



CalSWEC

California Social Work Education Center

Regional Report for Trainers and County Administrators: Analysis of Common Core Data, December 2012 *Bay Area Academy*

BACKGROUND:

In 2002, CalSWEC and the California Regional Training Academies/Inter-University Consortium began development of a statewide evaluation of common core training. This evaluation is part of the strategic plan for multi-level evaluation of child welfare training in California. The purpose of the strategic plan for training evaluation is to develop rigorous methods to assess and report effectiveness of training so that the findings can be used to improve training and training-related activities. In doing so the strategic plan is directly responsive to the California Department of Social Services (CDSS) Program Improvement Plan (PIP).¹

Common Core evaluations utilize a rigorous process to ensure that test items reflect the competencies, learning objectives and content of the curricula and measure trainee learning as accurately and consistently as possible. Evaluation test items and tools have been developed and critiqued by teams representing the RTAs/IUC, CalSWEC, counties, and consultants. Test items and supporting materials have undergone multiple revisions by these teams prior to use in testing situations. Some will undergo more revision as the teams review test findings. Results reported here are based only on items that have met review and performance standards; however, it is important to remember that the curricula undergo regular updates and revisions that are mirrored in tests and test items. Therefore, results may vary slightly from year to year or as different versions of tests and curricula are implemented.

RESULTS FOR JANUARY THROUGH JUNE 2012:

Results are shown here for pre and post knowledge testing in the Case Planning, Permanency and Placement, and Child and Youth Development modules, and for the embedded skills assessments in Child Maltreatment Identification, Parts I and II. Trainee profiles are also included which show select demographic, educational, and experience differences for caseworkers during this time period. Demographic profiles for supervisors are included in this report. These profiles are updated biennially, rather than semiannually, due to the relatively small numbers of supervisors completing training in a six month period. All results reported here exclude trainees who identified themselves as having jobs that were not in public child welfare. This question was added to the demographics form in version 1.3, released in September of 2009.

Overall, trainees are learning information identified as important by expert teams representing the RTAs/IUC, CalSWEC, and counties. During this time period, knowledge increased from pre to post test at a statistically significant level for Child & Youth Development, Family Engagement in Case Planning and Case Management, and Permanency & Placement. 76.0% of trainees met decision making criteria in Child Maltreatment Identification Module 1 (identification of physical abuse) and 91.4% in Module 2 (identification of sexual abuse).

¹ "Training Evaluation Report", California Social Work Education Center, December 20, 2004.

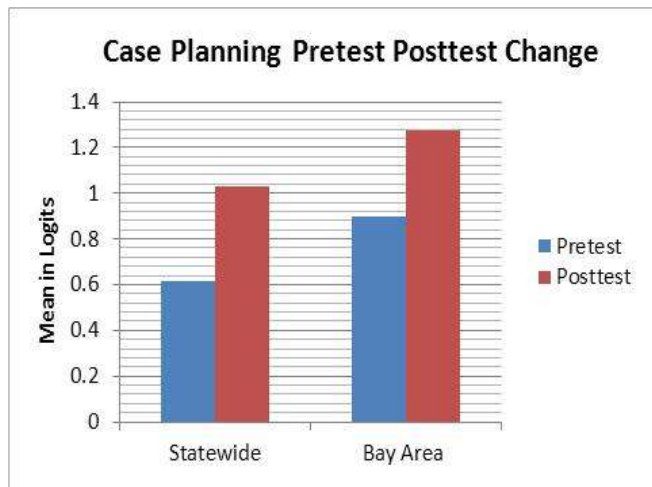
HOW ARE THE EVALUATION FINDINGS BEING USED?

- Knowledge test results are being used to show whether or not participants as a group are learning important facts, concepts, procedures and relationships. They are not designed to provide detailed feedback about what content from the curriculum individual trainees have or have not mastered.
- Information on how trainees respond to individual items is being used to identify areas in the curricula that are unclear or need to be expanded or updated, as well as to identify test items that are too easy, too difficult, or confusing.
- Demographic and other background variables are used both to provide profiles of the workforce participating in Core training, and to aid in identifying issues with individual test items. Differences in the percentage of people from different groups who answer a test item incorrectly may reflect important differences in local practice, the way curriculum is being delivered regionally, or how trainees of different races or genders understand a question's content. These differences are tracked as part of the test validation process and items that are problematic are rewritten or dropped.
- Similarly, regional differences in test scores may result from training related issues such as how local practice variations are addressed in the curriculum or how the regions' trainers interpret and teach the curriculum content. They also may reflect non-training related factors such as differences in the incoming trainees' educational backgrounds. Any statistically significant differences between regional and statewide test scores are followed up to understand their source and determine if changes in curriculum or training delivery are needed.

