CalSWEC Evaluation Components
January 15, 2016

Data Set	Administration/ Purpose	Sample	Summary of Variables	Usage	Publications *
CalSWEC Student Information System (CSIS)					
IV-E CSIS Data (On-going)	1993-Present - Documentation on all Title IV-E Students and graduates as they progress through school and work.	MSWs (7,296), BASW (N=518), Pathway (N=66) ,	Demographics, placement, employment and repayment information.	Tracking progress of students and graduates to generate reports	Annual Reports to CDSS
Mental Health CSIS Data (On-going)	2005- Present - Documentation on all Mental Health students and graduates as they progress through school and work.	Mental Health MSWs (N=1,980)	Demographics, placement, employment and repayment information. Appeals data.	Tracking progress of students and graduates to generate reports	Reports to OSHPD Foster, G., Morris, M, & Sirojudin, S. (2013). Mental health workforce change through social work education: A California case study, Journal of Social Work Education, 49(3), 490–505.
Title IV-E Evaluation					
Entry- Graduation Study (Closed)	1991-2004 – Census study of all MSW students at CalSWEC universities to assess practice preferences and attitudes toward poverty at entry to and graduation from the MSW programs.	All entering (N=8,831) & graduating (N=6,194) MSW students In CalSWEC schools. Matched set (N=2,234)	Demographics, practice and client preferences, attitude measures, IV-E participation	Comparison of IV-E with Non-IV-E students on characteristics, attitudes and practice preferences	Jacquet, S. E. (2012). Successful student recruitment for public child welfare: Results from California's Title IV-E MSW stipend program evaluation. *Journal of Public Child Welfare, 6*(4), 405-424. Limb, G. E., & Organista, K. (2006). Change between entry and graduation in MSW student views on social work's traditional mission, career motivations, and practice preferences: Caucasians, Students of Color, and American Indian group comparisons. Journal of Social Work Education, 42(2), 269–290. Limb, G. E., & Organista, K. (2003). Comparisons between Caucasian students, Students of Color, and American Indian students on their views on social work's traditional mission, career motivations, and practice preferences. Journal of Social Work Education, 42(2), 269–290. Perry, R. E. (2004). Factors influencing MSW students' interest in public child welfare. Journal of Human Behavior in the Social Environment, 10(2), 1–31. Perry, R. E. (2003). Who wants to work with the poor and homeless? Journal of Social Work Education, 39(2), 321–342.

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New Graduate Focus Groups and Survey (Closed)	1994-2001 – Focus groups 2002-2012 – Survey Evaluation of the effectiveness of the curriculum from the graduates' perspectives.	New graduates Focus Groups – Just prior to graduation Survey - 6-months post-graduation	Demographics, knowledge & skills needed for MSWs, school & field experiences; satisfactions, challenges and gaps in curriculum.	Identification of courses gaps in or problems with the curriculum	Coleman, D., & Clark, S. J. (2003) Preparing for child welfare practice: Themes, a cognitive affective model, and implications from a qualitative study. Journal of Human Behavior in the Social Environment, 7(1–2), 83–96.
Curriculum Snapshot/ Final Report (Closed)	1993-2009 - Curriculum Snapshot 2010- Present - Final Report Program descriptions	Participating IV-E Schools	Narrative of the curriculum and how it is delivered in the classroom and field placements and other accomplishments	Evaluation of the stipend program curriculum and how it is delivered. the university level.	
3-Yr Career Path Study Surveys (Closed)	1996-2013 – Evaluation of IV-E graduates who have completed work obligation to determine the factors that contribute to retention in retention in the child welfare (CW) workforce	IV-E graduates (N=1,655)	Demographics, retention status, satisfaction, work information, experiences, conditions, and attitudes	Comparison of graduates who stayed in or left CW on work factors.	Dickinson, N., & Perry, R. (2002). Factors influencing the retention of specially educated public child welfare workers. Journal of Health and Social Policy, 15(3/4), 89–104. Fitzgerald, C. S., & Clark, S. J. (2013). Work locus of control and perceptions of practice. *Journal of Public Child Welfare, 7*(1), 59–78. Jacquet, S. E, Clark, S. J., Morazes, J., & Withers, R. (2008). The role of supervision in the retention of public child welfare workers. Journal of Public Child Welfare, 1(3), 27–54. Perry, R. E.(2001). The classification, intercorrelation, and dynamic nature of MSW student practice preferences. Journal of Social Work Education, 37(3), 523–544. Smith, R. J., & Clark, S. J. (2011) Does job resource lss reduce burnout and job exit for professionally trained social workers in child welfare? Children and Youth Services Review, 33, 1950-1950.
3-Yr Career Path Study Interviews (Closed)	1996-2010 – Evaluation of IV-E graduates who have completed work obligation to determine the factors that contribute to retention in retention in the child welfare (CW) workforce	IV-E graduates (N=226)	Open-ended questions about IV-E grad experiences with the program, work and why they stayed with or left their child welfare agency.	To broaden the understanding of the IV-E graduate experiences.	Morazes, J., Benton, A., Clark, S. J., & Jacquet, S. E. (2009). Views of specially-trained child welfare social workers: A qualitative study of their motivations, perceptions, and retention. *Qualitative Social Work, 9*(2). 227–247. doi:10.1177/1473325009350671
5-Yr Career Path Study (Closed)	2010-2014 – Evaluation of IV-E graduates who have completed work obligation 5 years post-graduation to assess their career trajectories	IV-E graduates (N=891)	Demographics, career experiences, goals, attitudes, and continuing education	Examination of long term career trajectories of IV-E graduates and factors that lead to retention, career goals interests and expectations.	Clark, S.J., Smith, R.J., & Uota, K. (2013) Professional development opportunities as retention incentives in child welfare. Children and Youth Services Review, 35, 1687–1697.
3&5- Yr Career Path Study (Closed)	1996-2014 – Evaluation of IV-E graduates who completed both 3-yr and 5-yr Career Path studies.	IV-E graduates (N=624)	Demographics, retention status, satisfaction, work information, experiences, conditions, and attitudes	Longitudinal examination of IV-E graduates and analysis of factors predictive of retention, career goals interests and expectations.	

