



# BCWEP

## BACCALAUREATE CHILD WELFARE EDUCATION PROGRAM 2018-2019 ANNUAL REPORT

### *LESSONS LEARNED AND RECOMMENDATIONS FOR PROGRAM ENHANCEMENT*



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Ramapo College of NJ  
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## 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 2018-2019 academic year are Centenary University 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. Ten years of data are provided here, with the last column containing totals from all 15 cohorts since the inception of the program (including the first year of the federal grant).

**BCWEP/FEDERAL CHILD WELFARE TRAINEESHIPS: 10-YEAR DATA  
APPLICATIONS/ACCEPTANCES/COMPLETIONS/EMPLOYMENT IN CASEWORKER POSITIONS**

	COHORT 6 2009-10	COHORT 7 2010-11	COHORT 8 2011-12	COHORT 9 2012-13	COHORT 10 2013-14	COHORT 11 2014-15	COHORT 12 2015-16	COHORT 13 2016-17	COHORT 14 2017-18	COHORT 15 2018-19	ALL COHORTS 2004-2019
# of Applicants	79	68	87	78	91	66	66	82	74	72	<b>1062</b>
#/% offered and accepting traineeship	30 (38%)	30 (44%)	33 (38%)	30 (38%)	26 (29%)	36 (55%)	36 (55%)	36 (44%)	41 (55%)	36 (50%)	<b>563 (53%)</b>
# terminated prior to com- pletion	1	1	0	0	0	3	3	2	2	1	<b>20</b>
# completing traineeship (AYs 2004-05 to 2015-16)	29	29	33	30	26	33	33	34	39	35	<b>543</b>
# not graduated yet	0	0	0	0	0	0	0	0	0	0	<b>0</b>
# hired (as of 11/1/2018)	28	29	32	29	25	33	33	32	39	34	<b>528</b>
# not hired	1	0	1	1	1	0	0	2	0	0	<b>14</b>
# waiting to be hired	0	0	0	0	0	0	0	0	0	1	<b>1</b>

There has been significant interest in the program. Although applicants are aware that admission to BCWEP is competitive, the number of applicants per year has remained high. Our ability to accept a higher number of applicants has contributed to a fairly steady acceptance rate over the past five cohorts. The number of BCWEP graduates who have entered into employment at the Division of Child Protection and Permanency has risen steadily from its initial 14 to 528.

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=31)	TRAINEES FIRST EMPLOYED IN 2016 (N=31)	TRAINEES FIRST EMPLOYED IN 2017 (N=35)	TRAINEES FIRST EMPLOYED IN 2018 (N=39)	TRAINEES FIRST EMPLOYED IN 2019 (N=39)
	Federal only	BCWEP/Federal	BCWEP/Federal	BCWEP/Federal	BCWEP/Federal	BCWEP only	BCWEP only	BCWEP only	BCWEP only	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%)	29 (94%)	30 (97%)	35 (100%)	36 (92%)	N/A
# (%) retained in employment for 2 years	14 (100%)	17 (81%)	55 (89%)	63 (94%)	45 (98%)	26 (93%)	22 (76%)	27 (84%)	26 (90%)	25 (93%)	28 (90%)	29 (94%)	31 (89%)	N/A	N/A
# (%) retained in employment for 3 years	14 (100%)	15 (71%)	51 (82%)	55 (82%)	39 (85%)	25 (89%)	18 (62%)	21 (66%)	24 (83%)	20 (74%)	23 (74%)	22 (71%)	N/A	N/A	N/A
# (%) retained in employment for 4 years	14 (100%)	15 (71%)	50 (81%)	51 (76%)	37 (80%)	24 (86%)	18 (62%)	18 (56%)	20 (69%)	18 (67%)	20 (65%)	N/A	N/A	N/A	N/A
# (%) retained in employment for 5 years	14 (100%)	13 (62%)	45 (72%)	47 (70%)	34 (74%)	23 (82%)	16 (55%)	14 (44%)	20 (69%)	17 (63%)	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%)	22 (79%)	13 (45%)	14 (44%)	20 (69%)	N/A	N/A	N/A	N/A	N/A	N/A
# (%) retained in employment for 7 years	14 (100%)	11 (52%)	44 (71%)	45 (67%)	32 (70%)	21 (75%)	11 (38%)	13 (41%)	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%)	44 (66%)	30 (65%)	17 (61%)	11 (38%)	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%)	43 (69%)	43 (64%)	28 (61%)	16 (57%)	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%)	10 (48%)	40 (65%)	42 (63%)	28 (61%)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
# (%) retained in employment for 11 years	14 (100%)	10 (48%)	40 (65%)	42 (63%)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
# (%) retained in employment for 12 years	14 (100%)	10 (48%)	40 (65%)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
# (%) retained in employment for 13 years	14 (100%)	9 (43%)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Five hundred twenty-eight (528) individuals have moved into positions within the child welfare workforce. Across all fifteen cohorts of the program, of those who successfully completed the program and accepted caseworker positions, 358 (68%) 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)! Remarkably, 100% of our original cohort is still on the job.



The next table summarizes data on BCWEP student ethnic self-identification. We have used the ethnic designations used by the U.S. Census. Again, ten years of data are provided here, with the last column containing totals from all 15 cohorts since the inception of the program (including the first year of the federal grant).

