QUALITY IMPROVEMENT CENTER ON ENGAGING YOUTH IN FINDING PERMANENCY

Outcome Workforce Survey Report: Comparing Baseline and 6-month Follow-up Survey Responses

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Children's Bureau

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Executive Summary

Introduction

The Quality Improvement Center on Engaging Youth in Finding Permanency (QIC-EY) is a five-year cooperative agreement funded by the Administration on Children, Youth & Families, Children's Bureau. Five partner agencies, including Spaulding for Children, the New England Association of Child Welfare Commissioners and Directors (NEACWCD), the University of Nebraska at Lincoln (UNL), and the University of Washington (UW) collaborated to develop a workforce and coaching training to enhance youth engagement practices related to permanency planning and case planning.

The QIC-EY is being rigorously evaluated. A key component of this evaluation includes the child welfare workforce survey, which assesses the short- and long-term outcomes identified in the QIC-EY logic model (see Appendix A). The purpose of this report is to share the cross-site findings from the **Michigan, Montana, Missouri, Nebraska, and Rhode Island** sites' baseline and 6-month follow-up workforce outcome survey and assess whether and how the QIC-EY training and coaching helped better prepare supervisors and caseworkers to engage children and youth in permanency planning and case planning.

Methodology

This report contains analyses of workforce outcome survey data collected from 703 site participants (382 in the QIC-EY group and 321 in the comparison group) who completed both the baseline and 6-month follow-up surveys by November 2024. For those in the QIC-EY group, caseworkers participated in the QIC-EY workforce training, while supervisors participated in both the QIC-EY workforce training and the QIC-EY coaching training. Those in the comparison group received training as usual. The analysis approaches used in this report included frequencies and descriptive statistics, effect size measures, t-tests, Chi squares, ANCOVA, and binary logistic regression, depending on the nature of the data being analyzed. Additionally, regression imputation was used to account for missing data. To assess the effects of the program, statistical comparisons measured differences between the QIC-EY intervention and comparison groups' changes in scores from baseline to follow-up and controlled for the number of years worked in child welfare, education level, race, ethnicity, age, the intervention site, and baseline scores. For each scale in which statistical comparisons were conducted, statistically significant findings were reported ($p<0.05$), as well as results that approached but did not reach significance ($p<0.10$).

The workforce outcome survey assesses the nine outcomes included in the QIC-EY logic model (See Appendix A). For each outcome, one or more survey measures (sets of survey questions) are used. For each survey measure, one or more **sub-outcomes are assessed to determine how well the QIC-EY program is meeting its outcomes**. Differences between QIC-EY and the comparison group changes between baseline and 6-month follow-up were assessed for statistical significance, and **effect sizes** were calculated to determine whether any differences between groups were small, medium, or large.

Findings

Findings are reported for both QIC-EY and comparison group participants and are separated into supervisor and caseworker subgroups. Note that all findings are based on information reported *by participants* and are, therefore, subject to the participants' perceptions.

Supervisor Overview

From baseline to the 6-month follow-up, supervisors in the QIC-EY group showed greater improvements across more sub-outcomes than the comparison group. The **QIC-EY supervisors** exhibited statistically significant improvements over the comparison group, with **medium differences in 2% of sub-outcomes** (1 out of 59 total) and small but statistically significant differences in 3% of sub-outcomes (2 out of 59 total). Conversely, the **comparison group supervisors** outperformed the QIC-EY group, with small but statistically significant differences in 2% of sub-outcomes (1 out of 59 total).

Supervisor Summary Table

In Table 1 below, we provide an overview of changes in QIC-EY outcomes for supervisors. Specifically, the table shows **(1)** the outcomes, **(2)** the number of sub-outcomes used to assess each outcome, **(3)** the percent of sub-outcomes for each outcome that the QIC-EY group showed statistically significantly greater improvements (separated by effect size: small and medium), and **(4)** the percent of sub-outcomes for each outcome that the comparison group showed statistically significantly greater improvements (separated by effect size: medium and small). Please see the ***Summary of Findings*** and ***Findings*** sections for more detail, as well as for information on those sub-outcomes that saw no change.

Table 1

Supervisor Overall Outcome Changes

Outcome	# of Sub-outcomes	QIC-EY Group		Comparison Group	
		% of Sub-outcomes with Greater Improvement		% of Sub-outcomes with Greater Improvement	
		Small Improvements	Medium Improvements	Small Improvements	Medium Improvements
Short-Term					
(1) Increased workforce preparedness/capacity in the engagement of children and youth	9	0%	0%	0%	0%
(2) Increased levels of efficacy & job satisfaction	3	0%	0%	0%	0%
(3) Increased youth satisfaction with the level of engagement child welfare & courts staff have with them	This is captured in the youth survey.				
(4) Increased # of children/youth participating in permanency planning	7	0%	0%	0%	0%
(5) Increased # of children/youth participating in permanency planning hearings and case planning meetings	12	0%	0%	**8%**	0%
(6) Marked change in philosophy and culture related to engagement of youth by child welfare staff and court personnel	11	**18%**	0%	0%	0%

Outcome	# of Sub-outcomes	QIC-EY Group		Comparison Group	
		% of Sub-outcomes with Greater Improvement		% of Sub-outcomes with Greater Improvement	
		Small Improvements	Medium Improvements	Small Improvements	Medium Improvements
(7) Increased use of EY tools by child welfare & courts	This outcome is measured within the next outcome. Additionally, it is measured with process evaluation.				
Long-Term					
(8) Increased implementation of policies & practices that reflect child welfare systems commitment to EY practices	8	0%	**13%**	0%	0%
(9) Increased levels of efficacy & job satisfaction	8	0%	0%	0%	0%
Additional Outcome					
Relational Permanence	1	0%	0%	0%	0%

Caseworker Overview

From baseline to 6-month follow-up, caseworkers in the QIC-EY group showed greater improvement in more of the sub-outcomes than the comparison group. The **QIC-EY caseworkers** outperformed the comparison group, with small but statistically significant differences in 13% of sub-outcomes (8 out of 59 total) and statistically significant improvements with minimal differences in 3% (2 out of 59 total). The **comparison group caseworkers** did not show any significant improvements over the QIC-EY group in any sub-outcomes.

Caseworker Summary Table

In Table 2 below, we provide an overview of changes in QIC-EY outcomes for caseworkers. Specifically, the table shows **(1)** the outcomes, **(2)** the number of sub-outcomes used to assess each outcome, **(3)** the percent of sub-outcomes for each outcome that the QIC-EY group showed statistically significantly greater improvements (separated by effect size: minimal and small), and **(4)** the percent of sub-outcomes for each outcome that the comparison group showed statistically significantly greater improvements (separated by effect size: minimal and small). Please see the ***Summary of Findings*** and ***Findings*** sections for more detail, as well as for information on those sub-outcomes that saw no change.

Table 2

Caseworker Overall Outcome Changes

Outcome	# of Sub-outcomes	QIC-EY Group		Comparison Group	
		% of Sub-outcomes with Statistically Significant Greater Improvement		% of Sub-outcomes with Statistically Significant Greater Improvement	
		Minimal Improvement	Small Improvement	Minimal Improvement	Small Improvement
Short-Term					
(1) Increased workforce preparedness/capacity in the engagement of children and youth	9	0%	**44%**	0%	0%
(2) Increased levels of efficacy & job satisfaction	3	0%	0%	0%	0%
(3) Increased youth satisfaction with the level of engagement child welfare & courts staff have with them	This is captured in the youth survey.				
(4) Increased # of children/youth participating in permanency planning	7	0%	**14%**	0%	0%
(5) Increased # of children/youth participating in permanency planning hearings and case planning meetings	12	**17%**	**8%**	0%	0%
(6) Marked change in philosophy and culture related to engagement of youth by child welfare staff and court personnel	11	0%	**18%**	0%	0%
(7) Increased use of EY tools by child welfare & courts	This outcome is measured within the next outcome. Additionally, it is measured with process evaluation.				
Long-Term					
(8) Increased implementation of policies & practices that reflect child welfare systems commitment to EY practices	8	0%	0%	0%	0%
(9) Increased levels of efficacy & job satisfaction	8	0%	0%	0%	0%
Additional Outcome					
Relational Permanence	1	0%	0%	0%	0%

Conclusion

Among supervisors, there were no statistically significant differences between the QIC-EY and comparison groups for five of the outcomes assessed. The most statistically significant improvements among the QIC-EY group included aspects related to changes in philosophy and culture related to youth engagement, but the observed differences in this area were all small. The largest difference, with medium differences between how much groups improved from baseline to follow-up, were related to increased implementation of policies and practices that demonstrate a system-wide commitment to youth engagement practices. The comparison group showed statistically significantly greater improvement in engaging youth aged 14 to 17 in permanency planning hearings, but this difference between groups was small.

There were more statistically significant differences observed among the caseworkers, and there were no areas where the comparison group saw greater improvement than the QIC-EY group. There were improvements in all the short-term outcomes except for increased efficacy and job satisfaction, where there were no statistically significant differences between groups. The area with the greatest improvement was an increase in preparedness and capacity to engage children and youth. Additionally, there were statistically significant improvements in youth being engaged in permanency planning, permanency planning hearings, and case planning hearings, and improved agency-wide philosophy and culture related to youth engagement. However, all the statistically significant differences between groups were either small or minimal. None of the long-term outcomes had statistically significant improvements. However, a forthcoming third workforce outcome survey may provide greater information about any long-term impact.

Analyses suggest that the QIC-EY training holds promise, but many of the observed differences between group changes from baseline to follow-up were small. Overall, short-term outcomes for caseworkers were positive, while supervisors' results were fairly neutral, with some positive changes related to shifting agency culture. See the Implications for Practice section for additional discussion of these findings.

Introduction

QIC-EY Overview

The Quality Improvement Center on Engaging Youth in Finding Permanency (QIC-EY) is a five-year project funded through a cooperative agreement with the Administration on Children, Youth & Families, Children's Bureau. Spaulding for Children is leading the initiative in partnership with other national agencies, including the New England Association of Child Welfare Commissioners and Directors (NEACWCD), the University of Nebraska at Lincoln (UNL), and the University of Washington (UW).

The goal of the QIC-EY is to provide the child welfare workforce with information and tools to enhance authentic youth engagement and youth voice, especially as it relates to planning for permanency. The QIC-EY developed a training and coaching model based on an environmental scan aimed at understanding current needs and strengths within child welfare environments related to authentic youth engagement. This environmental scan included a systematic literature review, a state survey that included 24 responding states, expert interviews, tribal child welfare expert interviews, workforce expert interviews, and interviews with people with lived foster care experience. There are two main training curricula: (1) workforce training, which is provided to all supervisors and all caseworkers who are carrying at least one ongoing case with direct work with children/youth in out-of-home care, and (2) coaching training, which is completed by all the supervisors who will be providing the coaching component of the intervention for their workers. More information on QIC-EY can be found at http://qic-ey.org.

The QIC-EY training curricula and other products are being rigorously evaluated.

QIC-EY Workforce Outcome Surveys

A key component of the QIC-EY evaluation is the workforce outcome survey. These surveys are designed to assess changes in the short-term and long-term outcomes related to youth engagement, as described in the QIC-EY logic model (see Appendix A). Surveys were completed with QIC-EY site supervisors and caseworkers and a comparison group of supervisors and caseworkers who receive in-service training as usual. The workforce outcome surveys were taken before participation in QIC-EY training and coaching and then again approximately six months after the completion of training.

All the measures, questions, answer choices, and corresponding logic model outcomes are listed in Appendix C.

Current Report

The purpose of this report is to share the findings from the baseline and 6-month follow-up workforce outcome survey to assess whether there were differences in outcomes between caseworkers who received the QIC-EY training and coaching versus training and supervision as usual and whether the QIC-EY training better prepared caseworkers to engage youth in permanency planning and case planning. The current report includes the cross-site findings from Michigan, Missouri, Montana, Nebraska, and Rhode Island.

Methodology

Sites

States and tribal nations were recruited to participate in this study. Pilot sites included both large and small child welfare agencies from across the country. Participating states include Montana, Nebraska, Rhode Island, Michigan, Missouri, and Hawai'i. Participating tribal nations include the Yakama Nation Nak-Nu-We-Sha in Washington State and the Southern Plains Consortium, which includes Cheyenne and Arapaho Indian Child Welfare, Comanche Nation Social Services, Delaware Nation, Wichita Affiliated, Caddo Nation, Ft. Sill Apache, and Kiowa Tribe. The training and coaching curricula provided in the Yakama Nation, Southern Plains Consortium, and Hawaii sites were adapted to be culturally relevant and responsive; the findings for these sites that received the culturally adapted curricula are included in a separate report. **The current report includes the cross-site findings from Michigan, Missouri, Montana, Nebraska, and Rhode Island.**

Sample Demographics

Participating child welfare departments were responsible for recruiting participants to take part in the study. Both supervisors and caseworkers were recruited with the requirement that caseworkers be carrying at least one ongoing case, including direct work with children/youth living in out-of-home care. Child welfare agencies, with the support of the evaluation team, selected sites to be part of the intervention and comparison groups. Site workforce sampling plans took into consideration selecting intervention and comparison groups that were comparable in important demographic areas such as urbanicity/rurality, similar caseload sizes carried by child welfare staff, sites serving families with similar characteristics and demographics, and aimed to be similar in rates of workforce turnover.

Table 3 below includes demographic information for the 703 participants who took part in the baseline and 6-month follow-up workforce outcome surveys as of November 2024. The table shows that the QIC-EY and comparison groups contained similar samples across almost all demographics, providing greater confidence that any observed differences in outcomes can be attributed to the intervention itself. Among supervisors, there was a statistically significant difference between the QIC-EY and comparison group in their highest level of education reported. Among caseworkers, there were no statistically significant differences between groups. However, differences between groups approached statistical significance in their reported racial identification.

Table 3

QIC-EY Workforce Demographics Overall and by Study Condition – Cross-site (*N* = 703)						
	Supervisors (*n* = 198)			Caseworkers (*n* = 505)		
	QIC-EY Group (*n* =101)	Comparison Group (*n* = 97)	Diff.	QIC-EY Group (*n* = 281)	Comparison Group (*n* = 224)	Diff.
State	**N (%)**	**N (%)**		**N (%)**	**N (%)**	
Michigan	20 (19.8%)	15 (15.5%)	n/s	50 (17.8%)	32 (14.3%)	n/s
Missouri	33 (32.7%)	31 (32.0%)		79 (28.1%)	59 (26.3%)	
Montana	21 (20.8%)	19 (19.6%)		65 (23.1%)	46 (20.5%)	

QIC-EY Workforce Demographics Overall and by Study Condition – Cross-site (*N* = 703)						
	Supervisors (*n* = 198)			Caseworkers (*n* = 505)		
	QIC-EY Group (*n* =101)	Comparison Group (*n* = 97)	Diff.	QIC-EY Group (*n* = 281)	Comparison Group (*n* = 224)	Diff.
Nebraska	17 (16.8%)	25 (25.8%)		62 (22.1%)	65 (29%)	
Rhode Island	10 (9.9%)	7 (7.2%)		25 (8.9%)	22 (9.8%)	
Age (mean years)	44.8	43.2	n/s	38.3	38.8	n/s
Ethnicity	**N (%)**	**N (%)**		**N (%)**	**N (%)**	
Hispanic or Latino	2 (2%)	4 (4.1%)		18 (6.4%)	10 (4.5%)	
Not Hispanic or Latino	91 (90.1%)	86 (88.7%)	n/s	252 (89.7%)	203 (90.6%)	n/s
Prefer not to answer	8 (7.9%)	7 (7.2%)		11 (3.9%)	11 (4.9%)	
Race†	**N (%)**	**N (%)**		**N (%)**	**N (%)**	
Am. Indian/Alaska Native	0 (0%)	1 (1%)		5 (1.8%)	6 (2.7%)	
Black or African American	7 (6.9%)	4 (4.1%)		23 (8.2%)	24 (10.7%)	
Asian or Asian American	0 (0%)	0 (0%)		2 (0.7%)	1 (0.4%)	
White	88 (87.1%)	86 (88.7%)	n/s	246 (87.5%)	181 (80.8%)	^
Other	0 (0%)	1 (1%)		2 (0.7%)	5 (2.2%)	
Prefer not to answer	8 (7.9%)	6 (6.2%)		9 (3.2%)	12 (5.4%)	
Highest Level of Education	**N (%)**	**N (%)**		**N (%)**	**N (%)**	
High school graduate	0 (0%)	0 (0%)		0 (0%)	1 (0.4%)	
Some college	0 (0%)	0 (0%)		2 (0.7%)	0 (0%)	
Associates or vocational	0 (0%)	0 (0%)		0 (0%)	1 (0.4%)	
Bachelor's degree	61 (60.4%)	75 (77.3%)	*	242 (86.1%)	190 (84.8%)	n/s
Master's degree	38 (37.6%)	22 (22.7%)		36 (12.8%)	30 (13.4%)	
Doctoral degree	2 (2%)	0 (0%)		1 (0.4%)	1 (0.4%)	
Missing	0 (0%)	0 (0%)		0 (0%)	1 (0.4%)	
Field of Study of Highest Degree	**N (%)**	**N (%)**		**N (%)**	**N (%)**	
Social Work	25 (24.8%)	25 (25.8%)		62 (22.1%)	40 (17.9%)	
Psychology	19 (18.8%)	18 (18.6%)		56 (19.9%)	38 (17%)	
Education	9 (8.9%)	8 (8.2%)		26 (9.3%)	12 (5.4%)	
Law	2 (2%)	0 (0%)		2 (0.7%)	3 (1.3%)	
Public Health	1 (1%)	0 (0%)	n/s	3 (1.1%)	1 (0.4%)	n/s
Public Administration	2 (2%)	1 (1%)		3 (1.1%)	5 (2.2%)	
Human Development	4 (4%)	5 (5.2%)		17 (6%)	10 (4.5%)	
Criminal Justice	15 (14.9%)	21 (21.6%)		46 (16.4%)	38 (17%)	
Sociology	6 (5.9%)	7 (7.2%)		12 (4.3%)	19 (8.5%)	

QIC-EY Workforce Demographics Overall and by Study Condition – Cross-site (*N* = 703)						
	Supervisors (*n* = 198)			Caseworkers (*n* = 505)		
	QIC-EY Group (*n* =101)	Comparison Group (*n* = 97)	Diff.	QIC-EY Group (*n* = 281)	Comparison Group (*n* = 224)	Diff.
Other	12 (11.9%)	12 (12.4%)		51 (18.1%)	55 (24.6%)	
Missing	6 (5.9%)	0 (0%)		3 (1.1%)	3 (1.3%)	
Years Worked in the Child Welfare Field (mean)	13.5	13.3	**n/s**	5.6	6.0	**n/s**
Years Worked in Current Organization/Agency (mean)	11.6	10.8	**n/s**	3.9	3.8	**n/s**
Years in Current Position (mean)	4.7	5.3	**n/s**	3.3	3.3	**n/s**
Note: ^ p<0.10, * p<0.05, ** p<0.01, *** p<0.001, n/s = no statistically significant difference † Participants were able to choose more than one racial identity.						

Data Collection

This report contains an analysis of the baseline and 6-month follow-up of the workforce outcome survey data collected from October 2023 to November 2024. Surveys were collected electronically by University of Washington researchers via REDCap's secure online data collection software.

Measures

The workforce outcome survey includes measures that assess outcomes included in the logic model (See Appendix A). Table 4 below lists all the outcomes assessed as part of the QIC-EY workforce outcome survey. Due to limitations on the length of time that the outcome survey could take to be feasible for participant completion, some survey measures were shortened from their original form. More detailed information about each measure included in this report can be found in the Findings section. Information on the psychometrics of the scales is included in measure descriptions within the Findings section as well.

Analyses

The primary goal of data analysis in this report was to assess differences in workforce outcomes based on the type of training they received (QIC-EY versus training and supervision as usual). The number of supervisors and caseworkers in the study allowed for statistical testing of differences between QIC-EY and comparison groups, and examinations of effect sizes were used to determine whether any differences between the two groups were small, medium, or large. The analysis approaches used in this report included frequencies and descriptive statistics, effect size measures, t-tests, Chi squares, ANCOVA, and binary logistic regression, depending on the nature of the data being analyzed. Additionally, regression imputation was used to account for missing data. To assess the effects of the program, statistical comparisons measured differences between the QIC-EY intervention and comparison groups' changes in scores from baseline to follow-up and controlled for the number of years worked in child welfare, education level, race, ethnicity, age, the intervention site, and baseline scores. For each scale in which statistical comparisons were conducted, statistically significant findings were reported ($p<0.05$), as well as results that approached but did not reach significance ($p<0.10$). Please see Appendix B for a list of statistical term definitions.

