

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

The purpose of these projects was to develop, implement, evaluate, and disseminate training curricula designed to strengthen the supervision provided to child welfare staff working with older youth in foster care and/or in independent living programs. Six grants were awarded under this funding opportunity announcement to universities across the United States. Summaries of project activities and findings are provided here.

This synthesis was a collaborative effort by Child Welfare Information Gateway and James Bell Associates.

Summary of Projects

- Grantees
- Primary Target Population
- Key Program Interventions/Activities
- Funding Opportunity Announcement

Grantees

NOTE: Projects will be identified by the name of the State in which they are located (e.g., "University of Houston" will be referred to as "Texas") for ease of reading.

Lead Agency	San Francisco State University (California)
Award Number	90CW1129
Collaborating Partners	None
Project Title	YOUTH Training Project
Project Website	www.youthtrainingproject.org
Target Population	Child welfare supervisors and key managers
Contacts	Jamie Lee Evans 510.419.3607 jle@sfsu.edu

Lead Agency	University of Iowa (Iowa)
Award Number	90CW1133

Collaborating Partners Iowa Department of Human Services
Project Title Improving Outcomes for Youth in Transition
Project Website www.uiowa.edu/~nrcfcp/training/youthtransition.shtml
Target Population Iowa child welfare supervisors
Contacts Miriam Landsman
319.335.4965
Miriam-landsman@uiowa.edu

Lead Agency **University of Louisville, Research Foundation, Inc. (Kentucky)**
Award Number 90CW1134
Collaborating Partners None
Project Title Evidence-Based Supervisor-Team Independent Living Training
Project Website www.kentcareteam.org/tier3/independentliving.htm
Contacts Anita Barbee, Ph.D.
502.852.0422
Anita.barbee@louisville.edu

Lead Agency **State of Massachusetts, Department of Social Services (Massachusetts)**
Award Number 90CW1130
Collaborating Partners University of Massachusetts Medical School
Project Title Supervisory Training to Enhance Permanency Solutions (STEPS)
Project Website www.steps-umms.org/index.aspx
Target Population DCF social work supervisors, equivalent personnel in other State agencies, and staff of contracted program providers
Contacts Gretchen Hall, Project Director
508.856.8516
Gretchen.Hall@umassmed.edu

Lead Agency **Hunter College School of Social Work, CUNY Research Foundation (New York)**
Award Number 90CW1131
Collaborating Partners Child Welfare League of America, National Foster Care Coalition, Oregon Department of Human Services, New York City Administration for Children's Services, Mississippi Department of Human Services
Project Title Preparation for Adulthood – Supervising for Success (PASS)
Project Website www.hunter.cuny.edu/socwork/nrcfcpp/pass
Target Population Public child welfare agency supervisors in MS, NY, and OR
Contacts Gerald Mallon, D.S.W.
212.452.7043
gmallon@hunter.cuny.edu

Joan Morse, L.C.S.W.
212.452.7480
joanmorse@aol.com

Lead Agency	University of Houston (Texas)
Award Number	90CW1132
Collaborating Partners	None
Project Title	Preparation for Adult Living: Supervisor Training and Empowerment Program (PAL-STEP)
Project Website	www.palstep.com
Target Population	CPS supervisors statewide
Contacts	Maria Scannapieco, Ph.D. 817.272.3535 mscannapieco@uta.edu Kelly Connell-Carrick, Ph.D. 713.743.8105 Kconnell-carrick@uh.edu

Primary Target Population

In the funding opportunity announcement (FOA), the Children's Bureau (CB) described the primary target population as "Public Child Welfare Agency Supervisors with supervisory authority over caseworkers assigned to work with youth in Independent Living Programs." Each program targeted public child welfare agency supervisors, but descriptions of grantees' primary target audiences varied across projects. For example:

- Several projects worked with staff at different levels within contracting organizations.
- At least one project provided training for supervisors for the first day and then included caseworkers on the second day.
- One project (New York) worked with its partner organizations to train public child welfare agency supervisors in MS, NY, and OR
- Each project worked with some current and former foster youth, teaching youth tangible skills to facilitate their participation in training development and delivery.

Key Program Interventions/Activities

CB offered grantees a high degree of flexibility in designing and delivering curricula that would best meet the needs of public child welfare supervisors in their target communities. As described in the FOA, the overarching activity was "to develop, implement, evaluate, and disseminate a training curriculum for public child welfare agency supervisors" that would strengthen supervision of staff interventions to help older youth in foster care and/or independent living (IL) programs make a successful

transition to adulthood. Major program activities and curriculum features are summarized in Table 1, Summary of Program Features and Activities.

Each grantee developed a curriculum for supervisors; however, there was wide variation in how these curricula were developed and implemented.

- Most projects began curriculum development with focus groups that included various stakeholders such as supervisors, caseworkers, foster youth, former foster youth, foster parents, and representatives from various State agencies and community groups.
- All of the projects utilized face-to-face trainings, although one grantee required completion of web-based training before attending the face-to-face training.
- Trainings ranged from a single day to 6, 6-hour sessions spread over 12 months.
- Training sessions most often enrolled child welfare supervisors and in some cases, child welfare workers.
- One project (Iowa) supported 8 all-day "Community Days" in different regions of the State to encourage collaboration across agencies such as child welfare, adult social services, and the Department of Education.
- Kentucky conducted a daylong Youth Summit.

