

**Building cultural awareness and responsiveness:
Implicit bias training for contracted trainers at the Child Welfare Resource Center**

by

Wendy Unger

Bachelor of Science, Shippensburg University, 1992

Master of Social Work, Temple University, 2003

Submitted to the Graduate Faculty of the
School of Education in partial fulfillment
of the requirements for the degree of
Doctor of Education

University of Pittsburgh
2021

UNIVERSITY OF PITTSBURGH
SCHOOL OF EDUCATION

This dissertation was presented

by

Wendy Unger

It was defended on

April 30, 2021

and approved by

Sharon S. England, J.D., MSW, LSW, Curriculum and Trainer Development Department
Manager, University of Pittsburgh, School of Social Work, Child Welfare Resource Center

Dr. Shanyce L. Campbell, Associate Professor, University of Pittsburgh, School of Education

Dr. James Huguley, Associate Professor, University of Pittsburgh, School of Social Work

Dissertation Director: Dr. Lori Delale-O'Connor, Associate Professor, University of Pittsburgh,
School of Education

Copyright © by Wendy Unger

2021

**Building Cultural Awareness and Responsiveness:
Implicit Bias Training for Contracted Trainers at the Child Welfare Resource Center**

Wendy Unger, EdD

University of Pittsburgh, 2021

Recognizing the disproportionality and disparities in the child welfare system, the Child Welfare Resource Center (CWRC) embarked on systemic change to become an antiracist organization. This short-term dissertation inquiry paralleled the broader efforts and focused on building cultural awareness and responsiveness through an implicit bias intervention with CWRC trainers. Recognizing and addressing racial biases in child welfare was essential to rectify systemic policies and practices that harm Black and Brown children and families. As the mandated provider of certification training for public child welfare caseworkers and supervisors in Pennsylvania, the CWRC had the influence and responsibility to build an antiracist workforce and trainers were essential in this change effort.

The leading outcomes for the intervention were to identify the demographic characteristics of the trainers and to implement online educational modules to increase the implicit bias knowledge of the participants. A pre-post analytical model confirmed that the *Implicit Racial Bias 101: Exploring Implicit Bias in Child Protection* course from the Center for the Study of Social Policy (CSSP) and The Ohio State University's Kirwan Institute increased implicit bias knowledge. Furthermore, trainers indicated high satisfaction, and motivation to intervene as an active bystander, to avoid acting on harmful biases, and to use the information in trainings. Multiple trainers added that the course should be mandatory for all trainers and child welfare professionals.

Implicit association tests completed during the intervention identified the preference for white people rampant in a predominately white child welfare system and in society. As indicated in the literature, preferences or biases for white people lead to policies, practices, and decisions that support white supremacy and racism. Thus, identifying biases and taking actions to avoid acting on harmful ones, was a foundational step and additional individual, organizational, and systemic actions are critical. Future inquiry should study the transformation in trainings and in the interactions and decision that impact children and families. Many child welfare professionals are searching for resources and often look to CWRC as a trusted source. CWRC's dedication to an antiracist child welfare system can positively impact Black and Brown children and families.

Table of Content

Preface.....	xi
1.0 Introduction.....	1
1.1 Problem Area: The Need for Cultural Humility in Child Welfare Services.....	1
1.2 Problem of Practice	5
2.0 Review of Supporting Scholarship and Professional Knowledge.....	8
2.1 Introduction.....	8
2.2 Cultural Competency	9
2.2.1 Cultural Humility	10
2.2.2 Explicit and Implicit Biases	12
2.3 Factors that Influence Training Effectiveness	15
2.3.1 Individual Factors	15
2.3.2 Organizational Factors	16
2.3.3 Training Factors	18
2.4 Training Strategies	20
2.4.1 Role Plays and Simulations.....	21
2.4.2 Intergroup Dialogues.....	23
2.4.3 Team Based Learning™	24
2.5 Synthesis	25
3.0 Methods.....	27
3.1 Inquiry Questions	27
3.2 Inquiry Design.....	28

3.2.1 Question 1 Trainer Demographics.....	31
3.2.2 Question 2 Implicit Bias Learning	32
3.2.3 Question 3 Implicit Bias Learning by Demographic Characteristics.....	33
3.2.4 Theory of Improvement	33
3.3 Inquiry Methods	34
3.4 Inquiry Setting: Child Welfare Resource Center	37
3.4.1 Mission, Vision, and Values	37
3.4.2 CWRC Services and Cultural Awareness and Responsiveness	38
3.4.3 Researcher Positionality	40
3.5 Inquiry Stakeholders and Population.....	42
3.6 Data Collection.....	45
3.7 Data Analysis.....	46
3.8 Institutional Review Board	47
4.0 Findings.....	48
4.1 Participants	48
4.2 Findings Related to Inquiry Question 1.....	50
4.3 Findings Related to Inquiry Question 2.....	53
4.3.1 Knowledge	54
4.3.2 Motivation Questions	57
4.3.3 Satisfaction Questions	59
4.3.4 Open Ended Questions.....	62
4.4 Findings Related to Inquiry Question 3.....	68
5.0 Discussion.....	77

5.1 Conclusion	77
5.2 Limitations.....	81
5.3 Implications for Future Inquiry	82
5.4 Implication for Practice	85
5.5 Personal Reflection	88
Appendices.....	93
Appendix A Fishbone Diagram	94
Appendix B PDSA Cycle	96
Appendix C PDSA Gantt Chart	97
Appendix D CWRC Permission for Research Project	99
Appendix E Implicit Bias Pre-Survey	100
Appendix F Implicit Bias Post-Survey	112
Appendix G Implicit Bias Delayed Post Survey.....	128
Appendix H Implicit Bias E-Learn Course Map	142
Appendix I Recruitment Email.....	146
Appendix J Thank You Email	147
Appendix K Items	148
Appendix L IRB Approval.....	154
References.....	156

List of Tables

Table 1 Pedagogy Comparison	25
Table 2 Description of Analytic Sample.....	49
Table 3 Description of Total Trainer Population.....	52
Table 4 Summary Score at Pre, Post, Delay-Post Survey	54
Table 5 Knowledge Before and After Training.....	56
Table 6 Motivation.....	58
Table 7 Satisfaction.....	60
Table 8 Open-Ended Responses	63
Table 9 Results of IAT by Race	69
Table 10 Alignment of IAT Results with View of Self by Race	70
Table 11 Skepticism of IAT Results by Race.....	71
Table 12 Knowledge Before and After Training by Race.....	72
Table 13 Trainer Percentage Scores by Survey (n=24).....	73
Table 14 Trainers with Percentage Score of 83% or More by Age.....	74
Table 15 Trainers with Percentage Score of 83% or More by Education.....	75
Table 16 Trainers with Percentage Score of 83% or More by Race.....	76
Table 17 Responses for Knowledge Questions.....	148

List of Figures

Figure 1 National Disproportionality Data, 2014 (Child Welfare Information Gateway, 2016).	2
Figure 2 Pennsylvania Child Welfare Data, 2018 (Annie E. Casey, 2019).	3
Figure 3 CWRC Implicit Bias Inquiry Questions.....	28
Figure 4 CWRC Trainer Cultural Awareness and Responsiveness Measurement Plan	35

Preface

I want to thank many people that made this dissertation and doctoral degree possible.

- First, I want to thank my family, especially my children Mason and Morgan, and my sister Tracy, and her daughter, Sarah.
- Thank you to my Dissertation Committee: Sharon S. England, J.D., MSW, LSW; Dr. Shanyce L. Campbell, Associate Professor; Dr. James Huguley, Associate Professor; and the most caring chair, Dr. Lori Delale O’Conner, Associate Professor.
- Sharon S. England, you were not only on my committee, but always available and provided critical guidance at every turn. You are a great mentor and role model.
- This project was only possible with the support and leadership of Mr. Michael Byers and Dr. Helen Cahalane at CWRC. Special thanks also to the CWRC Race Equity Workgroup. I am proud and humbled to work with many people that care about others, practice cultural humility, and support positive change.
- Andrea Merovich, CWRC Curriculum Instructional Specialist, helped so much in the development and implementation of the E-learn course!
- Jess Humer and Rachel Winters, Research and Evaluation staff, were tireless in sharing their love and expertise for all things Qualtrics, SPSS, and data analysis!
- Dr. David Beck, University of Pittsburgh, was a recent graduate of the program and helped with the development, analysis, and editing. I intend to pay this kindness forward.
- CWRC instructors volunteered for the research project and often emailed words of encouragement and personal stories throughout the project.

- Thank you, Dean Kinloch and the School of Education faculty and staff, for leading and mentoring a love of learning, race equity, and community engagement.
- Finally, thank you to my fellow students, the 2018 EdD cohort, and students before and after us. The world is a better place because we are in it. Your words of encouragement, unconditional love, dedication to helping others, resiliency, and promise of a better tomorrow give me hope for our future 😊.

1.0 Introduction

1.1 Problem Area: The Need for Cultural Humility in Child Welfare Services

Individual and organizational barriers are present in the child welfare system across the nation. Multiple studies substantiate the individual biases, institutional racism, and the lack of culturally competent knowledge and skills in child welfare professionals (Miller et al., 2013; Ortega & Faller, 2011). Child welfare mandates and services are based on the systemic, racist, white, heteronormative, middle class standards and values for family, parenting, discipline, and living. In fact, there are devastating examples of Black and Brown children and families treated poorly and disproportionately represented in child welfare services compared to their representation in the United States population (Child Welfare Information Gateway, 2016; Dessel & Rodenburg, 2017; Miller et al., 2013). Disproportionality, the state of being out of proportion, is “a condition that exists when the proportion of people of a certain race or ethnicity in a target population differs from the proportion of people of the same group in a reference population” (Detlaff, 2014, p. 44), equates to the overrepresentation of Black and Brown children and families in the child welfare system.

Systemic racism is evident in the ongoing state sanctioned murders of Black people by police, the impact and response of Covid-19, and in the housing, education, employment, and everyday lives of Black and Brown people living in the United States. Societal racism manifests itself as systemic racism in child welfare and leads to higher child welfare calls from mandated reporters, more substantiated investigations, and longer placements for Black and Brown children and families (Harris, 2014; Pennsylvania Partnership for Children, 2020). The United States

Department of Health and Human Services, using census and The Adoption and Foster Care Analysis and Reporting System (AFCARS) data, established a racial disproportionality index (RDI) to compare the percentages of children by race in the general population to the children involved in child welfare services (Child Welfare Information Gateway, 2016). Data from 2014 displayed in Figure 1 below, indicated that African American children were 1.8 times overrepresented in foster care compared to their representation in the general population. Additionally, American Indian/Alaska Native children entered foster care 2.7 times higher than their rate in the general population (Child Welfare Information Gateway, 2016).

	Total Child Population	Children in Foster Care
African American	13.8%	24.3%
American Indian/Alaska Native	.9%	2.4%
Asian	4.8%	.5%
White	51.9%	43.4%
Hispanic Ethnicity (Any Race)	24.4%	22.5%

Figure 1 National Disproportionality Data, 2014 (Child Welfare Information Gateway, 2016).

In Pennsylvania, 16,074 children were in foster care during 2018 (Annie E. Casey, 2019). Of the children in foster care, 42% were White (compared to 67% of the general population of children under 19), 35% were African American/Black (12% in general population), 7% were two or more races (4% in the general population) and 13% were Latino (12% of general population) (Annie E. Casey, 2019). The data indicate similar representation in the general population and in

the child welfare system for Asian and Native American children. This over-representation of Black children and children of two or more races highlighted in Figure 2 speaks to the importance of providing trainings and opportunities to child welfare professional to improve their practices and address the systemic racism, disproportionality, and disparate outcomes for children of color.

	PA Total Child Population	PA Foster Care Population
White	67%	42%
Black	12%	35%
2 or more	4%	7%
Hispanic	12%	13%

Figure 2 Pennsylvania Child Welfare Data, 2018 (Annie E. Casey, 2019).

Biased services and decisions have a negative impact on child and family outcomes. Similar to education opportunities and achievement, when child welfare professionals fail to consider and centralize race in engaging families, they reinforce whiteness and racism (Delale-O’Connor, Huguley, Parr, Wang, 2019). The biases and overrepresentation begin when mandated reporters call child welfare agencies to report more concerns for more Black and Brown (PA Partnership for Children, 2020). Once the children and families are involved in services, the disparate decisions and outcomes happen at almost every step in the child welfare pathway including more substantiated abuse rates, removals from home, reentries into foster care and longer stays in the system (PA Partnership for Children, 2020). The United States Children’s Bureau cites possible explanations of disproportionate and disparate outcomes of children and families of color

including racial biases and discrimination by individual workers, child welfare systemic factors such as a lack of culturally responsive services or caseworkers of color, and geographic location (Child Welfare Information Gateway, 2016). These concerns must be addressed to illuminate the institutional racism and discrimination and change the child welfare system. Child welfare professionals that have competencies in cultural awareness and responsiveness, through a cultural humility lens, can transform the engagement and outcomes for children of color involved in the child welfare system.

As the mandated provider of training for new, public child welfare caseworkers and supervisors in Pennsylvania, the CWRC has the responsibility and influence to build an antiracist workforce and system. To this end, during the Spring of 2020, the CWRC made a long-term commitment to become an antiracist organization and started to take action to change products and services, and ultimately the child welfare system. Change will be hard, and everyone involved will experience their own journey. Pennsylvania has 67 counties and meeting the needs of the urban, suburban, and rural organizations and families will take considerable time and effort. Disrupting the comfortable, challenging dominant white teachings, and decolonizing historical thinking may make CWRC staff, trainers, and child welfare professional uncomfortable before making the system better. Experiencing some of the discomfort will be an indicator that we are embarking on change. How we manage the change and ensure physical and psychological safety will be one of the true tests of success and sustainability. The final test will be how Black and Brown families are treated when they interact with an antiracist child welfare system. An antiracist child welfare system will model core social work values and work to genuinely understand and support Black and Brown families. The goals for all children involved in the child welfare system are safety, permanency, and well-being. Emphasis must be placed on equitable services that ensure that Black

and Brown children and families achieve the goals and are treated with respect, receive services that honor their cultural, and experience positive outcomes such as fewer referrals, lower child placements, more kinship care when placements are necessary, faster reunifications, and successful case closures.

1.2 Problem of Practice

My problem of practice statement addressed the disparate treatment and outcomes for Black and Brown families in the child welfare system by assessing the processes the Child Welfare Resource Center currently use to develop and deliver training. The PoP statement,

Recognizing the disproportionality and disparities in the child welfare system, the Child Welfare Resource Center has not assessed if the processes currently used to develop and deliver training provide sufficient opportunities for knowledge and skills building on cultural awareness and responsiveness, a competency the Resource Center adopted to support child welfare professionals in their practice with children, youth, and families, was developed in consultation with the Curriculum Development Department Manager, my supervisor, and my advisor.

This PoP was important as CWRC was the only provider of the mandatory certification training for all public child welfare professionals and their supervisors in Pennsylvania. CWRC offered over 1,400 trainings in state fiscal year 2017-2018 (University of Pittsburgh, 2020). CWRC partnered with, and are funded by, the Pennsylvania Department of Human Services and the 67 counties to be their Resource Center. This partnership supported best practices and systems improvements. CWRC maintained a unique position in the continuum of services in that many

state/university partnerships across the nation only provided training. Failing to assess and address the structural racism at CWRC perpetuated the individual racism of child welfare professional and continued the discrimination, disparate treatment, and disproportional representation of children and families involved in the child welfare system.

CWRC products and services, including trainings, had not been formally evaluated to determine if they supported or hindered child welfare professionals' competency related to cultural awareness and responsiveness and cultural humility. Despite the trainings, technical assistance, Diversity Task Force, and recent commitment to become an antiracist organization, racism disproportionality, biases, and culturally unresponsive services permeated the child welfare system in Pennsylvania and negatively impacted Black and Brown children and families.

Child welfare professionals interact with diverse families and system partners. The training they receive must prepare them to have the confidence, competence, and compassionate to effectively intervene to help families. Corporations in the United States spend over \$8 billion annual on diversity trainings that are ineffective in changing the values and behaviors of staff (Bohnet, 2016). Many studies point to the ineffectiveness of traditional lecture-based, classroom training and advocate for new and improved pedagogy (Antle et al., 2008; Collins et al., 2010; Smith, 2017). Furthermore, cultural competency trainings that are offered often miss the mark as new child welfare caseworkers often get a full caseload before they are finished with training (Radley & Schelbe, 2017). Training programs must go beyond education to helping people “build their capacity” to do something differently (Bohnet, 2016, p. 98). This is especially true in child welfare, where decisions and actions impact the lives of children and families. Child welfare professionals and the systems they work in must challenge the white expectations and standards that force Black parents to conform to housing, education, and child rearing practices that fail to

acknowledge race and the strengths of Black families. Recommendations for change emphasize that new workers need more realistic trainings, field time, information on agency specific protocols, protected caseloads, and supportive teams, supervisors, and agencies (Radley & Schelbe, 2017).

This research project, aimed at adding a cultural awareness and responsiveness framework to trainings by implementing an implicit bias training for trainers, was just one of the many actions that CWRC embarked on as part of this journey to become an antiracist organization and child welfare system. The ultimate goal was to strengthen the trainings for child welfare professionals so that they in turn provided culturally responsive services to children, youth, and families, specifically to those that are Black or Brown. While research supported the importance of recognizing and mitigating implicit biases, this was not the only intervention to transform CWRC or trainers. This study was a concrete place to start and the results informed future iterations of the implicit bias intervention and antiracist actions to benefit the child welfare workforce and ultimately children and families.

2.0 Review of Supporting Scholarship and Professional Knowledge

2.1 Introduction

The literature supports the transition from cultural competency language and training to cultural awareness, responsiveness, and cultural humility to effectively address power differences and institutional racism. There are multiple factors that influence the effectiveness of training including individual, organizational, and training design (Lawler et al., 2012). Additionally, a few studies were conducted to assess which factors and training delivery methods are the most effective to teach cultural competency to child welfare professional, and some promising practices have emerged. One of the strategies for effective training was the ability to engage participants in the learning to ultimately transfer the knowledge and skills into practice with families (Antle et al., 2008; Smith, 2017). Simulation training and Team-Based Learning™ pedagogy, along with intergroup dialogue, were promising practices to build cultural humility knowledge and skills in child welfare professionals. Effective strategies to build cultural humility embrace the complexity of diversity and encourage social experiences across cultures (Ortega & Faller, 2011; Williams, 2017). More information on effective strategies, the factors that influence training, and cultural awareness and responsiveness are included in this review of supporting knowledge.

2.2 Cultural Competency

Child welfare professionals must have the knowledge, skills, abilities, and values to provide culturally aware and responsive and antiracist services to children, youth, and families. Many professional disciplines, including social work education for child welfare professional, conduct cultural competency training to support equal treatment and outcomes for all individuals. In child welfare, cultural competency weaves together the importance of recognizing and respecting all individuals. Cultural competency in child welfare also emphasizes the respect and dignity of all individuals in its definition:

The ability of individuals and systems to respond respectfully and effectively to people of all cultures, classes, races, ethnic backgrounds, sexual orientations, and faiths or religions in a manner that recognizes, affirms, and values the worth of individuals, families, tribes, and communities, and protects and preserves the dignity of each. (Child Welfare League of America, 2001)

The acquisition of knowledge regarding minoritized groups emerges consistently in the definition of cultural competency across multiple professions (e.g., physicians, nurses, psychologist, and social workers). Cultural competency training emphasizes informing the trainee about other racial groups so that they can improve their service delivery (Ortega & Faller, 2011; Tervalon & Murray-Garcia, 1998). This focus highlights the difference among racial groups and ignores individuality, power imbalances, and organizational influences. From this perspective, cultural competency education includes the dominant group or white people learning about the non-dominant groups, mainly people of color (Fisher-Borne et al., 2015). The power imbalance in training and practice equates to racism, and harsher treatment and discrimination for people of color as people of color experience race, while white people learn about it (Roberson et al., 2001).

Cultural competency pedagogy has been taught to child welfare professionals for many years. Criticism that cultural competency education does not address power imbalances and institutional biases has prompted calls for change (Ortega & Faller, 2011; Tervalon & Murray-Garcia, 1998). This shift builds on the cultural competency framework by adding cultural humility, a concept that recognizes culture as a multifaceted and dynamic process (Fisher-Borne et al., 2015; Ortega & Faller, 2011). In the medical field, a seminal study distinguished cultural humility from cultural competency stating that cultural humility: //

incorporates a lifelong commitment of self-evaluation and critique, to redressing the power imbalances in the patient-physician dynamic, and to developing mutually beneficial and non-paternalistic partnerships with communities on behalf of individuals and defined populations. (Tervalon & Murray-Garcia, 1998, p. 117)

These sentiments are enhancements to the traditional cultural competency definition and applicable to child welfare professionals and services.

2.2.1 Cultural Humility

Recent literature suggests shifting from cultural competency to cultural humility (Fisher-Borne et al., 2015; Hook, 2014; Ortega & Faller, 2011, Zeitlin, 2014). While competency suggests mastery and monolithic identities, humility acknowledges that culture is multifaceted and dynamic. Cultural humility emphasizes the individual and systemic changes that must occur to truly understand, support, and serve others. The expanded definition of cultural competency through cultural humility also addresses power imbalances at the individual and organizational levels that are less prominent in cultural competency education (Tervalon & Murray-Garcia,

1998). For example, cultural competency builds knowledge, whereas cultural humility challenges individuals and organizations to examine and transform their racist values, beliefs, and actions.

Enhancing cultural competency with a cultural humility framework emphasizes that a change in behavior is more valuable than an increase in knowledge (Tervalon & Murray-Garcia, 1998). Additionally, while cultural competency education has a monolithic focus on race (Fisher-Borne et al., 2015; Hook, 2014; Ortega & Faller, 2011, Zeitlin, 2014), cultural humility recognizes race as one dimension of culture and adds the intersection and dynamic aspects of identity including gender, sexual orientation, religion, class, age, and ethnicity (Ortega & Faller, 2011; Zeitlin, 2014). Cultural humility also recognizes the individual receiving services as the expert on their history, experiences, and needs (Fisher-Borne et al., 2015; Hook, 2014; Ortega & Faller, 2011; Zeitlin, 2014). Cultural humility recognizes and challenges the power imbalance that often favors the professional and advocates for individual and organizational change to historically discriminatory practices (Fisher-Borne et al., 2015; Hook, 2014; Ortega & Faller, 2011; Zeitlin, 2014).

There are conflicting opinions about adding cultural humility to the cultural competency framework. Ortega and Faller (2011) describe cultural humility as a complement to traditional cultural competency education and utilize critical race theory to proclaim that training must address the structures and instructional processes that perpetuate injustices. Essential skills include active listening, reflecting, and reserving judgment (Ortega & Faller, 2011). Cultural humility also facilitates entering and understanding the client's world and considering their unique strengths, challenges, and experiences (Ortega & Faller, 2011). Greeno et al. (2017) disagree with these notions that cultural humility is a complement to cultural competency and suggest that cultural humility is a superior framework in that it addresses accountability, lifelong learning, and power

imbalances in individual and systemic relationships. Conversely, Danso (2018) is the rare author that argues that cultural competency encompasses cultural humility concepts, and therefore it is unnecessary to change the framework to cultural humility. This viewpoint fails to acknowledge the systemic racism and power dynamics emphasized in the cultural humility framework supported in most of the literature. Therefore, this paper focuses on the predominant views in child welfare practice, that cultural competency is enhanced by adding cultural humility concepts.

2.2.2 Explicit and Implicit Biases

Biases can be positive or negative and refer to an evaluation or belief. Project Implicit (2011) defines an explicit bias as a belief that you think about and express and an implicit bias as one that you are unaware of and cannot control. Explicit biases are expressed, controlled, and generally measured by verbal reports from the participant (Berger, 2020). Implicit biases are measured by association tests or neurological brain activity tests (Project Implicit, 2011). Association tests are the predominate measurement and study the difference in reaction time to images and value laden words such as good and bad.

