



# CalSWEC

California Social Work Education Center

## Report to the CalSWEC Board, February 2014: *Secondary Analysis of Child Welfare In-Service Training Data Comparing Title IV-E and non-Title IV-E Graduates*

### SUMMARY:

#### Test Results<sup>1</sup>

For FY11-12 and FY 12-13:

- Between 589 and 682 pretest-posttest pairs were analyzed for CalSWEC MSW-IV-E graduates, non-IV-E MSWs, and non-IV-E trainees with other educational backgrounds<sup>2</sup> in the Common Core Modules: *Family Engagement in Case Planning & Case Management, Permanency & Placement, and Child and Youth Development*.
- In these three modules, all groups of participants made statistically significant gains from pretest to posttest.
- Some statistically significant differences in scores were observed for MSWs (both Title IV-E graduates and non-Title IV-E graduates) compared to trainees with other educational backgrounds. Specifically, MSWs scored higher than other trainees on the:
  - Permanency and Placement pretest
  - Child and Youth Development Posttest, and
  - Family Engagement in Case Planning and Case Management pretest and posttest.
- Differences were also observed between CalSWEC MSW-IV-E graduates and non-IV-E MSWs on the Permanency and Placement pretest.
- 777 CalSWEC MSW-IV-E graduates, non-IV-E MSWs, and other non-IV-E trainees completed scenario based embedded assessments of decision making in Child Maltreatment Identification Part 1; Physical Abuse. 91.4% of CalSWEC IV-E MSW participants, 93.3% of non-Title IV-E MSW and 92.4% of non-IV-E participants with other degrees passed Part B with a minimum of 3 correct. Group differences were not statistically significant
- 646 CalSWEC MSW-IV-E graduates, non-IV-E MSWs, and other non-IV-E trainees completed scenario based embedded

### Key Findings

All trainees made statistically significant gains in knowledge in 3 areas: *Family Engagement in Case Planning and Case Management, Permanency and Placement, and Child and Youth Development*.

Over 90% of all trainees passed assessments of decision making related to physical abuse and 95% passed assessments related to sexual abuse.

MSWs (both IV-E and non IV-E) scored higher than other non IV-E trainees on pretests in *Permanency and Placement and Family Engagement in Case Planning and Case Management*, and posttests in *Child and Youth Development and Family Engagement in Case Planning and Case Management*.

Title IV-E MSW Graduates significantly higher than all non IV-E trainees (including MSWs) on the *Permanency and Placement* pretest.

<sup>1</sup> Trainee test results are for Fiscal Years 11-12 and 12-13; Trainee demographic profile information spans Fiscal Years 06-07 through 12-13.

<sup>2</sup> For the purposes of this report, Title IV-E BSW participants are not included in the test comparisons.

assessments of decision making in Child Maltreatment Identification Part 2; Sexual Abuse. 96.1% of CalSWEC IV-E MSW participants, 98.9% of non-Title IV-E MSWs and 96.1% of non-Title IV-E participants with other educational backgrounds passed Part B with a minimum of 3 correct. Differences were not statistically significant.

- From 2009 through July of 2012 CalSWEC participated in validation studies of the Child Forensic Attitude Scale (CFAS) developed by Dr. Mark Everson at the University of North Carolina at Chapel Hill School of Medicine. Post training scores for CalSWEC Title IV-E graduates indicated statistically significant changes in attitude toward
  - more focus on minimizing the under identification of abuse (sensitivity),
  - less focus on minimizing over-identification of abuse (specificity), and
  - less skepticism toward child and adolescent reports of child sexual abuse
  - Attitudes measured by the CFAS were not significantly related to decision making on the CMI2 embedded assessment.

### **Demographics and other background information:**

A typical Title IV-E MSW trainee

- is female
- is between 26 and 35 years of age
- self identifies as either Caucasian Hispanic/Latino
- has been in his/her current job for less than 6 months
- has 6 months or more of previous child welfare experience
- has not been in child welfare prior to his/her IV-E participation
- speaks English as his/her first language
- does not carry a caseload at the time of Core training
- feels excited about attending Core and has heard that Core is worthwhile
- has specific children/families in mind with whom to use the training.
- has discussed his/her training needs with a supervisor
- is interested in remaining in public child welfare

*Changes in CalSWEC Title IV-E graduates over time.*

Tracking of 1300 CalSWEC Title IV-E MSW trainees over fiscal years 06-07 through FY 12-13 revealed statistically significant increases in percentages of graduates who:

- identify themselves as Hispanic/Latino
- learned English as a second language
- have been in their current position for less than 6 months at the time of training
- have worked in child welfare prior to their current position
- report carrying a caseload
- have discussed their training needs with a supervisor prior to attending training
- have specific clients in mind with whom they expect to use the information learned in Core
- have heard that Core is worthwhile.

*Compared to non-Title IV-E trainees, CalSWEC MSW Title IV-E trainees are significantly more likely to:*

- have 6 months or more of previous child welfare experience.
- be 35 years of age or younger.
- have specific cases in mind with whom they could use what they were learning in training; a response that has been linked to greater transfer of learning.
- Although percentages who report hearing that Core training is worthwhile are increasing, CalSWEC Title IV-E MSW trainees were still more likely to reporting having heard that Core was not worthwhile than non-Title IV-E trainees.

## BACKGROUND:

In 2002, CalSWEC and the California Regional Training Academies (RTAs)/Inter-University Consortium (IUC) began development of a statewide evaluation of common core training. This evaluation is part of the strategic plan for multi-level evaluation of child welfare training in California. The purpose of the strategic plan for training evaluation is to develop rigorous methods to assess and report effectiveness of training so that the findings can be used to improve training and training-related activities. In doing so, the strategic plan is directly responsive to the California Department of Social Services (CDSS) Program Improvement Plan (PIP).<sup>3</sup>

The development of the Common Core evaluations is following a rigorous process to ensure that test items reflect the competencies, learning objectives and content of the curricula and measure trainee learning as accurately and consistently as possible. Knowledge test plans, test items, and embedded skills assessment tools have been developed and critiqued by teams representing the RTAs/IUC, CalSWEC, counties, consultants, and CDSS.<sup>4</sup> Results reported here compare Title IV-E and non-Title IV-E graduates in their acquisition of knowledge and skill. When reviewing these data, it is important to remember that both the curricula and tests are in varying versions and stages of revision, and results may vary slightly from year to year or as different versions of tests and curricula are implemented.

Information included in this report covers<sup>5</sup>:

- Pre and post knowledge testing for the following trainings:
  - *Family Engagement in Case Planning & Case Management*,
  - *Child and Youth Development in a Child Welfare Context*, and
  - *Permanency and Placement*
- Embedded skills assessments for the following trainings:
  - *Child Maltreatment Identification, Part I (Identification of physical abuse)*
  - *Child Maltreatment Identification, Part II (Identification of sexual abuse)*
- Select demographic data

Information on test results is presented separately for MSW graduates of the CalSWEC Title IV-E program, and trainees who have not participated in a Title IV-E program. Data for non-Title IV-E trainees is presented separately for MSWs and those with other educational backgrounds. MSWs who have participated in the LA DCFS Title IV-E stipend program are not included in the comparisons of test results, but are included in the demographic data. Statistical tests of MSW and IV-E effects are based on multiple regression analyses controlling for experience, attitudes toward the worth of Core Training, age, race, gender, ESL status, and carrying a caseload.

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<sup>3</sup> *Training Evaluation Report*, California Social Work Education Center, December 20, 2004.

