A Statewide E-Learning Report
Findings from
the *Organizational Readiness (Director) Survey*
and the *Technical Capacity (IT Manager) Survey*

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EXECUTIVE SUMMARY

In 2008, California's Statewide Education and Training Committee (STEC) revisited plans for a statewide system to expand child welfare training beyond the classroom by utilizing various forms of electronic technology. Under the auspices of STEC, the e-Learning Committee was formed to facilitate the establishment of a statewide structure for sharing the development, production and delivery of child welfare training using electronic media. Members of the e-Learning Committee include representatives from the Regional Training Academies, the Inter-University Consortium, county child welfare departments, and other educational partners.

At its outset, the e-Learning Committee identified the need for a statewide baseline assessment to be conducted at the county level to determine organizational readiness and technical capacity for dissemination of child welfare training content through electronic media. Two surveys were developed for county child welfare agencies: (1) an organizational readiness survey for county child welfare directors (the "Director Survey"); and (2) a technical capacity survey for county-based information technologists (the "IT Manager Survey").

This Executive Summary highlights the main findings of each survey and provides recommendations for statewide strategic planning for achieving organizational readiness and building technical capacity for e-learning. Details regarding the implementation, results, and conclusions of the Director Survey and the IT Manager Survey are provided in the body of the report, accompanied by visual displays of data in charts and graphs.

ORGANIZATIONAL READINESS SURVEY (Director Survey)

Findings

The Director Survey comprehensively assessed the climate of 41 California county child welfare agencies with respect to introducing or expanding utilization of e-learning for the professional development of child welfare staff. County child welfare directors were queried about their interest, rationale and expectations for e-learning as a training method. They were also asked to indicate their preferences for course types, learning levels, and e-learning modalities. Directors' responses concerning agency learning environments,

allocation of staff time for e-learning, availability of technical support staff, and perceived challenges for implementation provided indications of agency conduciveness for e-learning.

- ***Directors strongly support e-learning as a staff development medium.***

Ninety-five percent (95%) of directors agreed or strongly agreed that child welfare staff could participate in e-learning for their professional development. Preference for e-learning to convey ongoing, specialized or advanced curricula was notable: Eighty-two percent (82%) of directors indicated high or very high interest for this application. Support for using e-learning to deliver the common core curricula was also substantial, with high or very high interest indicated by nearly half of the directors.

Seventy percent (70%) of directors rated the ability to offer e-learning courses at their agencies as highly important, and eighty-three percent (83%) expressed a high or very high commitment to realize this goal. Forty percent (40%) of directors indicated that their counties intended to offer e-learning courses within the next two years.

- ***Directors support substantial use of work time for e-learning courses.***

All responding directors supported the use of work time for e-learning courses, with approximately half favoring 1-2 hours of e-learning in a single day (51%), or 2-3 hours in a single week (49%). A majority of directors (68%) believed that e-learning would involve less time than classroom learning.

- ***Directors identify multiple benefits of e-learning.***

Cost savings in travel expenses, flexibility in scheduling, efficiency, convenience, and reductions in staff time away from the office were most frequently cited by directors as perceived benefits of e-learning. They also found in e-learning the ability to provide short, specialized trainings, and to disseminate information quickly.

Directors also expected e-learning to have a positive effect on staff development, by increasing the engagement of supervisors, improving the consistency and transfer of learning, and expanding opportunities for self-directed learning. Directors heavily endorsed e-learning as a means to transmit knowledge-based instruction, with eighty-five percent (85%) expressing high or very high interest in this usage. Skill-based instruction through e-learning was also highly rated by two-thirds of directors.

- ***Directors favor facilitated group learning and interaction among learners.*** Group facilitated online courses and blended learning that combines classroom with online learning were the most preferred methods of e-learning delivery, with high or very high ratings noted by eighty percent (80%) and seventy-six percent (76%) of directors, respectively. Approximately two-thirds of directors also valued videoconferencing, self-paced online courses, and teleconferencing as delivery methods.

A preponderance of directors (93%) expressed the belief that effective e-learning would require interaction with a facilitator and with fellow trainees. Webinars™, teleconferencing, videoconferencing, and e-mail were the most popular methods indicated for such communications.

- ***Directors envision an increased role for e-learning in the next five years.*** When asked to project into the future, nearly half of California's child welfare directors expected e-learning to play a significant role in staff development in the coming years. Several specified that e-learning would serve as a complement to classroom training and would provide more varieties in learning choices.

- ***Directors indicate limited past and current usage of e-learning.*** For many counties, e-learning will be a new component in the working environment for management and staff, requiring accommodation in agency work routines and other modifications in existing cultures of learning. Despite their overall enthusiasm for e-learning, one-fourth of directors indicated that their counties had never delivered an e-learning course. In addition, of those that had, few courses were specifically targeted to child welfare staff.

- ***Directors are somewhat hesitant about allocating technical support.*** Technical staff resources required for installation, maintenance, dissemination and troubleshooting related to e-learning may be underestimated for some counties, and may constitute a limiting factor in the scale of implementation. Many directors (42%) preferred to leave decisions regarding the extent of technical support for e-learning to their information technology ("IT") staff. More than one-third of directors (37%) indicated that they would allocate from 2-10 hours per week of IT staff time to assist with e-learning. Some counties did not have IT staff, and a small percentage (5%) was unable to allocate IT staff time to e-learning.

- ***Directors believe that it is easy for staff to find a work space for e-learning, but harder to find time during the work day to take e-learning courses without being interrupted.***

Most directors (73%) believed that their staff would be able to find a physical workspace at the agency to participate in an e-learning course without being interrupted. However, in a separate question, fifty-six percent (56%) did not think that it would be easy for their staff to find a time during the workday when interruptions could be avoided. Directors thought that interruptions were more likely to come from colleagues (40%) than from supervisors (25%).

- ***Directors' greatest concern for e-learning is ensuring staff participation.***

Ensuring staff participation (21 responses) along with its corollary, perceived reluctance among staff (4 responses), was the challenge most often cited by directors in relation to the implementation of e-learning. This finding suggests the need for agencies to encourage e-learning, and to establish supportive policies and procedures. Concern for ensuring the effectiveness of e-learning was also evident (8 responses), indicating that evaluations of e-learning at the county, regional and/or state level would be valued by agency directors.

Directors cited equipment challenges (8 responses) as a cause for concern, a finding that bolsters the need for sufficient technical expertise in the e-learning endeavor. Challenges related to 'start-up' were also noted. Start-up challenges would likely entail allocation of staff time, utilization of training and technical expertise, and other agency resources.

TECHNICAL CAPACITY SURVEY (IT Manager Survey)

Findings

The IT Manager survey comprehensively assessed the technical capacity of 42 California child welfare agencies. IT staff were queried about hardware, software and ancillary equipment related to participation in a statewide e-learning system.

- ***IT staff support in child welfare agencies is limited.***

IT staff provide technical support to other departments in addition to child welfare departments (62%). There was a limited number of IT staff who provide technical support solely to child welfare departments (12%). Most county child welfare agencies reported having one IT staff person, although some larger

agencies reported having more than one IT staff person. Most of the technical support provided is related to the Internet, rather than e-learning.

As part of their duties, most IT staff reported having responsibility for 51 or more computers (78%). Among their responsibilities, IT staff indicated various modes for downloading software. More than half of IT staff (54%) download software onto computers and 31% reported that the installation of software is accomplished through auto-installation or update services.

- ***E-mail and Internet access vary across the state.***

Staff receive county supplied e-mail accounts in all but one reporting county; they are allowed to send and receive e-mail and open attachments freely. Most workers access the Internet from a computer at their workstation (83%) and a smaller number access the Internet from a dedicated computer, used specifically for e-learning, or kiosk (14%). The most common form of Internet connection is the T1/T3 (83%).

- ***E-mail security restrictions could impact e-learning.***

IT staff provided the following examples of email restrictions that could affect accessibility: 1) Courses originating from email addresses outside the county infrastructure may be blocked. The external e-mail addresses would need to be added to a safe list or be pre-approved. 2) Domain or extension names may also prevent access to courses. IT staff would need to make these domains and extensions accessible to staff. 3) Incoming e-mails and e-learning courses may be interpreted as SPAM and may need to be added to staff address books.

- ***Internet Restrictions could impact e-learning.***

IT staff cited restrictions regarding the Internet domain, category or site as potential hindrances to accessing e-learning courses. In addition, they stated that users may encounter pop-ups and may also need to disable cookies in order to participate in e-learning. Fifty-seven percent (57%) of responding counties reported that pop-ups are blocked but can be overridden at the user level.

A promising finding is that ten of the nineteen dedicated counties that completed the survey reported having a parallel computer system. A parallel computer system may surmount limitations of the dedicated system, such as lack of Internet access. However, further investigation is needed to determine the full capacity of the parallel computer system as a viable option for e-learning.

- ***The ability to hear sound in e-learning courses varies across the state.***

At the present time, access to sound components in e-learning courses is limited across the state. Thirty-six percent (36%) of responding counties do not have plug-in outlets for earphones, and only 23% of counties have internal speakers. Additionally, 33% of responding counties reported that none of their computers have sound cards which are required for e-learning with an audio component.

- ***The ability to view video components in e-learning courses is limited across the state.***

Most responding counties have graphic cards (93%) that enable users to see basic computer graphics like static clip art, animation and animated clip art. However, macromedia flash is unavailable in 55% of responding counties, posing a barrier for viewing more integrated and high level video components like video clips and streaming video. County ability to access and view video components in e-learning courses may be compromised if users do not have Windows Media Player and Real Player, or if these software packages are not activated.

- ***Software compatibility varies in the state.***

All responding counties reported having access to Microsoft Word and Excel. Counties with different versions of Microsoft Word may encounter access and viewing problems when opening Word documents. For example, if a document is created in Word 2007 or higher, a county with Word 2003 will not be able to convert or access the document. All responding counties reported using some version of Internet Explorer as their default Internet browser. Regarding participation in e-learning activities, newer versions of Internet browsers are more stable than earlier versions. Seventy-four percent (74%) of responding counties have access to the Adobe Acrobat document reader. A document reader is needed in all counties as this method is a universal standard for viewing documents in an Internet environment.

- ***A variety of platforms are used in California to access e-learning.***

Thirteen counties responded to the question about the learning management system used in their county. The following learning management systems were identified: BGI SCORM, SUM Total, Trilogy, Pathlore, Saba, Cornerstone, and Pathways. It is uncertain if there are other learning management systems used throughout the state. Further investigation may determine the full capacity of the state's counties to completely participate in e-learning.

- ***Staff with disabilities may require accommodations for accessing e-learning.*** Twelve (12) counties reported that they employ staff with visual disabilities; twelve (12) counties reported that they employ staff with hearing-related disabilities, and fourteen (14) counties reported that they employ staff with mobility-related disabilities.

OVERALL RECOMMENDATIONS

At the state level, support will be needed to build a coordinated infrastructure utilizing human resources and technical components to promote the production, delivery and management of e-learning courses on a statewide scale. The following recommendations apply to California's child welfare training system as a whole.

1. **Support staff development of trainers while creating a new culture of learning for trainees.**
   With increased utilization of e-learning, trainers will continue to play an active role in the realm of child welfare staff development. In particular, findings that indicated a preference for interactive and facilitated training delivery methods demonstrate that trainers will be needed to support a multitude of e-learning training modalities, including the most preferred online and blended courses.

   Trainers and writers will need to develop skills related to the conversion of existing written curricula to electronic formats, development of new electronic curricula, and training delivery involving interactive methods that encourage communication between facilitators and trainees, and among fellow learners. Additionally, a new or expanded reliance on Webinars™, teleconferencing, and videoconferencing for internal communications related to e-learning courses will alter the scope, tenor and current routines of training staff and training participants. Trainings for trainers related to various modalities of e-learning will need to be introduced and expanded in the statewide child welfare system training system of the future.

   At the state, regional, and county levels, some re-configuration of training division resources will be needed to accommodate expansion of staff skill sets for the development, production, delivery and management of e-learning. Commensurate to technical infrastructure needed for electronic teaching methods, a staff infrastructure also needs to be developed throughout the

child welfare training system. Also, endorsement of e-learning emanating from the state level would assist in establishing a climate supportive to statewide implementation.

2. **Establish plans for evaluation of e-learning courses commensurate to those used for written curricula and classroom training.**
   Based on directors' concerns for ensuring the effectiveness of e-learning, state, regional, and county agencies should establish or build upon existing evaluation frameworks for e-learning courses. Evaluation priorities should be determined, and provision should be made to share effective evaluation strategies and research findings throughout the state.

3. **Continue to develop e-learning partnerships.**
   Counties have already begun to partner with their regional training academies, public colleges and universities, and service agencies for delivery of e-learning instruction. Increasing the use of partnerships to produce and distribute e-learning courses, whether at the state, regional, or county level, will allow for increased cost effectiveness, capacity-building, and interagency coordination that will provide overall benefits to child welfare education, training and practice.

4. **Counties and/or the state should establish organizational capacity and technical capacity policies and procedures that encourage and ensure participation in e-learning courses.**

   Organizational Capacity Policies and Procedures
   Forty percent (40%) of directors indicated their intent to offer e-learning courses within the next two years. County management should consider how the introduction of e-learning in their local training system might modify their learning culture. For example, work routines, interactivity with other learners, supervision, transfer of learning practices, and workspace utilization could all be affected. Setting a tone of encouragement for e-learning substantiated by supportive policies, standards, and procedures would assist with successful implementation of e-learning at the county level and the establishment of agency environments conducive to e-learning.

   Technical Capacity Policies and Procedures
   Dedicated counties have different technical capacity issues compared to coexistent counties. Therefore, establishing policies and procedures for technical aspects of e-learning would ensure uniform access across the state.

Technical policies may include guidelines for staff responsibilities and procedures for addressing technical issues. A statewide policy that addresses varied technical capacity may be needed for dedicated counties. County policy may be needed for coexistent counties. The guidelines would address:

a. Downloading software related to accessing e-learning courses
b. Disabling pop-ups and cookies for the purposes of e-learning
c. Identifying incoming emails, courses, web links, websites, and resources related to e-learning.
d. Decreasing or removing Internet restrictions (domain/extension, category, or site type) so that county users can access e-learning courses.
e. Specifying allowable file format types for importing and exporting data into learning management systems.
f. Specifying unique identifiers for importing and exporting data into learning management systems.

5. **Develop the skills of current IT staff or hire more IT staff with e-learning knowledge and skills.**
   Child welfare agencies would benefit by having more IT staff providing e-learning support. If counties are unable to hire additional IT staff with e-learning knowledge and experience, they may also benefit by developing the skills and knowledge of current staff. Counties should also consider allocating IT staff exclusively to the CWS agency, in order to provide more specialized support for e-learning.

6. **Provide accommodations for staff with disabilities.**
   Agencies reported that some staff have disabilities relevant to e-learning. Staff may require special accommodations to be able to fully participate in e-learning activities.

7. **Continue to provide a variety of options for accessing the Internet for the purpose of taking e-learning courses.**
   Options could include:

   a. Staff computers
   b. Dedicated computers
   c. Computer labs
   d. Other designated areas or agencies/organizations

8. **Acquire a document reader for word processing and PowerPoint.**
   Many e-learning documents and course materials are in a pdf format, which requires a portable document reader. All counties will need a portable document reader or free software (Adobe, Foxit, or another reader) to access documents in this format.

   Some courses may be PowerPoint based or contain PowerPoint files in them. Some counties do not have PowerPoint. A PowerPoint reader (PowerPoint Viewer 2007) would allow counties to view PowerPoint files.

9. **Fully investigate the technical capacity of the dedicated counties to participate in e-learning.**
   Nineteen of out of the 34 dedicated counties completed the IT Manager Survey. Ten of these counties have a parallel computer system. A statewide supported pilot to investigate technical capacity in dedicated counties with and without parallel computer systems would allow for a more robust analysis of the technical capacity of the state. The pilot would also help to inform the implementation of e-learning as outlined in the e-learning strategic plan.

10. **Consider e-learning capacity when making technical/computer upgrades.**
    Technology changes rapidly. Ongoing upgrades will be necessary to keep pace with innovations that affect e-learning in the child welfare profession. One major consideration is the maintenance of a reinforced bandwidth infrastructure for large scale deployment of e-learning.

    Survey results indicated that upgrades were currently needed for several technical components of e-learning, including:
    a. Bandwidth
    b. Operating system
    c. Microsoft Office suite
    d. Internet connection
    e. Internet browser
    f. RAM
    g. Sound cards, plug-in device for speakers, speakers, and/or earphones
    h. Video

11. Make investments in SCORM compliant learning management systems or content management systems.

In order to establish and develop the statewide library outlined in the strategic plan, child welfare staff across the state must be able to access a SCORM compliant content management system or learning management system. The SCORM standard is necessary in order to share and post courses for user access.

Counties and regions are also advised to consider differences between a content management system and a learning management system. A content management system does not have an integrated component to track training. An integrated tracking component will allow users, counties, RTAs and the state access to trainee records and reports with relative ease.

If regional training academies do not have a SCORM compliant content management system or learning management system, a central learning management system will be essential to enable users in all regions and counties to access e-learning courses via a central platform.