Table 4

QIC-EY Workforce Outcome Survey: Outcomes and Corresponding Survey Measures

QIC-EY Outcome	Subconstructs	Survey Measure
Short-Term Outcomes		
1. Increased workforce preparedness/capacity in the engagement of children and youth	Preparation/confidence to support youth in permanency planning	Evaluator-Developed Workforce Confidence Items ***(5 sub-outcomes)***
	Worker self-rated skills at engaging youth	Self-rated Skills in Engaging Youth in Case/Permanency Planning ***(2 sub-outcomes)***
	Barriers to youth engagement	Barriers to Youth Involvement, Adapted
	Cultural Competencies, Disability	Social Worker's Attitudes Toward Disability Scale (SWADS), Practice subscale ^
2. Increased levels of efficacy & job satisfaction as a result of exposure to workforce training & coaching	Professional Satisfaction and Motivation to Do This Work	Professional Quality of Life (ProQOL-5), Compassion Satisfaction subscale, Adapted
	Professional Efficacy	TCU Organizational Readiness for Change (TCU ORC-D4), Efficacy subscale of Staff Attributes Scale, Adapted
	Supervisor Support	Supervision for Frontline Staff Scale
3. Increased youth satisfaction with the level of engagement child welfare & courts staff have with them	This is captured in the youth survey.	
4. Increased number of children/youth participating in permanency planning	Increased youth engagement	Agency-Wide Youth Engagement items ***(6 sub-outcomes)***
	Youth involvement	Involvement and Interaction Rating Scale, Youth involvement subscale
5. Increased number of children/youth participating in permanency planning hearings and case planning meetings	Increased youth engagement in permanency hearings	Agency-Level Youth Engagement in Permanency Hearings ***(6 sub-outcomes)***
	Increased youth engagement in case planning meetings	Agency-Level Youth Engagement in Case Planning Meetings ***(6 sub-outcomes)***
6. Marked change in philosophy and culture related to engagement of youth by child welfare staff and court personnel	Youth engagement, Inform	Case-Level YE Philosophy and Culture, Inform subscale ***(2 sub-outcomes)***
	Youth engagement, Elicit	Case-Level YE Philosophy and Culture, Elicit subscale ***(2 sub-outcomes)***
	Youth engagement, Partner	Case-Level YE Philosophy and Culture, Partner subscale ***(2 sub-outcomes)***
	Youth engagement, Permanency	Case-Level YE Philosophy and Culture, Permanency subscale ***(2 sub-outcomes)***

	Commitment to youth engagement	Youth Voice Agency Level Assessment (Y-VAL), Overall vision and commitment subscale, commitment to meaningful participation items ^
	Culture of partnership	Youth Voice Agency Level Assessment (Y-VAL), Overall vision and commitment subscale, Culture of partnership items^
	Change related to engagement	Organizational Climate Scale of TCU ORC-D4, Change subscale
7. Increased use of EY tools by child welfare & courts	This outcome is measured within the next outcome. Additionally, it is measured with process evaluation, which is only applicable to the intervention group.	
Long-Term Outcomes		
8. Increased implementation of policies & practices that reflect child welfare systems commitment to EY practices	Worker self-rated participation in engaging youth	Evaluator-Developed items assessing workers' self-perceptions of their own participation in engaging youth
	Adult involvement	Involvement and Interaction Rating Scale, Adult involvement subscale
	Youth-adult interaction	Involvement and Interaction Rating Scale, Youth-adult interaction subscale
		Community Key Informant (CKI) diffusion items ***(2 sub-outcomes)***
		Youth Voice Agency Level Assessment (Y-VAL), Empowered Representatives subscale^
		Youth Voice Agency Level Assessment (Y-VAL), Commitment to facilitation and support of youth participation subscale^
		Youth Voice Agency Level Assessment (Y-VAL), Participation in evaluation subscale^
9. Increased levels of efficacy & job satisfaction as a result of exposure to workforce training & coaching	Burnout	Professional Quality of Life-5 (ProQOL-5), Burnout subscale
	Compassion fatigue/secondary traumatic stress	Professional Quality of Life-5 (ProQOL-5), Secondary traumatic stress subscale
	Worker retention	Intent to Stay
		Intent to Leave Scale^ ***(5 sub-outcomes)***
Additional Outcome		
10. Relational Permanence	N/A	Evaluator-developed items assessing relational permanence
Demographics	See demographic table above	
^We used a subset of items in these measures rather than the full scale/subscale due to survey time constraints. **Sub-outcomes:** For each outcome (left column), one or more survey measures (set of survey questions, right column) are used. For each survey measure, one or more sub-outcomes are assessed to determine how well the QIC-EY program is meeting its outcomes. Each survey measure above has one sub-outcome associated with it unless otherwise noted.		

Summary of Findings

The workforce outcome survey assesses the **nine outcomes** included in the QIC-EY logic model (See Appendix A). For each outcome, one or more survey measures (sets of survey questions) are used. For each survey measure, one or more **sub-outcomes are assessed to determine how well the QIC-EY program is meeting its outcomes**.

Findings are reported for both QIC-EY and comparison group participants and are separated into supervisor and caseworker subgroups. Differences between QIC-EY and the comparison group changes between baseline and 6-month follow-up were assessed for statistical significance, and **effect sizes** were calculated to determine whether any differences between groups were small, medium, or large.

Note that all findings are based on information reported *by participants* and are, therefore, subject to the participants' perceptions.

Supervisor Summary Table

In Table 5 below, we provide an overview of changes in QIC-EY outcomes for supervisors. Specifically, the table shows **(1)** the outcomes, **(2)** the number of sub-outcomes used to assess each outcome, **(3)** the percent of sub-outcomes for each outcome that the QIC-EY group showed statistically significantly greater improvements (separated by effect size: medium and small), and **(4)** the percent of sub-outcomes for each outcome that the comparison group showed statistically significantly greater improvements (separated by effect size: small and medium). Please see the ***Findings*** section for more detail, as well as for information on those sub-outcomes that saw no change.

Table 5

Supervisor Overall Outcome Changes

Outcome	# of Sub-outcomes	QIC-EY Group		Comparison Group	
		% of Sub-outcomes with Greater Improvement		% of Sub-outcomes with Greater Improvement	
		Small Improvements	Medium Improvements	Small Improvements	Medium Improvements
Short-Term					
(1) Increased workforce preparedness/capacity in the engagement of children and youth	9	0%	0%	0%	0%
(2) Increased levels of efficacy & job satisfaction	3	0%	0%	0%	0%
(3) Increased youth satisfaction with the level of engagement child welfare & courts staff have with them	This is captured in the youth survey.				
(4) Increased # of children/youth participating in permanency planning	7	0%	0%	0%	0%

Outcome	# of Sub-outcomes	QIC-EY Group		Comparison Group	
		% of Sub-outcomes with Greater Improvement		% of Sub-outcomes with Greater Improvement	
		Small Improvements	Medium Improvements	Small Improvements	Medium Improvements
(5) Increased # of children/youth participating in permanency planning hearings and case planning meetings	12	0%	0%	**8%**	0%
(6) Marked change in philosophy and culture related to engagement of youth by child welfare staff and court personnel	11	**18%**	0%	0%	0%
(7) Increased use of EY tools by child welfare & courts	This outcome is measured within the next outcome. Additionally, it is measured with process evaluation.				
Long-Term					
(8) Increased implementation of policies & practices that reflect child welfare systems commitment to EY practices	8	0%	**13%**	0%	0%
(9) Increased levels of efficacy & job satisfaction	8	0%	0%	0%	0%
Additional Outcome					
Relational Permanence	1	0%	0%	0%	0%

Supervisor Overview

From baseline to the 6-month follow-up, supervisors in the QIC-EY group showed greater improvements across more sub-outcomes than the comparison group. The **QIC-EY supervisors** exhibited statistically significant improvements over the comparison group, with **medium differences in 2% of sub-outcomes** (1 out of 59 total) and small but statistically significant differences in 3% of sub-outcomes (2 out of 59 total). Conversely, the **comparison group supervisors** outperformed the QIC-EY group, with small but statistically significant differences in 2% of sub-outcomes (1 out of 59 total).

Supervisor Changes: Detail

Below, we describe the sub-outcomes in more detail where there were statistically significant findings.

The QIC-EY group supervisors showed **statistically significantly** larger improvements than the comparison group supervisors, with differences that were **medium** in the following outcome/sub-outcome:

- **Outcome 8:** Increased implementation of policies & practices that reflect child welfare systems' commitment to EY practices
    - Increased activities geared toward engaging youth

The QIC-EY group supervisors showed **statistically significantly** larger improvements than the comparison group supervisors, with differences that were **small** in the following outcomes/sub-outcomes:

- **Outcome 6:** Marked change in philosophy and culture related to engagement of youth by child welfare staff and court personnel
    - Increased commitment to youth engagement and meaningful participation
    - Increased organizational commitment to change related to youth engagement

The comparison group supervisors showed **statistically significantly** larger improvements (or smaller losses) than the QIC-EY supervisors, with differences that were **small** in the following outcome/sub-outcome:

- **Outcome 5:** Increased # of children/youth participating in permanency planning hearings and case planning meetings
    - Increased engagement of youth aged 14 to 17 in permanency planning hearings

Caseworker Summary Table

In Table 6 below, we provide an overview of changes in QIC-EY outcomes for caseworkers. Specifically, the table shows **(1)** the outcomes, **(2)** the number of sub-outcomes used to assess each outcome, **(3)** the percent of sub-outcomes for each outcome that the QIC-EY group showed statistically significantly greater improvements (separated by effect size: no effect and small), and **(4)** the percent of sub-outcomes for each outcome that the comparison group showed statistically significantly greater improvements (separated by effect size: minimal and small). Please see the ***Findings*** section for more detail, as well as for information on those sub-outcomes that saw no change.

Table 6

Caseworker Overall Outcome Changes

Outcome	# of Sub-outcomes	QIC-EY Group		Comparison Group	
		% of Sub-outcomes with Statistically Significant Greater Improvement		% of Sub-outcomes with Statistically Significant Greater Improvement	
		Minimal Improvement	Small Improvement	Minimal Improvement	Small Improvement
Short-Term					
(1) Increased workforce preparedness/capacity in the engagement of children and youth	9	0%	**44%**	0%	0%
(2) Increased levels of efficacy & job satisfaction	3	0%	0%	0%	0%

Outcome	# of Sub-outcomes	QIC-EY Group		Comparison Group	
		% of Sub-outcomes with Statistically Significant Greater Improvement		% of Sub-outcomes with Statistically Significant Greater Improvement	
		Minimal Improvement	Small Improvement	Minimal Improvement	Small Improvement
(3) Increased youth satisfaction with the level of engagement child welfare & courts staff have with them	This is captured in the youth survey.				
(4) Increased # of children/youth participating in permanency planning	7	0%	**14%**	0%	0%
(5) Increased # of children/youth participating in permanency planning hearings and case planning meetings	12	**17%**	**8%**	0%	0%
(6) Marked change in philosophy and culture related to engagement of youth by child welfare staff and court personnel	11	0%	**18%**	0%	0%
(7) Increased use of EY tools by child welfare & courts	This outcome is measured within the next outcome. Additionally, it is measured with process evaluation.				
Long-Term					
(8) Increased implementation of policies & practices that reflect child welfare systems commitment to EY practices	8	0%	0%	0%	0%
(9) Increased levels of efficacy & job satisfaction	8	0%	0%	0%	0%
Additional Outcome					
Relational Permanence	1	0%	0%	0%	0%

Caseworker Overview

From baseline to 6-month follow-up, caseworkers in the QIC-EY group showed greater improvement in more of the sub-outcomes than the comparison group. The **QIC-EY caseworkers** outperformed the comparison group, with small but statistically significant differences in 13% of sub-outcomes (8 out of 59 total) and statistically significant improvements with minimal differences in 3% (2 out of 59 total). The **comparison group caseworkers** did not show any significant improvements over the QIC-EY group in any sub-outcomes.

Caseworker Changes: Detail

Below, we describe the sub-outcomes in more detail where there were statistically significant findings.

The QIC-EY group caseworkers showed **statistically significantly** larger improvements than the comparison group caseworkers, with differences that were **small** in the following outcomes/sub-outcomes:

- **Outcome 1:** Increased workforce preparedness/capacity in the engagement of children and youth
    - Increased confidence in engaging youth in their case & permanency planning
    - Increased confidence in engaging youth permanency planning that includes cultural permanency
    - Increased skill in engaging youth in (a) case planning and (b) permanency planning
- **Outcome 4:** Increased # of children/youth participating in permanency planning
    - Increased active engagement of youth aged 8 to 13 in permanency planning
- **Outcome 5:** Increased # of children/youth participating in permanency planning hearings and case planning meetings
    - Increased engagement of youth aged 18 to 20 in permanency planning hearings
- **Outcome 6:** Marked change in philosophy and culture related to engagement of youth by child welfare staff and court personnel
    - Increased commitment to youth engagement and meaningful participation
    - Increased commitment to fostering partnerships with youth

The QIC-EY group caseworkers showed **statistically significantly** larger improvements than the comparison group caseworkers, with differences that were **minimal** in the following outcomes/sub-outcomes:

- **Outcome 5:** Increased # of children/youth participating in permanency planning hearings and case planning meetings
    - Increased engagement of youth aged 8 to 13 in permanency planning hearings
    - Increased roles played by youth aged 8 to 13 in permanency planning hearings

Findings

Key Information for Understanding the Findings

Effect Sizes

Please note that in each findings table, if there is a statistically significant difference between the intervention (QIC-EY) and the comparison group, the data for the group that had the most positive outcome improvement by the 6-month follow-up is highlighted using a color that indicates whether the improvement is small, medium, or large compared to the other group (this is also known as the effect size[1]). If the difference between groups is statistically significant, but the effect size value is less than the cutoff for small, the mean change is highlighted with grey, indicating minimal to no effect.

Gray = Minimal to No Change
Green = Small Improvement
Blue = Medium Improvement
Purple = Large Improvement

Short-term Outcomes

QIC-EY Outcome 1: Increased workforce preparedness/capacity in the engagement of children and youth

Evaluator-Developed Workforce Confidence Items

The Workforce Confidence Items were developed by the research team to assess child welfare workers' preparedness for and confidence in supporting youth in permanency goals/plans. Four items in this measure asked workers to assess their level of confidence in engaging youth in case planning and permanency planning. Example items include "How confident do you feel that you can engage children and youth in their case planning?" and "How confident do you feel that you can engage children and youth in permanency planning that includes legal permanency?" Answer choices ranged from (0) = *Not at All Confident* to (10) = *Very Confident*. To evaluate the reliability of the total scale, Cronbach's alpha was calculated using data from the cross-site sample at baseline and was within an acceptable range (α = .69). See Appendix C for the full list of questions.

Table 7 below shows the mean baseline and follow-up scores for QIC-EY and comparison groups on the Evaluator Developed Workforce Confidence Items and total scale score. Higher scores are associated with higher levels of confidence in engaging children and youth in different aspects of case planning and permanency planning.

Among supervisors, there were no statistically significant differences between the QIC-EY group and the comparison groups in changes from baseline to follow-up for all confidence items and the overall workforce confidence scale.

[1] Effect size indicators included Partial eta squared (0.01 = small, 0.06 = medium, 0.14 = large) and standardized odds ratios (1.68 = small, 3.47 = medium, 6.71 = large)

For caseworkers, while the comparison group scored statistically significantly higher than the QIC-EY group at baseline in their confidence in case planning, permanency planning that includes legal permanency and relational permanency, there were no statistically significant differences in how much groups changed from baseline to follow-up. The QIC-EY group showed statistically significantly greater improvement (+1.18) than the comparison group (+0.36) in their confidence in engaging youth in permanency planning that includes cultural permanency. Additionally, while the comparison group scored statistically significantly higher in their total workforce confidence in youth engagement in case planning and permanency planning, the QIC-EY group showed statistically significantly greater improvement (+0.99) than the comparison group (+0.37).

Table 7

Evaluator-Developed Workforce Confidence Items and Mean Scale Score

	Supervisors			Caseworkers		
	QIC-EY Group	**Comparison Group**	**Statistical Comparisons**	**QIC-EY Group**	**Comparison Group**	**Statistical Comparisons**
Confidence you can engage children and youth in their case planning						
Baseline	8.56	8.80	**n/s**	7.84	8.21	*
6-Month follow-up	8.95	8.90		8.57	8.51	
Mean change	.39	.09	**n/s**	.74	.30	**n/s**
N	101	97		281	224	
Confidence you can engage children and youth in their permanency planning that includes legal permanency						
Baseline	8.51	8.63	**n/s**	7.39	7.81	*
6-Month follow-up	8.97	8.76		8.37	8.20	
Mean change	.46	.14	**n/s**	.98	.39	**n/s**
N	101	97		281	224	
Confidence you can engage children and youth in their permanency planning that includes relational permanency						
Baseline	8.13	8.48	**n/s**	7.23	7.78	**
6-Month follow-up	8.83	8.68		8.34	8.21	
Mean change	.70	.21	**n/s**	1.12	.43	**n/s**
N	101	97		281	224	
Confidence you can engage children and youth in their permanency planning that includes cultural permanency						
Baseline	7.71	7.56	**n/s**	6.85	7.23	^
6-Month follow-up	8.60	8.30		8.03	7.59	
Mean change	.89	.74	**n/s**	1.18	.36	**
N	101	97		281	224	
Total Workforce Confidence Scale Scores						
Baseline	8.23	8.38	**n/s**	7.33	7.76	**

6-Month follow-up	8.84	8.65		8.32	8.13	
Mean change	.61	.27	**n/s**	.99	.37	*
N	101	97		281	224	

Note: Answer choices ranged from 0= Not at all confident to 10=very confident, where higher scores indicate greater levels of confidence

Note: ^ p<0.10, * p<0.05, ** p<0.01, *** p<0.001, n/s = no statistically significant difference, NA = sample size too small to provide statistical comparisons

Color coding meanings: Minimal to No Change, Small Improvement, Medium Improvement, Large Improvement

Self-Rated Skills in Engaging Youth in Case/Permanency Planning

The Self-Rated Skills in Engaging Youth in Case/Permanency Planning item set includes two evaluator-developed measures that assess child welfare workforce self-perceptions of skill in engaging youth in case planning (7 items) and permanency planning (4 items). Questions were developed by the evaluation team based on the National Association of Social Workers Standards for Social Work Practice in Child Welfare (2013), Standard 11: Youth Engagement, which states that: "Social workers in child welfare shall actively engage older youths in addressing their needs while in out-of-home care and as they prepare to transition out of foster care" (p. 22).[2] For the first scale, the participants were asked to "Please rate your skill in the following areas related to engaging youth in case planning." Example items from this scale include "Supporting children and youth in developing decision-making skills, achieving goals, and celebrating successes" and "Helping children and youth develop independent living skills." Answer choices ranged from (0) = *I have no skill* to (10) = *I have a high level of skill*. For the second scale, participants were asked to "Please rate your skill in the following areas related to engaging youth in permanency planning." Example items from this scale include "Co-creating permanency plans with children and youth" and "Understanding adolescent development and how it impacts children's and youth's perspectives on permanency." Answer choices ranged from (0) = *I have no skill* to (10) = *I have a high level of skill.* To evaluate the reliability of this scale, Cronbach's alpha was calculated based on baseline data from the cross-site sample and demonstrated good reliability for the case planning scale (α = .94) and for the permanency planning scale (α = .91). See Appendix C for the full list of questions.

Table 8 below shows the mean baseline and follow-up scores for QIC-EY and comparison groups on the Self-Rated Skills in Engaging Youth in Case/Permanency Planning. Higher scores on this scale are associated with greater levels of self-rated skill in engaging youth in case planning and permanency planning.

Among the supervisors, the QIC-EY group had greater improvements (+0.62) than the comparison group (+0.16) in their skills in engaging youth in permanency planning at levels that approached but did not quite reach statistical significance. There were no statistically significant differences in their improvements in skills in engaging youth in case planning.