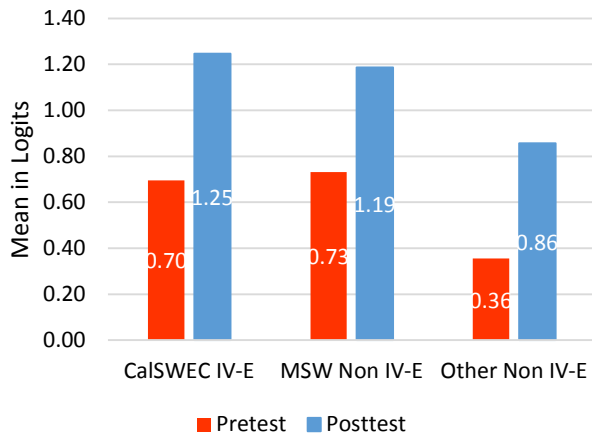
<sup>4</sup> More information on the results of the initial strategic plan and efforts under the current (second) strategic plan for child welfare training evaluation can be found in the *Evaluation of the California Common Core for Child Welfare Training: Implementation Status, Results and Future Directions*, at: [http://calswec.berkeley.edu/CalSWEC/Eval\\_Core\\_Rpt\\_FINAL\\_1209.pdf](http://calswec.berkeley.edu/CalSWEC/Eval_Core_Rpt_FINAL_1209.pdf) (update?)

<sup>5</sup> For more information on the analysis of the most recent data set (analyses are typically done in six month increments) from child welfare training evaluation efforts, go to <http://calswec.berkeley.edu/CalSWEC/CWTraining.html>. (Could not find this on new website)

## - RESULTS FOR SELECT COMMON CORE TOPICS -

### **CURRICULUM TOPIC: FAMILY ENGAGEMENT IN CASE PLANNING AND CASE MANAGEMENT**

**Pretest-Posttest Differences<sup>6</sup> by IV-E Participation  
Fiscal Years 11-12 through 12-13<sup>7</sup>**



**Test Versions:** 2.0 and 2.1

**Date Range:** Classes conducted between July 1, 2011 and August 14, 2013.

**N=599 pretests, 638 posttests, 589 complete pairs** of pre and posttests

- *Learning/Gains:* All groups of participants made statistically significant gains from pretest to posttest.
- *MSW effects:* MSWs (CalSWEC Title IV-E participants and non IV-E MSW graduates) scored significantly higher at pretest and posttest than non-Title IV-E participants who did not have MSWs.
- *IV-E effects:* Scores for CalSWEC Title IV-E MSW participants were not significantly different from scores of non- Title IV-E MSWs at either pretest or posttest.

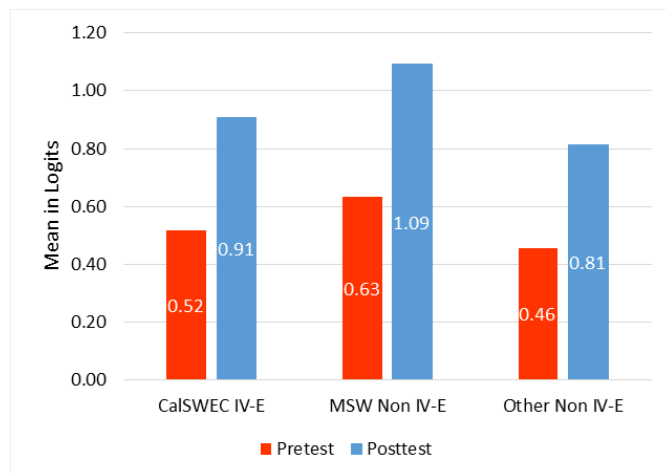
<sup>6</sup> Pretest-Posttest scores are presented in “logits”. A test score in logits is a way of describing a person's odds of getting items correct that are at the “0 point” on the scale. The “0 point” corresponds to the mean, or average difficulty level. Logits are extremely useful for comparisons over time and among different groups of trainees. Because a person's score is only based on the difficulty of the items he can answer correctly, it doesn't matter if he or she does not answer every question on the test or if scores are based on different test versions, as long as the test items have been placed on a common difficulty scale.

<sup>7</sup> This test has been discontinued and was not required after January 1, 2013. For this final analysis all data received have been included.

## CURRICULUM TOPIC: CHILD AND YOUTH DEVELOPMENT

### Pretest-Posttest Differences by IV-E Participation

Fiscal Years 11-12 through 12-13



**Test Versions:** 1.1 and 1.15

**Date Range:** Classes conducted between July 1, 2011 and June 30, 2013.

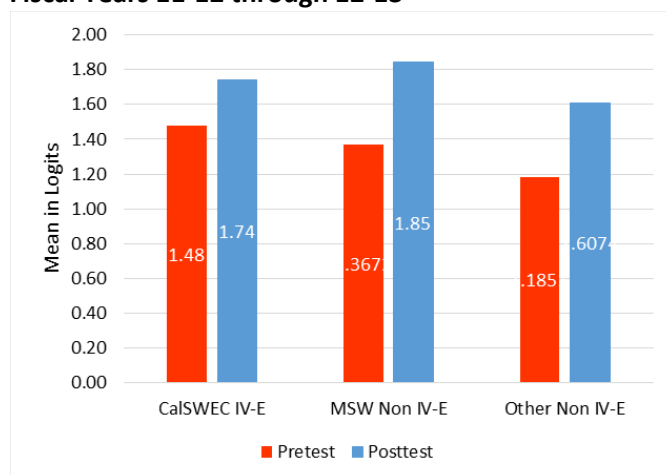
**N=718 pretests, 729 posttests, 682** complete pairs of pre and posttests

- *Learning/Gains:* All groups made statistically significant gains from pretest to posttest.
- *MSW effects:* MSWs (CalSWEC Title IV-E participants and non IV-E MSW graduates) scored significantly higher at posttest than non-Title IV-E participants who did not have MSWs. Differences at pretest were not statistically significant.
- *IV-E effects:* Differences in scores between Title IV-E MSWs and non Title IV-E MSWs were not statistically significant.