Project Implicit is a non-profit organization providing online education and assessments regarding implicit biases. The Implicit Bias Test (IAT) has been used by millions of people for almost 10 years (Kirwan Institute, 2017). A variety of implicit association tests are available to measure religious, presidential, age, weight, gender, sexuality, and race associations. The tests have been studied for over 10 years and have been found to be both a reliable and valid measure of implicit associations (Kirwan Institute, 2017). Individual reactions to the test results vary from relief and acceptance to disbelief, disregard, discomfort, and distress. The level of discomfort is related to how the individual believes that their IAT results align with their explicit beliefs. People

often try to explain or rationalize the test (Kirwan Institute, 2017). This is where the debate of implicit and explicit biases associations emerges. Byrd (2019) studied implicit biases by reviewing debiasing experiments. The argument was that implicit biases are not predicated by an associative process but are unreflective. This author declared that if implicit biases are unconscious and automatic, they should not be subject to manipulation but are manipulated and change. Furthermore, peer pressure, or the desire to have similar results to people like you, influence biases and expressions. The author concluded that implicit biases can be reflective, associative, and can change. Berger (2020) also questioned the participants' motivation to appear unbiased. He probed if implicit biases are really unconscious if a participant can predict or influence their results and ultimately concluded that we are not aware of the implicit biases in the same way as the explicit biases.

The Kirwan Institute (2017) acknowledges that some people may believe that they can beat the IAT and control the results. However, independent research continues to validate the IAT as an effective measure of implicit biases (Kirwan Institute, 2017). There is extensive literature regarding how identifying implicit biases can impact change. Awareness is the first step in the change process. In fact, implicit bias awareness and mitigation have been shown to have a positive impact on physician's decision making, health outcomes, and doctor patient communication (Gonzalez et al., 2018). Benwal (2017) encouraged data collection systems to identify trends and establish that implicit biases need to be addressed to change child welfare practices. Ahmed (2012) speaks to the importance of diverse leadership, inclusive language, implicit and explicit biases, and racism to address cultural humility. Effective strategies to mitigate unwanted implicit biases beyond awareness are through intergroup contact, perspective taking, and exposure to counter-

stereotypical role models. Mindfulness and thinking about marginalized populations in a positive manner can also evoke empathy and decrease biases (Project Implicit, 2011).

People are more susceptible to acting on their implicit biases in situations of high ambiguity, tight time constraints, compromised cognitive load, and overconfidence in their objectivity (Kirwan Institute, 2017). The vagueness of policies and procedures in child welfare, such as appropriate parental discipline or supervision, is ripe for subjectivity and thus decisions are often influenced by individual and systemic biases (Benwal, 2017). High caseloads and crisis-oriented functioning in child welfare, also support discriminatory decisions based on individual biases and validated by an ineffective system. A predominately white workforce using white standards to evaluate all families, leads to negative outcomes. Therefore, failing to recognize and address explicit and implicit biases endorses racism and supports the disproportionality and disparate outcomes for Black and Brown families in the child welfare system (Benwal, 2017). Risk assessments, safety assessments, even removal decisions, and court involvement, are based on information gathered by one caseworker. When this information is tainted, it negatively impacts children and families. Confirmation biases or seeking information to confirm an explicit or implicit preconceived conclusion rather than basing decisions on facts, is also an issue in child welfare practice (Benwal, 2017).

Identifying and addressing individual and systemic implicit biases can build cultural awareness and responsiveness in the Pennsylvania child welfare system. Benwal (2017) recommends identifying and changing policies, procedures, and practices that permit implicit biases to influence decisions. This also includes experiential trainings and reducing caseworker caseloads. Armed with the awareness of biases, effective mitigation strategies, and antiracist knowledge and skills, caseworkers will have a deeper level of understanding and communication

with Black and Brown children and families. This dissertation project aims to make CWRC contracted trainers aware of their implicit preferences and stereotypes and identify ways to mitigate them. This was the start of antiracist actions with trainers and part of the overall organizational change at CWRC with the goal of influencing change in the Pennsylvania child welfare system.

2.3 Factors that Influence Training Effectiveness

One of the primary challenges to identifying and implementing culturally responsive trainings and ultimately improving services to children and families, is influencing and measuring people's values and beliefs. It is difficult to measure behavioral or attitude changes in the classroom setting and even more difficult to assert that the trainings change behaviors in the field (Antle et al., 2008; Smith, 2017). Implicit bias trainings can bring unconscious, racist thoughts and associations to light and highlight institutional racism. Mitigation strategies are needed at the systemic and individual level. Effective training can improve cultural awareness and responsiveness child welfare practice. There are multiple factors that influence the effectiveness of training including individual, organizational, and training design (Lawler et al., 2012).

2.3.1 Individual Factors

Individual factors encompass identity, beliefs, values, experiences, personality, biases, prior trainings, and learning readiness (Antle, et al., 2008; Lawler et al., 2012). Adult learning theory emphasizes that learners prefer an active role in training and to know that what they are learning is relevant to their work or life (Smith, 2017). A successful strategy is to integrate the

learner into the development of the course to align the needs of the learner with the course objectives. During the training day, the learner wants to be connected to the content and have a sense of accomplishment (Smith, 2017). Learners retain 10% of what is read, 20% of what is heard, 30% of what is seen, and 90% of what they say or do (Booth, 2007). Active participation influences learning in the classroom and application in the field afterwards.

Self-assessments are a tool for the individual and the supervisor to identify and build competency around challenge areas but must transition into ongoing actions to impact change (Leung & Cheung, 2013). Field days, where the learner attempts what they have learned in training with the support of their supervisor or tenured staff, has been found effective in facilitating the transfer of new knowledge and skills into work with children and families (Radley et al., 2019). Field days often progress from shadowing the experienced worker during home visits or court appearances to the learner taking a more active role in the work.

Individual biases impact child welfare services. Efforts to address disproportionality and disparate outcomes for Black and Brown families must make individuals aware of their biases and motivated to change them. For CWRC, this can start in training but must also transcend into organizations. Individuals function in larger systems and are sometimes unaware of how their experiences, decisions, communications, and beliefs are shaped by the color of their skin and the acculturation of their education, organization, or community. Individuals can and do change; however, they still exist within systems that perpetuate racist standards, actions, and beliefs.

2.3.2 Organizational Factors

Institutional racism refers to racist practices in a system that are embedded into the organizations policies and practices (Harris, 2014). There are many organizational components

that impact racism and the effectiveness of training (Antle et al., 2008; Lawler et al., 2012; Liu & Smith, 2011). Cultural backgrounds and expectation of training also impact the success of training (Leung & Cheung, 2013). Supervisory support is a critical link for workers to learn best practice, prepare for visits with diverse families, and garner ideas and resources. Supervisors must be able to build a relationship with staff to assess and support competency and alignment with organizational values and goals. Supervisors and organizations that model culturally responsive and antiracist practices are able to respectfully challenge and support positive change in staff (Harris, 2014).

The organizational culture must also reflect the mission, vision, and values to benefit all staff and clients. Organizational assessments, include equity and antiracist assessments, can help organizations identify strengths and opportunities for changes (Skrla et al., 2004). Like individual assessments, the results must lead to actions and the change must be genuine and sustainable. Staff at all levels must be involved in the change efforts. Organizations are more successful in implementing change when they can articulate a clear purpose, anticipate barriers, implement a plan to mitigate concerns, and hold people accountable to the change.

The availability of resources impact child welfare professional's culturally competent practice at different phases throughout the agency intervention (Leung & Cheung, 2013). Staff need computers, tools, space, clear policies, and ongoing support (Antle et al., 2008). Yet, technical fixes are often superficial and fail to uncover and dismantle racism and discriminatory practice. Policies must align with the organizational values and provide accountable and support for staff to successfully provide antiracist services. Teamwork and peer support are additional organizational factors that impact the success of employees and services. Staff are more likely to transfer their knowledge from the classroom into practice if they have the ongoing support of their

peers and supervisor and they believe their organization endorses the training concepts (Antle et al., 2008; Lawler et al., 2012; Liu & Smith, 2011).

Organizational change requires more than a training or discussion. It involves examining all aspects of the organization and making a long-term commitment to change. Child welfare organizations across Pennsylvania are at different stages of development in their race equity efforts. Some in rural areas, do not believe that racism exists in their communities because everyone is white. What they fail to realize is that this redlining, systemic denial of loans to buy property in certain areas, is another clear sign of our racist history and long-term practices. Some studies also indicate that poverty and single parenting are more positively correlated to child maltreatment than race (Child Welfare Information Gateway, 2016). These systemic beliefs reflect racism and racist practices and play out in organizations even when individuals are trying to lead change. Becoming an antiracist organization and building cultural humility benefits everyone, staff, stakeholders, customers, and society at large.

2.3.3 Training Factors

Training design factors that influence participant learning include content, timing, engagement, trainer presence, and delivery method (Lawler et al., 2012). Most training development follows a systematic process that starts with a needs assessment where information is collected from the learners on perceived needs and then internally and externally resources are reviewed (Smith, 2017). A subsequent step is the design and development of the curriculum and decisions about the best pedagogy to deliver the information, content, timing, activities, and flow (Smith, 2017). The final stages include implementation, monitoring and adjusting, and training evaluation (Smith, 2017).

Identifying training goals before the training is an essential component to training effectiveness (Cocchiara et al., 2010). Learning objectives must align with the training content and the content must engage participants in the learning (Antle et al., 2008). Most adult learners have a 20-minute attention space and thus training should be broken into timeframes that maximize learning. Content should encourage all trainees to connect previous knowledge and experiences to new concepts. Training delivery methods have expanded over recent years to expand on traditional in person classroom lectures, to realistic simulations, live virtual events, and self-paced online modules (Smith, 2017).

Teacher and student demographic congruence has also been studied to determine training success. Same-race and same-gender teacher and student matching has been examined extensively in K-12 education and some in post-secondary education (Delale-O'Connor et al., 2019). Fox (2016) noted that demographically similar teachers enhance student attitudes, work, and expectations, especially when the teacher encourages positive behaviors. While the literature examines teacher expectations for students, and student white-Black opportunity and achievement gaps, this seems to be an area for further exploration in the use of contracted trainers in child welfare. In 1999, the National Staff Development and Training Association (NSDTA) defined the role of an instructor to focus on improving the performance of individuals through preparing for training, direct delivery of instruction, and follow up activities to enhance application of the materials in the field. The group also identified core competencies of instructors including administrative skills, communication, concept knowledge and skills, curriculum design, group dynamics and process, and information management (NSDTA, 1999). CWRC is a partner agency of NSDTA, has membership on the board, and participates in their annual conference. As such, their guidance on trainer development is a foundational resource in CWRC's trainer program. Yet,

additional resources are needed to fully understand how trainer demographics and trainer policies impact the success of trainings and trainees.

The broad goals for cultural humility training are to facilitate individual transformation, impact organizational cultural change, and reduce inequalities in society (Gutierrez et al., 2000). When the training and trainer promotes experiences and interactions during and after the training, more complex and meaningful learning occurs compared to traditional pedagogy (Johnston-Guerrero, 2016). Spearheading antiracist discussions in the classroom will impact participants and learning. The discussions regarding race will make people uncomfortable and trainers must be supported to facilitate these discussions toward positive change. Designing effective training takes time and commitment. Relationships are needed between the organization, instructional designers, trainers, and learners to ensure products and services reflect realistic scenarios and best practice.

2.4 Training Strategies

While most companies offer some cultural competency training, the quality, quantity and delivery methods of training varies. Different strategies can be employed to strengthen cultural competency training for child welfare professionals. One of the characteristics of effective training is the ability to engage participants in transferring the knowledge and skills into practice with families (Antle et al., 2008; Smith, 2017). A fundamental first step for effective training is to identify the purpose of the training (Cocchiara et al., 2010). Another step to support implementation of the training concepts is to embed the training across the organization not just in one department. For cultural humility to take hold, supervisors and organizational leaders must support transfer of learning into the field and encourage lifelong learning. Employees must be held

accountable for their learning, change, and living the agency mission (Cocchiara et al., 2010). These recommendations align with the individual, organizational, and training design factors that influence the effectiveness of training and the transformation to an antiracist organization.

Traditional trainings position the trainer as the expert and the trainee as the passive recipient of knowledge. Traditionally, teachers or trainers sat at the front of the room and lectured on important concepts and emphasized memorization of facts. While the student may have homework to reinforce topics, there is generally not an opportunity for the student to participate in hands-on activities. Many studies point to the ineffectiveness of the traditional lecture-based, classroom training model and advocate for new and improved pedagogy (Antle et al., 2008; Collins et al., 2010; Smith, 2017). While there are a variety of training strategies, this review focuses on the interactive strategies of role plays, simulation, and Team-Based Learning™ that are reviewed in the literature and currently being implemented at CWRC. Intergroup dialogue is also included as although it is not currently being implemented at CWRC, the literature suggests that it also is a promising practice to support cultural humility. Information regarding pre-work requirements, realistic scenarios, student and group experiences, transfer of learning to the field, cost effectiveness, and application to cultural competency and cultural humility are explored for each of the strategies.

2.4.1 Role Plays and Simulations

Role plays, where the trainee portrays a hypothetical person in a specific context, are often infused in traditional didactic, instructor-led child welfare trainings (Bogo et al., 2014; Browning et al., 2006; Leake et al., 2010). Trainees often dislike role plays and are hesitant to volunteer to participate in them (Leake et al., 2010). Role plays happen during the training with little to no pre-

work similar to traditional classroom trainings. There is little research on the effectiveness of role plays as an effective training pedagogy, the transfer of learning afterwards in the field, or the cost effectiveness (Leake et al., 2010).

Simulation trainings, often used in health care settings, employ an experiential, more complex role play portrayed by standardized clients and have been found useful in social work (Bogo et al., 2014; Leake et al., 2010). Simulation training in child welfare is defined as having child welfare professionals interact with actors who portray clients and provide structured feedback to enhance the learner's application and competency (Bogo et al., 2014; Leake, et al., 2010). Trainee engagement and active participation through simulation connects the learner's previous experiences with the opportunity to try out new skills in a safe learning environment (Bogo et al., 2014).

The first steps to develop a simulation training is to identify a theme or focus and to establish goals and outcomes. The environmental context of simulation training is achieved by establishing roles and timeframes, storyboarding the scenario, securing props, building in challenges and best practices, and creating debriefing and follow up experiences (Leake et al., 2010). Pre-work can be a part of the simulation experience (Bogo et al., 2014; Leake, et al., 2010). Realistic scenarios are a key component of simulation trainings and learner examples are often part of the development of the course content (Bogo et al., 2014; Leake, et al., 2010). While the development costs may be higher, the implementation costs are estimated to be about the same as traditional training (Leake et al., 2010). The cost seems to be a worthy investment as simulation-based education has been shown to yield better transfer of learning results than traditional training (Bogo et al., 2014; Leake et al., 2010).

2.4.2 Intergroup Dialogues

Intergroup dialogues (IGD) facilitate face to face crucial discussions in the classroom around social identity, the group process, conflict management, communication skills, power imbalances, and the impact of becoming more culturally competent (Dessel & Rodenburg, 2017; Nagda & Zúñiga, 2013). This innovative strategy promotes student engagement across cultures and foster conversation about contentious issues ((Dessel & Rodenburg, 2017; Gurin et al., 2013; Nagda & Zúñiga, 2013). The group sessions explore how learners can work together toward collective visions of equality and justice (Gurin et al., 2013). The group composition is usually twelve to eighteen people from two or more social identity groups based on gender, race, sexual orientation, religion, and socio-economic class, as examples. Communication, collaboration, and empathy are key components of the IGD strategy.

Intergroup dialogues differ from traditional classroom pedagogy as the strategy fully engages the learners throughout the process and the instructor takes on a secondary role. Instructors receive facilitation training prior to teaching the course. The purpose is beyond winning or simply presenting ideas as the goals are to broaden perspectives, explore thoughts and feelings, and find places of agreement (Gurin et al., 2013). Sessions occur over multiple weeks instead of one training day. Small group activities and discussions promote critical thinking and development to maintain relationships across differences.

Findings indicate that IGD has a positive impact on the students' sense of identity, in advocacy to act against prejudice and discrimination, and knowledge about racial and economic inequality (Dessel & Rodenburg, 2017; Gurin at al., 2013). The results on race-ethnicity and gender dialogues were sustained one year later (Gurin et al., 2013). Therefore, intergroup dialogues

have the potential to effectively teach cultural humility to child welfare professionals and can be a consideration for antiracist work at the CWRC and in the Pennsylvania child welfare system.

2.4.3 Team Based Learning™

Team-Based Learning™ (TBL™) has also been described as a powerful tool to enhance learning and application using individual and small group interactions (Gullo et al., 2015; Sibley & Parmelee, 2008). There are three phases to TBL™, a preparatory phase where the learner reviews materials prior to training, followed by readiness assurance tests where the individual and small teams assess their understanding of the pre-work to begin the in-person training, and an application phase where students apply what they learned using realistic case-based exercise (Gullo et al., 2015; Sibley & Parmelee, 2008).

TBL™ promotes critical thinking, student engagement, and transformational learning (Gullo et al., 2015). In TBL™, the teacher becomes a facilitator and the students become the experts. Twelve solid recommendations for effective facilitation of TBL™ range from time management, effective group dynamics, developing facilitation skills, and asking the right questions (Gullo et al., 2015). In Team-Based Learning™, students come to class prepared and the teaming approach parallels the work in the field. TBL™ is cost effective in that it can be delivered to large groups (divided into smaller teams), very few props are needed, and each session focuses on the specific needs of the group (Sibley & Parmelee, 2008). While TBL™ has been around since the 1970s in schools of medicine, it is just now emerging as a promising pedagogy in child welfare education, including cultural competency content.

Table 1 Pedagogy Comparison

	Independent Pre-work	Group/Team Work	Realistic Scenarios	Student Centered	Application/ Transfer of Learning	Cost Effective	Cultural Humility
<i>Traditional, didactic, instructor lead</i>	Yes	Limited	Limited	No	No	No	Limited
<i>Role Play</i>	No	Limited	Limited	No	No	Yes	Limited
<i>Simulation</i>	No	Yes	Yes	Yes	Yes	No	Yes
<i>Intergroup Dialogue</i>	No	Yes	Yes	Yes	Yes	Yes	Yes
<i>Team-Based Learning™</i>	Yes	Yes	Yes	Yes	Yes	Yes	Yes

2.5 Synthesis

Child welfare organizations and stakeholders are diverse. The literature shares multiple examples of discrimination, disparity, individual and organizational biases, and recommends that more effective training is needed to prepare culturally humble and antiracist child welfare professionals. Self-awareness was a consistent recommendation in the literature as well cultural humility and continued understand of the experiences and perspectives of others. Understanding privilege and power imbalances was also addressed. The literature further recommends that trainings and educators need to facilitate crucial conversations within the classroom. A fundamental conclusion is that the answers to an antiracist workforce and society is through mutual understanding, respect, and action to address systemic and institutional racism.

Supporting cultural awareness and responsiveness in trainers by strengthening their knowledge and awareness of implicit biases can build more confidence in trainers and trainees and improve CWRC trainings. While CWRC already implements simulation and Team-Based Learning™, richer discussions in the classroom on systemic racism and disproportional representation and outcomes for Black and Brown families can ultimately improve services to children, youth, and families. There are many root causes as to why systemic racism exists. There are also many evidence-based interventions to help address the problem. It is no longer appropriate to ignore or downplay the role that race and racism play in the achievement of child welfare outcomes. Drafting policies or mandating sensitivity trainings are technical fixes and will not change people's values or behaviors. Engaging CWRC staff and contracted trainers in understanding the literature and their implicit biases is a start toward cultural humility at CWRC and in the Pennsylvania child welfare system.

3.0 Methods

3.1 Inquiry Questions

This inquiry intended to gather data to answer the following questions:

1. Who were the active CWRC contracted trainers?
2. Did trainers who completed the Implicit Bias self-assessment and training increase their knowledge of implicit bias concepts?
3. Were there differences in implicit bias pre/post-survey results amongst the trainers related to demographic characteristics?

Figure 5 details the predictions for each question and the data that was reviewed as part of this inquiry.

Questions	Predictions	Data
Who were the active CWRC contracted trainers?	Trainers represent a wide range of demographic characteristics include age range, gender, race, and ethnicity	Existing database of trainers including demographic information
Did trainers who completed the Implicit Bias self-assessment and training increase their knowledge of implicit bias concepts?	All trainers would receive at least an 85% on the post-survey.	Qualtrics pre and post-survey using some knowledge questions from the Center for the Study of Social Policy with a few additional questions related to demographics, perception of change, and future implementation at CWRC. Considered delayed post-survey if time permitted
Were there differences in implicit bias pre/post-surveys results amongst the trainers related to demographic characteristics?	Black and brown trainers would score higher on the pre and post-surveys and will have smaller percentage increases between pre/post	Trainer demographics Pre and Post Surveys results Explore patterns of participation and learning that are potentially linked to demographics (based on sample)

Figure 3 CWRC Implicit Bias Inquiry Questions

3.2 Inquiry Design

This inquiry is guided by improvement science and the plan, do, study, act (PDSA) continuous improvement cycle. This included developing an inquiry plan to implement, study, and analyze the research questions. There are many practice areas that could have been explored to strengthen cultural awareness and responsiveness in child welfare trainers and caseworkers. The high-level areas or drivers, as labeled in improvement science, were curriculum, training delivery, social work values, and organizational change. During a Spring 2020 meeting with CWRC

leadership, the training delivery area of contracted trainers was elevated as the focus for CWRC improvement efforts and my PoP. The attached trainer driver diagram (Appendix B) provided an in-depth look into the drivers and change ideas that CWRC explored. The primary drivers of trainer selection, professional development, and trainer implementation were key strategies for CWRC trainers. The secondary drivers like trainer recruitment, interviews, contracts, trainings, professional development plans, and mentors were determined to be promising areas for the comprehensive continuous improvement plan in the future.

A detailed review of some of the change ideas (trainer data, enhancing trainer recruitment, implementing implicit bias self-assessments for trainers, revising trainer onboarding processes, developing new trainer pedagogy/train the trainer, and establishing a trainer learning community) determined that implementing an implicit bias self-assessment for trainers was the best fit for an actionable test of change at the CWRC, especially given the current racial equity efforts, the Covid-19 pandemic, and need for social distancing and virtual work. The research project contained four distinct steps: step one, the pre-survey; step two, the implicit bias online training; step three, the post-survey; and step 4, the delayed post-survey.

Specific procedures reviewed addressed sampling, recruitment, informed consent, timing, and alignment with existing procedures. Only active, contracted trainers were asked to volunteer to participate. Trainers were excluded if they did not have an active contract or were CWRC staff. The goal was to have at least 20 trainers complete the entire intervention inclusive of the pre-survey, online training, post-survey, and delayed post-survey. The hope was to have balance amongst different demographic characteristics from the existing trainer pool. There was not a comparative group of trainers that did not participate in the training, but this could be considered in future iterations. A list of all active CWRC trainers was pulled from the online tracking system,

Encompass, in July of 2020. Exploratory meetings with trainers were held during the summer and fall of 2020 to share the research project. A marketing email was developed and distributed via email to everyone on the list. The email (Appendix J) provided the purpose, goal, expectations, timelines, and resources for the project. A spreadsheet was developed to track recruitment, reminders, completion, and participant unique identifiers. A pilot was planned to gather feedback on all four parts of the project.

The plan also included IRB approval and informed consent considerations. As the study was determined to be exempt from full IRB review (Appendix M), informed consent was not required. In the recruitment email, the study's purpose, timeframe, definitions, and right to withdrawal at any time was described. The description also detailed that the responses were confidential and that the results of the study would be in aggregate form. There were no substantive risks to participants. As part of their professional development, CWRC trainers are required to complete an initial training and six hours of professional development per state fiscal year (July 1-June 30). Beyond the required orientation and trainings on content, CWRC trainers self-select the trainings they attend, and could volunteer for the implicit bias training. Timing was projected to occur between September 2020 and January of 2021 (see Appendix C PDSA Cycle and Appendix D PDSA Gantt Chart).

After step one of the pre-survey, trainers were required to complete a new CWRC E-Learn course that linked to an online course, *Implicit Racial Bias 101: Exploring Implicit Biases in Child Protection*, developed by the Kirwan Institute (2018) in consultation with the Center for the Study of Social Policy. This online education module was selected as it was tailored to child welfare and provided an overview of foundational concepts related to implicit bias, including the origins of biases, effects on the brain's processing capacity, understanding how biases operate in the real

world, ways to mitigate their presence, a brief history of race and child protection in the U.S., and why implicit racial bias matters for child and family outcomes (Kirwan Institute, 2018). The course also required participants to complete an Implicit Association Test (IAT) through Project Implicit (2011). In step three, the plan was for trainers to complete a post-survey to assess their learning, perceptions, and ideas for implementation in CWRC courses. Step four was to administer a delayed-post survey approximately one month after completion of the post-survey.