Table 1. Summary of Program Features and Activities

Grantee	Key Program Interventions/Activities
California	<ul style="list-style-type: none"> • Curriculum developed by a team of former foster youth using input from supervisors and youth; the training was delivered by current and former foster youth ages 16 to 24. • Included modules on identifying areas of stress and the impact of stress on foster youth, and helping youth to deal with crisis situations • Offered training to supervisors and caseworkers • Utilized the "Museum of Lost Childhoods" and the "Museum of Foster Youth Empowerment"
Iowa	<ul style="list-style-type: none"> • Developed and delivered training focused on the following tenets: <ol style="list-style-type: none"> 1) Start early in transition planning with youth. 2) Incorporate positive youth development into supervision and case planning. 3) Promote culturally responsive practice with youth. 4) Build and sustain permanent connections. 5) Develop community collaborations. • Four groups of 25 Iowa child welfare supervisors participated, who then helped design and deliver a 1-day training for caseworkers in eight service areas throughout Iowa. • Involved youth through a partnership with Elevate, a foster youth employment program sponsored by Children and Families of Iowa for youth ages 13 and up (see www.cfiowa.org/OurPrograms/elevate.aspx) • Hosted Community Day events that gave supervisors and caseworkers the opportunity to train and exchange ideas with lawyers, judges, foster parents, group home staff, school district representatives, and other stakeholders to support youth in making successful transitions from the child welfare system
Kentucky	<ul style="list-style-type: none"> • Developed new curriculum ("Time Is Ticking: Tools for Transitioning Youth") with four core elements: <ol style="list-style-type: none"> 1) Youth development 2) Cultural competency 3) Permanent connections 4) Collaboration • Held a statewide Youth Summit called Climbing Mount O.L.Y.M.P.U.S. (Offering Louisville Youth Meaningful Participation through Unified Services) • Train-the-Trainer sessions • Future plan to enhance the curriculum with syllabus, readings, and exercises to make it eligible for the M.S.W. education credit (to be completed after the grant period ended)
Massachusetts	<ul style="list-style-type: none"> • Curriculum organized into six 6-hour modules that were delivered over the course of 1 year, so participants could apply the skills at work and share their experiences in the next training. The six modules addressed: <ol style="list-style-type: none"> 1) Positive youth development 2) Community ties and lifelong connections 3) Education and workforce preparation 4) Mental and physical health needs 5) Public safety and the juvenile justice system 6) Implications for practice • A standardized assessment tool (the Adolescent Implicit Association Test) was introduced to help supervisors reflect on unconscious biases that are held about youth in care and examine the practice implications of those biases.
New York	<ul style="list-style-type: none"> • Worked with partner organizations to train public child welfare agency supervisors in MS, NY, and OR

	<ul style="list-style-type: none">• Learning circles consisting of 10–16 supervisors who met for six full-day sessions over 6 months. Participants discussed six core perspectives important to helping youth:<ol style="list-style-type: none">1) Developing and maintaining positive permanent connections between youth and caring adults2) Actively engaging youth in developing life skills that will prepare them for successful transition3) Relating to youth as resources rather than just recipients of services4) Creating environments that promote physical and emotional safety and well-being5) Valuing the individual strengths and uniqueness of each youth6) Involving a diverse array of stakeholders in the development of a comprehensive continuum of services and supports for youth transitioning out of the foster care system
Texas	<ul style="list-style-type: none">• 1-hour web-based training presenting theoretical material, followed by a day of live training• Led by PAL-STEP staff and former foster youth hired by Texas Department of Family and Protective Services (TDFPS)• Revised curriculum presented to foster parents and caseworkers

Funding Opportunity Announcement

In 2005, CB published an FOA titled, "Training of Child Welfare Agency Supervisors in the Effective Delivery and Management of Federal Independent Living Services for Youth in Foster Care." CB received proposals from applicants seeking funds to develop, implement, evaluate, and disseminate training curricula designed to strengthen the supervision provided to child welfare staff working with older youth in foster care and/or in IL programs. In the FOA, CB emphasized four basic principles that were identified by the Muskie School of Public Service at the University of Southern Maine and the National Resource Center for Youth Development at the College of Continuing Education, University of Oklahoma, as being associated with successful program designs regardless of the types of services provided:

1. Positive youth development
2. Collaboration
3. Cultural competency
4. Permanent connections

The FOA charged applicants with designing curricula that increased child welfare supervisors' ability to provide guidance and oversight to workers in:

1. Assessing a youth's readiness for IL services, support, and training
2. Identifying culturally competent IL services and activities
3. Utilizing positive youth development principles for involving youth in decision-making about, implementation of, and evaluation of training and program activities
4. Identifying areas of stress and their impact on youth in foster care
5. Helping youth deal with crisis situations and assess the results of interventions
6. Working with youth to develop and maintain permanent connections
7. Collaborating with both inter- and intra-agency resource people to achieve positive outcomes for youth transitioning to adulthood

This FOA built on the work of an earlier cluster of 12 grantees funded by CB in the fall of 2000 that focused on the development of training curricula for child welfare practitioners. This grantee cluster found that in order for supervisors to support their staff's casework efforts, they needed training on youth development and the unique developmental and service needs of youth in out-of-home care.

FOA Title:	Training of Child Welfare Agency Supervisors in the Effective Delivery and Management of Federal Independent Living Services for Youth in Foster Care
FOA Number:	HHS-2005-ACF-ACYF-CW-0009
CFDA Number:	93.556
Approved Project Period:	September 29, 2005 – September 28, 2008

Award Information

Funding Instrument Type:	Grant
Anticipated Total Priority Area Funding:	\$1,000,000 per budget period
Anticipated Number of Awards:	0 to 4
Ceiling on Amount of Individual Awards:	\$250,000 per budget period
Floor on Amount of Individual Awards:	None
Average Projected Award Amount:	\$250,000 per budget period
Length of Project Periods:	36-month project with three 12-month budget periods
Match:	Grantees must provide 25% of the total approved cost of the project (cash or in-kind).

Eligible Applicants

- State governments
- County governments
- City or township governments
- Special district governments
- Independent school districts
- State-controlled institutions of higher education
- Nonprofits having a 501(c)(3) status with the IRS, other than institutions of higher education
- Nonprofits that do not have a 501(c)(3) status with the IRS, other than institutions of higher education
- Private institutions of higher education

To be eligible to apply for a grant, institutions of higher education had to have an accredited social work education program or other accredited bachelor's- or graduate-level programs leading to a degree relevant to work in child welfare, while State and local government entities had to be child welfare agencies. Collaborative efforts involving multiple organizations were required to designate a primary applicant to administer the grant.

Overarching Themes

- Common Challenges
- Successful Strategies
- Common Lessons Learned

Common Challenges

Grantees identified common challenges in the design, implementation, and operation of their IL training programs. These challenges fell into several categories:

- Workload/caseload demands
- Participant recruitment
- Youth involvement
- Staff turnover
- Logistics
- Evaluation

Workload/caseload demands

All six of the projects identified workload/caseload demands as a significant challenge to project activities. This challenge manifested itself in two ways:

- Massachusetts, California, and Kentucky identified existing workloads as significant barriers to supervisors signing up for and attending the training. This made meeting participation targets more difficult.
- Supervisors across all projects also identified high workloads as challenges to implementing lessons learned and transferring training knowledge and skills to their staff when they returned to their home agencies. Massachusetts, Texas, and New York noted that high workloads, competing workplace demands, and a lack of resources made it difficult for supervisors to provide formal training to their staff in new casework knowledge and skills. Many felt that the training taught an "ideal" approach to working with youth that their real-world workloads could not support.

