



# BCWEP

## BACCALAUREATE CHILD WELFARE EDUCATION PROGRAM 2017-2018 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 2017-2018 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: 14-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	COHORT 14 2017-18	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 only	BCWEP/ Federal
# of Applicants	16	35	89	88	71	79	68	87	78	91	66	66	82	74	990
#/% 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%)	41 (55%)	527 (53%)
# terminated prior to com- pletion	0	1	3	1	2	1	1	0	0	0	3	3	2	2	19
# completing traineeship (AYs 2004-05 to 2015-16)	14	30	70	63	45	29	29	33	30	26	33	33	34	39	508
# not graduated yet	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
# hired (as of 11/1/2018)	14	29	69	60	42	28	29	32	29	25	33	33	32	38	493
# not hired	0	1	1	3	3	1	0	1	1	1	0	0	2	0	14
# waiting to be hired	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1

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 four 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 493.

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)
	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%)	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%)	29 (94%)	29 (94%)	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%)	25 (81%)	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%)	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%)	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%)	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%)	N/A						
# (%) retained in employment for 8 years	14 (100%)	11 (52%)	43 (69%)	44 (66%)	30 (65%)	19 (68%)	N/A							
# (%) retained in employment for 9 years	14 (100%)	11 (52%)	43 (69%)	43 (64%)	28 (61%)	N/A								
# (%) retained in employment for 10 years	14 (100%)	10 (48%)	40 (65%)	42 (63%)	N/A									
# (%) retained in employment for 11 years	14 (100%)	10 (48%)	40 (65%)	N/A										
# (%) retained in employment for 12 years	14 (100%)	10 (48%)	N/A											
# (%) retained in employment for 13 years	14 (100%)	N/A												

Four hundred ninety-three (493) individuals have moved into positions within the child welfare workforce. Across all fourteen cohorts of the program, of those who successfully completed the program and accepted caseworker positions, 344 (70%) 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.

**2004-18 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	# of Students 2017-18	TOTAL 2004 - 2018	
																#	%
African American	7	7	26	25	17	12	6	5	6	5	9	11	11	8	7	151	29.0%
Asian	1	4	1	1	2	1	0	1	0	0	1	1	1	0	0	13	2.5%
Hawaiian/ Pacific Islander	0	0	0	2	0	0	0	1	1	0	0	0	0	0	0	4	1.0%
Hispanic/ Latino	1	7	10	8	8	6	6	6	6	8	9	7	7	8	17	107	20.5%
Native American	0	0	0	0	1	0	0	0	0	0	0	1	1	0	1	3	1.0%
Other	0	0	0	0	1	0	1	0	0	1	1	0	0	2	0	6	1.2%
White	5	12	33	27	18	11	17	20	17	12	16	16	16	15	18	237	45.5%
<b>TOTAL</b>	<b>14</b>	<b>30</b>	<b>70</b>	<b>63</b>	<b>47</b>	<b>30</b>	<b>30</b>	<b>33</b>	<b>30</b>	<b>26</b>	<b>36</b>	<b>36</b>	<b>36</b>	<b>33</b>	<b>43</b>	<b>521</b>	<b>100.0%</b>

Fifty-eight percent (58%) 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 forty-nine (30.2%) of the 493 hired BCWEP graduates accepted have brought this skill to their work with DCP&P.

**2004-2018  
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	# of Students 2017-18	TOTAL 2004-2018
Spanish	1	5	9	9	8	6	4	7	5	7	7	7	8	17	100
Creole	0	1	1	2	2	1	0	0	0	0	0	0	2	1	10
Portuguese	0	2	1	1	0	0	0	1	0	0	1	3	3	1	10
French	0	0	1	2	1	1	0	1	0	0	0	0	0	0	6
Arabic	0	0	1	0	0	0	1	0	0	0	0	1	1	0	4
Polish	0	0	1	0	1	0	0	0	0	1	0	0	0	1	4
Tagalog	0	0	0	1	0	0	0	1	0	0	0	0	0	0	2
Vietnamese	0	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Russian	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Bulgarian	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Edo (Nigerian)	0	0	0	1	0	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	0	1
Turkish	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Korean	0	1	0	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	0	1
Cantonese	0	0	0	0	0	1	0	0	0	0	0	1	1	0	2
Mandarin	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1
Dutch	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
<b>TOTAL</b>	<b>1</b>	<b>10</b>	<b>15</b>	<b>18</b>	<b>12</b>	<b>9</b>	<b>7</b>	<b>12</b>	<b>5</b>	<b>8</b>	<b>8</b>	<b>13</b>	<b>13</b>	<b>20</b>	<b>149</b>