### 2009-19 BCWEP STUDENTS BY ETHNICITY

Ethnicity	# of Students 2009-10	# of Students 2010-11	# of Students 2011-12	# of Students 2012-13	# of Students 2013-14	# of Students 2014-15	# of Students 2015-16	# of Students 2016-17	# of Students 2017-18	# of Students 2018-19	TOTAL 2004 - 2018	
											#	%
African American	12	6	5	6	5	9	11	8	7	9	<b>160</b>	<b>29.0%</b>
Asian	1	0	1	0	0	1	1	0	0	0	<b>13</b>	<b>2.3%</b>
Hawaiian/ Pacific Islander	0	0	1	1	0	0	0	1	1	0	<b>4</b>	<b>1.0%</b>
Hispanic/ Latino	6	6	6	6	8	9	7	8	17	16	<b>123</b>	<b>22%</b>
Native American	0	0	0	0	0	0	1	0	1	0	<b>3</b>	<b>1.0%</b>
Other	0	1	0	0	1	1	0	2	0	0	<b>6</b>	<b>1.0%</b>
White	11	17	20	17	12	16	16	15	18	12	<b>249</b>	<b>45%</b>
<b>TOTAL</b>	<b>30</b>	<b>30</b>	<b>33</b>	<b>30</b>	<b>26</b>	<b>36</b>	<b>36</b>	<b>33</b>	<b>43</b>	<b>37</b>	<b>558</b>	<b>100.0%</b>

Sixty-eight percent (68%) of this year's cohort identified their ethnicity as other than white. In fact, when all cohorts are considered together, about fifty-five percent (55%) 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. One hundred sixty-eight (31.8%) of the 528 hired BCWEP graduates accepted have brought this skill to their work with DCP&P. Ten years of data are provided here, with the last column containing totals from all 15 cohorts since the inception of the program (including the first year of the federal grant).

**2009-2019  
BCWEP STUDENTS  
BY LANGUAGES SPOKEN OTHER THAN ENGLISH**

Languages Spoken	# of Students 2009-10	# of Students 2010-11	# of Students 2011-12	# of Students 2012-13	# of Students 2013-14	# of Students 2014-15	# of Students 2015-16	# of Students 2016-17	# of Students 2017-18	# of Students 2018-19	TOTAL 2004-2018
Spanish	6	4	7	5	7	7	7	8	17	14	<b>114</b>
Creole	1	0	0	0	0	0	0	2	1	2	<b>12</b>
Portuguese	0	0	1	0	0	1	3	3	1	1	<b>11</b>
French	1	0	1	0	0	0	0	0	0	1	<b>7</b>
Arabic	0	1	0	0	0	0	1	1	0	1	<b>5</b>
Polish	0	0	0	0	1	0	0	0	1	0	<b>4</b>
Tagalog	0	0	1	0	0	0	0	0	0	0	<b>2</b>
Vietnamese	0	0	0	0	0	0	0	0	0	0	<b>2</b>
Russian	0	0	1	0	0	0	0	0	0	0	<b>1</b>
Bulgarian	0	0	1	0	0	0	0	0	0	0	<b>1</b>
Edo (Nigerian)	0	0	0	0	0	0	0	0	0	0	<b>1</b>
Bini (Nigerian)	0	1	0	0	0	0	0	0	0	0	<b>1</b>
Turkish	0	0	0	0	0	0	0	0	0	0	<b>1</b>
Korean	0	1	0	0	0	0	0	0	0	0	<b>1</b>
Italian	0	0	0	0	0	0	0	0	0	0	<b>1</b>
Cantonese	1	0	0	0	0	0	1	1	0	0	<b>3</b>
Mandarin	0	0	0	0	0	0	1	1	0	0	<b>2</b>
Dutch	0	1	0	0	0	0	0	0	0	0	<b>1</b>
<b>TOTAL</b>	<b>9</b>	<b>7</b>	<b>12</b>	<b>5</b>	<b>8</b>	<b>8</b>	<b>13</b>	<b>13</b>	<b>20</b>	<b>19</b>	<b>168</b>





## PROGRAM OUTCOMES 2018-2019

### **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). The response rate was 100%, with results from all 39 students completing the program. Participants 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 almost the same mean scores as 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* as last year)

**Human Behavior and the Social Environment: 4.3** (0.1 *higher* than last year)

**Ethnic Sensitive and Multicultural Practice Competencies: 4.2** (0.1 *higher* than last year)

**Core Child Welfare Practice Competencies: 4.1** (0.1 *lower* than last year)

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

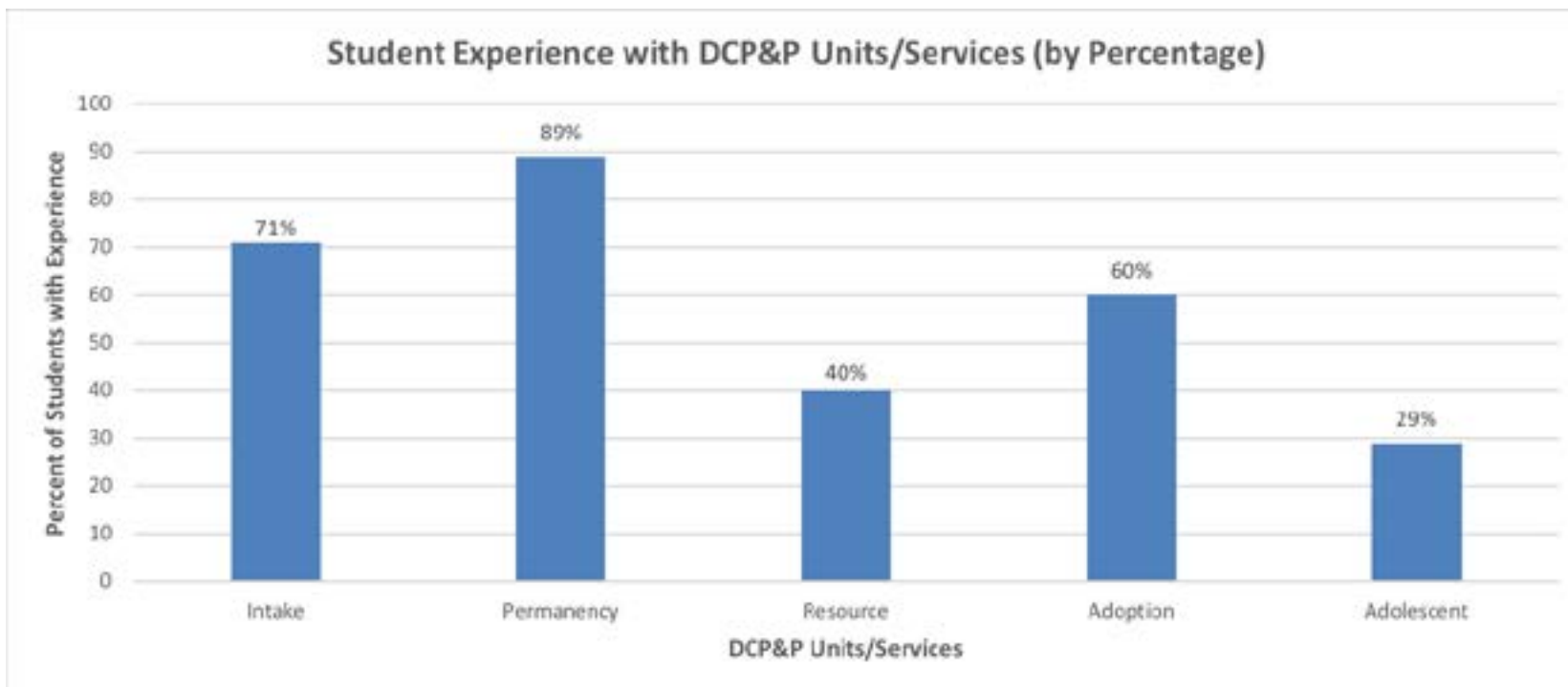
To elicit further assessment of the BCWEP program as a whole (the social work programs' generalist practice curriculum, child welfare coursework, field placement experiences, and the DCF Work Readiness Training) graduating students were asked to respond to several open-ended questions. A summary of the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



