



CALIFORNIA SOCIAL WORK EDUCATION CENTER  
UNIVERSITY OF CALIFORNIA, BERKELEY  
SCHOOL OF SOCIAL WELFARE

---

**Report to the CalSWEC Board, February 2012:**  
***Secondary Analysis of Child Welfare In-Service Training Data***  
***Comparing Title IV-E and non-Title IV-E Graduates<sup>1</sup>***

---

**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>2</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>3</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.

**SUMMARY OF RESULTS<sup>4</sup>:**

**Overall, trainees are learning information identified as important by expert teams representing the RTAs/IUC, CalSWEC, counties, and CDSS:**

- Trainee knowledge from pre to post test increased at a statistically significant level.
- CalSWEC Title IV-E MSW graduates scored significantly higher at pretest and posttest than trainees who had not participated in a Title IV-E program, regardless of educational level.
- CalSWEC Title IV-E MSW graduates scored significantly higher than non-Title IV-E MSWs in the areas of *Family Engagement in Case Planning & Case Management, Permanency & Placement, and Child Maltreatment Identification, Physical Abuse (CMI 1)*.

---

<sup>1</sup> For the purposes of this report, Title IV-E BSW participants are not included in the test comparisons.

<sup>2</sup> *Training Evaluation Report*, California Social Work Education Center, December 20, 2004.

<sup>3</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)

<sup>4</sup> Trainee test results are for Fiscal Years 08-09, 09-10 and 10-11; Trainee demographic profile information spans Fiscal Years 06-07 through 10-11.

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

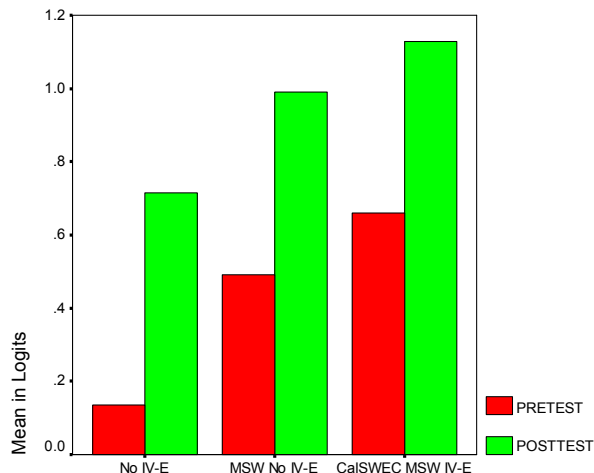
- Pre and post knowledge testing for the following trainings:
  - *Family Engagement in Case Planning & Case Management*,
  - *Child and Youth Development in a Child Welfare Context*, and
  - *Permanency and Placement*
- Embedded skills assessments for the following trainings:
  - *Child Maltreatment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

Information on test results is presented separately for MSW graduates of the CalSWEC Title IV-E program, MSW graduates who have not participated in a Title IV-E program, and all other trainees who have not participated in a Title IV-E program. Trainees that 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. Data for non-Title IV-E trainees is presented separately for MSWs and those with other educational backgrounds.

## **- 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 08-09 through 10-11**



**Test Versions:** 1.26, 2.0

**Date Range:** Classes conducted between July 1, 2008 and June 30, 2011.

**N=1240 pretests, 1609 posttests, 1175 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:** CalSWEC Title IV-E MSW participants scored higher at pretest and posttest than non-Title IV-E MSWs. This difference was statistically significant at pretest only.

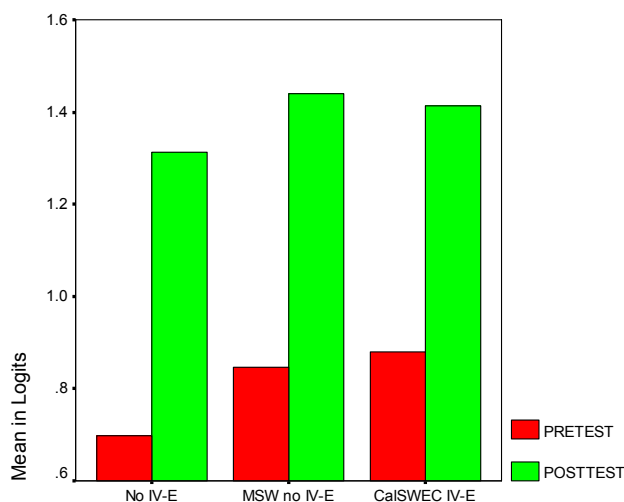
<sup>5</sup> For more information on the analysis of the most recent data set (analyses are typically done in six month increments) from child welfare training evaluation efforts, go to <http://calswec.berkeley.edu/CalSWEC/CWTraining.html>.

<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.

## CURRICULUM TOPIC: CHILD AND YOUTH DEVELOPMENT

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

Fiscal Years 08-09 through 10-11



**Test Versions:** 1.0, 1.05, 1.1

**Date Range:** Classes conducted between July 1, 2008 and June 30, 2011.

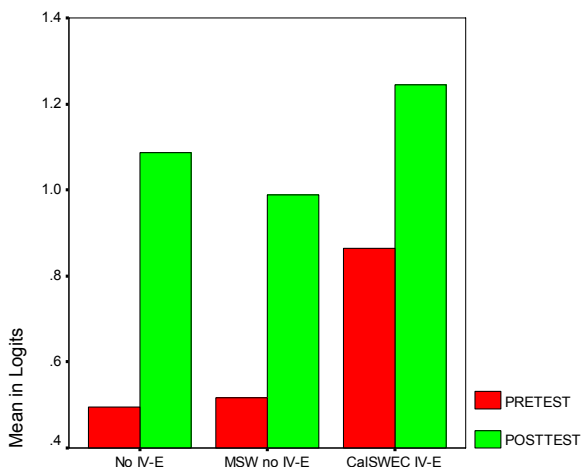
**N=1528 pretests, 1251 posttests, 1130** complete pairs of pre and posttests

- *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 pretest and posttest than non-Title IV-E participants who did not have MSWs.
- *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 08-09 through 10-11