While the caseworkers in the comparison group scored statistically significantly higher at baseline in both skill in case planning and permanency planning, in the QIC-EY group showed statistically significantly greater improvement (+.77) than the comparison group (+.12) in their skills in engaging youth in case planning (+0.67 QIC-EY improvement; +.011 comparison improvement) and in engaging youth in permanency planning (+1.04 QIC-EY improvement; +0.27 comparison improvement).

[2] National Association of Social Workers (2013). *NASW Standards for Social Work Practice in Child Welfare*. NASW.

Table 8

Self-Rated Skills in Engaging Youth in Case/Permanency Planning – Mean Scale Scores

	Supervisors			Caseworkers		
	QIC-EY Group	Comparison Group	Statistical Comparisons	QIC-EY Group	Comparison Group	Statistical Comparisons
Engaging Youth in Case Planning						
Baseline	7.79	7.91	**n/s**	7.39	7.81	***
6-Month follow-up	8.13	8.03		8.06	7.92	
Mean change	.34	.12	**n/s**	.67	.11	**
N	101	97		281	224	
Engaging Youth in Permanency Planning						
Baseline	7.46	7.78	**n/s**	6.77	7.30	***
6-Month follow-up	8.07	7.94		7.81	7.57	
Mean change	.62	.16	**^**	1.04	.27	**
N	101	97		281	224	

Note: Possible scale scores ranged from 0 to 10, where higher scores indicate greater level of skill
Note: ^ p<0.10, * p<0.05, ** p<0.01, *** p<0.001, n/s = no statistically significant difference, NA = sample size too small to provide statistical comparisons
Color coding meanings: Minimal to No Change, Small Improvement, Medium Improvement, Large Improvement

Barriers to Youth Involvement, Adapted

This 15-item scale assesses possible agency-level challenges and barriers to authentic youth engagement in case/permanency planning. The evaluators adapted these items for relevance and clarity from the "Barriers to Youth Involvement" listed in the Youth Involvement in Systems of Care: A Guide to Empowerment[3]. An additional item was added by the researchers. Scale instructions were "Please choose the answer choice that best describes how much each has been a challenge or barrier to youth engagement in your agency." Example items from this scale include "Children/youth have ideas, but don't always know how to implement them" and "There is distrust between children/youth and adults." The evaluator-developed item was "Agency is unwilling to work with or consider parents or former caregivers who had previous challenges." Answer choices ranged from (1) = *Never a challenge* to (4) = *Always a challenge*. To evaluate the reliability of this scale, Cronbach's alpha was calculated based on baseline data from the cross-site sample and demonstrated adequate reliability (α = .86). See Appendix C for the full list of questions.

Table 9 below shows the mean baseline and follow-up scores for QIC-EY and comparison groups on the Barriers to Youth Involvement, Adapted measure. Higher scores are associated with more perceived barriers to engaging and involving youth in their case/ permanency planning.

Among supervisors, there was a reduction in barriers in both groups and no statistically significant differences between groups by the 6-month follow-up.

[3] Matarese, M., McyGinnis, L., & Mora, M. (2005). *Youth Involvement in Systems of Care: A Guide to Empowerment.* Technical Assistance Partnership for Child and Family Mental Health.

Among caseworkers, there were also no statistically significant differences between how much the two caseworker groups changed from baseline to 6-month follow-up on perceived barriers to youth involvement in case/ permanency planning.

Table 9

Barriers to Youth Involvement in Case/ Permanency Planning, Adapted – Mean Scale Scores

	Supervisors			Caseworkers		
	QIC-EY Group	**Comparison Group**	**Statistical Comparisons**	**QIC-EY Group**	**Comparison Group**	**Statistical Comparisons**
Baseline score	2.39	2.44	**n/s**	2.43	2.32	**
6-Month follow-up score	2.28	2.40		2.33	2.28	
Mean change	-.11	-.04	**n/s**	-.11	-.04	**n/s**
N	101	97		281	224	

Note: Possible scale scores ranged from 1 to 4, where higher numbers indicate more barriers
Note: ^ p<0.10, * p<0.05, ** p<0.01, *** p<0.001, n/s = no statistically significant difference, NA = sample size too small to provide statistical comparisons
Color coding meanings: Minimal to No Change, Small Improvement, Medium Improvement, Large Improvement

Social Worker's Attitudes Toward Disability Scale (SWADS), Practice subscale items

The Social Worker's Attitudes Toward Disability Scale (SWADS), Practice subscale is a validated measure ($\alpha = 0.86$)[4]. The subscale measures cultural competency concerning disability. A subset of items was utilized for relevance and survey length needs, resulting in a 2-item measure. Instructions for this measure were "Please indicate the extent to which you agree or disagree with the statement." The two items in this scale include "I advocate for my disabled clients to be included within the community" and "When I am too busy with other clients, I don't want to take time to provide special accommodations for my clients with disabilities." Answer choices ranged from (1) = *Strongly disagree* to (7) = *Strongly agree*. See Appendix C for the full list of questions.

Table 10 below shows the mean baseline and follow-up scores for QIC-EY and comparison groups on the subset of the SWADS, Practice subscale items. Higher scores are associated with more practice behaviors that support and advocate for children and youth living with disabilities.

Among supervisors, while both groups' scores decreased, there was no statistically significant difference between the two groups from baseline to the 6-month follow-up on changes in behaviors related to supporting and advocating for children and youth living with disabilities.

Among caseworkers, there were no statistically significant differences between how much the two caseworker groups improved from baseline to 6-month follow-up on behaviors that support and advocate for children and youth living with disabilities.

[4] Cheatham, L. P., Abell, N. & Kim, H. (2015). Development and Validation of the Social Worker's Attitudes Toward Disability Scale, *Journal of Social Work.*

Table 10

SWADS, Practice subscale items – Mean Scores

	Supervisors			Caseworkers		
	QIC-EY Group	**Comparison Group**	**Statistical Comparisons**	**QIC-EY Group**	**Comparison Group**	**Statistical Comparisons**
Baseline score	6.27	6.39	**n/s**	6.28	6.48	*
6-Month follow-up score	6.26	6.21		6.33	6.50	
Mean change	-.01	-.18	**n/s**	.05	.02	**n/s**
N	101	97		281	224	

Note: Possible scale scores ranged from 1 to 7, higher scores indicate more supportive attitudes
Note: ^ p<0.10, * p<0.05, ** p<0.01, *** p<0.001, n/s = no statistically significant difference, NA = sample size too small to provide statistical comparisons
Color coding meanings: Minimal to No Change, Small Improvement, Medium Improvement, Large Improvement

QIC-EY Outcome 2: Increased levels of efficacy & job satisfaction as a result of exposure to workforce training & coaching

This outcome is included in both the short-term and long-term outcome sections. For this short-term outcome, the following scales focus on current perceptions of efficacy and job satisfaction, while the long-term outcome of the same name (see Outcome 9 below) includes a greater focus on staff turnover and burnout.

Professional Quality of Life (ProQOL-5), Compassion Satisfaction subscale, Adapted

The Professional Quality of Life (ProQOL-5), Compassion Satisfaction subscale[5], Adapted is an 11-item subscale measuring workers' level of compassion satisfaction, i.e., pleasure from helping others, experienced as a result of their work in child welfare. This subscale has been validated and demonstrated high reliability ($\alpha = 0.88$)[6]. The language was adapted slightly to make wording specific to child welfare workers and working with children and youth. One item was added to the subscale by researchers to assess satisfaction among supervisors in engaging with staff. Participants were instructed to "Select the number that honestly reflects how frequently you experienced [the statement] in the last 30 days." Example items from this subscale include "I get satisfaction from being able to help children and youth" and "I feel invigorated after working with children and youth." Answer choices ranged from (1) = *Never* to (5) = *Very often*. The language was adapted slightly to make wording specific to child welfare workers and working with children and youth. One item was added to the subscale by researchers to assess satisfaction among supervisors in engaging with staff; that item was "I believe I can make a difference through the way that I support and engage with my staff." Participants were asked to consider questions within the context of their current work situation over the past 30 days. See Appendix C for the full list of questions.

Table 11 below shows the mean baseline and follow-up scores for QIC-EY and comparison groups on the ProQOL-5 Compassion Satisfaction subscale. On this sub-outcome, higher mean scores are associated with greater compassion satisfaction in the work with children and youth.

[5] Stamm, B.H. (2009). Professional Quality of Life: Compassion Satisfaction and Fatigue Version 5 (ProQOL).
[6] Stamm, B.H. (2010). The concise manual for the professional quality of life scale.

Among both supervisors and caseworkers, there were no statistically significant differences between the QIC-EY and comparison groups in their compassion satisfaction in the work caseworkers do with children and youth. There was a slight reduction in scores for all groups except supervisors in the comparison group.

Table 11

ProQOL-5, Compassion Satisfaction subscale, Adapted – Mean Scores

	Supervisors			Caseworkers		
	QIC-EY Group	**Comparison Group**	**Statistical Comparisons**	**QIC-EY Group**	**Comparison Group**	**Statistical Comparisons**
Baseline score	4.10	4.06	**n/s**	3.97	3.99	**n/s**
6-Month follow-up score	4.01	4.07		3.96	3.98	
Mean change	-.09	.02	**n/s**	-.02	-.01	**n/s**
N	101	97		281	224	

Note: Possible scale scores ranged from 1 to 5, where higher scores indicate greater levels of compassion satisfaction
Note: ^ p<0.10, * p<0.05, ** p<0.01, *** p<0.001, n/s = no statistically significant difference, NA = sample size too small to provide statistical comparisons
Color coding meanings: Minimal to No Change, Small Improvement, Medium Improvement, Large Improvement

TCU Organizational Readiness for Change (TCU ORC-D4), Efficacy subscale of Staff Attributes Scale, Adapted

The TCU Organizational Readiness for Change (TCU ORC-D4), Efficacy subscale of Staff Attributes Scale[7], Adapted is a 6-item validated measure ($\alpha = 0.68$)[8] assessing professional efficacy among the workforce. The language was slightly adapted to be specific to child welfare workers. Scale item instructions were "How strongly do you agree or disagree with each of the following statements?" Example items from this scale include "You have the skills needed to conduct effective child welfare work" and "You are effective and confident in doing your job." Answer choices ranged from (1) = *Disagree strongly* to (5) = *Agree strongly*. The researchers added one additional question to assess supervisors' perceived efficacy in supporting their staff in child and youth engagement. See Appendix C for the full list of questions.

Table 12 below shows the mean baseline and follow-up scores for QIC-EY and comparison groups on the TCU ORC-D4, Efficacy subscale. Higher scores are associated with higher perceptions of efficacy in their work.

Among both supervisors and caseworkers, there were no statistically significant differences between the QIC-EY and comparison groups from baseline to 6-month follow-up on staff perceptions of efficacy in their work.

[7] TCU Institute of Behavioral Research. (2011). *TCU ORC-D4*. Forth Worth, Texas.
[8] Lehman, W. E., Greener, J. M., & Simpson, D. D. (2002). Assessing organizational readiness for change. Journal of substance abuse treatment, 22(4), 197-209.

Table 12

TCU ORC-D4, Efficacy subscale of Staff Attributes Scale, Adapted – Mean Scale Scores

	Supervisors			Caseworkers		
	QIC-EY Group	**Comparison Group**	**Statistical Comparisons**	**QIC-EY Group**	**Comparison Group**	**Statistical Comparisons**
Baseline score	4.17	4.11	**n/s**	3.94	4.08	**
6-Month follow-up score	4.20	4.14		4.08	4.09	
Mean change	.03	.03	**n/s**	.13	.01	**n/s**
N	101	97		281	224	

Note: Possible scale scores ranged from 1 to 5, where higher scores indicate greater levels of efficacy
Note: ^ p<0.10, * p<0.05, ** p<0.01, *** p<0.001, n/s = no statistically significant difference, NA = sample size too small to provide statistical comparisons
Color coding meanings: Minimal to No Change, Small Improvement, Medium Improvement, Large Improvement

Supervision for Frontline Staff Scale

The Supervision for Frontline Staff Scale[9] is an unpublished 10-item scale assessing the level of perceived supervisor support among workers. The last two questions are specific to supporting child and youth engagement practices and were added by researchers. To evaluate the reliability of this scale, Cronbach's alpha was calculated based on baseline data from the cross-site sample and demonstrated good reliability (α = .94). Example items from this scale include "My immediate supervisor genuinely cares about me," and "My immediate supervisor supports me in difficult case situations." Answer choices ranged from (1) = *Strongly disagree* to (4) = *Strongly agree*. See Appendix C for the full list of questions.

Table 13 below shows the mean baseline and follow-up scores for QIC-EY and comparison groups on the Supervision for Frontline Staff Scale, Adapted. Higher scores are associated with greater feelings of support and effective supervision provided by their supervisors.

For supervisors, there were no statistically significant differences between how much the QIC-EY and comparison groups saw improvement in feelings of effective and supportive supervision.

Among caseworkers, while the comparison group scored statistically significantly higher at baseline, there were no statistically significant differences between how much the two caseworker groups changed from baseline to 6-month follow-up on feelings of support and effective supervision provided by supervisors.

[9] Butler Institute for Families (2014). Supervision for Frontline Staff. Unpublished measure. Denver, CO: University of Denver.

Table 13

Supervision for Frontline Staff Scale – Mean Scale Scores

	Supervisors			Caseworkers		
	QIC-EY Group	**Comparison Group**	**Statistical Comparisons**	**QIC-EY Group**	**Comparison Group**	**Statistical Comparison**
Baseline score	3.26	3.40	**n/s**	3.33	3.56	***
6-Month follow-up score	3.32	3.42		3.42	3.57	
Mean change	.06	.03	**n/s**	.10	.003	**n/s**
N	101	97		281	224	

Note: Possible scale scores ranged from 1 to 4, where higher numbers indicate greater feelings of support
Note: ^ p<0.10, * p<0.05, ** p<0.01, *** p<0.001, n/s = no statistically significant difference, NA = sample size too small to provide statistical comparisons
Color coding meanings: Minimal to No Change, Small Improvement, Medium Improvement, Large Improvement

QIC-EY Outcome 3: Increased youth satisfaction with the level of engagement child welfare & court staff have with them

This outcome is captured within the youth survey rather than in the workforce survey.

QIC-EY Outcome 4: Increased number of children/youth participating in permanency planning

Agency-Wide Youth Engagement items

The Agency-Wide Youth Engagement items are 6 evaluator-developed items assessing perceptions of agency-level youth engagement practices related to permanency planning. Three items from the scale asked, "Approximately how many children and youth served by your agency would you say are actively engaged in permanency planning" within each of the age groups (a) ages 8 to 13, (b) ages 14 to 17, and (c) ages 18 to 20. Answer choices ranged from (1) = *Very few (less than 25%)* to (4) = *Most (75-100%)*. The remaining three items asked, "What type of role would you say most children and youth being served by your agency have in their permanency planning?" within each of the age groups a) ages 8 to 13, (b) ages 14 to 17, and (c) ages 18 to 20. Answer choices ranged from (1) = *They play no role* to (6) = *They play a primary role in developing ideas and plans as well as decision-making*. See Appendix C for the full list of questions.

Table 14 below shows the mean baseline and follow-up scores for QIC-EY and comparison groups on Agency Level Youth Engagement items. Higher scores are associated with higher levels of youth engagement and youth being perceived as playing a greater role in permanency planning within their agency.

Among supervisors, while the QIC-EY group scored statistically significantly higher at baseline than the comparison group in the engagement of youth aged 14 to 17 and 18 to 20 and the roles played by youth aged 8 to 13 in permanency planning, there were no statistically significant differences in how much either group improved by 6-month follow-up in any of the age categories.

For caseworkers, the QIC-EY group showed statistically significantly greater improvement (+0.16) than the comparison group (-0.06) in the active engagement of youth aged 8 to 13 in permanency planning. The QIC-EY group had greater improvements (+.38) than the comparison group (-.38) in the role that

they perceived youth aged 8 to 13 (+0.32 QIC-EY improvement; -0.11 comparison group decline) and aged 14 to 17 (+0.28 QIC-EY improvement; -0.24 comparison group decline) play in permanency planning that approached but did not reach statistical significance.

Table 14

Agency-Wide Youth Engagement Items

	Supervisors			Caseworkers		
	QIC-EY Group	**Comparison Group**	**Statistical Comparisons**	**QIC-EY Group**	**Comparison Group**	**Statistical Comparisons**
Approximately how many children and youth served by your agency would you say are actively engaged in permanency planning within each of the age groups below?						
Ages 8 to 13						
Baseline score	1.82	1.71	**n/s**	1.88	1.94	**n/s**
6-Month follow-up score	1.92	1.81		2.04	1.88	
Mean change	.10	.10	**n/s**	.16	-.06	*
N	101	97		281	224	
Ages 14 to 17						
Baseline score	2.86	2.59	*	2.75	2.75	**n/s**
6-Month follow-up score	2.74	2.79		2.84	2.73	
Mean change	-.12	.21	**n/s**	.09	-.02	**n/s**
N	101	97		281	224	
Ages 18 to 20						
Baseline score	3.32	3.00	*	3.14	3.14	**n/s**
6-Month follow-up score	3.26	3.41		3.25	3.07	
Mean change	-.06	.41	**n/s**	.11	-.06	**n/s**
N	101	97		281	224	
What type of role would you say most children and youth being served by your agency have in their permanency planning within each of the age groups below?						
Ages 8 to 13						
Baseline score	2.95	2.69	*	2.84	3.11	*
6-Month follow-up score	2.96	2.89		3.16	3.00	
Mean change	.01	.20	**n/s**	.32	-.11	**^**
N	101	97		281	224	
Ages 14 to 17						
Baseline score	4.23	4.16	**n/s**	4.22	4.60	***
6-Month follow-up score	4.31	4.20		4.50	4.36	
Mean change	.08	.03	**n/s**	.28	-.24	**^**
N	101	97		281	224	
Ages 18 to 20						

Baseline score	5.39	5.22	**n/s**	5.06	5.39	*
6-Month follow-up score	5.01	5.19		5.29	5.25	
Mean change	-.38	.02	**n/s**	.23	-.14	**n/s**
N	101	97		281	224	

Note: Possible answer choices for the first item ranged from 1= very few (less than 25%) to 4 = most (75%-100%), where higher numbers indicate greater engagement. For the second item, answer choices ranged from 1 = They play no role to 6 = They play a primary role in developing ideas and plans as well as decision-making
Note: ^ p<0.10, * p<0.05, ** p<0.01, *** p<0.001, n/s = no statistically significant difference; NA = sample size too small to provide statistical comparisons
Color coding meanings: Minimal to No Change, Small Improvement, Medium Improvement, Large Improvement

Involvement and Interaction Rating Scale, Youth Involvement subscale

The Involvement and Interaction Rating Scale, Youth Involvement subscale, is a 7-item validated measure ($\alpha = 0.83$) [10] that assesses the level of youth involvement and participation in case/permanency planning within the agency. One item about transportation was omitted from this scale due to lack of relevance to this study. For each survey question, two statements on opposite extremes were provided with the corresponding numbers of 1 and 10. For example, (1) "Children/youth take little initial in permanency planning" and (10) "Children/youth take lots of initiative in permanency planning." Another example is (1) "Children/youth do not help one another in developing new skills" and (10) "Children/youth help one another in developing new skills." The respondent is then asked to think of their child welfare agency's work as it applies to engaging youth in case planning and/or permanency planning" and select the number from 1 (first statement) to 10 (second statement) that best corresponds to their agency, with any number in between also being a valid choice. See Appendix C for the full list of questions.

Table 15 shows the mean baseline and follow-up scores for QIC-EY and comparison groups on the Involvement and Interaction Rating Scale, Youth Involvement subscale. For this sub-outcome, higher scores are associated with higher levels of perceived youth involvement in permanency planning.

Among both supervisors and caseworkers, there were improvements seen in all groups and no statistically significant differences between how much the QIC-EY and comparison groups changed from baseline to 6-month follow-up on perceived youth involvement in permanency planning.

Table 15

Involvement and Interaction Rating Scale, Youth Involvement subscale – Mean Scale Scores

	Supervisors			**Caseworkers**		
	QIC-EY Group	**Comparison Group**	**Statistical Comparisons**	**QIC-EY Group**	**Comparison Group**	**Statistical Comparisons**
Baseline score	5.71	5.53	**n/s**	5.75	5.76	**n/s**
6-Month follow-up score	6.02	5.82		6.02	5.82	
Mean change	.31	.29	**n/s**	.26	.06	**n/s**

[10] Jones, K. R., & Perkins, D. F. (2006). Youth and adult perceptions of their relationships within community-based youth programs. *Youth & Society, 38*(1), 90-109.

