

Appendix 16: Report from the New Graduate Survey | Los Angeles

Report from the new Graduate Survey 2011 Los Angeles Schools

The 32 responses from the Los Angeles Schools constituted almost 1/3 of the total responses to the survey this year.

I. County employee student feedback

If you were a county employee, can you tell us in what ways your school program did or did not address your needs to learn something new about child welfare practice?

13 County employee students made generally positive specific comments about cultural competency, clinical assessment skills, relationship-building, communication skills, macro-work, and child welfare policy in which they expressed the following:

- The program enabled me to enhance my assessment skills and my ability to build relationships with improved communication skills and strength-based approaches to child welfare practice.
- The course study at Cal State LA enhanced my ability to be culturally competent in service delivery and crisis intervention with my clients.
- Adoption
- The MSW program provided me with the clinical and specialized skills and enabled me to become a better social worker.
- The program really prepared me for macro work. I feel very confident that I can become a manager and lead DCFS in the future.
- It addressed my needs by teaching me ways in which to work with my clients, such as understanding what underlining needs were, and cultural sensitivity, understanding and working with resistant clients, understanding in further detail about issues concerning mental health.
- The program helped me in many ways learn a lot of new things about the child welfare system.
- Child welfare policy development was new.
- More cultural diversity and assessment skills
- Did not focus enough on the field of CPS. For example the instructor for Child welfare never worked in child welfare. I find it interesting that the school could not find anyone to teach this course that is more knowledgeable in this area and who could give us CPS social worker's/students more skills in this area (how to work with this population, etc.). At times it felt that the CPS students were teaching the class rather than the instructor. Additionally the program overall focuses more on becoming a therapist which is not useful if that is not the student's career goal.

II. Field Placement Opportunities from All New Graduates

Were there any field placement opportunities THAT YOU HAD that were particularly important to your learning about child welfare practice?

- One on one supervision
- My first field placement was in a clinical setting and it was most helpful. However, lectures regarding counseling should be provided before students are placed in such setting. I relied heavily on prior experiences during that placement.

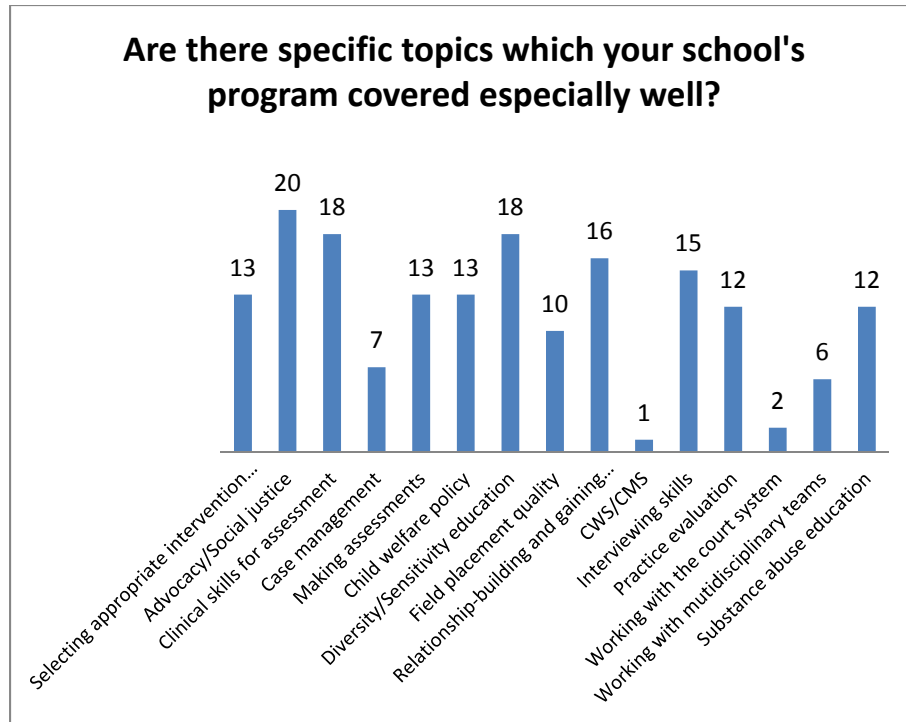
- Administration. I was very happy with my 2nd placement. Learned about how the Department functions and enjoyed being mentored by someone who is very knowledgeable about the Dept.
- I really enjoyed working in the mental health field. That helped to understand mental health diagnosis and it helped me understand the role of the therapist.
- Shadowing home visits with a county children's social worker
- My 2nd year placement at DCFS headquarters.
- Yes as a clinician
- They worked me up to my own caseload. They provided enough support but allowed me to make mistakes.
- ACTUALLY WORKING IN FOR CPS

