

**CWTA/FSTA Annual Report
2004-2005 Contract Year
September 15, 2005**

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**Child Welfare and Family Support Training Evaluation
Annual Report
July 2004-July 2005**

Introduction

The scope of work for the CWTA and FSTA contracts for 2004-2005 was to:

First, evaluate core training in Protection and Permanency including Credit for Learning Course I: *Child Welfare* and Credit for Learning Course II: *Family Violence* and core training in Family Support including *Adult Medical*, *Food Benefits* and *K-TAP* trainings.

The evaluation model that we developed in Kentucky incorporates the latest knowledge in the field of training evaluation including the Kirkpatrick model. Our model considers the unique organizational and practice constraints of child welfare while also including key predictor variables for training success. The key assumption of this model for child welfare training evaluation is that there are predictor variables, such as individual and organizational characteristics, that predict training outcomes, such as trainee reactions, learning and transfer. This predictive relationship is mediated by the training cycle. These training outcomes predict larger organizational outcomes such as child safety, permanency and well-being, as the use of key skills from training promotes best practice. (See Figure 1 in Appendix A for the theoretical model).

There are three units of analysis for the predictors of child welfare training outcomes: individual learners, teams and organizations. Within the first level of analysis, there are the following constructs: learning readiness, education, personality type, and life satisfaction. Previous research by Ford and colleagues (1992) as well as Antle (2002) identified the importance of the individual's learning readiness for training outcomes such as reactions, learning and transfer. **Research by Yankeelov and Barbee (1996) found that there are significant relationships between the education level, personality type and job satisfaction of workers on transfer of training. For example, workers who have the personality trait of conscientiousness (on the Big Five Personality Inventory) are significantly more likely to transfer training to the job.**

Within the second level of analysis, teams, there are the following constructs: team attitude and supervisor support (Ford et al, 1992). Team attitude may be measured by the team's reaction to training material. **Our research has found that supervisory support predicts learning, training transfer, and worker retention (Antle, 2002, Barbee, Sullivan & Yankeelov, 2002, Yankeelov & Barbee, 1996).**

For the final level of analysis, organizations, the primary construct is organizational support. Organizational support includes organizational cohesion, policy and procedure concordance and other dimensions measured by the Global Scale of Organizational Functioning (Coetsee & van Zyl, 1997). An organizational culture that supports learning and outcome achievement is essential to quality child welfare practice (Moore et al, 2000).

We were again charged with the continued evaluation of the PCWCP program.

EVALUATION OF CORE TRAINING

The University of Louisville's Child Welfare and Family Support Training Evaluation Team, in partnership with the Cabinet for Health and Family Services Division of Professional Development and Training, has implemented an on-line system in order to have a more comprehensive training evaluation system. All of the evaluation instruments, including the pre- and post-tests are available for participants to complete on-line from our child welfare evaluation server (www.cwte.*).

Methodology

Levels of the comprehensive evaluation Instruments (See Appendix B)

- Level 1: Pre-questionnaire for all workers (predictor variables)
- Level 1: Post-questionnaire reaction to training for all workers
- Level 1: Supervisor satisfaction with training
- Level 2: Pre-test knowledge tests for P&P Child Welfare, P&P Family Violence, Adult Medical, Food Benefits (soon to add Family Related Medical)
- Level 2: Post-test knowledge tests for P&P Child Welfare, P&P Family Violence, Adult Medical, Food Benefits, K-TAP (soon to add Family Related Medical)
- Level 3: Worker and supervisor three-months post-test, related back to anchors P&P, Adult Medical, Food Benefits, and K-TAP (soon to add Family Related Medical) measuring transfer; Customer Satisfaction Survey (for supervisors)
- Level 4: documentation of agency records related to outcomes

PROCESS OF THE COMPREHENSIVE EVALUATION

- Pre-Training: Trainees take the pre-survey for all workers (including measures such as personality, learning readiness, team/organizational support, and demographic information) and a pre-test of the training content before attending their first day of in-class training (P&P Academy Course I , P&P Academy Course II, Adult Medical, Food Benefits and soon to be KTAP and Family Related Medical). Trainees in P&P I and II are sent an email reminder by the UofL evaluation team containing the link to the training, the username and password. This information is also posted on their Blackboard course sites. For Family Support, this information is posted on their Blackboard course sites as part of their Field Based Learning. They do not receive a separate email reminder.
- Immediate post-training: On the last day of training, P&P trainers remind trainees to take the post-test of knowledge of training content and to complete the level 1 evaluation reaction to training instrument immediately upon return to the office. For Family Support, the post-test on training content are taken in class. For both groups, the link, username and password to complete the level 1 evaluation reaction to training/training satisfaction instrument are available on their Blackboard course sites.
- 3 Months Post-training: the UofL team emails the participants and their supervisors the link, username and password, to complete the level 3 transfer instruments, which relate back to the anchors and measure application of knowledge to the field. After the data is downloaded, participants who did not respond will be contacted via telephone to be invited to complete the survey over the phone.
- Immediately post-training, the UofL team email the supervisors to complete the Supervisor Satisfaction Survey.

Results

This report covers the testing period of July 1, 2004 through June 30, 2005. The data were collected from Protection and Permanency workers who were trained in the Academy Course I and Course II, as well as Family Support workers in the areas of KTAP, Food Benefits, and Adult Medical.

Sample. A total of 43 P&P (out of a possible 120 for a response rate of 25%) and 261 Family Support workers (out of a possible 329 for a response rate of 80%) participated in any part of the evaluation during the year.

The following table breaks out the sample by the instrument or scale that was completed.

Table 1. Number of Respondents

Instrument or Scale	Number Completed
Pre-Questionnaire (for all divisions)	140
Post-Training Satisfaction Questionnaire (for all divisions)	38
PP Course I Pre and Post Knowledge Tests	43
PP Course II Pre and Post Knowledge Tests	20
KTAP Pre and Post Knowledge Tests	55
Food Benefits Pre and Post Knowledge Tests	122
Adult Medical Pre and Post Knowledge Tests	22

Level 1: Pre-Training Questionnaire

All training participants are invited to complete the pre-training questionnaire, which contains measures of learning readiness, training transfer, personality, attachment, and empathy.

Learning Readiness. This scale measures the readiness of the trainee for learning and contains the following subscales: life skills, self-directedness, support of learning, confidence in learning, as well as a composite score, which is computed based on a weighting of the subscales. Table 2 is a summary of the subscale and total scores by training type.

Table 2. Learning Readiness Scale

Subscale Name, Mean (Standard Deviation), Number					
Training Type	Life Skills Out of 105	Self-Directedness Out of 50	Support of Learning Out of 35	Confidence in Learning Out of 60	Total Score
PP1	81.8 (S.D.=6.9), n=47	31.6 (S.D.=5.1), n=50	25.2 (S.D.=3.4), n=49	43.4 (S.D.=3.6), n=49	145.3 (S.D.=10.7), n=43
PP2	77.4 (S.D.=8.6), n=33	31.9 (S.D.=4.7), n=34	24.3 (S.D.=33.6), n=35	42.3 (S.D.=4.2), n=35	140.4 (S.D.=14), n=33
Adult Medical	80.8 (S.D.=4.6), n=8	33.4 (S.D.=5.6), n=9	23.5 (S.D.=2.9), n=10	43.1 (S.D.=3.1), n=10	145.2 (S.D.=9.3), n=7
Food Benefits	81.7 (S.D.=7.9), n=24	30.5 (S.D.=5.3), n=25	24.7 (S.D.=3.8), n=27	43.6 (S.D.=3.5), n=27	144.4 (S.D.=13.5), n=22
KTAP	81.5 (S.D.=7.6), n=6	27.8 (S.D.=2.5), n=6	24.5 (S.D.=2.9), n=6	43.7 (S.D.=3.9), n=6	142.1 (S.D.=11.07), n=6
Total	80.4 (S.D.=7.7), n=118	31.4 (S.D.=5.0), n=124	24.7 (S.D.=3.4), n=127	43.2 (S.D.=3.7), n=127	143.5 (S.D.=12.3), n=111

The average scores across all training types was 143.5 out of 250. The range of scores was between 140-145. **These numbers indicate that the trainees went to training prepared to learn, as self-directed learners, who both support learning and have confidence in their ability to learn.** The total possible scores for each sub-scale were as follows: Life Skills, 105; Self-Directedness, 50; Support of Learning, 35; Confidence in Learning, 60.

The subscale scores were very similar across training types, indicating that trainees across training types entered training fairly primed for learning. The highest total score was for PP Course I (Mean = 145.3, SD = 10.7, n = 43) and the lowest total score was for PP Course 2 (Mean = 140.4, SD = 14, n = 33).

Training Transfer Inventory. Two subscales from this instrument were utilized in this evaluation, team learning conditions and supervisory training support. The Team Learning Conditions (TLC) subscale measures the degree of support for learning workers feel from their team. It contains a total 31 items, based on a rating scale from 1-5, with a higher score indicating a more consistent feeling of support for training from the team. The total possible score is 155.

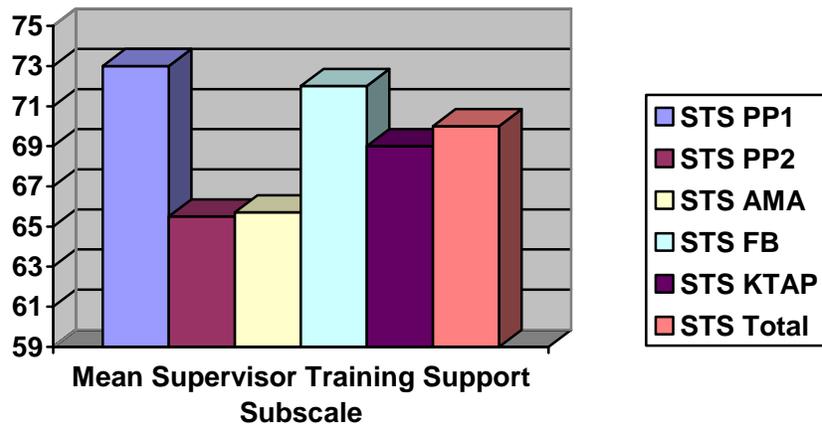
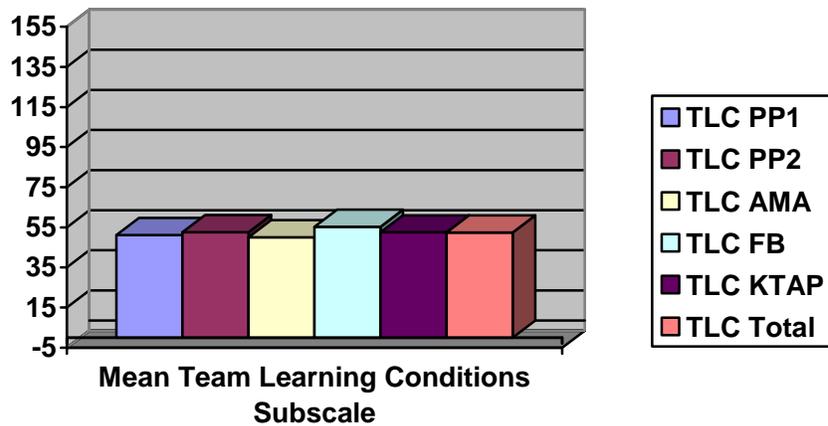
The total TLC score across training types was 52.4 (SD = 10.2, n = 140), with a range of 50.1 to 55.2. This is a moderately low score, which means that **the participants did not perceive their team to be as supportive an environment for learning as possible. Perhaps the implementation of skills learned in training is not encouraged and knowledge may not be shared within the team. The score indicates a low feeling of support for training from the team.**

The highest TLC scores were reported by Food Benefits training participants (Mean = 55.2, SD = 6.1, n = 29) and the lowest were from Adult Medical training participants (Mean = 50.1, SD = 16.1, n = 11). PP Course I and Course II were about the same. For PP Course I, the average score was 51.2 (SD = 12.5, n = 56) and for PP Course II, the average scores was 52.6 (SD = 6.9, n = 38).

