



BCWEP

BACCALAUREATE CHILD WELFARE
EDUCATION PROGRAM
2015-2016 ANNUAL REPORT

*LESSONS LEARNED AND
RECOMMENDATIONS FOR PROGRAM ENHANCEMENT*



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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 twelve 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 project. 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 2015-2016 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 School of Social Work (Camden, Newark, and New Brunswick); 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: 12-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	COHORT 12 2015-16	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 only	BCWEP/ Federal
# of Applicants	16	35	89	88	71	79	68	87	78	91	66	66	834
#/% 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%)	36 (55%)	450 (54%)
# terminated prior to completion	0	1	3	1	2	1	1	0	0	0	3	3	15
# completing traineeship (AYs 2004-05 to 2015-16)	14	30	70	63	45	29	29	33	30	26	33	33	435
# not graduated yet	0	0	0	0	0	0	0	0	0	0	0	5	5
# hired (as of 9/30/2016)	14	29	69	60	42	28	29	32	29	25	33	28	418
# not hired	0	1	1	3	3	1	0	1	1	1	0	N/A	12
# waiting to be hired	0	0	0	0	0	0	0	0	0	0	0	5	5

There has been significant interest in the program. Although applicants are aware that admission to BCWEP is highly competitive, the number of applicants per year has remained high. However, the past two years have seen a decline in applications, reasons for which are unclear. Due to the reduced number of applicants and an increased number of available traineeships, the program was less selective in the last two academic years. 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 418.

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)
	Federal only	BCWEP/Federal	BCWEP/Federal	BCWEP/Federal	BCWEP/Federal	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%)	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%)	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%)	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%)	19 (59%)	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%)	17 (59%)	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%)	23 (82%)	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%)	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%)	45 (67%)	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%)	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%)	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%)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Four hundred eighteen (418) individuals have moved into positions within the child welfare workforce. Across all twelve years of the program, of those who successfully completed the program and accepted caseworker positions, 312 (75%) 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.

2004-16 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	# of Students 2015-16	TOTAL 2004 - 2016	
													#	%
Asian	1	4	1	1	2	1	0	1	0	0	1	1	13	3.0%
Native American	0	0	0	0	1	0	0	0	0	0	0	1	2	0.1%
African American	7	7	26	25	17	12	6	5	6	5	9	11	136	30.6%
Hispanic/Latino	1	7	10	8	8	6	6	6	6	8	9	7	82	18.4%
Hawaiian/Pacific Islander	0	0	0	2	0	0	0	1	1	0	0	0	4	1.0%
Other	0	0	0	0	1	0	1	0	0	1	1	0	4	1.0%
White	5	12	33	27	18	11	17	20	17	12	16	16	204	45.9%
TOTAL	14	30	70	63	47	30	30	33	30	26	36	36	445	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. One hundred eighteen (28.2%) of the 418 hired BCWEP graduates accepted have brought this skill to their work with DCP&P.

**2004-2016
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	# of Students 2015-16	TOTALS 2004-2016
Spanish	1	5	9	9	8	6	4	7	5	7	7	7	75
Creole	0	1	1	2	2	1	0	0	0	0	0	0	7
French	0	0	1	2	1	1	0	1	0	0	0	0	6
Portuguese	0	2	1	1	0	0	0	1	0	0	1	3	9
Tagalog	0	0	0	1	0	0	0	1	0	0	0	0	2
Vietnamese	0	1	0	1	0	0	0	0	0	0	0	0	2
Arabic	0	0	1	0	0	0	1	0	0	0	0	1	3
Polish	0	0	1	0	1	0	0	0	0	1	0	0	3
Russian	0	0	0	0	0	0	0	1	0	0	0	0	1
Bulgarian	0	0	0	0	0	0	0	1	0	0	0	0	1
Edo (Nigerian)	0	0	0	1	0	0	0	0	0	0	0	0	1
Bini (Nigerian)	0	0	0	0	0	0	1	0	0	0	0	0	1
Turkish	0	0	0	1	0	0	0	0	0	0	0	0	1
Korean	0	1	0	0	0	0	0	0	0	0	0	0	1
Italian	0	0	1	0	0	0	0	0	0	0	0	0	1
Cantonese	0	0	0	0	0	1	0	0	0	0	0	1	2
Mandarin	0	0	0	0	0	0	0	0	0	0	0	1	1
Dutch	0	0	0	0	0	0	1	0	0	0	0	0	1
TOTAL	1	10	15	18	12	9	7	12	5	8	8	13	118



PROGRAM OUTCOMES 2015-2016

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 33 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: 4.0 (0.1 *lower* than last year)

Human Behavior and the Social Environment: 4.0 (0.1 *lower* than last year)

Ethnic Sensitive and Multicultural Practice Competencies: 3.8 (0.1 *lower* than last year)

Core Child Welfare Practice Competencies: 3.8 (0.1 *lower* than last year)

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.

