



BCWEP

BACCALAUREATE CHILD WELFARE EDUCATION PROGRAM 2016-2017 ANNUAL REPORT

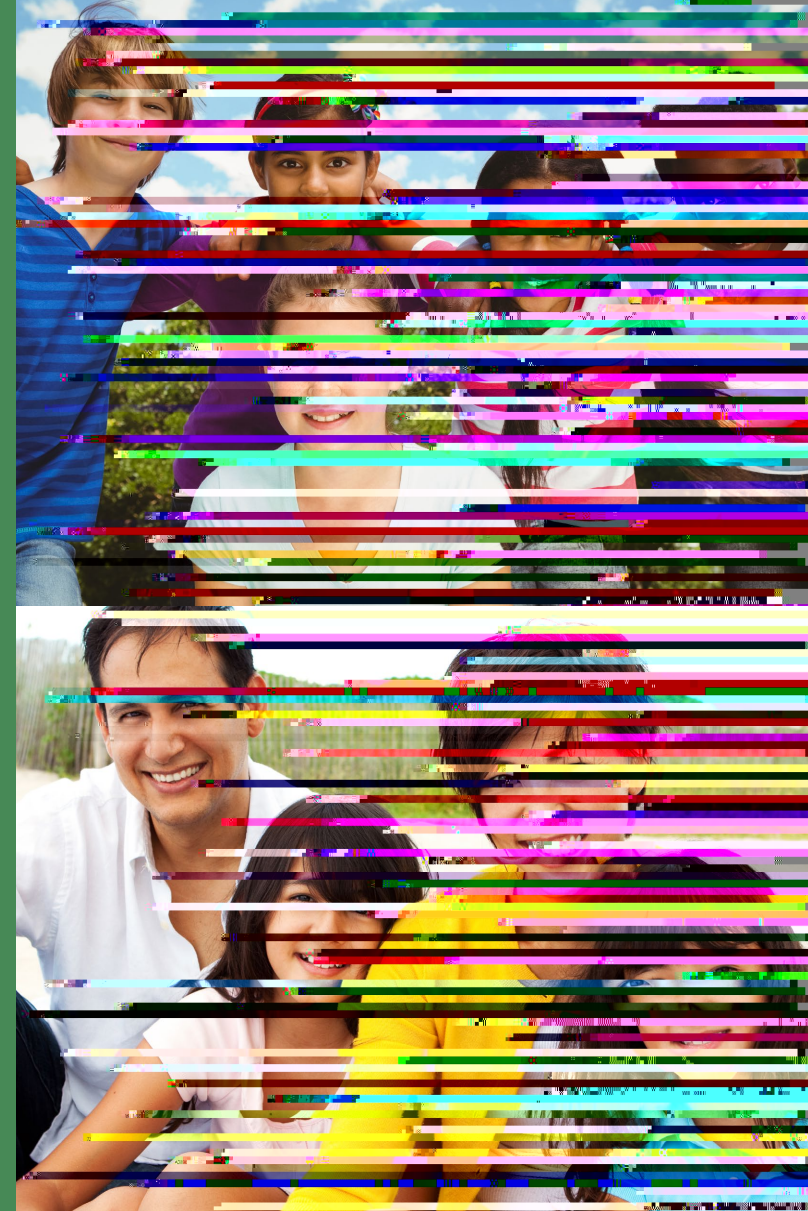
LESSONS LEARNED AND RECOMMENDATIONS FOR PROGRAM ENHANCEMENT

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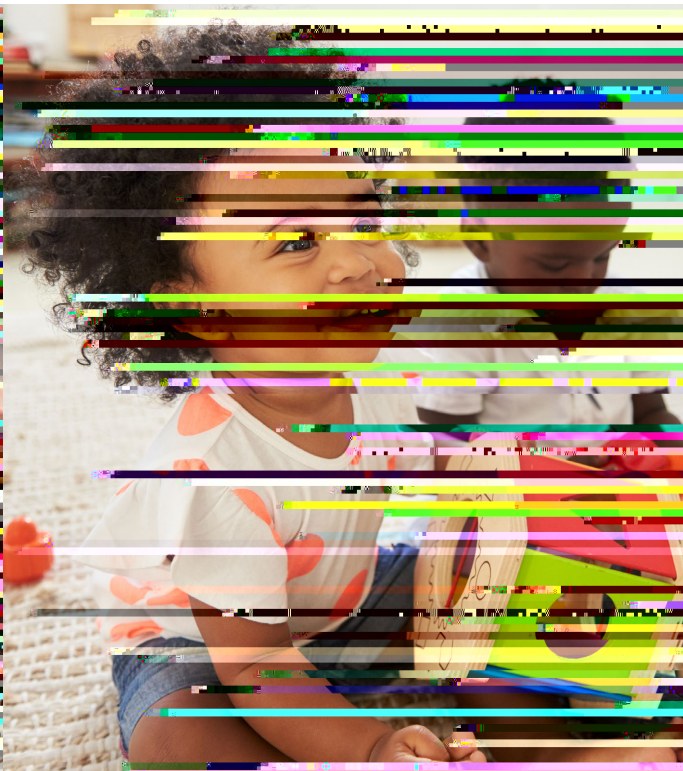
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The following table summarizes data on applications, acceptances, traineeship completions, and graduate employment, since the inception of the program (including the first year of the federal grant).

