



BCWEP

BACCALAUREATE CHILD WELFARE EDUCATION PROGRAM 2019-2020 ANNUAL REPORT

LESSONS LEARNED AND RECOMMENDATIONS FOR PROGRAM ENHANCEMENT



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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 2019-2020 academic year are Centenary University BSW Program; Georgian Court University Social Work Department; Monmouth University School of Social Work; Ramapo College Social Work Program; Rutgers University-Camden, Newark, and New Brunswick School of Social Work; Seton Hall University Department of Sociology, Anthropology, and Social Work; and Stockton University Social Work Program. This partnership was formally initiated in November 2005, when the project was funded by the New Jersey Office of Children's Services (now the New Jersey Department of Children and Families). Since the Stockton University federal Children's Bureau grant served as a model for structuring and implementing the statewide program, this report also includes outcome data from the federal grant.





The following table summarizes data on applications, acceptances, traineeship completions, and graduate employment. Ten years of data are provided here, with the last column containing totals from all 16 cohorts since the inception of the program (including the first year of the federal grant).

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

	COHORT 7 2010-11	COHORT 8 2011-12	COHORT 9 2012-13	COHORT 10 2013-14	COHORT 11 2014-15	COHORT 12 2015-16	COHORT 13 2016-17	COHORT 14 2017-18	COHORT 15 2018-19	COHORT 16 2019-20	ALL COHORTS 2004-2020
# of Applicants	68	87	78	91	66	66	82	74	72	65	1127
#/% offered and accepting traineeship	30 (44%)	33 (38%)	30 (38%)	26 (29%)	36 (55%)	36 (55%)	36 (44%)	41 (55%)	36 (50%)	34 (52%)	597 (53%)
# terminated prior to completion	1	0	0	0	3	3	2	2	1	1	21
# completing traineeship (Ays 2004-05 to 2015-16)	29	33	30	26	33	33	34	39	35	33	576
# not graduated yet	0	0	0	0	0	0	0	0	0	0	0
# hired (as of 11/1/2018)	29	32	29	25	33	33	32	39	34	0	528
# not hired	0	1	1	1	0	0	2	0	0	0	14
# waiting to be hired	0	0	0	0	0	0	0	0	0	33	33

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

Due to the COVID-19 pandemic, this year's cohort of graduates is projected to be hired in 2021.

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

BCWEP/FEDERAL CHILD WELFARE EMPLOYMENT RETENTION DATA

	1-year commitment			2-year commitment												
	TRAINEES FIRST EMPLOYED IN 2005 (N=14)	TRAINEES FIRST EMPLOYED IN 2006 (N=21)	TRAINEES FIRST EMPLOYED IN 2007 (N=62)	TRAINEES FIRST EMPLOYED IN 2008 (N=67)	TRAINEES FIRST EMPLOYED IN 2009 (N=46)	TRAINEES FIRST EMPLOYED IN 2010 (N=28)	TRAINEES FIRST EMPLOYED IN 2011 (N=29)	TRAINEES FIRST EMPLOYED IN 2012 (N=32)	TRAINEES FIRST EMPLOYED IN 2013 (N=29)	TRAINEES FIRST EMPLOYED IN 2014 (N=27)	TRAINEES FIRST EMPLOYED IN 2015 (N=31)	TRAINEES FIRST EMPLOYED IN 2016 (N=31)	TRAINEES FIRST EMPLOYED IN 2017 (N=35)	TRAINEES FIRST EMPLOYED IN 2018 (N=39)	TRAINEES FIRST EMPLOYED IN 2019 (N=39)	TRAINEES FIRST EMPLOYED IN 2020 (N=33)
	Federal only	BCWEP/Federal	BCWEP/Federal	BCWEP/Federal	BCWEP/Federal	BCWEP only										
# (%) retained in employment for 1 year	14 (100%)	20 (95%)	60 (97%)	66 (99%)	46 (100%)	26 (93%)	24 (83%)	30 (94%)	27 (93%)	25 (93%)	29 (94%)	30 (97%)	35 (100%)	36 (92%)	35 (90%)	N/A
# (%) retained in employment for 2 years	14 (100%)	17 (81%)	55 (89%)	63 (94%)	45 (98%)	26 (93%)	22 (76%)	27 (84%)	26 (90%)	25 (93%)	28 (90%)	29 (94%)	31 (89%)	34 (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%)	20 (74%)	23 (74%)	22 (71%)	28 (80%)	N/A	N/A	N/A
# (%) retained in employment for 4 years	14 (100%)	15 (71%)	50 (81%)	51 (76%)	37 (80%)	24 (86%)	18 (62%)	18 (56%)	20 (69%)	18 (67%)	20 (65%)	20 (65%)	N/A	N/A	N/A	N/A
# (%) retained in employment for 5 years	14 (100%)	13 (62%)	45 (72%)	47 (70%)	34 (74%)	23 (82%)	16 (55%)	14 (44%)	20 (69%)	17 (63%)	19 (61%)	N/A	N/A	N/A	N/A	N/A
# (%) retained in employment for 6 years	14 (100%)	11 (52%)	45 (72%)	46 (69%)	32 (70%)	22 (79%)	13 (45%)	14 (44%)	20 (69%)	16 (59%)	N/A	N/A	N/A	N/A	N/A	N/A
# (%) retained in employment for 7 years	14 (100%)	11 (52%)	44 (71%)	45 (67%)	32 (70%)	21 (75%)	11 (38%)	13 (41%)	20 (69%)	N/A						
# (%) retained in employment for 8 years	14 (100%)	11 (52%)	43 (69%)	44 (66%)	30 (65%)	17 (61%)	11 (38%)	13 (41%)	N/A							
# (%) retained in employment for 9 years	14 (100%)	11 (52%)	43 (69%)	43 (64%)	28 (61%)	16 (57%)	11 (38%)	N/A								
# (%) retained in employment for 10 years	14 (100%)	10 (48%)	40 (65%)	42 (63%)	28 (61%)	16 (57%)	N/A									
# (%) retained in employment for 11 years	14 (100%)	10 (48%)	40 (65%)	42 (63%)	27 (59%)	N/A										
# (%) retained in employment for 12 years	14 (100%)	10 (48%)	40 (65%)	41 (61%)	N/A											
# (%) retained in employment for 13 years	14 (100%)	9 (43%)	39 (63%)	N/A												
# (%) retained in employment for 14 years	14 (100%)	9 (43%)	N/A													
# (%) retained in employment for 15 years	14 (100%)	N/A														