**Test Versions:** 1.1, 1.15

**Date Range:** Classes conducted between July 1, 2008 and June 30, 2011.

**N=1542 pretests, 1242 posttests, 1161** complete pairs of pre and posttests

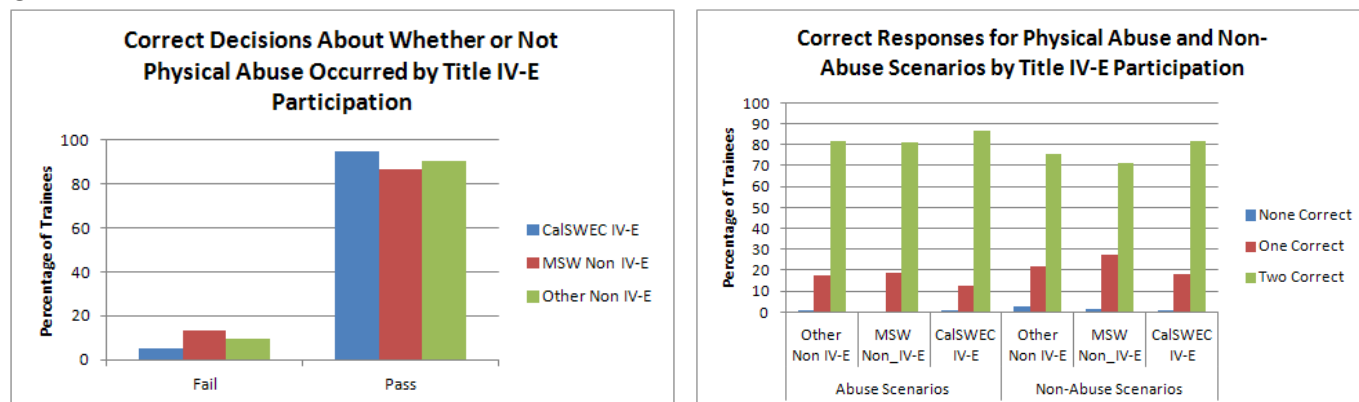
- *Learning/Gains:* All groups of participants made statistically significant gains from pretest to posttest.
- *IV-E effects:* MSW Title IV-E graduates scored significantly higher at pretest and posttest than non-Title IV-E MSWs and non IV-E participants with other degrees.

## 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.

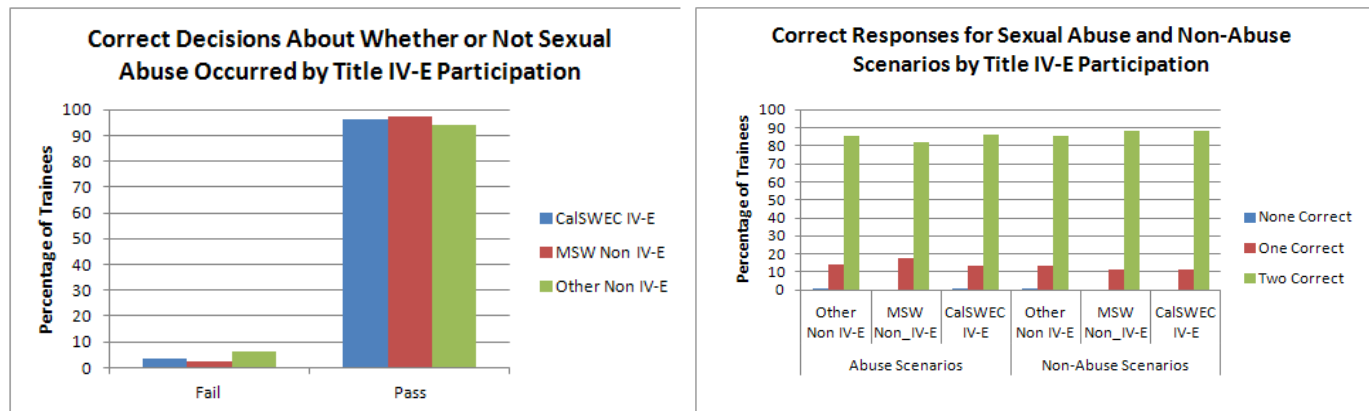
### CMI I



- 95.0% of CalSWEC IV-E MSW participants, 87.0% of non Title IV-E MSW and 90.5% of non-IV-E participants with other degrees passed Part B with a minimum of 3 correct<sup>7</sup>. CalSWEC Title IV-E MSW participants were significantly more likely to pass part B than both groups of non-IV-E participants (MSWs and non-MSWs).
- Trainees as a whole did slightly better when the decision was abuse than when it was not abuse, and this result may be due to scenario specific differences. More specifically, trainees did especially well on one of the abuse scenarios where the perpetrator acknowledged hitting the child with a belt, which may have skewed somewhat the overall results. Trainees also had difficulty on one of the non-abuse scenarios in separating concerns over abuse from concerns over possible neglect.
- CalSWEC Title IV-E MSW participants were more likely than non-Title IV-E MSWs and other non-Title IV-E participants to make two correct decisions on the abuse scenarios (86.6%, 81.4% and 81.8%, respectively). Differences did not reach statistical significance for abuse scenarios.
- CalSWEC Title IV-E MSW participants were significantly more likely than non Title IV-E MSW and other non-Title IV-E participants to make two correct decisions on the non-abuse scenarios (81.5%, 71.2%, and 75.3%, respectively).

<sup>7</sup> Graph based on 1779 responses to versions 1.1, 1.2, and 1.25 of the evaluation. All regions are represented.

## CMI II

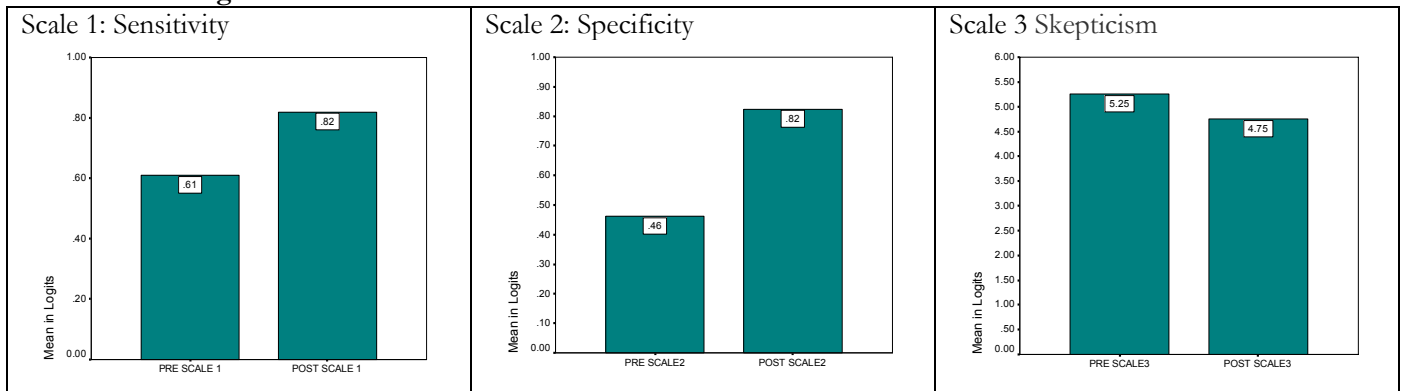


- 96.5% of CalSWEC IV-E MSW participants, 97.4% of non-Title IV-E MSWs and 93.8% of non-Title IV-E participants with other educational backgrounds passed Part B with a minimum of 3 correct<sup>8</sup>. These differences were not statistically significant.
- Percentages of trainees who made correct decisions on both of the abuse scenarios ranged from 86.4% for CalSWEC Title IV-E MSW participants to 82.1% 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 (88.4% and 88.5% vs. 85.1%). These differences did not reach statistical significance.