CONCLUSION

In conclusion, establishing a coordinated, integrated and fully accessible statewide system for e-learning in child welfare will strengthen a culture of continuous learning for the professional development of child welfare staff in the state of California.

INTRODUCTION

In 2008, California's Statewide Education and Training Committee (STEC) revisited plans for making statewide child welfare training available beyond the classroom by utilizing various forms of electronic technology. By that time, distance learning had been adopted by the Northern California Regional Training Academy primarily to serve rural counties, and a small number of e-learning courses had been created in other California training regions. STEC had earlier investigated the possibility of statewide e-learning projects, but momentum had been curtailed mainly due to technical barriers and budgetary challenges that existed at the time.

With the advent of widespread and accessible technological innovations for modes of e-learning, statewide interest in e-learning for child welfare training was renewed. Under STEC's auspices, CalSWEC convened an ad hoc e-Learning Committee to advance alternatives and enhancements to classroom training. The e-Learning Committee began work in 2008 with representatives from the Regional Training Academies, the Inter-University Consortium, county child welfare departments, and other educational partners. As an initial step, members of the e-Learning Committee identified the need for a baseline assessment of the child welfare system's organizational readiness and technical capacity to assist in planning a statewide e-learning partnership. The committee created an organizational readiness survey (the "Director Survey") and a survey assessment of technical readiness (the "IT Manager Survey"). The purpose of the surveys was to provide information to inform statewide strategic planning regarding the technical and organizational needs of California's 58 counties for production and delivery of child welfare training content through electronic media.

SURVEY DEVELOPMENT AND ADMINISTRATION

The questionnaires for both survey types were adapted with permission from survey instruments designed for North Carolina Social Services by The Family and Children's Resource Program of the Jordan Institute for Families at the School of Social Work, University of North Carolina at Chapel Hill. The organizational readiness questionnaire was designed to be completed by county child welfare directors or their designees. The technical readiness questionnaire was designed to be completed by information technologists employed by county child welfare agencies.

County child welfare directors were notified about the survey at a routine meeting of the County Welfare Directors Association (CWDA) prior to implementation. The surveys were fielded by CalSWEC from August 20, 2009, until March 1, 2010. Questionnaires for the Director and Information Technology ("IT") Manager surveys were made available in several modalities: (1) online through SurveyMonkey™, (2) as an attachment to an e-mail announcement, and (3) in hard copy at a CWDA meeting. Additionally, a few surveys were administered by telephone.

The questionnaires consisted in 4-point or 5-point Likert-scale items, multiple choice items, and open-ended questions. Valid percentages will be used to report frequencies and in the construction of charts and graphs presented herein. Occasionally, frequencies may not add up to 100% due to rounding.

RESULTS OF THE DIRECTOR SURVEY

Participation

The Director Survey was completed by 41 of 58 county child welfare departments, yielding a statewide response rate of 71%. All five California training regions participated, with the following representation: 14 counties from the Northern region, 11 counties from the Bay Area region, 10 counties from the Central region, 5 counties from the Southern region, and the training region of Los Angeles County. *(See Appendix A for a complete list of participating counties.)*

County characteristics

The number of workers reported in California counties ranged from a low of 3 to a high of approximately 3200, with a median of 62 workers per county. The number of supervisors indicated for California counties ranged from 1 to 438, with a median of 11 supervisors per county.

Section I: Overall Interest

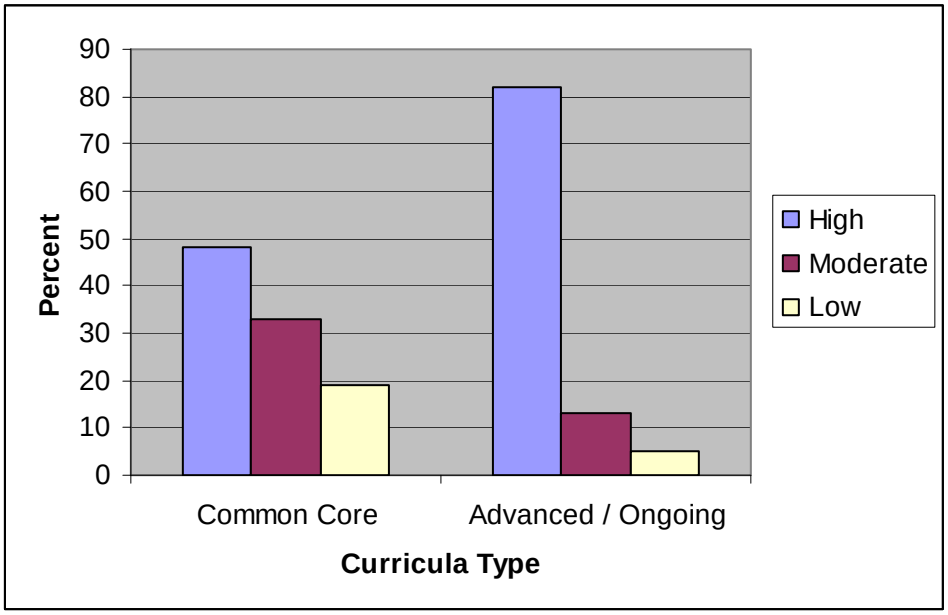
Receptivity to e-learning as an instructional modality

Survey questions began with items that asked directors to rate their overall receptivity to e-learning as an instructional modality. Directors viewed e-learning as a viable means of professional development. Ninety-two percent (92%) "agreed" or "strongly agreed" that they were interested in participating in an e-learning course for their own continuing education, and an even higher percentage (95%) approved e-learning as a medium for the professional development of their staff.

Comparison of support regarding curricula types

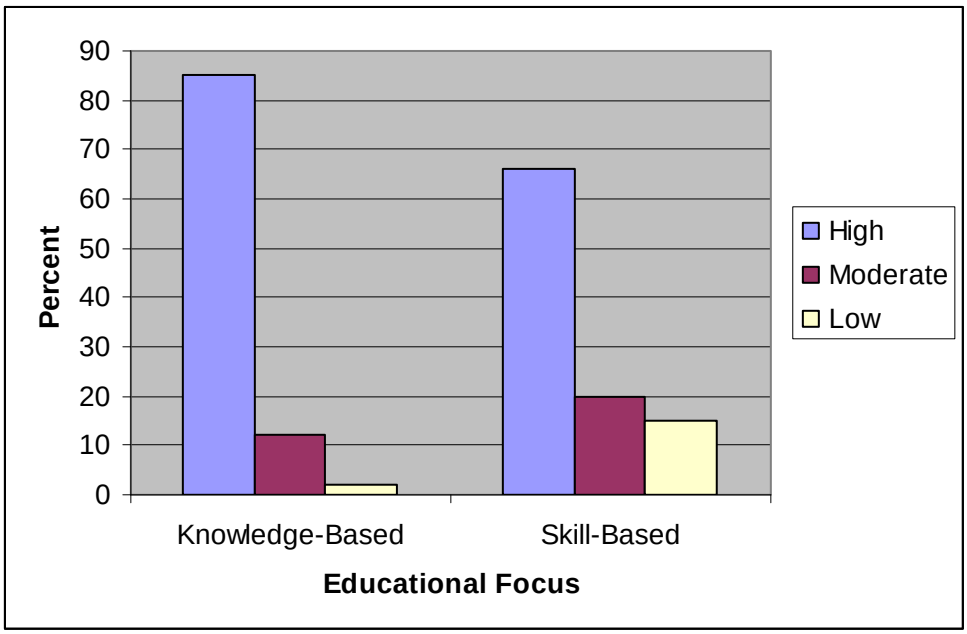
Directors were asked to rate their interest in e-learning as an instructional method for training Common Core Curricula and ongoing, specialized, or advanced curricula. For Common Core Curricula, directors' preferences were split, with 52% indicating "low" or "moderate" interest for using e-learning and 48% with "high" or "very high" interest. In contrast, with respect to using e-learning for teaching ongoing, specialized or advanced curricula, 82% of directors rated their interest as "high" or "very high," while 18% rated their interest as "moderate," "low," or "very low." Based on these findings, directors' preference for using e-learning for ongoing, specialized, or advanced curricula is stronger than their endorsement of e-learning for training Common Core Curricula.

Figure 1. Level of support by curricula type



Overall, directors favored e-learning more for delivery of knowledge-based courses than for delivery of skill-based courses, with 85% of directors rating their interest in knowledge-based courses as "high" or "very high" as compared to 66% of directors indicating "high" or "very high" interest in offering skill-based courses. Differences in preferences for knowledge-based courses and skill-based courses were also evident in the "low" and "very low" categories. Only 2% of directors (1 respondent) indicated "low" support for knowledge-based e-learning, while 10% of directors (4 respondents) indicated "low" support for skill-based e-learning and 5% (2 respondents) indicated "very low" support.

Figure 2. Level of support by educational focus



Comparison of support for various e-learning modalities

Support was assessed separately for several e-learning technologies, specified as:

(1) online—individualized, self-paced;
(2) online—group facilitated;
(3) blended courses (delivered partly online and partly in a classroom);
(4) teleconferencing;
(5) videoconferencing; and
(6) courses accessed on CD or DVD.

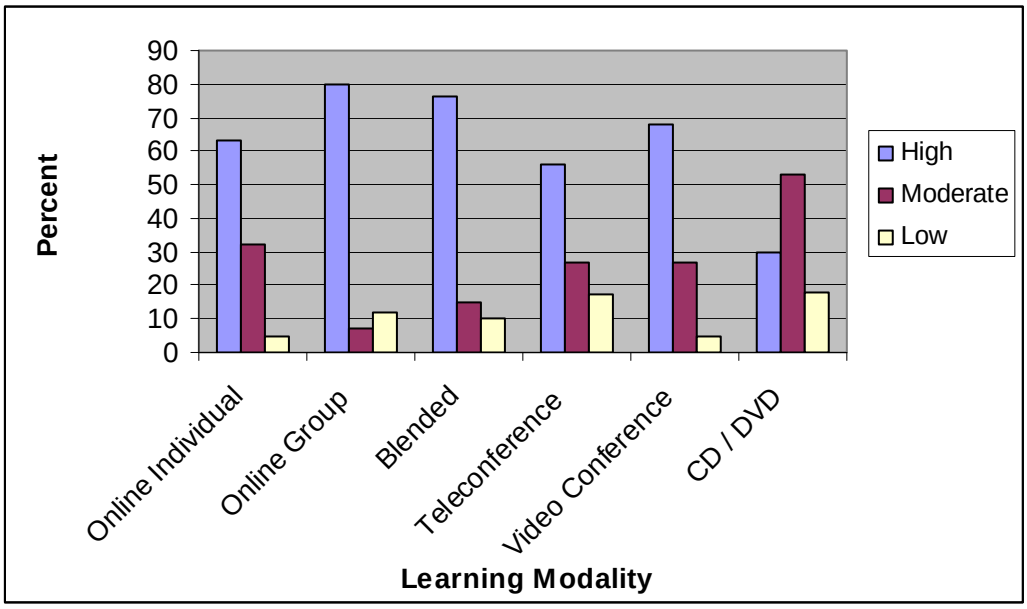
Of these learning modalities, enthusiasm was greatest for group-facilitated online courses, with 80% of directors rating their interest as "high" or "very high." Support was also strong for blended learning in which classroom learning is combined with online instruction, with 76% of directors rating their interest as "high" or "very high" for this modality. Videoconferencing and individualized, self-paced online courses were the next preferred categories, with 68% of directors indicating a "high" or "very high" interest in videoconferencing, and 63% of directors designating the same level of interest in self-paced online courses. Teleconferencing received "high" or "very high" ratings by 56% of directors, and courses on CD or DVD were the least favored method, receiving "high" or "very high" ratings by 30% of directors.

Table 1. Level of support by learning modality

Level of Support	Online Individual	Online Group	Blended	Tele-conference	Video Conference	CD or DVD
Very High	31.7	34.1	53.7	19.5	36.6	17.5
High	31.7	46.3	22.0	36.6	31.7	12.5
Moderate	31.7	7.3	14.6	26.8	26.8	52.5
Low	4.9	12.2	9.8	14.6	4.9	12.5
Very Low	0.0	0.0	0.0	2.4	0.0	5.0
Total %*	100.0	100.0	100.0	100.0	100.0	100.0

**Total percentages may differ slightly from 100 due to rounding.*

Figure 3. Level of support by learning modality



Section II: E-Learning in Director's Agency

Past, current, or future use of e-learning instruction

Directors were asked to report on several parameters of e-learning usage in their counties. Seventy-one percent (71%) of directors indicated that their counties had offered one or more e-learning courses within the past two years, and an additional 5% had offered one or more e-learning courses more than two years ago. However, 24% of directors indicated that their counties had never delivered an e-learning course.

For those counties where e-learning was currently used or used in the past, e-learning courses were most commonly implemented by many or all agency departments. Approximately 22% of counties indicated that their agency's e-learning courses had only been available to child welfare staff.

Forty percent (40%) of directors indicated that their counties intended to implement e-learning courses within the next two years, while 8% did not. The remaining directors were unsure about their agency's plans.

Rationale for agency use of e-learning

Fifteen (15) directors cited flexibility, convenience, or increased staff participation as reasons for using e-learning, and ten (10) directors cited cost savings in travel time, travel expenses, or paper usage. An additional five (5) directors mentioned efficiency as a reason for using e-learning, achieved by saving time or by reaching a wide number of participants. Four (4) directors indicated that e-learning was used to address training requirements. The appeal of self-directed or brief learning opportunities, the ability to monitor course completion, and the effectiveness of e-learning (through customization, and as a complement to classroom training) were also cited as reasons for pursuing e-learning (2, 1, and 1 directors, respectively). In one instance, a formal agency decision was given as the rationale for offering e-learning instruction.

Table 2. Rationale for agency use of e-learning

Rationale	# of comments
Flexibility, convenience, or increased staff participation	15
Cost savings in travel time or travel expenses	10
Efficiency	5
To address training requirements	4
For self-directed or brief learning opportunities	2
Ability to monitor course completion	1
Effectiveness of e-learning	1

A few directors (6) indicated concerns about e-learning. For example, e-learning was not considered the best presentation method for all topics and was thought less effective for teaching skill-based content. Differences in adult learning styles and acceptance of e-learning by staff were also noted, as was a concern regarding insufficient resources.

Section III: E-Learning in Director's Regional Training Academy

Collaborations on e-learning projects

Directors were asked about the formation of partnerships to produce or deliver e-learning courses to their staff. Ten (10) directors reported that their agency had collaborated with one or more entities with respect to an e-learning project. Of these, half (5) had partnered with a community college, university, or regional training academy. Three (3) had partnered with a mental health department, and two (2) with a substance abuse program. Other partnering agencies included departments of public health, probation, human resources, county counsel, or a business specializing in information technology. The nature of the collaborations between a county and another entity involved providing county data to the course developer, co-development of the course, training delivery by the external agency, or a long-standing, multi-purposed partnership that pre-dated the e-learning project.

Almost three-fourths of directors indicated that the regional training academy ("RTA") in their area had used or was planning to use e-learning. Directors believed that their regional training academy was prompted to use e-learning due to its cost-saving benefits (9 responses); because of its flexibility or convenience (5 responses); because of its efficiency (5 responses); to satisfy training requirements (2 responses); or in relation to a formal agency decision (1 response).

Table 3. Perceived rationale for use of e-learning by RTA

Rationale	# of comments
Cost savings in travel time or travel expenses	9
Flexibility, convenience, or increased staff participation	5
Efficiency	5
To address training requirements	2
Formal agency decision	1

Existing course offerings

Several directors preferred that information concerning course offerings through their regional training academies be answered by those entities directly. However, directors indicated that the Northern California Training Academy offered a wide array of courses available through University of California, Davis. Courses offered by regional training academies included Evidence-based

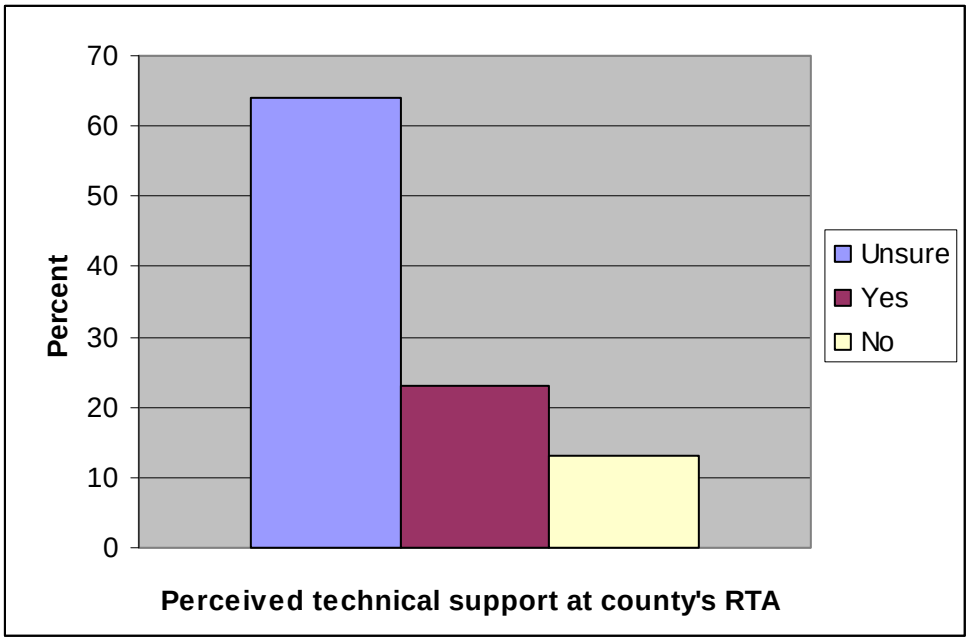
Practice, the Indian Child Welfare Act, the Multi-ethnic Placement Act, Confidentiality, Ethics in Social Work, Cultivating a Diverse Workforce, Visiting Incarcerated Parents, Parentage, Project Management for Managers, and Dependency Legal Updates. Additionally, a series of courses in behavioral health was also available.