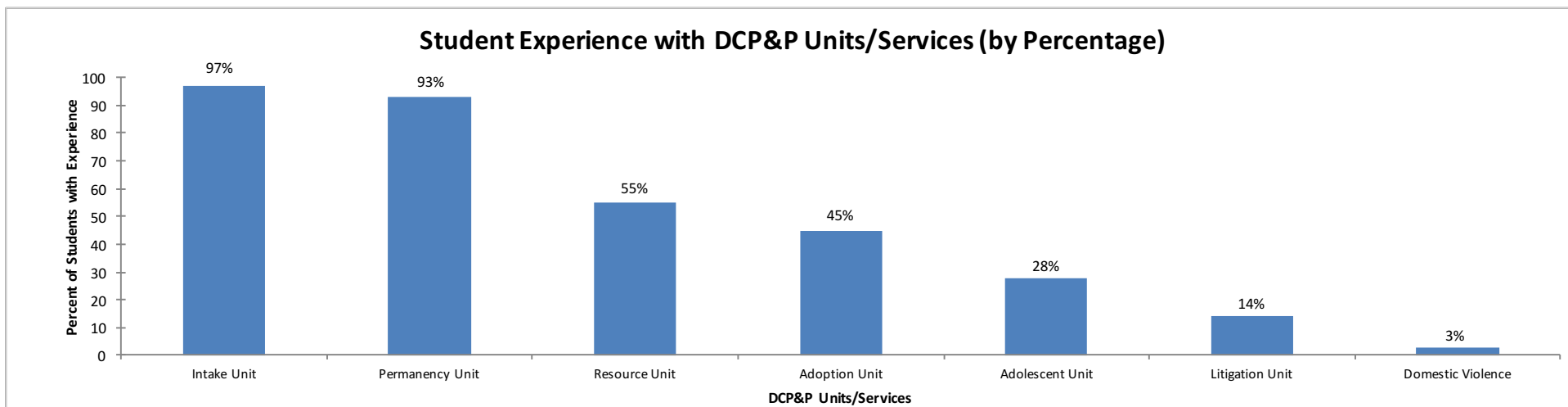
To elicit further assessment of the BCWEP program as a whole (the social work programs' generalist practice curriculum, child welfare coursework, field placement experiences, and the DCF Work Readiness Training) graduating students were asked to respond to several open-ended questions. A summary of the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

During the 2015-2016 Academic Year, nearly all 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:



This year, only one student (down from two last year) was limited to experience in the field instructor's own unit. Six students (21%) were exposed to two units, while 14 students (49%) had learning experiences in three or four units. An additional 8 (28%) had the opportunity to experience five or six units. While the amount of time a student actually spent in each unit varied considerably, it is clear that a significant amount 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 3.6 different units (up 0.6 from last year's average of 3.0).



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 importance of guaranteed incentives for BCWEP participants. The sense of community and support fostered by the program'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	25
Work Readiness Trainings and Simulations	8
Financial Incentives and Guaranteed Employment Upon Completion	5
Sense of Community and Networking with Colleagues	4
Support and Accessibility of Program Staff	4

Hands-on Employment Preparation and Experience with DCP&P

- The fact that we get time in the field and real-life experience of the job we will be doing, along with all the classes and training to discuss our experiences.
- The strengths are that you receive hands-on training, including documentation of contact sheets, collaterals, etc. You also get the opportunity to engage children and families directly.
- It helped prepare me for the field in which I'll be working. It also helped me clarify any question and concerns I had.
- The strengths of BCWEP are that it brings more social workers to DCP&P, and that it has prepared me to be more competent in the field of child welfare.
- The strengths are that we are learning hands-on, while being in the office and observing workers.

