



National Child Welfare
Workforce Institute

LEARNING, LEADING, CHANGING

NCWWI Leadership Academy

CROSS-SITE FINAL EVALUATION REPORT

Pre-Training to 6-Month Follow-Up

Prepared by The NCWWI Evaluation Team

Acknowledgments

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Executive Summary

Four public child welfare agencies: the Georgia Division of Family and Children Services Child Welfare Division, the Erie County Department of Social Services Family Wellness Division, the Arkansas Division of Children and Family Services, and Allegheny County's Office of Children, Youth, and Families implemented the National Child Welfare Workforce Institute (NCWWI) Leadership Academy ("Academy") from August 2020 to July 2021, which was attended by 51 participants across sites. Evaluators from NCWWI conducted a longitudinal assessment of the **participant experience** (satisfaction, relevance, knowledge gains and application, change project, and coaching) and gathered feedback from multiple sources related to Academy **implementation** (training director, trainers, coaches, and the NCWWI Leadership Development Specialists who supported Academy implementation). This report summarizes evaluation results and offers lessons learned and recommendations from Academy participants and key stakeholders to help promote Academy sustainability and future Academy implementation efforts.

Leadership Academy Participant Experience

- Overall, participants were **satisfied** with the Academy, particularly the trainer-facilitated sessions and the ability to access modules online. They found the material relevant and useful, coaches and trainers supportive, and enjoyed connecting with peers in small-group breakout sessions.
- On average, participants demonstrated significant **knowledge gains**, particularly in the areas of *Leading for Results* (e.g., understanding the Plan-Do-Study-Act cycle) and in *Leading Change* (e.g., developing a vision statement and change project).
- In general, participants felt that key factors that support **learning transfer** were in place. All participants agreed that the training content was relevant to their jobs and that they were thinking of how to apply it to their jobs. The greatest barrier to transfer was feeling unsupported by their supervisor.
- After completing the Academy, participant **leadership behaviors** increased significantly, particularly in the areas of *Leading Change* (e.g., demonstrating willingness to question or improve upon existing processes or approaches) and *Leading People* (e.g., contributing to a positive organizational climate). These



changes were sustained even six months after the Academy concluded. Participants also reported improvements in communicating effectively, listening more carefully to input from others, supporting others' development, and increased confidence and ability to operate outside their comfort zone.

- Participants found the *NCWWI 360° Leadership Feedback Process* (that included an assessment, seeking feedback from others, a personalized report, and coaching to discuss the results) beneficial to their leadership development. At the 6-month follow-up, 46% of participants were closer to matching their ideal leadership style.
- Participants developed diverse **change projects** that ranged from a focus on workforce-related efforts (projects to help with retention, onboarding, staff well-being, and/or promoting race equity and inclusion) to processes and procedures geared toward practice improvements (for foster homes, relative caregivers, and community engagement). Participant confidence in and supports for implementing change projects were strong when the Academy ended though it lessened somewhat six months later. Barriers to implementation included lack of time (some due to staffing shortages) and a need for buy-in.
- While attending the Academy, participants **met with their coaches** approximately five times (for about 60 minutes each session) and had an average of three post-training coaching sessions that focused on change project development and implementation as well as leadership development. Participants found the coaching sessions helpful for understanding their own strengths and challenges and a good use of their time and described coaches as engaged, supportive, responsive, and knowledgeable.
- Together with their coaches, most participants developed a written **leadership development plan** described as *somewhat* or *very* helpful. At 6-month follow-up, 81% agreed that they had achieved the goals they set for themselves.

Leadership Academy Implementation

- Overall, the adaptation of the NCWWI Leadership Academy to fit each site's needs and the sites' **integration of it** went as well as or better than expected. In most cases, the Academy fit well in the existing training structure and filled a gap in training for those in positions of leadership at the supervisor or manager level. Factors cited by key stakeholders as particularly helpful for integration and



implementation included clear and consistent communication and collaboration between stakeholders (including buy-in from agency leadership) and the variety of supports offered by NCWWI.

- Sites varied in their approach to **selecting trainers**, with some choosing trainers from within the agency and others utilizing external partners for that role. All trainers received training from NCWWI and reported being generally satisfied with that training, though they were mixed on the degree to which they felt confident about their ability to serve as a trainer for the Academy.
- Sites also varied in their approach to **identifying coaches**, with some sites recruiting from within the agency and others engaging community partners such as local universities. Most coaches were satisfied with the training they received in preparation for the role and increased their confidence and relationship-building skills. Many reported growth in their ability to apply a racial equity and inclusivity lens in their coaching.
- The **pandemic** presented some unanticipated obstacles that slowed down implementation across sites. While the need to pivot to all-virtual sessions created some technology and relationship-building challenges, it also created some opportunities by allowing wider participation and decreasing travel and time barriers that typically arise when conducting sessions in person.
- Trainers and coaches felt that **participants were generally engaged** and as the content was well-aligned with other agency initiatives, participants were able to utilize what they learned at work. Trainers noted that participants connected with the curriculum, especially the theoretical discussions, ecomaps, and the emphasis on relationships. A challenge for participant engagement was that the Academy was often additional to regular job duties as many did not have protected time for it.

Sustainability and Recommendations

The Academy is well-positioned for sustainability at three of the four sites, both in terms of staffing and content/delivery. Recommendations for future Academy implementation and integration efforts were shared by Academy key stakeholders:

ACADEMY IMPLEMENTATION

- In addition to the Training of Trainers and Virtual Coaching Learning Program, offer a modified Leadership Academy for trainers and coaches to ensure that all parties are familiar with the curriculum before supporting participants' experiences.



- Try to engage graduates in becoming coaches or facilitators.
- Engage more with University Partners who may be willing to help with evaluation, training, and/or capacity building.

CONTENT, DELIVERY, AND PARTICIPANT EXPERIENCE

- Make content less theoretical and more practical and specific to the agency, with more opportunity to discuss how to apply it to everyday work. Update some of the statistics and figures in the curriculum. Add a self-care component.
- Offer more clarity about the expectations and time commitment needed to attend the Academy and strategies for participants to gain support from their supervisors to do so.
- Although online delivery of the Academy has many benefits, stakeholders recommend creating opportunities for at least some Academy sessions to be held in person.

CHANGE PROJECTS

- Offer clearer guidance on the change projects before participants start the Academy.
- Emphasize the importance of considering workforce turnover and racial equity data when developing change projects.
- Provide examples of past change projects and facilitate participant collaboration with others who have interest in developing a similar change project.



Introduction

Leadership Academy (or “Academy”) development and implementation was a collaborative effort between the National Child Welfare Workforce Institute (NCWWI) and each of four public child welfare agencies (or “sites”): the Georgia Division of Family and Children Services Child Welfare Division, the Erie County Department of Social Services Family Wellness Division, the Arkansas Division of Children and Family Services, and Allegheny County’s Office of Children, Youth, and Families.

During Academy planning, each agency assembled a **Leadership Academy Workgroup** (Workgroup), typically composed of members of the existing agency Workforce Excellence (WE) Implementation Teams and various other staff as appropriate (e.g., members of training units). The Workgroup was tasked with identifying and supporting strategies for Academy-related communications, participant recruitment, and Academy implementation.

Selection of Academy trainers at each of the four child welfare agencies varied, with efforts being led by agency training directors, WE Implementation Team Leads, training supervisors, and/or the Leadership Academy Training Managers, with support from the NCWWI Leadership Development Specialist (LDS). In preparation for their role as Academy trainers, the identified trainers took part in a two-and-a-half-day **Training of Trainers (TOT)** offered by NCWWI LDS.

NCWWI also supported the Leadership Academy Workgroups in recruiting and selecting coaches for Academy participants through an application process with an intentional focus on ensuring geographic (regional), positional, and racial/ethnic representation. Coaches were selected from within and outside of agencies (e.g., from university partners) based on their leadership skills and their perceived commitment to the Academy. Coaches attended NCWWI’s 12-week foundational training, the **Virtual Coaching Learning Program (VCLP)** offered by Professional Certified Coaches from the Butler Institute for Families at the University of Denver.

For Leadership Academy participants, NCWWI provided access to the **online modules** and offered guidance to the Leadership Academy Workgroups in developing appropriate timelines and adaptations to create a Leadership Academy experience that was responsive to the unique needs of each site.



Sites varied in their approaches to **recruiting and selecting Academy participants**. The Leadership Academy Workgroup primarily led this process; however, at one site, the training director and district and regional directors took part in the selection and recruitment process. At another site, participants were also “vetted” by the WE Implementation Team Lead. Another site utilized a nomination process with area directors to ensure that directors vetted potential participants to some extent and that participants had directors’ support to participate in the Leadership Academy.

Overall, 51 participants completed the Academy across the four sites.

Throughout the Leadership Academy, the four sites had different numbers of participants and dropout rates:

- At one site, two participants left the cohort (one left their position at the agency and one opted out of the Academy before the first module), leaving 10 participants to complete the Academy.
- At another site, six participants left the cohort and 11 participants completed the Academy.
- At the third site, four participants left the cohort, so 15 participants completed the Academy.
- The fourth site did not experience any participant dropout and had 15 participants complete the Academy.

The Leadership Academy was delivered between August 2020 and July 2021 across the four sites. The **Academy’s timeline and format** consisted of:

- Approximately eight hours of prework
- Five sequential online learning modules (accessed approximately monthly)
- An “in-classroom” facilitated session after each online module (held over the course of a full day or two half days); most of these were virtual during the COVID-19 pandemic
- One-on-one coaching sessions before the Academy started, in-between modules, and for six months after completion of the Academy

As part of the Academy, participants also developed change projects that were intended to positively impact the workforce at their agency.

To understand how each agency implemented the Academy and examine how NCWWI supported delivery, NCWWI **evaluators collected pre-training, post-training, and**



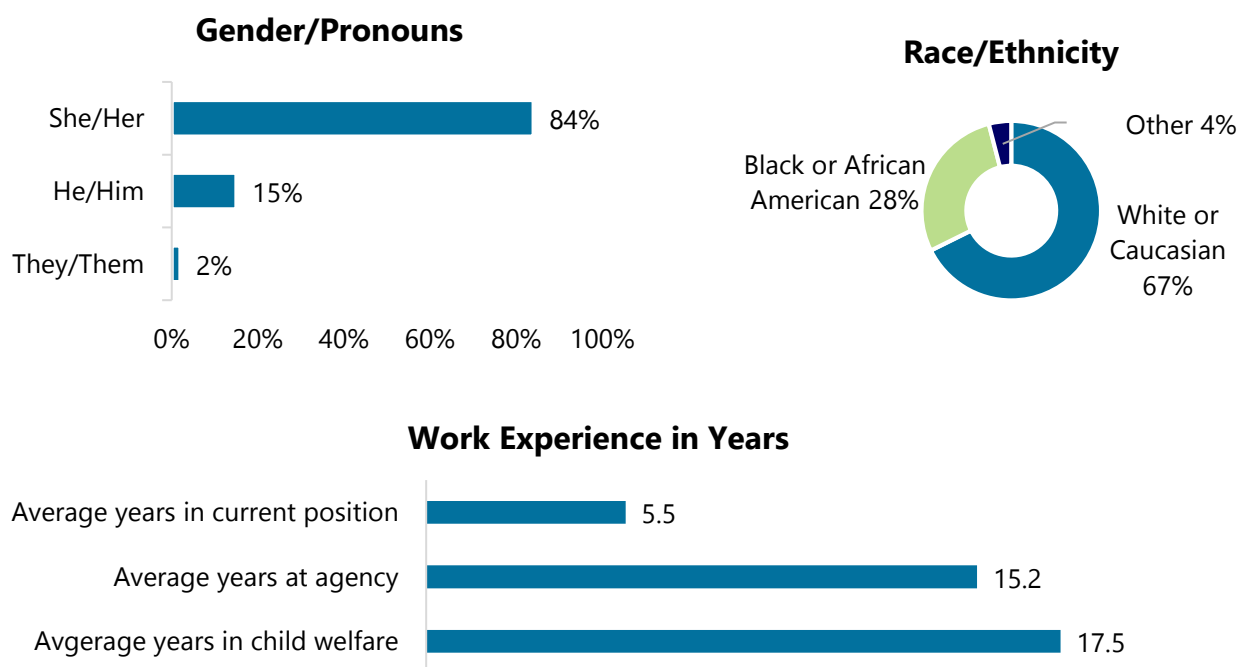
follow-up data from participants, and Academy *stakeholders*: trainers, coaches, training directors, and the NCWWI LDS team who provided technical assistance to each agency. This report summarizes responses to the evaluation, which assessed aspects of:

- Participants’ training experiences and learning;
- Facilitators and barriers encountered during Academy implementation; and
- Lessons learned and recommendations from those who implemented the Academy to inform sustainability efforts.

Leadership Academy Participant Demographics

Leadership Academy participants represented a variety of job roles, including administrators, agency managers/directors, county directors, field program specialists, and state office staff. Participants also had the option to identify their race, ethnicity, and preferred pronouns and provide information about the length of time they have worked in child welfare, at their agency, and in their current position. Figure 1 provides a summary of participants’ demographic information from those who submitted it.