- RESULTS FOR SELECT COMMON CORE TOPICS -

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

Pretest-Posttest Differences² for Reporting Period January 1 through June 30, 2012



Test Versions: 2.1

Date Range: Classes conducted between January 2012 and June 2012.

N= 37 complete pairs of pre and posttests

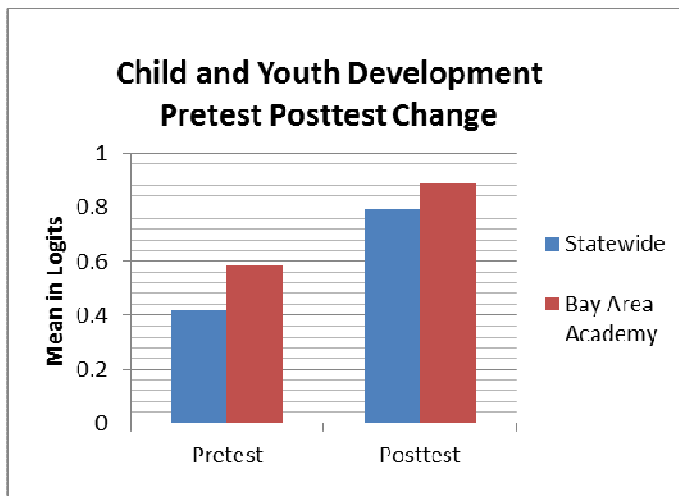
***Learning/Gains:** Gains from pre to posttest are statistically significant Statewide and for the Bay Area Academy.

***Comparison with Statewide Data:** Differences in test scores between the Bay Area Academy and the rest of the state are statistically significant at pretest only.

² Pretest-Posttest scores are presented in "logits". A test score in logits is a way of describing a person's odds of getting items correct that are at the "0 point" on the scale. The "0 point" corresponds to the mean, or average difficulty level. Logits are extremely useful for comparisons over time and among different groups of trainees. Because a person's score is only based on the difficulty of the items he can answer correctly, it doesn't matter if he or she does not answer every question on the test or if scores are based on different test versions, as long as the test items have been placed on a common difficulty scale.

***CURRICULUM TOPIC: CHILD AND YOUTH DEVELOPMENT**

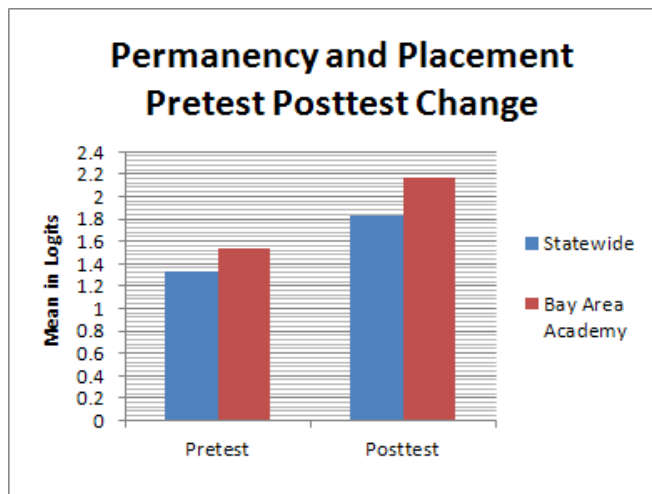
Pretest-Posttest Differences for Reporting Period January 1 through June 30, 2012



Test Version: 1.15
Date Range: Classes conducted between January 2012 and June 2012.
N=54 complete pairs of pre and posttests
*** Learning/Gains:** Gains from pre to posttest are statistically significant Statewide and for the Bay Area Academy.
*** Comparison with Statewide Data:** Differences in pretest and posttest scores between the Bay Area Academy and the rest of the state are not statistically significant.

***CURRICULUM TOPIC: PERMANENCY AND PLACEMENT**

Pretest-Posttest Differences for Reporting Period January 1 through June 30, 2012



