

Western Regional Recruitment and Retention Project Evaluation Plan

Narrative:

The proposed evaluation plan assess both process and outcome objectives. The overall project outcomes will be evaluated at the end of the 5-year project and be based upon a macro-analysis of the research questions. The evaluation questions related to the project process are primarily concerned with whether project tasks and activities took place while the research questions related to outcomes look at changes in practice and recruitment/retention rates to determine if project interventions contributed to positive change. Both types of research questions are important for assessing the overall project effectiveness.

As specified in the overall grant application submitted in 2003, the Western Regional Recruitment and Retention Project will:

1. Improve the quality and quantity of potential applicants for work in child welfare systems at line and supervisory levels in the states of Colorado, Arizona, and Wyoming.
2. Increase the retention rate of qualified workers and supervisors in the states of Colorado, Arizona, and Wyoming.
3. Disseminate the products resulting from the project including training curricula, web-based modules and resource publications.

Experience with implementation has refined our research questions and informed the collection of data to ensure that the overall project meets its goals and objectives. More explicitly now, the WRRRP's overall goal is to inspire strategic changes in recruitment and retention.

Table 1 reviews the research questions, the source or evidence informing that research question. Table 2 will compare the number of projected staff trained during the life of the project with the actual totals. Table 3 contains data collected from each project site semi-annually and includes both practices and recruitment/retention rates.

Federal Cross-site Evaluation Measures

Child Welfare Training Program Performance Measures

(Grantees will need to choose at least one measure from each of the following three columns)

Outputs

- Number of curricula developed/amended
- Number and percent of curricula field tested
- Number of hours of training provided
- Number and percent of individuals who complete training
- Number of traineeships completed
- Number of students who participate in a field placement

Short-Term Outcomes

- Number and percent of curricula that are requested by an organization
- Number and percent of trainees who show increased knowledge, skills, and/or awareness related to current child welfare practices
- Number and percent of individuals who completed traineeships who show increased knowledge, skills, and/or awareness related to current child welfare practices

Intermediate Outcomes

- Number and percent of organizations who implement the curricula
- Number and percent of trainees who report utilizing the information from the training
Note, this will require a TOL evaluation.
- Number and percent of those who completed traineeships who report utilizing the information
- Number and percent of those who completed traineeships who are currently employed at a child welfare agency.

**Table 1:
Research Questions**

Evaluation Question	Source/Evidence
<i>Overall Project Evaluation Questions</i>	
1. Does the project deliver on the activities and tasks specified in the overall plan for the WRRRP?	Comparison of projected activities with actual.
2. What lessons were learned during implementation of the project?	Compiled interviews with key informants
<i>Recruitment Evaluation Questions</i>	
How have recruitment practices changed since the project's inception?	Baseline data and site questionnaire data collection conducted semi-annually with key Informants. Compiled interviews conducted with key informants
Are more candidates being recruited to apply for jobs?	Compiled interviews with key informants Reports from Organizational Assessment (time 2) Comparison of baseline data and ongoing site questionnaire data
How have the characteristics of recent hires changed?	Compiled interviews with key informants Reports from Organizational Assessment (time 2)
Are individual project sites meeting their strategic goals regarding recruitment as set forth in their strategic plans?	Compiled interviews with key informants Reports from Organizational Assessment (time 2) Comparison with baseline assessment

Selection Evaluation Questions

How have selection practices changed since the project's inception?

Compiled interviews with key informants
Comparison with baseline assessment
Reports from Organizational Assessment (time 2)

Do new hires have a better understanding of the job?

Reports from Organizational Assessment (time 2)

Are individual project sites meeting their strategic goals regarding selection as set forth in their strategic plans?

Compiled interviews with key informants
Reports from Organizational Assessment (time 2)
Comparison with baseline assessment

Retention Evaluation Questions

How have retention practices changed since the project's inception?

Compiled interviews with key informants
Comparison with baseline assessment

Have retention rates improved since the project's inception?

Comparison with baseline assessment

Are individual project sites meeting their strategic goals regarding retention as set forth in their strategic plans?

Compiled interviews with key informants
Reports from Organizational Assessment (time 2)
Comparison with baseline assessment

Data Comparisons

Table 2

Number of Staff trained during Life of Project

Training Project	Projected Number of Staff Trained	Actual Number of Staff trained
WRRRP Training Institutes	200	January 26 - 27, 2005 62 attendees: Other agencies/entities represented: private providers/consultants, Advocates for Children, CO DHS, Adams County DHS, Arapahoe County DHS, El Paso DHS, AH, Broomfield County DHS. 87 people attended the Governor's Call to Action, opening kick-off event (some also attended the Institute)
Web-based Training Modules	250	#/dates
Customized Training	150 (Total)	#/dates
Wyoming Supervisor Training – Caspar		29 (May 25 – 27, June 14 – 17, July 20-22, 2005)
Wyoming Supervisor Training - Cheyenne		28 (August 16-18, September 27-30, November 2-4, 2005)
Jefferson County Supervisor Forum	19?	August 31, 2005
Secondary Trauma Training (Rock Springs)		September 22, 2005
Personal Coaching/ Technical Assistance (use all planning meetings)	40	#/dates
Total	640	

