learning circles at the three sites were invited to participate.

Sample

Telephone interviews were completed with 10 PASS participants, eight identified as female and two as male, with eight from Oregon and two from New York. The interviews, which lasted about 15 minutes, with participants answering questions about the content and process of the learning circles and the impact that they have had on their practice.

<u>Content or Tools with the Biggest Impact</u>

The first question asked participants to identify which aspects of the learning circle curriculum content or techniques had the biggest impact on their practice and why? While participants acknowledged the usefulness of all content areas, the content of the supervisory circles seemed to emerge as most useful, as one supervisor commented that content "really resonated" with her. Some noted the process of the learning circles as having the biggest impact appreciating that participants were involved in every step of the learning. Many specific tools were also identified as having had the biggest impact including the Pipeline experiential activity, which was vaunted as a great metaphor, the Permanency Pact, True Colors, World Café, and Digital Stories. The range of responses reflected the diversity of training needs and learning styles of the participants, which highlights the benefits of incorporating a variety of content, of learning styles, and of experiential activities in to the trainings.

<u>Format</u>

The second question asked participants how they would evaluate the learning circle (small group) format in comparison to large group trainings. All participants were very positive about the format for this type of learning. Effusive comments included "I love them", "fantastic", and "no comparison – for this type of learning it is the way to go". Participants felt that the small group format helped to "develop trust" and a sense of "intimacy" among the group, with the ability to "build rapport and get feedback". The participants highlighted the potential for relationships to develop through the learning circle format. They appreciated the opportunity to meet other supervisors from other agencies or other parts of the state. Several mentioned developing networks, staying in

touch and following up with one another after the circles were complete. As one participant said "you get to meet, connect and establish relationships with supervisors from around the state, you can email each other for help and resources". Another participant appreciated how the learning circles shifted the focus noting, learning circles are "brilliant. In child welfare everything is about tasks, learning circles are about assessing and resolving problems – it's about helping a child".

Integrating content or activities into practice

In keeping with the goals of the curriculum, a range of different activities from the learning circles were reported as having been integrated into the participant's practice. Half of the participants interviewed responded that they have introduced the Permanency Pact to their workers and use it in their own practice. One respondent reported that after using permanency pacts and positive youth development concepts with her staff it had "improved their practice". The True Colors activity has also been integrated into the practice of some of the participants. One respondent reported "I use True Colors all the time". Some commented on the website as a lasting contribution of the program to their practice. One participant noted that the "website is amazing, it's well organized, everything we've done is there, resource guides, and terrific stories". Another participant described the website as "the gift of the program". Some participants highlighted the powerful and versatile nature of digital stories in response to this question. They were described as having a key impact helping workers to appreciate the need for connections and to try to strengthen them. Other activities or content that have

had a positive impact on practice included doing personality profiles with their units, and trying to figure out specifically what works for each of their supervisees.

Action Plans and the Implementation Impact

As the learning circles progressed, action plans were used to help participants focus on concrete steps they could take to implement the learning circle content into their practice, they were also asked to report on their success with the action plan at the subsequent circle. The Action Plan is a 3 X 3 table that focuses on the knowledge, skills and attitudes acquired during the session. Participants are asked to identify what new knowledge, new skills, and new attitudes were acquired during the training. Participants are then asked how they will apply the new knowledge, new skills, and new attitudes to their work. Prior to the next learning circle participants were asked to review their results. Three of the interviewees attended circles prior to action plans being implemented and so did not answer this question. Of the seven that did answer all felt that the action plans had been helpful in keeping them on track as it gave them "something to be responsible for" and "provided a little accountability". One participant found the action plans helped her to focus on key tasks rather than getting caught up in the day to day". While another noted that she still looks at the action plans to see what she was trying to implement and to see how she is doing. While all found the action plans useful, there was a suggestion from one participant to add a telephone or computer check-in between trainings to see what barriers were coming up in the implementation of the action plans and to help re-focus the participants. This suggestion may make the action plan strategy even more effective.

<u>Digital Stories</u>

The PASS participants have used digital stories in a variety of ways since their participation in the learning circles. Many had shared the stories with their departments and at unit meetings, one participant had used them in their foster parent training program, another is going to use them at an upcoming "Youth Transitioning Out of Care Conference", and yet another showed the stories to attorneys and judges during a presentation at court. One participant cautioned that "she uses them all the time", but that you "have to be careful to use them the correct way". Another noted that it "sets the bar high, making workers wonder how can I get my kids to do that?" Reactions to the stories were very animated with one participant noting that once the stories are shared with units "they are in conversation all the time". Supervisors described workers responses to the stories as ranging from being "very touched" to "eye opening". Several respondents described them as "very powerful" or a "powerful tool". People appeared to react to the level of creativity, hope and understanding of the youth. As one supervisor said, "it shows the part where the youth are vulnerable and looking for someone to connect to". The stories also show that "there may be an impact down the road that you didn't even know you had". One supervisor noted the reaction of her supervisees to the stories, saying that "hearing the young people's perspective made them stop and think about the kinds of conversations they were having, they began to be less superficial, to dig a bit deeper and get a bit closer". Another noted that one of her supervisees really took the stories to heart and made some changes in the way she talks to the young people on her caseload – it made her better at her job".

Obstacles

Respondents were asked if they had encountered any obstacles implementing the content and techniques introduced during the training. The multiple competing demands on time and high workload were the most frequently cited obstacle. Respondents made comments like "I wish I did have time" and "workload in general makes it difficult". Budget crunches also made it difficult with a moratorium on travel and limiting technological resources, which made it difficult to show digital stories or to access the web-based resources. Supervisors also noted that some supervisees are less ready to change than others, with some workers feeling a bit jaded. However, supervisors were also optimistic that they could overcome these obstacles by "slipping the tools in sideways" because the supervisees "want to do good work", or by affirming that they "know the tools will help them in the future".

General Usefulness of the PASS Program to Practice

The final question asked interviewees "In general, how useful has the curriculum content been to your practice?" Again, the responses were overwhelmingly positive highlighting both the usefulness of content and the successful integration of content into the supervisor's practice. Some of the summarizing comments included describing the process at the "high end of usefulness", as "really useful", as "very useful, I know I'll continue to use it", or as "very useful. It's great to have different ways to get the points across and different tools in your toolbox". Another noted, "It's very important. It changes people's frame of mind on how you work with instead of for youth". While another reflected that "it's been an exciting couple of years working on the project,

Joan's an amazing person, it has been a gift to Oregon". One supervisor reflected on the impact on practice saying "I know more about me and how I work with others". Similarly, a respondent happily reported that "it fit perfectly – it helped me delve into where my development is as a supervisor and what I need to do to develop to help my workers". The continued relevance, usefulness and sustainability of the project was summarized by one participant who said "I've pulled out the binder and looked at what I can do with my unit this week". Sustainability was also highlighted by a number of participants who referred back to the supports that the program helped to facilitate saying that the program provided "the website and networking and support that are not available at the agency". Other positive perceptions included the feeling that it "really felt like a group of colleagues having a conversation", that it was "a fantastic opportunity that I am thrilled to be a part of" and that it was "phenomenal".