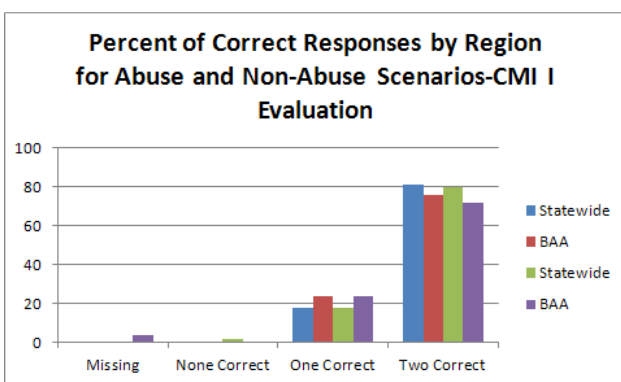
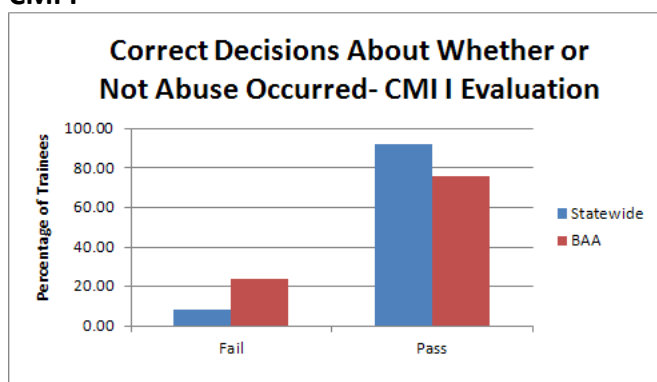
Test Version: 2.1
Date Range: Classes conducted between January 2012 and June 2012.
N=32 complete pairs of pre and posttests
*** Learning/Gains:** Gains from pre to posttest are statistically significant Statewide, and for the Bay Area Academy.
*** Comparison with Statewide Data:** Differences in test scores between the Bay Area Academy and the rest of the state are statistically significant at posttest only.

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

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

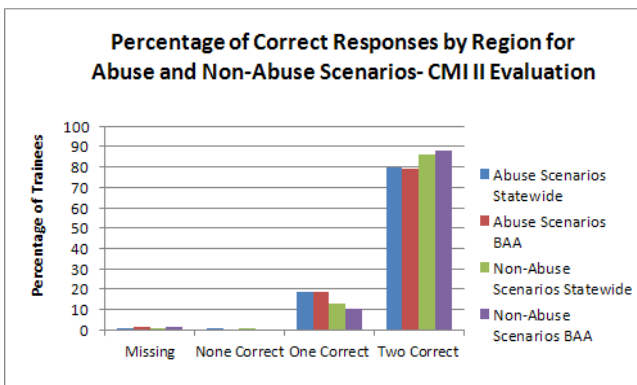
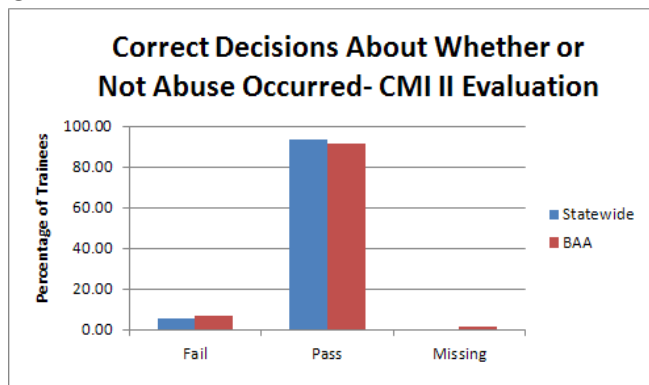
The embedded evaluations for Child Maltreatment Identification, Parts I and II both require participants to analyze potential indicators of abuse in four different scenarios and make overall decisions about whether or not the children described have been victims of physical abuse (in module 1) or sexual abuse (in module II). In Part A, trainees must decide whether each of a set of individual elements that can indicate abuse is present in the scenario, is not present, or requires more information to make a decision. In Part B, trainees must make an overall decision about whether or not abuse has occurred, and in Part C they must indicate the three most important elements in making their decision. These are then given credit if they match those identified as most important by an expert group. Results are presented here for the overall decision regarding abuse (Part B) for CMI 1 and CMI II.

CMI I



- 76.0% passed Part B with a minimum of 3 correct³, compared to a statewide percentage of 91.8%. Missing responses are considered incorrect.
- In the Bay Area region, participants were slightly more likely to make two correct decisions on Part B on abuse than non-abuse scenarios (76.0% compared to 72.0%). However, Ns are small and this difference represents one trainee.

CMI II



- 91.4% percent of trainees passed Part B with a minimum of 3 correct⁴ compared to 93.7% statewide.
- For this time period, participants in the Bay Area region were more likely to make two correct decisions on Part B on non-abuse scenarios than on abuse scenarios (87.9% vs. 79.3%).

³ Based on 25 responses to version 1.25.