## CURRICULUM TOPIC: PERMANENCY AND PLACEMENT

### Pretest-Posttest Differences by IV-E Participation

Fiscal Years 11-12 through 12-13



**Test Versions:** 1.15 and 2.10

**Date Range:** Classes conducted between July 1, 2011 and June 30, 2013.

**N=661 pretests, 689 posttests, 621** complete pairs of pre and posttests

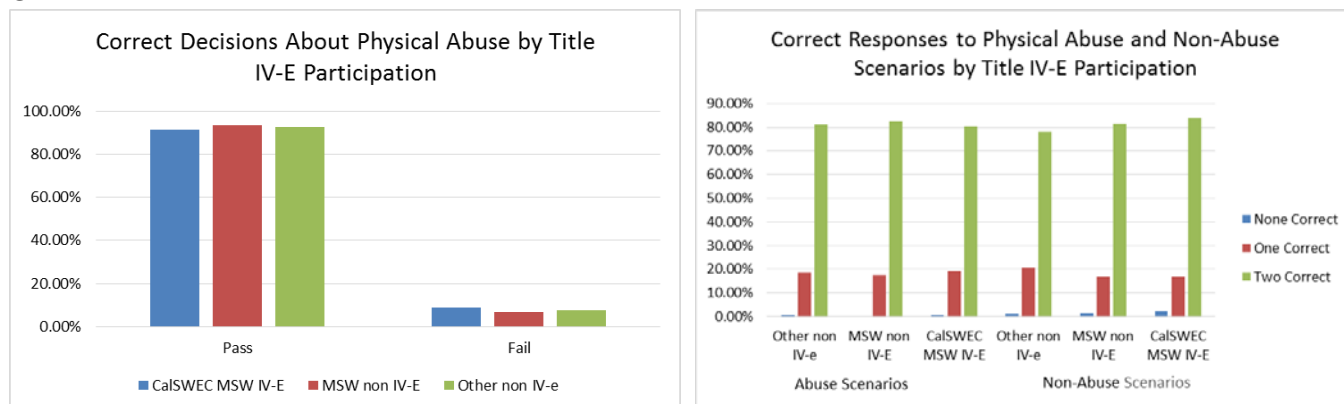
- *Learning/Gains:* All groups of participants made statistically significant gains from pretest to posttest.
- *MSW effects:* MSWs (CalSWEC Title IV-E participants and non IV-E MSW graduates) scored significantly higher at pretest than non-Title IV-E participants who did not have MSWs. Differences at posttest were not statistically significant.
- *IV-E effects:* Differences in scores between Title IV-E MSWs and non-Title IV-E MSWs were statistically significant at pretest only.

## CURRICULUM TOPIC: CHILD MALTREATMENT IDENTIFICATION, PARTS I AND II

The strategic plan identified the need to evaluate the key skill area of child maltreatment identification with an embedded skills assessment. Embedded assessments build on activities that are already part of the training day both to provide evaluation data and reinforce key learning through additional practice and feedback.

The embedded evaluations for Child Maltreatment Identification, Parts I and II both require participants to analyze potential indicators of abuse in four different scenarios and make overall decisions about whether or not the children described have been victims of physical abuse (in module 1) or sexual abuse (in module II). Trainees are given credit if they match the decision identified by an expert group. Results are presented here for the overall decision regarding abuse (“Part B” of the evaluation), and separately for scenarios where the correct answer is that abuse has occurred and scenarios where the correct answer is that abuse did not occur.

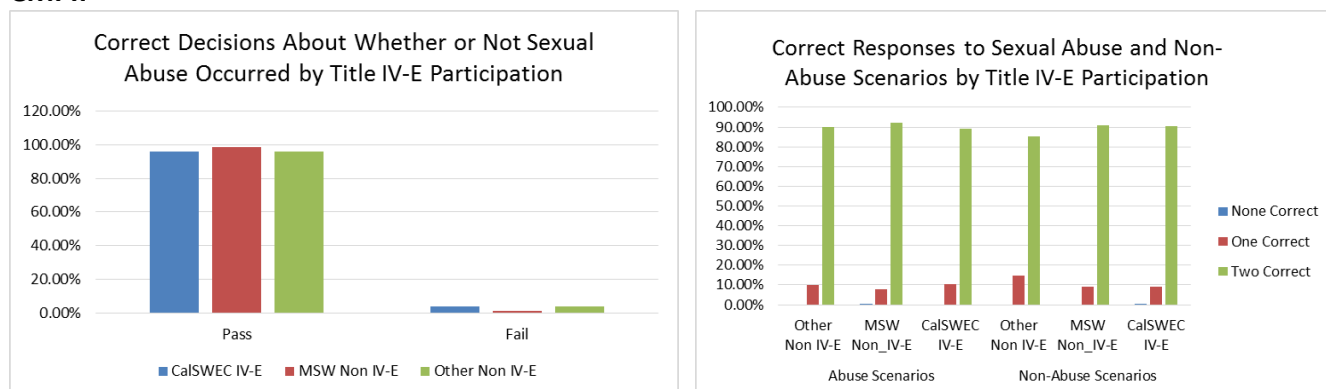
### CMI I



- 91.3 percent of participants passed Part B with a minimum of 3 correct<sup>8</sup>; 91.4% of CalSWEC IV-E MSW participants, 93.3% of non-Title IV-E MSWs and 92.4% of non-IV-E participants with other degrees. Group differences were not statistically significant.
- CalSWEC Title IV-E MSW participants were about equally likely to make two correct decisions as non-Title IV-E MSWs and other non-Title IV-E participants on the abuse scenarios (80.3%, 82.4% and 81.1%, respectively). Differences were slight and did not reach statistical significance.
- 83.9% of CalSWEC IV-E MSW participants, 81.5% of non-Title IV-E MSW and 78.0% of non-IV-E participants with other degrees made two correct decisions on the non-abuse scenarios. These differences also were not statistically significant.

<sup>8</sup> Graph based on 777 responses to versions 1.25 and 1.3 of the evaluation from evaluations conducted in FY11-12 and FY12-13. All regions are represented.

## CMI II



- 96.0 % of all participants passed Part B with a minimum of 3 correct<sup>9</sup>; 96.1% of CalSWEC IV-E MSW participants, 98.9% of non-Title IV-E MSWs and 96.1% of non-Title IV-E participants with other educational backgrounds. These differences were not statistically significant.
- Percentages of trainees who made correct decisions on both of the abuse scenarios ranged from 89.3% for CalSWEC Title IV-E MSW participants to 92.0% for non-Title IV-E MSWs. Differences were not statistically significant.
- CalSWEC Title IV-E MSW participants and non-Title IV-E MSW participants were slightly more likely to make two correct decisions on the non-abuse scenarios than non-MSW, non-Title IV-E participants (90.3% and 90.7% vs. 85.4%). These differences did not reach statistical significance.

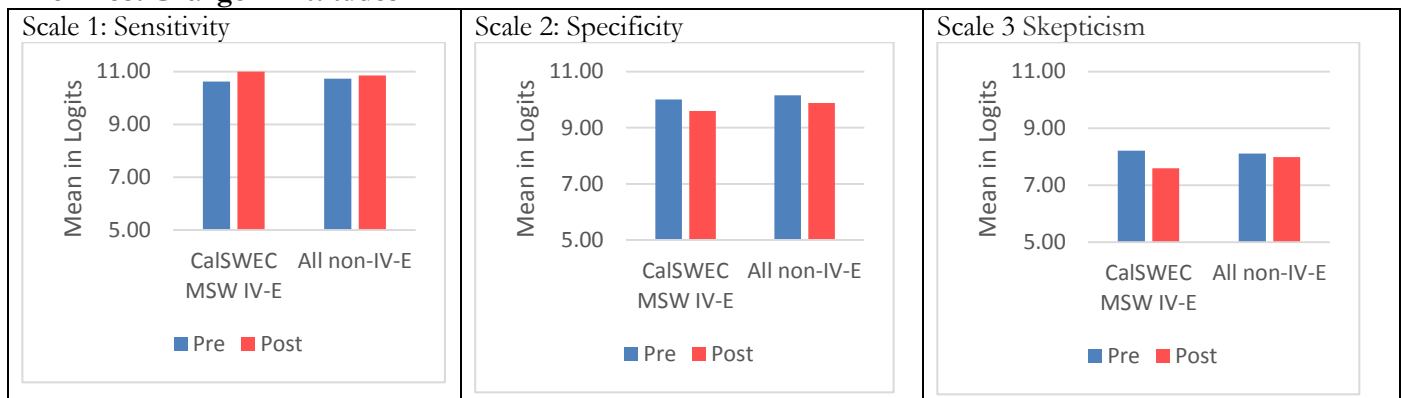
## CHILD FORENSIC ATTITUDE SCALE (CFAS)

From 2009 through July of 2012 CalSWEC participated in validation studies of the Child Forensic Attitude Scale (CFAS) developed by Dr. Mark Everson at the University of North Carolina at Chapel Hill School of Medicine. The CFAS assesses 3 forensic attitudes believed to influence professional judgments about allegations of child sexual abuse. These are: 1) sensitivity, a focus on minimizing under identification of abuse; 2) specificity, a focus on minimizing over identification of abuse; and 3) skepticism toward child and adolescent reports of child sexual abuse. The CFAS was administered pre and post training in CMI 2 classes conducted by participating Regional Training Academies (the Bay Area Academy and Public Child Welfare Training Academy – Southern Region). The tables below show changes in CFAS scores from before to after completing training in the identification of child sexual abuse for CalSWEC Title IV-E graduates compared to non-Title IV-E trainees<sup>10</sup>.