Section IV: Agency Technology Support

Support for information technology

Directors were queried about the availability of support for the technical aspects of e-learning. Twenty-three percent (23%) of directors believed that technical support was provided by their regional training academy, either through designated technical staff or a helpdesk (7 responses); a technology trainer (2 responses); and/or staff that were knowledgeable about technical issues (2 responses). Five (5) directors did not believe that their regional training academy provided any technical support, while 25 directors were not sure.

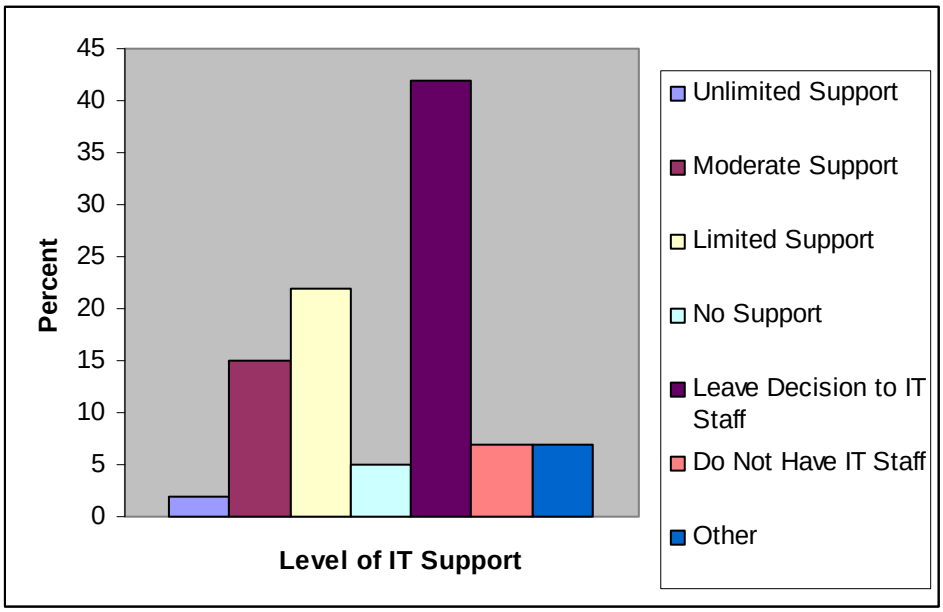
Figure 4. Perceived technical support within county agencies



Directors differed with respect to the feasibility of providing technical support for e-learning within their agencies. Forty-two percent (42%) of directors indicated that they would leave this decision to their information technology ("IT") staff. Twenty-two percent (22%) responded that they would provide limited support (2–5 hours per week of IT staff time), and 15% indicated that they would provide moderate support (5–10 hours per week of IT staff time).

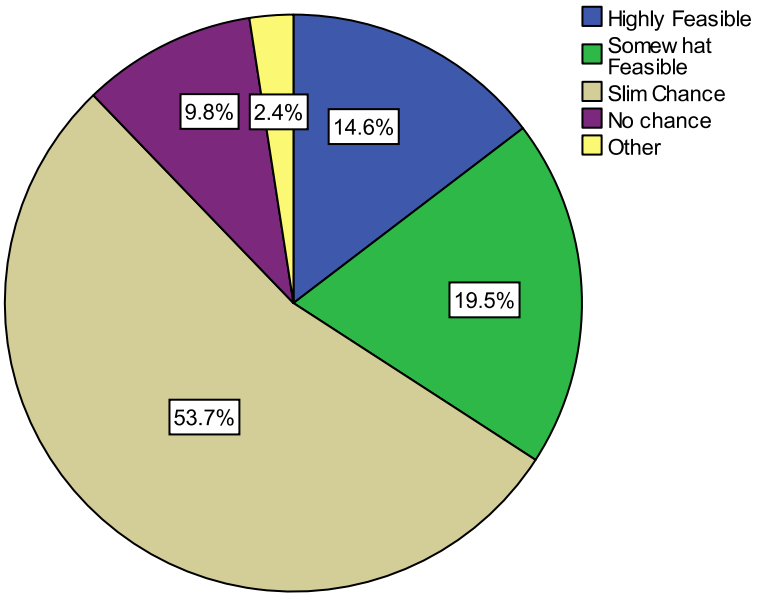
Only one respondent (2%) indicated that he/she would provide "unlimited support" for e-learning. The remaining respondents indicated that they did not have IT staff (7%); they were not willing to allocate IT staff time to e-learning (5%); or an alternative explanation (7%).

Figure 5. Directors' willingness to allocate technical support by IT staff



In addition to allocations of staff time, directors were also asked about funding for e-learning equipment purchases. Fifteen percent (15%) of directors believed that it was "highly feasible" for their agency to obtain funds for upgrading computer and Internet equipment for e-learning purposes, and 20% thought that it was "somewhat feasible." On the downside, 54% of directors thought there was "slim chance" of such funding, and 10% thought there was "no chance." One respondent indicated "other."

Figure 6. Feasibility of obtaining funds for upgrading computer and Internet equipment



Section V: Workplace Culture

Allocation of staff time for e-learning

Agency permission for workers to participate in e-learning was unanimous, excluding one abstention. Sixty percent (60%) of directors "strongly agreed" and 40% "agreed" that workers would be allowed to participate in e-learning during their normal work hours. Sixty-eight percent (68%) of directors believed that e-learning would involve less time than classroom learning. A majority (51%) of directors thought that it would be acceptable for a worker to participate in e-learning for 1–2 hours during a single work day, and 23% found 2–3 hours of e-learning in one day agreeable. Another 23% found less than one hour of e-learning appropriate. One director indicated that it would be acceptable for a worker to participate in 3 or more hours of e-learning in a single work day.

When the time interval for e-learning was increased to a period of one week, 49% of directors indicated that 2–3 hours of e-learning was acceptable, and 30% approved 1–2 hours of e-learning. At the extremes, 14% responded that 3 or more hours per week would be reasonable, and 8% thought that less than 1 hour per week was appropriate.

Agency conduciveness for e-learning

Directors were asked a series of questions related to the conduciveness of e-learning at their agencies. With an estimated median of only 11 workers per agency occupying a private office space, finding a quiet learning space is a salient issue. Seventy-three percent (73%) of respondents "agreed" or "strongly agreed" that it would be easy for their workers to find a place at work to participate in e-learning where they would not be interrupted. Conversely, 28% indicated that they "disagreed" or "strongly disagreed" with this statement.

The likelihood of interruptions attributed to timing proved more problematic. Forty-four percent (44%) of directors "agreed" or "strongly agreed" that it would be easy for workers to find a time at work to participate in e-learning without being interrupted, while 56% "disagreed" or "strongly disagreed" that this was the case. With respect to sources of interruption, 75% of directors "agreed" or "strongly agreed" that a worker's supervisor would not interrupt e-learning, and 60% "agreed" or "strongly agreed" that a worker's colleagues would not interrupt. Consequently, 25% of directors thought that supervisors might interrupt workers during e-learning, and 40% of directors thought that colleagues might interrupt their fellow workers.

Effect of e-learning on relationships between supervisors and supervisees

Directors were invited to provide their suppositions regarding how e-learning might affect relationships between supervisors and workers at their agency. Of the 30 directors who answered this question, 22 believed that e-learning would have a positive effect in their agency, citing increased engagement of supervisors, expected improvements in the consistency and transfer of learning, and increased cost effectiveness. Five (5) believed that e-learning would not have an impact, and three (3) indicated that they thought workers would prefer interactive training, be resistant to e-learning, or fail to complete e-learning courses.

Upcoming agency changes that might affect e-learning

Directors were asked to describe any significant upcoming changes in their agencies that would affect e-learning. Responses included anticipating a new computer purchase (6 respondents); upgrading existing technology (4 respondents); budget restrictions (6 respondents); changes in staffing (6 respondents); a decline in private office space (2 respondents); and changing to a "co-existent" or "dedicated" computer system to access computing support available at the state level (2 respondents).

Delivery considerations for e-learning

Directors were asked a series of questions regarding how e-learning should be delivered. Ninety-three percent (93%) of respondents "agreed" or "strongly agreed" that it was important for workers to interact with other learners during e-learning. Similarly, 93% "agreed" or "strongly agreed" that it was important for workers to interact with a course facilitator during an e-learning course.

Directors were then prompted by a checklist to indicate which forms of communication they thought would work best between e-learners and course facilitators. Webinars™ received the most responses (33), followed in order by teleconferencing (24), videoconferencing (20), e-mail (19), discussion board (8), and live chat (8). With respect to forms of communication which would work best among e-learners, the pattern was largely the same. Webinars™ again received the most responses (26), followed by teleconferencing (21), e-mail (17), videoconferencing (15), discussion board (11), and live chat (10).

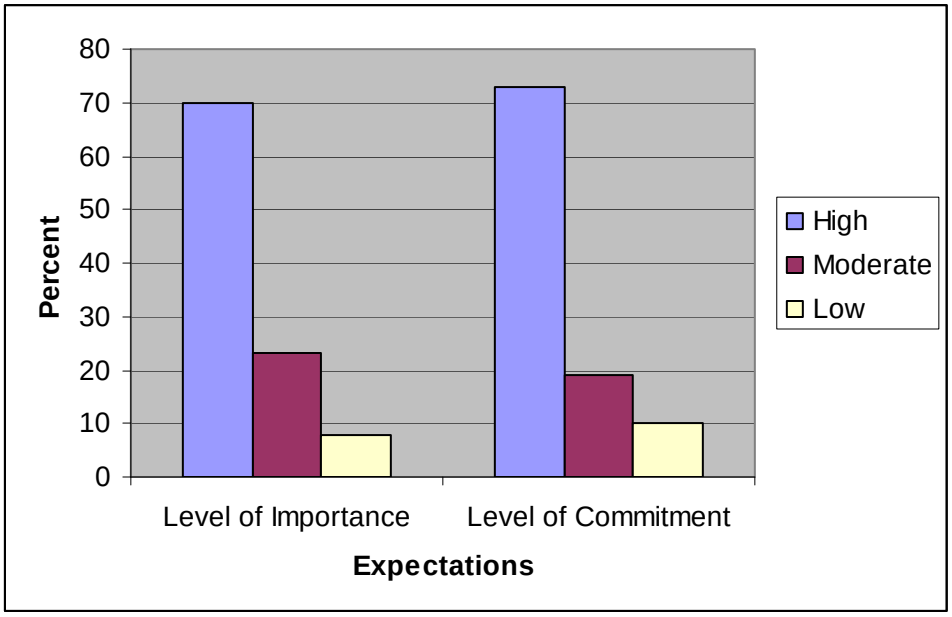
Section VI: E-Learning Course Expectations

Importance and commitment

Directors indicate strong support for e-learning. Offering e-learning courses was rated as having "very high" or "high" importance to the agency by 33% and 37% of directors, respectively. An additional 23% of directors found e-learning of "moderate" importance to their agency. Only 5% of directors designated e-learning as having "low" importance to their agency and 2% rated e-learning as having "very low" importance.

In response to a related question, 25% of directors indicated a "very high" commitment to their agency's offering of e-learning courses, and 58% indicated a "high" commitment. Seventeen percent (17%) indicated a "moderate" commitment to providing e-learning courses, and 10% indicated a "low" level of commitment.

Figure 7. Expectations for e-learning: importance and commitment



Agency experiences and expectations regarding e-learning

Directors were provided with a list of benefits associated with e-learning and were asked to indicate three benefits that they considered most important. In order of frequency, the most important benefits indicated were:

(26) reduction in travel costs for agency
(23) more flexibility in scheduling trainings
(22) greater opportunity to offer short, specialized trainings
(22) reduction of workers' time away from office
(14) ability for learners to direct their own learning
(12) ability to disseminate new information quickly
(5) ability to customize trainings to the needs of the worker
(3) more diversity in training courses
(3) quality of e-learning content

In a follow-up open-ended question regarding the benefits of e-learning, directors were asked to describe their agency experiences or their expectations for e-learning within their agency. The most frequently cited reason was efficiency (17 responses), followed by cost savings (11 responses), flexibility or convenience (11 responses), self-directed or brief learning opportunities (10

responses), satisfaction of training requirements (6 responses), effectiveness (3 responses), and the ability to monitor or evaluate training (2 responses).

Directors were asked to comment on experienced or anticipated challenges to e-learning. Ensuring participation was considered the greatest challenge, with 21 responses. This category was followed by equipment challenges (8 responses), and challenges associated with ensuring effectiveness (8 responses), the ability to access or monitor courses (4 responses), program start-up (4 responses), and reluctance among staff (4 responses). Challenges related to costs, staffing, labor negotiations, or differences between counties each received one (1) response.

Directors were asked to think ahead five years and envision what role e-learning would play in the professional development of their agency staff. Twenty-eight (28) directors indicated that they believed e-learning would play a significant role in staff development. Seven (7) directors expected e-learning would serve as a complement to classroom training. Five (5) expected that e-learning would provide more variety in learning choices, four (4) saw e-learning as being more responsive to customized training needs, and four (4) saw e-learning as a method for satisfying training requirements. One (1) director indicated that newer, younger workers would be more comfortable with e-learning as a learning modality, and one (1) director expected that e-learning would improve the monitoring of training.

DISCUSSION AND CONCLUSION

Results of the Director Survey characterized the extent of readiness and support for e-learning in California's county child welfare agencies in 2009 and 2010. Additionally, responses to questionnaire items provided useful details for planning future statewide development, production, and dissemination of e-learning courses.

Directors strongly supported e-learning as a staff development medium. They evinced greater support for using e-learning to convey ongoing, specialized, or advanced curricula in comparison to using e-learning to train the Common Core Curricula, and stronger preference for using e-learning for knowledge-based courses in comparison to skill-based courses. However, support for developing electronic versions of the Common Core Curricula and for using e-learning to deliver skill-based training was still strong. Although enthusiasm for e-learning as an instructional method was high, some directors expressed caution for using

e-learning for topics or skill-based content that might not be appropriate for the medium.

The attraction of e-learning as a method for training staff was linked by directors to benefits of flexibility, convenience, speed, or increased staff participation, as well as anticipated cost savings related to travel time or travel expenses. Directors also found in e-learning the means to provide short, specialized trainings, and opportunities for self-directed learning. All responding directors supported the use of work time for e-learning courses, with a majority favoring 1–2 hours of e-learning in a single day, or 2–3 hours in a single week. Approximately two-thirds of directors thought e-learning would involve less time than standard classroom learning.

Despite the enthusiasm displayed for e-learning, one-fourth of directors indicated that their counties had never delivered an e-learning course. However, plans to implement e-learning were in process. Forty percent (40%) of directors reported that their counties intended to offer e-learning courses within the next two years.

County collaborations with other agencies to produce and distribute e-learning courses appeared to be in the formative stages, with only 10 partnerships cited. Half of these were with a community college, university, or regional training academy. Most directors were aware that their regional training academy had used or was planning to use e-learning, largely for the same benefits that the directors perceived for their own agencies. In particular, the Northern California Training Academy was noted for its existing wide array of online courses for child welfare staff.

Online courses with group facilitation as well as courses that blended e-learning with classroom learning received the highest ratings when compared with other learning modalities. Videoconferencing, self-paced online courses, and teleconferencing were also highly rated.

Directors preferred e-learning to be delivered in a manner that incorporated opportunities to interact with a course facilitator and other learners. Webinars™, teleconferencing, videoconferencing, and e-mail were chosen more often than discussion boards and live chat rooms for this purpose.

Most directors thought that it would be easy for workers to find a place to participate in e-learning, but more than half were wary about the possibility of

workers being interrupted while engaging in an e-learning course. Interruptions were thought to be more likely to come from fellow workers than from supervisors.

Many directors with IT staff in their agencies indicated that they would leave decisions regarding technical support of e-learning to their IT divisions. About one-third of directors planned to provide limited or moderate support from IT staff for e-learning activities.

Directors' apprehensions about e-learning included concern about ensuring participation in e-learning courses, and anticipated equipment challenges. A majority of directors believed there was little or no chance that funding would be available to upgrade computer equipment or improve Internet access.

Regardless of the envisioned staff, technical, and funding challenges, directors indicated strong support for e-learning, both in how highly they rated the importance of offering e-learning courses in their agencies and in their expressed commitment to implementing this increasingly popular method of training. About half of the directors believed that e-learning would have a positive effect in their agency, by increasing the engagement of supervisors and workers in the transfer of learning process, and by increasing the cost effectiveness of training.