Were there any field placement opportunities that YOU WISHED YOU COULD HAVE HAD BUT DIDN'T that you feel could have been particularly important to your learning about child welfare practice?

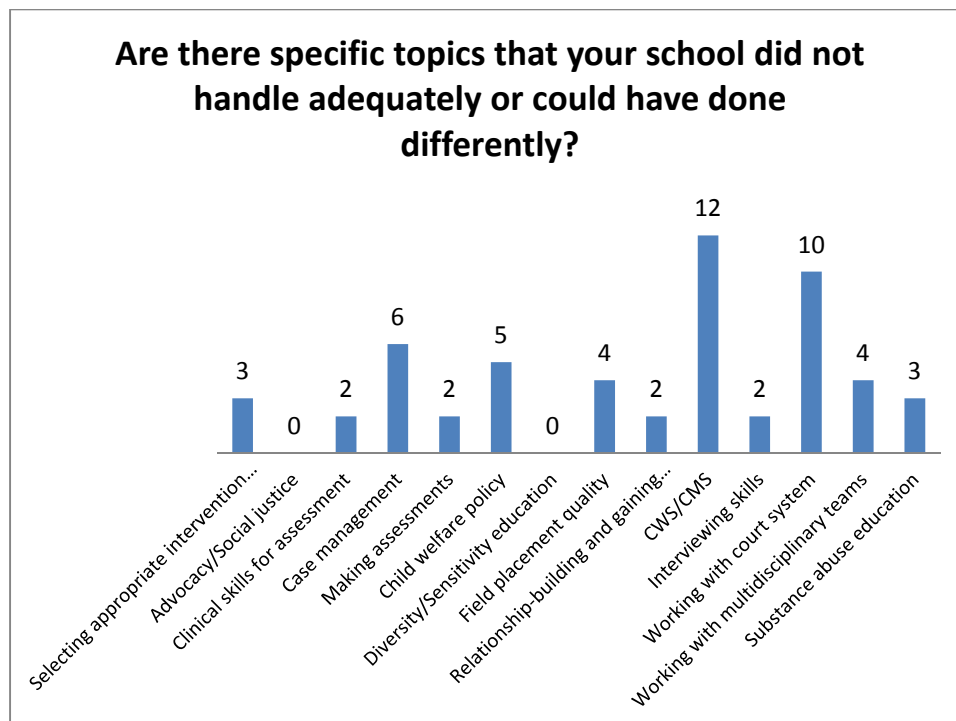
- HOW TO DO OUR JOBS ONCE WE GOT HIRED
- Learn more policy regarding child welfare.
- I really wanted an opportunity to be placed in an agency with the Department of Mental health. I was very intrigued with the reports of fellow students and the level of training they received.
- Adoption
- working within CWS/CMS
- More broad experience to understand the system better.
- Yes. My first field placement was not appropriate given my work experience. I did not feel particularly challenged. I wish I could have learned more skills my first year.
- I really would have wanted to work in the school or hospital field as these are important roles when working in child welfare.
- I did not get to go out on an ER referral. That would have been helpful seeing the front end of DCFS
- Interning as an intake/emergency response intern. Interning as a case carrier.
- I wished I had an opportunity to work in court, with attorneys.

III. Curriculum Experiences

The top three responses about *topics that were covered especially well* were: Advocacy/social justice, 2) Clinical skills for assessment, and 3) Diversity/sensitivity education. These are EPAS competencies for MSW education and not specific to child welfare.



The top three *topics that were not handled adequately* were 1) CWS/CMS (or practice documentation), 2) working with the court system, and 3) case management. Arguably all three of these are more specific to child welfare practice and could be taught in the field (than in the classroom) with real clients. The students do not distinguish between the field and the classroom curricula. To them it's THE curriculum and their school did or did not provide the opportunity.