The Supervisor Training Support (STS) subscale measures the degree that participants perceive training to be supported by their supervisor. This a 15-item subscale, with scores ranging from 1-5, with a higher score indicating a higher level of support from the supervisor for training. The total possible score is 75. The total STS scores across training types was 70.2 (SD = 10.2, n = 121), with a range of scores from 65.5 to 73. **This range of scores indicates that participants across trainings perceived their supervisor to be very supportive of training and to support their learning back in the office.**

The highest STS scores were reported by PP Course I training participants (Mean = 73.1, SD = 8.4, n = 48) and the lowest were from PP Course II training participants (Mean = 65.5, SD = 10.8, n = 32). Food Benefits participants rated STS the highest among Family Support trainees (Mean = 72, SD = 10.7, n = 27). These scores indicate that the participants felt that their training is supported by their supervisor. The difference between PP Course I and Course II is an interesting and could be due to the fact that Course I participants could be more supported as new employees, and then that support may not be felt as much as they continue their training and begin to work more autonomously. This trend will continue to be tracked for differences in future reports.

The following figures summarize the scores of the Training Transfer Inventory TLC and STS subscales across training types.



Personality. On the pre-training questionnaire, personality was measured by the Big 5 personality scale (Goldberg, 1992), which contains 40 total items that range from scores of 1-5 with 1=strongly disagree and 5=strongly agree that the participant portrays a certain personality trait (by self-report). The scale is broken down into five subscales, which are extraversion, openness to new experiences, agreeableness, conscientiousness, and emotionality.

The average rating of extraversion across training types was 3.5 (SD = .57, n = 128), with a range of 3.37 (Adult Medical) to 3.7 (KTAP). The average rating of agreeableness was 4.3 (SD = .42, n = 128), with a range of 4.25 (PP Course II) to 4.55 (Food Benefits). The average rating of conscientiousness was 4.1 (SD = .45, n = 128), with a range of 3.9 (PP Course II) to 4.2 (Food Benefits). The average rating of emotionality was 2.2 (SD = .58, n = 128), with a range from 2.05 (KTAP) to 2.4 (Adult Medical). The average rating of openness to new experience was 3.8 (SD = .53, n = 128), with a range from 3.5 (KTAP) to 3.9 (PP Course I).

Previous research has shown that conscientiousness relates to productivity on the job. Thus, this year's cohort of new employees that answered the questionnaire are highly motivated individuals which bodes well for their future with the Cabinet.

Attachment Scale. This scale has 15 total items split into two subscales, one measuring an anxious attachment style and the other an avoidant attachment style. These measure trainee attachment style, with higher numbers indicating a higher score on that particular style of attachment. The Anxious subscale has 8 items and there is a total possible score of 40. The Avoidance subscale contains 7 items with a total possible score of 35. Low scores on both indicate secure attachment style.

The mean score on the Anxious subscale was 13.9 (SD = 5.2, n = 121, Range = 12.8-18.6) and the mean score on the Avoidance subscale was 12.1 (SD = 4.5, n = 121, Range = 10.4-13). **The scores were low on both anxious and avoidance indicating that the workers in the sample had moderately secure attachment styles.**

Empathy. An empathy measure was also included on the pre-training questionnaire. There are three subscales that measure emotions (distress, empathy, and anger) felt toward different parties involved in casework (mothers, other perpetrators and children). Higher scores indicate a higher level of the emotion toward a particular group. The total possible scores for both the distressed and empathy measures is 40 and the total possible scores for anger is 25.

Empathy for mothers. The average score for the distress for mothers subscale was 22.9 (SD = 5.3, n = 114), with a range of 16 (KTAP) to 24 (PP Course I). The average for the empathy for mothers subscale was 26.7 (SD = 3.9, n = 116), with a range of 24.7 (Adult Medical) to 30 (KTAP). The average for the anger toward mothers subscale was 13.9 (SD = 4.3, n = 116), with the range of scores being from 10 (KTAP) to 15.1 (Adult Medical).

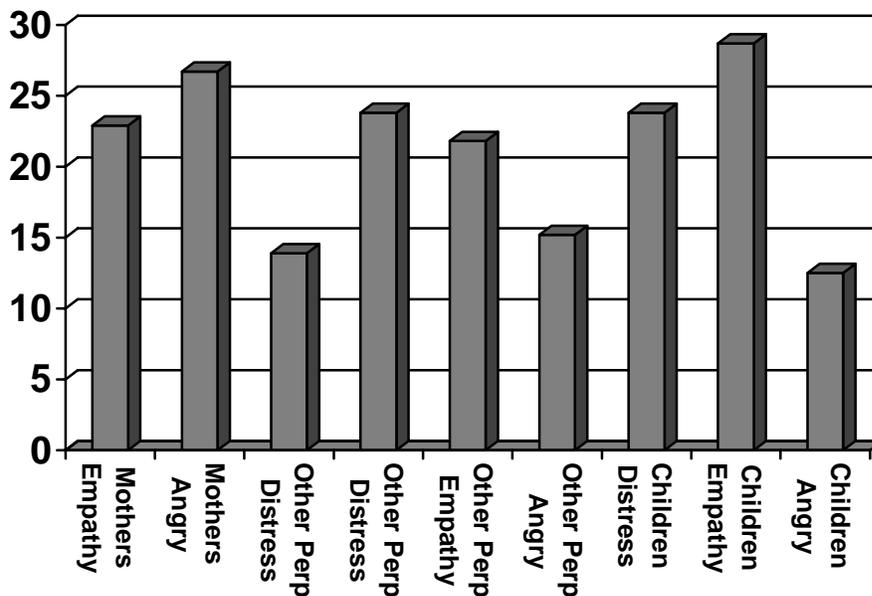
In this sample of training participants across training types, distress and anger toward mothers were both rated moderately. Empathy was higher than both of these. These data indicate that these worker experience similar levels of distress and anger toward mothers, but have higher levels of empathy than either distress or anger toward mothers. Previous research has shown that empathy leads to greater degrees of helping, while distress and anger lead to more withdrawal from helping situations.

Empathy for other perpetrators. The average score for the distress for other perpetrators subscale was 23.9 (SD = 4.7, n = 110), with a range of 22.3 (Food Benefits) to 26.3 (KTAP). The average for the empathy for other perpetrators was 21.8 (SD = 5.4, n = 106), with a range of 20.9 (PP Course I and PP Course II) to 24.5 (KTAP). The average score for the anger toward other perpetrators scale was 15.2 (SD = 3.7, n = 109), with a range from 13.8 (KTAP) to 15.7 (PP Course II). **These workers indicated having more distress and anger, but less empathy, toward perpetrators than mothers.**

Empathy for children. The average score for the distress for children subscale was 23.8 (SD = 5.1, n = 109), with a range of 21.8 (KTAP) to 24.3 (PP Course I and PP Course II). The average score for the empathy for children subscale was 28.7 (SD = 4.8, n = 110), with the range being 24.6 (Adult Medical) to 29.1 (PP Course I). The average score for the anger toward children subscale was 12.5 (SD = 4.5, n = 110), with a range of 8.2 (KTAP) to 14.4 (Adult Medical).

The highest score on empathy was for children, as well as the lowest score on anger. The sample did report being most distressed for children. The concern about distress for children is that distress is an internally focused emotion that leads to avoidance. Interventions to help reduce levels of distress and enhance empathy and self efficacy might be worthwhile activities.

More data need to be gathered on this scale for the purpose of establishing norms for each subscale. Generalizations do not need to be made due to the continuing to pilot these scales with a DCBS training participants in Kentucky. The following figure summarizes the scores of the empathy scale.



Level 1: Post-Training Questionnaire (Training Satisfaction)

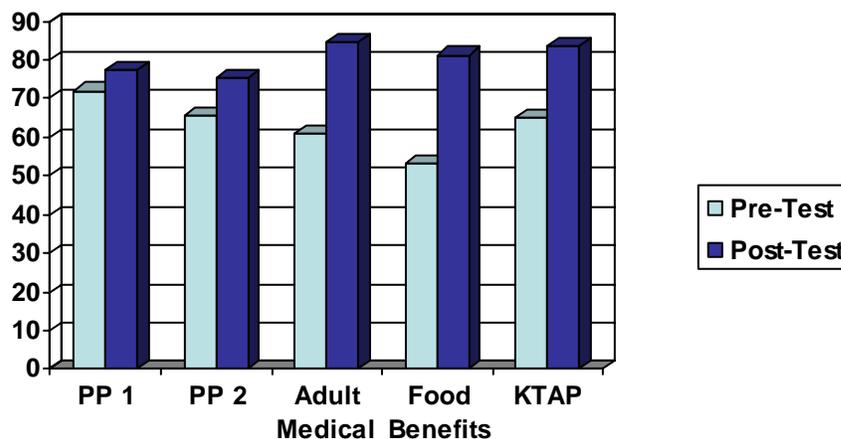
Each of the participants are invited to complete a questionnaire immediately following training that is designed to measure how applicable and useful the training was, as well as to gather information on ratings of training modalities (use of role play, lecture, etc.). Overall, there are 15 questions, based on a 1-5 scale, with 5 being the most favorable response, making 75 the highest possible score. The average score of training utility was 54 (SD = 9.6, n = 38). The highest rated trainings were KTAP (average =64) and Food Benefits (average = 60.2). The lowest score on the utility scale was for PP Course I (Mean = 50.6, SD = 9.7, n = 16).

The response rate for this instrument has been very low. Therefore, more data needs to be gathered to get a more accurate picture of trainee reactions to training.