## CHILD FORENSIC ATTITUDE SCALE (CFAS)

In 2009, CalSWEC began participation in validation studies of the Child Forensic Attitude Scale (CFAS) being 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 is being 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). Insufficient data were available to compare CalSWEC Title IV-E MSW trainees to other trainees, so the results include all trainees.

### Pre - Post Change in Attitudes<sup>9</sup>



<sup>8</sup> Graph based on 1486 responses to versions 1.05, 1.1, 1.15 and 1.2 of the evaluation. All regions are represented.

<sup>9</sup> Graphs based on 130 pairs of pre and post surveys administered between November 2009 and May 2011. Two regions are represented.

- Trainees showed statistically significant changes in all three areas in the desired direction. Post training scores indicated:
  - greater focus on minimizing under identification of abuse (sensitivity),
  - greater focus on minimizing over-identification of abuse (specificity), and
  - less skepticism toward child and adolescent reports of child sexual abuse.
- Attitudes on the CFAS were not significantly related to scores on the CMI2 embedded evaluation. 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.

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

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

Based on information collected from 867 Title IV-E graduates from FY06-07 through FY10-11, a typical Title IV-E trainee:

- Is female (85.5%).
- Is between 26 and 35 years of age (56.5%).
- Is most likely to self identify as Caucasian (32.3%) or Hispanic/Latino (29%), although all races/ethnicities are represented.
- Has been in his/her current job for less than 6 months (80.8%).
- Has 6 months or more of previous child welfare experience (59.4%).
- Has not been in child welfare prior to his/her IV-E participation (69.6%).
- Speaks English as his/her first language (72.9%).
- Does not carry a caseload at the time he/she begins Core training (66.3%). Of those who carry caseloads, the majority have 20 cases or less (72.6%), or an average caseload of 14 children.<sup>10</sup>
- Feels excited about attending Core (67.8%) and has heard that Core is worthwhile (60.6%).
- Can think of specific children/families with whom they can use the training (70.3%).
- Is slightly more likely to have discussed his/her training needs with a supervisor (if they have been assigned one) (53.6%).

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

Comparisons of CalSWEC Title IV-E MSW trainees over fiscal years 06-07 through FY 10-11 revealed the following significant trends:

- The percentage with previous experience in child welfare is increasing (from 40.2% in FY06-07 to 80.8% in FY10-11)
- The percentage in their current position for more than 6 months at the time of training dropped sharply from FY06-07 (43.3%) to FY07-08 (15.4%) and remains at a lower level in FY10-11 (15.6%).
- Percentages who report being excited about attending Core have increased from FY06-07 to FY10-11 (61.8% to 80.4%).
- Percentages who have heard that Core is worthwhile have also increased from FY06-07 to FY10-11 (54.3% to 69.5%).

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

CalSWEC Title IV-E MSW graduates differed significantly<sup>11</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 1.7 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 2.4 times greater than the odds of a non-IV-E trainee being 35 or younger.
- *They are less enthusiastic about Common Core training.* The odds of a CalSWEC Title IV-E MSW trainee indicating negative or neutral feelings toward attending Core were 1.4 times greater than the odds of a non-IV-E trainee

<sup>10</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.

<sup>11</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).

expressing negative or neutral feelings. CalSWEC Title IV-E MSW trainees were also 1.3 times more likely to reporting having heard that Core was not worthwhile.

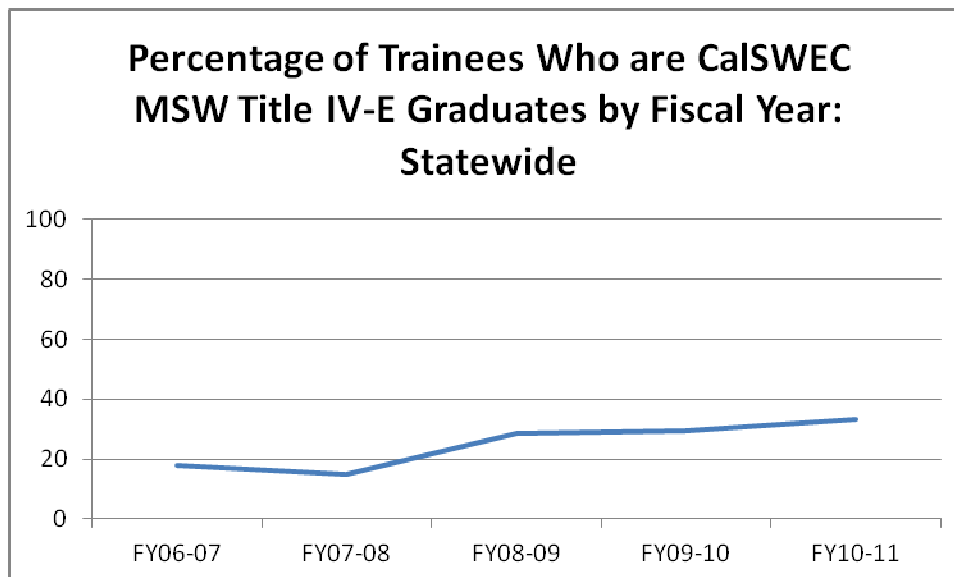
- *They are more likely to plan to apply their learning to actual children and families.* CalSWEC Title IV-E MSW trainees were more likely to have specific cases in mind with whom they could use what they were learning in training; a response that has been linked to greater transfer of learning. The 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 10-11, and differences between Title IV-E MSW participants and those who have not participated in Title IV-E MSW programs.<sup>12</sup>

Two types of graphs are presented for demographic, educational, and experience differences. The first shows changes over time from FY06-07 through FY10-11 for all trainees. When applicable, 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 4269 demographic forms.

