



CalSWEC

How Much Retention is Enough?

Presented to the Children's Bureau Evaluation Summit

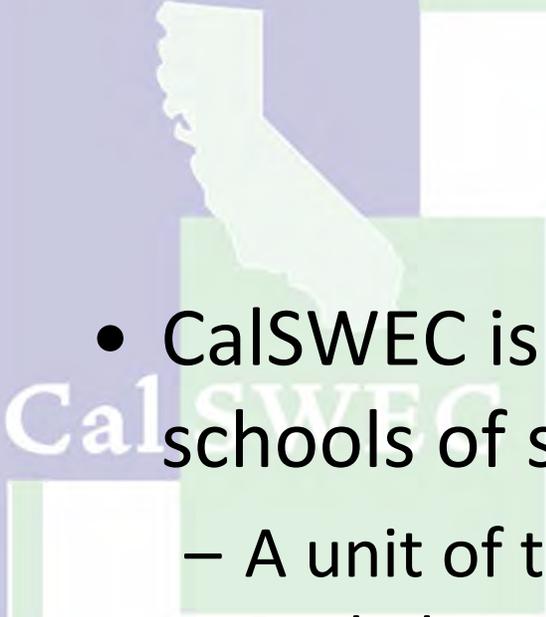
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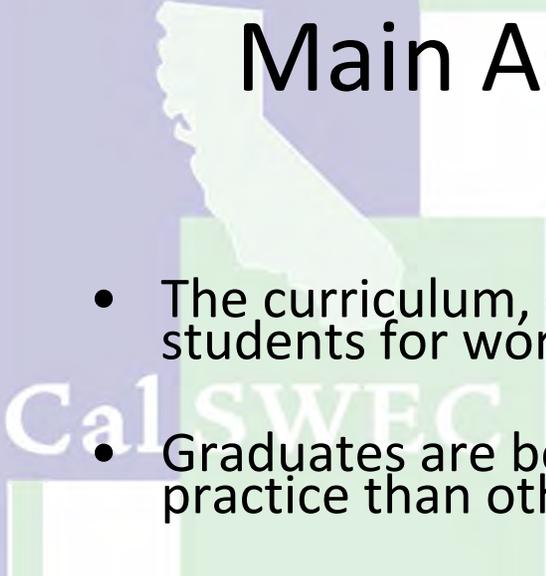
California Social Work Education Center

<http://calswec.berkeley.edu>



CalSWEC

- CalSWEC is a coalition of all 21 accredited schools of social work/welfare in California
 - A unit of the School of Social Welfare at UC Berkeley since 1990
- Since 1993 CalSWEC has graduated 4634 MSWs
- We have a small (6 school) BASW program as well which has graduated 268

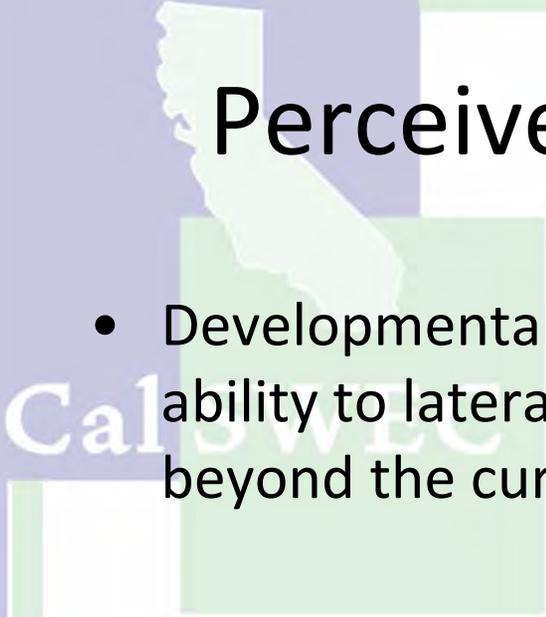


Main Assumptions and Points of Evaluation

- The curriculum, delivered as intended, will prepare social work students for work in public child welfare services.
- Graduates are better prepared for public child welfare services practice than others.
- The number of MSWs is increased in the state's public child welfare services staff population.
- Graduates are staying in public child welfare services agencies after their work obligation is completed.
- Graduates who stay in public child welfare services have been able to affect practice, program, & policy.
- Graduates are involved in the educational process.

Perceived Organizational Support (POS)

- Perceived organizational support is a social exchange relationship between the employee and his or her organization.
- POS is when the employee believes that an organization values his or her contributions (recognition) and cares about his or her well-being which leads to the employee feels valued and then reciprocates to the organization (Eisenberger, et al., 2002).
- POS can lessen the emotional strains of the job (George et al., 1993).
- Some studies have suggested that perceived supervisor support (PSS) leads to perceived organizational support (Eisenberger et al., 2002), but that it is POS that sustains an employee when there is a negative relationship with the supervisor.