## DCP&P Units/Services Experienced by BCWEP Interns

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

During the 2018-2019 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:



Unfortunately, the data suggests that seven students experienced only one unit this year. This comes just a year after we were finally able to eradicate this problem for students last year—something that had been a programmatic goal for years. It is unclear why or how this change occurred. We had made steady progress on the issue for years, and nothing substantial changed with our approach to students or field instructors. Nevertheless, we will put additional emphasis on this in the future. It is something we view as essential in preparing students for their eventual work assignments. While the amount of time a student actually spends in each unit varies considerably, the ability to understand how a case moves through the different units and services of DCP&P is important.



## 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 the supportive community fostered by the program's staff and structure. 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	18
Work Readiness Trainings and Simulations	10
Structure and Organization of Program	7
Support of Program Staff and BCWEP Community	6

#### Hands-on Employment Preparation and Experience with DCP&P

- It gives you the opportunity to get your feet wet before you are held accountable by the agency. It allows you to get a good picture of what the work involves.
- Introduces students to policy, protocols, skills; teaches students the different tools utilized when assessing clients; introduces students to child welfare foundation; prepares trainees for future employment.
- Opportunities to engage with clients, shadowing workers, documentation practice, interacting with collateral contacts, learning the job at the basic level, supervision.

#### Work Readiness Trainings and Simulations

- The trainings brought great information to bring back and apply in the agency, as well as have a better understanding of the agency's function.
- The trainings (WRT) that coincide with the field work is extremely helpful. The networking and sharing of experiences with our peers from other schools who were placed in different counties.

#### Structure and Organization of Program

- I feel that coming up with my learning contract gave myself and my supervisor a better idea of what specific tasks I should focus on as an intern. The biggest strength is that the program is teaching new BSW students how to advocate for vulnerable families.
- Exposing interns to DCP&P with a safety net is an excellent idea. I liked that I got to interact with workers doing their jobs. It gave me a sense of realness, without the responsibilities. Many of the workers were ideal role models.



## Support of Program Staff and BCWEP Community

- There's so much support from the BCWEP team, understanding and accommodation.
- This program offers a lot of knowledge and support to participants. Coordinators are always available for questions or guidance and respond in a timely manner.

## Students' Perceptions of Their Professional Preparation

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 some reservations about their readiness, mostly because they felt something had been lacking in their fieldwork experience.

### Well Prepared

- I feel very prepared. Being out in the field was a great experience. Learning documentation and SPIRIT has prepared me to be not only professional in the field but in the office.
- My experience as a BCWEP trainee was very helpful in preparing me for my professional role. I learned a lot about not only the child welfare system but also what an office climate is like and how it feels to report to a supervisor all the time—a new experience for me.
- I noticed almost immediately how much more advanced we were at our placements versus new workers. The all-encompassing nature of learning in the classroom, training and applying it to our internship was helpful.

### Some Reservations About Being Well Prepared

- I think I had a lot of experience but still have so many questions. I'm still unclear on proper steps to take, like exactly what comes next at each stage in a case. However, I do know more than the trainees just coming in.

## Students' Perceptions about Field Instructors' Helpfulness

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). The mean rating was 8.2, which is 0.5 lower than last year's mean. Over the years, students have generally rated their field instructors high on this scale. This is likely due, at least in part, to the extra level of attention and monitoring that BCWEP participants receive. We exhort students to notify the program immediately if field experiences are not satisfactory, so that effective interventions can occur early in the year. Still, as usual, this cohort of students did have a few dissatisfied students who gave their field instructors low ratings.



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

### Positive

- My field instructor was always there for me when asking questions, experienced in the field, and helpful with school assignments. She made me feel appreciated in the office and know that this is the career for me.
- She was great! She really took the time to answer my questions and always gave me opportunities to learn. She connected me to other supervisors so that I could get the exposure.
- She was very receptive to me and helpful. She understood that I the first semester I worked mostly with the intake unit, so she had me working more with permanency this semester. She also role-played with me, showed me how to write case plans/allowed me to document and do case plans. She is very knowledgeable and answered any questions I had.
- My instructor worked often to find experiences for me to have and gave me adequate direction where to find new information

### Some Reservations

- I wish we had more one-on-one time and more structure/organization.
- Very disappointed in my field instructor. Maybe had supervision once ALL year. Never assigned me anything to do.

## 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 NJ SPIRIT access/training were the major areas identified for possible changes. Here are the themes that emerged when students' comments were analyzed.

### Students' Suggestions for Changes Needed in BCWEP

Areas Identified for Change	Frequency Mentioned
Suggestions for More Effective and Complete Fieldwork Experience	13
Field Instructors' Understanding of Expectations	7
Changes to Work Readiness Content, Style and Structure	6
General Suggestions Related to Financial Assistance and Logistics	5



Here are examples of student comments:

### **Suggestions for More Effective and Complete Fieldwork Experience**

- If possible, work with corresponding school so students only do one learning contract instead of two, as it can be overwhelming to complete both.
- What I would change about the traineeship is the intern's opportunities to go out with workers. Sometimes it's difficult for us as students to find someone to go out with because workers would rather be alone and feel like we are intruding, despite the fact that we are there to learn.
- I believe casework supervisors should not have interns. We should be assigned to a regular supervisor so that time is made for us and we can get actual feedback.
- Increase the communication between BCWEP staff and field instructor to ensure interns are learning everything they should be.

