Child Welfare Education and Research Programs

Over 79 Years of Child Welfare Leadership!

2016-2017 Annual Report

School of Social Work

University of Pittsburgh

Child Welfare Education and Research Programs

Annual Report

of the

Child Welfare Education for Baccalaureates Program (CWEB)

and the

Child Welfare Education for Leadership Program (CWEL)

July 1, 2016- June 30, 2017

The Child Welfare Education and Research Programs are a collaborative effort of the University of Pittsburgh, School of Social Work, the Pennsylvania Department of Human Services, and the Pennsylvania Children and Youth Administrators.

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<p style="text-align:center">Greetings</p>

From the Dean

Leadership in public child welfare has been a hallmark of the University of Pittsburgh, School of Social Work for a century. Beginning as early as 1917, the School of Social Work has been at the forefront of specialized education and training devoted toward the development of the child welfare profession. Our continued efforts to strengthen the public child welfare workforce through professional social work education are highlighted in each annual report of the Child Welfare Education for Baccalaureates (CWEB) and the Child Welfare Education for Leadership (CWEL) programs. This edition describes the work of the sixteenth year of the CWEB program and the twenty-second year of the CWEL program. The ongoing commitment of the Department of Human Services and the University to vulnerable children, youth, families, and communities assures that Pennsylvania will remain a national leader in child welfare education, training, organizational development, and practice improvement.

The School of Social Work remains committed to best practices in child welfare through education, training and research. As always, we thank the Pennsylvania Department of Human Services and the Pennsylvania Children and Youth Administrators for their steadfast support in assuring that children, families, and communities receive the best services possible to promote safety, stability, lifelong connections, equal opportunity, and well-being. Our work together remains critical to preparing social work professionals to meet the challenges of an ever-changing economic, social and political landscape. The School of Social Work looks forward to our continued partnership in public child welfare workforce development.

Larry E. Davis, Ph.D.
Donald M. Henderson Professor
Dean, School of Social Work

From the Principal Investigator

We are proud of the achievements of the CWEB and CWEL programs and continue to be gratified by our contributions to the enrichment of the public child welfare system in Pennsylvania. The past year has seen both challenges and opportunities in child welfare practice, most notably in the continued impact of legislative changes to the Commonwealth's Child Protective Services Law, an increase in the public's recognition of our shared responsibility in keeping children safe from harm, and the magnitude of the nationwide opioid epidemic. A multitude of changes to the daily practice of child welfare professionals across Pennsylvania have resulted in expanded opportunities for collaboration, shared vision, leadership and organizational development. A competent, well-prepared workforce must meet this challenge.

At this time, one thousand one hundred and seven (1,107) CWEB students have entered into the county agency system and one thousand three hundred and twenty-eight (1,328) students have graduated from the CWEL program. All have work commitments in county child welfare. During the current academic year, approximately 177 CWEB and CWEL participants are engaged in social work studies. We have established an educational ladder within the Pennsylvania child welfare system, have seen our graduates emerge as leaders and have witnessed their positive impact upon child welfare practice. We celebrate their accomplishments. We also extend sincere thanks to our partnering schools, county child welfare agencies, and the Office of Children, Youth and Families for their continued dedication to workforce development. Together, we continue to prepare and support exemplary child welfare professionals.

Helen Cahalane, Ph.D., ACSW, LCSW
Principal Investigator

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Mission and Goals

Our Mission

The Child Welfare Education and Research continuum includes two degree education programs, Child Welfare Education for Baccalaureates (CWEB) and Child Welfare Education for Leadership (CWEL). Administered by the University of Pittsburgh, School of Social Work in partnership with the Pennsylvania Department of Human Services, Office of Children, Youth and Families, and the Pennsylvania Children and Youth Administrators, the mission of these programs is to strengthen child welfare services to Title IV-E eligible children and families in Pennsylvania by increasing the number of educated professionals and equipping them to deal with the increasingly complex demands of public child welfare practice.

Our Goals

- Addressing the vacancy and turnover rates among public child welfare employees and the recruitment and retention problems in the Pennsylvania child welfare workforce;
- Recruiting undergraduate students throughout the widely dispersed locations in order to prepare persons for public child welfare employment;
- Assisting in the retention of public child welfare staff already serving Title IV-E eligible children and families by making graduate education with a focus on child welfare studies more readily available;
- Providing academic and curricular support for child welfare studies to university programs;
- Providing a career ladder within public child welfare and assisting in the long-term career development of child welfare professionals;
- Engaging in efforts to promote the development of knowledge and skills in evidenced-based practice for child welfare professionals;
- Conducting research and evaluation focused on evidence-based child welfare practice and the impact of social work education
- Advocating for practice improvement within the child welfare system through education, ongoing training, transfer of learning, technical assistance, organizational development, and support provided by competent, committed, and confident child welfare professionals.

Introduction

Recruitment and retention of public child welfare personnel has been recognized as a problem not only in Pennsylvania, but nationwide for more than two decades. National studies have concluded that "insufficient training" is one of the major factors contributing to the difficulties in retaining child welfare personnel. Research findings document that professional education is one of the factors that can reduce turnover, improve services, and reduce costs.

This report marks the completion of the sixteenth (16th) full academic year of operation for the Child Welfare Education for Baccalaureates (CWEB) program and twenty-second (22nd) full academic year of operation for the Child Welfare Education for Leadership (CWEL) program in Pennsylvania. Both have become remarkably integrated into the fabric of public child welfare throughout the state, with 99% of counties in the Commonwealth participating in CWEB and CWEL. For the past 22 years, CWEL has been returning graduates to the roughly 4,200 caseworker, supervisor, manager, and administrator positions in Pennsylvania's county child welfare agencies, while CWEB has been preparing graduates to enter the child welfare field over the past 16 years. At the present time, over 25% of the state's public child welfare positions are occupied by a CWEB graduates, a CWEL graduate, or a currently enrolled CWEL student. There are many other factors to be included when addressing morale, recruitment, and retention problems, but CWEB and CWEL continue to demonstrate their effectiveness in addressing the significant issue of preparatory and advanced education for the child welfare workforce.

The need for both the baccalaureate and graduate-level child welfare education programs is described and their basic designs are included in Pennsylvania's federally approved Title IV-B plan. Federal financial participation is based upon federal Title IV-E regulations contained in 45 CFR, Ch. II, Part 235 and Ch. XIII, Parts 1355 and 1356.

Background

Child welfare has been a vital component for social work practice at the University of Pittsburgh since as early as 1917. The following timeline provides an historical overview of key events in the University's legacy of child welfare education and training.

Date	Event
2/28/1787	Pittsburgh Academy established
1819	Renamed Western University of Pennsylvania
1908	Renamed University of Pittsburgh
1912	Founding of the U.S. Children's Bureau, the first government agency dedicated to the welfare of children [1]
1917-1918	First child and family-focused courses offered through the University of Pittsburgh, Division of Social Work: *The Child and the Community* and *The Family*. Two faculty comprise the Division of Social Work, which sits within the Department of Sociology.
1918-1919	Five faculty members provide 10 courses, including *Public Care of Dependents, Defectives and Delinquents*.
1919	First accreditation. No other school in the US has an earlier first accreditation date.
1932	First record of study materials for training agency workers on visiting children in foster homes and conducting foster home studies. Director of the Division of Social Work engages in an "Adoption Study" in collaboration with the Public Charities Association of Pennsylvania.
1934	• A more formalized child welfare program of study begins within the Division of Social Work. Course listings include *The Field of Child Welfare, Institutional Child Welfare, Problems of Adoption, Social Case Treatment in Child Welfare, Child Guidance* and *Field Work in Child Welfare*. • A "Child Welfare Institute" entitled "Child Behavior and Foster Care" is offered.
1936	"Child Welfare Institute" entitled "*Programs for Child Caring Institutions*" is offered.
1938	• University of Pittsburgh announces the creation of the School of Applied Social Sciences, the University's 18th separate School. • School of Social Work introduces a master's level curriculum focused on child safety and well-being.

[1] U.S. Children's Bureau, *The story of the Children's Bureau* https://cb100.acf.hhs.gov/sites/all/themes/danland/danblog/files/Story_of_CB.pdf

1938-1971	• The School of Social Work continues classroom courses and field placements related to children, child welfare and child development. • One of the first multidisciplinary teams focused on child protection is established at Children's Hospital of Pittsburgh in the late 1950s-early 1960s, with which the School of Social Work is closely affiliated • University of Pittsburgh becomes part of the Commonwealth System of Higher Education in 1966 [2]
1971	School of Social Work receives the first of an uninterrupted number of federal, state and foundation child welfare training grants that continues to the present.
1972	Children and Youth Concentration is introduced at the master's level and becomes a curriculum model adopted by other schools of social work across the country.
1986	Three-year grant received from the National Center for Child Abuse and Neglect to establish the Interdisciplinary Child Abuse and Neglect training program.
1991	Five-year competency-based, interdisciplinary training grant received from the United States Children's Bureau to advance the Title IV-B interdisciplinary agenda of building a child welfare curriculum, enhancing school/agency partnerships, and providing training at both the undergraduate and graduate levels. Faculty members from Child Development and Child Care, Nursing, Medicine, Law, Psychology, Public Health, and Social Work participate as a team.
1992	Title IV-E pilot projects initiated with several Western PA counties to assist in developing a Title IV-E training model to address child welfare workforce issues and shape the School's curriculum.
1995	The Child Welfare Education for Leadership (CWEL) program is established to provide long-term educational opportunities for public child welfare employees in PA
1998	Funding received from the United States Children's Bureau for a two-year project designed to demonstrate the efficacy of developing a state-wide opportunity for potential child welfare employees ("persons preparing for employment" in the federal Title IV-E regulations).
2001	• The Child Welfare Education for Baccalaureates (CWEB) program initiated to provide child welfare education and training to persons preparing for a child welfare career. • School of Social Work assumes leadership and administrative responsibility for Pennsylvania's Child Welfare Training Program providing pre-service and in-service training to all public child welfare employees and many private agencies.
2003	Pennsylvania's child welfare training and education model acknowledged as being "… the most comprehensive, integrated and sophisticated program seen to date" by the Administration for Children and Families.
2004	Pennsylvania's child welfare education and training programs described as an outstanding model for other states to emulate by the Administration for Children and Families.

[2] 1966, Special Sess. No. 3, July 28, P.L. 87, § 2. 24 P.S. § 2510-202, PA ST 24 P.S. § 2510-202. Current through 2015 Regular Session Acts 1 to 70

2005 — Pennsylvania Child Welfare Training Program receives the National Staff Development and Training Association (NSDTA) Quality Award.

2006 — CWEL program graduates its 500th MSW recipient

2008 —
- School of Social Work receives its 110th grant of external funding since 1971, expressly for child welfare education training, research, faculty development and curriculum development.
- CWEB, CWEL and the PA Child Welfare Training Program (CWTP) highlighted as one of Pennsylvania's key strengths during the second round of the CFSR.
- CWEB program graduates its 500th BSW/BASW recipient

2012 —
- Pennsylvania begins a two-year effort to improve the Commonwealth's child protection laws. First meeting of the PA Task Force on Child Protection ["Task Force"] held in January [3]. Testimony provided to the Task Force by University child welfare faculty in May [4].
- The PA Child Welfare Training Program receives the Academic Excellence Award from the American Public Human Services Association.
- CWEL graduates its 1000th MSW recipient.
- CWERP PI receives the NSDTA Career Achievement Award.
- PA Child Welfare Resource Center (CWRC) officially changes its name.

2013 —
- CWERP continuum highlighted in NASW publication highlighting the 100th anniversary of the Children's Bureau [5].
- Governor Tom Corbett signs 10 child protection bills into law, the first pieces of a comprehensive legislative package for PA's children and following the recommendations of the Task Force. Signing event held at the Pennsylvania Child Welfare Resource Center [6].

2014 — On-line course, *Recognizing and Reporting Child Abuse: Mandated and Permissive Reporting in Pennsylvania*, publically released by the Child Welfare Resource Center (www.reportabusepa.pitt.edu)

2015 —
- Professional development series, *Trauma-Informed Principled Leadership*, initiated with Bloomsburg University and University of Pittsburgh CWEB students.
- CWEB program graduates its 1000th BSW/BASW recipient

2016 —
- 1st Annual Pamela J. Cousins Excellence in Social Work Award established at the University of Pittsburgh-Bradford.
- Testimony on child welfare workforce development provided to the PA House Children & Youth Committee
- CWERP provides national briefing on workforce development in Washington, DC.

[3] January 26, 2012

[4] May 31, 2012

[5] Zlotnik, J.L. (2013). University-agency partnerships to advance child welfare. In K. Briar-Lawson, M. McCarthy & N. Dickinson (Eds.), *The Children's Bureau: Shaping a century of child welfare practices, programs and policies* (pp. 275-292). Washington, DC: NASW Press.

[6] December 18, 2013

Program Descriptions

Child Welfare Education for Baccalaureates Program

Designed to recruit and prepare students for a career in public child welfare, the Child Welfare Education for Baccalaureates (CWEB) Program is offered to undergraduates at 14 schools throughout Pennsylvania. Undergraduate students who are official social work majors in any of the 14 approved schools are eligible to apply for the CWEB program. Figure 1 below illustrates the program requirements.

Figure 1. Child Welfare Education for Baccalaureates Requirements
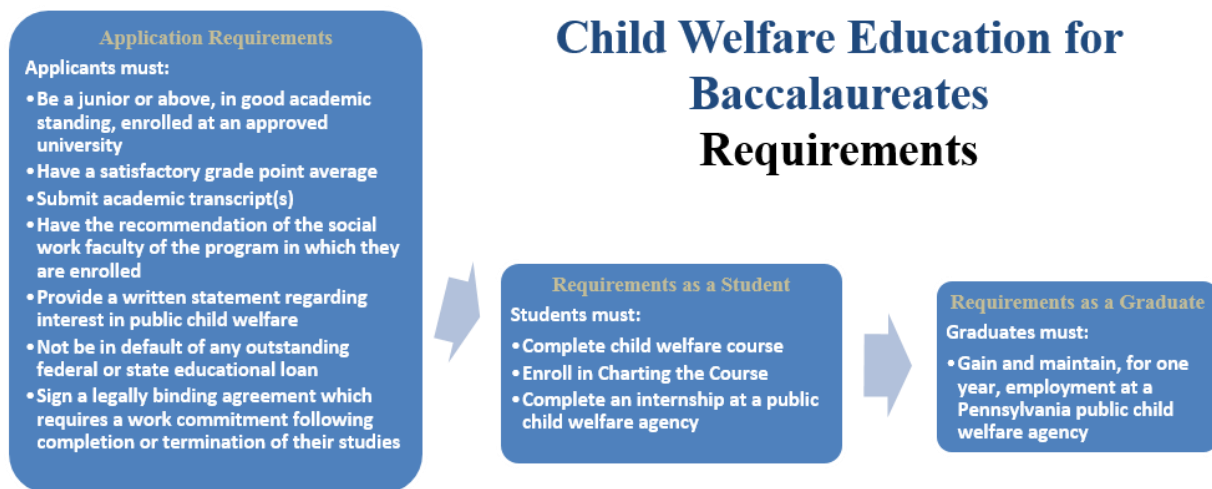
Qualified students can receive substantial financial support during their senior year in return for a commitment to work in one of Pennsylvania's county public child welfare agencies following graduation. Students must satisfactorily complete child welfare course work and an internship at a public child welfare agency. During the course of the internship, most students are able to complete a portion of the competency-based, foundational training required for all public child welfare caseworkers. Upon graduation, students also receive assistance with their employment search.

Over 1,100 students have graduated from CWEB during the program's first 16 years. CWEB graduates have completed internships and have been employed in 91% of Pennsylvania

counties. Once in the field, they are able to draw on a solid background of on the job experience, educational preparation, and skill-based training. County child welfare agencies benefit immensely from the program because it addresses a critical child workforce need by providing skilled, entry-level social workers who come to the field with a combination of academic knowledge and exposure to child welfare practice. Figure 2 below illustrates CWEB admissions by gender.

Figure 2. Admissions to CWEB by Gender

CWEB admits at three points during an academic year

The majority of CWEB students are full-time, with only five part-time students in the program's history thus far.
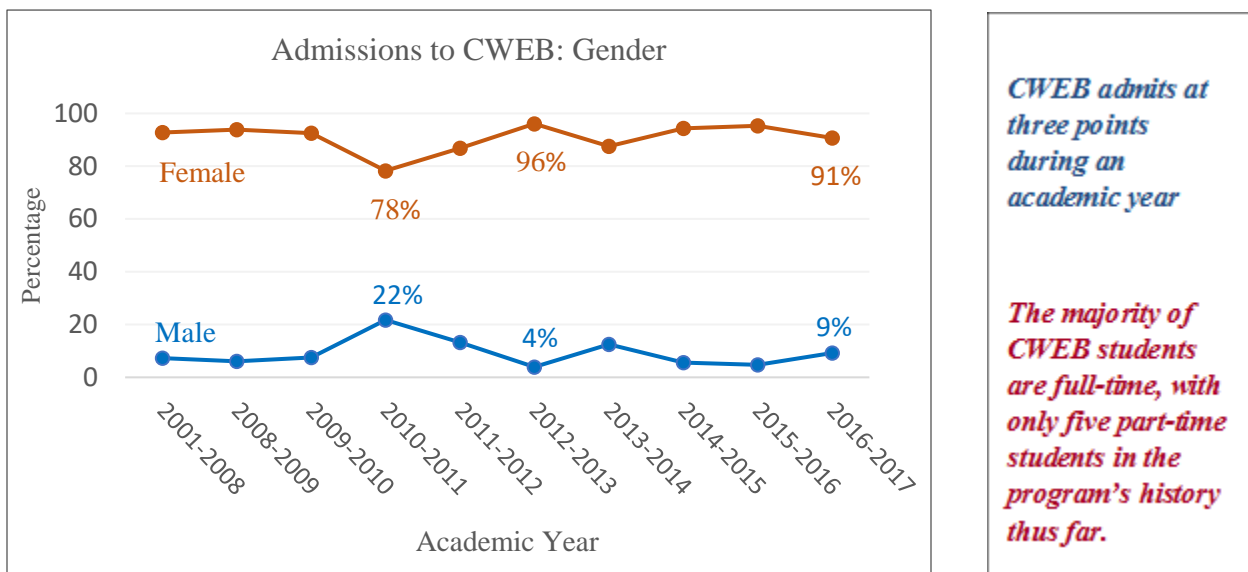
Child Welfare Education for Leadership Program

For current employees of public child welfare agencies, the Child Welfare Education for Leadership (CWEL) Program provides substantial financial support for graduate-level social work education. Caseworkers, supervisors, managers or administrators of any Pennsylvania county children and youth agency are eligible to apply to participate in the CWEL program. See Figure 3 below for all program requirements. All persons enrolled meet these criteria as determined by their CWEL applications, resumes, personal statements, agency approvals, admission to one of the approved schools, and signed agreements.

CWEL has funded students from 64 counties and twelve Pennsylvania schools of social work on both a full and part-time basis. At the present time, 17% of the Pennsylvania child welfare workforce consists of a CWEL graduate or a current CWEL student. Additionally, CWEL serves as an educational and career ladder for public child welfare employees. Overall, approximately 16% of CWEB graduates have entered the CWEL program thus far. CWEB alumni made up 22% of the active CWEL student enrollment during the 2016-2017 program year.

Figure 3. Child Welfare Education for Leadership Requirements

Application Requirements

Applicants must:

- Have been employed at a Pennsylvania public child welfare agency for at least two years
- Have at least satisfactory work performance evaluations
- Have been accepted for graduate social work study by one of the twelve approved schools
- Have the approval of their employer and (if accepted for full-time study) be granted an educational leave by their employer
- Complete a written statement regarding the application of graduate study to their work
- Not be in default of any outstanding federal or state educational loan
- Sign a legally binding agreement which requires a work commitment following completion or termination of their studies

Requirements as a Student

Students must:

- Complete child welfare course work
- Complete an internship at a child and family serving agency

Requirements as a Graduate

Graduates must:

- Maintain, for two years, employment at the sponsoring Pennsylvania public child welfare agency

Admission trends by enrollment status are shown in Figure 4.

CWEL reimburses salary and benefits for full-time CWEL students and covers tuition, fees, and other expenses for both full and part-time students in return for a commitment to the employing child welfare agency upon graduation. During the first 22 years of the program, 1,328 child welfare professionals have earned graduate social work degrees. These individuals occupy

various positions, ranging from caseworker to administrator. The program has a remarkably successful record of retention, with annual retention rates averaging 92%.

Figure 4. Admissions to CWEL by Status and Gender
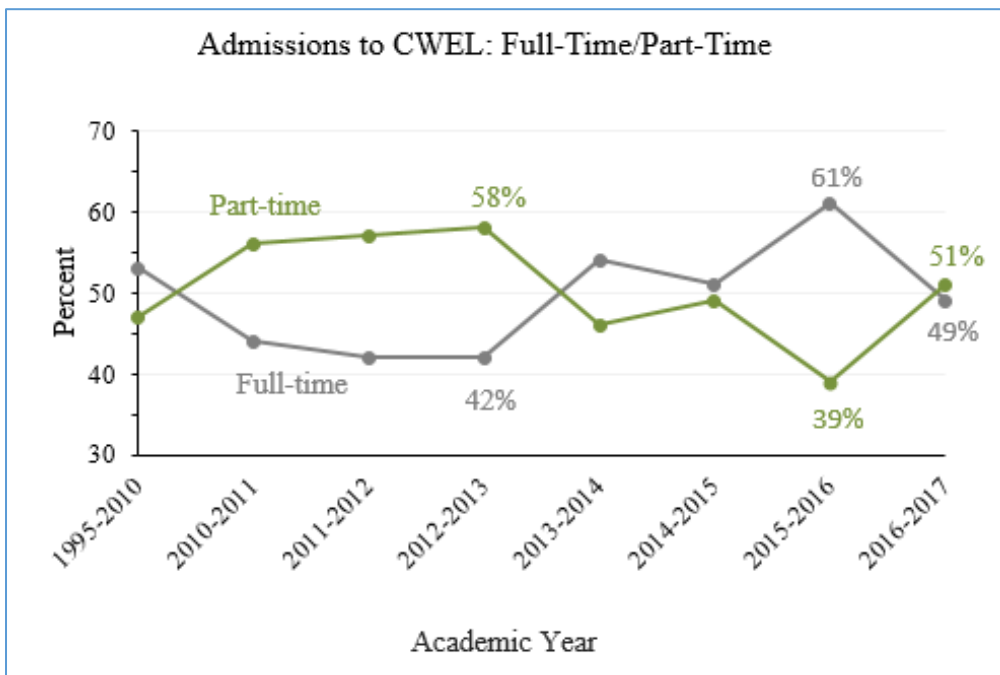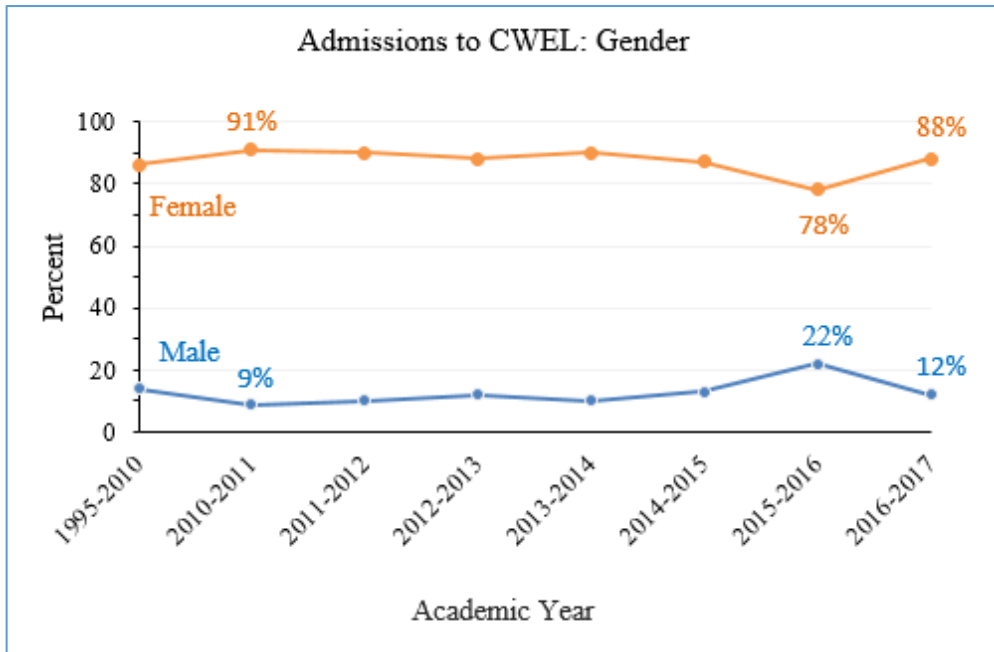
Racial Disproportionality in Child Welfare and CWEB/CWEL Enrollment

   It is well known that children of color are overrepresented in the United States child welfare system[7]. For example, in 2013 African American children made up approximately 14% of the U.S. child population but represented 24% of the foster care population[8,9]. Disproportionate representation is striking across all levels of child welfare service and is particularly evident in substitute care. Pennsylvania is the sixth most populated state in the country, with approximately 12.8 million people[10]. According to a recent report by Pennsylvania Partnerships for Children, there were almost 24,500 Pennsylvania children living in foster care in 2016[11]. Approximately thirty-five percent of these children are Black or African American, yet African American children comprise just under 14% of the state's child population[9,11]. Caucasian children make up almost 75% of the state's child population and comprise approximately 42.5% of Pennsylvania's foster care population[9,11]. While the causes and solutions for the disproportionate representation of children of color in the child welfare system are complex, we recognize that it is crucial for the workforce to be reflective of the populations served. Within the CWEB and CWEL programs combined, African Americans represent 19% of participants. Figure 5 below illustrates the demographic characteristics of the Pennsylvania child population and those of CWEB/CWEL participants.

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[7]Wells, S.J. (2011). Disproportionality and disparity in child welfare: An overview of definitions and methods of measurement. In D.K. Green, K. Belanger, R.G. McRoy & L. Bullard (Eds.), *Challenging racial disproportionality in child welfare: Research, policy, and practice.* Washington, DC: CWLA Press.

[8] US Department of Health & Human Services (2015). *Foster care statistics.* (2014). Washington, DC: Children's Bureau. https://www.childwelfare.gov/pubs/factsheets/foster

[9] The Annie E. Casey Foundation (n.d.), KIDS COUNT data center. Retrieved from http://datacenter.kidscount.org/data/tables/4201-population--children-age-0-17-by-race-and-ethnicity#detailed/2/any/false/133,11/144,107,9,167,172,4,185,12/9030,9031

[10] United States Census Bureau, Department of Commerce. (n.d.). Washington, DC: Author. Retrieved from http:// http://www.census.gov/quickfacts/table/PST045215/42

[11] Pennsylvania Partnerships for Children (2016). *State of Child Welfare 2017*. Harrisburg, PA: Porchlight Project: Retrieved from http://www.papartnerships.org/reports/2017_socw/source_files/Pennsylvania%202017%20SOCW.pdf

Figure 5. Demographics of PA Child Population and CWEB/CWEL Participants
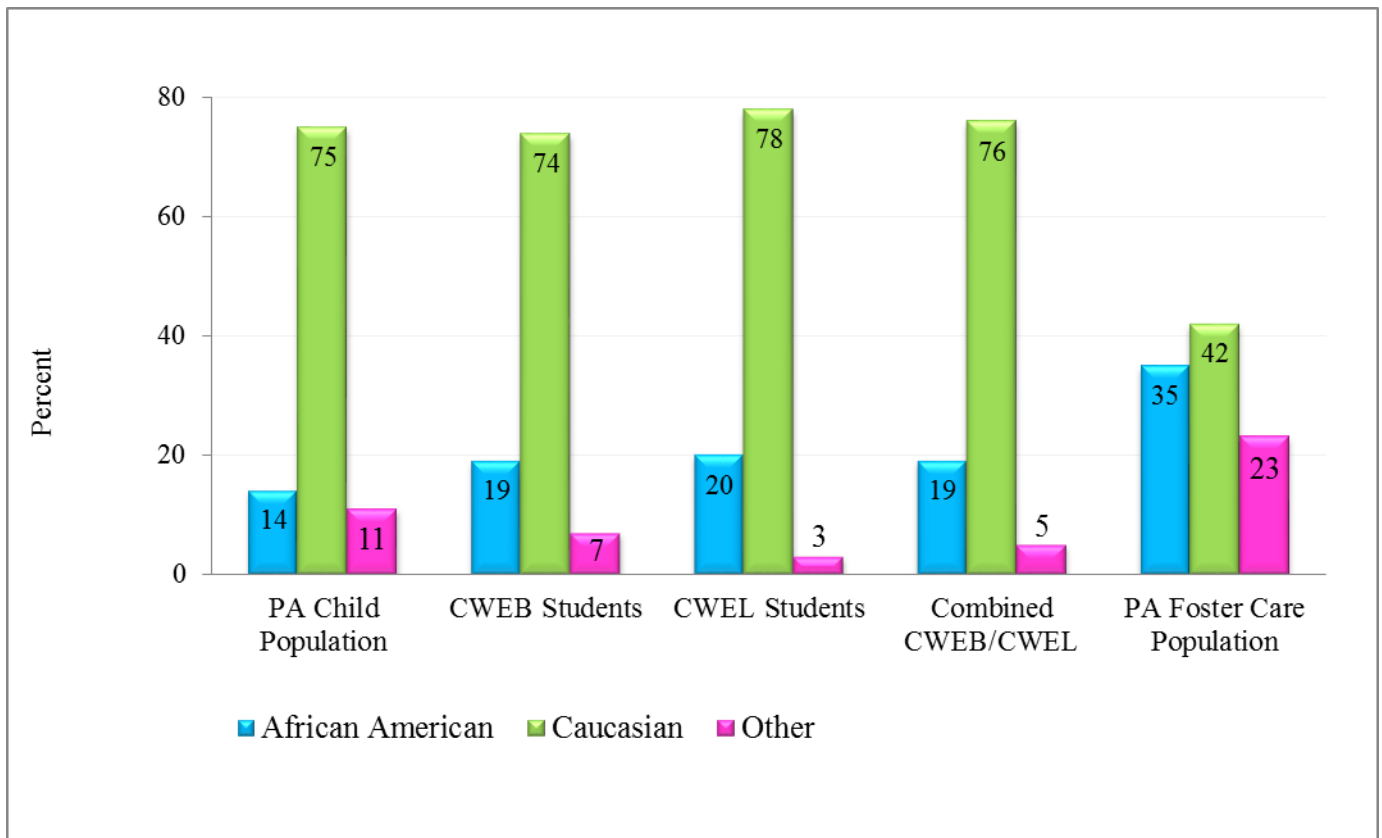
Administration

The CWEB and CWEL programs have been administered by the School of Social Work at the University of Pittsburgh since their inception in 2001 and 1995, respectively. Part III-A of the Project Description and Implementation provides background information. In addition to providing undergraduate and graduate level social work degree programs on both a full-time and part-time basis, the School of Social Work provides academic and curriculum support for the other 13 undergraduate universities and 11 graduate schools eligible to participate in the CWEB and CWEL programs. The total number of participating school programs is 16, with 4 schools at the undergraduate level only, 10 university programs enrolling both undergraduate and graduate students, and two programs at the graduate level only. East Stroudsburg University will join the CWEB school consortium in the 2018-2019 academic year.

The CWEB and CWEL faculty conduct annual site visits with each university program, including branch campus locations, and maintain ongoing contact to discuss academic programs, issues, and progress. The legal agreement for each student contains a Family Educational Rights and Privacy Act (FERPA) waiver which permits the sharing of academic information. The CWEB and CWEL faculty and staff have hundreds of contacts with faculty and students from the other fifteen schools throughout the year.

Fiscal administration includes reimbursement to county employers of full-time graduate students for salaries and benefits, reimbursement to students for books, payment of tuition and fees at all approved educational institutions and, where appropriate, travel expenditures and fellowship payments. These payments are advanced by the University as they become due. The University, in turn, invoices the Commonwealth and is reimbursed from a combination of state and federal funds.

A series of formal agreements provides the mechanism for the operation of the programs. These include the Intergovernmental Agreement between the Department of Human Services and the University of Pittsburgh; a series of agreements between the University and each of the other 15 approved institutions of higher education; and, agreements between CWEB students with the University or among CWEL students, their respective county employer and the University. These agreements provide for the students' enrollment arrangements, reimbursement for allowable expenses, and the required post-education work commitments. The CWEL employers' responsibility to maintain benefits and grant education leave to full-time students is specified in the agreement. Reimbursement to employers for CWEL student salaries and benefits is also included.

To accomplish all of these tasks, approximately nine full-time equivalent faculty and staff have been engaged. All program faculty teach regular credit courses, provide academic advising

to students, and oversee internships. In addition, the CWEB and CWEL faculty are responsible for assisting in program evaluation. The faculty and staff listing is contained in Appendix N.

Academic Program Approval and Curriculum

All of the schools participating in the CWEB and CWEL programs are fully accredited by both the Middle States Association of College and Schools (MSACS) and the Council on Social Work Education (CSWE). The 16 approved schools and their accreditation dates are listed in Appendix A, Table I. A graphic representation showing the location of the participating schools is included in Appendix B.

All approved undergraduate schools are required to offer at least one child welfare course and internships in county child welfare agencies. Approved graduate programs are required to offer at least two graduate-level child welfare courses and child welfare internships. The continuing availability of these courses and internships is verified by the CWEB and CWEL Academic Coordinators who consult regularly with the approved schools regarding field assignments, specific courses, student registrations, and student progress.

The graduate level offerings of the University of Pittsburgh and their enrollments are listed in Appendix C, Table II. The 2016-2017 course offerings of the 14 undergraduate schools participating in CWEB and the other 11 graduate school programs participating in CWEL and shown in Appendix D, Table III (CWEB) and in Appendix E, Table IV (CWEL). These course listings referenced above do not include internships, for which a minimum of 400 clock hours is required at the baccalaureate level and 900 at the masters level.

At the undergraduate level (CWEB) the range of field or internship hours is from 400 to 600 with a mean of 475. However, the CWEB students are strongly encouraged to participate in the Pennsylvania State Civil Service County Social Casework Intern program in conjunction with their school and the county agency in which they are completing their placements. This option requires 975 hours of internship. The advantage of this option for the student and agency is that

upon completion of the official County Social Casework Intern program and graduation, the student is eligible to begin work immediately in the agency, typically as a Caseworker II, without the requirement of a Civil Service examination. Of the 49 CWEB students who graduated during the 2016-2017 academic year, 40, or 82% exercised the State Civil Service Social Casework Intern option. CWEB county participation is included in Appendix F.

At the graduate level, nearly all placements exceed the 900 hour minimum with the average being over 1,000 hours. At the University of Pittsburgh, there are 360 hours of internship for first year students, in addition to a 15-week field seminar. Second year students are required to complete 720 hours, resulting in a grand total of 1,080 internship hours. Comparable hours and field seminars are required at the other participating graduate school programs. CWEL county participation is included in Appendix I, Chart 8.

Trauma-Informed Principled Leadership Series

In recognition of the steep learning curve that undergraduate students encounter when entering public child welfare agencies, a special leadership development training was initiated during the 2014-2015 academic year. Initially piloted with CWEB students from Bloomsburg University and the University of Pittsburgh, this five-module series addresses the development of leadership skills associated with race consciousness, self-care and trauma-informed practice. Students receive training on five practices of exemplary leadership identified in the literature[12] and participate in monthly discussions focused on core leadership skills and service delivery in the child welfare system. In the past few decades, the field of child welfare has moved toward gaining a fuller grasp of the scope of racial disproportionality in the child welfare system and the need to explicitly address the race gap in child welfare work. Furthering these efforts, this leadership series addresses how students and workers reflect on their personal identity as they engage in practice. This process includes discussing historical trauma, race socialization, and an examination of

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[12] Kouzes, J & Posner, B. (2012). *The leadership challenge: How to make extraordinary things happen in organizations.* (5th ed.). San Francisco: Jossey-Bass.

disproportionality data in Pennsylvania at the state and local levels. Lastly, given the multiple and chronic adverse life experiences that child welfare clients face, an introduction to a trauma-informed framework is used to help students understand the complex behaviors and relational styles that children and families may have. In addition, students explore the impact of their own trauma exposure in child welfare practice and develop self-care plans to increase their resilience. Participation in an experiential leadership exercise concludes the training. An overview of the series is included in Appendix H.

Commitment and Recoupment of Funds

All students enrolled in the CWEB and CWEL programs must repay the educational benefits they have received. This is accomplished in one of two ways. For CWEB graduates, the repayment by service is one calendar year of service for one academic year of support[13]. For CWEL graduates, the length of this service is an amount of time equal to the length of the educational leave for full-time CWEL students and equal to the proportion of the full-time length of the degree program they have completed as part-time students[14]. Students who received support for only a portion of their program have a pro rata work commitment proportional to the support they received. During the period of this report, 45 CWEL students completed their degree programs and graduated. All graduates returned to their counties of origin following graduation.

The full amount of the cash paid to the student or on the student's behalf must be reimbursed whenever a CWEB or CWEL graduate fails to complete his or her commitment. This provision is contained in the agreement each student signs either with the University (as in the case of CWEB students) or with the University and county of origin (as in the case of CWEL students). During the 16th program year, five CWEB students withdrew or were terminated from the program after receiving financial benefits, some after beginning their period of commitment payback. Our experience with program participants over this sixteen year period has been that those who

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[13] 45 CFR, Ch. II, §235.63 (b) (5)
[14] 45 CFR, Ch. II, §235.63 (b) (1)

withdraw early discover that child welfare was not what they had anticipated and not what they want to pursue as a professional career. In general, baccalaureate-level students are just beginning their professional career path and it is not uncommon for undergraduates to underestimate the rigor and reality of child welfare work. We have learned that this important discovery is to be anticipated in a certain number of instances among CWEB students and is best identified before great time, training, and costs have been expended. A graphic summary of the CWEB departures and their recoupment status appears on page 17.

In 22 years of program operation, it is notable that only 6% of the students admitted to the CWEL program have resigned or been terminated from the program. These departures are for various reasons, represent widely distributed counties, and include most schools. These situations, together with the actions being taken are summarized in Table 1. The employment (retention) of all students exiting the program will continue to be monitored as required in Section II, G, 13 of the Program Description and Implementation, and by PL 103-432 which was enacted by the United State Congress during the first CWEL program year and which applies to graduates funded after October 1, 1995.

Retention has two aspects in the CWEB and CWEL program. The first is the retention of currently enrolled students. Among both programs combined, the student loss rate is 5%. This is most reasonable considering the large number of academic, work, and personal factors that can affect the decision to withdraw from an academic program. The second aspect is the retention of graduates after they have completed their work commitment. Over the past 16 years of the CWEB program (through the summer of 2017), 1,036 CWEB students accepted employment after graduation. Within the CWEL program, only 16 individuals out of a total of 1,328 graduates have not completed their employment commitment after graduation.

Table 1. Student and Graduate Departures from Programs and Recoupment

School	# of Students			Reason for Departure		Recoupment Status	
	Total	CWEB	CWEL	Employment	Withdrew from School/Program	Collection Initiated	Obligation Satisfied
Bloomsburg University	10	10	0	6	4	6	4
Bryn Mawr College	4	0	4	0	4	1	3
California University	19	17	2	11	8	10	9
Edinboro University	14	13	1	7	7	6	8
Kutztown University	13	12	1	9	4	6	7
Lock Haven University	12	12	0	7	5	3	9
Mansfield University	12	12	0	11	1	6	6
Marywood University	20	0	20	3	17	6	14
Millersville University	4	3	1	1	3	2	2
University of Pennsylvania	6	0	6	0	6	3	3
University of Pittsburgh	26	8	18	9	17	10	16
Shippensburg University	11	10	1	7	4	4	7
Slippery Rock University	10	10	0	7	3	5	5
Temple University	31	13	18	13	18	12	19
West Chester University	5	5	0	5	0	2	3
Widener University	17	6	11	8	9	8	9
TOTALS	214	131	83	104	110	90	124

Among the CWEB graduates who have most recently satisfied their legal work commitment, 50% remain in the agencies. Overall, 58% have exceeded their commitment by over two years. Increased familiarity with the program, more focused selected criteria and stronger case management has contributed to improved outcomes. The number of CWEL graduates who have discontinued child welfare work for <u>all</u> reasons over the life of the program averages 8% per year. This figure includes death, retirement, total and permanent disability, transfer of spouse/partner employment out of state, and other routine changes of employment.

Despite the loss of some staff, both the CWEB and CWEL programs have a strong record of retention. Nevertheless, there are real reasons behind each of the post-commitment departures. We describe these in our previous annual reports, and have presented them at state-wide Recruitment and Retention committees, meetings of the Pennsylvania Children and Youth Administrators Association, and national-level professional meetings. We include additional information later in this report. Fortunately, most of the root causes of turnover can actually be remedied, though some are more difficult to address than others. We are committed to working with county agencies to focus on organizational-level solutions that can assist in workforce development, worker retention, and the enhanced capacity of child welfare systems.

Deliverables

Extensive efforts to inform all interested parties about the CWEB and CWEL programs are ongoing. The entry of 1,107 CWEB students into the agency system and the return of 1,328 CWEL graduates to a total of 66 counties have been very helpful in continuing to make the value of the programs visible. Current and former students are a crucial source of recruitment, as are county agency directors and school faculty members. The volume of inquiries and applications, and involvement of nearly all the counties in the state of Pennsylvania, suggest that information about the program is reaching those eligible to participate as students or employers. However, continued efforts are required to assure that the opportunity for child welfare-focused education is widely

known across Pennsylvania counties and school programs. A long-established toll-free line is available to facilitate inquiries and calls for assistance [1 (866) ASK-CWEL/1 (866) 275-2935].

Web-based information regarding both programs is routinely updated and publically available on the School of Social Work website. Additionally, both programs can also be accessed through the Child Welfare Resource Center (CWRC) website. The CWEB and CWEL webpages include a Student Handbook for each program as well as "Frequently Asked Questions" to clarify program information and address common concerns. An informational video regarding the CWEB program that features faculty members and program participants was distributed to each participating school and is posted on the CWEB webpage.

The CWEB/CWEL program continuum also has a Facebook page. This accessibility is helpful to both prospective and current students, and illustrates the personal connection both programs develop with participants. Program information is also readily available to county agencies and schools through electronic and personal communication. Other forms of communication, such as the use of blast texting, are used to transmit program information.

The following efforts and products were delivered by the University during 2016-2017 in accordance with the approved Project Description and Implementation plan:

- Previous annual reports were posted on the CWERP website and are available to all county administrators, DHS officials, CWEB and CWEL academic partners, and other interested state and federal officials.

- CWEB and CWEL program and application materials were posted on the CWERP website for all counties, participating schools and interested parties.

- Dr. Betru and Dr. Bradley-King received support from the University of Pittsburgh, Office of the Provost, to implement the CWEB leadership series as part of the Year of Diversity. A poster presentation titled, *Race conscious and trauma-Informed professional training:*

Preparing social work students to address disproportionality in public child welfare, was featured at the University's Year of Diversity symposium.

- Dr. Cahalane assumed membership on the Pennsylvania Child Welfare Council.

- Dr. Perry and OCYF Deputy Secretary Cathy Utz were invited panelists at the 18th Annual Title IV-E Waiver Demonstration Project meeting held in Washington, DC.