More students thought the quality of their field placement was handled well, than didn't (10 versus 4). Really small numbers though.

IV. *What two aspects of your work in child welfare do you find particularly challenging?*
I attempted to sort these by topic, but they are interrelated.

Caseload/workload related challenges

- Juggling high caseload of 38 children and their families / caregivers
- The caseload size and expectations of the department
- Caseload numbers
- High caseload
- Overloaded with cases, not meeting all my clients' needs in a timely manner, not having office support
- The unrealistic expectations put on us to fulfill our duties
- Workload (2)

Self-care related challenges

- Self-Care
- Feeling safe while working
- Time management (3)
- Always being behind

Agency-related challenges

- Administration's occupation with "numbers" instead of genuine concerns for clients' and workers' safety.
- Administration
- Policies that hinder us from performing our jobs with dignity
- Agency bureaucracy
- Politics
- Working with a colleague who is not passionate about social work

Paperwork-related challenges

- How the paper work and coworkers make it difficult to do my job. It's hard being dependent on so many others to do my job.
- Paperwork
- Case files
- NAVIGATING CMS/CWS
- The amount of paper work to request, refer or document case management

Court-related challenges

- Working with court
- COURT REPORTS

Client-related challenges

- Resistant parents
- Locating suitable placements; Finding placement for minors 16-18 years of age
- Working with family's that have been in the system for generations
- Chronic family conflict or pain.
- Finding community resources for the families; Resources for clients; Lack of resources (2)
- Watching a client with great potential fail

V. *"If you could suggest one new course or content area to better prepare MSW students to work in child welfare, what would it be?"* Several comments were made about working with the court.

Court-related

- Time management, how to prioritize. Working with the court and how to avoid continuation of a hearing.
- CWS/CMS, Court system, documentation deciphering - how to read a FBI/DOJ/background check, how to read a minute order, practice in writing effective court reports
- Child welfare courses for current employed need to be more challenging and provide new information not information that is already known by the CPS worker. CPS students need to have more variety as to what classes they can take during the program and also more challenging field placements not just ones that are available.
- Hospital social work
- Teach them about the court system as well as learn about community resources
- One that teaches students about the court procedures and CWS/CMS; and current county practices as much information provided was not up to date
- Actual case examples of families trying to reunify with their children successfully and Unsuccessfully, and what that assessment and court report looks like.

Miscellaneous

- Cover policies that some counties use.
- Choose wisely to the program you attend
- Possibly a therapeutic course to help some workers relieve the stress of the working in the child welfare system
- Ethics
- Shorthand (Abbreviated symbolic writing method)
- DAY TO DAY RESPONSIBILITIES FOR ER AND FM/R NEW WORKERS!
- Substance abuse! I couldn't take the course but I also study this area and wrote my thesis on the substance abuse problem and how it affects child welfare. CSU X and the MSW program did not offer enough training and education in this area. Actually many schools lack in this area and it is the main reason why children come into the system.

Workforce Agency Administrative Data 2011

1. Welcome

August 2011

As part of program evaluation, The California Social Work Education Center (CalSWEC) conducts workforce studies at regular intervals to document the prevalence of and need for graduate social workers in public child welfare agencies. We have previously conducted this survey in 1992, 1995, 1998, 2004, and 2008. The study's questions are based on input from focus groups with child welfare decision-makers about the effects of the economy on the delivery of child welfare services and staff.

The study is conducted in two parts with the full cooperation of the County Welfare Directors' Association and the California Department of Social Services to improve our stipend and tuition support programs. The first part of the study entitled, "Agency Administrative Data Survey", is what we are asking you to complete here.

(The second part of the study, the "Individual Worker Survey", will be available on another website for child welfare staff or in hard copy at the agency for child welfare staff to complete individually and for the agency to mail back to CalSWEC.)

When both surveys are complete, CalSWEC staff will notify the county welfare directors and, upon request, will return a county summary to each county and a regional summary to each regional training academy. A statewide summary will be available on the CalSWEC website sometime this winter 2011-2012.

If you have any questions, please contact, Dr. Sherrill Clark, Program Evaluation Specialist, 510-642-4480 or sjclark@berkeley.edu.