### **Field Instructors' Understanding of Expectations**

- Follow up with supervisors to make sure they are giving one hour per week of supervision time. At moments I felt there was no time for the student, so I usually figured it out with workers!
- The only fault I see from my experience and others is supervisors' willingness to be teachers. The program is set up in a way that expects supervisors to do more than just sign off on fieldwork hours and do basic paperwork.
- I felt that field instructor did not have much awareness about what I was/was not allowed to do. I wish there was more communication between her and the program about that. She was under the impression that I shouldn't be conducting interviews or MVRs, so I had limited ability to engage.

### **Changes to Work Readiness Content, Style and Structure**

- Car seat training should be at the beginning of the 1st semester. Having more trainers who worked for DCPD and can make trainings more interactive.
- We should not have training on Fridays, since it's the weekend and always high on traffic.
- They should have a past BCWEP come to the trainings to speak on their experiences.

### **General Suggestions Related to Financial Assistance and Logistics**

- I understand this may be difficult to accomplish but finding a solution to individual intern parking costs. Depending on the LO, some are expected to pay about \$30 a week, which can be tough. An agreement with LO's to provide interns with parking vouchers would be of great assistance.
- I feel that this program provides a great opportunity to participants. However, I feel the driving record should not be reflected over a 5-year span. I understand it's important, as we are transporting individuals – but my tickets from when I was 20 should not affect my potential termination from this program.

## **Students' Perceptions of Their Roles as Change Agents**

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?*



Almost all students expressed that they felt ready to play a role in the transformation of New Jersey's Public Child Welfare System. Several students expressed any reservations about their readiness, citing a desire to have more knowledge and training. 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
<b>Yes, I Feel Prepared</b>	
Have Social Work Knowledge, Skills, Values, and Experience	12
Have Positivity, Excitement, and Passion	7
Have Knowledge of the DCP&P System's Policy and Practice	5
<b>No, I Lack Confidence that I am Fully Prepared</b>	7

#### Have Social Work Knowledge, Skills, Values, and Experience

- Yes! I loved being out in the field and engaging with families. Some of the workers have complimented me on my engagement skills. I am very comfortable with speaking with people. I feel very prepared.
- Yes, I am prepared. I will implement the knowledge that I have gained into my practice to effectively assist children/families in the child welfare system.
- I feel ready to interact with/advocate for families of all backgrounds; mental health, substance use, DV/sexual abuse, etc.

#### Have Enthusiasm, Excitement and Passion

- I definitely do have the desire to help transform the child welfare system for the better.
- I do feel personally prepared in regards to compassion, drive, and sincerity.

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

- I feel confident in my documentation skills and my ability to engage. With practice I feel as though I will become more confident.
- Yes. I felt confident because of the training and observation at DCP&P.

#### No, I Don't Feel Fully Prepared Because I Lack Knowledge or Skill

- I feel as though I have all the tools but still so many questions. I know some policies but not enough. I do believe I am prepared but also extremely nervous. I wish I knew more about litigation.



- I feel as though I am not prepared solely because at my internship I didn't get the exposure or experience I will need when transitioning into a worker.

### **Additional Comments Shared by Students**

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

Approximately 40% 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 miscellaneous suggestions for improvement, all of which had already been reflected in responses to previous questions, above. Below are some of students' actual responses.

#### **Positive Comments and Gratitude:**

- Thank you for this opportunity, it has truly transformed my life. Before BCWEP, I was very unsure of my path. Social work is so vast and filled with possibilities, that I feared I would get lost in the opportunities. Now I have a place and a purpose, and it is all due to BCWEP. So, again, thank you.
- I thoroughly enjoyed the program and would highly recommend it to others interested in child welfare.

### **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 details field instructor's ratings of the 2017-18 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 lower than last year and also lower than students' self-assessments this year. Average scores in the four targeted competency areas were as follows:

**Workplace Management Competencies: 4.0** (the same as last year—and 0.1 lower than this year's student self-evaluation)

**Human Behavior and the Social Environment: 4.1** (up 0.1 from last year—and 0.2 lower than this year's student self-evaluation)

**Ethnic Sensitive and Multicultural Practice: 4.1** (up 0.1 from last year—and 0.1 lower than this year's student self-evaluation)

**Core Child Welfare Practice Competencies: 3.9** (the same as last year —and 0.2 lower than this year's student self-evaluation)

This year, field instructor ratings were all at the "Adequately Prepared" or "Well Prepared" levels. Interestingly, this is the second consecutive year that field instructor ratings are all lower than students' self-ratings. This may suggest that students are leaving the program with greater confidence than in previous years. 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. Thirty-five (35) field instructors returned the open-ended questionnaires, a 100% 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

*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 4.2, an indication that field instructors generally found the BCWEP Competency-Based Learning Plan very useful for creating learning experiences for their students.

### 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:

- Restructure learning assessment as many categories do not apply and cannot be observed at DCP&P.
- It should be simplified and made more practical. This makes it easier for the Field Instructor, student, and the respective school liaison to track.
- Provide field instructors with model learning plans that can be used as guidelines to develop plans with incoming interns.

### Usefulness of the Learning Path Guide

*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, Cumberland/Gloucester/Salem Area Team Lead)? Did this guide help you in planning learning experiences for your students?*

Most 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 one individual stated that she was unsure if she had received the guide. It was distributed to all field instructors at the BCWEP Orientation and mailed to those not able to be present, so the source of this confusion is unclear.



Here are some examples of field instructor comments:

### **Received it and found it helpful/useful**

- Yes, I thought the guide was very useful and helped structure activities for the intern while in the office.
- This guide is very valuable in helping to ensure that competencies are addressed, and within timeframes that make sense for the work we do.
- Yes, I received a copy. It was a good guide of what to focus on and teach when I would get stuck and wanted to ensure my intern was learning all that was needed.
- Yes. All the material that was provided for the field instructors was very beneficial in working with the student. It was very useful when identifying areas and what was the best exposure for the student.