- Dr. Perry presented her work, titled *Setting the foundation for continuous quality improvement: A multifaceted approach to curriculum evaluation*, at the annual National Staff Development and Training Association (NSDTA) Professional Development Conference.

- Dr. Perry and Dr. Rauktis presented at the International Conference on Innovations in Family Engagement, held in Fort Worth, Texas. Their presentation was titled, *How engaged are families in various family engagement models? Fidelity and early findings from Pennsylvania's Title IV-E Waiver.*

- Dr. Rauktis was the co-editor for Volume 25, Issue 1, of the *Journal of Emotional and Behavioral Disorders*. This issue focused on residential treatment for youth.

- Dr. Cahalane assumed the Chair of the Child Welfare Track for the Council on Social Work Education (CSWE).

- The child welfare faculty and staff contributed to numerous scholarly publications thereby spreading their wealth of knowledge to a broader audience. Their works include the following:

    o Cahalane, H**.** & Parry, C.F. (2017). Organizational enhancement and capacity building: The evolution of Pennsylvania's Child Welfare Resource Center. *Training and Development in Human Services, 9*(1), 48-54.

    o Betru, Y**.** (2016). Traumatic stress and racism: Asking the right questions. In Copeland, V. (Ed). *People of color in the United States: Contemporary issues in*

education, work, communities, health, immigration. *Vol. 3 (pp. 373-381)*. Santa

Barbara, CA: ABC-CLIO.

- o Bradley-King, C.K. & Jordan, A.M. (2016). The impact of child sexual abuse on
  African Americans. In Copeland, V. (Ed). *People of color in the United States:*
  Contemporary issues in education, work, communities, health, immigration. Vol. 3
  (pp. 373-381). Santa Barbara, CA: ABC-CLIO.

- The CWERP faculty conducted peer and proposal reviews that contribute to and enhance
  the field of child welfare through their service and participation in the following ways:

  - o Proposal reviewer for National Human Services Training Evaluation Symposium
    (NHSTES) and second level reviewer for accepted papers, workshops, and posters
    of the CSWE Child Welfare Track: Dr. Cahalane

  - o *Residential Treatment for Children and Youth* (Editorial Board), *Children and*
    Youth Service Review (Reviewer), and *Child Maltreatment* (Reviewer): Dr. Rauktis

  - o Proposal reviewer for National Human Services Training Evaluation Symposium
    and manuscript reviewer for *International Journal of Child Care and Educational*
    Policy: Dr. Perry

  - o Proposal reviewer for the Child Welfare and Lesbian/Gay/Bisexual/Transgender
    Issues tracks of CSWE: Dr. Winter

  - o Peer reviewer for Journal of Child Welfare special issue: Rachel Winters.

- Program evaluation instruments were distributed to all participating counties, schools,
  current students, and a sample of graduates from both CWEB and CWEL as part of the
  annual program evaluation, the results of which are described later in this report.

- Faculty visits were held with participating school programs beginning in the fall of 2016
  and continuing through the spring of 2017. These visits are summarized in Table 2 below
  and included meetings with prospective students, current students, academic faculty, and
  academic program administrators. Focus groups regarding professional development for

public child welfare workers were held with the CWEB and CWEL students, the details of which are described in the Evaluation section of this report.

- In addition to the specific activities noted above, hundreds of telephone and e-mail inquiries were handled from potential students, agency administrators, county commissioners, other states, and other colleges and universities.

Campus Meetings

There was excellent attendance and participation of the CWEB and CWEL constituencies during meetings held at the campus sites. Students discussed and asked questions related to many aspects of child welfare education and practice as well as specific issues related to the CWEB and CWEL programs. Wide ranging discussions of policy issues, academic concerns, administrative procedures, and other matters were frank, constructive and overwhelmingly positive. Students spoke openly about the opportunities and the challenges encountered by the PA child welfare workforce throughout the past program year. The dates of the campus meetings held during the 2016-2017 Academic Year are displayed in Table 2 below.

Table 2. Campus Meetings with CWEB and CWEL Participants

School Program	Date of Visit	Target Audience
California University of Pennsylvania	4/12/17	CWEB
Edinboro University	10/11/16	CWEB
Lock Haven University	10/12/16	CWEB
Mansfield University	10/11/16	CWEB
University of Pittsburgh-Oakland	8/29/16	CWEB
Shippensburg University	4/25/17	CWEB & CWEL
Slippery Rock University	9/22/16	CWEB
Bloomsburg University	10/21/16	CWEB
Bryn Mawr College	10/18/16	CWEL
Kutztown University	10/17/16	CWEB & CWEL
Marywood University-Lehigh Campus	10/17/16	CWEL
Marywood University- Scranton Campus	10/20/16	CWEB & CWEL
Temple University- Main Campus	10/18/16	CWEB & CWEL
University of Pennsylvania	10/20/16	CWEL
West Chester University	10/19/16	CWEB & CWEL
Widener University	10/19/16	CWEB & CWEL
Millersville University	4/26/17	CWEB & CWEL
Temple University- Harrisburg Campus	4/25/17	CWEL

Focus groups with students were structured to obtain feedback on how the students were faring in their educational setting, their internships, and how these two areas intersect to influence their current and future child welfare work. The CWEB students were overwhelmingly positive about their varied experiences during the focus group sessions. Understandingly, the students shared that they were initially overwhelmed by the intense nature of the work. Through strong and supportive supervision, county agencies have been able provide a bridge through this transitional process and help to acclimate the CWEB students to child welfare work. CWEB students stated that their supervisors took the time to mentor and help them "understand what is going on and to make sure I'm not flailing". The students shared that most supervisors have an open door policy, and "I can always ask any question." They shadowed key personnel and were asked for their input on how they would think through a case. Before they are asked to do a task, they role- play what they should do and afterwards reflect on how things went during the visit. This type of supervision and direction assists students in feeling more confident. In their own words, "when I get hired, I will know what to do". The students described the unique nature of their internship compared to their classmates and they repeatedly shared their passion for the job with the simple statement, "I love it." The aim of the CWEB and CWEL programs is to nurture this passion and continue to support, train and prepare social work educated caseworkers and supervisors.

CWEB and CWEL students were queried about what kind of characteristics and qualities they believe are important for future workers and incoming CWEB students. They reiterated that the field needs social work undergraduate majors, and suggested doing recruitment at the high school level. Many indicated that in high school, they did not know that child welfare work was a career option. They would have considered coming into social work and public child welfare work

sooner had they had that knowledge. They described the following personal characteristics as important for caseworkers: being calm, adaptable, a team player, passionate, flexible, having a strong work ethic, and having "the change the world kind of attitude". Repeated themes emerged regarding the importance of being empathic and having a strong understanding of the population served in efforts to not pathologize or engage in power struggles with families.

Students also discussed the need for a diverse workforce that reflects the child welfare population. It was also recommended that seasoned caseworkers be included in the interview process for new hires. Lastly, the students described how important it is for new workers to have work-life balance. As new workers, they were encouraged to learn how to "separate my work life from my home life" and to create healthy boundaries. At the agency level, the students echoed the need for good supervision and to have built-in supports for tough cases that warrant engagement in self-care practices for continued resilience. These themes mirror the work that the CWERP program continuum strategically addresses through the combined efforts of CWEB, CWEL, and the Pennsylvania Child Welfare Resource Center (CWRC).

CWEL students discussed what they were learning at their various schools and how they will or are going to actively apply their new knowledge to casework. They also discussed what they hope to see improve in the field. With regard to their education, similar to CWEB students, CWEL students described their learning curve in school and what it was like for them to return to school if they had not been in an educational setting for some time. They discussed their experience of sharing their child welfare skills and knowledge in their courses and also learning from their classmates who have different backgrounds and experiences. As a result of the CWEL students' presence and their many years in practice, schools have increased the depth and breadth of topics within courses to enhance the knowledge of the CWEL students. Schools actively seek

ways to incorporate clinically-informed casework as a critical part of the explicit and implicit curriculum. As a result, students report feeling valued and validated by their professors and academic programs.

CWEL students across schools and counties uniformly agreed about the usefulness of learning about attachment and a trauma-informed framework. They described it as "being introduced to new a world" and understanding that "trauma is at the center of it." One CWEL student captured this when she shared, "we all have our own forms of trauma or things we are running away from. We need to work on that and to navigate our work with our clients". This self-reflective process has helped students gain more empathy for the hardships that many families seen in child welfare settings experience. As a result of their expanded knowledge, students reported adjusting their reaction to clients and being more mindful in their engagement, i.e., "I understand now the impact of every little interaction". Students reported that this maturational process has helped them become more attuned with themselves and "more authentic in my work." These internal shifts and interpersonal changes reflect findings in the literature suggesting that individuals who feel personally connected to their work have longer retention and report having higher job satisfaction. (See Appendix M, Child Welfare Research Sampler.)

In regard to transfer of learning, CWEL students described the various ways they were applying their education to their current work or how they hope to impact their future work. Courses containing content on non-violent communication, social welfare, interpersonal processes, traumatic stress, and drug and alcohol addiction/treatment were named as some of the classes that had the strongest impact. The students discussed gaining a social justice framework in their work with families and how this has broadened their perspective to become more nuanced advocates. This was exemplified in statements such as, "I can know my clients and really advocate

for my families".   Students also expressed a deep appreciation for gaining knowledge on the language that other service providers routinely use. They shared feeling more confident in their judgment and having more credibility in interdisciplinary settings.   They also discussed the usefulness of policy classes, even if they were initially hesitant, and gaining understanding of history and its impact on current work. Lastly, students mentioned having a deeper understanding of disproportionality and expressed a desire to focus on issues of diversity and retention. These themes are exemplified in statements such as, "I'm different" and "I want to be a leader that empowers workers and families".

As future leaders, CWEL students shared things they would like to see changed in their educational process and at the agency. CWEL students who are required to complete field internships at their own agencies described feeling limited, especially if they have been at the agency for many years and in numerous positions. One student said "I deal with many service providers {an internship at these sites would be useful} and I want to have a true {school} experience."

As noted in previous focus group summaries, part-time students reported experiencing significantly more stress in balancing full time work, part-time studies, internships, and attending to their personal life. They have advocated for full-time leave within their agency and hope to see a change in trends that show shifts from full-time to part-time study or changes in agency policy to part-time only participation. In some school settings, part-time students come into contact with students that have full time leave and they report that they have a qualitatively different educational experience. Part-time students reported being more fatigued and not able to be as fully engaged in their educational experience compared to their full time CWEL classmates.

With regard to hiring practices, many students reported that they would like to see more diversity in staff hires. They described being the only minority caseworker as an alienating experience. For example, one caseworker reported the pressure of being the sole Spanish-speaking worker in an area with a large Latino population. This individual wanted to be supportive to the agency and to the families, but found doing language translation work for other caseworkers in addition to her regular work to be taxing, especially when requests for her assistance are unrelenting. At the educational setting, direct practice students shared that they would like to be able to take more classes on supervision and leadership. Some curriculum sequencing and internal policies at various schools do not give leeway to take macro or community-based courses. Students believe that these courses would enhance their leadership potential.

At the agency level, students reported needing more supports and a debriefing process after handling stressful cases, such as child deaths, suicides, or homicides. While agencies acknowledge these events, there is not always an established process for addressing the stress reaction over time. In some cases, agencies refer workers to an EAP, but the position may be vacant or they may only have very limited sessions. Additionally, students stated that they would like to see more agencies develop Caseworker 3 positions. The roles within this position would allow the students to use their new knowledge and skills and provide more compressive assessments and services to children and families. Lastly, students reported that would like to have county agencies acknowledge their hard work in completing their degree. This could be in a financial reward, such as a bump in salary or a bonus, or in other forms of public appreciation. One student shared, "I like my job, and I am committed to children, but it would be nice to get some sort of acknowledgement for all this hard work". These sentiments suggest that the students value positive recognition from their respective

agencies, and that they look to their agency leaders and peers for affirmation not only in their casework or supervisory roles, but also as highly accomplished social work professionals.

Overall, the feedback and themes that emerged from the student meetings reflect several significant findings. CWEB students have an overwhelmingly positive experience in their internships and have strong, supportive supervision and environments. They feel prepared to go into child welfare work after completing their internships. Both CWEB and CWEL students agree that incoming CWEB students and/or new caseworkers need to have passion for the work, the ability to adjust to a fast-paced environment, an empathic stance with children and families, and strong access to quality supervision. These characteristics are seen in the CWEL students. CWEL students are learning and contributing to their educational settings and actively incorporate their knowledge in their work. They are also influential within their agency and many are budding leaders who have very useful feedback for improving the workforce and the experience of other CWEL students. We encourage agencies to consider these findings and use them to inform agency policy, enhance practice, and promote the sustainability of their staff.

The Changing Landscape of Pennsylvania Public Child Welfare

Recent annual reports have referenced the major shift in Pennsylvania's child welfare system operations as a result of the public exposure and subsequent legal proceedings emanating from a decades-long child abuse travesty. The impact of this high-profile series of cases continues to be of such significance that we repeat the background and context once again. Following a three-year investigation of sexual abuse allegations against a prominent collegiate sports coach and the response of the institution where he had been employed[15], the Pennsylvania General Assembly established the Task Force on Child Protection to conduct a comprehensive review of

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[15] Freeh, Sporkin & Sullivan, LLP (July 12, 2012). "*Report of the Special Investigative Counsel Regarding the Actions of the Pennsylvania State University Related to the Child Sexual Abuse Committed by Gerald A. Sandusky*".

the laws and procedures relating to the reporting of child abuse and the protection of children. Although originating from tragic circumstances, the high profile cases of child abuse increased public awareness of child maltreatment and prompted a re-examination of the Commonwealth's laws designed to safeguard children. Beginning in January of 2012, the Task Force conducted 17 public hearings and working sessions throughout the state. More than 60 individuals provided written testimony. After extensive review and deliberation, a number of policy and statutory recommendations were made. The Task Force's final report was released in November of 2012[16].

In response, Pennsylvania passed 23 pieces of legislation over the course of one year to assure children greater protection and to restore public confidence in the state's ability to keep children safe from abuse and neglect. Amendments were made to the Crimes Code, the Domestic Relations Code, and the Judicial Code. Major changes to the Child Protective Services Law included broadening the definition of abuse, who is considered a perpetrator, failure to act, and who is a legally mandated reporter. Education for mandated and permissive reporters of abuse became required for licensed professionals and readily available to both professionals and the general public. A number of statutory changes related to definitions, timeframes and procedures impacted the practices and daily routines of child welfare professionals.

As public recognition continued to grow, referrals of suspected abuse and neglect increased as much as 200% in many jurisdictions. While many counties have made attempts to increase the size of the child welfare workforce, most continue to struggle with an increased demand for child protection investigations and the need for general protective services. Additionally, the nationwide epidemic of opioid abuse and the increased rate of substance-exposed infants coming to the attention of the child welfare system has also contributed to the increased demand. For example, in 2015 more individuals in Pennsylvania died from opioid overdoses than the number of

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[16] *Child Protection in Pennsylvania: Proposed Recommendations, Report of the Task Force on Child Protection.*
  Full report and Executive Summary available at
  http://jsg.legis.state.pa.us/publications.cfm?JSPU_PUBLN_ID=285.

individuals who died in car crashes.[17] Data in some areas of the state indicate that as many as 30%

of babies delivered in a singular calendar year exhibit Neonatal Abstinence Syndrome.[18] The

resulting escalation of work demands stemming from greater public recognition of suspected child

abuse or neglect, an increased number of substance-exposed infants, more families dealing with

severe addiction issues, and many new statutory requirements within a short period of time has

continued to add to the stress of an already taxed child welfare system. Increased turnover among

the child welfare workforce has been painfully experienced in both public and private agencies.

At the same time, new opportunities to employ more efficient and effective modes of practice,

including data-driven decision making, predictive analytics, and evidence-based interventions, are

available. All of these factors have continued to influence the landscape of Pennsylvania public

child welfare throughout the last several years.

Evaluation
Introduction

The CWEB and CWEL programs have several critical stakeholder groups: schools

participating in the educational programs, current students and those who have recently graduated,

and the county agencies that employ them or provide field placements. Because these are such

important constituents, they are surveyed annually; their responses provide valuable information

about the usefulness and quality of the curriculum and field experiences, as well as what areas

offer opportunities for improvement. These constituents also share their perspectives about the

value that CWEB and CWEL students bring to their schools and child welfare organizations. In

addition, we ask students who have graduated and been working for at least a year about the

organizational culture of their work environment. This information helps us to better understand

which aspects of climate are associated with positive outcomes, such as commitment to the field,

job satisfaction, and personal achievement. All of this information is shared with CWEB and

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[17] http://www.poconorecord.com/news/20160923/pennsylvania-opioid-addiction-statistics-are-staggering

[18] http://triblive.com/news/westmoreland/5369146-74/drug-babies-methadone

CWEL stakeholders including agency administrators, school faculty, and CWERP faculty and staff to inform and help improve the quality of services, curricula and working environments.

The findings from the 2016-2017 evaluation are described below. The first two sections summarize the results from current students and recent graduates of the CWEB and CWEL programs, respectively. The third section summarizes what long-term program graduates say about the climate of the child welfare agencies in which they work. The fourth section highlights the findings from the faculty of the schools and agency administrators who have employees currently participating in, or who have graduated from, the CWEB or CWEL programs. The final section reviews the core competencies exhibited by CWEB and CWEL program participants.

All of these surveys are web-enabled. Throughout the year, emails, letters, and instructions are sent to current students, recent graduates, long-term graduates, and CWEB/CWEL schools and counties with information on how to access their surveys located on a secure server. A standard follow-up protocol is in place to obtain a minimum 50% response rate for each group of respondents. Response rates are reported below.

Table 3. Return Rates by Survey Type

Respondent Group	Response Rate (%)
County	93%
Current Students	68% CWEB
	88% CWEL
Recent Graduates	50% CWEB
	72% CWEL
Long Term Graduates	56%
CWEB/CWEL Schools	94%

During this 2016-2017 evaluation cycle, we continued using questions about core competencies that research has demonstrated as important for the child welfare workforce[19]. These questions were included in the current student, recent graduate, and long-term graduate surveys for completion by those who supervise or mentor CWEB students. We asked respondents to rate

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[19] The R&R Project (2009). *Resources for selecting qualified applicants for child welfare work.* Chapel Hill, NC; Jordan Institute for Families at UNC-Chapel Hill School of Social Work.

the degree to which the competencies are exhibited by CWEB students whom they supervise or mentor in their agencies.

A new prospective survey protocol was initiated this year to follow CWEB program participants from the time they are admitted into the program through one year of full-time child welfare work. These surveys contain self-report versions of the core competencies which align with the core competency questions asked of schools, agencies, and those that supervise or mentor CWEB students. At the time of this report, the number of completed surveys is small. Preliminary results will be discussed in a larger context with results from the other surveys presented.

Current CWEB and CWEL Students

Survey procedures and methods

An email with a link to the survey was sent to all CWEB and CWEL students currently enrolled in the program. Students were sent notices in January 2017 and were given until March 2017 to complete the survey. One hundred and thirty-five students responded to the survey. However, nine responses were dropped from the data because over 50% of the survey was missing responses, resulting in a total of 126 usable surveys. The response rates were 68% for CWEB students and 88% for CWEL students. The survey asked the students to rate their experiences with (1) the CWERP program and processes (e.g., website, communication, student contract, faculty and staff helpfulness); (2) their relationship with the faculty and the university that they attend, and the quality of the courses they take; (3) the agency/field interface; and (4) their beliefs about the value of their education to child welfare practice, and their commitment to the field. The statements are positively worded and the rating scale is from 1 (Strongly Disagree) to 5 (Strongly Agree), with higher ratings suggesting a greater degree of satisfaction.

Most of the questions were common to both programs, such as "*I received good supervision in my field placement or internship placement.*" Some items were unique to the program and to the student's status. For example, CWEB students were asked if their field site agency was familiar

with the requirements of the CWEB program. The full-time CWEL students were asked about their return to the agency in the summer and the part-time students were asked questions about their ease of arranging time for field and classes. Part-time CWEL students were also asked to rate the CWEB students they supervise or mentor (if applicable) on a series of core competencies. The results of these items can be found in the Core Competency section below. If students were currently in their field placement, they were asked about the focus of their responsibilities and their agency type.

Finally, because we are interested in the career paths of professional child welfare caseworkers, the current CWEL students were asked if they had been a CWEB student, and if they were still in the agency in which they had done their CWEB work commitment. Three open-ended questions were included about the positive aspects of the program, which areas could be improved, and what qualities prospective CWEB/CWEL students would benefit from in order to be successful in the program. A final question asked if the students have received any awards or recognitions for their academic or field work during this survey period.

Description of the survey respondents

Thirty-four of the usable 126 surveys were from CWEB students. The majority of the CWEB respondents were full-time (97%). Of the CWEB respondents, 88% were female; 47% were white, 44% were African-American, and 9% were multiracial. A small percentage of CWEB students reported to be of Hispanic ethnicity (12%). Ninety-two of the usable surveys were from CWEL students. Of the CWEL respondents, 47% were part-time students and 53% were full-time. CWEL respondents were also primarily female (88%) and white (73%). Nearly one quarter were African-American (26%). A small number of CWEL students reported to be of Hispanic ethnicity (6%).

Twenty-nine (85%) of the CWEB respondents were completing their field placement in a public agency, primarily engaged in direct practice with abused and neglected children (90%). Smaller percentages reported that they were working with homeless families (3%) or other

populations (7%) who were receiving child welfare services. All of the CWEB students were attending classes at the main campuses of their universities.

The majority of CWEL students (78%) were currently in a field placement, and of this group, 57% were completing their field placement within their county agency. Similar to their undergraduate counterparts, most CWEL students responded that their field placement was in a public agency (67%) working in direct service (85%) positions. The primary client population was abused and neglected children and their families (33%). The next prominent client population was "other" (22%) which included mental health, medical social work, family finding, respite for foster families, dual diagnosis, trauma, and congregate care. Other notable populations dealt with alcohol or substance abusers (10%), adolescents with mental health challenges (8%), and youth transitioning out of child welfare (8%). Approximately 28% of the CWEL respondents were associated with a branch campus of their university, with most attending branch campuses of either Temple University or Marywood University. Smaller numbers were attending branch campuses of Widener University and the University of Pittsburgh.

Is there a career pathway?

We seek to determine the extent to which a professional education and career pathway is in place for the child welfare workforce, and how recruitment at the undergraduate level can help to foster a long-term career in public child welfare. As in past years, the current CWEL students are asked if they participated in the CWEB program. The education and career pathway for a child welfare professional is shown in Figure 6.

Figure 6. Career Pathway for CWEB and CWEL

CAREER PATHWAY

Acquire
director, assistant director, or department manager positions

Return to agency
for commitment after graduating from CWEL, assume supervisory or clinical mentoring position in agency, and participate in committees/special projects

Matriculate and graduate
from a CWEL program full or part-time

Matriculate and graduate
from a CWEB program and gain employment for commitment period and beyond

Gain employment
for commitment period and beyond

Apply
to a CWEL program post commitment period & while in agency

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The value that students find in the CWEB and CWEL programs is illustrated in the following sample of open-ended survey responses.

"Most supervisors that have taken interns at my office in particular (I can't speak for the other offices) are very knowledgeable and have made me feel very prepared for work in the Child Welfare field. I doubt I would have felt this prepared without having the full time guidance that I got through the CWEB program. It has been a great way to get to know many of the non-profits in the area and learn how to case manage in the field."

"Being able to actually practice in CYF before becoming a full time employee. Learning the programs, laws, and practices of CYF. I think having my own cases right now will help me for in the future as a CYF employee, when I'll have a higher caseload. Having other CWEB participants in my field office with me is SO positive. They are familiar faces that I

see in classes, but also are definitely a support network. I am able to ask the other interns for help when I need something. It is also nice to just have other people who are experiencing something very similar to what I'm experiencing."

"The CWEL Program is a good resource for county workers to enhance and fine tune their skills, across a wide array of areas, including worker etiquette, interacting and empathizing with clients, and understanding the laws under which we work every day. The CWEL Program gives county workers the means to transform into social work professionals, thus enhancing agency credibility."

"As a county Children and Youth Caseworker of four years, I can say that the CWEL program has allowed me to obtain a better understanding of the demographic I work with and how to better meet the needs of my clients. The education I have received has been beneficial in attaining a more professional persona, but more importantly, this opportunity has given me the ability to better understand, be more empathetic, and provide thorough and effective services to children and families at risk. I cannot list one particularly positive aspect of CWEL; the entire program itself is positive and a very effective way to create more informed social service employees."

Thirteen (14%) of the current CWEL respondents said that they received their degrees through the CWEB program. The majority of these CWEL students (79%) remain at the agency in which they did their post-CWEB work commitment. We have observed this CWEB to CWEL progression pattern for the last several years and it suggests that the first few steps of the career pathway are in place, and that it supports agency retention. Moreover, agency directors have told us in prior evaluations how much their organizations benefit when these well-trained and seasoned caseworkers remain in their agencies as they continue their education. However, it is important to stress that the agency and worker must carefully consider whether the worker should enroll in the CWEL program. It is not suitable for everyone, and respondents underscored long-term commitment and dedication to child welfare and social work as essential for applicants. When referring to the Title IV-E education programs, one long term CWEL graduate commented: "*More communication with the county agency administrators needs to be done to ensure that CWEB and CWEL students are able to utilize their skills to enhance the functioning of the agency.*" Therefore, before continuing on the pathway, both the student and the agency should thoroughly discuss expectations and enhanced opportunities upon a students' return to the agency in order to carefully consider whether further commitment to the agency is in both parties' best interests.

Part-time study while working full-time is challenging under the best of circumstances, and the terrain of public child welfare is punctuated by crisis, unpredictability, and the need for rapid response. In addition, many CWEL students have families and other personal responsibilities that compete for their attention. With over half of CWEL students attending school part-time, students and the agency should have a candid discussion concerning workload and expectations while the employee is participating in the CWEL program. Many of the part-time CWEL students are working full-time as well as being scheduled for on-call duties during class time. Additional discussions may need to take place with the schools providing the CWEL program so that there is an understanding of the time requirements for part-time CWEL students, and reconsider options based on CWEL participants' roles in their agencies. This idea is exemplified by one CWEL student's comment, "*There has to be some option between part time and full time in regard to the agency. Maybe part time students, who still work all their hours can be excused from on-call responsibilities. Or maybe a reduction in cases if maybe a 5hr less reduction in work hours. Maybe the option to use sick time or vacation time for internship hours. There has to be something to make this program more feasible for full time workers.*" In addition, part-time CWEL students believe that working full-time, attending class part-time, and trying to completed field hours is a disservice to the clients on their caseload as evidenced by this comment: "*...My worksite doesn't seem to consider field placement caseload when adding to my regular caseload. There is not enough time in the day nor days in the week to serve my clients in the manner they deserve when I have that many cases to manage.*"

How do students perceive their program?

When asked about the important aspects of their CWEB or CWEL program, students responded:

> *"The hands on training prior to starting the job is most helpful for me. A good portion of my assignments coincided with the work that I am doing at my internship. The internship staff is very supportive. My supervisor encouraged, supported and pushed me in challenging situations..."-CWEB student*

"Attending school for social work has been beneficial to me and my county, because although I am educated, I do not specifically have [social work] background. Everyone always told me it didn't matter, you learn on the job...but I feel like I wanted to be able to communicate better with other professionals, and decrease my stress level by being more confident in all the differing situations I am in as a caseworker in the field. So, this program helps me to understand the {social work} point of view, and to embody it more wholeheartedly."-CWEL Student

CWEB and CWEL students highly value their professional education. Using a scale from 1 to 10, with 1 having the lowest value and 10 the most value, respondents were asked, "What is the value of the CWEB or CWEL program to the public child welfare system?" The average score for the CWEB students was 8.84 (*SD*=1.67), and the average score for the CWEL students was 9.42 (*SD*=1.09). Responses to this question, as well as each survey item (rated on a 1-5 scale from Strongly Disagree to Strongly Agree) can be found in Table 1, Appendix K. This table displays the responses of the CWEB students, as well as both the full-time and part-time CWEL students. All three subgroups report being quite satisfied with the processes, the degree program, and the interface with the agencies; they also feel that their participation in the professional degree programs has helped them professionally and personally. Their aggregate responses are graphically displayed below (Figure 7).

Figure 7. Current Student Satisfaction with CWEB/CWEL Programs

Current Student Satisfaction

- CWEL, n=92
- CWEB, n=34

Category	CWEL	CWEB
Opportunities	4.76	4.67
Field/internship	4.66	4.67
University	4.57	4.56
CWERP Program	4.53	4.19
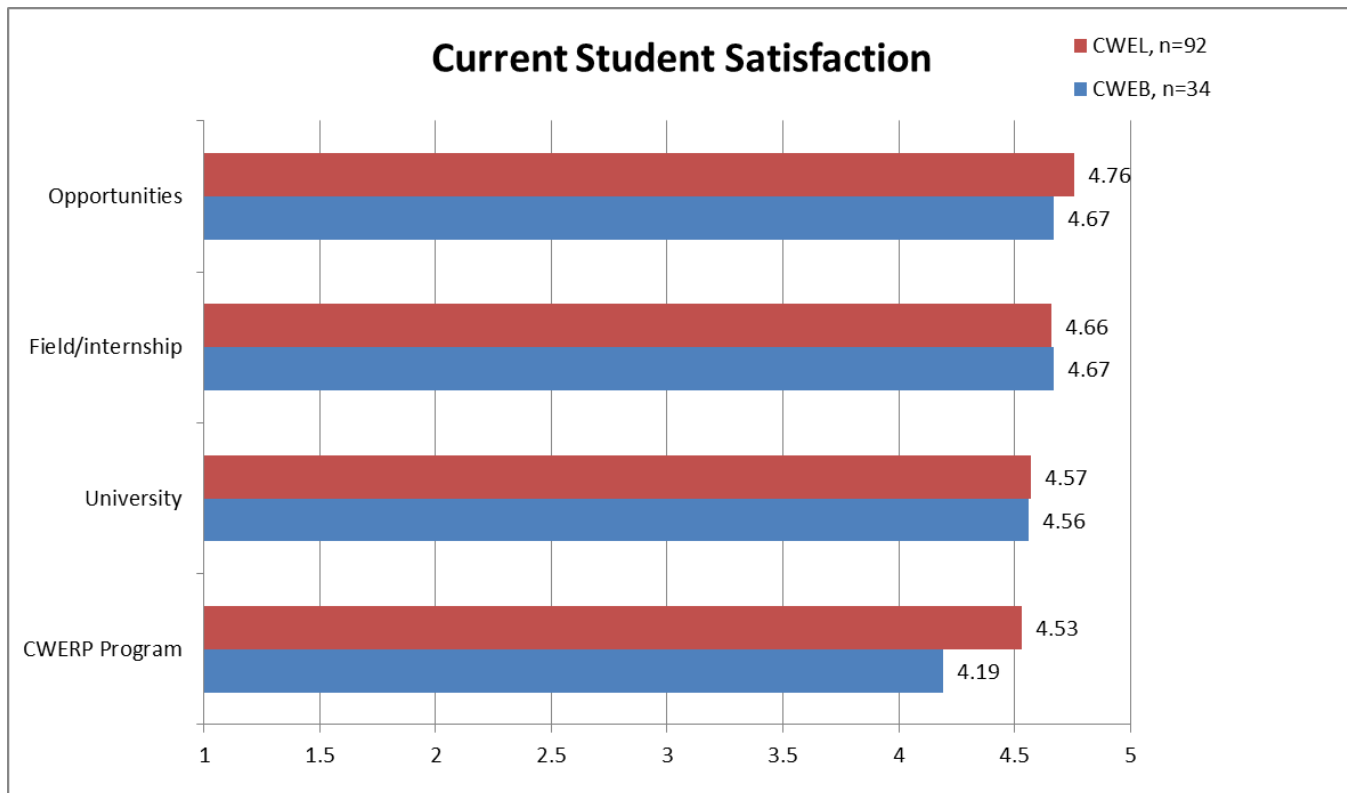
When comparing current students' satisfaction ratings across the past five academic years, a pattern has emerged. Historically, student satisfaction ratings have slightly increased from year to year. However, this year there were small decreases seen for both CWEB and CWEL students except for CWEL student's ratings for Field/Internship, which slightly increased. In most cases these decreases were miniscule. It is important to note that the CWEB ratings for Opportunities and CWERP Program were the third lowest in the past six academic years.

Reviewing the CWEL students' responses on how to improve the program, it appears that there are concerns with the availability and selection of courses within their home universities, and CWEL students requested more online course availability or a fully online MSW program. One student commented *"{Changing} Requirements for specializations and electives. Allowing for an individual to also pursue other specializations simultaneously, if desired. Also, allowing for more online courses."* Another student added *"The only option [is] to go to school in person and limits*

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on online learning. This may allow more workers in child welfare to go back to school as the demands in child welfare have increased so much with new CPSL laws." CWEL students also questioned the limits on allowable field placements and thought that these limits hindered their growth as caseworkers. This is sentiment is illustrated by this comment from a CWEL student:

> "*I strongly recommend that students are allowed to complete their field practice in other settings other than child welfare work placement. A lot of child welfare case involvement are due to drug and alcohol as well as mental health related issues and also parent/child conflicts. Allowing students to practice in drug and alcohol and mental health treatment facilities as well as school placement or juvenile detention centers could really help broaden the scope for a child welfare worker. This could help the student to understand the population better, in regards to seeing things from a different view. Also, work site placement can lead to boredom real quickly due to the familiarity with the environment. As such, allowing the worker to experience other aspects of what contributes to child welfare involvement can relieve burnout and can lead to positive practice in child welfare later on.*"

More clarification to the CWEL students regarding the internship requirements may improve this issue. However, the frequency/timing of electives is more challenging to address, especially since close to half of the CWEL students are part-time. The last major theme noticed from the CWEL students was the timing of reimbursement for books and other school supplies. Some CWEL students felt that they should be given the allowance prior to purchasing their books and felt that the allowance was not commensurate with the cost of the books they needed for their classes. Figure 8 demonstrates the changes in satisfaction ratings.

Figure 8. Comparison of Student Satisfaction Ratings Over the Last Five Academic Years

Current Student Satisfaction Ratings for the Last Five Academic Years
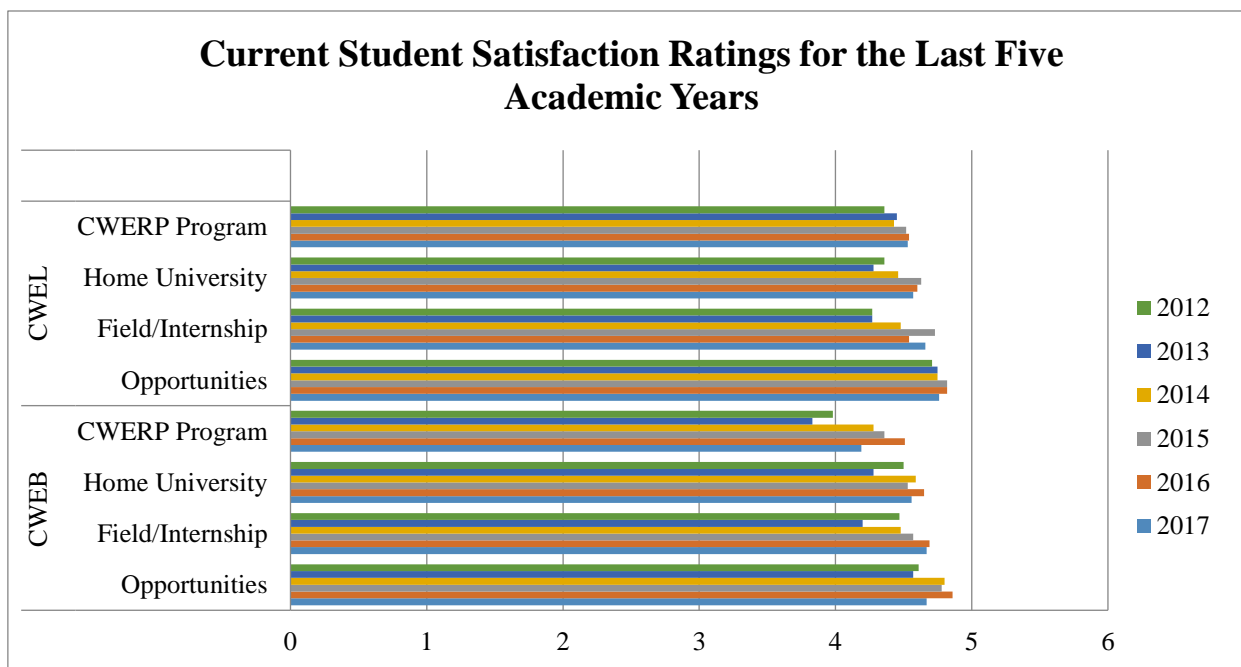
T-tests were conducted to determine if there were differences in the means between this year's CWEB and CWEL students and also between full and part-time CWEL students. A negative t-value indicates that the mean for the CWEB students was lower than the mean for the CWEL students. The p-value indicates statistical significance, with anything less than .05 considered statistically significant. In this academic year, two areas differed significantly between the CWEB and CWEL students, and one was approaching significance. CWEL students were more likely to feel that provided information clearly explains the program (t=-2.18, p<.05) and that the website was easy to use (t=-2.09, p<.05). The CWEL students were also more likely to use the handbook when they had a question, although that was only approaching significance (t=-1.97, p=.051). The standard deviations for these items among the CWEB respondents were close to or greater than 1, indicating a large amount of variability in the individual CWEB student's responses. These findings are consistent with the open-ended responses of CWEB students. There appears to be a lot of confusion regarding the application process, what is expected of a CWEB intern, and when certain things are due to the CWEB program. These are themes that have been

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echoed for a number of years now, and the CWERP team is strategizing on how to best address these concerns including using a text messaging function to remind students when deadlines are approaching. One CWEB student suggested the following: *"I think one thing I would change is, everyone that gets accepted attend a meeting to describe everything that is needed from you and when and how the process of everything will go. And then have a second meeting half way throughout to make sure everything is on track and any questions can be answered."*

T-tests comparing full-time and part-time CWEL students also revealed some statistically significant differences. Full-time CWEL students were more likely to feel they could use the skills they were learning in their child welfare agency ($t=2.67$, $p<.05$) and were more likely to turn to the handbook to answer questions ($t=2.61$, $p<.05$).

The qualitative information provided by the students through the survey provides us with useful information about the agency, school, and CWERP factors that assist students in their pursuit of a BSW or a MSW. The CWEB students' qualitative responses continued to focus on the importance of their field placements. This trend has been observed in the past few academic years, which is a departure from prior years where CWEB students predominately talked about the financial support as the main positive attribute of the program. Last year, the CWEB students discussed taking full advantage of the internship experience to gain a better understanding of child welfare

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PROFILES IN EXCELLENCE:

Every March the nation celebrates social workers. During this time, the CWERP program highlights the achievements of our CWEB and CWEL students and graduates on the program's Facebook page. These posts reflect the great work our CWEB and CWEL students/graduates are doing in the field.

A West Chester University CWEL student and Chester County Program Specialist, has developed Remote Work Policy and Procedures for staff, which consists of structured methods for caseworkers to complete such tasks as case documentation and report writing at home or in the community without restriction to the office setting. This protocol has reduced superfluous travel time while reinforcing staff morale and improving productivity. The CWEL student has led a committee in planning her agency's annual Unity Day, an event related to their disproportionality work.

A team of CWEB students from Temple University saw an opportunity to make a significant impact at Philadelphia DHS to tackle concerns of stress, burnout, secondary trauma, and a place to practice self-care within the agency. This group of forward thinking CWEB students created a "De-Stress Room" for caseworkers in Intake I's investigation unit. The room includes a futon, soothing music, coloring books, puzzles, a waterfall, dim lighting, and informational resources for secondary trauma, self-care, and burnout.

casework, exposure to different perspectives, and critical thinking skills. Additionally, the internship experience has helped CWEB students in creating their own casework style by observing other caseworkers within their agency as well. It was also expressed how completing the 975 hours of internship gives CWEB students confidence to enter the child welfare workforce upon graduation. This academic year saw more personal growth from the CWEB students with respondents talking about CWEB attracting young professionals into the child welfare field, being able to use the skills they learn in their field placements once they are hired in a public child welfare agency, and knowledge that the CWEB experience will enable them to find a job upon graduation.

Historically, CWEL students have talked primarily about the financial benefits of being able to receive their master's degree through the CWEL program. However, this year, more CWEL students spoke about the educational experience enabling them to become better social workers and giving them an opportunity to network with caseworkers from other counties as well as provider agencies. This enhanced knowledge base is evidenced by these quotes:

> *"Causative factors influencing social issues are more broadly analyzed at the Masters level through the CWEL program. This information is invaluable when working with people experiencing issues with various levels of functioning. As a direct services worker, this*

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PROFILES IN EXCELLENCE CONTINUED:

A current CWEL student at Kutztown University is conducting a research study to examine which factors contribute to youth leaving, re-entering, or remaining in foster care after the age of 18. The student has interviewed adolescents and young adults between the ages of 17 and 21 under the care of a child welfare agency. In order to analyze this set of data, the CWEL student received a grant from Kutztown University Office of Graduate Studies for transcription of the interviews she has completed. The student plans to utilize the information obtained from her study to enrich child welfare protocols among older youth in foster care, engage youth in policy efforts and decision-making processes, and educate the community and the profession.

information will help me better understand and assist individuals and families suffering issues in functioning."

"Increasing education among the child welfare professionals also increases professionalism in the field. Professionalism in the field is lacking. Any increased education also lends to quality supervision and/or increased quality of services provided by caseworkers and supervisors. This helps the families by decreasing risk of re-abuse, decreases time in out-of-home care and also enables faster and more accurate assessments."

CWEL students also discussed the advantage of having a shared experience with other CWEL students in the program. The sense of belongingness within a cohort gave the CWEL students an additional resource to use in times of stress. One CWEL student valued his cohort so much that he made this comment: *"The positive aspects are knowing that there are others experiencing the same strife/joy as you while in the program because they are also CWEL students. It may be wise to have a CWEL gathering once a month or once every other month just to digress on how we also have experienced trauma and how being part-time vs full-time alleviates some of those issues."*

Among the open-ended responses from CWEB and CWEL students, notable themes included opportunities for growth and challenges, expanding and fine-tuning knowledge and skills, becoming well-rounded through exposure to different perspectives, hands-on training and experience, and a creating a support system. CWEB students felt greatly supported by the program and their field supervisors, with some noting that supportive supervision is a key to success in their field placements. One CWEB student reported: "*Having the opportunity to be placed in a public Child Welfare agency is so beneficial, especially when you have the opportunity to have guidance from both your professors and the CWEB administration."* In addition to a passion for child welfare and a desire to change the field for the better, CWEL students spoke about how the

coursework, exposure to differing ideas and topics, and field experience broadened their exposure

to different aspects of social work and made them eager to use these skills in their case work

practice. Exemplifying these views, one CWEL student highlighted such program benefits as,

"Encouraging critical thinking, learning new concepts and ideas, hearing from others within the

social work field, advancing my knowledge and education in all aspects of social work which helps

me become more well-rounded." Another CWEL student commented: *"My whole mindset about*

how the system works and the social and structural problems that affect my clients has changed

dramatically…" CWEL students also expressed that the program was a springboard for working

more effectively with clients in child welfare, including exposure to evidence-based practices and

techniques, topics such as trauma-informed care, and an enhanced awareness of child/family

policy.

