



CalSWEC

California Social Work Education Center

Statewide Report for Trainers and County Administrators: Analysis of Common Core Data, June 2013

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 JULY THROUGH DECEMBER 2012:

Results² are shown here 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 not included in this report, as 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. 88.1% of all trainees in Child Maltreatment Identification Module 1 (identification of physical abuse) and 95.1% of trainees in Module 2 (identification of sexual abuse) met decision making criteria.

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

² Typically, pre and post knowledge testing results – including IV-E comparisons - have been included in the 6-month Trainer Admin reports for Case Planning, Permanency and Placement, and Child and Youth Development modules. However, to conserve resources while planning the Transfer of Learning evaluations, the Macro Evaluation Team decided that analysis of knowledge tests be done on an annual (instead of semi-annual) basis. Thus the next reporting of knowledge test results will occur in Fall 2013.

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, 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. Follow-up occurs with any statistically significant differences between regional and statewide test scores, to understand their source and to determine if changes in curriculum or training delivery are needed.

- RESULTS FOR SELECT COMMON CORE TOPICS -

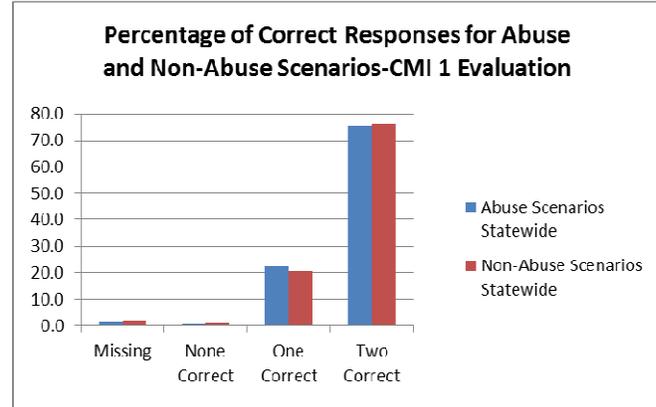
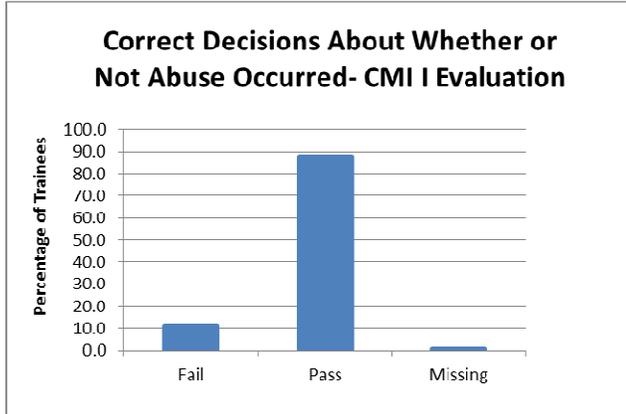
***CURRICULUM TOPIC: CHILD MALTREATMENT IDENTIFICATION, PARTS I AND II**

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. The answers were then scored and given credit if they matched those identified as most important by an expert group.

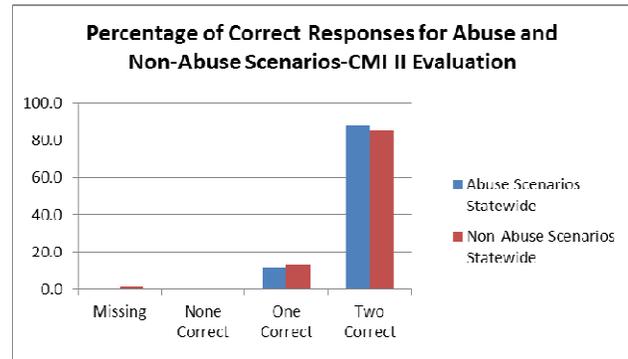
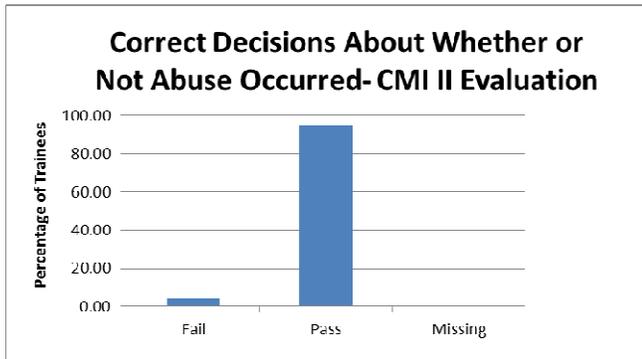
Results are presented here for the overall decision regarding abuse (Part B) for CMI 1 and CMI II:

CMI I



- 88.1% of trainees passed Part B with a minimum of 3 correct³. Percentages of missing data increased for each scenario from Toby at 4.8% through D'Shan at 13.8%. The largest percentage of missing data was accounted for by one class in which almost none of the trainees completed the last two scenarios. While time may have been a factor for a small number of individuals in other classes, it was not a factor across the board.
- Participants were about equally likely to make two correct decisions on part B on abuse scenarios compared to non-abuse scenarios (75.2% vs. 76.2%, a difference of 4 participants).

