



# BCWEP

## BACCALAUREATE CHILD WELFARE EDUCATION PROGRAM 2014 ANNUAL REPORT

### *LESSONS LEARNED AND RECOMMENDATIONS FOR PROGRAM ENHANCEMENT*



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Monmouth University

Ramapo College of NJ

Richard Stockton College of NJ

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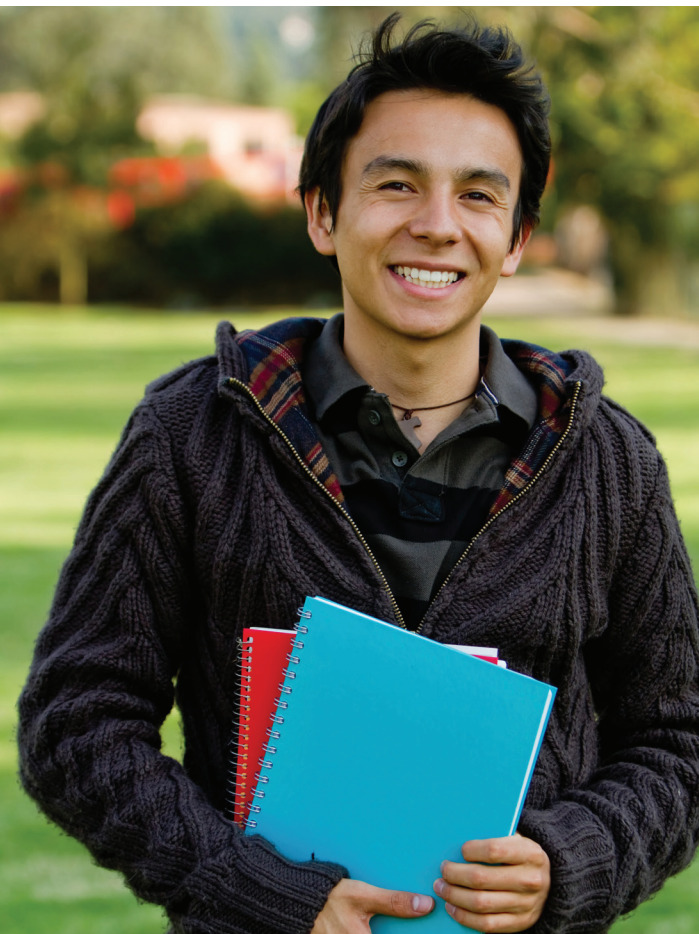






## INTRODUCTION

The Baccalaureate Child Welfare Education Program is a partnership among a consortium of baccalaureate social work education programs, the New Jersey Department of Children and Families, and the New Jersey Chapter of the National Association of Social Workers. This partnership was formally initiated in November 2005, when the project was funded by the New Jersey Office of Children's Services (now the New Jersey Department of Children and Families). Since the Stockton College federal Children's Bureau grant served as a model for structuring and implementing the statewide program, this report also includes outcome data from the federal grant.







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

**BCWEP/FEDERAL CHILD WELFARE TRAINEESHIPS: 11-YEAR DATA  
APPLICATIONS/ACCEPTANCES/COMPLETIONS/EMPLOYMENT IN CASEWORKER POSITION**

	<b>COHORT 1 2004-2005</b>	<b>COHORT 2 2005-2006</b>	<b>COHORT 3 2006-2007</b>	<b>COHORT 4 2007-2008</b>	<b>COHORT 5 2008-2009</b>	<b>COHORT 6 2009-2010</b>	<b>COHORT 7 2010-2011</b>	<b>COHORT 8 2011-2012</b>	<b>COHORT 9 2012-13</b>	<b>COHORT 10 2013-14</b>	<b>COHORT 11 2014-15</b>	<b>ALL COHORTS</b>
	<b>Federal only</b>	<b>BCWEP/ Federal</b>	<b>BCWEP/ Federal</b>	<b>BCWEP/ Federal</b>	<b>BCWEP/ Federal</b>	<b>BCWEP only</b>	<b>BCWEP only</b>	<b>BCWEP only</b>	<b>BCWEP only</b>	<b>BCWEP only</b>	<b>BCWEP only</b>	<b>BCWEP/ Federal</b>
# of Applicants	16	35	89	88	71	79	68	87	78	91	66	768
#/% offered and accepting traineeship	14 (88%)	31 (89%)	73 (82%)	64 (73%)	47 (66%)	30 (38%)	30 (44%)	33 (38%)	30 (38%)	26 (29%)	36 (55%)	414 (54%)
# terminated prior to completion	0	1	3	1	2	1	1	0	0	0	N/A	9
# completing traineeship (AYs 2004-05 to 2013-14)	14	30	70	63	45	29	29	33	30	26	N/A	369
# not graduated yet	0	0	0	0	0	0	0	0	0	2	36	38
# hired (as of 9/30/14)	14	29	69	60	42	28	29	32	29	22	N/A	354
# not hired	0	1	1	3	3	1	0	1	1	1	N/A	12
# waiting to be hired	0	0	0	0	0	0	0	0	0	3	N/A	0