### **Received, but did not use the *Learning Path***

- Yes, obtained some ideas but didn't follow it specifically. We introduced the intern to certain experiences as they were available. We have a very busy office and challenging commitments. The intern was lucky to gain a great deal of firsthand experience. She is prepared for work with DCP&P.
- I received the plan; however, I did not use it.

## **Field Instructors' Perceptions of BCWEP Students' Professional Preparation**

*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 believe it prepares them well as they have the hands-on experience and their courses allow them to understand how and why an individual function the way they do. My intern was able to apply what was learned during her time in the office, in her trainings as well as when she would accompany others in the field. She was able to keep an open dialogue with me and I could see her grow as an individual. She was always eager to share what was learning during her trainings. I would also go over her class assignments with her.
- From my experience as a BCWEP graduate and supervisor of a student I believe the program is extremely beneficial for social work students in preparing them for their future employment with the Division.
- I think the course work coincides and supports what is done in the offices. I also believe the student interns could benefit from spending more time in the local office. Two days per week does not allow the intern enough time to follow through on tasks given the time sensitive nature of a lot of the work load.
- I think the program is doing a very good job. I truly believe having the students attend our training while completing the internship is beneficial as well. They can incorporate what they learn in the LO when working with staff and the families.



- I believe the BCWEP program is doing its best in preparing the students for the professional roles in this agency. Providing them with part of the pre-service trainings including the simulation process is very important and crucial.
- The traineeship did well in preparing the BCWEP's for their future professional roles at DCP&P. The BCWEP's attended a good amount of foundation courses and the simulation and write up was useful as well.
- This traineeship serves future employees very well. It provides an opportunity to learn about the agency and all of the moving parts without the pressure and responsibility that comes with employment.

### 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. As in past years, the few suggestions that were provided focused on more freedom and access for students, as well as logistical changes affecting field instructors. Here are examples of comments and suggestions:

#### Changes to Students' Internship and Training:

- I believe there should be a greater focus on NJSPIRIT and documentation. As a worker more than half of our time is spent documenting our work in NJSPIRIT and there needs to be more training for new workers to understand this aspect of the work.
- The only thing I would change would be allowing field instructors to have access to the simulation training. I know it was difficult to share due to the size of the video file. Maybe you can consider having us be present during the simulations.
- No, just more hands-on involvement as it pertains to documentation. This is an important part of the job and the more experience students have in documenting in the system, the better prepared they will be in how to navigate through NJSPIRIT.
- BCWEP needs to have interns have access to safe measures. Safe measures is used to track DCP&P workload and is a tool that can enhance an intern's experience and carry over to when they become workers.
- I do believe that the internship program should incorporate a documentation course or guide for potential DCP&P employees since it is such an important component in the work that we do.
- It would have been helpful if the offices the BCWEP's are assigned to could provide an assigned phone and computer for them to use while they are in the office. Also, it would be nice if the supervisor of the BCWEP student could be provided with some training hours.

### Field Instructors' Interest in Working to Enhance BCWEP

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 a third of this year's field instructors expressed willingness to work with BCWEP staff towards enhancing the program. The rest 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 THE 2017-2018 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 (528 hired 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.

**Three recommendations for program enhancement in the 2017-2018 Academic Year were presented with last year's report. The following section lists last year's recommendations and summarizes our progress.**

**Previous Year's Goal #1:** "Implementing the revised Work Readiness Training (WRT) model this academic year was a major effort, led by the Office of Training and Professional Development (OTPD). Throughout the implementation process, formal and informal feedback has been obtained from students, OTPD staff, and DCP&P field instructors. For the 2018-2019 Academic Year, it is our goal to analyze this data and incorporate any necessary changes into the WRT program. After the 2018-2019 BCWEP cohort graduates, we will have two cohorts that have finished the first stage of WRT (while students are interning), and one cohort that has completed both stages (including the remaining foundational trainings that graduates complete once they become employees). This will present us with an opportunity for more comprehensive evaluation of the new WRT model."

We are pleased to report ongoing progress on this goal. During the 2018-19 year, BCWEP staff and the leadership of the Department of Children and Families (DCF) Office of Training and Professional Development (OTPD) did continue to develop the new Work Readiness Training model. In keeping with our previous year's goal, we collected feedback from students and will continue to make improvements to the model as needed in the coming year.

**Previous Year's Goal #2:** "In the 2018-2019 Academic Year, it is our goal to continue to build upon BCWEP's reputation as a supportive community for students and field instructors. This may include investigating possible new methods of communication between BCWEP staff and students. We also hope to explore how we might support the field instructors to an even greater extent, perhaps through more engaging and valuable content presented at the orientation and midyear



meetings. Several field instructors' comments this year expressed a desire for more extensive training on the BCWEP Learning Plan earlier in the year—a request we will attempt to fulfill.”

A limited amount of progress was made on this goal during the past year. BCWEP staff continued to attend each session of the Work Readiness Training. After each session, staff members facilitated a discussion and time of sharing, which gave students the opportunity to talk with each about their ongoing experiences in the field—both challenges and successes. This fostered the sense of group cohesion, community, and support that students value about BCWEP. We also began using a web-based program to send reminders, news, and emergency notifications to our students. For field instructors, we incorporated more training on the Learning Plan at our yearly orientation and mid-year meeting.

**Previous Year's Goal #3:** “A small, but consistent trend in student and field instructor comments over the past few years is a request that BCWEP consider revising the Learning Plan, or giving more specific guidance around fieldwork expectations. Specifically, field instructors (this year, and previously) have requested updating the Learning Plan to include more DCP&P-specific activities and terminology. BCWEP staff will investigate the necessity and viability of such changes in the upcoming year. Both students and field instructors have also consistently requested more explicit lists of expected fieldwork activities and timelines for students. While the Learning Path guide and other BCWEP resources provide some such direction, it is our goal in 2018-2019 to explore whether revision and expansion of these resources is necessary.”

We did not make progress on this goal in the past year. Still, this remains an issue of importance for the health of the program, since the Learning Plan plays a large role in guiding the internship experience. Students and field instructors both recognize that the quality of the internship experience is central to the success of BCWEP, and we want to provide materials that are truly supportive and helpful. Thus, this goal will carry over for the 2019-2020 Academic Year (see Goal #1 below).