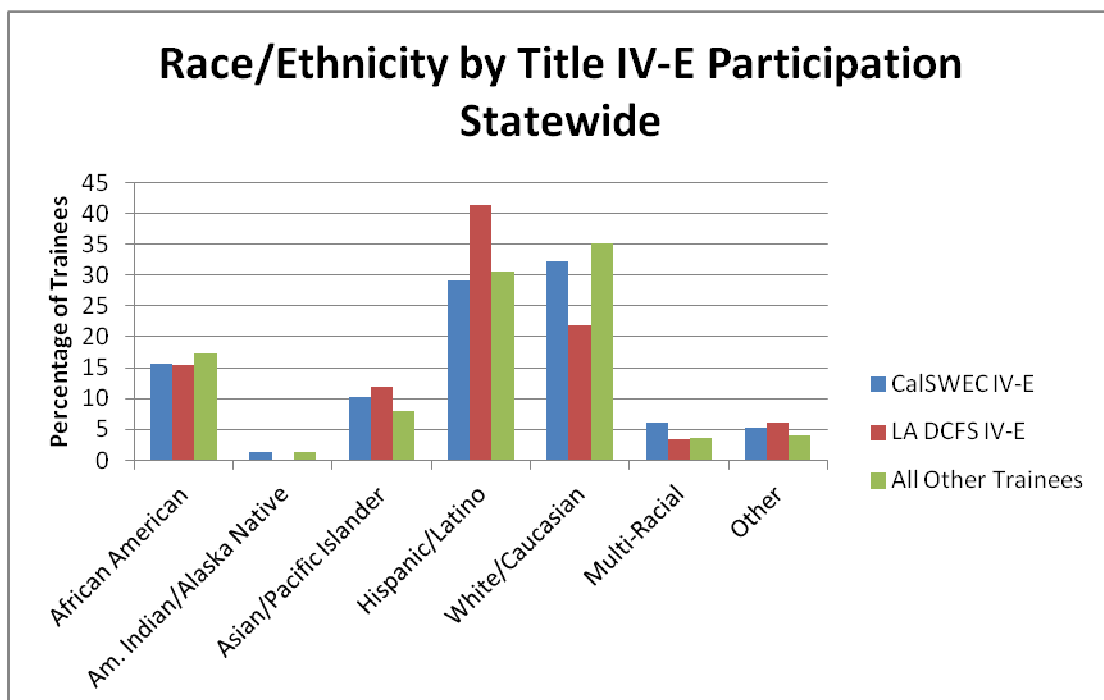
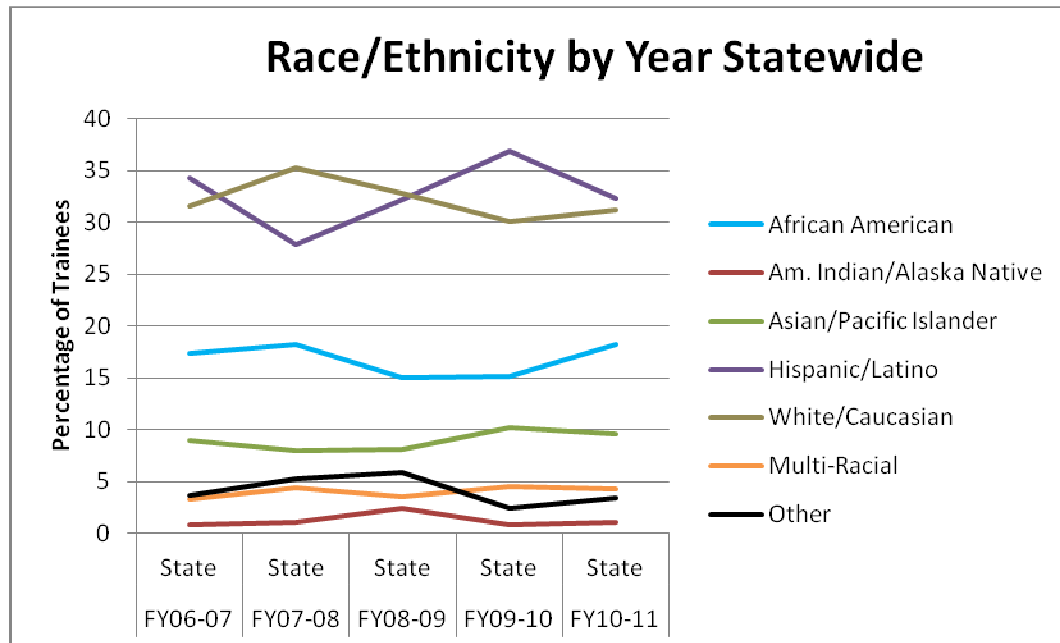
Trends across fiscal years by region are shown in the Appendix. It should be noted that numbers trained have decreased for the RTAs in 2010 and 2011. In RTAs that typically train fewer individuals, small changes in numbers trained can have a comparatively large effect on percentages. This is especially true for traditionally smaller categories: 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 from FY10 to FY11 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.



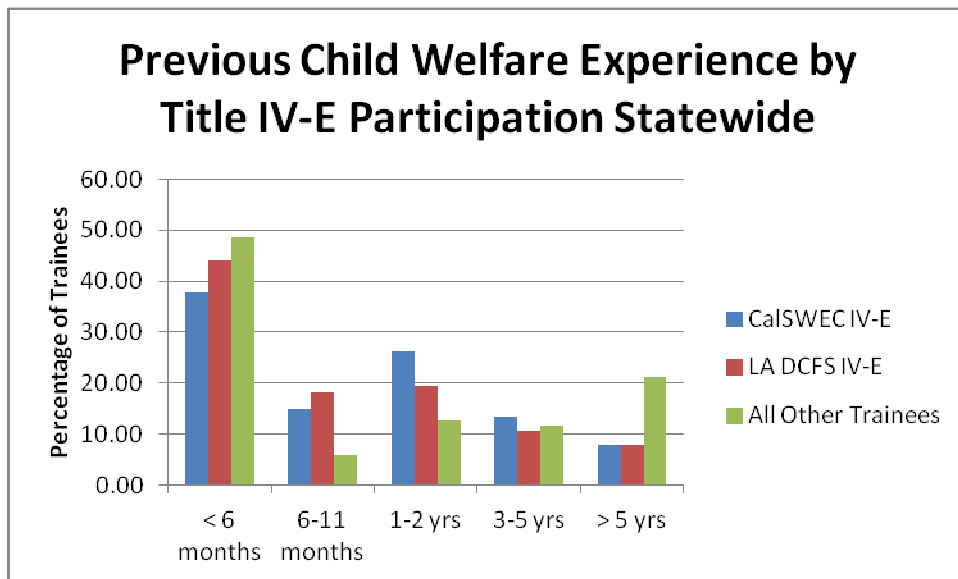
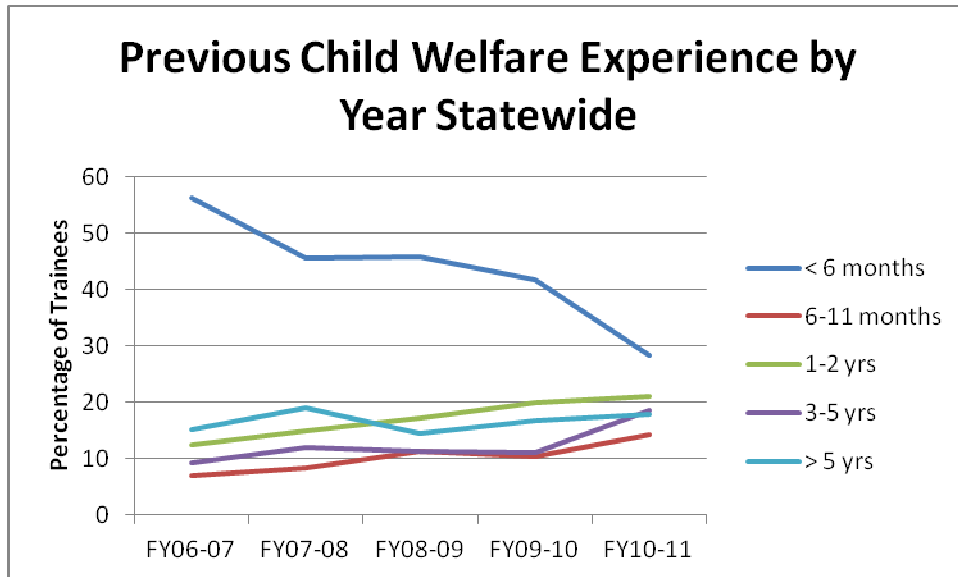
<sup>12</sup> In the bar graphs for Race/Ethnicity, Experience, and ESL, the “All Other Trainees” category includes BSW IV-Es (CalSWEC n=87, LA DCFS n=49), as well as trainees who have not participated in Title IV-E.