Participant recruitment

Several sites identified a challenge in persuading prospective participants to see the value of the training and to commit time and resources for participation:

- Kentucky noted that getting supervisors and their teams to sign up for training was a challenge because of a lack of institutional support.
- California reported that supervisors and workers had many different training requirements and limited time for training, so mandatory trainings tended to be

prioritized over optional ones. Also, initial marketing for the training left many potential attendees with a negative impression that the training would focus more on criticizing their current work rather than offering a youth-informed perspective on potential service improvements.

- New York characterized some caseworkers as "jaded" and therefore more resistant to changes in case management and workplace practices. Some supervisors felt that their staff could more effectively acquire youth development skills in a workshop setting than in individual case supervision.

Youth involvement

Youth involvement, while key to all six projects, presented specific challenges, including:

- Texas staff noted that the youth with whom they worked required a great deal of support and training to feel comfortable with the project team. They worked intensively with youth before and after their participation in each training to prepare them for audience questions and feedback and to process the experience in a positive manner.
- Massachusetts reported that it was particularly challenging to help youth incorporate both positive and negative feedback from their experiences in foster care into the training in a manner that maintained the training's strengths-based approach.
- Iowa worked closely with youth to balance the many demands on their time, particularly as their participation in trainings grew in popularity and requests for their participation increased. The project also trained more youth participants than originally intended to keep pace with demand without overburdening the youth. Finally, project staff in Iowa were careful during training sessions to monitor the questions asked of youth in order to maintain appropriate boundaries. Part of their work with youth was supporting them when they did not wish to respond to certain questions, and to help them feel comfortable sharing only certain personal information with audiences.

Staff turnover

Texas and Iowa both identified staff turnover in child welfare agencies as a barrier to project implementation. High levels of turnover meant that newly trained staff often left positions shortly after the training, limiting its impact. New York and California reported related issues, in that staff turnover created higher workloads for existing staff, leaving less time for staff participation in training or to apply lessons learned from the training in their daily work.

Logistics

Several projects reported logistical challenges to implementing their projects:

- California noted challenges in obtaining valid email addresses to send participants follow-up information and evaluation surveys. That project also relied on the counties to provide meeting space, which was sometimes not available.
- Two of the projects used a "Museum of Lost Childhoods" (described further in Table 5), which required shipping and transporting large and heavy items; these were key components of the training, and project staff had to take particular care to make sure they were not lost or damaged.

Evaluation

Grantees noted several issues that affected their ability to produce more conclusive findings from the projects:

- Texas reported that supervisor training ran concurrently with several other systemic changes to the State's overall approach to working with youth; therefore, it was not possible to attribute changes in supervisory knowledge and practice to the CWS/ILS curriculum alone.
- California and Kentucky both struggled with research design and implementation issues, including securing Institutional Review Board approval and resistance to the use of a quasi-experimental design methodology that limited their ability to implement evaluations as originally designed.
- California and Iowa both reported low levels of survey completion among participants, even when incentives were offered.

Successful Strategies

Several successful strategies were identified across CWS/ILS grantees related to program planning, implementation, and evaluation, including:

- Program planning that was informed by multiple stakeholder groups
- Use of multiple training modalities
- Emphasis on peer-to-peer learning

Program planning informed by multiple stakeholder groups

All of the projects engaged in planning processes that identified successful training and dissemination strategies currently in use in the child welfare field, as well as areas for improvement. These planning processes included the perspectives of administrators, supervisors, caseworkers and youth; in addition, some agencies included other stakeholders such as contracted services agencies and foster families.

For example:

- Texas conducted focus groups with foster youth, former foster youth, foster parents, and IL caseworkers and supervisors as part of its curriculum planning process. That project also conducted a literature review to identify evidence-based approaches to curriculum development.
- New York worked with a mix of city, State, and rural partners in MS, NY, and OR to test whether the training materials would be effective in different settings. New York also engaged child welfare leadership early on in an effort to increase support for the finished product.
- California held three focus groups with child welfare supervisors, along with four youth focus groups throughout the State, to gather information on the topics to include in the training as well as the best methods for delivering the content.
- Massachusetts conducted focus groups with DCF staff, youth, providers, and foster parents to inform curriculum development.

Use of multiple training modalities

Each of the projects moved beyond a traditional lecture-based curriculum and employed multiple training modalities that accessed different learning styles and engaged participants on many different levels. These approaches included:

- Digital stories (Texas, New York, Massachusetts)
- Youth participation (Texas, Kentucky, Iowa, Massachusetts)
- Experiential exercises (Texas, California)
- Use of electronic media (Texas, New York)
- Small- and large-group activities (New York, Kentucky, Iowa)

Table 2, Training Modalities, provides more detailed information about the training modalities used by CWS/ILS projects.

Table 2. Training Modalities

Training Modality	Program Examples
Digital Stories	<ul style="list-style-type: none"> • Texas developed three digital stories of youth discussing aging out of foster care, loneliness, being gay and lesbian in foster care, and separation from siblings. These stories helped supervisors understand the youth experience from the youth's perspective. • New York worked with current and former foster youth, caseworkers, and supervisors to present distinctly different perspectives on transition. • Massachusetts used digital stories to present the youth perspectives in trainings that did not have a youth presenter available in person.
Youth Participation	<ul style="list-style-type: none"> • Texas incorporated question and answer sessions with former foster youth into trainings, which presented the youth perspective from an "insider" point of view. • Kentucky convened a Youth Summit to bring together stakeholders from all parts of the community and launched greater collaboration in developing and implementing a Shared Youth Vision for the State. • Iowa partnered with a youth leadership organization that supported meaningful youth involvement in all aspects of planning and delivering the training. • Massachusetts included a youth panel in two curriculum modules to provide a youth perspective on what worked while they were in care and what they would change about their experience, if given the opportunity.
Experiential Exercises	<ul style="list-style-type: none"> • Texas incorporated a "teach back" component, in which participants taught some of the curriculum to other training participants to increase their comfort with the material and their role as trainers. • California created a Museum of Lost Childhoods that contained various "artifacts" and stories from youth in foster care. Participants in California's training also were required to carry their personal belongings with them in clear plastic garbage bags throughout the day, to replicate the feeling of having personal belongings on display and vulnerable to loss or damage. • Massachusetts introduced an Implicit Association Test (IAT) in which participants completed a computer-based exercise to increase awareness of implicit biases that are held against adolescents and youth in care.
Use of Electronic Media	<ul style="list-style-type: none"> • Texas required participants to complete a 1-hour web-based training that presented theoretical material prior to participation in face-to-face training. A Supervisory Toolkit was provided on CD to each participant to give them concrete tools for knowledge transfer. The project's website offered supervisors access to the online course, the supervisor's toolkit, and contact information for members of the project's Advisory Council. • New York and Massachusetts posted curriculum materials on their project websites to facilitate access and use.
Small- and Large-Group Activities	<ul style="list-style-type: none"> • New York implemented Learning Circles, composed of eight training participants. Assignment to Learning Circles was consistent for the duration of the project, which encouraged networking, trust, and peer-to-peer learning. During each training session, the Learning Circles focused on a specific question and facilitated discussion. • Kentucky and Iowa opened their trainings to a variety of community partners including those from substance abuse, mental health, and education fields, as well as private service providers and foster parents. This fostered collaboration and invited information-sharing from multiple perspectives.