3.2.1 Question 1 Trainer Demographics

Identifying CWRC trainers consisted of gathering and reviewing data from the CWRC database, Encompass. Demographic measures already gathered in the trainer application process that were used included variables of age (reported in age range), gender, race/ethnicity, highest educational degree achieved, educational major, and years or experience as a trainer. Gender and race/ethnicity were multiple choice questions, gender as male or female and race/ethnicity as Black/African American, White/Caucasian, Asian, two or more races, American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, Hispanic/Latino Hispanic/Latino and other. The highest educational degree achieved was also a multiple-choice question listing Less than high school, High School Diploma or GED, Associates degree (indicate Major Code), Bachelor's degree in Social Work, Bachelor's Degree – other (indicate Major Code), Master's degree in Social Work, Master's Degree – other (indicate Major Code), and Doctoral Degree. There was an extensive list of 81 different educational majors on the demographic form. There were also at least 40 different job titles to select. Some of these categories were undergoing enhancements to streamline, update, rewrite race and ethnicity, and to expand gender choices (University of Pittsburgh, 2020).

Two questions related to cultural awareness and responsiveness were used in the trainer application process were considered during the planning process; an open-ended question to describe how you incorporate diversity into your training; and a five-point Likert scale where five is the highest to rate comfort with conducting discussions around diversity. While theoretically these questions could have been part of the baseline trainer data reviewed to inform the inquiry plan and trainer diversity experience, some trainers completed this information many years ago when they initially applied to be a trainer. Therefore, it was important that updated baseline measures be established through the pre-survey to ensure that we had current trainer knowledge as the starting point.

While it seemed like an easy first step to review trainer demographic information, there was not a database report to review the data and this formal analysis had not been completed. Therefore, a meeting was held with the Technology Department and the Trainer Development Supervisor to develop a process to pull this data. The data provided a demographic profile of the trainers including age, gender, race, ethnicity, and education of the current trainer pool. By reviewing and comparing the demographic information of all trainers with the volunteers from the intervention, we were able to speak to the representation of the participants in the study and difference by demographic characteristics.

3.2.2 Question 2 Implicit Bias Learning

A plan to measure trainer perception and learning was an important part of the project. The pre-post surveys were developed to measure trainer knowledge and perception regarding their implicit biases and knowledge of cultural awareness and responsiveness before and after the training. There were several outcomes planned as a result of the intervention. One of the leading

outcomes was to increase implicit bias knowledge and awareness for trainers. To this end, Qualtrics surveys were developed to measure trainer knowledge, satisfaction, and ideas for future implementation. Quantitative, embedded knowledge questions administered during the implicit bias online training from the Center for the Study of Social Policy and Kirwan Institute were reviewed. Modifications addressed specific CWRC information and asked questions regarding the trainer's perception of their learning, their satisfaction with the intervention, ideas for how they can use the new knowledge, the trainer's professional development plans, and recommendations for future iterations of the project. After consultation with CSSP, it was determined that permission was not needed to use or modify the survey since it was available in the public domain.

3.2.3 Question 3 Implicit Bias Learning by Demographic Characteristics

The plan to measure differences in implicit bias pre and post-survey results amongst the trainers related to demographic characteristics was contingent on the representation of trainers that volunteered. The pre-survey gathered demographic information to determine if there was diverse representation to sort and analyze the data related to the other findings of knowledge, motivation, satisfaction, and implicit association test results.

3.2.4 Theory of Improvement

The aim of the dissertation inquiry was to implement the implicit bias training, by January 2021, for at least 20 CWRC trainers and administer the assessments to determine if the trainers achieved an 85% or better on the cultural awareness and responsiveness post-survey. The theory of change was to implement implicit bias training for CWRC trainers, so that the resulting

competent trainers would provide enhanced in-person cultural awareness and responsiveness discussions, activities, and feedback for new child welfare caseworkers, who would in turn provide competent, confident, and compassionate services to children, youth, and families. As the mandated provider of training for new, public child welfare caseworkers and supervisors, CWRC has the responsibility and influence to build an antiracist workforce and system.

3.3 Inquiry Methods

The continuous improvement process also involved a detailed measurement plan to gather data, test hypotheses, analyze results, make interpretations, and inform future implementation. Some of the plan was to review the existing trainer demographic data to answer inquiry question one. This information was helpful to provide a complete view of the current trainer pool and later to determine if there was diverse representation amongst research participants. Figure 6 details the interventions, evaluation methods, measurements, procedures, and outcomes that were part of the measurement plan.

Intervention	Evaluation Methods	Measurements	Procedures/process	Outcome
Trainer Implicit Bias Self-Assessment	Pre/post surveys Self-Assessments	Perception Learning	<ol style="list-style-type: none"> 1. Develop recruitment materials. 2. Recruit trainer volunteers. 3. Identify implicit bias self-assessment. 4. Administer pre-survey 	<p>Leading- increased cultural awareness and responsiveness knowledge and skills for trainers Trainer could also self-report an increased belief that the cultural awareness and responsiveness content will support positive changes in the trainings and the child welfare system. Trainee and trainer satisfaction could also increase.</p> <p>Process enhancing the professional development trainings and plans with trainers. formation of a trainer learning community focused on cultural awareness and responsiveness where trainers support each other in using their new knowledge and skills.</p> <p>Driver (also connects to Process and Balance Outcomes) Trainer guides and curriculum, trainer observation, and participant and trainer satisfaction processes could also be modified to support the change efforts. Other drivers such as trainer marketing, recruitment, and retention along with trainer competencies and ongoing support and mentorship</p> <p>Balance Trainer guides and curriculum, trainer observation, staff workload and capacity</p>

Figure 4 CWRC Trainer Cultural Awareness and Responsiveness Measurement Plan

<p>Implicit Bias Training</p>	<p>Pre/post Surveys Delayed Post-Survey</p>	<p>Perception Learning Demo-graphic Process</p>	<p>5. Identify training. 6. Implement training: Implicit Racial Bias 101: Exploring Implicit Biases in Child Protection through CWRC E-Learn system. 7. Administer post-survey with trainers who participated in the online trainings to determine their learning, application and satisfaction with the trainings, and get feedback for bringing interventions to scale. 8. Do a delayed post-survey one months later if time permits.</p>	
<p>Foundations Trainings with new caseworkers</p>	<p>Trainer Observation Trainee Survey Trainer Feedback</p>	<p>Perception Learning Process</p>	<p>9. Future analysis will include gathering additional data to analyze the impact of the intervention.</p>	<p>Lagging- the improvement by trainers to use the new cultural awareness and responsiveness knowledge and language correctly in the trainings. The long term, lagging outcome is to strengthen trainings through trainers so that child welfare caseworkers learn and implement more culturally aware and responsive services to children and families of color.</p>

Figure 4 CWRC Trainer Cultural Awareness and Responsiveness Measurement Plan cont'd

3.4 Inquiry Setting: Child Welfare Resource Center

3.4.1 Mission, Vision, and Values

The University of Pittsburgh, School of Social Work, Child Welfare Resource Center provides a continuum of services designed to facilitate and sustain positive change in the child welfare system. The mission for CWRC is to be “a national leader in advocating for an enhanced quality of life for Pennsylvania's children, youth, and families. In partnership with families, communities, public and private agencies, we prepare and support exceptional Child Welfare Professionals and systems through education, research, and a commitment to best practice” (University of Pittsburgh, 2020). The vision is that “every child, youth, and family experiences a life rich with positive opportunities, nurturing relationships, and supportive communities” (University of Pittsburgh, 2020). Services include training, transfer of learning activities, technical assistance, research and evaluation, project management, and organizational development.

CWRC mission, vision, products, and services align with the Pennsylvania Child Welfare Practice Model and Child Welfare Competencies, yet does not address issues of power, racism, or equity. The Pennsylvania Child Welfare Practice Model includes values, principles, and skills such as honest, respect, teaming, and cultural awareness and responsiveness to guide the development and implementation of services (University of Pittsburgh, 2020). The Child Welfare Competencies inform the knowledge, skills, and abilities necessary to be a successful child welfare professional. The competency of cultural awareness and responsiveness is defined as, “the child welfare professional demonstrates acceptance and responds respectfully and effectively to people of all cultures, races, and ethnic backgrounds; languages; classes; religions and spiritual traditions; immigration status; sexual orientation, gender identity, and gender expression; and other diversity

factors in a manner that recognizes, affirms, and values individuals, families, and communities and protects and preserves the dignity of all” (University of Pittsburgh, 2020). Cultural humility, reviewed extensively in the literature, aligns with the cultural awareness and responsiveness competency.

3.4.2 CWRC Services and Cultural Awareness and Responsiveness

There are seven different departments at the CWRC: Organizational Effectiveness, Statewide Quality Improvement, Curriculum, Fiscal and Human Resources, Administrative, Technology, and the Research and Evaluation. CWRC has an intergovernmental agreement (IGA) with the Pennsylvania Department of Human Services and is the mandated provider of foundational training for all public child welfare professionals in Pennsylvania. Every department is involved in the development, delivery, and/or assessment of trainings and services.

CWRC employs several strategies that purportedly support culturally competent products and services. Strategies include sponsoring the Diversity Taskforce, offering trainings, and providing technical assistance. A Fishbone Diagram (Appendix A) completed by this researcher during the fall of 2019, reviewed the key responsibility categories of the curriculum, training, knowledge and experiences, values, and organizational factors that connect with strengthen cultural awareness and responsiveness at CWRC. Some of these categories, like a diverse child welfare workforce or a supportive organizational environment at every county child welfare agency, are outside the primary sphere of influence for the CWRC or would take a significant duration of time to complete. However, creating a realistic and evidence-based curriculum and cultivating a diverse, skilled trainer pool are key performance indicators for the program. The CWRC is in a unique position to positively impact cultural awareness and responsiveness values

and skills for staff, trainers, and child welfare professionals through assessments and enhancements to products and services.

While all child welfare professional receive training, there is limited understanding of the transference of training into the decisions, practice, and outcomes of child welfare professionals. At CWRC, it is unknown if the processes used to develop and delivery trainings support or hinder child welfare professionals' competency related to the cultural awareness and responsiveness. Current assessments of trainings include level one evaluations completed online by the participants after trainings, embedded knowledge checks, observations of trainers and curriculum content, and transfer of learning efforts. The level one evaluation asked the trainees some closed-ended questions including if they: learned what they expected, will be able to use the content presented, understood key concepts, were challenged, felt engaged, believed that the materials are helpful, were comfortable sharing their opinions and asking questions, and if the materials and trainer reflected the social work values and ethics. The evaluation also had the three open-ended questions of; what went well, what could be improved, and any additional comments (University of Pittsburgh, 2020). Trainers are observed when they first deliver a new curriculum, and periodically after that. Trainers are also provided the opportunity to complete a self-assessment of their delivery of the curriculum as well as to provide their feedback about the curriculum content and materials. From this information we do not know if participants learned anything or would be able to provide culturally aware and responsive services to children, youth, and families. These considerations make assessing and addressing the cultural awareness and responsiveness of child welfare professionals in the training at CWRC a realistic, meaningful, and actionable Problem of Practice. The research project also aligns with CWRC's commitment to becoming an antiracist organizational to achieve the vision that "Every child, youth, and family experiences a life rich

with positive opportunities, nurturing relationships, and supportive communities” (University of Pittsburgh, 2020).

3.4.3 Researcher Positionality

I am a white, middle-aged, heterosexual, non-disabled, single, cisgender woman. I am a mother, daughter, sister, aunt, and friend. I grew up in a rural, white neighborhood, attended a white school, and went to a predominately white institution for my undergraduate degree. I am a first-generation college graduate and one of only a few people in my entire extended family with a college degree. I am a social worker, not just at work, but in my personal life. I care about people and try to follow the social work code of ethics in everything that I do. This includes a dedication to service, social justice, the dignity and worth of individuals, the important of human relationships, and living with integrity. Being aware of my privileges, values, and experiences positively supported the implicit biases, cultural humility, and systemic racism interventions at my agency and in the child welfare system.

While I am a social worker and live by the social work values, I have not had in-depth professional or personal experiences in social justice, race equity, and/or diversity and inclusion. As a 22-year-old child welfare caseworker, right out of college, I had very little training on racial and ethnic diversity, and when I did, it was all superficial. It did not challenge me to assess my own privilege, biases, or identities. I was ill-prepared to provide services to children and families, especially those that were racially different than me. I remember one Laotian family where the teenage daughter tried to commit suicide and the family disowned her, and I had to place her in foster care. I had no idea how a family could disown their child. What I did not realize was the cultural shame that suicide bestowed on the family and the traumatic impact that the teenager’s

assimilation into the western culture had on the parents. Thankfully for the family, the family's sponsor educated me on the cultural considerations, and we were able to provide responsive services to reunify the family. I have countless stories of children acting as translators in abuse investigations, notifications not provided in the person's native language, and many more examples of unfair and harmful treatment for children and families of color in my almost 30 years as a child welfare professional in Pennsylvania.

I recognize that I benefit from white privilege, and I am working on fully understanding myself, my experiences, and my intersection with institutional racism as I dedicate myself to becoming antiracist. My EdD inquiry to strengthen the cultural humility at my organization, CWRC, is part of the journey. It is within my sphere of influence, but outside my normal role as a Department Manager for the Organizational Effectiveness/Regional Team. In my position, where I have been for 10 years, I oversee and support the delivery of training and technical assistance across Pennsylvania. I collaborate with staff to secure resources and coordinate professional development opportunities. I work closely with the other departments to ensure we are achieving the mission and living our organizational values. As a Department Manager and member of the executive team, I have significant decision-making and influence in human resource management processes, products and services, allocation of resources, and continuous improvement efforts. I am aware of the positional authority that I have because I am a member of the executive team, a Department Manager, master's level social worker, and long-term employee. Both my boss, the Executive Director, and the Department Manager for Curriculum and Trainer Development were involved in my EdD project and helped me to balance my authority with engagement and equity.

I had permission from my organization to complete my dissertation project. I collaborated with the Supervisor of Trainer Development and the Department Manager for Curriculum and

Trainer Development as the trainers fall within their job roles and responsibilities. The Curriculum and Trainer Development Department Manager, Sharon England, is on my dissertation committee. Trainers were also engaged throughout the inquiry project by meeting with them before implementation to gather their ideas for implementation and project success. Since I have been at the CWRC for over 15 years, I know some of the trainers and they know me. As my Department schedules trainers and handles some trainer concerns, I have met with a few trainers regarding training or trainer concerns over the years. The inquiry invitation detailed that participation in the study had no influence over the trainer's role and rights, however, some of the trainers may have wanted to participate or not because of their prior interactions with me. I recognized that my position as a Department Manager had influence on how staff and trainers interact with me, and I was mindful of this during the project. Survey questions, the interventions, and the results were vetted through my dissertation committee and organizational point people including my supervisor and the Trainer Development staff to support objective implementation and analysis. I am thankful to be in a position where I can continue to grow as a professional, contribute to the professional growth of others, and be part of CWRC's commitment to become an antiracist organization.

3.5 Inquiry Stakeholders and Population

Disproportionate representation and disparate outcomes for people of color involved with the child welfare system involves and impacts many people, organizations, and communities.

The primary stakeholders impacted by child welfare services are the children, youth, and families receiving services. The goal is that every child and family is treated with respect, engaged in services, and able to resolve the concerns that brought them to the attention of the child welfare

agency. The reality, however, is very different, when racist structures and policies are the law and race is not centered as a primary consideration in assessments, interventions, and family engagement. Black children and families face discrimination, biases, and ineffective and inefficient services.

There are many national and state organizations that oversee and support the child welfare system and they vary greatly in their commitment to racism or antiracism. The Administration for Children and Families (ACF) is the federal office responsible for issuing laws and regulations, ensuring compliance, and providing resources and support to the state systems. Politics aside, the United States federal government was built on and supports racism. Other national organizations, like the National Child Welfare Workforce Institute (NCWWI), the Center for the Study of Social Policy (CSSP), and Casey Family Programs, provide valuable services to address systemic challenges, including assessing and addressing cultural awareness and responsiveness and racism.

In Pennsylvania, the Office of Children, Youth and Families (OCYF) is the state office that licenses, funds, and supports public and private organizations. Like the federal government, state policies are rooted in racism. One of the saving graces for Pennsylvania right now is that the Deputy Secretary for the Office of Children, Youth, and Families is truly committed to identifying racist structures and becoming antiracist. There are many statewide organizations established to strengthen services and improve outcomes including the Children and Youth Administrator's Association, Pennsylvania Partnership for Children, CWRC, and many public and private providers. Sometimes the organizations collaborate to enhance their capacity and offer integrated services to multiple stakeholders. Some of the organizations have products and services related to cultural awareness and responsiveness and could be a collaborative partner in the broader change efforts.

While the child welfare system is complex and has many stakeholders, there are some stakeholders that are directly involved with assessing and addressing cultural awareness and responsiveness in the trainings at the CWRC. CWRC contracted with the CSSP to support race equity, organizational change, and antiracist systemic improvement efforts. The CWRC director leads the race equity efforts. Some department managers, staff, and one trainer are also involved in the Race Equity workgroup that was formed in 2020.

At CWRC, the Curriculum and Training Delivery Department houses many important stakeholders for this intervention. As the Trainer Development Supervisor and Department Manager oversee and support the trainers, regular meetings were held with them to develop, implement, and monitor the project. They were especially helpful in cleaning and analyzing the contracted trainer data, providing access to trainer forums, and spearheading next steps.

CWRC trainers (referred to as instructors internally) were the target audience for the intervention. CWRC has an extensive process to recruit, select, and maintain a pool of contracted trainers. Trainer competencies included content knowledge, facilitation, group client management, professionalism, and technology knowledge and skills. Engaging CWRC staff and trainers was critical in this project. Trainers are often recruited, based on their expertise, to support the writing of curricula and to provide subject matter expertise to specific courses. Prior to this project, there was no formal review of the demographic composition of the trainers or trainer cultural awareness and responsiveness competency. While trainers receive initial and ongoing training and support, trainers are diverse and their experience and comfort confronting racism and cultural biases in the classroom varies. Trainers are the lead for the training day and can facilitate or hinder discussions and learning in the training room. As the face to CWRC customers, it is important that the trainers champion the mission, vision, and values. Equally critical was the ability of CWRC to continue to

engage all stakeholders in building an antiracist organization and in addressing the disproportionality and disparities in the child welfare system.

3.6 Data Collection

This inquiry project followed a pre-post-delayed post inquiry design for data collection. Surveys asked trainers questions on their implicit bias knowledge, demographics, satisfaction with the training, motivation to address biases in training, and recommendations for future trainings. A pilot was conducted during October of 2020 to ensure the process and content were clear, relevant, and easy to understand. Content validity was established for all survey questions as pilot participants rated each item on relevance and clarify. Questions where concerns were noted, were reworded before full implementation.

The inquiry took place between October 2020 and January 2021. A pre/post-survey was administered at the beginning of the study as a baseline and following the completion of the intervention. The pre-survey (Appendix F) included survey instructions, 13 implicit bias knowledge questions, and eight demographic questions including gender, age range, race and ethnicity, education, professional role, region of residence, and length of service as a CWRC trainer. The post and delayed-post survey (Appendices G and H) contained instructions, the same pre-survey knowledge questions, and 17 satisfaction, motivation to action, and ideas for future implementation questions. The post-survey was emailed to participants after they completed the CWRC E-Learn Implicit Bias in Child Protection course online course. The delayed post-survey was administered one month after the post-survey to assess the retention of the information. Data

analysis, sharing the results, and decisions about next steps took place between February 2021 and May 2021.

3.7 Data Analysis

The final phases of the PDSA cycle were to study the data from the inquiry to draw conclusions and to act on the findings. Analyzing the longitudinal data and project plan involved cross walking the findings with the initial inquiry questions and hypotheses. Tables and comparison charts were developed to help describe the results. Some questions considered in the analysis included: Did we learn what we wanted to? Did the intervention make a difference? Were there differences in the results based on the demographic characteristics of trainers? Did we follow the project plan, or did we make significant modification? Were timelines met? We also looked at the outcomes or impact of the study such as did the trainers report satisfaction and/or increase their knowledge of implicit biases following the intervention? Additionally, we studied if the trainers were able to recall the learning from the intervention and maintain an 85% or better on a delayed post-survey?

The researcher and faculty advisors used statistic software for data analysis to answer the inquiry questions. For question one, demographic information from the study was analyzed and compared to the total trainer population. Question two involved more detailed analysis of the 13 knowledge questions and overall score for the three points-in-time (pre, post, and delayed-post surveys). The mean, minimum and maximum, and standard deviation was included for analysis. In addition to knowledge, participant satisfaction and motivate for change was also gathered and analyzed. Question three explored the IAT results and the knowledge questions by some of the

demographic characteristics. Paired t-tests were used to compare scores at each of the three observation points and between some questions. The findings are presented below in tabular form.

3.8 Institutional Review Board

This study was approved by the University of Pittsburgh Institution Review Board on August 14, 2020.

4.0 Findings

4.1 Participants

The target population for the inquiry was the 111 contracted trainers at the CWRC. Recruitment began during October 2020 when an invitation with the study purpose, directions and protections was emailed to all contracted trainers. Thirty- three (29.7%) of the contracted trainers volunteered. Thirty-one trainers (27.9%) completed the pre-survey, and 24 (21.6%) completed the E-Learn Implicit Bias course, the post-survey, and delayed post-survey. Demographics data for the 24 trainers who completed all four steps of the inquiry are displayed in Table 2 and the specific questions regarding demographics can be viewed in Appendix F. Every attempt was made to provide inclusive demographic choices for the participants. For example, gender had eight choices and race had 10, including a prefer not to answer and an open response option.

Table 2 Description of Analytic Sample

	<i>n</i>	%
Total	24	100%
<u>Gender Identity</u>		
Male	4	16.7%
Female	20	83.3%
<u>Age (in years)</u>		
40-49	5	20.8%
50-59	7	29.2%
60-69	10	41.7%
70+	2	8.3%
<u>Race and Ethnicity</u>		
Black	6	25%
White	18	75%
<u>Education</u>		
Bachelor's Degree- other	2	8.3%
Master's Degree in Social Work	13	54.2%
Master's Degree- Other	6	25%
Doctoral Degree	2	8.3%
Prefer not to Disclose	1	4.2%
<u>Profession</u>		
Child Welfare Supervisor/Manager	5	20.8%
Child Welfare Administrator	3	12.5%
Other Health and Human Services	2	8.3%
Consultant	6	25.0%
Retired	2	8.3%
Other	6	25.0%
<u>Region</u>		
Southeast Pennsylvania	7	29.2%
Northeast Pennsylvania	3	12.5%
Central Pennsylvania	9	37.5%
Western Pennsylvania	4	16.7%
Outside of PA	1	4.2%
<u>Length of Service (in years)</u>		
0-4	8	33.3%
5-9	3	12.5%
10-19	5	20.8%
20+	8	33.3%

The analytical sample was small yet demographically similar to the total trainer population. Table 2 displays the demographic information for the trainers who volunteered while Table 3 displays the total trainer population. The gender of the trainers who participated in the study was 83% female and 17% male, almost exactly matching the total trainer population of 82% female and 18% male. For race, 75% of the trainers who volunteered identified as white compared to 61% of the total trainer population. Twenty-five percent of the trainers in the study identified as Black and no Latinx trainers participated. Of note, all trainers who identified as Black were female. No trainers under 40 years of age participated and trainers age 60-69 and over 70 years of age were overrepresented. Over 33% of the trainers who volunteered are still working in a child welfare supervisor, manager, or administrator position. Position is important as the trainers had an opportunity to share the information with their child welfare staff. Additionally, many trainers with over 20 years of service with the Child Welfare Resource Center volunteered (33% in the study compared to 7% in the total trainer population). Trainers with master's degrees were also overrepresented in the analytical sample at 80% compared to 64% in the total trainer population. As only 24 trainers participated in the study, some of the demographic categories were very small and made it difficult to make any conclusive generalized findings for the overall trainer population.

4.2 Findings Related to Inquiry Question 1

Question 1 focused on identifying the CWRC trainers. This was important as no formal inquiry had been completed. The initial research question was *Who are the CWRC Contracted Trainers?* Data from the CWRC database, Encompass, was used to answer this question. The CWRC Technology Department created an excel report of active trainers including their name,

age, gender, race, ethnicity, start date, education, major, region they are from, their professional role, and courses they were approved to train. Of note, professional role was not included in the analysis as too many responses were missing or inaccurate. Courses trained was also not needed for this inquiry but may be helpful in future studies. The data from July 2020 identified that there were 111 active CWRC contracted trainers as displayed in Table 3.