Figure 1. Participant Demographics (N = 52-62)*



**Of the 62 participants who completed the Academy, 52 provided demographic information.*



Method

Evaluation Approach

The Academy evaluation was a collaborative effort that included support from the NCWWI LDS team and NCWWI evaluators. The mixed-methods longitudinal design was guided by the evaluation questions in Table 1.

Table 1. Leadership Academy Evaluation Questions

| Training of Trainers (TOT) | Virtual Coaching Learning Program (VCLP) | Leadership Academy |
|---|---|--|
| <ol style="list-style-type: none"> 1. How well does the TOT prepare trainers to facilitate the Academy training? <ol style="list-style-type: none"> a. To what degree do trainers feel competent and ready to facilitate the Academy training? b. How effectively do trainers facilitate the Academy? | <ol style="list-style-type: none"> 1. How well does the VCLP prepare participants to do the Academy coaching? <ol style="list-style-type: none"> a. To what degree do participants feel competent and ready to provide the Academy coaching? b. How effectively do coaches engage and support the Academy participants? | <ol style="list-style-type: none"> 1. To what extent are the Academy participants satisfied with the training, including its relevance to their own work? 2. To what extent do the Academy participants increase their leadership knowledge and competency? 3. How successfully do the Academy participants develop and implement a change project? 4. To what extent do participants engage in coaching, and what is the focus of the coaching? |



Data Sources

LEADERSHIP ACADEMY PARTICIPANT SURVEYS

The NCWWI evaluation team administered online surveys to participants via Qualtrics® Research Suite software at three time points:

- A **pre-training** survey, including the 360° Leadership Assessment, administered 1-2 weeks before participants gained access to the five online training modules;
- A **post-training** survey administered within one week after participants completed the final online training module; and
- A **follow-up** survey administered six months after participants completed the last online training module.

Results presented in this report are based on the survey responses of the 62 participants who completed the pre-training survey, 41 who completed the post-training survey, and 35 who completed the 6-month survey. **A total of 28 participants completed the survey at all three time points.** Tables in the report that depict results from multiple time points include only participants who completed surveys at both/all indicated time points. Cross-sectional data in the appendices includes all responses for any given time point, including responses from participants who only completed one of the three surveys. The surveys consisted of seven measures with approximately 55-90 closed-ended questions and between two and eight open-ended questions (the number of items varied depending on the survey time point). For the closed-ended questions, participants were asked about their agreement with various components of the Leadership Academy and their leadership development; all closed-ended item responses were scaled from 1 (*strongly disagree*) to 4 (*strongly agree*).

Specifically, surveys included measures of training and leadership competencies, training satisfaction, learning transfer, change project implementation, and an assessment of the coaching participants received. Survey measures and response rates are listed in Table 2. More detailed descriptions of each survey measure are in Appendix A.



Table 2. Leadership Academy Measures and Response Rates

| Measure | Pre-Training | Post-Training* | 6-Month Follow-Up |
|--------------------------------|---|---|---|
| Training Competencies | <i>N</i> = 61 | <i>N</i> = 40 | NOT ADMINISTERED |
| Leadership Competencies | <i>N</i> = 61 (360° Leadership Assessment) | <i>N</i> = 40 (self-report only; not administered as 360°) | <i>N</i> = 32 (self-report only; not administered as 360°) |
| Ideal Self as Leader | <i>N</i> = 53 | <i>N</i> = 39 | <i>N</i> = 32 |
| Training Satisfaction | NOT ADMINISTERED | <i>N</i> = 41 | NOT ADMINISTERED |
| Change Project | NOT ADMINISTERED | <i>N</i> = 37 | <i>N</i> = 27 |
| Transfer of Learning | NOT ADMINISTERED | NOT ADMINISTERED | <i>N</i> = 31 |
| Coaching Assessment | NOT ADMINISTERED | <i>N</i> = 38 | <i>N</i> = 28 |

*Initially, participants were asked to complete a brief module-specific assessment of training competencies through the MyNCWWI website before accessing the next module. However, there were few responses, so those data were not used, and the full set of questions was administered on the post-Academy survey instead.

Evaluators analyzed quantitative survey data using Statistical Package for the Social Sciences (SPSS)[®]. Descriptive statistics are reported as frequencies (percentages); averages, or mean scores (*M*); and standard deviations (*SD*), which is an indicator of the extent to which scores spread out from the mean (low standard deviations indicate that scores clustered near the mean while high standard deviations indicate a greater range of responses).



INTERVIEWS AND FOCUS GROUPS

Qualitative data were collected via individual interviews and focus groups at the **post-training and 3- and 6-month follow-up** time points from participants, trainers, coaches, agency training directors, and NCWWI's LDS team (see Table 3). Evaluators recorded interviews and focus groups, and audio files were professionally transcribed with identifying information removed. The NCWWI evaluation team coded interview and focus group transcripts in NVivo, a qualitative analysis software. This report provides summaries of themes from the qualitative analysis, with some representative quotations from participants provided in the text and text boxes.

Table 3. Summary of Interviews Conducted

| Interview Type | Time Point | Number of Participants Interviewed |
|-----------------------------------|-------------------------------------|------------------------------------|
| Academy Trainer | Post-training | 8* |
| Training Director | Between post- and 3-month follow-up | 5** |
| Academy Participant | 3-month follow-up | 12 |
| Coaches (focus group) | 6-month follow-up | 14* |
| Leadership Development Specialist | 6-month follow-up | 3 |
| Total: | | 42 |

*Includes interview and focus group data and written feedback submitted via email.

**Includes training director, training supervisor, training manager, and staff development director.

ADMINISTRATIVE DATA

In addition to collecting survey, interview, and focus group data, evaluators worked with the NCWWI LDS team and stakeholders from the four agencies to document how each agency recruited and selected Leadership Academy participants, trainers, and coaches. Evaluators also reviewed agency documents describing participants' change projects and gathered participant demographic data from the MyNCWWI platform where participants were requested (but not required) to enter it at the start of the Leadership Academy.



Evaluation Findings

Participant Experience

To understand how participants experienced the Academy, surveys and interviews included questions about participant satisfaction with the Academy, knowledge gain and transfer, change in leadership behaviors, how closely participants match their leadership ideal, participant efforts to develop and implement a change project, and participant engagement with coaching. The results are summarized here.

TRAINING SATISFACTION

After completing the Academy, participants were asked to rate their satisfaction with the online modules, the virtual trainer-facilitated sessions, and their experience with the Academy overall. On the post-training survey, **participants across sites reported having a positive experience** ($M = 3.0$, $SD = 0.5$; see Figure 2). The trainer-facilitated sessions were rated the most highly ($M = 3.1$, $SD = 0.6$), with 85% of participants reporting they *agreed* or *strongly agreed* that the small-group breakout sessions resulted in useful discussions with peers. On the overall Leadership Academy scale, 93% *agreed* or *strongly agreed* that they will be able to use the skills they learned in the Academy in their work setting (see Figure 3). For additional information about participant reports of training satisfaction, see Appendix B.

Figure 2. Training Satisfaction by Component (N = 40-41)

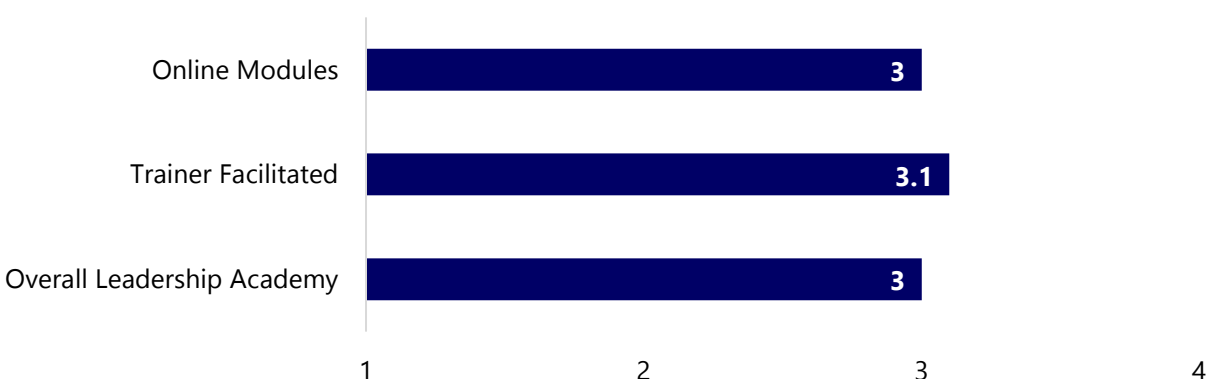
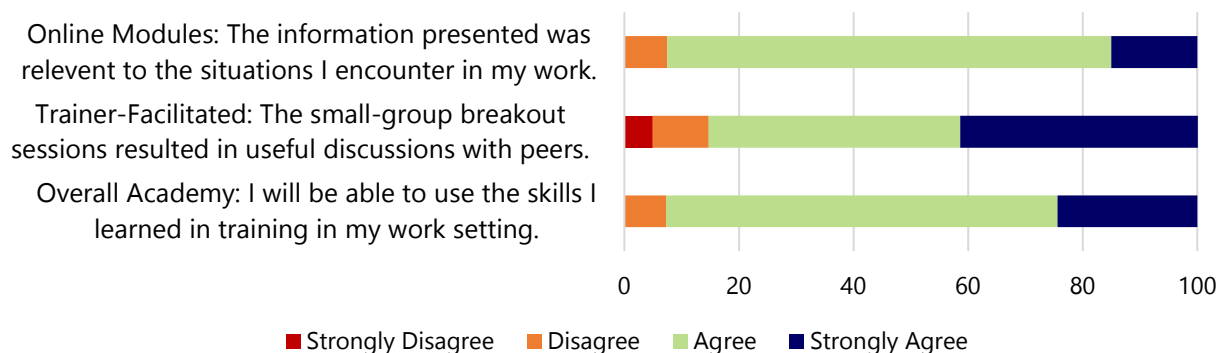


Figure 3. Training Satisfaction: Highest Rated Item Per Subscale (N = 40-41)

When participants were asked in open-ended questions in the post-training survey what they liked most about the Academy, several cross-site themes emerged. Most commonly, participants expressed **appreciation for the opportunity to engage with and learn from coworkers**. Several specified that breakout rooms and face-to-face conversations were especially supportive of relationship building and enhanced their enjoyment of the Academy. Additionally, participants noted the usefulness of the Academy content.

When participants were asked in an open-ended survey question in the post-training survey about how the Academy could improve, several participants across sites **suggested additional clarity around expectations and goals at the beginning of the Academy**, including noting the importance of the change projects. Some participants also reported wishing the Academy required a shorter, more condensed time commitment, while others would have preferred more time between modules to better digest the material.

In addition to these themes, participants offered more specific insight into their experiences during the 3-month follow-up interviews. For example, most participants across sites described a positive experience with the Academy, highlighting the **effectiveness of discussing their 360° Leadership Assessment results with a coach** and the **convenience of the online modules**. Some interview participants further clarified their appreciation for the content:

I think the content was really solid for the [Academy]. For what we should have been getting out of it, it was really solid content to help me figure out my leadership skills, even though I felt like I knew where I was in terms of leadership.



But learning about different leadership skills really helped me out as well and helped me to look at the way that I lead differently.

Other participants added it would be helpful to discuss more ideas for implementation of the content in their everyday work.

In terms of challenges related to the Academy, some interview participants expressed heightened stress and occasional lack of engagement with the training while navigating other daily responsibilities of their job. Others were disappointed in the large amount of time spent on the change projects and limited discussion of individual leadership development. Interview participants also reiterated **confusion related to Academy expectations**. One participant explained:

There was, like, a lot of hiccups in the beginning as far as what were the expectations with each session... Because there was different homework assignments and certain things to view, different things we were supposed to watch online ahead of time. And sometimes it was confusing with the multiple different emails and reminders.

Overall, participants across sites were largely satisfied with the training experience. Participants reviewed the trainer-facilitated trainings and opportunities to work with and learn from other participants most positively.

KNOWLEDGE GAIN AND APPLICATION

Participant knowledge gain was measured through *Training Competencies* measures in the pre-post training surveys, as well as questions in the 3-month follow-up participant interviews. Knowledge application was measured over time using multiple methods:

- Interview questions and the *Learning Transfer* measure administered in the 6-month follow-up survey asked participants about individual and structural factors that helped or hindered their ability to use what they learned in the training.
- The *Leadership Competencies* survey measure was administered at all three time points (pre, post, and 6-month follow-up) and was designed to assess the frequency with which participants engage in specific leadership behaviors outlined in the **NCWWI Leadership Competency Framework**.
- The *Ideal Self as Leader* question was also asked at all three survey time points and encouraged participants to reflect on how closely their own leadership style aligned with their ideal leadership style.