Five hundred twenty-eight (528) individuals have moved into positions within the child welfare workforce. Across the first sixteen cohorts of the program, of those who successfully completed the program and accepted caseworker positions, 342 (65%) are still employed at DCP&P. This is remarkable, given that researchers have found high annual attrition rates in child welfare caseworker positions. For example, some counties in one state reported annual turnover as high as 100% (Ellet and Leighninger, 2007)! Remarkably, 100% of our original cohort is still on the job.



The next table summarizes data on BCWEP student ethnic self-identification. We have used the ethnic designations used by the U.S. Census. Again, ten years of data are provided here, with the last column containing totals from all 16 cohorts since the inception of the program (including the first year of the federal grant).

2010-20 BCWEP STUDENTS BY ETHNICITY

Ethnicity	# 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	# of Students 2017-18	# of Students 2018-19	# of Students 2019-20	TOTAL 2004 - 2020	
												#	%
African American	6	5	6	5	9	11	11	8	7	9	4	164	28%
Asian	0	1	0	0	1	1	1	0	0	0	1	14	2%
Hawaiian/Pacific Islander	0	1	1	0	0	0	0	0	0	0	1	5	1%
Hispanic/Latino	6	6	6	8	9	7	7	8	17	16	11	134	23%
Native American	0	0	0	0	0	1	1	0	1	0	0	3	1%
Other	1	0	0	1	1	0	0	2	0	0	0	6	1%
White	17	20	17	12	16	16	16	15	18	12	17	266	45%
TOTAL	30	33	30	26	36	36	36	33	43	37	34	592	100%

Sixty-eight percent (68%) of this year's cohort identified their ethnicity as other than white. In fact, when all cohorts are considered together, about fifty-five percent (55%) of BCWEP participants have been non-white. The program continues to attract a very diverse group of students, a highly desirable feature, since New Jersey is one of the most ethnically diverse states in the United States.

A number of BCWEP trainees have fluency in a language other than English. The table below summarizes the extent of this skill that BCWEP graduates bring into their caseworker positions. Such a contribution is extremely valuable to an agency that serves New Jersey’s diverse peoples. One hundred eighty-five (33%) of the 562 BCWEP graduates accepted have brought this skill to their work with DCP&P. Ten years of data are provided here, with the last column containing totals from all 16 cohorts since the inception of the program (including the first year of the federal grant).

**2010-2020
BCWEP STUDENTS
BY LANGUAGES SPOKEN OTHER THAN ENGLISH**

Languages Spoken	# of Students 2010-11	# of Students 2011-12	# of Students 2012-13	# of Students 2013-14	# of Students 2014-15	# of Students 2015-16	# of Students 2016-17	# of Students 2017-18	# of Students 2018-19	# of Students 2019-20	TOTAL
Spanish	4	7	5	7	7	7	8	17	14	13	127
Creole	0	0	0	0	0	0	2	1	2	0	12
Portuguese	0	1	0	0	1	3	3	1	1	0	11
French	0	1	0	0	0	0	0	0	1	0	7
Arabic	1	0	0	0	0	1	1	0	1	0	5
Polish	0	0	0	1	0	0	0	1	0	0	4
Tagalog	0	1	0	0	0	0	0	0	0	1	3
Vietnamese	0	0	0	0	0	0	0	0	0	0	2
Russian	0	1	0	0	0	0	0	0	0	0	1
Bulgarian	0	1	0	0	0	0	0	0	0	0	1
Edo (Nigerian)	0	0	0	0	0	0	0	0	0	0	1
Bini (Nigerian)	1	0	0	0	0	0	0	0	0	0	1
Turkish	0	0	0	0	0	0	0	0	0	0	1
Korean	0	0	0	0	0	0	0	0	0	0	1
Italian	0	0	0	0	0	0	0	0	0	0	1
Cantonese	0	0	0	0	0	1	1	0	0	0	2
Mandarin	0	0	0	0	0	1	1	0	0	0	1
Dutch	1	0	0	0	0	0	0	0	0	0	1
Urdu	0	0	0	0	0	0	0	0	0	1	1
Hindi	0	0	0	0	0	0	0	0	0	1	1
Punjabi	0	0	0	0	0	0	0	0	0	1	1
TOTAL	7	12	5	8	8	13	13	20	19	17	185



PROGRAM OUTCOMES 2019-2020

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 using a web-based survey platform, Qualtrics. 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: 4.1 (the same as last year)

Human Behavior and the Social Environment: 4.2 (0.1 *lower* than previous cohort)

Ethnic Sensitive and Multicultural Practice Competencies: 4.1 (0.1 *lower* than previous cohort)

Core Child Welfare Practice Competencies: 4.1 (the same as previous cohort)