Conclusion

The PASS program was a thoughtful, well-delivered, and well-received project. Building the curriculum content with feedback from supervisors and child welfare workers meant that it was practice relevant and meaningful for participants. The learning circle format, training tools and delivery style were incredibly effective and well-received with outstanding ratings of satisfaction without exception across the board. The PASS program was successful in meeting its short-term and intermediate outcome goals and much of the feedback suggests that it has also achieved an important degree of sustainability. Specifically, interviews with participants revealed they were using both the curriculum concepts and tools when supervising staff, and that both they and their workers had increased the extent that they engaged in youth-focused practice. Also, the

statistically significant difference between the pre-test scores and the post-test scores

suggests that there was increased knowledge of youth development and youth focused

practice amongst supervisors as a result of participation in the PASS program.

Table 1 – Summary of Content Areas

	Overall Rating (Mean, SD)	Supported job duties (Mean, SD)	Improved knowledge or skills (Mean, SD)	Use new skills in practice - % Yes (n)	Use to train staff % Yes (n)
Learning Circles in Year 3 (n = 80)	4.99 (0.11)	4.85 (0.53)	4.86 (0.52)	86 (36)	97 (36)
Train the Trainers in Year 3 (n = 24)	5.0 (0.0)	4.79 (0.51)	4.96 (0.20)	70 (10)	90 (10)
All trainings during the 3 years of PASS combined (n = 290)	4.9 (0.29)	4.74 (0.44)	4.84 (0.53)	84.9 (167)	85 (167)

Table 2 – PASS Knowledge Survey

	# Correct All Participants (N = 11)	# Correct Matched Pairs (N=8)
Pre-test Mean (SD)	7.9 (3.8)	8.25 (4.1)
Post-test Mean (SD)	14.5 (2.1)	15.25 (1.5)
Mean Change	+ 6.6	+ 7*

* significant (t = -5.08, df = 7, p. = .001)

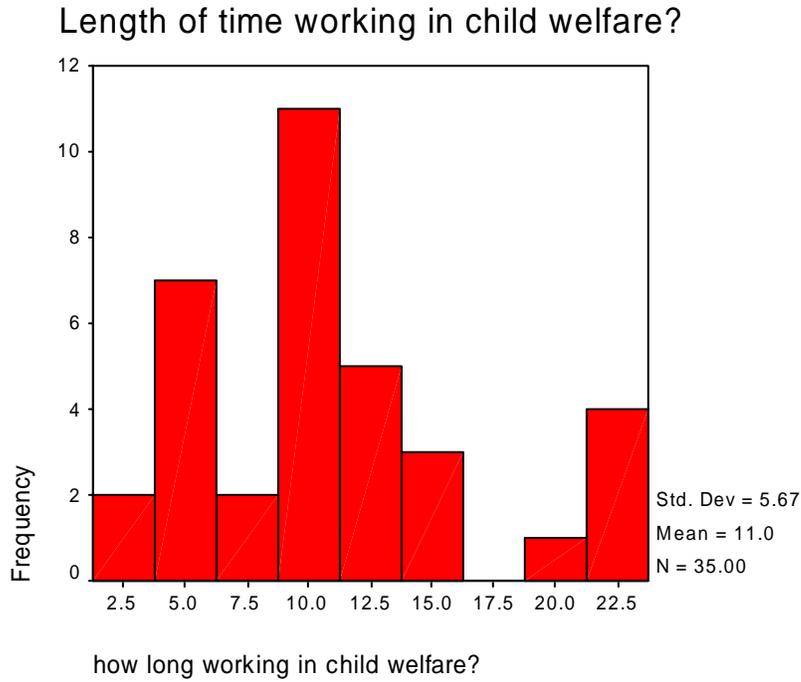**Year 3 Learning Circle Evaluations**

Chart 1 – Year 3 Learning Circles

Length of time working in child welfare?
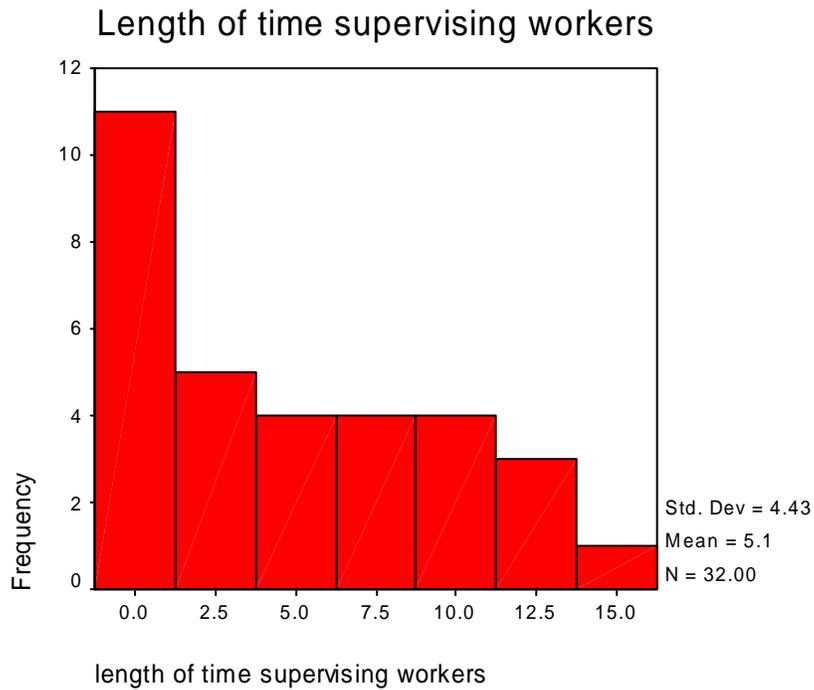

how long working in child welfare?