Training Competencies

Before and after attending the Leadership Academy, participants were asked to rate their knowledge of critical competency domains and learning objectives from the curriculum. This included rating their own leadership and their ability to motivate teams, partner with stakeholders, use data in decision-making, and foster an inclusive workplace. Results of a paired samples *t*-test indicated that although participants across sites were somewhat knowledgeable about these competencies before the training (pre:

$M = 2.8, SD = 0.3$), they experienced a statistically **significant increase in knowledge as a result of the training** (post: $M = 3.2, SD = 0.4$), $t(38) = 5.3, p < .001$). Participants experienced the **greatest knowledge gains in the *Leading for Results* and *Leading Change*** domains of the NCWWI Leadership Model (see Figure 4). Particularly large gains were made in their understanding of the *Plan-Do-Study-Act* (PDSA) cycle, with the next largest knowledge increases in their understanding of the five stages of change and developing a vision statement/designing a change project (see Figure 5 and Appendix C).



I love the getting up on the balcony and really like looking at everything... I have to also recognize when I'm standing up there, through which lens am I looking at the dance floor, right? Am I looking at this from a technical perspective, or am I trying to lead in context, or being adaptive?"

Figure 4. Pre- and Post-Training NCWWI Leadership Model Competency Domain Ratings (N = 39)

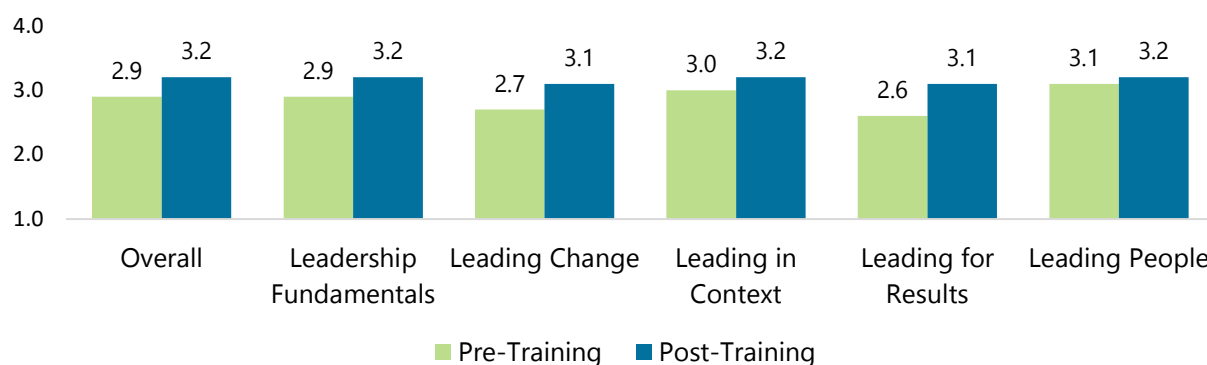
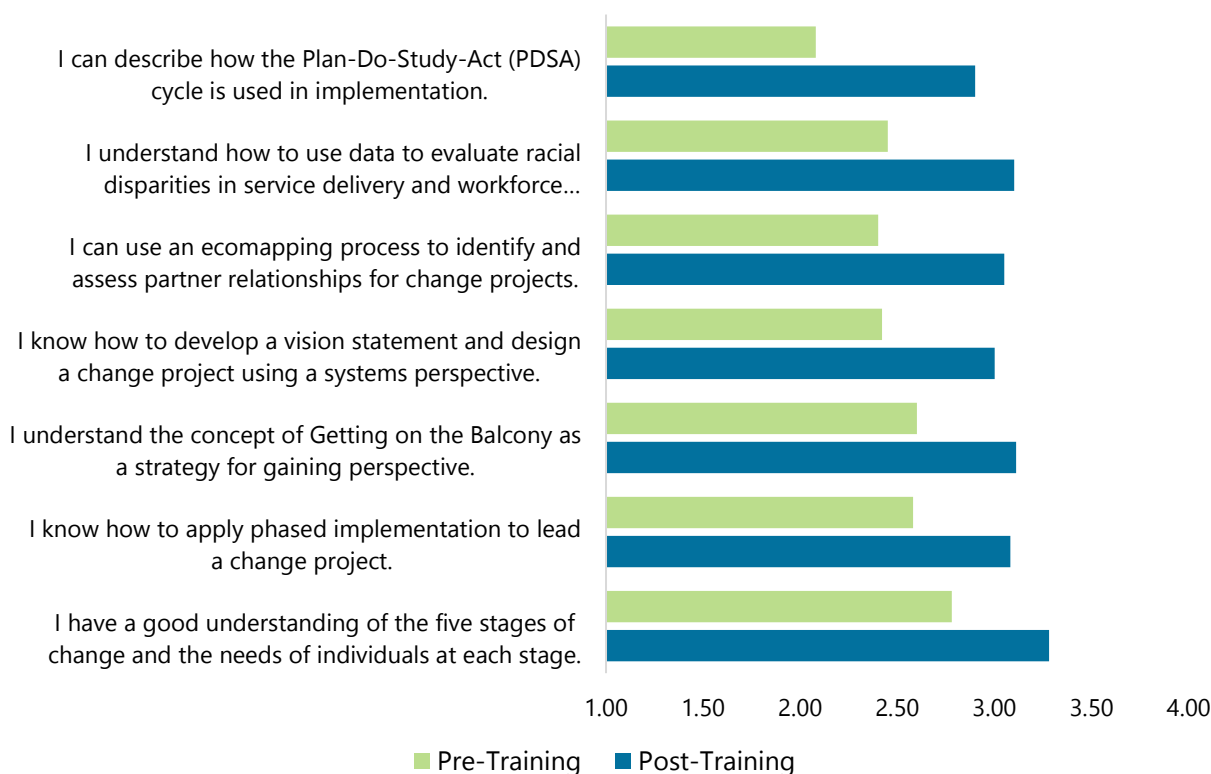


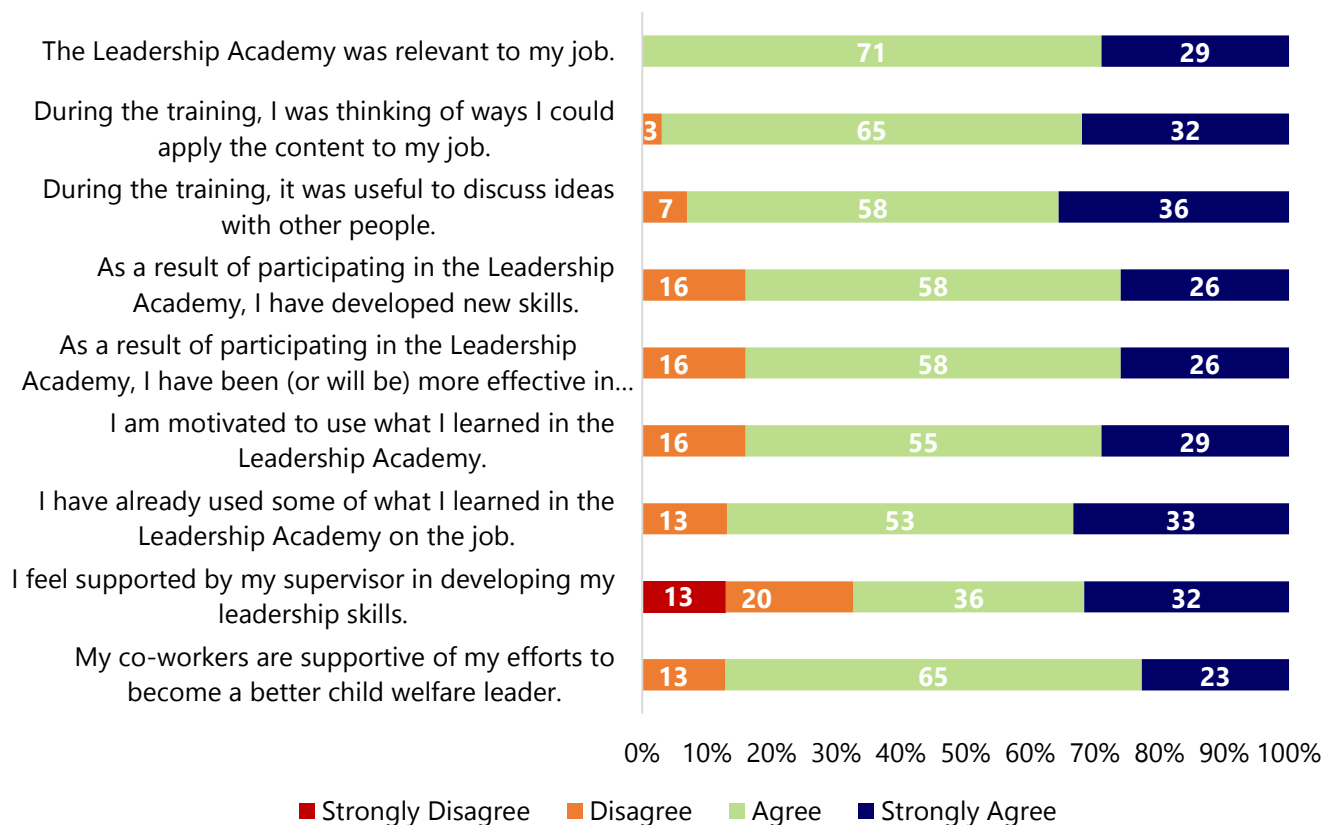
Figure 5. Training Competencies With Greatest Growth ($N = 39$)

Learning Transfer

NCWWI evaluators administered the *Learning Transfer* scale as part of the 6-month follow-up survey. The measure rated aspects of participants' training experiences and workplace environments that research shows influence transfer of learning to the workplace. On average, participants across all sites strongly agreed that factors such as training relevance, training applicability, motivation, and workplace transfer support would enable them to successfully transfer their learning from the Academy to the job ($M = 3.2$, $SD = 0.5$). **Importantly, all survey respondents agreed or strongly agreed that the training content was relevant to their jobs.** Furthermore, 97% *agreed or strongly agreed* that during the training they were thinking of ways to apply what they learned (see Figure 6 and Appendix D). According to survey respondents, the **greatest barrier to learning transfer was supervisor support**, with only 68% *agreeing or strongly agreeing* that their supervisor supports them in developing their leadership skills (and 13% strongly disagreeing).



Figure 6. Learning Transfer Factors (N = 30-31)



Themes from participant interviews echoed these survey results across sites. For example, multiple participants highlighted the relevance of the Academy to their work, with one sharing, *“I think the way the entire course is structured was pretty relevant to what we do.”* Others described how they were able to apply new skills they had acquired during the Academy with staff. One participant remarked, *“You know, it’s not just dumping on [the staff] but how you actually present it to them and how you work it in there. So I’ve been able to use some of that with my team.”* Lastly, several participants commented about the quality of the Academy content, as one participant noted, the content is *“very beneficial and relevant to [our agency],”* and another explained, *“It’s more of a reminder that you’re not just here to put out fires and make it through the day; you’re playing a big role in other people’s development.”* In sum, participants believed the Academy content was relevant and transferable to their jobs and many had already taken steps to apply what they learned.

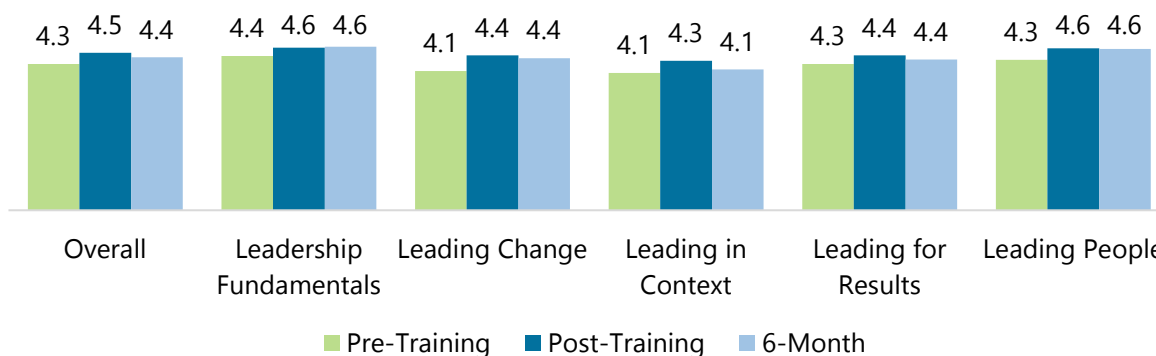


Leadership Competencies

As part of the pre- and post-training and 6-month follow-up surveys, participants were asked to rate their levels of behavioral competency across the NCWWI Leadership Model's five domains: *Leadership Fundamentals* (e.g., "Communicate effectively with all levels of staff"), *Leading Change* (e.g., "Encourage new ideas and innovations"), *Leading in Context* (e.g., "Collaborate internally and externally to build relationships and achieve common goals"), *Leading for Results* (e.g., "Make data-informed and timely decisions"), and *Leading People* (e.g., "Contribute to a positive organizational climate"). These are the same competencies that appear on the 360° Leadership Assessment. The items are rated on a 5-point scale, indicating the frequency with which the participant engaged in each leadership behavior, from *almost never* (1) to *almost always* (5).

On average, participants rated themselves highly on overall *Leadership Competencies* and on each of the five leadership domains across all time points with scores of 4.0 and above, indicating they *usually* or *almost always* engage in those behaviors. Across domains, participants for whom data at all three time points was available demonstrated the **sharpest increases from pre- to post-training**, then sustained those increases or slightly decreased at the 6-month follow-up (see Figure 7). Participants demonstrated the **greatest initial increases in the *Leading Change* and *Leading People*** domains, which were sustained at the 6-month follow-up (see Figure 7).