Table 3 Description of Total Trainer Population

	<i>n</i>	%
Total	111	100%
<u>Gender Identity</u>		
Male	20	18%
Female	91	82%
<u>Age (in years)</u>		
35-39	7	6%
40-49	34	31 %
50-59	29	26%
60-69	19	17%
70+	3	3%
Missing	19	17%
<u>Race and Ethnicity</u>		
Black	37	33%
White	67	61%
Latinx	7	6%
<u>Education</u>		
Associates Degree	2	2%
Bachelor's Degree-	23	20%
Master's Degree	71	64%
Doctoral Degree	4	4%
Other	2	2%
Unknown	9	8%
<u>Region</u>		
Southeast Pennsylvania	44	39.6%
Northeast Pennsylvania	12	10.8%
Central Pennsylvania	27	24.3%
Western Pennsylvania	25	22.5%
Statewide	2	1.8%
Outside of PA	1	1%
<u>Length of Service (in years)</u>		
0-9	81	73%
10-19	22	20%
20+	8	7%

For the total CWRC trainer population, 91 or 82% were female and 20 or 18% were male. Additionally, 67 or 61% of the trainers identified as White, 37 or 33% as Black or African American, and 7 or 6% as Hispanic (language from the CWRC Encompass database). A more detailed look at race indicated that the majority of Black trainers, 24 of the 37 or 65% of the trainers, were in Philadelphia, leaving only 13 trainers in the other 66 counties in Pennsylvania. All regions of Pennsylvania were also represented in the analytical sample. Trainers often traveled outside of their county of residence to train adding more diversity across ten different CWRC training locations. Based on the available data, the average age of the trainers was 52 years old, with the mode being 40-49 years of age. The age data field in Encompass included missing data for 19 or 17% of the trainers. The average length of service for the total trainer population was 12.6 years ago with over 51% of the trainers contracted within the last four (4) years. Eighty-eight percent of trainers had a bachelors or graduate degree. Forty-five percent had MSW degrees and six percent had BSW degrees (University of Pittsburgh, 2020).

4.3 Findings Related to Inquiry Question 2

The aim of the dissertation inquiry was to implement the implicit bias training, by January 2021, for at least 20 CWRC trainers and administer the assessments to determine if the trainers achieved an 85% or better on the cultural awareness and responsiveness post-survey. Question 2, *did trainers who completed the implicit bias self-assessment and training increase their knowledge of implicit bias*, captured the knowledge pieces of the project. Data related to participant motivation and satisfaction were also gathered and analyzed to answer this question.

4.3.1 Knowledge

Thirteen knowledge questions were used on the pre-post-delayed post-surveys to measure the participant's knowledge regarding implicit bias. One question was removed from the analysis due to inconsistent language across the three surveys leaving 12 total knowledge questions. The pre-survey was administered prior to the intervention, the implicit bias E-Learn course. The post-survey was completed after the participants completed the course, and the delayed post-survey was completed approximately one month after the post-survey. The findings related to participant knowledge at the three points in time are presented in Table 4. A more detailed review of the responses to the 13 knowledge questions can be found in Appendix L.

Table 4 Summary Score at Pre, Post, Delay-Post Survey

	n	Mean Score	Min/Max (0-12)	Mean % Score	SD
Pre-Survey	24	9.08	4/12	75.6%	1.66
Post-Survey	24	9.91	8/12	82.6%	1.14
Delayed Post Survey	24	9.83	8/12	81.9%	1.12

When analyzing the findings, one question was eliminated due to development error as the language was different across the three surveys. The average score of approximately 9 out of 12 answers correct remained the same at pre, post, and delayed post survey. The potential range of correct answers was a 0 out of 12 up to a 12 out of 12. The observed range correct at pre-survey varied from 4 to 12 answers correct. The minimum observed range improved from 4 correct

answers to 8 correct at the post and delayed-post surveys. The mean score of 75.6% improved 7% (82.6%) from pre-survey to post-survey and was maintained, with a slight decline, in the delayed post-survey (81.9%). The standard deviation was small across all three surveys. The findings from the twelve knowledge questions were not statistically significant. While the results did not meet the study aim of 85% correct at the post and delayed post-survey, they were trending in a positive direction.

Respondents also answered questions about their perception of their implicit bias knowledge before and after the training. The first question was, *please indicated your degree of understanding of implicit bias prior to this training* and the second one was, *please indicated your degree of understanding of implicit bias after this training*. Participants picked one response from the following Likert scale; Extremely Knowledgeable, Very Knowledgeable, Moderately Knowledgeable, Slightly Knowledgeable, or Not at All Knowledgeable. Table 5 displays the findings from these questions.

Table 5 Knowledge Before and After Training

	N	%	Cumulative %
Total	24	100%	
<u>Understanding of Implicit Bias Prior to Training</u>			
Extremely Knowledgeable	0	0%	0%
Very Knowledgeable	2	8.3 %	8.3%
Moderately Knowledgeable	13	54.2%	62.5%
Slightly Knowledgeable	8	33.3%	95.8%
Not at All Knowledgeable	1	4.2%	100%
<u>Understanding of Implicit Bias After Training</u>			
Extremely Knowledgeable	2	8.3 %	8.3%
Very Knowledgeable	12	50.0%	58.3%
Moderately Knowledgeable	10	41.7%	100%
Slightly Knowledgeable	0	0%	100%
Not at All Knowledgeable	0	0%	100%

Before the implicit bias training, 38% or 9 of 24 trainers perceived their knowledge as slight or not at all. No trainer responded that they were extremely knowledgeable before completing the training. After the training, two trainers indicated that they were extremely knowledgeable. Additionally, 100% of trainers responded that they were at least moderately knowledgeable after the training. The findings from these two questions were statistically

significant at .001. Trainers also added comments at the end of the survey that reinforced their perception that the implicit bias training improved their knowledge. One trainer who identified as Black said, “It was self-paced, research-based, and provided a wealth of resources”. Another trainer who identified as Black commented that the “information provided was relevant and the video was very touching and very relatable to modern day situations”.

4.3.2 Motivation Questions

Three questions asked the participants their motivation for change as a result of participating in the implicit bias training. One question focused on motivation to intervene as an active bystander, another asked for motivation to take steps to avoid acting on their harmful biases, and the final question was about their motivation to facilitate discussions on implicit biases in CWRC trainings. Trainers picked one response from the Likert scale that fluctuated from Extremely Motivated, Very Motivated, Moderately Motivated, Slightly Motivated, to Not at All Motivated. Table 6 presents the findings from these questions.

Table 6 Motivation

	<i>n</i>	%	Cumulative %
<u>Total</u>	24	100%	
<u>Motivation to Intervene as Active Bystander</u>			
Extremely Motivated	3	12.5%	12.5%
Very Motivated	13	54.2%	67.7%
Moderately Motivated	6	25.0%	92.7%
Slightly Motivated	1	4.2%	96.9%
Not at All	0	0%	96.9%
Missing	1	4.2%	100%
<u>Motivation to Avoid Acting on Harmful Biases</u>			
Extremely Motivated	9	37.5%	37.5%
Very Motivated	12	50.0%	87.5%
Moderately Motivated	2	8.3%	95.8%
Slightly Motivated	0	0%	95.8%
Not at All	0	0%	95.8%
Missing	1	4.2%	100%
<u>Motivation to Use in CWRC Trainings</u>			
Extremely Motivated	8	33.3%	33.3%
Very Motivated	14	58.3%	91.6%
Moderately Motivated	1	4.2%	95.8%
Slightly Motivated	1	4.2%	100%
Not at All	0	0%	100%

For all questions, over 90% or 22 to 23 of 24 trainers responded that they were at least moderately motivated to intervene as an active bystander, avoid acting on their harmful biases, and motivated to use the implicit bias information in CWRC trainings. Of note, the motivation to intervene as an active bystander and motivation to avoid acting on harmful biases were two of the few questions that had missing data. Trainers also added comments regarding their motivation in open ended questions at the end of the survey. One white woman trainer said, “I find myself giving more consideration to my decisions and wondering if I may be acting on an implicit bias. My work

arena has expanded of late, and I am working in more diverse environments, so this training was timely”. One Black woman said, “I am planning to take more on implicit bias to better understand how it has impacted my engagement of the individuals I work with”.

4.3.3 Satisfaction Questions

The pre-survey and post-survey contained questions to discern the respondents’ satisfaction with the implicit bias E-learn course. Questions asked if the course was engaging, research-based, thought provoking, and well-paced. Additional questions asked overall satisfaction, the course relevance, and if they would recommend the course to other instructors and child welfare caseworkers. The Likert scale included Extremely Satisfied, Very Satisfied, Moderately Satisfied, Slightly Satisfied, or Not at All Satisfied. Table 7 highlights the findings from the satisfaction survey questions.

Table 7 Satisfaction

	<i>n</i>	%	Cumulative %
<u>Total</u>	24	100%	
<u>Engaging</u>			
Extremely	7	29.2%	29.2%
Very	16	66.7%	95.9%
Moderately	1	4.2%	100%
Slightly	0	0%	100%
Not at All	0	0%	100%
<u>Research-Based</u>			
Extremely	13	54.2%	54.2%
Very	9	37.5%	91.7%
Moderately	2	8.3%	100%
Slightly	0	0%	100%
Not at All	0	0%	
<u>Thought Provoking</u>			
Extremely	14	58.3%	58.3%
Very	9	37.5%	95.8%
Moderately	1	4.2%	100%
Slightly	0	0%	100%
Not at All	0	0%	100%
<u>Well-Paced</u>			
Extremely	10	41.7%	41.7%
Very	11	45.8%	87.5%
Moderately	3	12.5%	100%
Slightly	0	0%	100%
Not at All	0	0%	100%
<u>Overall Satisfaction</u>			
Extremely Satisfied	7	29.2%	29.2%
Very Satisfied	16	66.7%	95.9%
Moderately Satisfied	1	4.2%	100%
Slightly Satisfied	0	0%	100%
Not at All Satisfied	0	0%	100%

Table 7 Satisfaction (continued)

<u>Relevance to Instructor</u>			
Extremely Relevant	16	66.7%	66.7%
Very Relevant	7	29.2%	95.9%
Moderately Relevant	1	4.2%	100%
Slightly Relevant	0	0%	100%
Not at All Relevant	0	0%	100%
<u>Relevance to Caseworkers</u>			
Extremely Relevant	16	66.7%	66.7%
Very Relevant	7	29.2%	95.9%
Moderately Relevant	1	4.2%	100%
Slightly Relevant	0	0%	100%
Not at All Relevant	0	0%	100%
<u>Recommend to Instructors</u>			
Extremely Likely	13	54.2%	54.2%
Very Likely	10	41.7%	95.9%
Moderately Likely	1	4.2%	100%
Slightly Likely	0	0%	100%
Not at All Likely	0	0%	100%
<u>Recommend to Caseworkers</u>			
Extremely Likely	17	70.8%	70.8%
Very Likely	6	25.0%	95.8%
Moderately Likely	1	4.2%	100%
Slightly Likely	0	0%	100%
Not at All Likely	0	0%	100%

The satisfaction findings indicated that trainers had high satisfaction with the implicit bias course. Overall, 96% or 23 of the 24 trainers were very satisfied or extremely satisfied with the course. They responded that the course was engaging, research-based, thought provoking, and well-paced. One hundred percent of the trainers believed that the implicit bias course was at least moderately relevant to CWRC instructors and child welfare caseworkers. Over half or 54% replied that they were extremely likely to recommend the course to other instructors and 16 or almost 67%

said that they were extremely likely to recommend the course to caseworkers. One hundred percent of trainers indicated that they would recommend the course. Open ended responses confirmed this finding. One white male said, “taking this was worth my time”. Many trainers commented that they would or had already recommended the course stating, “I had the opportunity to recommend it to child welfare staff” and “this training would be good to have as a mandatory training for all instructors and from it create discussion groups”. A Black woman trainer added, “I believe the training would benefit our child welfare community if new staff were required to take it.”

4.3.4 Open Ended Questions

Three open ended questions were asked at the end of the post and delayed post-survey: *what went well with the online implicit bias training, what could be improved, and for any additional comments and recommendations*. In the post-survey, 21 of the 24 trainers provided comments when asked what went well. Seventeen of the 24 trainers responded to the question about what could be improved, although seven of the comments were nothing or not applicable. Eleven trainers added additional comments in the final open-ended question.

In the delayed post-survey, 14 of 24 trainers answered the first question related to what went well, 11 of 24 to what could be improved, and 10 of 24 added additional comments in the final questions for additional comments and recommendations. Table 8 displays the total responses to each of the open-ended questions in the post and delayed post-surveys and the paragraphs that follow provide the themes to the comments along with some examples.

Table 8 Open-Ended Responses

Question	Responses (n=24)	% of trainers that commented
<u>Post-Survey</u>		
What went well with the online implicit bias training?	21	87.5%
What could be improved?	17	70.8%
Any additional comments and recommendations?	11	45.8%
<u>Delayed Post-Survey</u>		
What went well with the online implicit bias training?	14	58.3%
What could be improved?	11	45.8%
Any additional comments and recommendations?	10	41.7%

Many of the trainers took the time to leave comments in the open-ended questions at the end of the post and delayed post survey. To analyze this data, the comments were downloaded from Qualtrics into a word document and added into two columns by the post and delayed post-survey timeframes, and three rows, by the three questions. The data was reviewed multiple times to become familiar with the words and messages. Similar comments were then placed together, and patterns were notes across the columns and rows. The themes emerged, were named and

defined as described in the following summary. There were three themes to the comments to the first open ended question, *what went well in the implicit bias course*: engagement, educational, and self-reflection. Many of the trainers found the Implicit Racial Bias 101: Exploring Implicit Bias in Child Protection course engaging, and their comments reinforced this sentiment:

- Easy to understand, simple language, delivered in logical progression. (white woman)
- New concepts and connection to outside engaging assessment tools. (white woman)
- The on-line methods used were engaging. (white woman)
- Engaging and enjoy learning more about the topic. (Black woman)

Trainer also commented that the course was educational:

- The information provided was relevant. The video was very touching and very relatable to modern day situations. (Black woman)
- It was self-paced, research based, and provided a wealth of resources. (white woman)
- The online implicit bias training was very informative. I appreciate the resources provided, especially those related to the IAT. (Black woman)
- This was a very helpful and thought-provoking training. I will definitely be using these tools with our casework staff. (white woman)

Trainers also shared that the course prompted them to reflect on their beliefs and their impact:

- It carved out time to reflect on my implicit bias and consider its impact on my beliefs and behaviors in my work and personal life. It reminded me that this type of reflection is an ongoing process through life. (white woman)
- I find myself giving more consideration to my decisions, and wonder if I may be acting on an implicit bias. My work arena has expanded of late, and I am working in more diverse environments, so the training was timely. (white woman)

- I am planning to take more training on implicit bias to better understand how it has impacted my engagement of the individuals I work with. (Black woman)

Over 70% of the trainers in the post -survey and 45% in the delayed post-survey added their ideas to improve the course in their comments to the second open ended question, *what could be improved*. Seven of the comments in the post survey, and five in the delayed post survey related to what could be improved were nothing, none, or not applicable. In the post-survey, four trainers suggested adding clarity on which IAT to take since there are so many, two emphasized the need to provide more instructions for the online course to avoid technical difficulties, and one person commented that they had difficulty following some of the survey questions. Two comments offered suggestions to continue to move toward action:

- I have been involved with the county for the last few years working shift understanding, accepting, and acting towards systemic racism. This training timing hit as I have shifted towards action. I recently took a training on cultural humility- It educated the data on systemic racism- then shifted the conversation on how I can act as an ally and/or agent of change. This could have used a direction for those of us in the action stage of change to begin to educate ourselves on what to do. (white man)
- Focus specifically on child welfare work and implicit bias in the practice contexts through voices of workers. (white man)

Comments in the delayed post-survey offered these additional suggestions for improvements to the implicit bias course:

- I would like to know what went into the development of the training to support my understanding of the integrity of the testing. (Black woman)

- I think more emphasis needs done on how to approach the systemic nature of the issue. We talking to like-minded individuals. In my interactions- after the training many colleagues with good intent try to go out and save the world. And then brought become disenfranchised when they hit the wall of the instructional pushback. For my other white colleagues- it's been helpful for me to use anti-bullying to parallel thoughts with anti-racism. They seem to get their heads around it. One person and even multiple organizations aren't ending "bullying/racism" but we can identify it when we see it and we identify it's not okay, until the tide of opinion tilts in our favor. (white man)
- This training would be good to have as a mandatory training for all instructors and from it create discussion groups. (white man)

For the final open-ended question that asked for additional comments or recommendations, over 40% of the trainers added comments in both the post and delayed post-survey. There were also a few themes to these comments involving gratitude, course content, and excitement about next steps. Below are comments for each of these themes. Many trainers expressed gratitude for the course and researcher:

- Thank you for this opportunity. (Two white women)
- Thank you for making this opportunity available. (white woman)
- Thanks to Wendy for the intervention with tech issues. (white woman)
- Well done, soon-to-be Dr. Unger. (white man)

Trainers also shared ideas on the course content as part of their final comments:

- Excellent Course. (Black woman)
- This was a very helpful and thought-provoking training. (white woman)
- Additional trainings should be mandatory. (white woman)

And finally, a few trainers added their thoughts on next steps:

- I am excited to see what change will evolve from this awareness. (Black woman)
- I look forward to reviewing the results and the implications they have for PA CWRC.
(white woman)
- I will definitely be using these tools with our casework staff. (white woman)
- Hopefully, there will be a lot of notification to counties and instructors about the course availability. (white woman)
- I am glad I participated in this training and feel it is just a starting point regarding what I need to know or should know to help perpetuate the negative impact of implicit biases.
(white man)
- The question about likelihood to intervene as bystander was thought-provoking. I was focused the whole way through on my reactions and how I needed to remain self-aware and open. Intervening as a bystander takes it to a different level and requires additional skills and considerations. (white woman)
- Again, next step actions at each level of change would be supportive- give a few options to learn more about the data, or self-awareness, or direction on what to do if you accept my own individual role in the system and places. I can begin to look for what I can do to support change. (white man)

Many trainers added comments to the three open ended questions asked at the end of the post and delayed post-survey. The comments provided valuable feedback regarding what went well with the online implicit bias training and what could be improved. A few trainers provided ideas for future action including a focus on cultural humility. The comments also expressed appreciation for the researcher and organizational efforts. Finally, the feedback reinforces the

value of the online training, will be used to guide future iterations of the project, and connects to CWRC's anti-racist actions.

4.4 Findings Related to Inquiry Question 3

Question 3, *were there differences in implicit bias pre and post-survey results amongst the trainers related to demographic characteristics*, aimed to measure the difference in trainer responses based on gender, age, race, and other demographic characteristics. Interpretation of the findings was contingent on the sample size of the demographic characteristics. The small sample size of some of the demographic categories caused major limitations in the statistical analysis. Three questions asked the participants about the results of their Implicit Association Test results. The first question asked the participants to provide their results where the seven choices were Strongly Prefer, Moderately Prefer, or Slightly Prefer White People to Black People; Like White People and Black People Equally; and Strongly Prefer, Moderately Prefer, or Slightly Prefer Black People to White People. Another question asked to what extent the IAT result aligned with the trainers view of themselves with the Likert scale choices of Extreme Alignment, High Alignment, Moderate Alignment, Slight Alignment, or Not at All. The final IAT results question asked the degree of skepticism of the implicit bias results where the choices were Extremely Skeptical, Very Skeptical, Moderately Skeptical, Slightly Skeptical, and Not at All. Tables 9, 10 and 11 display the findings for these question and crosswalk them by the demographic characteristics of race.

Table 9 Results of IAT by Race

<i>n=24</i>	White	%	Black	%
Strongly Prefer White People to Black People	2	8.3%	0	0%
Moderately Prefer White People to Black People	6	25%	1	4.2%
Slightly Prefer White People to Black People	5	20.8%	0	0%
Like White People and Black People Equally	3	12.5%	2	8.3%
Slightly Prefer Black People to White People	2	8.3%	1	4.2%
Moderately Prefer Black People to White People	0	0%	2	8.3%
Strongly Prefer Black People to White People	0	0%	0	0%

As referenced in the literature review, the Race IAT from Project Implicit (2011) measures a person's race preference through their responses to pictures and value laden words. Over half of the respondents (14 of 24 or 58%) indicated that their results showed that they preferred White people to Black People. Looking at the results by race, with the note that Black participants was a small sample size, revealed that 13 of 18 or 72% of trainers who identified as white reported that their IAT results indicate that they prefer White people to Black people. Three or 50% of the trainers who identified as Black reported that their results indicated a preference for Black people and two or 8% liked Black and White people equally. There was less variation in the findings for the trainers who identified as Black. These findings appear to validate a preference for white people, especially by the trainers who identified as white.

Table 10 Alignment of IAT Results with View of Self by Race

<i>n=24</i>	White	%	Black	%
Extreme Alignment	0	0%	1	4.2%
High Alignment	3	12.5%	2	8.3%
Moderate Alignment	8	33.3%	1	4.2%
Slight Alignment	4	16.7%	2	8.3%
Not at All	3	12.5%	0	0%

Individual reactions to the association test results vary from relief and acceptance to disbelief, disregard, discomfort, and distress. The level of discomfort is related to how the individual believes that their IAT results align with their explicit beliefs. People often try to explain or rationalize the test, especially when it conflicts with their view of themselves (Kirwan Institute, 2017). Twenty-one of 24 or 87.5% of the trainers responded that their IAT test results and the view of themselves were aligned to varying degrees. Viewing alignment by race (reminder that Black is a small sample size), 11 of 18 or 61% of people who identified as white reported that their IAT result highly or moderately aligned with their view of themselves, four of 18 or 22% reported a slight alignment, and three of 18 or 17% said the results and their view did not align at all. There was less variation in the distribution of responses for trainers who identified as Black. One of 6 people or 17% of trainers who identified as Black reported that their IAT result extremely aligned with their view of themselves, three or 50% that their result highly or moderately aligned with the view of themselves, and two or 33% reported slight alignment.

Table 11 Skepticism of IAT Results by Race

<i>n=24</i>	White	%	Black	%
Extremely Skeptical	0	0%	0	0%
Very Skeptical	0	0%	1	4.2%
Moderately Skeptical	2	33.3%	0	4.2%
Slightly Skeptical	11	16.7%	2	8.3%
Not at All	5	12.5%	3	0%

Overall, 16 of 24 or 67% responded that they were skeptical of their IAT test results, while 33% were not at all skeptical. Breaking skepticism down by race, 13 of 18 or 72% of people who identified as white reported that they were moderately or slightly skeptical of their IAT result, and five or 28% were not skeptical at all. One trainer who identified as Black was very skeptical of their IAT results while five or (83%) reported that they were slightly or not at all skeptical of their results. These results indicated more variation in skepticism of IAT results by white trainers than Black trainers.

There were many other data sets to explore by the demographic characteristics. Since knowledge before and after training was statistically significant, I wanted to explore these data in more detail. Table 12 displays the findings from the questions that measured the respondents' perception of their Knowledge Before and After Training by the demographic characteristic of race.

Table 12 Knowledge Before and After Training by Race

<i>n=24</i>	Before White	Before Black	After White	After Black
Extremely Knowledgeable	0	0	1	1
Very Knowledgeable	1	1	8	4
Moderately Knowledgeable	9	4	9	1
Slightly Knowledgeable	7	1	0	0
Not at All Knowledgeable	1	0	0	0
Total	18	6	18	6

Ten of 18 or 56% of respondents who identified as white reported that they were at least moderately knowledgeable before the training and 100% reported feeling at least moderately knowledgeable after the training. Five of six or 83% of the respondents who identified as Black were at least moderately knowledgeable before the training and 100% reported feeling at least moderately knowledgeable after the training. These data indicated less variation amongst the trainers who identified as Black as all of them reported more knowledgeable of implicit biases before the intervention and all trainers reported feeling knowledgeable after the training.

Another way to explore the data was to consider other demographic characteristics and answers correct on the twelve knowledge questions. As the aim of the project to achieve the percentage score of 85% was difficult to achieve with only 12 questions, 83% was used as the closest percentage score. Tables 13, 14, 15, and 16 display the data for the percentage scores for trainers on the 12 implicit bias knowledge questions. Table 13 provides a histogram of the number of trainers that received the different percentage scores across the three surveys as a reference for the tables that follow. Tables 14, 15, and 16 focus on the trainers that scored 83% or above in the pre, post, and delayed post-surveys and cross walk that data by age, education, and race.