## PROGRAM OUTCOMES 2017-2018

### **BCWEP GRADUATING STUDENTS' SELF-ASSESSMENTS AND PERCEPTIONS OF BCWEP**

The most important measure of effectiveness for an educational program is whether it achieves its objectives. BCWEP's educational objectives were adopted from the 2004 BSW Curriculum Competencies first developed by the California Social Work Education Center (CalSWEC) and then modified by BCWEP to make them appropriate to New Jersey. In compiling the competencies, researchers first interviewed hundreds of public child welfare caseworkers about what they need to know to carry out their responsibilities. This program evaluation examines both field instructors' assessments and students' self-assessments of mastery of the BCWEP competencies.

Students were surveyed at the final session of Work Readiness Training (the end of their BCWEP traineeship). The response rate was 100%, with results from all 39 students completing the program. Participants were asked to rate their level of preparedness on a scale of 1-5, where 1 represented the lowest level of preparedness and 5 the highest.

Student self-rating scores have been remarkably stable over the years. This year's group of students had almost the same mean scores as last year's in the Workplace Management, Ethnic Sensitive and Multicultural Practice, Human Behavior and the Social Environment, and Core Child Welfare Competencies. The group's average scores, on a scale of 1 to 5, in the four targeted areas were as follows:

**Workplace Management Competencies: 4.1** (the same as last year)

**Human Behavior and the Social Environment: 4.2** (0.2 *higher* than last year)

**Ethnic Sensitive and Multicultural Practice Competencies: 4.1** (0.1 *higher* than last year)

**Core Child Welfare Practice Competencies: 4.2** (0.3 *higher* than last year)

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

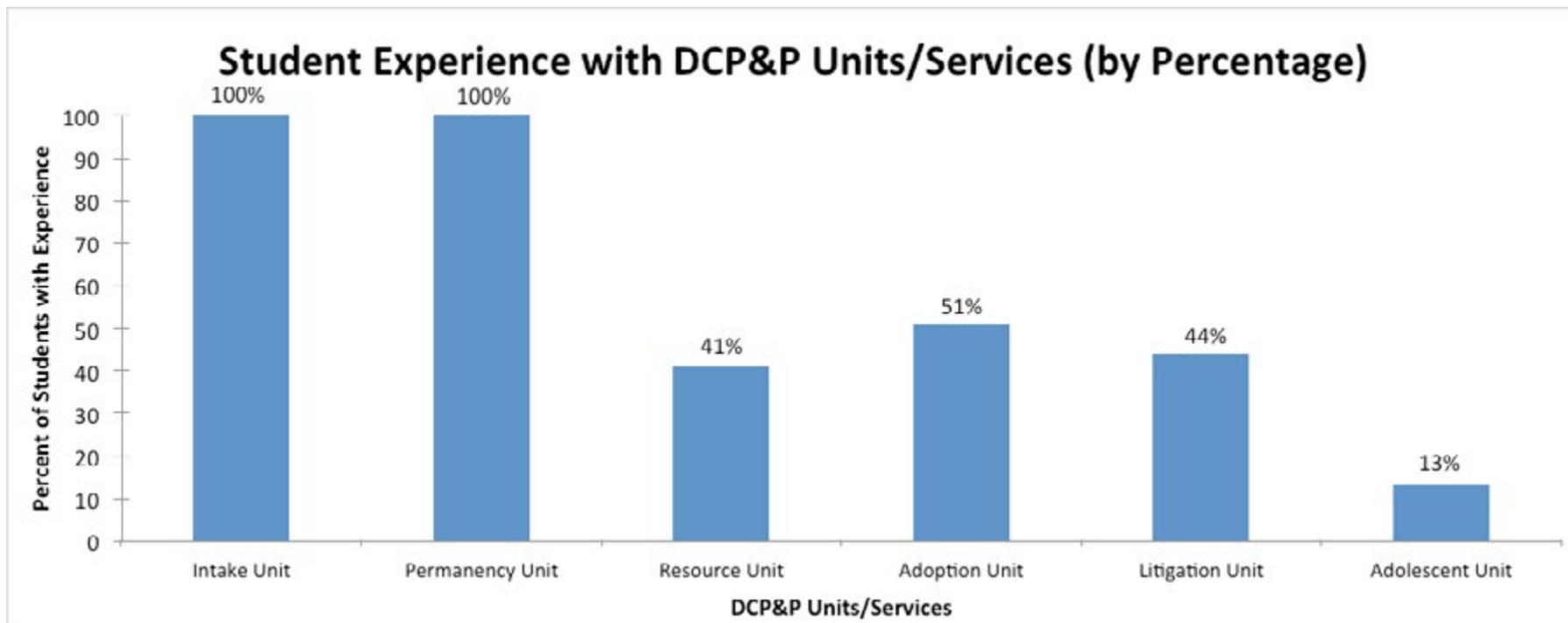
To elicit further assessment of the BCWEP program as a whole (the social work programs' generalist practice curriculum, child welfare coursework, field placement experiences, and the DCF Work Readiness Training) graduating students were asked to respond to several open-ended questions. A summary of the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