N	101	97		281	224	

Note: Possible scale scores ranged from 1 to 10, where higher numbers indicate greater involvement
Note: ^ p<0.10, * p<0.05, ** p<0.01, *** p<0.001, n/s = no statistically significant difference, NA = sample size too small to provide statistical comparisons
Color coding meanings: Minimal to No Change, Small Improvement, Medium Improvement, Large Improvement

QIC-EY Outcome 5: Increased number of children/youth participating in permanency planning hearings and case planning meetings

Agency-Level Youth Engagement in Permanency Hearings

The Agency-Level Youth Engagement in Permanency Hearings is a 6-item evaluator-developed assessment of agency-wide youth engagement and roles in permanency hearings. Three items from the scale asked, "Approximately how many children/youth served by your agency would you say are actively engaged in permanency planning **hearings**" within each of the age groups: (a) ages 8 to 13, (b) ages 14 to 17, and (c) ages 18 to 20. Answer choices ranged from (1) = *Very few (less than 25%)* to (4) = *Most (75-100%).* The remaining three items asked, "What type of role would you say most children being served by your agency have in their permanency planning **hearings**" within each of the age groups: a) ages 8 to 13, (b) ages 14 to 17, and (c) ages 18 to 20. Answer choices ranged from (1) = *They play no role* to (6) = *They play a primary role in developing ideas and plans as well as decision-making*. See Appendix C for the full list of questions.

Table 16 below shows the mean baseline and follow-up scores for QIC-EY and comparison groups on Agency Level Youth Engagement in Permanency Hearing items. Higher scores are associated with higher levels of youth engagement in permanency hearings and greater roles played by youth in these permanency hearings within their agencies.

Among supervisors, while the QIC-EY group scored statistically significantly higher at baseline, the comparison group (+0.32) had statistically significantly greater improvements than the QIC-EY group (-0.01) from baseline to 6-month follow-up in the number of youth engaged in permanency planning hearings in their agency for youth aged 14 to 17. There were no other statistically significant differences between the groups change for any other sub-outcomes assessing engagement and the roles youth play in permanency planning hearings.

Among caseworkers, the QIC-EY group showed statistically significantly greater improvement than the comparison group in actively engaging youth in permanency planning hearings and the role youth played in permanency planning hearings within their agency for youth aged 8 to 13 (+0.09 QIC-EY group improvement; +0.06 comparison group improvement) and 18 to 20 (+0.27 QIC-EY improvement; -0.11 comparison decline). For youth aged 14 to 17, the QIC-EY group showed greater improvement (+0.13) than the comparison group (+0.05) in their active engagement in permanency planning hearings as levels that approached but did not quite reach statistical significance. Additionally, the QIC-EY group (+0.26) showed statistically significantly greater improvement than the comparison group (-0.03) in the roles that youth aged 8 to 13 play in permanency planning hearings.

Table 16

Agency-Level Youth Engagement in Permanency Hearings

	Supervisors			Caseworkers		
	QIC-EY Group	**Comparison Group**	**Statistical Comparisons**	**QIC-EY Group**	**Comparison Group**	**Statistical Comparisons**
*Approximately how many children/youth served by your agency would you say are actively engaged in permanency planning **hearings** within each of the age groups below?*						
Ages 8 to 13						
Baseline score	1.35	1.28	**n/s**	1.54	1.39	*
6-Month follow-up score	1.52	1.44		1.63	1.45	
Mean change	.18	.16	**n/s**	.09	.06	*
N	101	97		281	224	
Ages 14 to 17						
Baseline score	2.25	2.03	*	2.36	2.28	**n/s**
6-Month follow-up score	2.24	2.35		2.49	2.33	
Mean change	-.01	.32	*	.13	.05	^
N	101	97		281	224	
Ages 18 to 20						
Baseline score	3.07	2.90	**n/s**	3.01	3.13	**n/s**
6-Month follow-up score	3.14	3.02		3.28	3.01	
Mean change	.06	.12	**n/s**	.27	-.11	**
N	101	97		281	224	
*What type of role would you say most children being served by your agency have in their permanency planning **hearings** within each of the age groups below?*						
Ages 8 to 13						
Baseline score	2.49	2.31	^	2.58	2.61	**n/s**
6-Month follow-up score	2.64	2.55		2.84	2.58	
Mean change	.16	.24	**n/s**	.26	-.03	*
N	101	97		281	224	
Ages 14 to 17						
Baseline score	3.75	3.54	^	3.69	3.98	**
6-Month follow-up score	3.78	3.77		3.92	3.81	
Mean change	.03	.24	**n/s**	.23	-.17	**n/s**
N	101	97		281	224	
Ages 18 to 20						
Baseline score	4.90	4.61	**n/s**	4.61	4.90	^
6-Month follow-up score	4.75	4.84		4.84	4.86	
Mean change	-.15	.23	**n/s**	.23	-.05	**n/s**

N	101	97	[redacted]	281	224	[redacted]

Note: Possible answer choices for the first item ranged from 1= very few (less than 25%) to 4 = most (75%-100%), where higher numbers indicate greater engagement. For the second item, answer choices ranged from 1 = They play no role to 6 = They play a primary role in developing ideas and plans as well as decision-making
Note: ^ p<0.10, * p<0.05, ** p<0.01, *** p<0.001, n/s = no statistically significant difference; NA = sample size too small to provide statistical comparisons
Color coding meanings: Minimal to No Change, Small Improvement, Medium Improvement, Large Improvement

Agency-Level Youth Engagement in Case Planning Meetings

The Agency-Level Youth Engagement in Case Planning Meetings is a 6-item evaluator-developed measure assessing agency-wide youth engagement and roles in case planning meetings. Three items from the scale asked, "Approximately how many children/youth served by your agency would you say are actively engaged in case planning meetings" within each of the age groups: (a) ages 8 to 13, (b) ages 14 to 17, and (c) ages 18 to 20. Answer choices ranged from (1) = *Very few (less than 25%)* to (4) = *Most (75-100%)*. The remaining three items asked, "What type of role would you say most children and youth being served by your agency have in their case planning meetings?" within each of the age groups: a) ages 8 to 13, (b) ages 14 to 17, and (c) ages 18 to 20. Answer choices ranged from (1) = *They play no role* to (6) = *They play a primary role in developing ideas and plans as well as decision-making*. See Appendix C for the full list of questions.

Table 17 below shows the mean baseline and follow-up scores for QIC-EY and comparison groups on Agency-Level Youth Engagement in Case Planning Meeting items. Higher scores are associated with higher levels of youth engagement in case-planning meetings and greater roles played by youth in these meetings.

Among supervisors, while the QIC-EY group scored statistically significantly higher than the comparison group at baseline in the engagement of youth aged 8 to 17 and the roles youth aged 18 to 20 play in case planning meetings, there were no statistically significant differences between groups by the 6-month follow-up.

For caseworkers, the QIC-EY group showed greater improvement (+0.12) than the comparison group (+0.06) in engaging youth aged 8 to 13 in case planning meetings at levels that approached but did not quite reach statistical significance. There were no statistically significant differences between groups in their active engagement of youth aged 14 to 20. Additionally, there were no statistically significant differences between how much the two groups changed from baseline to 6-month follow-up on the roles youth play in case planning meetings within their agency for any age range.

Table 17

Agency-Level Youth Engagement in Case Planning Meetings

	Supervisors			Caseworkers		
	QIC-EY Group	**Comparison Group**	**Statistical Comparisons**	**QIC-EY Group**	**Comparison Group**	**Statistical Comparisons**
Approximately how many children/youth served by your agency would you say are actively engaged in case planning meetings within each of the age groups below?						
Ages 8 to 13						
Baseline score	1.46	1.32	*	1.55	1.46	n/s
6-Month follow-up score	1.60	1.44		1.67	1.52	
Mean change	.15	.12	n/s	.12	.06	^
N	101	97		281	224	
Ages 14 to 17						
Baseline score	2.42	2.20	*	2.46	2.41	n/s
6-Month follow-up score	2.51	2.40		2.55	2.47	
Mean change	.10	.21	n/s	.09	.06	n/s
N	101	97		281	224	
Ages 18 to 20						
Baseline score	3.34	3.14	^	3.25	3.20	n/s
6-Month follow-up score	3.35	3.26		3.39	3.25	
Mean change	.01	.12	n/s	.13	.05	n/s
N	101	97		281	224	
What type of role would you say most children being served by your agency have in their case planning meetings within each of the age groups below?						
Ages 8 to 13						
Baseline score	2.50	2.35	^	2.58	2.63	n/s
6-Month follow-up score	2.89	2.60		2.85	2.66	
Mean change	.39	.25	n/s	.27	.04	n/s
N	101	97		281	224	
Ages 14 to 17						
Baseline score	3.86	3.63	n/s	3.79	3.90	n/s
6-Month follow-up score	4.06	3.76		4.03	3.82	
Mean change	.20	.13	n/s	.25	-.08	n/s
N	101	97		281	224	
Ages 18 to 20						
Baseline score	5.01	4.55	*	4.77	4.86	n/s
6-Month follow-up score	4.96	4.90		5.04	4.80	

Mean change	-.05	.36	**n/s**	.26	-.06	**n/s**
N	101	97		281	224	

Note: Possible answer choices for the first item ranged from 1= very few (less than 25%) to 4 = most (75%-100%), where higher numbers indicate greater engagement. For the second item, answer choices ranged from 1 = They play no role to 6 = They play a primary role in developing ideas and plans as well as decision-making
Note: ^ p<0.10, * p<0.05, ** p<0.01, *** p<0.001, n/s = no statistically significant difference; NA = sample size too small to provide statistical comparisons
Color coding meanings: Minimal to No Change, Small Improvement, Medium Improvement, Large Improvement

QIC-EY Outcome 6: Marked change in philosophy and culture related to engagement of youth by child welfare staff and court personnel

Case-Level YE Philosophy and Culture, Inform subscale

The Case-Level YE Philosophy and Culture, Inform subscales were developed by colleagues at the University of Nebraska-Lincoln based on a literature review. They include two 3-item measures of the importance of informing children and youth of permanency-related information based on (a) the personal beliefs of the respondent and (b) the beliefs and expectations in the agency overall. The same three scale items were asked for each of these two purposes. The three items are "Child welfare professionals should provide children and youth with explanations of the permanency planning process, their permanency options, and the implications of each option," "Children and youth should not be burdened with information about the permanency planning process, their permanency options, and the implications of those options," and "Child welfare professionals should continually provide children and youth with up-to-date information to support their planning and decision making." Answer choices ranged from (1) = *Strongly disagree* to (5) = *Strongly agree*. To evaluate the reliability of this scale, Cronbach's alpha was calculated based on baseline data from the cross-site sample and demonstrated somewhat low reliability for the personal beliefs scale (α = .56) and somewhat higher reliability for the beliefs about the agency scale (α = .68). See Appendix C for the full list of questions.

Table 18 below shows the mean baseline and follow-up scores on the Case-Level YE Philosophy and Culture, Inform subscale. For these sub-outcomes, higher scores are associated with a higher level of agreement with keeping children and youth informed throughout case planning and permanency planning. Scores are reported for both personal beliefs as well as beliefs within the agency overall.

Among the supervisors, while there were declines in the QIC-EY scores from baseline to follow-up, there were no statistically significant differences between groups in their personal beliefs or their beliefs and expectations in the agency overall that youth should be kept informed.

For caseworkers, although the QIC-EY group scored statistically significantly higher than the comparison group on the personal belief items at baseline, there were no statistically significant differences between how much the two groups changed from baseline to 6-month follow-up on any of the personal beliefs or beliefs and expectations in the agency overall.

Table 18

Case-Level YE Philosophy and Culture, Inform subscale – Mean Scale Scores

	Supervisors			Caseworkers		
	QIC-EY Group	**Comparison Group**	**Statistical Comparisons**	**QIC-EY Group**	**Comparison Group**	**Statistical Comparisons**
Caseworker/supervisor- Personal beliefs						
Baseline	4.43	4.34	**n/s**	4.25	4.10	*
6-Month follow-up	4.39	4.40		4.26	4.11	
Mean change	-.04	.06	**n/s**	.004	.01	**n/s**
N	101	97		281	224	
Beliefs and expectations in the agency overall						
Baseline	4.19	4.06	**n/s**	3.95	3.86	**n/s**
6-Month follow-up	4.11	4.09		4.00	3.91	
Mean change	-.08	.04	**n/s**	.05	.04	**n/s**
N	101	97		281	224	

Note: Possible scale scores ranged from 1 to 5, where higher numbers indicate a greater level of agreement
Note: ^ p<0.10, * p<0.05, ** p<0.01, *** p<0.001, n/s = no statistically significant difference, NA = sample size too small to provide statistical comparisons
Color coding meanings: Minimal to No Change, Small Improvement, Medium Improvement, Large Improvement

Case-Level YE Philosophy and Culture, Elicit subscale

Case-Level YE Philosophy and Culture, Elicit subscales were developed by colleagues at the University of Nebraska-Lincoln based on a literature review. They include two 4-item measures of the importance of eliciting children and youths' perspectives on permanency planning based on (a) the personal beliefs of the respondent and (b) the beliefs and expectations in the agency overall. The same four scale items were asked for each of these two purposes. Examples of the scale items include "Child welfare professionals should make active efforts to elicit children and youth's perspectives and preferences around permanency" and "Children and youth should not be asked to decide their perspectives and preferences related to permanency." Answer choices ranged from (1) = *Strongly disagree* to (5) = *Strongly agree*. To evaluate the reliability of this scale, Cronbach's alpha was calculated based on baseline data from the cross-site sample and demonstrated adequate reliability for the personal beliefs scale (α = .69) and somewhat low reliability for beliefs about the agency scale (α = .65). See Appendix C for the full list of questions.

Table 19 below shows the mean baseline and follow-up scores for QIC-EY and comparison groups on the Case-Level YE Philosophy and Culture, Elicit subscale. On this scale, higher scores are associated with higher levels of agreement with eliciting the opinions, perspectives, and preferences of children and youth with whom they work. Scores are reported for both personal beliefs as well as beliefs about the agency overall.

Among both supervisors and caseworkers, there were no statistically significant differences between how much the QIC-EY and comparison groups changed from baseline to 6-month follow-up on any of the personal beliefs or beliefs and expectations in the agency overall regarding eliciting the opinions and perspectives of youth.

Table 19

Case-Level YE Philosophy and Culture, Elicit subscale – Mean Scale Score

	Supervisors			Caseworkers		
	QIC-EY Group	**Comparison Group**	**Statistical Comparisons**	**QIC-EY Group**	**Comparison Group**	**Statistical Comparisons**
Caseworker/supervisor- Personal beliefs						
Baseline	4.47	4.41	**n/s**	4.34	4.33	**n/s**
6-Month follow-up	4.41	4.44		4.32	4.25	
Mean change	-.06	.02	**n/s**	-.02	-.08	**n/s**
N	101	97		281	224	
Beliefs and expectations in the agency overall						
Baseline	4.26	4.11	**^**	4.03	4.07	**n/s**
6-Month follow-up	4.16	4.17		4.10	4.04	
Mean change	-.10	.06	**n/s**	.07	-.03	**n/s**
N	101	97		281	224	

Note: Possible scale scores ranged from 1 to 5, where higher numbers speak to greater levels of agreement
Note: ^ p<0.10, * p<0.05, ** p<0.01, *** p<0.001, n/s = no statistically significant difference, NA = sample size too small to provide statistical comparisons
Color coding meanings: Minimal to No Change, Small Improvement, Medium Improvement, Large Improvement

Case-Level YE Philosophy and Culture, Partner subscale

The Case-Level YE Philosophy and Culture, Partner subscales were developed by colleagues at the University of Nebraska-Lincoln based on a literature review. They include two 9-item measures of the importance of partnering with children and youth in permanency planning based on (a) the personal beliefs of the respondent and (b) the beliefs and expectations in the agency overall. The same 9 items were asked for each of these two purposes. Example scale items include "Children and youth should be embraced as experts on their own lives, a source of solutions, and as partners in decision-making," and "Permanency planning and decision making should involve an equitable partnership between children welfare professions and children and youth." Answer choices ranged from (1) = *Strongly disagree* to (5) = *Strongly agree*. To evaluate the reliability of this scale, Cronbach's alpha was calculated based on baseline data from the cross-site sample and demonstrated good reliability for the personal beliefs scale (α = .71) and beliefs about the agency scale (α = .80). See Appendix C for the full list of questions.

Table 20 below shows the mean baseline and follow-up scores on the Case-Level YE Philosophy and Culture, Partner subscale. Higher scores are associated with higher levels of agreement with partnering with children and youth in permanency planning. Scores are reported for both personal beliefs as well as beliefs within their agency overall.

Among both supervisors and caseworkers, there were no statistically significant differences between the QIC-EY and comparison groups on the personal belief and beliefs and expectations in the agency overall that youth should be partnered with in permanency planning.

Table 20

Case-Level YE Philosophy and Culture, Partner subscale – Mean Scale

	Supervisors			Caseworkers		
	QIC-EY Group	**Comparison Group**	**Statistical Comparisons**	**QIC-EY Group**	**Comparison Group**	**Statistical Comparisons**
Caseworker/supervisor- Personal beliefs						
Baseline	4.06	3.96	**n/s**	3.94	3.85	**n/s**
6-Month follow-up	4.09	4.04		3.97	3.90	
Mean change	.03	.08	**n/s**	.03	.05	**n/s**
N	101	97		281	224	
Beliefs and expectations in the agency overall						
Baseline	3.87	3.82	**n/s**	3.73	3.69	**n/s**
6-Month follow-up	3.90	3.88		3.83	3.77	
Mean change	.03	.06	**n/s**	.11	.08	**n/s**
N	101	97		281	224	

Note: Possible scale scores ranged from 1 to 5, where higher numbers speak to greater levels of agreement
Note: ^ p<0.10, * p<0.05, ** p<0.01, *** p<0.001, n/s = no statistically significant difference, NA = sample size too small to provide statistical comparisons
Color coding meanings: Minimal to No Change, Small Improvement, Medium Improvement, Large Improvement

Case-Level YE Philosophy and Culture, Permanency items

The Case-Level YE Philosophy and Culture, Permanency scale item was developed by colleagues at the University of Nebraska-Lincoln based on a literature review. They include two 1-item measures regarding whether permanency should include legal, relational, and cultural considerations based on (a) the personal beliefs of the respondent and (b) the beliefs and expectations in the agency overall. The same scale item was asked for each of these purposes. The one item was "Permanency for children and youth should be legal, relational, and cultural – all three are critical and interconnected." Answer choices ranged from (1) = *Strongly disagree* to (5) = *Strongly agree*. See Appendix C for the full list of questions.

Table 21 below shows the mean baseline and follow-up scores for QIC-EY and comparison groups on the Case-Level YE Philosophy and Culture, Permanency subscale. Higher scores are associated with higher levels of belief that permanency should be legal, relational, and cultural.

Among the supervisors, there were no statistically significant differences between how much the two groups changed from baseline to 6-month follow-up on their personal beliefs or beliefs and expectations in the agency overall that permanency should be legal, relational, and cultural.

Among the caseworkers, the QIC-EY group showed greater improvement than the comparison group in their personal beliefs that permanency should be legal, relational, and cultural at a level that

approached but did not quite reach statistical significance. There were no statistically significant differences between groups in their beliefs and expectations in the agency overall.