CMI II



- 95.1% of trainees passed Part B with a minimum of 3 correct⁴.
- A slightly higher percentage of participants made two correct decisions on abuse scenarios compared to non-abuse scenarios (87.8% vs. 85.1%).

³ Graph based on 436 responses to version 1.25 of the evaluation.

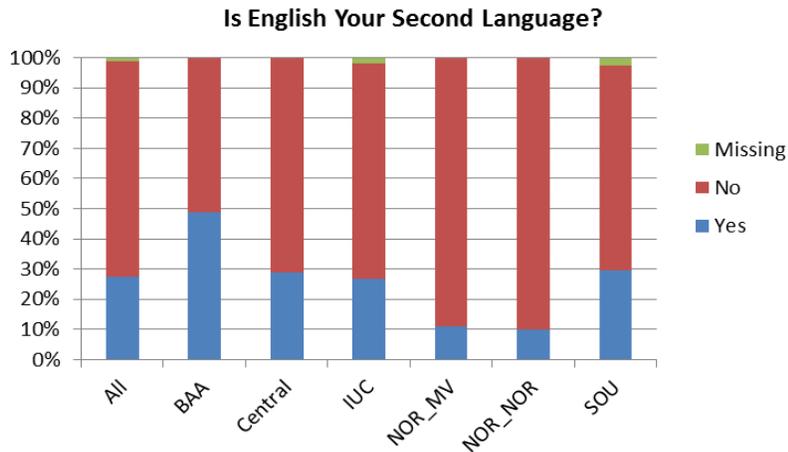
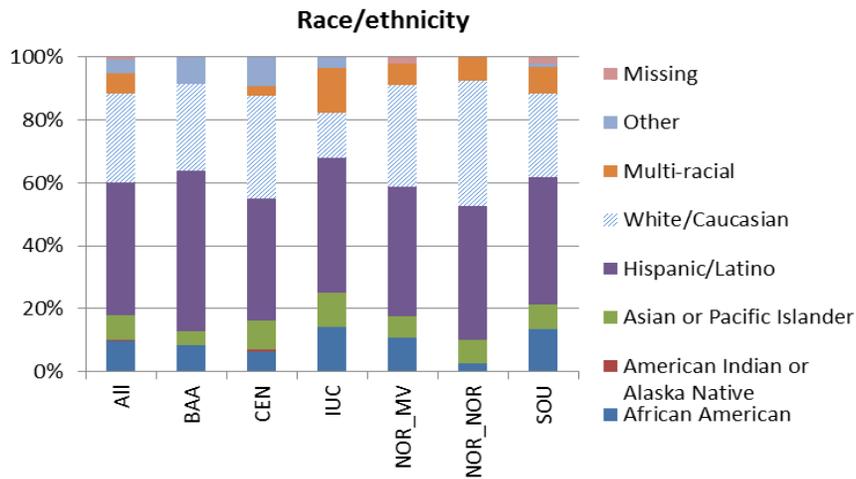
⁴ Graph based on 370 responses to versions 1.15 and 1.2 of the evaluation.

- 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 506 forms statewide, received for classes held between March 7, 2012 and December 19, 2012⁶. Demographic data were received from all five Academies: 48 from the Bay Area Academy, 148 from the Central Academy, 59 from IUC, 50 from Northern Academy's Mountain Valley region, 40 from Northern Academy's Northern region (and 4 unclassified, Northern region), and 157 from the Southern Academy.

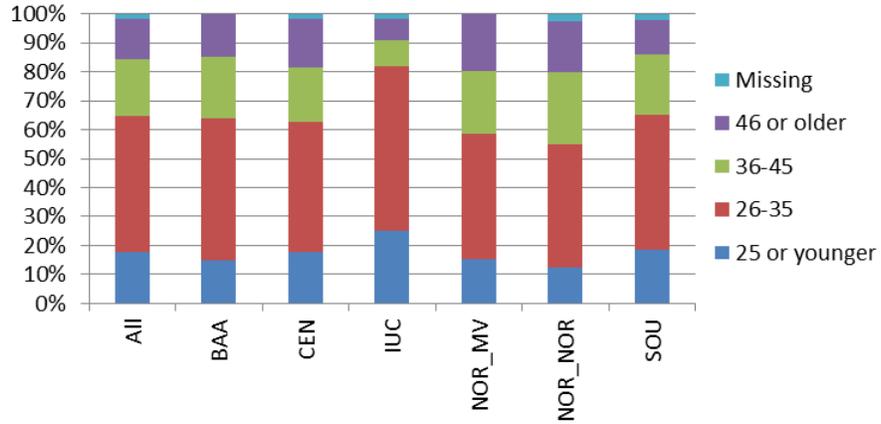
DEMOGRAPHICS



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.