<sup>9</sup> Graph based on 646 responses to versions 1.15, 1.2 and 1.3 of the evaluation. All regions are represented.

<sup>10</sup> Graphs are based on 226 pairs of pre and posttests. Too few non IV-E MSWs (N=17) were included in the sample to allow a separate comparison for this group. Thus, non-IV-E MSWs are included in the non-IV-E group.

### Pre - Post Change in Attitudes<sup>11</sup>



- CalSWEC Title IV-E graduates showed small, but statistically significant, changes in all three areas. Post training scores indicated:
  - greater focus on minimizing under identification of abuse (sensitivity),
  - less focus on minimizing over-identification of abuse (specificity), and
  - less skepticism toward child and adolescent reports of child sexual abuse.
- For Non-IV-E trainees changes were statistically significant only in relation to the specificity scale.
- CalSWEC Title IV-E graduates changed to significantly greater extent than non-IV-E trainees on the sensitivity subscale ( $F=5.238$ ,  $d.f.=1$ ,  $p<.05$ ). Differences on the Specificity and Skepticism subscales were not statistically significant.
- Attitudes on the CFAS were not significantly related to correct decisions on the CMI2 embedded evaluation scenarios about whether or not sexual abuse had occurred. The high passing rate and relative lack of variability in CMI 2 scores make it difficult to assess a possible relationship between attitudes and decision making.

<sup>11</sup> Graphs based on 272 pairs of pre and post surveys administered between November 2009 and July 2012. Two regions are represented.



## **- RESULTS FOR SELECT DEMOGRAPHIC INFORMATION -**

### **CalSWEC Title IV-E MSW Trainee Profiles:**

Based on information collected from 1300 CalSWEC Title IV-E graduates from FY06-07 through FY12-13, a typical Title IV-E trainee:

- Is female (82.7%).
- Is between 26 and 35 years of age (53.7%).
- Is most likely to self identify as Caucasian (31.4%) or Hispanic/Latino (31.3%), although all races/ethnicities are represented.
- Has been in his/her current job for less than 6 months (77.5%).
- Has 6 months or more of previous child welfare experience (55.7%).
- Has not been in child welfare prior to his/her IV-E participation (66.6%).
- Speaks English as his/her first language (69.2%).
- Does not carry a caseload at the time he/she begins Core training (61.5%). Of those who carry caseloads, the majority have 20 cases or less (70.5%), or an average caseload of 20 children.<sup>12</sup>
- Feels excited about attending Core (67.6%) and has heard that Core is worthwhile (61.0%).
- Can think of specific children/families with whom they can use the training (71.3%).
- Is likely to have discussed his/her training needs with a supervisor (if they have been assigned one) (54.5%)
- Is “somewhat” to “very” interested in remaining in public child welfare (82.0%).

### **Changes in CalSWEC Title IV-E MSW Trainee Profiles**

Comparisons of CalSWEC Title IV-E MSW trainees over fiscal years 06-07 through FY 12-13 revealed the following significant trends:

- The percentage of MSW-IVE graduates who identify themselves as Hispanic/Latino is increasing (from 33.7% in FY06-07 to 38.1% in FY12-13).
- Percentages of MSW-IVE graduates who identified learning English as a second language increased from 24.9% in FY06-07 to 34.6% in FY12-13)
- The percentage in their current position for more than 6 months at the time of training dropped sharply from FY06-07 (43.4%) to FY07-08 (15.5%) and remains at a lower level in FY12-13 (14.2%).
- Percentages who indicated that they had worked in child welfare prior to their current position rose from 65.1% in FY06-07 to 75.9% in FY12-13.
- The percentage who report carrying a caseload rose sharply in FY12-13 from 36.9% in FY11-12 to 50.4% in FY 12-13.
- Percentages who reported having discussed their training needs with a supervisor prior to attending caseworker Core training increased (from 45.4% in FY06-07 to 57.5% in FY12-13)
- More MSW-IVE graduates reported having specific clients in mind with whom they expected to use the information learned in Core (from 66.3% in FY06-07 to 82.4% in FY12-13).
- Percentages who have heard that Core is worthwhile have also increased from FY06-07 to FY10-11 (54.7% to 73.1%)

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<sup>12</sup> With version 1.4 of the demographic form, the Macro Evaluation team changed to caseload size question to ask for the number of children on the participant’s caseload, rather than the number of cases.

## Comparisons between CalSWEC Title IV-E MSW Trainees and Trainees with Other Educational Backgrounds:

CalSWEC Title IV-E MSW graduates differed significantly<sup>13</sup> from non Title IV-E trainees in several areas:

- *They have more previous child welfare experience.* The odds of a CalSWEC Title IV-E MSW trainee having 6 months or more of previous child welfare experience were 1.6 times greater than the odds of a non-IV-E trainee having the same level of previous experience.
- *They are younger.* The odds of a CalSWEC Title IV-E MSW trainee being 35 or younger were 2.5 times greater than the odds of a non-IV-E trainee being 35 or younger.
- *They are less likely to have heard that Core training is worthwhile.* CalSWEC Title IV-E MSW trainees were .74 times more likely to reporting having heard that Core was not worthwhile.
- *They are more likely to plan to apply their learning to actual children and families.* CalSWEC Title IV-E MSW trainees were more likely to have specific cases in mind with whom they could use what they were learning in training; a response that has been linked to greater transfer of learning. The odds of a CalSWEC Title IV-E MSW trainee having cases in mind were 1.9 times greater than the odds for a non-IV-E trainee.

## Graphs for Selected Variables

The following graphs show statewide trends in Title IV-E MSW graduate penetration in the workforce, as well as select demographic, educational, and experience differences for trainees from FY 06-07 through FY 12-13, and differences between Title IV-E MSW participants and those who have not participated in Title IV-E MSW programs.<sup>14</sup>

Two types of graphs are presented for demographic, educational, and experience differences. The first shows changes over time from FY06-07 through FY12-13 for all trainees. A second graph compares Title IV-E MSW participants with non-Title IV-E trainees aggregated across fiscal years. In the comparison graphs, trainees who participated in the Los Angeles/Inter-University Consortium (IUC) stipend program are separated out. The statewide and regional graphs are based on information collected from 5507 demographic forms.