Directors see multiple beneficial applications of e-learning for their agency's training portfolio, but at this time may not have sufficient means at their disposal to implement e-learning to the extent or as quickly as currently desired. Successful implementation would require the training of trainers who can facilitate e-learning courses and blended courses, technology commensurate to the delivery of e-learning courses, and the provision of ample technical support. Training divisions would need to integrate e-learning into their scope of work alongside traditional curriculum development and classroom learning. Additionally, county child welfare agencies would need to establish expectations and policies for e-learning as well as support for an e-learning environment in agency offices. As part of the e-learning environment, internal modes of communication between learners would need to be introduced or amplified. The sharing of resources through inter-agency collaboration would also assist in the production and delivery of statewide e-learning courses.

IMPLICATIONS FOR FUTURE RESEARCH

The results of the Director Survey suggest many areas for additional research. Future research on California's "small" counties would be helpful, since 11 of the 20 small counties did not participate in the current study. It would also be instructive to measure the effectiveness of e-learning, particularly relative to other training methods or to specific practice outcomes. A greater understanding of staff responses to e-learning would be useful, as would studies of course facilitation issues for trainers of e-learning courses, and organizational issues for training divisions that are incorporating e-learning into their training activities. Additionally, statewide production capacity could be further explored.

RESULTS OF THE IT MANAGER SURVEY

Background

An original IT Manager survey was created. A condensed version of the original IT Manager survey was created for dedicated counties only, because it was noted that the CWS/CMS project could answer a significant number of the questions contained in the survey, especially those questions about standardized computer equipment, software, and hardware specifications. This would allow the dedicated counties to concentrate on the county-specific questions, although they had the option of completing either survey. For the purpose of this report, dedicated counties are those counties that rely solely on the CWS/CMS project for their technical support, including: system administration, application support, and data administration. Coexistent counties completed the original full-length IT Manager survey. Coexistent counties do not receive their technical support from the CWS/CMS project. Rather, they have their own internal infrastructure for providing technical assistance.

Participation

The IT Manager Survey (ITMS) was completed by information technology (IT) professionals from 42 of California's 58 counties for a statewide response rate of 72%. All regional training regions participated in the survey, with 6 respondents from the Northern region, 11 from the Bay Area region, 9 from the Central region, 5 from the Southern region, and one from the training region of Los Angeles County. Respondents to the ITMS included 21 IT Managers/ Supervisors, 11 Analysts/Consultants, 4 Technical Support Supervisors, 2 Child Welfare Services/Case Management System (CWS/CMS) Administrators, 2 Chief Information Officers, and 1 Program Planner.

Ten (10) of the "20 small counties" and 32 of the 38 larger California counties responded to the ITMS. Nineteen (19) dedicated counties and 23 coexistent counties responded to the ITMS.

Twenty three (23) coexistent counties and eight (8) dedicated counties responded to the full ITMS. Eleven (11) dedicated counties responded to an abbreviated version of the ITMS. For these surveys, local responses provided by IT professionals in each county were combined with general statewide data provided to CalSWEC by the CWS/CMS project.

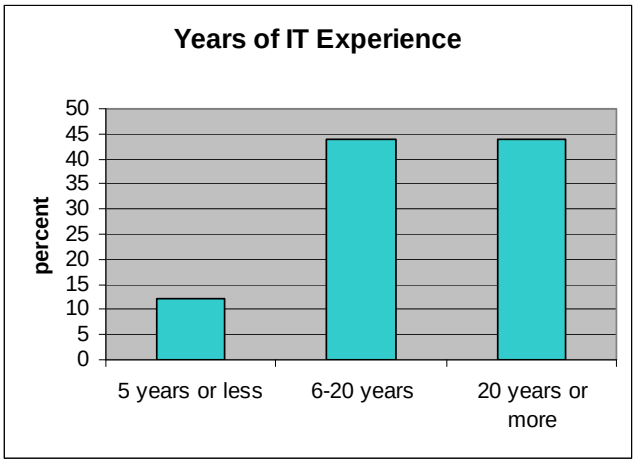
Section I: Organization of Information Technology Staff & Responsibilities

Years of experience

IT professionals were asked to report on their years of experience in the IT field. Respondents could indicate "1 year or less"; "2–5 years"; "6–10 years"; "11–15 years"; "16–20 years"; or "more than 20 years." These categories were collapsed during analysis into three categories: Less than 5 years, 6–20 years, and over 20 years.

Results indicated that the survey respondents represented an experienced pool of IT professionals. Of the 41 respondents that provided information on their years of experience, forty-three percent (43%) had worked for over 20 years in the IT field while only twelve percent (12%) of respondents had less than 5 years of experience in the IT field.

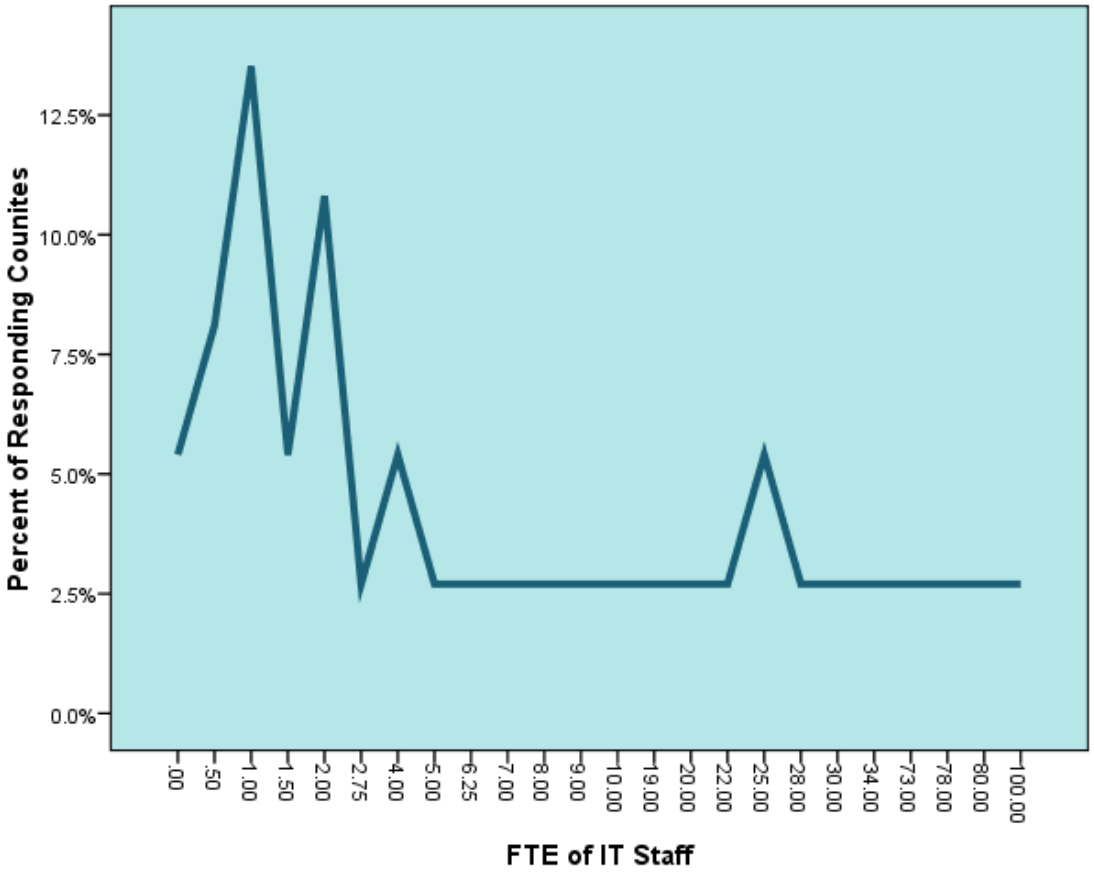
Figure 8. Years of IT experience



Staffing

IT professionals were asked to report on the FTE (full-time equivalent) IT staff assigned to their agency, including themselves. Responses varied considerably. The FTE IT staff reported by responding counties ranged from 0 to 100 FTEs, with an average of 18 FTEs (median, 4). The most common response was 1 FTE. Fifty-one percent (51%) of responding counties had 4 FTE IT staff or less, and eighty-one percent (81%) had 25 FTE IT staff or less.

Figure 9. FTE of IT staff



IT professionals were asked to report which agencies, departments, and/or units their IT department supported. Results demonstrated that the majority of IT departments provide services to several county departments. Sixty-two percent (62%) of responding counties reported that they provided support to "county child welfare and other county departments/units." Twelve percent (12%) of respondents reported that their department provided support to the "child welfare agency exclusively." The remaining counties were dedicated and coded as being supported by CWS/CMS.

IT professionals were asked if their department was under the umbrella of another department or agency. Fifteen percent (15%) of respondents indicated that their IT department was under the umbrella of "the county child welfare agency exclusively," and fifty-nine percent (59%) reported that the IT department was under the umbrella of "county child welfare and other county

departments/ units." The remaining counties were dedicated and coded as being under the umbrella of CWS/CMS.

Number of computers

IT professionals were asked to report the number of computers for which their department was responsible for providing technical assistance. Five percent (5%) of responding IT departments were responsible for "1–10" computers; twelve percent (12%) were responsible for "11–20 computers"; no counties fell into the 20–40 range; five percent (5%) were responsible for "41–50 computers"; and seventy-eight percent (78%) were responsible for more than 51 computers.

The respondents who indicated their IT department was responsible for providing technical assistance for more than 51 computers were asked to estimate how many computers the department was responsible for. According to the responses filled in by IT professionals, the number of computers for which these departments were responsible ranged from 58 to 7,300 computers, with an average of 1,128 computers and a median value of 800 computers. Los Angeles County was found to be an outlier, having indicated that IT staff in the county service 7,300 computers. After removing this outlier, the average number of computers among the remaining counties was 876.

Table 4. Number of computers

Number of Computers	% of responding counties in this range
1–10 computers	5%
11–20 computers	12%
21–30 computers	0%
31–40 computers	0%
41–50 computers	5%
51 or more computers	78%

IT services

IT professionals were asked to report whether or not they provided certain technical support services. Survey data indicated that eighty-three percent (83%) of IT departments maintained a local area network, eighty-one percent (81%) provided Internet support, and eighty-eight percent (88%) provided e-mail support.

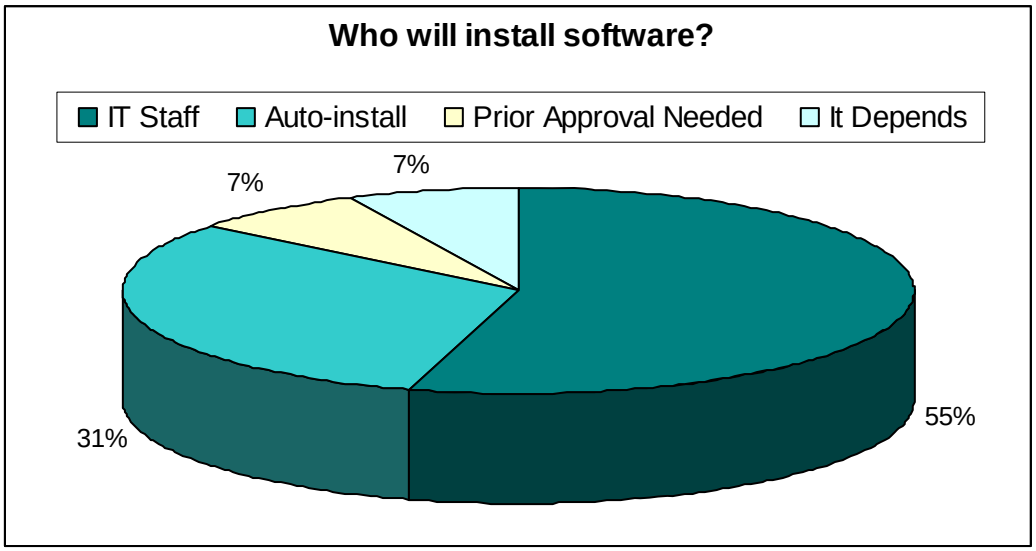
Table 5. IT services

Services	% of IT Departments that provide the service
Maintain a local area network (LAN) for the agency	83%
Provide Internet support	81%
Provide e-mail support	88%

Installation of software

When asked how their county would handle the installation of specialized software for staff to use in e-learning programs, fifty-four percent (54%) of respondents reported that IT staff would be responsible and thirty-one percent (31%) reported that the installation would be completed through auto-install or update services. Seven percent (7%) of counties stated the installation would need prior approval and seven percent (7%) reported that it would depend on the nature of the software.

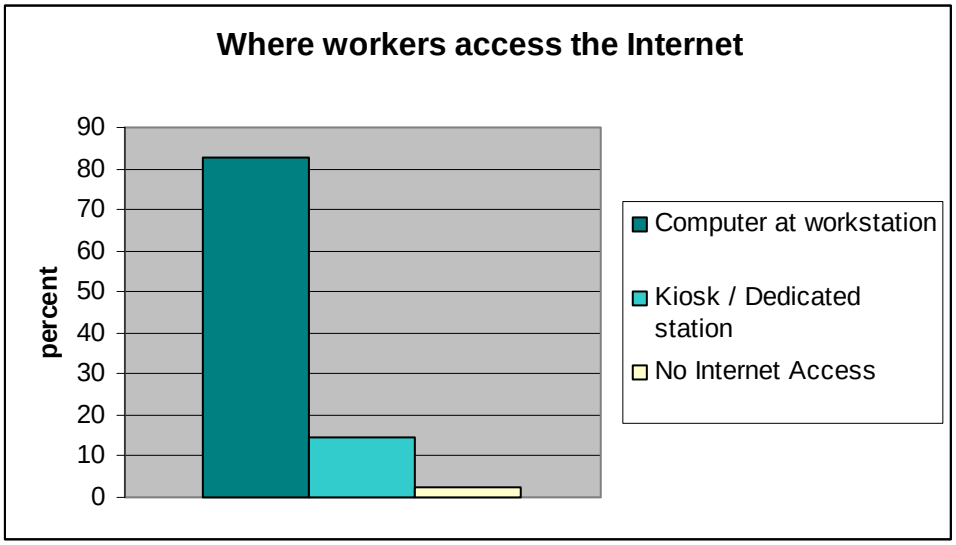
Figure 10. Software installation



Section II: Internet Access & E-mail

IT professionals were asked about workers' access to the Internet. Eighty-three percent (83%) of respondents reported that staff at their agency accessed the Internet primarily from a computer located at their workstation and fourteen percent (14%) reported that staff accessed the Internet primarily from a kiosk or dedicated computer station. One county reported that it had no Internet access in their county and one county did not respond to the question.

Figure 11. Worker access to Internet



Internet connection

Staff computers can be connected to the Internet in various ways in the agency setting. IT professionals were asked to report how the computers in their county are connected to the Internet. They were advised to select all types of Internet connection used in their county child welfare departments. The most common form of Internet connection was the T1, T3 connection (eighty-three percent, 83%), followed by DSL and wireless (twelve percent, 12%), and Fiber (seven percent, 7%) connections. All other types of Internet connection—cable, dial-up, Integrated Services Digital Network, and Ethernet—were used by no more than two percent (2%) of the responding counties.

Table 6. High-speed Internet connection

Connection (multiple forms of connection can be reported)	% of departments that use the connection
T1, T3 connection	83%
DSL	12%
Wireless	12%
Fiber	7%
Cable (e.g. Roadrunner)	2%
Dial-up (telephone connection)	2%
Integrated Services Digital Network (ISDN)	2%
Ethernet	2%

E-mail access

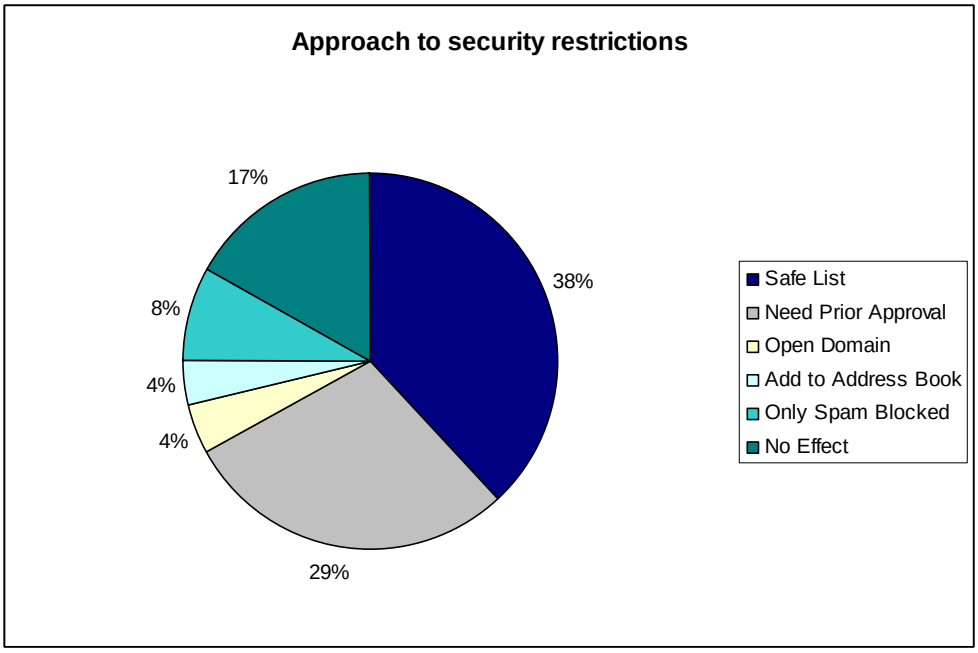
IT professionals were asked to describe the privileges, access, and restrictions relating to staff use of the Internet and e-mail. All responding counties allowed their workers to access e-mail at work, send and receive e-mail freely, and open attachments. Nearly all counties (ninety-eight percent, 98%) also provided staff with personal work e-mails.