Level 2: Pre-Post Tests of Training Content

Each training group completes pre- and post-tests of the training content to measure the knowledge gained from the training. The following table shows the difference in scores from pre- to post-training for each group. **For all training types, the scores improved significantly from pre- to post-training.**

Program Area	Pre-Score (Standard Deviation)	Post-Score
PP Course I (n = 43)	72% (8.4)	77.5% (13.8)
PP Course II (n = 20)	65.6% (15.4)	75.5% (15.9)
Adult Medical (n = 42)	61% (17.1)	84.8% (9.9)
Food Benefits (n = 122)	53% (10)	81.3% (14.4)
KTAP	64.9% (19.5)	83.5% (10.5)



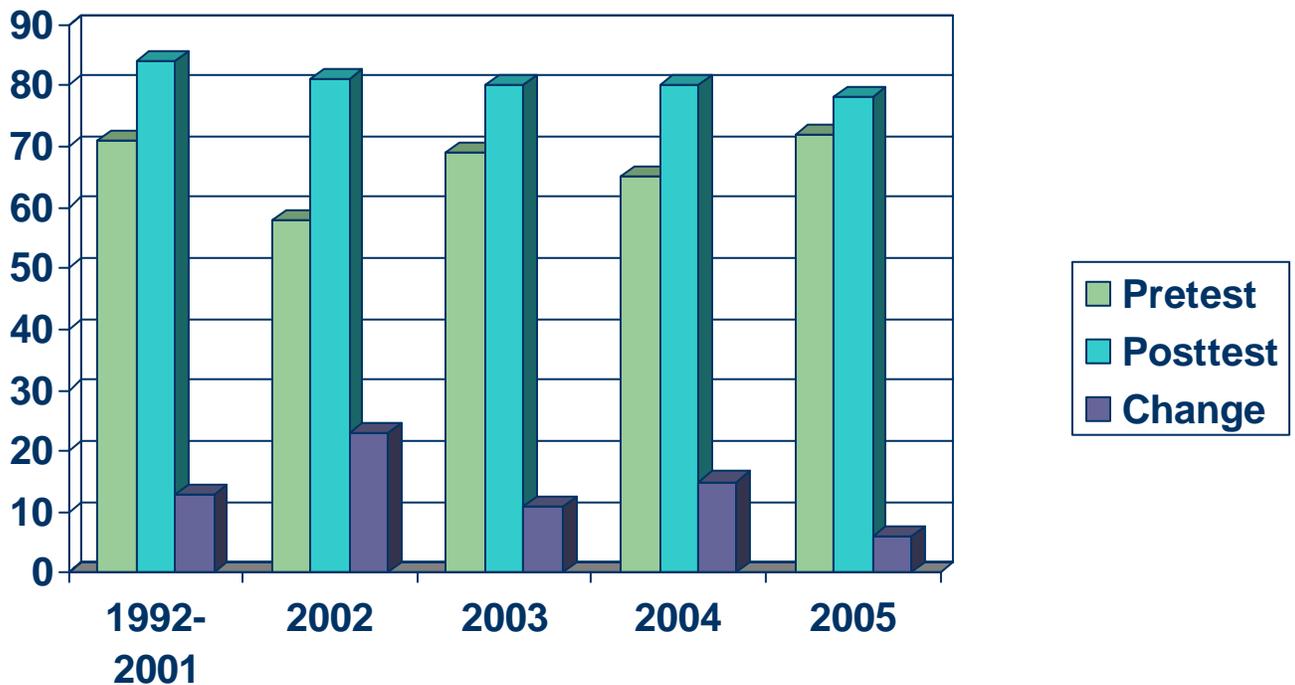
Pre- to Post-Differences by Program Area

- Significant difference pre- to post-test for PP1, $t(42) = -2.498, p < .05$
- Significant difference pre- to post-test for PP2, $t(19) = -3.834, p < .001$
- Significant difference pre- to post-test for Adult Medical, $t(41) = -7.858, p < .0001$
- Significant difference pre- to post-test for Food Benefits, $t(121) = -20.380, p < .0001$
- Significant difference pre- to post-test for KTAP, $t(54) = -6.945, p < .0001$

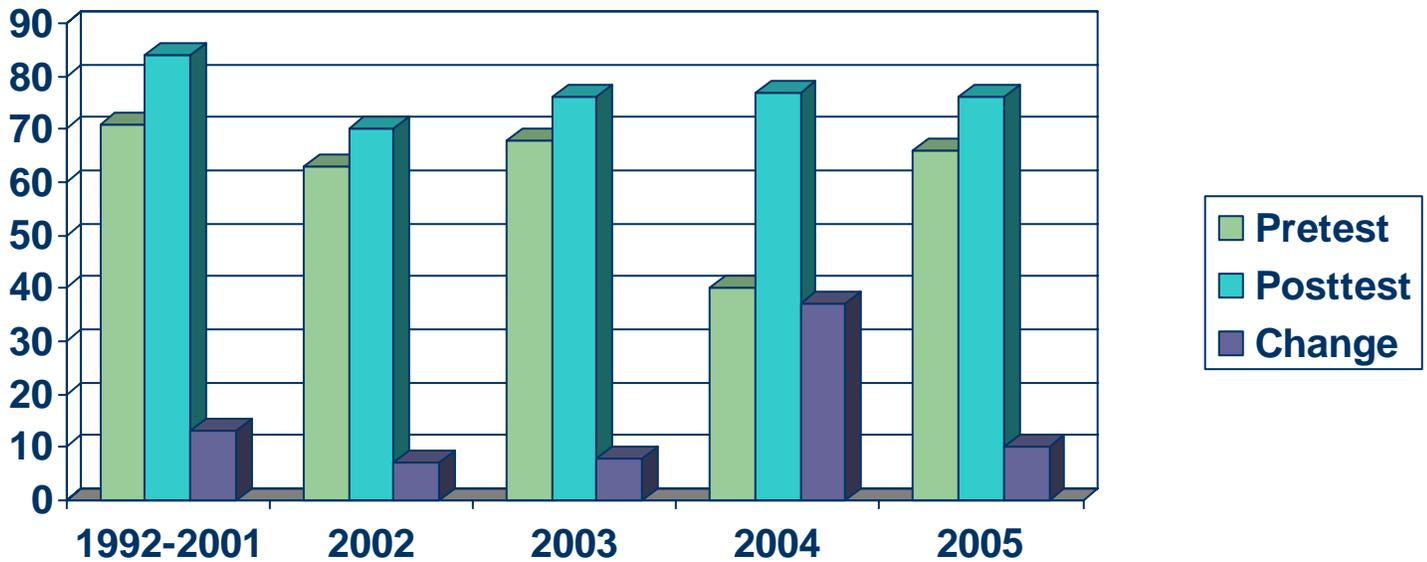
Thus, trainees in each core training offered by the Cabinet learned a significant amount of knowledge and skills that can be transferred to practice in the field.

Change over time: P&P

For P&P, Course I the pre scores have gone up and the post-scores have gone down since 2004. This steady decline in post-test scores (from a high of 82 in 2001 to a low of 78 in 2005) may be due to changes in the training making the test less accurate in picking up knowledge gain. Thus, the tests will be revised this year to see if that is the reason for the change in scores over time, or if the change in format had an impact (pre-CFL to post-CFL).

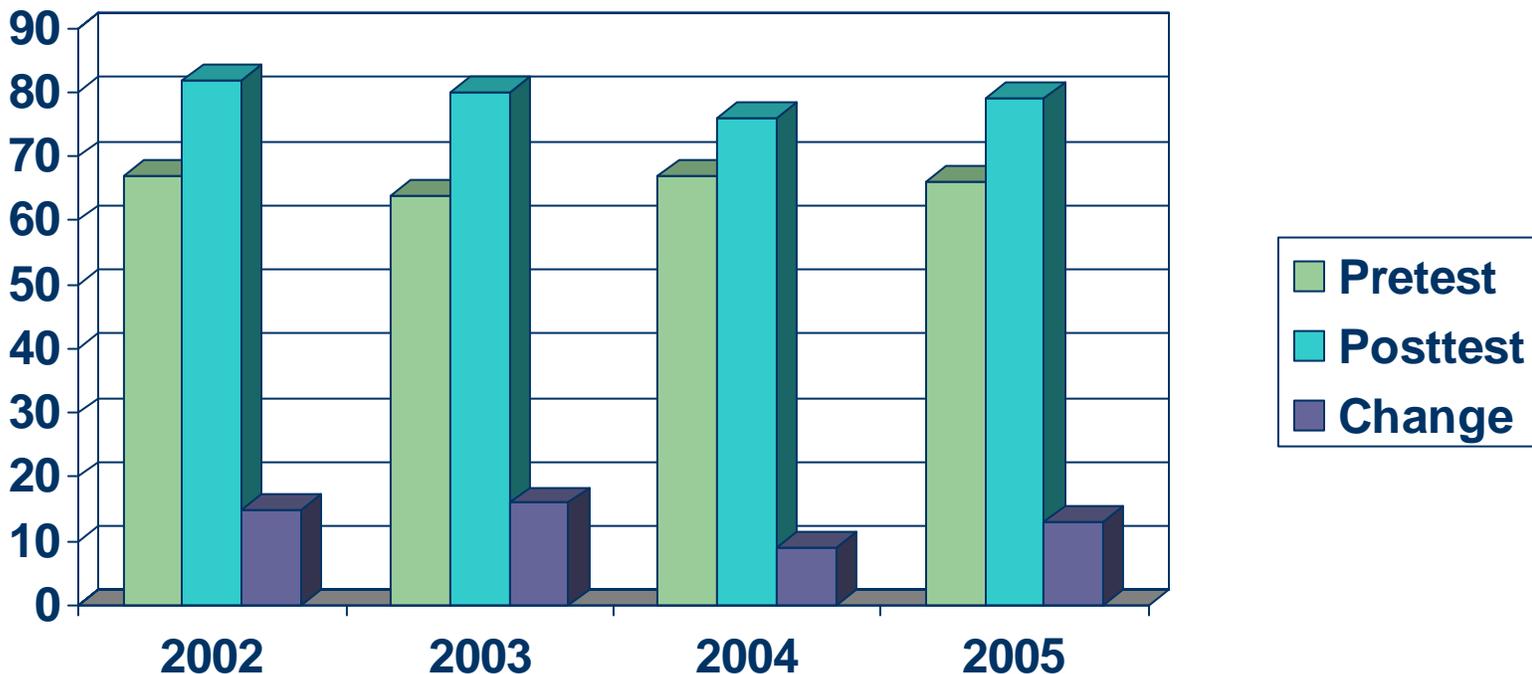


For P&P, Course II the pre scores have gone back up after an all time low in 2004 of 40% and the post-scores have remained stable since 2004. This plateau of scores has been in effect for 3 years. The plateau may also be due to changes in the training making the test less accurate in picking up knowledge gain. Thus, the tests will be revised this year to see if that is the reason for the change in scores over time, or if the change in format had an impact (pre-CFL to post-CFL).