Figure 7. Pre-, Post-Training, and 6-Month Follow-Up Leadership Competency Domain Scores (N = 28)



Of the participants who responded to the surveys at all three time points, participants were particularly strong in the *Leadership Fundamentals* domain on the pre-training survey ($M = 4.4$). At the 6-month follow-up, participants continued to report strengths in



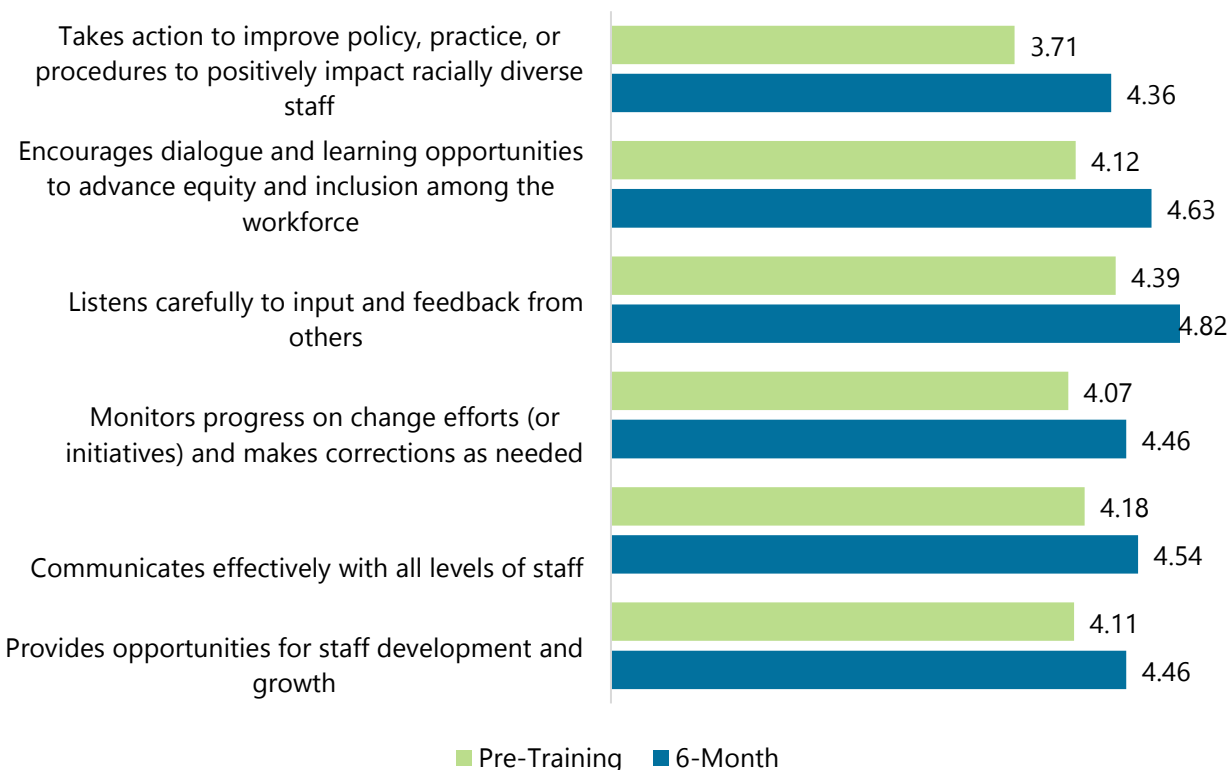
Leadership Fundamentals, especially how they treat others with courtesy, sensitivity, and respect as well as how they behave honestly, fairly, and in an ethical manner (see Appendix E for responses from all participants, regardless of whether they responded to the surveys at all time points). These results were supported by qualitative feedback, for example, after the training, participants reported being **more open to other perspectives** and more frequently **seeking others' input**. Participants also described spending more time listening to others' ideas and appreciating their strengths. Another area where participants reported behavioral change or improvement as a result of participating in the Academy was being **more confident, vocal, and willing to operate out of their comfort zone to facilitate positive change**. One participant explained, *"I have challenged myself to be a more daring leader—to step out and take more risk in my decision-making."* Participants indicated that specific leadership behaviors increased the most from pre-training to 6-month follow-up, as displayed in Figure 8. Several of those increases relate to improved communication and providing growth opportunities for staff.

“

[Areas of my leadership that have improved as a result of the Academy are] ... being collaborative with my team to brainstorm and come up with new processes, using their strengths to give them ownership and leadership development.”



Figure 8. Leadership Behaviors With Greatest Growth From Pre-Training to 6-Month Follow-Up (N = 24-28)



Based on leadership competencies for which participants averaged less than 4.0 at the 6-month timepoint, one possible **area for continued growth** is the extent to which they engage in *Leading in Context* by *operating skillfully within the political environment to address issues* ($M = 3.7$). Another is how they engage in *Leading for Results* by *using data to inform strategies for racially equitable service delivery* ($M = 3.8$; see Appendix E for information from all survey responses on the Leadership Competencies).

NCWWI 360° LEADERSHIP FEEDBACK PROCESS

As part of the Leadership Academy prework, participants completed the *Leadership Competencies* scale, which is the foundation of the NCWWI 360° Leadership Assessment (see items in Appendix E and the feedback process in Figure 9). Participants then solicited feedback on that assessment from people who work most closely with them—typically supervisors, peers, and supervisees. Once the feedback was collected, NCWWI evaluators created a personalized report for each participant that highlighted their



leadership strengths and areas for growth based on their own reflections and their colleagues' perceptions. Before beginning the Academy, participants met with coaches to discuss their assessment results and create a Leadership Development Plan. In survey responses and interviews, participants indicated that **the NCWWI 360° Leadership Feedback Process was particularly beneficial for their leadership development**, with one participant noting:

The 360° [Leadership Feedback Process] was great ... [it] was a good experience because I felt like it kind of grounded me and helped me to step back a minute and say 'okay, celebrate yourself when you're doing okay.' Because this was not a bad thing that here's a little something that you might do differently.

Figure 9. NCWWI 360° Leadership Feedback Process Implementation Flow Chart



IDEAL SELF AS LEADER

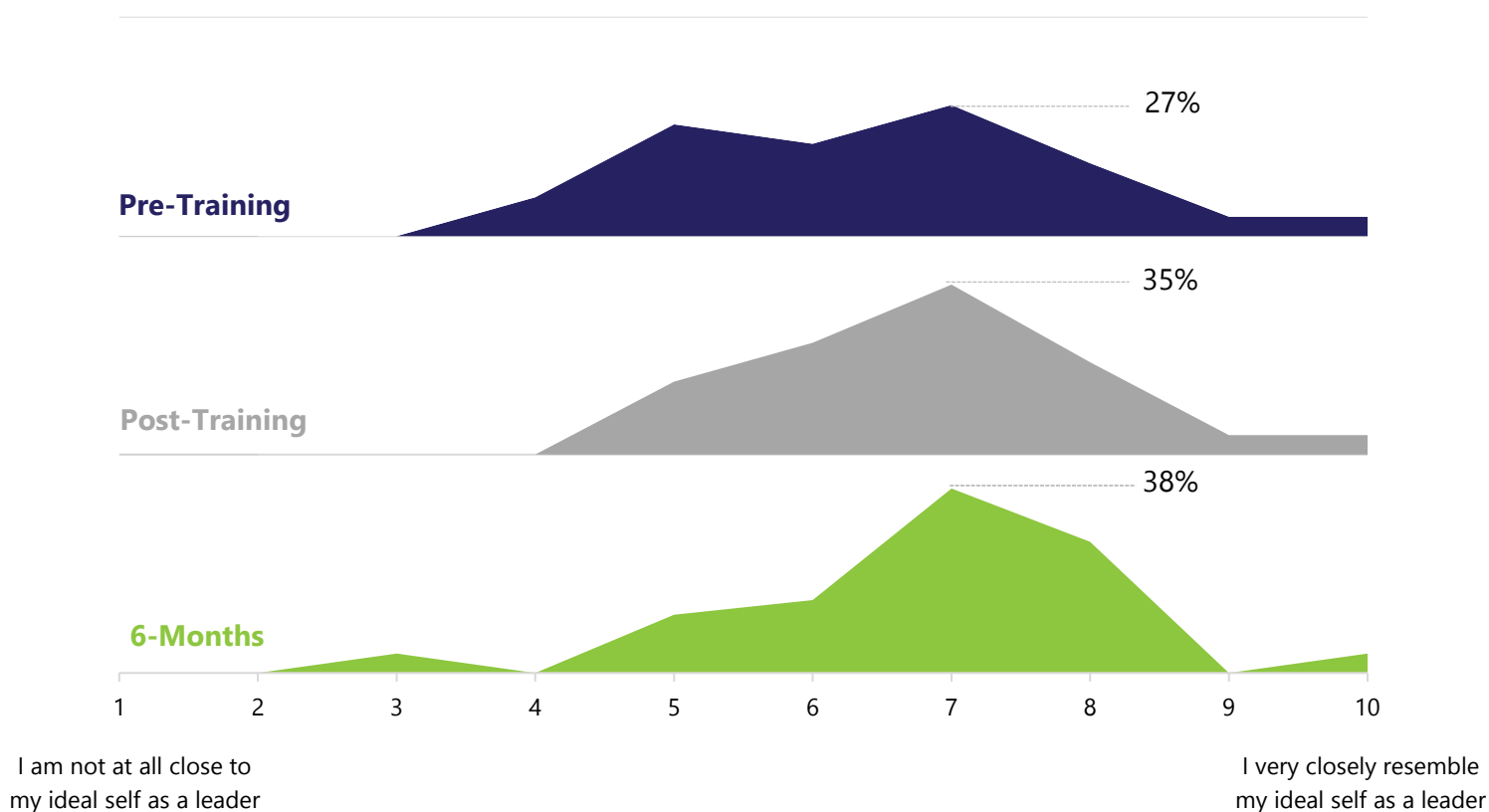
Participants were also asked at pre-training, post-training, and 6-month follow-up surveys to "Indicate on the sliding scale how closely you resemble your ideal self as a leader." Responses ranged from 0 = *I am not at all close to my ideal self as a leader* to 10 = *I very closely resemble my ideal self as a leader*. Of those who responded at all three time points, overall average ratings were:

- 6.5 (*SD* = 1.5) at pre-training
- 6.8 (*SD* = 1.3) at post-training
- 6.8 (*SD* = 1.4) at 6 months.



The increase between the pre-training and 6-month average ratings was statistically significant, $t(25) = -2.0, p = .03$ (one-tailed). At the 6-month follow-up, **46% of respondents reported feeling closer to their ideal self as a leader** than they did before training, 39% felt the same, and 15% reported feeling further from their ideal self. One possible factor accounting for the 15% who reported feeling further from their ideal self is that their increased awareness and knowledge of leadership concepts and capabilities after the training helped them realize what they had not been practicing before the training. Figure 10 shows distributions of scores at each time point.

Figure 10. Percent of Respondents Resembling Their Ideal Self across Time (N = 26)



CHANGE PROJECTS

An important component of the Academy was the opportunity for participants to develop and implement a change project that aligned with overall Workforce Excellence efforts planned by each site. After the training and at the 6-month follow-up time point,



participants completed the *Change Projects* survey measure to assess their efforts to implement their change projects and the extent to which they felt supported in doing so (see Appendix F).

