



BCWEP

BACCALAUREATE CHILD WELFARE
EDUCATION PROGRAM
2016-2017 ANNUAL REPORT

*LESSONS LEARNED AND
RECOMMENDATIONS FOR PROGRAM ENHANCEMENT*



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

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

JOE EVERETT, MSW
PROGRAM COORDINATOR,
CHILD WELFARE EDUCATION INSTITUTE

JOHN W. SEARIGHT, MSW
ACADEMIC COORDINATOR, BCWEP



Child Welfare Education Institute Staff

Diane S. Falk, Ph.D., MSW

Principal Investigator, Child Welfare Education Institute

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

Director, Child Welfare Education Institute

Joseph Everett, MSW

Program Coordinator, Child Welfare Education Institute

John Searight, MSW

Academic Coordinator, BCWEP

BCWEP Member Institutions

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

Campus Academic Coordinators

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



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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 2016-2017 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, since the inception of the program (including the first year of the federal grant).

BCWEP/FEDERAL CHILD WELFARE TRAINEESHIPS: 13-YEAR DATA
APPLICATIONS/ACCEPTANCES/COMPLETIONS/EMPLOYMENT IN CASEWORKER POSITIONS

	COHORT 1 2004-05	COHORT 2 2005-06	COHORT 3 2006-07	COHORT 4 2007-08	COHORT 5 2008-09	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	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 only	BCWEP/ Federal
# of Applicants	16	35	89	88	71	79	68	87	78	91	66	66	82	916
#/% 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%)	36 (44%)	486 (53%)
# terminated prior to com- pletion	0	1	3	1	2	1	1	0	0	0	3	3	2	17
# completing traineeship (Ays 2004-05 to 2015-16)	14	30	70	63	45	29	29	33	30	26	33	33	34	469
# not graduated yet	0	0	0	0	0	0	0	0	0	0	0	0	1	1
# hired (as of 11/1/2017)	14	29	69	60	42	28	29	32	29	25	33	33	30	453
# not hired	0	1	1	3	3	1	0	1	1	1	0	0	2	14
# waiting to be hired	0	0	0	0	0	0	0	0	0	0	0	0	2	2

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. After two years receiving a reduced amount of applications, we saw the number spike back up in the 2016-17 academic year. This allowed us to be a bit more selective. 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 453.

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)
	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
# (%) 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%)	N/A
# (%) retained in employment for 2 years	14 (100%)	17 (81%)	55 (89%)	63 (94%)	45 (98%)	26 (93%)	22 (76%)	27 (84%)	24 (83%)	20 (74%)	27 (87%)	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%)	19 (70%)	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%)	20 (69%)	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%)	16 (50%)	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%)	15 (52%)	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%)	22 (79%)	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%)	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%)	44 (66%)	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%)	41 (66%)	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%)	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%)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Four hundred fifty-three (453) individuals have moved into positions within the child welfare workforce. Across all thirteen cohorts of the program, of those who successfully completed the program and accepted caseworker positions, 323 (71.1%) 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.

2004-17 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	# of Students 2015-16	# of Students 2016-17	TOTAL 2004 - 2017	
															#	%
Asian	1	4	1	1	2	1	0	1	0	0	1	1	1	0	13	2.7%
Native American	0	0	0	0	1	0	0	0	0	0	0	1	1	0	2	0.1%
African American	7	7	26	25	17	12	6	5	6	5	9	11	11	8	144	30.1%
Hispanic/Latino	1	7	10	8	8	6	6	6	6	8	9	7	7	8	90	18.8%
Hawaiian/Pacific Islander	0	0	0	2	0	0	0	1	1	0	0	0	0	0	4	1.0%
Other	0	0	0	0	1	0	1	0	0	1	1	0	0	2	6	1.3%
White	5	12	33	27	18	11	17	20	17	12	16	16	16	15	219	47.9%
TOTAL	14	30	70	63	47	30	30	33	30	26	36	36	36	33	478	100.0%

Fifty-two percent (52%) 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 twenty-nine (28.5%) of the 453 hired BCWEP graduates accepted have brought this skill to their work with DCP&P.