Std. Dev = 5.67
Mean = 11.0
N = 35.00

Chart 2 – Year 3 Learning Circles

Length of time supervising workers

length of time supervising workers

Std. Dev = 4.43
Mean = 5.1
N = 32.00

Chart 3 – Year 3 Learning Circles

Overall Rating

Std. Dev = .11
Mean = 4.99
N = 80.00

overall rating
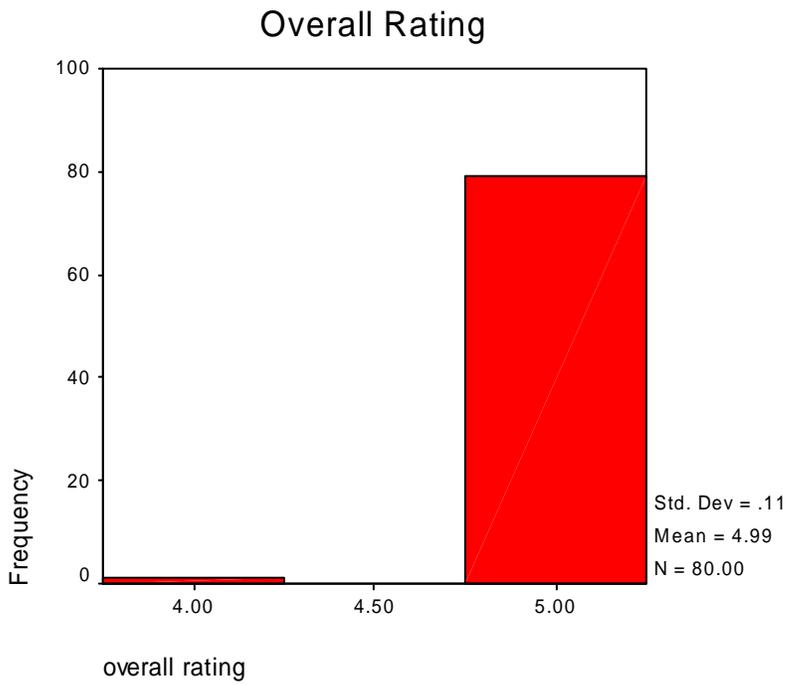
Chart 4 – Year 3 Learning Circles

Improved knowledge skills or abilities

Std. Dev = .52
Mean = 4.9
N = 80.00

helped me to improve knowledge skills or abilities

Chart 5 – Year 3 Learning Circles

Usefulness and Availability of Material

Std. Dev = .30
Mean = 4.90
N = 81.00

materials useful and available for ongoing use
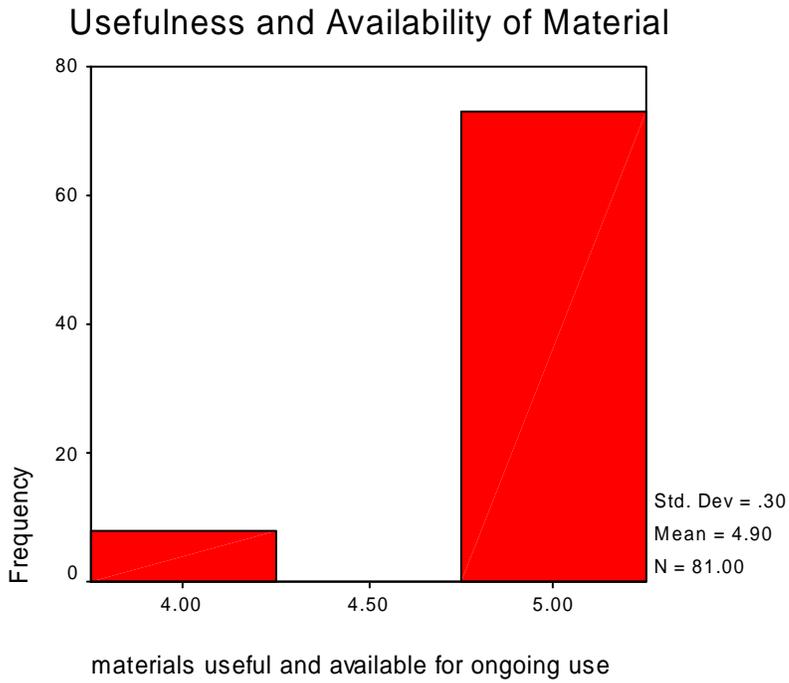
Chart 6 – Year 3 Learning Circles

Content supported job duties

Std. Dev = .53
Mean = 4.9
N = 81.00

content supported job duties
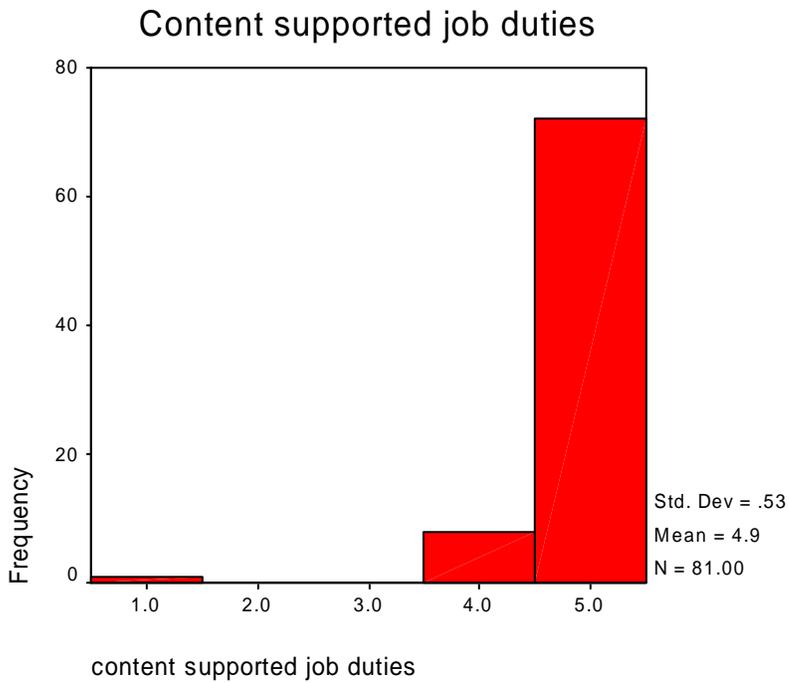
Chart 7 – Year 3 Learning Circles