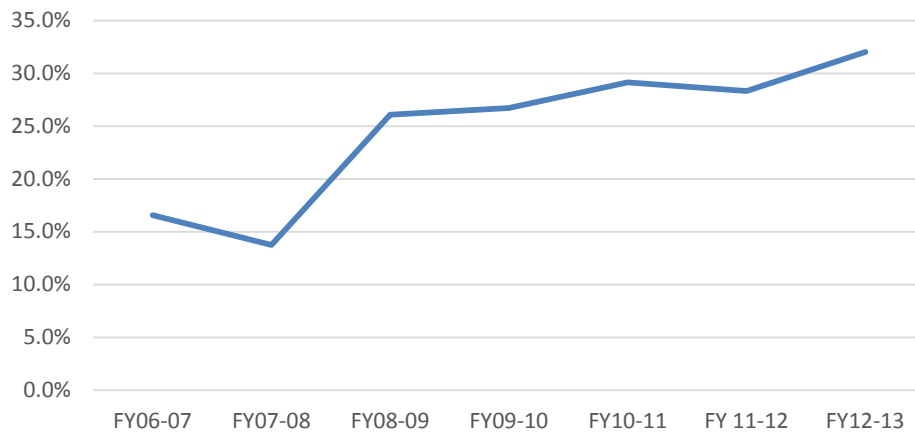
Trends across fiscal years by region for all trainees are shown in the Appendix. It should be noted that numbers trained decreased for the RTAs in FY 2010, 2011 and 2012. In RTAs that typically train fewer individuals, small changes in numbers trained can have a comparatively large effect on percentages. This is especially true for traditionally smaller categories: for example, in the case of trainees self-identifying their race/ethnicity anything other than Hispanic/Latino and Caucasian, and in the case of prior experience in child welfare anything other than “less than 6 months”. Thus, large changes in percentages should be viewed with caution. Any inferences about changes in trend should be confirmed over additional data points or by knowledge of specific local circumstances.

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<sup>13</sup> Logistic regression was used for this analysis. Logistic regression assesses the contribution of a particular demographic variable over and above other related demographic variables (e.g. the contribution of experience apart from trainee age).

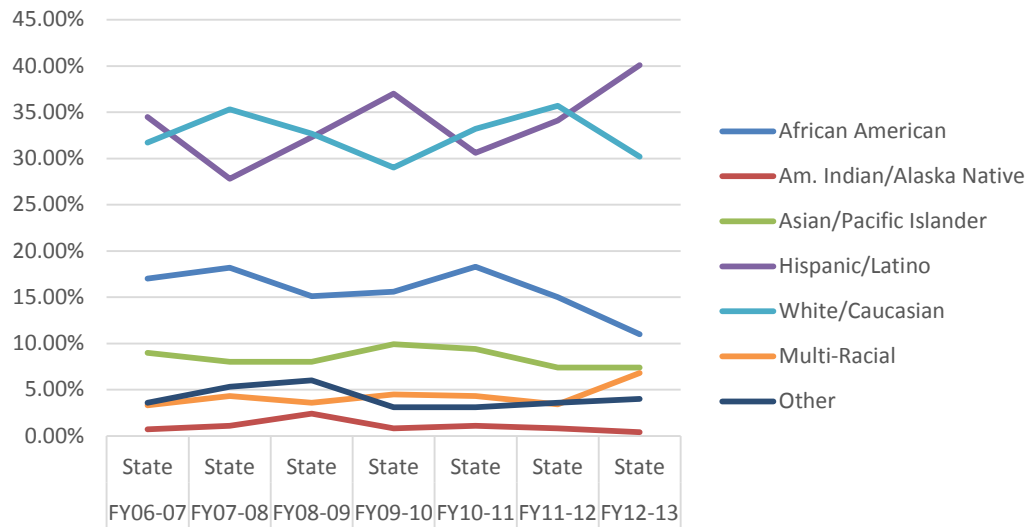
<sup>14</sup> In the bar graphs for Race/Ethnicity, Experience, and ESL, the “All Other Trainees” category includes BSW IV-Es (CalSWEC n=132, LA DCFS n=60, other program n= 9) as well as trainees who have not participated in Title IV-E.

### CalSWEC MSW Title IV-E Graduates by Fiscal Year Statewide

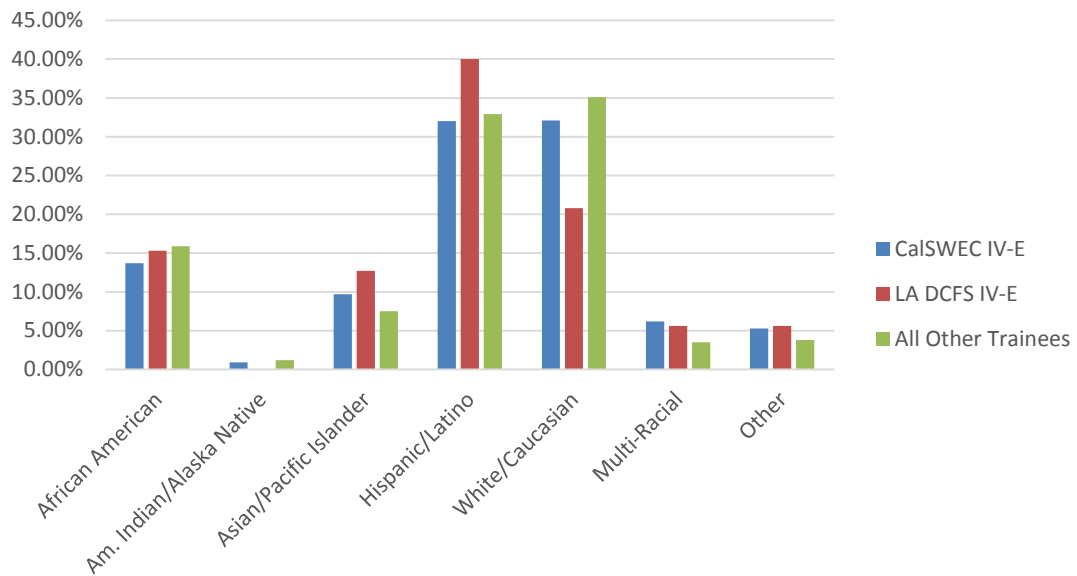


## Race/Ethnicity

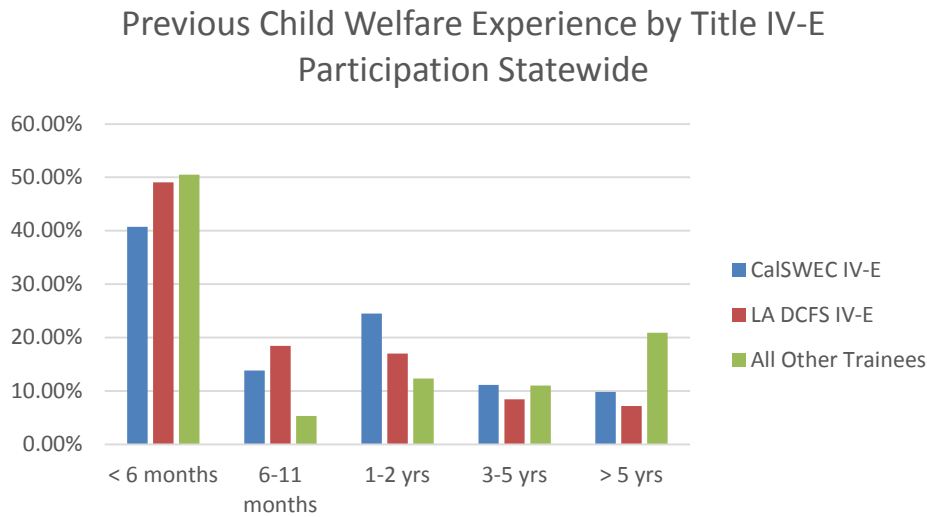
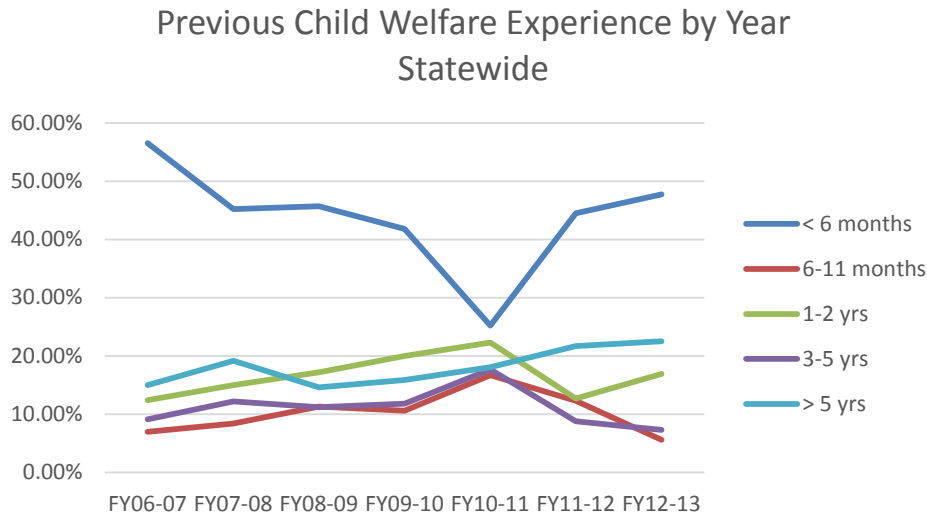
Race/Ethnicity by Year Statewide