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

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

During the 2017-2018 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:



This year, we were finally able to prevent any students from getting experience in only one DCP&P unit—something that has been a programmatic goal for years. Eleven students (28%) were exposed to just two units, and another 8 (21%) had learning experiences in three units. Twelve individuals (32%) had the opportunity to experience four units, and 8 (20%) were exposed to five or more. While the amount of time a student actually spent in each unit varied considerably, it is notable that all 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, and it seems our efforts to encourage varied experiences continues to be effective.



## 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	28
Work Readiness Trainings and Simulations	17
Structure and Organization of Program	10
Support of Program Staff and BCWEP Community	8
Financial Incentives and Guaranteed Employment Upon Completion	4

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

- Getting firsthand experience before working.
- It offers hands-on and comprehensive experience to better prepare us for such a complex field of work.
- The BCWEP Child Welfare Traineeship program has many strengths including exposing interns to the field.
- Caseworkers helped interns by taking them on various visits, investigations and court hearings. Caseworkers were very helpful in showing me different forms and ways to handle crisis situations. They also showed me ways to stay organized.

#### Work Readiness Trainings and Simulations

- What helped was having the advantage of training. The trainers were very helpful and they were able to fully elaborate on the material. Although there are some tweaks needed, such as more hands on experience, it was a great program to be a part of. Training is crucial and BCWEP taught me a lot.
- Being able to experience DCP&P as an intern taught me almost everything before entering the field as an employee. The trainings and education helped tremendously. These trainings helped shape my successful future as a DCP&P worker.
- The trainers were great – very knowledgeable and engaging – training materials were very helpful and thorough.



### **Structure and Organization of Program**

- BCWEP students are able to apply their knowledge from school courses and trainings and apply it to when they begin working. The program is amazing because we already have a year worth of experience.
- You are eased into the field slowly in the respect that we don't start full time. I think people saw BCWEPs differently than trainees and I appreciated that.

### **Support of Program Staff and BCWEP Community**

- It allowed us to create bonds with other interns since the groups were with the same people. Dawn and Joe always helped on how to improve a situation at our office.
- The BCWEP Traineeship Program is a great program to prepare a student to become a successful caseworker for DCP&P. Joe and Dawn as well as the trainers were the strengths of this program. They provided us with lots of information and were always there to ask questions.

### **Students' Perceptions of Their Professional Preparation**

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

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

Most students reported that they felt well prepared for their future roles at DCP&P. A few expressed some reservations about their readiness, mostly because they felt something had been lacking in their fieldwork experience.

#### **Well Prepared**

- I feel pretty prepared for my employment. I got to experience a lot during my internship and drew connections from my courses at school and WRT.
- Extremely well! Taking the Child Welfare course before the program gave a good introduction to the field. Having training while interning also helped connect policy with practice.
- It's a very well structured program. Child welfare coursework helped me to understand the history and changes in the child welfare system. The internship was very informative and helpful to my future career as a social worker.

#### **Some Reservations About Being Well Prepared**

- I was a bit sheltered in field. I feel I am "entry level" knowledgeable. However, I don't feel ready for my own caseload.
- Pretty well, but I wish I'd gotten more exposure to permanency, since that is where most of us will be, but I will learn through experience.



## 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 8.7, which is 0.4 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.

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

### Positive

- My Field Instructor was amazing. She answered any and all questions or concerns I had. She educated me and put me into the field to learn hands on.
- My Instructor went above and beyond for me. Every morning I was at the office, she would try and link me with a case worker. If I had any issue whatsoever, she helped me through it. Her door was always open for me, and I received lots of supervision.
- This was my supervisor's first time being an instructor and I believe she did a phenomenal job to ensure that I have a full experience in all units, and pushing me to do things on my own.