Of the Academy participants who completed the 6-month survey, **91% indicated that they had developed or implemented a change project**. Of those, 27% of participants indicated that their project had changed since they first developed it. Three participants changed their project focus while attending the Academy, as their understanding about the expectations for the projects changed. Another participant changed their project focus when they learned that a similar project was already underway at their state child welfare office. Others indicated that changes were made to their project based on logistical challenges. Most participants indicated that their **change project aligned** with their job duties (70%), their organization's current priorities (67%), and/or the Workforce Excellence initiative (56%); approximately half of participants reported their projects aligned in multiple ways with those three categories (43%). Change projects covered a variety of workforce topics and included efforts related to supporting and educating staff members, community outreach, operating with a lens of racial equity, and foster family recruitment. More specific change project examples included:

- Staff retention and improving the new staff onboarding process
- Promoting racial equity and inclusion by providing education and encouraging staff to engage each other in conversations around the topic
- Staff well-being and addressing secondary traumatic stress
- Creating processes and procedures to improve practice, such as addressing issues from the Child and Family Services Reviews (CFSR); issues included service to families, improving quality assessments and documentation of foster homes, and providing relative caregivers with wraparound and financial supports when a child is initially placed in their home
- Reducing recidivism within their child welfare agency and law enforcement by increasing the community's

“

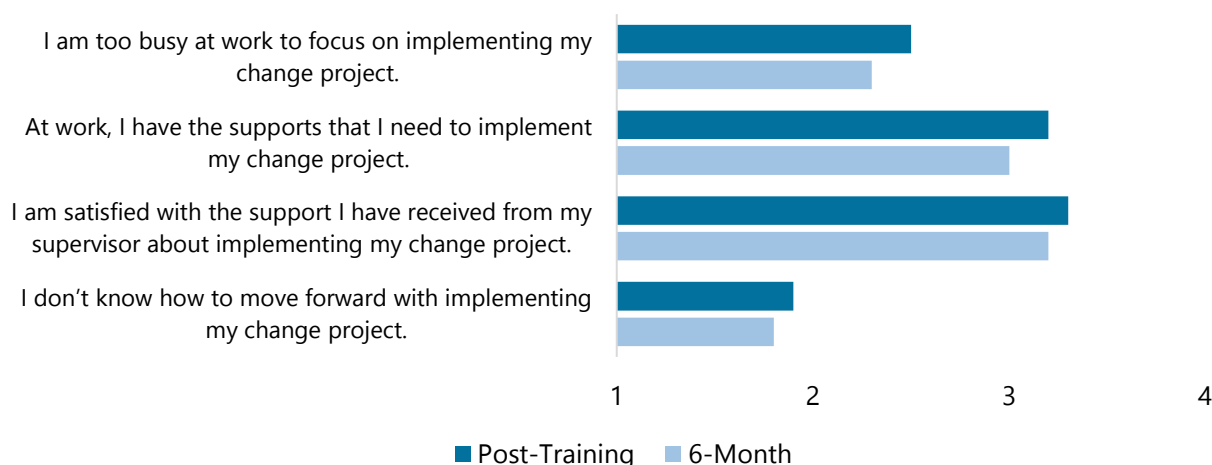
One of my great successes is having the positive outcomes from the teams who are participating. They are practicing self-care, they have developed plans, and it has been implemented in their supervision.”



understanding of recovery and addiction and increasing available services in the community

Participants' average 6-month follow-up rating for their overall assessment of their experience with the change projects and their ability to implement them was 2.9 ($SD = 0.7$), which was very similar to the post-training assessment mean score ($M = 3.0, SD = 0.5$). Figure 11 illustrates participants' specific views regarding their change project at the conclusion of the training and six months later (see also Appendix F). Participants expressed **satisfaction with the support received from their supervisors and confidence in knowing how to move forward** with implementation at post-training ($M = 3.3, SD = 0.6$), but reported slightly less satisfaction and confidence at the 6-month follow-up ($M = 3.2, SD = 1.0$). Additionally, on average, participants indicated they were slightly less busy at work and thus had more time to implement their change projects at the 6-month follow-up ($M = 2.3, SD = 0.9$) than at post-training ($M = 2.5, SD = 0.9$). Although participants reported being less busy, **time was still a barrier to implementation**. Many cited time availability as their greatest challenge to change project implementation and attributed the lack of time to high workloads and staffing shortages. According to one participant, *"[The change project] has taken a substantial amount of time and has become an outside-of-work/volunteer project. Staff at [agency] already have many roles and responsibilities and to take on additional tasks has been a struggle."* Other barriers included obtaining buy-in from other staff and supervisors, as one participant explained *"lack of support from my leadership really impacts my desire to move [the change project] forward."*

Figure 11. Change Project Implementation (N = 24)



At the 6-month follow-up time point, 50% of participants indicated that they had **successfully implemented** their individual change projects. Participants noted implementation successes such as:

- Increasing new hires and improving retention rates
- Successfully collaborating with central office employees and community partners
- Increasing staff awareness of the importance of timely assessments and financial supports for relative caregivers
- Improving the community's understanding of addiction and recovery, increasing services and community engagement, and reducing CPS referrals

COACHING

On the post-training and 6-month follow-up surveys, participants were asked about their experiences with coaching during the Academy, including how many coaching sessions they had, how long they lasted, and what was typically discussed. While they were going through the Academy, participants across sites had **on average five coaching sessions lasting 60 minutes each** that tended to focus on the development and implementation of participants' change projects. Participants who responded at the 6-month follow-up time point reported having between zero and eight sessions ($M = 2.6$ sessions, $SD = 2.6$) in the 6 months following their completion of the Academy, with most lasting approximately 30-60 minutes (95%). Topics discussed most frequently in these sessions also included the development and implementation of participants' change projects, as well as the development of adaptive leadership skills.

When asked about their overall satisfaction with and the usefulness of coaching at post-training and the 6-month follow-up, **88% of participants were *satisfied or very satisfied with their coaching experience*** (see Figure 12 for matched sample only and Appendix G for all responses). Of those who responded at both time points, overall means were 3.3 ($SD = 0.8$) at post-training and 3.6 ($SD = 0.6$) at the 6-month follow-up. Participants especially felt coaching helped them understand their strengths and challenges as a leader (88% to 96% between post-test and 6-month follow-up). Notably, at the 6-month follow-up, participants on average had more favorable perceptions of their coaching experience, compared with the post-test responses, across all items (see Figure 12). Themes from the qualitative feedback regarding coaching are in Table 4.



Figure 12. Perceptions of Coaching (N = 23-25)



Table 4. Qualitative Feedback About Coaching

| Post Leadership Academy | |
|---|---|
| <p>Most Helpful</p> <ul style="list-style-type: none"> Coaches were engaged and communicative Coaches helped participants process their 360° results Coaches helped participants put new leadership skills into practice | <p>Suggested Improvements</p> <ul style="list-style-type: none"> Make coaching sessions more structured (e.g., outlines for coaches and participants) so participants have more consistent coaching support Have coaches offer more guidance around understanding and applying leadership concepts |
| 6-Month Follow-Up | |
| <p>Most Helpful</p> <ul style="list-style-type: none"> Coaches were very responsive and flexible Coaches provided participants with strong feedback and helpful advice Coaches helped participants navigate challenges while also challenging them to improve | <p>Suggested Improvements</p> <ul style="list-style-type: none"> Build in more time for participants to develop a relationship with their coach More time to work on leadership development and areas of strength and growth identified in the 360° Leadership Assessment; less time discussing the change project |



Both Time Points

Most Helpful

- Coaches were understanding and supportive of participants
- Coaches were knowledgeable and used their own professional experiences to guide participants
- One-on-one time with coaches to talk through specific ideas/issues

Suggested Improvements

- More flexibility in the amount of time spent with one’s coach from person to person (e.g., some participants wanted more time with coaches, others preferred fewer sessions)
- Extended contact with coaches after conclusion of the Academy

Leadership Development Plan

On the 6-month follow-up survey, participants were asked if they discussed leadership development goals with their coach. If they did, they were asked whether they put those goals into a written plan and to what extent the plan was helpful for their leadership growth. Overall, 78% of survey respondents reported that they discussed leadership development goals with their coach; and of those, **64% put the goals into a written plan.**

Participants who put their goals into a written plan were asked to rate to what extent they found the Leadership Development Plan helpful (see Figure 13) and to what extent they had achieved the goals they set out for themselves in the plan (see Figure 14). While **81% agreed they had achieved the goals** they had set for themselves, 19% (three respondents) indicated they had not yet achieved the goals. These participants had varied confidence in their ability to achieve their proposed goals.

Figure 13. Helpfulness of Leadership Development Plan (N = 16)

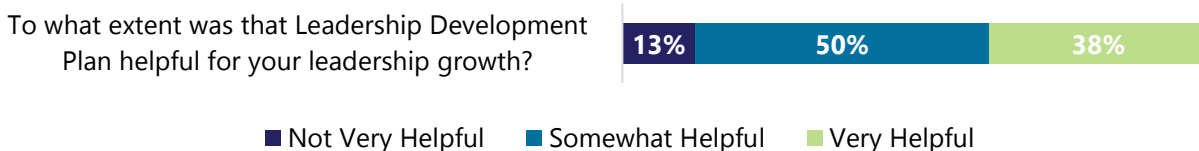
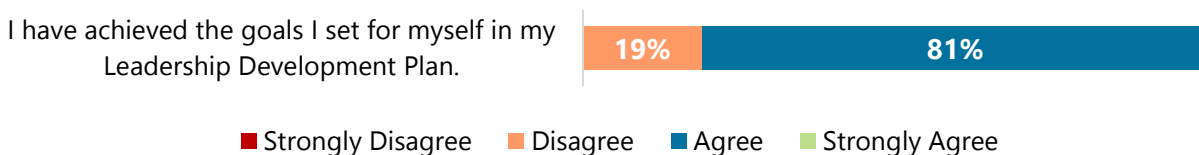


Figure 14. Leadership Development Goal Achievement (N = 16)



Leadership Academy Implementation

To better understand the Leadership Academy implementation and the factors that supported or hindered integration, facilitation, and coaching, evaluators conducted 6-month follow-up interviews and/or focus groups with the Academy training directors and the Academy trainers and coaches from each site, as well as the NCWWI LDS.

INTEGRATION INTO THE TRAINING SYSTEM

The training director and LDS interviews included questions regarding the integration of the Academy into the agency's existing training system in terms of expectations, supports, and fit. Overall, the training directors felt that the Academy **integration went as well as or better than expected**. They noted consistent communication between involved parties from NCWWI and their agency, and the variety of supports NCWWI provided, as important factors in their success. From the LDS' perspective, integration strengths included each agency's willingness to work as a team with NCWWI. One LDS noted, *"They were really receptive to our work and our involvement and our partnership ... They were very open to listening to feedback and suggestions in regards to implementation."*

When asked about specific supports that aided the Academy's implementation in interviews, training directors expressed appreciation for agency leadership buy-in and skills, as well as direct support from NCWWI. One training director explained:

[The LDS] has been just so adaptive and flexible with our agency. There's been no judgment. It's just been strategizing and meeting the demand. And that's been probably the most helpful part of this whole thing, is [our LDS'] ability to really go with what our workforce is saying and not fighting against it.

When asked how the Leadership Academy fit into the landscape of each agency's other trainings and staff development efforts, the training directors described the **suitability of the Academy content**. For example, one training director explained that existing training at their agency was tailored for new staff or lacked a child welfare focus, so the Academy *"really closed a gap for us that we knew we needed to fill, and we had been talking about it, and then here's this gift."* Another interview participant further shared that the Academy *"really fits with sort of a direction that I hope that our department can*



continue to grow in, which is how do we build not only leadership capacity but how do we help support the professional development for folks within our workforce.”

Sites also described a few challenges associated with integration of the Academy. For example, some participants were challenged because the time they spent to fulfill Academy obligations was done **in addition to their normal job duties** (i.e., their time was not protected, and their workloads were not reduced to allow time for the Academy, coaching, engaging in online modules, or working on change projects). One training director described their experience, saying:

When I heard [about the] Leadership Academy, I was like, ‘Wow this is great, this is exciting,’ and then, seeing the curriculum I got even more excited ... Those were my initial thoughts and then, once we got into the project, I was kind of confused because... I didn’t have time to look at the program through and through before we actually started it.

In addition, the pandemic had an unanticipated impact on implementation across sites. Academy integration was slowed as programming shifted to an all-virtual platform, rather than the intended format of in-person facilitated sessions following each online module. With the virtual setting came **technology barriers**, such as connectivity issues. Moreover, training directors and the LDS team indicated it would have been helpful to be in person to support relationship-building and learning but indicated that the virtual platform worked well overall. Despite these challenges, respondents generally reported that the Academy was successfully integrated into the agencies’ existing training systems.

LEADERSHIP ACADEMY FACILITATION/TRAINING

To gain perspectives on Academy facilitation, evaluators conducted interviews and a focus group with trainers and a 6-month follow-up LDS interview. Topics explored included the trainer selection process, NCWWI’s Training of Trainers (TOT), and overall experiences with participants, content, and format.

Trainer Selection and Training

At two sites, the training director and LDS oversaw the selection of trainers, while two sites created larger workgroups for this task, which included other agency managers. To help create a selection rubric, the site LDS recommended skill sets and key



competencies potential trainers needed to have. While most sites chose trainers from within the agency, some included external trainers:

- One site selected three trainers: the training director, another internal employee, and an external trainer from an organization affiliated with the university that partnered with the agency as part of their NCWWI participation.
- One site chose eight trainers from within their agency.
- One site chose 10 trainers they found either internally or within the state training office.
- A fourth site selected seven trainers from within their agency.

The team from one site highlighted the importance of taking the time to plan and select the “*right people*” to train, coach, and lead the Academy, noting that this laid the foundation for positive participant experiences. The LDS from another site commented on the usefulness of having multiple trainers, saying:

Having the three [trainers] there [during facilitated sessions] was good, because there was one that was just handling the chat and doing some of the other behind-the-scenes things; the other two were doing the trainings. And they really bought into the information and the curriculum, so I think that was good.

Once selected, trainers attended a foundational training program led by the LDS team – NCWWI’s Training of Trainers (TOT). This program included a walk-through of the Academy curriculum and a teach-back session. During this session the new trainers practiced delivering the material by facilitating a mini-session under the observation of

the LDS who could give feedback to help their training delivery. One site included additional training after the teach-back session (as recommended by the LDS); another site was not able to complete the teach-back session due to scheduling conflicts. Overall, **trainers were generally satisfied with the training they received.**

Additional evaluation of the TOT across sites revealed important strengths and challenges. In terms of



Our main goal as an agency is to build a stable and competent workforce. This Leadership Academy is definitely a step in that direction being that we have an opportunity to engage with what we feel is the most integral part of the puzzle, which is those middle managers.”



strengths, most participants were satisfied with the training as a whole and confident they could apply a racial equity and inclusivity lens in this role. Most sites also described the content and materials as “useful.” Trainers from one site explained that the opportunity to serve as an Academy trainer fit well with their current roles. One trainer stated, *“We facilitate other classes for social services. This kind of fit in the line of work that we do with our leaders in our agency,”* while another stated that *“it was a perfect marriage”* of their agency role and their trainer role.