Use Info Obtained to Train Staff

use info obtained to train staff
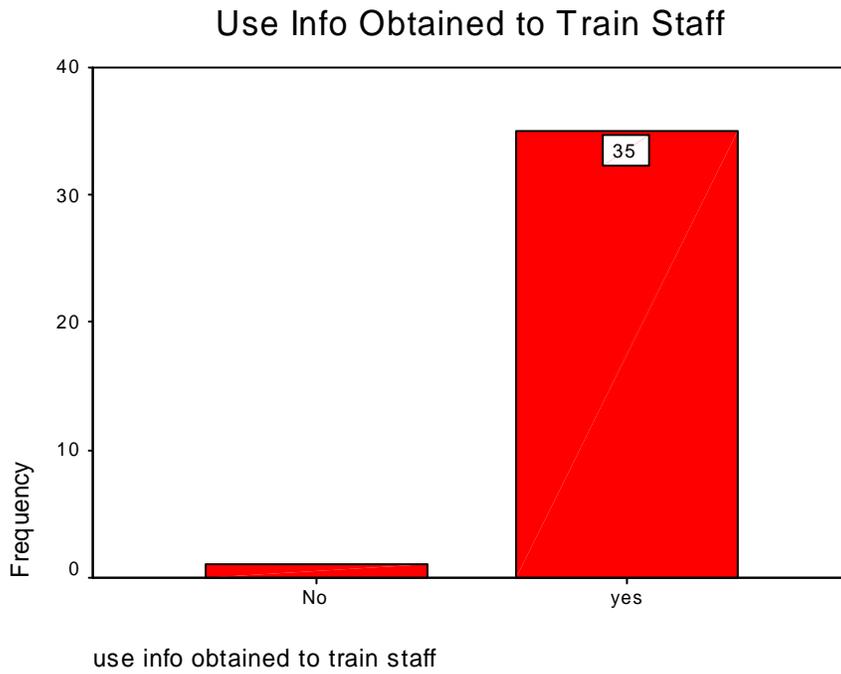
Chart 8 – Year 3 Learning Circles

Incorporate New Info/Skills into Practice

incorporate new info/skills into practice

Train the Trainers Evaluations

Chart 9 – Train the Trainers

Length of time working in child welfare?

Std. Dev = 6.77
Mean = 7.9
N = 9.00

how long working in child welfare?
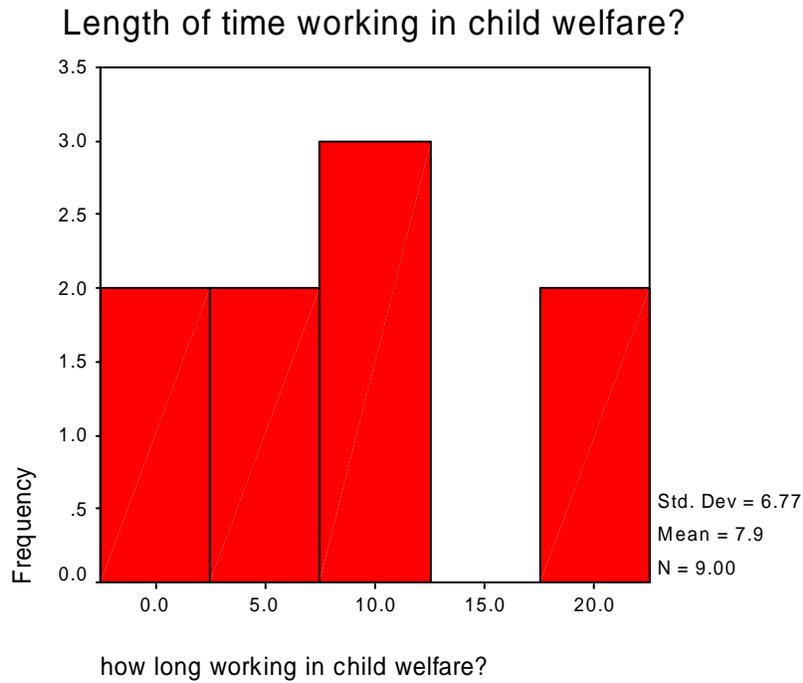
Chart 10– Train the Trainers

Length of time supervising workers

Std. Dev = 7.58
Mean = 7.0
N = 5.00

length of time supervising workers
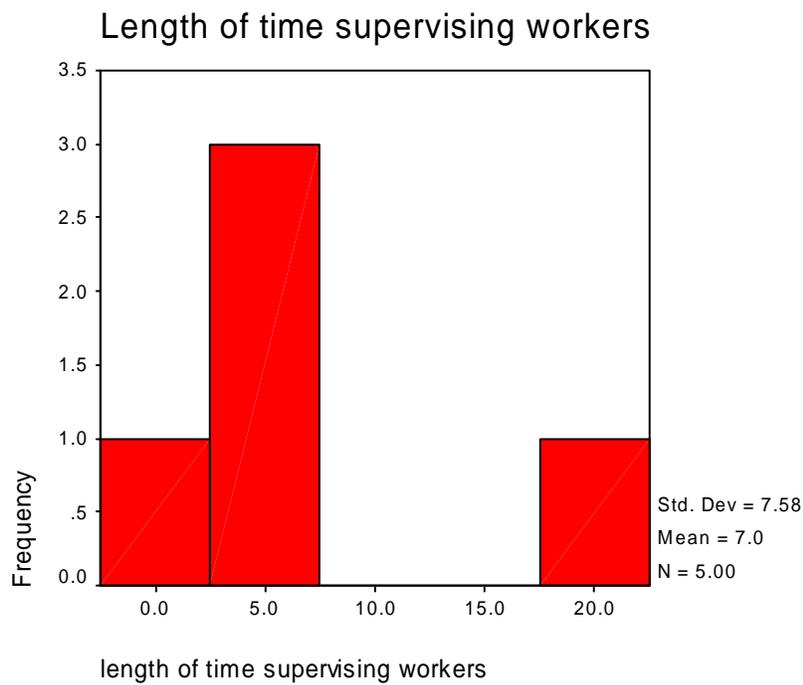
Chart 11 – Train the Trainers