**2004-2017
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	# of Students 2016-17	TOTAL 2004-2017
Spanish	1	5	9	9	8	6	4	7	5	7	7	7	8	83
Creole	0	1	1	2	2	1	0	0	0	0	0	0	2	9
French	0	0	1	2	1	1	0	1	0	0	0	0	0	6
Portuguese	0	2	1	1	0	0	0	1	0	0	1	3	3	9
Tagalog	0	0	0	1	0	0	0	1	0	0	0	0	0	2
Vietnamese	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Arabic	0	0	1	0	0	0	1	0	0	0	0	1	1	4
Polish	0	0	1	0	1	0	0	0	0	1	0	0	0	3
Russian	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Bulgarian	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Edo (Nigerian)	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Bini (Nigerian)	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Turkish	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Korean	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Italian	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Cantonese	0	0	0	0	0	1	0	0	0	0	0	1	1	2
Mandarin	0	0	0	0	0	0	0	0	0	0	0	1	1	1
Dutch	0	0	0	0	0	0	1	0	0	0	0	0	0	1
TOTAL	1	10	15	18	12	9	7	12	5	8	8	13	13	129



PROGRAM OUTCOMES 2016-2017

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 34 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 (0.1 *higher* than last year)

Human Behavior and the Social Environment: 4.0 (the same as last year)

Ethnic Sensitive and Multicultural Practice Competencies: 4.0 (0.2 *higher* than last year)

Core Child Welfare Practice Competencies: 3.9 (0.1 *higher* 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.

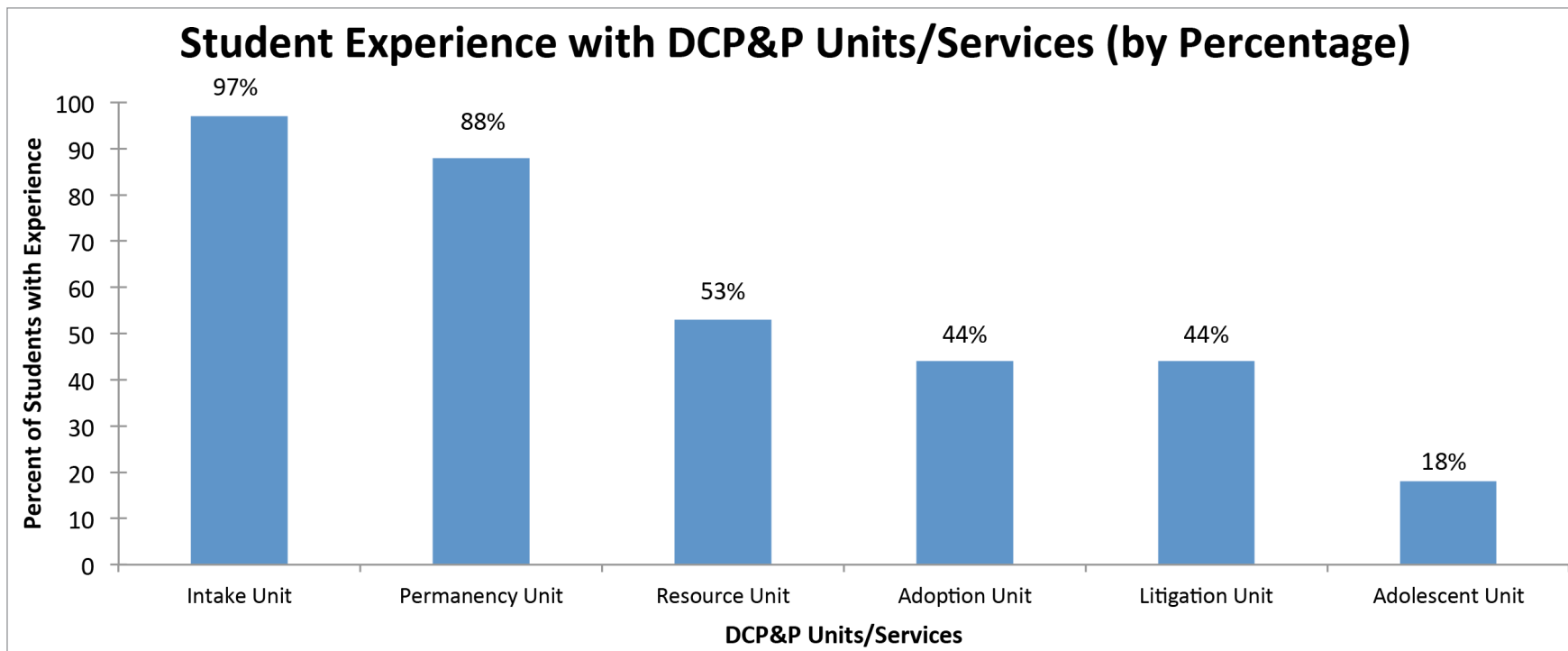
To elicit further assessment of the BCWEP program as a whole (the social work programs' generalist practice curriculum, child welfare coursework, field placement experiences, and the DCF Work Readiness Training) graduating students were asked to respond to several open-ended questions. A summary of the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