Trainers across the sites differed, however, in their reported confidence that they had gained the necessary tools to succeed in their trainer role. The transition to online learning due to COVID-19 was particularly challenging for all sites. Moreover, some trainers offered recommendations for general TOT improvement, including:

- Provide a more thorough introductory overview of the TOT and NCWWI before trainers begin the TOT to help them better understand the project and what to expect (e.g., prework, coaching components) as they themselves are trained to facilitate the Academy
- Provide curriculum information to trainers sooner so they can prepare and make adaptations that are better suited to the Academy delivery in their agency
- Offer additional support for trainers such as content “refreshers” throughout their delivery of the Academy
- Ensure all trainers have the opportunity to practice their skills through the teach-back session (which some felt should include teaching *all* Academy modules) before having to facilitate the live class

Trainer Experience With Participants

A key aspect of the Leadership Academy for trainers was their experience with participants and how their experiences were impacted by in-person vs. virtual participation due to COVID-19. Most trainers noticed the sessions improved over time, in that **participants became more engaged** as they gained comfort with the online format; however, trainers from all sites described **several challenges** associated with completing the Academy online.

These challenges included:

- Issues with technology, such as access to equipment and reliable internet
- Participants multitasked or left their cameras off, making interactions with the trainer and team more limited



- Participants attended sessions unprepared or without completing session prework, partly due to other job responsibilities

Another key challenge was misunderstanding and/or miscommunication about change project expectations. One trainer explained:

We had some hiccups all the way around with not understanding the scope of change projects. That was definitely a big learning curve for us, which I don't think it could have been avoided. In hindsight, we probably could have done a much better job of explaining it, but we didn't understand it ourselves. That being said, the change projects are also one of the best things that's come out of Leadership Academy.

Despite challenges, sites developed effective strategies for supporting their participants. For example, one trainer added listening sessions between trainings to gather participant perspectives. Another trainer sent reminder emails about prework so participants could come to the trainings more prepared. Several trainers observed increased engagement when participants were placed in smaller breakout rooms. Overall, trainers reported some challenges to implementing the Academy online but were innovative in resolving issues. Over time they found participants gradually increased engagement with the Academy content, though they noted that engagement happened most efficiently and effectively when they were able to meet in person.

Leadership Academy Format

After the first full delivery of the Academy at each site, trainers were invited to participate in a focus group to share their experiences. While trainers across sites reported the **MyNCWWI platform was useful and provided all the tools** required to facilitate the training, they also acknowledged **some difficulty using the online platform**. For example, at some sites, participants had trouble accessing the curriculum/materials, navigating the platform, and accessing their login information. Moreover, trainers suggested that they and Academy participants would have benefited from having more time to learn any new software required for participation in the Academy (i.e., Adobe Connect at some sites when facilitated sessions moved online due to the pandemic). To overcome these challenges, trainers from one site described enhancing their communications with participants by including important materials in an email (e.g., PowerPoints, handouts, worksheets) and organizing multiple (2 to 3)



trainers to facilitate each session to provide thorough participant support while meeting virtually.

Academy Content

According to the trainers, participants valued the content of the Academy. Participants seemed to feel the **training concepts were well-aligned with other agency initiatives**. They also felt connected with the theoretical pieces of the curriculum, especially in the *Leading People* and *Leading for Results* sections, and easily provided their own personal examples during discussions. Across sites, participants particularly appreciated the concept of the ecomap and the curriculum's focus on relationships. On the benefits of the Academy content, one trainer explained, "*[The Academy gave] structure to how to make change happen*" and, "*The structure is going to keep us talking about things in a nonthreatening way that gets us to really think deeper and more deliberately about the work that we're doing.*"

Interview participants saw **change projects as a key vehicle for applying what they learned** in the Academy, and they saw the benefits of participant interaction and applied problem-solving, as one described, "*They had a chance to really work [together] through challenges [and] have strategies for developing how to get better, how to do better, and how to be better.*"

Although trainers felt participants appreciated and connected with the Academy content, trainers provided some specific recommendations for improvement:

- Updating workforce statistics and figures in the curriculum (some were outdated)
- Including more details or prompts on training slides for participants who may not be familiar with the information presented
- Adding a self-care component to support discussions on resilience and preventing burnout; trainers recommended that self-care be introduced in the beginning of the training and woven throughout all sections
- Placing more emphasis on workforce turnover data and racial equity data to reinforce the importance of including or considering these data in participants' change projects
- Providing real world, or "*directly relevant*" examples
- Starting with an introduction that clearly and holistically describes the Leadership Academy to help participants understand the broader picture



Agency and NCWWI Supports for Training

When asked about what supports they found helpful during training, interview participants highlighted feeling supported by NCWWI, agency training directors and leadership, and the LDS. For example, trainers described all the **NCWWI materials, including the trainer and coach manuals, as helpful**. One trainer appreciated how an individual from their agency who was in charge coordinating the Academy *“took time to check in and prep for the training.”* Another trainer especially valued the LDS, who provided guidance to launch the Leadership Academy and continued communicating with the trainer via the Leadership Academy Workgroup and monthly coaching calls.

Academy stakeholders also emphasized the **importance of agency leadership buy-in**. Effective leadership encouraged the implementation of the Academy, helped identify agency staff to serve as trainers and coaches, and partnered with universities. However, lack of support from agency leadership tended to lead to significant time constraints and inflexibility with participants’ daily responsibilities. In other words, without leadership buy-in, participants found themselves having less time to effectively participate in the Academy on top of doing their regular job.

COACHING

The coaching component was critical to the Academy’s effectiveness in its support of participants’ leadership development and efforts to successfully implement change projects. NCWWI evaluators explored coaching implementation through a 6-month follow-up LDS interview and focus groups with coaches.

Coach Selection and Training

Becoming a coach was voluntary. Across sites, coaches were recruited from within agencies by their direct supervisors, regional directors, or other agency leadership. Some sites recruited coaches from their community partners such as local universities. Factors considered for selecting coaches included: experience with coaching, position/job role, other relevant professional skills and experience, and availability. As one coach explained, *“The people who were chosen as coaches came to the table with a knowledge base and a skills base of leadership.”* These criteria led to the identification of eight to ten coaches per site to work with eight to 14 Academy participants.

Coaching Preparation

Once selected, coaches attended the 12-week NCWWI Virtual Coaching Learning Program (VCLP) that covered four modules: *Foundations of Coaching, Skills and*



Techniques of Coaching, Incorporating the Coaching Mindset, and Gauging Growth. The VCLP was facilitated by NCWWI staff who were certified through the International Coaching Federation (ICF).

Feedback on the post-training survey revealed that most VCLP participants *agreed* or *strongly agreed* that they were **satisfied with the training**. Across sites, all VCLP participants indicated that they increased their understanding of and gained confidence in coaching and relationship-building skills through the training. At two sites, all participants reported growth in their ability to apply a racial equity and inclusivity lens in their coaching. Recommendations for improvements to the VCLP varied from site to site. For example:

- Coaches from one site recommended having more time dedicated to breakout sessions and observing demonstrations and simulations.
- At two sites, coaches recommended having more time dedicated to learning the material and getting more feedback from the VCLP trainers.
- Some coaches also said they would have liked more ongoing support from the VCLP trainers as they started coaching.
- At one site where on-going focus groups were implemented by a member of agency leadership to support coaches with the virtual platform, one coach shared, *“I thought it was a really good setup for coaching strategies and some things that we could do to make the coaching relationship, build rapport, and have some strength.”*

In the 6-month follow-up focus group, coaches expressed satisfaction with the VCLP format, including the breakout sessions and the coaching manual that *“provided backup for the online/remote work the group was engaged in.”* Coaches particularly appreciated having regular contact with the LDS and support from other coaches. For example, coaches highlighted the effectiveness of the VCLP triad groups, in which coaches had the space to practice coaching skills with one another where one person served as the coach, one as coachee, and one as observer. One coach shared, *“Honestly I don't know that I would choose to continue to be a coach if I had to do it in isolation without others to lean into. It was really, really valuable just to have that network of people.”*

Overall Coaching Experience

Overall, coaches described coaching as a positive experience and enjoyed the opportunity. They observed how participants' engagement grew over time and how they developed confidence, reflective practices (such as observing when to “step back”), and



decision-making skills around change projects. Coaching was a valuable asset to the participants, and coaches believed this type of support would provide value to individuals in any job position.

Coaches also felt that they (themselves) grew personally and professionally; they appreciated the opportunity to meet new people and help facilitate systematic change. One coach shared:

I saw it as a privilege to be a part of the program. Again, I think it was as beneficial for me as it was the person I worked with, and if I'm allowed the opportunity and I have the time, I'd love to do it again.

Experience Coaching Participants

Coaches observed that **participants were engaged in coaching** (when they had the time) and demonstrated growth in confidence, conflict resolution skills, and decision-making around change projects. One coach observed, *"I just feel like the coaching portion of this Academy strengthens so much skill set in so many positive ways, and it would have such a positive impact across the state."* However, participants struggled to find the time for the Academy (including the coaching component), and some participants ultimately chose to withdraw from the Academy due to competing demands. One coach described helping their coachee who focused on:

[T]he barriers and the challenges that they were facing either participating in this project and/or their everyday work ... it was hard for them to kind of pull away from that and really invest in this project, so a lot of our time was trying to apply the skills that they were trying to learn in this project to their everyday work and the barriers that they were currently facing.

Coaches from two sites described challenges they encountered regarding level of engagement with participants. They explained some participants were *"voluntold' into the program,"* which led to a *"big expectation mismatch"* where coaches were met with *"a lot of resistance because [the participants] didn't want to be there."* The following quote reflects how participants' level of engagement impacted coaching experiences:

I guess it depends on the person. I feel like one of them really understood what this was supposed to be and wanted to take advantage of it very early, and the other person didn't quite get what it was supposed to be, but eventually found some use for it.



Over time, coaches felt better able to identify opportunities to apply their skills and knowledge to expand their relationships with participants during their coaching sessions. Coaches observed that the **360° Leadership Assessment feedback helped them establish their coaching relationship** by identifying areas for participants to work on and providing participants with information to back up what they thought they knew about themselves. One coach shared:

I observed that the 360° [Leadership] Assessment was really a huge benefit for my coachee—just seeing what she was good at, what people thought about her and her leadership, and then it also showed her areas where she needed to strengthen her leadership. Those are some of the things that we talked about during her coaching, and she was able to kind of work on protecting her time as a supervisor, setting boundaries, and so I saw her grow in that way.

In terms of connecting with participants, coaches indicated that the **virtual platform worked well and reduced barriers to engagement**. It eliminated travel restrictions and allowed scheduling flexibility, which was essential due to the nature of the coaches' and participants' organizational roles. Although the pandemic may have interrupted the momentum of some Academy efforts and activities, some coaches believed that coaching virtually *"was probably the only way we were going to ever have this one-on-one [coaching session]."* In general, coaches felt a hybrid coaching model (some in person, some virtual), as well as flexibility within the coaching sessions, would likely improve the quality of participants' experiences.

Coaching Around Change Projects

Coaches noted that Academy participants and coaches both experienced confusion and **feelings of unreadiness related to change project expectations**. Over time, coaches learned to respond and adapt their coaching sessions based on participant cues, particularly at times when participants seemed *"overwhelmed by their change project on top of other work."* Coaching around change projects often became pragmatic, such as helping coachees identify what was stalling the project, assessing their progress, and strategizing what they needed to move forward.

Agency and NCWWI Supports for Coaching Training

When asked what supports the agency and NCWWI provided that were helpful in their role as a coach, some coaches indicated that they felt supported by their agency leadership to fulfill the training and individual meeting requirements of their coaching



role. This included *“uninterrupted time to go to the virtual classes and monthly meetings,”* as well as the flexibility they needed to incorporate coaching duties into their work schedules. Other coaches felt supported by NCWWI. Coaches from multiple sites highlighted the importance of the LDS, who offered clarification, coaching tools, and consistent and timely communication, including the monthly LDS check-in calls. According to a coach at one site, the LDS was receptive to feedback and was also willing to be flexible and offer assistance when issues emerged in coaching sessions.

Recommendations about Coaching

Overall, coaches indicated that they enjoyed the coaching opportunity, with some sites hoping to continue with coaching. Coaches and the LDS team had several recommendations regarding coaching implementation that included:

- Preparing coaches before they attend the VCLP by offering a more in-depth orientation to the Academy and what their roles and responsibilities will be
- Continuous quality improvement supports that include gathering information on coaches’ needs and supports during the Academy and having ongoing coaching triads where coaches get to practice providing support and feedback
- For each Academy cohort, securing an ongoing group of experienced coaches who are reliably skilled and have the same process
- Offering a hybrid coaching platform for future cohorts to balance the benefits of virtual flexibility with the quality of in-person interactions
- Ensuring agency support of participants’ Academy responsibilities so they can engage more fully in the coaching component
- Exploring the benefits, drawbacks, and implications of having coaches and participants originating from the same region, including considerations related to travel and participant confidentiality

Leadership Academy Sustainability

While overall Academy implementation went well, some lessons learned along the way guided real-time adjustments and others will be addressed in future deliveries of the Academy. Lessons learned from Academy stakeholders’ perspectives (i.e., Academy training directors, trainers, coaches, and NCWWI LDS) tended to relate to communication with participants and Academy format and delivery, particularly when using an online platform and when introducing change projects.