Table 21

Case-Level YE Philosophy and Culture, Permanency subscale – Mean Scale

	Supervisors			Caseworkers		
	QIC-EY Group	**Comparison Group**	**Statistical Comparisons**	**QIC-EY Group**	**Comparison Group**	**Statistical Comparisons**
Caseworker/supervisor- Personal beliefs						
Baseline	4.27	4.27	**n/s**	4.24	4.26	**n/s**
6-Month follow-up	4.34	4.29		4.32	4.20	
Mean change	.07	.02	**n/s**	.08	-.07	**^**
N	101	97		281	224	
Beliefs and expectations in the agency overall						
Baseline	4.01	4.20	**^**	4.05	4.12	**n/s**
6-Month follow-up	4.06	4.16		4.16	4.04	
Mean change	.05	-.03	**n/s**	.10	-.07	**n/s**
N	101	97		281	224	

Note: Possible scale scores ranged from 1 to 5, where higher numbers speak to greater levels of agreement
Note: ^ p<0.10, * p<0.05, ** p<0.01, *** p<0.001, n/s = no statistically significant difference, NA = sample size too small to provide statistical comparisons
Color coding meanings: Minimal to No Change, Small Improvement, Medium Improvement, Large Improvement

Youth Voice Agency Level Assessment (Y-VAL), Overall vision and commitment subscale, commitment to meaningful participation items

The Youth Voice Agency Level Assessment (Y-VAL) [11,12] is a validated scale that measures adult support for authentic youth engagement and participation at the agency level. A 5-item subset of the Y-VAL, Overall vision and commitment subscale were utilized (there were six items in the original subscale). These items assess agencies' overall vision and commitment to meaningful participation between youth and adults ranging from least developed to fully developed. An additional item was added to the subscale by the researchers to meet the evaluation needs of the current study. To evaluate the reliability of this scale, Cronbach's alpha was calculated based on baseline data from the cross-site sample and demonstrated excellent reliability (α = .91). Each item describes what fully developed agency support for youth voice looks like in a specific area with participants being asked how their own agencies compare to the descriptions. Example items from this subscale include "The agency has created a formal statement affirming its commitment to promoting child/youth engagement within the agency," and "The agency and its leaders clearly communicate this vision to stakeholders - including young

[11] Youth MOVE National & Regional Research Institute, Portland State University. (2016). Youth/Young Adult Voice at the Agency Level: A Self-Assessment (YVAL Self-Assessment). Decorah, IA: Youth MOVE National.
[12] Walker, J. S., Masselli, B. M., Blakeslee, J., Baird, C., & Thorp, K. (2018). Development and testing of an assessment of youth/young adult voice in agency-level advising and decision making. *Children and Youth Services Review*, 94, 598-605.

people, management and staff." Answer choices ranged from (1) = *Least developed* to (5) = *Fully developed*. See Appendix C for the full list of questions.

Table 22 below shows the mean baseline and follow-up scores for QIC-EY and comparison groups on the Y-VAL, Overall vision and commitment subscale, commitment to meaningful participation items. Higher scores are associated with more fully developed systems and processes related to meaningful youth participation.

Among the supervisors, the QIC-EY group showed statistically significantly greater improvement (+0.40) than the comparison group (+0.09) in developing systems and processes related to meaningful youth practices.

Among caseworkers, the QIC-EY group showed statistically significantly greater improvement (+0.30) than the comparison group (+0.03) in developing systems and processes related to meaningful youth practices.

Table 22

Y-VAL, Overall vision and commitment subscale, commitment to meaningful participation items – Mean Scale Scores

	Supervisors			Caseworkers		
	QIC-EY Group	**Comparison Group**	**Statistical Comparisons**	**QIC-EY Group**	**Comparison Group**	**Statistical Comparisons**
Baseline score	3.50	3.59	**n/s**	3.67	3.75	**n/s**
6-Month follow-up score	3.90	3.68		3.97	3.77	
Mean change	.40	.09	*	.30	.03	***
N	101	97		281	224	

Note: Possible scale scores ranged from 1 to 5, where higher numbers indicate greater development
Note: ^ p<0.10, * p<0.05, ** p<0.01, *** p<0.001, n/s = no statistically significant difference, NA = sample size too small to provide statistical comparisons
Color coding meanings: Minimal to No Change, Small Improvement, Medium Improvement, Large Improvement

Youth Voice Agency Level Assessment (Y-VAL), Overall vision and commitment subscale, Culture of partnership items

The Youth Voice Agency Level Assessment (Y-VAL) [13,14] is a validated scale that measures adult support for authentic youth engagement and participation at the agency level. A 5-item subset of the Y-VAL, Overall vision and commitment subscale, culture of partnership measure[16] was used to measure the culture of partnership between the agency and youth regarding permanency planning. To evaluate the reliability of this scale, Cronbach's alpha was calculated based on baseline data from the cross-site sample and demonstrated excellent reliability (α = .93). Each item describes what fully developed

[13] Youth MOVE National & Regional Research Institute, Portland State University. (2016). Youth/Young Adult Voice at the Agency Level: A Self-Assessment (YVAL Self-Assessment). Decorah, IA: Youth MOVE National.
[14] Walker, J. S., Masselli, B. M., Blakeslee, J., Baird, C., & Thorp, K. (2018). Development and testing of an assessment of youth/young adult voice in agency-level advising and decision making. *Children and Youth Services Review*, 94, 598-605.

agency support for youth voice looks like in a specific area with participants being asked how their agencies compare to the descriptions. Example items from this subscale include "Leaders and staff throughout the agency genuinely view children/youth as having valuable experience and ideas that can contribute to improving case/permanency planning outcomes," and "Children/youth who participate in case/permanency planning are welcomed as partners, their experience and insights are seen as valuable, and their ideas and contributions are given the same respect and attention as adults'." Answer choices ranged from (1) = *Least developed* to (5) = *Fully developed*. See Appendix C for the full list of questions.

Table 23 below shows the mean baseline and follow-up scores for QIC-EY and comparison groups on the Youth Voice Agency Level Assessment (Y-VAL), Overall vision and commitment subscales, Culture of partnership items. Higher scores are associated with a more fully developed agency-wide commitment to a culture of partnership with children and youth.

Among the supervisors, there were no statistically significant differences between how much the two groups changed from baseline to 6-month follow-up on an agency-wide commitment to a culture of partnership with children and youth.

Among caseworkers, the QIC-EY group showed statistically significantly greater improvement (+0.29) than the comparison group (+0.10) in their agency-wide commitment to partnering with youth.

Table 23

Y-VAL, Overall vision and commitment subscales, Culture of partnership items – Mean Scale Scores

	Supervisors			Caseworkers		
	QIC-EY Group	**Comparison Group**	**Statistical Comparisons**	**QIC-EY Group**	**Comparison Group**	**Statistical Comparison**
Baseline score	3.50	3.50	**n/s**	3.63	3.68	**n/s**
6-Month follow-up score	3.86	3.71		3.92	3.78	
Mean score	.35	.21	**n/s**	.29	.10	*
N	101	97		281	224	

Note: Possible scale scores ranged from 1 to 5, where higher numbers indicate greater development
Note: ^ p<0.10, * p<0.05, ** p<0.01, *** p<0.001, n/s = no statistically significant difference, NA = sample size too small to provide statistical comparisons
Color coding meanings: Minimal to No Change, Small Improvement, Medium Improvement, Large Improvement

Organizational Climate Scale of the TCU ORC-D4, Change subscale, Adapted

The Organizational Climate Scale of TCU ORC-D4, Change subscale[15], is a 6-item measure that evaluates organizational change related to engagement among youth. This subscale has been validated (α = 0.76).[16] One question was added to the subscale by the researchers to meet the evaluation needs of the current study. Example items from this scale include "You frequently hear good ideas from other staff

[15] TCU Institute of Behavioral Research. (2011). *Organizational Readiness for Change.* Texas Christian University. Fort Worth, TX.
[16] Lehman, W. E., Greener, J. M., & Simpson, D. D. (2002). Assessing organizational readiness for change. *Journal of Substance Abuse Treatment, 22*(4), 197-209.

for improving child/youth engagement in permanency planning" and "The general attitude in your program is to accept new and changing technology in relation to child/youth engagement (ex. social media)." Answer choices ranged from (1) = *Disagree strongly* to (5) = *Agree strongly*. See Appendix C for the full list of questions.

Table 24 below displays the mean baseline and follow-up scores for QIC-EY and comparison groups on the Organizational Climate Scale of TCU ORC-D4, Change subscale. Higher scores indicate that the workforce perceives a greater capacity to enact meaningful organizational changes.

Among the supervisors, the QIC-EY group showed statistically significantly greater improvement (+0.15) than the comparison group (+0.04) in their perceptions of greater capacity for change at an organizational level.

Among caseworkers, there were no statistically significant differences between how much the two caseworker groups changed from baseline to 6-month follow-up on perceptions of greater capacity for change at an organizational level.

Table 24

Organizational Climate Scale of TCU ORC-D4, Change subscale – Mean Scale Scores

	Supervisors			Caseworkers		
	QIC-EY Group	**Comparison Group**	**Statistical Comparisons**	**QIC-EY Group**	**Comparison Group**	**Statistical Comparisons**
Baseline score	3.47	3.37	**n/s**	3.43	3.37	**n/s**
6-Month follow-up score	3.62	3.41		3.50	3.47	
Mean change	.15	.04	**	.08	.09	**n/s**
N	101	97		281	224	

Note: Possible scale scores ranged from 1 to 5, where higher numbers indicate more positive organizational climates
Note: ^ p<0.10, * p<0.05, ** p<0.01, *** p<0.001, n/s = no statistically significant difference, NA = sample size too small to provide statistical comparisons
Color coding meanings: Minimal to No Change, Small Improvement, Medium Improvement, Large Improvement

QIC-EY Outcome 7: Increased use of EY tools by child welfare & courts

This outcome is measured within the next outcome. It is also measured with process evaluation, which only applies to the intervention group.

Long-Term Outcomes

QIC-EY Outcome 8: Increased implementation of policies & practices that reflect child welfare systems' commitment to EY practices

Evaluator-Developed items assessing workers' self-perceptions of their own participation in engaging youth

This 7-item evaluator-developed scale assesses workers' self-perceptions of their own participation in engaging youth. Questions were developed by evaluators based on the National Association of Social Workers Standards for Social Work Practice in Child Welfare (2013), Standard 11: Youth Engagement, which states that "Social workers in child welfare shall actively engage older youths in addressing their needs while in out-of-home care and as they prepare to transition out of foster care" (p. 22).[17] Scale item instructions were "Please rate how often you participate in the following activities related to engaging youth in case planning and/or permanency planning." Example items from this scale include "Assessing and recognizing the unique strengths and abilities and specific needs of children and youth with regard to life and personal skills development" and "Developing strong working relationships with children/youth." Answer choices ranged from (0) = *Never* to (10) = *Always*. To evaluate the reliability of this scale, Cronbach's alpha was calculated based on baseline data from the cross-site sample and demonstrated high reliability (α = .95). See Appendix C for the full list of questions.

Table 25 below shows the mean baseline and follow-up scores for QIC-EY and comparison groups on the Evaluator-Developed items assessing workers' self-perceptions of their own participation in engaging youth. For this sub-outcome, higher scores are associated with higher levels of self-rated participation in engaging youth.

Among supervisors, there were no statistically significant differences between how much the two groups changed from baseline to 6-month follow-up in their perceptions of their own participation in engaging youth.

Among caseworkers, while the comparison group scored statistically significantly higher at baseline, there were no statistically significant differences between how much the two caseworker groups changed from the baseline to the 6-month follow-up on their perceptions of their own participation in engaging youth.

Table 25

Evaluator-Developed items assessing workers' self-perceptions of their own participation in engaging youth – Mean Scale Scores

	Supervisors			Caseworkers		
	QIC-EY Group	**Comparison Group**	**Statistical Comparisons**	**QIC-EY Group**	**Comparison Group**	**Statistical Comparisons**
Baseline score	7.24	7.06	**n/s**	7.48	7.84	*
6-Month follow-up score	7.48	7.34		7.84	8.01	
Mean change	.24	.28	**n/s**	.36	.17	**n/s**
N	101	97		281	224	

Note: Possible scale scores ranged from 0 to 10, where higher numbers indicate greater self-rated participation
Note: ^ p<0.10, * p<0.05, ** p<0.01, *** p<0.001, n/s = no statistically significant difference, NA = sample size too small to provide statistical comparisons
Color coding meanings: Minimal to No Change, Small Improvement, Medium Improvement, Large Improvement

Involvement and Interaction Rating Scale, Adult involvement subscale, Adapted

[17] National Association of Social Workers (2013). *NASW Standards for Social Work Practice in Child Welfare*. NASW.

The Involvement and Interaction Rating Scale, Adult involvement subscale, is a validated measure (α = 0.84) [18] assessing adult involvement in engaging youth in case planning and/or permanency planning. The language of the subscale was adapted to ensure relevance to case and/or permanency planning. For each survey question, two statements on opposite extremes were provided with a corresponding number of 1 and 10. For example, (1) "Adults display a sense of wanting to control children/youth in relation to case/permanency planning" and (10) "Adults display a willingness to accept and nurture child/youth leadership in relation to case/permanency planning." Another example is (1) "Adults never take the ideas of children/youth seriously in relation to case/permanency planning" and (10) "Adults always take the ideas of children/youth seriously in relation to case/permanency planning." The respondent is then asked to think of their child welfare agency's work as it applies to engaging youth in case planning and/or permanency planning" and select the number from 1 (first statement) to 10 (second statement) that best corresponds to their agency, with any number in between also being a valid choice. See Appendix C for the full list of questions.

Table 26 below shows the mean baseline and follow-up scores for QIC-EY and comparison groups on the Involvement and Interaction Rating Scale, Adult involvement subscale, Adapted. Higher scores are associated with higher levels of adult involvement in engaging youth in case planning and/or permanency planning.

For supervisors, while the QIC-EY scored statistically significantly higher at baseline, there were no statistically significant differences between how much the two groups changed from baseline to 6-month follow-up on adult involvement in engaging youth in case planning and/or permanency planning.

Among caseworkers, there were no statistically significant differences between how much the two caseworker groups changed from the baseline to the 6-month follow-up on adult involvement in engaging youth in case planning and permanency planning.

Table 26

Involvement and Interaction Rating Scale, Adult involvement subscale, Adapted – Mean Scale Scores

	Supervisors			Caseworkers		
	QIC-EY Group	**Comparison Group**	**Statistical Comparisons**	**QIC-EY Group**	**Comparison Group**	**Statistical Comparisons**
Baseline score	6.20	5.72	**	5.99	6.00	**n/s**
6-Month follow-up score	6.28	6.22		6.24	6.24	
Mean change	.08	.51	**n/s**	.24	.24	**n/s**
N	101	97		281	224	

Note: Possible scale scores ranged from 1 to 10, where higher numbers indicate greater involvement
Note: ^ p<0.10, * p<0.05, ** p<0.01, *** p<0.001, n/s = no statistically significant difference, NA = sample size too small to provide statistical comparisons
Color coding meanings: Minimal to No Change, Small Improvement, Medium Improvement, Large Improvement

Involvement and Interaction Rating Scale, Youth-Adult Interaction subscale, Adapted

[18] Jones, K. R., & Perkins, D. F. (2006). Youth and adult perceptions of their relationships within community-based youth programs. *Youth & Society, 38*(1), 90-109.

The Involvement and Interaction Rating Scale, Youth-Adult Interaction subscale, is a validated measure ($\alpha = 0.87$)[19] assessing youth-adult interaction in case planning and/or permanency planning. The language of the subscale was adapted to ensure relevance to case and/or permanency planning. For each survey question, two statements on opposite extremes were provided along with a corresponding number of 1 and 10. For example, (1) "There is arguing/tension among children/youth and adults in the context of case/permanency planning" and (10) "Children/youth and adults get along well together in the context of case/permanency planning." Another example is (1) "Children/youth appear uneasy and intimated by adults" and (10) "Children/youth seem comfortable working with adults." The respondent is then asked to think of their child welfare agency's work as it applies to engaging youth in case planning and/or permanency planning" and select the number from 1 (first statement) to 10 (second statement) that best corresponds to their agency, with any number in between also being a valid choice. See Appendix C for the full list of questions.

Table 27 below shows the mean baseline and follow-up scores for QIC-EY and comparison groups on the Involvement and Interaction Rating Scale, Youth-Adult Interaction subscale, Adapted. For this sub-outcome, higher scores are associated with greater levels of youth-adult collaboration and interaction in working on case planning and permanency planning.

Among supervisors, although the QIC-EY group scored statistically significantly higher at baseline, there were no statistically significant differences between how much the two groups changed from baseline to 6-month follow-up on youth-adult collaboration and interaction in working on case planning and/or permanency planning.

Among caseworkers, there were no statistically significant differences between how much the two caseworker groups changed from the baseline to the 6-month follow-up on youth-adult collaboration and interaction in working on case planning and/or permanency planning.

Table 27

Involvement and Interaction Rating Scale, Youth-Adult Interaction subscale, Adapted – Mean Scale Scores

	Supervisors			Caseworkers		
	QIC-EY Group	**Comparison Group**	**Statistical Comparisons**	**QIC-EY Group**	**Comparison Group**	**Statistical Comparisons**
Baseline score	6.09	5.76	*	5.98	6.07	**n/s**
6-Month follow-up score	6.29	6.21		6.31	6.22	
Mean change	.20	.45	**n/s**	.33	.15	**n/s**
N	101	97		281	224	

Note: Possible scale scores ranged from 1 to 10, where higher numbers indicate greater involvement
Note: ^ p<0.10, * p<0.05, ** p<0.01, *** p<0.001, n/s = no statistically significant difference, NA = sample size too small to provide statistical comparisons
Color coding meanings: Minimal to No Change, Small Improvement, Medium Improvement, Large Improvement

[19] Jones, K. R., & Perkins, D. F. (2006). Youth and adult perceptions of their relationships within community-based youth programs. *Youth & Society, 38*(1), 90-109.

Community Key Informant (CKI), Diffusion Items

A 2-item subset of the Community Key Informant (CKI), diffusion items[20] was used to measure changes in youth engagement over the past year. This measure was given to participating court staff as well. The first item for this scale was (1) "Thinking back over the past year, how has the level of activities geared towards engaging children and youth in case/permanency planning changed in your agency?" with answer choices ranging from (1) = *Been cut in half or more than half* to (5) = *Doubled or more than doubled*. The second item from this scale was "Thinking about the last year, has your supervisor been more active and effective at helping you better engage children and youth in their case and permanency planning?" with answer choices of *yes* or *no*. See Appendix C for the full list of questions.

Table 28 below shows the mean baseline and follow-up scores for QIC-EY participants on the CKI Diffusion Items. For the first sub-outcome, higher scores indicate a greater increase in youth engagement-related activities. For the second sub-outcome, a higher percentage indicates that more participants are reporting more active and effective supervision related to case/permanency planning.

Among supervisors, the QIC-EY group showed statistically significantly greater improvement than the comparison group from baseline to 6-month follow-up on how much change they have seen as an agency; this difference was medium. There were no statistically significant differences between groups in how active and effective supervisors are.

Among the caseworkers, while the QIC-EY group scored statistically significantly higher on the first question than the comparison group at baseline and the comparison group scored statistically significantly higher on the second question at baseline, there were no statistically significant differences between groups at 6-month follow-up in either the level of activities geared toward youth engagement or how active and effective supervisors are.

Table 28

CKI Diffusion Items – Mean Scores and Frequencies

	Supervisors			Caseworkers		
	QIC-EY Group	**Comparison Group**	**Statistical Comparisons**	**QIC-EY Group**	**Comparison Group**	**Statistical Comparisons**
1-How has the level of activities engaging youth changed? (mean score)						
Baseline	3.66	3.51	**^**	3.72	3.33	*******
6-Month follow-up	3.96	3.60		3.63	3.50	
Mean change	.30	.09	*******	-.09	.18	**n/s**
N	101	97		281	224	
2- Supervisor more active and effective (% who said *Yes*)						
Baseline	52.5%	54.6%	**n/s**	52.3%	68.3%	*****
6-Month follow-up	67.3%	58.8%		69.8%	65.6%	

[20] Arthur, M. W., Hawkins, J. D., Catalano, R. F., & Olson, J. J. (2002). Community Key Informant Survey. Seattle, WA: Social Development Research Group, University of Washington.