Table 13 Trainer Percentage Scores by Survey (n=24)

Percent Score	Pre-Survey	Post-Survey	Delayed Post-Survey
0%	0	0	0
8%	0	0	0
17%	0	0	0
25%	0	0	0
33%	1	0	0
42%	0	0	0
50%	1	0	0
58%	1	0	0
67%	2	2	1
75%	9	8	11
83%	7	6	6
92%	2	6	6
100%	1	2	3

No trainers scored below a 33% on the 12 knowledge questions at pre, post, or delayed post survey. One trainer scored a 33% (4 of 12 questions correct) at the pre-survey timeframe and no trainers scored a 33% at the post or delayed post-survey. Two trainers scored in the 50% range in the pre-survey and no trainers scored in this range in post and delayed post-surveys. There was a similar number of trainers (2, 2 and 1 respectively) that scored 67% (8-12 questions correct) across the surveys. The highest number of trainers scored a 75% (9-12 questions correct) across all three surveys (9, 8 and 11 trainers). Trainers with a score of 83% remained pretty consistent across all surveys, with a slight decrease in post and delayed post-survey. More trainers scored a 92% or 100% at the post and delayed-post survey than in the pre-survey. While these results show an increase in percentage scores, the percentage scores and increases are impacted by the high average of 75% in the pre-survey. This makes it difficult to differentiate skill level and future measures would need more measures, harder questions, and more details. Table 14, 15, 16 provide more data related to trainers who scored 83 or above on the three surveys. The first table, Table 14

compares the percentage score on the 12 knowledge questions to explore if the scores differed by age. Eighty-three percent was again used as the closest score to the aim of 85%. The data contains the number of trainers by their age range that received an 83% or better on pre, post, and delayed post-survey's 12 knowledge questions.

Table 14 Trainers with Percentage Score of 83% or More by Age

<i>n=24</i>	Pre-Survey		Post-Survey		Delayed Post-Survey	
40-49 years	1 of 5	(20%)	2 of 5	(40%)	1 of 5	(20%)
50-59 years	4 of 7	(57%)	4 of 7	(57%)	4 of 7	(57%)
60-69 years	5 of 10	(50%)	7 of 10	(70%)	6 of 10	(60%)
70+	0 of 2	(0%)	1 of 2	(50%)	1 of 2	(50%)
Total	10 of 24	(41.7%)	14 of 24	(58.3%)	12 of 24	(50%)

The sample size for many of the age categories was too small to make any conclusive findings or generalizations to the overall trainer population. An additional limitation is that a small difference in the number of questions answered corrected, even one question by one person within the age range, lowered the overall percentage score and the number of trainers that scored an 83% or better at the pre, post, and delayed post-survey timeframes. Most age groups showed improvements from the pre to post-survey, with an increase of almost 17% or four additional trainers scoring above 83%. At the delayed post-survey, 40–49 year-olds and 60–69 year-olds showed a slight decreased from the post-survey. For 40–49-year-old age group, this equates to one less person scoring over an 83% and for 60-69 years old two less people scoring over 83% in the post-survey. All groups maintained or improved their scores from the pre-survey to the delayed post-survey.

Table 15 compares the percentage score on the 12 knowledge questions to explore if the scores differed by educational degree. Eighty-three percent was used as the closest score to the aim of 85%. The data contains the number of trainers by their education that received an 83% or better on pre, post, and delayed post-survey's 12 knowledge questions.

Table 15 Trainers with Percentage Score of 83% or More by Education

<i>n=24</i>	Pre-Survey	Post-Survey	Delayed Post-Survey
Bachelor's	0 of 2 (00%)	1 of 2 (50%)	1 of 2 (50%)
Master's	8 of 19 (42%)	11 of 19 (59%)	9 of 19 (47%)
Doctoral	1 of 2 (50%)	1 of 2 (50%)	1 of 2 (50%)
Prefer Not to Disclose	1 of 1 (100%)	1 of 1 (100%)	1 of 1 (100%)
Total	10 of 24 (%)	14 of 24 (58.3%)	12 of 24 (50%)

When percentage score over 83% was cross walked with education level, there also were small sample sizes in Bachelor's degree (n=2), Doctoral Degree (n=2), and preferred not to disclose (n=1). For the largest sample size, Master's degree (n=19), the participants showed an increase in the number of trainers who scored 83% or more after the intervention and this small increase (from 8 to 9 of 19 trainers) was maintained one month later during the delayed post-survey (from 42% at pre-survey, to 59% at post-survey, and 47% at delayed post-survey). Due to the small sample size of this study, this researcher was unable to conclusive determine if trainers with a specific educational background scored better than trainers with other degrees.

Table 16 compares the percentage score on the 12 knowledge questions by race to explore if there is a difference in implicit bias knowledge between the Black and white trainers who

participated in the study. Eighty-three percent was used as the closest score to the aim of 85%. The data contains the number of trainers by race that received an 83% or better on pre, post, and delayed post-survey's 12 knowledge questions.

Table 16 Trainers with Percentage Score of 83% or More by Race

<i>n=24</i>	Pre-Survey	Post-Survey	Delayed Post-Survey
White	6 of 18 (33%)	11 of 18 (61%)	11 of 18 (61%)
Black	4 of 6 (67%)	3 of 6 (50%)	1 of 6 (16%)
Total	10 of 24 (%)	14 of 24 (58.3%)	12 of 24 (50%)

When percentage score over 83% was cross walked by race, the findings indicate more trainers who identified as Black (67%) scored 83% or above before the intervention, than the trainers who identified as white (33%). After the intervention, the number of trainers who identified as white that scored above 83% increased by almost 30% to 61%. This increase was maintained at the delayed post-survey. For trainers who identified as Black, the data indicate that there were less trainers that scored 83% or above at the post and delayed post-survey.

Due to small sample size, comparing the findings by the other demographic characteristics such as gender and region was unsuccessful. Because motivation and satisfaction responses were over 90% positive for everyone, these questions were also not explored for differences between demographic characteristics. While there were limitations with the small sample size, areas for discussion and additional action and inquiry are discussed in Chapter 5.

5.0 Discussion

Twenty-four trainers volunteered to participate in surveys and an online training module to help the CWRC determine if an online, child welfare specific, implicit bias training module could impact cultural awareness and responsiveness. The findings from this project, detailed in Chapter 4, demonstrate that the training does impact knowledge and motivation. Furthermore, the trainers that participated were also satisfied with the course. While there are some limitations with the inquiry related to sample size and methodology, the findings support continued use of the course as one of many interventions to build cultural awareness and responsiveness not only in trainers, but for CWRC staff and child welfare professionals. There are multiple suggestions for future research and implications for practice including in this chapter and it is heartwarming to know that my leadership and agency will continue this important work to truly impact positive change for Black and Brown children and families in the child welfare system. Chapter 5 closes with a personal reflection of the last few years and hopefully conveys how deeply this journey has impacted me and how it will continue throughout my lifetime.

5.1 Conclusion

This project confirmed that implicit bias training is needed in child welfare. Comments from all participants reflected their satisfaction in the implicit bias course and their motivation to continue to support improved child welfare outcomes for Black children and families. The participating trainers commented that the training was very helpful, thought provoking, and a good

starting point. Over 90% of the trainers were at least moderately satisfied and would recommend the training to other trainers and child welfare caseworkers. Furthermore, trainers said that the training should be mandatory. There were additional comments that spoke to the importance of self-reflection and the consideration of the implicit bias information when making decisions. Many trainers spoke about their plans to take more courses and the need for advanced level skills to mitigate implicit biases and to intervene as a bystander. After the training, 22 of 24 or 92% of trainers were at least moderately motivated to intervene as an active bystander, motivated to avoid acting on their harmful biases, and motivated to use the implicit bias knowledge in CWRC trainings. As many of the trainers were also employed in child welfare agencies, they talked about using the information with their staff. These findings are very positive and support the continued use of the course.

The mean knowledge scores from the pre and post-surveys showed an improvement of over five percentage points after the intervention and that improvement was maintained, with only a slight decrease, one month later in the delayed post-survey (75.%, 82.6%, and 81.9% respectively). While the result did not meet the project aim of having all respondents achieving at least a score of 85% or a little over 10-12 questions correct after the intervention, the results progressed in a positive direction. Knowledge was also high during the pre-survey (mean of 75% or 9-12 questions correct), confirming that most of the trainers who volunteered for this inquiry may have had some implicit bias knowledge prior to the intervention. When the participants were asked their perception of knowledge before and after the training, all responded that they had an increase in knowledge and a deeper analysis revealed that this result was statistically significant at .001. There was less variance in the perception of knowledge by trainers that identified as Black, which could be a factor of the small sample size or truly indicate more knowledge of implicit

biases. The knowledge findings also support continued use of the implicit bias training to build cultural awareness and responsive.

Three questions related to the participant's IAT results, the alignment with their views of themselves, and how skeptical they were of the results. Over half of the respondents (14 of 24 or 58%) indicated that their IAT results showed that they preferred White people to Black People. Furthermore, over 70% of the trainers who identified as White, reported that their IAT results indicate that they prefer White people to Black People. There was less variance in the responses from trainers who identified as Black, as three or 50% indicated a preference for Black People. Additionally, none of the 24 trainers indicated that they Strongly Preferred Black People to White People. These findings appeared to validate a preference for white people. As indicated in the literature, preferences or biases for white people leads to policies, practices, and decisions that support white supremacy and racism. In child welfare, this leads to the disproportionate and disparate outcomes for Black and Brown children and families. Therefore, identifying biases and taking actions to avoid acting on harmful ones, is an important step toward an antiracist child welfare system.

The formal analysis of trainer demographics promoted rich discussion about CWRC goals related to trainers and considerations for trainer recruitment, assignment across Pennsylvania, and retention. The inquiry also identified the need to develop a regular analysis of trainer demographic data and to establish goals to further diversify the trainer pool and support best practices in trainer assignments across Pennsylvania. Trainers recognize the important role they play in the classroom and the need for implicit bias training for themselves and CWRC caseworkers. They repeatedly indicated their eagerness to be part of the antiracist movement at CWRC. They reached out to this

researcher throughout the project with their self-reflection and personal journeys. They also shared their appreciation for the study and words of encouragement.

Being a child welfare professional is hard. The pay is low, and the work is emotionally demanding. Every family situation is unique. Most caseworkers enter the field with the hopes of helping children and families. However, when they enter the field, they face a racist system built on white supremacy, white savorism, and discrimination against people of color. Most child welfare professionals receive pre-service and ongoing training, and the training purportedly addresses cultural competency. Implicit bias trainings and self-assessments can bring unconscious, racist thoughts and associations to light and highlight individual and systemic institutional racism. As indicated in the literature, effective training strategies and trainers can identify implicit biases, build cultural humility, and support transfer of the knowledge in the field.

While the Implicit Racial Bias 101: Exploring Implicit Bias in Child Protection course was online, in-person follow up discussion groups could bring people together to reinforce learning and brainstorm ideas for change. CWRC trainer who participated in this study affirmed their commitment to use their implicit bias knowledge in CWRC trainings. As the results indicated, training was a foundational step, and it will take more than training to change individual values and the racist systemic practices in child welfare. The literature also reveals that the trainings that are offered often miss the mark as new workers get a full caseload before they are finished with training (Radley & Schelbe, 2017). Child welfare professionals need more realistic trainings, field time, and ongoing support from their supervisor and organization to be more effective (Radley & Schelbe, 2017). CWRC issued a commitment to become an antiracist organization and has implemented many steps, with the implicit bias training being one of the first ones for CWRC

trainers. Consideration of the results of this study, the limitations, and the implications for additional inquiry and practices should be part of CWRC continuous improvement plan.

5.2 Limitations

There were some limitations to this study. First, the sampling method was a voluntary response sampling as all 111 trainers had the opportunity to participate in the study. Trainers who self-selected to participate in the study may have been more knowledgeable or motivated regarding implicit biases before the intervention. The average pre-survey knowledge score of 75%, indicates that trainers who participated came in with some knowledge. This high score also created a ceiling effect to measure the differentiated skills levels after the intervention. Beyond the scores, it was impossible to fully know why some of the trainers participated in only part of the study or did not participate at all. An additional limitation was the small sample size. At only 22% participation of trainers, it was difficult to generalize the findings to all trainers. The small sample size limitation was especially true when the data were analyzed by demographic characteristics. There was also no comparison group for the study.

The study primarily used quantitative surveys to gather data from participants. Pre-post studies have limitations including familiarity with the questions and timing. For example, because the participants answered the same knowledge questions in the pre, post, and delayed post-surveys, they could have learned the correct answers from retaking the test and not necessarily from the intervention. Additionally, timing was a concern for the post-survey as the post-survey was administered following the intervention and completion times varied amongst participants. For some trainers, this was about one month from taking the online implicit bias course. For others, it

was over two months. The delayed post-survey was provided to participants approximately one month following their completion of the post-survey. During the dissertation year it was not feasible to extend the timeline, although studying the retention of the implicit bias knowledge at 6 months or one year, would yield additional findings. Further qualitative research, such as focus groups or individual interviews with participants, would also strengthen the inquiry, analysis, findings, and conclusions.

Finally, it was difficult to market and conduct the study during the Covid-19 pandemic. Many instructors wrote to this instructor to share that they were impacted by the pandemic. Furthermore, while the intervention was thankfully already online, many people were simply tired of participating in everything virtually and being isolated from others. Administering the surveys over the holidays in November and December also proved difficult. Emails from participants confirmed that both the pandemic and timing were barriers to full participation. Trainers also spoke to how the timing of this implicit bias intervention during racial equality movements across our county aided their self-reflection, action, and interactions personally and professionally.

5.3 Implications for Future Inquiry

The goal of improvement science is to develop and implement a small test of change and to analyze the findings to inform future iterations. The small test generally results in additional studies, full scale implementation, adaptations in the intervention, or starting over with a new driver. For this inquiry, adding qualitative research methods such as focus groups or individual interviews would provide more insight into the findings. These methods could also inform why some trainers participated and others did not. Larger sample sizes, mixed research methods, and

expanding to additional audiences like CWRC staff and child welfare professional are ideas for future inquiries.

More complex methods and analysis are necessary, beyond the short-term outcomes of increased knowledge, satisfaction, and motivation, to determine if the implicit bias intervention changed attitudes and behaviors. Long term studies at six months and a year would inform retention of the information over time. Additionally, as the theory of change involves changes in attitudes, behaviors, and skills of trainers to support child welfare professionals and improved practice for Black and Brown families involved in the child welfare system, future inquiry should study if this transfer of knowledge occurs. A first step may be to observe if trainers used their new knowledge in their role as a CWRC trainer. The trainer observation tool used by CWRC staff to observe trainers when they train may support the development and analysis of this mid-term inquiry. CWRC staff complete the observation tool during a training to provide feedback to the trainer on what they did well and opportunities for professional growth. This is a manual process, and the data is not currently entered into an online system. The observation tool also does not include any specific cultural awareness and responsiveness measures so either the current tool would need enhanced, or a new tool developed when CWRC transitions to measuring cultural awareness and responsiveness of trainers in the training room.

Information can also be gathered from trainees, not only in the implicit bias course but in all CWRC trainings. Trainees are encouraged to complete online satisfaction surveys at the completion of training. The current survey does not specifically measure cultural awareness and responsiveness. As indicated in the research, Team Based Learning™ and simulation trainings are purportedly successful in addressing cultural humility. As CWRC implements these strategies in some of the trainings, future inquiry could study these pedagogies specifically. As the cultural

awareness and responsive competency is fundamental in all trainings and the lead competency in others, future inquiry should study trainee's proficiency levels and movement toward antiracist practices. At the point CWRC decides to measure participant learning and changes in the training (lagging outcome), a decision must be made that either the existing level one survey needs enhanced, or a new survey developed to capture any cultural awareness and responsiveness changes. The final steps would be to measure if the trainees used the new knowledge and skills in their interactions with Black and Brown children and families and if this leads to improved outcomes. Transfer of learning and supervisory strategies could be explored to support and evaluate caseworker competence in the field. Disaggregate data at the case level should be used by every child welfare agency to analyze services and outcomes at every decision. Aggressive targets should be established to reduce the number of substantiated abuse reports, placements, lengths of stay, and terminations of parental rights for Black and Brown children

Establishing trainer recruitment goals, using participant feedback forms, and reviewing trainer demographics on a regular basis would also provide valuable information to inform CWRC continuous improvement plan for trainers. Trainers that participated in the Implicit Bias project declared their commitment to support change in the child welfare system and CWRC should include them in trainings and discussions. Additional study could include child welfare trainer and trainee congruence, similar to studies in education, to inform strategic assignment of CWRC trainers to specific courses and regional training locations as well as the potential benefit of cross-cultural training teams.

5.4 Implication for Practice

The timing of this implicit bias intervention during racial equality movements at CWRC and across our county expedited the release of the implicit bias course prior to the analysis. Small instructional and technology changes were made at the beginning of implementation based on feedback during the pilot and the first participants. Future changes should be informed by the feedback from the participants in the course and the findings from additional inquiries. Initial feedback from trainers suggests that the implicit bias course should be taken by all trainers and child welfare professionals. As the course was developed in the E-Learn system, it can easily track trainee completion and awards two hours of training credit. Since the launch of the course in December of 2020, over 400 people have taken the course.

CWRC monitored the impact of the implicit bias interventions with trainers to determine the impact in other parts of the system. For example, as trainers regularly interact with instructional design specialist and the curriculum content, we observed the impact of the changes with staff and services. Balanced measures, such as the impact for monitoring completion and responding to trainer questions or concerns by the Trainer Supervisor, was also monitored to know how the changes with trainers impacted other parts of CWRC system. Overall, the implicit bias intervention ran smoothly in the E-Learn system and does not require additional time or effort from the Trainer Supervisor or curriculum staff. Race equity efforts with CWRC trainers require additional time, resources, and efforts. Fortunately, CWRC leadership and the Curriculum and Trainer Development Department Manager and Supervisor are dedicated to including trainers in the transition to an antiracist organization.

The analysis also indicated that several practices would help strengthen the CWRC trainer pool. One of the first steps is to implement an ongoing, formal process to analyze trainer data.

From the baseline data and the literature, CWRC should consider targeted goals and action steps necessary to strengthen the diversity of trainers across Pennsylvania. An interesting area that was not found in the literature, how child welfare trainer and trainee congruence impact cultural awareness and responsiveness, is also an opportunity for inquiry and to contribute to child welfare practice.

There are many practice enhancements to improve implicit bias knowledge and action. Subsequent steps after a foundational training include ongoing individual, organizational, and systemic training, transfer of learning, and technical assistance to impact antiracist values, motivation, and action. CWRC should continue internal race equity efforts and expand these efforts to also include trainers and child welfare professionals. Furthermore, all departments should continue the review of their current key responsibility areas to identify and improve cultural awareness and responsiveness competency in products and services. Partnering with other agencies that are on this journey, like CSSP and OCYF, would amplify the efforts and hopefully make them sustainable for the future. County agencies should also be engaged in needs assessments to inform the development and delivery of future CWRC products and services to best meet the needs of the child welfare workforce. Recently, learning circles were held with trainees after a Diversity Taskforce event focused on historical racism and race equity and the feedback was overwhelmingly positive. The findings from this study were also shared in a learning circle with the 24 trainers who participated in the study and additional resources on understanding IAT results and mitigating negative biases were shared. Trainers responded very positively to the race equity discussion and more opportunities are being planned. CWRC should consider ongoing learning circles or as referenced in the literature, intergroup dialogues, for child welfare professionals to discuss race and race equity. Many child welfare professionals are searching for

resources and support systems to better serve all child and families involved in the child welfare system and often look to CWRC as a trusted source. A final practice change is to remain dedicated to implementing antiracist strategies and to monitor the effectiveness to truly impact positive change for Black and Brown trainers, child welfare staff and the children, youth, and families receiving services.

Many of the quotes from the participants in this study were positive and support the continued use of the training. One trainer stated, “This training would be good to have as a mandatory training for all instructors and from it create discussion groups”. Another offered suggestions for future trainings and actions, stating “I have been involved with the county for the last few years working to shift understanding, accepting, and acting towards systemic racism. This training timing hit as I have shifted towards action. I recently took a training on cultural humility- It educated the data on systemic racism- then shifted the conversation on how I can act as an ally and/or agent of change. This could have used a direction for those of us in the action stage of change to begin to educate ourselves on what to do”. I especially appreciated the reference to cultural humility as the literature also supports this shift in language and action. Another quote offered additional systemic practice ideas, commenting, “I think more emphasis needs done on how to approach the systemic nature of the issue. We are talking to like-minded individuals. In my interactions- after the training, many colleagues with good intent try to go out and save the world. And then brought become disenfranchised when they hit the wall of the instructional pushback”. A final quote suggested that the training and future actions should include children welfare work and “implicit bias in the practice contexts through the voice of workers”. The comments and ideas shared demonstrate that CWRC trainers are a valued resource that should be harnessed to improve child welfare trainings, practice, and outcomes.

5.5 Personal Reflection

This dissertation inquiry was more than a project for me. From the time I started the EdD Program three years ago, I knew I wanted to focus on cultural awareness and responsiveness in child welfare. The implicit bias intervention with trainers emerged along the way and deeply enhanced my commitment to improving the child welfare system for Black and Brown children and families. From my internship focused on race equity to the antiracist efforts at CWRC, I continued to learn more about myself and how my white upbringing and privilege impact my thoughts, actions, and decisions. Over the past few years, I actively engaged in deep listening and learning. I reflected on my days as caseworker. I thought about many of the children and families I met and weighed what I did right and what I could have done differently. I reconnected with how important it is to be a child welfare trainer and how difficult but crucial it is to have race equity discussions.

Over the past few years, I have done so much more than complete my doctoral degree or support my organization's antiracist efforts. During this time, I have done a lot of self-reflection and took more action against racism than I have done in my first 50 years. I checked in with all of my Black and Brown friends regularly to let them know I stood with them and the commitment to change. I donated money to support Black girls in Pittsburgh schools and for broader antiracist movements. I pushed my children and family to think and act differently. During this time, George Floyd was murdered by police, Breonna Taylor killed by police while sleeping, Ahmaud Arbery killed by a white man while jogging, and so much more violence and discrimination against people of color. Protests screamed for justice for Black people and to dismantle the white privilege that is taught, embedded, and sustains the segregation, racism, and violence in every structure in our country. The glaring realization that the state sanctioned violence happens every day and that my

Black and Brown friends live with fear every single day, renewed my commitment to change myself, our organization, and our country.

From a technical perspective, I enjoyed the EdD coursework and assignments. I believe the journey helped prepare me for my dissertation year with the exception that I needed a stronger research base. I spent many hours over the past year struggling through survey development, implementation, and data analysis. I believe I could do Qualtrics surveys again and I enjoyed learning this platform and everything it can do. SPSS was very different. While I used SPSS in my master's program, that was over 20 years ago and any knowledge I had was obsolete with the enhancements. I spent many nights and weekends trying unsuccessfully to figure out how to run descriptive frequencies and t-tests. I bought an SPSS book and watched videos. I deleted necessary variables and had to start over. I cried. I would not have made it through SPSS without the support of Jess Humer and Rachel Winters. When I actually created data tables that made sense, I was overwhelmed with excitement. I ended with multiple SPSS data and output files and even learned how to write and run syntax.

At first, I was disappointed that very few of the inquiry items were statistically significant. I had to remind myself of the literature that emphasizes that changing implicit biases takes more than a training. This was especially true for an online training with no interaction with a trainer or other trainees. I also had to adjust my definition of success. Aiming for an arbitrary grade of 85% or 100% was only a number and adaptive change as important as race equity cannot be measured by a survey. It also helped that during the times when I doubted the impact of my efforts, I would get an email from a trainer about their newfound knowledge or commitment to change. I also felt renewed energy when I documented everything that I accomplished in bimonthly updates to my dissertation committee and when I received positive feedback that I was on the right track. I

believe my efforts made a difference for trainers and elevated their professional development needs and their important connection to CWRC's antiracist efforts.

In March of 2021, I did a member checking Zoom call with the 24 trainers who participated in the study. Sixteen of the 24 trainers participated. This warmed my heart as I continued to see their interest in the project and in changing the child welfare system. The trainers provided so many thoughtful comments about the project and their appreciation for being included. In addition to sharing the findings from the study, I also shared resources on interpreting the implicit association tests and ideas to mitigate negative biases. Additionally, I had the opportunity to share the preliminary findings with approximately thirty trainers that attended the March Instructor Forum. Again, there was positive feedback on the findings and potential next steps. During this meeting, we also shared CWRC's strategic plan to become an antiracist organization and affirmed our commitment to include trainers in these efforts. During March, I also spent two hours with the CWRC Research and Evaluation Department reviewing my findings, preparing for my defense, and discussing next steps. They gave me a lot of critical feedback to further interpret and present my findings. More importantly, we discussed how to continue to measure cultural awareness and responsiveness in our trainings at CWRC. These presentations affirmed the benefit of the project, refined my defense presentation, and provided hope that the implicit bias course will continue to be used and be beneficial to trainers and child welfare professionals. I genuinely believe that CWRC will continue the efforts to develop and measure cultural awareness and responsiveness in our trainings and other products and services.