Table 3
Recruitment/Retention Questionnaire (*note, data collected from the Baseline Questionnaire and repeated every six months*)

Site:	Baseline Summer 04	Time 1 February 05	Time 2 August 05	Time 3 February 06	Time 4 August 06	Time 5 February 07	Time 6 August 07
1. Techniques your agency uses to recruit new employees? (yes/no) <ul style="list-style-type: none"> a. Newspaper advertisements b. School/college placement job fairs c. City-wide job fairs d. Website advertising on agency site e. Website advertising on other job sites (e.g., Monster.com) f. Realistic job previews g. Recruitment bonuses a. Trade journals b. Other newsletters c. Other 2. Agency has a partnership with a university social work program 3. Processes are in place for recruiting staff from social work programs <ul style="list-style-type: none"> a. Internships b. Liaisons c. Stipend programs d. Field placements e. Tuition Reimbursement 4. Assistance agency gives to help staff obtain an advanced social work degree (yes/no) <ul style="list-style-type: none"> a. Tuition stipends b. Paid work time to attend 							

- class or internships
- c. Paid work time to attend to coursework
- d. Other (please describe)
- 5. Number of applications received and the number of applicants interviewed for the last advertising position opening for each of the following positions
 - a. Supervisor # of applications received
 - b. Supervisor # of applicants interviewed
 - c. Caseworker # of applications received
 - d. Caseworker # of applicants interviewed
 - e. Case Aide # of applications received
 - f. Case Aide # of applicants interviewed
- Selection**
- 6. Selection techniques used (yes/no)
 - a. Written knowledge test
 - b. Written personality test
 - c. Written skills-based test (e.g., what would you do if...)
 - d. Self-assessment questionnaires
 - e. Individual interviews with HR personnel
 - f. Group interviews with social work staff
 - g. Pre-selected, structured interview questions
 - h. Use of role play during the interview process
 - i. Other (please describe)
- 8. Background Checks used (yes/no)

- a. Criminal background checks (yes/no)
- b. Child Abuse Registry
- c. Previous employers
- d. Checking all or selected references
- e. School reference
- f. Child Welfare Records
- 9. Orientation techniques mandated for new staff (yes/no)
 - a. Job preview videotape
 - b. Classroom Training for new staff
 - c. Job shadowing
 - d. Computer-based training module

Retention

- 11. Positions/terminations
 - a. Supervisor positions currently available
 - b. Supervisor positions currently filled
 - c. Caseworker positions currently available
 - d. Caseworker positions currently filled
 - e. Case aide positions currently available
 - f. Case Aide positions currently filled
 - g. Caseworker positions voluntarily terminated in past year
 - h. Supervisor positions voluntarily terminated in past year
 - i. Case Aide positions voluntarily terminated in past year
 - j. Caseworker positions voluntarily terminated in past year
 - k. Supervisor positions voluntarily terminated in past year
 - l. Case Aide positions voluntarily terminated in past year
 - m. Caseworker positions voluntarily terminated in past year
 - n. Supervisor positions voluntarily terminated in past year
 - o. Case Aide positions voluntarily terminated in past year
 - p. Caseworker positions voluntarily terminated in past year

12. Exit Interviews conducted
(yes/no)

Evaluation Plan Steps

1. Collect evidence for items previously completed (e.g., advisory roster).

Who: Charmaine, with assistance from Anne and Melissa

When: February 15.

Done

2. Conduct key informant interviews. Interviews will be conducted with:

- Anne Comstock
- Cathy Potter
- Michelle Graef
- Linda Zachoe
- Dana Ward
- Delores Reid
- Treva Houck

The interview will assess the process of the first year of the grant and will cover:

- a. What is your role in the project?
- b. What have been the major products/activities during the past year?
- c. What were the successes of this past year?
- d. What were the challenges of this past year?
- e. What lessons were learned?
- f. What do you want to see happen over the course of the next year?

Key informants will be asked to write down 5 -10 key lessons learned.

Who: Charmaine

When: March 15, ongoing yearly interviews thereafter.

Done

3. Centralize baseline information into one document from all sites.

Who: Charmaine

When: February 28

Done

4. Design standardized evaluation form for Institute (overall event and individual presentations).

Who: Charmaine/Anne

When: January 26, 2005

Done

6. Enter evaluation information from Institute and subsequent trainings into database.

Who: Charmaine/Melissa

When: February 15, 2005 and ongoing
Done

7. Compile yearly evaluation report.

Who: Charmaine

When: August 2005 (yearly thereafter)

Done

Terms to be defined (Possible):

Total positions (including vacancies)

Vacancies (total number of vacant positions as of a specific date)

Separation due to Retirement

Separations due to Transfer/Promotion

Separations due to Termination/Resignation

Total separations

New hires/promotions

Length of Stay - how soon employees hired are terminated). We defined length of stay as the number of months in state service. We are watching the trends in length of stay over time.

Personnel Types

Managers/coordinators

First line Supervisors

Caseworkers

Case-aides

Separations are defined as all retirements, terminations, transfers out of a unit and resignations during a 12 month period.