Percent change	28.19%	7.69%	**n/s**	33.46%	-3.95%	**n/s**
N	101	97		281	224	

Note: Possible answer choices for Q1 ranged from 1 = Been cut in half or more than half to 5 = Doubled or more than doubled, answer choices for Q2 were yes or no.
Note: ^ p<0.10, * p<0.05, ** p<0.01, *** p<0.001, n/s = no statistically significant difference, NA = sample size too small to provide statistical comparisons
Color coding meanings: Minimal to No Change, Small Improvement, Medium Improvement, Large Improvement

Youth Voice Agency Level Assessment (Y-VAL), Empowered Representatives subscale

The Youth Voice Agency Level Assessment (Y-VAL) [21,22] is a validated scale that measures adult support for authentic youth engagement and participation at the agency level. A 5-item subset of the Y-VAL, Empowered Representative subscale was used to measure how fully developed an agency is in empowering youth to meaningfully engage in activities that help meet their needs. The wording of the items was slightly adapted for relevancy to this study (i.e., case/permanency planning was added). Scale item instructions were "Rate how far your agency has come towards matching this fully developed description." Example items from this scale include "Case/permanency planning meetings follow an agenda that young people have received and prepared for in advance," and "Children and youth that the agency serves are aware of opportunities to participate in case planning/permanency planning. Answer choices ranged from (1) *Least developed, none of the aspects in place/not true for our agency* to (5) = *Fully developed, all aspects in place/completely true for our agency*. To evaluate the reliability of this scale, Cronbach's alpha was calculated based on baseline data from the cross-site sample, which demonstrated good reliability (α = .88). See Appendix C for the full list of questions.

Table 29 below shows the mean baseline and follow-up scores for QIC-EY and comparison groups on the Y-VAL, Empowered Representatives subscale. Higher scores indicate more fully developed agency-wide practices of empowering children and youth in case and permanency planning.

For supervisors, there were no statistically significant differences between groups in their improvement in agency-wide practices in empowering children and youth in case and permanency planning.

Among caseworkers, while the comparison group scored statistically significantly higher at baseline, there were no statistically significant differences between how much groups had improved in developing agency-wide practices of empowering children and youth in case and permanency planning.

[21] Youth MOVE National & Regional Research Institute, Portland State University. (2016). Youth/Young Adult Voice at the Agency Level: A Self-Assessment (YVAL Self-Assessment). Decorah, IA: Youth MOVE National.
[22] Walker, J. S., Masselli, B. M., Blakeslee, J., Baird, C., & Thorp, K. (2018). Development and testing of an assessment of youth/young adult voice in agency-level advising and decision making. *Children and Youth Services Review*, 94, 598-605.

Table 29

Y-VAL, Empowered Representatives subscale items – Mean Scores

	Supervisors			Caseworkers		
	QIC-EY Group	**Comparison Group**	**Statistical Comparisons**	**QIC-EY Group**	**Comparison Group**	**Statistical Comparisons**
Baseline score	2.92	2.97	**n/s**	3.15	3.35	**
6-Month follow-up score	3.30	3.26		3.47	3.40	
Mean change	.37	.29	**n/s**	.32	.05	**n/s**
N	101	97		281	224	

Note: Possible scale scores ranged from 1 to 5, where higher numbers indicate greater empowerment
Note: ^ p<0.10, * p<0.05, ** p<0.01, *** p<0.001, n/s = no statistically significant difference, NA = sample size too small to provide statistical comparisons
Color coding meanings: Minimal to No Change, Small Improvement, Medium Improvement, Large Improvement

Youth Voice Agency Level Assessment (Y-VAL), Commitment to facilitation and support of youth participation item

The Youth Voice Agency Level Assessment (Y-VAL) [23,24] is a validated scale that measures adult support for authentic youth engagement and participation at the agency level. A single item from the Y-VAL, Commitment to facilitation and support of youth participation was used to assess agency efforts to reduce barriers to meaningful youth participation. The wording of the items was slightly adapted for relevancy to this study (i.e., case/permanency planning was added). Scale item instructions were "Rate how far your agency has come towards matching this fully developed description." The item in this scale was "The agency makes case/permanency planning meetings accessible to children/youth by actively addressing the barriers that prevent meaningful youth participation. Barriers may be related to meeting times, transportation, childcare needs, meeting location, etc." Answer choices ranged from (1) = *Least developed, none of the aspects in place/not true for our agency,* to (5) = *Fully developed, all aspects in place/completely true for our agency*. See Appendix C for the full list of questions.

Table 30 shows the mean baseline and follow-up scores for QIC-EY and comparison groups on the Y-VAL, Commitment to facilitation and support of youth participation item. For this sub-outcome, higher scores indicate a greater level of agency-wide commitment to making case planning and permanency planning meetings accessible to children and youth.

For supervisors, there were no statistically significant differences between how much groups had improved in their agency-wide commitment to making case planning and permanency planning meetings accessible to children.

[23] Youth MOVE National & Regional Research Institute, Portland State University. (2016). Youth/Young Adult Voice at the Agency Level: A Self-Assessment (YVAL Self-Assessment). Decorah, IA: Youth MOVE National.
[24] Walker, J. S., Masselli, B. M., Blakeslee, J., Baird, C., & Thorp, K. (2018). Development and testing of an assessment of youth/young adult voice in agency-level advising and decision making. *Children and Youth Services Review*, 94, 598-605.

Among caseworkers, while the comparison group scored statistically significantly higher at baseline, there were no statistically significant differences between how much groups had improved in their agency-wide commitment to making case planning and permanency planning meetings accessible to children.

Table 30

Y-VAL, Commitment to facilitation and support of youth participation item – Mean Scores

	Supervisors			Caseworkers		
	QIC-EY Group	**Comparison Group**	**Statistical Comparisons**	**QIC-EY Group**	**Comparison Group**	**Statistical Comparisons**
Baseline score	3.15	3.04	**n/s**	3.35	3.59	**
6-Month follow-up score	3.58	3.47		3.58	3.62	
Mean change	.42	.43	**n/s**	.23	.04	**n/s**
N	101	97		281	224	

Note: Possible scale scores ranged from 1 to 5, where higher scores indicate greater commitment
Note: ^ p<0.10, * p<0.05, ** p<0.01, *** p<0.001, n/s = no statistically significant difference, NA = sample size too small to provide statistical comparisons
Color coding meanings: Minimal to No Change, Small Improvement, Medium Improvement, Large Improvement

Youth Voice Agency Level Assessment (Y-VAL), Participation in evaluation subscale items

The Youth Voice Agency Level Assessment (Y-VAL) [25,26] is a validated scale that measures adult support for authentic youth engagement and participation at the agency level. A 5-item subset of the Y-VAL, Participation in evaluation subscale[29] was used to measure agency-level support for youth participation in evaluation. The wording of the items was slightly adapted for relevancy to this study (i.e., case/permanency planning was added). Scale item instructions were "Rate how far your agency has come towards matching this fully developed description." Example items from this scale include "The agency regularly gathers confidential feedback from children/youth receiving services to ensure that the case/permanency planning process is meeting their needs," and "Decision makers report back to children/youth about whether, how, and why specific youth feedback on the case/permanency planning process was acted upon." Answer choices ranged from (1) = *Least developed, none of the aspects in place/not true for our agency* to (5) = *Fully developed, all aspects in place/ completely true for our agency*. To evaluate the reliability of this scale, Cronbach's alpha was calculated based on baseline data from the cross-site sample and demonstrated excellent reliability (α = .91). See Appendix C for the full list of questions.

Table 31 below shows the mean baseline and follow-up scores for QIC-EY and comparison groups on the Y-VAL, Participation in evaluation subscale items. For this sub-outcome, higher scores are associated

[25] Youth MOVE National & Regional Research Institute, Portland State University. (2016). *Youth/Young Adult Voice at the Agency Level: A Self-Assessment (YVAL Self-Assessment)*. Decorah, IA: Youth MOVE National.
[26] Walker, J. S., Masselli, B. M., Blakeslee, J., Baird, C., & Thorp, K. (2018). Development and testing of an assessment of youth/young adult voice in agency-level advising and decision making. *Children and Youth Services Review*, 94, 598-605.

with more fully developed agency-wide practices committed to involving children and youth in providing feedback and evaluation.

Among supervisors, there were no statistically significant differences in how much the two caseworker groups changed from the baseline to the 6-month follow-up regarding agency-wide practices of involving children and youth in providing feedback and evaluation.

Among caseworkers, while the comparison group scored statistically significantly higher at baseline, there were no statistically significant differences between how much the two caseworker groups changed from the baseline to the 6-month follow-up related to agency-wide practices of involving children and youth in providing feedback and evaluation.

Table 31

Y-VAL, Participation in evaluation subscale – Mean Scores

	Supervisors			Caseworkers		
	QIC-EY Group	**Comparison Group**	**Statistical Comparisons**	**QIC-EY Group**	**Comparison Group**	**Statistical Comparisons**
Baseline score	3.03	3.04	**n/s**	3.24	3.41	**
6-Month follow-up score	3.40	3.37		3.52	3.55	
Mean change	.38	.32	**n/s**	.28	.14	**n/s**
N	101	97		281	224	

Note: Possible scale scores ranged from 1 to 5, where higher scores indicate greater participation
Note: ^ p<0.10, * p<0.05, ** p<0.01, *** p<0.001, n/s = no statistically significant difference, NA = sample size too small to provide statistical comparisons
Color coding meanings: Minimal to No Change, Small Improvement, Medium Improvement, Large Improvement

QIC-EY Outcome 9: Increased levels of efficacy & job satisfaction as a result of exposure to workforce training & coaching

Professional Quality of Life-5 (ProQOL-5), Burnout subscale

The ProQOL-5, Burnout subscale,[27] is a validated measure ($\alpha = 0.75$)[28] assessing burnout among agency workers. The wording of the original measure was slightly adapted to be relevant to the child welfare setting. Participants were asked to "Consider each of the following questions about you and your current work situation. Select the number that honestly reflects how frequently you experience these things in the last 30 days." Example items from this scale include "I feel trapped in my job as a child welfare worker." and "I feel worn out because of my work as a child welfare worker." Answer choices ranged from (1) = *Never* to (5) = *Very often*. See Appendix C for the full list of questions.

[27] Stamm, B.H. (2009). *Professional Quality of Life: Compassion Satisfaction and Fatigue Version 5 (ProQOL).*
[28] Stamm, B.H. (2010). *The concise manual for the professional quality of life scale.*

Table 32 shows the mean baseline and follow-up scores for QIC-EY and comparison groups on the ProQOL-5, Burnout subscale. Higher scores are associated with greater levels of burnout among the workforce.

Among supervisors and caseworkers, there were no statistically significant differences between how much the two caseworker groups changed from the baseline to the 6-month follow-up on levels of burnout among the workforce.

Table 32

ProQOL-5, Burnout subscale – Mean Scale Scores

	Supervisors			Caseworkers		
	QIC-EY Group	**Comparison Group**	**Statistical Comparisons**	**QIC-EY Group**	**Comparison Group**	**Statistical Comparisons**
Baseline score	2.47	2.55	**n/s**	2.51	2.60	**n/s**
6-Month follow-up score	2.45	2.50		2.62	2.61	
Mean change	-.02	-.05	**n/s**	.11	.01	**n/s**
N	101	97		281	224	

Note: Possible scale scores ranged from 1 to 5, where higher numbers indicate greater levels of burnout
Note: ^ p<0.10, * p<0.05, ** p<0.01, *** p<0.001, n/s = no statistically significant difference, NA = sample size too small to provide statistical comparisons
Color coding meanings: Minimal to No Change, Small Improvement, Medium Improvement, Large Improvement

Professional Quality of Life-5 (ProQOL-5), Secondary traumatic stress subscale

The ProQOL-5, secondary traumatic stress subscale,[32] is a validated measure ($\alpha = 0.81$)[33] assessing secondary traumatic stress responses among agency workers. The wording of the original measure was slightly adapted to be relevant to the child welfare setting. Participants were asked to "Consider each of the following questions about you and your current work situation. Select the number that honestly reflects how frequently you experience these things in the last 30 days." Example items from this scale include "I am preoccupied with more than one child/youth that I work with." and "Because of my child welfare work, I have felt on edge about various things." Answer choices ranged from (1) = *Never* to (5) = *Very often*. See Appendix C for the full list of questions.

Table 33 shows the mean baseline and follow-up scores for QIC-EY and comparison groups on the ProQOL-5, Secondary traumatic stress subscale. Higher scores are associated with more symptoms of secondary traumatic stress among the workforce.

For supervisors, there were no statistically significant differences between how much the two caseworker groups changed from the baseline to the 6-month follow-up on levels of secondary traumatic stress.

Among caseworkers, the QIC-EY group showed greater improvement (+0.10) than the comparison group (+0.03) on levels of secondary traumatic stress at levels that approached but did not quite reach statistical significance.

Table 33

ProQOL-5, Secondary traumatic stress subscale – Mean Scale Scores

	Supervisors			Caseworkers		
	QIC-EY Group	**Comparison Group**	**Statistical Comparisons**	**QIC-EY Group**	**Comparison Group**	**Statistical Comparisons**
Baseline score	2.25	2.41	**^**	2.38	2.35	**n/s**
6-Month follow-up score	2.31	2.41		2.48	2.38	
Mean change	.06	.01	**n/s**	.10	.03	**^**
N	101	97		281	224	

Note: Possible scale scores ranged from 1 to 5, where higher numbers indicate greater levels of stress
Note: ^ p<0.10, * p<0.05, ** p<0.01, *** p<0.001, n/s = no statistically significant difference, NA = sample size too small to provide statistical comparisons
Color coding meanings: Minimal to No Change, Small Improvement, Medium Improvement, Large Improvement

Intent to Stay Items

The Intent to Stay[33] items measure worker retention and their intention to continue working within the same agency. Scale item instructions were "Please indicate the extent to which you agree with the following statements." Example items from this scale include "I have too much time invested at this agency to leave." and "I am committed to staying at this agency." Answer choices ranged from (1) = *Strongly disagree* to (4) = *Strongly agree*. See Appendix C for the full list of questions.

The following table 34 shows the mean baseline and follow-up scores for QIC-EY participants on the Intent to Stay scale. Higher scores are associated with greater intention to stay in their current place of employment.

Among supervisors, there were no statistically significant differences between how much the two caseworker groups changed from the baseline to the 6-month follow-up on their intention to stay with the same agency.

Among caseworkers, the comparison group showed more improvement (+0.03) while the QIC-EY group declined (-0.06), with a difference between groups that approached but did not quite reach statistical significance.

Table 34

Intent to Stay scale – Mean Scores

	Supervisors			Caseworkers		
	QIC-EY Group	**Comparison Group**	**Statistical Comparisons**	**QIC-EY Group**	**Comparison Group**	**Statistical Comparisons**
Baseline scale Score	3.15	3.13	**n/s**	2.94	2.90	**n/s**
6-Month Follow-up	3.15	3.05		2.88	2.92	
Mean Change	.00	-.08	**^**	-.06	.03	**^**
N	101	97		281	224	

Note: Note possible scale scores ranged from 1 to 4, where higher numbers indicate greater intent to stay at current place of employment
Note: ^ p<0.10, * p<0.05, ** p<0.01, *** p<0.001, n/s = no statistically significant difference, NA = sample size too small to provide statistical comparisons
Color coding meanings: Minimal to No Change, Small Improvement, Medium Improvement, Large Improvement

Intent to Leave Scale items

A 9-item subset of the Intent to Leave Scale items assess the likelihood that participants are thinking about and taking steps to leave their jobs. A subset of items from the Intent to Leave Scale (Auerbach et al., 2014)[29] that were not included in the Intent to Stay scale were utilized, with some language adapted to be appropriate for the times. Example items include "Within the past year, have you considered looking for a new job?" and "How many resumes have you sent out?" Several different answer choice sets are used across this set of items. See Appendix C for the full list of questions.

Table 35 below shows the mean baseline and follow-up scores for QIC-EY supervisors and caseworkers on the Intent to Leave scale items. For the first sub-outcome, (1), higher scores indicate an intent to stay in one's job longer. For the next sub-outcome (2), the percentage of people who have considered looking for a new job is reported, with higher percentages indicating that more participants have considered looking for a job. For the three following sub-outcomes (3-5), higher scores are associated with a greater intention to leave their current job.

Among supervisors and caseworkers, there were no statistically significant differences between how much the two caseworker groups changed from the baseline to the 6-month follow-up on their intention to leave the agency, in their consideration of looking for a new job, or in thinking looking or acting on their intention to leave (among those who had indicated they had considered looking for a new job.

Table 35

Intent to Leave Scale Items – Mean Score

	Supervisors			Caseworkers		
	QIC-EY Group	**Comparison Group**	**Statistical Comparisons**	**QIC-EY Group**	**Comparison Group**	**Statistical Comparisons**
1- Mean score for how long you expect to be working in your agency *						
Baseline	4.08	4.03	**n/s**	3.58	3.50	**n/s**
6-Month follow-up	4.06	4.09		3.54	3.61	
Mean change	-.02	.06	**n/s**	-.03	.12	**n/s**
N	101	97		281	224	
2- Percent that have considered looking for a new job (% Yes)						
Baseline	51.5%	52.6%	**n/s**	46.6%	51.3%	**n/s**
6-Month follow-up	46.5%	51.5%		58%	54.5%	
Percent change	-9.71%	-2.09%	**n/s**	24.46%	6.24%	**n/s**

[29] Auerbach, C., Schudrich, W. Z., Lawrence, C. K., Claiborne, N., & McGowan, B. G. (2014). Predicting turnover: Validating the intent to leave child welfare scale. *Research on Social Work Practice*, *24*(3), 349-355.

N	101	97		281	224	
Note: The remaining questions (3-5) were only asked of participants who answered 'Yes' to question 2						
3-Thinking subscale mean score: thinking or speaking about leaving current job						
Baseline	2.42	2.45	**n/s**	2.50	2.49	**n/s**
6-Month follow-up	2.38	2.40		2.71	2.61	
Mean change	-.04	-.05	**n/s**	.20	.12	**n/s**
N	38	38		104	81	
4-Looking subscale mean score: searching for or making inquiries about other jobs						
Baseline	2.50	2.38	**n/s**	2.51	2.50	**n/s**
6-Month follow-up	2.60	2.33		2.78	2.70	
Mean change	.10	-.05	**n/s**	.27	.20	**n/s**
N	38	38		104	81	
5-Acting subscale mean score: resumes sent and interviews						
Baseline	1.50	1.49	**n/s**	1.66	1.57	**n/s**
6-Month follow-up	1.65	1.42		1.88	1.75	
Mean change	.15	-.06	**n/s**	.22	.18	**n/s**
N	38	38		104	81	
Note: Possible answer choices for *Question 1 ranged from 1=Less than a year to 5= the rest of my career. Q2-answer choices were yes or no. Q3 – possible scale score ranged from 1 to 4, with higher scores indicating greater intent to leave. For Q4 and Q5 possible scale scores ranged from 1 to 5, where higher scores indicate greater intent to leave current job. Note: ^ p<0.10, * p<0.05, ** p<0.01, *** p<0.001, n/s = no statistically significant difference, NA = sample size too small to provide statistical comparisons **Color coding meanings:** Minimal to No Change, Small Improvement, Medium Improvement, Large Improvement						

Additional Outcome: Relational Permanence

Evaluator-developed items assessing relational permanence

Relational permanence is not an outcome identified in the original logic model but was added in over the course of the project. The Evaluator-Developed items assessing relational permanence are a 7-item scale measuring the frequency with which workers engage children/youth in permanency planning to identify a variety of relational needs. Scale item instructions were "Please indicate the frequency that you have engaged children/youth in permanency planning." Example items from this scale include "I have worked with children/youth to identify areas youth might need continued support during transition (emerging adulthood)," and "I have worked with children/youth to identify a safety network for the child/youth or work to establish one for them." Answer choices ranged from (1) = *Never* to (7) = *Every time*. To evaluate the reliability of this scale, Cronbach's alpha was calculated based on baseline data from the cross-site sample and demonstrated high reliability (α = .96). See Appendix C for the full list of questions.

Table 36 below shows the mean baseline and follow-up scores for QIC-EY and comparison groups on the Evaluator-Developed Items Assessing Relational Permanence. Higher scores are associated with greater levels of commitment to permanency practices that include relational permanency.

Among supervisors, there were no statistically significant differences between groups in their commitment to centering relational permanency in their work with youth.

Among caseworkers, while the comparison group scored statistically significantly higher at baseline, there were no statistically significant differences between how much the two caseworker groups changed from the baseline to the 6-month follow-up on commitment to permanency practices that include relational permanency.