Thank you.

Recognizing that this survey cannot be completed in one sitting, we have organized it so that you can exit and return to the place you left off without losing any information.

This survey consists of three (3) sections:

- 1 Contact information.
- 2 Numbers of encumbered staff positions, including information on bilingual staff and positions requiring MSWs.
- 3 Turnover.

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2. Contact Information

We require your contact information for two reasons: First in case we have questions or need confirmation that we are understanding the information you have submitted, and second to have an address to send copies of the completed county and state-wide reports.

1. Please give contact information for the person(s) completing this survey.

Name:	<input type="text"/>
Job Title:	<input type="text"/>
Address:	<input type="text"/>
Address 2:	<input type="text"/>
City/Town:	<input type="text"/>
ZIP/Postal Code:	<input type="text"/>
County:	<input type="text"/>
Email Address:	<input type="text"/>
Phone Number:	<input type="text"/>

2. Additional contributor.

Name:	<input type="text"/>
Job title:	<input type="text"/>
Address:	<input type="text"/>
Address 2:	<input type="text"/>
City/Town:	<input type="text"/>
ZIP/Postal Code:	<input type="text"/>
County:	<input type="text"/>
Email Address:	<input type="text"/>
Phone Number:	<input type="text"/>

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3. Number of Child Welfare Employees

In this section please indicate how many encumbered or active child welfare positions--that is positions for which there is an incumbent person--your child welfare department has now. Please also choose the time frame (below).

Definitions:

Social work assistants have supporting jobs such as, homemakers, transportation workers, community services aides, parent partners, case aides.

Front-end service case-carrying social workers are those who handle, for example, intake, emergency response, court-only child welfare cases, differential response, family maintenance.

Back end service case-carrying social workers are those who carry ongoing cases in areas such as foster care, family reunification, adoptions, permanency planning.

NON case-carrying social workers are those who have responsibility for staff functions, such as family-to-family, team decision-making, or licensing qualify to be case-carrying social workers, but presently do not carry cases or supervise. They may also be assigned "special projects" or may be trainers.

Supervisors are social workers who supervise other social workers in their units. They may or may not carry cases as well.

Managers/program managers have line responsibility for managing two or more units or programs with more than one unit. These workers may be social workers but do not carry cases.

Administrators have responsibility for departments and can be directors, assistant directors or deputy directors. Also included here may be staff that support administration by doing contracts, budgets, SIP who DO NOT qualify as non case-carrying social workers.

If you need clarification about these definitions, please call Sherrill Clark (sjclark@berkeley.edu) at 510-642-4480.

1. The workforce numbers below are from the quarter ending:

☐ December 2010

☐ March 2011

☐ June 2011

Other (please specify)

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2. The number of FULL TIME STAFF (not FTEs):

Social work assistants	<input type="text"/>
NON case-carrying social workers (e.g., workers who are assigned special non case related projects)	<input type="text"/>
Front-end service case-carrying social workers	<input type="text"/>
Back-end service case-carrying social workers	<input type="text"/>
Combined--those who are front AND back-end case-carrying social workers	<input type="text"/>
Supervisors	<input type="text"/>
Manager/program managers	<input type="text"/>
Administrators	<input type="text"/>
Total number of full time staff	<input type="text"/>

3. The number of PART TIME STAFF (not FTEs)

Social work assistants	<input type="text"/>
NON case-carrying social workers (e.g., workers who are assigned special non case related projects)	<input type="text"/>
Front-end service case-carrying social workers	<input type="text"/>
Back-end service case-carrying social workers	<input type="text"/>
Combined--those who are front AND back-end case-carrying social workers	<input type="text"/>
Supervisors	<input type="text"/>
Manager/program managers	<input type="text"/>
Administrators	<input type="text"/>
Total number of part-time staff	<input type="text"/>

4. The number of EXTRA HIRE/TEMPORARY STAFF (not FTEs)

Social work assistants	<input type="text"/>
NON case-carrying social workers (e.g., workers who are assigned special non case related projects)	<input type="text"/>
Front-end service case-carrying social workers	<input type="text"/>
Back-end service case-carrying social workers	<input type="text"/>
Combined--those who are front AND back-end case-carrying social workers	<input type="text"/>
Supervisors	<input type="text"/>
Manager/program managers	<input type="text"/>
Administrators	<input type="text"/>
Total number of extra hire/temporary staff	<input type="text"/>

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5. How many child welfare staff have been laid off during this past fiscal year? Please indicate zero (0) in the total if there have been no layoffs.