Race/Ethnicity by Title IV-E Participation Statewide



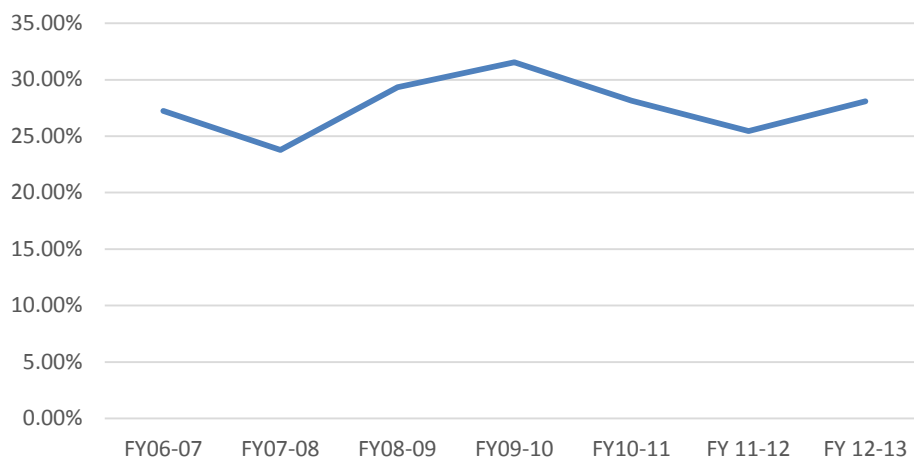
## Experience<sup>15</sup>



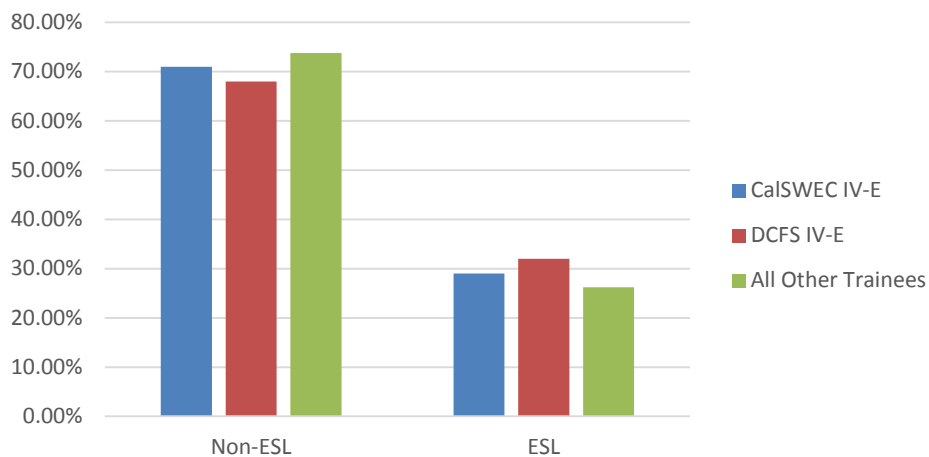
<sup>15</sup> The decrease shown in FY10-11 in percentage with less than 6 months prior experience may be an artifact of a change in how this variable was collected during the year. The variable changed from categorical, with a lowest category of “less than 6 months”, to continuous, where participants were asked to write in the exact number of months or years. In 2011, a higher than normal percentage of missing data were noted related to prior experience. This was thought to be due to inconsistency in how “no experience” was indicated with some trainees entering a zero and others leaving the question blank. The instructions to trainers and participants were subsequently amended to specify that a zero should be used to indicate “no prior experience”.

## English as a Second Language

### ESL by Year Statewide

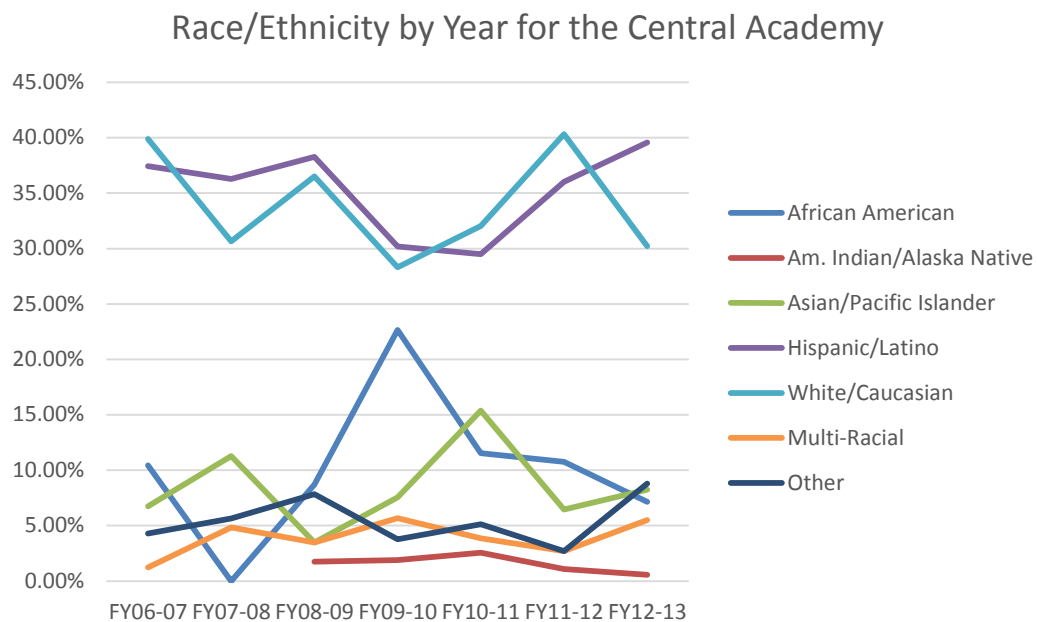
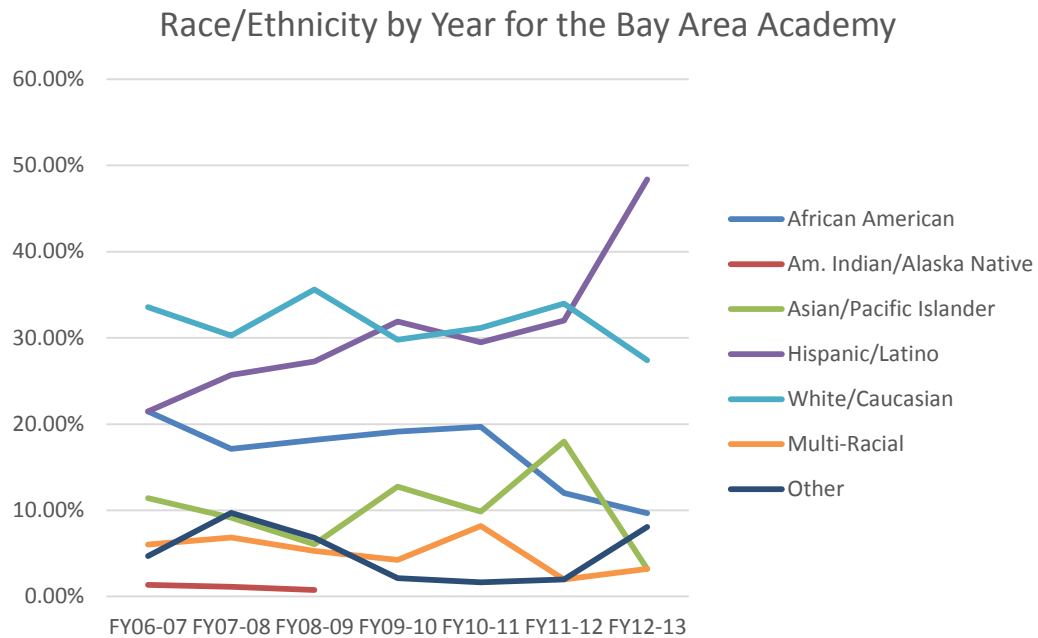


