



BCWEP

BACCALAUREATE CHILD WELFARE
EDUCATION PROGRAM
2014-2015 ANNUAL REPORT

*LESSONS LEARNED AND
RECOMMENDATIONS FOR PROGRAM ENHANCEMENT*



DIANE S. FALK, PH.D., MSW
PRINCIPAL INVESTIGATOR,
CHILD WELFARE EDUCATION INSTITUTE

DAWN KONRADY, ED.D, MBA, MA
DIRECTOR, CHILD WELFARE EDUCATION INSTITUTE

JOE EVERETT, MSW
PROGRAM ASSISTANT,
CHILD WELFARE EDUCATION INSTITUTE

JOHN W. SEARIGHT, MSW
ACADEMIC COORDINATOR, BCWEP



Child Welfare Education Institute Staff

Diane S. Falk, Ph.D., MSW

CWEI Principal Investigator
Professor of Social Work

Dawn M. Konrady, Ed.D., MBA, MA

CWEI Director

Joseph Everett, MSW

CWEI Program Assistant

John Searight, MSW

BCWEP Academic Coordinator

BCWEP Member Institutions

Centenary College
Georgian Court University
Monmouth University
Ramapo College of NJ
Rutgers University, Camden and New Brunswick Campuses
Rutgers University, Newark Campus
Seton Hall University
Stockton University

Campus Academic Coordinators

Candice Daly, LCSW
Megan Sherman, LCSW
Janine Vasconcelos, MSW
Suzanne Badawi, LCSW
DuWayne Battle, Ph.D., MSW
Kim Quick, LCSW
Nelida Arancibia, LCSW
Dawn M. Konrady, Ed.D., MBA, MA



ACKNOWLEDGMENTS

The authors are grateful for the cooperation of the students and field instructors who took the time to give feedback on their experiences with the Baccalaureate Child Welfare Education Program and to the Campus Academic Coordinators from the participating undergraduate social work programs who helped collect the responses. Special thanks go to the New Jersey Chapter of the National Association of Social Workers for continuing support of the project.

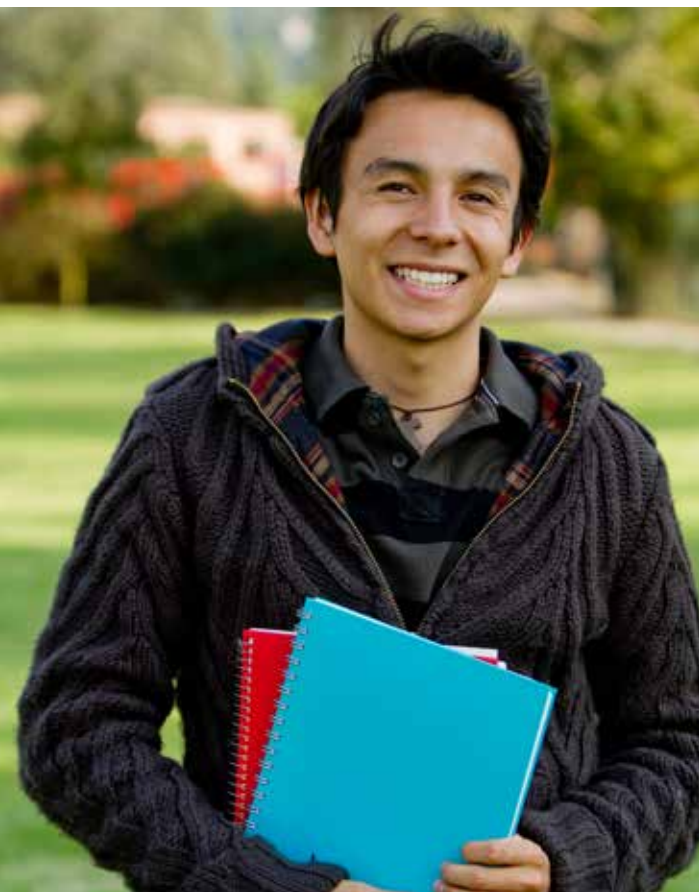
The Baccalaureate Child Welfare Education Program is grateful for the financial support provided to this project over the past ten years by the New Jersey Department of Children and Families (2005-2015) and by the U.S. Children's Bureau (2004-2009). Additionally, the support of the Division of Child Protection and Permanency and the New Jersey Office of Training and Professional Development has been instrumental in the success of this initiative. Without the administrative support of Stockton University, this project would not be possible.





INTRODUCTION

The Baccalaureate Child Welfare Education Program is a partnership among a consortium of baccalaureate social work education programs, the New Jersey Department of Children and Families, and the New Jersey Chapter of the National Association of Social Workers. Participating undergraduate social work programs in the 2014-2015 academic year are: Centenary College BSW Program; Georgian Court University Social Work Department; Monmouth University School of Social Work; Ramapo College Social Work Program; Rutgers University-Camden, Newark, and New Brunswick School of Social Work; Seton Hall University Department of Sociology, Anthropology, and Social Work; and Stockton University Social Work Program. This partnership was formally initiated in November 2005, when the project was funded by the New Jersey Office of Children's Services (now the New Jersey Department of Children and Families). Since the Stockton University federal Children's Bureau grant served as a model for structuring and implementing the statewide program, this report also includes outcome data from the federal grant.





The following table summarizes data on applications, acceptances, traineeship completions, and graduate employment, since the inception of the program (including the first year of the federal grant).

**BCWEP/FEDERAL CHILD WELFARE TRAINEESHIPS: 11-YEAR DATA
APPLICATIONS/ACCEPTANCES/COMPLETIONS/EMPLOYMENT IN CASEWORKER POSITIONS**

	COHORT 1 2004-2005	COHORT 2 2005-2006	COHORT 3 2006-2007	COHORT 4 2007-2008	COHORT 5 2008-2009	COHORT 6 2009-2010	COHORT 7 2010-2011	COHORT 8 2011-2012	COHORT 9 2012-13	COHORT 10 2013-14	COHORT 11 2014-15	ALL COHORTS
	Federal only	BCWEP/ Federal	BCWEP/ Federal	BCWEP/ Federal	BCWEP/ Federal	BCWEP only	BCWEP only	BCWEP only	BCWEP only	BCWEP only	BCWEP only	BCWEP/ Federal
# of Applicants	16	35	89	88	71	79	68	87	78	91	66	768
#/% offered and accepting traineeship	14 (88%)	31 (89%)	73 (82%)	64 (73%)	47 (66%)	30 (38%)	30 (44%)	33 (38%)	30 (38%)	26 (29%)	36 (55%)	414 (54%)
# terminated prior to completion	0	1	3	1	2	1	1	0	0	0	3	12
# completing traineeship (AYs 2004-05 to 2014-15)	14	30	70	63	45	29	29	33	30	26	33	402
# not graduated yet	0	0	0	0	0	0	0	0	0	0	0	0
# hired (as of 1/8/2016)	14	29	69	60	42	28	29	32	29	25	29	386
# not hired	0	1	1	3	3	1	0	1	1	1	1	13
# waiting to be hired	0	0	0	0	0	0	0	0	0	0	3	3

There has been steady interest in the program. Although applicants are aware that admission to BCWEP is highly competitive, the number of applicants per year has remained high. Only during the past year was there a fairly significant decline in applications. Reasons for the decline are unclear. Due to the reduced number of applicants and an increase in the number of available traineeships, the program was less selective in the 2014-2015 Academic Year. The number of BCWEP graduates who entered into employment at the Division of Child Protection and Permanency has risen steadily from its initial 14 to 386.

There are many ways of examining retention data. Since the year of employment is not necessarily the year of program completion, retention data was examined by year of employment, rather than the cohort method used in the previous table.