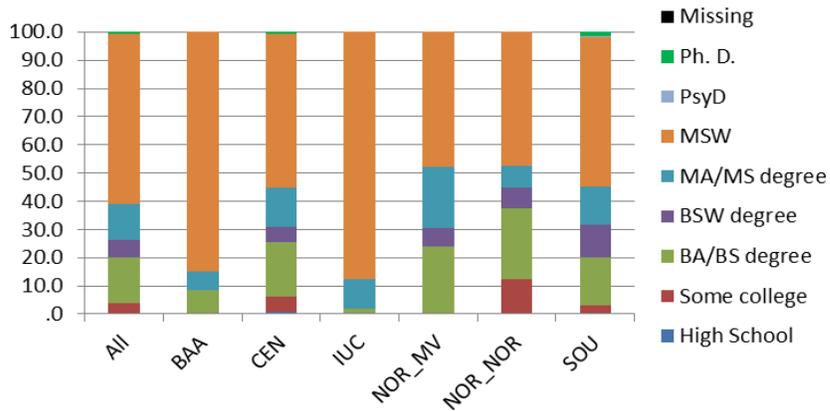
⁶ The time frame is intended to be 6 months. However, for this analysis only, it was extended slightly to accommodate a class ending June 22, 2012 received for analysis from the Southern Academy and two additional forms, one from the Bay Area Academy and one from the Southern Academy dated March 7, 2012 and April 10, 2012, respectively.

Age

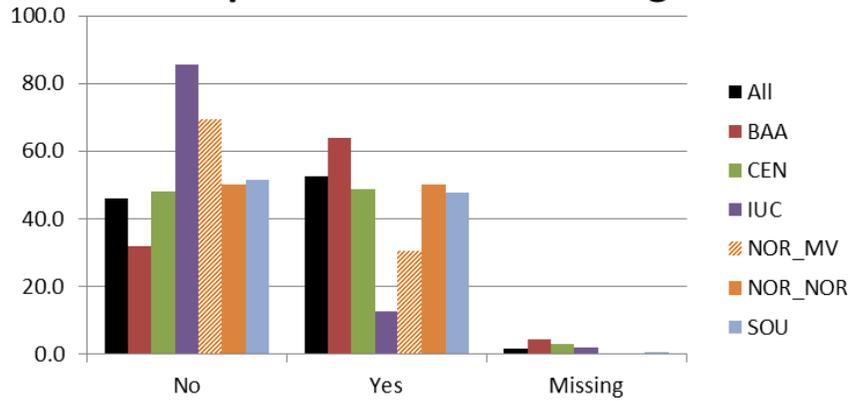


EDUCATION AND EXPERIENCE

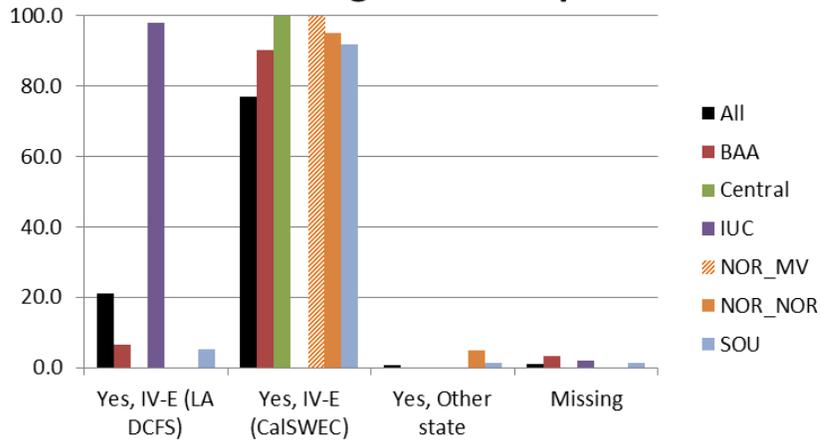
Educational Level



Participated in a Title IV-E Program



Title IV-E Program Participated In



Time Worked in Child Welfare Prior to Current Position