During the 2016-2017 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 two students (up from one last year) were limited to experience in the field instructor's own unit. Eight students (24%) were exposed to two units, and another 8 had learning experiences in three units. Sixteen individuals (47%) had the opportunity to experience four, 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 continues to be effective. This year's students were exposed to an average of 3.4 different units, down only 0.2 from last year's average of 3.6.



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
Sense of Community and Networking with Colleagues	9
Support and Accessibility of Program Staff	9
Financial Incentives and Guaranteed Employment Upon Completion	5
Structure and Organization of Program	4

Hands-on Employment Preparation and Experience with DCP&P

- Interning at the job where you will be hired allows you to really enjoy the experience and use the knowledge once you begin working.
- It was a very real experience. I felt like I was an actual worker and I have gained a lot of knowledge.
- It gives the student firsthand experience in what the job really requires.
- The strengths are that we get to learn about DCP&P for a substantial amount of time, learn positives and negatives of work etiquette, and familiarize ourselves with DCP&P policy.

Work Readiness Trainings and Simulations

- As a BCWEP intern, a strength of the program is the Work Readiness. Work Readiness gives a better understanding of what the student sees in the office/field.
- The Work Readiness Training combined with field experience really helped me understand what the job entails.



Sense of Community and Networking with Colleagues

- The help and encouragement we get from each other gives us the motivation to not give up.
- Connecting with other students, colleges, offices and networking with various positions within and outside of the state.

Support and Accessibility of Program Staff

- Everyone was available to answer questions and address any concerns.
- The strengths of the program are there is a strong support from the program directors throughout the entire process.
- Communication is very good. As a student, I felt very supported. You all relay as much information as possible. You do not leave students in the dark.

Structure and Organization of Program

- It is great that BCWEP interns are not restricted in the same way as regular interns. For example, so many cases continue after hours and regular interns can't stay past 5pm. I would have missed a lot of experiences if I always had to leave at 5pm

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 they had more to learn about documentation and the NJ SPIRIT system, or because they desired more simulation experiences. Below are some examples of their responses:

Well Prepared

- BCWEP prepared me very well. The trainings were always in depth and extremely helpful. The field experience was amazing and really allows you to see firsthand what to expect in my professional role.
- BCWEP has been an effective traineeship, which has allowed me to understand and apply tools in my local office and more importantly with families and children.
- I feel very prepared for beginning work. My field instructor has been nothing short of AMAZING. BCWEP chose a great leader and my field instructor is the reason why I say I am prepared and ready for my professional role at DCP&P.