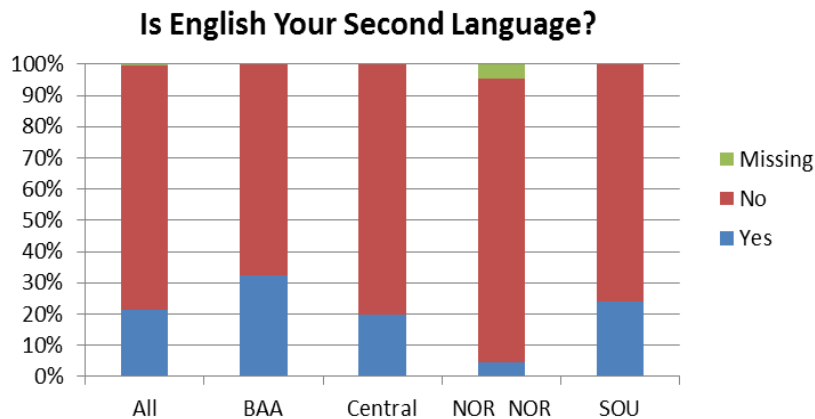
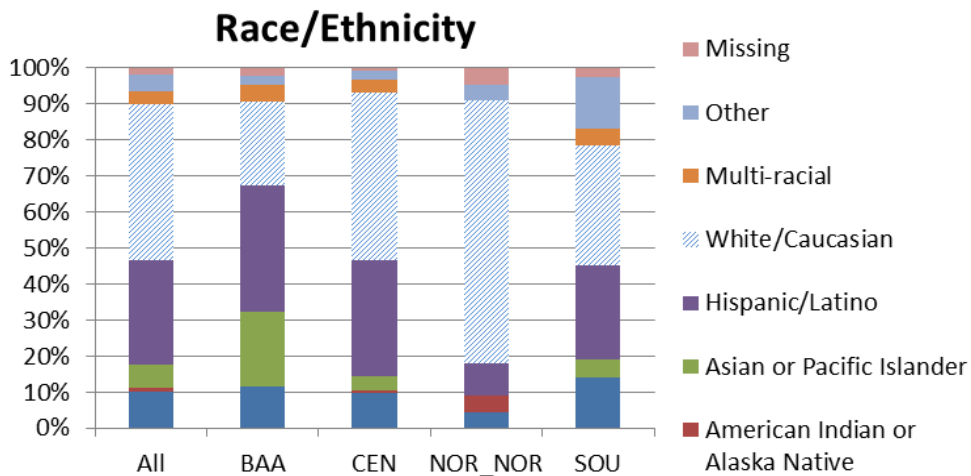
⁴ Based on 58 responses to version 1.15.

- RESULTS FOR SELECT DEMOGRAPHIC INFORMATION -

LINE WORKER DEMOGRAPHIC PROFILES⁵:

Trainee profiles are shown in the following tables for the key variables of age, ESL status, ethnic/racial background self-identified by trainees, child welfare experience prior to their current position, educational level and Title IV-E participation, statewide and by region. Bars represent the percentage of trainees in each category. Profiles are based on 263 forms statewide, received for classes held between January 1, 2012 and June 30, 2012⁶. Demographic data were received from all five Academies: 45 from the Bay Area Academy, 148 from the Central Academy, none from IUC, 1 from Northern Academy’s Mountain Valley region, 26 from Northern Academy’s Northern region, and 43 from the Southern Academy.

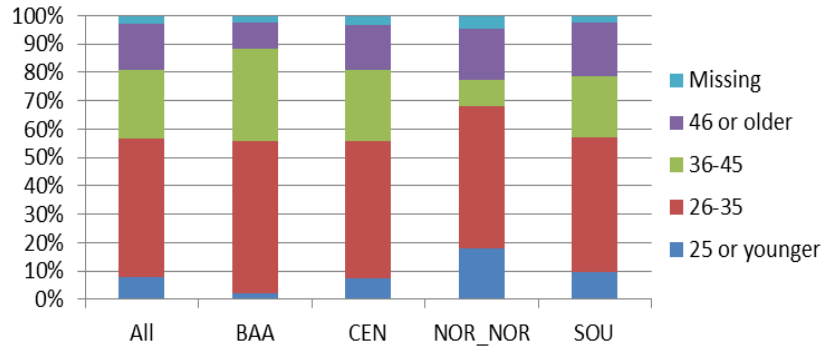
Demographics



⁵ Charts are of two types: stacked column and clustered column. In the stacked column charts the percentage that each category contributes to the total is indicated by a colored rectangle. To get the percentage for one category, subtract the value on the y axis where the colored bar begins from the value where it ends. For clustered column charts categories are represented by separate bars.