BCWEP/FEDERAL CHILD WELFARE EMPLOYMENT RETENTION DATA

	1-year commitment			2-year commitment							
	TRAINEES FIRST EMPLOYED IN 2005 (N=14)	TRAINEES FIRST EMPLOYED IN 2006 (N=21)	TRAINEES FIRST EMPLOYED IN 2007 (N=62)	TRAINEES FIRST EMPLOYED IN 2008 (N=67)	TRAINEES FIRST EMPLOYED IN 2009 (N=46)	TRAINEES FIRST EMPLOYED IN 2010 (N=28)	TRAINEES FIRST EMPLOYED IN 2011 (N=29)	TRAINEES FIRST EMPLOYED IN 2012 (N=32)	TRAINEES FIRST EMPLOYED IN 2013 (N=29)	TRAINEES FIRST EMPLOYED IN 2014 (N=27)	TRAINEES FIRST EMPLOYED IN 2015 (N=29)
	Federal only	BCWEP/ Federal	BCWEP/ Federal	BCWEP/ Federal	BCWEP/ Federal	BCWEP only	BCWEP only	BCWEP only	BCWEP only	BCWEP only	BCWEP only
# (%) retained in employment for 1 year	14 (100%)	20 (95%)	60 (97%)	66 (99%)	46 (100%)	26 (93%)	24 (83%)	30 (94%)	27 (93%)	25 (93%)	N/A
# (%) retained in employment for 2 years	14 (100%)	17 (81%)	55 (89%)	63 (94%)	40 (87%)	26 (93%)	22 (76%)	27 (84%)	25 (86%)	N/A	N/A
# (%) retained in employment for 3 years	14 (100%)	15 (71%)	51 (82%)	55 (82%)	38 (83%)	25 (89%)	19 (67%)	20 (63%)	N/A	N/A	N/A
# (%) retained in employment for 4 years	14 (100%)	15 (71%)	50 (81%)	51 (76%)	36 (78%)	24 (86%)	17 (59%)	N/A	N/A	N/A	N/A
# (%) retained in employment for 5 years	14 (100%)	13 (62%)	45 (72%)	47 (70%)	35 (76%)	24 (86%)	N/A	N/A	N/A	N/A	N/A
# (%) retained in employment for 6 years	14 (100%)	11 (52%)	45 (72%)	46 (69%)	32 (70%)	N/A	N/A	N/A	N/A	N/A	N/A
# (%) retained in employment for 7 years	14 (100%)	11 (52%)	45 (72%)	45 (67%)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
# (%) retained in employment for 8 years	14 (100%)	11 (52%)	43 (69%)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
# (%) retained in employment for 9 years	14 (100%)	11 (52%)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
# (%) retained in employment for 10 years	14 (100%)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Three hundred eighty-six (386) individuals have moved into positions within the child welfare workforce. Across all eleven years of the program, of those who successfully completed the program and accepted caseworker positions, 283 (74%) are still employed at DCP&P. This is remarkable, given that researchers have found high annual attrition rates in child welfare caseworker positions. For example, some counties in one state reported annual turnover as high as 100% (Ellet and Leighninger, 2007)!



The next table summarizes data on BCWEP student ethnic self-identification. We have used the ethnic designations used by the U.S. Census.

2004-15 BCWEP STUDENTS BY ETHNICITY

Ethnicity	# of Students 2004-05	# of Students 2005-06	# of Students 2006-07	# of Students 2007-08	# of Students 2008-09	# of Students 2009-10	# of Students 2010-11	# of Students 2011-12	# of Students 2012-13	# of Students 2013-14	# of Students 2014-15	TOTAL 2004 - 2015	
												#	%
Asian	1	4	1	1	2	1	0	1	0	0	1	12	2.9%
Native American	0	0	0	0	1	0	0	0	0	0	0	1	0.2%
African American	7	7	26	25	17	12	6	5	6	5	9	125	30.6%
Hispanic/Latino	1	7	10	8	8	6	6	6	6	8	9	75	18.3%
Hawaiian/Pacific Islander	0	0	0	2	0	0	0	1	1	0	0	4	1.0%
Other	0	0	0	0	1	0	1	0	0	1	1	4	1.0%
White	5	12	33	27	18	11	17	20	17	12	16	188	46.0%
TOTAL	14	30	70	63	47	30	30	33	30	26	36	409	100.0%

Fifty-six percent (56%) of this year's cohort identified their ethnicity as other than white. In fact, when all cohorts are considered together, about fifty-four percent (54%) of BCWEP participants have been non-white. The program continues to attract a very diverse group of students, a highly desirable feature, since New Jersey is one of the most ethnically diverse states in the United States.



A number of BCWEP trainees have fluency in a language other than English. The table below summarizes the extent of this skill that BCWEP graduates bring into their caseworker positions. Such a contribution is extremely valuable to an agency that serves New Jersey's diverse peoples.

**2004-2015
BCWEP STUDENTS
BY LANGUAGES SPOKEN OTHER THAN ENGLISH**

Languages Spoken	# of Students 2004-05	# of Students 2005-06	# of Students 2006-07	# of Students 2007-08	# of Students 2008-09	# of Students 2009-10	# of Students 2010-11	# of Students 2011-12	# of Students 2012-13	# of Students 2013-14	# of Students 2014-15	TOTALS 2004-2015
Spanish	1	5	9	9	8	6	4	7	5	7	7	68
Creole	0	1	1	2	2	1	0	0	0	0	0	7
French	0	0	1	2	1	1	0	1	0	0	0	6
Portuguese	0	2	1	1	0	0	0	1	0	0	1	6
Tagalog	0	0	0	1	0	0	0	1	0	0	0	2
Vietnamese	0	1	0	1	0	0	0	0	0	0	0	2
Arabic	0	0	1	0	0	0	1	0	0	0	0	2
Polish	0	0	1	0	1	0	0	0	0	1	0	3
Russian	0	0	0	0	0	0	0	1	0	0	0	1
Bulgarian	0	0	0	0	0	0	0	1	0	0	0	1
Edo (Nigerian)	0	0	0	1	0	0	0	0	0	0	0	1
Bini (Nigerian)	0	0	0	0	0	0	1	0	0	0	0	1
Turkish	0	0	0	1	0	0	0	0	0	0	0	1
Korean	0	1	0	0	0	0	0	0	0	0	0	1
Italian	0	0	1	0	0	0	0	0	0	0	0	1
Cantonese	0	0	0	0	0	1	0	0	0	0	0	1
Dutch	0	0	0	0	0	0	1	0	0	0	0	1
TOTAL	1	10	15	18	12	9	7	12	5	8	8	105



PROGRAM OUTCOMES 2014-2015

BCWEP GRADUATING STUDENTS' SELF-ASSESSMENTS AND PERCEPTIONS OF BCWEP

The most important measure of effectiveness for an educational program is whether it achieves its objectives. BCWEP's educational objectives were adopted from the 2004 BSW Curriculum Competencies first developed by the California Social Work Education Center (CalSWEC) and then modified by BCWEP to make them appropriate to New Jersey. In compiling the competencies, researchers first interviewed hundreds of public child welfare caseworkers about what they need to know to carry out their responsibilities. This program evaluation examines both field instructors' assessments and students' self-assessments of mastery of the BCWEP competencies.

Students were surveyed at the final session of Work Readiness Training (the end of their BCWEP traineeship). All 33 students completed the survey, so the return rate on both the self-assessment of level of competency and the open-ended questions was 100%. The students were asked to rate their level of preparedness on a scale of 1-5, where 1 represented the lowest level of preparedness and 5 the highest.

Student self-rating scores have been remarkably stable over the years. This year's group of students had slightly lower mean scores than last year's in the Workplace Management, Ethnic Sensitive and Multicultural Practice, Human Behavior and the Social Environment, and Core Child Welfare Competencies. The group's average scores, on a scale of 1 to 5, in the four targeted areas were as follows:

Workplace Management Competencies: 4.1 (the same mean score as last year)

Human Behavior and the Social Environment: 4.1 (0.1 lower than last year's mean of 4.2)

Ethnic Sensitive and Multicultural Practice Competencies: 3.9 (0.3 lower than last year's mean of 4.2)

Core Child Welfare Practice Competencies: 3.9 (0.1 lower than last year's mean of 4.0)

This year the students' average level of confidence on all competencies is again at the "Adequately Prepared" or "Well Prepared" levels. For a more detailed breakdown of mean scores on each competency, see Table A in the Appendix.

To elicit further assessment of the BCWEP program as a whole (the social work programs' generalist practice curriculum, child welfare coursework, field placement experiences, and the DCF Work Readiness Training) graduating students were asked to respond to several open-ended questions. A summary of the questions and responses follows.