As the table above illustrates, there has been steady interest in the program, and the program has become significantly more selective. Although applicants are aware that, given the smaller number of traineeships available since the 2008-09 Academic Year, their chances of being selected for a traineeship are diminished, their interest in participating in the program has remained high. Academic Year 2013-2014 had the highest number of applicants ever but the lowest number of available slots (aside from the first year of the federal grant). The acceptance rate has steadily declined from a high of 88% to a low of 29% in 2013-14. Last year's high acceptance rate was caused by an increase in the number of accepted students and unexplained drop in the number of applications.



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

**BCWEP/FEDERAL CHILD WELFARE EMPLOYMENT RETENTION DATA**



**1-year commitment**

**2-year commitment**

	TRAINEES FIRST EMPLOYED IN 2005 (N=14)	TRAINEES FIRST EMPLOYED IN 2006 (N=21)	TRAINEES FIRST EMPLOYED IN 2007 (N=62)	TRAINEES FIRST EMPLOYED IN 2008 (N=67)	TRAINEES FIRST EMPLOYED IN 2009 (N=46)	TRAINEES FIRST EMPLOYED IN 2010 (N=28)	TRAINEES FIRST EMPLOYED IN 2011 (N=29)	TRAINEES FIRST EMPLOYED IN 2012 (N=32)	TRAINEES FIRST EMPLOYED IN 2013 (N=29)	TRAINEES FIRST EMPLOYED IN 2014 (N=26)
	Federal only	BCWEP/ Federal	BCWEP/ Federal	BCWEP/ Federal	BCWEP/ Federal	BCWEP only	BCWEP only	BCWEP only	BCWEP only	BCWEP only
# (%) retained in employment for 1 year	14 (100%)	20 (95%)	60 (97%)	66 (99%)	46 (100%)	26 (93%)	24 (83%)	30 (94%)	27 (93%)	N/A
# (%) retained in employment for 2 years	14 (100%)	17 (81%)	55 (89%)	63 (94%)	40 (87%)	26 (93%)	22 (76%)	27 (84%)	N/A	N/A
# (%) retained in employment for 3 years	14 (100%)	15 (71%)	51 (82%)	55 (82%)	38 (83%)	25 (89%)	19 (67%)	N/A	N/A	N/A
# (%) retained in employment for 4 years	14 (100%)	15 (71%)	50 (81%)	51 (76%)	36 (78%)	24 (86%)	N/A	N/A	N/A	N/A
# (%) retained in employment for 5 years	14 (100%)	13 (62%)	45 (72%)	47 (70%)	35 (76%)	N/A	N/A	N/A	N/A	N/A
# (%) retained in employment for 6 years	14 (100%)	11 (52%)	45 (72%)	46 (69%)	N/A	N/A	N/A	N/A	N/A	N/A
# (%) retained in employment for 7 years	14 (100%)	11 (52%)	45 (72%)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
# (%) retained in employment for 8 years	14 (100%)	11 (52%)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
# (%) retained in employment for 9 years	14 (100%)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A





Three hundred fifty-four (354) individuals have moved into positions within the child welfare workforce. **Across all nine years of the program, of those who successfully completed the program and accepted caseworker positions, 272 (77%) are still employed at DCP&P.** As the table below demonstrates, the graduates who have left their positions are primarily those who completed the program between 2006 and 2008 and in 2011. Remarkably, 100% of the original cohort is still on the job.