Overall Rating

overall rating
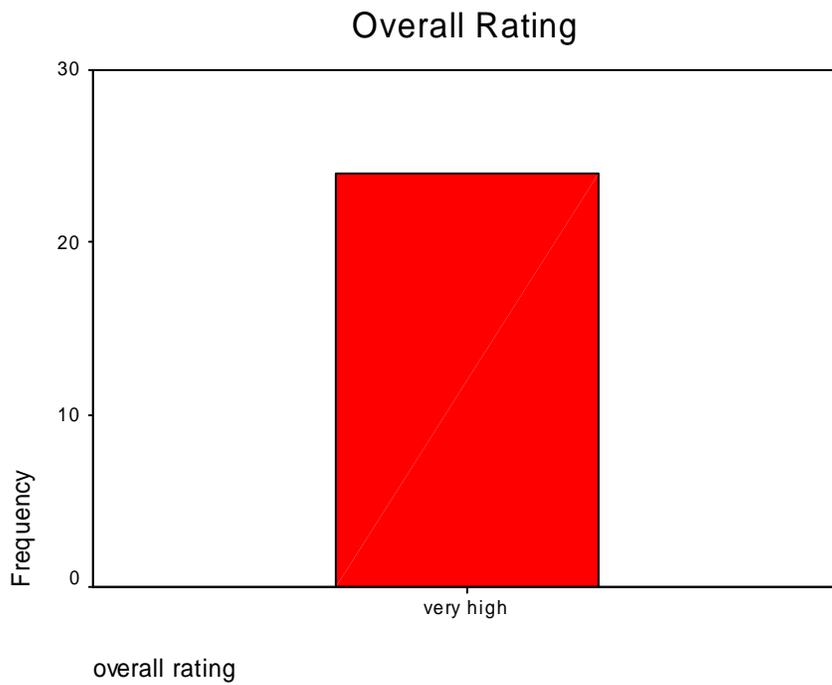
Chart 12 – Train the Trainers

Improved knowledge skills or abilities

Std. Dev = .20
Mean = 4.96
N = 24.00

helped me to improve knowledge skills or abilities

Chart 13 – Train the Trainers

Materials Useful and Available

materials useful and available for ongoing use
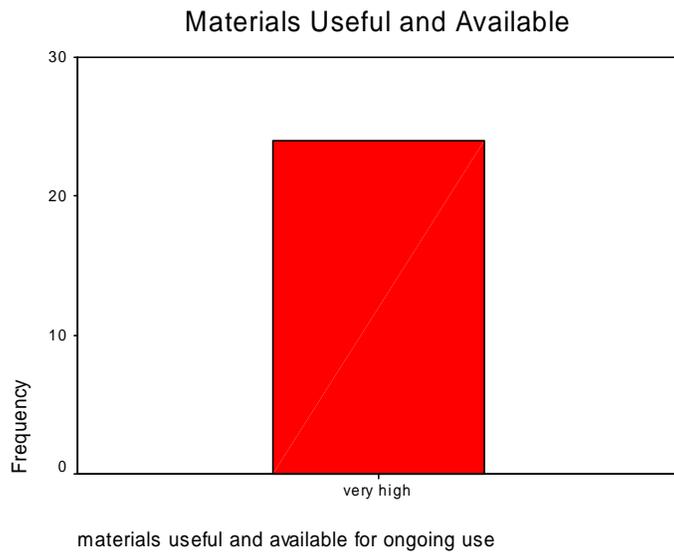
Chart 14 – Train the Trainers

Content supported job duties

Std. Dev = .51
Mean = 4.79
N = 24.00

content supported job duties
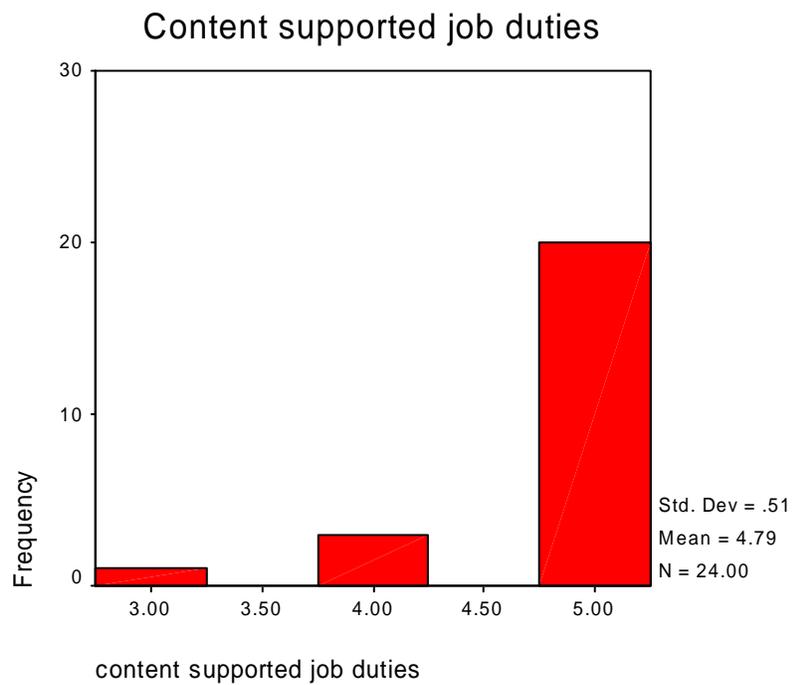
<u>Chart 15 – Train the Trainers</u>

Use Information Obtained to Train Staff

use info obtained to train staff
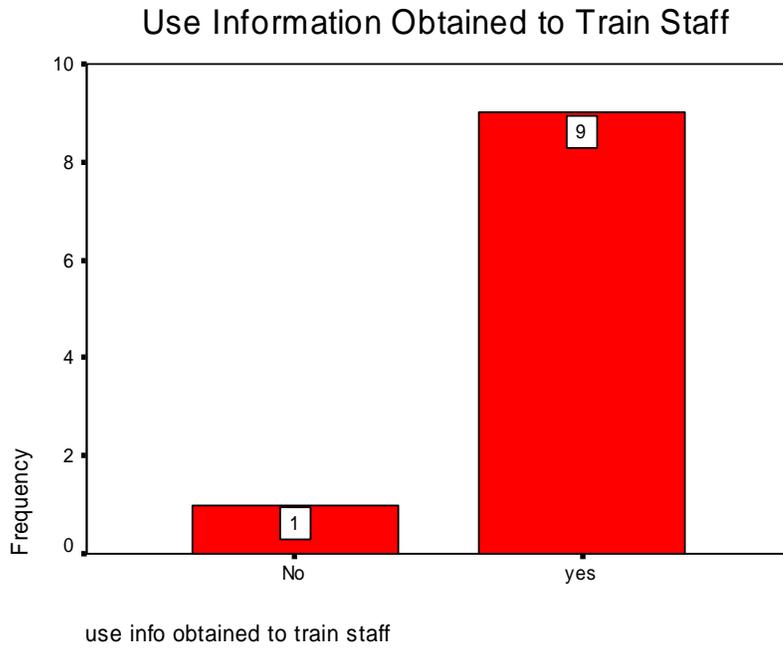
<u>Chart 16 – Train the Trainers</u>

Incorporate New Info/Skills into Practice

incorporate new info/skills into practice

PASS 2006-2008 Combined Evaluations

Chart 17 – All Learning Circles Combined

Length of Time Working in Child Welfare?

