TABLE 3. CHI-SQUARE TESTS

	Value	*df*	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.748[a]	2	.003
Likelihood Ratio	12.321	2	.002
Linear-by-Linear Association	11.548	1	.001
N of Valid Cases			59

[a] 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.88.

The first table, titled Case Processing Summary, provided the sample size ($N = 59$). Information for one of the 60 participants was not available, while the information was collected for all of the other 59 participants.

The second table, Program Participation Employment Cross Tabulation, provided the frequency table, which showed that among participants in the intervention group, 18 or 60% were found to be employed full time, while 7 or 23% were found to be employed part time, and 5 or 17% were unemployed. The corresponding numbers for the comparison group (parolees who had not yet enrolled in the program but were on the waiting list for admission) showed that only 6 or 21% were employed full-time, while 7 or 24% were employed part time, and 16 or 55% were unemployed.

The third table, which provided the outcome of the Pearson chi-square test, found that the difference between the intervention and comparison groups were highly significant, with a p value of .003, which is significantly beyond the usual alpha-level of .05 that most researchers use to establish significance.

These results indicate that the vocational rehabilitation intervention program may be effective at promoting full-time employment among recently paroled inmates. However, there are multiple limitations to this study, including that 1) no random assignment was used, and 2) it is possible that differences between the groups were due to preexisting differences among the participants (such as selection bias).

Potential future studies could include a matched comparison group or, if possible, a control group. In addition, future studies should assess not only whether or not a recently paroled individual obtains employment but also the degree to which he or she is able to maintain employment, earn a living wage, and satisfy other conditions of probation.

(Plummer 63-65)

Plummer, Sara-Beth, Sara Makris, Sally Brocksen. *Social Work Case Studies: Concentration Year*. Laureate Publishing, 10/21/13. VitalBook file.

Social Work Research: Planning a Program Evaluation

Joan is a social worker who is currently enrolled in a social work PhD program. She is planning to conduct her dissertation research project with a large nonprofit child welfare organization where she has worked as a site coordinator for many years. She has already approached the agency director with her interest, and the leadership team of the agency

stated that they would like to collaborate on the research project.
The child welfare organization at the center of the planned study has seven regional centers that operate fairly independently. The primary focus of work is on foster care; that is, recruiting and training foster parents and running a regular foster care program with an emphasis on family foster care. The agency has a residential program as well, but it will not participate in the study. Each of the regional centers services about 45–50 foster parents and approximately 100 foster children. On average, five to six new foster families are recruited at each center on a quarterly basis. This number has been consistent over the past 2 years.
Recently it was decided that a new training program for incoming foster parents would be used by the organization. The primary goals of this new training program include reducing foster placement disruptions, improving the quality of services delivered, and increasing child well-being through better trained and skilled foster families. Each of the regional centers will participate and implement the new training program. Three of the sites will start the program immediately, while the other four centers will not start until 12 months from now. The new training program consists of six separate 3-hour training sessions that are typically conducted in a biweekly format. It is a fairly proceduralized training program; that is, a very detailed set of manuals and training materials exists. All trainings will be conducted by the same two instructors. The current training program that it will replace differs considerably in its focus, but it also uses a 6-week, 3-hour format. It will be used by those sites not immediately participating until the new program is implemented.
Joan has done a thorough review of the foster care literature and has found that there has been no research on the training program to date, even though it is being used by a growing number of agencies. She also found that there are some standardized instruments that she could use for her study. In addition, she would need to create a set of Likert-type scales for the study. She will be able to use a group design because all seven regional centers are interested in participating and they are starting the training at different times. (Plummer 66-67)

Plummer, Sara-Beth, Sara Makris, Sally Brocksen. *Social Work Case Studies: Concentration Year*. Laureate Publishing, 10/21/13. VitalBook file.

Social Work Research: Qualitative Groups

A focus group was conducted to explore the application of a cross-system collaboration and its effect on service delivery outcomes among social service agencies in a large urban county on the West Coast. The focus group consisted of 10 social workers and was led by a facilitator from the local office of a major community support organization (the organization). Participants in the focus group had diverse experiences working with