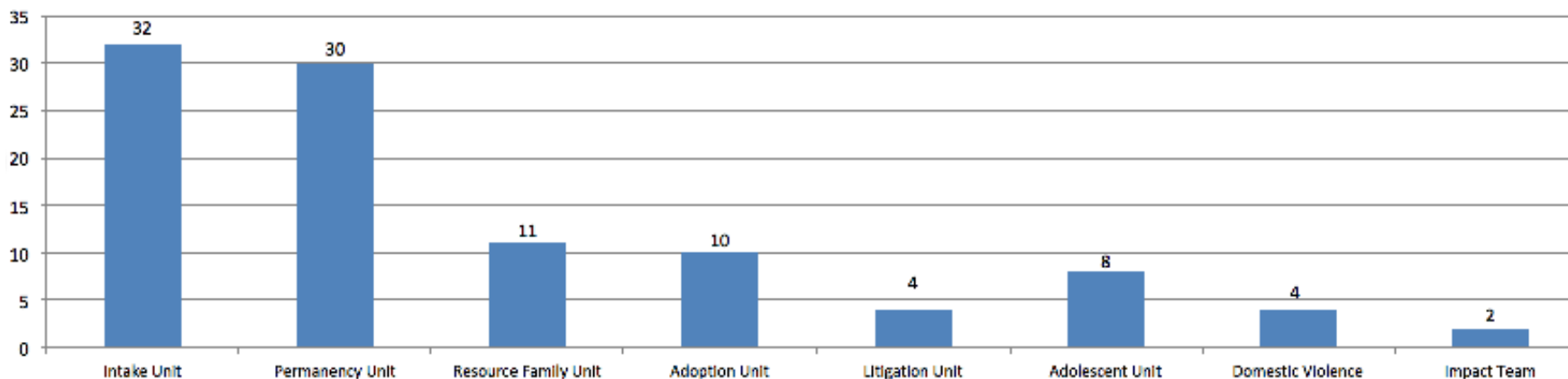


Work unit(s) students experienced during their internships

Question: In what service(s) did you have an opportunity to work during your internship (e.g., intake, permanency, training, foster care)?

During the 2014-2015 Academic Year, most students were exposed to work in at least two units (Intake and Permanency) during their internships. In fact, most students had the opportunity to experience three or more units/services. The breakdown is as follows:

Student Experience with DCP&P Units/Services



This year, only two students (down from four last year) were limited to experience in the field instructor's own unit. Nine students (26%) were exposed to only two units, while 20 students (57%) had learning experiences in three or four units. An additional four (11%) had the opportunity to experience five or six units. While the amount of time a student actually spent in each unit varied considerably, it's clear that a significant of students this year had learning experiences in multiple units. This is something that our program has promoted as essential in preparing students for their eventual work assignments. Students have consistently asked to be given experiences in multiple units, and field instructors have been strongly encouraged to arrange for such experiences. The program's effort to encourage varied experiences seems to be working, since this year's students were exposed to an average of three different units (up 0.1 from last year's average of 2.9).



Students' Perceptions of the Strengths of BCWEP

Question: What are the strengths of the BCWEP Child Welfare Traineeship Program?

Students identified a number of themes related to the strengths of BCWEP. The most commonly mentioned strength was the opportunity for hands-on experience with DCP&P under the supervision and mentoring of experienced professionals. The students seem to understand the role that fieldwork plays in helping them acquire the knowledge, skills, and resources that will allow them to become effective workers. Students also mentioned the value of the Work Readiness Training and its connection to their fieldwork. The sense of community and support fostered by BCWEP's structure and staff were also identified as strengths. Examples of each theme are given below, in the students' own words.

Themes Identified by Students

Strengths	Frequency Mentioned
Hands-on Employment Preparation and Experience with DCP&P	23
Work Readiness Trainings and Simulations	6
Sense of Community and Networking with Colleagues	5
Support and Accessibility of Program Staff	4

Hands-on Employment Preparation and Experience with DCP&P

- This program allows students the opportunity to gain a deeper understanding of DCP&P prior to starting. There is a whole year of job training in order to better prepare us for the job.
- Extensive inside knowledge of the work required of DCP&P workers, including the opportunity to explore multiple units.
- The BCWEP program provides hand-on training and guidelines that have helped me better prepare for my position as a caseworker when the time comes. It cleared any confusion or concerns that I had in regards to who our clients are, the reason we serve them, and gave me the confidence and knowledge to do so efficiently.
- Preparation – getting a student prepared for DCP&P is what BCWEP is great at doing. It strengthens our skills and makes us better social workers. BCWEP also helps us identify our weakness, so we can target the problem and work on it.
- The strengths of BCWEP are having firsthand experience in the field, working side-by-side with a mentor, and being able to learn about the job prior to being hired.

Work Readiness Trainings and Simulations

- The Simulation session of Work Readiness Training was extremely helpful.
- Strengths of BCWEP include exposure to the field prior to our first day on the job and also the informative trainings that help us connect our classwork and field experiences to make sense of what we doing at our local offices.
- The trainings really relate to what we are learning in the office.



Sense of Community and Networking with Colleagues

- I do enjoy the aspect of going through this process with other people. There aren't too many people out there that can understand the things that I am going through, the things that I am about to have to deal with and witness. I enjoy being a part of the "BCWEP Club," and a future BCWEP alumnus. I feel like the alumni BCWEPs that I have met in the office are the ones that have helped me the most. And I am looking forward to paying that forward when I get a chance.
- We all worked together as a team to learn as much as we could about our future profession.

Support and Accessibility of Program Staff

- BCWEP has a very helpful, dedicated, and educated staff.
- The program is always keeping in-touch and updating interns.
- BCWEP staff is very easy to keep in contact with. They are always available to help.

Students' Perceptions of How Well BCWEP Prepared Them for Their Professional Roles at DCP&P

Question: How well do you think the BCWEP Child Welfare Traineeship prepared you for your professional role at DCP&P? (Consider your child welfare coursework, your DCP&P internship, and the Work Readiness Training all as part of the BCWEP Child Welfare Traineeship.)

Most students reported that they felt well prepared for their future roles at DCP&P. A few expressed slight reservations about their readiness, either because they felt they had more to learn or because they felt nervous about the transition from intern to caseworker. Here is a sample of their responses:

Well Prepared

- This has been wonderful preparation for me. I have developed a deeper understanding of DCP&P policy and procedure and I feel more confident going to work for such an agency with such a good background.
- The traineeship was priceless. More than adequately prepared me for my future placement with DCP&P.
- I think I am well-prepared for my professional role at DCP&P. Work Readiness Training and the child welfare coursework were extremely informative and filled in the gaps of what my field instructor expected me to know. My field experience was also rewarding, but I feel I can still learn more before I start.
- I feel very well prepared. Although more learning in terms of documentation and specific requirements as a caseworker will come with practice, I feel very confident in my future abilities as a worker and child/family advocate.



Some Reservations about Being Well Prepared

- I feel like the Traineeship gave me a quick overview of what the job will entail, but I feel like there is still a lot I need to learn.
- I am still nervous about when we really start the work and actually have our own families.

Students' Perceptions about How Helpful Their Field Instructors Were in Providing Them with the Learning Experiences They Needed to Master the BCWEP Competencies

Question: How helpful was your field instructor in providing you with the learning experiences you needed to gain the competencies listed on the BCWEP CHILD WELFARE TRAINEE ASSESSMENT form?

In general, students viewed their field instructors as helpful in providing appropriate learning experiences with regard to the BCWEP competencies. Students were asked to rate their field instructor's helpfulness on a scale of 1 (Extremely Unhelpful) to 10 (Extremely Helpful). Out of the 35 BCWEP respondents, 18 (51%) rated their field instructors either 9 or 10. Thirteen students (37%) gave a rating of 7 or 8, and the remaining 4 (11%) rated their instructors 5 or 6. The mean rating was 8.5, seven tenths higher than last year's mean. This increase is likely partially due to the exhortations of BCWEP staff that students notify the program immediately if field experiences were not satisfactory, so that effective interventions could occur early in the year.

Not all students added comments to their numerical rating of their field instructors, but those who did were mostly positive. Here are some of the students' verbatim comments about their field instructors.

Sample Comments:

Positive

- I believe my instructor did the best she could with the time she had. She made sure that I understand the core purpose of the position and exposed me to training and individuals that could explain procedures that she felt would be valuable for my growth.
- My field instructor was great. She never made me feel that she did not have time for me, and she always reached out to other units and supervisors to connect me to a variety of activities.
- My field instructor was never too busy to answer any questions I may have had. She never made me feel as though I was any less intelligent because of a question and I truly thank her for that.
- My field instructor demonstrated the importance of time management and because of this, I am skilled in casework, forms, and collaterals. She was very good with checking in to see how I was feeling/thinking and pushed me to engage more with clients.