Emphasis on peer-to-peer learning

Many of the projects emphasized the value of peer-to-peer learning and incorporated this element into their trainings:

- In Texas, a "teach back" component allowed participants to practice teaching the material within a safe setting and receive peer feedback to improve training delivery.
- New York's Learning Circle model provided program participants with a consistent group of peers throughout the 6-month training period to facilitate the development of strong relationships and build trust and cohesion.
- Kentucky offered some training modules for supervisors and caseworkers together, in order to strengthen those relationships and establish a joint commitment to incorporating positive youth development principles into casework practice.
- Massachusetts noted that peer-to-peer learning was very powerful in helping participants engage in problem solving, especially around issues related to specific cases and/or workers.

Common Lessons Learned

Each of these projects developed a comprehensive approach to integrating essential positive youth development principles and strategies into child welfare service delivery systems. Using the four core principles for the development of successful adolescent transition programs as a framework for supporting older youth in foster care, the projects sought to augment the traditional child welfare focus on the acquisition of tangible skills deemed necessary for survival after aging out of foster care. Process and outcome evaluation findings from these training programs point to several important lessons that can serve as guidelines for future work in connecting adolescent development theory with transitional planning services. Several of the most significant lessons learned are discussed below.

It is essential to include and engage foster youth in designing and implementing CWS/ILS training programs.

Youth voices in the form of digital stories and youth panels played a powerful role in the supervisor training programs. The incorporation of a youth perspective was very well received across all programs, with supervisors often noting the potential of digital stories to influence their casework practice. Although it created some logistical challenges, the inclusion of youth in the transitional living planning process has proved to be an effective strategy for both supervisors and caseworkers. For example:

- New York supervisors described digital stories as having one of the most significant impacts on how they engage with youth

- Digital stories were a key component of the curriculum in Massachusetts, and were used as an additional means to include the youth perspective and encourage reflection on the youth experience in care.
- Kentucky noted that focus groups with youth were instrumental in designing a training curriculum that effectively addressed youths' transitional needs
- Iowa and California also noted the importance of involving youth as trainers.

Building relationships with child welfare administrators and community partners can facilitate the implementation process.

Grantees found that strong administrative and community support is needed to encourage supervisors and caseworkers to participate in the training programs. Kentucky noted challenges in recruiting supervisors and caseworkers primarily due to a lack of support from child welfare service administrators. Some supervisors believed that previous administrations did not value training or that they regarded it as a low priority. Thus, engaging and building strong relationships with child welfare leadership might have strengthened their ability to recruit supervisors and caseworkers.

Providing online access to training materials is beneficial in facilitating ongoing training and disseminating materials to a broader population.

Each training program developed a project website that allowed participants and those who could not attend the training to use the training materials. Project websites served as an effective tool in disseminating information on youth development principles in the context of foster care and child welfare services.

Expanding the target audience for IL services training can further address the needs of youth transitioning out of foster care.

Many key stakeholders across multiple systems are involved in the lives of youth in foster care, particularly youth preparing to transition out of the child welfare system. As such, supervisors recognized the value of widening the audience for training in youth development and IL services. For example:

- Supervisors in Iowa participated in planning and implementing training sessions for community partners as well as caseworkers
- Kentucky decided to broaden the scope of its training program after recognizing the need for more collaboration among key stakeholders—including ILS coordinators, youth specialists, community providers, clinicians, foster parents, and youth—involved in the lives of youth in out-of-home placement.

Rigorous methods of measuring the transfer of knowledge and skills must be developed for future evaluations of supervisor training programs.

It is important to understand how the knowledge gained from a training program moved from theory to practice. The effective measurement of *knowledge and skills* transfer from supervisors to caseworkers, and the subsequent impact of this transfer on youth outcomes, poses significant methodological and logistical challenges. While grantees attempted to measure this construct through a variety of surveys, tests, and interviews, more rigorous experimental studies that quantify and measure longitudinal changes in worker behaviors and youth outcomes may provide more conclusive evidence regarding the ultimate impact of future supervisor training initiatives.

Evaluation

- Evaluation Design
- Grantee Process Evaluations—Summary of Key Findings
- Grantee Outcome Evaluations—Summary of Key Findings

Evaluation Design

The theory of change underlying the CWS/ILS grantee cluster is: "Increasing knowledge and awareness among child welfare supervisors and workers through new materials and trainings will result in increased utilization and application of skills and knowledge, which should, in the long-term, result in organizational changes that support youth-focused frontline practice that incorporates IL components" (Lyon and DeSantis, 2008). Each grantee implementing a supervisor training program evaluated a range of outcomes expected to occur in supervisors, caseworkers, and foster youth. Evaluation findings reported in the following sections reflect the specific outcomes measured and reported by each grantee.

Adhering to the Children's Bureau's evaluation requirements, grantees conducted comprehensive evaluations that included both process and outcome components. Process evaluations focused on a variety of constructs; however, most addressed participant recruitment and training, participant characteristics, and participant satisfaction. Grantees also addressed similar sets of questions for their outcome evaluations by exploring changes in supervisors' knowledge of key aspects of youth development and the four core principles of youth transition planning: positive youth development, collaboration, cultural competence, and permanent connections. In addition, grantees' outcome evaluations measured changes in supervisory practice and the transfer of knowledge and skills from the supervisor to the caseworker.

Table 3, Overview of CWS/ILS Grantees' Evaluation Designs, summarizes each grantee's approach to evaluating its program, including research designs, key process and outcome measures, and data collection tools and methods. Four grantees implemented pre-post test research designs, with the remaining two grantees implementing comparison group and time series designs. As a core process evaluation

concept, all grantees examined participant satisfaction using a post-training survey consisting of Likert scales and open-ended questions. In addition, many training participants were asked a set of questions about the content and format of the training and the quality of training instructors.