### Some Reservations

- I had limited supervision—my supervisor was more of a task manager.
- I would have liked to be in more units and included more.



## 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	14
Suggestions for More Effective and Complete Fieldwork Experience	7
General Logistical and Administrative Suggestions	7
Requests for More NJ SPIRIT Training and Access	7

Here are examples of student comments:

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

- I believe students should get a list of trainings and maybe have input on what they take next year.
- Add more simulation trainings and documentation practice to training.
- The only thing that needs to be changed is adding more training with hands on experience such as: documentation/filling out forms, implementation of policy; SCR; mock interviews.
- I think it might be best to not have a three-day training during winter break. Possibly a trainer could do the training at an office in the south so interns don't have to drive too much and spend money on hotels and food.

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

- Perhaps a requirement that all trainees follow a similar curriculum while at internship. Also requiring that interns lead at least one interview.
- I understand that within the office it is hard to experience all units, but it would be nice if it was required for BCWEPs to spread time in each unit, learning more about it.
- I believe it would have been useful to be linked with workers throughout the entire experience, instead of supervisors. This way, we could get a real glimpse of the work flow and day-to-day activities.



### **General Logistical and Administrative Suggestions**

- Different location for meetings—too much driving.
- I think stipends should make a comeback. Balancing school and intern is difficult enough, but the BCWEP internship doubled my workload and I had to work on top of that to support myself.

### **Requests for More NJ SPIRIT Training and Access**

- More NJ Spirit trainings.
- More access to NJ Spirit – so that the training can be more useful to us.
- I think a second training should surround NJ Spirit because this is something we use daily. I think learning how to properly file case records is also something that should be taught.



## 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 3 students expressed any reservations about their readiness, citing a desire to have more knowledge and training. See the table below and the examples of students' actual responses that follow.

### Students' Perceptions of their Readiness to Play a Role in the Transformation of New Jersey's Public Child Welfare System

Readiness	Frequency
<b>Yes, I Feel Prepared</b>	
Have Knowledge of the DCP&P System's Policy and Practice	11
Have Social Work Knowledge, Skills, Values, and Experience	9
Have Positivity, Excitement, and Passion	6
<b>No, I Lack Confidence that I am Fully Prepared</b>	
	3

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

- Yes, I feel that the knowledge and skills I learned during my 9 months of in office training, fieldwork and WRT has prepared me to transform work with NJ public child welfare system.
- I feel like I am prepared. Having the mixture of WRT, school, and the experience I had during field I was able to have the experience of knowing what a day may look like. I witnessed a crisis and was able to pick up tips from other workers on how they handled difficult situations.
- Yes, we learned enough about the nature of the work and core values to understand how to be an effective change agent.

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

- I do. Especially from a social work background, I think I'll be able to bring a different viewpoint than some of my coworkers, and be very strengths-based.
- I do. As a social work major, I am more knowledgeable about some of the important things that individuals need to be successful in this work, and I know how to put them into practice.
- Yes. We have fresh eyes, not jaded ones. And we have training to apply our theory in the field. We will also be less judgmental and more culturally competent.

**Have Positivity, Excitement, and Passion**

- Yes, because I am very passionate for the career I have chosen. I feel I can contribute to the positive image we are now trying to show, as well as my hard work ethic being an asset to my future unit.
- Yes. I am very excited and ready to apply what I have learned.

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

- I feel I require further training because I shadowed a lot as a trainee, but I didn't take the lead very much. I do feel that I have what it takes to aid in the transformation, but a bit more training (hands-on) would increase my confidence.

**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:**

- This is a difficult time in my life and I just wanted to say thank you for reassuring us and de-escalating when we got anxious. This is an amazing opportunity and it has provided me with a lot of knowledge.
- This program was incredible in every aspect. I was able to learn a lot of information, more about the role that I am entering and how my role can impact the community. The trainings were very thorough and I always left each training feeling more confident to begin working.