Security settings

According to the ITMS, security software was being used to screen incoming e-mails in all responding counties and outgoing e-mails in most counties (ninety-three percent, 93%).

When asked how e-mail security settings may impact participation in e-learning, 24 IT professionals offered feedback regarding how their county would approach security restrictions. Nine (9) respondents suggested e-learning related e-mail addresses would need to be added to a "safe list." Seven (7) respondents stated that e-learning programs would need prior approval to allow for full e-mail participation by workers. One (1) respondent reported that the IT department would need to open domains to staff, and another respondent stated that workers would need to add necessary addresses to their personal e-mail address books. Two (2) respondents reported that only SPAM e-mails are blocked and 4 others believed that their e-mail security would have no effect on e-learning.

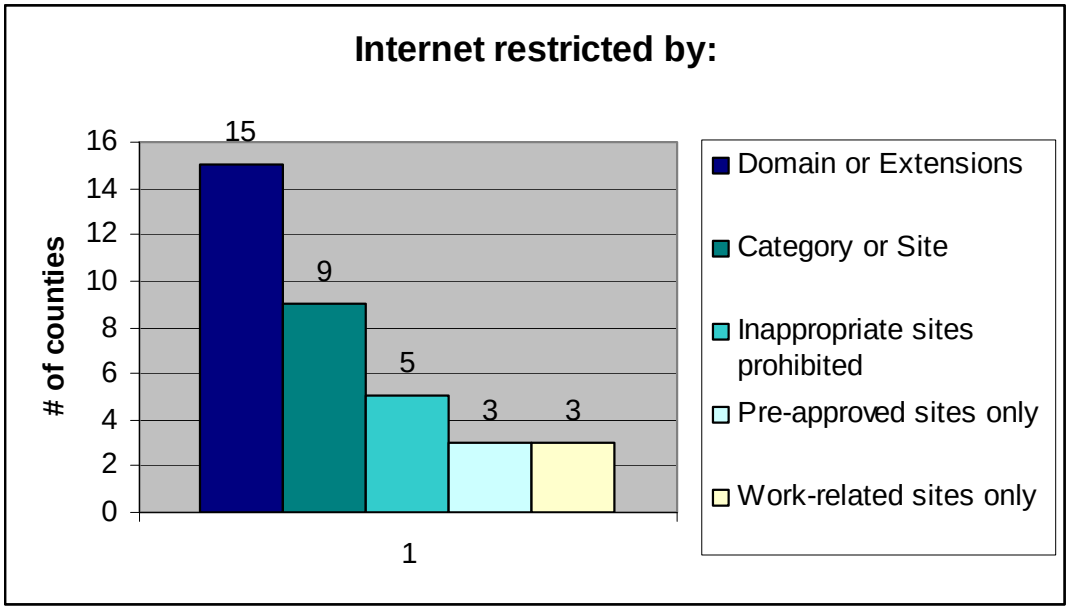
Figure 12. Security restrictions



Internet restrictions

Internet restrictions can potentially affect a worker's ability to participate in e-learning. The survey found that Internet access was restricted in eighty-three percent (83%) of the responding counties. Of the 35 counties that reported Internet restrictions, 15 were restricted by domain or extension, 9 were restricted by category or site type, 5 prohibited use of "inappropriate" or "dangerous" sites, 3 allowed access to pre-approved sites only, and 3 stated they only allowed access to work-related sites. In the additional comments section of the survey, twenty five percent (25%) of counties emphasized that all Internet use must be work-related.

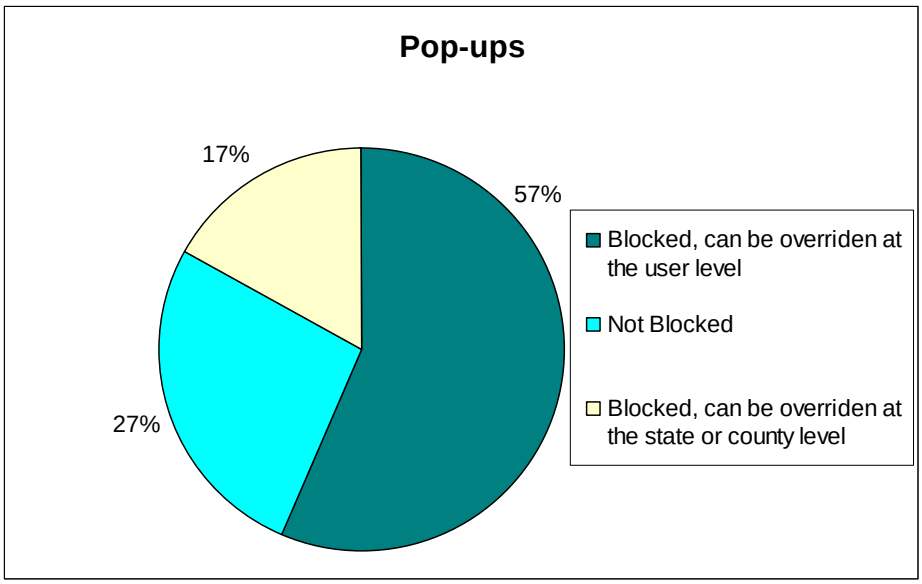
Figure 13. Internet restrictions



Pop-ups

E-learning programs may require pop-ups to be enabled. For this reason, the survey asked respondents to describe how pop-ups are addressed in their county. Fifty-seven percent (57%) of responding counties reported that pop-ups are blocked but can be overridden at the user level and twenty-seven percent (27%) reported pop-ups are not blocked. The remaining counties either blocked pop-ups at the county or state system level (seven percent, 7%), or blocked and were able to override pop-ups at the at the server level (ten percent, 10%). Counties in which pop-ups were blocked and could be overridden at the county or state level and counties in which pop-ups were blocked and could be overridden at the server level were combined into one category. Figure 14 shows a graphic depiction.

Figure 14. Pop-ups



Section III: Hardware & Software

Access to hardware

IT professionals were asked to answer questions about hardware and software on "computers used by child welfare." Both dedicated and coexistent counties responded to this question. Of the 19 dedicated counties who responded, fifty-five percent (55%) reported that they also use a parallel computer system, in addition to a work computer, an office printer and earphones.

Ninety-eight percent (98%) of the counties reported that staff had personal work computers and had access to a printer, and twenty-seven percent (27%) reported that earphones were available for staff use.

Table 7. Access to hardware

	% of YES responses	% of NO responses
Do all child welfare staff have a personal work computer?*	98%	2%
Do all child welfare staff have access to an office printer?	98%	2%
Are earphones available for staff use with a computer?**	27%	73%

* 1 response missing

** 2 responses missing

Screen resolution

IT professionals were asked to report on the screen resolution in their county. Respondents were able to select either 800X600 or 1024X768, and were also allowed to fill in alternative answers. Ninety-one percent (91%) of counties had a default screen resolution of 800x600 (forty-three percent, 43%), 1024x768 (forty-three percent, 43%), or both (five percent, 5%). The other nine percent (9%) reported that the screen resolution settings varied and often depended on the personal preference of the individual user.

RAM

IT professionals were asked to report the percentage of computers used by child welfare staff with specific amounts of RAM ranging from below 250MB to more than 2GB. The county responses varied. Twenty-six (26) of the 42 counties reported that all of their computers had the same amount of RAM. This left 16 counties that had varying amounts of RAM among their computers.

Survey data was recoded to determine the amount of RAM available on the majority of computers in each county. The majority was defined as fifty percent (50%) or more. Thirty-nine percent (39%) of the respondents reported having 250–500 MB of RAM on the majority of the computers, 33 respondents reported having 1GB–2GB, twenty-three percent (23%) reported having 500MB–1GB, three percent (3%) report having less that 250MB, and two percent (2%) report having more than 2 GB.

Table 8. Amount of RAM

Amount of RAM	% of counties in which the majority of computers have this amount of RAM
Less than 250 MB	3%
250–500 MB	39%
500 MB–1 GB	23%
1 GB–2 GB	33%
More than 2 GB	2%

Monitor size

Monitor size can potentially affect the quality of the viewing experience for workers participating in e-learning. IT professionals were asked to report the percentage of computers used by child welfare staff that had 15-inch, 17-inch, 19-inch, or 20+inch-plus monitors. Most counties have a mix of monitor sizes among the computers used by child welfare workers. Survey responses were recoded to determine the monitor size of the majority of computers in each county. The majority was defined as fifty percent (50%) or more. Forty-nine percent (49%) of respondents had 17-inch monitors on the majority for their computers, thirty-one percent (31%) had 15-inch monitors, and twenty percent (20%) had 19-inch monitors. No county had 20-inch-plus monitors for the majority of their computers.

Table 9. Monitor size

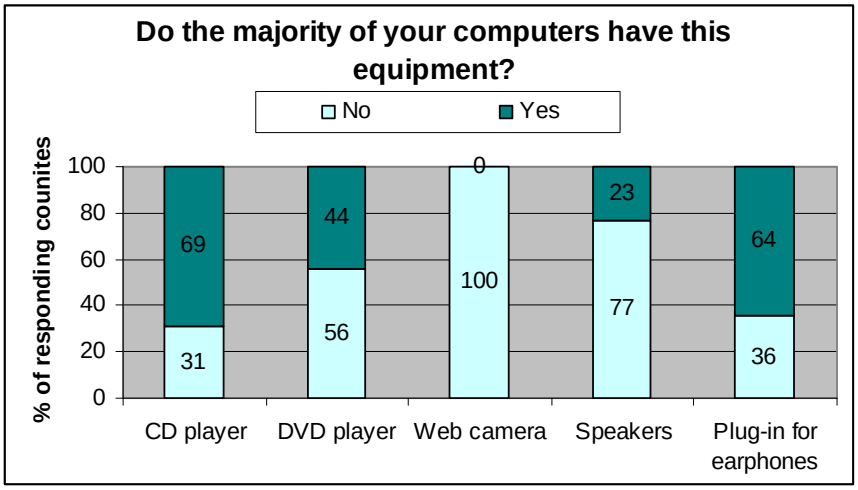
Monitor Size	% of counties in which the majority of their computers have monitor size
15-inch	31%
17-inch	49%
19-inch	20%
20-inch or larger	0%

Multimedia equipment

IT professionals were asked to report the percentage of computers used by child welfare that had the following equipment available: CD players, DVD players, web cameras, speakers, and plug-ins for earphones. Survey responses were recoded to determine if the majority of computers in each county had or did not have each type of equipment. The majority of responding counties have plug-in outlets for earphones (sixty-four percent, 64%) and CD players (sixty-nine percent, 69%) available on the majority of their computers. DVD players are available on the majority of computers in forty-four percent (44%) of the

responding counties. However, multimedia equipment such as web cameras and speakers are not available for use in most counties.

Figure 15. Access to multimedia equipment



Sound & graphic cards

IT professionals were asked about the availability of sound cards and graphic cards on the computers used by child welfare. Thirty-three percent (33%) of the respondents reported that none of their computers had sound cards and fifty-eight percent (58%) reported that all of their computers had sound cards. Ninety-three percent (93%) of respondents reported that their county had graphic cards, and seven percent (7%) reported they did not. Of those counties with graphic cards, 17 counties reported that all of their graphic cards were integrated while only 1 county reported that all of their graphic cards were dedicated/discrete. All others had a mix of both integrated and discrete graphic cards.

Operating systems

IT professionals were asked to indicate which operating system was in use in their county. All responding counties reported using Microsoft 2000 and/or Microsoft XP. No county reported using the following systems: Windows 95, Windows 98, Windows Vista, Apple/Mac, Linux.

Internet browser

IT professionals were asked about the Internet browser that is supported in their county. All responding counties reported using Internet Explorer. Twenty-eight percent (28%) use Internet Explorer 6, twenty-three percent (23%) use Internet

Explorer 7, and the remaining forty-nine percent (49%) use multiple Internet Explorer versions.

E-mail program

IT professionals were asked about the e-mail program used in their county. Microsoft Outlook was the most popular e-mail program and was being used by sixty percent (60%) of responding counties. Microsoft Outlook Express is used by twenty-six (26%) of the responding counties. Other programs used in a small percentage of counties included GroupWise (twelve percent, 12%) and Lotus notes (two percent, 2%).

Productivity software

IT professionals were asked about the availability of specific productivity software in their counties. All child welfare workers have access to the CWS/CMS program, as it is required for their practice. Workers in all responding counties also have access to Microsoft Word and Microsoft Excel. Most counties also have Acrobat Reader (seventy-four percent, 74%) and PowerPoint (seventy-two percent, 72%). Very few counties use Lotus notes (two percent, 2%) and Microsoft Access (five percent, 5%).

Table 10. Access to productivity software

	% of counties where the program is available	**% of counties where the program is NOT available**
Acrobat Reader	74%	26%
Microsoft Word	98%	2%
Microsoft Excel	98%	2%
Microsoft PowerPoint	71%	29%
Lotus Notes	2%	98%
Word Perfect	2%	98%
Microsoft Access*	5%	*
Notepad*	2%	*
Publisher Lite*	2%	*
CWS/CMS**	100%	0

* These responses were filled in by hand. Not all counties were asked about the availability of these programs.

** Response filled in by CalSWEC

Multimedia software

In terms of multimedia software, counties varied greatly in what was available for use. Windows Media Player was available in seventy-four percent (74%) of the counties. However, Macromedia Flash, Real Player®, and Java were less common.

Table 11. Access to multimedia software

Multimedia Software	% of counties where the program is available	% of counties where the program is NOT available
Macromedia Flash	44%	55%
Windows Media Player	74%	25%
Real Player®	14%	86%
Java	34%	65%

Staff with disabilities

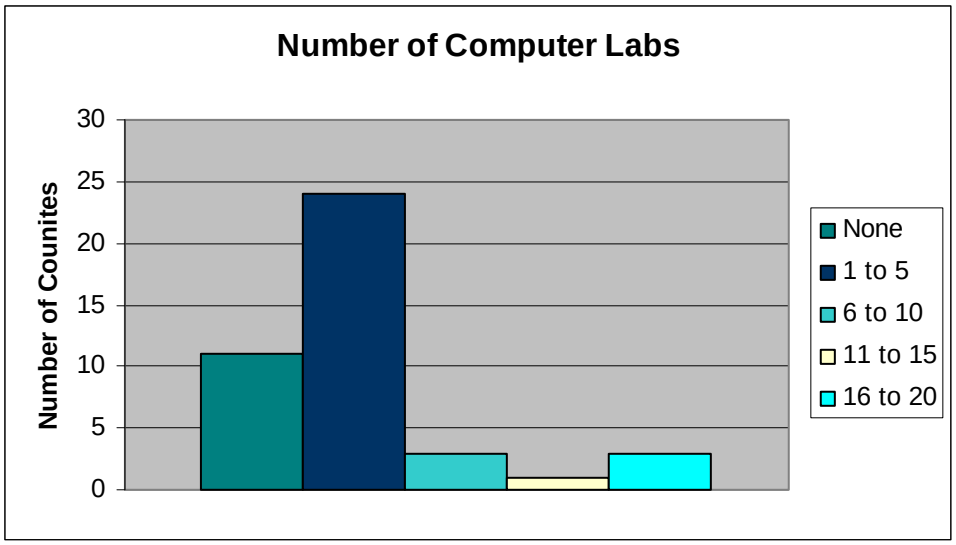
Staff members who experience disabilities may need accommodation in order to participate fully in e-learning programs. For this reason, counties were asked if any staff members had disabilities that may affect their participation. Forty-three percent (43%) of counties indicated that they have staff with disabilities, while fifty-seven percent (57 %) reported they did not. Counties were asked to specify the nature of the disabilities experienced by their staff members. Twelve (12) counties reported that they employ staff with visual disabilities, 12 counties reported that they employ staff with hearing-related disabilities, and 14 counties reported that they employ staff with mobility-related disabilities.

Section IV: Computer Labs

Availability of computer labs

Seventy-five percent (75%) of the responding counties have 1 or more computer labs, while twenty-five percent (25%) reported having no labs. Of those with labs, fifty-eight percent (58%) have 1–5 labs, seven percent (7%) have 6–10 labs, two percent (2%) have 11–15 labs, and seven percent (7%) have 16–20 labs.