### ESL by Title IV-E Participation Statewide

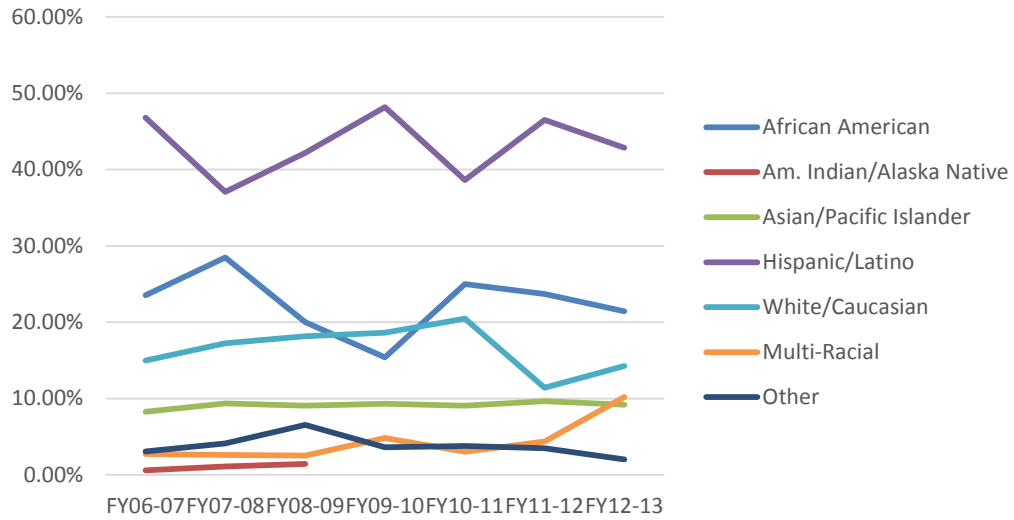


## **APPENDIX**

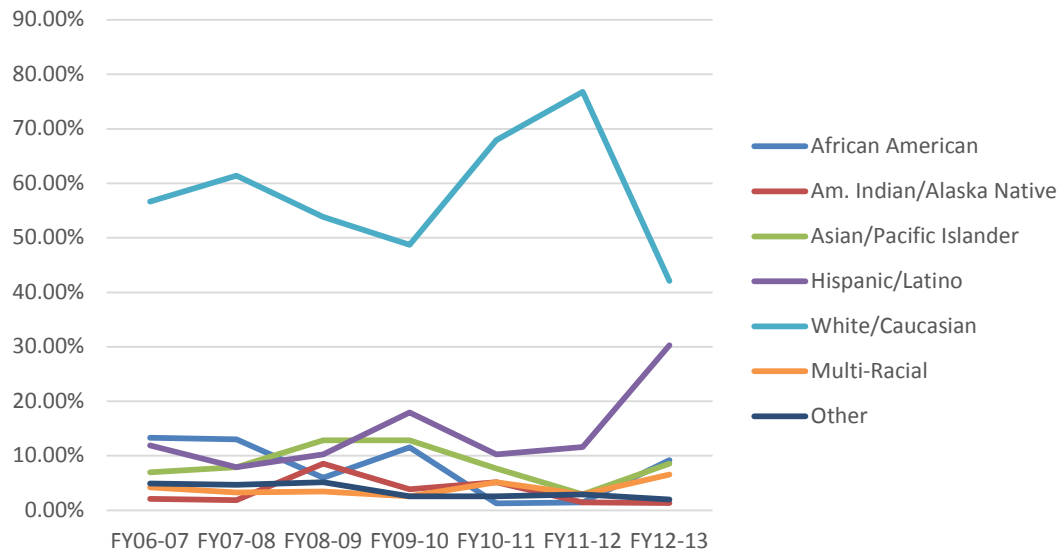
### **RACE/ETHNICITY (Regional, by Year)**