COMMUNICATION WITH PARTICIPANTS

The importance of communication was noted by several stakeholders across sites, particularly regarding giving participants a better understanding of the Academy's purpose, the necessary time commitment, and change projects. Recommendations included:

- *Utilize many communication pathways* to allow potential participants to better understand what participation requires; for example, emails, Q&A sessions with past participants and trainers, and FAQ materials
- *Provide clearer guidance to selected participants* about the Academy's time commitment, relevance and applicability to their work, and change project commitments
- *Message the value of the Academy* to help potential participants better understand how they can *"use it to benefit them in the practice,"* as shared by one training director
- *Provide a clearer overview of the Academy* so participants can get the *"bigger picture"* of the components, expectations, and support roles
- *Allow trainers and coaches to participate in the Leadership Academy* so they can have first-hand experience of the curriculum and change projects as well as gain experience in how to apply their learning to their jobs; this will also support relationship development between coaches and participants
- *Provide more clarity around change projects*, such as what they are, how long they take, how they fit with the Academy, and how they can be supported through coaching

Some stakeholders also recommended creating opportunities for ongoing, agency-wide communication about the Academy and leadership skills and concepts, particularly through using personal communications, such as in-person discussions, rather than relying only on emails. Interview participants felt the messages about Academy participation could be more positive and even congratulatory, such as celebrating graduates of the Academy or having an Academy newsletter.

FORMAT AND DELIVERY

Academy stakeholders shared lessons learned related to the delivery format of the Academy, as well as challenges related to understanding the scope and breadth of all the Academy components. Recommendations included:

- *Provide trainers and coaches more time* to do a thorough review of the curriculum before interacting with Academy participants and customize their training delivery to



include more applicability to their agency practice and to participants' roles in their agency

- *Provide clarity about coaching expectations to both coaches and participants* to provide more consistent experiences for all participants
- *Support more staff* to go through the VCLP and be trained as Academy coaches

Furthermore, trainers from some sites noted the strength of having a virtual Academy, since it allowed for greater participation and reduced travel time. However, not all sites had equal access to technology, and some trainers had limited experience with online trainings. Some recommendations to address these issues for future virtual deliveries of the Academy, including:

- *Provide hands-on training* on how to access the online platform and navigate the modules in MyNCWWI before training begins
- *Share PowerPoint decks, handouts, etc.* with participants at the start of each module for those who have problems accessing the online modules
- *Provide examples* of how participants can work the online modules into their daily schedules so that they do not delay and experience a time crunch before the facilitated sessions

In terms of change projects, stakeholders across sites agreed additional clarity was needed at the beginning of the Academy so participants understood their options and expectations. Specific recommendations around change projects included:

- *Provide a list of example change projects* that have been selected by previous Academy participants; agencies could also build their own list of potential projects that align with agency priorities
- When going into breakout rooms, *group participants with similar change projects together*—this would allow participants to have thought partners for sharing ideas and suggestions OR allow multiple participants to *collaborate on the same change project*
- *Support participants throughout change project implementation and after the Academy.* Trainers, coaches, and agency leadership can help participants make connections with others in the agency who are in a position to provide resources for the technical aspects of their change projects (e.g., help gather data from existing sources or collect new data) and also help them maintain progress toward implementation



INTEGRATION OF THE ACADEMY INTO AGENCY STAFF DEVELOPMENT/TRAINING SYSTEMS

Academy stakeholders (training directors, trainers, coaches, and NCWWI LDS) were asked how the Academy could become a sustainable part of their agencies' trainings. Responses involved both technical and adaptive aspects of the Academy's structure and content. Across sites, stakeholders expressed hope the Academy would continue to be delivered in the future. Some stakeholders noted that, from the beginning, the integration of each component of the Academy was designed with sustainability in mind, particularly regarding staffing and delivery. While some sites would require more adaptations to the Academy implementation than others, particularly when considering technological needs, stakeholders were largely optimistic. With this perspective in mind, stakeholders provided the following **recommendations for sustainable integration** of the Academy into agencies' staff development systems:

- Engaging Academy graduates in becoming coaches, trainers, or facilitators
- Engaging more with University Partners who may be willing to help with evaluation, training, and/or capacity building
- Ensuring leadership buy-in and support for trainers, coaches, and participants (e.g., providing them protected time to allow them to do their work to support and engage in the Academy)
- Carefully selecting trainers and coaches who are well-equipped with the necessary time and skills to support participants and implement the curriculum

Stakeholders across sites further emphasized the importance of staffing the Academy well by working toward maintaining *"a robust pool of [trainers] and coaches"* and keeping them engaged in the Academy. The following quote reflects stakeholders' perceptions of the need for **ongoing professional development** for staff who are supporting Academy participants:

I think just even, like, ongoing professional development... for folks that are maybe in the coaching or [trainer] role. Because I think that we all...can continue to grow as coaches or grow as [trainers] specific to the content, specific to the



I do see [the Academy] as a really good opportunity and a need for our workforce and for our organization."



delivery of the content. I think that that's just an ongoing thing... Because a lot of times we're sort of operating based on what we know needs to be done as opposed to being able to take that a step back and engage in our own learning in a way that really helps us... evolve... how we do what we do. So I think just that's an ongoing professional development opportunity and need.

Summary

The Leadership Academy consisted of a NCWWI 360° Leadership Assessment and individual coaching process followed by online modules interspersed with real-time facilitated virtual sessions. Overall, Academy participants were satisfied with their experiences and motivated to use what they learned in their day-to-day work. Participants indicated they had grown in many key areas, particularly in training competencies related to implementation such as:

- The opportunity to transfer learning to their jobs and workplaces
- Using ecomapping
- Using the Plan-Do-Study-Act (PDSA) cycle
- “Getting on the Balcony” to gain perspective
- Developing a vision statement and applying a phased implementation approach for a change project
- Applying a racial equity lens to their change projects

On average, participants significantly increased how often they engaged in a range of leadership behaviors and many also grew closer to being the type of leader they hoped to be. In general, while some encountered challenges as they developed and attempted to implement change projects, most participants indicated their projects aligned with their agencies’ priorities, their personal values, and their job responsibilities. Moreover, despite logistical hurdles, the change projects brought to light much of the learning and development they had accomplished as leaders during the Academy.

From an administrative perspective, while it took time to secure needed resources and staffing support, integrating the Academy into sites’ existing training systems went well. Although the Academy had a positive impact overall, one site determined the Academy was not feasibly sustainable without additional supports (i.e., training staff who would serve as trainers or coaches, increased technological capacity, and staff availability to engage in the Academy).



Participants and staff who supported the Academy found it to be a valuable contribution to existing training and professional development options at their agencies. The method of selecting and training trainers and coaches was largely effective across sites. Furthermore, the continued support from NCWWI, in addition to participant feedback loops that allowed for timely adjustments to processes and procedures, contributed to successful Academy implementation.

In sum, NCWWI evaluation results suggest the Leadership Academy increased participants' leadership competencies by increasing their knowledge, skills, and ability to develop and implement a meaningful change project that aligned with agency workforce efforts. The careful planning that went into integrating the Academy and the systems put in place along the way bode well for Academy sustainability and continued leadership development at these agencies.



Appendix A: Measures

| Measure | Number of Items | What It Assesses | Type of Scale | Sample Item | Time Point(s) Administered |
|--------------------------------|---------------------------|--|-------------------------|---|-------------------------------------|
| Training Satisfaction | 11 | Level of satisfaction with the training content, format, and trainers | 4-point Agreement Scale | "I will be able to use the skills I learned in training in my work setting." | Post-training |
| Training Competencies | 22 | Competency domains and learning objectives from the Academy curriculum | 4-point Agreement Scale | "I understand the concept of Getting on the Balcony as a strategy for gaining perspective." | Pre- and post - training |
| Learning Transfer | 9 | The degree to which new learnings may be transferred to the workplace | 4-point Agreement Scale | "I am motivated to use what I learned in the Leadership Academy." | 6-month follow-up |
| Leadership Competencies | 33 | Level of behavioral competency across five leadership domains | 5-point Frequency Scale | "Hold staff accountable for high quality and timely results" | Pre-post and 6-month follow-up |
| Ideal Self as Leader | 1 | How closely participant resembles their ideal self as a leader | 1–10 Sliding Scale | "Indicate on the sliding scale how closely you resemble your ideal self as a leader." | Pre-post and 6-month follow-up |
| Change Project | 6 (post) 5 (follow-up) | Participants' attitudes regarding their change projects | 4-point Agreement Scale | "At work, I have the supports that I need to implement my change project." | Post-training and 6-month follow-up |
| Coaching | 8 (post) 6 (follow-up) | Participants' satisfaction with their coaching experiences | 4-point Agreement Scale | "The coaching sessions helped me develop and implement my change project." | Post-training and 6-month follow-up |



Appendix B: Training Satisfaction

| <i>Statement</i> (4-point scale where 1 = <i>Strongly Disagree</i> , 4 = <i>Strongly Agree</i>) | <i>Post-Training</i> (<i>N = 40-41</i>) | |
|---|--|----------------------------------|
| | <i>M (SD)</i> | <i>% Agree or Strongly Agree</i> |
| Whole Scale | 3.0 (0.5) | |
| Online Modules | 3.0 (0.5) | |
| 1. The training goals and objectives were clear. | 3.0 (0.6) | 83% |
| 2. The training content was well organized. | 2.9 (0.7) | 81% |
| 3. The training engaged my interest. | 3.0 (0.6) | 83% |
| 4. The information presented was relevant to the situations I encounter in my work. | 3.1 (0.5) | 93% |
| Virtual Trainer-Facilitated Component | 3.1 (0.6) | |
| 5. The goals and objectives of the facilitated sessions were clear. | 3.0 (0.7) | 83% |
| 6. The small-group breakout sessions resulted in useful discussions with peers. | 3.2 (0.8) | 85% |
| 7. The facilitated sessions engaged my interest. | 3.0 (0.7) | 81% |
| 8. The trainers seemed knowledgeable about the content. | 3.2 (0.7) | 85% |
| Overall Leadership Academy | 3.0 (0.6) | |
| 9. I will be able to use the skills I learned in training in my work setting. | 3.2 (0.5) | 93% |
| 10. Participating in the Leadership Academy was a good use of my time. | 2.9 (0.7) | 73% |
| 11. Overall, I am satisfied with this training. | 3.0 (0.6) | 78% |



Appendix C: Training Competencies

| <i>Statement</i> (4-point scale where 1 = <i>Strongly Disagree</i> , 4 = <i>Strongly Agree</i>) | <i>Pre-Training</i> (N = 61) | | <i>Post-Training</i> (N = 39-40) | |
|---|---------------------------------|----------------------------------|-------------------------------------|----------------------------------|
| | <i>M (SD)</i> | <i>% Agree or Strongly Agree</i> | <i>M (SD)</i> | <i>% Agree or Strongly Agree</i> |
| Whole Scale | 2.9 (0.3) | | 3.1 (0.4) | |
| Fundamentals of Leadership | 3.0 (0.4) | | 3.2 (0.4) | |
| 1. I have a good understanding of my own leadership strengths and challenges. | 3.1 (0.5) | 93% | 3.3 (0.4) | 100% |
| 2. I understand the concept of Getting on the Balcony as a strategy for gaining perspective. | 2.8 (0.6) | 69% | 3.3 (0.5) | 98% |
| 3. I can utilize a racial equity lens to achieve outcomes that are inclusive and address disparity. | 3.0 (0.6) | 87% | 3.2 (0.4) | 100% |
| 4. I know how to develop a personal vision statement based on my values. | 2.9 (0.5) | 80% | 3.2 (0.5) | 93% |
| Leading Change | 2.7 (0.5) | | 3.1 (0.5) | |
| 5. I understand how to inspire with vision and motivate a team to implement change. | 3.2 (0.6) | 90% | 3.2 (0.5) | 95% |
| 6. I can communicate a shared vision to promote successful change project implementation. | 3.1 (0.5) | 90% | 3.2 (0.5) | 95% |
| 7. I know how to develop a vision statement and design a change project using a systems perspective. | 2.5 (0.7) | 43% | 3.1 (0.6) | 85% |
| 8. I have a good understanding of the five stages of change and the needs of individuals at each stage. | 2.4 (0.7) | 33% | 3.0 (0.5) | 88% |
| 9. I know how to apply phased implementation to lead a change project. | 2.5 (0.6) | 41% | 3.0 (0.5) | 87% |
| Leading in Context | 3.0 (0.3) | | 3.1 (0.4) | |
| 10. I understand how to partner with stakeholders who have diverse viewpoints to facilitate positive relationships. | 3.2 (0.5) | 97% | 3.3 (0.5) | 100% |
| 11. I can use an eco-mapping process to identify and assess partner relationships for change projects. | 2.6 (0.6) | 57% | 3.0 (0.7) | 85% |
| 12. I know how to manage and resolve conflicts in a constructive manner and create a safe environment for the expression of diverse opinions. | 3.1 (0.5) | 93% | 3.1 (0.5) | 93% |