Social work assistants	<input type="text"/>
NON case-carrying social workers (e.g., workers who are assigned special non case related projects)	<input type="text"/>
Front-end service case-carrying social workers	<input type="text"/>
Back-end service case-carrying social workers	<input type="text"/>
Combined--those who are front AND back-end case-carrying social workers	<input type="text"/>
Supervisors	<input type="text"/>
Manager/program managers	<input type="text"/>
Administrators	<input type="text"/>
Total number of staff laid off	<input type="text"/>

6. How many vacant positions require language skills in another language besides English? Please indicate zero (0) in the total if the positions do not require bilingual language skills.

Social work assistants	<input type="text"/>
NON case-carrying social workers (e.g., workers who are assigned special non case related projects)	<input type="text"/>
Front-end service case-carrying social workers	<input type="text"/>
Back-end service case-carrying social workers	<input type="text"/>
Combined--those who are front AND back-end case-carrying social workers	<input type="text"/>
Supervisors	<input type="text"/>
Manager/program managers	<input type="text"/>
Administrators	<input type="text"/>
Total number of positions requiring a language other than English	<input type="text"/>

7. Please estimate the percentages of your CURRENT child welfare personnel who speak the following languages:

Spanish	<input type="text"/>
Vietnamese	<input type="text"/>
Hmong	<input type="text"/>
Filipino	<input type="text"/>
Cantonese	<input type="text"/>
Mandarin	<input type="text"/>
Russian	<input type="text"/>
Sign Language	<input type="text"/>
Other	<input type="text"/>

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8. Do you need more bilingual case-carrying social workers? If so what languages are needed?

9. How many vacant positions require advanced degrees, Master's degrees or higher? Please indicate zero (0) in the total if the positions do not require advanced degrees.

Social work assistants	<input type="text"/>
NON case-carrying social workers (e.g., workers who are assigned special non case related projects)	<input type="text"/>
Front-end service case-carrying social workers	<input type="text"/>
Back-end service case-carrying social workers	<input type="text"/>
Combined--those who are front AND back-end case-carrying social workers	<input type="text"/>
Supervisors	<input type="text"/>
Manager/program managers	<input type="text"/>
Administrators	<input type="text"/>
Total number of positions requiring an advanced degree	<input type="text"/>

10. In this past fiscal year 2010-2011, how many budgeted positions have not been filled due to economic conditions?

Social work assistants	<input type="text"/>
NON case-carrying social workers (e.g., workers who are assigned special non case related projects)	<input type="text"/>
Front-end service case-carrying social workers	<input type="text"/>
Back-end service case-carrying social workers	<input type="text"/>
Combined--those who are front AND back-end case-carrying social workers	<input type="text"/>
Supervisors	<input type="text"/>
Manager/program managers	<input type="text"/>
Administrators	<input type="text"/>
Total number of unfilled positions	<input type="text"/>

11. Do you anticipate losing any active positions this fiscal year ('11-'12)?

- ☐ YES
- ☐ NO
- ☐ MAYBE
- ☐ DON'T KNOW

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4.

1. How many positions do you anticipate your county will lose next year, if any, due to economic conditions?

Social work assistants	<input type="text"/>
NON case-carrying social workers (e.g., workers who are assigned special non case related projects)	<input type="text"/>
Front-end service case-carrying social workers	<input type="text"/>
Back-end service case-carrying social workers	<input type="text"/>
Combined--those who are front AND back-end case-carrying social workers	<input type="text"/>
Supervisors	<input type="text"/>
Manager/program managers	<input type="text"/>
Administrators	<input type="text"/>
Total number of positions	<input type="text"/>

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5.

1. What effects do you anticipate this year's (2011-2012) economic conditions will have on child welfare services staff?



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6. Turnover

Turnover has implications for recruitment costs, for how well teams work together, for client continuity, and for making provisions for training.