Work Readiness Trainings and Simulations

- I would say the WRT were great in terms of the paperwork, group assignments, and sharing our experiences—those trainings were a very beneficial part of the program. The simulation was also a great experience.
- There are trainings while attending internship, which allows students to gain more information and put it into practice.
- During training days, everyone gathers and shares their experiences, thoughts, and concerns, which opens up even more discussion.
- Some of the trainings, such as the one pertaining to legal issues, and the videotaped simulation were very helpful.



Financial Incentives and Guaranteed Employment Upon Completion

- A huge strength is that BCWEP allows you to have a secure job after graduation while also paying for your senior year's tuition.
- Knowing that you have a job when you complete the program is a great bonus.

Sense of Community and Networking with Colleagues

- You are able to learn and discuss topics relative to your field placement with other people going through the same thing. This helps because people have questions about similar topics and are able to address them as a group.
- We are able to network (while still a student) with other students, supervisors, the LOM, etc.

Support and Accessibility of Program Staff

- BCWEP staff and coordinators were excellent at communication with students and instructors.
- The support of the BCWEP cohort, guest speakers, Celeste, Dawn, and Joe made me feel comfortable.

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 slight reservations about their readiness, mostly because they felt they had more to learn about documentation and the NJ SPIRIT system. Below are some examples of their responses:

Well Prepared

- I believe that BCWEP prepared me tremendously well to become an efficient worker. My field instructor exposed me to so much throughout the internship. I know there is a lot I still need to learn, but I think BCWEP gives a great introduction and preparation for what it's like when you become an official worker.
- I think it has done a great job preparing me. I was exposed to a lot of different units and situations in the field, while learning very important things during training that will help me with any difficulties I have had with those experiences.
- The child welfare coursework was a brief introduction to the field of child welfare. The DCP&P internship put those brief introductions into practice and the WRT provided additional support to strengthen my knowledge and skills. Because of these three components, I feel prepared to be successful in this field.
- I think that it prepared me well. The time in the office helped me to learn professional and DCP&P expectations. Trainings and coursework helped me with the social work mindset and how to actually do the job.



Some Reservations about Being Well Prepared

- When it comes to my knowledge of abuse and neglect, safety and risk—I feel confident on those topics. In terms of documentation and NJ SPIRIT, I do not feel as confident—I would have liked more practice in these fields.
- I feel I was prepared in general, but with limited access to NJ SPIRIT, some of the procedures were difficult to learn because we don't have permission to do them.

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). Of the BCWEP respondents, 45% gave their field instructors the highest possible rating of 10. About one third (35%) of students gave a rating of 8 or 9. One tenth (10%) of students rated their field instructors a 7, and the remaining 9% gave a rating of 4, 5, or 6. The mean rating was 8.6, which is 0.1 higher than last year's mean. Over the years, students have consistently 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.

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

Positive

- My field instructor has given me a wonderful learning experience and was always so helpful!
- My field instructor ensured every day that I had some sort of task to do, or ensured that I was paired with a worker going into the field. She was an excellent supervisor and made sure I had everything I needed, such as a desk, computer, field kit, etc.
- My field instructor was amazing. She was always there to listen and help me, and always found things for me to do in the field. She was an excellent supervisor and should continue to take on BCWEPs in the future.
- My field instructor was great with feedback, encouragement, and making sure I was exposed to everything on my learning contract. She always answered any questions I had and gave great examples to apply what I'm learning in class.
- My field instructor is highly qualified and did a lot to help me strengthen my skills. She is very attentive and has a broad knowledge base in this field.

Some Reservations

- I had to find things to do each day. My field instructor only gave me specific tasks part of the time. I thought she would have set me up with different workers more often. It also would have been nice to have my own desk or a shared desk. I had to find a different seat every day, so workers may not have known that I was there.
- My supervisor did not carry any cases and was rarely available to meet with me. Other people in the office helped with my daily tasks, and my actual supervisor only really did the process recordings and evaluations. I have nothing personal against my field instructor, but I felt they were too busy to really take on this role for BCWEP.