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

#### 2004-15 BCWEP STUDENTS BY ETHNICITY

Ethnicity	# of Students 2004-05	# of Students 2005-06	# of Students 2006-07	# of Students 2007-08	# of Students 2008-09	# of Students 2009-10	# of Students 2010-11	# of Students 2011-12	# of Students 2012-13	# of Students 2013-14	# of Students 2014-15	TOTALS 2004-2015	%
Asian	1	4	1	1	2	1	0	1	0	0	1	12	2.9%
Native American	0	0	0	0	1	0	0	0	0	0	0	1	0.2%
African American	7	7	26	25	17	12	6	5	6	5	9	125	30.6%
Hispanic/Latino	1	7	10	8	8	6	6	6	6	8	9	75	18.3%
Hawaiian/Pacific Islander	0	0	0	2	0	0	0	1	1	0	0	4	1.0%
Other	0	0	0	0	1	0	1	0	0	1	1	4	1.0%
White	5	12	33	27	18	11	17	20	17	12	16	188	46.0%
<b>TOTAL</b>	14	30	70	63	47	30	30	33	30	26	36	409	100.0%

Fifty-six percent (56%) of this year's cohort identify their ethnicity as other than white. In fact, when all cohorts are considered together, about fifty-four percent (54%) of BCWEP participants have been non-white. The program continues to attract a very diverse group of students, a highly desirable feature, since New Jersey is one of the most ethnically diverse states in the United States.



A number of BCWEP trainees have fluency in a language other than English. The table below summarizes the extent of this skill that BCWEP graduates bring into their caseworker positions. Such a contribution is extremely valuable to an agency that serves New Jersey's diverse peoples.

**2004-2015  
BCWEP STUDENTS  
BY LANGUAGES SPOKEN OTHER THAN ENGLISH**

Languages Spoken	# of Students 2004-05	# of Students 2005-06	# of Students 2006-07	# of Students 2007-08	# of Students 2008-09	# of Students 2009-10	# of Students 2010-11	# of Students 2011-12	# of Students 2012-13	# of Students 2013-14	# of Students 2014-15	TOTALS 2004-2015
Spanish	1	5	9	9	8	6	4	7	5	7	7	68
Creole	0	1	1	2	2	1	0	0	0	0	0	7
French	0	0	1	2	1	1	0	1	0	0	0	6
Portuguese	0	2	1	1	0	0	0	1	0	0	1	6
Tagalog	0	0	0	1	0	0	0	1	0	0	0	2
Vietnamese	0	1	0	1	0	0	0	0	0	0	0	2
Arabic	0	0	1	0	0	0	1	0	0	0	0	2
Polish	0	0	1	0	1	0	0	0	0	1	0	3
Russian	0	0	0	0	0	0	0	1	0	0	0	1
Bulgarian	0	0	0	0	0	0	0	1	0	0	0	1
Edo (Nigerian)	0	0	0	1	0	0	0	0	0	0	0	1
Bini (Nigerian)	0	0	0	0	0	0	1	0	0	0	0	1
Turkish	0	0	0	1	0	0	0	0	0	0	0	1
Korean	0	1	0	0	0	0	0	0	0	0	0	1
Italian	0	0	1	0	0	0	0	0	0	0	0	1
Cantonese	0	0	0	0	0	1	0	0	0	0	0	1
Dutch	0	0	0	0	0	0	1	0	0	0	0	1
<b>TOTAL</b>	<b>1</b>	<b>10</b>	<b>15</b>	<b>18</b>	<b>12</b>	<b>9</b>	<b>7</b>	<b>12</b>	<b>5</b>	<b>8</b>	<b>8</b>	<b>105</b>





## PROGRAM OUTCOMES 2013-2014

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

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

Students were surveyed at the final session of Work Readiness Training (the end of their BCWEP traineeship). All 26 students completed the survey, so the return rate on both the self-assessment of level of competency and the open-ended questions was 100%. The students were asked to rate their level of preparedness on a scale of 1-5, where 1 represented the lowest level of preparedness and 5 the highest.