I completed the Implicit Racial Bias 101: Exploring Implicit Bias in Child Protection course and implicit association tests many times. My IAT results indicated that I have a slight preference for Black people, and I think that this reflects my personal values and commitment to

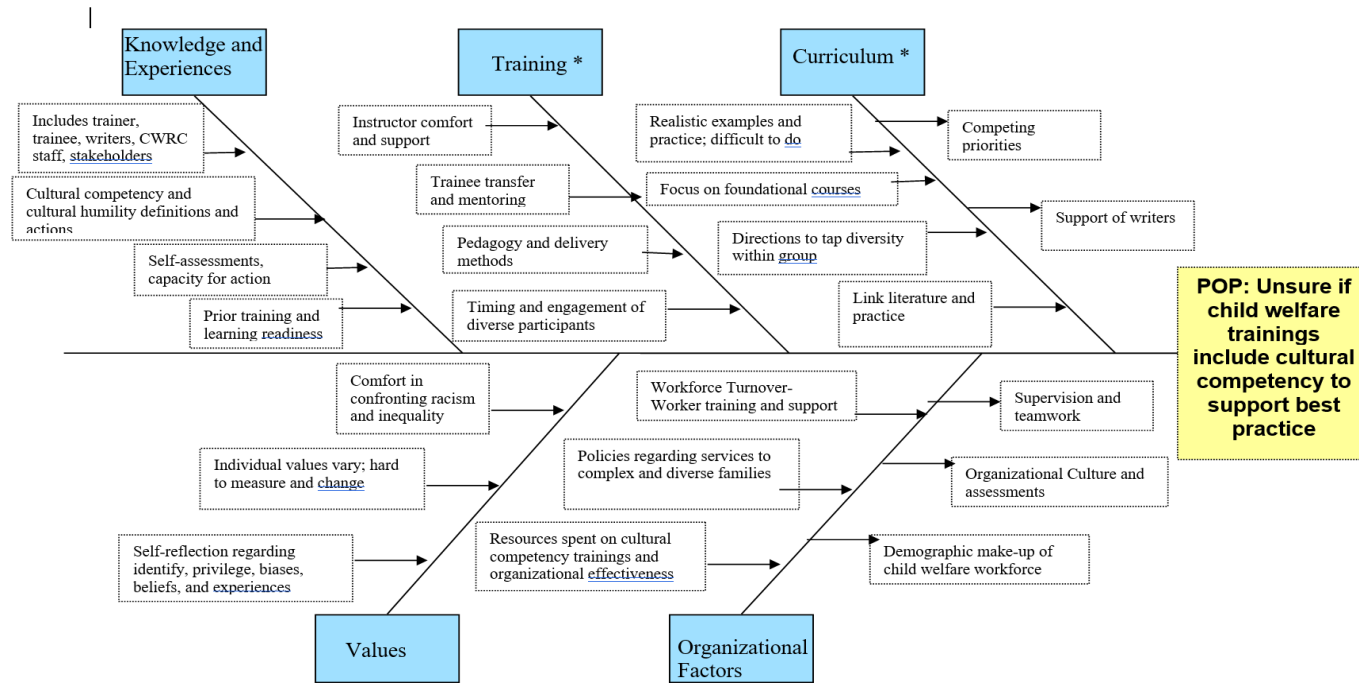
equity. I still have so much more to learn and do and some of this is to continue to recognize systemic racism and to take actions to mitigate them. I reviewed the literature on implicit biases and cultural humility. I leaned into my discomfort and even though I was afraid to say or do something wrong, I facilitated discussions with trainers, at CWRC, and with my family and friends. The discussions were hard and emphasized the importance of continuing the individual and systemic efforts when we get uncomfortable. Intersectionality or concurrently addressing gender, sexual orientation, and other equality efforts with race surfaced many times. The disproportionality and disparate outcomes for Black and Brown children and families is a primary concern in child welfare. Many of the other equity concerns are also rooted in antiblackness and white supremacy. This is affirmed in the cultural humility literature that emphasizes that identity and culture is multifaceted and dynamic. I agree with maintaining the focus on race equity while working to make our organization more accessible to everyone.

I appreciate the emphasis on race equity, improvement science, and adaptive leadership in the EdD program. I have been in the Organizational Effectiveness Department at CWRC for over 10 years and believe in continuous improvement and professional development. I have more experience with implementation science and continuous quality improvement, but the concepts and goals are the same- to move ideas into action, study their effective, and sustain positive change. The key is to keep growing and changing and to learn from actions what work and from those that fail. I think seeing opportunity in failures is hard, but I am learning to embrace that growing comes from being uncomfortable. I am thankful that one of our first readings in the EdD program was about 'shitty first drafts' and the beauty in embracing learning and crucial feedback. I think I have over 50 drafts of this dissertation!! In the process, I have learned so much and felt even more. I am a different, I think better, person than when I started.

There are a few things I would do differently if I started over ☺. For the project, the survey questions really need reworked to better measure implicit bias knowledge and change. I'd also consider a sampling of participants instead of volunteers. This could provide a more diverse and robust sample toward more applicable findings. I should have included more CWRC staff in the project to ensure it is embedded in our work to support sustainability of assessing and addressing cultural awareness and responsiveness. While I initially spoke to CSSP about using their course, I'd like to continue this connection to have an impact beyond CWRC. Personally, if I could go back in time three years, I would cherish the time with the 2018 EdD Cohort that quickly became friends for life. We have been through births, deaths, divorces, love, learning, and so much more. We spent quality time together and support each other through everything. While Covid-19 disrupted our in-person connections, nothing could stop our connections with each other. If the world functioned more like the cohort, it would be a better place. At work at CWRC, I am still learning to support others in their leadership journey rather than always automatically assuming the leadership position or speaking first. It is a work in progress. I am ecstatic that we hired a new Assistant Director who is a Black woman- I believe this will help us continue toward our anti-racist goals. I have also expressed my desire for my career path to include teaching and advising students full time, so we will see what happens with this goal. I have a strong, diverse circle of support that encourages me to love myself as much as I love others and I am excited to see what the future holds for all of us. I have hope that together we can make CWRC, child welfare practice, and our world a better place.

Appendices

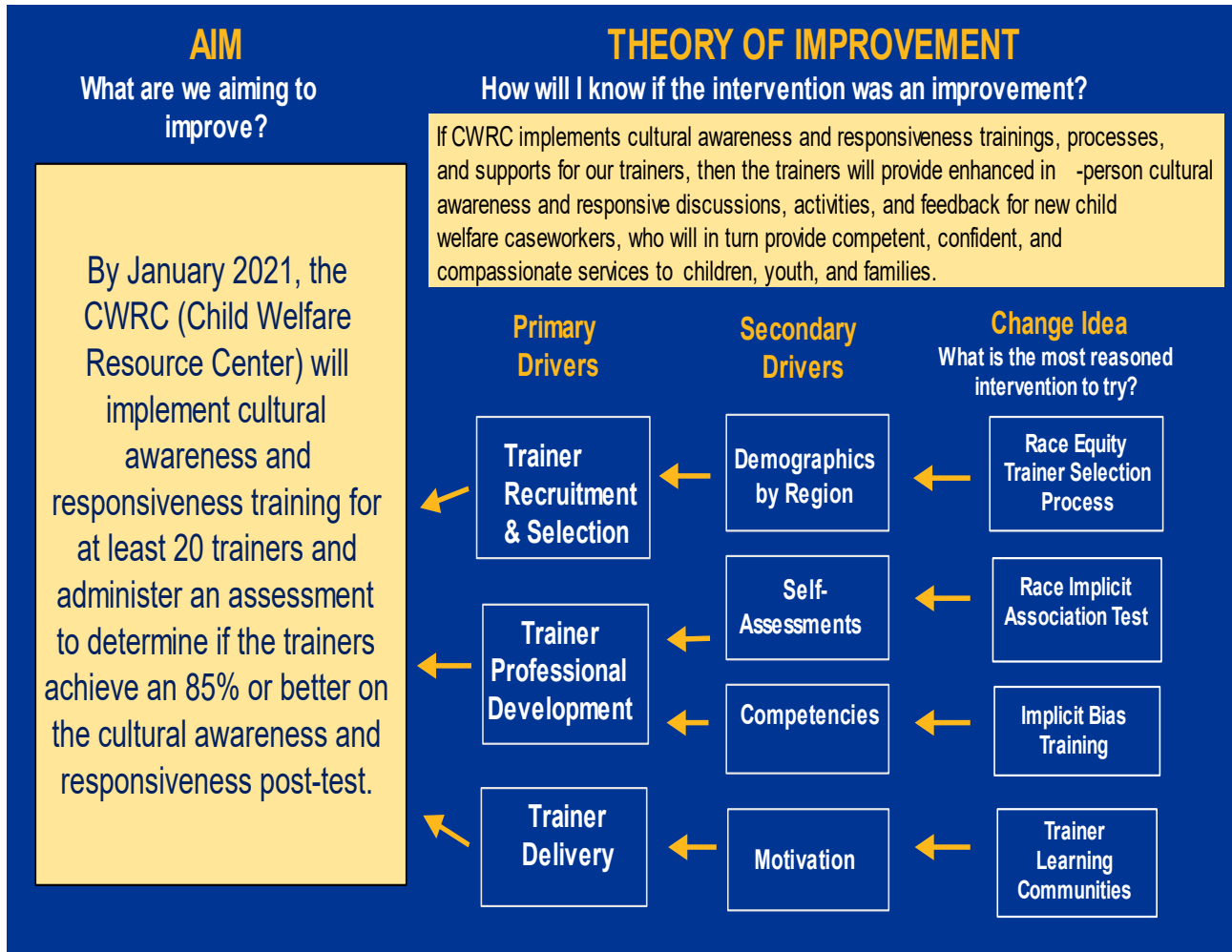
Appendix A Fishbone Diagram



POP: The Child Welfare Resource Center has not assessed if the processes currently used to develop and deliver the *Foundations of Pennsylvania Child Welfare Series* provide sufficient opportunities for knowledge and skills building on “cultural awareness and responsiveness”, a competency the Resource Center adopted to support child welfare professionals in their practice with children, youth, and families.

* Indicates Root Cause Drivers within CWRC Sphere of Influence

Theory of Improvement



Appendix B PDSA Cycle

Test Title:	Implicit Bias Training for CWRC Trainers	Date:	Fall 2020-Spring 2021
Tester:	Wendy Unger	Cycle #:	1
What Change Idea is being tested?	Trainer Implicit Bias training	Driver:	Trainer Implementation
What is the overall goal/hypothesis you are testing?	Leading- increased trainer knowledge and awareness; lagging- increased cultural awareness and responsiveness content in CWRC trainings and culturally aware and responsive caseworkers		
1) PLAN Details: Describe the who/what/where/when for the test. Include your data collection plan.		2) DO Briefly describe what happened during the test.	
<p>See AIP C and Gantt Chart for details.</p> <p>1. Plan</p> <p>a. Development- (7/1/20-8/1/20 by Wendy)- gather baseline trainer demographics, identify sample, secure permissions, develop recruitment materials, and draft proposal overview including specific plan, methods, measures, resources, and timelines. Draft pre-post-tests.</p> <p>b. Proposal- (8/1/20-10/1/20 by Wendy with committee review and approval)- finalize proposal with advisor, prepare and hold proposal overview with committee, complete IRB</p> <p>2. Do</p> <p>a. Implementation- (10/1/20-12/15/20 by Wendy and trainers)- recruit trainer volunteers, start with a small pilot of 5 or less staff and trainers to refine the instruments and process, administer pre-test, trainers complete intervention comprised of two implicit bias self-assessments and the implicit bias 101 training, determine the number of iterations that can be completed and the adjustments needed with each cycle, and trainers complete the post-test</p> <p>3. Study- (11/15/20-2/1/21 by Wendy)</p> <p>a. Track and Adjust- track sample size/instructions/timelines and do additional recruitment/tweaks as needed throughout the project</p> <p>b. Gather and review data, administer delayed post-test if time permits, run analysis</p> <p>c. Draft DIP chapters</p> <p>4. Act- (2/1/21-5/1/21 and ongoing by Wendy and CWRC)</p> <p>a. Share Results- prepare and deliver presentations at CWRC on the project; consider conference presentations and publications; only aggregate information will be shared</p> <p>b. Future Iterations- make decisions about adoption and adjustments, and scaling up</p>		<p>1. Gathered trainer data.</p> <p>2. Surveys developed in Qualtrics.</p> <p>3. E-Learn Implicit Bias course developed.</p> <p>4. Pilot conducted with 8 participants.</p> <p>5. Invitations sent to all 111 trainers.</p> <p>6. 24 trainers completed the Implicit Bias course and all 3 surveys.</p> <p>7. Learned SPSS to analyze the data.</p> <p>8. Write dissertation chapters.</p> <p>9. Presentation to trainers that participated, CWRC Research and Evaluation Department, CWRC Leadership, and all trainers.</p> <p>10. Develop defense presentation, send invitation, and present defense.</p>	
Questions: Questions you have about what will happen. What do you want to learn?	Predictions: Make a prediction for each question. Not optional.	Data: Data you'll collect to test predictions.	What were your results? Comment on your predictions in the box below. Were they correct? Record any data summaries as well.
Who are the CWRC Foundations trainers?	Trainers represent a wide range of demographic characteristics include age range, gender, race, and ethnicity. The highest representation is white females.	Existing database of trainers including demographic information and the courses that they are approved to train	There is some diversity across trainers, although trainers are primarily female, white, contracted within the last 10 years, and have their Master's Degree.
Do trainers who complete the Implicit Bias self assessment increase their knowledge of implicit bias concepts?	All trainers will receive at least an 85% on the post-test.	Qualtrics pre and post test using existing questions from the Center for the Study of Social Policy with a few additional questions related to demographics and CWRC	Trainers believed that the Implicit Bias course increased their knowledge. Trainers achieved 75% on the pre-survey and 82% and 81% on the post and delayed post-survey, demonstrating an increase in knowledge.
Are there difference in implicit bias pre/post-test results amongst the trainers related to demographic characteristics?	Black and brown trainers will score higher on the pre and post-tests and will have smaller percentage increases between pre/post.	Trainer demographics Pre and Post Test results	Sample size too size to do comparisons.
			↓
4) ACT Describe modifications and/or decisions for the next cycle; what will		3) STUDY What did you learn?	
<p>1. Need larger sample size.</p> <p>2. Explore use with other audiences (child welfare professionals).</p> <p>3. Consider mixed research methods including qualitative methods.</p> <p>4. Consider control group.</p> <p>5. Study use of implicit bias information in trainings and child welfare professionals use in practice with families.</p>		<p>1. There is some diversity among CWRC trainers and opportunities for more.</p> <p>2. The Implicit Bias course improves knowledge.</p> <p>3. Motivation and satisfaction was high among the trainers that participated.</p> <p>4. Implicit Association Test results confirmed preference for White people, which equates to white privilege and continued racism.</p> <p>5. Changing implicit bias knowledge and values takes more than a training.</p>	

Appendix C PDSA Gantt Chart

Child Welfare
Resource Center

Wendy Unger
7/2020-5/2021

Project Start:

Wed, 7/1/2020

TASK	ASSIGNED TO	PROGRESS	START	END
Plan Development				
Gather and analyze baseline demographic data of trainers	Wendy with Tech		7/1/20	7/13/20
Identify voluntary response, cluster sample from Foundations trainers (engage a few trainers to preview plan)	Wendy with Crystal/Jenna		7/13/20	7/20/20
Secure permission (CWRC and CSSP-training and pre/post); determine credits	Wendy		7/13/20	7/20/20
Develop Recruitment Materials	Wendy		7/20/20	7/25/20
Draft Overview Proposal	Wendy		7/25/20	8/1/20
Plan Proposal				
Finalize Proposal with Advisor	Wendy		8/1/20	8/15/20
Schedule Virtual Proposal Overview with Committee	Wendy		8/3/20	8/9/20
Email Proposal to Committee	Wendy		8/9/20	8/15/20
Prepare Presentation to Committee	Wendy		8/9/20	9/1/20
Complete IRB	Wendy		9/1/20	10/1/20
Implementation (Do)				
Recruit trainer volunteers	Wendy/Crystal		10/1/20	10/16/20

Administer Pre-test via Qualtrics	Wendy	10/17/20	10/31/20
Complete Implicit Bias test	Trainers	11/1/20	12/1/20
Implicit Racial Bias 101: Exploring Implicit Biases in Child Protection online modules.	Trainers	11/1/20	12/1/20
Administer post-test via Qualtrics	Wendy	12/1/20	12/15/20
Study (Analyze)			
Determine if need to add more trainers for sample size (20)	Wendy	11/15/20	1/15/21
Review data in Qualtrics	Wendy	1/1/21	2/1/21
Run analysis- mean, median, consider other analysis	Wendy	1/1/21	2/1/21
Draft beginning chapters of DIP	Wendy	10/1/20	2/1/21
Track and adjust timelines as needed, refine instructions	Wendy	10/1/20	1/1/21
Act (Reflect)			
Presentations- CWRC Management, Steering Committee, Staff Meeting	Wendy	2/1/21	5/1/21
Make decisions about project including any necessary adjustments	CWRC Leadership	2/1/21	4/1/21
Determine scaling, adjustments, next iterations	CWRC Leadership	4/1/21	12/1/21
Consider conference presentations and publications	Wendy, Crystal, trainer(s)	4/1/21	12/1/21
Finish DIP	Wendy	4/1/21	4/1/21
Schedule and defend virtual Dissertation Presentation with Committee	Wendy	3/15/21	5/1/21
File paperwork and attend graduation		3/1/21	4/1/21

Appendix D CWRC Permission for Research Project



University of Pittsburgh

School of Social Work

Child Welfare Education and Research Programs

The Pennsylvania Child Welfare Resource Center

403 East Winding Hill Road

Mechanicsburg, PA 17055

717-795-9048, Fax – 717-795-8013

University of Pittsburgh

July 30, 2020

Human Resource Protection Office (HRPO)

Pittsburgh, Pennsylvania

Dear Members of the IRB Committee:

On behalf of the University of Pittsburgh, School of Social Work, Pennsylvania Child Welfare Resource Center, I am writing to formally indicate our awareness of the research proposed by Wendy Unger, a student in the EDD Program at the University of Pittsburgh School of Education and Department Manager at the Pennsylvania Child Welfare Resource Center. We are aware that Wendy Unger intends to conduct her research by implementing an implicit bias online training for our contracted trainers and administering written surveys to the trainers before and after the training.

I grant Wendy Unger permission to conduct her research at our organization.

If you have any questions or concerns, please feel free to contact me at mib39@pitt.edu.

Sincerely,

Michael Byers

Michael Byers, MSW

Director, Pennsylvania Child Welfare Resource Center

Implicit Bias Pre-Survey for CWRC Contracted Instructors

(exported from Qualtrics 11/2020)

Start of Block: Implicit Bias Pre-Survey

Q1 Thank you for agreeing to participate in the CWRC Implicit Bias research project. It should take between 10-15 minutes to complete this pre-survey. Answer based on what you know or believe to be true, not from researching the information, as the purpose of the study is to see if our implicit bias knowledge and understanding improves after taking the online training. Some questions require an answer before moving on to the next question. Once the survey is completed, you will get an email with instructions on completing the online Implicit Bias training. As a reminder, your participation in the study is voluntary and you may withdraw at any time. All responses to the study will be kept confidential and available only to the researcher and the faculty advisors.

Thank you for supporting CWRC's transformation to an antiracist organization committed to achieving racial equity within CWRC and across Pennsylvania's child welfare system. If you have questions regarding your rights as a research participant or any concerns regarding this

project, you may contact the researcher, Wendy Unger at wau2@pitt.edu, or the faculty advisor, Dr. Lori Delale O'Connor at lori.delale-oconnor@pitt.edu.

Respectfully, Wendy A. Unger Wendy Unger, MSW

Edd Candidate 2021 University of Pittsburgh, School of Social Work, Child Welfare Resource Center 403 East Winding Hill Road Mechanicsburg, PA 17015 717-795-9048 wau2@pitt.edu

Page

Break

Q2 People know all their own biases; they just know they cannot or should not say those beliefs aloud, so they hide them.

- True (1)
- False (2)

Q3 What is the main distinction between our implicit and explicit biases?

- Our implicit biases are more likely to be negative than our explicit biases. (1)
 - Explicit bias is more harmful than implicit bias. (2)
 - Our implicit preferences tend to engage our automatic processing while our explicit preferences involve more deliberate processing. (3)
 - People are able to recognize when you act on your explicit biases, whereas your implicit biases are too subtle for others to notice when you act on them. (4)
-

Q4 Which of the following is NOT a type of implicit bias?

- An automatic preference or disposition (1)
 - A negative belief that you suppress (2)
 - A non-conscious attitude, whether positive or negative (3)
 - A bias that you know you possess (4)
-

Q5 Only negative biases can have negative outcomes.

- True (1)
 - False (2)
-

Q6 Which policy and practice throughout history has contributed to racial disparities in child welfare today?

- Boarding schools and forced assimilation efforts for Native American children (1)
 - The War on Drugs (2)
 - Slavery (3)
 - All of the above (4)
-

Q7 What is NOT an example of racial disproportionality that exists in child welfare today?

- Black, Latinx, and Native American children and families experience dramatically higher rates of intervention from the child welfare system than White families. (1)
 - Black, Latinx, and Native American children continue to be over-represented in youth justice and child welfare systems. (2)
 - Once involved with child welfare, Black, Latinx, and Native American families are less likely to receive family preservation services. (3)
 - Black, Latinx, and Native American children experience lower rates of referrals from mandated reporters. (4)
 - Black, Latinx, and Native American children experience higher rates of placement in congregate care settings and longer stays in out of home care. (6)
-

Q8 Does implicit bias contribute to racial disproportionalities and disparities in child welfare?

- Yes, implicit bias contributes to racial disproportionalities and disparities in child welfare. (1)
 - No, implicit bias does not contribute to racial disproportionalities and disparities in child welfare. (2)
-

Q9 Implicit biases show how our attitudes and understanding can play out in our actions and behaviors. When child protection workers are NOT aware of their implicit biases, it can (pick one):

- Support equitable treatment for families. (1)
 - Influence how workers carry out services to the family. (2)
 - Support use of natural support systems for children. (3)
 - Create a positive organizational culture. (4)
 - Ensure all children experience positive outcomes. (5)
-

Page _____

Break

Q10 In order to accurately measure implicit biases, you must become consciously aware of the associations you hold.

- True (1)
 - False (2)
-

Q11 The Implicit Association Test (IAT) is the only way to assess implicit attitudes.

- True (1)
 - False (2)
-

Q12 What is NOT a benefit of becoming aware of your biases?

- If you become aware of an unconscious bias and know when you are most likely to act on it, you can actively take steps to prevent it from influencing your decision-making. (1)
 - By bringing awareness of your automatic attitudes to the surface, you can work to suppress them. (2)
 - You can begin to reflect and make connections to how your attitudes influence your interactions. (3)
 - You can seek out experiences and resources to help educate yourself around identities that you possess negative implicit associations toward. (4)
-

Q13 Which one of the following statement is TRUE about the Implicit Association

Tests?

- It is common for people whose results conflict with their worldview to experience a level of disbelief about their results. (1)
 - People can beat the test if they try hard enough. (2)
 - The tests do not provide reliable information about biases. (3)
 - Everyone who takes the Implicit Association Test takes action to mitigate their biases. (5)
 - The tests have never been studied to determine if they are valid. (7)
-

Q14 Of the following, which is NOT the best metaphor for how our minds learn and unlearn biases:

- Our mental processes are like a river; like water expanding a riverbed, the more often we rely on certain patterns of thinking or judgments, the more they will be carved out in our

mind. Also like a river, there is the potential for these patterns to adapt and change direction over time. (1)

Our brain is like a computer. We internalize incoming messages (similar to how a computer uses commands), and we produce a specific behavioral output. These messages are hardwired into our core makeup and not subject to change overtime. (2)

Our brain is like a mirror. Its main function is to internalize its external environment in order to blend in. Because the mind can only reflect the external world, it is always changing and therefore unable to possess consistent attitudes, emotions or biases. (3)

Our brain is like a statue. It is artfully complex and static. No matter how much new information and experiences we acquire, our mind remains unchanged. (4)

Page _____

Break

Q15 Please indicate your age range:

20-29 years (1)

30-39 years (2)

40-49 years (3)

50-59 years (4)

60-69 years (5)

70+ years (6)

Q16 How would you describe your gender identity?