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

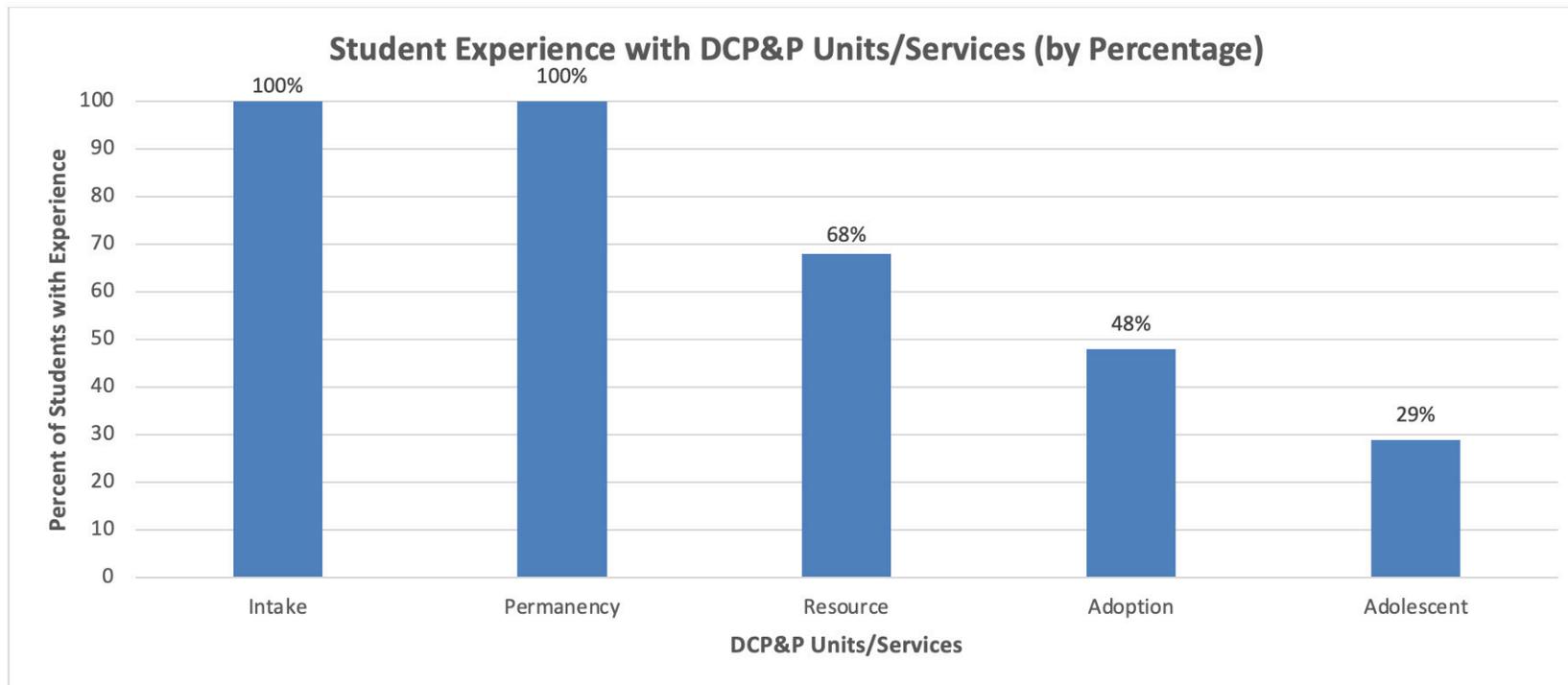
To elicit further assessment of the BCWEP program as a whole (the social work programs' generalist practice curriculum, child welfare coursework, field placement experiences, and the DCF Work Readiness Training) graduating students were asked to respond to several open-ended questions. A summary of the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



DCP&P Units/Services Experienced by BCWEP Interns

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

During the 2019-2020 Academic Year, 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:



Especially encouraging is the fact that no student reported being limited to just one unit—something the program has been emphasizing for years. Exposure to the various units and functions of DCP&P is something we view as essential in preparing students for their eventual work assignments. While the amount of time a student actually spends in each unit varies considerably, the ability to understand how a case moves through the different units and services of DCP&P is important.



Students' Perceptions of the Strengths of BCWEP

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

Students identified a number of themes related to the strengths of BCWEP. The most commonly mentioned strength was the opportunity for hands-on experience with DCP&P under the supervision and mentoring of experienced professionals. The students seem to understand the role that fieldwork plays in helping them acquire the knowledge, skills, and resources that will allow them to become effective workers. Students also mentioned the value of the Work Readiness Training and the supportive community fostered by the program's staff and structure. Examples of some actual student comments are given below:

- The program is very cohesive. Everyone worked well together, and things seemed to operate pretty smoothly and consistently. I believe that this program prepares students for their positions and offers great incentives to work hard and put the best effort forward.
- Being able to be exposed to training and the DCP&P experience before graduating is a great strength, as well as meeting a lot of people who are involved with DCP&P before starting work—that is really helpful.
- The program makes the interns ready to understand the vision, mission and the commitment of the Child Welfare System.
- There are so many strengths of the BCWEP program. First, it gives you a firsthand experience of the child welfare system in NJ, allowing you to see what life is really like for a caseworker. Secondly, there is a wonderful balance of “theory and practice.” The trainings in New Brunswick are so informative, helpful, and relevant to our work as beginning caseworkers. We are then able to apply what we learned in the classroom to our LOs and our work with clients. Lastly, the people who make BCWEP happen (Dawn and Joe from Stockton, DCF staff working at the training center, field supervisors) are professional, supportive, and helpful. You really feel like everyone has your back and truly wants you to succeed, and the importance of that should not be undermined.
- The background we received first with the child welfare classes and then the additional DC&P trainings. The support of Dawn and Joe and their dedication to us as students and to the program. Also, their leadership qualities and example of ethical and punctual principles. Yet they were always approachable if you needed to discuss a concern. The training and communication of what to anticipate and what was expected was key. They are very good at what they do, so we will succeed.
- The worker readiness training helped strengthen the skills I had learned during the entire traineeship program. It gave us time to reflect upon our personal experience at our own internships, other people's experiences, and gain insight from the teachings of our trainers. The biggest strength of the BCWEP program is the opportunity to work closely with our field instructor and various employees in all of the units.
- It allows social work students to gain experience in the child welfare field, while they are still in school. They have the chance to apply the things they learn in a professional setting before becoming professionals.
- The BCWEP program helps students learn what it takes to be a child welfare professional and gain/have diverse experiences without the full pressure of being a worker. It gives students many opportunities to research and ask as many questions as possible to gain a full understanding of policy and the operations/roles of workers.