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 Change 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	8
Field Instructors Need to be Prepared, Accountable, and Accessible	5
Suggestions Related to Work Readiness Training	
Style and Structure of Training	8
Content of Training	7
Suggestions for More NJ SPIRIT Access and Documentation Experience	
	10

Here are examples of student comments:

Suggestions Related to Internships and Field Instruction

- I think that rotation between different DCP&P units should be structured. For example, students should spend the first two months in intake, then two months in permanency, and so forth. I suggest this because I found myself, unintentionally, spending a lot of time in intake and only a few weeks in Permanency.
- I would use curriculum guides with suggested activities/timeframes for supervisors so they are clearer about what we are expected to learn.
- I wish there was a way to follow a whole case through the different steps and learn more about the paperwork aspect of the job.
- Make sure that all the field instructors go through training or orientation to know what is expected of them. Because my supervisor got me at the last minute, she didn't seem to know much about BCWEP.

Suggestions Related to Work Readiness Training

- Work Readiness Training should have been more interactive, less lecture-style. BCWEP should have more simulation trainings inside the classroom. It would be helpful, to learn from other students and how they deal with various situations. Also, we need more NJ SPIRIT trainings.
- I believe that the trainings were given a little late and could better benefit us if given earlier on.
- Some of the trainings were not helpful. They were good at relating knowledge to real-life situations. I'm just not sure I'm comfortable with not going through pre-service training, which sort of defeats the point of having these trainings as BCWEPs.



- One idea is that the simulation training should be expanded. We learned how to engage the family during our first simulation, but after that we should do a mock follow-up where we would go into SPIRIT and do all the necessary steps that caseworkers do when a case is assigned to them.
- Some of the WRT sessions could have been more organized.

Suggestion for More NJ SPIRIT Access and Documentation Experience

- The only thing I would say that should be changed is to give us interns more access to NJSPIRIT instead of read-only access, because that really limits us on what we can and can't do.
- We could use more NJ SPIRIT training—having read-only access to NJ SPIRIT makes it difficult to comprehend documentation and case planning fully.
- I think they should give us more access to writing in NJ SPIRIT. Being limited to read-only access doesn't allow us to really learn how to navigate the system. SPIRIT is a vital tool for the job, and I think more experience would have been helpful.
- More training with documentation would be helpful. I understand why we have read-only access for SPIRIT, but it prevents us from really getting knowledgeable with the system.

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?

Most students expressed that they felt ready to play a role in the transformation of New Jersey's Public Child Welfare System. Only 3 students expressed any reservations about their readiness, all 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
Yes, I Feel Prepared	
Have Social Work Knowledge, Skills, Values, and Experience	14
Have Knowledge of the DCP&P System's Policy and Practice	9
Have Enthusiasm, Excitement, and Passion	7
No, I Don't Feel Fully Prepared because I Lack Knowledge or Skill	3

Have Social Work Knowledge, Skills, Values, and Experience

- I feel I can make a difference by advocating for my families. I understand the issues that affect families on a micro, mezzo, and macro level. I understand diversity and socio-cultural issues as well.
- Yes, I do feel that having a social work education and working in an office with many social workers has helped to change the way the community feels about our agency.
- Yes. As part of the “new wave” of BSW child welfare workers, I think I can bring in a set of values and a perspective to my work in DCP&P that will continue the work transforming the Division.
- Yes, I am more understanding of the issues that families face and how to address them without overstepping my boundaries. I know how to engage families, build rapport, and help enact change.
- I do feel I am prepared. As a social work student, I think I have a different perspective/training to better work with DCP&P families as opposed to other workers with a different degree.

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

- Yes, after interning with intake and permanency workers, I do! I know different services that could help a family. I've learned interviewing skills and have become more comfortable advocating for families and children, as well as for myself.
- Yes, I feel as though I have started making an impact already on my peers and teachers. Having interns from DCP&P that have experienced the agency from a student perspective will help clarify outside parties' views of the agency's practice, which will help prevent them passing on their misconceptions.
- Yes, I am motivated and eager to serve families with everything I have learned in the course of this year. Being able to go out in the field with so many employees gave me a better understanding of what and what not to do, as well as what engagement strategies work with families.



Have Enthusiasm, Excitement, and Passion

- I do feel as though I am prepared. I really enjoyed this internship and training and feel that I am committed to making a difference and helping families to the best of my abilities. This experience has intensified my passion for child welfare work and that is something the system could use more of.
- Yes, this program has demonstrated to me that some people are in this work for the money, but many others are truly meant to do this job—they want to make a difference. That gives me hope that the years to come will present an even better opportunity for transformation.
- Yes, I am excited to be a partner in this process. In the future, I am excited to be an advocate and change agent in providing services to children and their at-risk families.