Focus group results

During the annual school visits in October 2016 and April 2017, CWERP faculty had the

opportunity to speak with both CWEB and CWEL program participants. A list of possible focus

group questions were prepared beforehand by the evaluation team based on information gleaned

from the program evaluation surveys. The major themes emanating from the focus group

discussions varied this year based upon which program the students participated in. CWEB

students also spoke about the supervision and training they are receiving in the county agencies.

CWEB students reported that they could go to their supervisors at any time to discuss issues or ask

for help. Likewise, they received coaching and support from more seasoned caseworkers by

observing and participating in simulation activities. These learning opportunities contributed to

an increased sense of readiness among the CWEB students as they start their career as a child

welfare caseworker.

On the other hand, CWEL students spoke about how their education in trauma and

attachment has lead not only to self-reflection, but also to a deeper understanding of the issues

facing their families and how to be more mindful in their engagement strategies with these families.

CWEL students also discussed feeling more confident in interdisciplinary settings and becoming familiarized with the specialized languages used by the provider they work with. Part-time CWEL student continue to struggle with the work-school-home life balance and have started to advocate for full-time leave within their counties.

Recent CWEB and CWEL Graduates

Survey procedures and methods

An email with a link to the survey was sent to graduating cohorts of CWEB and CWEL students in winter 2016 and the spring and summer of 2017 (*n*=95). The return rate for the CWEB graduates was 50% and 72% for the CWEL graduates. The total number of usable surveys was 57. Ten respondents graduated in winter 2016, 44 in spring 2017, and 2 in summer 2017. Forty-four percent (*n*=25) were CWEB graduates and 56% (*n*=32) were CWEL graduates. Additionally, 16% (*n*=5) of the CWEL graduates identified themselves as former graduates of the CWEB program, and of those, 80% (*n*=4) were still working at their CWEB commitment agency at the time of graduation from the CWEL program.

Description of the survey respondents

The majority of the CWEB respondents were white (55%) and female (95%). Figure 9 below depicts the distribution of CWEB graduates' job titles. Unlike previous years, CWEB graduates' work was evenly split between units responsible for intake (45%) and ongoing (42%). Smaller percentages were working in substitute care (4%), adoption (4%), or other direct service (4%). This mirrors the findings from last year and suggests that county agencies are utilizing the advanced skills of the CWEB graduates. CWEB respondents reported managing an average caseload of 7 families or 14 children, which is also similar to last year.

Figure 9. Current Job Titles Among CWEB Graduates

Current Job Titles Among Recent CWEB Graduates (n=25) 2016-2017

56% Caseworker II

20% Caseworker I

Trainees/ Interns (n=3)

Unemployed (n=2)

20% Other

4% Caseworker III
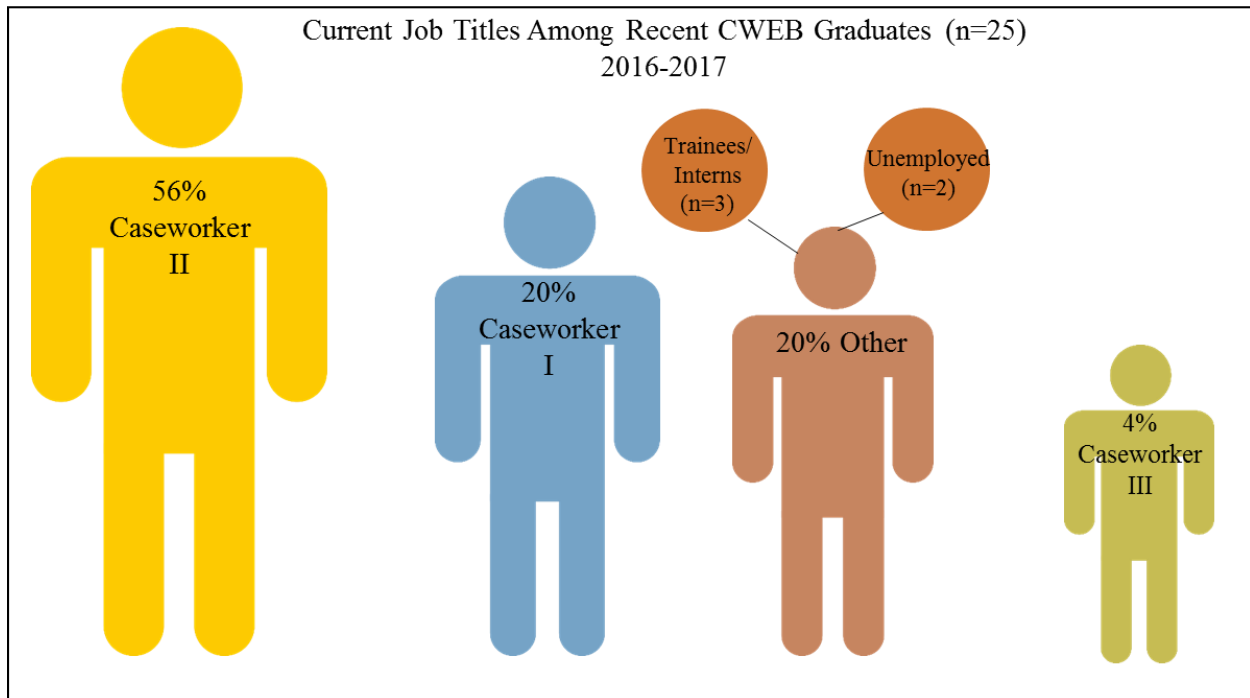
CWEL respondents were also primarily white (70%) and female (75%). Figure 10 below depicts the job titles of recent CWEL graduates. The majority of CWEL respondents were working in ongoing services (40%). The remainder were working in intake (25%), adoption (9%), substitute care (6%), administration (6%), independent living (6%), and other direct service (3%) or non-direct service (3%). The CWEL graduates were working with larger caseloads than the CWEB graduates, reporting an average of 18 families and 33 children under their responsibility, which shows a slight increase from last year. Similar to previous years, there was a significant difference between CWEB and CWEL graduates regarding the number of children on their caseloads. However, similar to CWEB graduates, the standard deviations are large suggesting a wide variation in the amount of cases CWEL graduates manage. The increase in case size for both CWEB and CWEL graduates may be related to contextual factors, such as the on-going opioid epidemic plaguing the Commonwealth.

How do recent graduates perceive their program?

The survey includes questions about preparation, perceived skill levels, opportunities to advance within the agency, commitment to the agency and commitment to the field of child welfare. The statements are positively worded and the rating scale is from 1 (Strongly Disagree) to 5 (Strongly Agree), with higher scores indicating a greater degree of agreement. The mean responses to each of the questions by CWEB and CWEL groups can be found in Table 2 in Appendix K. Few statistically significant differences were observed between the CWEB and CWEL students on these items. When compared to CWEL graduates, CWEB recent graduates reported that they planned to remain at their agency ($t=-3.59$, $p=.001$) and would recommend their agencies to others ($t=-3.23$, $p=.002$). CWEL graduates tended to be more likely to consider leaving child welfare ($t=-2.27$, $p=.03$), but they also found more value in the CWEL program than their CWEB counterparts ($t=-3.38$, $p=.003$). A review of the open ended comments of CWEL graduates regarding the issue of retention suggests that respondents contribute their thoughts of leaving the agency to the inability to use the skills they learned in the master's program, low salary, poor opportunities for advancement, and a litigious culture. Although the desire for helping children and families remains, graduates find agency-related factors to sometimes overshadow their work with clients.

Figure 10. Current Job Titles Among Recent CWEL Graduates

63%
Caseworker
II

Social Work
Services
Manager II
(n=2)

KIDS
Specialist
(n=1)

Social
Worker
(n=2)

MDTI
(n=1)

22% Other

3%
Caseworker
III

Current Job Titles Among Recent CWEL Graduates (n=32)
2016-2017

6%
Program
Analyst

6%
Supervisor
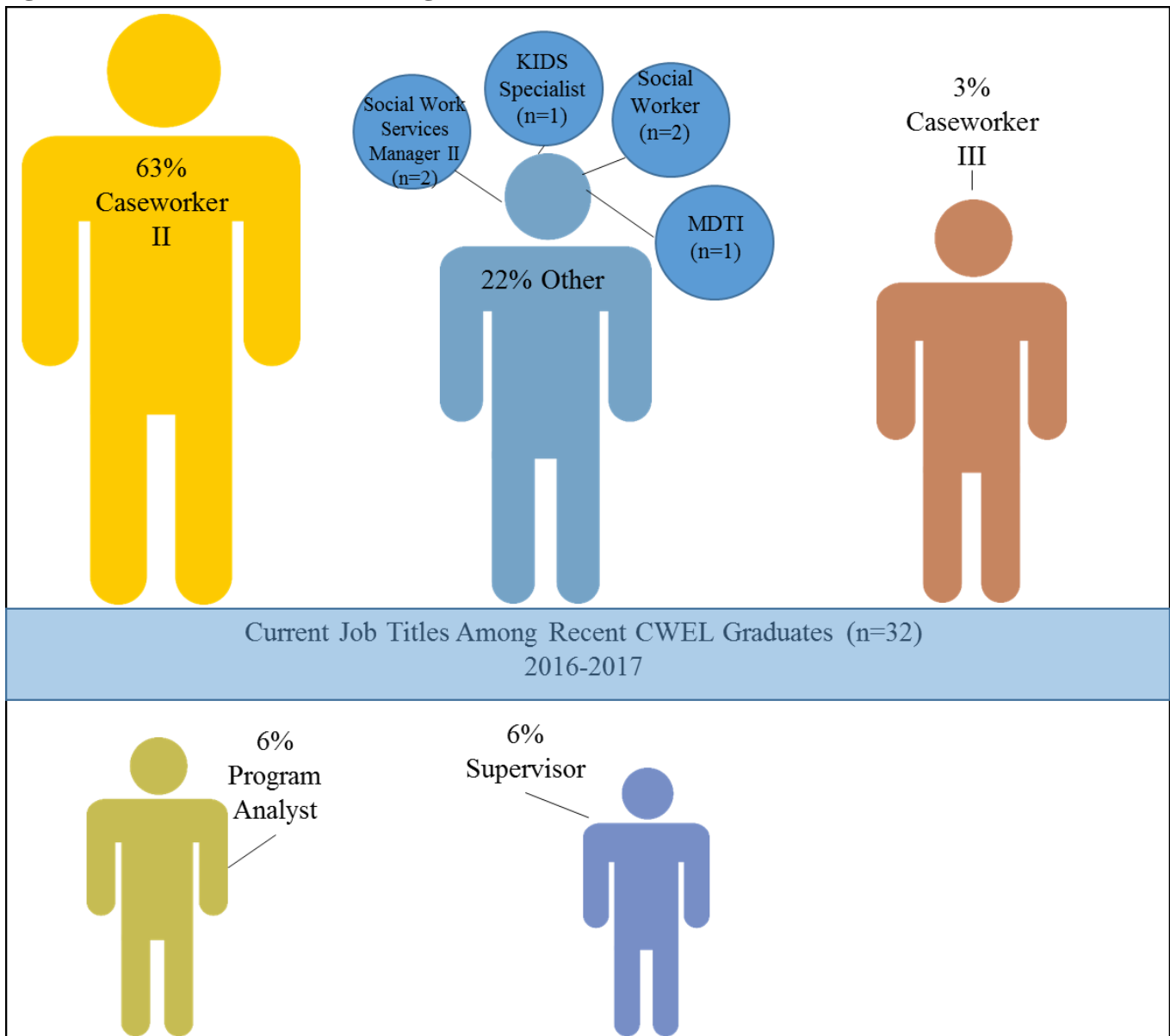
A factor analysis (Principal Component Analysis) indicated that there are four subscales captured by the recent graduate survey items. These include: (1) agency utilization of the student's education; (2) educational preparation of CWEB and CWEL graduates; (3) career advancement; and (4) commitment to child welfare. Alpha coefficients for these subscales ranged from .74 to .90 for this sample. Average subscale ratings for recent CWEB and CWEL graduates can be seen in Figure 11.

Figure 11. Recent Graduates' Perceptions: CWEB and CWEL
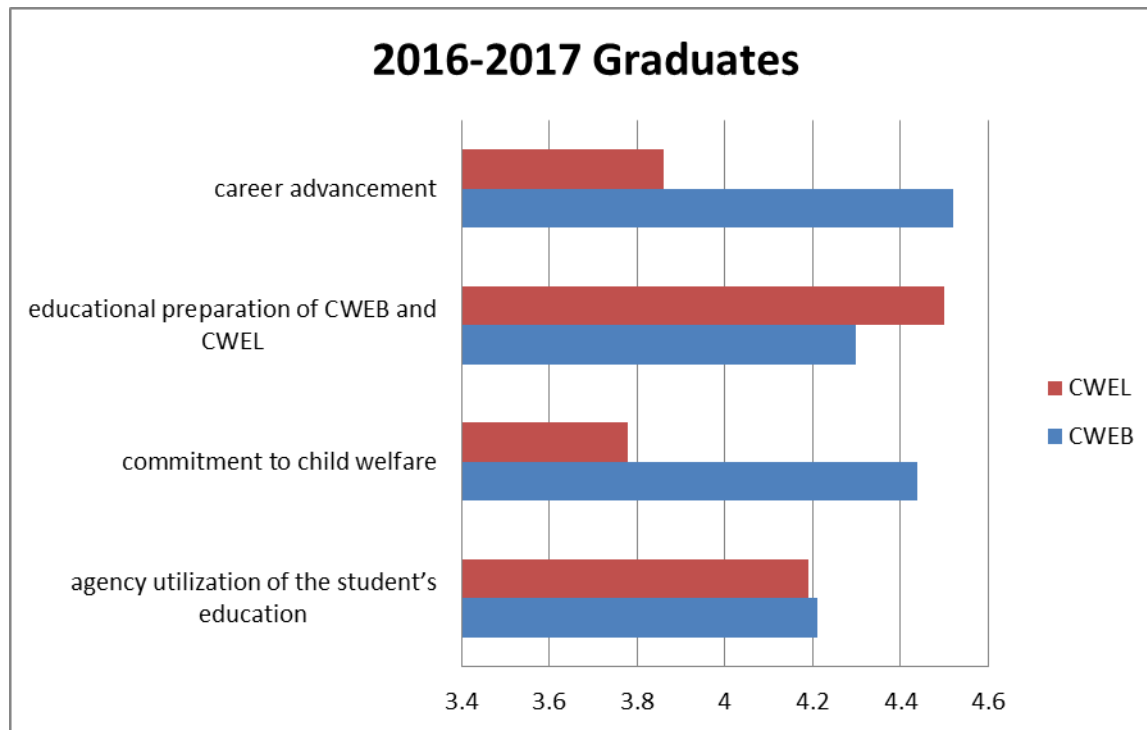
CWEL graduate ratings are lower than CWEB graduates on three of the four subscales, but are still trending to the positive side of the scale. The two most striking differences between CWEB and CWEL graduates are on the "career advancement" and "commitment to child welfare" subscales. Combined with results from the t-test discussed above and the reviews of the open ended comments, more attention should be focused at the agency level to improve the career outlook for CWEL graduates. This is a key contributor to retention. Discussion should occur early in the process, ideally when the worker is applying to CWEL. Prospectively thinking about how to utilize new knowledge and skills may begin to widen thinking beyond "promotion". While some agencies may not have the capability to promote CWEL graduates to supervisory positions, selecting CWEL graduates to serve on committees or oversee special projects will enable the CWEL graduates to use the skills they obtained in their MSW programs, thus giving them a greater sense of influence, satisfaction, and pride in their work. In addition, providing CWEL graduates an opportunity to have input into how new state mandates will be implemented in the agencies will

not only give the administration valuable information on how changes in protocol affect front-line staff, but will provide the CWEL graduates with a sense of empowerment and recognition that their opinion is valued and that they have a voice in the agency culture.

Graduates of both CWEB and CWEL feel that their respective programs have prepared them for working in the child welfare system. Ratings were slightly lower for CWEB graduates than for CWEL graduates on this subscale, but this is understandable and appropriate given the developmental stage of most CWEB graduates and the previous experience working in the field of child welfare among CWEL graduates. This sample of recent CWEB graduates were more optimistic about their opportunities to advance in the field than the CWEL graduate sample, and expressed greater commitment to the child welfare system.

Recent graduates were asked a number of open-ended questions. Question content included positive aspects of the CWEB/CWEL programs, things they would change about the programs, how the CWEB/CWEL program contributed to their professional development, and recommendations that they would give prospective CWEB/CWEL students. Responses to these open-ended questions are summarized below.

PROFILES IN EXCELLENCE II:

It is hard to find the perfect balance between school, work, internship, and home life. A CWEB May graduate from California University of Pennsylvania faced these challenges head on. In the fall semester, she worked part-time, completed 32 hours a week at her internship site, and was on the dean's list with a full credit schedule at school. She said "It was a lot of work, but hard work pays off!" This graduate exemplifies the tenacity and perseverance of our CWEB and CWEL students and graduates not only in their education, but in the field as well.

A CWEL graduate from Bryn Mawr College and an employee at Philadelphia DHS saw an opportunity to reach older youth who are transitioning into adulthood. After discussions with her field supervisor, a comprehensive quality assessment of current services, and through research of other programs and processes, she created the Youth Development Plan. The Youth Development Plan contains 10 domains that are identified as needs in the life of an emerging adult. Her work demonstrates the critical thinking and leadership skills of our child welfare students and graduates.

Please describe the aspects of the CWEB or the CWEL program that are particularly positive.

> *Having the internship during the last year of school was a plus. It gave me some insight and a head start of some things I would be doing in my career. It also helped raise my confidence and prevent some nervousness as I had already had experience working with families and entering their homes for the first time. (CWEB Graduate)*

> *I have been with my agency a long time. I did not think that I could learn much more, but I did. I learned mostly by discussing with professionals in varying fields how client needs are addressed. I learned much more from others in classes (professors and students) than I did from books. (CWEL Graduate)*

Graduates truly valued their experiences in field placements and felt that those experiences, coupled with the education they received both in and out of the classroom, helped them to enhance their social work skills. CWEL graduates, in particular, felt that their education helped to expand their understanding of the challenges faced by families involved in the child welfare systems and provided them with skills to effectively address those challenges, whereas CWEB graduates felt that the breadth of experiences during their field placements prepared them for employment as a child welfare caseworker. Both CWEB and CWEL graduates were grateful for the support they received from the universities they attended, their child welfare agencies, and the faculty and staff at the University of Pittsburgh during their respective programs. Similar to previous years, the financial advantages to these programs were also seen as a great benefit.

When asked about areas of possible improvement, CWEB graduates reported that they would like more communication between their home universities, the CWEB program staff, and the counties. This is consistent with previous years. CWEB students also desired more one-on-one communication with program administrators to check in and offer support and mentorship. Similar to previous years, CWEL graduates wanted more freedom to take courses outside of the child welfare curriculum, such as mental health courses and those focused on grief and loss. CWEL graduates also mentioned that it was difficult to manage a full-time job, classwork, and part-time internship. They recommended that the number of internship hours be reduced or that previous years of employment in the child welfare workforce be considered when determining the required field hours.

What aspects of the field or internship placement contributed the most to your professional development as a child welfare professional?

Having a field instructor (supervisor) that I had to meet with at least once a week contributed the most to my development. I was able to go to her with any questions and or concerns. She was also able to help me out and point out my strengths and weaknesses that I may not have seen in myself. (CWEB graduate)

I had the tremendous privilege of working at [a center for older youth] where I was able to perform group work, and was provided with a strong learning experience regarding older youth who have been in foster care. The experience at the center was one that I will never forget. My knowledge regarding child welfare was given clarity by my field supervisor and mentor, who guided my thinking in a different direction regarding initiatives for our older youths. (CWEL graduate)

Being able to independently manage 4-5 cases and be responsible for guiding my clients to successful outcomes. I was able to learn casework, including how to author court work, etc. (which the learning process for is very slow) so that when I re-entered my agency full time, I was proficient in these skills and prepared to take on more cases sooner than my normal-hire peers. (CWEB graduate)

My field placements gave me the opportunity to utilize the skills, ask questions, and develop creative solutions to problems. Both of my field supervisors were knowledgeable and supportive, which assisted in my learning. (CWEL graduate)

Many recent CWEB graduates felt that the hands-on experience they gained via home visits and one-on-one client interactions gave them a good perspective on every facet of child welfare work. They also reported that their internships prepared them for their future roles as caseworker including preparing for court. CWEB graduates valued their supervision and felt hat it was integral to the internship experience. CWEL recent graduates felt that their internships fostered collaboration both within their agencies and with community providers, familiarizing them with services recommended by child welfare agencies and enabling them to work with unique populations within child welfare. Consequently, CWEL graduates were exposed to different practice areas within their agencies, which they felt was beneficial.

What advice would you give a CWEL or CWEB student who is beginning their program?

Connect with a wide variety of caseworkers at your agency to learn a wide variety of styles. Practice intentional self-care habits starting in your internship so that they are built into your routine when you are full time (AKA ALWAYS take a lunch break). Seek out mentors

who can give good guidance regarding your experience with child welfare. (CWEB Graduate)

I would tell the student to shadow and experience as many departments in their agency as possible in order to find the department you feel the most comfortable in. Ask lots of questions from the workers that are currently working at the agency because they are a big help. (CWEB Graduate)

Effective time management is the key to successfully completing the program. There are a lot of demands placed on students who also work full time and/or have families. Find a mentor who has previously completed the program to ask questions and advice throughout your schooling. Their input as to how to handle specific situations that arise or just using them for moral support will be very valuable throughout your time in the CWEL program. (CWEL Graduate)

I would suggest to new CWEL students to follow your own interests while you are in school. This is an opportunity of a lifetime, you will have time in many of your classes to pursue what interests you about our field of social work, if it is social justice, advocacy for the mentally ill, or improving your clinical practice, take a leap right into your interests as this is the time. (CWEL Graduate)

Both CWEB and CWEL graduates emphasized the importance of communicating with faculty at their universities, supervisors, and the CWEB/CWEL faculty and staff at the University of Pittsburgh to truly advocate for themselves. Graduates also encouraged those new in the program to have an open mind – about child welfare, their classes and field placements, and to take advantage every opportunity presented to them. CWEB graduates discussed the need for persistence to get questions answered, get necessary information, and to make the most out of the field experience by checking in with caseworkers within the agency to shadow different aspects of child welfare casework. Finally, graduates wrote messages of encouragement and told others to stick with the program, persevere, and not give up.

Long-Term Graduates
Survey procedures and method

Research shows that organizational culture and climate are significant factors in explaining an employee's intention to stay in or leave a workplace[20,21]. Graduates of the CWEB and CWEL

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[20] Shim, M. (2010). Factors influencing child welfare employee's turnover: Focusing on organizational culture and climate. *Children and Youth Services Review, 32(6)*, 847-856.

[21] Cahalane, H., & Sites, E. (2008). The climate of child welfare employee retention. *Child Welfare, 87(1)*, 91-114.

programs are a fitting group of individuals to use as a barometer for assessing the climate of child welfare agencies across Pennsylvania. The Organizational Culture Survey[22] was sent to 123 individuals who graduated from the CWEB program during the period of 7/1/15 to 6/30/16 or the CWEL program between 12/1/15 and 8/31/16 regardless of their employment status in a public child welfare agency. Sixty-nine surveys were returned for a response rate of 56%. A total of 12 responses were removed from the data set due to having less than 50% of survey items completed, resulting in a total of 57 valid surveys. The Organizational Culture Survey includes 31 items that measure six dimensions of an organization's culture: Teamwork, Morale, Information Flow, Employee Involvement, Supervision, and Meetings. The respondents were asked to rate their work climate on these items on a scale from 1 (To a Very Little Extent) to 5 (To a Very Great Extent). The characteristics of the respondents by CWEB and CWEL status are detailed in the next section, followed by an overview of the graduates' ratings of their organizational culture and climate.

Description of survey respondents

Twenty-four (42%) respondents were graduates of the CWEB program. Their average age was 23. The majority of respondents were White (91%), with smaller percentages of African-American (9%). Most of the respondents were female (96%). The majority (79%) of CWEB long-term graduates who responded are still working in their commitment agency. On average, CWEB graduates had been working in their agency for a little less than one and a half years (*M*=1.45, *SD*=0.59). There was an even split between those working in urban areas (38%) and those in suburban areas (38%); the remainder were working in rural (24%) areas. Respondents were located throughout Pennsylvania: 14% were in the Central region, 29% in the Northeastern region, 52% in the Southeastern region, and 5% in the Western region.

In terms of their current positions, almost all (88%) CWEB graduates were currently employed at a county children, youth, and family agency. CWEB graduates all reported working

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[22] Glaser, S.R., Zamanou, S., & Hacker, K. (1987). Measuring and interpreting organizational culture. *Management Communication Quarterly, 1(2)*, 173-198.

in direct services (e.g., intake, ongoing, substitute care). These work assignments also suggest that agencies are able to incorporate CWEB graduates into a variety of positions serving children and families. The majority of CWEB long-term graduates (90%) are in Caseworker II positions.

CWEL graduates were a slightly older group, with an average age of 41. They were predominately female (90%); the majority (79%) were White and 21% were African-American. CWEL long-term graduates are experienced workers, with a little over 10 years of service in child welfare (M=10.5 years, SD=4.76). The majority of CWEL graduates worked in urban areas (49%), followed by suburban areas (27%), and the remainder working in rural areas (24%). Similar to the CWEB long-term graduates, most CWEL long-term graduates were located in the Southeast region (35%), followed closely by the Northeast region (32%), and Central regions (19%) with the remaining in the Western region (13%).

All CWEL graduates who responded to the survey still worked at a CYF agency (100%); the majority (87%) were involved in direct services, with the remainder (13%) serving in administrative roles. Relative to promotion, close to half (41%) reported being promoted since they received their MSW degree. Figure 12 illustrates the current positions of the CWEL graduates.

Figure 12. Current Job Titles: CWEL Long-Term Graduates

Current Job Titles Among Long-term CWEL Graduates (n=33)
2016-2017
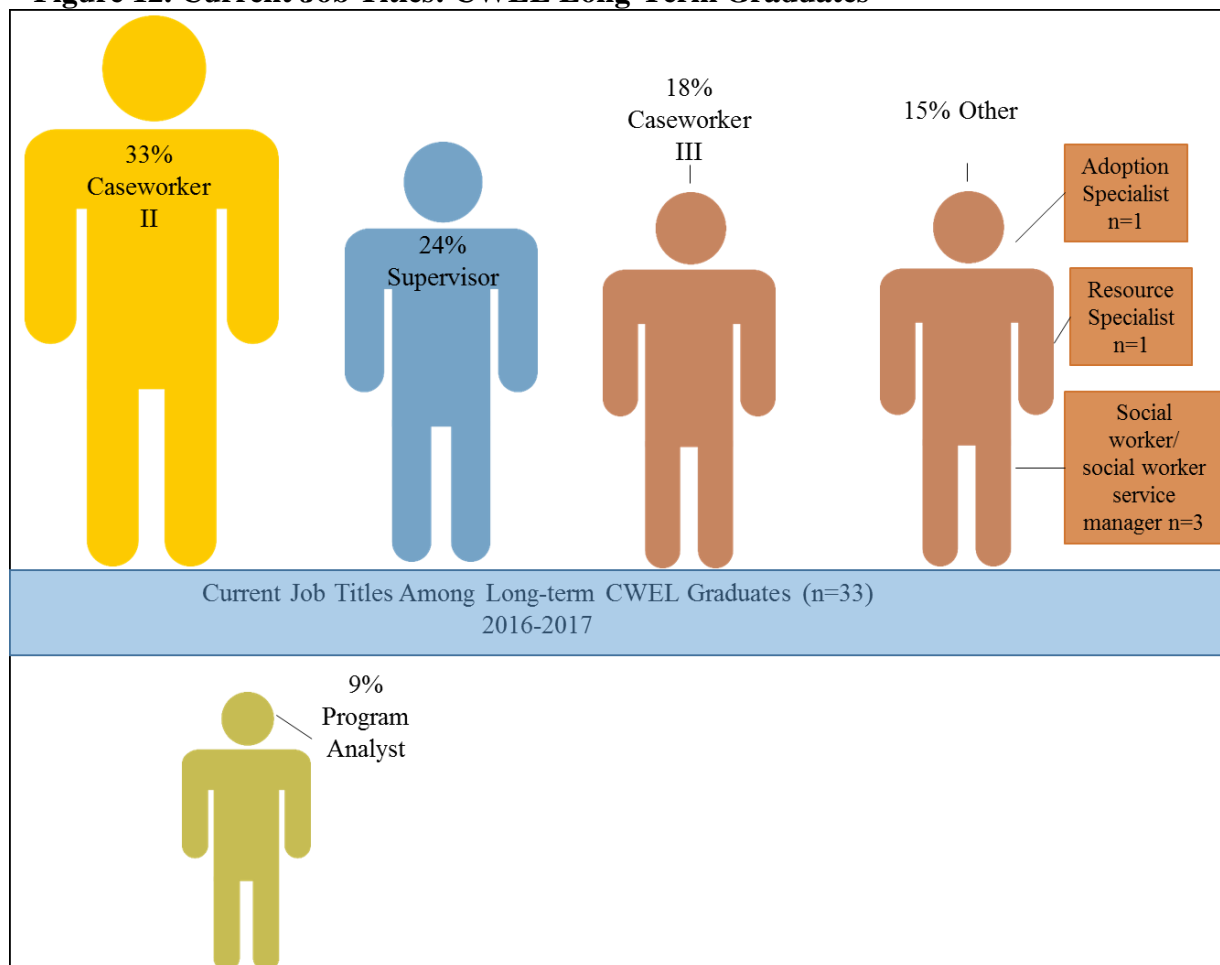
What do the long-term CWEB and CWEL graduates say about the climate of child welfare agencies?

Both CWEB and CWEL graduates were predominately neutral about their work climate, with CWEB graduates feeling slightly more positive than CWEL graduates. Comparing these results to those of the 2015-2016 academic year, this year's CWEB graduates had higher scores on every domain except for Teamwork and Employee Involvement, though none of these differences were statistically significant. This is a departure from last year when most of the domain scores were lower than the previous academic year. When conducting this comparison with CWEL graduates, three domains were lower (Teamwork, Morale, and Employee Involvement), but Supervision was higher. The remaining two domain scores remained fairly

similar to last year. It is interesting to note that both CWEB and CWEL graduates rated Supervision higher this year than last year. Perhaps this cohort of long-term graduates are using their supervisor as a resource to help with difficult cases and communicate the struggles of their jobs. Research suggests that having good supervision increases worker retention[23][24], so these high ratings for supervision are a good indicator of increased retention in the workforce.

Table 4 below shows the average ratings on key organizational climate items by type of graduate (as well as for the total sample). The scale ranges from (To a Very Little Extent) to 5 (To a Very Great Extent), with higher ratings indicating more positive work environments.

Table 4. Average Ratings of Organizational Climate Dimensions by CWEB and CWEL Long-Term (1+ years) Graduates

Quality	CWEB (n=24)	CWEL (n=33)	Total (n=57)
Teamwork	3.53	3.22	3.35
Morale	3.28	2.83	3.02
Information Flow	3.22	3.10	3.15
Employee Involvement	2.89	2.90	2.90
Supervision	3.94	3.72	3.81
Meetings	3.32	3.10	3.19
Overall Climate	3.39	3.18	3.26

Focusing solely on this academic year, the most positive climate scores were related to Supervision, for both CWEL graduates (M=3.72), and CWEB graduates (M=3.94). These scores indicate both CWEB and CWEL graduates value their supervision. The lowest ratings for CWEL (M=2.83) were related to staff Morale, whereas for CWEB (M=3.22) lower ratings were endorsed for Information Flow. This may indicate that CWEL graduates do not feel appreciated or valued for the work they do with the families and that CWEB graduates may not be receiving pertinent and timely information regarding policy and clients on their caseload.

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[23] Chen & Scannapieco (2010). The influence of job satisfaction on child welfare worker's desire to stay: An examination of the interaction effect of self-efficacy and supportive supervision. *Children and Youth Services Review, 32,* 482-486.

[24] Ellet, Ellis, Westbrook, & Dews (2007). A qualitative study of 369 child welfare professionals' perspectives about factors contributing to employee retention and turnover. *Children and Youth Services Review, 29,* 264-281.

Organizational climate ratings were compared according to respondents' tenure in public child welfare (five or fewer years or more than five years). Although the ratings were neutral for both groups, respondents who worked in child welfare for more than five years rated every domain (Teamwork, Morale, Information Flow, Employee Involvement, Supervision, and Meetings) as lower than those who have been working in child welfare for less than five years. There was a significant difference in the Teamwork domain (t=2.03, p<.05). When compared to last academic year, a downward trend continued in the domain scores for respondents employed in child welfare for more than five years. However, both the Supervision and Meetings domain scores were higher. For those employed in child welfare for less than 5 years, decreases were seen in Morale and Employee Involvement, with increases in the other domain scores. These results mirror those described above and should be interpreted similarly.

For this academic year, four specific open-ended questions were added to the long-term graduate survey in order to gauge how this cohort of students is contributing to the field by mentoring others, providing leadership, and pursuing professional development opportunities. These inquires allowed for a deeper exploration of leadership activities and ongoing professional development among graduates.

PROFILES IN EXCELLENCE III:

CWEB and CWEL students and graduates have the opportunity to impact not only the children and families on their caseloads, but also the agencies they work in and the way policies and practices are implemented.

A Marywood student who graduated from CWEB in 2011 and CWEL in 2014 helped to create and coordinate a supervisor workgroup at her agency, Lackawanna County Youth and Family Services. In this work group, supervisors process their agency experiences and develop recommendations for improving agency practices to present to administration. This workgroup enables the supervisors and line caseworkers in the agency to have a voice in influencing services to children and families in Lackawanna County. Through their education and field experiences, our CWEB and CWEL students and graduates model strengths-based casework practice not only to those they supervise or mentor, but to their peers in the field as well.

Tell us about other activities you have participated in that have contributed to the field of child welfare.

Long-term graduates discussed attending trainings to effectively use data and bringing this information back into their county agencies. Graduates also saw gaps in services and worked to remedy those situations by creating a teen parent placement group, researching promising practices to help parents at risk, and looking for grant funding for those programs. In addition, graduates have participated in internships in child advocacy centers and worked to engage current and potential foster parents.

What professional development opportunities have you participated in since completing the program?

CWEB and CWEL long-term graduates have attended numerous conferences and trainings to keep up to date with the most current information regarding child welfare. One long-term graduate discussed researching topics that affect the child welfare population to inform their work. This cohort of graduates has also received certifications in disaster counseling, attended trainings in domestic violence and mental health first aide, and participated in specialized committees within their agencies.

How have you mentored colleagues or disseminated your enhanced skills to others in your agency?

Long-term graduates have used their advanced skills to train interns and welcome new caseworkers into the agencies. Former CWEL students discussed being a resource and a source of support for workers in their agency currently pursuing the CWEL program. One long-term graduate said they are trying to change the climate of their agency by approaching the work with a positive attitude. Long-term graduates also reported that they speak up during meetings and take opportunities to present new research or data to administration to enhance their agency's work with the children and families they serve. These examples of mentorship and transfer of knowledge illustrate ways that graduates give back to their agencies and provide a return on the investment that has been made toward their professional development.

Leadership comes in all forms. How have you led others or championed initiatives within your agency?

This year's long-term graduates discussed being the unofficial leaders within their work units as evidenced by their co-workers approaching them for guidance. Other long-term graduates have attempted to change policy regarding child truancy by prescribing services instead of fines and jail time to parents, developed communication guides for birth and foster parents along with handbooks and guides for parents whose children are in the foster system, and represented their agencies at statewide meetings and conferences.

Long-term graduates were given the opportunity to provide any additional feedback in an open-ended comment field. Their responses mirrored those of the current students and recent graduates. Some CWEB graduates said that felt their education didn't fully prepare them for the many roles they have to take on as a child welfare caseworker. Some CWEL long-term graduates felt that their new skill sets were not being fully utilized within their agencies and felt that there was limited availability for promotion or career growth. CWEL long-term graduates discussed the financial difficulties in participating in the CWEL program since they could not earn overtime pay, which they had depended on as part of their income. Despite these challenges, long-term graduates from both programs praised the education they received.

> *CWEB prepared me very well and gave me the tools to become a leader in the child welfare field. (CWEB Long-term Graduate)*
>
> *I have used my skills to bring about growth and change in my agency and with the families I work with. I have noticed better outcomes and more productive casework since I started the program and throughout the program. (CWEB Long-term Graduate)*

In summary, CWEB and CWEL graduates work primarily in direct services in a variety of communities throughout the state of Pennsylvania. They report relatively high levels of satisfaction with the supervision they receive. Although CWEL graduates rated all aspects of work climate slightly more negatively than CWEB graduates, in general, ratings of work climate were neutral for all long-term graduates. Graduates of both programs were least satisfied with employee involvement, suggesting that these are individuals who have an investment in their work

environments, but may be frustrated by not having a stronger voice in organizational decision-making.

Retaining experienced child welfare caseworkers is extremely important given the increasing levels of complexity presented by the families involved in the child welfare system. Ratings for the CWEB long-term graduates increased this year which may indicate an effort by the child welfare agencies to better engage this cohort of workers and curtail worker turnover. Also, both CWEB and CWEL long-term graduates rated supervision higher this year which may indicate that these workers are reaching out to their supervisors in times of need and receiving the supervision they require to successfully handle the stresses of their jobs. It may also be indicative of the increased recognition that supervisors are the key individuals who most influence worker well-being, longevity, and practice behaviors.

Schools and Agencies
How do Pennsylvania schools of social work view the CWEB and CWEL programs?

Selected individuals at participating schools of Social Work were asked to complete an annual survey regarding their involvement in the CWEB and CWEL programs. Responses were obtained from 94% of the schools, with a 73% response rate from individuals (surveys were sent to multiple respondents at each school). Of the 27 respondents, almost 41% reported that their university participates only in the CWEB program or only the CWEL program, and 19% reported involvement with both programs.

The first part of the survey focused on questions rating the quality of the CWEB and CWEL programs, which respondents answered through six quantitative and three qualitative questions. Quantitative questions were rated on a 5-point scale from 1 (Very Poor) to 5 (Very Good). Items included collaboration between schools and staff, faculty support of students, and student's contributions to the school's learning environment. Qualitative questions asked respondents to describe student caliber, positive elements of the CWEB/CWEL programs, and problems or suggestions for program improvement. In the second part of the survey, respondents were asked

to rate how important a mixture of core competencies and traditional criteria were in order to select

CWEB students. Results of these items can be found in the Core Competency section below.

Responses indicate that school administrators continue to be satisfied with the quality of

the CWEB and CWEL programs. Both programs scored well, with the average hovering around

4.3 or above on each of the items. Rankings for the top three highest rated items can be seen in

Figure 13.

Figure 13. Highest mean values by program for school respondents
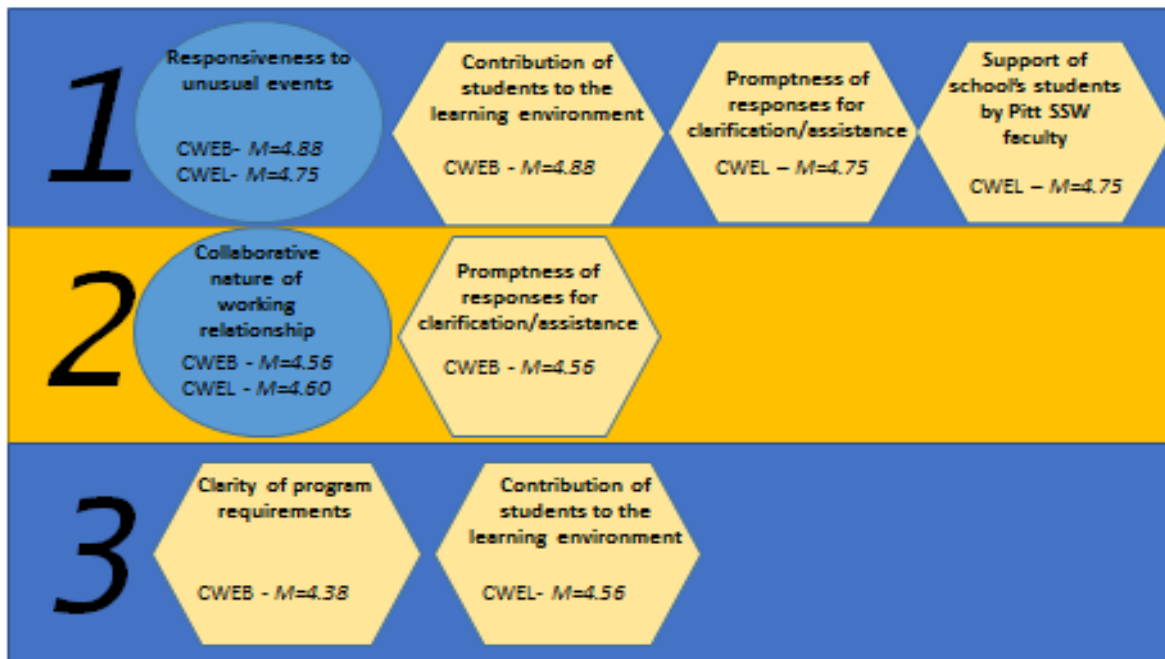
These high ratings were matched by faculty's praise for the students and programs,

describing students as, *"...solid students academically and professionally"*, including having

high grade point averages; *"mission-driven and capable of engaging across complex systems"*

(CWEB); and *"...a deep, abiding interest in working with families and children"* while contributing valuable practice information (CWEL). Of the CWEB program, one faculty member reported, "*The best students are encouraged to go into child welfare which might not be attractive to them otherwise. Once they get there they can see how rewarding it can be."* Another program administrator added, *"...As a university, we have participated in the CWEB program for many years. As more of our students have graduated and gotten jobs in child welfare, there has been a dramatic increase in the number of qualified social workers at the county child welfare departments."* As for the CWEL program, one respondent acknowledged that, "*CWEL students tend to be a bit more mature ....This makes it easier to overlay theoretical constructs since they already have real-world experience."* Yet another faculty member reported that the CWEL program *"enhances the students' sense of mission and gives them well-deserved recognition for their hard work in a vital field."*

A review of the open-ended comments revealed that partnering schools of social work perceive CWEB and CWEL students to have superb academic capabilities and that they show a commitment to working with children and families. Specifically, respondents described their CWEB students as smart, dedicated, and professional. CWEB respondents endorsed positive program benefits, including the opportunity for hands-on learning and promotion of child welfare as a viable career path for undergraduates. CWEL respondents cited the extensive practice experience CWEL students bring into the classrooms.

How do child welfare agency administrators view the CWEB and CWEL programs?

Agency directors were asked to answer questions regarding the administration of the CWEB and CWEL programs and the impact and value of these programs on their agencies; they also rated the quality of CWEB and CWEL graduates' skills and work characteristics.

Additionally, they were asked to describe the strategies they have created to utilize CWEB and CWEL graduates' abilities and knowledge, as well as strategies they have devised to increase caseworker retention. Finally, agency directors were asked to rate CWEB and CWEL graduates on a series of core competencies. The results from these items are discussed in the Core Competency section below. Out of agencies with graduates and/or current students, 92% of individuals responded, accounting for 95% of participating agencies. In some cases, surveys were sent to multiple individuals in each agency, such as the county administrator and the person within the agency who is most knowledgeable about the CWEB and CWEL programs.