## **BCWEP FIELD INSTRUCTORS' ASSESSMENTS OF STUDENTS AND PERCEPTIONS OF BCWEP**

Field instructors' assessment of students' level of preparation for work as caseworkers is probably a more valid measure than students' assessment of their own competence, since field instructors are aware of what workers need to know in order to fulfill the role of caseworker. Table B in the Appendix details field instructor's ratings of the 2017-18 cohort. Using the same 1-5 scale as the students had used to assess themselves (where 1 represents the lowest level of preparedness and 5 the highest), field instructors' assessments of students this year were lower than last year and also lower than students' self-assessments this year. Average scores in the four targeted competency areas were as follows:

**Workplace Management Competencies: 4.0** (down 0.4 from last year—and 0.1 *lower* than this year's student self-evaluation)

**Human Behavior and the Social Environment: 4.0** (down 0.4 from last year—and 0.2 *lower* than this year's student self-evaluation)

**Ethnic Sensitive and Multicultural Practice: 4.0** (down 0.5 from last year—and 0.1 *lower* than this year's student self-evaluation)

**Core Child Welfare Practice Competencies: 3.9** (down 0.4 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, this is the first time in recent years that field instructor ratings were all lower than students' self-ratings. This may be due to the unusually high number of first-time field instructors that were part of the program this year. It should be noted that field instructors are asked to use “average” beginning caseworkers at DCP&P as a comparison group when rating the students. For a more detailed breakdown of mean scores on each competency, see Table B in the Appendix.

To elicit further assessment of the BCWEP program as a whole (the social work programs' generalist practice curriculum, child welfare coursework, field placement experiences, and the DCP&P Work Readiness Training), field instructors were asked to respond to several open-ended questions. Thirty-one (31) 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 4.3, 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:

- It would be helpful for new and experienced field instructors to have the training on formulating a very effective learning plan prior to the start of the first semester.
- The learning plan training at mid-year would have been helpful in the beginning of the year.
- Reviewing expectations of the learning plan with the student, and providing examples to them would be useful.



## 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**

- Yes. I found the guide to be comprehensive and detailed.
- Yes. I could have utilized it more and will be sure to do so for future interns if given the opportunity.
- Yes, I did receive a copy of the guide. The guide was helpful in planning learning experiences for my student.

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

- I have had the guide for several years. I would strongly suggest that the guide be revised to reflect our new procedures and policies. Also, I think there are some areas that need to be updated as we have grown as an agency.
- Yes, I received a copy, but I did not get the opportunity to utilize 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:

- As the Casework Supervisor of the training unit in my office, and a three-time BCWEP Field Instructor, it is my belief that this program produces the most well-prepared trainees possible. If it were feasible, I'd like to hire only BCWEP graduates as trainees.
- BCWEP is preparing undergraduate social work students for their future professional roles at DCP&P very well. These students start as Division caseworkers with as good of an understanding of their roles prior to beginning them as possible. Their understanding is very much contingent on the type of instruction that they are given in all areas including through trainings, in the classroom, and in their internship. The program brings all of these elements together very well.
- From my experience as a BCWEP graduate and supervisor of a student I believe the program is extremely beneficial for social work students in preparing them for their future employment with the Division.
- I believe this program is an ingenious way to prepare these students for work within DCP&P upon graduation. The field experiences are essential to learning, along with the training they get prior to starting employment with the Division is essential. As a training unit supervisor, I have firsthand knowledge of how far ahead my student will be in her readiness for the day to day work by having experienced this program and this internship prior to employment. Any issues or concerns were able to be addressed and the student was able to communicate things that worked for her and things that did not so as to be able to tailor learning experiences that were meaningful.
- Overall, this partnership is a strong training model for potential child welfare workers. A deeper focus on understanding trauma, ACES, and the importance of knowing the individual, as well as the family story, will help to strengthen this training model.
- I believe that the program itself is beneficial to students as it gives them a good solid foundation for working with this agency. I would however state that not every student that is selected should be part of the program. I have had students in the past that have struggled immensely. Perhaps maybe the vetting process should include a member from DCP&P?
- By looking over the mandatory training courses and the direction that the field instructors are given to guide the worker, I believe the undergraduates will be as prepared as they could be. Once they become official workers, and receive directions from the assigned supervisor, and receive cases, all the training received is a head start compared to non-BCWEP employees. The trainings directly from the case practice model have provided the students with the necessary skills to move themselves forward at the Division.