### **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 2018-2019 Academic Year are proposed:**

1. A consistent trend in student and field instructor comments over the past few years is a request that BCWEP consider revising the Learning Plan, or giving more specific guidance around fieldwork expectations. Specifically, field instructors have requested updating the Learning Plan to include more DCP&P-specific activities and terminology. BCWEP staff will investigate the necessity and viability of such changes in the upcoming year. Both students and field instructors have also consistently requested more explicit lists of expected fieldwork activities and timelines for students. While the Learning Path guide and other BCWEP resources provide some such direction, it is our goal in 2019-2020 to explore the revision and expansion of these resources.
2. The quality of field instruction that students receive has a tremendous impact on their internship experience and initial impression of child welfare work. The challenge of selecting enthusiastic and invested field instructors for our students remains a challenge. BCWEP staff do not have a large role in the selection process, but we hope to work with DCP&P during the 2019-2020 academic year to revisit this process to see if we might be of assistance. Once selected, it is also our goal to continue to support our field instructors throughout the year with training and communication.



3. For unknown reasons, several students in this year's cohort reported exposure to only one DCP&P unit during their internship. We have been trying to prevent this from happening to our students, and had made steady progress toward that goal for years, so this change is troubling. In the 2019-2020 academic year, we will attempt to ensure that all students get experience in multiple units.

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-NJ). BCWEP continues doing its part to ensure 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 2019 (Academic Year 2018-19) Results  
Return rate: 100% (35 of 35 trainees completing program)

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 2018-2019. Mean scores from the previous ten years of the program are also included for comparison. 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 2019	Mean Score 2018	Mean Score 2017	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009
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	3.8	4.1	3.9	4.0	4.0	4.0	4.2	4.1	4.3	4.1
2. Understands the vision, values, mission, mandates and desired outcomes of the New Jersey Child Welfare System.	4.5	4.3	4.4	4.3	4.4	4.4	4.5	4.6	4.3	4.6	4.4
3. Is able to work productively with agency staff, supervisors, and clients in an environment characterized by human diversity.	4.6	4.5	4.3	4.4	4.5	4.6	4.4	4.4	4.6	4.3	4.1
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.	3.4	3.6	3.6	3.3	3.6	3.6	3.6	3.42	3.6	3.5	3.2
5. Has a working knowledge of collaboration with multidisciplinary teams and can work productively with team members in implementing case plans.	3.8	4.1	3.7	3.6	3.7	3.8	3.7	3.6	3.5	3.7	3.3
6. Is able to plan, prioritize, and complete activities within appropriate time frames.	4.3	4.3	3.9	3.6	4.2	4.2	4.0	4.1	4.0	4.0	3.8
7. Is aware of potential work-related stress factors and begin to develop appropriate self-care strategies.	4.3	4.3	4.4	4.3	4.4	4.4	4.2	4.1	4.0	3.8	3.8
<b>ALL WORKPLACE MANAGEMENT COMPETENCIES MEAN SCORES</b>	<b>4.1</b>	<b>4.1</b>	<b>4.1</b>	<b>4.0</b>	<b>4.1</b>	<b>4.1</b>	<b>4.1</b>	<b>4.0</b>	<b>4.0</b>	<b>4.0</b>	<b>3.8</b>





<b>HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT COMPETENCIES</b>	<b>Mean Score 2019</b>	<b>Mean Score 2018</b>	<b>Mean Score 2017</b>	<b>Mean Score 2016</b>	<b>Mean Score 2015</b>	<b>Mean Score 2014</b>	<b>Mean Score 2013</b>	<b>Mean Score 2012</b>	<b>Mean Score 2011</b>	<b>Mean Score 2010</b>	<b>Mean Score 2009</b>
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	3.8	3.6	3.6	4.1	3.8	3.7	3.6	3.7	3.7
9. Understands the profound negative impact of child maltreatment on children’s health and development.	4.5	4.4	4.0	4.1	4.3	4.3	4.4	4.5	4.1	4.4	4.3
10. Demonstrates understanding of the stages and processes of adult development and family life.	4.0	4.1	3.6	3.8	3.8	3.9	3.7	3.9	3.6	3.8	4.0
11. Demonstrates understanding of the potential effects of poverty, racism, sexism, homophobia, violence, and other forms of oppression on human behavior.	4.2	4.4	4.2	4.1	4.3	4.3	4.3	4.3	3.9	4.3	4.4
12. Demonstrates understanding of the influence of culture on human behavior and family dynamics.	4.4	4.2	4.1	4.1	4.1	4.4	4.3	4.3	4.0	4.4	4.2
13. Demonstrates understanding of how the strengths perspective and empowerment approaches can influence growth, development, and behavior change.	4.5	4.4	4.3	4.2	4.3	4.4	4.4	4.6	4.2	4.4	4.4
<b>ALL HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT COMPETENCIES MEAN SCORES</b>	<b>4.3</b>	<b>4.2</b>	<b>4.0</b>	<b>4.0</b>	<b>4.1</b>	<b>4.2</b>	<b>4.2</b>	<b>4.2</b>	<b>3.9</b>	<b>4.2</b>	<b>4.2</b>

ETHNIC SENSITIVE AND MULTICULTURAL PRACTICE COMPETENCIES	Mean Score 2019	Mean Score 2018	Mean Score 2017	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009
14. Demonstrates sensitivity to clients' differences in culture, ethnicity, and sexual orientation.	4.5	4.3	4.5	4.2	4.2	4.4	4.4	4.6	4.4	4.4	4.4
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	4.0	3.9	3.5	3.8	4.0	4.0	4.2	3.6	3.9	3.9
16. Demonstrates understanding of the importance of a client's primary language and support its use in providing child welfare assessment and intervention services.	4.4	4.2	3.9	3.8	4.1	4.2	4.1	4.3	3.9	3.8	4.1
17. Demonstrates understanding of the influence and value of traditional, culturally based childrearing practices and use this knowledge in working with families.	4.3	4.1	4.0	3.9	3.9	4.1	3.9	4.2	3.8	4.0	4.1
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.	3.9	4.1	3.9	3.7	3.5	4.1	3.9	3.8	3.6	3.6	4.0
<b>ALL ETHNIC SENSITIVE AND MULTICULTURAL PRACTICE COMPETENCIES MEAN SCORES</b>	<b>4.2</b>	<b>4.1</b>	<b>4.0</b>	<b>3.8</b>	<b>3.9</b>	<b>4.2</b>	<b>4.1</b>	<b>4.2</b>	<b>3.9</b>	<b>3.9</b>	<b>4.1</b>