Negative

- My supervisor is wonderful and has provided me with so many opportunities. However, there were challenges because sometimes she is too busy to discuss things, and I was sometimes forced to find my own work to do, which is a negative in some ways.
- I know she does her best to give me all different experiences, but time is always a problem. It's not her fault, though—she has so much work to do.
- I think there are more terms, services and things I could have been exposed to.



Students' Suggestions for Changes Needed in BCWEP

Question: Is there anything about the BCWEP child welfare traineeship program that you think should be changed? If so, what and why?

Internships, field instruction, Work Readiness Training, and stipends were the major areas identified for possible changes. Here are the themes which emerged when students' comments were analyzed.

Students' Perceptions of Changes Needed in BCWEP

Areas Identified for Change	Frequency Mentioned
Suggestions Related to Internships and Field Instruction	
Ideas for a More Effective and Complete Field Experience	7
Field Instructors Need to be Prepared, Accountable, and Accessible	4
Suggestions related to aspects of Work Readiness Training	
Location of Training	4
Content and Style of Training	3
Suggestion to Reinstate Stipend	5

Here are examples of student comments:

Suggestions Related to Internships and Field Instruction

- I think that more thought should go into the selection of supervisors. I recognize that that is something that is hard to ask for, given the fact that not everyone wants to take on an intern and be responsible for one, because it comes with no additional monetary compensation. However, supervisors are what make or break the learning experience.
- We should be assigned a case in the first semester where we can take on a little role such as some documentation, speaking with clients so that we can feel more comfortable when we start to take on a larger role in the second semester. Sometimes we're so focused on learning information that we can't really practice our engagement skills.
- It would be more helpful if there was a checklist that could outline the different exposure we should experience. This way our field instructors would be held responsible for making sure we are out in the field in all areas.
- If there were a way to structure the program to assign us to different units along the way for maybe one day out of the week and have the other day in permanency, we could learn more and understand our work in permanency more clearly.



Suggestions Related to Work Readiness Training

- The Work Readiness Trainings are helpful; however, I feel it adds a lot of stress and pressure to our plates on top of school requirements and being held to a higher standard as a BCWEP. I feel less training would be more beneficial.
- Offering Work Readiness Trainings in multiple locations would be great if possible. The DCF Training Center is far away for many students and the travel costs add up.
- I feel like the material we learned in each training could be taught at a faster pace. We took so many breaks and learned relatively little for the amount of hours we were there. Sometimes it felt like we wasted too much time and were not learning.

Suggestion to Reinstate Stipend

- I also believe that if some type of monthly compensation was able to happen, that would be good, because training to work 3 jobs with my internship and school was very hard. I know funding is hard to get, but maybe it could be explored, even if it was a one-time sum to help with books, food, gas, etc.
- The stipend would help because I gave up my full-time job to be able to do the program. It wasn't much money, but it would have been better than doing it for free.

Students' Perceptions of Their Readiness to Play a Role in the Continued Transformation of New Jersey's Public Child Welfare System

Question: Do you feel that you are prepared to play a role in the transformation of New Jersey's public child welfare system? If so, in what ways? If not, why not?

Most students expressed that they felt ready to play a role in the transformation of New Jersey's Public Child Welfare System. Only 2 students expressed any reservations about their readiness. See the table below and the examples of students' actual responses that follow.



Students' Perceptions of their Readiness to Play a Role in the Transformation of New Jersey's Public Child Welfare System

Readiness	Frequency
Yes, I Feel Prepared	
Have Social Work Knowledge, Skills, Values, and Experience	9
Have Knowledge of the DCP&P System's Policy and Practice	5
Have Enthusiasm, Excitement, and Passion	2
Not Fully Prepared, But I Have a Good Foundation	
	2

Have Social Work Knowledge, Skills, Values, and Experience

- Yes, I believe my social work background and my knowledge on the strengths-based perspective will aid in the transformation of the child welfare system.
- Yes. I am looking forward to bringing my social work education (specifically a strengths-based focus) into my child welfare work.
- Yes. The exposure to working with different social worker personalities and methods of operations has been extremely valuable in teaching me what works and what doesn't.
- Absolutely, I really am passionate about DCP&P. With my senior seminar, field, Work Readiness Training, and other coursework, I feel prepared and ready to make a difference.

Have Knowledge of the DCP&P System's Policy and Practice

- Absolutely. I feel I have such an understanding of the system and why things are implemented and carried out. It will help me tremendously as an agent of change and transformation.
- I do believe I am prepared because I have a deep understanding of child welfare work through my experience with BCWEP.

Have Enthusiasm, Excitement, and Passion

- Yes. I am very excited to be part of this transformation and I am eager to keep learning and contribute more when I am employed.

Not Fully Prepared, But I Have a Good Foundation

- I do not feel that I am prepared to play a role in the transformation of the child welfare system as of yet, but through BCWEP I have received the foundation to play a part in this process in the future, after I have gained more experience in the field.



Additional Comments Shared by Students

Question: Is there anything else you would like to share with us?

Approximately 50% of students added additional substantive comments in response to the open invitation to do so. Of those who added comments, most responded with gratitude and related positive comments. The only other comments were those related to the removal of the student stipend. Below are some of students' actual responses:

Positive Comments and Gratitude:

- I would like to thank you for investing in me. This was a good experience. I have worked in a professional role prior to this internship, and I understand the complexities of bringing things together to help promote change. I understand that this is a challenging task and there are times when things do not go smoothly. This is a great training program. I'm sure there is some room for improvement within the field experience, so that interns could be more involved in the process, but I do understand there are liabilities associated with that too. Otherwise, the training and instruction I received was comprehensive. Thank you.
- I am so insanely grateful for this opportunity. I knew that I wanted this and would be a good fit and I look forward to the day that I can officially call myself a DCP&P worker.
- Thank you!! You've helped me professionally and personally.
- I am grateful for the opportunity I received, because on my first day at work, I know I will be prepared, but also ready to learn anything new.

Comments Related to the Student Stipend:

- The stipend would have been very helpful for travel expenses, educational expenses, purchasing professional attire, etc.
- It would be helpful to bring back the stipend!

BCWEP FIELD INSTRUCTORS' ASSESSMENTS OF STUDENTS AND PERCEPTIONS OF BCWEP

Field instructors' assessment of students' level of preparation for work as caseworkers is probably a more valid measure than students' assessment of their own competence, since field instructors are aware of what workers need to know in order to fulfill the role of caseworker. Table B in the Appendix demonstrates the results achieved by the 2013-2014 cohort. Using the same 1-5 scale as the students had used to assess themselves (where 1 represents the lowest level of preparedness and 5 the highest), field instructors' assessments of students this year were a bit higher than last year's and very slightly lower than students' assessments of themselves. This year's average scores in the four targeted areas were as follows:

- **Workplace Management Competencies: 4.0** (up .1 from last year—and .1 lower than this year's student self-evaluation)
- **Human Behavior and the Social Environment: 4.0** (up .1 from last year—and .1 lower than this year's student self-evaluation)
- **Ethnic Sensitive and Multicultural Practice: 3.9** (down .1 from last year—and the same as this year's student self-evaluation)
- **Core Child Welfare Practice Competencies: 3.9** (up .1 from last year—and the same as this year's student self-evaluation)



All student ratings by field instructors averaged at the “Well Prepared” level. It should be noted that field instructors are asked to use “average” beginning caseworkers at DCP&P as a comparison group when rating the students. For a more detailed breakdown of mean scores on each competency, see Table B in the Appendix.

To elicit further assessment of the BCWEP program as a whole (the social work programs’ generalist practice curriculum, child welfare coursework, field placement experiences, and the DCP&P Work Readiness Training), field instructors were asked to respond to several open-ended questions. Twenty-three field instructors returned the open-ended questionnaires, a 70% return rate. **Overall, field instructors expressed a high level of satisfaction with the program, describing BCWEP as a program that prepares students well for their future roles in DCP&P.** This sentiment is reflected in the following summary of the findings:

Usefulness of the BCWEP Competency-Based Learning Plan in Helping to Create Learning Experiences for Students

Question: Please indicate below how useful the BCWEP Competency-Based Learning Plan was in helping to create learning experiences for your student.

Question one required field instructors to assess the usefulness of the BCWEP Competency-Based Learning Plan using a scale from 1 to 5; with 5 meaning “most useful.” The mean score was 4.0, an indication that field instructors generally found the BCWEP Competency-Based Learning Plan very useful for creating learning experiences for their students. In fact, 3 was the lowest rating given by any field instructor.

Suggestions for Enhancing the Competency-Based Learning Plan

Question: Do you have any suggestions for enhancing this Competency-Based Learning Plan?