Students' Perceptions of Their Professional Preparation

Question: *How well do you think the BCWEP Child Welfare Traineeship prepared you for your professional role at DCP&P?*

(Consider your child welfare coursework, your DCP&P internship, and the Work Readiness Training all as part of the BCWEP Child Welfare Traineeship.)

Most students reported that they felt well prepared for their future roles at DCP&P. A few expressed some reservations about their readiness, mostly because they felt something had been lacking in their fieldwork experience. Again, we have provided some examples of student comments:

- I think I have been well prepared for my role at DCP&P. My field supervisor exposed me to various types of meetings conducted by the division and that allowed me to have a firsthand look into the operation of MDT's, FTM's, case staffing transfer meetings etc. The Work Readiness Trainings were very interesting and helpful in preparing me for my future role.
- While I'm nervous to begin at DCP&P, I feel better knowing I've had extensive training both in the field and in the classroom. I feel prepared enough to, though I know we won't, work a CWS case as soon as I start. When I started at my internship, I never thought I could work a case. I was scared and hesitant. After my BCWEP year, I am confident enough to work a case and know, with further training and support from my supervisor, that I will be able to manage a caseload when that time comes.
- I believe that I am well-prepared for my professional role at DCP&P. As it was always said to me, you learn new things about the agency, clients, and yourself each day you walk through the doors. Although I was not exposed to all units of DCP&P in an equal manner, I was able to build relationships, travel with, and get advice from many case work supervisors, supervisors, and caseworkers throughout my experience. I believe that I have improved upon my communication skills, documentation skills, time-management skills, teamwork skills, amongst many other skills because of the BCWEP program. I feel like I am equipped with the mindset that I am competent and capable of learning from all tasks given to me.
- I think on paper I am adequately prepared. However, there is so much that I know I should have seen and maybe could have seen if my internship was not cut short. However, I have learned a lot and experienced valuable lessons. I just wish I could have seen or spent time in more units. I was very excited to experience the adolescent unit and had only observed one adolescent permanency hearing. I wish I could have experienced more, especially in areas that I will need to know (such as a DODD) or areas that interested me most (such as adolescents).
- The BCWEP traineeship prepared me greatly for my professional role at DCP&P. The mandatory child welfare course provided me with a solid background on child welfare issues and ways in which to identify and serve children in the system. The traineeship also allowed me to gain hands on experience in my future employment. This was a huge help because I feel extremely prepared to go out in the field and more comfortable interviewing and doing my job to the best of my ability.
- I feel I was adequately prepared, although due to our unique situation with Covid-19, I was beginning to get the in-field experience that typically occurs during the second portion of the internship so there are still areas I would be getting used to as a new worker.



Students' Perceptions about Field Instructors' Helpfulness

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

In general, students viewed their field instructors as helpful in providing appropriate learning experiences with regard to the BCWEP competencies. Students were asked to rate their field instructor's helpfulness on a scale of 1 (Extremely Unhelpful) to 10 (Extremely Helpful). The mean rating was 8.9, which is 0.7 higher than last year's mean. Over the years, students have generally rated their field instructors high on this scale. This is likely due, at least in part, to the extra level of attention and monitoring that BCWEP participants receive. We exhort students to notify the program immediately if field experiences are not satisfactory, so that effective interventions can occur early in the year. Still, as usual, this cohort of students did have a few dissatisfied students who gave their field instructors low ratings. This year, no students added comments to their numerical rating of their field instructors.

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?*

Respondents identified only a few areas of potential change. Here are examples of student comments:

- BCWEP staff could be more involved in following the learning contract of the interns in the agency, to make sure that the intern is doing the job in a conscious manner and the fieldwork supervisor is providing the necessary training.
- Try as best as possible to pick supervisors that want to give the full experience to the students.
- The commutes to training and different places for BCWEP meetings added extra stressors on top of school and work.
- I feel like there are some trainings that we had at the training center to be more important than others more common knowledge ones. For example, the car seat training gave me a lot of knowledge about something basic I thought I knew about. I think that some trainings could have a more straightforward topic for each monthly meeting. I also believe there should be an opportunity for students to have a retreat to better bond with their cohorts outside of the mid-year meeting because the trainings are mostly for professional purposes.
- I think there should be more structure to it or more guidance for supervisors. I absolutely loved my supervisor and she taught me a lot! However, with their busy schedule, I think it is sometimes difficult for them to find plan and find activities for us to do. I had a very hands on experience, I think more than some others, but as I stated, I wish I had more experience. It would have been nice if there was some sort of structure to what needed to be accomplished during the year or if each month was dedicated to a specific unit. Obviously this wouldn't always work and there would need to be some flexibility but it's a thought.