## 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:

- I believe there should be a greater focus on NJ Spirit and documentation. As a worker more than half of our time is spent documenting our work in NJ Spirit and there needs to be more training for new workers to understand this aspect of the work.
- I would like the BCWEP trainee to have access to New Jersey Spirit for documentation. To document information in Word, and to document in NJS are completely different. The student needs to learn how to navigate through the system prior to their start date as a case worker.
- Possibly student selection. There are sometimes concerns for a student's ability to actually do well in this profession. Sometimes staff wonder if the student participating in the program will be a valuable asset to the agency when all is said and done. This then puts a level of concern and liability in place once they go through the program since they are guaranteed employment with the agency.
- Probably the availability of SW Interns after 5pm, since they only have 2 days per week in the office. This will enable them to make more contacts with families and children and more exposure to field work.

### Changes for Field Instructors:

- As a resource supervisor, it is very difficult to supervise a social work student. I often needed to look to colleagues within intake, permanency, and adoption units for assistance with allowing the student to be exposed to many day to day operations within the office. Many were cooperative and team players in assisting me, but I do not have "caseload carrying" cases which made it more difficult to make certain that the student received the exposure and understanding needed to be appropriately guided. An example is if I had a case load carrying unit, then the social work student could actually view a case from the beginning and follow the case which may also include court hearings, visits with parents, sibling visits, etc. The social work student would better track the case followed and clearly understand how a case is received by the Division and the work needed to meet the goals.

## 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. The rest chose not to respond to this question at all, though a few field instructors explained that they would like to do so, but their current workload would not allow for it.



## **OVERALL CONCLUSIONS AND RECOMMENDATIONS FOR THE 2017-2018 ACADEMIC YEAR**

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

- It has created classroom and field curricula that effectively convey child welfare knowledge and practice skills.
- It has eased the financial burden for student participants.
- It has created considerable interest in careers in child welfare among social work students.
- It has created a flow of qualified new caseworkers (493 hired to date) into the public child welfare system.
- It has enhanced the skills of participating field instructors.
- It has created procedures for assuring the effective transfer of funds from the Lead Institution to students and BCWEP staff at participating institutions.
- It has prepared and revised a *BCWEP Field Manual* to guide field instructors and students as they participate in the program.
- It has empowered a former BCWEP field instructor to develop and disseminate a supplemental guide to creating learning experiences.
- It has developed a methodology for evaluating the program and assuring that lessons learned are incorporated into ongoing program development.
- It has developed effective working relationships with staff members in the Division of Child Protection and Permanency and the Office of Training and Professional Development.

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

**Previous Year's Goal #1:** "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."

We are pleased to report significant progress on this goal. During the 2017-18 year, BCWEP staff and the leadership of the Department of Children and Families (DCF) Office of Training and Professional Development (OTPD) did implement a new Work Readiness Training model. In keeping with our previous year's goal, we collected feedback from students and will continue to make improvements to the model as needed in the coming year (see Goal #1 below).

**Previous Year's Goal #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."

Again, significant progress was made on this goal during the 2017-18 Academic Year. A committee of BCWEP staff, Campus Academic Coordinators, and DCP&P staff was formed to review and revise the model syllabus traditionally distributed to consortium members. After a significant amount of discussion, this committee produced several helpful resources related to the Child Welfare Course. Rather than attempting to dictate the specific textbook and assignments to be used by Consortium member schools, the committee created a formal list of content areas that must be included in each school's Child Welfare Course offering. In addition, two model syllabi (utilizing different textbooks) were created and shared, as well as an extensive list of readings and resources for students. The list of content areas, the model syllabi, and all the readings are now available on a new page on the BCWEP website.

**Previous Year's Goal #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!"

A limited amount of progress was made on this goal during the past year. BCWEP staff attended each session of the Work Readiness Training this year. After each session, staff members facilitated a discussion and time of sharing, which gave students the opportunity to talk with each about their ongoing experiences in the field—both challenges and successes. This fostered the sense of group cohesion, community, and support that students value about BCWEP. We feel that still more progress could be made toward this goal, and will continue our efforts in the next Academic Year (see Goal #2 below).



**In reviewing the feedback received from students and field instructors, as well as the progress made on last year's goals, the following goals for BCWEP in the 2018-2019 Academic Year are proposed:**