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

- I believe that I am prepared for fieldwork and family work, but I am not prepared for the documentation aspect. Workers did not always have time to slowly show me how to input documentation, hindering my experience.
- I feel that I am prepared to engage with families, but not the computer/documentation aspect of the job.

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 final thoughts on how to improve the fieldwork experience. Below are some of students' actual responses:

Positive Comments and Gratitude:

- I would like to thank everyone for this opportunity and I'm grateful to be a BCWEP!!
- I am so grateful for this opportunity. A bunch of applicants from my school are fighting over spots in next year's BCWEP cohort because we talk about it so much! Thank you!
- Overall, I think that this program is a great way to get people into the field and help create a better agency as a whole. I am very thankful to have been able to be a part of this.
- This program has helped me grow as a future social worker and I would recommend it to anyone. Also, my local office was supportive and helped me succeed.

Final Thoughts on Improving the Fieldwork Experience:

- I would have liked to work in each unit, to see what each one does and how things operate.
- I strongly feel that employees in certain positions should not be BCWEP supervisors. From what I've seen and heard from other BCWEPs, people in certain positions are too busy to provide adequate supervision.



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 2015-16 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 higher than last year and also higher than students' self-assessments this year. Average scores in the four targeted competency areas were as follows:

- **Workplace Management Competencies: 4.2** (up 0.2 from last year—and 0.2 *higher* than this year's student self-evaluation)
- **Human Behavior and the Social Environment: 4.2** (up 0.2 from last year—and 0.2 *higher* than this year's student self-evaluation)
- **Ethnic Sensitive and Multicultural Practice: 4.3** (up 0.4 from last year—and 0.5 *higher* than this year's student self-evaluation)
- **Core Child Welfare Practice Competencies: 3.9** (the same as last year—and 0.1 *higher* than this year's student self-evaluation)

The average field instructor ratings of students in all but one competency area registered at the “Very 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-six field instructors returned the open-ended questionnaires, a 79% 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 4.0, 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:

- The plan is very thorough. My suggestion is to ensure that DCP&P staff help create and update the learning plans each year to ensure the most updated policies and practices are included.
- My only suggestion is that the school’s field liaison be more aware of the process and functions of the agency. It was a little confusing because they were not really aware of how the Division operates and how a student fits into the process here at the office.
- This Competency Based Learning Plan helps to create various experiences that will be useful to the intern. It provides an opportunity for the intern to actually interact with clients. In addition, the interns are able to gain insight, knowledge, and a true understanding of the job regarding the demands, expectations, and commitment to Best Practices while servicing children and families. This plan could be enhanced even more if the students were permitted to have perhaps one assigned case to follow from start to finish. This may be difficult to accomplish as they are interns, but the experience of seeing a case from start to finish in the various stages would be tremendous.
- It’s a little long and some concepts are repeated. If it could be more concise and succinct that would be helpful.



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, 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 five individuals stated that they had not received the guide. It was mailed to all field instructors, so it is unclear why they did not receive it.

Here are some examples of field instructor comments:

Received it and found it helpful/useful

- Yes, I did receive a copy of the guide. It was thorough and provided a great reference for new field instructors such as myself.
- Yes, the guide was helpful as I used it to stay focused and on task with enhancing the student's learning experience.
- Yes. This guide helped tremendously to guide the learning experiences. The breakdown by weeks makes it less overwhelming and more specific and achievable.
- As a first time field instructor, this guide was very helpful in regards to getting familiar with the intern and her experience. Particularly helpful was the office scavenger hunt, weekly work plans, and intern time sheet.

Received, but did not use the *Learning Path*

- Yes, I did, but I did not use it to assist with the learning experience. I was an intern in the Division, so I remembered the work that I did as an intern, and used my experience to ensure the student was able to experience all facets within this local office, in order for her to get a better understanding of how the Division operates.