## Race/Ethnicity

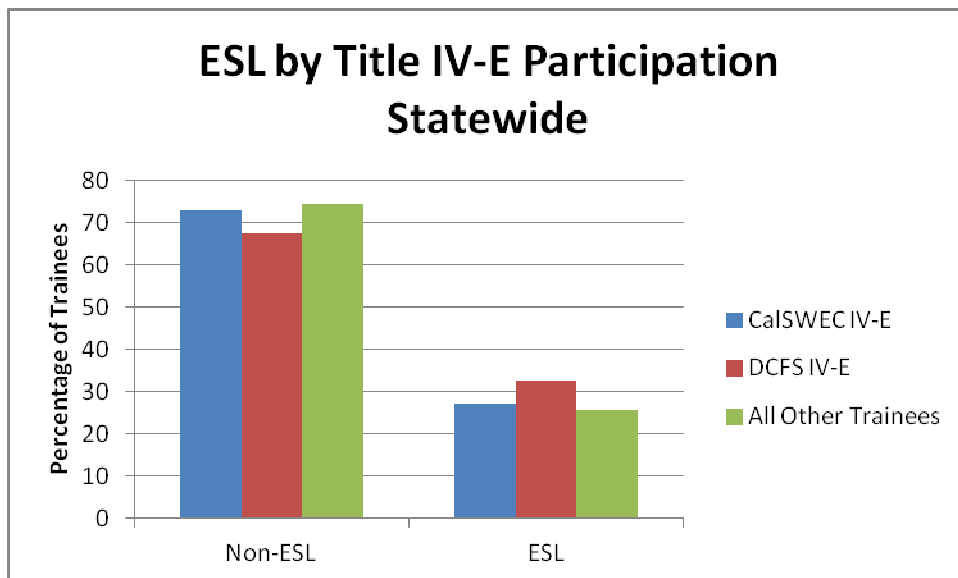
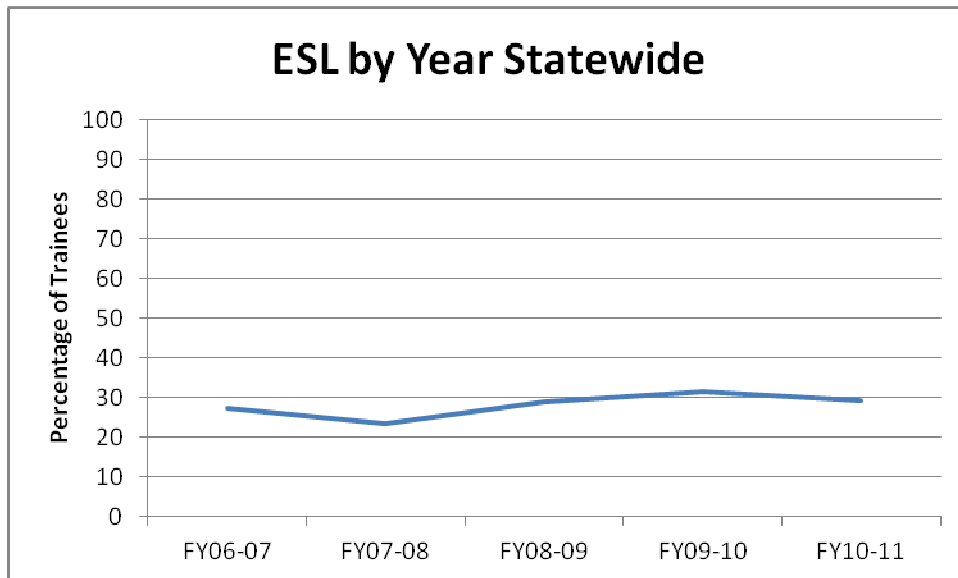