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.



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

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.

| 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 | |



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:

- (0.1 higher than last year)
- (the same as last year)
- (0.2 higher than last year)
- (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.

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.



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.

- 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.
- 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.
- 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

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 (Tf03

- I felt confident in my understanding of documentation and NJ SPIRIT



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.

| 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:

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- 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.



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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:

(up 0.2 from last year—and 0.3 higher than this year's student self-evaluation)

Learning Path

Question: Did you receive a copy of the [Guide to Becoming a Successful Division of Child Protection and Permanency Employee: A Learning Path for Baccalareate Child Welfare Education Trainees](#)



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



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.

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).

: 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).

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

In fact, it the item al see integrore (Prevear)-18.4 ('s GWwe this goal during the 2016rep,one. ay mademic Y)71 (ear)92 (. With /TT1i89w th,demiissuew andrep, revise goevinh



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 18.4 Although unrealistic Goals for the coming year. Therefore, it is recommended to the Governor and the Legislature that the curriculum be revised to include more training on NJ SPIRIT and documentation.

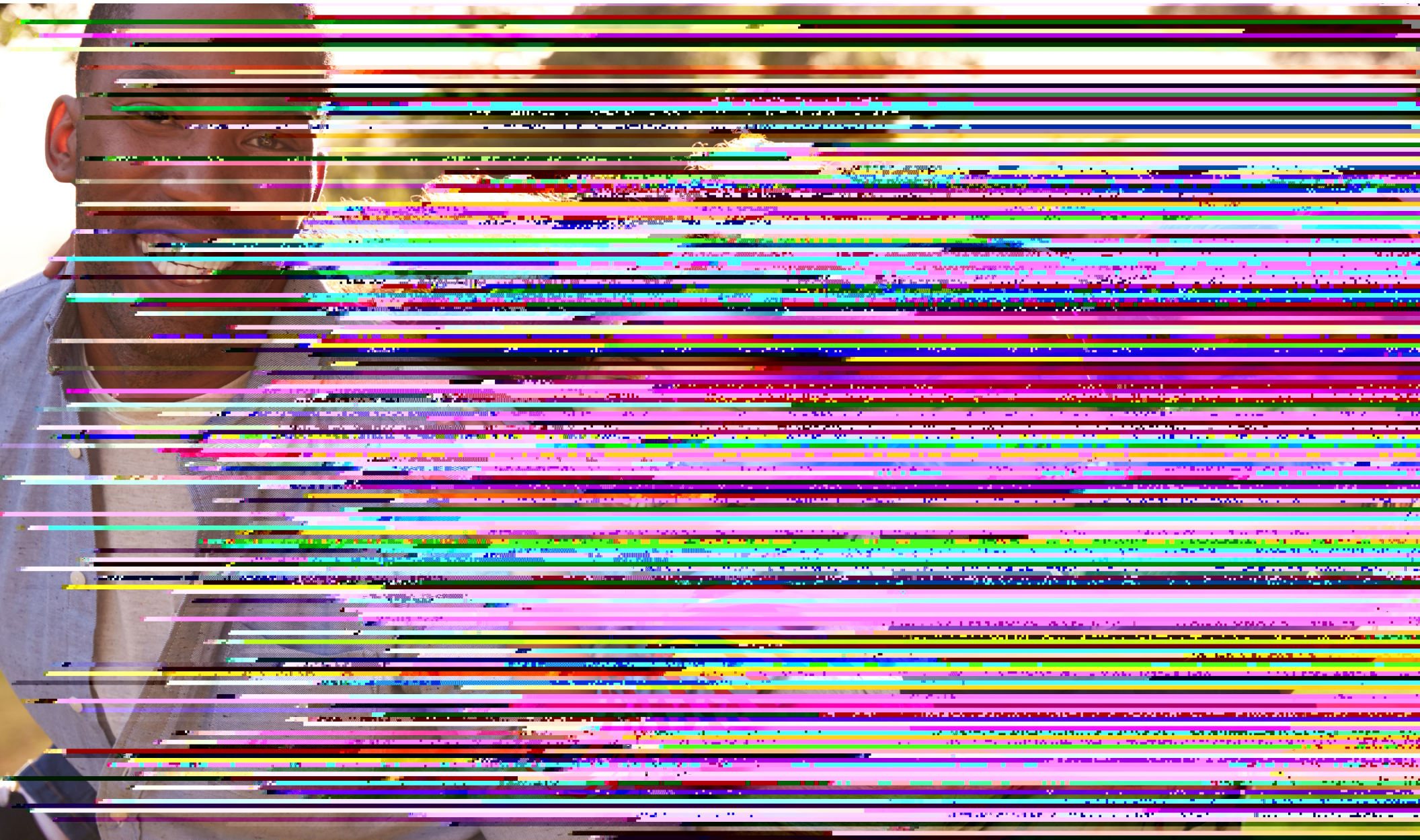




TABLE A





| 14. | | | | | | | | | | | | |
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TABLE B

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.

| 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 | | | | | | | | | | | | | |



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| 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. | | | | | | | | | | | | |
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