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:

- When the intern has the opportunity to work directly with staff to service clients, it gives them “firsthand” experience in implementing the new DCP&P Case Practice Model. Their involvement with families and stakeholders as well as participation in FTM’s, and involvement with investigations/assessments increases their confidence and competence, while helping hone their skills.
- I believe that the BCWEP program is a great way to prepare social workers for work in child welfare. It provides the student an opportunity to see firsthand how the agency works and the resources that are or are not available to the families served. It provides a foundation for working with families and help in navigating the difficult systems that families are tossed into.
- I believe the program is preparing the students for their career with the agency through the course work, internship and trainings. The course work is the foundation of child welfare, internship provides the (hands-on) constructive learning and training reinforces the practice (new case practice model). The program helps the students demonstrate that they have gained the knowledge and skills they are expected to learn as they progress through the program. The program is a wonderful example of “transfer of learning” skills.
- This traineeship is fundamental in preparing students for their future employment. The traineeship builds the foundation for the new model of case practice. The strengths-based practice becomes the “culture” of the agency by challenging old views and practices from before the new model.
- I think that the program is great as it really gives the student a grasp of what working for the Division really entails and prepares them so that it is not overwhelming. This job is very difficult and not easy to just start without having any experience. The hands on learning opportunity is priceless.

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 focused on more freedom and access for students, as well as more opportunities for field instructors. Here are examples of comments and suggestions:

More Freedom and Access for Students:

- I think students are at a disadvantage when they start employment with DCP&P since they only have read-only access to NJSPIRIT during their internship. They are not prepared in knowing how to generate necessary reports or how to code them. It would be beneficial if possible for them to have limited access to do work in SPIRIT.
- Yes, if students were allowed to be assigned as a secondary worker on one low-risk case, this would allow the student to experience day by day tasks and responsibilities of a case. The student will have direct interaction and accountability for a family, while completing assessments, documentation, and other tasks while being closely monitored by supervisor or casework supervisors.
- It would be beneficial, if possible, for students to have limited access to do work in NJSPIRIT.



More Opportunities for Field Instructors:

- BCWEP students should be able to voice what worked and what could be improved during their field placements. That feedback should be provided to field instructors so they can adjust. This would be beneficial to current and future BCWEP students.
- I think the only thing that could be changed is providing additional training for the BCWEP field instructors, so we can make the internship really good preparation for challenging careers with the Division.

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 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 THE 2016-2017 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 (418 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 2015-2016 Academic Year were presented with last year's report. The following section lists last year's recommendations and summarizes our progress.

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.

Data from this year's evaluations suggest that this problem may have been a one-year anomaly. Even though we did not have our usual field instructor training events during the 2015-2016 Academic Year, not a single student or field instructor reported having problems with restrictions on student activities. Although verbal reminders from BCWEP staff and coordinators may have helped clarify our policies on this issue, the total absence of any comments in this year's evaluations suggests this may have simply been a one-year anomaly.

2. It remains important that all BCWEP students have field experience in more than one unit. This needs to 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.

While we were not able to arrange for BCWEP students to visit a screening center or the State Central Registry, we did achieve some success on our goal of exposing students to multiple DCP&P units and services. As noted above, the program's effort to encourage varied experiences seems to be working, since this year's students were exposed to an average of 3.6 different units (up 0.6 from last year's average of 3.0). We will continue to emphasize to field instructors the importance of this as essential in preparing students for their eventual work assignments.

3. We should continue to find ways to reward BCWEP field instructors for their service.

The 2015-2016 Academic Year did not see any significant improvement on this goal. In fact, due to a variety of factors, we actually took a step back in the support we provide for our field instructors. We did not have a field instructor orientation at the beginning of the school year, nor a mid-year meeting between semesters. Therefore, this goal will be maintained and expanded for the coming 2016-2017 Academic Year. See below for the details of this new goal.

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 2016-2017 Academic Year are proposed:

1. Student feedback from this past year, as usual, included a number of comments about the style, structure, and content of Work Readiness Training. These include adding more simulation activities and changing the organization of the curriculum. However, students have also consistently noted that they enjoy and benefit from these trainings. Since Work Readiness Training is a valuable and important aspect of the program, we propose that in the coming year, the Work Readiness Training curriculum be reviewed and revised as necessary. This is a timely goal, since the general DCP&P New Worker curriculum is currently being revised. Since Work Readiness Training is intended to be an accelerated version of the New Worker training, revising our curriculum would likely have been necessary anyway.



2. Another essential element of the preparation BCWEP participants receive is the class on child welfare they are required to complete at their respective schools. This year, we plan to survey all schools in the consortium in order to assess how and by whom that course is being delivered at the various institutions. We will also collect and review the syllabi used by each school. Based on these efforts, we may make recommendations for how the course and its delivery should be revised and/or standardized across the consortium.