Figure 16. Number of computer labs



Many questions asked in Section III of the survey regarding hardware and software available on "computers used by child welfare staff" were repeated in Section IV of the survey relating to computer labs.[1] Responses to questions regarding hardware and software from these two separate sections of the survey were compared to determine if there was a significant difference between the technical capacity of "computers used by child welfare staff" (Section III) and computers in the "computer labs" (Section IV).

Table 12. Comparison of technical capacity between staff computers and lab computers

	Available on Computers Used by Child Welfare (# of counties)	**Available on Computer lab Computers (# of counties)**
Monitor Size on majority of computers*	15-inch: 1 17-inch: 6 19-inch: 3 20-plus-inch: 0	15 inch: 1 17inch: 5 19 inch: 4 20+ inch: 0
Printer Access	Yes: 11 No: 0	Yes: 9 No: 2

[1] It is important to note here that the survey did not specifically state that computer lab computers should be excluded from consideration in responses to the questions in Section III. Therefore, we cannot be completely certain that county responses to hardware and software questions in Section III describe personal work computers only and exclude computer labs.

Multimedia Equipment*	CD: 10 DVD: 4 Web Camera: 0 Speakers: 3 Plug-in for earphone: 8 Earphones: 4	CD: 9 DVD: 3 Web Camera: 0 Speakers: 3 Plug-in for earphone: 8
Operating System of majority of computers*	Windows 2000: 3 Windows XP: 7 Either Windows 2000 or XP: 1	Windows 2000: 4 Windows XP: 5 Either Windows 2000 or XP: 1
Internet Browser	Internet Explorer 6: 3 Internet Explorer 7: 2 IE other / multiple: 6	Internet Explorer 6: 5 Internet Explorer 7: 1 IE other / multiple: 4
E-mail program	Outlook Express: 1 Microsoft Outlook: 8 GroupWise: 1 Lotus Notes: 1	Outlook Express: 1 Microsoft Outlook: 6GroupWise: 1 Lotus Notes: 1
Productivity Software	Acrobat Reader: 10 Word: 11 Excel: 11 PowerPoint: 10 Lotus Notes: 1 Word Perfect: 1	Acrobat Reader: 9 Word: 10 Excel: 10 PowerPoint: 9 Lotus Notes: 1
Multimedia	Macromedia Flash: 7 Media Player: 10 Real Player: 3 Java: 7	Macromedia Flash: 6 Windows Media Player: 9 Real Player: 2 Java: 6

* Available here means that the software and hardware noted in the table is available on 50% or more of the computers. The totals may not equal 100% be cause some counties didn't respond and therefore data were missing.

Section V: Experience Providing E-Learning Support

Learning management system
Thirty percent (30%) of respondents (13 counties) reported that they were using a Learning Management System (LMS). Systems in use included: BGI SCORM, SUM Total, Trilogy, Pathlore, Saba, Cornerstone, and Pathways.

File formats
IT professionals, in these 13 counties with learning management systems, were asked to report which file formats are used when importing data into or exporting data out of the LMS. Nine (9) indicated the use of the .xls file format, 2 indicated the use of the .csv format, and 3 indicated use of the .mdb format. Other formats mentioned were .txt. (2 counties) and SQL server (1 county).

Unique identifiers
Respondents were asked to report primary or unique identifiers when importing and exporting data. Ninety-three percent (93%) reported using an employee ID as the unique identifier, and seven percent (7%) reported using an e-mail address.

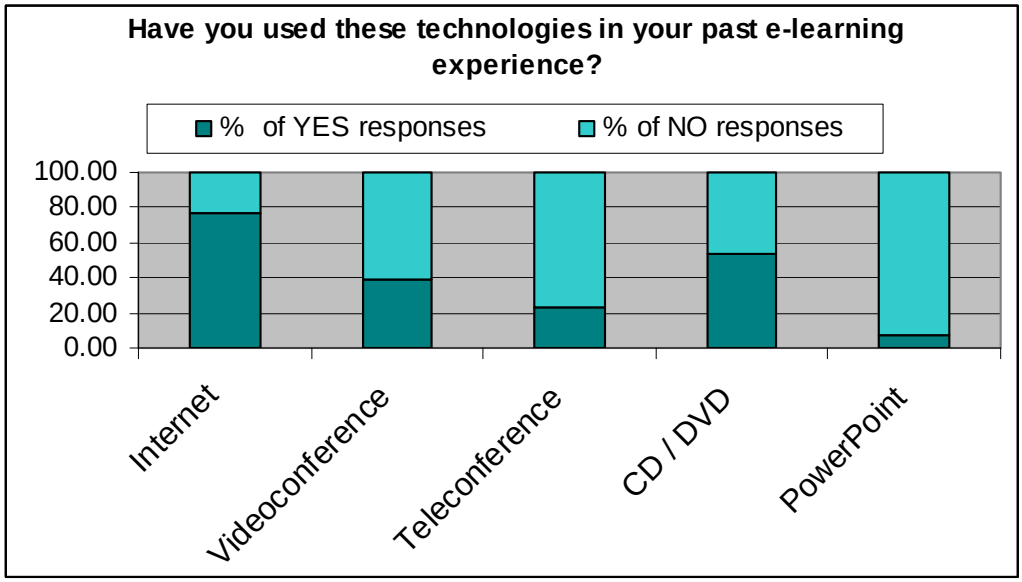
Capabilities of LMS
Additionally, counties were also asked to report the capabilities provided by the LMS. All who responded reported that the LMS provided the following capabilities:

- Administration: Assign end-users and reviewers by ID
- Administration: Generate reports
- Administration: Activate courses
- Development: Develop content directly in LMS
- Development: Review and post comments online
- Development: Publish courses for review or "Go Live"

Past experience providing e-learning support
Thirty-five percent (35%) of respondents reported that they or someone else in their IT department had provided e-learning support for this county or child welfare staff, and sixty-five percent (65%) reported they had not. Seven (7) respondents did not answer the question, and 1 respondent reported they did not know.

The 13 respondents who had previously provided e-learning support were asked to report the types of technology employed by the e-learning project. The Internet was reported by seventy-seven percent (77%) of respondents. CD and DVD technology was also commonly used by fifty-four percent (54%) of respondents.

Figure 17. Have you used these technologies in your past e-learning experience?



Target population

The 13 respondents who had previously provided e-learning support were asked about the target population of the prior e-learning efforts in their county. Respondents were instructed to indicate more than one population if applicable. Eighty-five percent (85%) of respondents reported that past e-learning had targeted all agency personnel. Fifty-four percent (54%) of respondents reported Children Services staff had been the target, thirty-one percent (31%) indicated that Eligibility staff had been the target, and thirty-one percent (31%) reported that Adult Services staff had been the target.

Table 13. Target population of prior e-learning efforts

	% of YES responses	% of NO responses
All Agency Personnel	85%	15%
Children Services	54%	46%
Eligibility	31%	69%
Adult Services	31%	69%

What worked well?

Those who had provided e-learning support to child welfare departments in the past were asked to describe what aspects of the technology worked well. Nine percent (9%) reported that the availability, ease, and convenience of e-learning worked well. Eighteen percent (18%) reported that e-learning worked well for information-based and mandated trainings. Twenty-seven percent (27%) of respondents cited the ease of distributing information. Another twenty-seven percent (27%) reported that all aspects of e-learning worked well. In response to this question, one IT professional cited the lack of an LMS as a limitation.

Challenges

Finally, those who have provided e-learning support to child welfare departments in the past were asked to describe what aspects of the technology presented challenges. Fifty percent (50%) described general technological challenges of implementation. Twenty-five percent (25%) reported management of the project to have been a challenge. Seventeen percent (17%) reported course development to have been a challenge and eight percent (8%) stated that county access was a challenge.

Discussion and conclusion

Results from the IT Manager Survey characterized the extent of technical capacity in California's county child welfare agencies in 2009 and 2010. Additionally, responses to questionnaire items provided useful details for assessing current technical capacity, planning future statewide development, and projecting future upgrades.

The attraction of e-learning as a method for training staff was linked by IT managers to benefits of: availability, ease and convenience, provision of information-based content, and provision of mandated trainings. On the other hand, IT managers also noted challenges to e-learning. Challenges like those arising from implementation of e-learning, management of county e-learning, course development, and county access may impact statewide implementation if unresolved.

Survey respondents represented an experienced pool of IT professionals. A significant number of staff worked in the IT field more than 20 years. However, many counties, particularly those with one IT staff person, may need additional IT coverage to service e-learning courses.

Most IT staff are responsible for providing support to 51 or more computers. Some of their duties include: maintenance of a local area network, Internet support and e-mail support. IT professionals also provide technical support countywide. This support includes other departments, in addition to child welfare. Some IT staff provide technical support to child welfare exclusively and others receive their technical support from the CWS/CMS project (i.e., dedicated counties). However, the support that IT county staff provide is not related to e-learning specifically, rather it is related to Internet support.

Software installation varied by county. Half of the IT professionals said that they download specialized software onto county computers. Auto-installation occurs about one-third of the time, and few counties would need prior approval to download software on their computers.

Most workers access the Internet from a computer located at their workstation. Some workers access the Internet from a kiosk or dedicated computer station. One county responded that it does not have access to the Internet. With respect to Internet connection, the most common form was the T1/T3 connection. Other forms of connectivity included DSL and Fiber.

Staff receive a county-supplied e-mail address in all but one county. Workers are allowed to send and receive e-mail and open attachments freely.

Counties have restrictions related to e-mail and to the Internet. They may need to coordinate both with their internal IT staff and with the state to address current security restrictions and Internet restrictions.

Some Internet courses may require pop-ups to be disabled. This does not appear to be a major technical barrier because pop-ups are not blocked on some computers, at least half of users can disable pop-ups themselves, or they can also be disabled at the county or state level.

A promising finding is that of the 19 dedicated counties that completed the survey, half of them have a parallel computer system. Further investigation may be needed to determine the full capacity of the parallel system as a viable option for e-learning.

Approximately three-fourths of counties do not provide earphones or speakers, and more than one-third of counties do not have a plug-in device for earphones. A good number of computers are not equipped with sound cards. For these

reasons, the use of sound may have to be revisited as courses are developed for the statewide library. On the other hand, most counties have integrated graphic cards and will be able to access courses with basic graphics in them.

The amount of RAM varied in counties. Approximately thirty percent (30%) of counties have 250–500 MB, approximately thirty percent (30%) have 500MB–1GB, and approximately thirty percent (30%) have 1GB–2GB.

The delivery of e-learning courses on CD or DVD player is probably not the best option for statewide distribution of e-learning courses. Thirty percent (30%) of counties do not have computers with a CD player. Half of the counties do not have a DVD player.

Staff with disabilities may need accommodations in order to access e-learning courses. Counties reported that staff have visual, hearing, and mobility-related disabilities.

There are a variety of learning management systems used in county child welfare. They include: BGI SCORM, SUM Total, Trilogy, Pathlore, SABA, Cornerstone, and Pathways. Statewide users will be able to access courses in the statewide library as long as their learning management system is SCORM compliant.

Implications

There are many suggestions derived from the findings in this report. The suggestions are things that are could enhance the implementation and delivery of e-learning. They are listed below:

- Develop the skills of current IT staff or hire more IT staff to handle e-learning.
- Assign IT staff to work with child welfare staff exclusively to provide specialized e-learning assistance.
- Provide accommodations for staff with disabilities.
- Create a policy and procedure for downloading software related to accessing e-learning courses.
- Provide a variety of options for accessing the Internet for the purpose of taking e-learning courses—options could include: staff computers, dedicated computers, computer labs, or other designated areas or agencies/organizations.
- Obtain computer/technical upgrades; upgrades may include but are not limited to:

    - Operating System and Software (Word, Excel, and PowerPoint)
    - Internet connection
    - Internet browser
    - RAM
    - Sound cards, plug-in device for speakers, speakers, and/or ear phones
    - Re-enforced/upgraded bandwidth structure to allow courses with sound, audio and video to be used regularly
- Create a process with county IT staff for incoming e-learning related e-mails, courses, web links, websites, and resources.
- Coordinate with the state to decrease or remove Internet restrictions (domain/extension, category, or site type) so that county users can access e-learning courses.
- Coordinate with the state to disable pop-ups.
- Acquire a portable document reader (i.e., Adobe Reader or Foxit Reader).
- Create a statewide policy about allowable file formats types for importing and exporting data into learning management systems.
- Create a policy about specifying unique identifiers for importing and exporting data into learning management systems.

Implication for future research

The results of the IT Manager survey suggest areas for additional research. Future research on California's "dedicated" counties would be helpful. In this instance, half of the dedicated counties that responded to the survey reported use of a parallel computer system indicating, perhaps, a higher level of technical capacity than what is noted in this report. It is unknown if other dedicated counties, not in this report, have a parallel computer system. Future research about the full technical capacity of all dedicated counties may help to determine future e-learning gaps and needs.

Technology changes so rapidly that future investigation about county technical needs (i.e. software and hardware upgrades, especially bandwidth capacity) may help the state for future organizational planning related to e-learning. The state may also find this research useful for budgetary planning.

APPENDICES

Appendix A: Director Survey: List of Participating Counties

1. Alameda
2. Amador
3. Butte
4. Calaveras
5. Contra Costa
6. Del Norte
7. El Dorado
8. Fresno
9. Glenn
10. Humboldt
11. Imperial
12. Kern
13. Kings
14. Los Angeles
15. Madera
16. Marin
17. Mendocino
18. Merced
19. Mono
20. Monterey
21. Napa
22. Nevada
23. Orange
24. Placer
25. Riverside
26. San Benito
27. San Bernardino
28. San Diego
29. San Francisco
30. San Luis Obispo
31. San Mateo
32. Santa Barbara
33. Santa Clara
34. Santa Cruz
35. Sierra
36. Solano
37. Stanislaus
38. Tehama
39. Tulare
40. Ventura
41. Yolo

Appendix B: Director Survey: Survey Instrument

INTRODUCTION:

This survey is being conducted by the California Social Work Education Center (CalSWEC) in partnership with the E-learning Subcommittee of the Statewide Training and Education Committee (STEC), Regional Training Academies and the Inter-University Consortium. We acknowledge that some counties may have already implemented, or are planning to implement e-learning programs; we would like to learn your views about organizational readiness and technical capacity. The information gathered from the survey will help in the planning to build a statewide e-learning system, accessible by all public welfare agencies in California.

The E-learning Subcommittee is committed to building alternative methods for delivering high quality statewide training that leverages Internet and computer technology. In order to achieve this goal, it is very important for us to understand organizational culture, management support, and technical capacity of the county child welfare agencies through your responses to this survey. The survey should take approximately twenty (20) minutes to complete. A final report of survey findings will be posted on the CalSWEC website: http://calswec.berkeley.edu/ by the end of the year, 2009.

This survey is part of ongoing efforts to implement e-learning statewide in public child welfare in a manner that is responsive to training needs. Your participation in this phase of the development process is important for the success of a statewide e-learning system. If you have any questions about the survey, please contact Sevaughn Banks by e-mail at Sevaughn@berkeley.edu or by telephone (510) 643-0226.

INSTRUCTIONS (If you are completing this in Microsoft Word on your computer):

Please respond to the survey as completely as possible. There are some open-ended questions that may require elaboration. Feel free to type as much as you would like.

To place a check in the check boxes:

1. Move the mouse over the check box and double-click
    a. A check box form field dialog box will appear
2. Change "Not Checked" to "Checked" under the area that says *default value*
3. Click OK

The survey can also be completed online by clicking the following link:
http://www.surveymonkey.com/s.aspx?sm=1pco9VFpLVLYtJQjWvtZfg_3d_3d

The deadline to submit to survey is **Wednesday, September 30, 2009**. Please e-mail the completed survey to Sevaughn Banks, Sevaughn@berkeley.edu, or send by fax to (510) 642-8573 or by US Postal service to:

California Social Work Education Center (CalSWEC)
School of Social Welfare
University of California, Berkeley
Marchant Building, Suite 420
6701 San Pablo
Berkeley, CA 94720-7420

CONSENT:

The information you provide will be kept in strict confidence. Your participation is completely voluntary. The only persons who may have access to the raw survey data are CalSWEC staff and E-learning committee members. The consent form will be kept separate from the survey so that responses can be tracked.

I give my consent to be a survey participant.

☐ Yes
☐ No

Name and Title:
County:
Number of Child Welfare line worker positions in this agency
Number of Child Welfare supervisors in this agency

Information Technology Contact:

Information Technology staff contribution is critical to a successful e-learning program. Please provide contact information (name, e-mail, phone number) for your agency's Information Manager or staff person responsible for maintenance of computers. Their responses will help us gather pertinent data to continue with our statewide e-learning planning process.

Name (First and Last) _____
E-mail _____
Phone number (include area code) _____

SECTION I: OVERALL INTEREST:
This section asks questions about your overall interest in e-learning.

1. As Director/Manager, I am interested in participating in an e-learning course as part of my continuing professional development.
   1. ☐ Strongly Agree
   2. ☐ Agree
   3. ☐ Disagree
   4. ☐ Strongly Disagree

2. As Director/Manager, I am interested in having child welfare staff from this agency participate in e-learning courses as part of their continuing professional development.
   1. ☐ Strongly Agree
   2. ☐ Agree
   3. ☐ Disagree
   4. ☐ Strongly Disagree

3. Please rate your interest in having child welfare staff from this agency participate in CalSWEC sponsored e-learning courses.