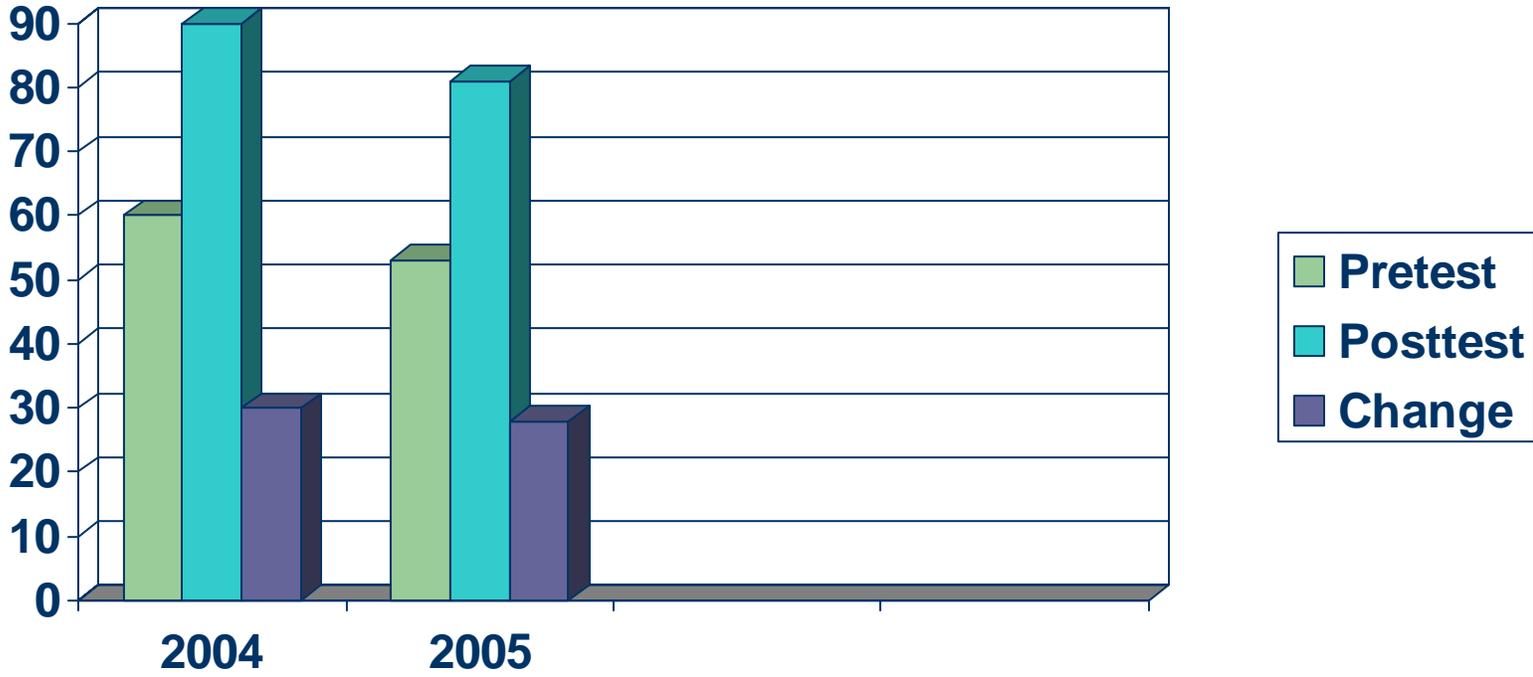
Change Over Time: AMA

The AMA pre-post scores have held fairly steady over a 4 year period.



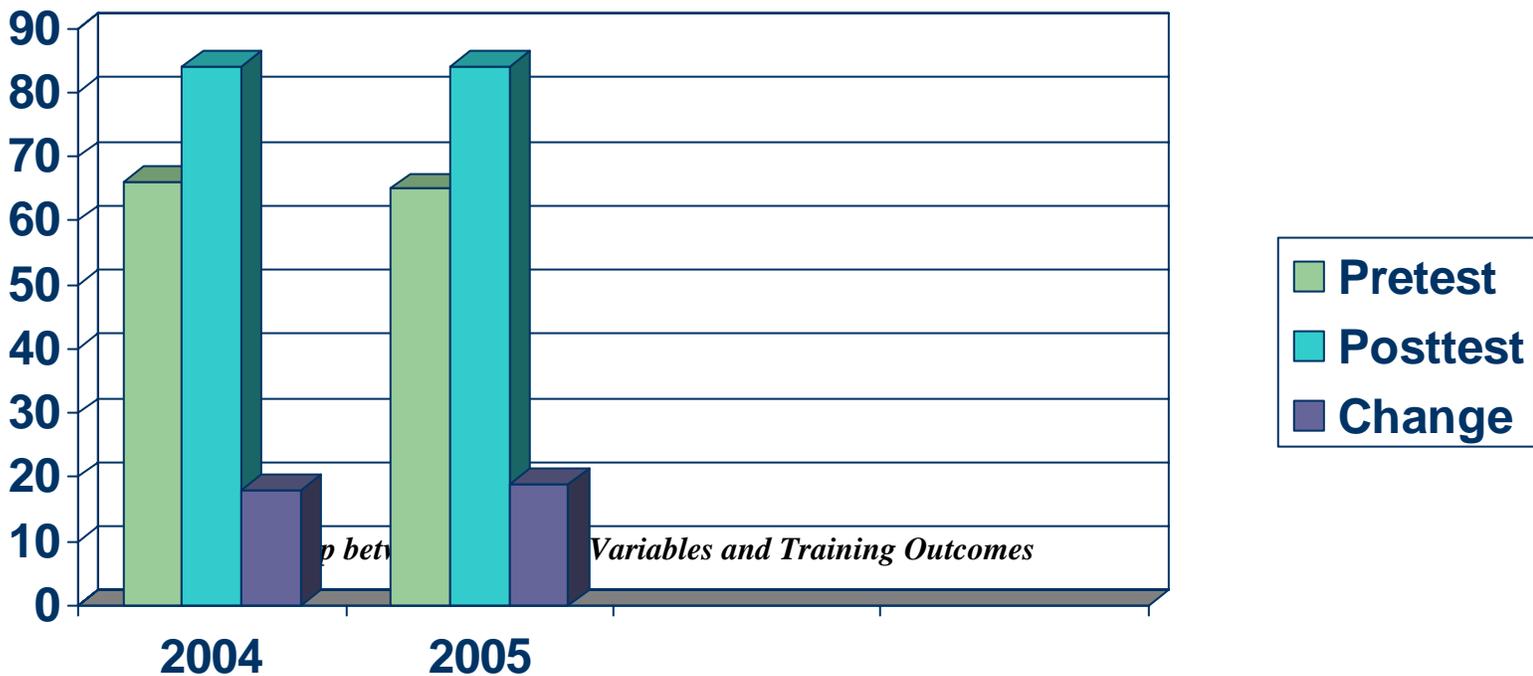
Change Over Time: Food Benefits

There was a significant drop in post-test score from 2004 to 2005. This test may need to be tweaked to ensure fidelity with what is actually trained.



Change Over Time: K-TAP

K-TAP score remained steady over the past two years.



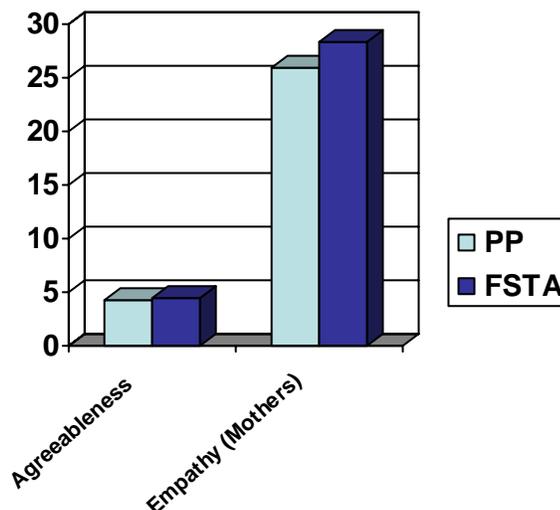
There were some relationships identified between the predictor variables (from the level 1 pre-training questionnaire) and training outcomes. They are summarized below:

- There was a significant negative correlation between “Avoidant Attachment” style and change score on PP1 Knowledge Test, $r(34) = -.421, p < .05$. This means that **those with a less avoidant attachment style gain more from training than those with a more avoidant attachment style.**
- **Workers who have a high level of support for learning from their team (Team Learning Conditions) rate the training as more useful than others (Level 1 Utility Scale), $r(38) = .507, p < .001$. This finding is important because most of the participants scored team support very low. This lack of team support undermines the perceived usefulness of training to the participants and could then undermine learning and transfer.**
- There were significant correlations between Level 1 Utility Scale (rating of how useful training is) and empathy.
 - Significant positive correlation with empathy toward mothers, $r(36) = .407, p < .05$
 - Significant negative correlation with anger toward children, $r(36) = -.395, p < .05$
 - **Suggests that workers who are more responsive to training material have better attitudes toward clients**

Significant Differences between Protection and Permanency and Family Support

There were some significant differences found between Protection and Permanency and Family Support. They are summarized below:

- There was a significant difference between PP and FSTA in Big 5 Agreeableness, $t(126) = -2.728, p < .01$.
 - PP $x = 4.27$
 - FSTA $x = 4.49$
- There was a significant difference between PP and FSTA in Empathy toward mothers, $t(104) = -3.132, p < .01$
 - PP $x = 25.91$
 - FSTA $x = 28.27$



Conclusions

This report has outlined the results from the comprehensive on-line training evaluation conducted by the research team from the University of Louisville, Kent School of Social Work for the Department of Community-Based Services. Overall, the results showed that workers are going to training prepared by being ready to learn. They are also high in conscientiousness and agreeableness, feel that learning/training is moderately supported by their team and highly supported by their supervisors, have secure attachment styles and high empathy for children. In addition, they have a significant gain in knowledge from the training they attend that is documented on their pre- and post-tests. They also find that their training is useful in their work on the job. These data also suggest that workers who are more responsive to training material have better attitudes toward clients. Minimal data could be collected three months post-training so no results could be reported. Future reports will continue to explore these trends and make comparisons across time and training types.

EVALUATION OF PCWCP

Purpose and Past Results of the PCWCP Evaluation

The purpose of this project was originally to design and execute a certification program at all accredited BSW programs in the state to prepare BSW students for Public Child Welfare work. This system allows students to take 2 college level courses on child welfare, participate in the State training program and conduct their practicum in a DCBS office so that they can shadow experienced workers. The program began at 7 Universities and has expanded to 11 colleges and Universities. The evaluation of this innovative program contained four components. 1) The results of structured interviews with graduates and their supervisors; 2) retention of these workers compared to others after their 2 years of required service are completed and 3) comparison of outcomes by PCWCP workers vs. non-PCWCP workers.