Respondents rated their satisfaction with the CWEB and CWEL programs and students on 22 items using a 5-point scale ranging from 1 (Very Poor) to 5 (Very Good). Items were grouped into two sections: 1) the impact the CWEB/CWEL program has had on the agency and 2) the administration of the CWEB/CWEL program. In the first section, respondents rated items dealing with employee recruitment, retention, and quality of staff. The second section included items referring to fiscal management and communication from the University of Pittsburgh regarding the program.

Directors consistently rated their satisfaction with the CWEB and CWEL programs and the impact of the programs on the organization culture (e.g., recruitment, retention, staff motivation, quality of practice, and interest in higher education) between the values of "Good" and "Very Good." A depiction of the highest mean values for these two areas can be seen in Figure 14.

Figure 14. Highest mean values for agency satisfaction and impact of CWEB/CWEL programs
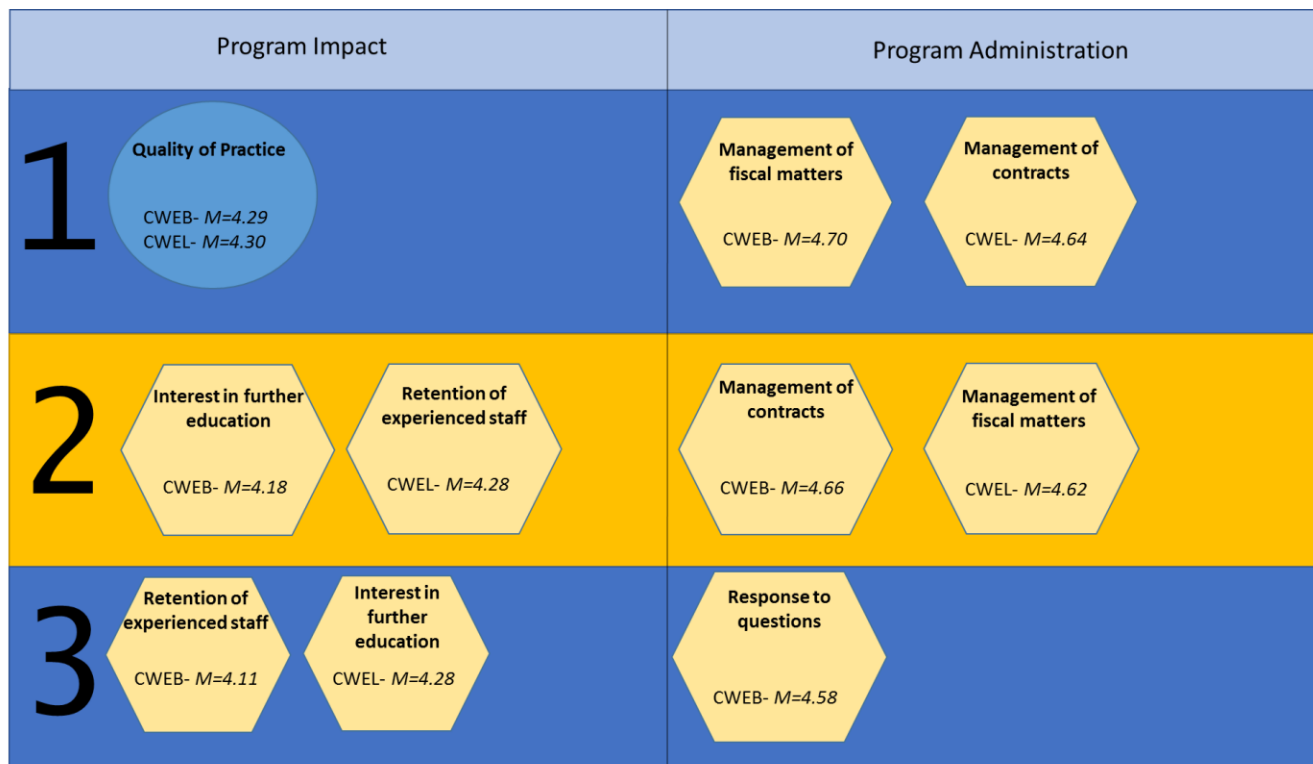
Generally, the means for the impact and administration scales were slightly lower than the ratings from last year. The means for the items in these scales mirror the administrators' responses regarding the value of the CWEB and CWEL programs (*M=4.74*; *M=4.73*), which also decreased slightly from last year. These slight decreases were insignificant, suggesting that agency administrators continue to truly appreciate the opportunity the CWEB and CWEL programs provide for their agencies by enabling them to have a skilled and highly trained workforce.

As in previous years, agency directors responded to questions asking them to describe how they have created or adapted programs and assignments that utilize the skills of recent graduates. The most commonly reported strategies were planning and policy development (73%), assigning participants to special projects (72%), and specialized caseloads and/or agency functions (68%). These responses correlate with the open-ended comments that indicate that CWEB and CWEL

graduates have more responsibility in their roles within the agency. Figure 15 shows the results of these specialized tasks. Retention of skilled child welfare workers remains a concern with agency directors, especially when opportunities for advancement or promotion may not be available. In addition, job classification categories, local politics, and collective bargaining agreements all play a part in not only the advancement of skilled workers, but also the ability of the workers to utilize their skills in new arenas. One director voiced this concern by saying, *"Children and Youth will not be able to retain staff until ... decision-making bodies recognize and remediate the unrealistic and dangerous requirements for unmanageable caseloads, unfunded mandates, and assignment of responsibilities to child welfare that belong elsewhere, i.e. the medical field, education, legal."*

Figure 15. Retention Strategies Reported by Directors
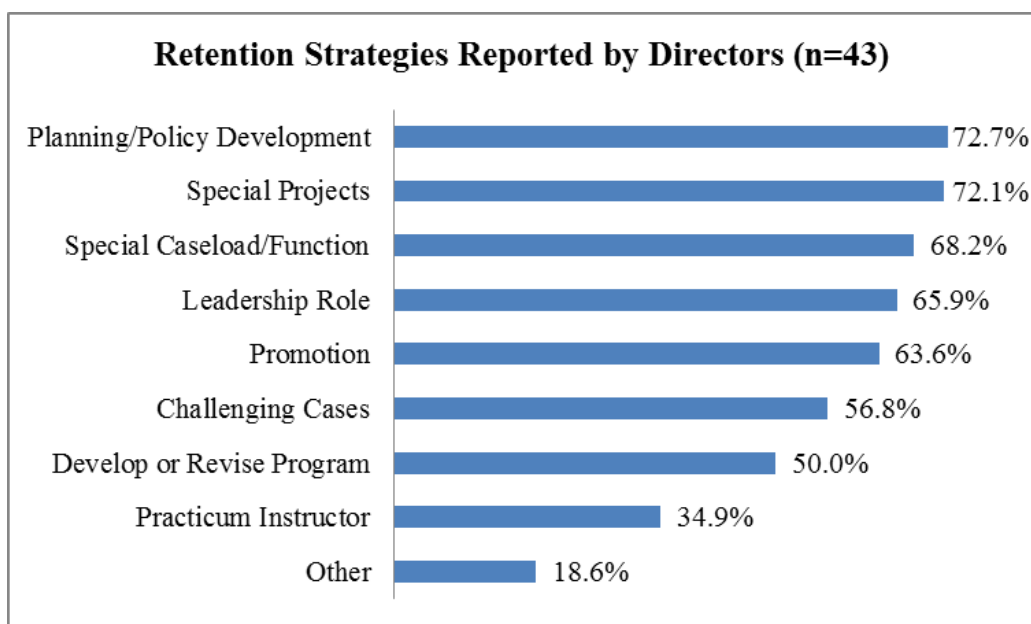
Another director spoke about the size of the organization limiting retention strategies. *"Being [a] small [agency], we are very limited in what 'special' things we can do to retain. However, our limited CWEB and CWEL experiences have been that the persons want to put in their time and then leave. They used the program to move them on to what they really wanted to do."* Until more supervisory and upper management positions begin to be granted to CWEB and

CWEL graduates, agencies will have to think of innovative techniques to keep the workforce engaged and provide them ways to utilize their new skillsets to truly promote retention.

Agency directors have used CWEB and CWEL graduates in a variety of situations, from supervising interns, engaging families in family team meetings, working in specialized units that handle young children impacted by parental drug and alcohol abuse, and working as educational liaisons with local school districts. CWEB and CWEL graduates participate in continuous quality improvement teams within agencies and research new assessments and evidence based practices that can help an agency navigate the unique issues of the child welfare population. This specialized group of caseworkers is also assigned cases with more complicated issues, such as incarceration, mental health issues, interpersonal violence, drug and alcohol abuse, and truancy. In addition, CWEB and CWEL graduates are vital to creating new processes and procedures and educating other agency staff on the cultural backgrounds of new immigrants moving into the counties' communities.

Core Competencies

This year, agency and school administrators, as well as supervisors/mentors of CWEB students, were asked to rate CWEB program participants on 10 core competencies that the research literature suggests are important for a successful career in child welfare. These competencies are: (1) interpersonal skills; (2) adaptability; (3) communication skills; (4) observation skills; (5) planning and organizing work; (6) analytic thinking; (7) motivation; (8) self-awareness/confidence; (9) sense of mission, and (10) teamwork. All correlate with the prescribed core competencies for selecting qualified applicants for child welfare work[25].

CWEB mentors/supervisors were identified from the pool of current part-time CWEL students and from recent and long-term CWEB and CWEL graduates who responded to a question asking if they supervise/mentor CWEB students in their agencies. The 10 items were rated using

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[25] The R&R Project (2009). *Resources for selecting qualified applications for child welfare work.* Chapel Hill, NC; Jordan Institute for Families at UNC-Chapel Hill School of Social Work.

a 5-point scale. The anchors for the Likert scale differed based on respondent type. School administrators were asked to rate the importance of the core competencies in selecting candidates to participate in the CWEB program; the items were rated from 1 (Not at All Important) to 5 (Extremely Important). Agency administrators and CWEB supervisors/mentors were asked to rate the competencies of CWEB students/graduates with whom they worked (as a group); the items were rated from 1 (Poor) to 5 (Superior).

In addition to the core competencies, school administrators were also asked to rate (using the same scale) the importance of 6 more traditional criteria when selecting CWEB students – student's GPA, writing ability, faculty recommendation, financial need, engagement in extracurricular activities, and interest in working with children and families. Agency administrators and mentors/supervisors of CWEB students were asked to rate the CWEB graduates/students in their agency on the aforementioned core competencies. For these items, every respondent was prompted to rate interpersonal relations, communication skills, and self-awareness/confidence. To reduce respondent burden, 2 of the 7 remaining core competencies (adaptability; observation skills; planning and organizing work; analytic thinking; motivation; sense of mission; teamwork) were randomly selected for each participant.

Responses from the survey additions indicate that school administrators value the core competencies for selecting child welfare workers, but place equal value on some of the traditional markers of qualification. Table 5 illustrates these findings.

The most highly rated item of the 10 core competencies was *"sense of mission"* (*M*=5.00), and the lowest rated item was *"observation skills"* (*M*=4.00). Of the traditionally valued items, the most highly rated item was *"student has an interest in working with children and families"* (*M*=4.81). The lowest rated items, *"student's financial need"* (*M*=2.88) and *"student's engagement in extracurricular activities"* (*M*=3.00), had significantly lower scores than any of the items included in the cores competencies. Predictably, *"student GPA," "student's writing*

ability," and *"faculty recommendation of student to the program"* all received ratings above "very important" (*M*=3.88, *M*=4.00, *M*=4.31, respectively).

Table 5. Comparison of School Administrator's Ratings of the Importance of Core Competencies to Traditional Selection Criteria

Core Competency	Mean	Traditional Indicators	Mean
Motivation (n=3)	4.67	Interest in Working with Children and Families (n=16)	4.81
Interpersonal Relations (n=15)	4.53	Faculty Recommendation (n=16)	4.31
Adaptability (n=4)	4.25	GPA (n=16)	3.88
Analytic Thinking (n=6)	4.33	Writing Ability (n=16)	4.00
Awareness/Confidence (n=16)	4.31	Engagement in Extracurricular Activities (n=16)	3.00
Communication Skills (n=16)	4.44	Financial Need (n=16)	2.88
Sense of Mission (n=3)	5.00		
Observation Skills (n=4)	4.00		
Planning and Organizing Work (n=6)	4.33		
Teamwork (n=6)	4.17		

Similar to the school respondents, agency administrators were asked to rate CWEB and CWEL graduates on the core competencies. Ratings for both CWEB and CWEL graduates hovered around the "Good" to "Very Good" range. See Table 6 for the ratings for all 10 competencies. Respondents rate the CWEB graduates highest in *"sense of mission"* (*M*=4.25), and lowest in "*analytic thinking*" (*M*=3.20). Respondents also rated CWEL graduates high in *"analytic thinking"* (*M*=4.38), *"observation skills"* (*M*=4.27), and *"motivation"* (*M*=4.17), and lowest on "*planning/organizing work*" (*M*=3.71). Developmental differences and depth of exposure to the child welfare field likely explain these differences among CWEB and CWEL participants.

Because agency administrators may be far removed from the frontline CWEB caseworkers, the core competency questions were added to the current student, recent, and long-term graduate surveys last year. Similar to the agency administrators, CWEB supervisor/mentors' ratings of CWEB participants in their agency were in the "Good" to "Very Good" range.

Table 6. CWEB and CWEL Core Competency Ratings by Agency Administrators

Core Competency	Mean	
	CWEB	CWEL
Interpersonal Relations	3.73 (n=26)	3.97 (n=34)
Adaptability	4.00 (n=6)	3.88 (n=8)
Communication Skills	3.68 (n=28)	3.94 (n=34)
Observation Skills	3.89 (n=9)	4.27 (n=11)
Planning and Organizing Work	3.30 (n=10)	3.71 (n=7)
Analytic Thinking	3.20 (n=10)	4.38 (n=8)
Motivation	4.17 (n=6)	4.17 (n=12)
Self-Awareness/Confidence	3.85 (n=27)	4.12 (n=34)
Sense of Mission	4.25 (n=8)	4.07 (n=14)
Teamwork	3.86 (n=7)	4.00 (n=10)

Table 7 contains the mean ratings on all 10 core competencies. CWEB students/graduates were rated highest on *"sense of mission"* (*M*=4.58), but appeared to need some improvement in *"planning/organizing work"* (*M*=3.29) and *"adaptability"* (*M*=3.50).

Table 7. CWEB Supervisor/Mentor's Core Competency Ratings for CWEB Program Participants

Core Competency	Mean
	CWEB
Interpersonal Relations	3.72 (n=36)
Adaptability	3.50 (n=12)
Communication Skills	3.61 (n=36)
Observation Skills	3.56 (n=9)
Planning and Organizing Work	3.29 (n=14)
Analytic Thinking	4.00 (n=9)
Motivation	4.25 (n=8)
Self-Awareness/Confidence	3.56 (n=36)
Sense of Mission	4.58 (n=12)
Teamwork	3.63 (n=8)

A series of statistical analyses was conducted to determine if there were differences in three main areas of inquiry: 1) did agency respondents rate CWEB and CWEL graduates differently on the 10 core competencies; 2) were there differences between the core competencies that school respondents looked for in CWEB applicants and the core competencies the agency respondents saw in CWEB recent graduates; and 3) were there differences in the ratings of core competencies in CWEB participants when comparing school administrators, agency administrators, and CWEB

supervisors/mentors? Independent t-tests were conducted to answer the first two research questions. The third research question was addressed by using a Kruskal-Wallis Test to determine statistically significant differences between two or more groups on a series of variables rated on a Likert scale.

Looking at the first question regarding the core competencies, there was a significant difference in the agency administrators' perceptions of the presence of "*analytic thinking*" competencies between CWEB and CWEL graduates ($t=-2.22$, $p<.05$). The "*self-awareness/confidence*" competency was approaching significance ($t=-1.87$, $p=.065$). These two observations by the county administrators reflect the wealth of experience CWEL students have in the child welfare field when compared to the CWEB students. Several significant results were seen when comparing the school respondents' ratings of the core competencies when considering CWEB applicants and the competencies that agency respondents felt that CWEB graduates possessed. School respondents rated *"interpersonal relations"* ($t=-3.56$, $p<.01$), *"communication"* ($t=-3.78$, $p<.001$), *"planning/organizing work"* ($t=-2.44$, $p<.05$), *"sense of mission"* ($t=-4.58$, $p<.01$) and *"self-awareness/confidence"* ($t=-2.28$, $p<.05$) significantly higher than agency administrators. Comparing this year's analyses to last year's, *"communication skills"* were once again significant and *"planning/organizing work"* and *"sense of mission"* were also statistically significant. Interestingly, there was movement in the ratings of the core competencies for both agency directors and school administrators since last year. Agency administrators rated 4 core competencies more positively than last year (adaptability; observation skills; motivation; and self-awareness/confidence) whereas school administrators rated all but 3 competencies (interpersonal relations; self-awareness/confidence; and observation skills) higher. In addition to a possible disconnect between schools and agencies in the definitions of these competencies, perhaps CWEB students are displaying these qualities in a classroom setting, but find it more challenging to engage in these behaviors while in the child welfare workforce. This may highlight a transfer of learning challenge for CWEB participants. Because of these differences, it is

important to look at those who have direct contact with CWEB program participants in the county agencies.

In the Kruskal-Wallis H test, mean ranks are used to determine if there are any differences between the groups (e.g., school administrators; agency administrators; CWEB supervisors/mentors). These ranks can be used to determine the effect of the role of the respondent to the CWEB student on the ratings of the core competencies. It is important to note that this statistical test will not determine where the differences between the groups lie, just that a statistically significant difference was observed.

The Kruskal-Wallis H test in these analyses showed that there were statistically significant differences between school administrators, agency administrators, and CWEB supervisors/mentors on four of the core competencies, *"interpersonal relations"*, *"planning/organizing work"*, "*self-awareness/confidence*", and *"communication skills."* Respondents differed in their ratings of *"interpersonal relations," X^2 (2) =11.873, p=.003* with mean rank ratings of 48.75 for CWEB supervisors/mentors, 54.39 for agency administrators, and 79.83 for school administrators. *"Planning/organizing work"* differed significantly between respondents *X^2 (2) =7.031, p=.030* with mean rank ratings of 16.14 for CWEB supervisors/mentors, 17.94 for agency administrators, and 28.67 for school administrators. Respondents also differed with their ratings of *"self-awareness/confidence" X^2 (2) =9.621, p=.008* with mean rank ratings of 46.03 for CWEB supervisors/mentors, 59.39 for agency administrators, and 72.59 for school administrators. With regard to *"communication skills,"* respondents' ratings differed significantly as well, *X^2 (2) =13.991, p=.001,* with mean rankings of 48.44 for CWEB supervisors/mentors, 56.52 for agency administrators, and 81.66 for school administrators. The full results of the Kruskal-Wallis H test can be seen in Figure 16.

Figure 16. Mean Ranks of Core Competencies.
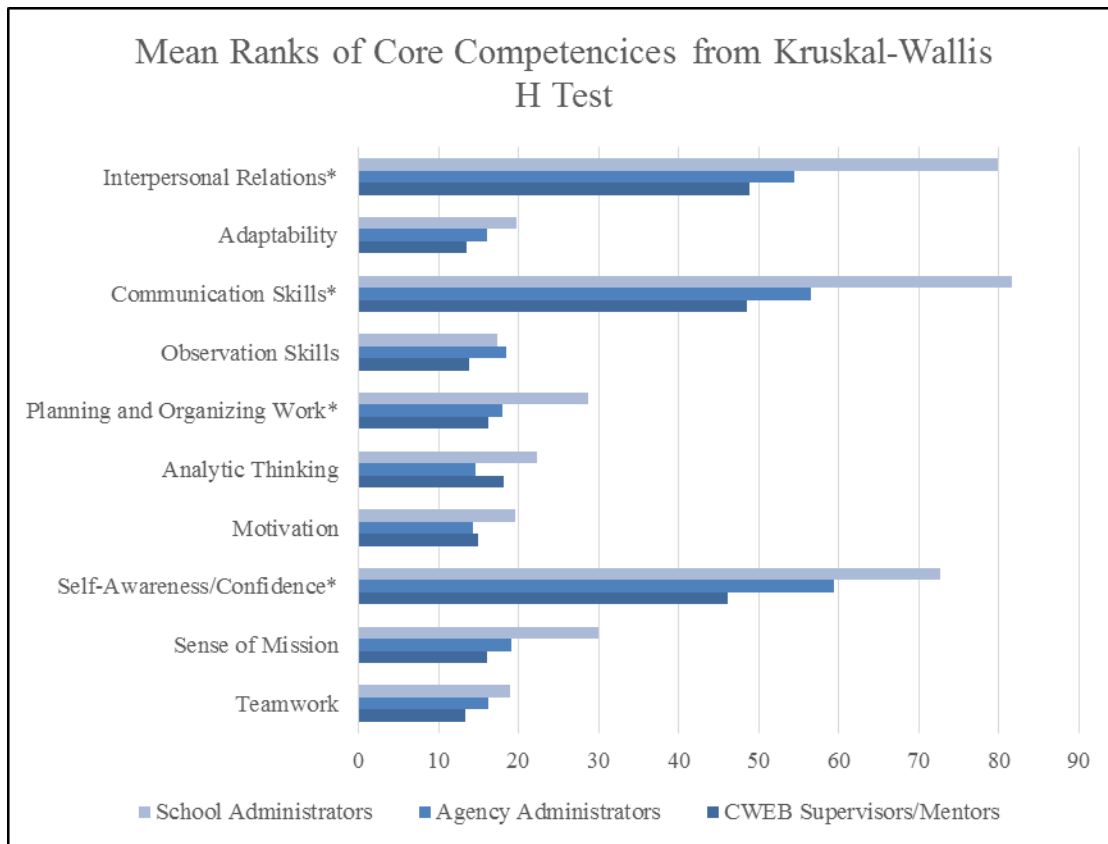
These results suggest that people within the child welfare agency are viewing CWEB program participants differently on *"interpersonal relations,"* a characteristic which encompasses respect and tolerance for people, relating well to others, and empathy. These skills may not be quantifiable until a student works directly with the child welfare population. Interestingly, the CWEB supervisors/mentors rated *"observation skills" "adaptability", "sense of mission"*, and *"teamwork"* lower than the other two respondent groups signifying that their interactions with CWEB program participants might be a better gauge of the presence of these competencies within their agencies. Again, transfer of learning activities may need to be strengthened in order to help students take classroom knowledge and skills into their practice.

Overall Summary

The stakeholders of the Title IV-E education programs continue to praise the CWEB and CWEL programs and students and acknowledge the value of these programs to the Commonwealth. CWEB and CWEL provide Pennsylvania's county child welfare agencies a mechanism for building a well-educated workforce and provide an opportunity to infuse core social work values into casework practice. CWEB and CWEL program participants are extremely grateful for the opportunity to participate in these beneficial educational opportunities and see the programs as a way to promote change in child welfare and provide strengths-based solutions to youth and families.

CWEB and CWEL students continue to thrive both academically and in their agencies. Close to a third of CWEB and CWEL current students, recent graduates, and long-term graduates have received an award or recognition in the past year. Over 60% of these program participants were on the dean's list, graduated with honors, or became a member of a national honor society. Over one-third (37%) were recognized for accomplishments in their county agencies by receiving praise from supervisors, administrators, families on their caseloads, receiving "employee of the month" awards, promotions, or creating new initiatives within their agencies. A few program participants received special awards such as the Rosa Wessel Award and grant funding for research. CWEB and CWEL program participants continue to prove their commitment to social work and child welfare.

It is imperative to keep this talented group of child welfare workers engaged in the work they love by providing them with opportunities to utilize their skills and talents to help the families and children with whom they work. Not only will this benefit the worker by recognizing their value and importance, it will also benefit the counties by establishing a committed and energized workforce which provides the agency stability and more options on how to handle the complex situations that come to child welfare attention. Families and children benefit through enhanced engagement and assessment, the provision of new services and a devoted workforce.

Discussion

CWEB

After sixteen years of operation, the CWEB program has made remarkable gains. Fourteen universities, 59 counties, and 1,107 graduates have made major investments in its operational success. Strong collaboration has enabled the program to prepare individuals for work in public child welfare and county agencies report actively recruiting CWEB graduates.

Figure 17. CWEB County Participation
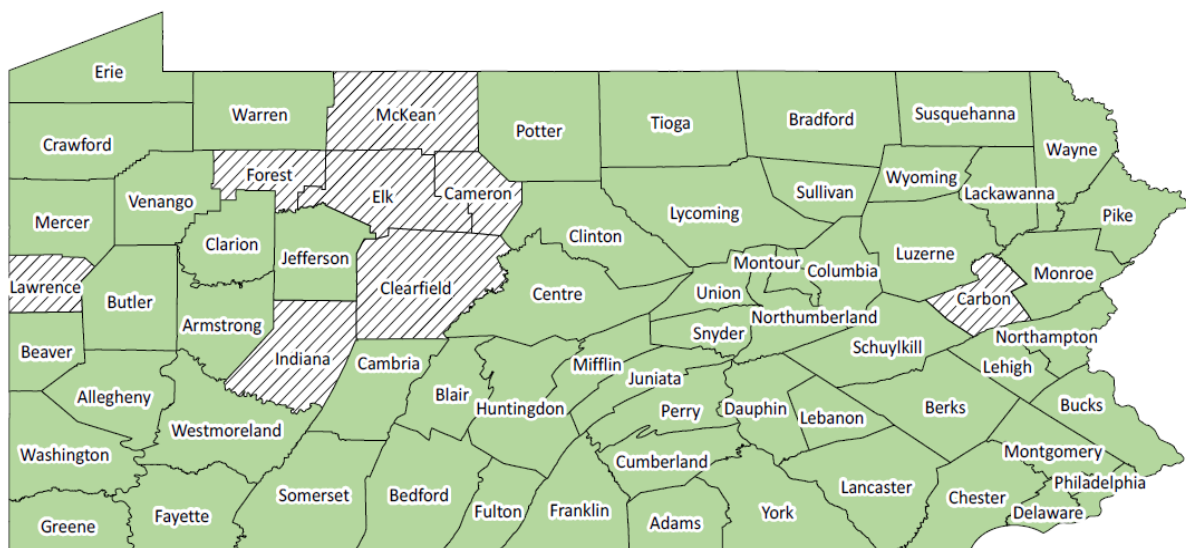
Employment history from beginning of CWEB program through Summer 2017
Modified: 07/21/2017

History of Hiring CWEB Graduate
No Hiring History

As shown in Figure 17 above, CWEB graduates have entered the child welfare workforce in 88% of the counties in Pennsylvania. This is evidence of the strong impact that our undergraduate education program continues to have on child welfare services across the state. The evaluations over the past 16-year period continue to be helpful in suggesting program improvements, as we continually analyze our lessons learned from administering the program. We have refined our admission criteria and instituted a more intensive case management process to ensure successful outcomes. The case management component, introduced in the 2009-2010

academic year, has resulted in the increased enrollment of CWEB students in the state-mandated competency and skills-building training, Charting the Course (CTC). CWEB students are assigned to a Regional Training Specialist at the Pennsylvania Child Welfare Resource Center who assists them with enrollment in CTC and the initiation of their certification training record.

Variation in the civil service status among counties continues to present a challenge for students as there is not presently an interface between these two merit-based employment systems. We work closely with students to complete the civil service process so that they have employment options in both civil service and non-civil service counties throughout the state. A statewide workgroup is currently addressing the county civil service process and caseworker qualifications. Barriers to the timeliness of hiring CWEB graduates have been successfully resolved for the most part, and are always subject to economic and political change at the local and state level. Close follow-up by the CWEB Academic Coordinator and the CWEB/CWEL Agency Coordinator has resulted in the majority of graduates securing county agency employment within 60 days of graduation. In some instances, state budgetary issues have required an extension beyond 60 days for securing county agency employment. Even with this challenge, most recent CWEB graduates are gainfully employed.

We continue to make concerted efforts to connect graduates with agencies and provide technical support for resume development and interviewing skills. Students may pursue employment in any county in the state and many are able to remain in the county where they completed their internship. However, there are some students who are reluctant to relocate and who live in areas where there are no immediate openings. When students fail to follow through on their contractual obligation, the CWERP program initiates a targeted collection procedure that can include obtaining a court judgment against the student. This is rarely necessary as nearly all students honor their obligations, and agencies are anxious to hire CWEB graduates due to their social work education and county experience.

As has been discussed previously, a career in public child welfare is not for everyone. The process of student discovery is a normal, healthy course of action which results in decisions that benefit both students and counties. The CWEB program facilitates that process through counseling with the students and graduates and then providing a professional, business-like collection system for reimbursement when necessary. Repayment can be discontinued for those who are initially in default, but become employed in public child welfare.

Suggestions for CWEB program improvement and our action plan are summarized below. Some suggestions are new, while others are ongoing or have been addressed.

CWEB: Suggested Program Improvement	Action Plan/Progress
Improve successful outcomes for students by refining admission criteria and participant selection	• Student transcripts and a personal statement regarding the desire to pursue public child welfare added to the application packet • Competency-based rating instrument used to assess CWEB applications • Interviews held with a sample of applicants
Further guidance to university faculty on the details of civil service requirements and other technical aspects related to county internship and employment	• Targeted discussions occur during school visits and informational meetings • "Frequently Asked Questions" fact sheet posted on CWERP website • Diagram of civil service/non-civil service internship path included in student manual • CWEB presence at annual PA Undergraduate Social Work (PAUSWE) meeting
Increase participation in Civil Service Social Work Internship program	• Ongoing outreach to schools and students regarding the benefit of completing 975 hours of internship (e.g., civil service standing, exemption from SCSC exam, ability to complete CTC as part of internship, greater marketability for hiring) • County agency support for extended internship by CWEB students

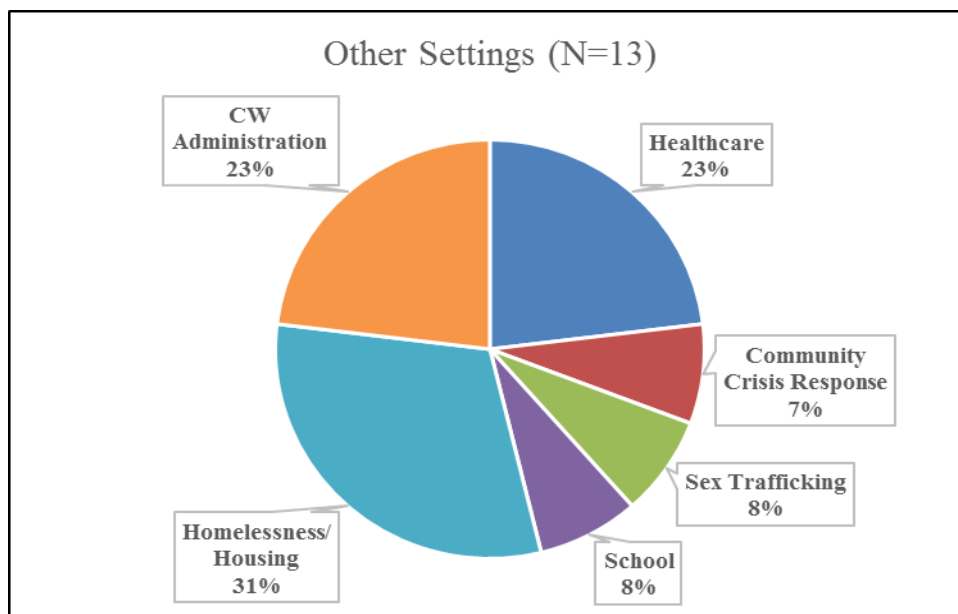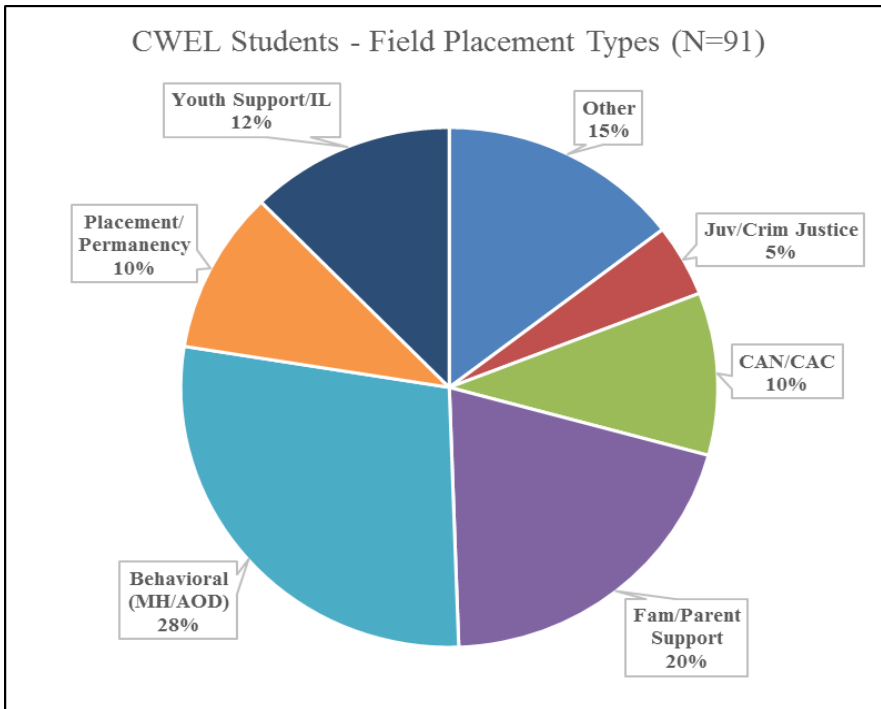| Increase successful program completion among "at risk" students (e.g., academic challenges, those experiencing unanticipated life events)	• Ongoing outreach and case management to students by CWEB faculty and staff • Regular collaboration with school faculty
Enhance student and school awareness of the difference between civil service and non-civil service counties and how this can impact county hiring practices	• Discussion with students and schools • Most recent information regarding county civil service status posted on CWEB website and in CWEB student handbook • CWEB students completing internships within non-civil service counties also to register as a county casework intern so they are eligible for jobs in civil service counties
Increase county participation in the CWEB program	• Ongoing consultation with counties • Ongoing school-county-program collaboration in the field practicum process • Presentations at PCYA & CCAP meetings
Improve CWEB student enrollment in mandated child welfare skill and competency based training, *Charting the Course Toward Permanency in Pennsylvania (CTC)*	• Case management system initiated to pair Regional Training Specialists from the PA Child Welfare Resource Center with each CWEB student • Enrollment in CTC during the CWEB students' senior year and initiation of training record to document completion of modules in effect
Improve leadership and professional development skills	• Students from two universities participated in a pilot group focused on leadership and self-care • Race consciousness built into leadership curriculum
Improve successful job placement following graduation	• Ongoing assistance by CWERP faculty in identifying county casework vacancies, facilitating referrals for interviews, and counseling graduates regarding employment • Ongoing collaboration with SCSC • Collaboration with non-SCSC counties
Improve dissemination of child welfare career development opportunity through CWEB and CWEL to prospective and current participants	• CWEB informational video developed, CWEL video planned • Dissemination of realistic job preview video • Inclusion of East Stroudsburg University in the 2018-2019 Academic Year.

CWEL

After 22 years of operation, the CWEL program has continued to reach additional students and counties while maintaining its commitment to close, collaborative working relationships with the Department of Human Services, students, county agencies, and schools of social work in Pennsylvania. The number and diversity of counties has increased over time, enrollment continues to meet projected goals, and the number of applications typically matches the number of budgeted student openings. The program is acknowledged as providing students with a valuable educational experience, which they regard as useful in their child welfare practice, and as a major asset to public child welfare in Pennsylvania. Feedback indicates that the program is well-administered and user friendly. It is credited as having a long-term impact on public child welfare practice and as a positive element in the continuing challenge of worker retention.

CWEL students contribute to human service programs in both the public and private sector during the course of their graduate studies through active engagement in field work in a variety of community-based agency settings. In turn, county agencies benefit from the expanded knowledge that CWEL students bring to the county. Figure 18 below illustrates the breadth of programs that benefit from the skill and expertise of our child welfare students.

By completing a field experience at an agency in the private sector or within another publically-funded program, students gain valuable information regarding systems, policies, service mandates, and intervention strategies. In turn, students transmit their experience and knowledge of child welfare policies and procedures to provider agencies that may have limited understanding of child welfare services. Students are encouraged to go outside their comfort zone to gain experience with a new service modality or intervention, client population, or service setting in which they may have limited knowledge. All of this learning and collaboration occurs as our students share their expertise and enrich their skills through internships with public and private provider agencies. Students then bring new knowledge and skills back to their child welfare
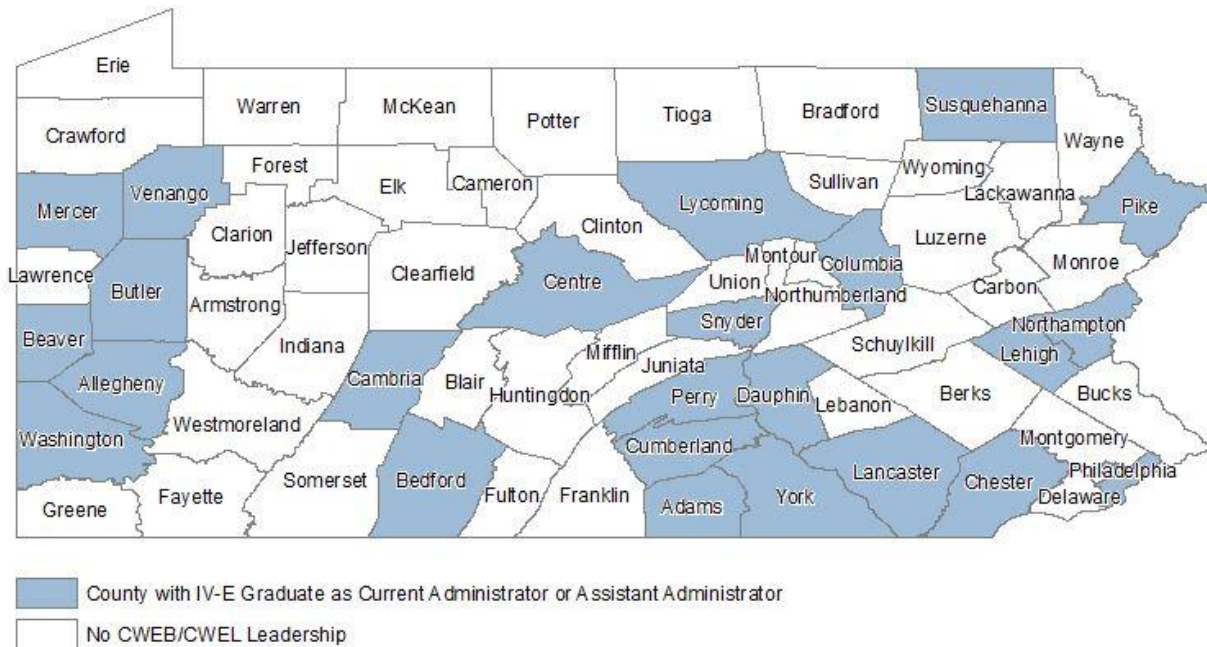
agencies and are well prepared to contribute to practice initiatives such as teaming and

conferencing, connection to evidence-based treatments, and the use of enhanced assessments.

Figure 18. CWEL Field Placement Types

CWEL Students - Field Placement Types (N=91)

- Youth Support/IL 12%
- Other 15%
- Juv/Crim Justice 5%
- Placement/Permanency 10%
- CAN/CAC 10%
- Behavioral (MH/AOD) 28%
- Fam/Parent Support 20%

Other Settings (N=13)

- CW Administration 23%
- Healthcare 23%
- Community Crisis Response 7%
- Sex Trafficking 8%
- School 8%
- Homelessness/Housing 31%

A main goal of the CWEL program is the development of leadership within child welfare. We follow the career path of our participants and observe that CWEL graduates currently hold county agency management/administration positions in 34% (23/67) of Pennsylvania counties. In addition, a number of CWEL graduates and current CWEL students hold supervisory positions or roles that involve mentorship, quality assurance, and practice initiatives such as teaming and conferencing. Of note, a CWEB graduate also occupies a county leadership position. We applaud the promotion of our graduates into these key leadership roles and the new vision and energy that they bring to public child welfare. Figure 19 illustrates this impact and includes leaders among both the CWEB and the CWEL programs. Efforts continue to be directed toward gathering comprehensive data on leadership activities among our graduates.

Figure 19. CWEB/CWEL County Leadership

County with IV-E Graduate as Current Administrator or Assistant Administrator
No CWEB/CWEL Leadership

Narrative responses gathered during the program evaluation contain a number of suggestions. These responses are obtained through open-ended comments on the evaluation instruments and then verified through key informant focus group sessions. Some suggestions are impractical or impossible to implement. Others are based upon misinformation. Most of the

suggestions gleaned from the evaluation of both programs over the years, however, point to important questions and ongoing themes that bear thoughtful review. Several of these will be highlighted because they come from multiple sources, were reported in so many different ways, or have become persistent themes. All of the partners ought to be thinking about strategies to address them over subsequent review periods.

One prominent and persistent theme concerns the climate, salaries, job classifications, assignments, and opportunities for career development which graduates of the CWEL program encounter upon their return to the county agencies. The following key points have been repeated by multiple respondents and noted consistently in our annual program evaluations:

- difficulty in negotiating assignments that capitalize on the returning worker's new skills, knowledge, and advanced training;
- lack of differentiation in job classifications among workers with and without graduates degrees;
- lack of salary incentives in most counties;
- hostile, skeptical, and jealous reception workers sometimes face upon return to their agency after graduation;
- scarcity of opportunities for promotion in many counties;
- lack of opportunities for leadership and/or a voice in decision making;
- the sense that advanced educational achievement is not matched with respect and growth opportunities.

In some counties, returning graduates have been embraced and invited to participate in creative and challenging assignments that are advantageous to both the worker and the agency. Participation in Quality Services Reviews (QSRs), membership in committees associated with Pennsylvania's CPSL Implementation, membership in specific workgroups (i.e., Pennsylvania's implementation of the Preventing Sex Trafficking and Strengthening Families Act, Safety

Assessment and Management, Diversity Taskforce, CAST curriculum, TA Collaborative, CWIS) are a few of the projects that benefit from the expertise of CWEL graduates. Many graduates are also involved in practice initiatives such as the early developmental screening of young children, family teaming and conferencing (e.g., Family Group Conferencing, Family Teaming, Family Group Decision Making), Family Finding, and enhancing the use of data-driven decision making. CWEL graduates are invited to become mentors and supervisors of CWEB students in their agencies; many assume prominent roles in leading youth and family engagement practices, and others are active in continuous quality improvements initiatives within their counties. Of the current trainers and consultants of the Pennsylvania Child Welfare Resource Center, 28% are CWEL graduates. Many graduates are members of statewide committees and workgroups. Other have involved themselves in the education of future child welfare professionals by becoming adjunct instructors at schools of social work.