The logo for California State University (Cal State) is located in the upper left corner. It features a stylized map of California in light green, with the text 'Cal State' in a light blue font overlaid on it. The background of the slide has a purple vertical bar on the left and a light green horizontal bar at the top.

Perceived Organizational Support

- Developmental experiences may include mentoring, training, ability to laterally transfer, promotions, opportunities to go beyond the current job.
- Of the antecedents to POS, developmental experiences were positively related to POS.
- Conclusion: The more beneficial the employee perceives the organization to be to him/herself, the stronger the reciprocation from the employee will be to the organization.

Research Questions

Study Interval	In School	6 months to 1.5 years (Core Training)	3 years	5 to 6 years	8 years to 10 + years
RESEARCH QUESTIONS	<p>Stem: Are the IVE competencies being taught in the MSW curriculum?</p> <p>Q2. Does use of the student competency assessment raise degree of infusion of competencies in school curriculum?</p> <p>Q3. To what extent do the schools models reflect adherence to CalSWEC's program requirements?</p>	<p>Is graduate still working in public child welfare?</p> <p>Stem: To what extent are the IVE MSWs prepared for work in public child welfare?</p> <p>Q2. Are they able to practice what they learned? (core)</p> <p>Q3. What are the graduates' expectations for the job?</p> <p>Q4. What are the graduates' career goals?</p> <p>A. Do IV-E trainees' knowledge levels skill acquisition differ from non-IV-E trainees? (core)</p>	<p>Is graduate still working in public child welfare?</p> <p>Stem: What factors contribute to retention of public child welfare workers?</p> <p>Q2. Are they able to practice social work skills, knowledge & values?</p> <p>Q3. Are job expectations being met?</p> <p>Q4. Does agency/organization support graduates career path/goals?</p> <p>A. Do IV-E graduates stay longer than non IV-E. Why or why not? Educational levels, expectations, goals, career paths?</p>	<p>Is graduate still working in public child welfare?</p> <p>Stem: What are the career paths of public child welfare workers?</p> <p>Q2. Are they able to practice social work skills, knowledge & values?</p> <p>Q3. Are job expectations being met?</p> <p>Q4. Does agency/organization support graduates career path/goals?</p> <p>A. Do IV-E graduates stay longer than non IV-E? Why or why not? Educational levels, expectations, goals, career paths?</p>	<p>Is graduate still working in public child welfare?</p> <p>Stem: To what extent do public child welfare workers perceive an influence on policy, organization and/or program development/evaluation?</p> <p>Q2. To what extent have graduates career goals been realized in public child welfare?</p> <p>Q3. What are the graduate's future goals?</p> <p>A. Do IV-E graduates stay longer than non IV-E? Why or why not? Educational levels, expectations, goals, career paths?</p>

Organizational Variables

In School	6 months to 1.5 year (Core Training)	3 years	5 to 6 years	8 years to 10 + years
<p>Demographics: size, age, model</p> <p>Title IV-E instituted curricula (workshops, field class) vs. pre-existing curricula (core classes, field placement)</p>	<p>Attitudes and preparation for training and professional development</p>	<ul style="list-style-type: none"> ▪ Job stressors & job satisfiers * Org responsiveness * Role conflict Available resources ▪ Organizational culture & climate ▪ Supervisor support/ quality supervision ▪ Professional development ▪ Salary 	<p>Promotion/Professional development</p> <p>Organizational culture and climate</p> <p>Organizational politics</p> <p>Available resources</p> <p>Resources</p> <p>Mentorship</p> <p>Organizational responsiveness</p> <p>Supervisor/Management support</p>	<p>Organizational culture and climate</p> <p>Organizational politics</p> <p>Work schedules</p> <p>Mentorship</p> <p>Organizational responsiveness</p> <p>Supervisor/Management support</p> <p>Professional development</p>

Individual Variables

In School	6 months to 1.5 year post graduation (Core Training)	3 years	5 years	8 years to 10 + years
Demographic: previous experience in CW, race, gender, etc	Knowledge level /acquisition Skill mastery Demographic characteristics Job expectations Commitment to a service profession Career Goals	Individual factors: Demographic characteristics Commitment to a service profession Career Goals Work Locus of Control Response to job factors: Job satisfaction Met expectations Attempts to change conditions/office	Demographics Self-efficacy Work locus of control Autonomy Commitment to service profession Career Goals	Survival time to leave Survival time to promotion Compensation Demographic Self-efficacy Work locus of control Autonomy