3. In the evaluations this year, students repeatedly mentioned the desire for more training with NJ SPIRIT and documentation processes. In fact, it was the item most frequently mentioned by students when asked what changes they would like to see made to BCWEP. Therefore, we propose investigating ways to increase student access and training on NJ SPIRIT and documentation procedures. A variety of possible options will be explored over the coming year, including the possibility of creating a virtual “sandbox” within NJ SPIRIT for students to practice on without compromising the actual NJ SPIRIT database. As we revisit the Work Readiness Training curriculum (see Goal 1 above), we will also look at ways that more training on NJ SPIRIT and documentation can be integrated.

4. Feedback from both students and field instructors this year suggested the program may need to change its procedures around identifying, training, and appreciating field instructors. For example, some students felt that their field instructors were not prepared to have a student intern, and some field instructors noted that they would like more training and more input into the program (see their responses on page 22). For the coming academic year, it is our goal to institute a new centralized procedure for identifying field instructors much earlier in the summer. This will enable us to identify willing and able field instructors. We will then invite these field instructors to a well-planned initial program orientation and a mid-year meeting. These meetings will allow us to disseminate information to field instructors, as well as provide an opportunity for us to receive feedback from them. In response to student feedback above, we will emphasize the need for hands-on experience for students, and the value of giving them an opportunity to follow a case from reception to conclusion.

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, 2016 (Academic Year 2015-16) 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 2015-2016. Mean scores from the first ten years of the program 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 2016	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.	3.9	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.	4.3	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.	4.4	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 having a working knowledge of how to utilize these resources in achieving case goals.	3.3	3.6	3.6	3.6	3.4	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.	3.6	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.	3.6	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.	4.3	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	4.0	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 2016	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.	3.6	3.6	4.1	3.8	3.7	3.6	3.7	3.7	3.7	3.7	3.7
9. Understands the profound negative impact of child maltreatment on children’s health and development.	4.1	4.3	4.3	4.4	4.5	4.1	4.4	4.3	4.3	4.2	4.3
10. Demonstrates understanding of the stages and processes of adult development and family life.	3.8	3.8	3.9	3.7	3.9	3.6	3.8	4.0	3.7	3.8	3.4
11. Demonstrates an understanding of the potential effects of poverty, racism, sexism, homophobia, violence, and other forms of oppression on human behavior.	4.1	4.3	4.3	4.3	4.3	3.9	4.3	4.4	4.2	4.3	4.3
12. Demonstrates understanding of the influence of culture on human behavior and family dynamics.	4.1	4.1	4.4	4.3	4.3	4.3	4.0	4.4	4.2	4.3	4.4
13. Demonstrates understanding of how the strengths perspective and empowerment approaches can influence growth, development, and behavior change.	4.2	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	4.0	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 2016	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.	4.2	4.2	4.4	4.4	4.6	4.4	4.4	4.4	4.3	4.2	4.7
15. Demonstrates the ability to conduct an ethnically and culturally sensitive assessment of a child and family and to develop an appropriate intervention plan.	3.5	3.8	4.0	4.0	4.2	3.6	3.9	3.9	3.6	3.8	3.7
16. Demonstrates understanding of the importance of a client's primary language and support its use in providing child welfare assessment and intervention services.	3.8	4.1	4.2	4.1	4.3	3.9	3.8	4.1	3.9	4.0	4.5
17. Demonstrates understanding of the influence and value of traditional, culturally based childrearing practices and use this knowledge in working with families.	3.9	3.9	4.1	3.9	4.2	3.8	4.0	4.1	3.9	3.9	3.9
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.	3.7	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	3.8	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 2016	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.	3.7	4.0	3.9	4.1	4.2	3.9	4.1	4.1	4.0	3.8	3.7
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.	4.0	4.1	4.3	4.4	4.5	4.1	4.5	4.4	4.1	4.1	3.9
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.	3.7	3.9	3.8	3.8	4.0	3.9	4.0	4.1	3.8	3.7	2.9
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.	3.6	3.8	3.9	4.1	4.1	3.8	4.1	3.8	3.8	3.8	3.5
23. Demonstrates an understanding of the dual responsibility of the child welfare case worker to protect children and to provide appropriate services in enable families to care for their children, including preplacement preventive services.	3.9	4.1	4.2	4.3	4.3	4.1	4.3	4.2	4.1	4.0	3.7
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.	3.5	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 2016	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 needs to monitor the safety of the child by initial and ongoing assessment of risk, especially for children with special needs.	4.2	4.0	4.1	4.3	4.5	4.0	4.0	4.3	4.1	4.0	3.7
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.	3.2	3.6	3.5	3.6	3.4	3.7	3.2	3.8	3.4	3.5	3.7
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	3.7	4.0	3.9	3.8	3.6	3.8	3.8	3.8	3.8	3.7
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	3.8	3.9	3.4	3.4	3.9	3.6	3.6	3.1
29. Demonstrates an 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	3.5	3.7	4.0	3.9	3.8	4.0	3.8	3.7	3.7	3.3
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 networks.	3.4	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 2016	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	4.3	4.2	4.3	4.5	4.1	4.3	4.1	4.1	4.1	4.0
32. Demonstrates the appropriate use of power and authority in professional relationships, as well as the dynamics of engaging and working with involuntary clients.	3.9	4.1	4.0	4.0	4.3	3.8	4.0	3.9	3.8	3.8	3.1
33. Demonstrates the ability to assess his or her own emotional responses to clients, co-workers, and situations.	4.2	4.3	4.4	4.2	4.4	4.3	4.1	3.9	3.9	3.9	3.8
34. Demonstrates an understanding of the importance of the termination process, with clients and with systems.	3.9	3.7	4.2	4.0	4.0	3.9	3.8	3.9	3.8	3.8	3.5
35. Demonstrates an understanding of the critical importance of documentation in public child welfare.	4.3	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	3.8	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, 2016 (Academic Year 2015-16) Results
 Return rate: 79% (26 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 2015-2016. Mean scores from the first ten years of the program are also included. Field instructors were asked to rate