Std. Dev = 6.52
Mean = 13.0
N = 148.00

how long working in child welfare?
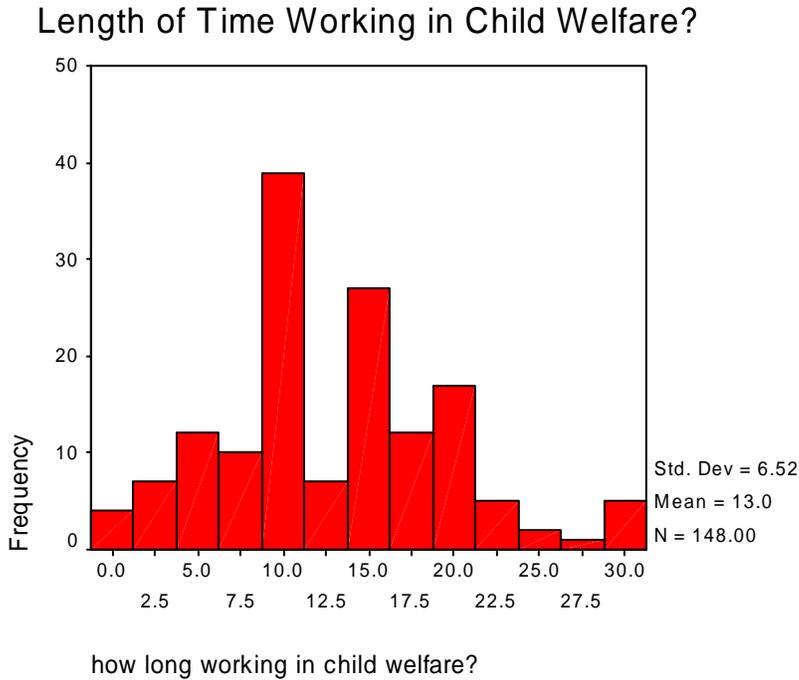
Chart 18 – All Learning Circles Combined

Length of Time Supervising Workers

Std. Dev = 4.63
Mean = 4.9
N = 136.00

length of time supervising workers
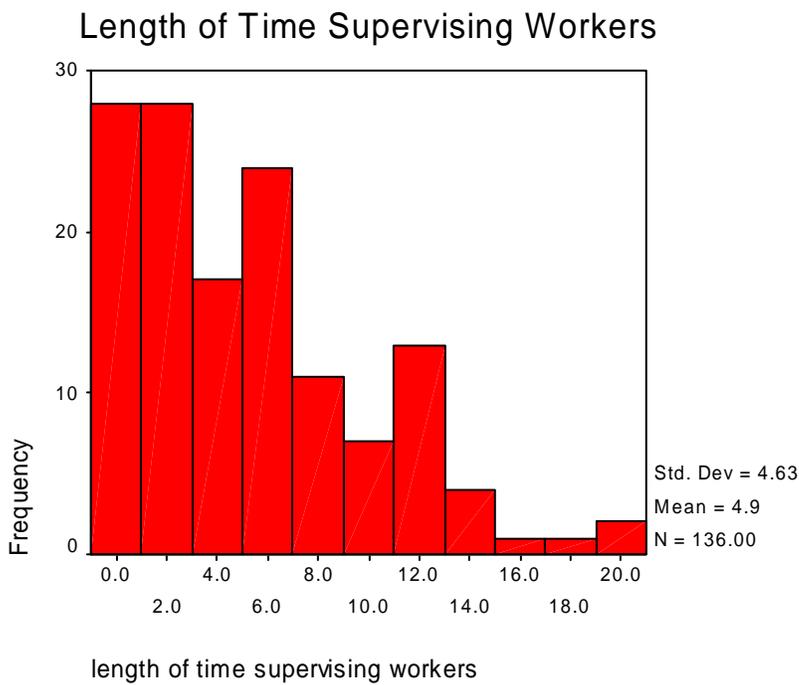
Chart 19 – All Learning Circles Combined

Overall Rating

overall rating
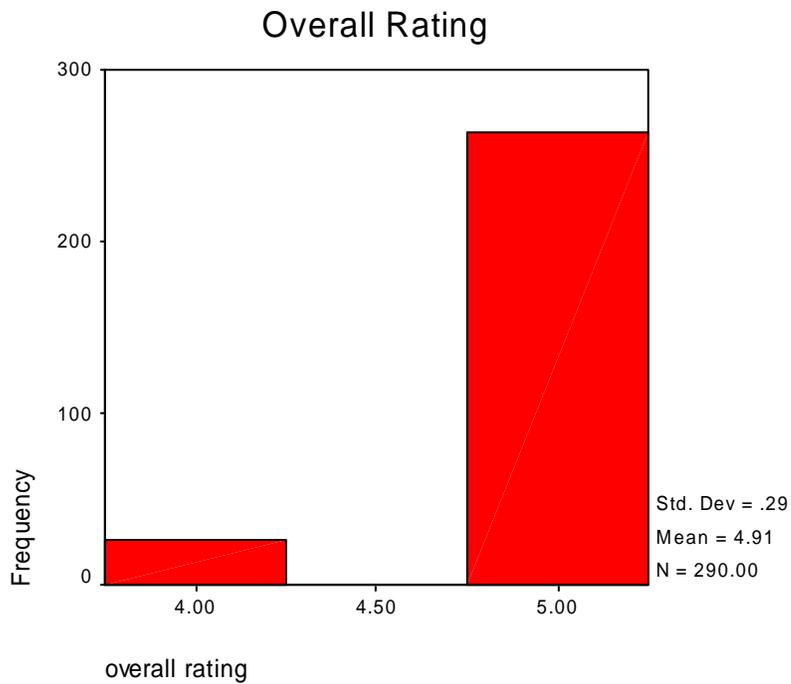
Chart 20 – All Learning Circles Combined