### Experience<sup>13</sup>



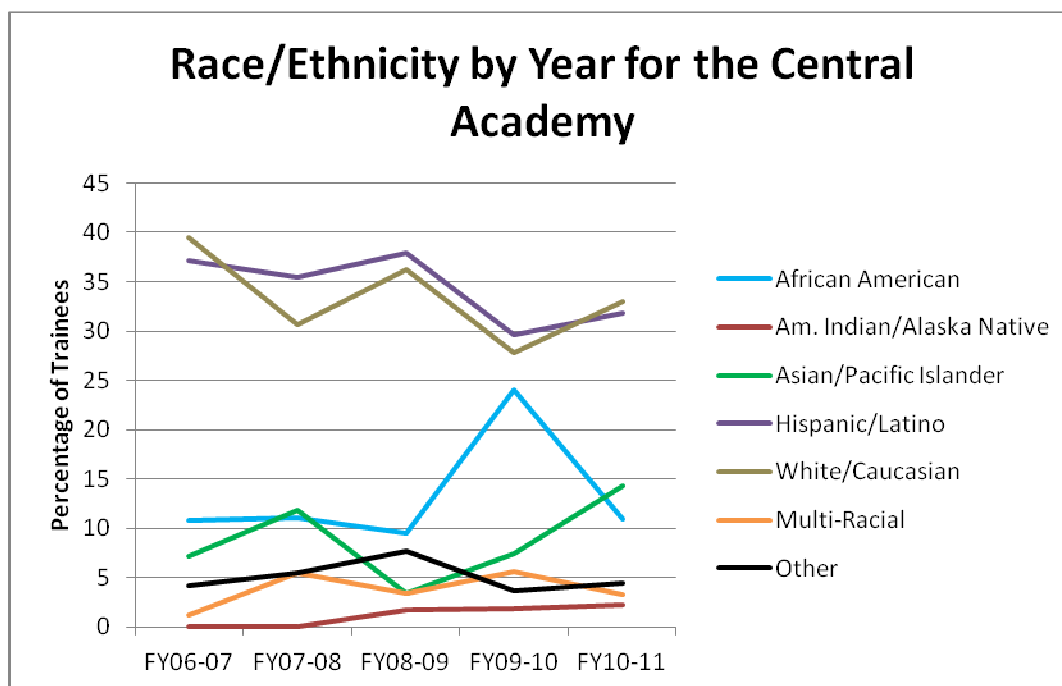
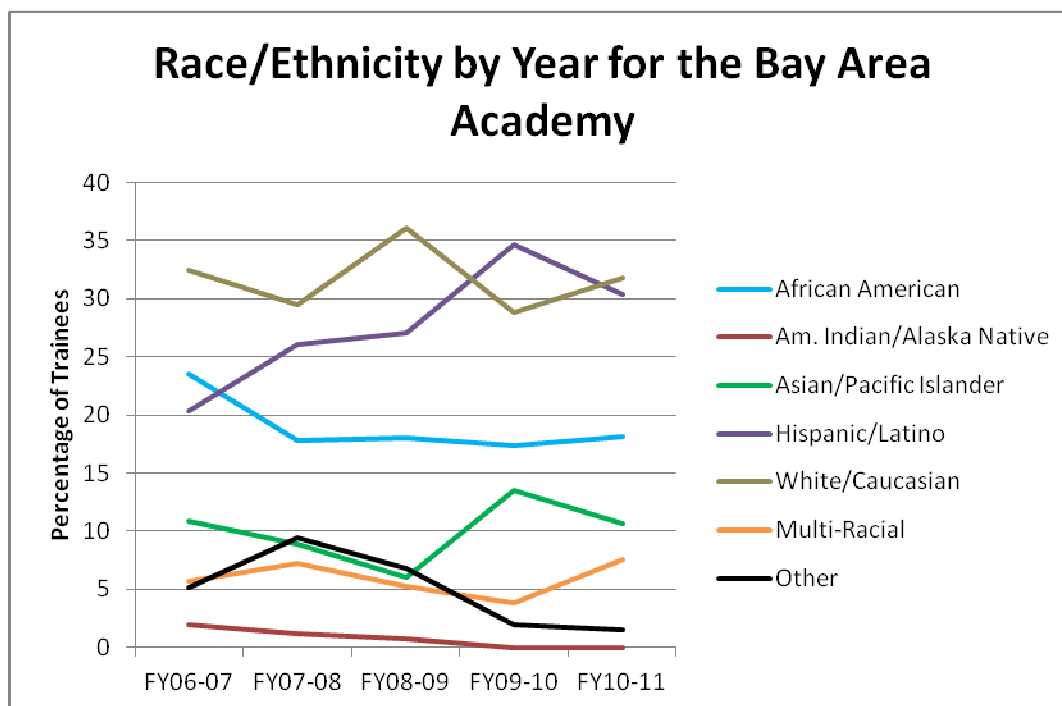
<sup>13</sup> The decrease shown in FY10-11 in percentage with less than 6 months prior experience may be slightly inflated due to a change in how this variable was collected during the year. The variable changed from categorical, with a lowest category of “less than 6 months”, to continuous, where participants were asked to write in the exact number of months or years. Participants were then able to clearly specify no experience rather than checking the box for “less than 6 months” which removed them from this category. Any effect is likely to be very small, however, since only approximately 4% of participants’ responses were collected using the new version of the form.

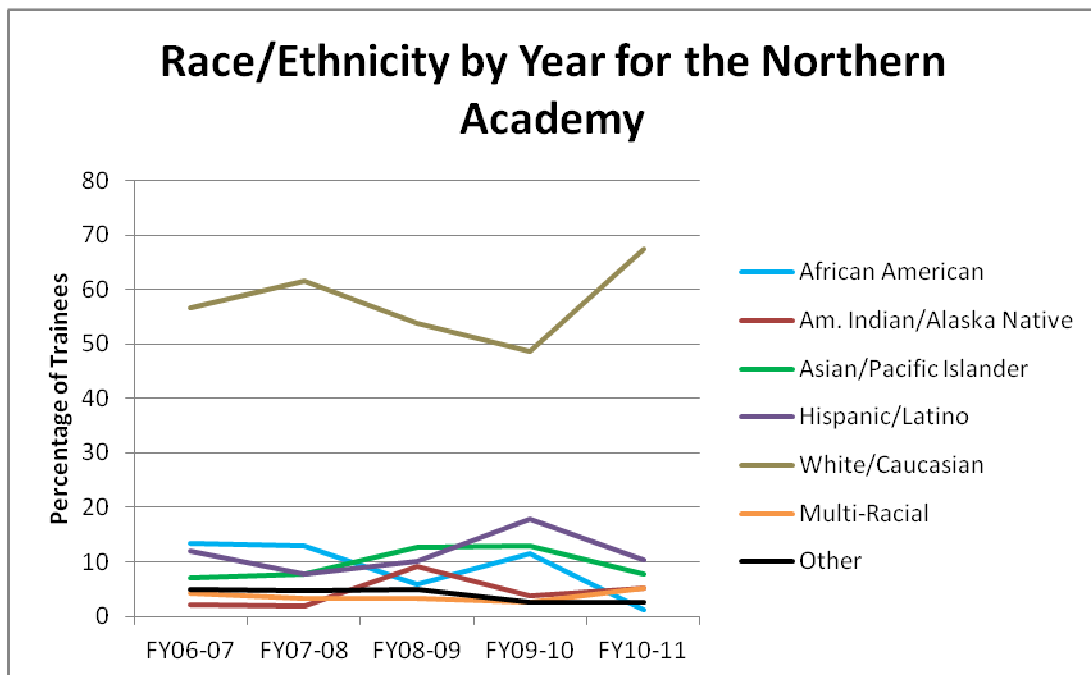
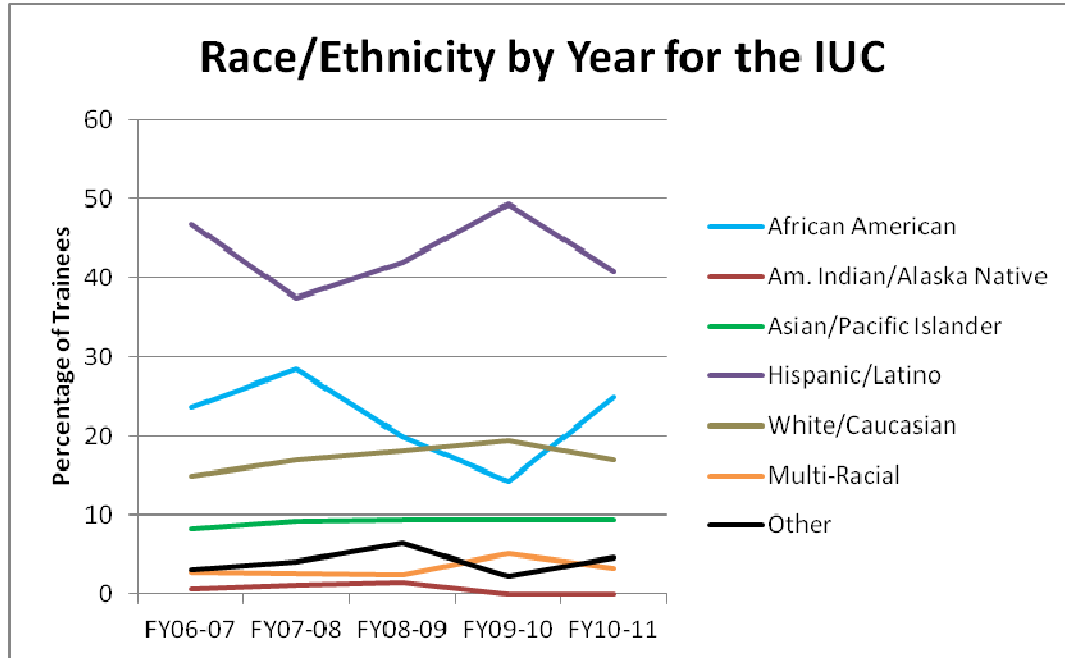
## English as a Second Language