The contrast in the moods of those graduates who have enrichment opportunities and those who do not is stark. One group of graduates speaks of long-term commitment to public child welfare and the other group is beginning to think of alternative ways they can serve children at risk and their families where the opportunities may be a better fit with their skills. Graduates do not speak of defaulting on their commitments; when they do contemplate other options such as moving to employment with private providers or other human service entities after completion of their commitments, they do so with sadness for the most part. The CWEL faculty views the comments of graduates about agency climate as representative of the key deciding element in child welfare employee retention. Our research, and that of others, strongly supports this finding. Counties and agencies that ignore these concerns should not be surprised by the loss of valuable staff. While there is extensive research evidence of the importance of non-salary factors in retention (see Appendix M), the results of this and previous reviews affirm that salary remains a very important issue in Pennsylvania. Along with supportive agency working conditions, adequate compensation is critical to the stability of our child welfare workforce.

Well-educated and skilled professionals who serve children at risk and their families will benefit public child welfare wherever they practice and will return the investment made on their training by the taxpayers many times over. However, a major opportunity will be lost if agencies do not take full advantage of the skills, optimism, and enthusiasm of the returning workers. Retention has always been one of the goals of federal funding for child welfare training and is central to the mission of the CWEB and CWEL programs. It is well known from research conducted nearly two decades ago that workers who are skilled in the services they are asked to provide and who receive strong agency support have higher retention rates[26]. All indications suggest that CWEB and CWEL students have received excellent training and education. It remains for the partners in this enterprise to be creative, innovative, and energetic in following through with organizational change after the graduates return. The 12 or more months CWEB students and the 20 or more months full-time CWEL students spend in educational preparation is very modest when compared to the many years their potential child welfare careers will span following graduation.

CWEL has a remarkable record of retention. Of the 1,328 graduates who have completed the program, only 16 have failed to complete their work commitment. Another 728 have resigned after completing their commitments for <u>all</u> reasons. Again, these reasons include not only voluntary departures from child welfare employment, but also retirement, death, permanent disability, relocation of a spouse, and a variety of other unique circumstances. This represents an overall loss rate of only 8.4% a year for the life of the program. Figure 20 below illustrates retention among our graduates at one, five, and ten-year intervals post-commitment. The average commitment period is approximately 1 ½ years. This commitment calculation includes individuals who were awarded advanced standing in their academic program by virtue of having a BASW degree, those who completed a full, two-year academic program, and those who obtain CWEL

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[26] Jones, L.P. & Okamura, A. (2000). Reprofessionalizing child welfare services: An evaluation of a Title IV-E training program. *Research on Social Work Practice, 10(2),* 607-621.

funding for only a portion of their academic studies. Figure 20 shows that of those whose commitment ended over 10 years ago, almost 40% remain in their agencies nearly 12 years after graduation (1 ½ years average commitment plus 10 years post-commitment). This does not include those who continued in the child welfare field in other agency settings.

Figure 20. Long-term Commitment of CWEL Graduates
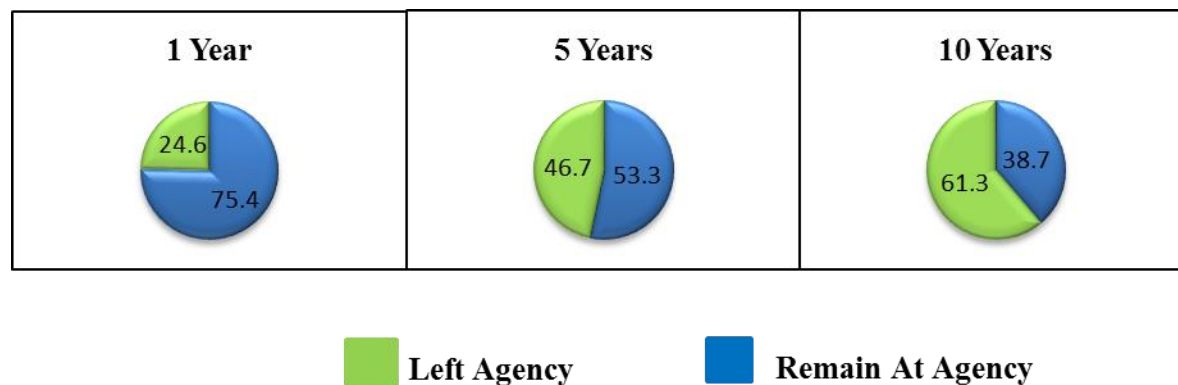
The research literature on long-term retention of workers with no legal work commitment clearly shows the importance of agency climate, quality of supervision, intrinsic worker fulfillment, and job satisfaction from appropriate assignments, and personnel policies along with salaries as some of the keys to long-term retention[27]. Unfortunately, there is little that CWEB or CWEL alone can do about any of these important factors. It is critical for the Department, the University, county agencies, and PCYA to work together in implementing strategies to address organizational and workforce issues. Organizational effectiveness interventions provide a structure for defining, assessing, planning, implementing, and monitoring workforce development strategies[28]. While implementation at both the state and county levels is highly political and often difficult, we believe that our longitudinal research on the retention of CWEL students and our expertise in organizational effectiveness can inform this important work. The National Child Welfare Workforce Institute (NCWWI) has provided leadership in capacity building among

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[27] Glisson, C. and Hemmelgarn, A. (1998). The effects of organizational climate and interorganizational coordination on the quality and outcomes of children's service systems. *Child Abuse & Neglect, 22(5),* 401-421.

[28] Basso, P., Cahalane, H., Rubin, J., & Kelley, K.J. (2013). Organizational effectiveness strategies for child welfare. In H. Cahalane (Ed.), *Contemporary Issues in Child Welfare Practice* (pp. 257-288). New York: Springer.

middle managers and supervisors in particular, as part of an overall change strategy for the child welfare workforce (see http://www.ncwwi.org).

The subject of the advantages and disadvantages of full and part-time study continues to surface among the CWEL students. We have made the following points in pervious annual reports and repeat them here. There is no doubt that full-time versus part-time enrollment is one of the areas in which county differences occur, but there is also no doubt from student evaluations and the many years of collective experience the schools have had, that the educational experiences of full-time students are clearly superior. Full-time students have many more opportunities to interact with their academic advisors and other faculty outside of class, more time to network with other students, more time available for academic research, more choice of elective courses, more time to write papers and prepare other assignments, and more options for completing their internships. They can do this with less commuting, less stress from work-related responsibilities, less conflict between work schedules (e.g., court appearances) and class schedules, and less time away from their family responsibilities.

The tuition for full-time completion of a degree is also less than for part-time study. Full-time students require only half as much time or less to complete the CWEL program. This means a quicker return to full productivity in the agency. Part-time students often take as long as four years to complete, and there is a higher rate of academic disruption (and sometimes program discontinuation) among part-time students compared to full-time students. Three to four years is an extraordinary amount of time for students to be balancing the demands of child welfare work, academic studies, and the other responsibilities in their lives. Our experience over the past 22 years has shown that part-time students are at a higher risk for program discontinuation compared to full-time students.

The agencies' primary concern with full-time study for CWEL students most frequently is whether or not the agency can fill the position while the student is away for full-time study. The

counties that have hired replacements have experienced no major difficulties and have been able to do so without any financial cost because of the reimbursement they receive for the salary and benefits of the trainee in school. Schools and students almost unanimously favor the full-time model. Of the withdrawals from the program prior to graduation, seventy-eight percent (78%) were part-time students. Our discussions with these students confirm that the challenges inherent with part-time study, such as stress and scheduling, were the determining factors. These are serious, costly, and unnecessary losses. Even the most conscientious caseworker and diligent student can manage only a finite number of competing demands for time, attention, and action before something gives way. For most every child welfare professional, the sacrifices most often are made are those that are personal, such as advanced education, self-care activities, time with family and other forms of fulfillment.

Another county agency concern with full-time study is the belief that part-time students are likely to have higher retention rates after graduation. There is absolutely no evidence for this contention. By far the greatest number of complaints and the most impassioned concerns from part-time students are that they are not permitted to engage in full-time study. These students are angry, bitter, under pressure from their families, sleepless at night because of their worries over the children in their caseloads, and some express a determination to resign as soon as their commitments are completed. We have witnessed this during the history of the CWEL program and know from our collaborative work with other IV-E programs across the country that high levels of stress among part-time students is a universal phenomenon. We believe that only authorizing part-time study is a shortsighted and counter-productive agency policy.

Part-time study while working full-time is difficult under the even most ideal circumstances. The competing responsibilities of work, home, and school are encountered by all part-time, working students. This reality is compounded for child welfare students by the demands of the job (i.e., court dates, unanticipated emergencies, staff shortages). During the past several years, these stressors have continued to be amplified by the national budget crisis and the

uncertainty of the political landscape. Additionally, the major changes in Pennsylvania's CPSL law coupled with the implementation of a statewide child welfare information system and a client population besieged by opioid addiction has overloaded the capacity of the child welfare system.

As a primarily rural state, Pennsylvania has many counties with a low population density. The size of the county agency workforce ranges from 700 in the most populated urban area to a workforce of four in one rural county. Clearly, in smaller counties a reduction of even one individual in full-time study represents a huge loss for the workforce. Full-time study may not be feasible. For part-time enrollment to be viable and more satisfying for participants, both counties and schools need to be flexible with scheduling and provide enhanced supports to assist employees/students in the balancing of multiple responsibilities. This is a necessary workforce investment.

On-line degree programs are often viewed as a solution for decreasing the stress associated with part-time study. While offering accessibility, on-line coursework of quality and merit is both rigorous and time-consuming. Students and agency administrators must be careful of the misperception that on-line course work is synonymous with no disruption to work responsibilities or to family life. Field placements are required and synchronous courses involve the same designated meeting time as in-person classes. There is often little flexibility regarding due dates and completion of required assignments. A small pilot study conducted with CWEL students enrolled in an on-line child welfare course found that although the students valued the convenience of the on-line option, they missed the interpersonal connection with their faculty and peers and would have preferred face-to-face contact.[29]

Administratively, only full-time students may be used by the University in generating the substantial matching funds it contributes to balance the project's budget. The CWEL program began as a largely full-time program. In the 2016-2017 academic year, nearly one-half (48%) of

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[29] Child Welfare Education and Research Programs (2017, November). *Ready to learn? An analysis of online education and training*. University of Pittsburgh, School of Social Work.

the newly admitted students were part-time. This serves to potentially reduce the total number of students who can participate, reduces the federal contribution to the program, and increases the state matching funds required.

Another concern which all four partners must constantly struggle with is differences in policies or requirements. With personnel policies differing across county agencies, CWEB and CWEL students in the same classroom may be subject to contrasting requirements when compared to their program peers. Curricular requirements or academic calendars among the schools may differ enough that students from the same county (but not attending the same school) also have contrasting requirements.

The CWEB and CWEL faculty are keenly aware of these differences and seek to assist the other partners in being aware of alternative approaches that might be helpful. But in the final analysis, uniformity is not the goal. These are not seen as fairness issues. As long as the Title IV-E regulations are being followed, the effort has been to allow for local conditions and needs to guide local decision-making. This is true for county agencies and among schools of social work. Workers in some counties are employed under union conditions. Others are not. Small counties face somewhat different personnel issues than larger ones. Child welfare salaries vary across the state. Counties operate under a range of governance structures (commissioners, mayors, and county executives) that exert a strong influence on policies and procedures for the human services workforce.

College or university calendars may control social work department or school schedules. The number of child welfare students in a given school has an effect on the number of child welfare courses that can be offered. Some schools or departments of social work operate under strict operational policies that are controlled by a centralized university administration that determines which courses can be offered, in what format, and how often they can be placed on the academic calendar. Consequently, students and others who observe some differences are quite correct and

refer to a diversity that is neither possible nor desirable to control centrally. It is always the goal

of the CWEB and CWEL programs to provide:

1. Easy access to the programs for trainees, counties, and schools;

2. Equitable distribution of resources that assures as many schools and counties have the
    opportunity to participate as possible;

3. Streamlined administrative procedures and timely reimbursements;

4. Strict observation of Title IV-E regulations;

5. Full disclosure of all aspects of the program's operation among the partners and to the
    public;

6. As little interference as possible with selection of trainees and implementation models by
    counties and with schools in their selection and admissions processes;

7. Recognitions of the achievements and contributions of our students;

8. Recommendations for workforce improvement.

Suggestions for quality improvement and our action plan for the CWEL program are
summarized on the following pages. Similar to the CWEB program, some suggestions are new,
while others are ongoing or have been addressed.

CWEL: Suggested Program Improvement	Action Plan/Progress
Alteration in commitment time for part-time students (suggested by participants and raised periodically)	• Part-time student commitment period is already pro-rated in order to avoid a longer commitment time. Commitment time begins upon graduation
Expansion of commitment time for all participants	• This is precluded by federal Title IV-E regulations [45 CFR, Ch. II § 235.63 (b) (1)]
Increase support to part-time students	• County agencies are encouraged to provide flexible scheduling, modified work assignments, and opportunities for field work outside the agency • When difficulties arise with a particular student, the county is actively engaged in problem solving and solution-building • Enforcement of part-time academic load

Continued focus upon agency working environment and opportunities for graduates to use their expanded skills and abilities within the agency and at the state level	- Targeted intervention with agency supervisors and administrators - Ongoing feedback to administrators - Ongoing CWERP faculty participation in state and national recruitment, retention, and workforce development - CWEL graduate involvement in ongoing organizational effectiveness/CQI processes within counties - Inclusion of CWEL graduates in state-wide practice and policy initiatives (i.e., CPSL Amendments, Safety Assessment and Management, Quality Service Reviews, PA Child Welfare Practice Model, organizational effectiveness work, curriculum development and quality assurance committees, developmental screening of young children, IV-E waiver demonstration activities)
Supervision and mentorship of CWEB program participants	- CWEL graduates are encouraged to provide supervision and mentoring to CWEB students/graduates at their county agency - County agency directors are encouraged to utilize CWEL graduates as field instructors, task supervisors, and mentors to CWEBs
Permission for students to major in administration or macro practice	- Students in a current administrative or managerial position are permitted to pursue an administrative or macro track. Those in direct service positions must focus on direct practice. This policy is in keeping with federal expectation that trainees are being prepared for best practice in that aspect of IV-E services to which they are assigned by the agency - Students may take administration courses as electives; those approved for macro study are encourage to take practice courses
Increase in full-time student enrollment	Counties are encouraged to permit full-time enrollment and hire replacement staff using the reimbursement received for the salary and benefits of the school trainee

Inclusion of advanced level child welfare coursework in school curricula, particularly in evidence-informed and evidenced-based practices	• Ongoing curricular consultation to schools • Provision of technical assistance • Offering of courses targeted toward effective family engagement and teaming practices, motivational interviewing skills, and enhanced assessment • Inclusion of trauma-informed care principles in child welfare curricula • Continued refinement of child welfare curricula
Enhance involvement of graduates in state-level policy and practice initiatives	• Efforts will continue to be directed toward linking graduates to statewide practice improvement initiatives • PA's CWDP, legislative and practice changes to CPSL, implementation of Sex Trafficking & prudent parenting legislation, and involvement in the CFSR Round 3/PIP provide significant opportunities for graduates to become involved in high-level activities impacting the child welfare system • Increase and sustain efforts to better integrate the CWEL and CWRC programs

Recommendations

We are committed to continuous quality improvement and understand that no successful program is static. Areas for future consideration for both programs are summarized below.

CWEB/CWEL: Recommendation	Background Information and Rationale
Maintain CWEB enrollment number at approximately 85-90	This target appears sufficient at this time. In the event that recruitment efforts increase child welfare interest, demand may surpass capacity.
Maintain CWEL enrollment at approximately 150. Increase minimum agency employment time to two years.	This enrollment target is sufficient at this time. Partnering schools value our child welfare students. On-line course work has offered students more flexible learning forums. Evaluation data has shown that increased tenure at admission is related to retention among graduates of CWEL.
Consideration of CWEL participation by Department employees, i.e., DHS Regional Office employees, Child Line employees, perhaps others	OCYF approval granted in 2008. The opportunity for state employees allows additional trainees to benefit from CWEL.

Increase depth of undergraduate child welfare curriculum among schools through the development of a certificate in Child Advocacy Studies in collaboration with the National Child Protection Training Center.	Undergraduates currently complete one child welfare course and a public child welfare internship. The second of three courses in Child Advocacy Studies have been developed in an on-line, hybrid format. Providing these courses across schools will strengthen the child welfare course options for students and also has the benefit of providing an elective option for students outside of social work who receive little, if any, content on child abuse/neglect.
Consideration of an additional component to the CWEL program in order to recruit new employees for the counties. These persons would never have worked in a county CYS before, but would be trained and would have the same length of work commitment as that currently required of CWEL students.	The provision in the federal Title IV-E regulations which permits the training of persons "preparing for [public child welfare] employment"[30] provides this opportunity. A principal advantage is cost savings; the cost to the Department would be the non-federal match. The potential impact on the CWEB program must be carefully considered, however. It is possible that increasing the number of masters-prepared individuals might significantly limit the opportunity for bachelor-level graduates to obtain county employment.
It is recommended that consideration be given to including the fourteen (14) private, accredited undergraduate social work programs in the CWEB consortium.	Many of the schools presently participating in CWEB have small enrollments. If all of the fourteen additional schools chose to participate, met the requirements, and were approved, the potential would be to approximately double enrollment. Although the need among counties for new bachelor-level social work graduates is high, two budgetary challenges complicate what may appear as a relatively simple solution. The cost of expanding the program to additional schools would be borne largely by the Department as the University has little with which to match federal funds in the CWEB program. Tuition and fellowship payments are not subject to indirect costs. Program expansion is an opportunity that does warrant continued discussion.

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[30] 45 CFR, Ch. II §235.63 (a).

Inclusion of additional graduate degree programs in Pennsylvania as they become accredited.	Increasing the number of schools has allowed for greater student access, reduction in student commuting time, and a reduction in program costs. Several graduate programs have been approved for the CWEL program since its inception, including the University of Pittsburgh's Bradford campus (2002), Kutztown University (2007), and the joint Millersville-Shippensburg program (2010). East Stroudsburg University will join the CWEB school consortium in the 2018-2019 academic year. Many schools have branch campuses, and an increasing number of these campuses have become options for CWEL students. Access to approved child welfare courses and academic oversight is available at these branch campuses.
Participation by CWEB/CWEL graduates in the implementation of practice changes as a result of major revisions to PA's child abuse laws.	CWEB and CWEL students remain in an excellent position to support and assume leadership in the judicial and practice changes resulting from amendments to PA's Child Protective Services Law.
Development of CWEB/CWEL Advisory Network to provide input on emerging program issues.	CWEB/CWEL school partners endorsed the development of an advisory network among school faculty, program graduates, county administrators, and CWERP faculty to provide guidance for the programs. Several faculty joined the Resource Steering Committee of the PA Child Welfare Resource Center.
Incorporation of trauma-informed supervision at the county level.	Current students and graduates speak poignantly about needing supervisory and peer support to manage work-related stress, and of the impact of secondary trauma upon their ability to remain in the field of child welfare. We believe it is critical to address this issue. Revisions to the Supervisor Training Series developed by CWRC have placed increased emphasis on this particular workforce need.

Consideration of a doctoral-level child welfare education option.	This recommendation can provide an additional evaluation arm for the Department and further our mission of establishing evidence-based child welfare practice across the state. CWERP is in an excellent position to facilitate doctoral education. A reasonable objective over time might be one (1) doctoral student in each of the five (5) schools with a doctoral program. Work commitment issues require detailed discussion among all parties.
Transition support and ongoing connection among CWEB and CWEL graduates.	All graduates benefit from ongoing connection and support, and coaching is particularly important for CWEB graduates who are new to public child welfare. Additionally, portfolio and resume development is essential. Transition back to the county agency is a distinct issue among CWEL graduates, and is most problematic for those who have been full-time students. Increased attention has been paid to preparing these students for their return to the agency. Greater network support and participation in transition groups for returning students are helpful strategies. All graduates are encouraged to join special workforce or task groups through the PA Child Welfare Resource Center (CWRC). Practice Improvement Specialists from CWRC are assigned to counties throughout the state and actively engage with CWEB/CWEL graduates to provide support and enlist them in practice initiatives. Graduates are able to share their expertise on a statewide level by becoming trainers for CWRC.

Reimbursement to counties for 100% of the salaries of full-time students and for fringe benefits at the same level that the Department currently reimburses counties.	When the CWEL program was initiated, it was decided to reimburse counties for only 95% of full-time students' salaries. It was hypothesized that counties would pass the 5% reduction along to students and this amount in aggregate would be used as part of the non-federal matching funds required under IV-E regulations. However, this approach was quickly abandoned. First, it became evident that federal authorities would classify contributions as "private funds" which are prohibited except under very obtuse rules this approach could not meet. Secondly, a number of counties continued to pay the workers their full salaries even though the counties were reimbursed as only the 95% level. Adding to this is the burden of the very low salaries that so many CWEL students earn. Those students with families find the 5% salary reduction very difficult to endure, and the inability to receive overtime pay while a student also creates a financial change.
Increase the caliber of the PA child welfare workforce	- Increase educational requirements for casework positions - Develop specific county child welfare casework classification within the State Civil Service System - Continue to advocate at the county, state, and federal level that salaries must be adequate to compensate for the demands and responsibility of public child welfare jobs - Develop trauma-informed child welfare systems that create a community of support and learning for the workforce, recognizing that supervisors, middle managers and administrators are critical to the retention of front-line staff - Infuse organizational effectiveness strategies into agencies through CWRC Regional Teams - Maintain and expand the CWEB and CWEL programs so that advanced education and support for professional development remains a key component of PA's child welfare system.

Conclusions

The faculty and staff of the CWEB and CWEL programs sincerely believe the Department and the counties can rightfully be proud of the continued achievements of our child welfare education programs. Pennsylvania is a leader in workforce development and is fortunate to have an integrated education, training, and practice improvement continuum of programs dedicated to the child welfare system. While we are gratified to be part of this remarkable venture and partnership, we sincerely acknowledge that the contributions of many others are what guide, shape, and sustain these highly acclaimed programs.

The county children and youth service administrators have been unfailingly responsive as individuals, and through their organization, the Pennsylvania Children and Youth Administrators. The Department of Human Services has continued to strongly endorse the CWEB and CWEL programs. We especially thank Teresa Miller, Acting Secretary of the Department of Human Services, and Cathy Utz, Deputy Secretary of the Office of Children, Youth, and Families, for their strong support and partnership. We also thank our OCYF Program Monitor, Desiree Weisser, for her thoughtful oversight and steadfast support of our work.

Our academic partners have made major contributions to the success of our programs and that of our students. Admissions, registrations, invoices, graduations, academic schedules, course listings, internships, and dozens of other details must be coordinated and carefully attended. The State System of Higher Education has enabled eleven state universities with accredited undergraduate social work programs to become members of the consortium. The United States Children's Bureau, and especially its Region III office in Philadelphia, has continued its strong support, not least of which is extensive funding of both the CWEB and CWEL programs.

We are proud that the CWEB and CWEL education programs have been recognized as key strengths in Pennsylvania during all three rounds of the federal Child and Family Services Review. Our graduates have assumed leadership roles in practice initiatives throughout the state and actively contribute to shaping the future of child welfare services on the local, state, and national

level. Graduates are providing direct service, serving as managers and supervisors, mentoring junior colleagues, contributing to training curricula, conducting quality improvement initiatives, participating in child fatality/near fatality reviews, and working as child welfare trainers and/or consultants. We are proud that an increasing number of our child welfare graduates have assumed teaching roles in Schools of Social Work throughout the state of Pennsylvania, many as adjunct professors, others as part-time clinical faculty, and some as Directors of Social Work programs.

Finally, no amount of contracts, agreements, budgets, reports, curricula, faculty or any other of the myriad of academic and administrative components of this project could produce a successful outcome without exceptional students. The vast majority of the CWEB and CWEL students selected to participate in these programs have been exceptional achievers academically, as well as leaders among their peers. They have distinguished themselves through their dedication to working with society's most vulnerable children and families, and in circumstances that involve daily exposure to upsetting situations and overwhelming crises. As always, we salute them with sincere admiration. The students' investments, risks, energy, vision, and contributions to the child welfare system are more responsible than anything else for the continued success of the CWEB and CWEL programs in the final analysis.

Child Welfare Education for Baccalaureates (CWEB)
Child Welfare Education for Leadership (CWEL)
Progress Report and Program Evaluation
December, 2017

Appendices

Appendix A

Table I Participating School Programs

Table I

Participating School Programs

School	MSACS	CSWE	CWEB Only	CWEB/ CWEL	CWEL Only	Entry into Program
Bloomsburg University	2018-2019	BSW 6/2024	X			2001
Bryn Mawr College	2019-2020	MSW 6/2024			X	1995
California University	2019-2020	BSW 6/2018 MSW 6/2018		X		CWEB 2001 CWEL 2004
Edinboro University	2023-2024	BSW 10/2021 MSW 10/2018		X		CWEB 2001 CWEL 2006
Kutztown University	2017-2018	BSW 10/2018 MSW 10/2018		X		CWEB 2001 CWEL 2007
Lock Haven University	2020-2021	BSW 6/2024	X			2001
Mansfield University	2021-2022	BSW 2/2022	X			2001
Marywood University	2025-2026	BSW 10/2024 MSW 10/2024		X		CWEB 2001 CWEL 1995
Millersville University	2019-2020	BSW 6/2019 MSW 2/2022		X		CWEB 2001 CWEL 2010
Shippensburg University	2018-2019	BSW 6/2018 MSW 2/2022		X		CWEB 2001 CWEL 2010
Slippery Rock University	2020-2021	BSW 2/2022	X			2001
Temple University	2019-2020	BSW 2/2023 MSW 2/2023		X		CWEB 2001 CWEL 1995
University of Pennsylvania	2023-2024	MSW 6/2025			X	1995
University of Pittsburgh	2021-2022	BSW 6/2020 MSW6/2020		X		CWEB 2001 CWEL 1995
West Chester University	2020-2021	BSW 10/2019 MSW 10/2021		X		CWEB 2001 CWEL 2001
Widener University	2025-2026	BSW 2/2021 MSW 2/2021		X		CWEB 2001 CWEL 1995

Appendix B

CWEB and CWEL

School Participation Map

Child Welfare Education and Research Programs
Participating Schools

☆ Edinboro Univ

☆ Univ Pittsburgh - Bradford

☆ Mansfield Univ

☆ Marywood - Main

☆ Slippery Rock Univ

☆ Lock Haven Univ

☆ Marywood - Central PA
☆ Bloomsburg Univ

☆ Marywood - East Stroudsburg
☆ East Stroudsburg Univ *

☆ Marywood - Center Valley

☆ Univ Pittsburgh - Main

☆ Kutztown Univ

☆ Temple - Harrisburg

☆ California Univ of PA

☆ Shippensburg Univ

☆ Millersville Univ

☆ Bryn Mawr Univ
☆ Univ Penn
☆ West Chester
☆ Temple
Widener Univ

School Program

☆ CWEB Only   ☆ CWEL Only   ☆ CWEB and CWEL

Updated: 10/09/2017

* First cohort of East Stroudsburg University CWEB students to start Fall 2018.

Appendix C

Table II

University of Pittsburgh Child Welfare Courses

2016-2017

Table II

University of Pittsburgh Child Welfare Courses

Fall Term 2016

Course Title	Enrollment
Children and Families at Risk	21
Child and Family Advocacy	24
Child and Family Policy	13
Child Welfare Services	7
Direct Practice with Children	25
Family Conferencing and Teaming	5
Intimate Partner Violence (two sections)	26
Issues in Child Maltreatment	23
Social Work with Drug & Alcohol Abuse (two sections)	45
Social Work Practice and Traumatic Stress	26

Spring Term 2017

Course Title	Enrollment
Children and Families at Risk (two sections)	28
Child and Family Policy (two sections)	32
Child Welfare Services	25
Clinical Social Work With African-American Families	10
Social Work with Drug and Alcohol Abuse	25
Social Work Practice with Families	23
Social Work Practice and Traumatic Stress	24

Summer Term 2017

Course Title	Enrollment
Social Work with Drug & Alcohol Abuse (two sections)	30
Social Work Practice with Families	17

Appendix D

Table III

Undergraduate Child Welfare Course Offerings of Approved CWEB Schools

2016-2017

Table III

Undergraduate Child Welfare Course Offerings

Of

Approved CWEB Schools for 2016-2017

School	Course Title
Bloomsburg University	Child Welfare
California University	Child Welfare
Edinboro University	Child Welfare
Kutztown University	Child Welfare and Social Work Practice
Lock Haven University	Child Welfare
Mansfield University	Child Welfare
Marywood University	Children's Rights and Societal Responses
Millersville University	Social Work and Child Welfare
Shippensburg University	Introduction to Child Welfare
Slippery Rock University	Introduction to Child Welfare
Temple University	Child Welfare Policy
University of Pittsburgh	Child Welfare Services[31]
West Chester University	Child Welfare Practice and Policy
Widener University	Families at Risk

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[31] In addition to the undergraduate course, *Child Welfare Services*, University of Pittsburgh undergraduate students are able to register for the graduate courses *Child and Family Advocacy, Child and Family Policy,* and *Children and Families at Risk* (shown in Table II, Appendix C) as electives, with the permission of the BASW Program Director and the students' academic advisor.

Appendix E

Table IV

Graduate Child Welfare Course Offerings of Approved CWEL Schools

2016-2017

Table IV

Graduate Child Welfare Course Offerings of Approved CWEL Schools for 2016-2017

(University of Pittsburgh is shown in Table II)

School	Course Title
Bryn Mawr College, Graduate School of Social Work and Social Research	Child Welfare Policy, Practice and Research
	Clinical Social Work Practice with Children and Adolescents
	Clinical Social Work and Substance Abuse
	Clinical Social Work and Trauma
	Family Therapy: Theory and Practice
	Child & Family Integrative Seminar
California University, Department of Social Work and Gerontology	Practice with Children and Youth in Rural and Small Town Environments
	Social Work with Substance Abuse/Addictions
	Advanced Practice in Child Welfare
Edinboro University, Department of Social Work	Clinical Practice for Families and Children in Child Welfare
	Addictions
Kutztown University, Department of Social Work	Interventions with Substance Abusing Populations
	Maltreatment in the Family
	Child Permanence
	Practice of Family Group Decision Making
	Social Work Crisis Intervention with Families
Marywood University, School of Social Work	Critical Issues in Chemical Dependence
	Child Welfare Practice and Services
	Family Focused Social Work Practice
	Social Work Perspectives on Trauma
	Social Work Practice with Children
Millersville/Shippensburg Universities, Department of Social Work/Department of Social Work and Gerontology	Child Welfare
	Children and Youth at Risk
	Addictions
	Behavioral Healthcare

School	Course Title
The University of Pennsylvania, School of Social Work	Under review: Mental Health Challenges in Childhood & Adolescence.
	Middle Childhood and Adolescence
	Policies for Children and Their Families
	Poverty, Welfare, and Work
	Practice with Families
	Practice with At-Risk Youth
	Prenatal and Early Childhood Development
	Practice with Children and Adolescents
	Substance Abuse Interventions
	Violence in Relationships through the Lifespan
	Clinical & Macro CW Practice
	Integrative Seminar in CW
Temple University, School of Social Administration	Alcohol and Substance Abuse
	Assessment and the DSM-IV
	Child and Family Human Behavior in the Social Environment
	Child and Family Policy
	Emotional Disorders of Children and Adolescents
West Chester University, Graduate Department of Social Work	Advanced Social Work Practice with Families
	Child Welfare: A Resilience and Trauma-Informed Approach
	Substance Use Disorders
Widener University, Center for Social Work Education	Advanced Social Work Practice with Families
	Biographical Timeline
	Current Issues in Child Welfare Practice and Policy
	Social Work Practice with Addicted Persons and Their Families
	Social Work Practice with Children and Adolescents
	Social Work with Urban Youth
	Treating Trauma
	Children & Families at Risk

Appendix F

CWEB County Participation Map

Counties Providing Student Internships and/or Employment for Graduates of the Child Welfare Education for Baccalaureates Program 2001-2017

Erie
Warren
McKean
Potter
Tioga
Bradford
Susquehanna
Crawford
Wayne
Forest
Venango
Elk
Cameron
Wyoming
Lackawanna
Mercer
Clinton
Sullivan
Pike
Lycoming
Clarion
Jefferson
Luzerne
Monroe
Lawrence
Centre
Montour
Columbia
Carbon
Butler
Clearfield
Union
Northampton
Armstrong
Northumberland
Snyder
Schuylkill
Beaver
Lehigh
Indiana
Cambria
Mifflin
Juniata
Bucks
Allegheny
Blair
Huntingdon
Perry
Dauphin
Lebanon
Berks
Westmoreland
Cumberland
Montgomery
Washington
Philadelphia
Somerset
Bedford
Fulton
Franklin
Lancaster
Chester
Greene
Fayette
Adams
York
Delaware

Includes history from beginning of CWEB program through Summer 2017
Modified: 07/21/2017

CWEB Internship and/or Employment History

No CWEB Internship or Employment History

Appendix G

CWEB Overview

2001-2017

Charts 1-6

Chart 1
Child Welfare Education for Baccalaureates
2001-2017 New Admissions (Projected Through 2019)
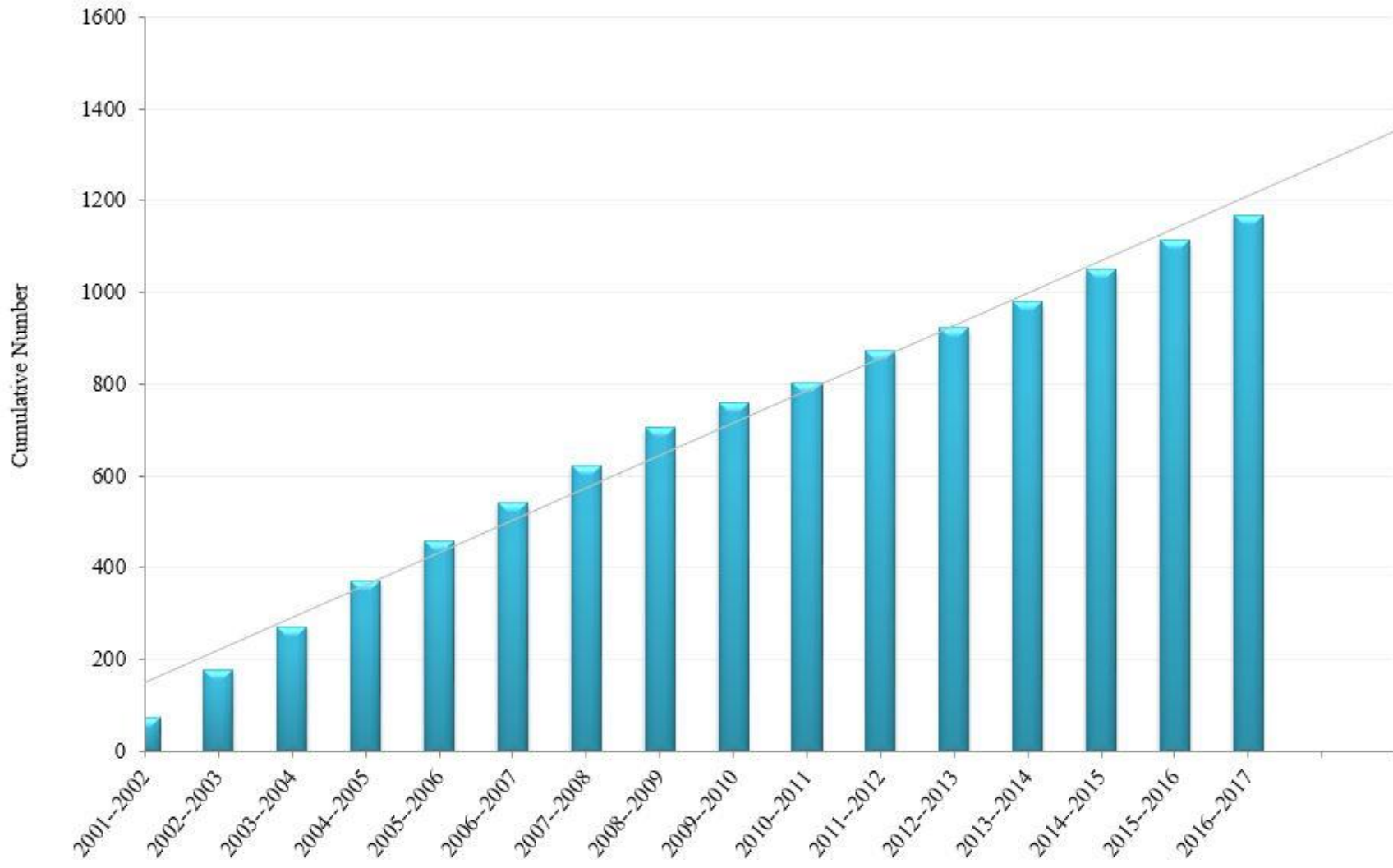
Chart 2
Child Welfare Education for Baccalaureates
2001-2017
Student Admissions & Graduations
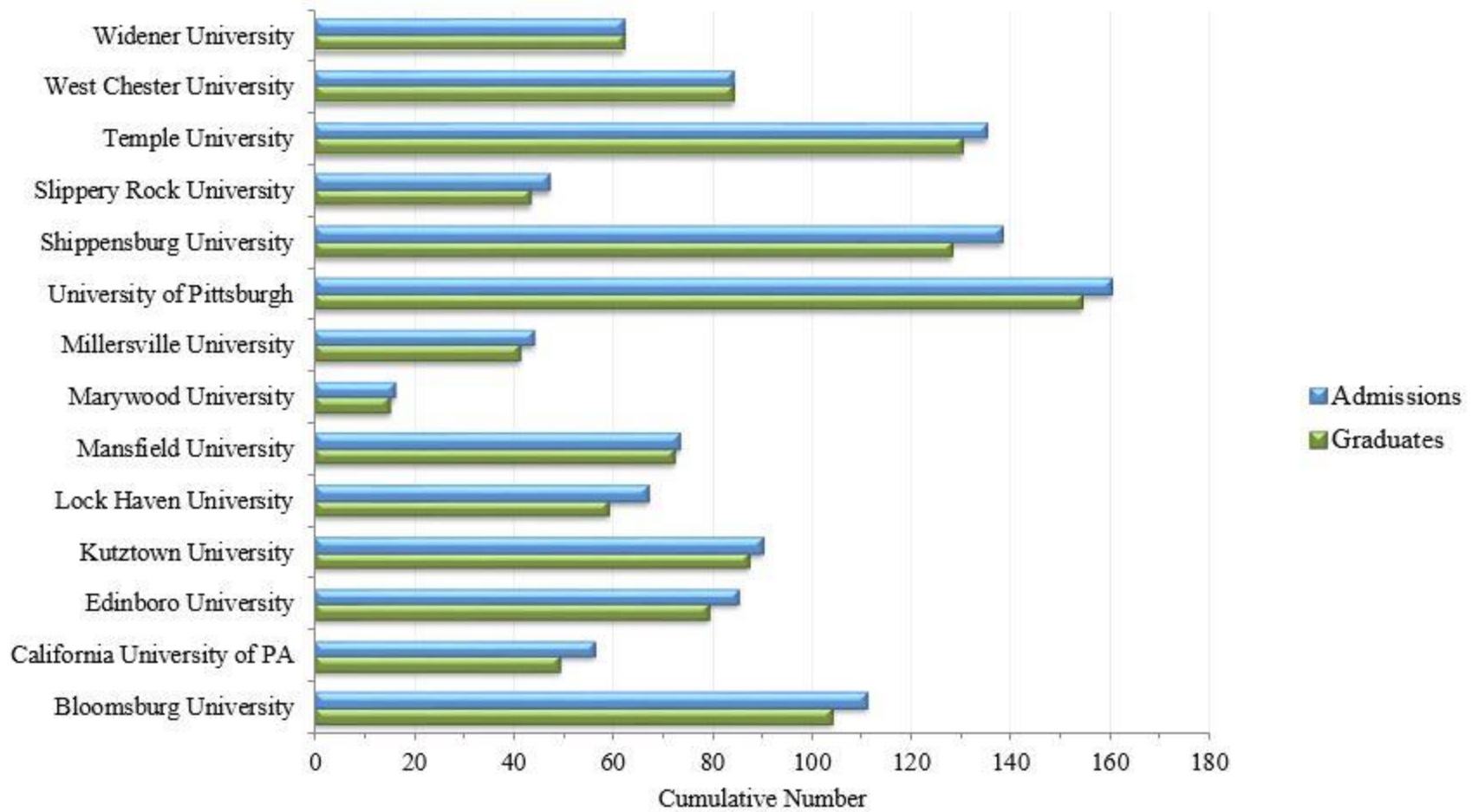
Chart 3
Child Welfare Education for Baccalaureates
2001-2017 Admissions by School and Ethnicity
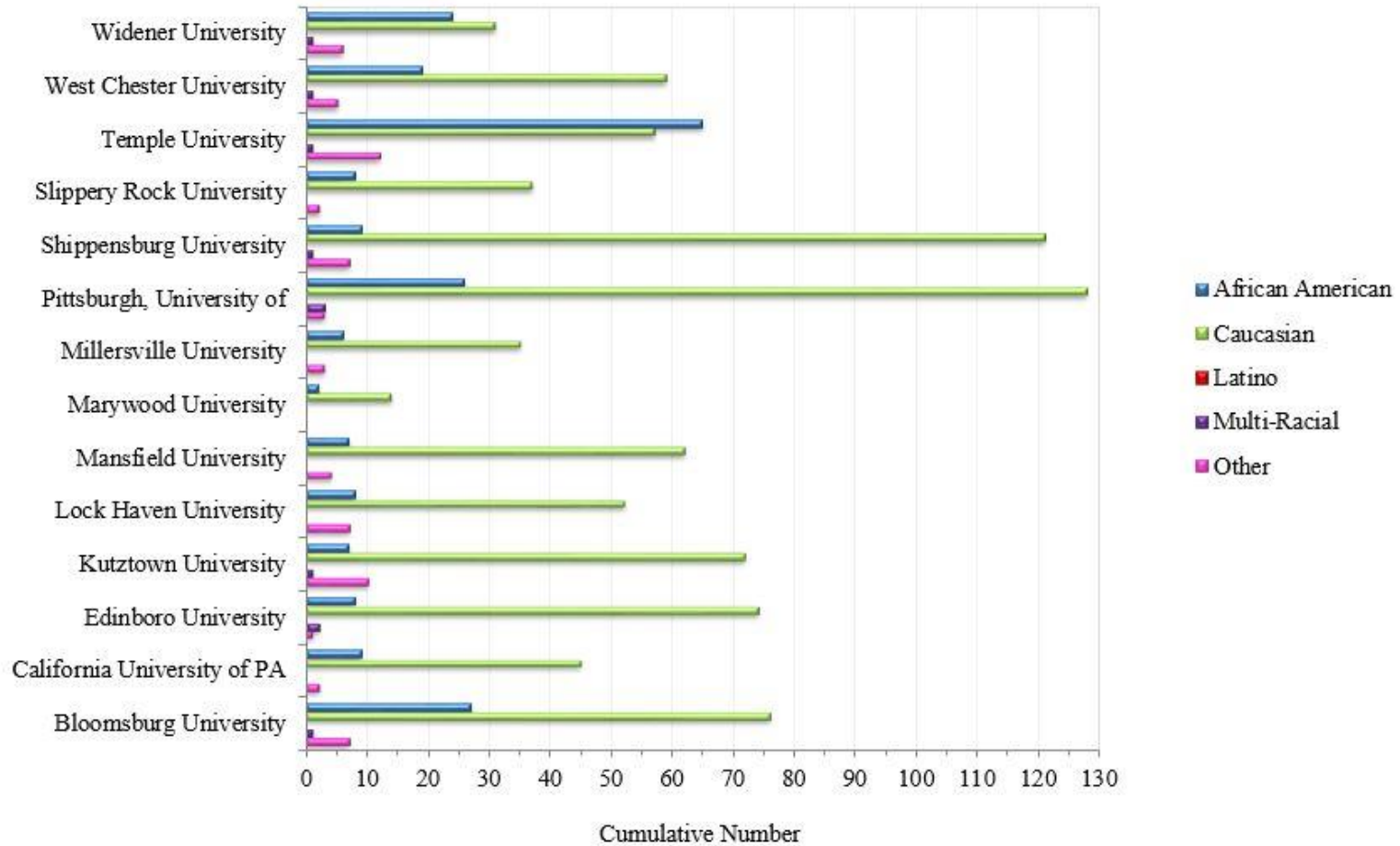
Note: Latino category includes Hispanics of any race