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. A few students expressed reservations about their readiness, citing a desire to have more knowledge and training. See examples of students' actual responses:

- I want that all children and families in New Jersey have the opportunity of a better life with the help of DCP&P. I can offer my strengths as a person of being genuine, respectful, and empathetic to make a connection with the child and the family. Helping one family can help the community, then the state.
- I am prepared for my role in the transformation of New Jersey's public child welfare system by being fully committed to my work with the population's most vulnerable families. I will strive to advocate for my clients and to work diligently to help keep families together.
- I am sure that I will use my knowledge and skill to help and play my best role in the transformation of New Jersey's public child welfare system. I will collaborate with colleagues, programs, constituencies, and policy transformation to protect our children and advocate for families.
- I feel prepared to bring a social work mentality to NJ's child welfare system. I think that was lacking for many years, but I am beginning to see the shift in having more social workers working as caseworkers. I believe that if there were more social workers, or at least more trainings for non-social workers, we would have better outcomes with the families with whom we work.
- Yes I am. I have been interning at an office where I was extremely motivated and witnessed the devotion of social workers to their clients
- I feel that I am prepared. I have the internal drive to be in this line of work and that desire to help families for a variety of reasons. Although our internship experience was cut a bit short and had to be completed in a different way than originally expected, I do believe that I and other students are prepared because of the trainings we received, the type of internship we have been part of this year, and the faculty and staff who were resources we could connect to when we had questions or concerns.
- I believe I am 90% prepared to play a role. I say 90% due to the hiccup that occurred with COVID-19. Also, being an intern versus having your own caseload has its differences.



Additional Comments Shared by Students

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

Approximately 45% 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.

- Thank you for keeping us informed throughout this whole pandemic and being a support for us when needed. Hopefully we get the chance to start working sooner rather than later. Thank you!
- Thank you for an incredible year and for the support you have given us. I hope to make you and the BCWEP program proud!
- I loved the program and have recommended it to other lower classmates. I truly believe it's a great program. Thank you so much!
- I feel extremely bless and grateful to have participated in this program. I feel and others have noticed a tremendous growth both professionally and personally as a result of the BCWEP program. I believe the trainings also helped me personally become better informed as a parent. Thank you for this wonderful opportunity.
- Nothing except for being grateful to have Dawn & Joe as my trainers
- The BCWEP program is an amazing opportunity for students to experience. It gives students the opportunity to see a side of the child welfare system that most people do not want to explore due to societal beliefs about what DCP&P does as an agency. It also helped me become a proud advocate for the agency and learn about my abilities to perform in an area I initially knew nothing about.
- I had a great time in this program! I really loved it and I loved everyone I met. Thank you Dawn, Joe, and Betty for everything! I hope I will still be in touch with you all. This was an amazing experience full of pain and tears but also a lot of happiness and life lessons that I will never forget. I will miss it a lot.
- Thank you! I am so grateful to have had this experience and I cannot wait time begin my journey as a worker!
- I overall think BCWEP is an outstanding internship for any student, even if they weren't necessarily going to be a worker, because there are so many dynamics any student would surely grow from the experience!



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 2019-2020 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 almost the same as last year and a bit lower than students' self-assessments this year. Average scores in the four targeted competency areas were as follows:

Workplace Management Competencies: 3.9 (down 0.1 from last year—and 0.2 *lower* than this year's student self-evaluation)

Human Behavior and the Social Environment: 3.9 (down 0.2 from last year—and 0.3 *lower* than this year's student self-evaluation)

Ethnic Sensitive and Multicultural Practice: 4.0 (down 0.1 from last year—and 0.1 *lower* than this year's student self-evaluation)

Core Child Welfare Practice Competencies: 3.8 (down 0.1 from last year —and 0.3 *lower* than this year's student self-evaluation)

This year, field instructor ratings were all at the “Adequately Prepared” or “Well Prepared” levels. Interestingly, field instructor ratings this year are all lower than students' self-ratings. This is likely because the internship experience was cut short by the pandemic, giving field instructors less time to prepare their students. It should be noted that field instructors are asked to use “average” beginning caseworkers at DCP&P as a comparison group when giving their ratings. For a more detailed breakdown of mean scores on each competency, see Table B in the Appendix.





OVERALL CONCLUSIONS AND REFLECTIONS ON THE 2019-2020 ACADEMIC YEAR

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

- It has facilitated the movement of many diverse, bilingual, motivated, intelligent social work students into careers in public child welfare.
- It has created intensive classroom and field curricula that effectively convey child welfare knowledge and practice skills to those students.
- It demonstrated an agile response to the COVID-19 pandemic, modifying the program to maximize the quality of the students' experience.
- It has eased the financial burden for student participants.
- 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.

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





APPENDIX A
CHILD WELFARE TRAINEE ASSESSMENT

June, 2020 (Academic Year 2019-2020) Results

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 2019-2020. Mean scores from the previous ten years of the program are also included for comparison. The students were asked to rate their level of preparedness on a scale of 1-5, where 1 = inadequately prepared, 2 = fairly well prepared, 3 = adequately prepared, 4 = well prepared, and 5 = very well prepared.