CORE CHILD WELFARE PRACTICE COMPETENCIES	Mean Score 2019	Mean Score 2018	Mean Score 2017	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009
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.	4.1	4.1	3.8	3.7	4.0	3.9	4.1	4.2	3.9	4.1	4.1
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.	4.3	4.3	4.1	4.0	4.1	4.3	4.4	4.5	4.1	4.5	4.4
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 DCP&P policy.	3.9	4.0	3.7	3.7	3.9	3.8	3.8	4.0	3.9	4.0	4.1
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.	4.0	4.0	3.9	3.6	3.8	3.9	4.1	4.1	3.8	4.1	3.8
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..	4.3	4.3	3.9	3.9	4.1	4.2	4.3	4.3	4.1	4.3	4.2
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.	3.8	4.0	3.7	3.5	3.7	4.1	4.0	4.0	3.8	3.7	4.0

CORE CHILD WELFARE PRACTICE COMPETENCIES (CONTINUED)	Mean Score 2019	Mean Score 2018	Mean Score 2017	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009
25. Recognizes the need to monitor the safety of the child by initial and ongoing assessment of risk, especially for children with special needs.	4.3	4.4	4.0	4.2	4.0	4.1	4.3	4.5	4.0	4.0	4.3
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.	3.5	3.8	3.7	3.2	3.6	3.5	3.6	3.4	3.7	3.2	3.8
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	4.1	4.2	3.8	3.6	3.7	4.0	3.9	3.8	3.6	3.8	3.8
28. Is in the process of developing an understanding of the importance of evidence-based practice and a basic understanding of empirical research.	3.7	3.9	3.7	3.5	3.6	4.0	3.8	3.9	3.4	3.4	3.9
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.	3.9	4.1	3.6	3.5	3.5	3.7	4.0	3.9	3.8	4.0	3.8
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.	4.1	4.1	3.6	3.4	3.7	3.9	3.8	3.9	3.8	4.0	3.8



CORE CHILD WELFARE PRACTICE COMPETENCIES (CONTINUED)	Mean Score 2019	Mean Score 2018	Mean Score 2017	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009
31. Shows understanding of the value base of the profession and its ethical standards and principles, and practices accordingly.	4.5	4.4	4.0	4.1	4.3	4.2	4.3	4.5	4.1	4.3	4.1
32. Demonstrates the appropriate use of power and authority in professional relationships, as well as the dynamics of engaging and working with involuntary clients.	4.2	4.2	3.9	3.9	4.1	4.0	4.0	4.3	3.8	4.0	3.9
33. Demonstrates the ability to assess his or her own emotional responses to clients, co-workers, and situations.	4.4	4.3	4.0	4.2	4.3	4.4	4.2	4.4	4.3	4.1	3.9
34. Demonstrates an understanding of the importance of the termination process, with clients and with systems.	3.7	3.9	3.7	3.9	3.7	4.2	4.0	4.0	3.9	3.8	3.9
35. Demonstrates an understanding of the critical importance of documentation in public child welfare..	4.5	4.6	4.4	4.3	4.5	4.5	4.6	4.6	4.4	4.7	4.4
<b>ALL CORE CHILD WELFARE PRACTICE COMPETENCIES MEAN SCORES</b>	<b>4.1</b>	<b>4.2</b>	<b>3.9</b>	<b>3.8</b>	<b>3.9</b>	<b>4.0</b>	<b>4.1</b>	<b>4.1</b>	<b>3.9</b>	<b>4.0</b>	<b>4.0</b>

TABLE B  
**CHILD WELFARE TRAINEE ASSESSMENT (By Field Instructors)**

June 2019 (Academic Year 2018-19) Results  
 Return rate: 100% (35 of 35 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 2018-2019. Mean scores from the previous ten years of the program are also included for comparison. 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 2019	Mean Score 2018	Mean Score 2017	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009
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.	4.1	3.9	4.4	4.2	4.0	4.1	4.0	4.2	4.1	4.2	4.2
2. Understands the vision, values, mission, mandates and desired outcomes of the New Jersey Child Welfare System.	4.4	4.3	4.6	4.4	4.2	4.1	4.3	4.4	4.4	4.2	4.3
3. Is able to work productively with agency staff, supervisors, and clients in an environment characterized by human diversity.	4.4	4.5	4.6	4.7	4.2	4.2	4.5	4.5	4.6	4.3	4.5
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	3.8	4.1	3.8	3.7	3.5	3.8	3.8	4.0	3.9	3.8
5. Has a working knowledge of collaboration with multidisciplinary teams and can work productively with team members in implementing case plans.	3.6	3.8	4.2	3.7	3.7	3.6	4.0	4.1	3.8	3.9	3.8
6. Is able to plan, prioritize, and complete activities within appropriate time frames.	3.8	3.9	4.4	4.1	4.1	3.8	4.3	4.5	4.2	4.0	4.3
7. Is aware of potential work-related stress factors and begin to develop appropriate self-care strategies.	4.1	4.1	4.5	4.3	4.2	3.8	4.1	4.1	3.8	3.9	3.9
<b>ALL WORKPLACE MANAGEMENT COMPETENCIES MEAN SCORES</b>	<b>4.0</b>	4.0	4.4	4.2	4.0	3.9	4.1	4.2	4.1	4.1	4.1