When asked to give suggestions about how to enhance the Learning Plan, most field instructors had no suggestions. There were, however, a few helpful comments offered:

Condense/Simplify It:

- The plan is long and some areas overlap, so maybe you could combine some areas.
- Combine the school plan and the BCWEP one. I have done four this year.
- The competencies are slightly repetitive and could be simplified. Additionally, it would be beneficial to pull and incorporate some DCP&P policy into the learning plan.

Miscellaneous

- The initial kick-off meeting with all Field Instructors and BCWEPs is extremely helpful in sharing ideas about the specific tasks that address each of the competencies on the Learning Plan.
- The plan is very thorough. My suggestion is to ensure that DCP&P staff helps create and update the learning plans each year to ensure the most updated policies and practices are included.
- To enhance this learning plan, I suggest that a curriculum is implemented and attached to plan for all of the students and field instructors. This should be a curriculum designed in partnership with the Division and BCWEP. This could make the plan more concrete and clear. This can assist with making goals attainable, and can also assist with motivation for our students in this field.



Usefulness of the *Guide to Becoming a Successful Division of Child Protection and Permanency Employee: A Learning Path for Baccalaureate Child Welfare Education Trainees*

Question: Did you receive a copy of the Guide to Becoming a Successful Division of Child Protection and Permanency Employee: A Learning Path for Baccalaureate Child Welfare Education Trainees (which was created for BCWEP field instructors and students by Adrienne Jackson, MSW, Burlington East Local Office Intake Supervisor)? Did this guide help you in planning learning experiences for your students?

About two thirds of our field instructors indicated that they found the Learning Path to be helpful in planning and scheduling learning experiences for their students. A few field instructors reported that they received the Learning Path, but had not used it, and four individuals stated that they had not received the guide. It was distributed at the Field Instructor training and mailed out to all field instructors, so it is unclear why they didn't receive it.

Here are some examples of field instructor comments:

Received it and found it helpful/useful

- Yes, it is very useful in guiding and planning for students.
- I received the guide and found it helpful in providing the intern with a well-rounded internship at our office. However, our office is very welcoming to interns and workers are always willing to take interns into the field to provide them with face-to-face contact with the families we serve.
- Yes, the guide was very helpful. Being a first-time field instructor, it helped me tremendously.
- The guide really drove our plan. It laid out week by week what the student and I would be focusing on. It gave us creative ideas and offered examples on how to plan out the semester and the year.
- I did receive it and I use it in creating weekly work plans for the student. I find it very helpful.
- The tool or guide was effective and helpful in planning learning experiences with my student.

Received, but did not use the Learning Plan

- Yes, I received it—it was nice, but I didn't really use it as a guide throughout the semester.

Field instructors' Perceptions of How Well the BCWEP Child Welfare Traineeship is Preparing Undergraduate Social Work Students for their Professional Roles at DCP&P



Question: How well do you think the BCWEP Child Welfare Traineeship is preparing undergraduate social work students for their future professional roles at DCP&P, especially since DCP&P has now adopted a new model of case practice? (If possible, consider the student's child welfare coursework, DCP&P internship, and the Work Readiness Training all as part of the BCWEP Child Welfare Traineeship.)

Many Field instructors wrote detailed responses to this question. Almost all gave a very positive assessment of the program. Some of the more interesting comments are reproduced below:

- I think that BCWEP is providing a great training experience for the undergraduate social work students in preparation for their professional roles at DCP&P. The field instructor is pivotal in the process because the student must be exposed to all facets of the work in the Local Office. The students in the office did have that experience and I think they will do well when they enter the field.
- The BCWEP program is truly beneficial in preparing students for their careers at DCP&P. However, their field instructor's guidance and experience in the local office will determine their level of knowledge, preparation, and readiness.
- This program is doing a good job at preparing BCWEP students for their work as child welfare professionals. The students are being exposed to things that provides them with theoretical knowledge of the work they will be doing. Their internship enhances their training experience and their classroom coursework.
- Overall, I think the program meshes well with the Division's case practice model and strongly prepares students to work for DCP&P. I think the social work aspect is covered, but nothing compares to firsthand field experience.
- I believe that the BCWEPs come into the Division with a huge leg up on other trainees. The internship itself allow them to be immersed in the office and the work. This allows the student to hear the language and see a more personal side of the work that other trainees do not get a chance at. The BCWEPs spend a year observing and practicing before they ever receive a case. This helps prepare them better than other trainees.
- I believe that BCWEP is an asset to the Division. BCWEP students have gained valuable experiences, which will propel them in their careers and allow them to make contributions immediately to the Division's mission. The BCWEP program creates an environment that allows the student to immerse him or herself in the culture, practice, and policies of the Division at a targeted pace. It also benefits the students to see the application of the theories from their child welfare coursework.
- I truly believe it is a great program to prepare incoming employees into DCP&P. The program gives a student a year-long training and improves their readiness in handling the stress of being a social worker as well as clarifying the expectations of the Division. This process should minimize burnout and build resiliency.
- I think BCWEP is doing a great job. When graduates come to the office as caseworkers, they are well-prepared for the work that needs to be done with our families.
- The constant communication via email, in-service trainings, and in-office meetings were very helpful and allowed me to stay connected. The program is great and is run very smoothly.

Recommendations for Changes in BCWEP



Question: Is there anything about the BCWEP child welfare traineeship program that you think should be changed? If so, what and why?

Field instructors were asked whether they had any suggestions for change in BCWEP. Most gave no recommendations. The suggestions that were provided were fairly diverse. Here are examples of comments and suggestions:

More Freedom and Continuity for Students:

- The BCWEP program should loosen some of the restrictions and allow BCWEP students to become more engaged with clients (under the supervision of an experienced supervisor) during the first semester. During the second semester, the students should be allowed more access in NJ SPIRIT to actually create work.
- Interns would benefit from being in the office on back-to-back days, since much of the follow-up process is missed. Additionally, it is difficult for an intern to have to be finished right at 5pm. It becomes difficult if the intern must leave by a certain time to make it class.
- I would suggest, if possible, creating a class schedule that would allow for interns to have full days in the office. Oftentimes, a caseworker's day goes past 5pm. When interns have limited time in the office due to class, it limits their full internship experience.
- There are some things such as documentation in NJ SPIRIT, which would further prepare them. Having them document in a Word document is great to see how well they document, but it would be beneficial for them to actually create the documents in NJ SPIRIT.

Miscellaneous

- An electronic timesheet for students, and/or a sharepoint on the intranet where students and field instructors can share ideas and see the students' progress.
- The program is run very well. Perhaps a field trip for all students to a macro-level setting with administrators and policy writers to see how that works. They are very much removed from the day-to-day work. A visit to SCR would be helpful.
- Just add in some experience with SCR and Macro level social work, at least a few days during the program, for the benefit of students.
- We have to prepare incoming DCP&P workers to write appropriately. For instance, they might have a class and/or Work Readiness Training specifically on how to write case plans.
- I also think it would be helpful to include some tips regarding the reality of being in a workplace with people who don't have the same ideas, background, education, and mindset. Even though Division employees are being trained, interns need to know what they may encounter, and prevent them from becoming quickly burnt out and feeling defeated.

Field Instructors' Interest in Working with BCWEP Staff towards Enhancing the Program

Question: Would you be interested in working with BCWEP staff to enhance the Program and make it work more effectively for students and field instructors? If so, may we contact you?

About half of this year's field instructors expressed willingness to work with BCWEP staff towards enhancing the program. Many chose not to respond to this question at all, though a few field instructors explained that they would like to do so, but their current workload would not allow for it.



OVERALL CONCLUSIONS AND RECOMMENDATIONS FOR PROGRAM MODIFICATION IN THE 2014-2015 ACADEMIC YEAR

As reported in previous program assessments, BCWEP has many strengths. These include:

- It has created classroom and field curricula that effectively convey child welfare knowledge and practice skills.
- It has eased the financial burden for student participants.
- It has created considerable interest in careers in child welfare among social work students.
- It has created a flow of qualified new caseworkers (384 to date) into the public child welfare system.
- It has enhanced the skills of participating field instructors.
- It has created procedures for assuring the effective transfer of funds from the Lead Institution to students and BCWEP staff at participating institutions.
- It has prepared and revised a *BCWEP Field Manual* to guide field instructors and students as they participate in the program.
- It has empowered a former BCWEP field instructor to develop and disseminate a supplemental guide to creating learning experiences.
- It has developed a methodology for evaluating the program and assuring that lessons learned are incorporated into ongoing program development.
- It has developed effective working relationships with staff members in the Division of Child Protection and Permanency and the Office of Training and Professional Development.