Improved Knowledge Skills or Abilities

helped me to improve knowledge skills or abilities

Chart 21 – All Learning Circles Combined

Materials Useful and Available

materials useful and available for ongoing use

Std. Dev = .36
Mean = 4.87
N = 292.00
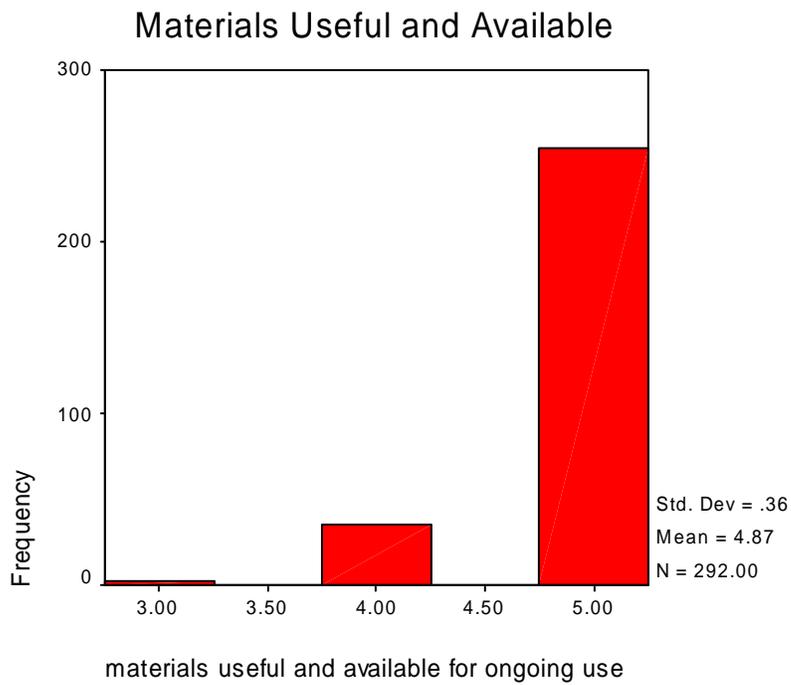
Chart 22 – All Learning Circles Combined

Content Supported Job Duties

content supported job duties

Std. Dev = .49
Mean = 4.8
N = 292.00
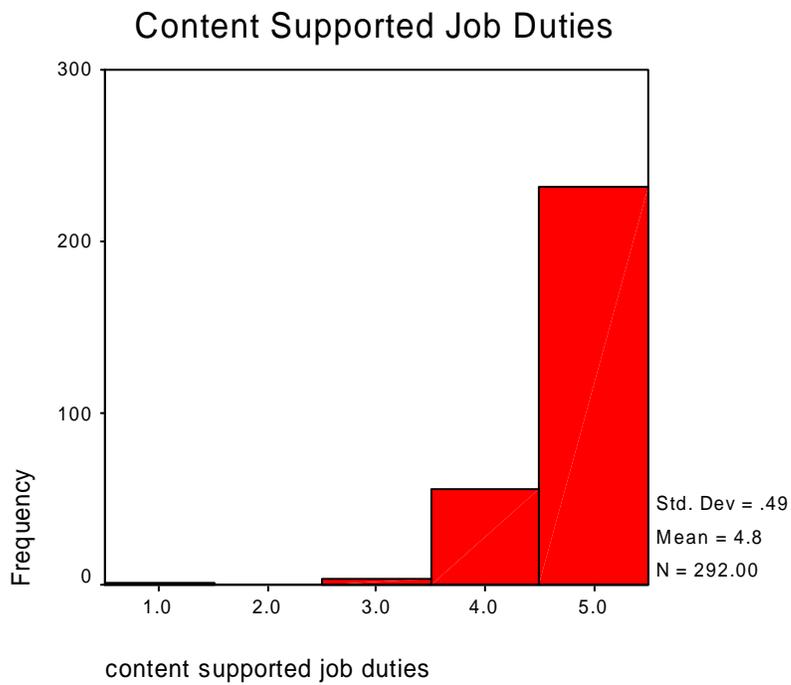
Chart 23 – All Learning Circles Combined

Use Information Obtained to Train Staff

use info obtained to train staff
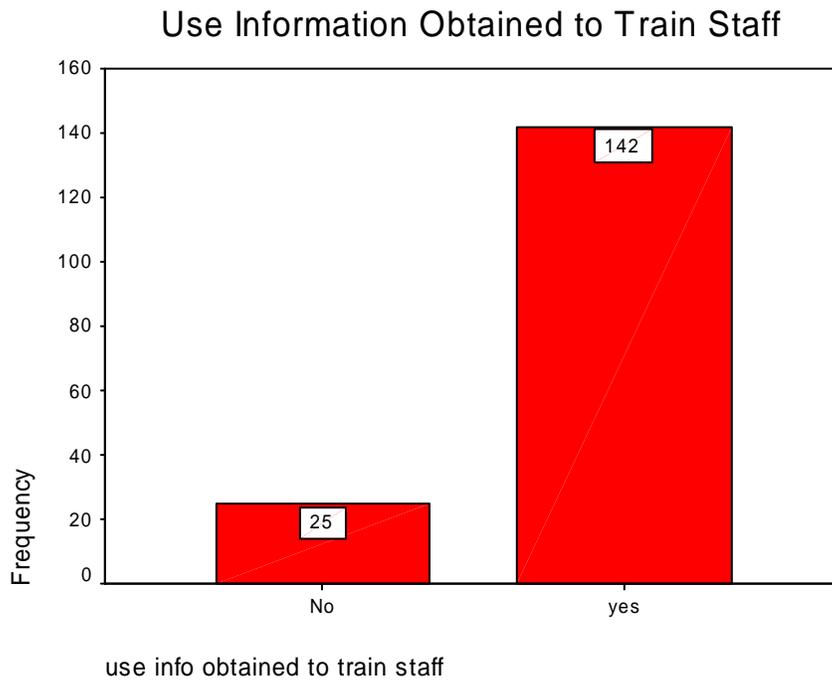
Chart 24 – All Learning Circles Combined

Incorporate New Info/Skills into Practice

incorporate new info/skills into practice

Appendix A

TRAINING EVALUATION: Please COMPLETELY DARKEN the circle corresponding to your answer. A dark pen will produce the most accurate results. All information entered on this form is anonymous and confidential.

Shade circles like this: ●
Not like this: ⊗ ⊘

Please evaluate the training you have just completed:	Very Low	Low	Average	High	Very High
• Trainer(s) were knowledgeable about the content of the program.	O	O	O	O	O
• Trainer(s) were prepared and organized.	O	O	O	O	O
• Trainer(s) taught effectively.	O	O	O	O	O
• Trainer(s) were responsive to participants.	O	O	O	O	O
• Course content supported my job duties.	O	O	O	O	O
• Training materials were useful and available for on-going use.	O	O	O	O	O
• Stated course objectives were achieved.	O	O	O	O	O
• Training helped me improve specific skills.	O	O	O	O	O
• Overall rating for the course.	O	O	O	O	O
	Very Low	Low	Undecided	High	Very High
• My supervisor encourages use of the skills taught.	O	O	O	O	O

What features of the course were most helpful?

What features of the course could be improved?

What other training topics would you like to see offered?

Enter County Code:

Codes listed on back

0 O O
1 O O
2 O O
3 O O
4 O O
5 O O
6 O O
7 O O
8 O O
9 O O

8848

Thank You!