3a) Common Core Curricula Statewide standardized curricula	3b) Ongoing, Specialized, or Advanced Curricula Curricula that meet the 40hr/2 year training requirements, or other specialized training
1. ☐ Very high	1. ☐ Very high
2. ☐ High	2. ☐ High
3. ☐ Moderate	3. ☐ Moderate
4. ☐ Low	4. ☐ Low
5. ☐ Very low	5. ☐ Very low

4. Please rate your interest in having child welfare workers from this agency participate in the following six e-learning scenarios.

4a) **Individualized, self-paced online course** Learners access all course materials on their own over the Internet	4b) **Group facilitated online course** Group learning is facilitated by an online instructor	4c) **Blended e-learning course** Learning takes place partly online and partly in a classroom
1. ☐ Very high	1. ☐ Very high	1. ☐ Very high
2. ☐ High	2. ☐ High	2. ☐ High
3. ☐ Moderate	3. ☐ Moderate	3. ☐ Moderate
4. ☐ Low	4. ☐ Low	4. ☐ Low
5. ☐ Very low	5. ☐ Very low	5. ☐ Very low

4d) **Teleconferencing course**	4e) **Videoconferencing course**	4f) **Course on CD/DVD**
Learning takes place in real time, using the telephone to connect classes at different locations	Learning takes place in real time, using video to connect classes at different locations	Learners access all course materials on a CD that is sent or distributed to staff
1. ☐ Very high	1. ☐ Very high	1. ☐ Very high
2. ☐ High	2. ☐ High	2. ☐ High
3. ☐ Moderate	3. ☐ Moderate	3. ☐ Moderate
4. ☐ Low	4. ☐ Low	4. ☐ Low
5. ☐ Very low	5. ☐ Very low	5. ☐ Very low

5. Please rate your interest in offering e-learning courses that are skills or knowledge based to child welfare staff.

5a) Knowledge Based	5b) Skills Based
Learners are given new information that is applicable to their practice	Learners learn a specific skill and are able to duplicate the skill in their practice
1. ☐ Very high	1. ☐ Very high
2. ☐ High	2. ☐ High
3. ☐ Moderate	3. ☐ Moderate
4. ☐ Low	4. ☐ Low
5. ☐ Very low	5. ☐ Very low

SECTION II: E-LEARNING IN MY AGENCY

6. Are you currently offering e-learning and/or has your agency offered e-learning courses within the last two years?
   1. ☐ This agency has never used e-learning (skip to question 12)
   2. ☐ This agency used e-learning but it was over two years ago (skip to question 12)
   3. ☐ YES, this agency is currently using and/or has used e-learning in the past two years. **Please answer questions 7 through 11**

7. Which department(s) or unit(s) in your agency are currently using/used e-learning?

   _____

8. What prompted your agency to decide to use e-learning? What are your thoughts about its overall success?

   _____

9. Has your agency partnered with another organization for an e-learning project?
   1. ☐ Yes
   2. ☐ No (skip to question 12)

10. If yes, with which of the following organizations did your agency partner for this e-learning project? (Check all that apply)
    1. ☐ Community College or University
    2. ☐ Hospital
    3. ☐ Library
    4. ☐ Mental Health Department
    5. ☐ Public Health Department
    6. ☐ Probation Department
    7. ☐ Substance Abuse
    8. ☐ Regional Training Academy, please indicate: _____
    9. ☐ Other, please indicate: _____

11. Briefly describe the nature of the partnership(s) checked above. (For example, how did your agency share resources, expertise, divide workload, etc.)

    _____

12. Does your agency plan to implement additional e-learning courses within the next two years?
    1. ☐ Yes (please describe the purpose, course topics, and unit(s) involved):

       _____
    2. ☐ No
    3. ☐ Unsure

SECTION III: E-LEARNING IN MY REGIONAL TRAINING ACADEMY/CONSORTIUM

13. Which Regional Training Academy in your area is currently using, has used, or planning to use e-learning?

14. If your Regional Training Academy is using, has used, or planning to use e-learning, what prompted its use?

15. If your Regional Training Academy offers e-learning courses, please provide a list of courses offered:

16. Is there Information Technology (IT) technical support in your Regional Training Academy?
    ☐ Yes (please describe the nature of the support):

    _____
    ☐ No
    ☐ Unsure

SECTION IV: AGENCY INFORMATION TECHNOLOGY SUPPORT

17. To what extent are you willing to allocate county IT staff to provide technical support for e-learning? (For example, loading new software on a worker's computer, trouble shooting Internet or e-mail access)
    1. ☐ Unlimited support; whatever it takes; it will be a high priority
    2. ☐ Moderate support, a total of five to ten hours per week of IT staff time
    3. ☐ Limited support, a total of two to five hours per week of IT staff time
    4. ☐ No support; the information technology (IT) staff has does not have time to spare
    5. ☐ I will leave this decision to the judgment of the IT manager
    6. ☐ I don't have any IT staff
    7. ☐ Other (Please specify):

    _____

18. How feasible is it for your agency to obtain funds for upgrading computer and Internet equipment used by workers for e-learning? (For example, adding speakers or plug-in earphones)
    1. ☐ Highly feasible
    2. ☐ Somewhat feasible
    3. ☐ Slim chance
    4. ☐ No chance
    5. ☐ Other, please specify:

SECTION V: WORKPLACE CULTURE

These questions pertain to factors in your agency that affect a worker's access to e-learning courses.

19. It would be:

19a) Easy for workers to find a ***PLACE*** at work to participate in e-learning where they would not be interrupted	19b) Easy for workers to find a ***TIME*** at work to participate in e-learning when they would not be interrupted
1. ☐ Strongly Agree	1. ☐ Strongly Agree
2. ☐ Agree	2. ☐ Agree
3. ☐ Disagree	3. ☐ Disagree
4. ☐ Strongly Disagree	4. ☐ Strongly Disagree

20. If workers were to schedule time to participate in e-learning, I am confident their:

20a) **Supervisor** would not interrupt them	20b) **Colleagues** would not interrupt them
1. ☐ Strongly Agree	1. ☐ Strongly Agree
2. ☐ Agree	2. ☐ Agree
3. ☐ Disagree	3. ☐ Disagree
4. ☐ Strongly Disagree	4. ☐ Strongly Disagree

21. Workers would be allowed to participate in e-learning during their normal work hours:
    1. ☐ Strongly Agree
    2. ☐ Agree
    3. ☐ Disagree
    4. ☐ Strongly Disagree

22. What would be an acceptable amount of time for a worker to spend on e-learning activities during ONE work **day**?
    1. ☐ More than 3 hours
    2. ☐ 2 to 3 hours
    3. ☐ 1 to 2 hours
    4. ☐ Less than 1 hour

23. What would be an acceptable amount of time for staff to spend on e-learning activities during ONE work **week**?
    1. ☐ More than 3 hours
    2. ☐ 2 to 3 hours
    3. ☐ 1 to 2 hours
    4. ☐ Less than 1 hour

24. Do you expect the time staff spends to complete an e-learning course would be:
    1. ☐ More than the time spent on a classroom course
    2. ☐ About the same as the time spent on a classroom course
    3. ☐ Less than the time spent on a classroom course

25. How many Child Welfare staff have the following physical work space arrangements in your agency? If you do not know the exact number, please approximate:
    1. _____ Total number of child welfare staff
    2. _____ Number with a private office
    3. _____ Number with a shared office
    4. _____ Number with a cubicle

26. Please describe any upcoming significant changes (facilities, hardware/software, personnel, etc.) that might impact e-learning? For example, is your agency about to move into a new building that has limited Internet access, purchase new computers, lay off or hire technical staff?

27. E-learning presents the opportunity for learners' colleagues and supervisors to become more closely involved with the learning process. How do you envision e-learning would impact the child welfare supervisor/supervisee relationships in your agency?

SECTION VI: E-LEARNING COURSE EXPECTATIONS:

We are interested in hearing about your opinions and expectations regarding e-learning

28.

28a) Please rate the IMPORTANCE of offering e-learning in your agency

1. ☐ Very high
2. ☐ High
3. ☐ Moderate
4. ☐ Low
5. ☐ Very low

28b) Please rate your COMMITMENT in having your agency offer e-learning courses

1. ☐ Very high
2. ☐ High
3. ☐ Moderate
4. ☐ Low
5. ☐ Very low

29. During an e-learning course, I believe it will be important for workers to:

29a) Interact with other learners

1. ☐ Strongly Agree
2. ☐ Agree
3. ☐ Disagree
4. ☐ Strongly Disagree

29b) Interact with a course facilitator

1. ☐ Strongly Agree
2. ☐ Agree
3. ☐ Disagree
4. ☐ Strongly Disagree

30. During an e-learning course, which form of communication do you think would work best between e-learners and the online course facilitator? (Possible requirements are described after each option in parentheses). Mark all that apply.

1. ☐ E-mail (county e-mail account provided or ability to set up and use free e-mail)
2. ☐ Teleconference (no special software required, advance scheduling required)
3. ☐ Video conference via computer and Internet (special software/hardware required, advance scheduling required)
4. ☐ Webinar (no special software required, advance scheduling required)
5. ☐ Discussion Board (may require special software, no advance scheduling)
6. ☐ Live Chat Room (may require special software, advance scheduling required)

31. During an e-learning course, which form of communication do you think would work best between e-learners? (Possible requirements are described after each option in parentheses). Mark all that apply

1. ☐ E-mail (county e-mail account provided or ability to set up and use free e-mail)
2. ☐ Teleconference (no special software required, advance scheduling required)
3. ☐ Video conference via computer and Internet (special software/hardware required, advance scheduling required)
4. ☐ Webinar (no special software required, advance scheduling required)
5. ☐ Discussion Board (may require special software, no advance scheduling)
6. ☐ Live Chat Room (may require special software, advance scheduling required)

32. What are benefits associated with e-learning? Check the three (3) you feel are the most important.
    1. ☐ Quality of e-learning content
    2. ☐ Ability to disseminate new information quickly
    3. ☐ Ability for learners to direct their own learning
    4. ☐ Reduction in travel costs for agency
    5. ☐ More flexibility in scheduling trainings
    6. ☐ More diversity in training choices
    7. ☐ Greater opportunity to offer short, specialized trainings
    8. ☐ Reduction of workers' time away from office
    9. ☐ Ability to customize trainings to the needs of the learner
    10. ☐ Other (Please specify): _____

33. If your agency were to participate/has participated in e-learning, what successes/benefits do you anticipate or have you experienced?

    _____
    _____

34. If your agency were to participate/has participated in e-learning, what challenges do you anticipate or have you experienced?

    _____
    _____

35. Five years from now, what role do you envision e-learning will play in the professional development of your agency staff?

    _____
    _____

36. Additional Comments:

    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____

Appendix C: IT Manager Survey: List of Coexistent Participating Counties

1. Fresno
2. Kings
3. Los Angeles
4. Madera
5. Marin
6. Merced
7. Napa
8. Orange
9. Placer
10. Riverside
11. Sacramento
12. San Bernardino
13. San Diego
14. San Francisco
15. San Mateo
16. Santa Barbara
17. Santa Clara
18. Santa Cruz
19. Solano
20. Sonoma
21. Stanislaus
22. Ventura

Appendix D: IT Manager Survey: Survey Instrument for (Non-Dedicated) Counties

INTRODUCTION:

This survey is being conducted by the California Social Work Education Center (CalSWEC) in partnership with the E-learning Subcommittee of the Statewide Training and Education Committee (STEC), Regional Training Academies and the Inter-University Consortium. We acknowledge that some counties may have already implemented, or are planning to implement e-learning programs; we would like to learn your views about organizational readiness and technical capacity. The information gathered from the survey will help in the planning to build a statewide e-learning system, accessible by all public welfare agencies in California.

The E-learning Subcommittee is committed to building alternative methods for delivering high quality statewide training that leverages Internet and computer technology. In order to achieve this goal, it is very important for us to understand the organizational culture, management support, and technical capacity of the county child welfare agencies through your responses to this survey. The survey should take approximately thirty (30) minutes to complete. A final report of survey findings will be posted on the CalSWEC website: http://calswec.berkeley.edu/ by the end of the year, 2009.

This survey is part of ongoing efforts to implement e-learning statewide in public child welfare in a manner that is responsive to training needs. Your participation in this phase of the development process is important for the success of a statewide e-learning system. If you have any questions about the survey, please contact Sevaughn Banks by e-mail at Sevaughn@berkeley.edu or by telephone (510) 643-0226.

INSTRUCTIONS (If you are completing this in Microsoft Word):

Please fill-in the survey as completely as possible. There are some open-ended questions that may require elaboration. Feel free to type as much as you would like.

To place a check in the check boxes:

1. Move the mouse over the check box and double-click
   a. A check box form field dialog box will appear
2. Change "Not Checked" to "Checked" under the area that says *default value*
3. Click OK

The survey can also be completed online by clicking the following link:
http://www.surveymonkey.com/s.aspx?sm=0Ny_2fdG1YTA72j_2fRqUTl0nQ_3d_3d

The deadline to submit the survey is **two weeks after receipt**. Please e-mail the completed survey to Sevaughn Banks, Sevaughn@berkeley.edu, or send by fax to (510) 642-8573 or by US Postal service to:

California Social Work Education Center (CalSWEC)
School of Social Welfare
University of California, Berkeley
Marchant Building, Suite 420
6701 San Pablo
Berkeley, CA 94720-7420

CONSENT:

The information you provide will be kept in strict confidence. Your participation is completely voluntary. The only persons who may have access to the raw survey data are CalSWEC staff and E-learning committee members. The consent form will be kept separate from the survey so that responses can be tracked.

I give my consent to be a survey participant.

- ☐ Yes
- ☐ No

Name (First and Last)
County
E-mail
Phone number
(include area code)

SECTION I: SIZE AND ORGANIZATION OF INFORMATION TECHNOLOGY (IT) STAFF AND RESPONSIBILITIES

1. What is your position title within the IT department?
   1. ☐ IT Manager/Supervisor
   2. ☐ Other (please specify): _____

2. How many years experience do you have working in the IT field?
   1. ☐ 1 year or less
   2. ☐ 2 – 5 years
   3. ☐ 6 – 10 years
   4. ☐ 11 – 15 years
   5. ☐ 16 – 20 years
   6. ☐ more than 20 years
   7. ☐ Other (please specify): _____

3. What is the FTE (full time equivalent) of the IT staff assigned to this agency (including yourself)? _____ FTEs (e.g., 1.5 FTE)

4. This IT department provides support to the:
   1. ☐ County Child Welfare agency only
   2. ☐ County Child Welfare and other county departments/units
   3. ☐ Other: _____

5. This IT department is under the umbrella of:
   1. ☐ County Child Welfare agency only
   2. ☐ County Child Welfare and other county departments/units
   3. ☐ Other: _____

6. How many computers is the IT staff responsible for at this agency?
   1. ☐ 1 to 10
   2. ☐ 11-20
   3. ☐ 21-30
   4. ☐ 31-40
   5. ☐ 41-50
   6. ☐ more than 51, please write the number: ____

7. Does your IT staff maintain a local area network (LAN) for this agency?
   1. ☐ Yes
   2. ☐ No

8. Does your IT staff provide Internet support for this agency?
   1. ☐ Yes
   2. ☐ No

9. Does your IT staff provide E-mail support for this agency?
   1. ☐ Yes
   2. ☐ No

10. If installation of specialized software is required for staff to use for an e-learning training, how would that be handled?
    1. ☐ A member of my staff would download and install the software for the worker

2. ☐ Workers are allowed to download/install software; IT staff is available if needed
3. ☐ Other (please specify): _____

SECTION II: INTERNET AND E-MAIL

11. When at work, does staff at this agency access the Internet primarily from.
1. ☐ A computer located at their workstation
2. ☐ A computer lab
3. ☐ From a kiosk or dedicated computer station(s)
4. ☐ My agency does not have Internet access
5. ☐ Other (please specify): _____

12. How are staff computers connected to the Internet? (Check all that apply).
1. ☐ Dial-up (telephone connection)
2. ☐ T1, T3 connection
3. ☐ DSL
4. ☐ Cable (e.g., Roadrunner)
5. ☐ Wireless
6. ☐ Integrated Services Digital Network (ISDN) phone lines
7. ☐ Other (please specify): _____

13. Does this agency provide staff with a personal work e-mail account (e.g., jane.doe@countyname.ca.gov)?
1. ☐ Yes 2. ☐ No

14. Are staff at this agency allowed to access e-mail while at work?
1. ☐ Yes 2. ☐ No

15. How does staff access e-mail?

15a. Workers access their e-mail from their work computer	15b. Workers can access their e-mail from a computer lab	15c. Workers can access their e-mail from a Kiosk or similar station dedicated to accessing e-mail
1. ☐ Yes	1. ☐ Yes	1. ☐ Yes
2. ☐ No	2. ☐ No	2. ☐ No

16. Can workers send and receive e-mail?

16a. Workers can send e-mail to anyone:	16b. Workers can receive e-mail from anyone (legitimate e-mail, not Spam):	16c. Workers can receive and open e-mail attachments:
1. ☐ Yes	1. ☐ Yes	1. ☐ Yes
2. ☐ No	2. ☐ No	2. ☐ No

17. E-mail Security

17a. Are incoming e-mails scanned with an e-mail security or a spam-protection software	17b. Workers emails are screened using security software?

program at this agency?