1. Implementing the revised Work Readiness Training (WRT) model this academic year was a major effort, led by the Office of Training and Professional Development (OTPD). Throughout the implementation process, formal and informal feedback has been obtained from students, OTPD staff, and DCP&P field instructors. For the 2018-2019 Academic Year, it is our goal to analyze this data and incorporate any necessary changes into the WRT program. After the 2018-2019 BCWEP cohort graduates, we will have two cohorts that have finished the first stage of WRT (while students are interning), and one cohort that has completed both stages (including the remaining foundational trainings that graduates complete once they become employees). This will present us with an opportunity for more comprehensive evaluation of the new WRT model.
2. In the 2018-2019 Academic Year, it is our goal to continue to build upon BCWEP's reputation as a supportive community for students and field instructors. This may include investigating possible new methods of communication between BCWEP staff and students. We also hope to explore how we might support the field instructors to an even greater extent, perhaps through more engaging and valuable content presented at the orientation and midyear meetings. Several field instructors' comments this year expressed a desire for more extensive training on the BCWEP Learning Plan earlier in the year—a request we will attempt to fulfill.
3. A small, but consistent trend in student and field instructor comments over the past few years is a request that BCWEP consider revising the Learning Plan, or giving more specific guidance around fieldwork expectations. Specifically, field instructors (this year, and previously) have requested updating the Learning Plan to include more DCP&P-specific activities and terminology. BCWEP staff will investigate the necessity and viability of such changes in the upcoming year. Both students and field instructors have also consistently requested more explicit lists of expected fieldwork activities and timelines for students. While the Learning Path guide and other BCWEP resources provide some such direction, it is our goal in 2018-2019 to explore whether revision and expansion of these resources is necessary.

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, 2018 (Academic Year 2017-18) Results  
Return rate: 100% (39 of 39 trainees completing program)

The table below reflects BCWEP interns' self-assessment on the 35 child welfare competencies that the BCWEP curriculum was designed to teach. The highlighted column contains mean scores for 2017-2018. 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 2018	Mean Score 2017	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009	Mean Score 2008	Mean Score 2007	Mean Score 2006
1. Demonstrates knowledge of the basic structure of DCP&P and child welfare practice, including Title 30, Title 9, and Adoption and Safe Families Act of 1997.	3.8	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.	4.3	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.	4.5	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	3.6	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.	4.1	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.	4.3	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.	4.3	4.4	4.3	4.4	4.4	4.2	4.1	4.0	3.8	3.8	4.0	3.8	3.5
<b>ALL WORKPLACE MANAGEMENT COMPETENCIES MEAN SCORES</b>	<b>4.1</b>	<b>4.1</b>	<b>4.0</b>	<b>4.1</b>	<b>4.1</b>	<b>4.1</b>	<b>4.1</b>	<b>4.0</b>	<b>4.0</b>	<b>3.8</b>	<b>3.9</b>	<b>3.7</b>	<b>3.4</b>



HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT COMPETENCIES	Mean Score 2018	Mean Score 2017	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009	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.	3.9	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.	4.4	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.	4.1	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.	4.4	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.	4.2	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.	4.4	4.3	4.2	4.3	4.4	4.4	4.6	4.2	4.4	4.4	4.3	4.2	4.4
<b>ALL HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT COMPETENCIES MEAN SCORES</b>	<b>4.2</b>	<b>4.0</b>	<b>4.0</b>	<b>4.1</b>	<b>4.2</b>	<b>4.2</b>	<b>4.2</b>	<b>3.9</b>	<b>4.2</b>	<b>4.2</b>	<b>4.1</b>	<b>4.1</b>	<b>4.1</b>



ETHNIC SENSITIVE AND MULTICULTURAL PRACTICE COMPETENCIES	Mean Score 2018	Mean Score 2017	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009	Mean Score 2008	Mean Score 2007	Mean Score 2006
14. Demonstrates sensitivity to clients' differences in culture, ethnicity, and sexual orientation.	4.3	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.	4.0	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.	4.2	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.	4.1	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.	4.1	3.9	3.7	3.5	4.1	3.9	3.8	3.6	3.6	4.0	3.7	3.7	3.5
<b>ALL ETHNIC SENSITIVE AND MULTICULTURAL PRACTICE COMPETENCIES MEAN SCORES</b>	<b>4.1</b>	<b>4.0</b>	<b>3.8</b>	<b>3.9</b>	<b>4.2</b>	<b>4.1</b>	<b>4.2</b>	<b>3.9</b>	<b>3.9</b>	<b>4.1</b>	<b>3.9</b>	<b>3.9</b>	<b>4.1</b>