WORKPLACE MANAGEMENT COMPETENCIES	Mean Score 2020	Mean Score 2019	Mean Score 2018	Mean Score 2017	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010
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	4.0	3.8	4.1	3.9	4.0	4.0	4.0	4.2	4.1	4.3
2. Understands the vision, values, mission, mandates and desired outcomes of the New Jersey Child Welfare System.	4.5	4.5	4.3	4.4	4.3	4.4	4.4	4.5	4.6	4.3	4.6
3. Is able to work productively with agency staff, supervisors, and clients in an environment characterized by human diversity.	4.4	4.6	4.5	4.3	4.4	4.5	4.6	4.4	4.4	4.6	4.3
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.	3.8	3.4	3.6	3.6	3.3	3.6	3.6	3.6	3.42	3.6	3.5
5. Has a working knowledge of collaboration with multidisciplinary teams and can work productively with team members in implementing case plans.	3.9	3.8	4.1	3.7	3.6	3.7	3.8	3.7	3.6	3.5	3.7
6. Is able to plan, prioritize, and complete activities within appropriate time frames.	4.3	4.3	4.3	3.9	3.6	4.2	4.2	4.0	4.1	4.0	4.0
7. Is aware of potential work-related stress factors and begin to develop appropriate self-care strategies.	3.9	4.3	4.3	4.4	4.3	4.4	4.4	4.2	4.1	4.0	3.8
ALL WORKPLACE MANAGEMENT COMPETENCIES MEAN SCORES	4.1	4.1	4.1	4.1	4.0	4.1	4.1	4.1	4.1	4.0	4.0



HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT COMPETENCIES	Mean Score 2020	Mean Score 2019	Mean Score 2018	Mean Score 2017	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010
8. Demonstrates understanding of the stages, processes, and milestones of physical, cognitive, social, and emotional development of children and young adults—and how it is determined and assessed.	3.9	3.9	3.9	3.8	3.6	3.6	4.1	3.8	3.7	3.6	3.7
9. Understands the profound negative impact of child maltreatment on children’s health and development.	4.3	4.5	4.4	4.0	4.1	4.3	4.3	4.4	4.5	4.1	4.4
10. Demonstrates understanding of the stages and processes of adult development and family life.	3.9	4.0	4.1	3.6	3.8	3.8	3.9	3.7	3.9	3.6	3.8
11. Demonstrates understanding of the potential effects of poverty, racism, sexism, homophobia, violence, and other forms of oppression on human behavior.	4.4	4.2	4.4	4.2	4.1	4.3	4.3	4.3	4.3	3.9	4.3
12. Demonstrates understanding of the influence of culture on human behavior and family dynamics.	4.2	4.4	4.2	4.1	4.1	4.1	4.4	4.3	4.3	4.0	4.4
13. Demonstrates understanding of how the strengths perspective and empowerment approaches can influence growth, development, and behavior change.	4.2	4.5	4.4	4.3	4.2	4.3	4.4	4.4	4.6	4.2	4.4
ALL HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT COMPETENCIES MEAN SCORES	4.2	4.3	4.2	4.0	4.0	4.1	4.2	4.2	4.2	3.9	4.2



ETHNIC SENSITIVE AND MULTICULTURAL PRACTICE COMPETENCIES	Mean Score 2020	Mean Score 2019	Mean Score 2018	Mean Score 2017	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010
14. Demonstrates sensitivity to clients' differences in culture, ethnicity, and sexual orientation.	4.3	4.5	4.3	4.5	4.2	4.2	4.4	4.4	4.6	4.4	4.4
15. Demonstrates the ability to conduct an ethnically and culturally sensitive assessment of a child and family and to develop an appropriate intervention plan.	3.9	3.8	4.0	3.9	3.5	3.8	4.0	4.0	4.2	3.6	3.9
16. Demonstrates understanding of the importance of a client's primary language and support its use in providing child welfare assessment and intervention services.	4.2	4.4	4.2	3.9	3.8	4.1	4.2	4.1	4.3	3.9	3.8
17. Demonstrates understanding of the influence and value of traditional, culturally based childrearing practices and use this knowledge in working with families.	4.2	4.3	4.1	4.0	3.9	3.9	4.1	3.9	4.2	3.8	4.0
18. Demonstrates the ability to collaborate with individuals, groups, community-based organizations, and government agencies to advocate for equitable access to culturally sensitive resources and services.	3.9	3.9	4.1	3.9	3.7	3.5	4.1	3.9	3.8	3.6	3.6
ALL ETHNIC SENSITIVE AND MULTICULTURAL PRACTICE COMPETENCIES MEAN SCORES	4.1	4.2	4.1	4.0	3.8	3.9	4.2	4.1	4.2	3.9	3.9



CORE CHILD WELFARE PRACTICE COMPETENCIES	Mean Score 2020	Mean Score 2019	Mean Score 2018	Mean Score 2017	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010
19. Is able to identify the multiple factors of social and family dynamics in child abuse and neglect, including the interaction of individual, family, and environmental factors.	4.0	4.1	4.1	3.8	3.7	4.0	3.9	4.1	4.2	3.9	4.1
20. Demonstrates understanding of the strengths-based “person in environment” perspective, and awareness of strengths which act to preserve the family and protect the child.	4.2	4.3	4.3	4.1	4.0	4.1	4.3	4.4	4.5	4.1	4.5
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.	4.1	3.9	4.0	3.7	3.7	3.9	3.8	3.8	4.0	3.9	4.0
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.	4.0	4.0	4.0	3.9	3.6	3.8	3.9	4.1	4.1	3.8	4.1
23. Demonstrates an understanding of the dual responsibility of the child welfare case worker to protect children and to provide appropriate services to enable families to care for their children, including pre-placement preventive services..	4.2	4.3	4.3	3.9	3.9	4.1	4.2	4.3	4.3	4.1	4.3
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.	4.0	3.8	4.0	3.7	3.5	3.7	4.1	4.0	4.0	3.8	3.7