All students in the PCWCP program are required to complete the agency core competency training for new employees prior to graduation. All trainees are required to complete pre and post-tests for the courses. Past studies have found that the PCWCP students scored significantly higher on both tests than the new employees even those with BSW degrees but who had not been in the pilot program. **The PCWCP students moved from a mean of 48.6 on the pre-tests to a mean of 52.6 on the post-tests ($t(7.19)$, $p < .0001$), while other trainees improved ($t(25) = 7.38$, $p < .01$) but both began at a lower level (Pre-Mean = 42.8) and ended at a lower level (Post-Mean = 48.5) than did the PCWCP trainees. The PCWCP graduates were higher than other trainees in undergraduate GPA (Means = 3.39 vs. 3.13, respectively), but when this variable was taken into account in the comparison of groups, the PCWCP group still performed better in training than did the non-PCWCP group ($F(2,38) = 3.22$, $p < .08$). This finding is significant in that it indicates that the intense concentration of both theory and practice in the classroom and in the practicum produced what appears to be a stronger transfer of learning than perhaps that which is available in the traditional academic classes.** It also says something to the fact that these special students have had a concentration of learning related to child welfare over a period of three semesters whereas the other new employees (especially those without a social work degree) were getting a concentration of learning for only a five week period.

Past studies of PCWCP have found that BSWs, particularly those who have gone through a child welfare focus perform better practice than non-BSWs (Huebner, 2003).

Methodology of the PCWCP Evaluation

The evaluation contains two components: 1) The results of structured interviews with graduates and their supervisors six months after the completion of their education. 2) The results of structured interviews with graduates and their supervisors 2 years after they begin working for the CHFS (See Appendix E for measures).

The structured interviews involved both rating scales and open-ended questions. The survey instrument was based upon 26 formal “behavioral anchors” identified within the core competency training that must be present before new employees can carry child welfare cases. These 26 anchors were the foundational elements for the agency/university designed training transfer system in Kentucky (Fox, et.al, 2000). Each PCWCP graduate and supervisor was asked to rate the graduates as they compared with other new workers on the 26 areas using the scale 1(substandard) 2(below average) 3(average) 4(above average) and 5(superior). The 26 behaviors dealt with a variety of competencies in child welfare practice from skills in communication and appropriate professional behavior to skills in case assessment and planning. The specific behaviors included: attitude, relationships, safety and permanency planning. In addition, the new worker’s abilities were rated in terms of best practices in skills such as intake, investigations, ongoing treatment, court behaviors, and others were measured (See Table 1 for descriptions of each behavior rated and the results for both graduates and their supervisors).

In addition, both graduates and supervisors rated on a 1 (not at all) to 5(a great deal) the extent to which they recommended that the program continue, the likelihood of hiring other PCWCP graduates and the extent to which they recommended the program to others.

The open-ended questions for supervisors asked about why the program should or should not be continued, how the program could be improved and to recommend any knowledge or particular skill set that should be included in future PCWCP classes. Graduates were asked these same questions as well as what specific knowledge and skills taught in the program helped them in their work with the Cabinet.

Similar questions are asked at the 2 year mark, as well as behavioral intentions to stay in the agency.

- Overall **program satisfaction and feelings of preparedness** remain high.
 - Rural areas recommend the PCWCP program more highly than urban.
 - Data from urban placements indicate a need for additional training in legal documents and court proceedings.
 - Respondents in both urban and rural placements ranked highest the skills of: (1) Identifying dynamics and indicators of abuse and neglect. (2) Remaining respectful during the referral process. And, (3) demonstrating knowledge of appropriate time frames for investigation.
 - Respondents in both urban and rural placements ranked lowest the skills of: (1) Demonstrating knowledge of the law and the use of legal documents. (2) Demonstrating an ability to close a case. And, (3) demonstrating knowledge of the particular strategies to use when investigating a child sex abuse case.
 - There has been no significant change in satisfaction of the PCWCP program over time (comparison of cohorts).
 - Differences of feelings of preparedness by job type were significant. Administrators ranking the highest in feelings of preparedness and foster care workers the lowest.
 - There continues to be a slight decline in feelings of job preparedness upon graduation between 6 month and 2 year surveys. This may be due to experience and a change of perception concerning the demands of the job.
 - Retention has gone up to 92.13% for all PCWCP graduates (including those not yet placed with the Cabinet) and 91.8% for those graduates presently placed.
 - Graduates leaving the Cabinet tend to leave urban areas more than rural.
- **Differences by job position.** Clinicians and family service workers II think of leaving the field more often than other workers. Front line workers (FSW I, FSW II, and clinicians) have more work stress than other workers.
- **PCWCP program satisfaction** remains a significant **predictor of commitment** to the CHFS (intent to remain).
 - Job stress is a strong negative prediction of worker satisfaction.
 - Access to information, support from supervisors, and a good co-worker relationship are important factors in commitment to the Cabinet.

PCWCP PROGRAM RETENTION

- As of this report date our information shows that **28** PCWCP graduates are no longer working for the Cabinet.
- There are presently **356** graduates of the PCWCP program through May 05
- For those PCWCP graduates placed with the Cabinet the retention rate is **91.8%**
 - For all PCWCP graduates, including those not yet placed the retention rate is **92.13%**
 - As of August 2005 there are 217 PCWCP graduates who were placed with the Cabinet two or more years ago. Of those graduates, 191 are still employed with the Cabinet. This equates to a retention rate of **88%**. Therefore, **88%** of PCWCP graduates stay with the cabinet past the contracted employment requirement of the PCWCP program.
- The following table shows the number of PCWCP graduates no longer working for the Cabinet that we have data on by county.

County	PCWCP graduates no longer working
Fayette	5
Jefferson	3
Harden	2
Boyd	1
Mercer	1
Franklin	1
McCracken	1
Grayson	1
Barren River	1
Shelby	1
Floyd	1
Madison	1

- Of the 19 PCWCP graduates no longer working for the Cabinet for which we have county data the following table shows the percentage of graduates leaving by county.

County	Percentage by county
Fayette	26.31 %
Jefferson	15.78 %
Harden	10.52%
Boyd	5.26 %
Mercer	5.26 %
Franklin	5.26 %
McCracken	5.26 %
Grayson	5.26 %
Barren River	5.26 %
Shelby	5.26 %
Floyd	5.26 %
Madison	5.26 %

FAYETTE COUNTY FOCUS

Because Fayette County has the highest number of graduates leaving the following analysis has been included.

- As of this report there have been **54** PCWCP graduates placed in Fayette County.
- Of those graduates **5** are no longer with the Cabinet.
- The retention rate for PCWCP graduates in Fayette county is **90.7%** while the retention rate for PCWCP graduates across the State is **92.13%**, for Jefferson County **92.8%**, and for Northern Kentucky (Kenton, Campbell, and Boon) **100%**.
- Of those graduates who were placed in Fayette County:
 - **92.5%** stayed longer than 1 year.
 - **90.7 %** stayed longer than 2 years.
- Of those graduates who left the State from Fayette County:
 - 1 graduate left after 2 years
 - 4 graduates left within 1 year
 - **20%** of those who left the State from Fayette County left after 2 years
 - **80%** of PCWCP graduates who left the State from Fayette County left within 1 year.

PCWCP SIX MONTH DATA ANALYSIS

As of July 31, 2005, there were 356 graduates of the PCWCP program; of those:

- 342 have been have been placed in employment with the cabinet. This equates to a **placement rate of 96%**.
- Of the 342 graduates placed 28 are no longer with the cabinet. This equates to a retention rate of **91.81% retention rate**.

As of August 31, 2005, there were 63 supervisors who completed the supervisor survey (n=63), and 147 workers who completed the six month survey (n=147).

WORKER PREPAREDNESS

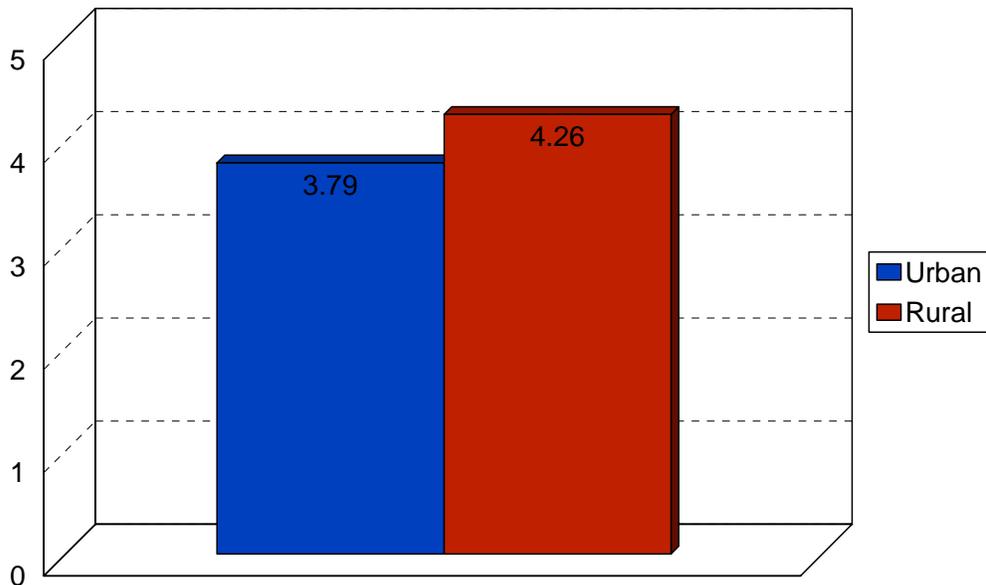
The PCWCP graduates at six months rated themselves highly on job preparedness, which was measured by the total score on the items related to specific job duties. Their mean score was 93.29 (range 25-125). This was based on their scores on 25 job duties, on a 5-point scale. See Table 23 for means of each sub-scale.

Table 23: Worker Job Preparedness Rating

Sub-Scale	Number of Items	Range	Sub-Scale Mean	Item Mean
Attitude	8	5-40	31.78	4.05
I&I/Assessment	13	32-65	49.49	4.00
Case Planning	1	1-5	3.44	3.48
Court	2	2-10	6.41	3.30
Case Closure	1	1-5	3.37	3.40

- There was a strong trend (P = .09) indicating some minor difference between ratings of worker preparedness by rural and urban workers. Rural workers rated preparedness the highest at 4.26 (SD= .86, Range 1-5) while urban workers rated preparedness at 3.79 (SD= .68).
- There was a strong trend between rural and urban worker perception on how well they felt the PCWCP program prepared them for their work F (1) = 8.53, p = .09. The mean rating for urban was 3.79 (SD=.679, Range 1-5), while the mean score for rural was 4.26 (SD=.863, Range 1-5). This difference is illustrated in Figure 2.

Figure 2: Differences in Ratings of Preparedness by Urban and Rural Workers



- Tasks that PCWCP graduates felt most prepared to accomplish are listed in Table 24 and are ranked highest to lowest.