- Male (1)
- Female (2)
- Non-binary (3)
- Genderqueer (4)
- Agender (5)
- Intersex (6)
- Prefer not to disclose (7)
- I identify as (8) _____

Q17 How would you describe your race and/or ethnicity?

- White (1)
- Black (2)
- Native American, American Indian, or Alaska Native (3)
- Asian or Asian American (4)
- Native Hawaiian or Pacific Islander (5)
- Hispanic or Latinx (6)
- Bi-Racial or Multi-Racial (7)
- Arab or Middle Eastern (8)
- Prefer not to disclose (9)

I identify as (10) _____

Q18 Select your highest educational level completed:

- Less than High School (1)
 - High School Diploma or GED (2)
 - Associates Degree (3)
 - Bachelor's Degree in Social Work (4)
 - Bachelor's Degree-Other (5)
 - Master's Degree in Social Work (6)
 - Master's Degree-Other (7)
 - Doctoral Degree (8)
 - Prefer not to disclose (9)
-

Q19 What was your educational major?

Q20 Which of the following best matches your current professional background?

- Child Welfare Caseworker (1)
 - Child Welfare Supervisor/Manager (2)
 - Child Welfare Administrator (3)
 - Other Health and Human Services, Specify (4)
-

- Consultant (5)
 - Retired (6)
 - Other (7)
 - Prefer not to disclose (8)
-

Q21 What is your region of residence?

- Southeast Pennsylvania (1)
 - Northeast Pennsylvania (2)
 - Central Pennsylvania (3)
 - Western Pennsylvania (4)
 - Outside of PA (5)
-

Q22 Length of Services as a CWRC Instructor (Number of years):

- 0-4 years (1)
- 5-9 years (3)
- 10-19 years (4)
- 20+ years (6)

End of Block: Implicit Bias Pre-Survey

Implicit Bias Post-Survey for CWRC Contracted Instructors

(Exported from Qualtrics 11/2020)

Start of Block: Block 1

Q1 Hello, CWRC Instructor.

Thank you for agreeing to participate in the Implicit Bias research project and for completing the pre-survey and online Implicit Bias training.

It is now time to complete the post-survey! It should take approximately 10-15 minutes to complete the survey. Some questions require an answer before moving on to the next question.

As a reminder, participation is voluntary and there is no cost nor payment to participate in the study. All responses to the study will be kept confidential and available only to this researcher and the faculty advisor.

Thank you for supporting CWRC's transformation to an antiracist organization committed to achieving racial equity within CWRC and across Pennsylvania's child welfare system. If you have questions regarding your rights as a research participant or any concerns regarding this project, you may contact this researcher or the faculty advisor, Dr. Lori Delale O'Connor at lori.delale-oconnor@pitt.edu. Respectfully, Wendy A. Unger Wendy Unger, MSW

Page _____

Break

Q2 People know all their own biases; they just know they cannot or should not say those beliefs aloud, so they hide them.

- True (1)
 - False (2)
-

Q3 What is the main distinction between our implicit and explicit biases?

- Our implicit biases are more likely to be negative than our explicit biases. (1)
 - Explicit bias is more harmful than implicit bias. (2)
 - Our implicit preferences tend to engage our automatic processing while our explicit preferences involve more deliberate processing. (3)
 - People are able to recognize when you act on your explicit biases, whereas your implicit biases are too subtle for others to notice when you act on them. (4)
-

Q4 Which of the following is NOT a type of implicit bias?

- An automatic preference or disposition (1)
 - A negative belief that you suppress (2)
 - A non-conscious attitude, whether positive or negative (3)
 - A bias that you know you possess (4)
-

Q5 Only negative biases can have negative outcomes.

- True (1)
 - False (2)
-

Q6 Which policy and practice throughout history has NOT contributed to racial disparities in child welfare today?

- Boarding schools and forced assimilation efforts for Native American children (1)
 - The War on Drugs (2)
 - Slavery (3)
 - All of the above (5)
-

Q7 What is NOT an example of racial disproportionality that exists in child welfare

today?

- Black, Latinx, and Native American children and families of color experience dramatically higher rates of intervention from the child welfare system than White families. (1)
- Black, Latinx, and Native American children continue to be over-represented in youth justice and child welfare systems. (2)
- Once involved with child welfare, Black, Latinx, and Native American families of color are less likely to receive family preservation services. (3)
- Black, Latinx, and Native American children experience lower rates of referrals from mandated reporters. (5)
- Black, Latinx, and Native American children experience higher rates of placement in congregate care settings and longer stays in out of home care. (6)

Page _____

Break

Q8 Does implicit bias contribute to racial disproportionalities and disparities in child welfare?

- Yes, implicit bias contributes to racial disproportionalities and disparities in child welfare. (1)
- No, implicit bias does not contribute to racial disproportionalities and disparities in child welfare. (2)

Q9 Implicit biases show how our attitudes and understanding can play out in our actions and behaviors. When child protection workers are NOT aware of their implicit biases, it can (pick one):

- Support equitable treatment for families. (1)
 - Influence how workers carry out services to the family. (2)
 - Support use of natural support systems for children. (3)
 - Create a positive organizational culture. (4)
 - Ensure all children experience positive outcomes. (5)
-

Q10 In order to accurately measure implicit biases, you must become consciously aware of the associations you hold.

- True (1)
 - False (2)
-

Q11 The Implicit Association Test (IAT) is the only way to assess implicit attitudes.

- True (1)
 - False (2)
-

Q12 What is NOT a benefit of becoming aware of your biases?

- If you become aware of an unconscious bias and know when you are most likely to act on it, you can actively take steps to prevent it from influencing your decision-making. (1)
 - By bringing awareness of your automatic attitudes to the surface, you can work to suppress them. (2)
 - You can begin to reflect and make connections to how your attitudes influence your interactions. (3)
 - You can seek out experiences and resources to help educate yourself around identities that you possess negative implicit associations toward. (4)
-

Q13 Which one of the following statement is TRUE about the Implicit Association

Tests?

- It is common for people whose results conflict with their worldview to experience a level of disbelief about their results. (1)
 - People can beat the test if they try hard enough. (2)
 - The tests do not provide reliable information about biases. (3)
 - Everyone who takes the Implicit Association Test takes action to mitigate their biases. (5)
 - The tests have never been studied to determine if they are valid. (6)
-

Q14 Of the following, which is NOT the best metaphor for how our minds learn and

unlearn biases:

- Our mental processes are like a river; like water expanding a riverbed, the more often we rely on certain patterns of thinking or judgments, the more they will be carved out in our mind. Also like a river, there is the potential for these patterns to adapt and change direction over time. (1)
 - Our brain is like a computer. We internalize incoming messages (similar to how a computer uses commands), and we produce a specific behavioral output. These messages are hardwired into our core makeup and not subject to change overtime. (2)
 - Our brain is like a mirror. Its main function is to internalize its external environment in order to blend in. Because the mind can only reflect the external world, it is always changing and therefore unable to possess consistent attitudes, emotions or biases. (3)
 - Our brain is like a statue. It is artfully complex and static. No matter how much new information and experiences we acquire, our mind remains unchanged. (4)
-

Q15 In order to encourage conversations around implicit bias and equity at your institution, which Equitable Civic Engagement Principle do you see as most important for addressing any challenges your institution may currently face?

- Embracing the Gifts of Diversity (1)
- Realizing the Role of Race, Power and Injustice (2)
- Radical Hospitality: Invitation and Listening (3)
- Trust-Building and Commitment (4)
- Honoring Dissent and Embracing Protest (5)
- Adaptability to Community Change (6)

Break

Q16 Indicate the results of your Implicit Association Test (what were your preferences):

- Strongly prefer White people to Black people (4)
 - Moderately prefer White people to Black people (11)
 - Slightly prefer White people to Black people (12)
 - Like White people and Black people equally (no preference) (13)
 - Slightly prefer Black people to White people (14)
 - Moderately prefer Black people to White people (15)
 - Strongly prefer Black people to White people (16)
-

Q17 To what extent did the Implicit Bias Test score align with your view of yourself?

- Extreme Alignment (1)
 - High Alignment (6)
 - Moderate Alignment (7)
 - Slight Alignment (8)
 - Not at all (9)
-

Q18 To what degree are you skeptical of the Implicit Bias score you received?

- Extremely Skeptical (1)
 - Very Skeptical (5)
 - Moderately Skeptical (6)
 - Slightly Skeptical (7)
 - Not at all (9)
-

Q19 Please indicate your degree of understanding of implicit bias prior to this training:

- Extremely Knowledgeable (2)
 - Very Knowledgeable (3)
 - Moderately Knowledgeable (4)
 - Slightly Knowledgeable (5)
 - Not at all Knowledgeable (6)
-

Q20 Please indicate your degree of understanding of implicit bias after this training:

- Extremely Knowledgeable (2)
 - Very Knowledgeable (3)
 - Moderately Knowledgeable (4)
 - Slightly Knowledgeable (5)
 - Not at all Knowledgeable (6)
-

Q21 Because of this online training, how equipped are you to recognize instances of implicit bias.

- Extremely Equipped (1)
 - Very Equipped (2)
 - Moderately Equipped (3)
 - Slightly Equipped (4)
 - Not at all Equipped (5)
-

Q22 Because of this online training, how motivated are you to intervene as an active bystander when I notice the expression of bias.

- Extremely Motivated (13)
 - Very Motivated (14)
 - Moderately Motivated (15)
 - Slightly Motivated (16)
 - Not at all Motivated (17)
-

Q23 Because of this online training, how motivated are you to find ways to avoid acting on my own harmful biases.

- Extremely Motivated (8)
 - Very Motivated (9)
 - Moderately Motivated (10)
 - Slightly Motivated (11)
 - Not at all Motivated (12)
-

Q24 Because of this training, how motivated are you to facilitate discussions about implicit biases in CWRC trainings.

- Extremely Motivated (8)
- Very Motivated (9)
- Moderately Motivated (10)
- Slightly Motivated (11)
- Not at all Motivated (12)

Page _____

Break

Q25 To what extent was the module series:

	Extremely	Very (2)	Moderately (5)	Slightly (6)	Not at all (7)
Engaging (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research					
Based (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thought					
Provoking (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Well-Paced (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevant to my work as a CWRC Instructor (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevant to CWRC Training (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q26 Overall, how satisfied were you with the implicit bias module series?

- Extremely Satisfied (1)
 - Very Satisfied (4)
 - Moderately Satisfied (5)
 - Slightly Satisfied (6)
 - Not at all Satisfied (7)
-

Q27 How likely are you to recommend the implicit bias module series to other CWRC

Instructors?

- Extremely Likely (1)
 - Very Likely (2)
 - Moderately Likely (3)
 - Slightly Likely (4)
 - Not at all Likely (5)
-

Q28 How likely are you to recommend the implicit bias module training to child welfare caseworkers?

- Extremely Likely (1)
- Very Likely (2)
- Moderately Likely (3)
- Slightly Likely (4)
- Not at all Likely (5)

Page _____

Break

Q29 What went well with the online implicit bias training?

Q30 What could be improved?

Q31 Additional comments and recommendations:

End of Block: Block 1

Implicit Bias Delayed Post-Survey for CWRC Contracted Instructors (Exported from Qualtrics 11/2020)

Start of Block: Default Question Block

Start of Block: Block 1

Q1 Hello CWRC Instructor. Thank you for agreeing to participate in the Implicit Bias research project and for completing the pre-survey and online Implicit Bias training.

It has been one to two months since you took the training and surveys and it is now time to complete the final post- survey! It should take approximately 10-15 minutes to complete the survey.

As a reminder, participation is voluntary and there is no cost nor payment to participate in the study. All responses to the study will be kept private and available only to this researcher and the faculty advisor.

Thank you for supporting CWRC's transformation to an antiracist organization committed to achieving racial equity within CWRC and across Pennsylvania's child welfare system. If you have questions regarding your rights as a research participant or any concerns regarding this project, you may contact this researcher or the faculty advisor, Dr. Lori Delale O'Connor at lori.delale-oconnor@pitt.edu. Respectfully, Wendy A. Unger Wendy Unger, MSW

Page _____

Break

Q2 People know all their own biases; they just know they cannot or should not say those beliefs aloud, so they hide them.

- True (1)
 - False (2)
-

Q3 What is the main distinction between our implicit and explicit biases?

- Our implicit biases are more likely to be negative than our explicit biases (1)
 - Explicit bias is more harmful than implicit bias (2)
 - Our implicit preferences tend to engage our automatic processing while our explicit preferences involve more deliberate processing (3)
 - People are able to recognize when you act on your explicit biases, whereas your implicit biases are too subtle for others to notice when you act on them (4)
-

Q4 Which of the following is NOT a type of implicit bias?

- An automatic preference or disposition (1)
 - A negative belief that you suppress (2)
 - A non-conscious attitude, whether positive or negative (3)
 - A bias that you know you possess (4)
-

Q5 Only negative biases can have negative outcomes.

- True (1)
 - False (2)
-

Q6 Which policy and practice throughout history has NOT contributed to racial disparities in child welfare today?

- Boarding schools and forced assimilation efforts for Native American children (1)
 - The War on Drugs (2)
 - Slavery (3)
 - All of the above (4)
-

Q7 What is NOT an example of racial disproportionality that exists in child welfare today?

- Black, Latinx, and Native American children and families experience dramatically higher rates of intervention from the child welfare system than White families. (1)
 - Black, Latinx, and Native American children continue to be over-represented in youth justice and child welfare systems. (2)
 - Once involved with child welfare, Black, Latinx, and Native American families are less likely to receive family preservation services. (3)
 - Black, Latinx, and Native American children experience lower rates of referrals from mandated reporters. (4)
 - Black, Latinx, and Native American children experience higher rates of placement in congregate care settings and longer stays in out of home care. (5)
-

Q8 Does implicit bias contribute to racial disproportionalities and disparities in child welfare?

- Yes, implicit bias contributes to racial disproportionalities and disparities in child welfare. (1)
 - No, implicit bias does not contribute to racial disproportionalities and disparities in child welfare. (2)
-

Page _____

Break

Q9 Implicit bias shows how our attitudes and understanding can play out in our actions and behaviors. When child protection workers are NOT aware of their implicit bias, it can:

- Support all families being treated fairly. (1)
 - Influence how they carry out services to the family. (2)
 - Ensure equitable implementation of policies and practices. (3)
 - Create a positive organizational culture. (4)
 - Lead to positive outcomes. (5)
-

Q10 In order to accurately measure implicit biases, you must become consciously aware of the associations you hold.

- True (1)
 - False (2)
-

Q11 The Implicit Association Test (IAT) is the only way to assess implicit attitudes.

- True (1)
- False (2)

Q12 What is NOT a benefit of becoming aware of your biases?

- If you become aware of an unconscious bias and know when you are most likely to act on it, you can actively take steps to prevent it from influencing your decision-making. (1)
- By bringing awareness of your automatic attitudes to the surface, you can work to suppress them. (2)
- You can begin to reflect and make connections to how your attitudes influence your interactions. (3)
- You can seek out experiences and resources to help educate yourself around identities that you possess negative implicit associations toward. (4)

Q13 Which one of the following statement is TRUE about the Implicit Association Tests?

- It is common for people whose results conflict with their worldview to experience a level of disbelief about their results. (1)
- People can beat the test if they try hard enough. (2)
- The tests do not provide reliable information about biases. (3)
- Everyone who takes the Implicit Association Test takes action to mitigate their biases. (5)
- The tests have never been studied to determine if they are valid. (6)

Q14 Of the following, which is NOT the best metaphor for how our minds learn and

unlearn biases:

- Our mental processes are like a river; like water expanding a riverbed, the more often we rely on certain patterns of thinking or judgments, the more they will be carved out in our mind. Also like a river, there is the potential for these patterns to adapt and change direction over time. (1)
 - Our brain is like a computer. We internalize incoming messages (similar to how a computer uses commands), and we produce a specific behavioral output. These messages are hardwired into our core makeup and not subject to change overtime. (2)
 - Our brain is like a mirror. Its main function is to internalize its external environment in order to blend in. Because the mind can only reflect the external world, it is always changing and therefore unable to possess consistent attitudes, emotions or biases. (3)
 - Our brain is like a statue. It is artfully complex and static. No matter how much new information and experiences we acquire, our mind remains unchanged. (4)
-

Q15 In order to encourage conversations around implicit bias and equity at your institution, which Equitable Civic Engagement Principle do you see as most important for addressing any challenges your institution may currently face?

- Embracing the Gifts of Diversity (1)
- Realizing the Role of Race, Power and Injustice (2)
- Radical Hospitality: Invitation and Listening (3)
- Trust-Building and Commitment (4)
- Honoring Dissent and Embracing Protest (5)
- Adaptability to Community Change (6)

Break

Q16 Based on your recollection, what was the result of your Race Implicit Association Test?

- Strongly prefer White people to Black people (4)
- Moderately prefer White people to Black people (11)
- Slightly prefer White people to Black people (12)
- Like White people and Black people equally (no preference) (13)
- Slightly prefer Black people to White people (14)
- Moderately prefer Black people to White people (15)
- Strongly prefer Black people to White people (16)
- I do not remember my results/preference (17)

Q17 What extent do you believe that the Implicit Bias Test score aligns with your view of yourself?

- Exactly Aligned (1)
- Very Aligned (6)
- Moderately Aligned (7)
- Slightly Aligned (8)
- Not at all aligned (9)

Q18 To what degree are you skeptical of the Implicit Bias score you received?

- Extremely Skeptical (1)
 - Very Skeptical (2)
 - Moderately Skeptical (3)
 - Slightly Skeptical (4)
 - Not at all Skeptical (5)
-

Q19 Please indicate your degree of understanding of implicit bias prior to this training:

- Extremely Knowledgeable (2)
 - Very Knowledgeable (3)
 - Moderately Knowledgeable (4)
 - Slightly Knowledgeable (5)
 - Not at all Knowledgeable (6)
-

Q20 Please indicate your degree of understanding of implicit bias after this training:

- Extremely Knowledgeable (2)
 - Very Knowledgeable (3)
 - Moderately Knowledgeable (4)
 - Slightly Knowledgeable (5)
 - Not at all Knowledgeable (6)
-

Q21 Because of this online training, how equipped are you to recognize instances of implicit bias.

- Extremely Equipped (1)
 - Very Equipped (2)
 - Moderately Equipped (3)
 - Slightly Equipped (4)
 - Not at all Equipped (5)
-

Q22 Because of this online training, how motivated are you to intervene as an active bystander when I notice the expression of bias.

- Extremely Motivated (8)
 - Very Motivated (9)
 - Moderately Motivated (10)
 - Slightly Motivated (11)
 - Not at all Motivated (12)
-

Q23 Because of this online training, how motivated are you to find ways to avoid acting on my own harmful biases.

- Extremely Motivated (8)
 - Very Motivated (9)
 - Moderately Motivated (10)
 - Slightly Motivated (11)
 - Not at all Motivated (12)
-

Q24 Because of this training, how motivated are you to facilitate discussions about implicit biases in CWRC trainings?

- Extremely Motivated (8)
 - Very Motivated (9)
 - Moderately Motivated (10)
 - Slightly Motivated (11)
 - Not at all Motivated (12)
-

Q25 Overall, how satisfied were you with the implicit bias module series?

- Extremely Satisfied (1)
 - Very Satisfied (4)
 - Moderately Satisfied (5)
 - Slightly Satisfied (6)
 - Not at all Satisfied (7)
-

Q26 How likely are you to recommend the implicit bias module series to other CWRC

Instructors?

- Extremely Likely (1)
 - Very Likely (2)
 - Moderately Likely (3)
 - Slightly Likely (4)
 - Not at all Likely (5)
-

Q27 How likely are you to recommend the implicit bias module training to child welfare caseworkers?

- Extremely Likely (1)
 - Very Likely (2)
 - Moderately Likely (3)
 - Slightly Likely (4)
 - Not at all Likely (5)
-

Page _____

Break

Q28 Since it has been a few weeks since you took the training, please share any additional thoughts about what went well with the online implicit bias training.

Q29 Since it has been a few weeks since you took the training, please share any additional thoughts about what could be improved with the online implicit bias training.

Q30 Additional comments and recommendations:

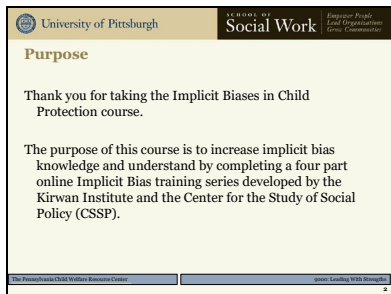
End of Block: Block 1

Appendix H Implicit Bias E-Learn Course Map

Slide 1



Slide 2



Slide 3

University of Pittsburgh | SCHOOL OF Social Work | Empower People Lead Organizations Create Communities

Learning Objective

Upon completion of this training, you will:

- Define implicit bias
- Develop a brief history of race and child protection in the U.S
- Identify your preferences or biases regarding race
- List two ways to mitigate your racial biases
- Recognize why implicit racial bias matters for child and family outcomes
- Recognize the Child Welfare Resource Center's (CWRC) position on Racial Equity

The Pennsylvania Child Welfare Resource Center | www.LeadingWithStrength.org | 3

Slide 4

University of Pittsburgh | SCHOOL OF Social Work | Empower People Lead Organizations Create Communities

Directions

Please navigate to the Kirwan Institute/CSSP Website now so that you can complete the **Implicit Racial Bias 101: Exploring Implicit Bias in Child Protection** course (approximately 2 hours):

<https://kirwaninstitute.osu.edu/implicit-bias-101>

As part of the course, you **MUST complete the Race Implicit Association Test (IAT)** through Project Implicit:

<https://implicit.harvard.edu/implicit/takeatest.html>

The Pennsylvania Child Welfare Resource Center | www.LeadingWithStrength.org | 4

Slide 5

University of Pittsburgh | SCHOOL OF Social Work | Empower People Lead Organizations Create Communities

Directions

To complete the rest of the course, you will need your individualized *Race Implicit Association Test results* that you received when you took the online *Implicit Bias* assessment.

Are you ready to proceed?

Yes No

The Pennsylvania Child Welfare Resource Center | www.LeadingWithStrength.org | 5

Slide 6

University of Pittsburgh **SCHOOL OF Social Work** Empower People Lead Organizations Grow Communities

Implicit Bias Association Test Results

Thank you for completing the *Implicit Racial Bias 101: Exploring Implicit Bias in Child Protection* course and the *Race Implicit Bias Association Test (IAT)*.

The result from your Race Implicit Association Test (IAT) indicated if you strongly, moderately, or slightly prefer one race over another (White People to Black People or Black People to White People) or if you like White and Black people equally.

The Pennsylvania Child Welfare Resource Center | www.LeadByWk.org | 4

Slide 7

University of Pittsburgh **SCHOOL OF Social Work** Empower People Lead Organizations Grow Communities

Implicit Bias Association Test Results

To what extent did your Implicit Bias Test results (preference) align with your view of yourself?

- Extreme Alignment
- High Alignment
- Moderate Alignment
- Slight Alignment
- Not at all

The Pennsylvania Child Welfare Resource Center | www.LeadByWk.org | 5

Slide 8

University of Pittsburgh **SCHOOL OF Social Work** Empower People Lead Organizations Grow Communities

CWRC Race Equity

CWRC's Race Equity vision is to be an anti-racist organization committed to achieving racial equity within CWRC and across Pennsylvania's child welfare system.

The Pennsylvania Child Welfare Resource Center | www.LeadByWk.org | 6

Slide 9

University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Create Communities

CWRC Race Equity

To achieve Race Equity at CWRC and in the child welfare system, CWRC is engaged in the following actions, including but not limited to:

- Regular meetings of a diverse sponsor team to oversee and support the transformation
- Partnering with the Center for the Study of Social Policy (CSSP)
 - Conducting a race equity needs assessments
 - Developing, implementing, and monitoring a continuous improvement plan
- Sharing race equity resources
- Participating in shared learning experiences
 - Webinars
 - Book clubs
 - Race discussions at every meeting
 - Trainings (like this one!)
- And much more

The Pennsylvania Child Welfare Resource Center | www.LeadingWithStrength.org

Slide 10

University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Create Communities

Just One Last Thing!

Remember the purpose of identifying your implicit biases are to work to mitigate them! Hopefully the training helped you to identify strategies that can support your efforts.

Transforming our child welfare services will take all of us working together to identify and dismantle the individual and systemic biases that impact services and perpetuate disproportionate and disparate outcomes for Black and Brown families involved in the Pennsylvania child welfare system.