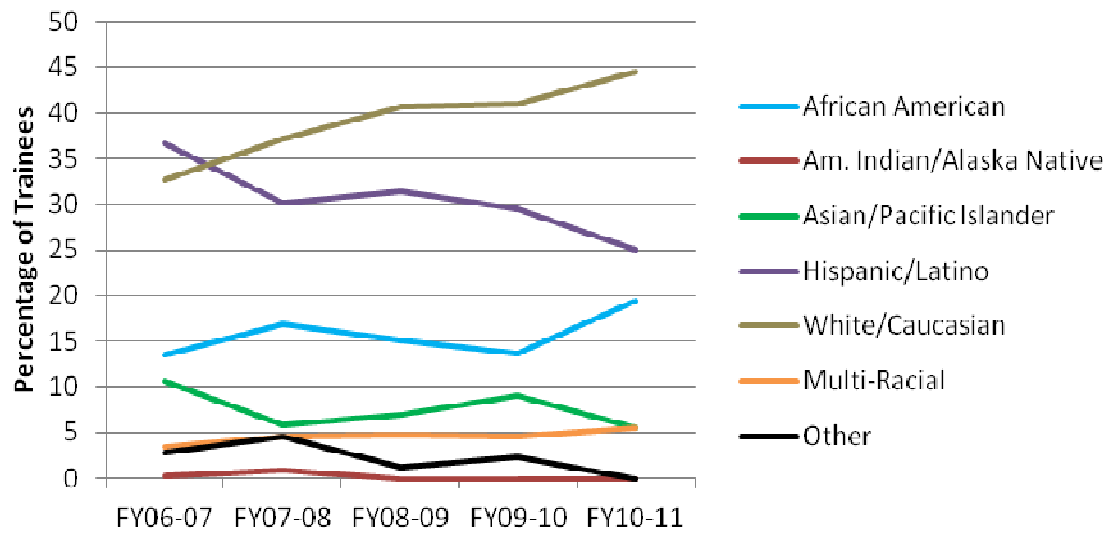
## **APPENDIX**

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

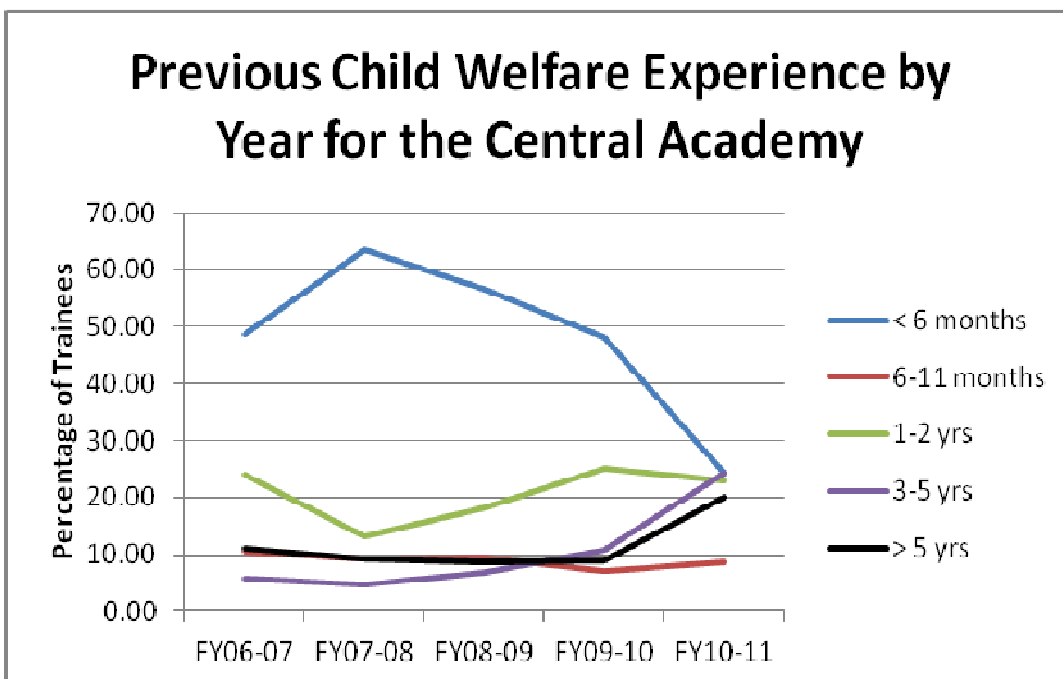
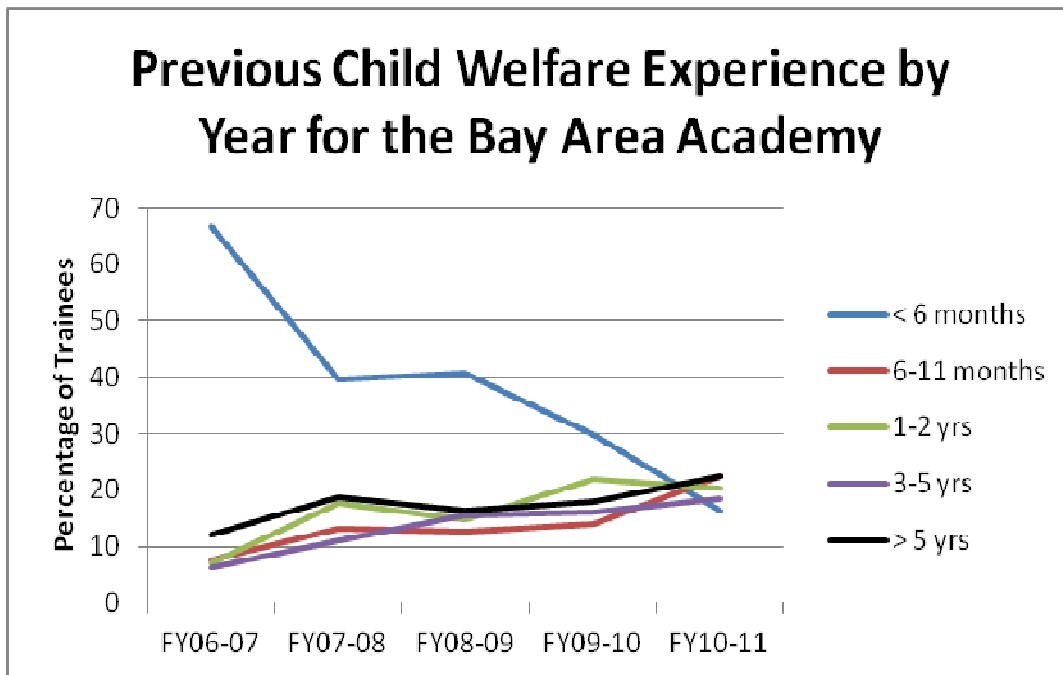