In this section, we would like to know how many employees left their positions for other jobs during the past fiscal year 2010-2011.

For purposes of this survey, EXTERNAL TURNOVER is defined as the number of workers who leave the county agency by resigning or who are terminated during the last complete fiscal year 2010-2011.

Internal assignment changes have implications for orientation and training. Consequently we are measuring INTERNAL TURNOVER as well. There are 3 types of INTERNAL TURNOVER for purposes of this survey:

1. INTERNAL TURNOVER where the child welfare staff move to another publically-provided human service, such as probation or mental health.
2. INTERNAL TURNOVER WITHIN CHILD WELFARE where the child welfare staff change assignments within child welfare, such as moving to adoptions from emergency responses or where the worker has been LATERALLY TRANSFERRED.
3. INTERNAL TURNOVER WITHIN CHILD WELFARE where the child welfare staff change assignments within child welfare, such as moving to adoptions from emergency responses or where the worker has been PROMOTED.

If your agency is a superagency (combined health and social services), please be sure to count those workers who leave child welfare for another service within the agency because this has implications for continuity, training and staffing the child welfare function within your agency.

In the boxes below please enter the numbers. CalSWEC staff will calculate the turnover RATE based on the numbers you have supplied in the first section of this survey.

1. This county agency is a human services superagency (Social services, mental health, probation, and/or public health are under one administration, for example).

☐ Yes

☐ No

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2. EXTERNAL TURNOVER: How many child welfare staff have left your agency to work outside the county agency? If numbers are not available please enter "999".

Social work assistants	<input type="text"/>
NON case-carrying social workers (e.g., workers who are assigned special non case related projects)	<input type="text"/>
Front-end service case-carrying social workers	<input type="text"/>
Back-end service case-carrying social workers	<input type="text"/>
Combined--those who are front AND back-end case-carrying social workers	<input type="text"/>
Supervisors	<input type="text"/>
Manager/program managers	<input type="text"/>
Administrators	<input type="text"/>

3. INTERNAL TURNOVER: How many child welfare staff have left the child welfare services department but NOT the agency, e.g., who have moved to mental health, public health, or probation? If numbers are not available please enter "999".

Social work assistants	<input type="text"/>
NON case-carrying social workers (e.g., workers who are assigned special non case related projects)	<input type="text"/>
Front-end service case-carrying social workers	<input type="text"/>
Back-end service case-carrying social workers	<input type="text"/>
Combined--those who are front AND back-end case-carrying social workers	<input type="text"/>
Supervisors	<input type="text"/>
Manager/program managers	<input type="text"/>
Administrators	<input type="text"/>

4. INTERNAL TURNOVER WITHIN CHILD WELFARE: How many child welfare staff have changed unit assignments or who have had LATERAL TRANSFERS within the child welfare services, e.g., from emergency response to adoptions? If numbers are not available, please enter "999".

Social work assistants	<input type="text"/>
NON case-carrying social workers (e.g., workers who are assigned special non case related projects)	<input type="text"/>
Front-end service case-carrying social workers	<input type="text"/>
Back-end service case-carrying social workers	<input type="text"/>
Combined--those who are front AND back-end case-carrying social workers	<input type="text"/>
Supervisors	<input type="text"/>
Manager/program managers	<input type="text"/>
Administrators	<input type="text"/>

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5. INTERNAL TURNOVER WITHIN CHILD WELFARE: How many child welfare staff have been PROMOTED within child welfare services, e.g., from line worker to supervisor? If numbers are not available, please enter "999".

Social work assistants	<input type="text"/>
NON case-carrying social workers (e.g., workers who are assigned special non case related projects)	<input type="text"/>
Front-end service case-carrying social workers	<input type="text"/>
Back-end service case-carrying social workers	<input type="text"/>
Combined--those who are front AND back-end case-carrying social workers	<input type="text"/>
Supervisors	<input type="text"/>
Manager/program managers	<input type="text"/>
Administrators	<input type="text"/>

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7. Thank you!

Thank you for completing this survey. If you have any comments or questions please write to Dr. Sherrill Clark, Research Specialist, at 6701 San Pablo, Suite 420, California Social Work Education Center, Berkeley, CA 94720-7420, at sjclark@berkeley.edu, or call 510-642-4480.