Table 24: Tasks Workers Felt Most Prepared to Perform

Task	Rank	Range	Mean	Item Mean
Identifying dynamics and indicators of abuse and neglect	1	1-5	4.52	2.5
Remaining Respectful during the referral process	3	1-5	4.52	2.5
Demonstrating knowledge of appropriate time frames for investigation	3	1-5	4.18	2.5

- Tasks that PCWCP graduates felt least prepared to accomplish are listed in Table 25 and are ranked from lowest to highest.

Table 25: Tasks Workers Felt Least Prepared to Perform

Task	Rank	Range	Mean	Item Mean
Demonstrate knowledge of the law and the use of legal documents	1	1-5	2.99	2.5
Demonstrating ability to close a case	2	1-5	3.37	2.5
Demonstrating knowledge of the particular strategies to use when investigating a child sex abuse case	3	1-5	3.40	2.5

- Supervisors rated workers highly on job preparedness, with an average of 95.6 (n= 63). This score was based on a 26-item 5-point scale of job duties (the extra item asks about the worker’s attitude toward social work). The maximum possible score was 130. These findings are presented in Table 26.

Table 26: Supervisor Job Preparedness Ratings

Sub-Scale	Number of Items	Range	Sub-Scale Mean	Item Mean
Attitude	9	5-45	32.4370	4.02
I&I/Assessment	13	28-65	52.0091	3.90
Case Planning	1	1-5	3.4746	3.90
Court	2	3-10	6.6033	3.80
Case Closure	1	1-5	3.4836	3.90

- There was no significant difference in ratings of supervisor preparedness between urban (n= 45) and rural areas (n=12). The mean supervisor rating of preparedness for urban was 96.80 (SD=14.54, Range 39-127), while the mean score for rural was 93.95 (SD=20.99, Range 33-130).
- There were a series of questions asking the supervisors and workers about their recommendation of PCWCP. Overall, they rate the program highly and recommend that it continues. These questions were based on a 5-point scale. See Table 27 for the mean responses of these questions.

Table 27: Program Recommendation Items (Range: 1-5)

Question	Supervisor's Mean Response (Standard Deviation)	Number of respondents	Worker's Mean Response (Standard Deviation)	Number of Respondents
To what extent do you recommend the program continue	4.67 (.676)	61	4.37 (.929)	140
How likely will you be to recommend the program to other students?	4.80 (.546)	59	4.23 (1.06)	144
To what extent do you recommend supervisors to hire graduates of the program?	4.76 (.546)	60	4.59 (.723)	144
Overall how well did the program prepare you for work?	Not asked of supervisors	N/A	4.08 (.848)	142

- There was no significant difference in worker recommendations between urban and rural areas.
- There was a strong trend in difference between scores of urban and rural supervisors as to whether the program prepared workers for the demands of the job. $F(128) = 2.82, p = .09$. While both scores were high, rural supervisors felt that workers were more prepared 4.96 (SD = .863, Range 1-5) than did urban 3.79 (SD = .678).

SUPERVISOR PERCEPTIONS OF PREPAREDNESS

Correlations were run on each questionnaire variable and the preparedness score. Overall the PCWCP program evaluation questions are highly correlated with one another, suggesting they are measuring a similar construct (satisfaction with the program). The following significant results were found

- There was a significant positive correlation between PCWCP supervisor variables:
 - Recommend that the program continue and worker preparedness, $r(64) = .501, p < .01$
 - Recommend program to other students and worker preparedness, $r(64) = .501, p < .01$
 - Recommend supervisors hire program graduates and worker preparedness, $r(64) = .432, p < .01$
 - Recommend program continue and recommend participation by others, $r(58) = .852, p < .01$
 - Recommend program to other students and recommend supervisors hire program graduates, $r(60) = .861, p < .01$
 - Recommend supervisors hire program graduates and recommend program continue, $r(60) = .800, p < .01$

WORKER PERCEPTIONS OF PREPAREDNESS

- There was a significant positive correlation between PCWCP worker variables:
 - Recommend program continue and worker preparedness, $r(147) = .432, p < .01$
 - Recommend program to other students and worker preparedness, $r(141) = .273, p < .01$
 - Recommend supervisors hire program graduates and worker preparedness, $r(141) = .37, p < .01$
 - Overall preparation for job by program and worker preparedness, $r(139) = .437, p < .01$
 - Overall preparation for job by program and recommend program continue, $r(138) = .637, p < .01$
 - Worker attitude and recommend program continue, $r(136) = .402, p < .01$

- Worker confidence in court planning and recommend program continue, $r(135) = .244, p < .01$
- Worker confidence in case assessment and recommend program continue, $r(136) = .267, p < .01$
- Recommend program to other students and overall preparation for job, $r(140) = .792, p < .01$
- Recommend supervisors hire program graduates and overall preparation for job, $r(140) = .754, p < .01$

PREPAREDNESS BY POSITION

- There were no significant differences in job preparedness by position type on either the supervisor or worker ratings. See table 6 for supervisor mean ratings of preparedness by position.

Table 28: Supervisor Preparedness Ratings by Position (Range is 26- 130)

Position	Mean	Standard Deviation
CPS	94.00	9.14
Intake	82.57	24.89
Investigation	108.00	8.86
Ongoing	95.84	16.64
Family Support	111.00	N/A (1 case)
General	88.83	25.66
CPS/Ongoing	84.6250	31.08
Intake, Inv, Ongoing	104.2000	18.89
Court Support/Status	90.0000	N/A (1 case)

See Table 29 for worker mean ratings of preparedness by position.

Table 29: Worker Preparedness Ratings by Position (Range is 25-125)

Position	Mean	Standard Deviation
CPS	98.38	14.40
Intake	94.92	8.46
Investigation	92.81	9.82
Ongoing	93.86	16.
Family Support	98.00	4.24
General	86.43	20.44
CPS/Ongoing	92.27	22.89
Intake, Inv, Ongoing	95.53	15.59
Court Support/Status	90.0000	18.19
Other	97.66	N=3

- There were no significant differences in supervisor recommendations that the program continue as related to job duties, indicating that supervisors feel the program is preparing students equally for all job duties.

Table 30: Supervisor Recommendations By Position (Range is 1-5)

CPS	5.00
Intake	4.29
Investigation	5.00
Ongoing	4.68
Family Support	5.00
General	4.83
CPS/Ongoing	4.50
Intake, Inv, Ongoing	4.80
Court Support/Status	3.00

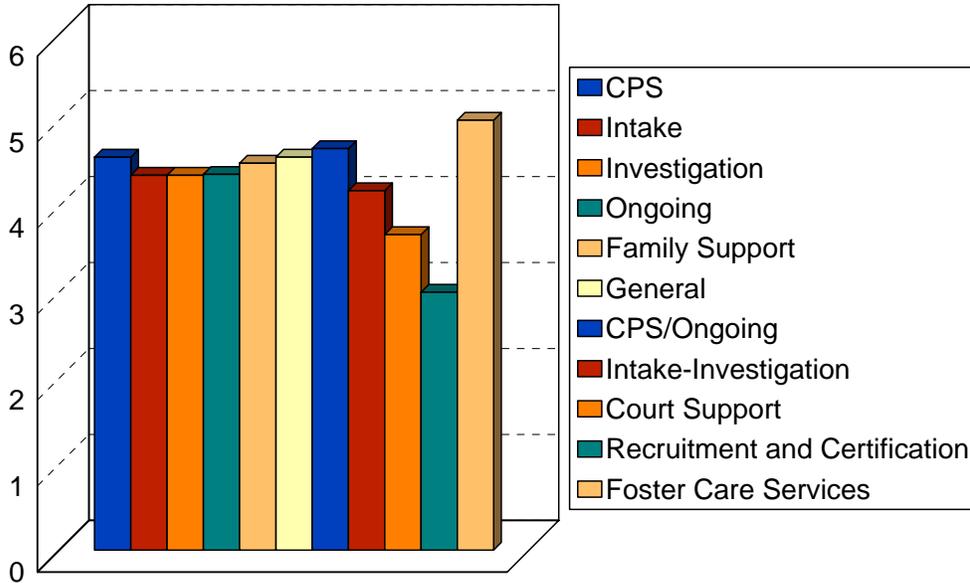
- There was a mild significant trend in the differences in worker recommendation that supervisors hire PCWCP graduates, and job duties, $F(11,129) = 1.56, p=.1$. Workers rated PCWCP participation the highest for workers with combined duties (intake, investigation and ongoing). They rated PCWCP the lowest for workers in court support/status.

Table 31: Worker Recommendation to Others to Participate by Position (Range is 1-5)

Position	Mean	Standard Deviation
CPS	4.57	.787
Intake	4.55	.820
Investigation	4.82	.405
Ongoing	4.68	.604
Family Support	5.00	0
General	4.57	1.134
CPS/Ongoing	4.56	.726
Intake, Inv, Ongoing	4.47	.717
Court Support/Status	4.0	1.

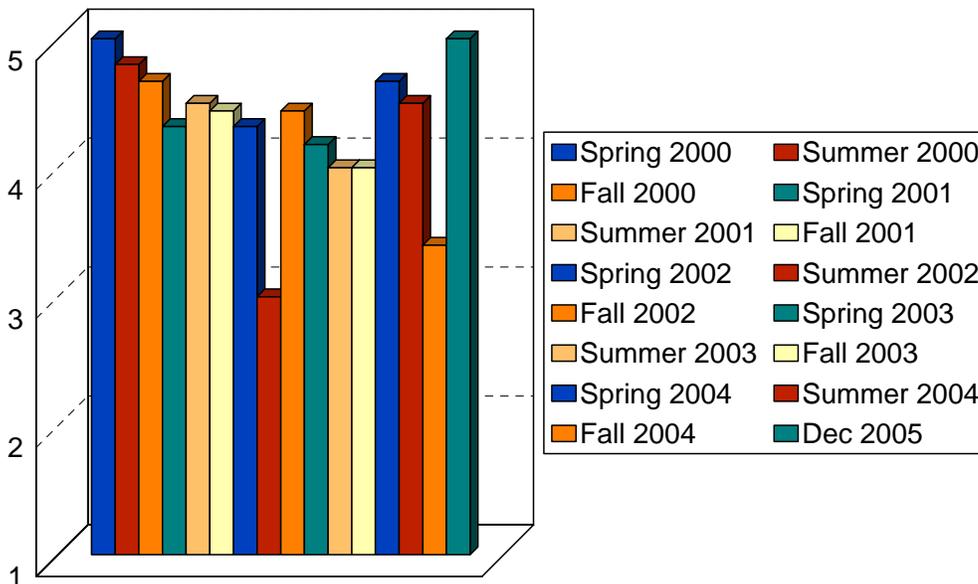
WORKER RECOMMENDATION THAT THE PROGRAM CONTINUE BY POSITION

- There was no significant difference in recommending the PCWCP program continue by position. Scores are presented here for comparison.