Chart 4
Child Welfare Education for Baccalaureates
2001-2017 Admission Demographics
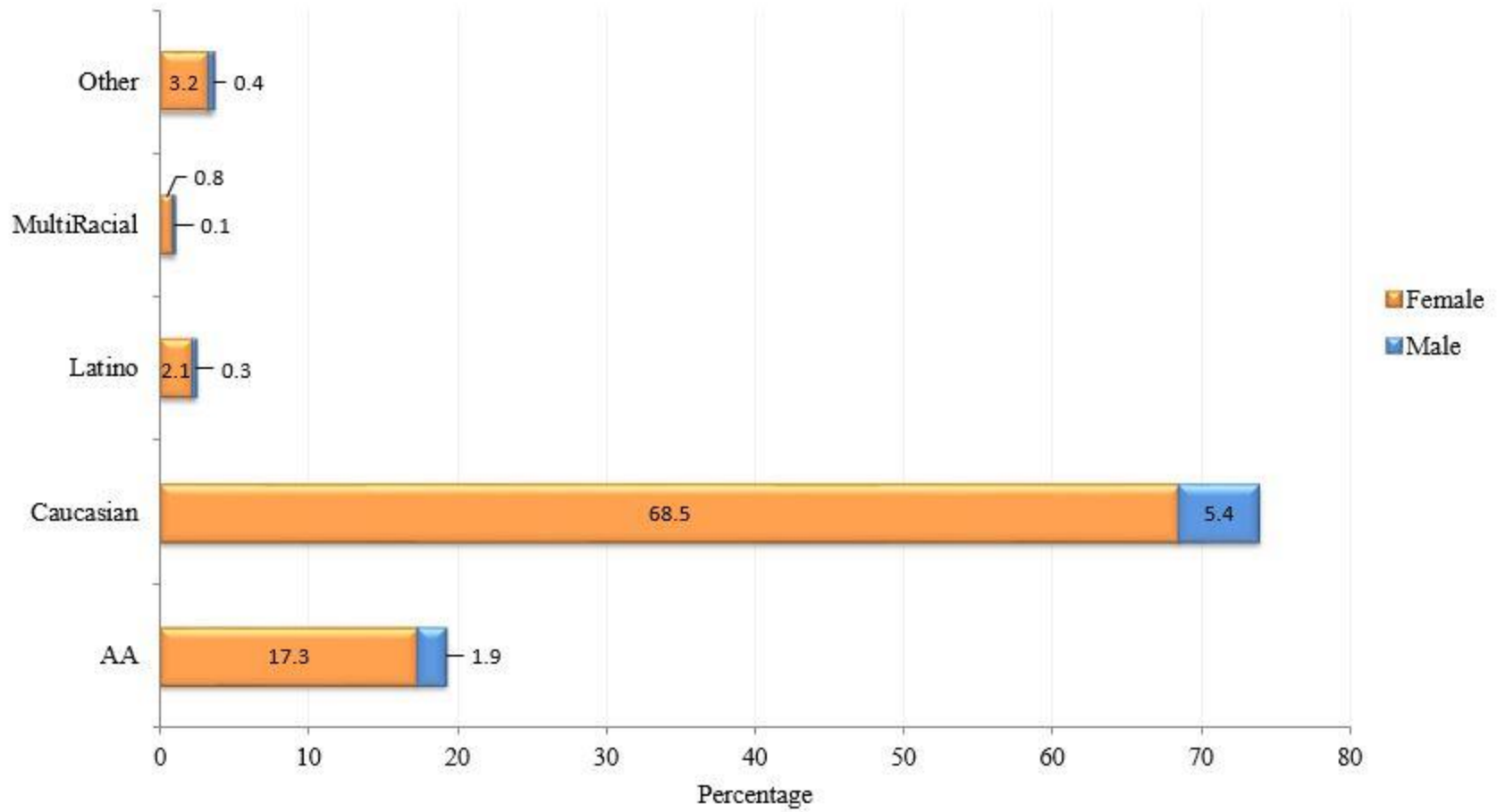
Chart 5
Ethnicity Comparison
2016 US Census Data Estimates for Pennsylvania and
Child Welfare Education for Baccalaureates 2016-2017 New Admissions
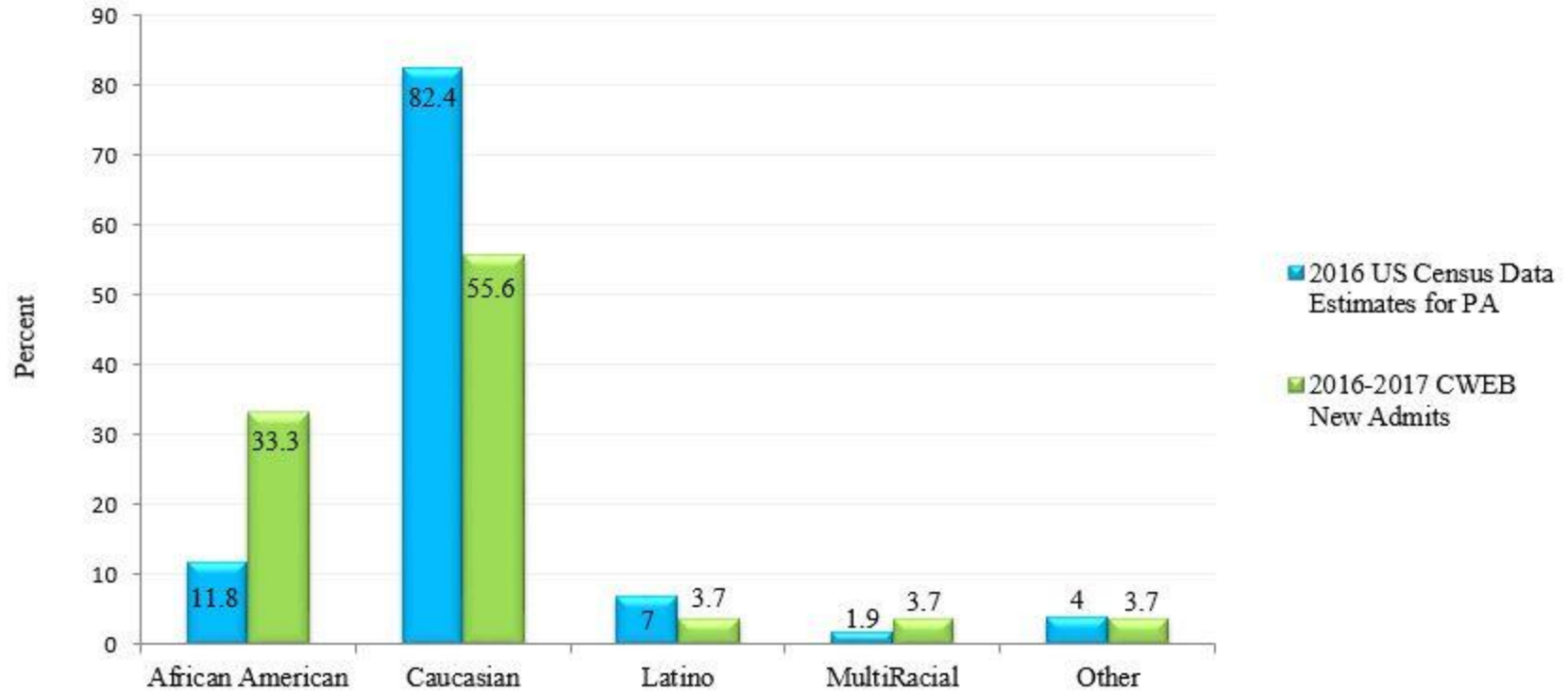
Note: Latino category includes Hispanics of any race.

Chart 6
Recent CWEB County Employment
Employment for Graduates- Fall 2012 thru Summer 2017
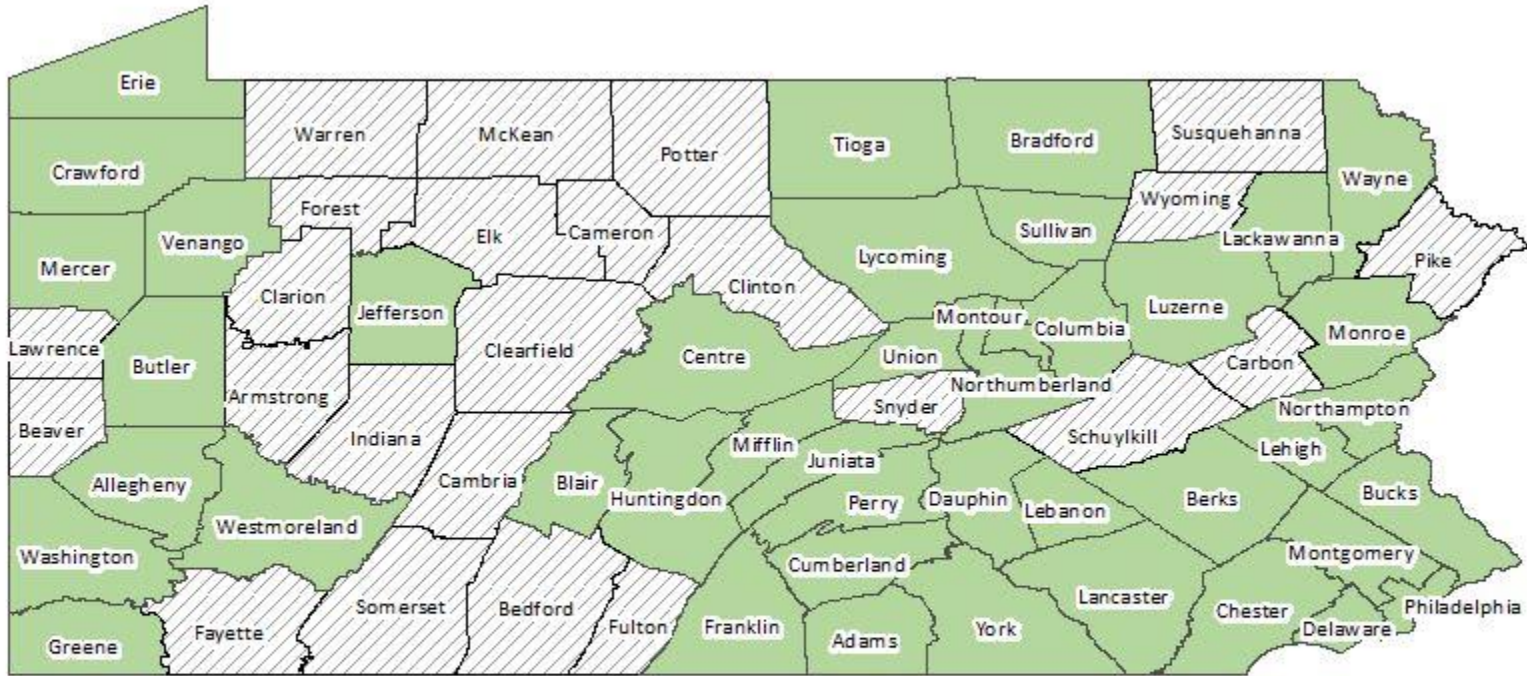
Modified: 07/21/2017

No Recent Hire History

Recent CWEB Grad Hired

Appendix H

CWEB Leadership Development Series

CWEB Leadership Development Series:
Trauma-Informed Principled Leadership

A series of educational modules incorporating the five practices of exemplary leadership defined by Kouzes & Posner[32] are combined with the application of trauma education, self-care, and cultural competence skills to provide CWEB students with a model of professional development that supplements traditional, classroom-based instruction and transfer of learning in the field. Educational modules are completed in five monthly sessions that include readings, videos, discussion blogs, experiential exercises, and discussion groups.

Module I   Introduction to Trauma-Informed Leadership:
                  Model the Way

Module II   Inspire a Shared Vision

Module III   Challenge the Process

Module IV   Enable Others to Act: Experiential Exercise

Module V   Encourage the Heart

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[32] Kouzes, J.M. & Posner, B.Z. (2012). *The leadership challenge: How to make extraordinary things happen in organizations* (5th ed.). San Francisco: Wiley.
Kouzes, J.M. & Posner, B.Z. (2012). *The leadership challenge workbook* (3rd ed.). San Francisco: Wiley.

Appendix I

CWEL Overview

1995 - 2017

Charts 1-8

Chart I
Child Welfare Education for Leadership
1995-2017 New Admissions (Projected Through 2019)
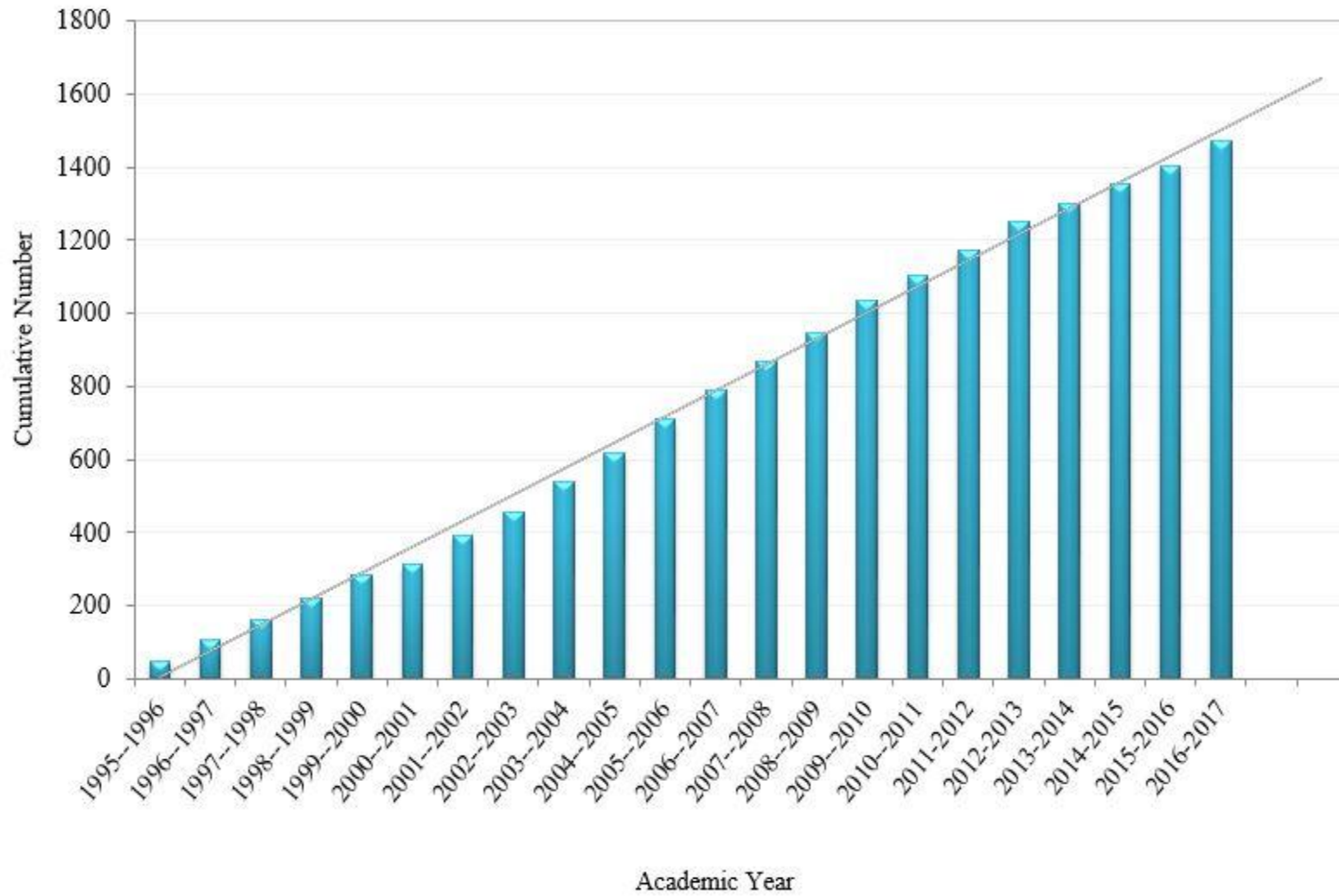
Chart 2
Child Welfare Education for Leadership
1995 - 2017
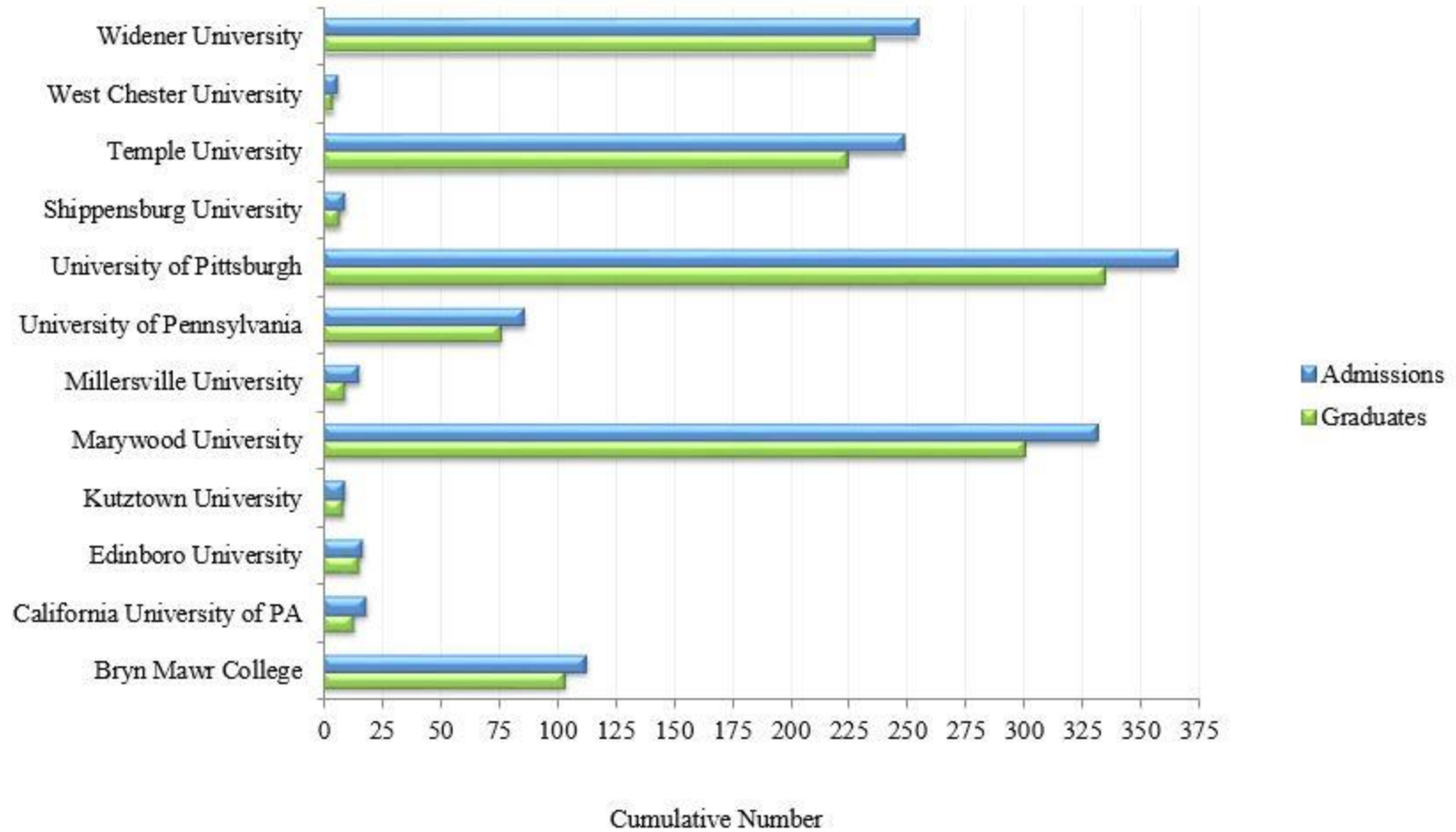**Student Admissions and Graduations**

**Chart 3
Child Welfare Education for Leadership
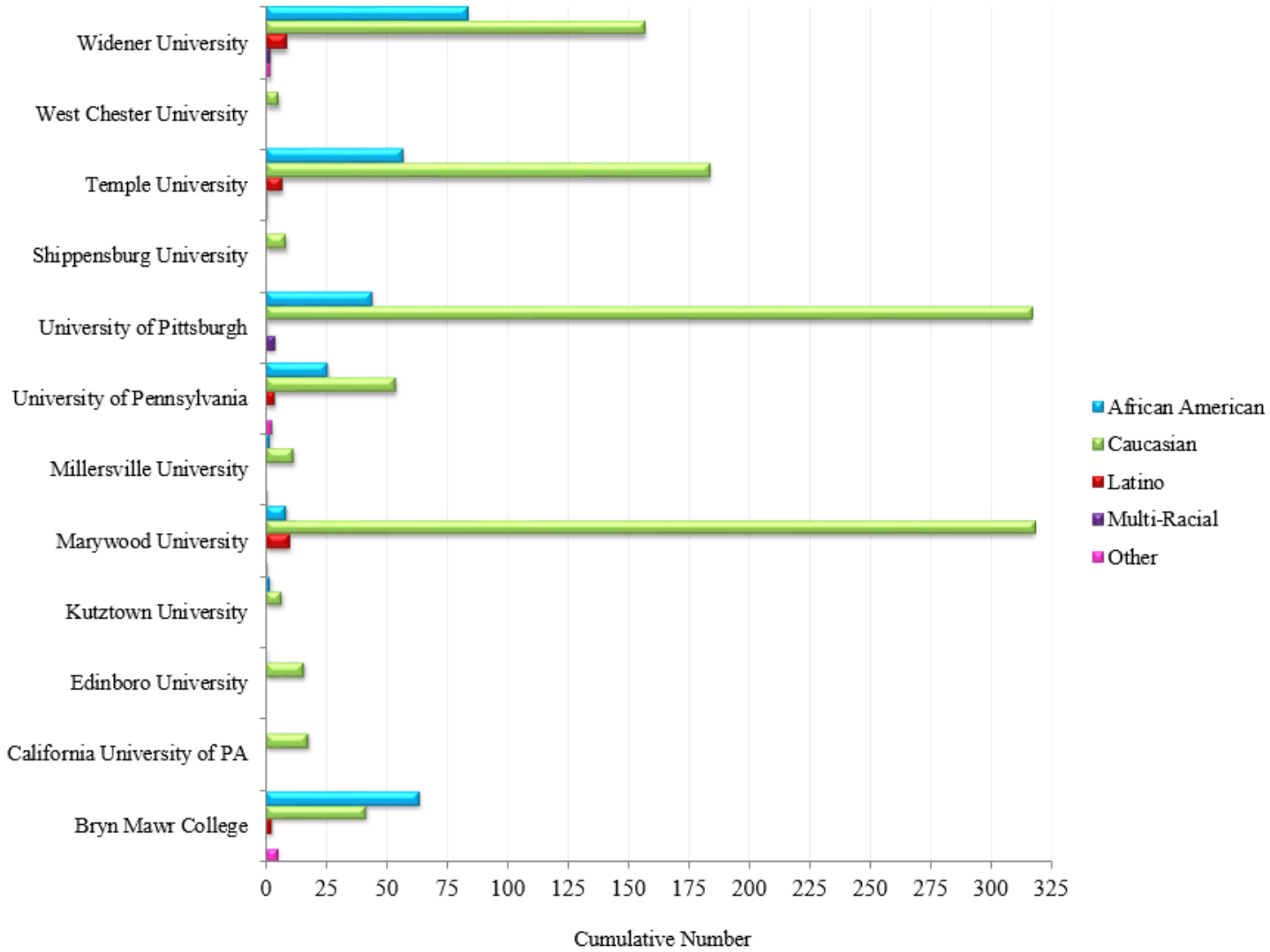1995-2017 Admissions by School and Ethnicity**

Legend:
- African American
- Caucasian
- Latino
- Multi-Racial
- Other

Cumulative Number

Chart 4
Child Welfare Education for Leadership
1995-2017 Admission Demographics

	Female	Male
Other	0.2	0.7
MultiRacial	0.1	0.4
Latino	0.3	1.1
Caucasian	67.8	9.7
AA	16.7	2.9

Percentage
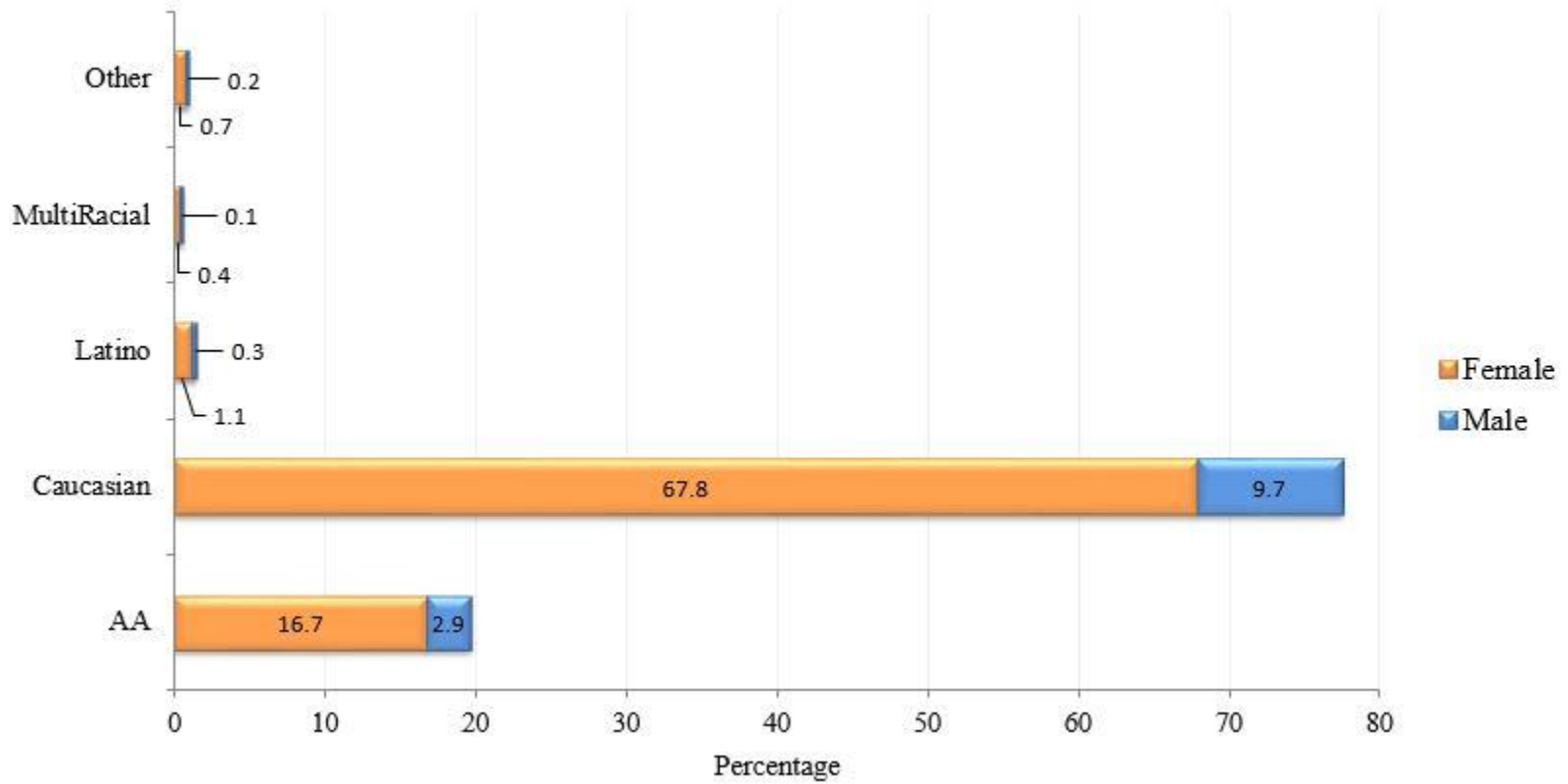
Chart 5
Ethnicity Comparison
2016 US Census Data Estimates for Pennsylvania and
Child Welfare Education for Leadership 2016-2017 New Admissions
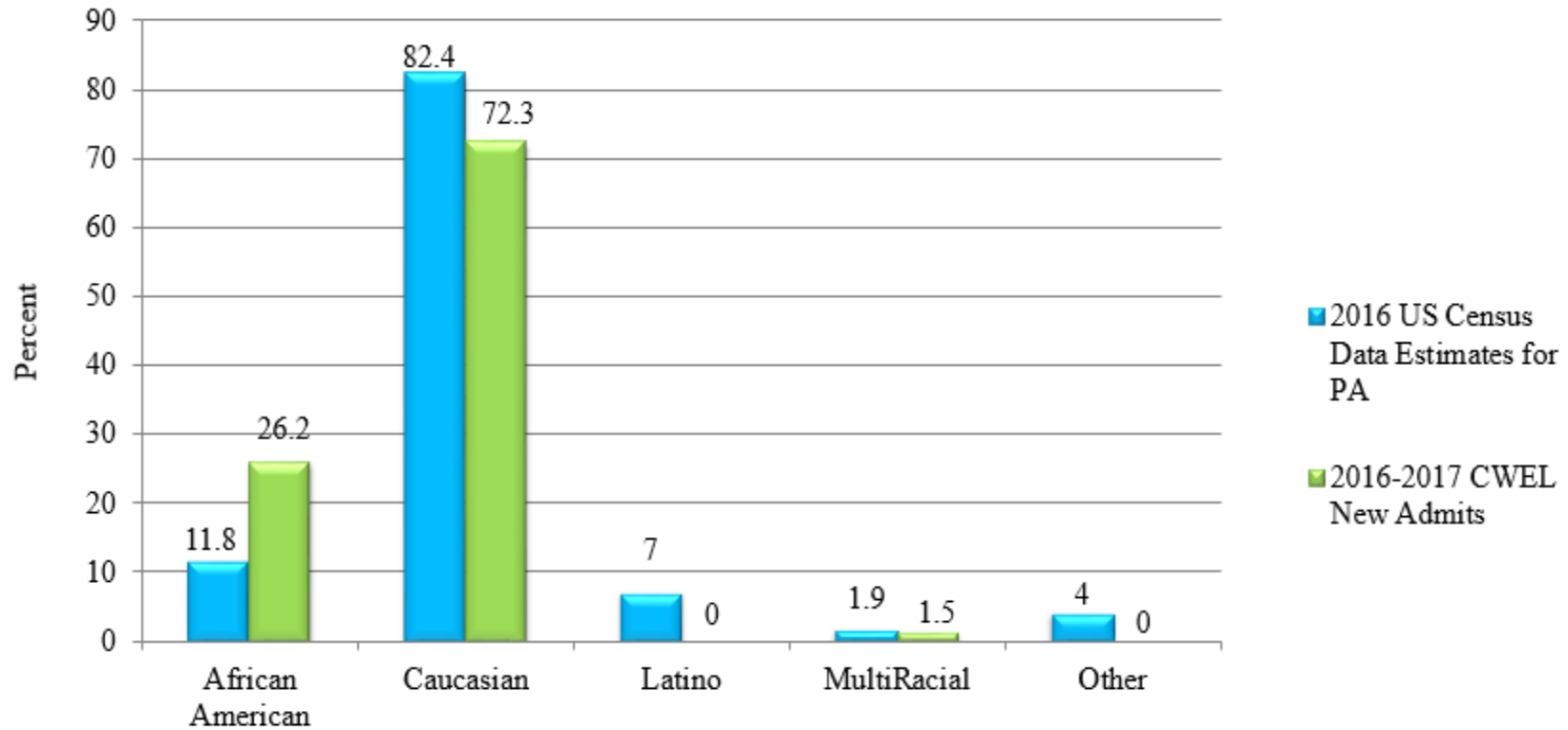
Note: Latino category includes Hispanics of any race

Chart 6
Child Welfare for Leadership
1995-2017 Admissions
by School and Full-time/Part-time Status
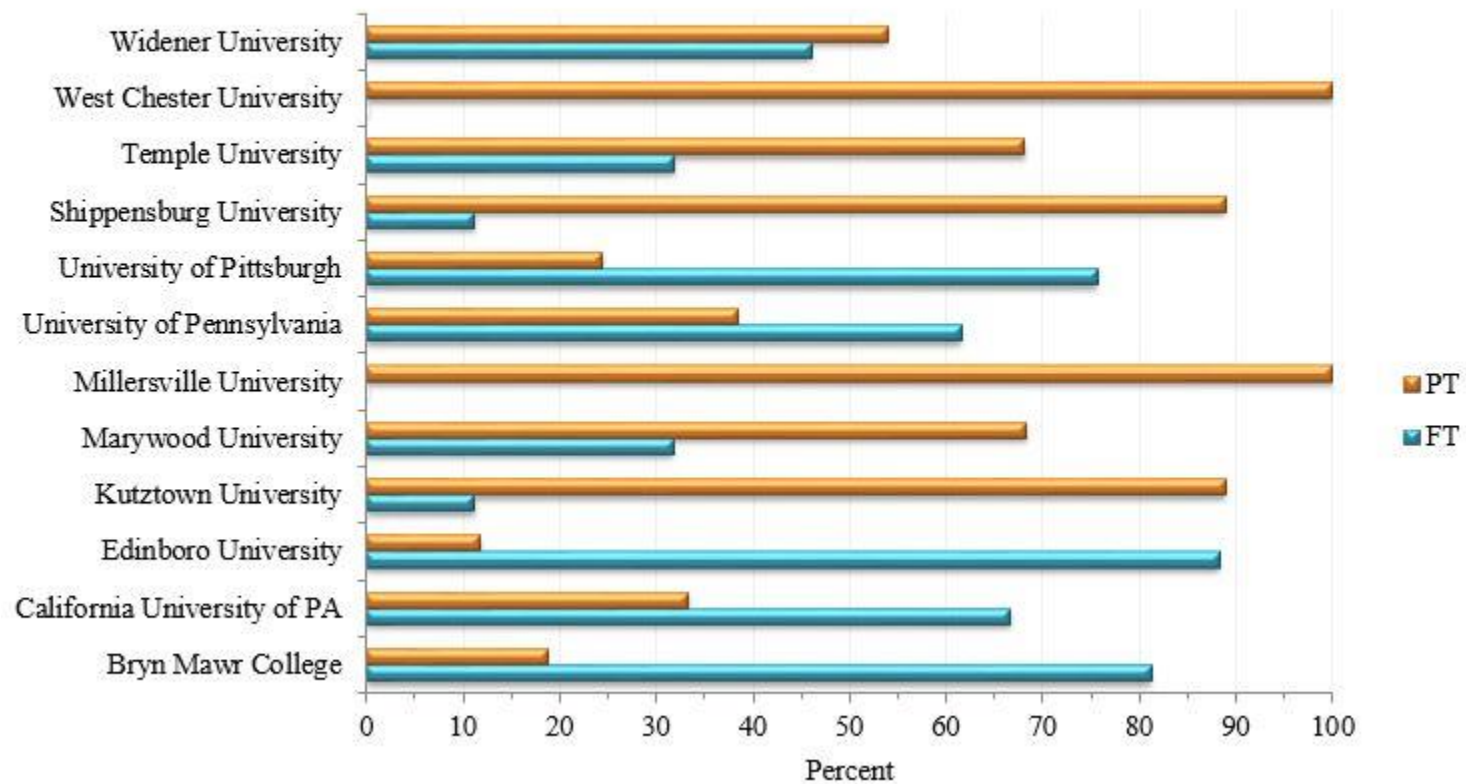
Chart 7
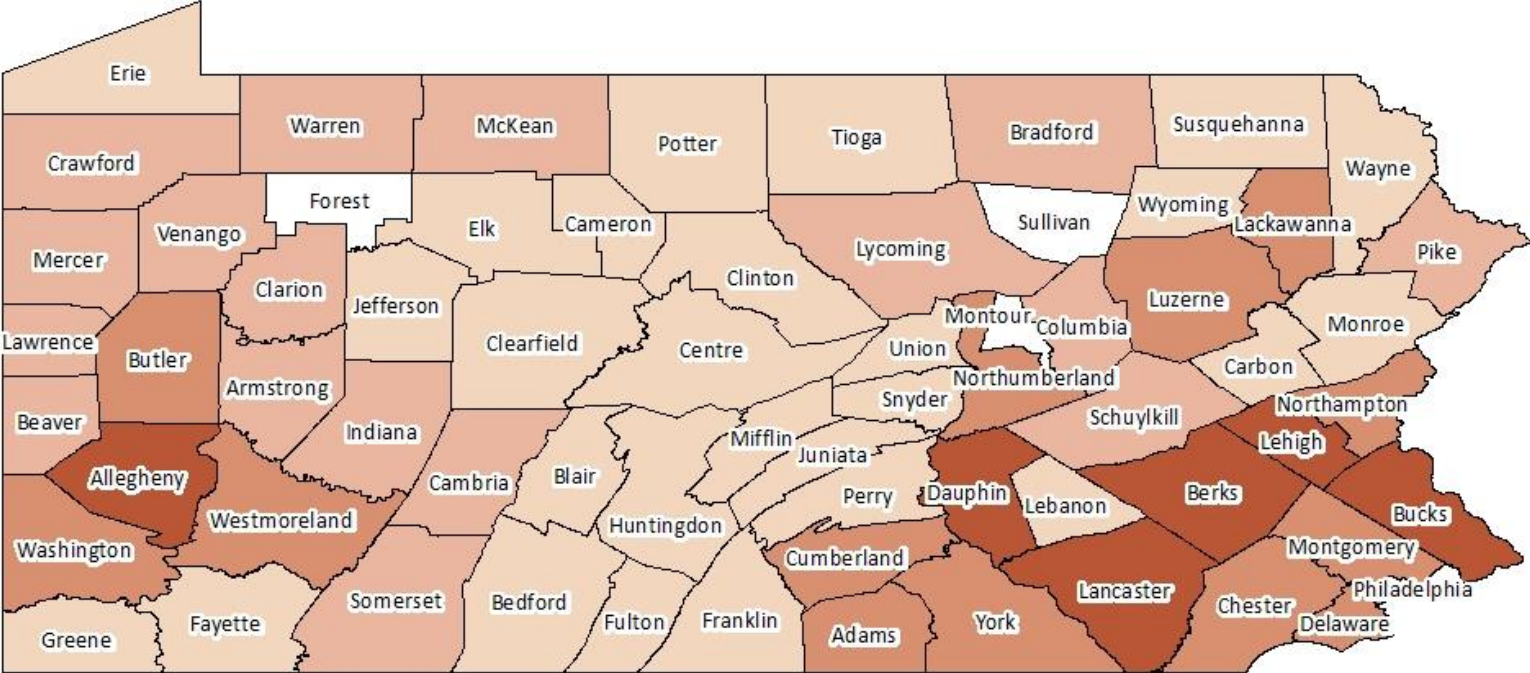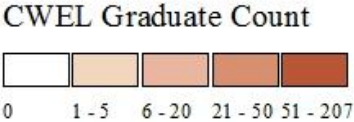**Child Welfare for Leadership**
1995-2017 Admissions
Part-Time Trend
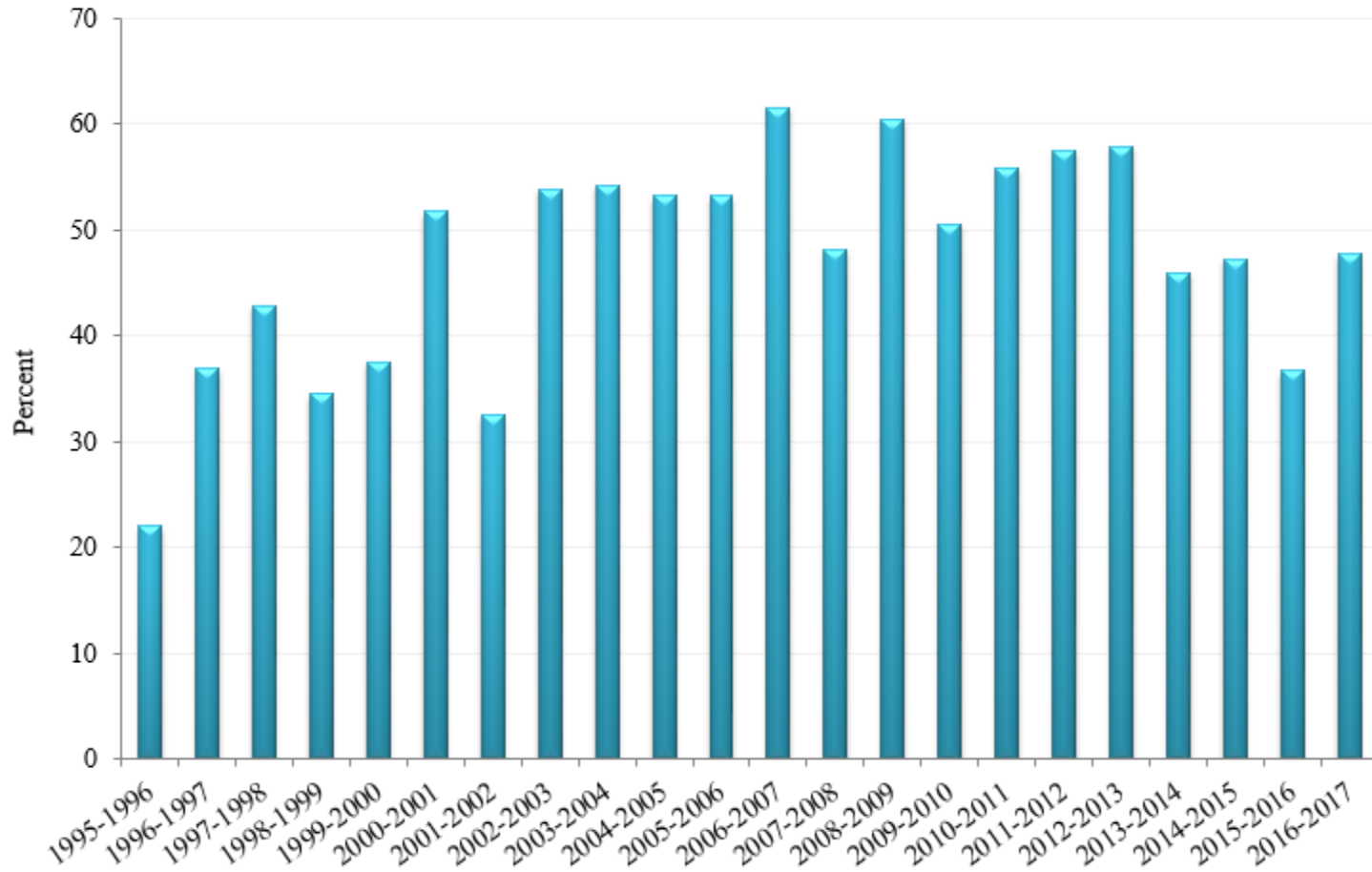
Chart 8
CWEL County Impact
Historical Number of CWEL Graduates by County

Erie
Warren
McKean
Potter
Tioga
Bradford
Susquehanna
Crawford
Forest
Wayne
Elk
Cameron
Sullivan
Wyoming
Lackawanna
Venango
Lycoming
Pike
Mercer
Clarion
Jefferson
Clinton
Luzerne
Monroe
Lawrence
Clearfield
Centre
Union
Montour
Columbia
Butler
Northumberland
Carbon
Beaver
Armstrong
Snyder
Schuylkill
Northampton
Indiana
Mifflin
Cambria
Blair
Juniata
Dauphin
Berks
Lehigh
Allegheny
Perry
Lebanon
Bucks
Westmoreland
Huntingdon
Cumberland
Montgomery
Washington
Philadelphia
Somerset
Bedford
Fulton
Franklin
Adams
York
Lancaster
Chester
Delaware
Greene
Fayette

Graduate counts from beginning of program through Summer 2017

Modified: 09/20/2017

CWEL Graduate Count

0   1 - 5   6 - 20   21 - 50 51 - 207

Appendix J

CWEL Applicant Pool and

Admissions by Position and Years of Service

1995-2018 Academic Years

Table I

Child Welfare Education for Leadership

1995-2018 Academic Year Applicant Pool

Counties Represented			
1995-2015	2015-2016	2016-2017	2017-2018
65	30	32	24

Students Admitted*			Applicants Eligible but Unfunded			Applicants Ineligible**			Applicants Withdrew			Spring 2018 Pending Applicants	Total Applications***		
95-16	16-17	17-18	95-16	16-17	17-18	95-15	16-17	17-18	95-16	16-17	17-18	17-18	95-16	16-17	17-18
1428	65	51	27	0	0	524	14	13	104	1	3	0	2094	80	67

*The category of "Students Admitted" for the 2013-2014 year includes 4 people admitted for 2013-2014 academic year who decided not to participate in CWEL immediately prior to the start of school.