<b>HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT COMPETENCIES</b>	<b>Mean Score 2019</b>	<b>Mean Score 2018</b>	<b>Mean Score 2017</b>	<b>Mean Score 2016</b>	<b>Mean Score 2015</b>	<b>Mean Score 2014</b>	<b>Mean Score 2013</b>	<b>Mean Score 2012</b>	<b>Mean Score 2011</b>	<b>Mean Score 2010</b>	<b>Mean Score 2009</b>
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	4.4	4.0	3.9	3.9	4.0	4.4	3.9	3.9	4.0
9. Understands the profound negative impact of child maltreatment on children's health and development.	4.2	4.2	4.4	4.3	3.9	3.9	4.2	4.4	4.1	4.1	4.2
10. Demonstrates understanding of the stages and processes of adult development and family life.	3.7	3.7	4.3	4.2	3.8	3.9	4.0	4.1	4.0	3.9	3.9
11. Demonstrates understanding of the potential effects of poverty, racism, sexism, homophobia, violence, and other forms of oppression on human behavior.	4.1	4.0	4.5	4.3	4.0	3.8	4.0	4.3	4.1	3.9	4.0
12. Demonstrates understanding of the influence of culture on human behavior and family dynamics.	4.2	4.0	4.4	4.4	3.9	4.2	4.1	4.3	4.0	3.9	4.1
13. Demonstrates understanding of how the strengths perspective and empowerment approaches can influence growth, development, and behavior change.	4.3	4.1	4.4	4.3	4.2	3.9	4.2	4.4	4.1	4.1	4.1
<b>ALL HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT COMPETENCIES MEAN SCORES</b>	<b>4.1</b>	<b>4.0</b>	<b>4.4</b>	<b>4.2</b>	<b>4.0</b>	<b>3.9</b>	<b>4.1</b>	<b>4.3</b>	<b>4.0</b>	<b>4.0</b>	<b>4.1</b>

ETHNIC SENSITIVE AND MULTICULTURAL PRACTICE COMPETENCIES	Mean Score 2019	Mean Score 2018	Mean Score 2017	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009
14. Demonstrates sensitivity to clients' differences in culture, ethnicity, and sexual orientation.	4.3	4.2	4.6	4.5	4.0	4.2	4.3	4.4	4.2	4.2	4.4
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	4.6	4.3	3.8	3.9	3.7	4.2	4.0	3.9	4.0
16. Demonstrates understanding of the importance of a client's primary language and support its use in providing child welfare assessment and intervention services.	4.3	4.0	4.6	4.4	4.0	4.0	4.0	4.2	4.0	3.9	4.3
17. Demonstrates understanding of the influence and value of traditional, culturally based childrearing practices and use this knowledge in working with families.	4.2	3.9	4.6	4.3	3.8	4.0	3.9	4.2	3.8	3.9	4.0
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	3.8	4.3	3.9	3.8	3.7	4.0	4.3	4.1	4.0	4.0
<b>ALL ETHNIC SENSITIVE AND MULTICULTURAL PRACTICE COMPETENCIES MEAN SCORES</b>	<b>4.1</b>	<b>4.0</b>	<b>4.5</b>	<b>4.3</b>	<b>3.9</b>	<b>4.0</b>	<b>4.0</b>	<b>4.3</b>	<b>4.0</b>	<b>4.0</b>	<b>4.1</b>





CORE CHILD WELFARE PRACTICE COMPETENCIES	Mean Score 2019	Mean Score 2018	Mean Score 2017	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009
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	3.8	4.5	3.9	4.0	3.9	3.9	4.2	4.0	4.0	3.9
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.	4.3	4.0	4.5	4.2	3.9	3.9	4.1	4.4	3.9	4.2	4.0
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 DCP&P policy.	3.9	3.8	4.2	3.9	3.8	3.8	3.8	4.1	3.8	4.1	3.9
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.	4.0	3.7	4.3	3.8	3.9	3.9	3.8	4.3	3.7	3.9	3.9
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..	4.2	4.0	4.4	4.0	3.9	4.0	4.0	4.2	3.9	4.2	3.9
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.	3.8	3.6	4.2	3.9	3.9	3.8	3.9	4.2	3.7	4.0	3.9

CORE CHILD WELFARE PRACTICE COMPETENCIES (CONTINUED)	Mean Score 2019	Mean Score 2018	Mean Score 2017	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009
25. 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	4.1	3.9	3.9	4.1	4.2	4.0	4.2	4.3
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.	3.8	3.8	4.1	3.8	3.9	4.0	3.7	4.0	3.8	3.9	3.8
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	3.8	3.6	4.2	3.7	3.6	3.4	3.8	4.0	3.9	3.9	3.8
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	3.6	4.0	3.5	3.5	3.3	3.8	3.9	3.6	3.9	3.8
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.	3.8	3.6	4.2	3.8	3.7	3.5	3.6	4.0	3.6	4.1	3.8
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.	3.9	3.8	4.3	3.9	3.8	3.7	4.0	4.3	3.8	4.1	3.9



CORE CHILD WELFARE PRACTICE COMPETENCIES (CONTINUED)	Mean Score 2019	Mean Score 2018	Mean Score 2017	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009
31. Shows understanding of the value base of the profession and its ethical standards and principles, and practices accordingly.	4.1	4.3	4.6	4.2	4.1	3.9	4.2	4.3	4.0	4.2	4.3
32. Demonstrates the appropriate use of power and authority in professional relationships, as well as the dynamics of engaging and working with involuntary clients.	4.0	3.9	4.3	3.9	3.8	3.7	3.8	4.3	3.7	4.1	3.9
33. Demonstrates the ability to assess his or her own emotional responses to clients, co-workers, and situations.	4.0	4.1	4.3	4.0	3.8	3.6	4.1	4.1	3.9	4.1	3.9
34. Demonstrates an understanding of the importance of the termination process, with clients and with systems.	3.6	3.6	3.9	3.7	3.7	3.5	3.5	4.0	3.7	4.0	3.7
35. Demonstrates an understanding of the critical importance of documentation in public child welfare..	4.1	4.2	4.6	4.2	4.2	3.9	4.4	4.4	4.4	4.4	4.2
<b>ALL CORE CHILD WELFARE PRACTICE COMPETENCIES MEAN SCORES</b>	<b>3.9</b>	<b>3.9</b>	<b>4.3</b>	<b>3.9</b>	<b>3.9</b>	<b>3.8</b>	<b>3.9</b>	<b>4.2</b>	<b>3.9</b>	<b>4.1</b>	<b>3.9</b>





# BCWEP

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