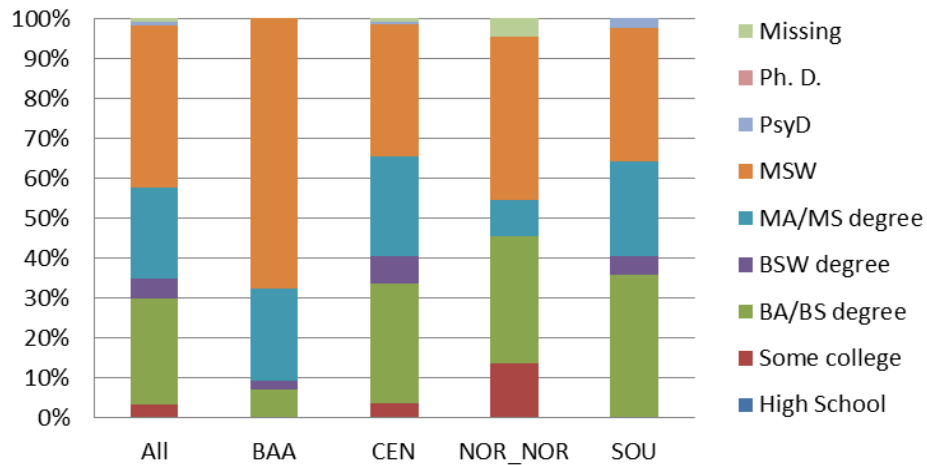
⁶ Data are included from December 2011 for a Southern pre-service academy that spanned the six month reporting periods.

Age

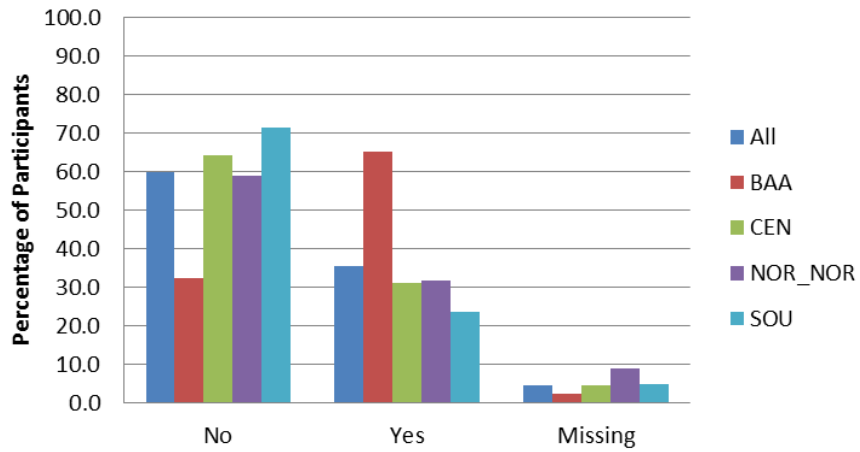


Education and Experience

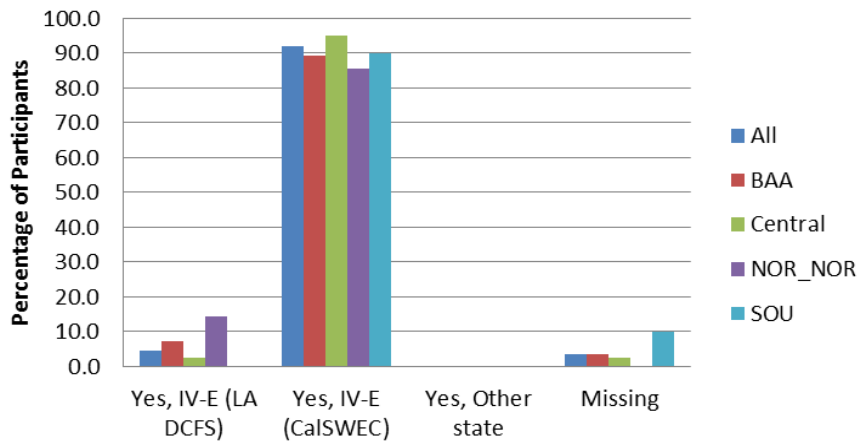
Education Level



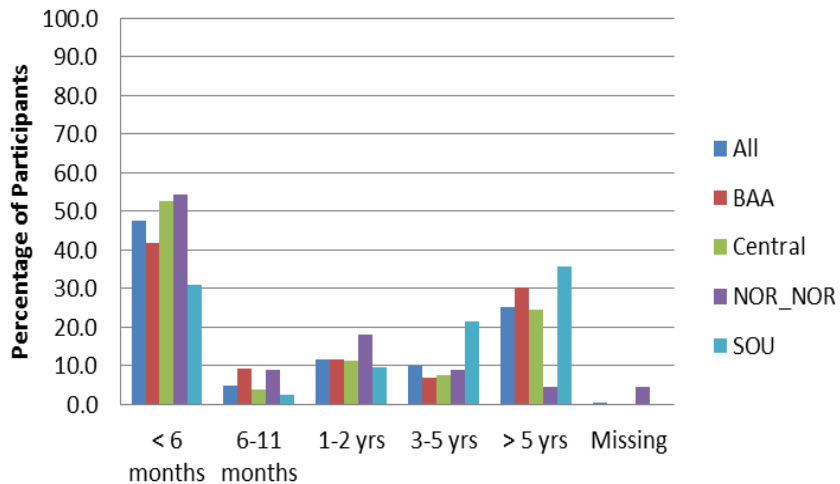
Participated in a Title IV-E Program



Title IV-E Program Participated In



Time Worked in CW Prior to Current Position



Relationship between MSW Title IV-E participation and test scores:

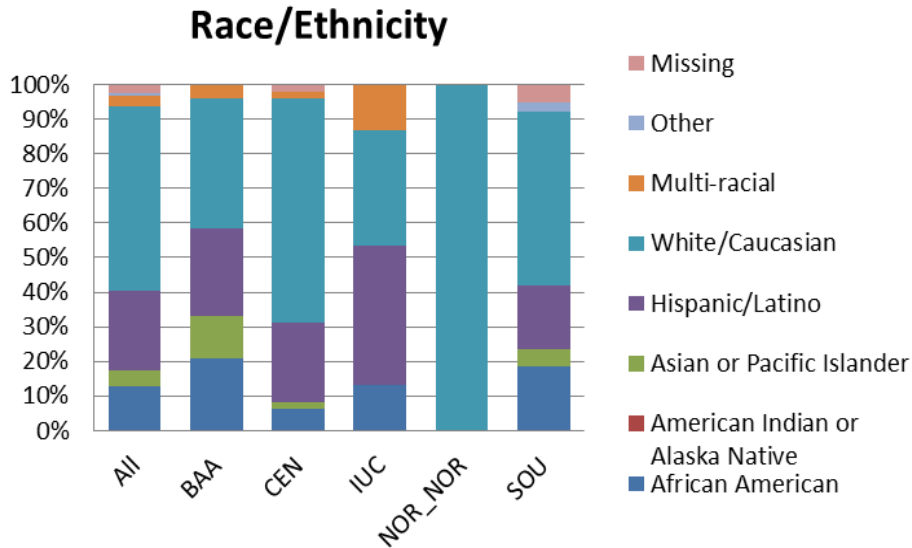
Analyses done of the relationship between educational background and pre and posttest scores for the Bay Area Academy on the previous year's data (from 7/1/11 through 6/30/12) showed the following:

- ***Curriculum: Child and Youth Development:***
 - *Pretests and/or Posttest scores:* There were no significant differences in either pretest or posttest score associated with MSW Title IV-E preparation.
 - *Learning (Change from Pretest to Posttest):* MSW Title IV-E participants did not differ significantly in gains from pre to posttest from participants with other types of educational backgrounds.
- ***Curriculum: Family Engagement in Case Planning & Case Management:***
 - *Pretests and/or Posttest scores:* MSW Title IV-E graduates scored higher than trainees from other educational backgrounds at both pretest and posttest. Differences were statistically significant at pretest only.
 - *Learning (Change from Pretest to Posttest):* MSW Title IV-E participants did not differ significantly in gains from pre to posttest from participants with other types of educational backgrounds.
- ***Curriculum: Permanency and Placement:***
 - *Pretests and/or Posttest scores:* There were no significant differences in either pretest or posttest score associated with MSW Title IV-E preparation.
 - *Learning (Change from Pretest to Posttest):* MSW Title IV-E participants did not differ significantly in gains from pre to posttest from participants with other types of educational backgrounds.
- ***Title IV-E Prepared Trainees:***
 - *Learning (Change from Pretest to Posttest):* MSW Title IV-E prepared trainees did not differ significantly in gains from pretest to posttest when compared with trainees with other types of educational backgrounds.
 - *Pretest and/or Posttest scores:* No statistically significant relationships between MSW Title IV-E participation and pretest or posttest scores were found for Child and Youth Development or Permanency and Placement. MSW Title IV-E graduates scored higher than trainees from other educational backgrounds at pretest in the Family Engagement in Case Planning and Case Management module.
 - *Pattern of results:* Although differences between MSW Title IV-E graduates and other trainees have been noted in previous analyses, none were observed in this time period; with the exception of differences at pretest in one module.. Numbers being trained continue to be small which can make obtaining statistical significance less likely. Additionally, approximately 90% of trainees in the Bay Area during this time period had a Master's level degree, making the comparison group more highly educated than trainees statewide.