Outcome evaluation constructs were measured using quantitative and qualitative methods. All grantees used some type of pre-training and follow-up survey to measure the degree of change in supervisor (or caseworker) knowledge in the area of youth development, particularly as it related to the four transition planning principles noted above. For example:

- Texas, Kentucky, Iowa, and New York utilized multiple-choice tests to collect baseline and follow-up data regarding the influence of their curricula on knowledge of positive youth development theory and its applications.
- In a slightly different vein, Massachusetts and California examined this construct by developing a pre-post test to measure perceived competency in the concepts taught during the training.
- Iowa, Massachusetts, New York, and California directly measured how training influenced changes in supervisory practice methods as a component of their outcome evaluations.
- While Massachusetts and New York relied primarily on qualitative interviews with a random sample of supervisors, Iowa utilized a paper pre-post test and California conducted an online survey.

Several grantees measured the extent to which supervisors transferred transition planning skills and knowledge gained from the training to their caseworkers:

- Texas used a comparison group design to examine differences in how caseworkers engaged youth in transition planning, as evidenced by case record documentation.
- California surveyed caseworkers whose supervisors attended training to assess the transfer of knowledge and skills.
- Iowa measured this construct from a youth perspective by comparing the transition planning services provided to two cohorts of youth leaving the foster care system at different times.
- Massachusetts and New York did not directly examine the transfer of skills and knowledge as part of their outcome evaluations.

Caution should be used in drawing direct causal inferences when considering the findings reported. The grantees did not use experimental research designs, which limits the ability to identify cause and effect relationships between changes in behavior and the supervisor training programs. In addition, several training programs were implemented in the context of broad changes throughout the child welfare system. Thus, moderate positive gains alone may not be sufficient evidence to conclude that the training activities directly influenced changes in knowledge, supervisory practice, or the

transfer of skills. Nonetheless, the grantees reported promising findings, which warrants further research into ways to strengthen the supervision provided to child welfare staff working with older youth in foster care and/or in IL programs.

Table 3. Overview of CWS/ILS Grantees' Evaluation Designs

Grantee	Research Design	Process Evaluation		Outcome Evaluation	
		Process Measures	Data Collection Tools/Methods	Outcome Measures	Data Collection Tools/Methods
California	Pre-post test design	<ul style="list-style-type: none"> • Number of supervisors and caseworkers trained • Supervisor and caseworker demographics • Supervisor and caseworker satisfaction 	<ul style="list-style-type: none"> • Trainee satisfaction survey 	<ul style="list-style-type: none"> • Changes in knowledge and understanding of positive youth development for transitioning youth • Level of confidence in, awareness, and application of training skills • Changes in supervisory practices • Transfer of knowledge from supervisor to caseworker 	<ul style="list-style-type: none"> • Pre-post test survey • Follow-up survey with supervisors and managers 3-5 months after training • Caseworker survey of staff with trained supervisors • Interview with agency directors
Iowa	Time series design that tracked cohorts of youth in foster care before and after implementation of ILS training	<ul style="list-style-type: none"> • Number of supervisors trained • Supervisor satisfaction • Implementation barriers and facilitators 	<ul style="list-style-type: none"> • Trainee satisfaction survey • Focus groups with supervisors, caseworkers, and youth • Key informant interviews with community partners 	<ul style="list-style-type: none"> • Knowledge gains from training • Use of knowledge and skills in practice • Changes in outcomes for youth 	<ul style="list-style-type: none"> • Pre-post knowledge test • Post-training surveys • Interviews with supervisors and youth • IDHS management information system • Case record review
Kentucky	Pre-post test design	<ul style="list-style-type: none"> • Number of supervisors and caseworkers trained • Supervisor demographics • Trainee satisfaction 	<ul style="list-style-type: none"> • Trainee satisfaction survey • Level 1 Training Evaluation Scale¹ 	<ul style="list-style-type: none"> • Coaching and mentoring skills • Quality of youth training and mentoring • Program effectiveness • Learning readiness 	<ul style="list-style-type: none"> • Pre-post survey • Training Transfer Inventory¹ • Learning Readiness Scale¹ • Behavioral survey

¹ This scale was adapted from Kirkpatrick's Training Evaluation Model. Level one focuses on trainee reaction and satisfaction with the training.

Grantee	Research Design	Process Evaluation		Outcome Evaluation	
		Process Measures	Data Collection Tools/Methods	Outcome Measures	Data Collection Tools/Methods
				<ul style="list-style-type: none"> Organizational support of learning 	
Massachusetts	Pre-post test design	<ul style="list-style-type: none"> Number of supervisors trained Supervisor demographics Trainee reaction to content, trainers, and training format Implementation barriers and facilitators Future training needs 	<ul style="list-style-type: none"> Trainee satisfaction survey Module-specific surveys at the end of each training module 	<ul style="list-style-type: none"> Awareness of biases, preferences, attitudes, and stigma against permanency for older youth Importance placed on adolescent permanency Frequency of staff supervision in adolescent permanency Supervisors' perceived competency in training areas Changes in supervisory practice Role of STEPS in broader picture of current State initiatives on adolescent permanency 	<ul style="list-style-type: none"> Pre-post test of knowledge and attitudes Implicit Association Test² (IAT) Telephone interviews with supervisors
New York	Pre-post test design	<ul style="list-style-type: none"> Number of supervisors trained Reaction to the learning circles Reaction to digital stories Reaction to train-the-trainer sessions 	<ul style="list-style-type: none"> Trainee satisfaction survey Online digital story feedback survey Telephone interviews with supervisors Train-the-trainer reaction survey 	<ul style="list-style-type: none"> Change in understanding and knowledge of youth development Impact of training on practice Use of curriculum concepts by supervisors when supervising staff Application of youth-focused practice in work with older youth by 	<ul style="list-style-type: none"> Pre-post survey to measure knowledge of adult preparation/transition skills Telephone interviews with supervisors

² The Implicit Association Test (IAT) is a standardized instrument used to explore subconscious biases and preferences. Massachusetts utilized this test to identify associations or biases supervisors may have toward adolescents in general, and toward adolescents in foster care in particular.