**The category of "Ineligible" includes those not approved by their county, school, or the CWEL Admissions Committee, those with less than two years of services, and applicants not employed by child welfare agencies. It also includes those who did not complete their application, for personal or other reasons not known to CWEL.

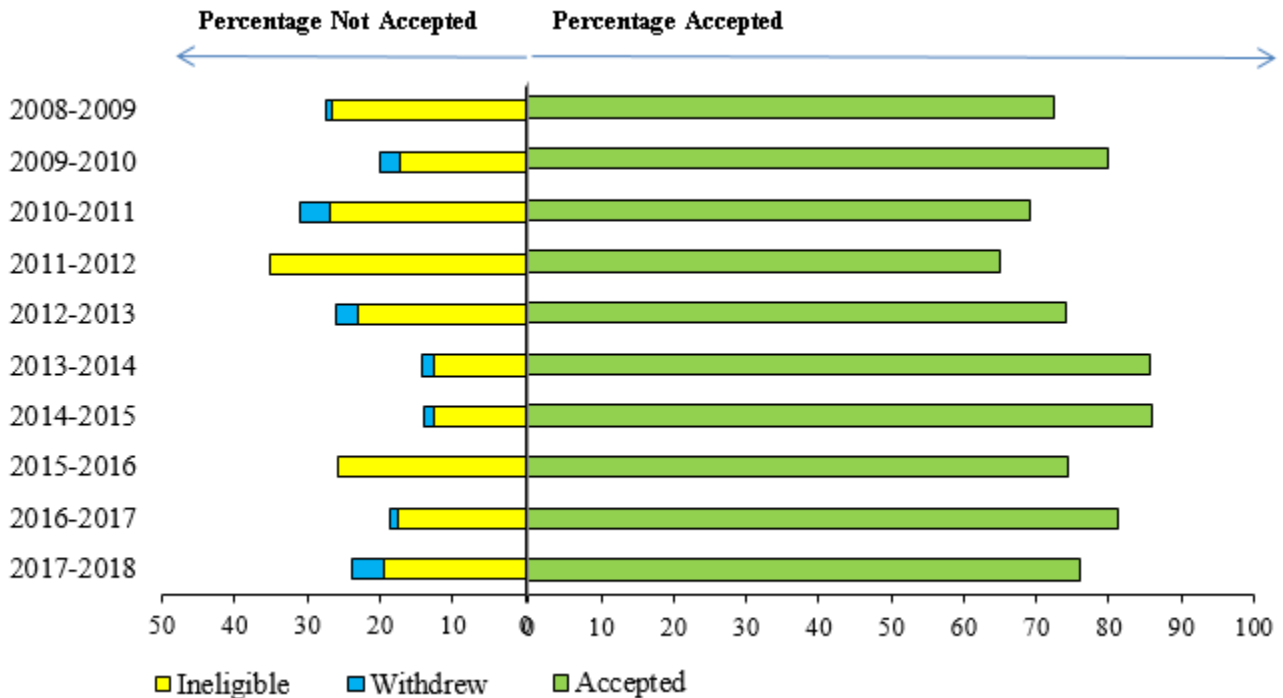### Visualization of the applicant pool outcomes for the past 10 years is given below.

Table II

Child Welfare Education for Leadership
1995-2018 Academic Year Admissions by Current Agency Position and Years of Service

Position	Number				Average Years in Present Agency			
	1995-2015	2015-2016	2016-2017	2017-2018	1995-2015	2015-2016	2016-2017	2017-2018
Caseworker	1174	39	58	43	4.9	9.0	5.5	5.3
Supervisor	130	2	2	2	9.7	7.9	8.6	10.5
Other*	71	2	5	7	10.0	9.9	9.4	8.3

* "Other" includes Regional Representative, Program Representative, Program Analyst, Program Specialist, Foster Care Coordinator, Social Services Manager, Service Coordinator, Program Coordinator, Program Manager, Agency Director, Associate Director, Director of Social Services, Special Assistant, Caseworker Manger, Social Work Service Manager, Family Advocate Specialist, and Administrator.

Appendix K

Program Evaluation Data Tables

Table 1
Average Scores per Item by Program Type and by Status for Current Students
(1=Strongly Disagree; 2=Somewhat Disagree; 3=Neither Agree Nor Disagree; 4=Somewhat Agree; 5=Strongly Agree)

Item	CWEB n=34	CWEL, Full-Time n=49	CWEL, Part-Time n=43
CWERP Program Processes	*Average (SD)*	*Average (SD)*	*Average (SD)*
The program information clearly explains the CWEB/CWEL program[a]	4.15 (0.99)	4.65 (0.64)	4.40 (0.98)
The application form instructions are clear	4.32 (1.07)	4.65 (0.53)	4.37 (0.98)
I understood the contract	4.56 (0.84)	4.65 (0.56)	4.40 (0.98)
The website is easy to use[a]	3.97 (1.14)	4.49 (0.79)	4.23 (0.95)
I use the handbook when I have a question[a, b]	3.70 (1.24)	4.47 (0.78)	3.83 (1.40)
The faculty (University of Pittsburgh) respond to my phone calls/email	4.33 (1.08)	4.72 (0.71)	4.43 (0.98)
The staff (University of Pittsburgh) respond to my phone calls/email	4.34 (1.04)	4.73 (0.71)	4.44 (0.94)
The faculty (University of Pittsburgh) helped me when I had a problem	4.10 (1.19)	4.61 (0.87)	4.38 (1.08)
The staff (University of Pittsburgh) helped me when I had a problem	4.16 (1.14)	4.64 (0.85)	4.43 (1.06)
Current Degree Program			
My academic advisor is familiar with the CWEB/CWEL program	4.30 (1.10)	4.54 (0.71)	4.26 (1.12)
The child welfare courses that I have taken are relevant	4.71 (0.76)	4.69 (0.72)	4.31 (1.14)
The faculty who teach the child welfare courses relate the content to practice	4.55 (0.91)	4.58 (0.79)	4.31 (1.09)
I have been able to apply what I learn in the class to field/internship or job	4.55 (0.89)	4.63 (0.60)	4.51 (0.78)
Field/Internship Experiences			
I have felt supported in the process of arranging my field/internship	4.35 (1.08)	4.10 (1.21)	3.86 (1.41)
I have received good supervision in the field	4.57 (0.94)	4.50 (0.95)	4.48 (0.90)
I was able to try new ideas or skills from class in my field	4.52 (0.95)	4.46 (0.82)	4.52 (0.79)
This field/internship has been a valuable learning experience	4.69 (0.85)	4.48 (0.85)	4.21 (1.18)

Item	CWEB n=40	CWEL, Full-Time n=51	CWEL, Part-Time n=40
Agency/Field Interface	*Average (SD)*	*Average (SD)*	*Average (SD)*
My field supervisor is familiar with the requirements of the CWEB program	4.63 (0.83)	--	--
My field supervisor is familiar with the requirements of the State Civil Service Exam?	4.31 (1.06)	--	--
I was able to easily arrange the time needed to go to classes	--	--	4.25 (1.03)
I was able to easily arrange the time needed to do my field placement	--	--	3.32 (1.46)
My agency was able to accommodate my return in the summer	--	4.45 (1.00)	--
When I returned in the summer, I had supplies to do my work	--	4.66 (0.72)	--
Value of the Degree to the Field			
My degree will help me to contribute to the field	4.75 (0.80)	4.92 (0.45)	4.71 (0.74)
I will be able to use what I am learning when I am employed or return to a child welfare agency[b]	4.75 (0.80)	4.89 (0.31)	4.48 (0.97)
The CWEB or CWEL program gave me an educational opportunity that I would not have had otherwise	4.53 (0.86)	4.79 (0.65)	4.57 (0.97)
The CWEB or CWEL program has positively impacted my development as a social work professional	4.58 (0.92)	4.90 (0.43)	4.67 (0.87)
The CWEB and CWEL program should be made available to more students and child welfare workers	4.47 (0.98)	4.90 (0.37)	4.71 (0.78)
Using a scale from 1-10, with 1 having the least value and 10 the greatest value, what is the value of the CWEB of CWEL program to the public child welfare system?	8.84 (1.67)	9.58 (0.90)	9.24 (1.27)

[a]=$p<.05$ CWEB compared to CWEL
[b]=$p<.05$ FT CWEL compared to PT CWEL

Table 2
Average Scores per Item by Program Type for Recent Graduates
(1=Strongly Disagree; 2=Somewhat Disagree; 3=Neither Agree Nor Disagree; 4=Somewhat Agree; 5=Strongly Agree)

Item	CWEB n=25 Average (SD)	CWEL n=32 Average (SD)
My program prepared me for working in a child welfare agency	4.28 (1.14)	4.29 (0.78)
My skills were equal to better than other caseworkers not in the program	4.36 (0.95)	4.56 (0.84)
I have a better understanding of the complex problems of our families	4.40 (1.19)	4.59 (0.71)
My education has helped me to find new solutions to the problems that are typical of our families	4.08 (1.44)	4.56 (0.67)
I am encouraged to practice my new skills in my position	4.44 (1.19)	4.19 (1.00)
I am encouraged to share my knowledge with other workers	4.20 (1.29)	4.23 (0.81)
I am given the opportunity and authority to make decisions	4.00 (1.50)	4.13 (1.04)
There is current opportunity for promotion in my agency	4.00 (0.93)	3.97 (1.20)
I can see future opportunities for advancing in my agency	4.46 (0.98)	4.09 (1.06)
I plan to remain at my agency after my commitment period is over[c]	4.54 (0.83)	3.66 (0.97)
My long term career plan is to work with children and families	4.42 (1.10)	4.50 (0.95)
I would recommend my agency to others for employment in social work[a]	4.67 (0.70)	3.81 (1.26)
I would recommend public child welfare services to others looking for employment in social work	4.38 (1.14)	3.91 (1.25)
I have seriously considered leaving public child welfare (lower scores=greater commitment)	2.57 (1.56)	3.03 (1.28)
If I were not contractually obligated to remain in public child welfare for my commitment, I would leave (lower scores=greater commitment)[b]	2.08 (1.21)	2.72 (0.88)
On a scale of 1-10, with 1 having the least value and 10 the greatest value, what is the value of the CWEB and CWEL program to the public child welfare system[a]	7.86 (2.29)	9.60 (0.72)

[a]=*p<.01 CWEB compared to CWEL*
[b]=*p<.05 CWEB compared to CWEL*

Appendix L

Supplemental CWEB and CWEL Materials Available Online
http://www.socialwork.pitt.edu/researchtraining/child-welfare-education-research-programs

- CWEB and CWEL Applications
- CWEB Frequently Asked Questions
- CWEL Frequently Asked Questions
- CWEB Student Handbook
- CWEB Expense Reimbursement Guide
- CWEB Informational Video
- Child Welfare Realistic Job Preview Video
- CWEL Student Handbook
- CWEL Expense Reimbursement Guide
- Program Evaluation Instruments

Appendix M

Child Welfare Research Sampler:
Training Outcomes, Recruitment, and Retention

School of Social Work
Child Welfare Education and Research Programs

2329 Cathedral of Learning
Pittsburgh, PA 15260
412-624-6310
Fax: 412-624-1159

Workforce Recruitment and Retention in Child Welfare:

A Research Sampler

Every year, the University of Pittsburgh, Child Welfare Education and Research Programs releases this report* on the Title IV-E education programs in Pennsylvania. As a part of this annual review, the evaluation team includes a research sampler pertaining to child welfare practice and workforce development. This research sampler is updated every year with at least 3 current journal articles regarding workforce retention.

*Past Title IV-E annual reports can be found on the School of Social Work's webpage:
http://www.socialwork.pitt.edu/researchtraining/child-welfare-ed-research-programs/cweb-cwel-annual-report

Research has identified three major themes when exploring the dynamics influencing workforce retention: organizational factors; personal factors; and supervisory factors. This document is organized using a similar framework; however, these themes are not mutually exclusive. For that reason, we have included a category of organizational/personal factors, which capture research studies that examined the combined effects of these interrelated influences on workforce retention. In addition, we have included supervisory factors in the overview of studies that explored organizational factors. Empirical evidence has demonstrated that an educated workforce is more likely to stay within the child welfare field. Journal articles related to this topic can be found in the university/agency partnership section. After identifying the factors contributing to workforce turnover, what can be done to retain skilled child welfare professionals? The next section focuses on retention strategies to retain our child welfare workforce. The final section incorporates research related to youth voice regarding caseworker retention and to training initiatives and transfer of learning of new skills with the child welfare workforce.

For convenience, hyperlinks to each section are provided below. The references are listed in alphabetical order along with a synopsis of the article, and hyperlinks to the full article.

<div align="center">

[Organizational Factors](#)

[Personal Factors](#)

[Organizational/Personal Factors](#)

[University/Agency Partnership](#)

[Retention Strategies](#)

[Other](#)

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Organizational Factors

Annie E. Casey Foundation, (The). (2003). <u>The unsolved challenge of system reform: The condition of the frontline human service workforce.</u> Baltimore: Author.

Available at: <u>http://www.aecf.org/resources/the-unsolved-challenge-of-system-reform/</u>.

This extensive report prepared by the Annie E. Casey Foundation outlines preliminary findings regarding job conditions of frontline social services workers and the problems they face. Findings show that the reasons child welfare social workers leave their jobs are heavy workload, low status, low pay, and poor supervision. Motivations to stay in their jobs are sense of mission, good fit with the job, investment in relationships, and professional standing. The report identifies eight fundamental problems that cripple all human services sectors: not finding sufficient numbers of quality staff, difficulty retaining quality staff, lower salaries to frontline workers than those in other jobs at comparable levels, limited opportunity for professional growth and advancement, poor supervision, little guidance and support, rule-bound jobs, and education and training that do not match the roles and demands actually encountered on the job.

Ashby, C.M. (2004). Child Welfare: Improved federal oversight could assist states in overcoming key challenges. <u>Testimony before the subcommittee on human resources, committee on ways and means, House of Representatives.</u> Washington, DC: United States Government Accounting Office.

Available at:
<u>http://books.google.com/books?hl=en&lr=&id=vc4RVFHxvQAC&oi=fnd&pg=PA13&dg=Ashby,+C.+M.++(2004).+Child+welfare:+Improved+federal+oversight+could+assist+states+in+overcoming+key+challenges.+Testimony+before+the+subcommittee+on+human+resources,+committee+on+ways+and+means,+house+of+representative&ots=djFAhkmPKv&sig=rrze2NCsLpciWcgSLDKcmK9MYE#v=onepage&q=&f=false</u>

This testimony, which is based on findings from three reports, finds that child welfare agencies face a number of challenges related to staffing and data management that impair their ability to protect children from abuse and neglect. Low salaries hinder agencies' ability to attract potential child welfare workers and retain those already in the profession. Additionally, high caseloads, administrative burdens, limited supervision, and insufficient training reduce the appeal of child welfare work. This report also finds that high-quality supervision and adequate on-the-job training are factors that influence caseworkers to stay in the child welfare profession.

Auerbach, C., McGowan, B., Ausberger, A., Strolin-Goltzman, J., & Schudrich, W. (2010). Differential factors influencing public and voluntary child welfare workers' intention to leave. *Children and Youth Services Review, 32*(10), 1396-1402.

Available at: <u>http://www.sciencedirect.com/science/article/pii/S0190740910001684</u>.

This study investigated the factors that contribute to job retention and turnover in both public and voluntary child welfare agencies. Two hundred and two (202) workers from voluntary agencies and 144 workers from a public agency participated in the research study, which consisted of a survey. Results from the study suggest that public agency workers are more content with their promotional

opportunities, benefits, and the nature of work when compared to voluntary agency workers. Conversely, volunteer agency workers expressed greater satisfaction with their co-workers and a higher commitment to child welfare work than public agency workers.

Cahalane, H. & Sites, E.W. (2008). The climate of child welfare employee retention. *Child Welfare, 87*(1), 91-114.

Available at: https://search.proquest.com/docview/213804301?pq-origsite=gscholar.

This study explored differences in perceptions of the child welfare agency work environment among Title IV-E education individuals who remained employed within public child welfare and those who sought employment elsewhere after fulfilling a legal work commitment. Job satisfaction, emotional exhaustion, and personal accomplishment were predictive of staying versus leaving. The evidence suggests that efforts to retain highly skilled and educated workers should focus upon creating positive organizational climates within agencies, including innovative ways to use the increased skills and abilities of MSW graduates.

Chen, Y.Y., Park. J., & Park, A. (2012). Existence, relatedness, or growth? Examining turnover intention of public child welfare caseworkers from a human needs approach. *Children and Youth Services Review, 34*(10), 2088-2093.

Available at: http://dx.doi.org/10.1016/j.childyouth.2012.07.002

Research suggests that pay and benefits alone are ineffective to sustain a stable workforce in public child welfare. It is important to know what other mechanisms would motivate caseworkers to stay at the job. However, the relation of factors contributing to the prevalent problem of turnover in public child welfare remains unclear in part due to a lack of theoretical base in research. This study, therefore, develops a conceptual framework based on the human needs theory of Alderfer (1969, 1972) to examine what motivates caseworkers' turnover intention. The three categories of needs are existence needs regarding pay and benefits, relatedness needs regarding at-work relationships and life-work balance, and growth needs regarding career development and fulfillment. With a secondary dataset of 289 caseworkers in a northeastern state, our structural equation modeling results show the dynamics between caseworkers' needs and their differential impact on turnover intention. The effect of existence needs on turnover is completely mediated by growth needs. Moreover, the variable of growth needs is found to have the strongest total effect among the three need categories. Administration and management may attenuate turnover intention by enhancing caseworkers' growth needs with respect to meaningfulness of daily practice, contingent rewards, and development of personal career goals.

Collins-Camargo. C., Ellett, C.D., & Lester, C. (2012). Measuring organizational effectiveness to develop strategies to promote retention in public child welfare. *Children and Youth Services Review, 34*(1), 289-295.

Available at: https://www.sciencedirect.com/science/article/pii/S0190740911004087.

Public child welfare agencies are under pressure to improve organizational, practice, and client outcomes. Related to all of these outcomes is the retention of staff. Employee intent to remain employed may be used as a proxy for actual retention. In this study, public child welfare staff in

one Midwestern state were surveyed using the Survey of Organizational Excellence (Lauderdale, 1999) and the Intent to Remain Employed (Ellett, Ellett, & Rugutt, 2003) scales to assess the extent to which constructs such as perceptions of organizational culture, communication, and other areas or organizational effectiveness were associated with intent to remain employed. A number of statistically significant relationships were identified which were presented to the public agency for use in the development of strategies for organizational improvement. Data were also analyzed regionally and based on urban/suburban/rural status to enable development of targeted approaches. This case study presents an example of how ongoing measurement of organizational effectiveness can be used as a strategy for organizational improvement over time in the child welfare system.

Curry, D., McCarragher, T., & Dellmann-Jenkins, M. (2005). Training, transfer, and turnover: Exploring the relationship between transfer of learning factors and staff retention in child welfare. *Children and Youth Services Review, 27*(8), 931-948.

Available at: http://www.sciencedirect.com/science/article/pii/S0190740904002592

A longitudinal research design with 416 participants was used to determine the effect that training and transfer of learning (TOL) in child welfare has on child welfare worker job retention. Study results support the notion that job training contributes to job retention in child welfare workers. Training and TOL may "communicate an investment in the worker's career development which in turn increases the likelihood of a longevity investment by the worker to the agency." Results also emphasize the importance of the supervisor's and coworker's roles in job retention. The researchers suggest, however, that continued research is necessary to clarify the relationship between training, transfer of learning, and child welfare worker job retention.

Eaton, M., Anderson, G., & Whalen, P. (2006). Resilient child welfare worker interviews. Michigan State University, School of Social Work.

Available at: https://socialwork.msu.edu/sites/default/files/Child-Welfare/docs/ResilientCWWinterviews.pdf.

This study involved interviews with 21 child welfare supervisors and frontline workers who were identified as "resilient" by their child welfare agency director. The goal was to identify factors related to worker and supervisor resiliency. Telephone survey interviews were conducted that included 26 open-ended questions. Results suggested a number of strategies to inform child welfare training curriculum and recruitment efforts. This includes providing internship or volunteer opportunities for individuals interested in child welfare work prior to their actual application, maintaining a friendly, flexible, and positive work environment, enhancing supervisory support for new workers in their first year, and having clear job descriptions. Veteran workers also reported that lower caseloads, higher salary, training, workshops and attentiveness to prevent burnout have also contributed to their tenure in the agency.

Farber, J., & Munson, S. (2010). Strengthening the child welfare workforce: Lessons from litigation. *Journal of Public Child Welfare, 4*(2), 132-157.

Available at: http://www.tandfonline.com/doi/full/10.1080/155487310037993#tabModule

The recruitment, preparation, support, and retention of public and private agency child welfare staff working with abused and neglected children and their families are important and ongoing concerns. During the past two decades, many questions have been raised about the adequacy of the child welfare workforce and the supports provided to it. This article provides the findings from a review of efforts to strengthen the child welfare workforce in the context of class-action litigation for system reform. The lessons learned provide a useful framework for current and future efforts to improve the child welfare workforce, both within and without the context of litigation.

Fernandes, G.M. (2016). Organizational climate and child welfare workers' degree of intent to leave the job: Evidence from New York. *Children and Youth Services Review, 60*, 80-87.

Available at: http://www.sciencedirect.com/science/article/pii/S0190740915300980

With increasingly unstable workforce in child welfare agencies, it is critical to understand what organizational factors lead to intent to leave the job based on job search behaviors. Using recent survey data collected among 359 child welfare workers from eight agencies in New York State during 2009–2011 and a Structural Equation Model (SEM) method, this study examines the relationship between employee perceptions of organizational climate and the degree of intent to leave the job (thinking, looking and taking actions related to a new job). Fifty-seven percent (n = 205) reported that they had considered looking for a new job in the past year. Bivariate analyses indicated that there were significant differences between those who looked for a job and those who did not look for a job in the past year. SEM analysis revealed that four organizational climate factors were predictive of decreasing the degree of intent to leave the job: Perceptions on organizational justice was most predictive factor for thinking of a new job followed by organizational support, work overload and job importance. The findings of this study help us understand the employee perceptions of different organizational factors that impact employee turnover especially from the time an employee thinks of leaving the job to actually taking concrete actions related to a new job.

Glaser, S.R., Zamanou, S., & Hacker, K. (1987). Measuring and interpreting organizational culture. *Management Communication Quarterly, 1*(2), 173-198.

Available at: http://mcq.sagepub.com/content/1/2/173

Organizational culture is a construct with varying definitions. The construct-theoretical in scope-has not been properly operationalized and studied in the research literature. For the purposes of this study, six components of organizational culture were studied: teamwork-conflict, climate-morale, information flow, involvement, supervision, and meetings. The Organizational Culture Survey was administered to 195 governmental employees in the Pacific Northwest. In addition to surveying the 195 employees, a representative sample of 91 of the employees were chosen to participate in a 45-minute interview. The interviews were coded along the six dimensions examined in the Organizational Culture Survey. The results of the Organizational Culture Survey revealed significant differences in the perception of organizational culture between the different divisions of the governmental employees. Employees at the top of the organization were satisfied with the

organizational culture, whereas line workers, line supervisors, and clerical staff were dissatisfied on all of the components of organizational culture that was measured. Additional themes of organizational culture emerged from the qualitative interviews. These themes include: (1) the belief that top management does not listen to, or value, employees, (2) an organizational culture of confusion due to limited interactions amongst departmental divisions, (3) meetings lacking interaction, (4) employees feeling uncertain about their job roles, and (5) supervisors providing subpar supervision and not recognizing exceptional employees.

Glisson, C., & Hemmelgarn, A. (1998). The effects of organizational climate and interorganizational coordination on the quality and outcomes of children's service systems. *Child Abuse & Neglect, 22*(5), 401-421.

Available at: http://dx.doi.org/10.1016/S0145-2134(98)00005-2

Human service organizations rarely analyze the impact of intra-organizational and inter-organizational variables as predictors of overall organizational effectiveness. Both constructs are rarely integrated in research, and thus human service organizations cannot compare their relative effects on outcomes. The state-sponsored AIMS pilot project was initiated in Tennessee to increase service coordination. The study collected both qualitative and quantitative data over a three year period in Tennessee. Services to 250 children provided by 32 public children's service offices in 24 different state counties were examined. The study yielded four significant findings. First, significant improvements in children's psychosocial functioning were apparent for children who were serviced by offices with more positive climates. Second, improved service quality does not ensure additional positive outcomes for children. For example, removing a child from one problematic residential placement into a new residential placement does not ensure that the child will be devoid of any additional problems in a new environment. Third, organizational climate positively effects service outcomes and service quality. Lastly, this study found that increased service coordination often decreases service quality as caseworker responsibility can weaken when services are centralized.

Johnco, C., Salloum, A., Olson, K.R., & Edwards, L.M. (2014). Child welfare workers' perspectives on contributing factors to retention and turnover: Recommendations for improvement. *Children and Youth Service Review, 47,* 397-407.

Available at: http://www.sciencedirect.com/science/article/pii/S0190740914003879

This qualitative study assessed how factors impact employee retention and turnover in focus groups with 25 employees at different stages of employment: resigned case managers, case managers employed for less than one year and more than three years, and supervisors. Two broad themes emerged for retention: supportive environment (including themes relating to children/parents, co-workers, and the organization) and opportunities within the agency (including new positions, experience and knowledge and job security). Two broad themes emerged for turnover: organizational issues (including themes about low compensation, challenging work demands, and system issues) and stress. Workers expressed a strong desire to be heard by management. A number of unique issues were identified, including workers' desire for clear communication flow through hierarchies, increased collaboration, and revisions to the way data is used/integrated.

Mitchell, L., Walters, R., Thomas, M.L., Denniston, J., McIntosh, H., & Brodowski, M. (2012). The Children's Bureau's vision for the future of child welfare. *Journal of Public Child Welfare, 6*(4)*, 550-567.*

Available at:
http://www.tandfonline.com/doi/abs/10.1080/15548732.2012.715267#.VGyjRMt0y70

This article sets forth a broad vision for the future of the Children's Bureau that focuses on the goals of reducing maltreatment and achieving optimal health and development of children and families. To accomplish these goals the Children Bureau charts a path to strengthen the ability of States, tribes, and communities to offer a range of universal and effective services to families within a systems of care framework; improve public policy and financing of child welfare services; build public engagement in and support for systemic child welfare changes; and develop initiatives to strengthen and support the child welfare workforce.

Nunno, M. (2006). The effects of the ARC organizational intervention on caseworker turnover, climate, and culture in children's services systems. *Child Abuse & Neglect, 30,* 849-854.

Available at: http://dx.doi.org/10.1016/j.chiabu.2006.03.001

This is a summary article of Glisson, Duke, and Green's (2006) randomized study of the Availability, Responsiveness, and Continuity (ARC) program on child welfare organizational culture, climate, and turnover of child welfare workers. The article highlights the saliency of this research in that it demonstrates one of the first strong links between organizational intervention in child welfare and child and family outcomes. The author highlights the important components of the ARC intervention, including the need to emphasize child welfare internal working capacity and the work environment over inter-organizational relationships with other community providers, which in previous research has shown to negatively influence service quality. The author encourages research to replicate Glisson's work, and to compare outcomes for organizations, children, and families when implementing different models of organizational change.

Schweitzer, D., Chianello, T., & Kothari, B. (2013). Compensation in social work: Critical for satisfaction and a sustainable profession. *Administration in Social Work, 37*(2), 147-157.

Available at: http://www.tandfonline.com/doi/abs/10.1080/03643107.2012.669335#.VGykSct0y70

Challenges with social worker satisfaction and subsequent high staff turnover rates are not new to the profession. For decades researchers have studied social worker satisfaction from several perspectives, though generally with child welfare staff. This exploratory study examined responses from a statewide survey of 838 social workers across a broad spectrum of employment settings to determine which variables had the greatest impact on satisfaction. Standard multiple regression results indicate that social workers' level of satisfaction with their jobs and employment benefits were best predicted by variables that translate into improved compensation. These findings suggest that efforts to improve social work satisfaction, and subsequently lower turnover rates, should focus on improving factors that directly or indirectly influence compensation to preserve this vital workforce. Limitations and next steps for future research are discussed.

Shim, M. (2010). Factors influencing child welfare employee's turnover: Focusing on organizational culture and climate. *Children and Youth Services Review, 32*(6), 847-856.

Available at: http://dx.doi.org/10.1016/j.childyouth.2010.02.004

Organizational culture and climate elements have not been extensively considered in the social welfare literature, especially in the domain of child welfare. This article addresses this gap by systematically exploring these factors and their effects on child welfare employee turnover. This exploration uses data collected by the New York State Social Work Education Consortium in 2002 and 2003. Organizational culture is organized by factors of achievement/innovation/competence, cooperation/supportiveness/responsiveness, and emphasis on rewards (ER). Organizational climate is classified by role clarity, personal accomplishment, emotional exhaustion (EE), and workloads. A logistic regression model was used to analyze a worker's intent to leave his or her current job. Findings suggest that both organizational culture and climate factors, particularly ER and EE, are significantly related to a worker's intention to leave. Thus, employees emphasizing the values of organizational culture and climate have less intention to leave their current positions. This is an indication that child welfare agencies may improve organizational culture and climate by appropriately addressing elements (i.e. reinforcing ER and minimizing EE).

Spath, R., Strand, V.C., & Bosco-Ruggiero, S. (2013). What child welfare staff say about organizational culture. *Child Welfare, 9*(2), 9-31.

Available at: http://www.ncbi.nlm.nih.gov/pubmed/23984484

This article examines the factors that can affect job satisfaction, organizational culture and climate, and intent to leave at a public child welfare agency. Findings from focus group data collected from direct line, middle, and senior managers revealed a passive defensive culture. The authors discuss concrete organizational interventions to assist the agency in shifting to c constructive oriented culture through enhancements in communication, including supervision and shared decision making, recognition and rewards, and improvement in other areas related to working conditions.

United States General Accounting Office. (2003). Child Welfare: HHS Could Play a Greater Role in Helping Child Welfare Agencies Recruit and Retain Staff (GAO-03-357). Washington, DC: Author.

Available at: http://www.gao.gov/products/GAO-03-357

This extensive report prepared by the GAO identifies the challenges child welfare agencies face in recruiting and retaining child welfare workers. Nearly 600 exit interview documents completed by staff who severed their employment from 17 state, 40 county, and 19 private child welfare agencies and interviews with child welfare experts and officials were primarily analyzed to get the results. The findings show that low salaries, in particular, hinder agencies' ability to attract potential child welfare workers and to retain those already in the field. Other factors affecting retention are disparities in the salaries between public and private child welfare workers, high caseloads, administrative burdens, limited supervision, and insufficient training.

Westbrook, T.M., Ellett, A.J., & Asberg, K. (2012). Predicting public child welfare employee's intentions to remain employed with the child welfare organizational culture inventory. *Children and Youth Services Review, 34*(7), 1214-1221.

Available at: http://dx.doi.org/10.1016/j.childyouth.2012.02.010

High employee turnover continues to be a serious problem in the field of public child welfare. In a statewide study of public child welfare employees in a southern state, the Child Welfare Organizational Culture Inventory was used to assess employees' perceptions of organizational culture and to examine which factors might be predictors of employee's intentions to remain on the job as measured by the Intent to Remain Employed-Child Welfare scale. Logistic regression was used to examine the relationship between organizational culture and employees' intent to remain in child welfare. These analyses provide a view into which employees might be at higher risk for leaving their positions and which organizational factors are contributing to the problems of high worker turnover.

Westbrook, T., Ellis. J., & Ellett, A. (2006). Improving retention among public child welfare workers: What can we learn from the insights and experiences of committed survivors? *Administration in Social Work, 30*(4), 37-62.

Available at: http://www.tandfonline.com/doi/abs/10.1300/J147v30n04_04

This study examined long-term child welfare workers' reasons and motivations for their job retention. Over three focus-group interviews, a sample of 21 child welfare workers and supervisors from urban, suburban, and rural areas were interviewed. Three major themes emerged to explain the sample's continued employment in child welfare: movement, both beyond the boundaries of the agency and within it; importance of local management, including the need for professional and personal support from supervisors and local administrators; and educating novice workers, the need to adequately prepare and mentor new child welfare workers.

Zeitlin, W., Augsberger, A., Auerbach, C., & McGowan, B. (2014). A mixed-methods study of the impact of organizational culture on workforce retention in child welfare. *Children and Youth Services Review, 38,* 36-43.

Available at: http://www.sciencedirect.com/science/article/pii/S0190740914000085

The study uses mixed methods to examine the impact of perceived organizational culture on workers' intention to remain employed. Results indicated that intention to remain employed was significantly related to organizational culture. Results from the analysis of the open ended survey questions and focus groups revealed two important dimensions of agency culture: values and agency relationships. Several respondents reported a desire for their personal and professional values to be congruent with the values of the agency. It was important to respondents that the agency mission was clear and consistent with their personal and professional goals. Respondents who intended to remain employed at their agency had a positive outlook on their work. They felt a need to serve others and believed the tasks they performed made a difference in the lives of the children, families, and communities they served. They believed they could impact positive change and felt a sense of accomplishment when they were able to see positive results of their work.

Workers whose values were more congruent with their organizations', as identified in higher scores on service orientation and satisfaction with the purpose and nature of work domains, were more likely to plan to stay at their jobs.

PERSONAL FACTORS

Augsberger, A., Schudrich, W., McGowan, B.G., & Auerbach, C. (2012). Respect in the workplace: A mixed methods study of retention and turnover in the voluntary child welfare sector. *Children and Youth Services, 34*(7), 1222-1229.

Available at: http://ac.els-cdn.com/S0190740912001041/1-s2.0S0190740912001041-main.pdf?_tid=40b94440-59a8-11e2-8ffd-00000aacb361&acdnat=1357659175_627c014d19164704e67bbdb8c51480b

Previous studies focused on child welfare worker retention identify individual and organizational factors that influence one's job satisfaction and likelihood of job turnover. This article extends this work further by examining how an employee's perception of respect in the workplace influences their decision regarding whether they retain their position or turnover the job. Child welfare workers' perceptions of respect in the workplace have largely been under-studied due to difficulties surrounding the operationalization and measurement of respect in human services. This study sampled 538 workers in 202 voluntary agencies in a northwestern city. A mixed methods design was implemented with respondents taking a survey of both open- and closed-ended questions and participating in focus groups. Qualitative analysis revealed that workers' perceptions of respect in the workplace do influence their decisions regarding whether to leave an agency of employment. The research yielded five sub-themes of respect, including: (1) organizational support; (2) fair salary and benefits; (3) fair promotion potential; (4) adequate communication; and (5) appreciation or contingent rewards. Workers who scored the lowest on the quantitative Respect Scale were significantly more likely to intend to leave their current positions. Quantitative findings also revealed that older employees were more likely to retain their positions, while employees with a social work degree were more likely to leave.

Boyas, J., Wind, L.H., & Kang, S.Y. (2012). Exploring the relationship between employment-based social capital, job stress, burnout, and intent to leave among child protection workers: An age-based path analysis model. *Children and Youth Services Review, 34*(1), 50-60.

Available at: https://www.sciencedirect.com/science/article/pii/S0190740911003355

Research suggests that age an organizational factors are consistently linked with job stress, burnout, and intent to leave among child protection workers. However, no study has contextualized how age matters with regards to these adverse employee outcomes. This study conducted a theory drive path analysis that identifies sources of employment-based social capital, job stress, burnout, and intent to leave among two age groups. A statewide purposive sample of 209 respondents from a public child welfare organization in a New England state was included in the study. Results suggest that the paths to job stress, burnout, and intent to leave differed by age group. Social capital dimensions were more influential in safeguarding against job stress for older workers compared to younger

workers. The results justify creating workplace interventions for younger workers that target areas of the organization where relational support could enhance the quality of social interactions within the organization. Organizations may need to establish intervention efforts aimed at younger workers by creating different structures of support that can assist them to better deal with the pressures and demands of child protection work.

Chenot, D., Boutakidis, I., & Benton, A.D. (2014). Equity and fairness perceptions in the child welfare workforce. *Children and Youth Services Review, 44*, 400-406.

Available at:
http://www.sciencedirect.com.pitt.idm.oclc.org/science/article/pii/S0190740914002552

The current study follows the finding from a previous study in which African American (AA) social workers were significantly less likely to report that they would remain in their CWS agencies than European American (EA) workers. Utilizing a mixed methods approach, the authors explored whether inequity from bias in CWS agencies related to ethnicity was a contributor to intentions to stay/leave. The results revealed no significant relationships between ethnicity and job satisfaction or intentions to stay in CWS agencies among EA, AA, or Hispanic/Latino (HL) workers. However, findings emerged related to worker perceptions of court duties concerning inequitable workloads and pay. Results indicated that job satisfaction and retention did not vary by worker ethnicity. Reports of bias related to ethnicity among the workforce in CWS agencies were rare. Perceptions concerning inequitable workloads were related to court work assignments.

Cohen-Callow, A., Hopkins, K.M., & Hae Jung, K. (2009). Retaining workers approaching retirement: Why child welfare needs to pay attention to the aging workforce. *Child Welfare, 88*(5), 209-228.

Available at: https://search.proquest.com/docview/213808722?pq-origsite=gscholar

The loss of talented older child welfare workers will cause substantial staff shortages in the foreseeable future. Some strategies that mitigate the loss of this work force provide a partial solution. However, thus far child welfare-related research has not examined the differences between older and younger workers in terms of retention-related issues. To address this gap, this study utilizes an integration of two theoretical perspectives--organizational climate theory and the life course perspective--as a guiding framework. Data from a sample of 432 public child welfare workers were analyzed in terms of moderating effects of age on the relationship between individual and organizational factors on work and job withdrawal. Results indicate that age moderates the relationship between perceived stress and work withdrawal (i.e., disengagement from work while remaining in the job) and between organizational commitment and job withdrawal (i.e., leaving the job entirely). Practice and research implications are discussed for retention and delaying retirement of talented and engaged mature workers interest in remaining employed.

Jayaratne, S. & Faller, K.C. (2009). Commitment of private and public agency workers to child welfare: How long do they plan to stay? *Journal of Social Science Research, 35*(3), 251-261.

Available at: http://www.tandfonline.com/doi/full/10.1080/01488370902900972

Two hundred and sixty-nine child welfare workers completing training in foster care were asked to complete questionnaires regarding their reasons for taking their positions, their commitment to their agencies, and their commitment to the child welfare field. The analyses compared the results on new public agency foster care workers, public agency workers making lateral transfers, and new private foster care workers. Results show that private agency foster care workers rated their commitment to their agencies and to the child welfare field lower than public foster care workers. The private foster care workers also were more likely to say they took the position because it was the only one available.

Mandell, D., Stalker, C., deZeeuw Wright, M., Frensch, K., & Harvey, C. (2012). Sinking, swimming and sailing: Experiences of job satisfaction and emotional exhaustion in child welfare employees. *Child & Family Social Work, 18*(4), 383-393.

Available at: http://onlinelibrary.wiley.com/doi/10.1111/j.1365-2206.2012.00857.x/pdf

The authors conducted a mixed-method study after a previous study of child welfare employees revealed a subgroup exhibiting surprisingly high levels of emotional exhaustion (EE) and job satisfaction (JS). This subgroup included direct service workers, supervisors, and managers. As these findings appeared to conflict with previous studies, we re-reviewed the literature and undertook the current study to account for the co-existence of EE and JS. The authors explored and compared this subgroup with two others: workers who found their work satisfying without experiencing high levels of EE and those whose high levels of EE were associated with low JS. Using a survey that included several standardized measures with 226 employees and semi-structured interviews with a criteria-based subsample of 25, the authors explored the role that personality, career expectations, coping styles, stage of life, education, gender, and social networks play in outcomes for individual employees. Analyses of quantitative and qualitative data yielded a profile for each subgroup, offering insights into the subjective experiences of workers within individual, social, and organizational contexts. These findings have implications for recruitment, training, and support of child welfare workers.

McGowan, B.G., Auerbach, C., & Strolin-Goltzman, J.S. (2009). Turnover in the child welfare workforce: A different perspective. *Journal of Social Science Research, 35*(3), 228-235.

Available at: http://dx.doi.org/10.1080/01488370902900782

This study explores the crisis involving increased staff turnover rates in child welfare agencies. The aim of the exploration was to determine which previously identified relevant variables (organizational, personal, and supervisory) are most related to a worker's intent to leave urban and rural child welfare settings. A survey was administered to 447 employees in 13 agencies to address organizational, personal, and supervisory factors. Data analysis included ANOVA, logistical

regression, and structural equation modeling. Organizational and supervisory variables were not found to be significant when data were applied to structural equation modeling. Results did suggest that career satisfaction and satisfaction with paperwork are key factors related to a worker's intention to stay.

Schelbe, L., Radey, M., Panisch, L. (2017). Satisfactions and stressors experienced by recently-hired frontline child welfare workers. *Children and Youth Services Review, 78*, 56–63.