SUPERVISOR DEMOGRAPHIC PROFILES

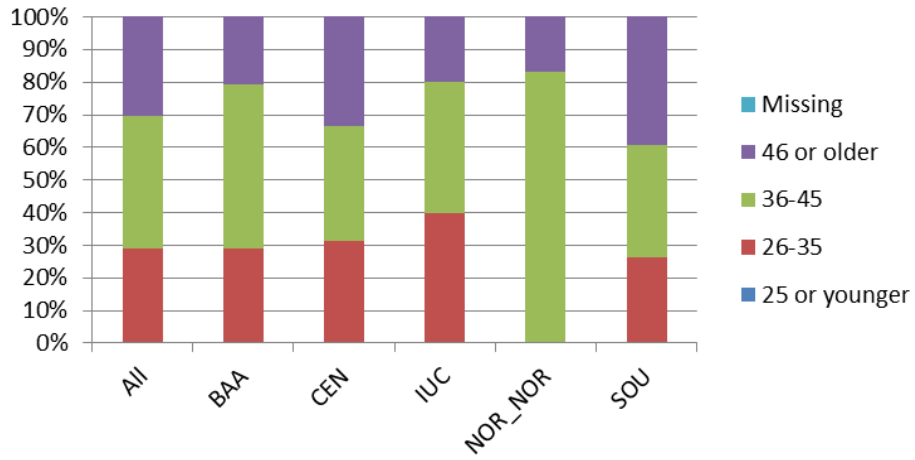
Trainee profiles are shown in the following tables for the key variables of ethnic/racial background self-identified by trainees, ESL status, age, education level, child welfare experience prior to their current position, and Title IV-E participation, statewide and by region. Bars represent the percentage of trainees in each category. Profiles are based on 131 forms statewide, received for classes held between May 2010 and June 30, 2012⁷. Data were received from all five Academies/IUC: 24 from the Bay Area Academy, 48 from the Central Academy, 15 from IUC, none from Northern Academy's Mountain Valley region, 6 from Northern Academy's Northern region, and 38 from the Southern Academy.

Demographics



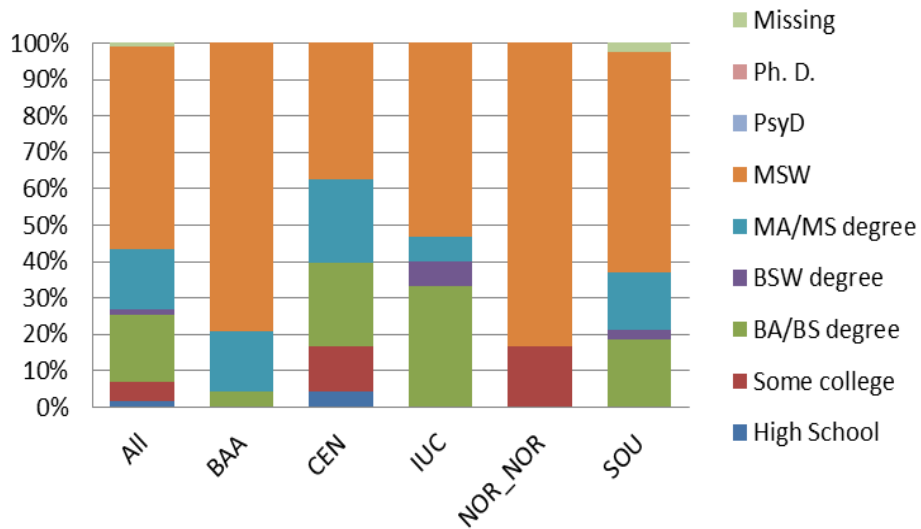
⁷ This report is intended to cover a two year period from July 1, 2010 through June 30, 2012. It was extended for this report to include one class from the Central Academy held in May of 2010 and received for analysis. Also, a summary report was produced in Fall 2010 that covered data collected between 2006 and June 2010. While it was originally planned to begin producing demographic profiles for supervisors at the same time that the embedded evaluation for the casework supervision module was formally approved, this has not yet taken place as a result of several revisions to the evaluation materials and a major revision of the curriculum module. Thus, a decision was made to begin reporting supervisor demographics independently of implementation of the embedded evaluation.