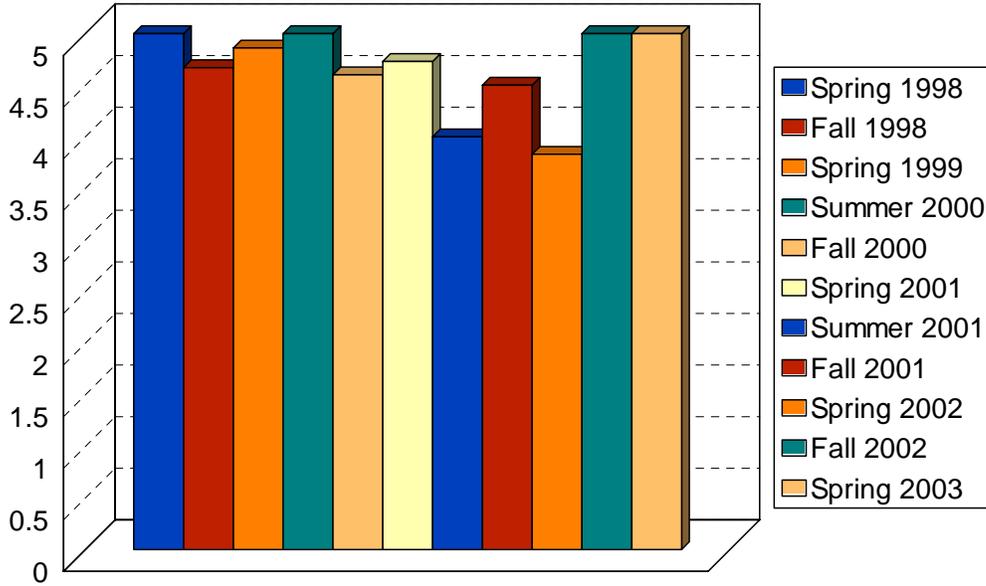
WORKER RECOMMENDATION OF PCWCP PROGRAM OVER TIME (BY COHORT)

- There is no significant difference in supervisor or worker satisfaction between cohorts (over time).



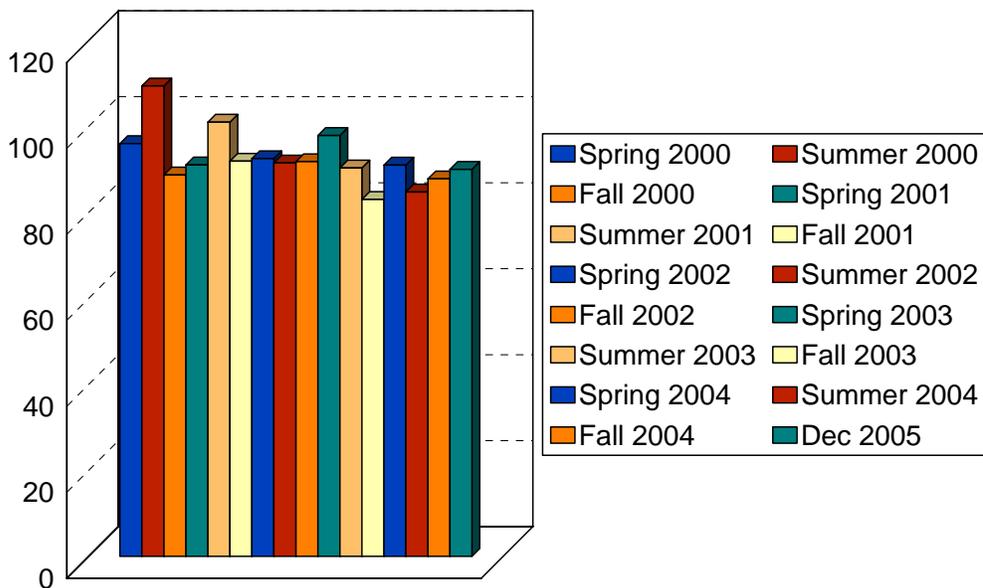
SUPERVISOR RECOMMENDATION OF PCWCP PROGRAM OVER TIME (BY COHORT)

- There is no significant difference in supervisor or worker ratings of preparedness between cohorts (over time).



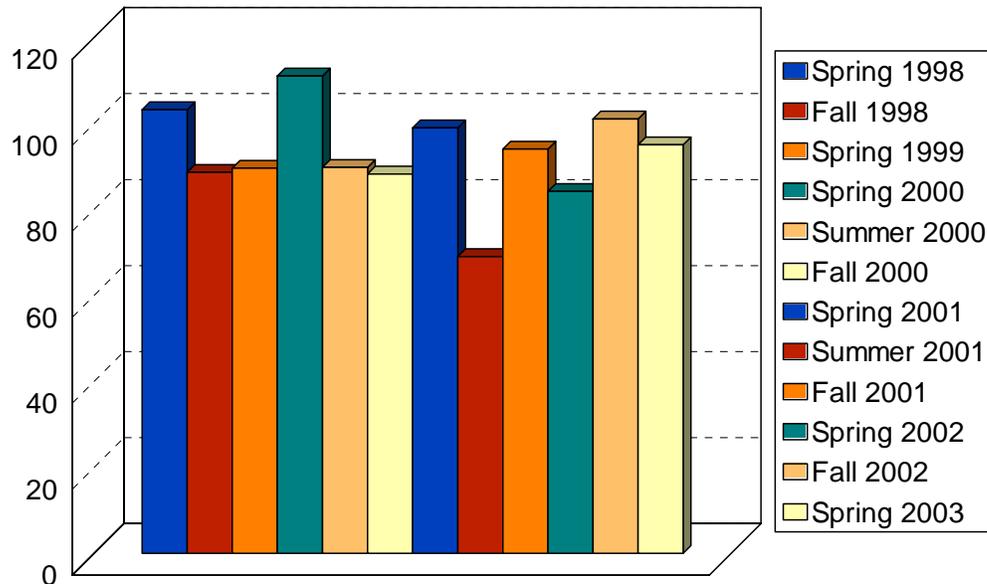
WORKER RATINGS OF PREPAREDNESS OVER TIME (BY COHORT)

- There is no significant difference in supervisor or worker ratings of preparedness between cohorts (over time).



SUPERVISOR RATINGS OF PREPAREDNESS OVER TIME (BY COHORT)

- There is no significant difference in supervisor or worker ratings of preparedness between cohorts (over time).



PCWCP 2 YEARS DATA ANALYSIS

PARTICIPANTS

- As of December 15th, 2004, there were 63 supervisors who completed the supervisor survey and 81 workers who completed the two year survey.
- **39%** of all PCWCP graduates are **presently pursuing or have completed a Masters degree**. Of those **33%** are currently pursuing and **6%** have already earned the degree. Of those who have completed or are presently pursuing a graduate degree, **96.7%** of the degrees **are in Social Work** and **3.3%** are in **Public Administration**. The average time between being hired by the Cabinet and beginning a Master degree is 1.2 years.

- As of August 2005 there are 217 PCWCP graduates who were placed with the Cabinet two or more years ago. Of those graduates, 191 are still employed with the Cabinet. This equates to a retention rate of **88%**. Therefore, **88%** of PCWCP graduates stay with the cabinet past the contracted employment requirement of the PCWCP program. This retention rate of **86%** is significantly higher the 54% retention rate of those workers who did not participate in the PCWCP program.

JOB PROMOTION

- Of those workers who have been with the Cabinet for two years or longer, 23.8% have been promoted to higher positions.

DIFFERENCES BETWEEN JOB POSITIONS

Chi-square analysis was run to determine if there were differences by position on the question of have the PCWCP graduates ever thought of changing to another type of work.

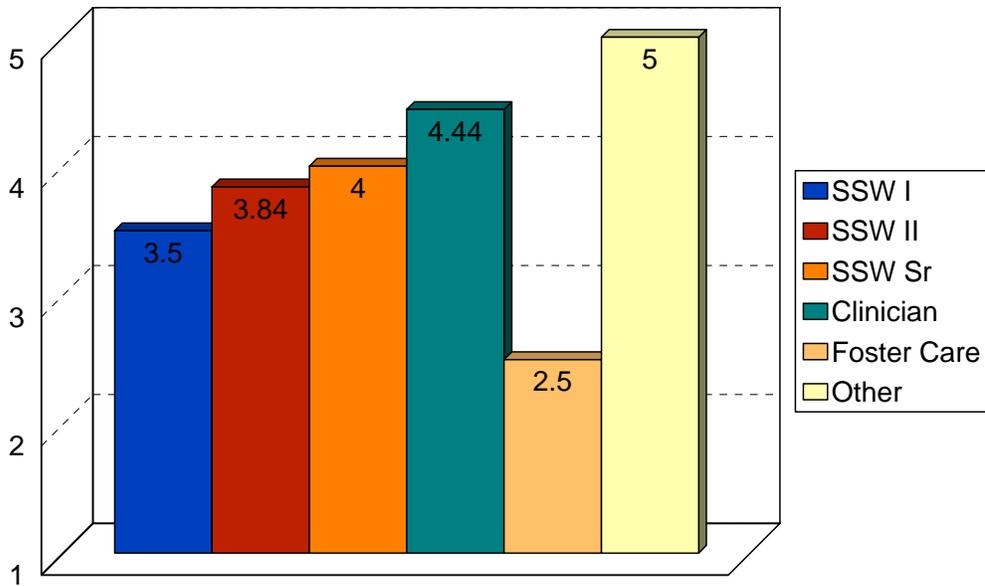
- There was a significant difference by position on the question (ever thought of changing to another type of work), $\chi^2(10, n = 82) = 20.84, p < .022$. Clinicians were more likely to have considered changing jobs than were the Family Service Worker IIs, and Family Service Worker IIs were more likely to consider a change than Family Service Worker Is. See table 10 for percentages by each type of work.

Table 10: Do You Ever Think Of Changing to a Different Type of Work?

Family/social service worker I	50.0% (N=4) responded yes
Family/social service worker II	70% (N=61) responded yes
Family/social service worker senior	50% (N=2) responded yes
Clinician I	80% (N=10) responded yes
Other	25%(N=4) responded yes

- There was a significant difference in ratings of job preparedness by job type, $F(5,72) = 3.71, p < .01$. Ratings for preparedness by job type are presented in Figure 6.

Figure 6: Ratings of Job Preparedness by Job Type



- There was a significant difference in work stress (as measured by the Cohen Scale) between persons in different job positions, $F(5, 76) = 3.271, p = .01$. Those employed as Family Service Worker IIs experience significantly more work stress than those employed under the ECU contract and as clinicians. See table 11 for means by group.