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

Grantee	Research Design	Process Evaluation		Outcome Evaluation	
		Process Measures	Data Collection Tools/Methods	Outcome Measures	Data Collection Tools/Methods
				<ul style="list-style-type: none"> supervisors and caseworkers 	
Texas	Comparison group design that compared outcomes among supervisors who had IL services training with those who did not have training	<ul style="list-style-type: none"> Number of supervisors trained Supervisor demographics Trainee satisfaction 	<ul style="list-style-type: none"> Trainee satisfaction survey Interviews with supervisors 	<ul style="list-style-type: none"> Knowledge and application of four transition planning principles Transfer of knowledge to CPS workers Application of the four principles in CPS work with youth 	<ul style="list-style-type: none"> Pre-post knowledge test Case record reviews Interviews with supervisors and caseworkers

Grantee Process Evaluations—Summary of Key Findings

The following section summarizes key process findings across all six programs. Process evaluation findings were analyzed along several dimensions, including:

- Participant recruitment and training
- Participant characteristics
- Participant satisfaction
- Implementation challenges

Participant recruitment and training

Table 4, Number of Participants, provides an overview of the target number of supervisors/caseworkers trained and the actual number trained. As evidenced from the following bullets below, most states exceeded their initial target numbers for supervisors trained:

- Texas cited support from agency administrators and managers a key factor in its ability to train 34 percent more supervisors than originally projected.
- Kentucky had to abandon its original plan to implement a quasi-experimental research design due to challenges with keeping supervisor and frontline caseworker teams together during the recruitment process. Instead, Kentucky recruited supervisors and caseworkers across different teams, a change that the grantee credited with increasing the number of caseworkers trained to within 95 percent of its original goal.
- New York trained only 23 percent of the supervisors in MS, NY, and OR than originally planned. They experienced challenges in recruiting and training supervisors at their Mississippi site due to significant staff turnover.

Table 4. Number of Participants

Number of Supervisors Trained	California	Iowa	Kentucky	Massachusetts	New York	Texas
Target	345 supervisors & caseworkers	Not reported	30 teams: 30 supervisors 300 caseworkers	300-400 supervisors	257 supervisors	100 supervisors
Actual	472 supervisors & caseworkers	109 supervisors	65 supervisors 285 caseworkers	484 supervisors	60 supervisors	134 supervisors
Percent Difference Between Target & Actual	+35%	N/A	+117% supervisors -5% caseworkers	+38%	-77%	+34%

Participant characteristics

Table 5, Characteristics of Supervisors in CWT/ILS Training Programs, summarizes the available demographic data from each grantee. Findings of note include:

- The majority of supervisors in Texas, Massachusetts, and California were female.
- While Kentucky and Massachusetts supervisors were predominantly White, the participants in Texas and California reflected a more diverse population.
- Among grantees that reported this information, the average number of years working in the child welfare field ranged from 7 to 13 years, while the average years of supervisory experience varied from as little as 2 to almost 8 years.
- Massachusetts supervisors had the most experience working in child welfare and in a supervisory role, while Texas supervisors had the least experience on average.

Table 5. Characteristics of Supervisors in CWT/ILS Training Programs

Variable	California ³	Iowa	Kentucky	Massachusetts	New York	Texas
Mean Age/ Age Range	36-45 years	No data reported	No data reported	45 years	No data reported	No data reported
Gender	76% Female 23% Male	No data reported	No data reported	71% Female 29% Male	No data reported	89% Female 11% Male
Race	49% White 24% Latino 17% African-American 9% Asian 4% Pacific Islander 2% Native American 1% Multi-Ethnic 1% Arab/Middle Eastern 1% Other	No data reported	88% White 12% Minority (African-American, Latino, other)	68% White 14% African-American 9% Latino 6% Multiracial 3% Asian American/ Pacific Islander	No data reported	40% White 35% Black 18% Hispanic 3% American Indian 2% Asian 2% Other
Education	45% M.S.W. 26% Other Masters Degree 4% B.S.W. 22% Other Bachelors Degree 9% Ph.D. 7% M.F.T. 3% L.C.S.W. 4% J.D. 1% High School 1% AA 1% Professional Certificate 1% Other	No data reported	No data reported	No data reported	No data reported	22% M.S.W. ⁴ 13% Other Masters Degree 11% B.S.W. 48% Other Bachelors Degree 5% Other Education/ Credential
Average number of years in CWS	No data reported		No data reported	16.6	13	7
Average number of years of supervisory experience	5+		No data reported	7.8	4.9	2

³ The total percent for the race and education categories exceed 100 percent due to participants selecting more than one item.

⁴ The total percent does not equal 100 percent due to rounding.

Participant satisfaction

Using a 5-point Likert scale to measure training satisfaction, all grantees reported overwhelmingly high levels of satisfaction among training participants, with training curricula generally rated as useful and practical. Specific grantee findings include:

- Texas supervisors viewed the trainings as organized, interesting, and interactive, and reported a mean satisfaction score of 4.7.
- Iowa reported mean satisfaction scores for four individual training sessions that ranged from 4.12 to 4.55 for supervisors and from 4.03 to 4.47 for caseworkers.
- Kentucky supervisors and caseworkers viewed the training materials, exercises, and lectures as useful and aligned with their level of knowledge. They rated the utility of the training curriculum with a mean of 4.0, while 100 percent of the participants reported that the difficulty level of the training was "just right."
- In Massachusetts, between 70 percent and 96 percent of the participants stated they would recommend the training to other colleagues.
- Supervisors in the New York project gave the training a very high mean satisfaction score of 4.99.
- California participants reported that the training topics were relevant to their work, met their expectations, and were well organized, with mean satisfaction scores for each item of 4.58, 4.56, and 4.49, respectively.

Overall, the trainees expressed that the training content and format accurately reflected their job duties, improved their knowledge, and that training staff were highly knowledgeable. The trainers' preparation and organization were viewed favorably, with New York reporting a score of 4.98 in this domain and a score of 4.89 for teaching effectiveness. Trainer presentation skills, such as encouraging participation and interaction, were among the most highly rated items for the Texas supervisors.

Integrating a youth perspective in the training curriculum appeared to have a strong influence on trainee satisfaction ratings:

- Texas supervisors viewed youth as a "powerful component" in training on IL services.
- Participants in Massachusetts viewed the youth panels within the curriculum as one of the most valuable features.
- New York's digital stories were rated overwhelmingly positive, with 100 percent of the participants enjoying the stories and 94.5 percent finding them informative. In addition, 80 percent of the supervisors in New York's program stated that viewing youth stories had an impact on their attitudes toward working with youth.