The Pennsylvania Child Welfare Resource Center | www.LeadingWithStrength.org

Slide 11

University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Create Communities

Thank you for participating in 9000: *Implicit Biases in Child Welfare*.

The Child Welfare Resource Center looks forward to joining with you to achieve racial equity within CWRC and across Pennsylvania's child welfare system.

For more information about CWRC's Race Equity efforts, please check out our website at:
<http://www.pacwrc.pitt.edu/RacialEquity.htm>.

The Pennsylvania Child Welfare Resource Center | www.LeadingWithStrength.org

Appendix I Recruitment Email

Hello, CWRC Instructors.

You are being invited to participate in a research project about implicit biases in child welfare. The study is being conducted by Wendy Unger, a doctoral student at the University of Pittsburgh and the Organizational Effectiveness Department Manager at the Child Welfare Resource Center (CWRC).

This study will provide an opportunity for you to complete an implicit bias training. We will evaluate how the training promotes the knowledge and understanding of implicit biases for our participants. This may ultimately improve the cultural awareness and responsiveness in CWRC trainings provided to child welfare professionals.

As part of the study, you will be asked to complete the *Implicit Racial Bias 101: Exploring Implicit Biases in Child Protection* online training (Kirwan Institute, 2018) and the *Race Implicit Association Test* (Project Implicit, 2018). Online surveys will be distributed before and after the training to gather your perceptions, new knowledge, and ideas for future implementation. It is estimated that the study will take three hours.

Participation in the study is voluntary and you may withdraw at any time. There are no known risks associated with this study, but some participants may experience mild discomfort with the results of their implicit bias assessments. There is no cost or payment to participate in the study. All responses to the study will be kept confidential and available only to this researcher and the faculty advisors.

To volunteer for this project, please email your name, using the Subject Line, CWRC Implicit Bias Project, to Wendy Unger, wau2@pitt.edu. Emailing your name implies that you have read this information and agree to participate in the study. If you have questions regarding your rights as a research participant or any concerns regarding this project, you may contact this researcher or the faculty advisor, Dr. Lori Delale O'Connor at lori.delale-oconnor@pitt.edu.

Thank you for supporting CWRC's transformation to an antiracist organization committed to achieving racial equity within CWRC and across Pennsylvania's child welfare system.

Sincerely,



Wendy Unger, MSW
EdD Candidate 2021
University of Pittsburgh, School of Social Work, Child Welfare Resource Center
403 East Winding Hill Road
Mechanicsburg, PA 17015
717-795-9048
wau2@pitt.edu

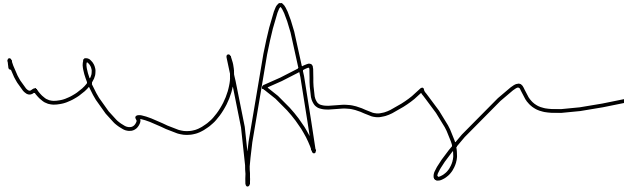
Appendix J Thank You Email

Hello, CWRC Instructors. You have successfully completed the steps of the Implicit Bias research project!! The project's goal is to increase implicit bias knowledge of CWRC contracted instructors with the hope to ultimately improve cultural awareness and responsiveness in our trainings for child welfare professionals.

Remember, the purpose of identifying your implicit biases are to work to mitigate them! Hopefully, the training helped you to identify strategies that can support your efforts. Completion of this project is one of the many strategies that you will have the opportunity to participate in as part of CWRC's commitment to become an antiracist organization. Transforming CWRC and child welfare services will take all of us working together to identify and dismantle the individual and systemic biases that impact services and perpetuate disproportion and disparate outcomes for Black and Brown families involved in the Pennsylvania child welfare system.

Thank you for supporting this project, CWRC, and improved services for children and families. The findings from this research project will be shared during the spring and summer of 2021, including sessions specifically for CWRC instructors. If you have questions regarding your rights as a research participant or any concerns regarding this project, you may contact this researcher using the information below or the faculty advisor, Dr. Lori Delale O'Connor at lori.delale-oconnor@pitt.edu.

Sincerely,

A handwritten signature in black ink, appearing to read 'Wendy Unger', with a stylized, cursive script.

Wendy Unger, MSW
EdD Candidate 2021
University of Pittsburgh, School of Social Work, Child Welfare Resource Center
403 East Winding Hill Road
Mechanicsburg, PA 17015
717-795-9048
wau2@pitt.edu

Appendix K Items

Table 17 Responses for Knowledge Questions

Item	Pre-Survey n=24	Post-Survey n=24	Delayed Post-Survey n=24
Q2 People know all their own biases; they just know they cannot or should not say those beliefs aloud, so they hide them.			
True	2 (8.3%)	2 (8.3%)	2 (8.3%)
*False	22 (91.7%)	22 (99.7%)	22 (91.7%)
Q3 What is the main distinction between our implicit and explicit biases?			
Our implicit biases are more likely to be negative than our explicit biases.	2 (8.3%)	1 (4.2%)	1 (4.2%)
Explicit bias is more harmful than implicit bias.	0 (0%)	0 (0%)	0 (0%)
*Our implicit preferences tend to engage our automatic processing while our explicit preferences involve more deliberate processing.	19 (79.2)	20 (83.3)	20 (83.3%)
People are able to recognize when you act on your explicit biases, whereas your implicit biases are too subtle for others to notice when you act on them.	3 (12.5%)	3 (12.5%)	3 (12.5%)

Item	Pre-Survey	Post-Survey	Delayed Post-Survey
Q4 Which of the following is NOT a type of implicit bias?			
An automatic preference or disposition	0 (0%)	2 (8.3%)	2 (8.3%)
*A negative belief that you suppress	3 (12.5%)	9 (37.5%)	9 (37.5%)
A non-conscious attitude, whether positive or negative	3 (12.5%)	1 (4.2%)	1 (4.2%)
A bias that you know you possess	18 (75%)	12 (50%)	12 (50%)
Q5 Only negative biases can have negative outcomes.			
True	1 (4.2%)	0 (0%)	0 (0%)
*False	23 (95.8%)	24 (100%)	24 (100%)
Q6 Which policy and practice throughout history has contributed to racial disparities in child welfare today?		<i>Question Removed from Analysis for inconsistent language across surveys.</i>	
Boarding schools and forced assimilation efforts for Native American children	0 (0%)	6 (25%)	6 (25%)
The War on Drugs	1 (4.2%)	3 (12.5%)	3 (12.5%)
Slavery	0 (0%)	4 (16.7%)	4 (16.7%)
*All of the above	23 (95.8%)	11 (45.8%)	11 (45.8%)
Item	Pre-Survey	Post-Survey	Delayed Post-Survey

Q7 What is NOT an example of racial disproportionality that exists in child welfare today?

Black, Latinx, and Native American children and families experience dramatically higher rates of intervention from the child welfare system than White families.	4 (16.7%)	1 (4.2%)	1 (4.2%)
Black, Latinx, and Native American children continue to be over-represented in youth justice and child welfare systems.	2 (8.3%)	0 (0%)	0 (0%)
Once involved with child welfare, Black, Latinx, and Native American families are less likely to receive family preservation services.	0 (0%)	1 (4.2%)	1 (4.2%)
*Black, Latinx, and Native American children experience lower rates of referrals from mandated reporters.	18 (75%)	22 (91.7%)	22 (91.7%)
Black, Latinx, and Native American children experience higher rates of placement in congregate care settings and longer stays in out of home care.	0 (0%)	0 (0%)	0 (0%)

Q8 Does implicit bias contribute to racial disproportionalities and disparities in child welfare?

*Yes, implicit bias contributes to racial disproportionalities and disparities in child welfare.	24 (100%)	24 (100%)	24 (100%)
No, implicit bias does not contribute to racial disproportionalities and disparities in child welfare.	0 (0%)	0 (0%)	0 (0%)

Item	Pre-Survey	Post-Survey	Delayed Post-Survey
------	------------	-------------	---------------------

Q9 Implicit biases show how our attitudes and understanding can play out in our actions and behaviors. When child protection workers are NOT aware of their implicit biases, it can (pick one):

Support equitable treatment for families.	0 (0%)	0 (0%)	0 (0%)
*Influence how workers carry out services to the family.	24 (100%)	24 (100%)	24 (100%)
Support use of natural support systems for children.	0 (0%)	0 (0%)	0 (0%)
Create a positive organizational culture.	0 (0%)	0 (0%)	0 (0%)
Ensure all children experience positive outcomes.	0 (0%)	0 (0%)	0 (0%)

Q10 In order to accurately measure implicit biases, you must become consciously aware of the associations you hold.

True	20 (83%)	16 (66.7%)	16 (66.7%)
*False	4 (16.7%)	8 (33.3%)	8 (33.3%)

Q11 The Implicit Association Test (IAT) is the only way to assess implicit attitudes.

True	2 (8.3%)	1 (4.2%)	1 (4.2%)
*False	22 (91.7%)	23 (95.8%)	23 (95.8%)

Item	Pre-Survey	Post-Survey	Delayed Post-Survey
------	------------	-------------	---------------------

Q12 What is NOT a benefit of becoming aware of your biases?

If you become aware of an unconscious bias and know when you are most likely to act on it, you can actively take steps to prevent it from influencing your decision-making.	1 (4.2%)	0 (0%)	0 (0%)
---	----------	--------	--------

*By bringing awareness of your automatic attitudes to the surface, you can work to suppress them.	23 (95.8%)	24 (100%)	24 (100%)
---	------------	-----------	-----------

You can begin to reflect and make connections to how your attitudes influence your interactions.	0 (0%)	0 (0%)	0 (0%)
--	--------	--------	--------

You can seek out experiences and resources to help educate yourself around identities that you possess negative implicit associations toward.	0 (0%)	0 (0%)	0 (0%)
---	--------	--------	--------

Q13 Which one of the following statement is TRUE about the Implicit Association Tests?

*It is common for people whose results conflict with their worldview to experience a level of disbelief about their results.	21 (87.5%)	22 (91.7%)	22 (91.7%)
--	------------	------------	------------

People can beat the test if they try hard enough.	2 (8.3%)	1 (4.2%)	1 (4.2%)
---	----------	----------	----------

The tests do not provide reliable information about biases.	0 (0%)	0 (0%)	0 (0%)
---	--------	--------	--------

Everyone who takes the Implicit Association Test takes action to mitigate their biases.	1 (4.2%)	1 (4.2%)	1 (4.2%)
---	----------	----------	----------

The tests have never been studied to determine if they are valid.	0 (0%)	0 (0%)	0 (0%)
---	--------	--------	--------

Item	Pre-Survey	Post-Survey	Delayed Post-Survey
------	------------	-------------	---------------------

Q14 Of the following, which is NOT the best metaphor for how our minds learn and unlearn biases:

<p>Our mental processes are like a river; like water expanding a riverbed, the more often we rely on certain patterns of thinking or judgments, the more they will be carved out in our mind. Also like a river, there is the potential for these patterns to adapt and change direction over time.</p>	<p>7 (29.2%)</p>	<p>5 (20.8%)</p>	<p>5 (20.8%)</p>
---	------------------	------------------	------------------

<p>Our brain is like a computer. We internalize incoming messages (similar to how a computer uses commands), and we produce a specific behavioral output. These messages are hardwired into our core makeup and not subject to change overtime.</p>	<p>1 (4.2%)</p>	<p>4 (16.7%)</p>	<p>4 (16.7%)</p>
---	-----------------	------------------	------------------

<p>Our brain is like a mirror. Its main function is to internalize its external environment in order to blend in. Because the mind can only reflect the external world, it is always changing and therefore unable to possess consistent attitudes, emotions or biases.</p>	<p>1 (4.2%)</p>	<p>1 (4.2%)</p>	<p>1 (4.2%)</p>
---	-----------------	-----------------	-----------------

<p>*Our brain is like a statue. It is artfully complex and static. No matter how much new information and experiences we acquire, our mind remains unchanged.</p>	<p>15 (62.5%)</p>	<p>14 (58.3%)</p>	<p>14 (58.3%)</p>
---	-------------------	-------------------	-------------------

Appendix L IRB Approval



EXEMPT DETERMINATION

Date:	August 14, 2020
IRB:	STUDY20070367
PI:	Wendy Unger
Title:	Magnifying Cultural Humility in Pennsylvania's Child Welfare System: Implicit Bias Training for Contracted Trainers at the Child Welfare Resource Center
Funding:	None

The Institutional Review Board reviewed and determined the above referenced study meets the regulatory requirements for exempt research under 45 CFR 46.104.

Determination Documentation

Determination Date:	8/14/2020
Exempt Category:	(1) Educational settings
Approved Documents:	<ul style="list-style-type: none">• CWRC TRAINER PRE POST TEST 2020.xlsx, Category: Data Collection;• CWRC Permission Letter, Category: External Site Permission Letter;• HRP Educational Exemption Wendy Unger Fall 2020 Rev 8 14 2020.docx, Category: IRB Protocol;• irb letter mb wu.doc, Category: IRB Protocol;• trainer invitation.docx, Category: Recruitment Materials;

If you have any questions, please contact the University of Pittsburgh IRB Coordinator, [Larry Ivanco](#).

Please take a moment to complete our [Satisfaction Survey](#) as we appreciate your feedback.

References

- Ahmed, S. (2012). *On being included: Racism and diversity in institutional life*. Durham: Duke University Press.
- Annie E. Casey Foundation. (2019). Population of Children (0-19) by race and age in PA. Retrieved from <https://datacenter.kidscount.org/data/tables/9015-population--children-ages-0-19-by-race-and-age-group?loc=40&loct=2#detailed/2/any/false/37,871,870,573,869,36,868,867,133/3008,3655,6789,2318,4929,6790,2322,2321|5325/18038,18039>.
- Antle, B. F., Barbee, A. P., & van Zyl, M. A. (2008). A comprehensive model for child welfare training evaluation. *Children and Youth Services Review*, 30(9), 1063–1080. Retrieved from <https://doi.org/10.1016/j.chilyouth.2008.02.002>.
- Benwal, R. (2017). Implicit bias in child welfare: Overcoming intent. *Connecticut Law Review*, 49(3), 1021-1068.
- Berger, J. (2020). Implicit attitudes and awareness. *Synthese* 197, 1291–1312 <https://doi.org/10.1007/s11229-018-1754-3>
- Bogo, M., Lee, B., & Serbinski, S. (2014). Acting like it matters: A scoping review of simulation in child welfare training. *Journal of Public Child Welfare*, 8, 70–93. Retrieved from <https://doi.org/10.1080/155-18732.2013.8t8610>
- Bohnet, I. (2016). *What works: Gender equality by design*. Cambridge, MA: The Belknap Press of Harvard University Press. Booth, A. (2007). In search of the information literacy training half-life. *Health Information and Libraries Journal*, 24, 145-149. Retrieved from doi:10.1111/j.1471-1842.2007.00707.x.
- Browning, S., Collins, J., & Nelson, B. (2006). Creating families: A teaching technique for clinical training through role playing. *Marriage & Family Review*, 38(4), 1-19. DOI: 10.1300/J002v38n04_01.
- Byrd, N. (2019). What we can (and can't) infer about implicit bias from debiasing experiments. *Synthese*. Retrieved from <https://doi.org/10.1007/s11229-019-02128-6>.
- Child Welfare Information Gateway (2016). Racial Disproportionality and Disparity in *Child Welfare*. Retrieved from https://www.childwelfare.gov/pubPDFs/racial_disproportionality.pdf.
- Child Welfare League of American. (2001). *Defining Cultural Competency*. Retrieved from <https://www.childwelfare.gov/pubs/acloserlook/culturalcompetency/culturalcompetency2/>

- Cocchiara, F., Connerley, M., & Bell, M. (2010). A ‘GEM’ for increasing the effectiveness of diversity trainings. *Human Resource Management, 49*(6), 1089-1106.
- Collins, M. E., Kim, S. H., & Amodeo, M. (2010). Empirical studies of child welfare training effectiveness: Methods and outcomes. *Child and Adolescent Social Work Journal, 27*(1), 41–62. Retrieved from doi.org/10.1007/s10560-009-0190-0.
- Delale-O’Connor, L., Huguley, J., Parr, A., Wang, M. (2019). Racialized compensatory cultivation: Centering race in parental educational engagement and enrichment. *American Educational Research Journal*. Retrieved from doi DOI/10.3102/0002831219890575.
- Detlaff, A. (2013). The evolving understanding of disproportionality in child welfare. In J. Korbin & R. Kruger (Eds.), *The handbook of child maltreatment*. Netherlands: Springer. pp 149-170.
- Danso, R. (2018). Cultural competence and cultural humility: A critical reflection on key cultural diversity concepts. *Journal of Social Work, 18*(4), 410–430. Retrieved from doi.org/10.1177/1468017316654341.
- Dessel, A. B., & Rodenborg, N. (2017). An evaluation of intergroup dialogue pedagogy: Addressing segregation and developing cultural competency. *Journal of Social Work Education, 53*(2), 222-239. Retrieved from doi:10.1080/10437797.2016.1246269.
- Fisher-Borne, M., Cain, J. M., & Martin, S. L. (2015). From mastery to accountability: Cultural humility as an alternative to cultural competence. *Social Work Education, 34*(2), 165-181. Retrieved from doi:10.1080/02615479.2014.977244.
- Fox, M. (2018). Seeing potential: The effects of student-teacher demographics congruence on teacher expectations and recommendations. *AERA Open, 2*(1). Retrieved from doi:10.1177/2332858415623758.
- Gonzalez, C., Garba, R., Liguori, A., Marantz, P., McKee, M., & Lypson, M. (2018). How to make or break implicit bias instruction: Implications for curriculum development. *Academic Medicine, 93*, S74–S81. Retrieved from <https://doi.org/10.1097/ACM.0000000000002386>
- Greeno, E. J., Fedina, L., Rushovich, B., Moore, J. E., Linsenmeyer, D., & Wirt, C. (2017). “They tippy toe around the race issue”: The impact of a Title IV-E program on culturally informed practice for child welfare students. *Child and Family Social Work, 22*(4), 1374–1382. Retrieved from <https://doi.org/10.1111/cfs.12355>.
- Gullo, C, Ha, T.C. & Cook, S. (2015). Twelve tips for facilitating team-based learning. *Medical Teacher, 37*(9), 819-824. Retrieved from doi: 10.3109/0142159X.2014.1001729.
- Gutierrez, L., Kruzich, J., Jones, T., & Coronado, N. (2000). Identifying goals and outcome measures for diversity training: A multi-dimensional framework for decision-makers. *Administration in Social Work, 24*(3), 53–70.

- Gurin, P., Nagda, B. A., & Zúñiga, X. (2013). Dialogue across difference: Practice, theory and research on intergroup dialogue. New York: Russell Sage Foundation. Retrieved from doi:10.7758/9781610448055.
- Harris, M. S., (2014). Racial disproportionality in child welfare. New York: Columbia University Press.
- Hook, J. (2014). Engaging clients with cultural humility. *Journal of Psychology and Christianity*, 33(3), 277-280.
- Johnston-Guerrero, M. P. (2016). The meanings of race matter: College students learning about race in a not-so-postracial era. *American Educational Research Journal*, 53(4), 819-849. Retrieved from doi:10.3102/0002831216651144.
- Kirwan Institute, (2018). Implicit Racial Bias 101: Exploring Racial Bias in Child Protection. Retrieved from <https://kirwaninstitute.osu.edu/implicit-bias-101>.
- Lawler, M. J., Curry, D., Donnenwirth, J., Mangrich, M. E., & Times, T. N. (2012). Assessing transfer-of-learning potential with human services professionals. *Journal of Social Service Research*, 38(3), 402–412. Retrieved from doi.org/10.1080/01488376.2012.669270.
- Leake, R., Holt, K., Potter, C., & Ortega, D. M. (2010). Using simulation training to improve culturally responsive child welfare practice. *Journal of Public Child Welfare*, 4(3), 325–346. Retrieved from <https://doi.org/10.1080/15548732.2010.496080>.
- Leung, P., & Cheung, M. (2013). Factor analyzing the “ASK” cultural competency self-assessment scale for child protective services. *Children and Youth Services Review*, 35(12), 1993–2002. Retrieved from <https://doi.org/10.1016/j.childyouth.2013.09.014>.
- Liu, J., & Smith, B. D. (2011). Transferring training to child welfare practice: Individual and collective efforts. *Children and Youth Services Review*, 33(1), 149–156. Retrieved from <https://doi.org/10.1016/j.childyouth.2010.08.027>.
- Miller, K. M., Cahn, K., Anderson-Nathe, B., Cause, A. G., & Bender, R. (2013). Individual and systemic/structural bias in child welfare decision making: Implications for children and families of color. *Children and Youth Services Review*, 35(9), 1634-1642. Retrieved from doi: 10.1016/j.childyouth.2013.07.002.
- Nagda, B., & Zúñiga, X. (2013). Fostering meaningful racial engagement through intergroup dialogues. *Group Processes & Intergroup Relations*, 6(1), 111-128.
- National Staff Development and Training Association. (1999). Human services staff development and training roles and competencies: Instructor. Retrieved from <https://aphsa.org/NSDTA/NSDTA/Resources.aspx>.
- Ortega, R. M., & Faller, K. C. (2011). Training child welfare workers from an intersectional cultural humility perspective: A paradigm shift. *Child Welfare*, 90(5), 27-49ti.

- Pennsylvania Partnership for Children. (2020). State of Child Welfare, 2020, Pennsylvania. Retrieved from <https://www.papartnerships.org/report/report-2020-state-of-child-welfare/>.
- Project Implicit, 2011. *Implicit association Test (IAT)*. Retrieved from <https://implicit.harvard.edu/implicit/takeatest.html>.
- Radley, M., & Schelbe, L. (2017). From Classroom to Caseload: Transition Experiences of Frontline Child Welfare Workers. *Child Welfare*, 95(2), 71–89.
- Radley, M., Schelbe, L., & King, E.A. (2019). Field Training Experiences of Child Welfare Workers: Implications for Supervision and Field Education. *Clinical Social Work Journal*, 47, 134-145.
- Roberson, L., Kulik, C. T., & Pepper, M. B. (2001). Designing effective diversity training: Influence of group composition and trainee experience. *Journal of Organizational Behavior*, 22(8), 871–885. Retrieved from <https://doi.org/10.1002/job.117>
- Sibley, J., Ostafichuk, P., Roberson, B., Franchini, B., & Kubitz, K. (2014). *Getting started with team-based learning*. Retrieved from <https://ebookcentral.proquest.com>.
- Sibley, J. & Parmele, D.X. (2008). Knowledge is no longer enough: enhancing professional education with team-based learning. *New Directions for Teaching and Learning*, 116, 41-53. Retrieved from <https://doi.org/10.1002/tl>.
- Skrla, L., Scheurich, J., Garcia, J. and Nolly, G. 2004. Equity audits: A practical leadership tool for developing equitable and excellent school. *Educational Administration Quarterly*, 40(1): 133–161.
- Smith, S. (2017). Adult Learners: Effective Training Methods. *Professional Safety*, 62(12), 22–25.
- Tervalon, M., & Murray-García, J. (1998). Cultural humility versus cultural competence: a critical distinction in defining physician training outcomes in multicultural education. *Journal of Health Care for the Poor and Underserved*, 9(2), 117–125. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/10073197>
- University of Pittsburgh, School of Social Work, Child Welfare Resource Center (2020). Annual Report. Retrieved from <http://www.pacwrc.pitt.edu/AnnualReport.htm>.
- University of Pittsburgh, School of Social Work, Child Welfare Resource Center (2020). Child Welfare Competencies. Retrieved from <http://www.pacwrc.pitt.edu/pcwc/Competencies.htm>.
- University of Pittsburgh, School of Social Work, Child Welfare Resource Center (2020). *Trainer Data*. Retrieved from <http://www.pacwrc.pitt.edu/IHInstructorFAQs.htm>.

University of Pittsburgh, School of Social Work, Child Welfare Resource Center (2020). *Trainer Application*. Retrieved from <http://www.pacwrc.pitt.edu/IHInstructorFAQs.htm>

Williams, N. J. (2017). When the Trainer Got Trained: Seven Things I Learned About Delivering Diversity Trainings. *Social Work with Groups*, 40(1–2), 3–9. Retrieved from <https://doi.org/10.1080/01609513.2015.1065384>.

Zeitlin, W. (2014). Factors impacting perceptions of organizational cultural competence in voluntary child welfare. *Children and Youth Services Review*, 44, 1–8. Retrieved from <https://doi.org/10.1016/j.childyouth.2014.05.006>.