Meeting: Evaluation & Research Committee	
Date April 27, 2023	
Attendees	Blake Beecher, Kari Beuerman, Shelby Boston, Sarah Carnochan, Shahla Craggs, E. Maxwell Davis, Jamie Jensen, Peter Lee, Carolyn McAllister, Jennifer Rolls Reutz, Ruth Supranovich, Sarah Taylor
Agenda/Topics	
I. Welcome and Introductions	Members of the Committee introduced themselves.
II. Icebreaker	Bring a favorite quote to share!
III. Approval of Agenda	The agenda for today's meeting was approved.
IV. Review and approval of February 9, 2023, minutes	The minutes from the February 9, 2023, meeting were approved.
V. Updates CalSWEC Central evaluation and research updates (IV-E, IST, IBH)	Maxwell updated the committee on the status of evaluation and research for IV-E, IST, and IBH.
Discussion	
VI. Major Points	a. Future of work from research and evaluation standpoint i. Bay Area Social Services Coalition (BASSC) studies • It is developing a workforce study to cover the following questions: What does work look like in a hybrid environment? What are we seeing in this world? What are the short- and long-term impacts on all aspects of work and school? What are some topics to include? • BASSC's Executive Development program is piloting a supervisor's learning collaborative. It focuses on curriculum and peer support processes and activities. Research puts an increasing focus on workforce issues. BASSC has partnered with CalSWEC and the Mack Center. • AAS workforce issues study is looking at vacancy rates, recruitment, and retention and is in its early stages of design. It looks broadly at workforce issues and all areas of agency recruitment and retention, strategies, challenges, regulations, HR processes, employee engagement and morale, leadership communications, organizational change processes and practices, DEI efforts- progress or lack thereof. It examines where we are with remote and hybrid work. It traces the evolution of agency policies and practices and the pros and cons of those practices. Methods are mixed. There is mapping by survey, and some focused case studies on

accomplishments, achievements-and successful practices with interviews of key informants.

- Questions to the Evaluation & Research Committee and CalSWEC:
    1. Are we interested in a statewide survey? Northern counties have even bigger recruitment and retention issues. Butte County, with 220,000 residents, is the largest county. There are few universities in that area, so distributed learning is what most students do. Finding supervision for students is key.
    2. Would universities be interested in participating? Issues related would be to BSW/MSW dynamics in their programs.
    3. What are your thoughts on key issues in these domains or other domains that have not surfaced?

Intended audience is:
1. County Human Service Agencies
2. Universities due to their connection with the workforce. Can we integrate and work together to open the pipeline? How can agency leaders have a presence in the classroom?

ii. Potential collaboration with SACHS, other coalitions? CADD? CWDA has some input in terms of dissemination. CWDA and Southern Area Consortium of Human Services (SACHS) have been doing some of this work, getting ready to do an RFP to do more research on these topics. Child Welfare has some different needs than other agencies. There will be a discussion at the Board meeting on workforce development issues.

Key issues:

- Pipeline issues They are losing students in cohorts of IV-E students. Students may not be getting the experiences they need. They are leaving without other positions lined up.
- Trends in Public Behavioral Health settings They are doing follow-up work with graduates and doing interviews with public agencies. They believe the lack of retention is due to the supervision vacuum. Senior workers have retired and left public social services without skilled mentors and supervisors.
- Graduates are struggling writers Professional writing using templates is standard, even in agencies. While not expected to do court report writing, graduates are at a loss as to how to write professionally. Writing continues to be an issue.
- Wellness/well-being, work/life balance These are now in EPAS and built into the curriculum. There is a disconnect between learning to care for oneself and then working in agencies where it is not a reality, especially at the beginning.
- Employee engagement and morale Having an organizational culture that translates into practices and support that make it a humane culture vs. an oppressive and unrealistic culture.
- Engagement and training with new staff They are losing people in the first two years. Training is in hybrid settings.
- Supervision How can we work with new employees and mentor them into the right positions?

	• **Case complexity** is one of the biggest predictors of retention. These cases are leading to work that did not used to occur.
	• **Building relationships between and within counties** The Executive development program is working to develop executives.
	• **Study** What is not just a bureaucratic process of recruitment and retention, but the social and relational factors attracting or not attracting, retaining, or not retaining workers?
	• **Isolation** How do you attract someone to move to a small or rural county? In those cases, should people prepare for a more generalist practice?
	• Reflective supervision?
	• Recent conversations focus on compensation almost every time.
	• **SJSU BASSC** Many of us are in positions looking at MSW/BSW program design. It is clearly becoming apparent that the curriculum and approach to education is outdated. We need to uphold standards and values but change the educational structure. Does the IV-E model need to change? We can support IV-E, but students want to be versatile. Generalist social work training is valuable. We need to think out of the box about curriculum delivery. The payback requirement is the part that stops people from seeking stipends or entering our programs. If students graduate and stay in the system, is that enough?
	b. **Diversity, equity, and inclusion efforts** Research in this area? Evaluate their efforts? Compare student and worker data.
	• Community college students are more diverse overall than students starting at the university. Graduates such as BSW or AS students stay in their jobs longer, are more diverse, and are more likely to be first generation graduates. They are more likely to commit to their communities. There should be better connections between local community colleges and universities. There is a generational shift from going to a community college and going to a four-year college.
	• **Ideas about diversifying student bodies and workforce** include reaching out to students in high school, having summer intensive camps, and creating activities for high school students. Give college credit to students to take a social work class in high school. If they learn about the field, they will be more likely to join us.
	• Engage with guardian scholar communities in high school or college.
	• This comes out of BASSC discussions. Counties are seeking diversity. All of us are making DEI efforts. It is not clear if there has been much evaluation of the effectiveness of these efforts or what outcomes are being identified.
	• **Universities can create dashboards** Student programs often have more diverse populations than the communities. We can look at our data to see that we have diverse student populations. Gender is low on male side in programs. The problem is not just the demographic makeup or the student demographic. For example, SJSU historically had Spanish speaking students by design. The campus diversity officer is making efforts, but strong feelings about issues of diversity and anti-racism are quite widespread on campuses.

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	• Cal State East Bay created a design to have an anti-racist program and faculty. Conversations about racial issues are fairly easy, but students have more concerns related to LGBTQ and disability issues. The Academic Senate overwhelmingly supported a disability justice resolution. • Is there a way to collect information about attitudes towards anti-racist measures? Demographics are the tip of the iceberg. We are hiring more staff, but are we retaining them? Microaggressions and other issues may impact retention. • Equity complaints decreased in 2020 when people stopped interacting with each other. How is our current way of operating impacting things? Next steps There is anti-inclusion and anti CRT legislation statewide. How are we informed by this? What lessons can we learn from this? Eventually all programs need DEI plans for CSWE accreditation. What are the assessments, sample plans, and programs that departments have put into place? There will be new standards for assessing programs and students.
VII. Adjourn	Next meeting October 19, 2023.

Meeting agendas and handouts

Action Items	Person Responsible	Deadline