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5- Yr Career Path Interviews (Closed)					
BASW Evaluation (Closed)	2012 – Evaluation of the effectiveness of the BASW Stipend program	BASW graduates (N=135)	Work experiences & BASW experiences related to job.	BASW graduates' assessment of their preparation for child welfare, and to evaluate the effectiveness of the BASW program.	
RTA Coordination Project Evaluation					
Common Core Evaluation (On-going)	2005-Present – Evaluation of the Common Core training for all new CW workers	All newly hired CW line workers (N=6,275)	Demographics, Knowledge and application of knowledge measures & IV-E participation	Evaluation of effectiveness of Common Core; Comparison of IV-E and Non-IV-E workers on knowledge and application; development of other measures such as: Child Forensic Attitude Scale, Stereotype Threat study.	Johnson, B., Leake, R., & Parry, C., (2008, May). Stereotype Threat: Implications for Training Evaluation. Presented at the 11th Annual National Human Services Training Evaluation Symposium, Berkeley, CA. Johnson, B., Mathias, C., & Zeitler, L. (2006, Ma). Evaluating Values and Attitudes: Exploring the impact of Training on Disproportionality and Disparity. Presented at Ninth Annual National Human Services Training Evaluation Symposium. Berkeley, CA. Johnson, B., & Parry, C. (2005, May). Training Evaluation in a Large System: California's Framework for Child Welfare Training Evaluation. Presented at Eighth Annual National Human Services Training Evaluation Symposium, Berkeley, CA.
Supervisor Core Evaluation (On-going)	2006-Present – Evaluation of training program for all newly hired/promoted CW Supervisors	All newly hired/promoted CW Supervisors (N=716)	Demographics, Application of knowledge measures & IV-E participation	Evaluation of effectiveness of Common Core; Comparison of IV-E and Non-IV-E workers on application of knowledge	
Supervisory Practices and Tasks (Closed)	2003 - Evaluation of the essential roles, practices and tasks for excellent supervisory practice in CW	Sample of CW managers, supervisors & line workers. (N=1,000)	Demographics, Attitudes about supervisory practices, and assessment of supervisor practices	Comparison among managers, supervisors & line workers on attitudes and perceptions of supervisory practices.	Clark, S. J ., Gilman, E., Jacquet, S. E., Johnson, B., Mathias, C. C., & Zeitler, L. (2008). Supervisory practices and tasks in public child welfare social work. Journal of Public Child Welfare, 2(1), 3–32.
Child Forensic Attitude Scale (CFAS) (Closed)	2009-2012 - Measure of attitudes toward child sexual abuse.	Newly hired CW social workers from Bay and Southern RTA regions (n=201)	Demographics, application of knowledge scores, pre/post training CFAS scores.	Validation of CFAS; assessment of impact of training on attitudes.	
CDSS Authorized Evaluation					

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Workforce Study(Closed)	1992-Present - Survey of Agency characteristics of the CW workforce and census survey of the CW workforce	Public child welfare workers 2008(47 Ctys), 2011(2008(N=4,207), 2011(N=3,493)	Demographics, CW work information, IV-E participation, continuing education interest	Assessment of workforce variables and of IV-E MSWs in the workforce in contrast to others.	[Workforce Data Briefs](#)
County Workforce Study (ongoing)	2014-Present - Ecological Model for Child Welfare Workforce Development and Effectiveness	County child welfare workers in 5 counties (N=550)	Demographics, attitudes toward job, agency, & experiences, proficiency, outlook.	County comparisons on various worker and agency attributes, examination of IV-E and non IV-E workers, differences by job type, Differences by demographics, analysis of factors predictive of child welfare outcomes	

* Link to other publications: http://calswec.berkeley.edu/publications-calswecs-evaluation-research

Note: many of the surveys use standardized participant self-generated IDs and common demographic questions for the purpose of comparisons across studies.

The following is what is used to create the self-generated **Unique ID**:

- What are the first three letters of your mother's maiden name? (example: If her name is/was Joan Smith, the letters are SMI).

- B. What are the first three letters of your mother's first name?(example: If her name is/was Joan Smith, the letters are JOA). Note: If the name has fewer than three letters, fill in the letters from the left and add 0 (zero) in the remaining space(s) on the right. For example, if her name is/was Lu We, the codes would be LU0 and WE0.

- C. What are the numerals for the day you were born? Please use "0" before the number for numbers less than 10

This additional item is used in some of the IV-E samples.

- D. What is the two-digit code for your school name? Please use the following codes: Bakersfield = BA; UC Berkeley = BE; Chico State = CH; Dominguez Hills = DH; CSU East Bay = EB; Fresno State = FR; CSU Fullerton = FL; Humboldt State = HB; Loma Linda = LL; Long Beach = LB; CSU, Los Angeles = CL; Northridge = NR; Sacramento = SA; San Bernardino State = SB; San Diego State = SD; San Francisco State = SF; San Jose State = SJ; Stanislaus = ST; UCLA = LA; USC = SC