WORKPLACE MANAGEMENT COMPETENCIES	Mean Score 2016	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.	4.2	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.	4.4	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.	4.7	4.2	4.2	4.5	4.5	4.6	4.3	4.5	4.4	4.6	4.8
4. Demonstrates an awareness of community resources available for children and families and having a working knowledge of how to utilize these resources in achieving case goals.	3.8	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	3.7	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	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.	4.3	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	4.2	4.0	3.9	4.1	4.2	4.1	4.1	4.1	4.2	4.3	4.3



HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT COMPETENCIES	Mean Score 2016	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.	4.0	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.	4.3	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.	4.2	3.8	3.9	4.0	4.1	4.0	3.9	3.9	4.1	4.0	2.7
11. Demonstrates an understanding of the potential effects of poverty, racism, sexism, homophobia, violence, and other forms of oppression on human behavior.	4.3	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.	4.4	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.	4.3	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	4.2	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 2016	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.	4.5	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.	4.3	3.8	3.9	3.7	4.2	4.0	3.9	4.0	4.2	4.2	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.	4.4	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.	4.3	3.8	4.0	3.9	4.2	3.8	3.9	4.0	4.0	4.2	3.9
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	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	4.3	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 2016	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.	3.9	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.	4.2	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 DCP&P policy.	3.9	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.	3.8	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 in enable families to care for their children, including preplacement preventive services.	4.0	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	3.9	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 2016	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
25. Recognizes the needs to monitor the safety of the child by initial and ongoing assessment of risk, especially for children with special needs.	4.1	3.9	3.9	4.1	4.2	4.0	4.2	4.3	3.9	4.1
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	3.9	4.0	3.7	4.0	3.8	3.9	3.8	3.8	4.1
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.	3.7	3.6	3.4	3.8	4.0	3.9	3.9	3.8	3.7	4.0
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	3.5	3.3	3.8	3.9	3.6	3.9	3.8	3.8	4.0
29. Demonstrates an 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	3.7	3.5	3.6	4.0	3.6	4.1	3.8	3.7	4.0
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 networks.	3.9	3.8	3.7	4.0	4.3	3.8	4.1	3.9	3.9	4.3



CORE CHILD WELFARE PRACTICE COMPETENCIES (Continued)	Mean Score 2016	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.	4.2	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.	3.9	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.	4.0	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	3.7	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	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	3.9	3.8	3.9	4.2	3.9	4.1	3.9	4.0	4.1	2.7







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