Table 11: Work Stress Levels by Position (Range 6-30)

Family/social service worker I	18.75 (N=4)
Family/social service worker II	22.19 (N=61)
Family/social service worker senior	17 (N=2)
Clinician I	19.5 (N=10)
ECU Contract	16 (N=1)
Foster Care Recruitment	14 (N=4)

- There was no significant difference in social support (guidance from co-workers) between persons with different job positions.
- There was no significant difference in job preparedness as rated by the supervisor between those graduates working on a Masters degree and those graduates not pursuing a Masters degree.

PCWCP RATINGS OVER TIME

Paired t-tests were run to determine if there were any differences in the ratings of PCWCP between the 6 month and the 2 year study.

- There were significant differences in feelings of overall job preparation by PCWCP. From the 6-month to the 2 year there was a decreased of the mean score from 4.26 to 3.9, $t(51) = 3.36, p < .01$.

- All other ratings of worker satisfaction (recommending continuation, recommending the program to others, recommending that supervisors hire graduates) were consistent and did not change across time.

WORK AND JOB STRESS

Relationship between Stress (as measured by the Cohen Stress Scales) and Other Variables

- There was no correlation between worker rated preparedness and life stress.
- There was no correlation between program satisfaction and life stress.
- There was no correlation between social support and life stress.
- There was a significant positive relationship between life stress and job stress, $r(81) = .425, p < .001$.
- There was a significant positive correlation between work satisfaction and PCWCP program satisfaction, $r(78) = .012, p < .012$.
- Significant negative correlation between work stress and job satisfaction, $r(78) = -.354, p < .001$.
- Significant positive correlation between work stress and remaining in the job for three years, $r(81) = -.254, p < .05$.
- Significant positive correlation between work stress and remaining in the job for five years, $r(81) = -.272, p < .05$.

Job Preparedness by Personality Traits (Construct)

- There was a significant positive correlation between conscientiousness and feelings of job preparedness, $r(78) = .281, p < .05$.

COMMITMENT TO THE CABINET

PCWCP Satisfaction

- There was a significant positive relationship between commitment to the Cabinet (likelihood of remaining for 5 years) and satisfaction with the program (recommend the program continue), $r(79) = .223, p < .05$.
- There was a significant negative correlation between commitment to the Cabinet (likelihood of remaining for 3 and for 5 years) and emotional reactivity, $r(80) = -.231, p < .05$; $r(81) = -.145, p < .01$.
- There was a significant positive correlation between commitment to the Cabinet (likelihood of remaining for 5 years) and recommending other student participate, $r(80) = .414, p < .001$.
- There was a mild negative trend between job satisfaction and number of days absent, $r(81) = -.237, p < .064$.

Human Service Job Factors (Multidimensional Job Satisfaction Inventory)

- There was a significant negative correlation between job satisfaction and not feeling one can get information to complete the job, $r(81) = -.591$, $p < .001$.
- There was a significant positive correlation between job satisfaction and feeling that work is valued by the community, agency, and clients, $r(81) = .361$, $p < .05$.
- There was a significant positive correlation between job satisfaction and feelings that work is valued by the Cabinet, $r(81) = .332$, $p < .05$.
- There was a significant positive correlation between job satisfaction and having co-workers whom could be counted on in an emergency, $r(81) = .278$, $p < .05$.
- There was a significant positive correlation between job satisfaction and the level of cooperation of the worker, $r(81) = .49$, $p < .001$.

Social Support

- There was a significant positive correlation between Cutrona social support (guidance from supervisor) and program satisfaction, $r(77) = .304$, $p < .01$.
- There was a significant positive correlation between Cutrona social support (relating to feelings of worth from the supervisor) and program satisfaction, $r(77) = .259$, $p < .05$.
- There were no differences in job preparedness by the social support variables.

Other Predictors of Commitment

Commitment to CHFS by Personality Traits (Construct)

- Agreeableness is significantly positively correlated with the perception of how well PWCWP prepared one for work, $r(78) = .234$, $p = .039$.
- Emotionally reactivity is significantly negatively correlated with recommending that supervisors hire PCWCP graduates, $r(78) = -.231$, $p = .042$.

Prediction Variables for Commitment to the Cabinet

Multiple linear regression analysis was conducted to determine the best model of prediction for commitment to the cabinet. Multiple linear regression is a statistical method designed to create a prediction model for a specific variable. In this case, seven variables (achievement, responsibility, recognition, cooperation, relationship with supervisor, salary, and agreement with policies) are being used to predict commitment to the cabinet. The R^2 represents the percentage of commitment to the cabinet predicted by these seven variables. Results were not significant predictors for remaining one and five years but results were significant for remaining three years.

- An enter multiple linear regression was calculated predicting likelihood of still working for the Cabinet in 3 years based on scores of the variables listed above. A significant regression equation was found ($F(7, 71)=2.236, p < .05$), with an R^2 of .425. Worker's predicted commitment is equal to $184(\text{responsibility}) - .058(\text{recognition}) - .218(\text{cooperation}) + .255(\text{supervisor relationship}) + .045(\text{salary}) + .06(\text{policies})$. Worker likelihood that they would remain with the cabinet for three years increased .425 points per each point increase of responsibility, decreased .058 for each point of recognition, decreased .218 points per each point of cooperation, increased .255 for each point of supervisor relationship, increased .045 for each point of salary, and increased .06 for each point of policy agreement. Based on this model the likelihood of a PWCWP graduate remaining for three years can be predicted within 42% based on the above variables.

Progress on FTM Evaluation

We will evaluate FTM Training during the 2005-2006 year. We have developed preliminary measures for that training (See Pre and Post Tests in Appendix F), but in order to finalize the measures, we need the curriculum to be finalized. Once that has occurred, we will track pre-post results for those trainings.

Barriers to Data Collection

There are numerous barriers to data collection. 1) *System changes*: Either case loads have actually increased, the way work is accomplished in the field has changed dramatically or changes in policies about working overtime have dramatically decreased worker and supervisor willingness to complete questionnaires on-line via e-mail or the web, through phone interviews or through hard paper collection techniques. Participants claim that they have no time to do evaluations or research. This has lowered our response rate by 50%. 2) *Evaluation Methodological Changes*: Previous Training Division Leadership asked us to take the questionnaires and tests out of the classroom training and into the field so that a) time in class could be devoted to actual training and b) time thinking about training content would increase between classroom training sessions. We accommodated that request and put all of our questionnaires and tests on the web. We developed an elaborate system for contacting participants via e-mail with follow up e-mails and phone calls to ensure participation. The first few months of the new system was positively received, then changes in budgets, policies and case loads began to interfere with data collection efforts. Thus, our change in methodology for collecting data became a problem rather than a solution to other issues facing the training division.

Proposed Solutions to Enhance Data Collection

- 1) **Collect Pre and Post Data in the Training Classrooms.** All new employees should take the predictor questionnaire only one time at the beginning of the first training they attend. All new employees should take pre knowledge and skills tests for the trainings they are attending and post knowledge and skills tests for the trainings they are completing in class. Since we plan to revise the P&P tests this year to match the changes in the curriculum that are occurring, we can use only the most predictive items and shorten the tests to make it more palatable to trainers to include the evaluation again in the classroom.
- 2) **Collect Follow Up Questionnaires Via Phone Interviews Rather than On-Line Surveys (either via e-mail or the web).** See the protocol on page 54 for those measures. We have had limited success getting people to complete surveys on-line, thus we are now calling participants for the follow up questionnaires to see if that helps our return rate.
- 3) **Allow the U of L Team to present evaluation results to the Cabinet Administration, SRAs, SRAAs and Trainers.** It has been many years since we have presented the various results of our evaluation studies to Cabinet officials. In fact, the new administration has never heard a presentation on our findings or our model of evaluation. We believe this will enhance the administration's support of our data collection efforts and will help them to envision other measures or studies that they would like for us to employ in the future.
- 4) **Have the Commissioner send a memo to all employees urging them of the importance of research for COA Accreditation, CFSR compliance, PIP completion, and system improvement.** Once the new Commissioner learns of our system and results, then perhaps he would be willing to encourage the field to be more responsive to our requests for data. We believe that the workers and supervisors would be more responsive after explicit support of our efforts from the administration.
- 5) **Have SRAs reiterate the importance of employee feedback on evaluation measures for all of the above reasons.** Again, after we present results to the SRAs, if they could explicitly support research, that would be very helpful in the current climate.

Implications of Findings and Future Directions

- 1) **New Employees:** The employees hired in 2004-2005 were fairly prepared to learn as they entered core training in their work areas. The new employees were high in conscientiousness which is a predictor of productivity on the job. The workers also showed fairly secure attachment styles which bodes well for their willingness to be helpful to clients. They were also very empathetic to mothers and children. The only trend that should be watched is the level of distress they feel towards children in their caseloads. Distress is a self-focused emotion that leads to a tendency to withdraw rather than reach out and help others.
- 2) **Work Environment for New Workers:** New workers felt very supported of their training efforts by their supervisors which bodes well for learning and learning transfer. However, they did not feel supported by their co-workers. This could be because they have not spent much time in the office to build relationships with colleagues. Supervisors may want to encourage team members to support new worker training efforts so as to enhance new worker perception that training is useful which will in turn enhance learning and transfer.
- 3) **Knowledge Gain in Core Trainings:** For Core Trainings, there was a significant increase from before to after training in knowledge and skills as measured by the knowledge and skills tests. Because the mean did not reach a “B” level of knowledge by the end of training, we believe the tests need to be revised to enhance correspondence with training, which is also being revised in most Core trainings. If, this trend continues, then we will look at how training can be enhanced to ensure that workers have at least a “B” level of knowledge as they leave the classroom setting and go into the field.
- 4) **Relationship between Predictors and Outcomes:** In the Child Welfare Course, those with more avoidant attachment styles scored poorer on the post-knowledge test than those with a less avoidant attachment style. Those who score higher on team support for training also scored higher on training usefulness. Training usefulness predicts learning and training transfer. Thus, ensuring that people in the workplace support training is critical to training effectiveness. Finally, being more empathetic to mothers was positively correlated with training utility. This has implications for personnel selection. Having conscientious, empathetic and learning ready folks enhances their ability to learn.
- 5) **PCWCP Program:** The PCWCP program continues to be successful in recruiting talented individuals into child welfare, retaining them past their two year obligation (88% retention rate) and giving them confidence to do the job. Supervisors continue to support the program and praise the work of PCWCP trainees. PCWCP courses and field work needs to emphasize legal aspects of the job more. There may also need to be more attention paid to foster care work in the program for those graduates who will do foster care work in their employment.

The main goal for next year is to enhance data collection so that we can track the effects of training on field practice and outcomes for children and families.

A secondary goal is to refine tests, continue to find ways to measure outcomes of the Coaching and Mentoring study, replicate the outcome results on PCWCP that were conducted 2 years ago by Ruth Huebner and expand the evaluation to Child Sexual Abuse Training, Family Team Meeting Training and others that are identified by the trainers.

Appendix A: Figure 1