Available at: http://dx.doi.org/10.1016/j.childyouth.2017.05.007

Recognizing experiences of newly-hired child welfare caseworkers, including satisfactions and stressors, may reflect strategies to improve their transitions in their roles as they evolve, and enhance worker retention efforts. Satisfactions are elements of the role that workers like, enjoy, and/or appreciate, whereas stressors are aspects that workers did not like and typically cause undue pressure or frustration. Both satisfactions and stressors identified in this study were aligned with those discovered in prior research. Occasionally, satisfactions and stressors coincide. Interactions with children and families generated the greatest job satisfaction. Interactions with people were connected with making a difference in their lives and promoting a safe, more functional environment. Knowing that one's decisions impacted people's lives proved rewarding to workers. Flexibility of scheduling and uniqueness of each workday, freedom and flexibility of managing cases, and variety within one's role were considered positive. By contrast, stressors associated with caseworkers' positions included: administrative requirements (rules and regulations) for required paperwork and documentation; redundancy and excessiveness of paperwork; large, demanding caseloads and consistent flow of new cases; challenges of balancing time on novel cases with demands of already-opened cases; long hours; complex family needs combined with limited community resources; problematic, unsupportive colleagues (administrators, supervisors, and coworkers) in the workplace; collaborating with hostile, unengaged parents and hurt children; and witnessing various forms of child maltreatment. Concurrently addressing satisfactions and stressors may prove effective for caseworker retention and precluding turnover. Finding methods to ensure that caseworkers see positive outcomes of their work and enjoy autonomy and variety in their positions is essential to prolonging worker satisfaction and reducing stress. Mentorship from colleagues and supervisors may promote continued productivity. Implications for future research are highlighted.

ORGANIZATIONAL/PERSONAL FACTORS

Anguiniga, D.M., Madden, E.E., Faulkner, M.R., & Salehin, M. (2013). Understanding intention to leave: A comparison of urban, small-town, and rural child welfare workers. *Administration in Social Work, 37*(3), 227-241.

Available at: http://dx.doi.org/10.1080/03643107.2012.676610

This study compared the influence of personal and organizational factors on intention to leave among 2,903 public child protection caseworkers and supervisors residing in urban, small-town, and rural counties in Texas. Although geographical location was not found to be a predictor of intention to leave, underlying factors that may influence and explain the differences between urban, small-town, and rural employee's intention to leave were identified. Social workers residing in urban

areas were more likely to have a master's degree and be members of a racial/ethnic minority group, while social workers in small-town counties were older and had longer tenure in their agencies.

Bednar, S.G. (2003). Elements of satisfying organizational climates in child welfare agencies. *Families in Society: The Journal of Contemporary Human Services, 84*(1), 7-12.

Available at: https://search.proquest.com/docview/230159855?pq-origsite=gscholar

This review examines research into job satisfaction in child welfare systems and on other factors that influence a worker's decision to leave a job or stay, including organizational climate factors. Studies reviewed in this article report that the most satisfying work environment is one in which staff engage in self-actualizing work with clients, are encouraged to achieve, experience feelings of accomplishment, work collaboratively with their colleagues, and enjoy trust and permission to express anger appropriately. Motivational factors such as salary and working conditions cab be individualized depending on the needs of employees. Studies that focus on factors affecting the decision to stay or leave report that workers who remain in their child welfare positions despite burnout and other negative factors are those who come to the work with a sense of personal and professional mission, who have been well-matched in their positions, or who have the flexibility to move to more suitable positions as their interests and needs change, and who enjoy supportive relationships with supervisors who relate to them in a consultative manner. Supervisors, who are able to promote trust; foster good communication; encourage input into decision making, creativity, and innovation; engage staff in goal-setting; clearly define roles; improve cooperation; and maintain open systems that are capable of taking in and responding to new information have a significant and positive impact on organizational climate.

Claiborne, N., Auerbach, C., Lawrence, C., Liu, J., McGowan, B.G., Fernendes, G., & Magnano, J. (2011). Child welfare agency climate influence on worker commitment. *Children and Youth Services Review, 33*(11), 2096-2102.

Available at: http://dx.doi.org/10.1016/j.childyouth.2011.06.002

This research examines the relationship of organizational climate to commitment for child welfare workers in private, non-governmental organizations. Four hundred forty-one workers in three not-for-profit agencies under contract with the public child welfare system were asked to complete two surveys, used to determine agency investment and perception of work environment. The results show that Autonomy, Challenge and Innovation subscales were significantly associated with agency investment. This indicates that worker perceptions of having job autonomy, feeling challenged on the job, and the organization's degree of innovation predict greater job commitment.

Faller, K.C., Grabarek, M., & Ortega, R.M. (2010). Commitment to child welfare work: What predicts leaving and staying? *Children and Youth Services Review, 32*(6), 840-846.

Available at: http://dx.doi.org/10.1016/j.childyouth.2010.02.003

This study reviews results from a 5 year longitudinal study of public and private child welfare workers in one state. Data from 460 new workers were collected at four different time points (baseline, 6 months, 12 months, and 18 months) with specific topics varying among the time points. Data regarding the reasons they took their jobs and chose to work in the child welfare field, their

commitment to their agencies and child welfare, and the worker's demographics were compared with whether the workers were still in their positions at two years after their hire date. Results show that public agency workers endorsed slightly higher levels of commitment on three of the four commitment variables in contrast to private workers, and their reasons for taking the job varied. Variables that predicted staying on the job were having viewed the state's Realistic Job Preview before taking the job, good supervision, and higher job satisfaction.

Griffiths, A. & Royse, D. (2017) Unheard voices: Why former child welfare workers left their positions. *Journal of Public Child Welfare, 11*(1), 73-90.

Available at: http://www.tandfonline.com/doi/abs/10.1080/15548732.2016.1232210

This mixed methods study used a snowball sample (n = 54) to capture retrospective insight from former public child welfare workers about job satisfaction and reasons they left their positions. Responses to open-ended questions suggested a theme of lack of organizational support as the primary reason they left. Former workers also reported that they wanted a voice and someone to hear their concerns, greater recognition, and opportunity to practice self-care. Quantitatively, workers in their positions 8 years or longer were the most satisfied on a 19-item global scale examining job satisfaction. Respondents were unhappy with their workloads and emotional impact of their positions.

Hopkins, K.M., Cohen-Callow, A., Kim, H.J., & Hwang, J. (2010). Beyond intent to leave: Using multiple outcome measures for assessing turnover in child welfare. *Children and Youth Services Review, 32*(10), 1380-1387.

Available at: http://www.sciencedirect.com/science/article/pii/S0190740910001660

In this article, the researchers sought to extend the understanding of child welfare worker turnover beyond workers' intent to leave, to include specific job and work withdrawal behaviors. Six hundred and twenty one child welfare workers from across one mid-Atlantic state participated in the study, which consisted of an online self-report survey. Independent variables included perceptions of organization/environment, personal and job factors, and attitudinal responses. Dependent variables included job withdrawal, work withdrawal, job search behaviors, and exit from the organization. Research results state that organizational climate, particularly work stress, most directly contributes to job and work withdrawal, job search behaviors, and organization exit.

Madden, E.E., Scannapieco, M., & Painter, K. (2014). An examination of retention and length of employment among public child welfare workers. *Children and Youth Services Review, 41,* 37-44.

Available at: http://www.sciencedirect.com/science/article/pii/S0190740914000681

Using longitudinal data collected over a 10 year period from a statewide sample of all new public child welfare caseworkers hired between 2001 and 2010 (N=9195), this study examines personal and organizational factors that affect length of employment among child welfare workers and

explores how personal and organizational factors influence caseworker length of employment. The findings of this study suggest that a mixture of personal and organizational factors influenced the length of time that child welfare workers remained with the agency. Of the variables evaluated in the models, gender, social work education, Title IV-E involvement, organizational support, and job desirability were shown to significantly influence longevity with the agency.

Rittschof, K.R. & Fortunato, V.J. (2016). The influence of transformational leadership and job burnout on child protective services case managers' commitment and intent to quit. *Journal of Social Service Research, 42*(3), 372-385.

Available at: http://www.tandfonline.com/doi/full/10.1080/01488376.2015.1101047

Job burnout is prevalent in child welfare with turnover rates estimated between 20% and 40% nationwide. Although effective leadership has been shown to facilitate positive job attitudes and low job burnout in many industries, including healthcare organizations, limited research exists examining whether transformational leadership affects job burnout and job attitudes among child protective services (CPS) case managers. Moreover, no research exists examining whether job burnout mediates the relationships between transformational leadership and job attitudes. This study was designed to examine the relationships between transformational leadership, job burnout, and job attitudes among CPS case managers and whether job burnout mediates those relationships. Bass's theory of transformational leadership and Maslach's theory of job burnout provided the theoretical frameworks for this study. In this nonexperimental study, 197 CPS case managers (83% women) participated by completing an online survey. Results indicated that transformational leadership and job burnout correlated with each other and with job attitudes as hypothesized, and job burnout partially mediated the relationships between transformational leadership and the criterion variables. Our findings suggest that child welfare organizations should hire and/or train transformational leaders to reduce job burnout and increase job attitudes among CPS case managers. Directions for future research are discussed.

Strolin, J.S., McCarthy, M., & Caringi, J. (2006). Causes and effects of child welfare workforce turnover: Current state of knowledge and future directions. *Journal of Public Child Welfare, 1*(2), 29-52.

Available at: http://www.tandfonline.com/doi/abs/10.1300/J479v01n02_03#.VGylyMt0y70

The authors provide an overview of the causes and effects of workforce turnover in child welfare, which has been a persistent problem for more than four decades. Causes of workforce turnover are categorized into three areas commonly cited throughout the relevant literature: individual factors (e.g. burnout), supervisory factors (e.g. supportive supervision), and organizational factors (e.g. job satisfaction). In comparison to the causes of workforce turnover, empirical research on the effects of such turnover in child welfare is limited. This paper explores the need for innovative empirical knowledge regarding the link between workforce turnover and outcomes in the field of child welfare. The literature concludes with consideration of the gaps and inconsistencies in previous research and related implications for the social work profession, education, and practice.

Williams, S.E., Nichols, Q.I., Kirk, A., & Wilson, T. (2011). A recent look at the factors influencing workforce retention in public child welfare. *Children and Youth Services Review, 33*(1), 157-160.

Available at:

This study explores the retention of child welfare workers in four of Georgia's districts-1, 3, 13, and 17. The retention rates of the workers are explored in relation to management style and supervisor professionalism, multicultural knowledge, values and skills, along with additional factors. A convenience sample of 260 public child welfare workers within four of Georgia's districts were given a 160 item self-administered survey to complete. All of the survey respondents were either case managers or supervisors of case managers, and all agencies involved (minus Fulton County in District 13) were participants in KSU's Title IV-E program. A mixed methods design was implemented in this study. Quantitative data was collected by utilizing a modified version of the Workforce Retention Survey in conjunction with the Multi-Cultural Counseling Inventory. Personal factors highly associated with job retention were found to be professional commitment to the agency and families as well as job satisfaction. Although efficacy is nationally a highly regarded personal factor, this survey domain was low amongst child welfare workers in Georgia. Georgia surveyed consistently with national responses that negatively impact worker retention, including: burnout, emotional exhaustion, role overload, conflict and stress. The organizational factor contributing to job retention in Georgia was coworker support. Organizational factors that were ranked particularly low amongst Georgia public child welfare workers include: better salaries, reasonable workloads, supervisory support, opportunities for advancement, organizational commitment, and valuing employees.

UNIVERSITY/AGENCY PARTNERSHIP

Bagdasaryan, S. (2012). Social work education and Title IV-E program participation as predictors of entry-level knowledge among public child welfare workers. *Children and Youth Services Review, 34*(9), 1590-1597.

Available at: http://dx.doi.org/10.1016/j.childyouth.2012.04.013

This study compared MSW trained child welfare workers and those with other educational backgrounds on objective tests of child welfare knowledge and two additional specific knowledge areas. The authors further distinguished MSW recipients by those who participated in Title IV-E stipend-based programs and those who did not participate in such programs. Results show that those workers with MSW degrees score higher on the objective knowledge tests than their colleagues with differing degrees. Furthermore, workers with MSW who participated in a Title IV-E stipend based program scored higher on the standardized tests than their counterparts who did not participate in these programs.

Brown, J.K., Chavkin, N.F., & Peterson, V. (2002). Tracking process and outcome results of BSW students' preparation for public child welfare practice: Lessons learned. *Evaluation Research in Child Welfare: Improving Outcomes Through University-Public Agency Partnerships,* **15(3/4). 105-116.**

Available at:
http://books.google.com/books?hl=en&lr=&id=T5D7wDnlEhoC&oi=fnd&pg=PA1&dq=Examination+of+racial+imbalance+for+children+in+foster+care:+Implementations+for+training&ots=B6E8sruIF7&sig=Vvju7F9pOxghLTGpn10jiteoenE#v==onepage&q=&f=false

This study explored a Texas university/agency partnership program to prepare social work students for public child welfare. The results of the outcome study showed that more than 79% of the BSW stipend students were hired upon completion of the internship. Fifty-six percent of those who were hired stayed beyond their commitment and the length of employment ranged from one to nine years.

Clark, S.J., Smith, R.J., & Uota, K. (2013). Professional development opportunities as retention incentives in child welfare. *Children and Youth Services Review, 35*(10), 1687-1697.

Available at: https://www.sciencedirect.com/science/article/pii/S0190740913002405

This study examined the career paths of 415 Title IV-E MSW graduates in one state retrospectively over 180 months post-graduation to discover factors that could be important in affecting retention in public child welfare agencies. The Title IV-E educational program is designed to be a retention strategy at the same time as it is a professionalization strategy. We surmised that perceived organizational support (POS) contributes to retention by acknowledging the workers' needs for career development support. The median survival time for these child welfare social workers was 43 months for the first job and 168 months for the entire child welfare career. The initial analysis showed steep drops in retention occurred at 24-36 months post-graduation, approximately at the end of the Title IV-E work obligation. Upon further examination, Kaplan-Meier tests showed organizational factors relevant to workers' professional career development predicted retention. Having access to continuing education and agency-supported case-focused supervision for licensure were correlated with retention at the 24-36 month post-graduation mark. At 72 months post-graduation, promotion to supervisor was a significant factor found to encourage retention. Being a field instructor for MSW students and being promoted to a managerial position were not significantly related to retention.

Coleman, D., & Clark, S. (2003). Preparing for child welfare practice: Themes, a cognitive-affective model, and implications from a qualitative study. In Briar-Lawson & Zlotnik (Eds.), *Charting the impacts of university-child welfare collaboration.* (p. 67-81). New York: The Haworth Press.

Available at:
http://books.google.com/books?hl=en&lr=&id=uaHgAVEpolwC&oi=fnd&pg=PA83&dq=Preparing+for+child+welfare+practice:+Themes,+a+cognitive-affective+model,+and+implications+from+a+qualitative+study&ots=gHVAasrcg7&sig=Y3cSURfQW47fHcIWlhw37gEOw-Y#v=onepage&q=Preparing%20for%20child%20welfare%20practice%3A%20Themes%2c%20a%20cognitive-affective%20model%2C%20and%20implications%20from%20from%20a%20qualitative%20study&f=false

This qualitative study conducted 37 focus groups over four years with approximately 550 Title IV-E MSW students. The most frequent themes centered on direct practice: students emphasized direct practice as the most frequently mentioned strength of the curriculum as well as the most frequently mentioned weakness. Anxiety and apprehension about the emotional challenge of social work emerged as a theme.

Dickinson, N.S., & Perry, R.E. (2002). Factors influencing the retention of specially educated public child welfare workers. *Evaluation research in child welfare: Improving outcomes through university-public agency partnerships,* 15(3/4), 89-103.

Available at:
http://books.google.com/books?hl=en&lr=&id=T5D7wDnlEhoC&oi=fnd&pg=PA89&dq=Factors+influencing+the+retention+of+specially+educated+public+child+welfare+workers&ots=B6E8sruPF4&sig=4aWCFvzOnwO4gtMaiW_u2ma28Q8#v=onepage&q=Factors%20influencing%20the%20retention%20of%20speciality%20educated%20educated%20public%20child%20welfare%20workers&f=false

This study examined the factors that affect the retention of specially trained social workers in public child welfare positions. Two hundred and thirty-five Title IV-E funded MSW graduates completed the survey instrument. The findings showed that the level of emotional exhaustion, salary, percentage of work week spent doing court related tasks, and the extent to which respondents receive support from work peers and supervisors were significant factors that influenced graduates who remained in public child welfare employment and those who left or planned to leave public child welfare jobs. Worker burnout was the number one reason for leaving child welfare jobs.

Falk, D.S. (2015). Alumni of a BSW-level specialized title IV-E program voice their experiences in the workplace. *Journal of Social Work Education, 51*(Suppl. 2), S173-S194.

Available at:
http://www.tandfonline.com/doi/abs/10.1080/10437797.2015.1072410#.VyOErsvoe70

This study surveyed 289 alumni of a specialized Title IV-E program that prepares undergraduate social work students for careers in public child welfare, examining factors such as turnover rates, adherence to strengths-based practice principles, perceptions of work conditions, and intent to stay. Findings indicate that graduates of this program were less likely than other caseworkers to leave their positions. Most maintained adherence to strengths-based practice principles, reported satisfaction with the work, felt supported by colleagues, and intended to stay in the field of child welfare. Based on alumni comments, ways that agencies can retain such workers are suggested.

Fox, S.R., Miller, V.P., & Barbee, A.P. (2003). Finding and keeping child welfare workers: effective use of training and professional development. In Briar-Lawson & Zlotnik (Eds.), *Charting the impact of university-child welfare collaboration.* **(p. 67-81). New York: The Haworth Press.**

Available at:
http://books.google.com/books?hl=en&lr=&id=ua=HgAVEPolwC&oi=fnd&pg=PA67&dq=Finding+and+keeping+child+welfare+workers:+effective+use+of+training+and+professional+development&ots=gHVAassaj9&sig=svKJDgBy8yxZZJkYP8KcwHANK4#v=onepage&q=Finding%20and%20keeping%20child%20welfare%20workers%3A%20effective%20use%20of%20training%20and%20professional%20development&f=false

This article describes an evaluation of the Kentucky Public Child Welfare Certification Program (PCWCP) designed to recruit excellent workers from BSW programs who are prepared to take on complex cases with normal supervision within weeks of employment and to sustain those workers over time. The results of the pilot study show that agency supervisors consider the graduates to be: better prepared to handle complex cases much sooner than other new employees including BSW graduates, less stressed and more confident, more skilled in interaction with clients, more knowledgeable of agency policy and procedures, and much more positive in their attitudes about the agency and their job.

Gansle, K.A., & Ellett, A.J. (2002). Child welfare knowledge transmission, practitioner retention, and university-community impact: A study of Title IV-E child welfare training. *Evaluation research in child welfare: Improving outcomes through university-public agency partnerships,* **15(3/4) 69-88.**

Available at:
http://books.google.com/books?hl=en&lr=&id=T5D7xDnlEhoC&oi=fnd&pg=PA69&dq=Child+welfare+knowledge+transmission,+practitioner+retention,+and+University-+community+impact:+A+study+of+Title+IV-E+child+welfare+traning&ots=B6EsrvKx2&sig=Q07yfcpPXZn8HcAvT7GljXP23qY#onepage&q=Child%20welfare%20knowledge%20transmission%2C%20practitioner%20retention%2C%20and

%20University-%20community%20impact%3A%20A%20study%20of%20Title%20IV-E%20child%20welfare%20training&f=false

This study compares child welfare knowledge of Louisiana's MSW and BSW Title IV-E stipend students with non-stipend students using a quasi-experimental design. The study found that on a test of child welfare knowledge, students in MSW and BSW programs scored higher following child welfare training.

Jones, L. (2002). A follow-up of a Title IV-E program's graduates' retention rates in a public child welfare agency. *Evaluation research in child welfare: Improving outcomes through university-public agency partnerships,* **15(3/4), 39-51.**

Available at:
http://books.google.com/books?hl=en&lr=&id=T5D7wDnlEhoC&oi=fnd&pg=PA189&dq=Jones,+L.++(2002).+A+follow-+up+of+a+Title+IV-+E+program%E8%80%99s+graduates%E2%80%99+retention+rates+in+a+public+child+welfare+agency.++Evaluation+Research+in+Child+Welfare:+Improving+Outcomes+Through+University+%2E2%80%93+Public+Agency+Partnerships,++15(3/4)++39-51.&ots=B6E8srvMz5&sig=5NFZH_AeMBTZzrbU8jJxCx-scqA#v=onepage&qf=false

This retrospective study examined the retention rates of a Title IV-E program's graduates in a public child welfare agency. The sample size used was 266. The study found that Title IV-E trained social workers were more likely to have remained employed for a longer period of time than non-IV-E trained employees. Other important predictors were Spanish speaking, having an MSW, and being rehired by the agency.

Leung, P. & Willis, N. (2012). The impact of Title IV-E training on case outcomes for children served by CPS. *Journal of Family Strengths, 12***(1), Article 9.**

Available at: http://digitalcommons.library.tmc.edu/jfs/vol12/iss1/9

This study examines administrative data from the state of Texas regarding the impact of social work education provided by Title IV-E stipend programs on better case outcomes as defined by the Child and Family Services Review, which includes recurrence of child maltreatment, reentry into foster care, stability of foster care placements, length of time to reunification, and length of time to adoption. Results did not show a significant difference between Title IV-E stipend program participants and other participants with social work degrees for the first three case outcomes. However, there was a significant difference in improved outcomes for reduction in the recurrence of maltreatment, stability of foster care placements, and reduction in time for adoption for those with a social work degree compared to those with other educational backgrounds. A significant difference between Title IV-E stipend program participant and those with other social work degrees was seen in the length of time for reunification.

McGuire, L.E. & Lay, K. (2007). Is social work education relevant to child welfare practice? A qualitative analysis from the adult learner perspective. *Professional Development: The International Journal of Continuing Social Work Education, 10***(2), 16-25.**

Available at: http://www.profdevjournal.org/articles/102016.pdf

This study was conducted in conjunction with a federally mandated qualitative study to evaluate a newly developed university/agency Title IV-E education program. This paper reviews findings from a qualitative design used to ascertain Title IV-E participants' experience in the MSW programs and their opinions of the educational cohort model implemented in this partnership. Results show that Title IV-E MSW participants were able to immediately incorporate what they have learned in the classroom into their casework practice. Knowledge gained through core social work courses were beneficial to Title IV-E participants through acknowledging how these values and skills are implemented in their child welfare practice, gave them insight into how policy and political processes affect child welfare, and encouraged them to use the concepts of strengths perspective, collaborative practice, and empowerment to advocate for child welfare involved families. In addition, participants felt that the opportunity to obtain the MSW strengthened their commitment to child welfare work. Title IV-E program participants valued the cohort model of their MSW education because it allowed them to interact with other child welfare workers from different agencies and different levels of casework (e.g., supervisors and administrators). The cohort model enabled the Title IV-E participants to gain a better understanding of different aspects of casework and also provided them with a peer support network. Title IV-E participants appreciated the opportunity to showcase their transfer of learning by applying names to the skills and techniques they have been using in their casework practice. The study also detailed supports and stressors reported by the Title IV-E participants. The stressors were to be used to further enhance the Title IV-E educational program and delineate the expectations for each group of stakeholders (e.g., the university, the agency, and the Title IV-E student).

Morazes, J.L., Benton, A.D., Clark, S.J., & Jacquet, S.E. (2010). Views of specially-trained child welfare social workers: A qualitative study of their motivations, perceptions, and retention. *Qualitative Social Work, 9*(2), 227-247.

Available at: http://qsw.sagepub.com/content.9/2/227.full.pdf+html

University-agency partnerships are on strategy in training, and ultimately retaining, public child welfare workers in the field. California's Title IV-E MSW graduates are surveyed in this study in order to compare and contrast the experiences of students who decided to stay in the field and those who ultimately decided to leave. Surveys were mailed to the MSW graduates within six months to one year of students having completed their work obligation. Students completed the survey, indicated if they would like a follow-up interview, and mailed the surveys back to the graduate-level student researchers. The interviews were conducted over a ten year span, beginning in 1999 and ending in 2005. 791 graduates completed the survey and 386 chose to participate in an in-person or telephone interview. Of the students interviewed, 78.6% chose to stay in the field of public child welfare while 21.2% expressed that they'd be leaving or have already left. Although both "stayers" and "leavers" expressed satisfaction with their program and a feeling of preparedness for the work, the "stayers" had greater access to buffers and experienced the benefits of working in supervision and a positive work environment. "Stayers" were also more likely than "leavers" to report promotion and entry into supervisory roles. The "leavers" reported exiting the field due to a lack of support and respect from supervisors and other staff, high levels of stress, difficulties transferring within or between counties, and other personal/familial obligations and duties. While both "stayers" and "leavers" experienced stressful working conditions, the "stayers" were more

likely to discuss the buffering forces (e.g., quality supervision) that helped them alleviate the stress and persevere through challenges.

Pierce, L. (2003). Use of Title IV-E funding in BSW programs. In Briar-Lawson & Zlotnik (Eds.), *Charting the impacts of university-child welfare collaboration.* **(p. 21-33). New York: The Haworth Press.**

Available at:
http://books.google.com/books?hl=en&lr=&id=uaHgAVEPolwC&oi=fnd&pg=PA21&dg=Use+of+Title+IVE+funding+in+BSW+programs.+&ots=gHVAast9de&sig=nCET6jzJsgPiizXOkeJE20HkqvM#v=onepage&q=Use%20of%20Title%20IVE%20funding%20in%20BSW%20programs.&f=false

A survey design was used to find if all BSW programs in 1998-1999 were using Title IV-E funds to provide support for students who would agree to work in public child welfare programs after graduation. Out of 464 schools that were sent a questionnaire, 282 programs returned the questionnaire. The study found that of the schools that responded, 48 received Title IV-E funding for BSW students. Program directors were asked if they included child welfare content in the curriculum. About one-fourth of the programs said they had a child welfare course as required; fifteen percent had child welfare courses as electives; only 4 percent required child welfare courses for all students; 20% had combination of the above; and the rest of the programs (34%) had no child welfare content in their courses.

Robin, S.C., & Hollister, C.D. (2002). Career paths and contributions for four cohorts of IV-E funded MSW child welfare graduates. *Evaluation research in child welfare: Improving outcomes through university-public agency partnerships,* **15(3/4), 53-67.**

Available at: http://www.ncbi.nlm.nih.gov/pubmed.12705464

This study of 73 MSW graduates from 1993-1996 and 32 survey respondents assesses the extent to which IV-E MSW graduates remain engaged in child welfare following completion of their employment obligations to the IV-E program. The study found that "the vast majority of graduates funded by IV-E dollars became employed in and stayed in child welfare services, and that these social work-educated social workers are actively involved in shaping the practice, policies and administration of child welfare services."

Scannapieco, M., & Connell-Corrick, K. (2003). Do collaborations with social work make a difference for the field of child welfare? Practice, retention, and curriculum. In Briar-Lawson & Zlotnik (Eds.), *Charting the impacts of university-child welfare collaboration.* **(p.35-51). New York: The Haworth Press.**

Available at:
http://books.google.com/books?hl=en&lr=&id=uaHgAVEPolwC&oi=fnd&pg=PA35&dq=Do+collaborations+with+social+work+make+a+difference+for+the+field+of+child+welfare%3F+practice,+retention+and+curriculum&ots=gHVAastcdd&sig=FmRXC0M0YBVSgsBuriN4CJW146w#v=onepage&q=Do%20collaborations%20with%20social%20work%20make%20a%20difference%20for

This article provides three areas of evaluation of a partnership between a school of social work and a state department of child protective services. The first study determines the impact and success of the Title IV-E program from both the students' and the larger community's perspective. The findings of surveys administered to both MSW Title IV-E students and to supervisors and administrators of Texas Department of Protective and Regulatory Services (TDPRS) showed that approximately 50% of students agreed that their Masters education had improved their skills and relationship with their employers, community, and the profession. Administrator survey results showed 47% agreed that MSW's have a better ability to use various interventions with clients than do bachelor-level employees. The second study determined the retention of Title IV-E participants in the agency. The study found that the reasons to remain employed at CPS were commitment to work, flexible schedule, and increase in professionalism. Salary was reported as the most frequent reason for leaving CPS. The third study determines the current level of child welfare content in MSW curricula. The study found that 60% of respondents stated that there should be more emphasis on child welfare content in the future. The findings of the three studies suggest that Title IV-E funding is essential to the specialized training and education needed by child welfare workers.

Scannapieco, M., Hegar, R.L., & Connell-Corrick, K. (2012). Professionalism in public child welfare: Historical context and workplace outcomes for social workers and non-social workers. *Children and Youth Services Review, 34*(11), 2170-2178.

Available at: http://dx.doi.org/10.1016/j.childyouth.2012.07.016

In this article the history of the U.S. Children's Bureau in developing and professionalizing child welfare services is summarized along with a literature review regarding the relationships between professional preparation and outcomes in service delivery, job performance and preparedness, social work values, and retention of staff. In addition, results from an evaluation study including longitudinal data from 10,000 child welfare workers in Texas are discussed. A major finding from the evaluation is that significant differences exist between the experiences and perceptions of those with social work degrees and those workers with different educational backgrounds.

RETENTION STRATEGIES

American Public Human Services Association. (2001). Report from the Child Welfare Workforce Survey: State and county data findings. In conjunction with Alliance for Children and Families and Child Welfare League of America. Washington, DC: Author.

Available at:
http://books.google.com/books/about/Report_from_the_Child_Welfare_Workforce.html?id=u4kVHAAACAAJ

Forty-three (43) states and 48 counties from seven states with locally administered child welfare agencies participated in this study. The study employed survey methodology. Findings from state data indicate that (1) vacancy rates are low among staff groups; (2) annual staff turnover rates are

high for all groups except supervisors; (3) annual preventable turnover rates are high for all staff groups except supervisors; (4) the median percentage of all preventable turnovers in FY 2000 was very high; (5) the impact of vacancies on agencies is compounded by required pre-service training and phased-in caseload policies; (6) the dimensions and factors involved in staff recruitment are varied, complex, and widespread; (7) while states have implemented many strategies and approaches in response to recruitment problems, there are no "magic bullets" or "quick fixes;" (8) preventable staff turnover problems are complex, multi-dimensional and widespread; (9) states have implemented many strategies and approaches to deal with preventable turnover problems, but their effectiveness has been modest; (10) there is a gap between the states' rate recruitment and retention problems and their implementation of strategies to address such problems; (11) "softer" strategies (e.g., in-service training, and educational opportunities) for addressing staff preventable turnover are important; (12) some states are successful and reported that their recruitment and/or preventable turnover situation improved in FY 2000; (13) state have many ideas about actions that should be taken by agencies to recruit and retain qualified child welfare service workers; (14) significant amounts of data are missing from some survey responses. In comparison, county responses indicate that: (1) vacancy rates are relatively low for all staff groups and are lower than state vacancy rates for all staff groups; (2) annual county staff turnover, like state staff turnover, is quite high for all staff groups except for supervisors; (3) annual county preventable turnover rates are very low for all worker groups; (4) the median percentage of all preventable turnovers in the counties are between 27% and 47% for all worker groups except supervisors; (5) counties and states responding to the survey view the factors involved in staff recruitment problems in a similar way; (6) like states, responding counties have implemented many strategies and approaches to lessen recruitment problems, but similarly have not found "magic bullets" or "quick fixes;: (7) counties rates preventable turnovers as less problematic than states did; (8) like states, counties have implemented many strategies and approaches for addressing preventable turnover problems, but their rates effectiveness is higher than states'; (9) counties also see "softer" strategies as important for addressing preventable turnover; (10) county child welfare agencies are somewhat more likely to seek additional resources from county boards as a result of the workforce crisis than states did with governors/state legislatures; and (11) the extent of change experienced by counties was somewhat more positive than states.

Caringi. J.C., Strolin-Goltzman, J., Lawson, H.A., McCarthy, M., Briar-Lawson, K., & Claiborne, N. (2008). Child welfare design teams: An intervention to improve workforce retention and facilitate organizational development. *Research on Social Work Practice, 18*(**6**), **565-574.**

Available at: http://rsw.sagepub.com/cgi/reprint/18/6/565

Based on current research of the causes of preventable turnover and theories related to organizational change, an intervention was designed to reduce turnover in public child welfare agencies. The intervention included three components: management consultations, capacity building for supervisors, and an intra-agency design team (DT). The DT intervention was a team of agency representatives who used research and critical thinking to identify and remedy causes of turnover in a particular agency. The DT members included the agency that has members representing units such as foster care and child protective services. The members were at several

levels of the agency's hierarchy, including frontline caseworker, senior caseworker, supervisor, director of services, and deputy commissioner. True buy-in and endorsement from the County commissioners was essential to giving DT the authority to collect and review data and testing creative solutions. Preliminary results from four systems in the DT intervention study indicate that from wave 1 (2002) to wave 2 (2005), the nonintervention systems showed no significant improvement of 3% on intention to leave. At wave 1, 81% of the employees identified an intention to leave, while 78% indicated intention to leave at wave 2. On the other hand, the systems that received the DT intervention improved significantly by 22% from 76% down to 54%.

Gomez, R.J., Travis, D.J., Ayers-Lopez, S., & Schwab, A.J. (2010). In search of innovation: A national qualitative analysis of child welfare recruitment and retention efforts. *Children and Youth Services Review, 32*(5), 644-671.

Available at: http://dx.doi.org/10.1016/j.childyouth.2010.01.001

A national qualitative study explored recruitment and retention strategies within state child welfare agencies and the perceived effectiveness of such strategies. The study explored 50 state child welfare websites and conducted interviews with 18 individuals across 13 states. Findings suggest that agencies struggle with heightened turnover rates despite continuing identification and implementation of comparable types of recruitment and retention efforts. Nationally well utilized and underutilized strategies to alleviate recruitment and retention challenges are discussed, as well as mechanisms for overcoming these obstacles and promoting innovation. Creativity, new strategies, and other innovative forces have been important factors in improving recruitment and retention in other fields (e.g., nursing).

Strand, V.C. & Badger, L. (2005). Professionalizing child welfare: An evaluation of a clinical consultation model for supervisors. *Children and Youth Services Review, 27*(8), 865-880.

Available at: http://www.sciencedirect.com/science/article/pii/S019074090400252X

This study reviews a clinical consultation model that was developed and tested with child welfare supervisors in public and private agencies in a large urban municipality over a three year period. The project involved existing university-child welfare partnerships, faculty from six social work schools, and the child welfare system. Evaluation methods included pre and post self-assessment instruments, a consumer satisfaction questionnaire, and follow-up measures at the three and 15 month post-program participation points. Data demonstrated significant increases in the self-assessment scores from the pilot study (year one) to year two. Intervention fidelity remained consistent across years two and three, with statistically significant changes in self-assessment scores in each year. Findings suggest that the clinical consultation model offers a tool for professional development decision making that is transferable to comparable large cities and child welfare systems with similar staff/client numbers.

Strolin-Goltzman, J. (2010). Improving turnover in public child welfare: Outcomes from an organizational intervention. *Children and Youth Services Review, 32*(10), 1388-1395.

Available at: http://dx.doi.org/10.1016/j.childyouth.2010.06.007

This article focuses on the effects of an organizational intervention on intention to leave child welfare. It is one of only two studies of its kind. A non-equivalent comparison group design was used with 12 child welfare agencies participating in either the Design and Improvement Teams (DT) intervention condition or in a comparison condition. Pre and post intervention assessments of the organizational factors and intention to leave took place. No significant interactions were noted for the organizational variables of workload, salary/benefits, and rewards. Findings do indicate significant interactions for three organizational variables (professional resources, commitment, and burnout) and intention to leave. All of these interactions showed a greater positive improvement for the DT group than the comparison group. A good model of fit demonstrated with pathways leading from the intervening organizational variables to intention to leave. Interventions at the organizational level could help child welfare agencies improve organizational shortcomings, positively affect perceptions of burnout, role clarity, and job satisfaction, decrease intentions to leave, and improve service quality.

The Butler Institute for Families (2009, May). *The Western Regional Recruitment & Retention Project Final Report.* **University of Denver, Graduate School of Social Work, Denver, Colorado.**

The Western Regional Recruitment and Retention Project (WRRRP) addressed recruitment, selection, and retention issues in five rural and urban sites in the greater Rocky Mountain region-Colorado, Arizona, and Wyoming. Multiple training curricula and other resources were developed to attend to cross-site issues. Comprehensive organizational assessments were conducted using quantitative and qualitative methods to assess the agency, the worker, and the job. This information was used to create a strategic plan addressing the conditions that impact recruitment, selection, training, and retention. Each site interpreted the information from the organizational assessment, developed sites' specific strategic plans of needs, priorities, and training intervention strategies. Throughout the five year project, WRRRP staff provided support, technical assistance, and training. Evaluation activities were conducted throughout the project's life to assess process and outcome results and to provide on-going assessment to make mid-course corrections. A major finding of the outcome evaluation was improved retention for caseworkers, supervisors, and aides. A qualitative finding of note was the importance of good supervision in retaining workers. The authors also note that no single intervention will resolve the problems of ineffective recruitment and retention a multi-pronged approach addressing recruitment, selection, training, and retention is necessary.

Zlotnik, J.L., DePanfilis, D., Daining, C., & Lane, M.M (2005). *Factors influencing retention of child welfare staff: A systematic review of research.* **Institute for the Advancement of Social Work Research.**

Available at: http://ncwwi.org/files/Retention/Factors_influencing_retention_of_CW_staff.pdf

This is a systematic review of 25 different research studies that focus on the retention of child welfare workers. The review aimed to address the question of the primary "conditions and strategies that influence the retention of staff in public child welfare." The authors found that the most consistent characteristics related to retention were individual's level of education, supervisory support, and worker caseload. The authors highlight the value of Title IV-E educational initiatives to recruit invested workers in pursuing advanced degrees in social work, and the negative impact

that role overload and burnout have on retention. Recommendations are to increase the rigor and amount of research that is conducted in this area and to create a clearinghouse to regularly disseminate information about effective strategies in retaining workers and improving services that child welfare workers provide.

OTHER

Lawrence, C., Zuckerman, M., Smith, B.D., & Liu, J. (2012). Building cultural competence in the child welfare workforce: A mixed-methods analysis. *Journal of Public Child Welfare, 6*(2), 225-241.

Available at: http://www.tandfonline.com/doi/abs/10.1080/15548732.2012.667747#preview

This article describes findings from a mixed-methods study of specialized training in cultural competence knowledge, attitudes, and skills for experienced caseworkers in public child welfare. Training participants were recruited through local child welfare agencies; while a sample of convenience, participants reflect the state-wide child welfare workforce's educational background. One hundred and forty participants attended the training and completed pre and post-test measures of knowledge, skills, and awareness of culturally competent practice (adapted from Goode, 2003). Initial findings indicate that training can have an impact on participant's knowledge of cultural competence. Study findings also show that participants believe this new knowledge positively affects how they and their coworkers practice with families.

Strolin-Goltzman, J., Kollar, S., & Trinkel, J. (2010). Listening to the voices of children in foster care: Youths speak out about child welfare workforce turnover and selection. *Social Work, 55*(1), 47-53.

Available at: https://watermark.silverchair.com/55-1-47.pdf?token=AQECAHi208BE49Ooan9kkhW_Ercy7Dm3ZL_9Cf3qfKAc485ysgAAAbcwggGzBgkqhkiG9w0BB
wagggGkMIIBoAIBADCCAZkGCSqGSIb3DQEHATAeBglghkgBZQMEAS4wEQQMjRl7Oew09DrKiPScAgEQgIIBatj
EoSQrvJ4zf91mMt_8eB30dLsMXNs2dXFqTYxmzjr_1eVlzPJZO3SMak-
lnZuQM22ej0wtxFJK3JBjw3He7sLCFgjtPvqA1QSxkGlTLN8gYvivowZDYpfTUZJHHYLqAPVpYikGr0DIU_nBUNtY
PtAXHJl2ktlke4xQ2uKPpnE8Ry_Nm__75XD1ISbG3wLCI-
JH2c1OgMFAEqOcCi8Pu1Tm2Lfs9ahDQykFgW4uGipKCjOOlaCdaNMFNXkYdS00lrbQ_qVXWsrl7XTYtWcsznD
MUSAeZNluTZHWTVOw-
GZ6kGKNBBw0HvnIkKplCDniqyssMz3RdCMeYe9kGieUZlCAnQzC_pMLHDE3Kechu9zf__HsvEVxqntHQDeQsd
MnnQdPdEREbdOWStAJxIQas-
cy2DpqOC67I0YtlLb0XA4wfhe27GZFWtDxC0BWcs9STtYNfWx1WhgwPtwwLtYZATYcGGBN4SB6KaJj

This study examined the experiences and opinions of child welfare workforce turnover and retention of youths in the child welfare system, explored the relationship between the number of caseworkers a youth has had and the number of the youth's foster care placements, and harnessed the suggestions of youths in resolving the turnover problem. Youths in the child welfare system (*N*=25) participated in focus groups and completed a small demographic survey. Findings suggest that youths experience multiple effects of workforce turnover, such as lack of stability; loss of trusting relationships; and, at times, second chances. The article concludes with suggestions for caseworkers, state trainers, local and state administrators, and social work researchers on engaging

with youths in relationships that facilitate genuine systems change around social work practice and the child welfare workforce crisis.

Wehrmann, K.C., Shin, H., & Poertner, J. (2002). Transfer of learning: An evaluation study. *Evaluation research in child welfare: Improving outcomes through university-public agency partnerships, 15*(3/4), 23-37.

Available at:
http://books.google.com/books?hl=en&lr=&id=T5D7wDnlEhoC&oi=fnd&pg=PA23&dq=Wehrmann,+K.+C.,+Shin,+H.,+%26+Poertner,+J.++(2002).+Transfer+of+training:+An+evaluation+study.+Evaluation+Research+in+Child+Welfare:+Improving+Outcomes+Through+University+%E2%80%93+Public+Agency+Partnerships,+15(3/4)++23-+37.&ots=B6E8srwNCa&sig=y6gdhEGZGi-eCqdvS6liGcBo-8o#v=onepage&q=&f=false

This study of 129 child welfare workers at the six-month follow-up found that the opportunity to perform new tasks and post-training peer support were important factors explaining training transfer. The results of this study suggest that greater involvement by trainees in the training process may positively influence child welfare workers learning of new skills and their ability to transfer them back to the practice setting.

Appendix N

Child Welfare Education and Research Programs

CWEB/CWEL Faculty and Staff

Name	Position Title	CWEB/CWEL Percent of Effort	Employment Dates
Helen Cahalane, Ph.D., ACSW, LCSW	Principal Investigator	75%	1/20/97-present
Yodit Betru, DSW, LCSW	CWEB/CWEL Field Placement and Agency Coordinator	100%	11/1/12-present
Cynthia Bradley-King, Ph.D.	CWEB Academic Coordinator	100%	8/21/06-present
Joseph DiPasqua, MA	Program Administrator	85%	6/16/14-present
Yvonne Hamm, BA	Senior Program Administrator	85%	6/28/10-present
Lynda Rose, BS	Data/Systems Manager and Student Records Coordinator	90%	8/4/10-present
Marlo Perry, Ph.D.	Research Assistant Professor	35%	8/1/10-present
Mary Beth Rauktis, Ph.D.	Research Assistant Professor	40%	10/1/07-present
Michael Schrecengost, MPPM, CMA	Chief Fiscal Officer	77.5%	3/3/03-present
Elizabeth Winter, Ph.D., LSW	CWEL Academic Coordinator	100%	6/1/06-present
Rachel Winters, M.A.	Senior Evaluation Coordinator	30%	3/16/09-present