Table 36

Evaluator-Developed Items Assessing Relational Permanence – Mean Scale Scores

	Supervisors			Caseworkers		
	QIC-EY Group	**Comparison Group**	**Statistical Comparisons**	**QIC-EY Group**	**Comparison Group**	**Statistical Comparisons**
Baseline score	5.37	5.23	**n/s**	5.23	5.53	***
6-Month follow-up score	5.39	5.46		5.53	5.53	
Mean change	.02	.23	**n/s**	.30	-.01	**n/s**
N	101	97		281	224	

Note: Possible scale scores ranged from 1 to 7, where higher numbers indicate greater relational permanence
Note: ^ p<0.10, * p<0.05, ** p<0.01, *** p<0.001, n/s = no statistically significant difference, NA = sample size too small to provide statistical comparisons
Color coding meanings: Minimal to No Change, Small Improvement, Medium Improvement, Large Improvement

Conclusion

Among supervisors, there were no statistically significant differences between the QIC-EY and comparison groups for five of the outcomes assessed. The most statistically significant improvements among the QIC-EY group included aspects related to changes in philosophy and culture related to youth engagement, but the observed differences in this area were all small. The largest difference, with medium differences between how much groups improved from baseline to follow-up, were related to increased implementation of policies and practices that demonstrate a system-wide commitment to youth engagement practices. The comparison group showed statistically significantly greater improvement in engaging youth aged 14 to 17 in permanency planning hearings, but this difference between groups was small.

There were more statistically significant differences observed among the caseworkers, and there were no areas where the comparison group saw greater improvement than the QIC-EY group. There were improvements in all the short-term outcomes except for increased efficacy and job satisfaction, where there were no statistically significant differences between groups. The area with the greatest improvement was an increase in preparedness and capacity to engage children and youth. Additionally, there were statistically significant improvements in youth being engaged in permanency planning, permanency planning hearings, and case planning hearings, and improved agency-wide philosophy and culture related to youth engagement. However, all the statistically significant differences between groups were either small or minimal. None of the long-term outcomes had statistically significant improvements. However, a forthcoming third workforce outcome survey may provide greater information about any long-term impact.

Analyses suggest that the QIC-EY training holds promise, but many of the observed differences between group changes from baseline to follow-up were small. Overall, short-term outcomes for caseworkers were positive, while supervisors' results were fairly neutral, with some positive changes related to shifting agency culture.

Implications for Practice

QIC-EY participants in Michigan, Montana, Missouri, Nebraska, and Rhode Island demonstrated statistically significant improvements in several key areas compared to their counterparts who did not take part in the workforce training and coaching. In the short-term outcomes, caseworker results reflect increased workforce preparedness through heightened skill and confidence in engaging youth during case and permanency planning, particularly in cultural aspects of permanency. They observed increased active participation from youth aged 8 to 13 in both permanency planning and related hearings, while youth aged 18 to 20 also became more involved. Conversely, supervisors noted reduced engagement from youth aged 14 to 17. Regarding philosophy and culture change within the agencies, both caseworkers and supervisors reported a strengthened commitment to fostering partnerships with youth and an organizational commitment to enhancing youth engagement. Caseworkers demonstrated a stronger commitment to nurturing partnerships with the youth, while supervisors displayed an organizational shift towards prioritizing youth engagement. Looking towards the long-term outcomes, supervisors highlighted an increase in the implementation of policies focused on engaging youth, showcasing an ongoing dedication to improving youth participation in essential planning processes.

The findings from this cross-site report suggest several implications for practice in the child welfare agencies included in this report:

1. **Workforce Preparedness:** Caseworkers who completed the training demonstrated positive shifts in confidence and skills related to youth engagement in case and permanency planning. These findings indicate that youth engagement-focused training for case-carrying staff can prepare the workforce to take action on engagement practices that they may have previously wanted to enact but didn't feel equipped to.
2. **Youth Engagement and Participation in Planning:** The training has shown promise in improving the active participation of youth in permanency planning hearings and case planning meetings, especially for youth who are 8-13 and 18–20 years old. The previous QIC-EY environmental scan indicated that child welfare workers struggled the most with knowing how - or being incentivized to – engage with youth under 14 and over 17. Many child welfare systems had preexisting transition planning requirements for youth who were roughly ages 14-17, but few had mandated policies around engaging youth outside of this age range. This indicates that agencies should continue to implement and enhance training programs focused on engaging youth of all ages, as it can lead to increased involvement and agency practices that prioritize youth voices. While the results were largely positive, additional consideration in the training and coaching curriculum may be necessary related to advancing engagement of youth aged 14 to 17 in permanency planning, especially in relation to court hearings.
3. **Cultural and Philosophical Shifts:** Child welfare staff perceived a change in the philosophy and culture related to youth engagement. The QIC-EY training holds promise for helping foster an organizational culture that values and prioritizes youth engagement, ensuring that all staff understand the importance of including youth in decision-making processes.
4. **Implementation of Policies and Practices:** Improvements were noted in the implementation of policies and practices, reflecting a commitment to youth engagement. The QIC-EY training may encourage agency staff to develop and enforce clear policies that support youth involvement, ensuring that these policies are consistently applied across all levels of the organization.
5. **Ongoing Training and Support:** While the training showed improvements, many outcomes did not reach statistical significance – or in one instance showed negative change - suggesting that ongoing training and support for staff may be necessary. Caseworkers also perceived more improvement in the areas the survey measured than supervisors, which may indicate that caseworkers may be more attuned to smaller adjustments in practice and philosophy within their sites due to their proximity to the work. The third outcome survey may provide further insight into whether additional practice time might translate caseworker perceptions of positive change to supervisor perceptions of positive change. In the meantime, agencies should consider regular follow-up training sessions and coaching to reinforce the principles of youth engagement, address any barriers that staff may face, and ensure that feedback loops are in place to improve lines of communication between caseworkers and supervisors.
6. **Monitoring and Evaluation:** The study suggests the need for continuous monitoring and evaluation of engagement practices. Agencies should implement regular assessments of their youth engagement strategies to identify areas for improvement and ensure that youth voices are

heard and valued in the system. Additional time may also be necessary to observe the training's impacts on longer-term outcomes.

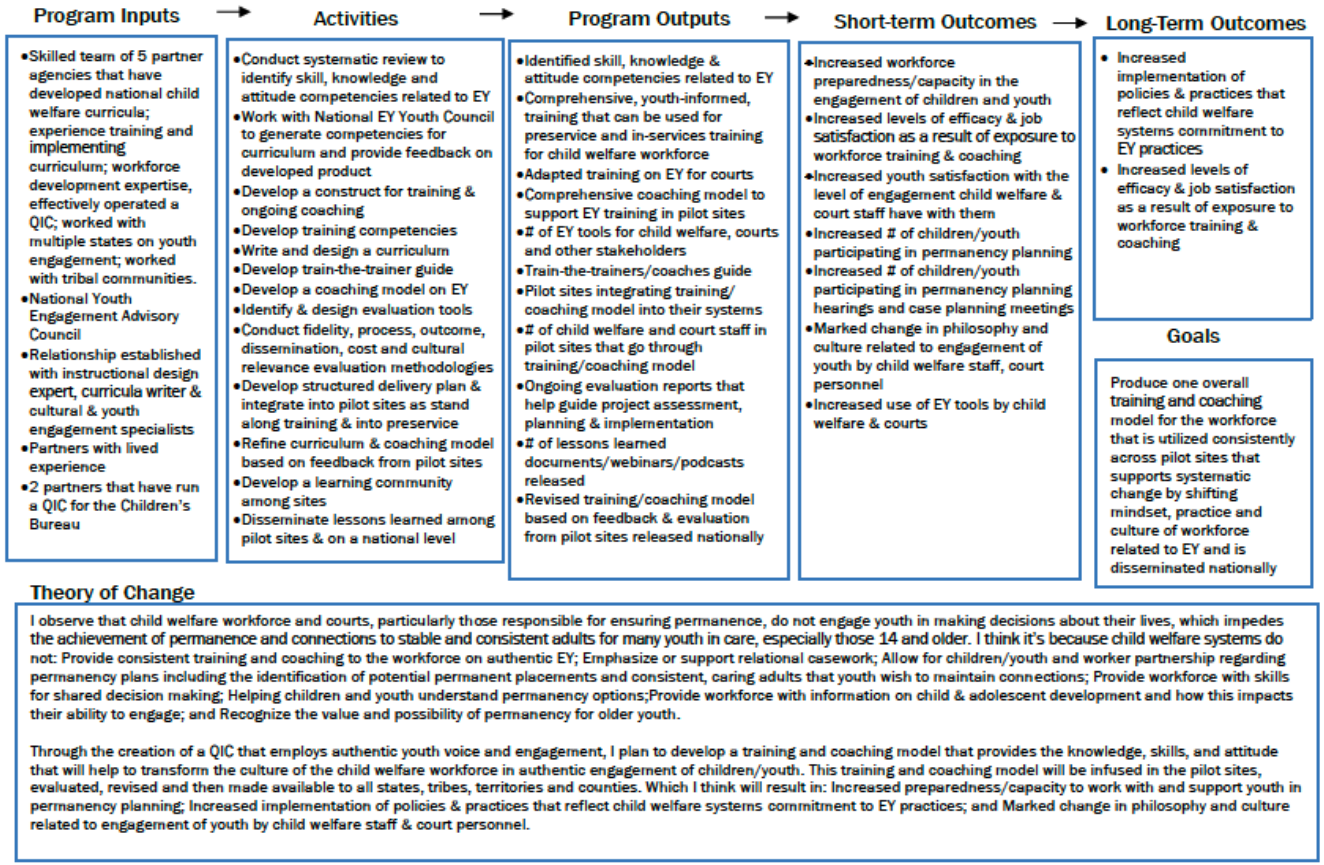
Appendices

Appendix A. Logic Model

Key: EY- engagement of youth

QIC/EY Logic Model 2:

Target Population: Pilot sites' child welfare workforce, particularly those responsible for ensuring permanence



Theory of Change

I observe that child welfare workforce and courts, particularly those responsible for ensuring permanence, do not engage youth in making decisions about their lives, which impedes the achievement of permanence and connections to stable and consistent adults for many youth in care, especially those 14 and older. I think it's because child welfare systems do not: Provide consistent training and coaching to the workforce on authentic EY; Emphasize or support relational casework; Allow for children/youth and worker partnership regarding permanency plans including the identification of potential permanent placements and consistent, caring adults that youth wish to maintain connections; Provide workforce with skills for shared decision making; Helping children and youth understand permanency options;Provide workforce with information on child & adolescent development and how this impacts their ability to engage; and Recognize the value and possibility of permanency for older youth.

Through the creation of a QIC that employs authentic youth voice and engagement, I plan to develop a training and coaching model that provides the knowledge, skills, and attitude that will help to transform the culture of the child welfare workforce in authentic engagement of children/youth. This training and coaching model will be infused in the pilot sites, evaluated, revised and then made available to all states, tribes, territories and counties. Which I think will result in: Increased preparedness/capacity to work with and support youth in permanency planning; Increased implementation of policies & practices that reflect child welfare systems commitment to EY practices; and Marked change in philosophy and culture related to engagement of youth by child welfare staff & court personnel.

Appendix B. Defining Terms

Statistical Term	Page Number	Definition
t-test	First appears on p. 4	A statistical test used to compare means of two groups.
Frequencies	First appears on p. 4	A statistical term meaning the number of times a data value occurs. For example, if 100 participants select "Foster Parent" as their role for this study, then the "Foster Parent" role has a frequency of 100.
Descriptive Statistics	First appears on p. 4	A way to summarize the key characteristics of the population in a study. For example, this report has a descriptive statistics table that describes the role of the participants, race, average age, etc.
Chi-square	First appears on p. 4	A statistical test used to compare proportions of two groups.
Cronbach's alpha	First appears on p. 22	A measure of internal consistency, or how closely a set of scale items relate to each other as a group. Higher scores demonstrate a scale is more reliable in measuring the construct as intended.
ANCOVA	First appears on p. 4	A statistical test used to compare means of multiple groups.
Binary logistic regression	First appears on p. 4	A statistical test used to compare the probability of an event occurring.
Mean	First appears on p. 22	A mean is the same thing as an average. For example, if the *mean* age of 100 caseworkers is 35, then their average age is 35.
P-values (e.g., $p<0.10$, $p<0.05$, $p<0.01$, $p<0.001$)	First appears on p. 4	The p-value is the probability that the outcome of a statistical test would have occurred by random chance, assuming there is no difference between the groups being compared. The smaller the p-value, the more likely it is that there is really a difference between the groups being compared.
Statistical significance	First appears on p. 4	If a relationship between two variables is statistically significant, it means that it is very likely that the relationship really exists between the two entities and very unlikely that the relationship found in the current study is an anomaly or due to random chance.
Comparison Group	First appears on p. 4	Individuals who continued to receive training as usual rather than the QIC-EY training. Also, it may be referred to as the control group.
Effect Size	First appears on p. 4	The effect size tells us how strong the effect of the intervention was, or how big of a difference there is between groups (i.e., the QIC-EY group vs. the comparison group). If there is no effect or the effect size is small, there is not as strong of a relationship between the intervention and the change. A large effect size means there was a strong relationship between the intervention and the change.
Regression imputation	First appears on p. 4	A method for handling missing data using a regression model to predict and impute missing values based on relationships with the other variables in the data.

Appendix C. QIC-EY Workforce Outcome Survey Items

QIC-EY Outcome	Survey Measure	Question	Answer Choices
Short-Term Outcomes			
1. Increased workforce preparedness/ Capacity in the engagement of the children and youth	Evaluator-Developed Workforce Confidence Items	*How confident do you feel that you can engage children and youth in…*	On a scale from 0 to 10 where: 0 = Not at all (confident) 10 = Very (confident)
		…their case planning	
		…permanency planning that includes legal permanency?	
		…permanency planning that includes relational permanency?	
		…permanency planning that includes cultural permanency?	
	Self-Rated Skills in Engaging Youth in Case/Permanency Planning	*Please rate your skill in the following areas related to engaging youth in case planning.*	0 = I have no skill 1 2 3 4 5 = I have moderate skill 6 7 8 9 10 = I have a high level of skill
		*Engaging youth in **case planning***	
		Assessing and recognizing the unique strengths and abilities and specific needs of children and youth with regard to life and personal skills development	
		Valuing children's and youths' voices	
		Supporting children and youth in developing decision-making skills, achieving goals, and celebrating successes	
		Developing strong working relationships with children and youth	
		Helping children and youth plan for the future through a transition and/or permanency planning process	
		Helping children and youth develop independent living skills	
		Actively engaging young people in developing a transition and/or permanency plan earlier rather than later	

		*Engaging youth in **permanency planning***	0 = I have no skill 1 2 3 4 5 = I have moderate skill 6 7 8 9 10 = I have a high level of skill
		Co-creating permanency plans with children and youth	
		Working with children and youth to identify potential permanent placements and consistent caring adults that children and youth wish to maintain connections with	
		Sharing decision-making power with children and youth	
		Understanding adolescent development and how it impacts children's and youth's perspectives on permanency	
	Barriers to Youth Involvement, Adapted	*Please choose the answer choice that best describes how much each has been a challenge or barrier to youth engagement in your agency.*	1 = never a challenge 2 = sometimes a challenge 3 = frequently a challenge 4 = always a challenge
		Children/youth have ideas, but don't always know how to implement them	
		Adults refuse to share decision-making with children/youth	
		Adults plan activities without involving children/youth	
		Adults view children as problems rather than resources	
		Children/youth don't view themselves as change agents	
		Adults don't view children/youth as change agents	
		Children/youth are unwilling to get involved because they've never been invited to the table before	
		Children/youth are unwilling to get involved because they've not developed trusting relationships with adults	
		There is a lack of support for children/youth when they come to the table	
		There is distrust between children/youth and adults	
		There is a lack of transportation to meetings/activities	
		Scheduling of meetings/activities is problematic	
		Financial constraints make it challenging to authentically engage children/youth	

		Cultural differences are not managed in a positive way	
		^Agency is unwilling to work with or consider parents or former caregivers who had previous challenges	
		Other (please specify)	Open-ended response
	Social Worker's Attitudes Toward Disability Scale (SWADS), Practice subscale items	*Please indicate the extent to which you agree or disagree with the statement.*	1 = Strongly disagree 2 = Disagree 3 = Somewhat Disagree 4 = Neither Agree/Disagree 5 = Somewhat Agree 6 = Agree 7 = Strongly Agree
		I advocate for my disabled clients to be included within the community.	
		*When I am too busy with other clients, I don't want to take time to provide special accommodations for my clients with disabilities.	
2. Increased levels of efficacy & job satisfaction	Professional Quality of Life (ProQOL-5), Compassion Satisfaction subscale, Adapted	*Select the number that honestly reflects how frequently you experienced [the statement] in the last 30 days.*	1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very Often
		I get satisfaction from being able to help children and youth.	
		I feel invigorated after working with children and youth.	
		I like my work as a child welfare worker.	
		I am pleased with how I am able to keep up with child/youth engagement techniques and protocols.	
		My work makes me feel satisfied.	
		I have happy thoughts and feelings about children/youth I work with and how I could help them.	
		I believe I can make a difference through my work.	
		I am proud of what I can do to help children and youth.	
		I have thoughts that I am a "success" as a child welfare worker.	
		I am happy that I chose to do this work.	
		^I believe I can make a difference through the way that I support and engage with my staff.	
	TCU Organizational Readiness for Change (TCU ORC-	You have the skills needed to conduct effective child welfare work.	1 = Disagree Strongly 2 = Disagree 3 = Uncertain
		You are effective and confident in doing your job.	

	D4), Efficacy subscale of Staff Attributes Scale, Adapted	You usually accomplish whatever you set your mind on.	4 = Agree 5 = Agree Strongly
		You have the skills needed to conduct effective child/youth engagement in case planning.	
		You consistently plan ahead and carry out your plans.	
		^You have the ability to help others improve their efforts to engage children and youth incase and permanency planning.	
	Supervision for Frontline Staff Scale	*My immediate supervisor...*	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree 0 = Not Applicable or unsure
		Genuinely cares about me.	
		Supports me in difficult case situations.	
		Values my opinion in case decision-making.	
		Works with me to prevent vicarious trauma and burnout.	
		Helps me apply clinical knowledge to cases.	
		Uses supervision to teach me new skills.	
		Facilitates a strong, mutual assessment of the case.	
		Helps me create effective plans for clients.	
		^Coaches me to better engage children and youth.	
		^Asks questions that help me overcome barriers and find solutions to child and youth engagement.	
3. Increased youth satisfaction with the level of engagement child welfare & court staff have with them	This outcome is captured in the youth survey rather than the worker survey.		
4. Increased # of children/youth participating in permanency planning	Agency-Wide Youth Engagement Items	*Approximately how many children and youth served by your agency would you say are actively engaged in permanency planning within each of the age groups below...* • *Ages 8 to 13* • *Ages 14 to17*	1 = very few (less than 25%) 2 = some (25%-49%) 3 = many (50-74%) 4 = most (75%-100%)

		• *Ages 18 to 20*	
		What type of role would you say most children and youth being served by your agency have in their permanency planning within each of the age groups below? • *Ages 8 to 13* • *Ages 14 to 17* • *Ages 18 to 20*	1 = They play no role 2 = They are occasionally consulted to give feedback on adults' ideas or plans 3 = They are frequently consulted to give feedback on adults' ideas or plans 4 = They are involved in developing ideas and plans but have no decision-making power 5 = They are involved in developing ideas and plans and have some decision-making power 6 = They play a primary role in developing ideas and plans as well as decision-making
		Note: If an agency did not work with youth ages 18 to 20, they could select not applicable for that question.	
	Involvement and Interaction Rating Scale, Youth Involvement Subscale	*For the following items, please think of your child welfare agency's work as it applies to engaging youth in case planning and/or permanency planning:* *Please adjust the slider to the sentence you most agree with on a scale of 1-10 with the numbers corresponding to (1) Sentence or (10) Sentence.*	
		1 Children/youth take little initiative in permanency planning	2 3 4 5 6 7 8 9 — 10 Children/youth take lots of initiative in permanency planning
		1 Children/youth make few decisions for themselves related to permanency planning, often relying on the decisions of adults.	2 3 4 5 6 7 8 9 — 10 Children/youth rely on themselves to make key decisions related to permanency planning.
		1 Children/youth have very little access to information that is needed to make decisions regarding permanency planning.	2 3 4 5 6 7 8 9 — 10 Children/youth have full access to information that is needed to make decisions regarding permanency planning.
		1 Children/youth rarely share ideas about things that matter to them	2 3 4 5 6 7 8 9 — 10 Children/youth frequently share ideas about things that matter to

		in relation to permanency planning.		them in relation to permanency planning.
		1 Children/youth do not have an equal vote in the permanency planning decision-making process.	2 3 4 5 6 7 8 9	10 Children/youth have an equal vote in the permanency planning decision- making process.
		1 Children/youth do not help one another in developing new skills.	2 3 4 5 6 7 8 9	10 Children/youth help one another in developing new skills.
		1 Children/youth have no interest in being involved in permanency planning.	2 3 4 5 6 7 8 9	10 Children/youth are very excited about being involved in permanency planning.
5. Increased # of children/youth participating in permanency planning hearings and case planning meetings	Agency-Level Youth Engagement in Permanency Hearings	*Approximately how many children/youth served by your agency would you say are actively engaged in permanency planning **hearings** within each of the age groups below?* • *Ages 8 to 13* • *Ages 14 to17* • *Ages 18 to 20*		1 = very few (less than 25%) 2 = some (25%-49%) 3 = many (50-74%) 4 = most (75%-100%)
		*What type of role would you say most children being served by your agency have in their permanency planning **hearings** within each of the age groups below?* • *Ages 8 to 13* • *Ages 14 to 17* • *Ages 18 to 20*		1 = They play no role 2 = They are occasionally consulted to give feedback on adults' ideas or plans 3 = They are frequently consulted to give feedback on adults' ideas or plans 4 = They are involved in developing ideas and plans but have no decision-making power 5 = They are involved in developing ideas and plans and have some decision-making power 6 = They play a primary role in developing ideas and plans as well as decision-making
		Note: If an agency did not work with youth ages 18 to 20, they could select not applicable for that question.		