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 (30%) of students gave a rating of 8 or 9. Twelve percent of students rated their field instructors a 6 or 7, and the remaining 13% gave a rating of 2, 3, 4, or 5. The mean rating was 8.3, which is 0.3 lower 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 gave some detail about their reservations. Here are some of the students' verbatim comments:

Positive

- Great experience with instructor. Professional, welcoming and open to questions.
- She was absolutely wonderful. She helped me with anything I needed and made sure I went out with every unit. She also linked me with great workers who showed me both the field as well as the paperwork side of the job.
- My field instructor has been so amazing since I was transferred to her unit .She has provided me with adequate supervision and she has always been available when I needed clarity and help in following the cases and working with families.
- My field instructor has been more than a supervisor, but an overall mentor. She cares so much about my learning and the exposure that I receive. She had so much faith in me when I doubted myself and made sure to connect me with the best workers. She made my internship experience rich and phenomenal.

Some Reservations

- My field instructor never had any time for me; we only met 4 or 5 times for supervision. I always went out and did most things myself.
- She did not really supervise me. I was not able to learn or gain a professional rapport due to lack of communication, information and support provided.
- At one point she was too overwhelmed to have me. I had a lot of days unplanned where I sat around all day doing nothing.



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
Changes to Work Readiness Content, Style, and Structure	16
Suggestions for More Effective and Complete Fieldwork Experience	13
General Logistical Suggestions	7
Suggestions Related to Financial Assistance and Stipends	4
Requests for More NJ SPIRIT Training and Access	3

Here are examples of student comments:

Changes to Work Readiness Content, Style, and Structure

- I think there should be less Work Readiness trainings held throughout the year. Some of the information was repetitive.
- I think that the trainings should go more in depth about the duties of a caseworker. I felt the information I was taught was information I already knew.
- More role-playing simulations. We should also have small quizzes after each module.
- Add another simulation in the fall, and make the spring later. The simulation in the spring was too fresh off from break. The commute is a lot. I wish trainings were closer.
- The trainings were very helpful, but I do feel that it was stretched out. The topics were of course interesting, but I don't believe so much time should have been spend on discussing what "we" do at our local offices, over and over again and about one topic.

Suggestions for More Effective and Complete Fieldwork Experience

- I do think the program should be more involved in ensuring students are accomplishing desired goals and experiences in the field.
- I think it would be in students' best interests if field instructors were not casework supervisors because it seemed to be overwhelming and an annoyance for interns to be in the office.



- It may be beneficial for interns to pair with an actual worker to continuously shadow, instead of relying on supervisors to set-up daily plans. It would also help to have more structure and outlined procedures for field instructors to form the internship experience.
- Students need to be supplied with an office desk to be able to complete tasks assigned as well as monthly check-ins to Academic Coordinators to maintain ongoing status with school and BCWEP coordinators.
- I think something should be put in place to ensure that all BCWEP students get a fair amount of experience. I know some felt they didn't get enough experience and it definitely needs to be addressed. Maybe some kind of requirement for the amount of cases students must go out on by the end of the semester—something like that.

General Logistical Suggestions

- Perhaps the university's learning plan should suffice for the BCWEP learning plan. They were almost identical to my school's.
- Not using the word "volunteer" on ID badge.
- The only thing I believe should be changed is that we should be allowed to drive state vehicles.

Suggestions Related to Financial Assistance and Stipends

- Definitely reinstate the stipend. BCWEP requires many sacrifices and demands not expected of other students. I do understand getting rid of the stipend also has benefits, but it would go a long way.
- Reinstate the stipend. It isn't easy to be in school full time, intern and work, let alone if you have kids, a husband and a house.

Requests for More NJ SPIRIT Training and Access

- More access to NJ Spirit so we can be more prepared and familiarized with the system.
- More walk through of all paperwork and use of NJ Spirit.