Race/Ethnicity by Year for UCCF

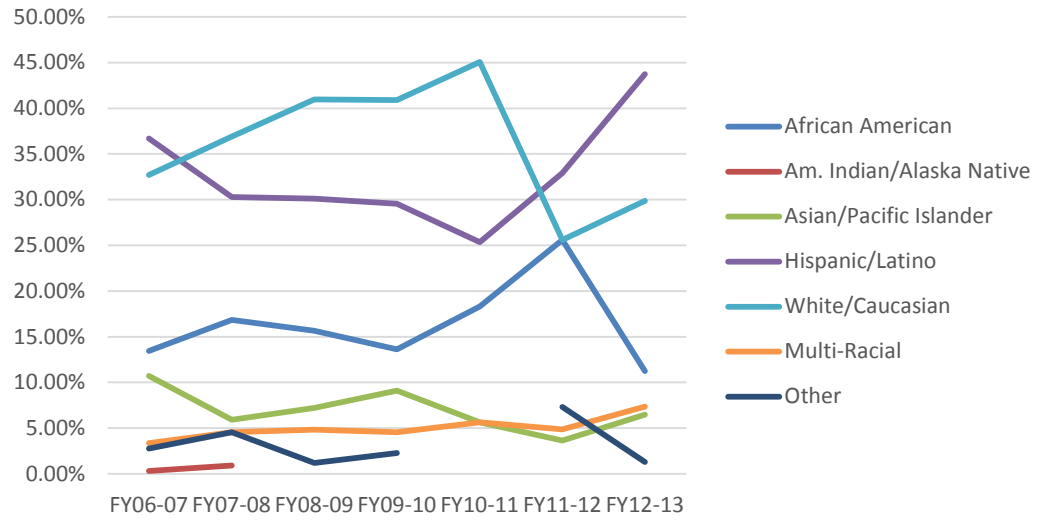


Race/Ethnicity by Year for the Northern Academy



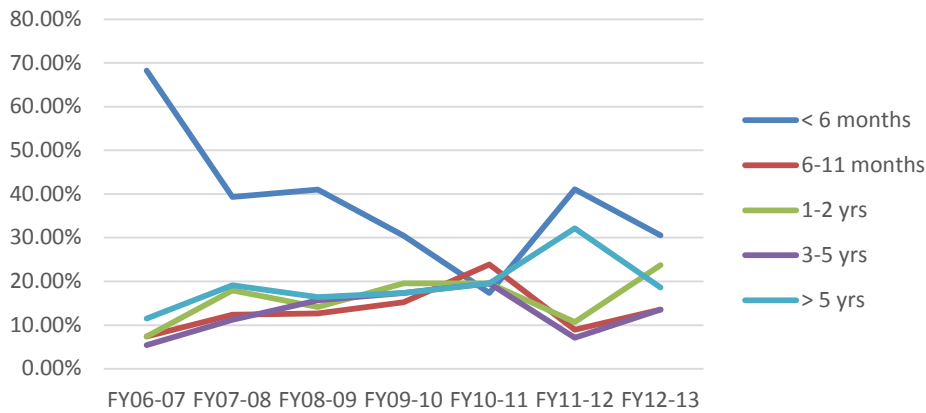


Race/Ethnicity by Year for the Southern Academy

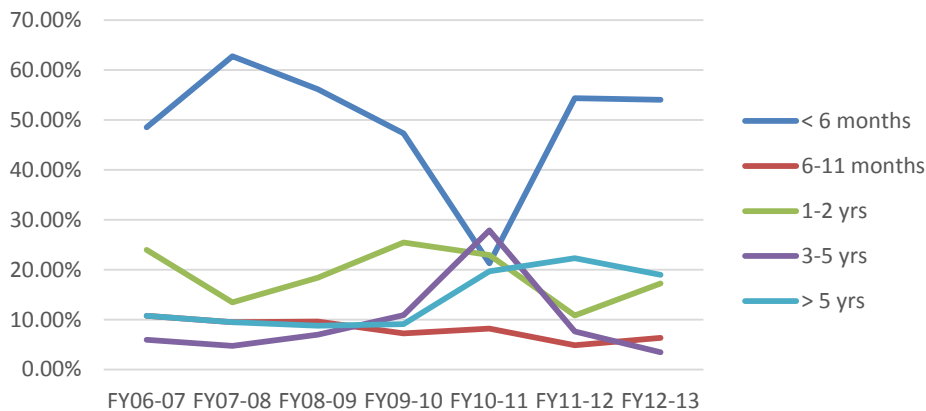


## EXPERIENCE (Regional, by Year)<sup>16</sup>

Previous Child Welfare Experience by Year for the Bay Area Academy

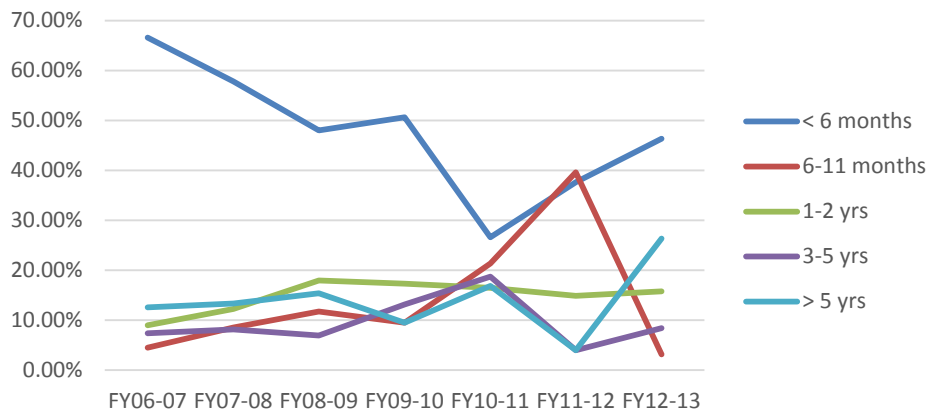


Previous Child Welfare Experience by Year for the Central Academy

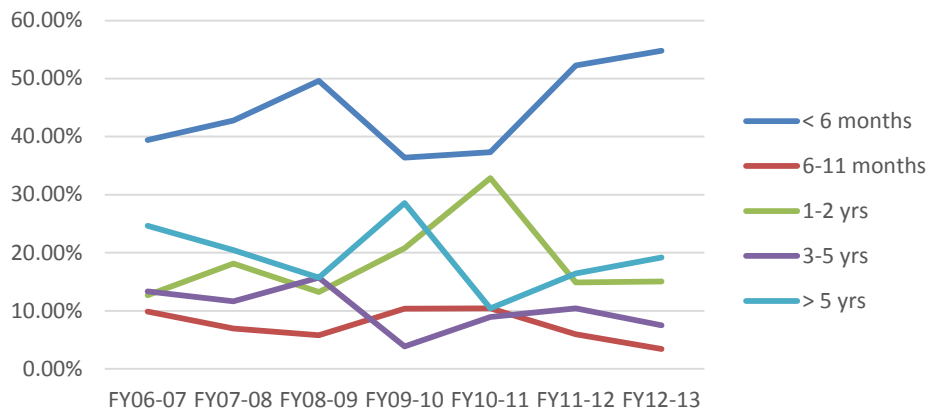


<sup>16</sup> The decrease shown in FY10-11 in percentage with less than 6 months prior experience may be an artifact of a change in how this variable was collected during the year. The variable changed from categorical, with a lowest category of “less than 6 months”, to continuous, where participants were asked to write in the exact number of months or years. In 2011, a higher than normal percentage of missing data were noted related to prior experience. This was thought to be due to inconsistency in how “no experience” was indicated with some trainees entering a zero and others leaving the question blank. The instructions to trainers and participants were subsequently amended to specify that a zero should be used to indicate “no prior experience”.

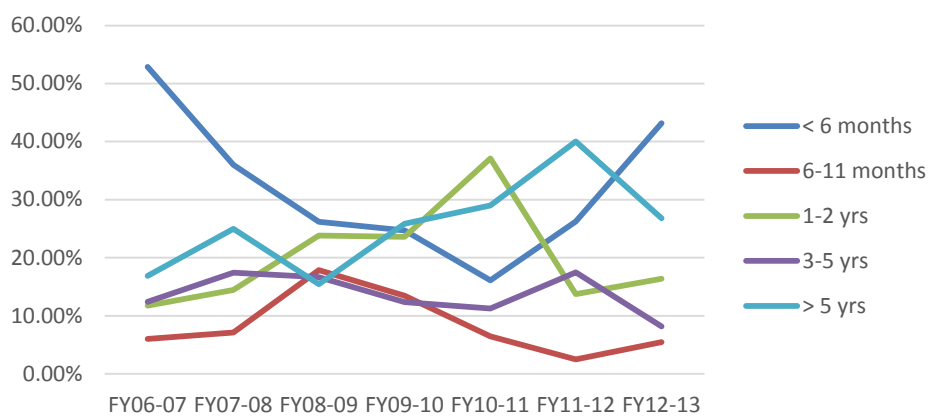
Previous Child Welfare Experience by Year for UCCF



Previous Child Welfare Experience by Year for the Northern Academy



### Previous Child Welfare Experience by Year for the Southern Academy



### English as a Second Language (Regional, by year)