As a result of this workshop what will you do when you return to your program?

☐ Incorporate new information/skills into practice

☐ Other (please specify):

Demographic Questions:

1. How long have you been working in child welfare?_____

2. What is your current job title?_____

3. How long have you been in your current position? _____months/years

4. Do you directly supervise any workers? Yes _____ No ____ If yes, continue to number 5.

5. How long have you been supervising workers? _____months/years

6. What is your highest level of education?

    i.   Some high school ____
    ii.   High school graduate _____
    iii.   Some College _____
    iv.   Associate degree _____
    v.   Bachelors degree _____ specify field_____
    vi.   Some graduate school _____
    vii.   Masters degree _____ specify field _____
    viii. JD____
    ix.   MD____
    x.   Ph.D. _____ specify field_____

Thank You!

<u>Appendix B</u>

PREPARATION FOR ADULTHOOD: SUPERVISING FOR SUCCESS

Pre/Post Test

1.   Identify two of the six steps that are part of the Family Finding methodology:

    A. Engagement and Evaluation.
    B. Search and Rescue.
    C. Identification and Outreach.
    D. Do not know.

2.   Which of the following are examples of tools and strategies that are useful for helping youth identify members of their support network?:

    A.   Mining the record and reviewing court documents.
    B.   Working with youth to develop a transition plan and conducting assessment of life skills.
    C.   Life books, Remembered People Chart and Eco-maps.
    D.   Do not know.

3.   Darla Henry's 3-5-7 Model for preparing children and youth for permanency focuses on:

    A. Preparing all children and youth for successful and productive adulthood.
    B. Helping children and youth work through their issues related to grief and loss.
    C. Permanency theory.
    D. Do not know.

4.   Which of the following is <u>not</u> one of the 5 questions that children and youth need to have answers to in the 3-5-7 Model?
    A. Who am I?
    B. How will I be involved in developing my case plan?
    C. Where am I going?
    D. Do not know.

5.   Youth development is defined as:

    A. A natural process of growing up and developing one's capabilities over time.
    B. Opportunities for young people in foster care to develop life skills.
    C. A federal funding stream for child welfare services.

D. Do not know.

6. Which of the following statements is false?

A. Motivational supports provide high expectations, guidance and/or boundaries.
B. Strategic supports help a young person return to their family of origin.
C. Emotional supports provide a young person with caring individuals to help them meet their needs and build their competencies.
D. Do not know.

7. Youth development focused practice is grounded in which of the following?

E. Problem prevention and cooperation with adults who make critical decisions.
F. Youth should be able to make their life decisions for themselves.
G. Identification of strengths and assets and embracing youth as resources.
H. Do not know.

8. Youth Development Programs are characterized by all of the following except:

A. Provide opportunities for youth to build relationships with caring adults.
B. Opportunities for young people to acquire knowledge and skills.
C. Facilities where adults provide clear guidelines and rules for behavior.
D. Do not know.

9. Which of the following statements is most accurate?

A. When adults view young people as objects, they control the decision making process.
B. When adults view young people as recipients of service, they prepare youth for responsible decision making in the future.
C. When adults view young people as resources, they identify the range of funding streams for which they may be eligible.
D. Do not know.

10. When Adultism happens…

A. Adults assume that young people cannot do things for themselves.
B. Youth and adults work together in partnership.
C. Adults take responsibility for the ways in which the child welfare system has negatively impacted the lives of young people.
D. Do not know.

11. The 3 elements of assessment include:

A. Information gathering, analysis, and decision making.
B. Surveying, data collection, and profile development.

C. Face to face interview, biopsychosocial summary, and needs idenfication,
D. Do not know.

12. Dennis Saleebey's CPR paradigm for strengths-based practice includes the following components:

A. Curriculum, Practice and Real life experience.
B. Capacity, Potential and Reserve.
C. Cardio Pulmonary Resuscitation.
D. Do not know.

13. Reframing involves…

A. Working with youth to reframe their perception of self and increase self esteem.
B. Using personal stories to uncover themes in those stories that can be helpful.
C. Changing language to focus on the strengths of young people.
D. Do not know.

14. The Ansell-Casey and strengths/needs assessment tools are examples of which type of assessment?

A. Performance Assessment
B. Portfolio Assessment
C. Traditional Life Skills Assessment
D. Do not know.

15. The Four Phase Continuum of Life Skills development includes the following components:

A. Life skills development, skill acquisition, real life practice, and reassessment of skills proficiency.
B. Informal learning, formal learning, supervised practice and self sufficiency.
C. Youth engagement, attainment of key life skills goals, asset development, and formal assessment.
D. Do not know.

16. For children exposed to trauma, which of the following is not one of the seven primary domains of impairment?

A. Attachment.
B. Affect Regulation.
C. Aggression.
D. Do not know.

17. Which of the following statements about the brain is incorrect?

   A. Brain development is essentially completed in early childhood.
   B. The adolescent brain is tremendously vulnerable; substance abuse and complex trauma have serious implications for brain development.
   C. Adolescents and adults use a different portion of the brain to interpret emotions in the faces of others.
   D. Do not know.

18. Adolescents experience all of the following developmental milestones in middle adolescence except:

   A. Struggle with a sense of identity.
   B. More comfortable seeking adult advice.
   C. Testing of new values and ideas.
   D. Do not know.

19. Based on McGowan's research the two most important factors for promoting change in a case are:

   A. The quality of the worker's assessment knowledge and skills and the ability of the worker to establish a strong working relationship.
   B. Methodology and supporting theory of change utilized in clinical setting.
   C. The client and/or family's sense of hope and ability to envision a positive future.
   D. Do not know.

20. The Kolb cycle for reflective supervision includes the following components:

   A. Practice, Planning, Persistence and Praise.
   B. Reflection, Discussion and Behavior Modification.
   C. Experience, Reflection, Understanding, and Action Planning.
   D. Do not know.

Appendix C

1. What aspect of the learning circle curriculum content or techniques had the biggest impact on your practice and why?

2. How would you evaluate the learning circle (small group) format (as opposed to a large group training)?

3. Have you integrated any of the content or activities into your practice?

    a. If yes, which ones?

    b. What impact have they had on your practice?

4. Did writing action plans and presenting them at subsequent learning circles impact your implementation of curriculum content?

5. Have you used any of the digital stories that were presented or developed in the training?

    a. If so, which ones have you used and how have you used them?

    b. What was the response of your staff to the digital stories?

6. Have you encountered any obstacles in implementing the content and techniques introduced in to the training?

    a. If so, what kinds of obstacles have you encountered?

7. In general, how useful has the curriculum content been to your practice?