Six recommendations for program enhancement in the 2014-2015 Academic Year were presented with last year's report. The following section lists last year's recommendations and summarizes out progress.

1. It remains important that all BCWEP students have field experience in more than one unit. This should be emphasized in BCWEP field instructor training, and students should be strongly encouraged to negotiate such experiences with their field instructors. BCWEP field liaisons should reinforce this requirement during their field visits as well.

It appears that we made slight progress on this goal. This year, only two students (down from four last year) were limited to experience in only one unit. Students were consistently reminded to ask their field instructors for experiences in multiple units, and field instructors have been strongly encouraged to arrange for such experiences. The program's effort to encourage varied experiences seems to be working, since this year's students were exposed to an average of three different units (up 0.1 from last year's average of 2.9).

2. All field instructors who accept BCWEP students should be strongly encouraged to attend BCWEP field instructor training, even if they have attended in the past. BCWEP field instructor training can serve as a refresher course for those who have attended in the past, and it is essential for new field instructors if they are to understand their responsibilities with BCWEP students.

This year, 21 field instructors attended our BCWEP orientation training at the beginning of the year. This is an improvement over last year, when only 13 attended. Our effort to train and support field instructors has proved difficult, since they are often extremely busy with work responsibilities and find it difficult to attend BCWEP-specific training. The fact that we have made progress on this goal in spite of the difficulty is encouraging.



3. Students continue to ask for more opportunities for hands-on learning. This is best accomplished by having them accompany workers into the field as much as possible and encouraging them to begin interacting with clients as soon as possible. Former BCWEP students are located throughout most of the local offices in the state, and they can be engaged in providing mentoring for the new students, taking them out in the field and so forth. Hands-on learning can also be reinforced by including more simulation in Work Readiness Training.

Due to the large amount of material that needs to be covered during Work Readiness Training, there was not an opportunity to add more simulation exercises into the curriculum. However, this year's cohort was broken up into three smaller groups for the simulation exercise, to ensure that there was sufficient time to give each participant a rich and valuable experience. BCWEP staff and academic coordinators were also more purposeful about encouraging field instructors to give students hands-on experience.

4. Field Instructors seem to appreciate the opportunity for a mid-year meeting to discuss any issues they may be having with their students. Making this a regular feature of the program should be considered.

We were successful in planning a field instructor mid-year meeting this year. Although only 12 field instructors were able to attend, it was a very valuable experience. Since this field instructor meeting was held after the student mid-year meeting, feedback and experiences shared by the students were communicated quickly to field instructors.

5. Both students and field instructors comment on the importance of writing skills for DCP&P workers. Adding a component on skills for report writing, progress notes, etc. into Work Readiness Training should be considered.

As mentioned above, making significant additions to the Work Readiness Training has proved difficult. However, field instructors were specifically encouraged this year to help students work on their writing skills. During orientation, field instructors shared their ideas for helping students improve their writing, among other things. The program's ability to drastically improve student writing skills is limited, but we have made taken some positive steps in that direction.

6. Since most BCWEP field instructors do a wonderful job supporting and educating our students, we need to find more ways to recognize their contribution to the success of this program.

Field instructors really do play a vital role in the success of BCWEP, so we were pleased to able to recognize their contributions this year. One way we did that was by inviting all current and past field instructors to the program's 10th anniversary recognition ceremony. Field instructors were specifically thanked at this event and had the opportunity to reflect on the history and success of BCWEP. Also, we provided a Continuing Education event on Integrative Treatment of Complex Trauma in Adolescents free of charge to field instructors as a show of our appreciation.



In reviewing the feedback received from students and field instructors, as well as the progress made on last year's goals, the following goals for BCWEP in the 2015-2016 Academic Year are proposed:

1. Students continue to ask for additional opportunities for hands-on, direct experience interacting with families. Some comments from field instructors this year suggest they believe there are more restrictions on trainee activities than there actually are. Any restrictions should be clarified for next year's trainees and field instructors to encourage as many hands-on experiences as possible.
2. It remains important that all BCWEP students have field experience in more than one unit. This should be emphasized in BCWEP field instructor training, and students should be strongly encouraged to negotiate such experiences with their field instructors. BCWEP field liaisons should reinforce this requirement during their field visits as well. This goal from 2014-2015 should be maintained. One suggestion from a field instructor last year was to consider taking BCWEP students on a visit to the Screening Center. This would help students learn more about the life of a DCP&P case from the first call to termination, which is something that students have repeatedly indicated would be helpful.
3. We should continue to find ways to reward BCWEP field instructors for their service.

As summarized in previous reports, BCWEP has accomplished a great deal since its inception. Its greatest strength is that it is a partnership between the state public child welfare system and the academic community, with the full support of the professional community (NASW). BCWEP continues doing its part to assure that there are professionally qualified, diverse, skilled, and committed workers in caseworker positions at the New Jersey Division of Child Protection and Permanency. It has already done much to capture the imagination of a new generation of social workers. Despite the challenges of partnering with organizations as large and complex as DCP&P and DCF, BCWEP has established itself as a strong partner that is helping to advance the vision of assuring safety, permanency, and well-being for all New Jersey's children.

References

Ellett, A. J. & Leighninger, L. (2007). What happened? An historical analysis of the de-professionalization of child welfare with implications for policy and practice. *Journal of Public Child Welfare*, 1(1), 3-34.



APPENDIX





TABLE A
CHILD WELFARE TRAINEE ASSESSMENT

June, 2015 (Academic Year 2014-15) Results
 Return rate: 100% (33/33 students)

The table below reflects BCWEP interns' self-assessment on the 35 child welfare competencies that the BCWEP curriculum was designed to teach. The highlighted column contains mean scores for 2014-2015. Mean scores from the first nine years of the program (2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, 2011-12, 2012-13, 2013-14) are also included. The students were asked to rate their level of preparedness on a scale of 1-5, where 1 = inadequately prepared, 2 = fairly well prepared, 3 = adequately prepared, 4 = well prepared, and 5 = very well prepared.

WORKPLACE MANAGEMENT COMPETENCIES	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009	Mean Score 2008	Mean Score 2007	Mean Score 2006
1. Demonstrates knowledge of the basic structure of DCP&P and child welfare practice, including Title 30, Title 9, and Adoption and Safe Families Act of 1997.	4.0	4.0	4.0	4.2	4.1	4.3	4.1	4.0	3.7	3.1
2. Understands the vision, values, mission, mandates and desired outcomes of the New Jersey Child Welfare System.	4.4	4.4	4.5	4.6	4.3	4.6	4.4	4.2	4.0	3.7
3. Is able to work productively with agency staff, supervisors, and clients in an environment characterized by human diversity.	4.5	4.6	4.4	4.4	4.6	4.3	4.1	4.1	4.0	3.7
4. Demonstrates an awareness of community resources available for children and families and have a working knowledge of how to utilize these resources in achieving case goals.	3.6	3.6	3.6	3.42	3.6	3.5	3.2	3.4	3.3	3.3
5. Has a working knowledge of collaboration with multidisciplinary teams and can work productively with team members in implementing case plans.	3.7	3.8	3.7	3.6	3.5	3.7	3.3	3.6	3.3	3.3
6. Is able to plan, prioritize, and complete activities within appropriate time frames.	4.2	4.2	4.0	4.1	4.0	4.0	3.8	4.0	3.7	3.5
7. Is aware of potential work-related stress factors and begin to develop appropriate self-care strategies.	4.4	4.4	4.2	4.1	4.0	3.8	3.8	4.0	3.8	3.5
ALL WORKPLACE MANAGEMENT COMPETENCIES MEAN SCORES	4.1	4.1	4.1	4.1	4.0	4.0	3.8	3.9	3.7	3.4



HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT COMPETENCIES	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009	Mean Score 2008	Mean Score 2007	Mean Score 2006
1. Demonstrates understanding of the stages, processes, and milestones of physical, cognitive, social, and emotional development of children and young adults—and how it is determined and assessed.	3.6	4.1	3.8	3.7	3.6	3.7	3.7	3.7	3.7	3.7
2. Understands the profound negative impact of child maltreatment on children’s health and development.	4.3	4.3	4.4	4.5	4.1	4.4	4.3	4.3	4.2	4.3
3. Demonstrates understanding of the stages and processes of adult development and family life.	3.8	3.9	3.7	3.9	3.6	3.8	4.0	3.7	3.8	3.4
4. Demonstrates understanding of the potential effects of poverty, racism, sexism, homophobia, violence, and other forms of oppression on human behavior.	4.3	4.3	4.3	4.3	3.9	4.3	4.4	4.2	4.3	4.3
5. Demonstrates understanding of the influence of culture on human behavior and family dynamics.	4.1	4.4	4.3	4.3	4.0	4.4	4.2	4.2	4.3	4.4
6. Demonstrates understanding of how the strengths perspective and empowerment approaches can influence growth, development, and behavior change.	4.3	4.4	4.4	4.6	4.2	4.4	4.4	4.3	4.2	4.4
ALL HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT COMPETENCIES MEAN SCORES	4.1	4.2	4.2	4.2	3.9	4.2	4.2	4.1	4.1	4.1



ETHNIC SENSITIVE AND MULTICULTURAL PRACTICE COMPETENCIES	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009	Mean Score 2008	Mean Score 2007	Mean Score 2006
1. Demonstrates sensitivity to clients' differences in culture, ethnicity, and sexual orientation.	4.2	4.4	4.4	4.6	4.4	4.4	4.4	4.3	4.2	4.7
2. Demonstrates the ability to conduct an ethnically and culturally sensitive assessment of a child and family and to develop an appropriate intervention plan.	3.8	4.0	4.0	4.2	3.6	3.9	3.9	3.6	3.8	3.7
3. Demonstrates understanding of the importance of a client's primary language and support its use in providing child welfare assessment and intervention services.	4.1	4.2	4.1	4.3	3.9	3.8	4.1	3.9	4.0	4.5
4. Demonstrates understanding of the influence and value of traditional, culturally based childrearing practices and use this knowledge in working with families.	3.9	4.1	3.9	4.2	3.8	4.0	4.1	3.9	3.9	3.9
5. Demonstrates the ability to collaborate with individuals, groups, community-based organizations, and government agencies to advocate for equitable access to culturally sensitive resources and services.	3.5	4.1	3.9	3.8	3.6	3.6	4.0	3.7	3.7	3.5
ALL ETHNIC SENSITIVE AND MULTICULTURAL PRACTICE COMPETENCIES MEAN SCORES	3.9	4.2	4.1	4.2	3.9	3.9	4.1	3.9	3.9	4.1



CORE CHILD WELFARE PRACTICE COMPETENCIES	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009	Mean Score 2008	Mean Score 2007	Mean Score 2006
6. Is able to identify the multiple factors of social and family dynamics in child abuse and neglect, including the interaction of individual, family, and environmental factors.	4.0	3.9	4.1	4.2	3.9	4.1	4.1	4.0	3.8	3.7
7. Demonstrates understanding of the strengths-based “person in environment” perspective, and awareness of strengths which act to preserve the family and protect the child.	4.1	4.3	4.4	4.5	4.1	4.5	4.4	4.1	4.1	3.9
8. Demonstrates awareness and beginning understanding of the physical, emotional, and behavioral indicators of child neglect and abuse, child sexual abuse, substance abuse, and mental illness in child victims and their families—and be able to relate these indicators to Title 9, Title 30, and to DYFS policy.	3.9	3.8	3.8	4	3.9	4.0	4.1	3.8	3.7	2.9
9. Is developing knowledge of the forms and mechanisms of oppression and discrimination in the lives of low-income and single-parent families and uses this knowledge in providing appropriate services.	3.8	3.9	4.1	4.1	3.8	4.1	3.8	3.8	3.8	3.5
10. Demonstrates an understanding of the dual responsibility of the child welfare case worker to protect children and to provide appropriate services to enable families to care for their children, including pre-placement preventive services.	4.1	4.2	4.3	4.3	4.1	4.3	4.2	4.1	4.0	3.7
11. Demonstrate understanding of the dynamics of all forms of family violence, and the importance of culturally sensitive case plans for families and family members to address these problems.	3.7	4.1	4.0	4.0	3.8	3.7	4.0	3.7	3.7	3.3



CORE CHILD WELFARE PRACTICE COMPETENCIES (CONTINUED)	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009	Mean Score 2008	Mean Score 2007	Mean Score 2006
12. Recognizes the need to monitor the safety of the child by initial and ongoing assessment of risk, especially for children with special needs.	4.0	4.1	4.3	4.5	4.0	4.0	4.3	4.1	4.0	3.7
13. Demonstrates a beginning understanding of legal process and the role of social workers and other professionals in relation to the courts, including policy issues and legal requirements affecting child welfare practice.	3.6	3.5	3.6	3.4	3.7	3.2	3.8	3.4	3.5	2.7
14. Is in the process of developing a knowledge base about the effects of attachment, separation, and placement experiences for the child and the child's family and the effects on the child's physical, cognitive, social, and emotional development	3.7	4.0	3.9	3.8	3.6	3.8	3.8	3.8	3.8	3.7
15. Is in the process of developing an understanding of the importance of evidence-based practice and a basic understanding of empirical research.	3.6	4.0	3.8	3.9	3.4	3.4	3.9	3.6	3.6	3.1
16. Demonstrates awareness of the principles of concurrent and permanency planning with regard to younger children as well as planning for older children about to terminate from the child welfare system.	3.5	3.7	4.0	3.9	3.8	4.0	3.8	3.7	3.7	3.3
17. Is developing the capacity to utilize the case manager's role in creating a helping system for clients, including working collaboratively with other disciplines and involving and working collaboratively with biological families, foster families, and kin networks.	3.7	3.9	3.8	3.9	3.8	4.0	3.8	3.8	3.8	3.5



CORE CHILD WELFARE PRACTICE COMPETENCIES (CONTINUED)	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009	Mean Score 2008	Mean Score 2007	Mean Score 2006
18. Shows understanding of the value base of the profession and its ethical standards and principles, and practices accordingly.	4.3	4.2	4.3	4.5	4.1	4.3	4.1	4.1	4.1	4.0
19. Demonstrates the appropriate use of power and authority in professional relationships, as well as the dynamics of engaging and working with involuntary clients.	4.1	4.0	4.0	4.3	3.8	4.0	3.9	3.8	3.8	3.1
20. Demonstrates the ability to assess his or her own emotional responses to clients, co-workers, and situations.	4.3	4.4	4.2	4.4	4.3	4.1	3.9	3.9	3.9	3.8
21. Demonstrates an understanding of the importance of the termination process, with clients and with systems.	3.7	4.2	4.0	4.0	3.9	3.8	3.9	3.8	3.8	3.5
22. Demonstrates an understanding of the critical importance of documentation in public child welfare.	4.5	4.5	4.6	4.6	4.4	4.7	4.4	4.4	N/A	N/A
ALL CORE CHILD WELFARE PRACTICE COMPETENCIES MEAN SCORES	3.9	4.0	4.1	4.1	3.9	4.0	4.0	3.9	3.8	3.5

TABLE B
CHILD WELFARE TRAINEE ASSESSMENT
 (By Field Instructors)

June, 2015 (Academic Year 2014-15) Results

Return rate: 88% (28 of 33 field instructors)

The table below reflects field instructors' assessment of their students' progress on achieving the 35 child welfare competencies that the BCWEP curriculum is designed to teach. The highlighted column contains mean scores for 2013-2014. Mean scores from the first nine years of the program (2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, 2011-12, 2012-13, 2013-14) are also included. Field instructors were asked to rate students' level of preparedness on a scale of 1-5, where 1 = inadequately prepared, 2 = fairly well prepared, 3 = adequately prepared, 4 = well prepared, and 5 = very well prepared.