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. Only 1 student 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
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 do feel that I am prepared to add to our child welfare system. I feel that my education in social work brings a lot to the table. Having observed a number of workers that do not have a social work background, I have noted how I would have handled it differently or where they may have went wrong that made whoever they were interviewing shut down or never feel comfortable. I think it's so important that NJ is trying to hire social workers because there is a clear difference with workers that are social workers compared to workers that are not.
- I am ready to say DCP&P, not DYFS. I am ready to work in partnerships with families, appreciate cultural diversity, and treat families with the dignity and worth we all deserve.
- I feel as if, since I am in BCWEP and we have a social work background, we have a great foundation to be great workers. We already know and comply with social work values and practice.
- Yes, I feel that I will bring a more professional vibe to the work environment. Furthermore, my educational experience has given me a social worker's outlook on assisting clients.
- I hope to bring social work values and ethics to the Division. For me, strong roots in social justice and human dignity are important.



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

- Yes, I believe that I am prepared to begin. I have learned the paperwork to take out with me, how to document, how to close a case, and more. I want to ensure that families and children are safe and try to keep families together.
- The BCWEP Program offered a lot of information on the welfare of children as well as laws and policies, which should be followed.
- Yes, being able to experience various units and learn from workers' experiences and changes throughout the years (as well as how to roll with it) has been beneficial in planning and moving forward from the internship.

Have Enthusiasm, Excitement, and Passion

- I do feel prepared. I am very passionate about child welfare. I hope to make a difference with the children and families I encounter. I feel my eagerness and personality were refreshing for workers in my office and I was able to make strong relationships.
- Yes. I think I bring a new positive outlook into the Division.

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

- Yes and no. I feel like I know what I'm supposed to be doing and what is expected from me, but because my supervisor was not a hands-on person, I don't have 100% confidence yet.

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:

- I am very grateful for this program that allows interns to experience the atmosphere of an office and experience the Division before beginning employment. I hope the program views field instructors like mine as an asset, and seeks great leaders like her to provide students with great experiences. More than anything, that contributes to our success.
- Thank you for this opportunity and its contribution to my professional growth. We really love what we are doing and for the right cause. BCWEP has done great at pushing us.



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 2016-17 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: 4.4** (up 0.2 from last year—and 0.3 *higher* than this year's student self-evaluation)
- **Human Behavior and the Social Environment: 4.4** (up 0.2 from last year—and 0.4 *higher* than this year's student self-evaluation)
- **Ethnic Sensitive and Multicultural Practice: 4.5** (up 0.2 from last year—and 0.5 *higher* than this year's student self-evaluation)
- **Core Child Welfare Practice Competencies: 4.3** (up 0.4 from last year—and 0.4 *higher* than this year's student self-evaluation)

The field instructor ratings of students in all competency areas registered at the “Very Well Prepared” level, and were all higher than students' self-ratings. 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 4.1, 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:

- I don't. It is a great tool that guided us through the two semesters and allowed me to track and adjust the learning environment to ensure all bases were covered.
- I would ask that DCPD lingo is included, like NJ Spirit and Safe Measures, so the DCPD field supervisor can evaluate this.
- I feel that the learning plan is very thorough and encompasses areas the interns should be exposed to throughout their internship.
- Some of it was repetitive. It can be shortened.
- Maybe something on rapport building and developing relationships.
- I think it was good. I know my intern had a lot of questions so I am not certain if it was explained to them prior to starting with the Division. However, we sat down and discussed it and it worked out well.



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 three individuals stated that they were unsure if they 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

- It happens to be standing on my desk now! It is my Instructor's "Bible." I have been using the booklet since it was originally published as a checklist of everything I know the BCWEP needs in their tool box prior to starting full-time with the Division.
- Yes. It was a useful tool. Many of the activities and experiences my BCWEP had were ideas adapted from this resource.
- Yes, I did. This was a great planning guide. The student and I went through it together to come up with tasks for her learning contract.