CORE CHILD WELFARE PRACTICE COMPETENCIES (CONTINUED)	Mean Score 2020	Mean Score 2019	Mean Score 2018	Mean Score 2017	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010
25. Recognizes the need to monitor the safety of the child by initial and ongoing assessment of risk, especially for children with special needs.	4.1	4.3	4.4	4.0	4.2	4.0	4.1	4.3	4.5	4.0	4.0
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.	3.6	3.5	3.8	3.7	3.2	3.6	3.5	3.6	3.4	3.7	3.2
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	4.0	4.1	4.2	3.8	3.6	3.7	4.0	3.9	3.8	3.6	3.8
28. Is in the process of developing an understanding of the importance of evidence-based practice and a basic understanding of empirical research.	3.9	3.7	3.9	3.7	3.5	3.6	4.0	3.8	3.9	3.4	3.4
29. Demonstrates awareness of the principles of concurrent and permanency planning with regard to younger children as well as planning for older children about to terminate from the child welfare system.	3.8	3.9	4.1	3.6	3.5	3.5	3.7	4.0	3.9	3.8	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 kin networks.	3.9	4.1	4.1	3.6	3.4	3.7	3.9	3.8	3.9	3.8	4.0



CORE CHILD WELFARE PRACTICE COMPETENCIES (CONTINUED)	Mean Score 2020	Mean Score 2019	Mean Score 2018	Mean Score 2017	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010
31. Shows understanding of the value base of the profession and its ethical standards and principles, and practices accordingly.	4.2	4.5	4.4	4.0	4.1	4.3	4.2	4.3	4.5	4.1	4.3
32. Demonstrates the appropriate use of power and authority in professional relationships, as well as the dynamics of engaging and working with involuntary clients.	4.1	4.2	4.2	3.9	3.9	4.1	4.0	4.0	4.3	3.8	4.0
33. Demonstrates the ability to assess his or her own emotional responses to clients, co-workers, and situations.	4.3	4.4	4.3	4.0	4.2	4.3	4.4	4.2	4.4	4.3	4.1
34. Demonstrates an understanding of the importance of the termination process, with clients and with systems.	4.0	3.7	3.9	3.7	3.9	3.7	4.2	4.0	4.0	3.9	3.8
35. Demonstrates an understanding of the critical importance of documentation in public child welfare..	4.4	4.5	4.6	4.4	4.3	4.5	4.5	4.6	4.6	4.4	4.7
ALL CORE CHILD WELFARE PRACTICE COMPETENCIES MEAN SCORES	4.1	4.1	4.2	3.9	3.8	3.9	4.0	4.1	4.1	3.9	4.0



TABLE B
CHILD WELFARE TRAINEE ASSESSMENT (By Field Instructors)

June 2020 (Academic Year 2019-20) Results

The table below reflects field instructors' assessment of their students' progress on achieving the 35 child welfare competencies that the BCWEP curriculum is designed to teach. The highlighted column contains mean scores for 2018-2019. Mean scores from the previous ten years of the program are also included for comparison. Field instructors were asked to rate students' level of preparedness on a scale of 1-5, where 1 = inadequately prepared, 2 = fairly well prepared, 3 = adequately prepared, 4 = well prepared, and 5 = very well prepared.

WORKPLACE MANAGEMENT COMPETENCIES	Mean Score 2020	Mean Score 2019	Mean Score 2018	Mean Score 2017	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010
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.	3.8	4.1	3.9	4.4	4.2	4.0	4.1	4.0	4.2	4.1	4.2
2. Understands the vision, values, mission, mandates and desired outcomes of the New Jersey Child Welfare System.	3.9	4.4	4.3	4.6	4.4	4.2	4.1	4.3	4.4	4.4	4.2
3. Is able to work productively with agency staff, supervisors, and clients in an environment characterized by human diversity.	4.2	4.4	4.5	4.6	4.7	4.2	4.2	4.5	4.5	4.6	4.3
4. Demonstrates an awareness of community resources available for children and families and have a working knowledge of how to utilize these resources in achieving case goals.	3.7	3.7	3.8	4.1	3.8	3.7	3.5	3.8	3.8	4.0	3.9
5. Has a working knowledge of collaboration with multidisciplinary teams and can work productively with team members in implementing case plans.	3.9	3.6	3.8	4.2	3.7	3.7	3.6	4.0	4.1	3.8	3.9
6. Is able to plan, prioritize, and complete activities within appropriate time frames.	3.9	3.8	3.9	4.4	4.1	4.1	3.8	4.3	4.5	4.2	4.0
7. Is aware of potential work-related stress factors and begin to develop appropriate self-care strategies.	3.8	4.1	4.1	4.5	4.3	4.2	3.8	4.1	4.1	3.8	3.9
ALL WORKPLACE MANAGEMENT COMPETENCIES MEAN SCORES	3.9	4.0	4.0	4.4	4.2	4.0	3.9	4.1	4.2	4.1	4.1



HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT COMPETENCIES	Mean Score 2020	Mean Score 2019	Mean Score 2018	Mean Score 2017	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010
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	3.9	3.9	4.4	4.0	3.9	3.9	4.0	4.4	3.9	3.9
9. Understands the profound negative impact of child maltreatment on children’s health and development.	3.9	4.2	4.2	4.4	4.3	3.9	3.9	4.2	4.4	4.1	4.1
10. Demonstrates understanding of the stages and processes of adult development and family life.	3.8	3.7	3.7	4.3	4.2	3.8	3.9	4.0	4.1	4.0	3.9
11. Demonstrates understanding of the potential effects of poverty, racism, sexism, homophobia, violence, and other forms of oppression on human behavior.	4.0	4.1	4.0	4.5	4.3	4.0	3.8	4.0	4.3	4.1	3.9
12. Demonstrates understanding of the influence of culture on human behavior and family dynamics.	3.9	4.2	4.0	4.4	4.4	3.9	4.2	4.1	4.3	4.0	3.9
13. Demonstrates understanding of how the strengths perspective and empowerment approaches can influence growth, development, and behavior change.	3.9	4.3	4.1	4.4	4.3	4.2	3.9	4.2	4.4	4.1	4.1
ALL HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT COMPETENCIES MEAN SCORES	3.9	4.1	4.0	4.4	4.2	4.0	3.9	4.1	4.3	4.0	4.0