## Race/Ethnicity by Year for the Southern Academy

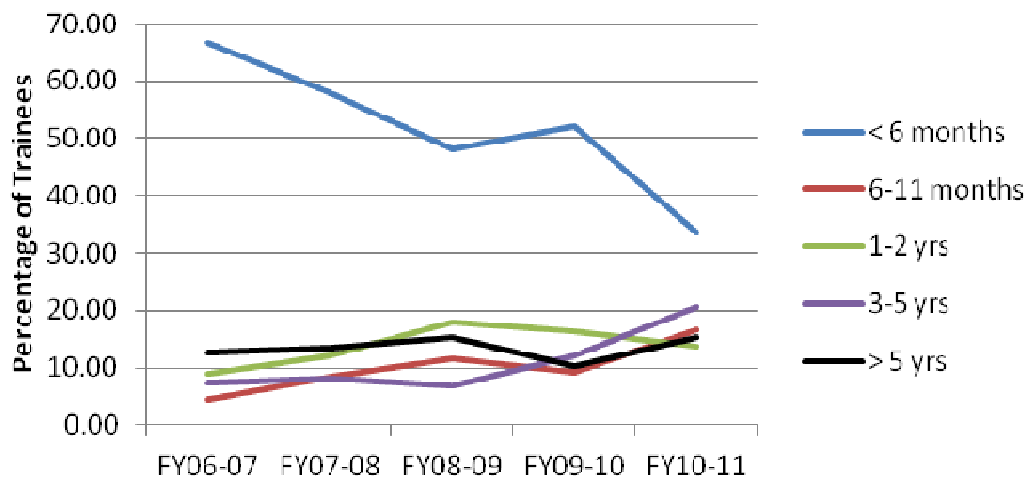


## EXPERIENCE (Regional, by Year)<sup>14</sup>

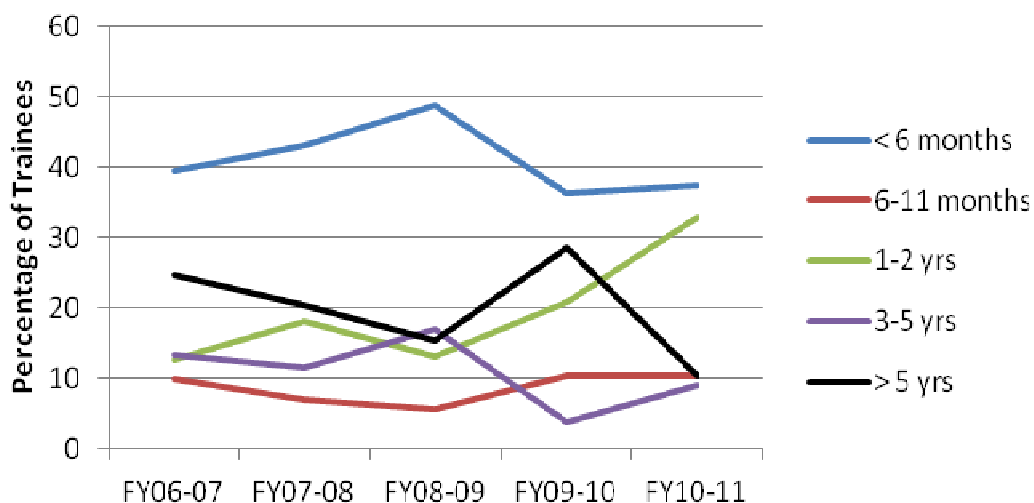


<sup>14</sup> With the exception of the Northern Academy, data for the individual RTAs shows a marked decrease in the “less than 6 months” category in FY10-11. This decrease may be slightly inflated due to a change in how this variable was collected during the year. The variable changed from categorical, 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. Participants were then able to clearly specify no experience rather than checking the box for “less than 6 months” which removed them from this category.

### Previous Child Welfare Experience by Year for the IUC

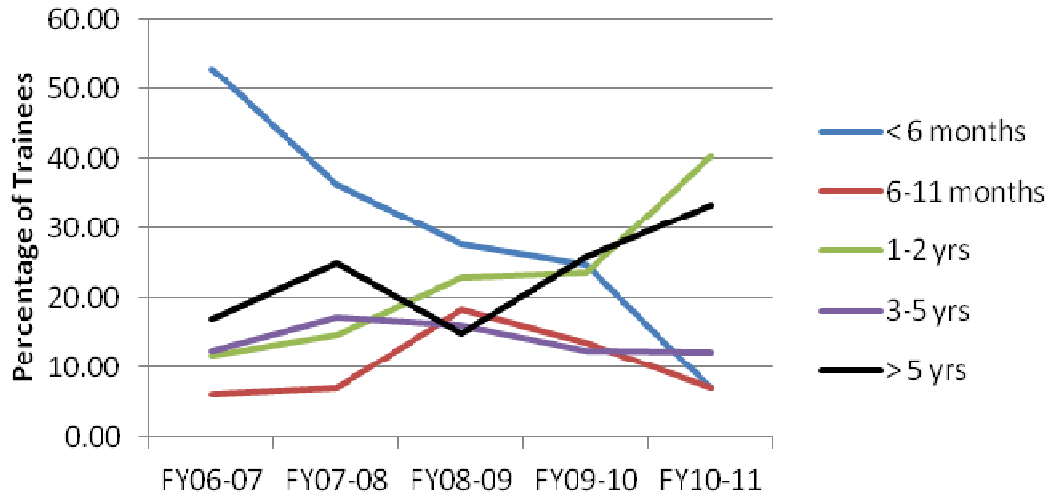


### Previous Child Welfare Experience by Year for the Northern Academy





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



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

### Percent ESL by Year by Region