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

- **Workplace Management Competencies: 4.1** (the same mean score as last year)
- **Human Behavior and the Social Environment: 4.2** (the same mean score as last year)
- **Ethnic Sensitive and Multicultural Practice Competencies: 4.2** (0.1 higher than last year's mean of 4.1)
- **Core Child Welfare Practice Competencies: 4.0** (0.1 lower than last year's mean of 4.1)

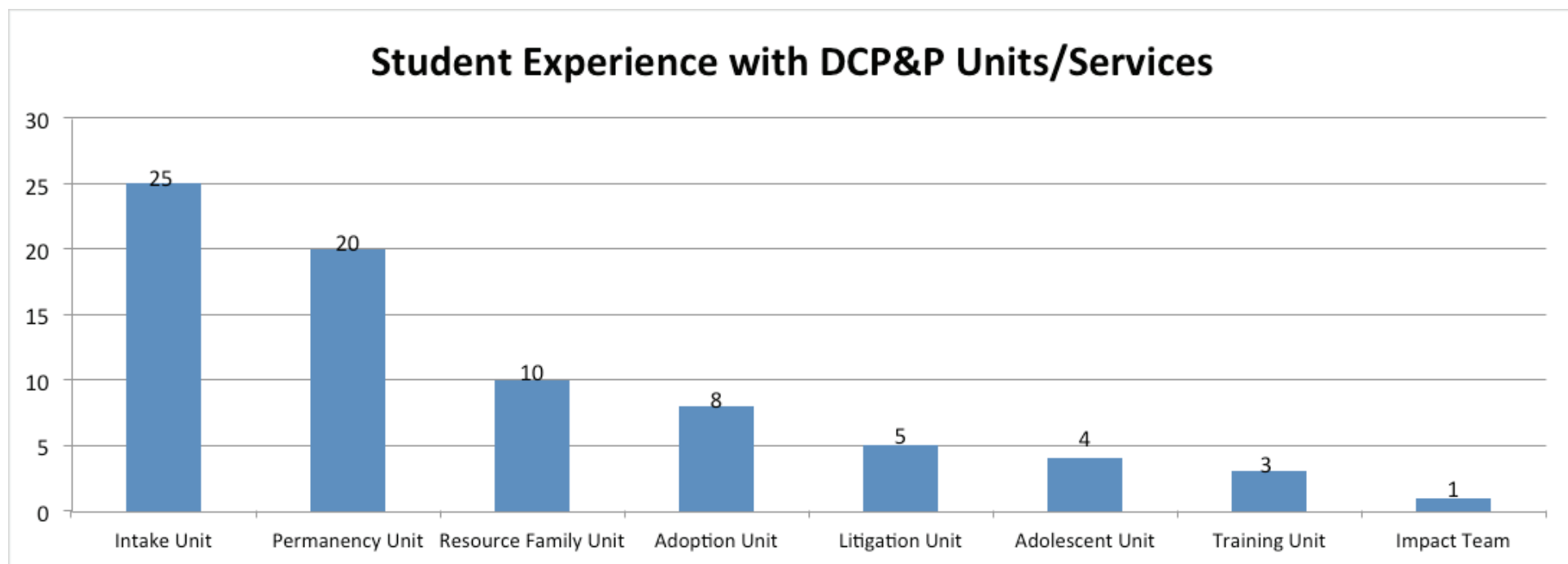
This year the students' average level of confidence on all competencies is again at the "Well Prepared" level. For a more detailed breakdown of mean scores on each competency, see Table A in the Appendix.

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



### Work unit(s) Students Experienced During Their Internships

During the 2013-2014 Academic Year, most students were exposed to work in at least two units (Intake and Permanency) during their internships. In fact, most students had the opportunity to experience three or more units/services. The breakdown is as follows:



This year, four students (up from one last year) were limited to experience in the field instructor’s own unit. Seven students (27%) were exposed to two units, while 12 students (46%) had learning experiences in three or four units. An additional three (12%) had the opportunity to experience five or six units. Of course, the amount of time a student actually spent in a unit varied considerably. Clearly, a significant amount of students this year had learning experiences in multiple units, which is what our program has promoted as essential in preparing students for their eventual work assignments. Students have consistently urged that they be given experiences outside their field instructor’s units, and field instructors have been strongly encouraged to arrange for such experiences. The program’s effort to encourage varied experiences seems to be working, but requires continued emphasis in the future since this year’s students were exposed to an average of 2.9 different units (down from last year’s average of 3.6).