Received, but did not use the *Learning Path*

- Yes, but I do not really use it. The learning experiences I plan for my students are based on my own experience as a field instructor.
- My student and I did not use the book. We followed the learning plans we created and completed the tasks on them. I believe we did most everything in the book, but we had to go with things as they were happening in the office because things move so quickly and happen so fast paced in this office. I do believe that it would be a useful tool if someone wanted to use and follow 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 can't commend the BCWEP program enough for helping develop some of the best case workers. In supervision, I have been able to talk about cases that the BCWEP was familiar with (read the family's case record, and met them) and help her to apply her case practice knowledge when trying to figure out a case plan, for example. The time spent at the Local Office and in work readiness class helped my BCWEP student get a larger perspective on how to engage with client families and even other staff. My student appreciated the Process Recordings since I gave her feedback about how to improve upon her practice and gave her advice on which areas to continue to improve upon. I believe the dedication of the student and Field Instructor alike helps make this a valuable learning experience.
- I think it is a well-rounded traineeship, which marries the theoretical and practical experience well. There is a good balance between what they learn in the classroom and the trainings, and the on-the-job training they are getting in their internship.
- I believe it's a wonderful program. Based upon my experience I feel this an excellent way to ensure students are prepared and ready for the ongoing challenges associated with employment with the agency. It also gives a view of the additional challenges that exist with the many systems that impact the families on an ongoing basis. In addition, I believe the students are a great way to ensure the case practice model continues to guide the practice of the agency and helps to ensure better outcomes for children and families.
- I think the combination of all the above creates a strong foundation for the transition from student to worker. It also allows them to truly decide if this area of practice (DCPP) is truly for them. It also allows them the opportunity to identify any triggers they may have and adapt a self-care plan early before the start as employees.
- I feel that between the coursework, the trainings that they receive as part of the Work Readiness as well as the actual hands on experience they receive in the office, they are able to learn the case practice model. I also feel by being hands on they are seeing the Case Practice model utilized. I know with my intern we discussed what her thoughts were prior to going into the field and then debriefed after she came back.
- I believe that BCWEPs have the advantage when they are hired at the Division. They are immersed in the Division by sitting amongst other workers. They hear the language and can interpret it easier once they are hired. They are exposed directly to the work we do so that it is not a shock when they begin employment. The work readiness training helps them make connections with other workers that will stay with them throughout their careers.



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 for Students:

- Interns should be given access to NJ Spirit and Safe Measures so that they can learn how to document (Spirit) and fully understand how the sustainability and exit plan (Safe Measures) truly impact the day to day work they will be doing. Both of these tools guide our day to day practice and the interns need to see that first hand.
- If your program can include trainings in NJ Spirit and Safe Measure training this will give the students an advantage.

Changes for Field Instructors:

- There is a lot of redundancy in the paperwork and evaluation forms for the colleges and BCWEP. Can this be streamlined? Some field instructors have students from two to three different schools so it requires a lot of tracking and time allocation on top of the task assignments and supervision.

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 (453 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.

Four recommendations for program enhancement in the 2016-2017 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: 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.

We are pleased to report some progress on this goal. During the 2016-17 year, BCWEP staff held many productive conversations with the leadership of the Department of Children and Families (DCF) Office of Training and Professional Development (OTPD) on this topic. The whole Work Readiness Training curriculum is under review and will be revised. Formalization and implementation of this revised curriculum will be a goal for the coming year (see Goal #1 below).



Previous Year's Goal #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.

Again, significant progress was made on this goal during the 2016-17 Academic Year. With the assistance of the BCWEP Campus Academic Coordinators at each member institution, BCWEP staff collected and analyzed the syllabus of each school's child welfare class. A record of when (which semester), how (teaching modality), and by whom (professor credentials and experience) each course is taught was also made. At the time of this report, a committee has been formed to review and revise the model syllabus traditionally distributed to consortium members, and to make recommendations about when, how, and by whom the course ought to be delivered. Completing this model syllabus and making final recommendations will be a goal for the coming year (see Goal #2 below).

Previous Year's Goal #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.

While significant progress was not reached on this goal during the 2016-17 year, this issue has not been forgotten. Rather, the lack of progress is due to the decision to address this issue via the ongoing revision of the Work Readiness Training program (see above and Goal #1 below). As that effort moves forward, we are committed to integrating more student exposure and training on NJ SPIRIT and documentation procedures—we believe this will address student concerns.

Previous Year's Goal #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 [in the 2015-16 report]). 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.