Grantee Outcome Evaluations—Summary of Key Findings

Outcome findings are reported in this section within the domains of:

- Changes in supervisory knowledge
- Changes in supervisory practice
- Transfer of skills and knowledge

Changes in supervisory knowledge

Test scores across all six grantees suggested that supervisors experienced moderate positive knowledge gains in the areas of youth development and transition planning that may have been influenced by their participation in the training program. Many of the programs reported statistically significant increases in knowledge as measured by changes in scores on pre- and post-tests completed by participants:

- California (N=337) reported knowledge gains within key competency areas, with total average scores increasing from 2.80 at pre-test to 3.29 after training.
- In Iowa, between 93 percent and 100 percent of supervisors across four training sessions demonstrated knowledge gains.
- On a 12-item knowledge survey, Kentucky's (N=1478) test score means increased from 9 to 12, an increase of 33 percent.
- In Massachusetts (N=35), the average response values for supervisors increased for 96 percent of the survey items, and statistically significant positive value changes were identified in 6 out of 10 competency domains.
- New York (N=8) reported data from supervisors who completed both the pre- and post-test youth development survey in the program's final Learning Circle. With a possible high score of 20 correct answers, the test mean grew from 7.9 to 14.5, which equates to a test score increase of 84 percent.
- Texas (N=154) reported a pre-test mean of 9.16 and a post-test score of 11.23 on a 15-item knowledge test, which indicates a test score increase of 23 percent.

Changes in supervisory practice

Grantees reported positive changes in the ways supervisors engaged with their staff after participating in training, particularly in the areas of transitional planning services and positive youth development. While Iowa and California primarily used quantitative data to illustrate how the training curriculum influenced supervisors' workplace practices, New York and Massachusetts relied on qualitative interviews. Kentucky indirectly addressed changes in supervisory practices through other components of their evaluation.

Using baseline surveys administered at the start of training, Iowa found that between 50 percent and 66 percent of supervisors already used the skills taught in training; 6 months after training, between 65 percent and 74 percent of supervisors reported using the new skills learned during the training program. California reported data from an online survey of trained supervisors, which found:

- 92 percent of supervisors are integrating the knowledge and skills they acquired during training into their workplace practices.
- 92 percent have encouraged their caseworkers to understand the importance of using positive youth development principles.
- 91 percent have motivated caseworkers to pursue resources for youth who are transitioning out of the system.
- 64 percent have collaborated with other key stakeholders to discover additional resources for youth.

Several themes involving supervisory practice emerged from the qualitative data reported by New York and Massachusetts. For example:

- Supervisors reported increased feelings of empathy as they worked with youth aging out of foster care.
- The training provided supervisors with opportunities to learn from and share information with other supervisors both within and outside of the training setting.
- The training provided supervisors with tools to enhance and improve their supervisory skills.
- Supervisors became more aware of important resources for youth who are aging out of the foster care system.
- The training generated a renewed focus on adolescents and permanency, which encouraged workers to support the inclusion of youth voices in their case plans.

New York supervisors stated that they were able to integrate different activities from their Learning Circles into their practices, for example, by incorporating the concept of "Permanency Pacts" (pledges from supportive adults to establish a lifelong, kin-like relationship with youth transitioning out of foster care) into casework practices. Massachusetts supervisors reported that the training fit well into the larger picture of child welfare services and acted as a refresher on "good social work practice."

Three grantees implemented strategies that, while not directly measuring changes in supervisory practice, gave supervisors an opportunity to reflect on concrete steps for improving services to youth in transition:

- Kentucky conducted a Youth Summit to provide supplemental training and facilitate collaboration among supervisors and other key figures in the lives of youth transitioning out of foster care. Some of the items in the Youth Summit evaluation survey reflected potential changes in supervisory practice. For example, participants pledged to apply the knowledge they had gained by

creating action cards that detailed the tasks they would complete, such as providing mentors for youth, being a mentor to youth, using the newly discovered resources from the Youth Summit, and increasing collaborative efforts with key stakeholders.

- New York used the concept of "action plans" in their interviews to encourage participants to integrate knowledge gained from the training into their workplace practices.
- In California, a post-training survey revealed that 79 percent of supervisors said they plan to be more effective in supporting their caseworkers' capacity to provide services to transition-age youth in foster care.

Transfer of skills and knowledge

Texas, California, and Iowa measured the transfer of skills and knowledge from supervisors to caseworkers by assessing the ways caseworkers used training tools and concepts or engaged in transition planning with youth.

Texas compared the case documentation of workers whose supervisors attended the training (N=14) to the case documentation of those whose supervisors did not attend (N=16). Using a numeric rating scale created specifically for this project, an independent evaluator assessed the degree to which each group's case documentation reflected evidence of knowledge and skills transfer. Although no significant differences were identified, Texas noted that a small sample size and variations in how cases were documented may have made it more difficult to detect significant changes.

Through qualitative interviews, Texas also identified various methods supervisors used to deliver the information to their staff. They found that supervisors transferred what they learned from the training curriculum in unit meetings, case supervisions, and casual conversations. In these settings, supervisors discussed youth development issues, explored the idea of involving youth in case decision-making, and used case examples from the training manual to help their caseworkers make decisions regarding appropriate services for older youth in foster care.

California examined knowledge and skill transfer from the caseworker's perspective, surveying 58 workers whose supervisors attended training. Their results were mixed:

- Several months after training, 82 percent reported that their supervisors encouraged collaboration among workers to identify youth resources. Thirty-five percent of those individuals indicated an increase in encouragement since the training, while 81 percent reported that supervisors allowed caseworkers to share youth success stories during unit meetings.
- Caseworkers also reported that supervisors encouraged them to focus on the child's future by anticipating needs and setting goals; 53 percent stated that this behavior had increased since the training.

- California reported some concern over the discrepancy between the percentage of workers who stated their supervisors have focused on the importance of positive youth development (68 percent) and the percentage who indicated that they knew the principles underlying this concept (58 percent). Thirty-five percent of caseworkers suggested they were "not sure" what positive youth development means. California hypothesized that caseworkers may simply be unable to explain the concept or that supervisors are not effectively teaching caseworkers how to integrate the idea of positive youth development into their casework practice.

Iowa was the only grantee that measured the transfer of skills and knowledge from a youth perspective. This grantee compared interview data from a 2007 cohort of youth who were in the process of transition planning before the implementation of CWS/ILS training with a 2009 cohort of youth who began transition planning after the training. Compared to the 2007 cohort, youth interviewed in 2009 reported that the transition planning process was more helpful and that they received more information from a variety of sources. Youth in 2009 also described having more contact with their workers, being listened to more often, and being challenged to develop their unique skills and goals. Youth within this cohort described an eagerness among adults to empower and include them in decision-making concerning their transition to adulthood.

Overall, the grantees' evaluations appear to reveal improvements in the youth transition planning process following CWS/ILS training, with positive changes reflected in individual attitudes and practices as well as at the agency level. For example:

- Texas reported a child welfare agency in which a caseworker in each unit was identified as a "permanent care worker" whose duties involved assisting youth who are exiting the foster care system.
- Interviews with agency directors in California highlighted the emergence of "e-conferences" in Fresno County, which facilitated collaboration between youth and child welfare professionals in casework planning and decision-making.