ETHNIC SENSITIVE AND MULTICULTURAL PRACTICE COMPETENCIES	Mean Score 2020	Mean Score 2019	Mean Score 2018	Mean Score 2017	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010
14. Demonstrates sensitivity to clients' differences in culture, ethnicity, and sexual orientation.	4.1	4.3	4.2	4.6	4.5	4.0	4.2	4.3	4.4	4.2	4.2
15. Demonstrates the ability to conduct an ethnically and culturally sensitive assessment of a child and family and to develop an appropriate intervention plan.	3.8	3.8	3.9	4.6	4.3	3.8	3.9	3.7	4.2	4.0	3.9
16. Demonstrates understanding of the importance of a client's primary language and support its use in providing child welfare assessment and intervention services.	4.2	4.3	4.0	4.6	4.4	4.0	4.0	4.0	4.2	4.0	3.9
17. Demonstrates understanding of the influence and value of traditional, culturally based childrearing practices and use this knowledge in working with families.	4.0	4.2	3.9	4.6	4.3	3.8	4.0	3.9	4.2	3.8	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	3.8	4.3	3.9	3.8	3.7	4.0	4.3	4.1	4.0
ALL ETHNIC SENSITIVE AND MULTICULTURAL PRACTICE COMPETENCIES MEAN SCORES	4.0	4.1	4.0	4.5	4.3	3.9	4.0	4.0	4.3	4.0	4.0



CORE CHILD WELFARE PRACTICE COMPETENCIES	Mean Score 2020	Mean Score 2019	Mean Score 2018	Mean Score 2017	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010
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	3.8	4.5	3.9	4.0	3.9	3.9	4.2	4.0	4.0
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	4.3	4.0	4.5	4.2	3.9	3.9	4.1	4.4	3.9	4.2
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	4.2	3.9	3.8	3.8	3.8	4.1	3.8	4.1
22. Is developing knowledge of the forms and mechanisms of oppression and discrimination in the lives of low-income and single-parent families and uses this knowledge in providing appropriate services.	3.7	4.0	3.7	4.3	3.8	3.9	3.9	3.8	4.3	3.7	3.9
23. Demonstrates an understanding of the dual responsibility of the child welfare case worker to protect children and to provide appropriate services to enable families to care for their children, including pre-placement preventive services..	3.9	4.2	4.0	4.4	4.0	3.9	4.0	4.0	4.2	3.9	4.2
24. Demonstrate understanding of the dynamics of all forms of family violence, and the importance of culturally sensitive case plans for families and family members to address these problems.	3.7	3.8	3.6	4.2	3.9	3.9	3.8	3.9	4.2	3.7	4.0



CORE CHILD WELFARE PRACTICE COMPETENCIES (CONTINUED)	Mean Score 2020	Mean Score 2019	Mean Score 2018	Mean Score 2017	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010
25. Recognizes the need to monitor the safety of the child by initial and ongoing assessment of risk, especially for children with special needs.	3.9	4.0	4.1	4.3	4.1	3.9	3.9	4.1	4.2	4.0	4.2
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	3.8	3.8	4.1	3.8	3.9	4.0	3.7	4.0	3.8	3.9
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	3.8	3.6	4.2	3.7	3.6	3.4	3.8	4.0	3.9	3.9
28. Is in the process of developing an understanding of the importance of evidence-based practice and a basic understanding of empirical research.	3.9	3.5	3.6	4.0	3.5	3.5	3.3	3.8	3.9	3.6	3.9
29. Demonstrates awareness of the principles of concurrent and permanency planning with regard to younger children as well as planning for older children about to terminate from the child welfare system.	3.7	3.8	3.6	4.2	3.8	3.7	3.5	3.6	4.0	3.6	4.1
30. Is developing the capacity to utilize the case manager's role in creating a helping system for clients, including working collaboratively with other disciplines and involving and working collaboratively with biological families, foster families, and kin networks.	3.8	3.9	3.8	4.3	3.9	3.8	3.7	4.0	4.3	3.8	4.1



CORE CHILD WELFARE PRACTICE COMPETENCIES (CONTINUED)	Mean Score 2020	Mean Score 2019	Mean Score 2018	Mean Score 2017	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010
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	4.6	4.2	4.1	3.9	4.2	4.3	4.0	4.2
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	4.0	3.9	4.3	3.9	3.8	3.7	3.8	4.3	3.7	4.1
33. Demonstrates the ability to assess his or her own emotional responses to clients, co-workers, and situations.	4.1	4.0	4.1	4.3	4.0	3.8	3.6	4.1	4.1	3.9	4.1
34. Demonstrates an understanding of the importance of the termination process, with clients and with systems.	3.8	3.6	3.6	3.9	3.7	3.7	3.5	3.5	4.0	3.7	4.0
35. Demonstrates an understanding of the critical importance of documentation in public child welfare..	4.1	4.1	4.2	4.6	4.2	4.2	3.9	4.4	4.4	4.4	4.4
ALL CORE CHILD WELFARE PRACTICE COMPETENCIES MEAN SCORES	3.8	3.9	3.9	4.3	3.9	3.9	3.8	3.9	4.2	3.9	4.1





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