Age

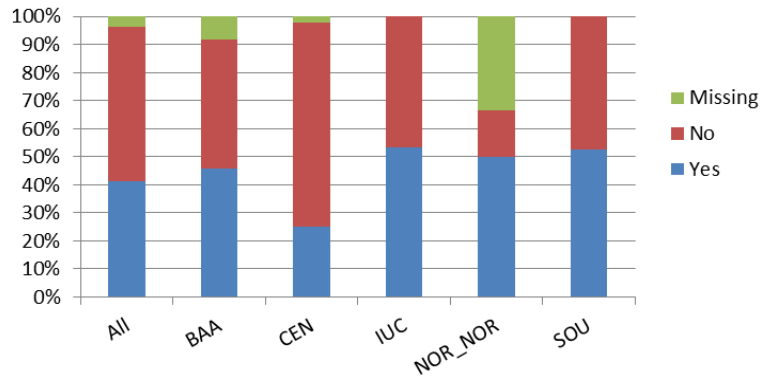


Education and Experience

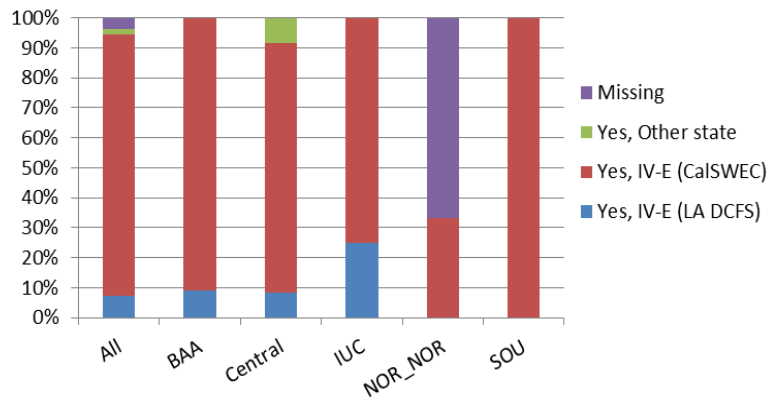
Education Level



Participated in a Title IV-E Program

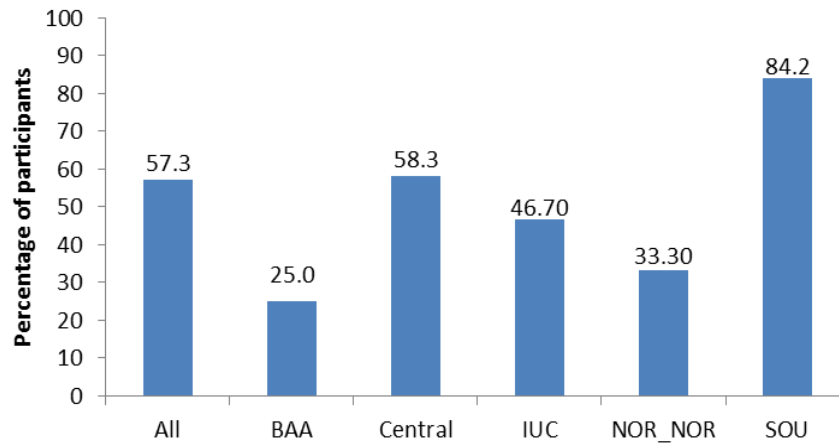


Title IV-E Program Participated In

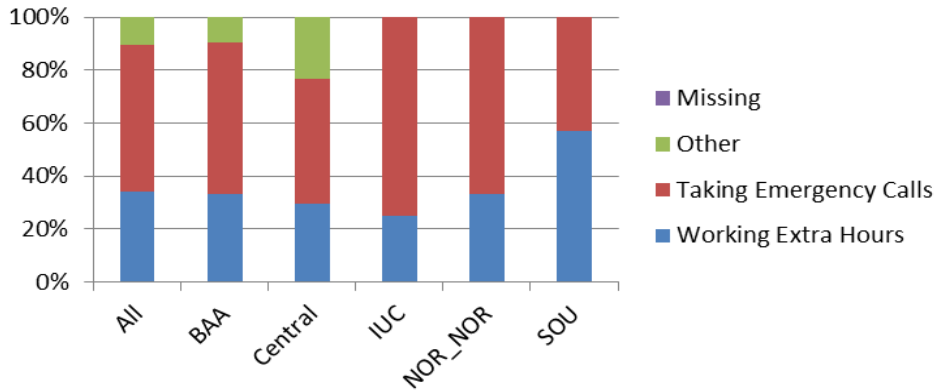


Coverage during Training?

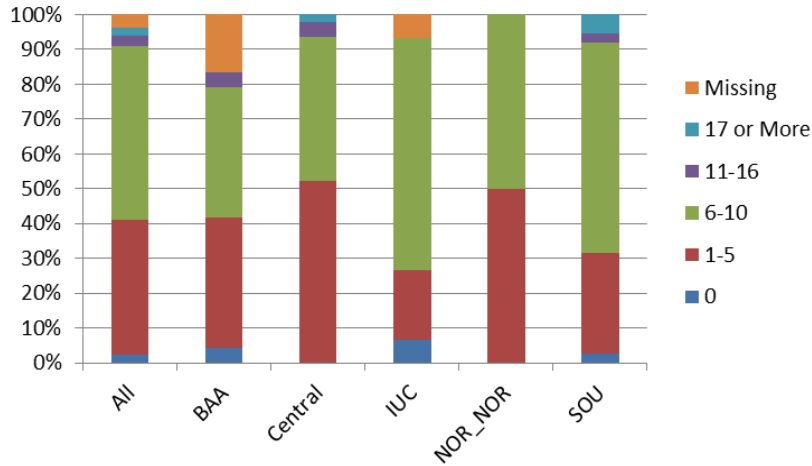
Responsibilities are Covered while in Training



Strategies if Lack Coverage of Responsibilities During Training



Total Staff Supervised



Case Carrying CW Workers Supervised