1. ☐ Yes
2. ☐ No

1. ☐ Yes
2. ☐ No

18. If the answers to both parts of question 17 were NO, skip this question. If the answer to either part of question 17 was YES, how would the security or spam-protection software impact a worker's ability to participate on an email listserv, discussion forum, or communication with a course facilitator? For example, would email addresses need to be added to a list of allowed emails?

_____

_____

_____

_____

19. Is Internet access restricted to certain websites?
    1. ☐ Yes
    2. ☐ No

20. If yes, which website(s) extensions are restricted (i.e. .com, .edu)?

_____

_____

21. How are pop ups addressed in your county? (Does the county block them? Are they allowed on a temporary basis? Can end users override them for the purpose of training?)

_____

_____

SECTION III. HARDWARE AND SOFTWARE

22. My county is: 1. ☐ Coexistent (skip to question 24)
    2. ☐ Dedicated

23. For dedicated counties only - We have a parallel computer system in addition to the CWS/CMS computer system.
    1. ☐ Yes
    2. ☐ No

24. Do all Child Welfare staff have a personal work computer?
    1. ☐ Yes, each individual worker has a computer
    2. ☐ No, some workers share a computer
    3. ☐ Other (please describe): _____

25. What is the default screen resolution used for your county?

1. ☐ 800 x 600
2. ☐ 1024 x 768
3. ☐ Other (please specify): _____

26. RAM - What percentage of computers used by Child Welfare have:
    1. _____ Less than 250 MB RAM
    2. _____ 250 – 500 MB RAM
    3. _____ 500 MB – 1 GB RAM
    4. _____ 1 GB – 2 GB RAM
    5. _____ More than 2 GB

27. If some staff share a computer, what percent share a computer? (Please write a percentage)

    _____

28. Monitor Size: What percentage of computers used by Child Welfare have monitors that are:
    1. _____ % 15 inches
    2. _____ % 17 inches
    3. _____ % 19 inches
    4. _____ % 20 inches or larger

29. Do all Child Welfare staff have access to an office printer?
    1. ☐ Yes, all can print from their work computer
    2. ☐ No, workers do not have access to a printer
    3. ☐ Other (please specify): _____

30. Is there any policy about printing documents that we should be aware of that would affect printing documents for an e-learning course?
    1. ☐ No
    2. ☐ Yes, please describe: _____

31. Multimedia equipment: What percentage of computers used by Child Welfare staff is equipped with:
    1. _____ % CD Player
    2. _____ % DVD Player
    3. _____ % Web Camera
    4. _____ % Set of Speakers
    5. _____ % Plug-in for Earphones
    6. _____ % Sound Card

32. Does this agency have graphic cards?
    1. ☐ Yes
    2. ☐ No

    a. _____ % of graphic cards integrated

    b. _____ % of graphic cards dedicated/discrete

33. Are earphones available for staff to use with a computer?
    1. ☐ Yes
    2. ☐ No

34. Operating System: What percentage of the computers used by Child Welfare staff have:

1. _____ % Windows 95
2. _____ % Windows 98
3. _____ % Windows 2000
4. _____ % Windows XP
5. _____ % Windows Vista
6. _____ % Apple or Mac
7. _____ % Linux

35. Internet Browser: Which Internet browser is supported/recommended for use in this agency?

1. ☐ Microsoft Explorer Version: _____
2. ☐ Mozilla Firefox
3. ☐ Netscape
4. ☐ Opera
5. ☐ Safari
6. ☐ Other (please specify): _____

36. Email: Which email program is supported/recommended for use in this agency?

1. ☐ Microsoft Outlook Express
2. ☐ Microsoft Outlook
3. ☐ Other (please specify): _____

37. Productivity Software: Which of the following software programs are available for use in this agency?

1. ☐ Acrobat Reader
2. ☐ Microsoft Word
3. ☐ Microsoft Excel
4. ☐ Microsoft PowerPoint
5. ☐ Lotus Notes
6. ☐ WordPerfect
7. ☐ Other (please specify): _____

38. Multimedia: Which of the following software programs are available for use within this agency? (check all that apply)

1. ☐ Macromedia Flash
2. ☐ Windows Media Player
3. ☐ Real Player
4. ☐ Java
5. ☐ Other (please specify): _____

39. Do any staff have physical disabilities that could affect their participation in e-learning?

1. ☐ Yes, check all that apply
   a. ☐ Visual
   b. ☐ Mobility (e.g., carpal tunnel)
   c. ☐ Hearing
   d. ☐ Other (please specify): _____
2. ☐ No

SECTION IV: COMPUTER LABS

40. How many computer labs does your agency have?
    1. ☐ We do not have a computer lab, (skip to question #47)
    2. ☐ 1 to 5
    3. ☐ 6 to 10
    4. ☐ 11 to 15
    5. ☐ 16 to 20
    6. ☐ 21 to 25

41. Monitor Size: What percentage of computers in the lab(s) have monitors that are:
    1. _____ % 15 inches
    2. _____ % 17 inches
    3. _____ % 19 inches
    4. _____ % 20 inches or larger

42. Are the computer lab computers connected to a printer?
    1. ☐ Yes
    2. ☐ No (Comments): _____

43. Multimedia equipment: What percentage of the computers in the lab(s) are equipped with a:
    1. _____ % CD Player
    2. _____ % DVD Player
    3. _____ % Web Camera
    4. _____ % Set of speakers
    5. _____ % Plug-in for Earphones
    6. _____ % Sound Card
    7. _____ % Graphics Card
       a. ☐ integrated or
       b. ☐ dedicated/discrete

44. Does this agency have graphic cards?
    1. ☐ Yes
    2. ☐ No
       a. _____ % of graphic cards integrated
       b. _____ % of graphic cards dedicated/discrete

45. Operating System: What percentage of the computers in the lab(s) are equipped with:
    1. _____ % Windows 95
    2. _____ % Windows 98
    3. _____ % Windows 2000
    4. _____ % Windows XP
    5. _____ % Windows Vista
    6. _____ % Apple or Mac
    7. _____ % Linux

46. Internet Browser: Which Internet Browser is loaded onto the lab computers:
    1. ☐ Microsoft Explorer Version: _____
    2. ☐ Mozilla Firefox
    4. ☐ Opera
    5. ☐ Safari

3. ☐ Netscape
6. ☐ Other (please specify): _____

47. Email: Which email program is loaded onto the lab computers?
    1. ☐ Microsoft Outlook Express
    2. ☐ Microsoft Outlook
    3. ☐ Other (please specify): _____

48. Productivity Software: Which of the following programs are loaded on the lab computers? Check all that apply.
    1. ☐ Acrobat Reader
    2. ☐ Microsoft Word
    3. ☐ Microsoft Excel
    4. ☐ Microsoft PowerPoint
    5. ☐ Lotus Notes
    6. ☐ WordPerfect
    7. ☐ Other (please specify): _____

49. Multimedia: Which of the following multimedia programs are available on the lab computers? Check all that apply.
    1. ☐ Macromedia Flash
    2. ☐ Windows Media Player
    3. ☐ Real Player
    4. ☐ Java
    5. ☐ Other (please specify): _____

50. Is there anything that CalSWEC should know about availability and use of technology in this agency as it relates to e-learning? (For example, is there an agency level policy constraint on workers' Internet access and email use?)
    1. ☐ Yes - if yes, please describe: _____
    2. ☐ No

SECTION V: EXPERIENCE PROVIDING E-LEARNING SUPPORT

51. (If applicable) Which Learning Management System (LMS) are you using? _____

52. When importing data into or exporting data out of your learning management system, what file format is used? Check all that apply.
    1. ☐ .xls
    2. ☐ .csv
    3. ☐ .mdb
    4. ☐ Other (please specify): _____

53. When importing data into or exporting data out of your learning management system, what is used as the primary/unique key or identifier?
    1. ☐ Social security number

2. ☐ Employee ID number
3. ☐ Email address
4. ☐ Other (please specify): _____

54. What capabilities are provided by the LMS in use?
    1. ☐ Administration: Assign end-users and reviewers by ID
    2. ☐ Administration: Generate reports
    3. ☐ Administration: Activate courses
    4. ☐ Development: Develop content directly in LMS
    5. ☐ Development: Review and post comments online
    6. ☐ Development: Publish courses for review or "Go Live'

55. Have you or anyone in your IT department provided e-learning support for this county or child welfare staff?
    1. ☐ Yes, please describe:

       _____
    2. ☐ No

56. In your experience, what type of technology was employed by the e-learning project(s)? Check all that apply.
    1. ☐ Internet
    2. ☐ Videoconference
    3. ☐ Teleconference
    4. ☐ CD/DVD
    5. ☐ Other (please specify):

       _____

57. What was the target audience for the e-learning project(s)? Check all that apply.
    1. ☐ Adult Services
    2. ☐ Children Services
    3. ☐ Eligibility
    4. ☐ All agency personnel
    5. ☐ Other (please specify):

       _____

58 What aspect of the technology worked well for e-learning project?

59. What aspect of the technology presented a challenge for the e-learning project?

60. Additional Comments:

Appendix E: IT Manager Survey: List of Participating Dedicated Counties

1. Alpine
2. Amador
3. Butte
4. Calaveras
5. El Dorado
6. Glenn County
7. Humboldt
8. Imperial
9. Inyo
10. Kern
11. Lassen
12. Mendocino
13. Monterey
14. San Benito
15. Shasta
16. Tehama
17. Trinity
18. Tulare
19. Yolo

Appendix F: [2]IT Manager Survey: Survey Instrument for Dedicated Counties

INTRODUCTION:

This survey is being conducted by the California Social Work Education Center (CalSWEC) in partnership with the E-learning Subcommittee of the Statewide Training and Education Committee (STEC), Regional Training Academies and the Inter-University Consortium. We acknowledge that some counties may have already implemented, or are planning to implement e-learning programs; we would like to learn your views about organizational readiness and technical capacity. The information gathered from the survey will help in the planning to build a statewide e-learning system, accessible by all public welfare agencies in California.

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INSTRUCTIONS (If you are completing this in Microsoft Word):

Please fill-in the survey as completely as possible. There are some open-ended questions that may require elaboration. Feel free to type as much as you would like.

To place a check in the check boxes:

1. Move the mouse over the check box and double-click
2. A check box form field dialog box will appear
3. Change "Not Checked" to "Checked" under the area that says *default value*
4. Click OK

The survey can also be completed online by clicking the following link:
http://www.surveymonkey.com/s.aspx?sm=0Ny_2fdG1YTA72j_2fRqUTl0nQ_3d_3d

The deadline to submit the survey is **two weeks after receipt**. Please email the completed survey to Sevaughn Banks, Sevaughn@berkeley.edu, or send by fax to (510) 642-8573 or by US Postal service to:

[2] Surveys adapted with permission by John Painter, Ph.D. (2006), co-author of the Survey Instruments Used to Assess North Carolina County Departments of Social Services' Readiness to Engage in E-Learning, Family and Children's Resource Program Jordan Institute for Families School of Social Work University of North Carolina at Chapel Hill

California Social Work Education Center (CalSWEC)
School of Social Welfare
University of California, Berkeley
Marchant Building, Suite 420
6701 San Pablo
Berkeley, CA 94720-7420

SECTION I: SIZE AND ORGANIZATION OF INFORMATION TECHNOLOGY (IT) STAFF AND RESPONSIBILITIES

1. What is your position title within the IT department?
   3. ☐ IT Manager/Supervisor
   4. ☐ Other (please specify): _____

2. How many years experience do you have working in the IT field?
   1. ☐ 1 year or less
   2. ☐ 2 – 5 years
   3. ☐ 6 – 10 years
   4. ☐ 11 – 15 years
   5. ☐ 16 – 20 years
   6. ☐ more than 20 years
   7. ☐ Other (please specify): _____

3. What is the FTE (full time equivalent) of the IT staff assigned to this agency (including yourself)? _____ FTEs (e.g., 1.5 FTE)

4. How many computers is the CWS/CMS project responsible for at this agency?
   1. ☐ 1 to 10
   2. ☐ 11-20
   3. ☐ 21-30
   4. ☐ 31-40
   5. ☐ 41-50
   6. ☐ more than 51, please write the number: _____

SECTION II: INTERNET AND EMAIL

5. When at work, does staff at this agency access the Internet primarily from:
   1. ☐ A computer located at their workstation
   2. ☐ A computer lab
   3. ☐ From a kiosk or dedicated computer station(s)
   4. ☐ My agency does not have Internet access
   5. ☐ Other (please specify): _____

6. Does this agency provide staff with a personal work email account (e.g., jane.doe@countyname.ca.gov)?
   1. ☐ Yes
   2. ☐ No

7. Are staff at this agency allowed to access email while at work?
   1. ☐ Yes
   2. ☐ No

8. How does staff access email?

8a. Workers access their email	8b. Workers can access their	8c. Workers can access their

from their work computer	email from a computer lab	email from a Kiosk or similar station dedicated to accessing email
1. ☐ Yes 2. ☐ No	1. ☐ Yes 2. ☐ No	1. ☐ Yes 2. ☐ No

9. Can workers send and receive email?

9a. Workers can send email to anyone:	9b. Workers can receive email from anyone (legitimate email, not Spam):	9c. Workers can receive and open email attachments:
1. ☐ Yes 2. ☐ No	1. ☐ Yes 2. ☐ No	1. ☐ Yes 2. ☐ No

SECTION III. HARDWARE AND SOFTWARE

10. We have a parallel computer system in addition to the CWS/CMS computer system.
    1. ☐ Yes 2. ☐ No

11. Do all Child Welfare staff have a personal work computer?
    1. ☐ Yes, each individual worker has a computer
    2. ☐ No, some workers share a computer
    3. ☐ Other (please describe): _____

12. If some staff share a computer, what percent share a computer? (Please write a percentage.)

    _____

13. Do all Child Welfare staff have access to an office printer?
    1. ☐ Yes, all can print from their work computer
    2. ☐ No, workers do not have access to a printer
    3. ☐ Other (please specify): _____

14. Is there any policy about printing documents that we should be aware of that would affect printing documents for an e-learning course?
    1. ☐ No 2. ☐ Yes, please describe: _____

15. Are earphones available for staff to use with a computer?
    1. ☐ Yes 2. ☐ No

16. Do any staff have physical disabilities that could affect their participation in e-learning?
    1. ☐ Yes, check all that apply
        a. ☐ Visual
        b. ☐ Mobility (e.g., carpal tunnel)
        c. ☐ Hearing
        d. ☐ Other (please specify): _____

2. ☐ No

SECTION IV: COMPUTER LABS

17. How many computer labs does your agency have?
    1. ☐ We do not have a computer lab
    2. ☐ 1 to 5
    3. ☐ 6 to 10
    4. ☐ 11 to 15
    5. ☐ 16 to 20
    6. ☐ 21 to 25

18. Are the computer lab computers connected to a printer?
    1. ☐ Yes
    2. ☐ No (Comments): _____

19. Is there anything that CalSWEC should know about availability and use of technology in this agency as it relates to e-learning? (For example, is there an agency level policy constraint on workers' Internet access and email use?)
    1. ☐ Yes - if yes, please describe:

       _____

    2. ☐ No

SECTION V: EXPERIENCE PROVIDING E-LEARNING SUPPORT

20. (If applicable) Which Learning Management System (LMS) are you using?

    _____

    ____

21. What capabilities are provided by the LMS in use?
    1. ☐ Administration: Assign end-users and reviewers by ID
    2. ☐ Administration: Generate reports
    3. ☐ Administration: Activate courses
    4. ☐ Development: Develop content directly in LMS
    5. ☐ Development: Review and post comments online
    6. ☐ Development: Publish courses for review or "Go Live'

22. When importing data into or exporting data out of your learning management system, what file format is used? Check all that apply.
    1. ☐ .xls
    2. ☐ .csv
    3. ☐ .mdb
    4. ☐ Other (please specify): _____

23. When importing data into or exporting data out of your learning management system, what is used as the primary/unique key or identifier?
    1. ☐ Social security number
    2. ☐ Employee ID number
    3. ☐ Email address

4. ☐ Other (please specify): _____

24. Have you or anyone in your IT department provided e-learning support for this county or child welfare staff?
    1. ☐ Yes, please describe:

    _____

    2. ☐ No

25. In your experience, what type of technology was employed by the e-learning project(s)? Check all that apply.
    1. ☐ Internet
    2. ☐ Videoconference
    3. ☐ Teleconference
    4. ☐ CD/DVD
    5. ☐ Other (please specify):

    _____

26. What was the target audience for the e-learning project(s)? Check all that apply.
    1. ☐ Adult Services
    2. ☐ Children Services
    3. ☐ Eligibility
    4. ☐ All agency personnel
    5. ☐ Other (please specify):

    _____

27. What aspect of the technology worked well for e-learning project?

28. What aspect of the technology presented a challenge for the e-learning project?

29. Additional Comments:

    _____
    _____
    _____
    _____
    _____
    _____