	Agency-Level Youth Engagement in Case Planning Meetings	*Approximately how many children/youth served by your agency would you say are actively engaged in case planning meetings within each of the age groups below?* • *Ages 8 to 13* • *Ages 14 to17* • *Ages 18 to 20*	1 = very few (less than 25%) 2 = some (25%-49%) 3 = many (50-74%) 4 = most (75%-100%)
		What type of role would you say most children being served by your agency have in their case planning meetings within each of the age groups below? • *Ages 8 to 13* • *Ages 14 to 17* • *Ages 18 to 20*	1 = They play no role 2 = They are occasionally consulted to give feedback on adults' ideas or plans 3 = They are frequently consulted to give feedback on adults' ideas or plans 4 = They are involved in developing ideas and plans but have no decision-making power 5 = They are involved in developing ideas and plans and have some decision-making power 6 = They play a primary role in developing ideas and plans as well as decision-making
		Note: If an agency did not work with youth ages 18 to 20, they could select not applicable for that question.	
6. Marked change in philosophy and culture related to engagement of youth by child welfare staff and court personnel	Case-Level YE Philosophy and Culture, Inform subscale	*Your personal beliefs:*	
		Child welfare professionals should provide children and youth with explanations of the permanency planning process, their permanency options, and the implications of each option.	1 = strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree
		*Children and youth should not be burdened with information about the permanency planning process, their permanency options, and the implications of those options.	
		Child welfare professionals should continually provide children and youth with up-to-date information to support their planning and decision making.	
		Beliefs and expectations in the agency overall:	

		Child welfare professionals should provide children and youth with explanations of the permanency planning process, their permanency options, and the implications of each option.	1 = strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree
		*Children and youth should not be burdened with information about the permanency planning process, their permanency options, and the implications of those options.	
		Child welfare professionals should continually provide children and youth with up-to-date information to support their planning and decision making.	
	Case-Level YE Philosophy and Culture, Elicit subscale	*Your personal beliefs:*	
		Child welfare professionals should make active efforts to elicit children and youth's perspectives and preferences around permanency.	1 = strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree
		Children and youth should be empowered to use their voice and express their preferences related to permanency.	
		To successfully elicit children's and youth's perspectives and preferences, it is important to build authentic, trusting relationships.	
		*Children and youth should not be asked to decide their perspectives and preferences related to permanency.	
		Beliefs and expectations in the agency overall:	
		Child welfare professionals should make active efforts to elicit children and youth's perspectives and preferences around permanency.	1 = strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree
		Children and youth should be empowered to use their voice and express their preferences related to permanency.	
		To successfully elicit children's and youth's perspectives and preferences, it is important to build authentic, trusting relationships.	

		Children and youth should not be asked to decide their perspectives and preferences related to permanency.	
	Case-Level YE Philosophy and Culture, Partner subscale	*Your personal beliefs:*	
		Children and youth should be embraced as experts on their own lives, a source of solutions, and as partners in decision-making.	1 = strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree
		*It is not developmentally appropriate to involve children and youth in permanency planning and decision making.	
		*Children and youth lack sufficient knowledge and understanding to be partners in permanency planning and decision making.	
		Engaging children and youth in their own permanency planning expands permanency options and improves permanency and transition-related outcomes.	
		*Children and youth should not bear responsibility for permanency planning and decision making.	
		Child welfare professionals should advocate for children's and youth's permanency preferences when coordinating with other stakeholders.	
		Permanency planning and decision making should involve an equitable partnership between child welfare professionals and children and youth.	
		*Child welfare professionals are the experts on what permanency plans and decisions are best for children and youth.	
		When children's and youth's perspectives and preferences are heard and taken into account, they are more satisfied and accepting of the outcomes.	
		Beliefs and expectations in the agency overall:	
		Children and youth should be embraced as experts on their own lives, a source of solutions, and as partners in decision-making.	1 = strongly disagree 2 = disagree 3 = neutral

		*It is not developmentally appropriate to involve children and youth in permanency planning and decision making.	4 = agree 5 = strongly agree
		*Children and youth lack sufficient knowledge and understanding to be partners in permanency planning and decision making.	
		Engaging children and youth in their own permanency planning expands permanency options and improves permanency and transition-related outcomes.	
		*Children and youth should not bear responsibility for permanency planning and decision making.	
		Child welfare professionals should advocate for children's and youth's permanency preferences when coordinating with other stakeholders.	
		Permanency planning and decision making should involve an equitable partnership between child welfare professionals and children and youth.	
		*Child welfare professionals are the experts on what permanency plans and decisions are best for children and youth.	
		When children's and youth's perspectives and preferences are heard and taken into account, they are more satisfied and accepting of the outcomes.	
	Case-Level YE Philosophy and Culture, Permanency items	*Your personal beliefs:*	
		Permanency for children and youth should be legal, relational, and cultural—all three are critical and interconnected.	1 = strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree
		Beliefs and expectations in the agency overall:	
		Permanency for children and youth should be legal, relational, and cultural—all three are critical and interconnected.	1 = strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree

	Y-VAL, Overall vision and commitment subscale, commitment to meaningful participation items	The agency has created a formal statement affirming its commitment to promoting child/youth engagement within the agency.	1 = Least Developed 2 3 = Midway 4 5 = Fully Developed
		The agency has created a formal statement affirming its commitment to promoting child/youth engagement within the agency.	
		The agency and its leaders clearly communicate this vision to stakeholders—including young people, management and staff.	
		The agency has completed training or other activities that aim to: -build meaningful partnerships between young people and adults.	
		The agency has completed training or other activities that aim to: -create an understanding of the unique value that young people add to case planning work.	
		The agency has completed training or other activities that aim to: -create a climate where young people are heard, valued and respected.	
		^The agency has created a climate where staff and supervisors work together to find solutions to better engage children and youth.	
	Y-VAL, Overall vision and commitment subscale, Culture of partnership items	Leaders and staff throughout the agency genuinely view children/youth as having valuable experience and ideas that can contribute to improving case/ permanency planning outcomes.	1 = Least Developed 2 3 = Midway 4 5 = Fully Developed
		Children/youth who participate in case/ permanency planning are welcomed as partners, their experience and insights are seen as valuable, and their ideas and contributions are given the same respect and attention as adults'.	
		Children/youth are safe and supported in bringing their own ideas and issues regarding case/ permanency planning forward for consideration.	
		The agency has been responsive to feedback from young people regarding how the agency can be more	

		supportive of child/youth voice and participation in case/ permanency planning.	
		Supervisors actively work with staff to help them partner with children and youth in their cases and permanency plans.	
	Organizational Climate Scale of TCU ORC-D4, Change subscale, Adapted	You frequently hear good ideas from other staff for improving child/youth engagement in permanency planning.	1 = Disagree Strongly 2 = Disagree 3 = Uncertain 4 = Agree 5 = Agree Strongly
		The general attitude in your program is to accept new and changing technology in relation to child/ youth engagement. (for example, social media).	
		*Novel child/youth engagement ideas by staff are discouraged where you work.	
		It is easy to change procedures related to child/youth engagement at your program to meet new conditions.	
		You feel encouraged to try new and different techniques in relation to child/youth engagement.	
		^You feel encouraged to try new and different solutions to achieving permanency for children and youth.	
7. Increased use of EY tools by child welfare & courts	This outcome is measured within the next outcome. It is also measured with process evaluation, which only applies to the intervention group.		
Long-Term Outcomes			
8. Increased implementation of policies & practices that reflect child welfare systems'	Evaluator-Developed items assessing workers' self-perceptions of their own	*Please rate how often you participate in the following activities related to engaging youth in case planning and/or permanency planning.*	0 = Never 1 2 3 4 5 = About half of the time
		Assessing and recognizing the unique strengths and abilities and specific needs of children and youth with regard to life and personal skills development	

commitment to EY practices	participation in engaging youth	Valuing children's/youths' voices	6 7 8 9 10 = Always
		Supporting youth in developing decision-making skills, achieving goals, and celebrating successes	
		Developing strong working relationships with children/youth	
		Helping children/youth plan for the future through transition and/or permanency planning process	
		Helping children/youth develop independent living skills	
		Actively engaging young people in developing a transition and/or permanency plan earlier rather than later	
	Involvement and Interaction Rating Scale, Adult involvement subscale, Adapted	*For the following items, please think of your child welfare agency's work as it applies to engaging children and youth in case planning and/or permanency planning.* *Please adjust the slider to the sentence you most agree with on a scale of 1-10 with the numbers corresponding to (1) Sentence or (10) Sentence.*	
		1 Adults display a sense of wanting to control children/youth in relation to case/ permanency planning.	2 3 4 5 6 7 8 9 — 10 Adults display a willingness to accept and nurture child/youth leadership in relation to case/ permanency planning.
		1 Adults never listen to the suggestions of children/youth regarding case/ permanency planning.	2 3 4 5 6 7 8 9 — 10 Adults always listen to the suggestions of children/youth regarding case/ permanency planning.
		1 Adults always take over everything when working on child/youth case/ permanency planning.	2 3 4 5 6 7 8 9 — 10 Adults never totally take over everything when working on child/youth case/ permanency planning.

		1 Adults do not learn new skills from one another in relation to child/youth engagement in case/permanency planning.	2 3 4 5 6 7 8 9	10 Adults learn new skills from one another in relation to child/youth engagement in case/permanency planning.
		1 Adults never take the ideas of children/youth seriously in relation to case/ permanency planning.	2 3 4 5 6 7 8 9	10 Adults always take the ideas of children/youth seriously in relation to case/ permanency planning.
		1 Adults command children/youth to follow the directions of adults in relation to case/ permanency planning.	2 3 4 5 6 7 8 9	10 Adults encourage children/youth to come up with their own ideas in relation to case/ permanency planning.
		1 Adults have no interest in being involved in engaging children/youth in case/permanency planning.	2 3 4 5 6 7 8 9	10 Adults are very excited about engaging children/youth in case/ permanency planning.
		1 Adults are not very concerned with agency/system change in relation to child/youth engagement in case/ permanency planning.	2 3 4 5 6 7 8 9	10 Adults are very concerned with agency/ system change in relation to child/youth engagement in case/ permanency planning.
	Involvement and Interaction Rating Scale, Youth-Adult Interaction subscale, Adapted	*For the following items, please think of your child welfare agency's work as it applies to engaging children and youth in case planning and/or permanency planning.* *Please adjust the slider to the sentence you most agree with on a scale of 1-10 with the numbers corresponding to (1) Sentence or (10) Sentence.*		
		1 There is arguing/tension among children/youth and adults in the context of case/ permanency planning.	2 3 4 5 6 7 8 9	10 Children/youth and adults get along well together in the context of case/ permanency planning.
		1 Children/youth appear uneasy and intimidated by adults.	2 3 4 5 6 7 8 9	10 Children/youth seem comfortable working with adults.
		1 Adults appear uneasy and afraid of youth in the context of case/ permanency planning.	2 3 4 5 6 7 8 9	10 Adults seem comfortable working with youth on case/ permanency planning.

		1 Adults do not consult with children/youth on case/ permanency planning at all.	2 3 4 5 6 7 8 9	10 Adults actively and consistently consult with children/youth on case/ permanency planning.
		1 Adults provide little or no direction and mentoring for children/youth in relation to case/ permanency planning.	2 3 4 5 6 7 8 9	10 Adults provide direction and mentoring for children/youth in relation to case/ permanency planning.
		1 Children/youth and adults rarely agree with one another in relation to case/ permanency planning.	2 3 4 5 6 7 8 9	10 Children/youth and adults often agree on most case/ permanency planning decisions.
		1 Children/youth and adults work separately on case/ permanency planning tasks.	2 3 4 5 6 7 8 9	10 Children/youth and adults work together as partners on case/ permanency planning tasks.
		1 Children/youth and adults learn little from one another in the context of case/ permanency planning.	2 3 4 5 6 7 8 9	10 Children/youth and adults indicate mutual learning from one another in the context of case/ permanency planning.
		1 Children/youth and adults rarely help one another develop new skills related to case/ permanency planning.	2 3 4 5 6 7 8 9	10 Children/youth and adults frequently help one another develop new skills related to case/ permanency planning.
		1 Children/youth and adults never engage in respectful conversations regarding case/ permanency planning.	2 3 4 5 6 7 8 9	10 Children/youth and adults always engage in respectful conversations regarding case/ permanency planning.
	CKI diffusion items	1 - Thinking back over the past year, how has the level of activities geared toward engaging children and youth in case/ permanency planning changed in your agency? Would you say that it has...		1 = Been cut in half or more than half 2 = Decreased somewhat 3 = There has been no change 4 = Increased somewhat 5 = Doubled or more than doubled
		2 - Thinking about the last year, has your supervisor been more active and effective at helping you better engage children and youth in their case and permanency planning?		yes/no

		Note: Question 1 was originally presented as two questions, these were combined for clarity in interpreting the results. Additionally, an item appearing in the survey was not included in the results for clarity.	
	Y-VAL, Empowered Representatives subscale	*Each item provides a description of what fully-developed agency support for youth voice looks like in a specific area. You will be asked to rate how far your agency has come toward matching this "fully developed" description.*	
		Case/permanency planning meetings follow an agenda that young people have received and prepared for in advance.	1 = least developed, none of the aspects in place/not true for our agency 2 3 = Midway 4 5 = Fully Developed, all aspects in place/completely true for our agency
		Expanded or new topics related to case/permanency planning are not introduced without context, and children/youth are not asked to advise on unfamiliar topics or make decisions without adequate information or preparation.	
		The agency has created opportunities for children/youth to develop their individual case/permanency planning participation skills within a community of supportive peers (e.g., youth leadership group, youth advisory board, youth subcommittee, leadership training).	
		Children and youth that the agency serves are aware of opportunities to participate in case/permanency planning.	
	Y-VAL, Commitment to facilitation and support of youth participation item	The agency makes case/permanency planning meetings accessible to children/youth by actively addressing the barriers that prevent meaningful youth participation. Barriers may be related to meeting times, transportation, childcare needs, meeting location, etc.	1 = least developed, none of the aspects in place/not true for our agency 2 3 = Midway 4 5 = Fully Developed, all aspects in place/completely true for our agency
	Y-VAL, Participation in evaluation subscale	The agency regularly gathers confidential feedback from children/youth receiving services to ensure that the case/ permanency planning process is meeting their needs.	1 = least developed, none of the aspects in place/not true for our agency 2 3 = Midway 4 5 = Fully Developed, all aspects in place/completely true for our agency
		Young people do not experience negative consequences as a result of giving honest feedback on the case/ permanency planning process.	

		Feedback that is gathered from children/youth regarding the case/ permanency planning process is considered with equal or greater weight as other stakeholders when making agency decisions.	
		Decision makers report back to children/youth about whether, how, and why specific youth feedback on the case/ permanency planning process was acted upon.	
		Findings from assessments that evaluate how well the agency is serving children/youth in relation to case/permanency planning are shared with children/youth in a timely manner.	
9. Increased levels of efficacy & job satisfaction	ProQOL-5, Burnout subscale	*Consider each of the following questions about you and your current work situation. Select the number that honestly reflects how frequently you experience these things in the last 30 days.*	1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very Often
		*I am happy.	
		*I feel connected to others.	
		I am not as productive at work because I am losing sleep over traumatic experiences of a youth I work with.	
		I feel trapped by my job as a child welfare worker.	
		*I have beliefs that sustain me.	
		I am the person I always wanted to be.	
		I feel worn out because of my work as a child welfare worker.	

		I feel overwhelmed because my case load/ work load seems endless.	
		I feel "bogged down" by the system.	
		*I am a very caring person.	
	ProQOL-5, Secondary traumatic stress subscale	I am preoccupied with more than one child/youth that I work with.	1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very Often
		I jump or am startled by unexpected sounds.	
		I find it difficult to separate my personal life from my life as a child welfare worker.	
		I think that I might have been affected by the traumatic stress of a child or youth I work with.	
		Because of my child welfare work, I have felt "on edge" about various things.	
		I feel depressed because of the traumatic experiences of child or youth I work with.	
		I feel as though I am experiencing the trauma of a child or youth I have worked with.	
		I avoid certain activities or situations because they remind me of frightening experiences of a child or youth I work with.	
		As a result of my child welfare work, I have intrusive, frightening thoughts.	

		I can't recall important parts of my work with trauma victims.	
	Intent to Stay	*Please indicate the extent to which you agree with the following statements.*	
		*I plan to leave this agency as soon as possible.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree
		I have too much time invested at this agency to leave.	
		I expect to still be working at this agency in 5 years.	
		I am committed to staying at this agency.	
		I would gain little from switching to another child welfare agency.	
	Intent to Leave Scale items	1- About how many years do you expect to be working in your agency?	1 = Less than 1 year 2 = 1-3 years 3 = 4-6 years 4 = 7-10 years 5 = the rest of my career
		2-Within the past year, have you considered looking for a new job?	yes/no
	3 – **Thinking**: thinking or speaking about leaving current job	In the past year… How often have you thought about leaving?	1 = Almost never 2 = some of the time 3 = often 4 = almost every day
		How often have you spoken with friends, spouses, partners, family members, etc., about leaving?	1 = Almost never 2 = some of the time 3 = often 4 = almost every day
	4 – **Looking:** Searching for or making inquiries about other jobs	How often do you search the internet for jobs?	1 = Never 2 = Every few months 3 = Monthly 4 = Weekly 5 = Daily
		How many phone, email, or social media inquiries have you made about other jobs?	1 = None 2 = 1-2 3 = 3-4

			4 = 5-6 5 = More than 6
	5 – **Acting:** Resumes sent and interviews	How many resumes have you sent out?	1 = None 2 = 1-2 3 = 3-5 4 = 6-10 5 = More than 10
		How many job interviews have you had?	1 = None 2 = 1-2 3 = 3-4 4 = 5-6 5 = More than 6
10. Additional Outcome: Relational Permanence	Evaluator-developed items assessing relational permanence	*I have worked with children/youth to identify...*	
		... areas youth might need continued support during transition (emerging adulthood).	1 = Never 2 = Rarely, in less than 10% of the chances when I could have 3 = Occasionally, in about 30% of the chances when I could have 4 = Sometimes, in about 50% of the chances when I could have 5 = Frequently, in about 70% of the chances when I could have 6 = Usually, in about 90% of the chances I could have. 7 = Every time
		...former important relationships in the child/youth's life that they wish to maintain (family members, coaches, teachers, mentors, church members, and other adults).	
		....an adult(s) that can provide concrete support (cell phone/service, place to do laundry, transportation, babysit, co-sign lease, etc.)	
		... an adult(s) that can provide informational support (help applying to colleges, job searching, supporting youth in civic engagement, etc.)	
		... an adult(s) that can provide emotional support (someone to talk to, supports youth's cultural development, check-in on youth, etc.)	
		... a safety network for the child/youth or work to establish one for them.	
		... people and community spaces that make them feel that they belong.	