| | | | | |
|---|------------------|-----|------------------|------|
| 13. I can effectively negotiate, influence, and partner with team members. | 3.2 (0.5) | 93% | 3.2 (0.5) | 97% |
| 14. I know how to build relationships with partners while applying cultural humility and the Principles of Partnership. | 3.0 (0.6) | 82% | 3.2 (0.4) | 100% |
| Leading for Results | 2.7 (0.5) | | 3.1 (0.6) | |
| 15. I know how to use data in decision-making. | 3.1 (0.6) | 90% | 3.3 (0.6) | 93% |
| 16. I understand how to use data to evaluate racial disparities in service delivery and workforce development. | 2.7 (0.7) | 64% | 3.1 (0.6) | 90% |
| 17. I can describe how the Plan-Do-Study-Act (PDSA) cycle is used in implementation. | 2.1 (0.7) | 18% | 2.9 (0.7) | 73% |
| 18. I can identify data source(s) to measure the progress and outcomes of change efforts. | 2.8 (0.7) | 74% | 3.1 (0.6) | 92% |
| Leading People | 3.1 (0.4) | | 3.2 (0.4) | |
| 19. I understand the role leaders have in creating a stable, committed, and competent workforce. | 3.3 (0.5) | 98% | 3.4 (0.5) | 100% |
| 20. I can describe strategies for helping to build resilience in my staff. | 3.0 (0.6) | 79% | 3.2 (0.4) | 98% |
| 21. I know how to create a culture that supports leadership at all levels. | 3.0 (0.6) | 80% | 3.1 (0.5) | 90% |
| 22. I can foster an inclusive workplace where diversity and individual differences are valued. | 3.2 (0.5) | 97% | 3.2 (0.4) | 100% |



Appendix D: Learning Transfer

| <i>Statement</i> (4-point scale where 1 = <i>Strongly Disagree</i> , 4 = <i>Strongly Agree</i>) | <i>6-Month</i> (<i>N = 31</i>) | |
|--|-------------------------------------|----------------------------------|
| | <i>M (SD)</i> | <i>% Agree or Strongly Agree</i> |
| Whole Scale | 3.2 (0.5) | |
| Relevance/Applicability/Motivation | 3.2 (0.5) | |
| 1. The Leadership Academy was relevant to my job. | 3.3 (0.5) | 100% |
| 2. During the training, I was thinking of ways I could apply the training content to the job. | 3.3 (0.5) | 97% |
| 3. During the training, it was useful to discuss ideas with other people. | 3.3 (0.6) | 94% |
| 4. As a result of participating the Leadership Academy, I have developed new skills. | 3.1 (0.7) | 84% |
| 5. As a result of participating in the Leadership Academy, I have been (or will be) more effective in my work. | 3.1 (0.7) | 84% |
| 6. I am motivated to use what I learned in the Leadership Academy. | 3.1 (0.7) | 84% |
| 7. I have already used some of what I learned in the Leadership Academy on the job. | 3.2 (0.7) | 87% |
| Workforce Transfer Support | 3.0 (0.7) | |
| 8. I feel supported by my supervisor in developing my leadership skills. | 2.9 (1.0) | 68% |
| 9. My co-workers are supportive of my efforts to become a better child welfare leader. | 3.1 (0.6) | 87% |



Appendix E: Leadership Competencies

| <i>Statement</i> (5-point scale where 1 = <i>Almost never</i> , 2 = <i>Sometimes</i> , 3 = <i>About half the time</i> , 4 = <i>Usually</i> , 5 = <i>Almost always</i>) | <i>Pre-Training</i> (N = 49-61) | | <i>Post-Training</i> (N = 35-40) | | <i>6-Month</i> (N = 28-32) | |
|--|------------------------------------|------------|-------------------------------------|------------|-------------------------------|------------|
| | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> |
| Whole Scale | 4.3 | 0.4 | 4.5 | 0.4 | 4.4 | 0.4 |
| Leadership Fundamentals | 4.5 | 0.4 | 4.6 | 0.3 | 4.6 | 0.2 |
| 1. Listen carefully to input and feedback from others | 4.5 | 0.6 | 4.8 | 0.4 | 4.8 | 0.4 |
| 2. Communicate effectively with all levels of staff | 4.2 | 0.7 | 4.5 | 0.6 | 4.5 | 0.6 |
| 3. Influence others in the agency to translate vision into action | 3.9 | 1.0 | 4.0 | 0.8 | 4.0 | 0.7 |
| 4. Treat others with courtesy, sensitivity, and respect | 4.9 | 0.3 | 4.9 | 0.3 | 5.0 | 0.2 |
| 5. Set a personal example of what I expect from others | 4.7 | 0.5 | 4.8 | 0.5 | 4.8 | 0.4 |
| 6. Behave in an honest, fair, and ethical manner | 4.9 | 0.3 | 5.0 | 0.2 | 4.9 | 0.3 |
| 7. Consider how a policy, practice, or procedure impacts racially diverse individuals | 4.3 | 0.9 | 4.3 | 0.8 | 4.6 | 0.6 |
| 8. Promote equity by engaging staff with diverse perspectives in organizational decision-making | 4.3 | 0.9 | 4.4 | 0.8 | 4.3 | 0.7 |
| Leading Change | 4.2 | 0.5 | 4.4 | 0.5 | 4.3 | 0.5 |
| 9. Encourage new ideas and innovations | 4.3 | 0.7 | 4.5 | 0.6 | 4.4 | 0.6 |
| 10. Willing to question or improve upon existing processes or approaches | 4.4 | 0.7 | 4.6 | 0.5 | 4.5 | 0.7 |
| 11. Demonstrate awareness of how local, state, and national policies and trends might affect the agency | 4.0 | 0.8 | 4.3 | 0.9 | 4.2 | 0.8 |
| 12. Readily adapt to new information, changing conditions, or unexpected obstacles | 4.2 | 0.6 | 4.6 | 0.6 | 4.3 | 0.8 |
| 13. Monitor progress on change efforts (or initiatives) and make course corrections as needed | 4.2 | 0.8 | 4.4 | 0.7 | 4.4 | 0.7 |
| 14. Take action to improve policy, practice, or procedures to | 3.8 | 1.1 | 4.2 | 0.9 | 4.3 | 0.8 |



| | | | | | | | |
|----------------------------|--|------------|------------|------------|------------|------------|------------|
| | positively impact racially diverse staff | | | | | | |
| 15. | Generate buy-in with staff around proposed system or practice changes | 4.1 | 0.8 | 4.4 | 0.8 | 4.2 | 0.8 |
| Leading in Context | | 4.1 | 0.5 | 4.3 | 0.7 | 4.1 | 0.7 |
| 16. | Collaborate internally and externally to build relationships and achieve common goals | 4.4 | 0.5 | 4.7 | 0.5 | 4.4 | 0.8 |
| 17. | Operate skillfully within the political environment to address issues | 3.8 | 0.9 | 4.0 | 1.1 | 3.7 | 1.1 |
| 18. | Advocate for a position and gain cooperation | 4.1 | 0.8 | 4.1 | 1.0 | 4.1 | 1.0 |
| 19. | Manage and resolve conflicts and disagreements in a constructive manner | 4.2 | 0.7 | 4.4 | 0.7 | 4.2 | 0.8 |
| 20. | Solicit diverse perspectives to foster an inclusive organizational culture | 4.1 | 0.8 | 4.3 | 0.8 | 4.1 | 0.6 |
| Leading for Results | | 4.3 | 0.6 | 4.5 | 0.5 | 4.3 | 0.5 |
| 21. | Hold staff accountable for high-quality and timely results | 4.4 | 0.8 | 4.7 | 0.6 | 4.3 | 0.7 |
| 22. | Use data to inform strategies for racially equitable service delivery | 3.9 | 1.2 | 4.1 | 1.0 | 3.8 | 1.1 |
| 23. | Make data-informed and timely decisions | 4.2 | 0.8 | 4.2 | 1.0 | 4.1 | 0.8 |
| 24. | Set high standards of performance and strive to achieve them | 4.4 | 0.9 | 4.6 | 0.6 | 4.6 | 0.6 |
| 25. | Set work priorities while considering resource requirements | 4.4 | 0.7 | 4.6 | 0.5 | 4.4 | 0.6 |
| 26. | Engage in dialogue to explore alternative solutions to problems | 4.6 | 0.5 | 4.6 | 0.6 | 4.5 | 0.6 |
| Leading People | | 4.4 | 0.4 | 4.6 | 0.4 | 4.6 | 0.4 |
| 27. | Stay calm and clear-headed under high stress or during a crisis | 4.3 | 0.8 | 4.8 | 0.4 | 4.3 | 0.9 |
| 28. | Provide opportunities for staff development and growth | 4.2 | 0.8 | 4.4 | 0.8 | 4.5 | 0.7 |
| 29. | Give people the right amount of freedom and choice in determining how to do their work | 4.3 | 0.7 | 4.5 | 0.7 | 4.6 | 0.5 |
| 30. | Encourage people to work collaboratively to achieve goals | 4.6 | 0.6 | 4.7 | 0.5 | 4.7 | 0.5 |



| | | | | | | |
|--|-----|-----|-----|-----|-----|-----|
| 31. Foster an inclusive environment that values all types of diversity and opinion | 4.5 | 0.6 | 4.6 | 0.5 | 4.7 | 0.5 |
| 32. Contribute to a positive organizational climate | 4.6 | 0.6 | 4.7 | 0.5 | 4.7 | 0.5 |
| 33. Encourage dialogue and learning opportunities to advance equity and inclusion among the workforce | 4.3 | 0.7 | 4.4 | 0.7 | 4.5 | 0.6 |



Appendix F: Change Projects

| <i>Statement</i> (4-point scale where 1 = <i>Strongly Disagree</i> , 4 = <i>Strongly Agree</i>) | <i>Post-Training</i> (<i>N</i> = 33-37) | | <i>6-Month</i> (<i>N</i> = 26-27) | |
|---|---|----------------------------------|---------------------------------------|----------------------------------|
| | <i>M (SD)</i> | <i>% Agree or Strongly Agree</i> | <i>M (SD)</i> | <i>% Agree or Strongly Agree</i> |
| Whole Scale | 3.0 (0.5) | | 2.9 (0.7) | |
| 1. There was adequate time to plan the details of my change project. | 2.8 (0.7) | 70% | Not asked | |
| 2. I am satisfied with the support I have received from my supervisor about implementing my change project. | 3.3 (0.6) | 91% | 3.1 (1.1) | 78% |
| 3. I don't know how to move forward with implementing my change project. | 1.9 (0.9) | 22% | 1.9 (0.6) | 11% |
| 4. At work, I have the supports that I need to implement my change project. | 3.2 (0.6) | 94% | 3.0 (0.8) | 82% |
| 5. I'm too busy at work to focus on implementing my change project. | 2.5 (0.9) | 46% | 2.4 (0.9) | 41% |
| 6. I will be [was] able to successfully implement my change project. | 3.1 (0.7) | 85% | 2.6 (1.0) | 50% |



Appendix G: Coaching

| <i>Statement</i> (4-point scale where 1 = <i>Strongly Disagree</i> , 4 = <i>Strongly Agree</i>) | <i>Post-Training</i> (<i>N = 36-38</i>) | | <i>6-Month</i> (<i>N = 26-28</i>)* | |
|---|--|----------------------------------|---|----------------------------------|
| | <i>M (SD)</i> | <i>% Agree or Strongly Agree</i> | <i>M (SD)</i> | <i>% Agree or Strongly Agree</i> |
| Whole Scale | 3.1 (0.8) | | 3.5 (0.6) | |
| 1. Participating in the 360° assessment was helpful for my leadership development. | 3.3 (0.8) | 92% | Not asked | |
| 2. I am satisfied with the coaching I received around my 360° results. | 3.2 (0.8) | 87% | Not asked | |
| 3. The coaching sessions supported me in creating a Leadership Development Plan. | 3.1 (0.9) | 75% | 3.6 (0.6) | 93% |
| 4. The coaching sessions helped me understand my strengths/challenges as a leader. | 3.2 (0.8) | 81% | 3.6 (0.6) | 96% |
| 5. My coach checked in to see how I was applying what I learned in the Academy to my work. | 3.1 (1.0) | 74% | 3.5 (0.6) | 93% |
| 6. The coaching sessions helped me develop and implement my change project. | 3.1 (0.9) | 76% | 3.4 (0.7) | 85% |
| 7. The coaching sessions were a good use of my time. | 3.1 (1.0) | 76% | 3.6 (0.6) | 93% |
| 8. Overall, I am satisfied with my coaching experience. | 3.2 (0.9) | 79% | 3.5 (0.6) | 96% |

*Several participants (4-6) replied "Not Applicable" to items in this scale at 6-month follow-up, and they were not counted toward the mean scores or percentages in this table.