In the 2016-17 Academic Year, significant progress was made on multiple points of this complex goal. By implementing a new procedure, we were able to identify field instructors much earlier in the year. Working as a central point of communication with DCP&P area liaisons, BCWEP staff was able to confirm almost all field instructors before orientation—something that has never happened before. This success was reinforced by the provision of helpful training for BCWEP field instructors at orientation and the field instructor's own mid-year meeting. Feedback from field instructors and Campus Academic Coordinators confirmed that these changes were very helpful in improving the BCWEP experience for students, field instructors, and program staff.



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 2017-2018 Academic Year are proposed:

1. As noted above, BCWEP and OTPD leadership have been working to review and revise the Work Readiness Training (WRT) curriculum. At the time of this report, the future design of this program has not been decided, though we are committed to integrating more training on NJ SPIRIT and documentation. However, productive and encouraging conversations make the revised WRT a realistic goal for the coming year. Therefore, it is recommended that the new curriculum be fully implemented for the incoming cohort of BCWEP students in the 2017-18 Academic Year. Efforts should also be made to evaluate the effectiveness of this change through the collection of quantitative and qualitative data from students.
2. For the 2017-18 Academic Year, it is our goal to complete our review of the Child Welfare Course and its delivery methods across the BCWEP Consortium. We plan to create an updated and revised model syllabus, and use the BCWEP website to create an electronic clearinghouse for resources related to the course. Doing so will enable all member institutions to access the same educational materials and help ensure parity across the consortium.
3. Even more than in past years, this year's student evaluations revealed just how much students value the supportive community that accompanies participation in BCWEP—they see this as one of program's greatest strengths! According to the data, students feel this sense of support from their fellow student participants, BCWEP staff, and the helpful individuals (future colleagues) they interact with during their internships. During the upcoming year, therefore, it is our goal to explore other ways to foster this sense of community among our students. We hope they feel supported by the whole network of people and organizations that are investing in their success through BCWEP!

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, 2017 (Academic Year 2016-17) 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 2016-2017. Mean scores from the past 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 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	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.	4.1	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.	4.4	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.	4.3	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 have a working knowledge of how to utilize these resources in achieving case goals.	3.6	3.3	3.6	3.6	3.6	3.42	3.6	3.5	3.2	3.4	3.3	3.3
5. Has a working knowledge of collaboration with multidisciplinary teams and can work productively with team members in implementing case plans.	3.7	3.6	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.	3.9	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.	4.4	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	4.1	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 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	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.	3.8	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.	4.0	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.	3.6	3.8	3.8	3.9	3.7	3.9	3.6	3.8	4.0	3.7	3.8	3.4
11. Demonstrates understanding of the potential effects of poverty, racism, sexism, homophobia, violence, and other forms of oppression on human behavior.	4.2	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	4.1	4.4	4.3	4.3	4.0	4.4	4.2	4.2	4.3	4.4
13. Demonstrates understanding of how the strengths perspective and empowerment approaches can influence growth, development, and behavior change.	4.3	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	4.0	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 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	Mean Score 2008	Mean Score 2007	Mean Score 2006
14. Demonstrates sensitivity to clients' differences in culture, ethnicity, and sexual orientation.	4.5	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.	3.9	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.	3.9	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.	4.0	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.	3.9	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	4.0	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 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	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.	3.8	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.	4.1	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	3.7	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.	3.9	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 to enable families to care for their children, including pre-placement preventive services..	3.9	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.	3.7	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 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	Mean Score 2008	Mean Score 2007	Mean Score 2006
25. Recognizes the need to monitor the safety of the child by initial and ongoing assessment of risk, especially for children with special needs.	4.0	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.	3.7	3.2	3.6	3.5	3.6	3.4	3.7	3.2	3.8	3.4	3.5	2.7
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	3.8	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.	3.7	3.5	3.6	4.0	3.8	3.9	3.4	3.4	3.9	3.6	3.6	3.1
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.	3.6	3.5	3.5	3.7	4.0	3.9	3.8	4.0	3.8	3.7	3.7	3.3
30. 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.	3.6	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 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	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.	4.0	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	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.	4.0	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	4.3
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	4.4
ALL CORE CHILD WELFARE PRACTICE COMPETENCIES MEAN SCORES	3.9	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, 2017 (Academic Year 2016-17) 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 2016-2017. Mean scores from the past 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 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	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.	4.4	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.	4.6	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.	4.6	4.7	4.2	4.2	4.5	4.5	4.6	4.3	4.5	4.4	4.6	3.8
4. Demonstrates an awareness of community resources available for children and families and have a working knowledge of how to utilize these resources in achieving case goals.	4.1	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.	4.2	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.	4.4	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.	4.5	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	4.4	4.2	4.0	3.9	4.1	4.2	4.1	4.1	4.1	4.2	4.3	3.3



HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT COMPETENCIES	Mean Score 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	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.	4.4	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.	4.4	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.	4.3	4.2	3.8	3.9	4.0	4.1	4.0	3.9	3.9	4.1	4.0	2.7
11. Demonstrates understanding of the potential effects of poverty, racism, sexism, homophobia, violence, and other forms of oppression on human behavior.	4.5	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	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.	4.4	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	4.4	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 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	Mean Score 2008	Mean Score 2007	Mean Score 2006
14. Demonstrates sensitivity to clients' differences in culture, ethnicity, and sexual orientation.	4.6	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.	4.6	4.3	3.8	3.9	3.7	4.2	4.0	3.9	4.0	4.2	4.0	2.7
16. Demonstrates understanding of the importance of a client's primary language and support its use in providing child welfare assessment and intervention services.	4.6	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.	4.6	4.3	3.8	4.0	3.9	4.2	3.8	3.9	4.0	4.0	4.2	3.5
18. Demonstrates the ability to collaborate with individuals, groups, community-based organizations, and government agencies to advocate for equitable access to culturally sensitive resources and services.	4.3	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	4.5	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 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	Mean Score 2008	Mean Score 2007	Mean Score 2006
19. Is able to identify the multiple factors of social and family dynamics in child abuse and neglect, including the interaction of individual, family, and environmental factors.	4.5	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.	4.5	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.	4.2	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.	4.3	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 to enable families to care for their children, including pre-placement preventive services..	4.4	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.	4.2	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 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	Mean Score 2008	Mean Score 2007	Mean Score 2006
25. Recognizes the need to monitor the safety of the child by initial and ongoing assessment of risk, especially for children with special needs.	4.3	4.1	3.9	3.9	4.1	4.2	4.0	4.2	4.3	3.9	4.1	3.5
26. Demonstrates a beginning understanding of legal process and the role of social workers and other professionals in relation to the courts, including policy issues and legal requirements affecting child welfare practice.	4.1	3.8	3.9	4.0	3.7	4.0	3.8	3.9	3.8	3.8	4.1	2.8
27. Is in the process of developing a knowledge base about the effects of attachment, separation, and placement experiences for the child and the child's family and the effects on the child's physical, cognitive, social, and emotional development	4.2	3.7	3.6	3.4	3.8	4.0	3.9	3.9	3.8	3.7	4.0	2.0
28. Is in the process of developing an understanding of the importance of evidence-based practice and a basic understanding of empirical research.	4.0	3.5	3.5	3.3	3.8	3.9	3.6	3.9	3.8	3.8	4.0	1.7
29. Demonstrates awareness of the principles of concurrent and permanency planning with regard to younger children as well as planning for older children about to terminate from the child welfare system.	4.2	3.8	3.7	3.5	3.6	4.0	3.6	4.1	3.8	3.7	4.0	2.8
30. 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.	4.3	3.9	3.8	3.7	4.0	4.3	3.8	4.1	3.9	3.9	4.3	3.3



CORE CHILD WELFARE PRACTICE COMPETENCIES (CONTINUED)	Mean Score 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	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.	4.6	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.	4.3	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.	4.3	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.	3.9	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..	4.6	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	4.3	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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