WORKPLACE MANAGEMENT COMPETENCIES	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009	Mean Score 2008	Mean Score 2007	Mean Score 2006
1. Demonstrates knowledge of the basic structure of DYFS and child welfare practice, including Title 30, Title 9, and Adoption and Safe Families Act of 1997.	4.0	4.1	4.0	4.2	4.1	4.2	4.2	4.1	4.0	2.8
2. Understands the vision, values, mission, mandates and desired outcomes of the New Jersey Child Welfare System.	4.2	4.1	4.3	4.4	4.4	4.2	4.3	4.3	4.4	3.2
3. Is able to work productively with agency staff, supervisors, and clients in an environment characterized by human diversity.	4.2	4.2	4.5	4.5	4.6	4.3	4.5	4.4	4.6	3.8
4. Demonstrates an awareness of community resources available for children and families and have a working knowledge of how to utilize these resources in achieving case goals.	3.7	3.5	3.8	3.8	4.0	3.9	3.8	4.0	3.9	3.3
5. Has a working knowledge of collaboration with multidisciplinary teams and can work productively with team members in implementing case plans.	3.7	3.6	4.0	4.1	3.8	3.9	3.8	4.0	4.2	3.7
6. Is able to plan, prioritize, and complete activities within appropriate time frames.	4.1	3.8	4.3	4.5	4.2	4.0	4.3	4.2	4.4	3.3
7. Is aware of potential work-related stress factors and begin to develop appropriate self-care strategies.	4.2	3.8	4.1	4.1	3.8	3.9	3.9	4.1	4.3	3.3
ALL WORKPLACE MANAGEMENT COMPETENCIES MEAN SCORES	4.0	3.9	4.1	4.2	4.1	4.1	4.1	4.2	4.3	3.3



HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT COMPETENCIES	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009	Mean Score 2008	Mean Score 2007	Mean Score 2006
8. Demonstrates understanding of the stages, processes, and milestones of physical, cognitive, social, and emotional development of children and young adults—and how it is determined and assessed.	3.9	3.9	4.0	4.4	3.9	3.9	4.0	3.9	4.0	3.0
9. Understands the profound negative impact of child maltreatment on children’s health and development.	3.9	3.9	4.2	4.4	4.1	4.1	4.2	4.1	4.1	3.7
10. Demonstrates understanding of the stages and processes of adult development and family life.	3.8	3.9	4.0	4.1	4.0	3.9	3.9	4.1	4.0	2.7
11. Demonstrates understanding of the potential effects of poverty, racism, sexism, homophobia, violence, and other forms of oppression on human behavior.	4.0	3.8	4.0	4.3	4.1	3.9	4.0	4.3	4.2	2.8
12. Demonstrates understanding of the influence of culture on human behavior and family dynamics.	3.9	4.2	4.1	4.3	4.0	3.9	4.1	4.3	4.2	3.5
13. Demonstrates understanding of how the strengths perspective and empowerment approaches can influence growth, development, and behavior change.	4.2	3.9	4.2	4.4	4.1	4.1	4.1	4.3	4.3	3.2
ALL HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT COMPETENCIES MEAN SCORES	4.0	3.9	4.1	4.3	4.0	4.0	4.1	4.2	4.2	3.1



ETHNIC SENSITIVE AND MULTICULTURAL PRACTICE COMPETENCIES	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009	Mean Score 2008	Mean Score 2007	Mean Score 2006
14. Demonstrates sensitivity to clients' differences in culture, ethnicity, and sexual orientation.	4.0	4.2	4.3	4.4	4.2	4.2	4.4	4.5	4.3	3.7
15. Demonstrates the ability to conduct an ethnically and culturally sensitive assessment of a child and family and to develop an appropriate intervention plan.	3.8	3.9	3.7	4.2	4.0	3.9	4.0	4.2	4.0	2.7
16. Demonstrates understanding of the importance of a client's primary language and support its use in providing child welfare assessment and intervention services.	4.0	4.0	4.0	4.2	4.0	3.9	4.3	4.3	4.2	3.7
17. Demonstrates understanding of the influence and value of traditional, culturally based childrearing practices and use this knowledge in working with families.	3.8	4.0	3.9	4.2	3.8	3.9	4.0	4.0	4.2	3.5
18. Demonstrates the ability to collaborate with individuals, groups, community-based organizations, and government agencies to advocate for equitable access to culturally sensitive resources and services.	3.8	3.7	4.0	4.3	4.1	4.0	4.0	4.1	4.1	3.5
ALL ETHNIC SENSITIVE AND MULTICULTURAL PRACTICE COMPETENCIES MEAN SCORES	3.9	4.0	4.0	4.3	4.0	4.0	4.1	4.2	4.2	3.4



CORE CHILD WELFARE PRACTICE COMPETENCIES	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009	Mean Score 2008	Mean Score 2007	Mean Score 2006
19. Is able to identify the multiple factors of social and family dynamics in child abuse and neglect, including the interaction of individual, family, and environmental factors.	4.0	3.9	3.9	4.2	4.0	4.0	3.9	4.2	4.1	3.2
20. Demonstrates understanding of the strengths-based “person in environment” perspective, and awareness of strengths which act to preserve the family and protect the child.	3.9	3.9	4.1	4.4	3.9	4.2	4.0	4.3	4.1	2.8
21. Demonstrates awareness and beginning understanding of the physical, emotional, and behavioral indicators of child neglect and abuse, child sexual abuse, substance abuse, and mental illness in child victims and their families—and be able to relate these indicators to Title 9, Title 30, and to DYFS policy.	3.8	3.8	3.8	4.1	3.8	4.1	3.9	4.1	4.0	2.0
22. Is developing knowledge of the forms and mechanisms of oppression and discrimination in the lives of low-income and single-parent families and uses this knowledge in providing appropriate services.	3.9	3.9	3.8	4.3	3.7	3.9	3.9	4.0	4.1	2.3
23. Demonstrates an understanding of the dual responsibility of the child welfare case worker to protect children and to provide appropriate services to enable families to care for their children, including pre-placement preventive services.	3.9	4.0	4.0	4.2	3.9	4.2	3.9	4.2	4.3	3.5
24. Demonstrate understanding of the dynamics of all forms of family violence, and the importance of culturally sensitive case plans for families and family members to address these problems.	3.9	3.8	3.9	4.2	3.7	4.0	3.9	4.0	4.1	2.0



CORE CHILD WELFARE PRACTICE COMPETENCIES (CONTINUED)	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009	Mean Score 2008	Mean Score 2007	Mean Score 2006
25. Recognizes the need to monitor the safety of the child by initial and ongoing assessment of risk, especially for children with special needs.	3.9	3.9	4.1	4.2	4.0	4.2	4.3	3.9	4.1	3.5
26. Demonstrates a beginning understanding of legal process and the role of social workers and other professionals in relation to the courts, including policy issues and legal requirements affecting child welfare practice.	3.9	4.0	3.7	4.0	3.8	3.9	3.8	3.8	4.1	2.8
27. Is in the process of developing a knowledge base about the effects of attachment, separation, and placement experiences for the child and the child's family and the effects on the child's physical, cognitive, social, and emotional development.	3.6	3.4	3.8	4.0	3.9	3.9	3.8	3.7	4.0	2.0
28. Is in the process of developing an understanding of the importance of evidence-based practice and a basic understanding of empirical research.	3.5	3.3	3.8	3.9	3.6	3.9	3.8	3.8	4.0	1.7
29. Demonstrates awareness of the principles of concurrent and permanency planning with regard to younger children as well as planning for older children about to terminate from the child welfare system.	3.7	3.5	3.6	4.0	3.6	4.1	3.8	3.7	4.0	2.8
30. Is developing the capacity to utilize the case manager's role in creating a helping system for clients, including working collaboratively with other disciplines and involving and working collaboratively with biological families, foster families, and kin networks.	3.8	3.7	4.0	4.3	3.8	4.1	3.9	3.9	4.3	3.3



CORE CHILD WELFARE PRACTICE COMPETENCIES (CONTINUED)	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009	Mean Score 2008	Mean Score 2007	Mean Score 2006
31. Shows understanding of the value base of the profession and its ethical standards and principles, and practices accordingly.	4.1	3.9	4.2	4.3	4.0	4.2	4.3	4.2	4.2	3.3
32. Demonstrates the appropriate use of power and authority in professional relationships, as well as the dynamics of engaging and working with involuntary clients.	3.8	3.7	3.8	4.3	3.7	4.1	3.9	4.1	4.3	2.7
33. Demonstrates the ability to assess his or her own emotional responses to clients, co-workers, and situations.	3.8	3.6	4.1	4.1	3.9	4.1	4.0	4.1	4.3	2.8
34. Demonstrates an understanding of the importance of the termination process, with clients and with systems.	3.7	3.5	3.5	4.0	3.7	4.0	3.7	3.9	4.0	2.8
35. Demonstrates an understanding of the critical importance of documentation in public child welfare.	4.2	3.9	4.4	4.4	4.4	4.4	4.2	4.3	4.4	N/A
ALL CORE CHILD WELFARE PRACTICE COMPETENCIES MEAN SCORES	3.9	3.8	3.9	4.2	3.9	4.1	3.9	4.0	4.1	2.7







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101 Vera King Farris Drive | Galloway NJ 08205
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