CORE CHILD WELFARE PRACTICE COMPETENCIES	Mean Score 2018	Mean Score 2016	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.	4.1	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.	4.3	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.	4.0	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.	4.0	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..	4.3	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.	4.0	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 2018	Mean Score 2017	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009	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.	4.4	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.	3.8	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	4.2	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.	3.9	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.	4.1	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. Is developing the capacity to utilize the case manager's role in creating a helping system for clients, including working collaboratively with other disciplines and involving and working collaboratively with biological families, foster families, and kin networks.	4.1	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 2018	Mean Score 2017	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009	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.	4.4	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.	4.2	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.	4.3	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	3.9	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..	4.6	4.3	4.5	4.5	4.6	4.6	4.4	4.7	4.4	4.4	N/A	N/A	4.4
<b>ALL CORE CHILD WELFARE PRACTICE COMPETENCIES MEAN SCORES</b>	<b>4.2</b>	<b>3.9</b>	<b>3.8</b>	<b>3.9</b>	<b>4.0</b>	<b>4.1</b>	<b>4.1</b>	<b>3.9</b>	<b>4.0</b>	<b>4.0</b>	<b>3.9</b>	<b>3.8</b>	<b>3.5</b>



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

June, 2018 (Academic Year 2017-18) Results  
 Return rate: 79% (31 of 39 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 2017-2018. 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 2018	Mean Score 2017	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009	Mean Score 2008	Mean Score 2007	Mean Score 2006
1. Demonstrates knowledge of the basic structure of DCP&P and child welfare practice, including Title 30, Title 9, and Adoption and Safe Families Act of 1997.	3.9	4.4	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.	4.3	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.	4.5	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.	3.8	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.	3.8	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.	3.9	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.	4.1	4.5	4.3	4.2	3.8	4.1	4.1	3.8	3.9	3.9	4.1	4.3	3.3
<b>ALL WORKPLACE MANAGEMENT COMPETENCIES MEAN SCORES</b>	<b>4.0</b>	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 2018	Mean Score 2017	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009	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.	3.9	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.	4.2	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.	3.7	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.	4.0	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.	4.0	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.	4.1	4.4	4.3	4.2	3.9	4.2	4.4	4.1	4.1	4.1	4.3	4.3	3.2
<b>ALL HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT COMPETENCIES MEAN SCORES</b>	<b>4.0</b>	<b>4.4</b>	<b>4.2</b>	<b>4.0</b>	<b>3.9</b>	<b>4.1</b>	<b>4.3</b>	<b>4.0</b>	<b>4.0</b>	<b>4.1</b>	<b>4.2</b>	<b>4.2</b>	<b>3.1</b>



ETHNIC SENSITIVE AND MULTICULTURAL PRACTICE COMPETENCIES	Mean Score 2018	Mean Score 2017	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009	Mean Score 2008	Mean Score 2007	Mean Score 2006
14. Demonstrates sensitivity to clients' differences in culture, ethnicity, and sexual orientation.	4.2	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.	3.9	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.	4.0	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.	3.9	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.	3.8	4.3	3.9	3.8	3.7	4.0	4.3	4.1	4.0	4.0	4.1	4.1	3.5
<b>ALL ETHNIC SENSITIVE AND MULTICULTURAL PRACTICE COMPETENCIES MEAN SCORES</b>	<b>4.0</b>	<b>4.5</b>	<b>4.3</b>	<b>3.9</b>	<b>4.0</b>	<b>4.0</b>	<b>4.3</b>	<b>4.0</b>	<b>4.0</b>	<b>4.1</b>	<b>4.2</b>	<b>4.2</b>	<b>3.4</b>



CORE CHILD WELFARE PRACTICE COMPETENCIES	Mean Score 2018	Mean Score 2017	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009	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	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.	4.0	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.	3.8	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.	3.7	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..	4.0	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.	3.6	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 2018	Mean Score 2017	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009	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.	4.1	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.	3.8	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	3.6	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.	3.6	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.	3.6	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. 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	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 2018	Mean Score 2017	Mean Score 2016	Mean Score 2015	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009	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.	4.3	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.	3.9	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.	4.1	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.	3.6	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..	4.2	4.6	4.2	4.2	3.9	4.4	4.4	4.4	4.4	4.2	4.3	4.4	N/A
<b>ALL CORE CHILD WELFARE PRACTICE COMPETENCIES MEAN SCORES</b>	<b>3.9</b>	<b>4.3</b>	<b>3.9</b>	<b>3.9</b>	<b>3.8</b>	<b>3.9</b>	<b>4.2</b>	<b>3.9</b>	<b>4.1</b>	<b>3.9</b>	<b>4.0</b>	<b>4.1</b>	<b>2.7</b>





# BCWEP

BACCALAUREATE CHILD WELFARE  
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