Products

The following products have been developed by the projects in this cluster and are available to the public. Links are included where available. For unlinked items, refer to Contact under the Grantees tab. Some items may be available through the Child Welfare Information Gateway Library: email library@childwelfare.gov

- Project Websites
- Curricula & Training Materials
- Guides & Manuals
- Tools
- Videos
- Publications
- Other Resources

Project Websites

- www.youthtrainingproject.org (California)
- www.uiowa.edu/~nrcfcp/training/youthtransition.shtml (Iowa)
- www.kentcareteam.org/tier3/independentliving.htm (Kentucky)
- www.steps-umms.org/index.aspx (Massachusetts)
- www.hunter.cuny.edu/socwork/nrcfcp/pass (New York)
- www.palstep.com (Texas)

Curricula & Training Materials

- *Through the Eyes of Youth: How Child Welfare Supervisors Can Positively Impact the Lives of Foster Youth:* Youth-developed and -delivered training (California)
- *Dating Violence:* <http://cwte.louisville.edu/IL/home/ilmodules.htm> (Kentucky)
- *Mentoring:* <http://cwte.louisville.edu/IL/home/ilmodules.htm> (Kentucky)
- *Motivational Interviewing:* <http://cwte.louisville.edu/IL/home/ilmodules.htm> (Kentucky)
- *Reconnecting With Birth Parents:* <http://cwte.louisville.edu/IL/home/ilmodules.htm> (Kentucky)
- *Time Is Ticking: Tools for Transitioning Youth:* 2½-day IL training curriculum (Kentucky)
- *Working With Challenging Youth:* workshop curriculum (Kentucky)
- *The STEPS Curriculum:* six 6-hour modules (Massachusetts)
- *Learning Circle* competencies, agendas, discussion guides, digital stories, and all of the training materials and tools for the six learning circles (New York)
- Web-based training, Trainer's Manual, and Supervisory Toolkit of teaching strategies (Texas)

Guides & Manuals

- *Improving Outcomes for Youth in Transition: Participant Manual* (Iowa)
- *Improving Outcomes for Youth in Transition: Resources for Community Collaboration* (Iowa)
- *Improving Outcomes for Youth in Transition: Supervisor Training Participant Manual* (Iowa)
- *Strength-Based Resources for Working With Youth in the Commonwealth of Massachusetts*: Updated manual of State-specific resources for youth, information on promising practices (Massachusetts)
- Detailed discussion guides for each of the six segments of the Learning Circle (New York)
- Participant's Handbook (Texas)

Tools

- *Supervisor Behavioral Competencies* tool. Helps supervisors self-assess their behaviors, break tasks down into categories, and operationalize their competencies. Can also be used as a pre- and post-test or for assessing staff to target caseworker education. (Iowa)
- *Adolescent Implicit Association Test*: Supervisors identify unconscious biases they may have about youth in foster care and examine the practice implications of those biases for their work in child welfare. <https://implicit.harvard.edu> (Massachusetts)

Videos

- Digital stories: www.silencespeaks.org (California)
- *Desire to Inspire* CD produced by Elevate youth: http://elevate2inspire.com/dev/index.php?option=com_content&task=view&id=11&Itemid=26 (Iowa)
- Digital stories created by foster youth, former foster youth, child welfare supervisors, and child welfare workers (New York) www.hunter.cuny.edu/socwork/nrcfcpp/pass/digital-stories/index.htm

Publications

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- Antle, B., Johnson, L., & Barbee, A. P. (2009). Fostering interdependent versus independent living in youth aging out of care through healthy relationships. *Families in Society*, 90, 309-315. (Kentucky)
- Barbee, A., & Antle, B. (Eds.). (2010). Independent living [Special issue]. *Training and Development in Human Services*, 5(1). (All 6 projects)
- Barbee, A., Antle, B., & Johnson, P. (2010). Introduction, improving outcomes for youth in transition. *Training and Development in Human Services*, 5(1), 5-7. (Kentucky)

- Barbee, A. P., Antle, B. F., Sullivan, D. J., & Johnson, L. (Under review-submitted 7/3/10). Focus groups inform curriculum development on topic of independent living. *Child Welfare*. (Kentucky)
- Barbee, A. P., Taylor, J., Antle, B. F., Sullivan, D. J., Landsman, M., & Gilbaugh, P. C. (2010). Matrix of the key components in each of the original independent living grantee curricula. *Training and Development in Human Services*, 5(1), 8-20. (Iowa and Kentucky)
- Dodd, S., Morse, J., & Mallon, G. (2010). Preparation for adulthood: Supervising for success. *Training and Development in Human Services*, 5(1), 43-52. (New York)
- Estafan, S., Evans, J., & Lum, R. (2010). Y.O.U.T.H.full intelligence for child welfare supervisors. *Training and Development in Human Services*, 5(1), 94-103. (California)
- Hall, G., & Coakley, J. (2010). Supervisory training to enhance permanency solutions: The Massachusetts experience. *Training and Development in Human Services*, 5(1), 30-42. (Massachusetts)
- Landsman, M. J., & D'Aunno, L. (2010). Improving outcomes for youth in transition. *Training and Development in Human Services*, 5(1), 80-93. (Iowa)
- Scannapieco, M., Connell-Carrick, K., & Steinberg, C. (2010). Texas training project: Preparation for Adult Living Supervisor Training and Empowerment Program (PAL-STEP) improving outcomes for youth in transition. *Training and Development in Human Services*, 5(1), 67-79. (Texas)
- Scannapieco, M., Connell-Carrick, K., & Painter, K. In their own words: Challenges facing youth aging out of foster care, *Child and Adolescent Social Work Journal* 24(5), 423-435. (Texas)

Other Resources

- Final reports from these six projects are available by contacting info@childwelfare.gov
- Lyon, K., & Desantis, J. (2008). *Planning, implementing, and evaluating training projects for public child welfare agency supervisors: The application of logic models and theory of change*. Arlington, VA: James Bell Associates.
- National Network for Young People in Foster Care (Foster Club) (2009). *Permanency Pact*. Retrieved January 21, 2010, from www.fosterclub.org.
- U.S. Department of Health and Human Services. (2005). *Program announcement: Training of child welfare agency supervisors in the effective delivery and management of Federal independent living services for youth in foster care*. Funding opportunity no. HHS-2005-ACF-CW-0009.