## Students' Perceptions of the Strengths of BCWEP

Students identified a number of themes related to the strengths of BCWEP. The most commonly mentioned strength was the opportunity for hands-on experience with DCP&P under the supervision and mentoring of experienced professionals. The students seem to understand the role that fieldwork plays in helping them acquire the knowledge, skills, and resources that will allow them to become effective workers. Students also mentioned the value of the Work Readiness Training and its connection to their fieldwork. The sense of community and support fostered by BCWEP's structure and staff were also identified as strengths. Examples of each theme are given below, in the students' own words.

### Themes Identified by Students

Strengths	Frequency Mentioned
Opportunity for Hands-on Experience in DCP&P/Employment Preparation	13
Work Readiness Trainings and Simulations	9
Sense of Community and Programmatic Support	4
Networking with Colleagues and Coworkers	3
Connection with Academic Coursework	2

### Opportunity for Hands-on Experience in DCP&P/Employment Preparation

- This program gives future workers real life experience so they can begin to develop a style and understanding of working before they ever enter the field. It allows them to learn and ask questions in a student role without the responsibility of being a full worker.
- The program gives us the opportunity to experience what a case worker does, how they interview and some of the paperwork process.
- Exposure to the office overall, therefore the climate of the office, workers, supervisors, different units and their job obligations, learning the terms used in the office.
- You really get a hands-on approach and experience. I believe you have a great opportunity to witness the type of things you'll see once you start working full time.
- The strengths of this program are that it allows the intern to get a good glimpse of what DCP&P is, how the agency works. A very good aspect of this program is that the interns are able to use NJ SPIRIT and have an email address, giving the intern a very welcoming touch.
- Program was profound—a lot of strengths toward us as interns. The program enhances and demonstrates a lot of knowledge about the division and its practice. It also demonstrates what it means to service the children of NJ.



## **Work Readiness Trainings and Simulations**

- WRT is helpful with reinforcing what we learn in the field.
- The strengths of the program include the WRT in New Brunswick. I feel they touched on many topics and areas that will be necessary to understand when I become employed by DCP&P.
- I think that the BCWEP program had a lot of good things about it. I definitely think the WRT helped very much in understanding the policy side; the “textbook” with the actual field experience. It allowed me to connect some of the things we saw at training with what I was seeing at my internship.

## **Sense of Community and Programmatic Support**

- That we have each other for support.
- There is a lot of support from administration and supervisors. Dawn and Joe are always available, knowledgeable and helpful.
- Another strength I felt was the mid-year meeting. It allowed everyone to connect and meet/discuss with each other what was going on currently at their placements.

## **Networking with Colleagues and Coworkers**

- The list of other/past BCWEPs that we can talk to within the office.
- I love how personable this program is. Who I was when I started this program isn't who I've become. The friendships, the networking, skills, and clientele I've met. This program is a real eye-opener. I hope this program continues its success.
- You also have the opportunity to work with different units and meet and lot of good people.

## **Connection with Academic Coursework**

- A trainee gets to see the relationship of social work skills and employment. It brings a reality that helps with education (school and work).
- It allows the BCWEPs to apply what is learned in the classroom and WRT to the field.

## **Students' Perceptions of How Well BCWEP Prepared Them for Their Professional Roles at DCP&P (Students were asked to consider their social work generalist education, child welfare coursework, DCP&P internship, and the Work Readiness Training all as part of the BCWEP Traineeship.)**

Most students reported that they felt well prepared for their future roles at DCP&P. A few expressed some lack of confidence in their readiness, either because they felt they needed a bit more training or because they felt that they had not had enough hands-on experience in the field. Here is a sample of their responses:



## Well Prepared

- It really helps build confidence since you were able to question experienced staff without feeling intimidated. It will make the first day less stressful since I already know what to expect and am more comfortable with the expectations.
- I felt the BCWEP traineeship greatly prepared me for my professional role. In combination with the full senior internship, monthly trainings, and required child and families classes, I learned so much that will allow me to work with my future families.
- BCWEP provided a well-rounded instruction and field experience that allows the intern to have practical work experience prior to beginning as a full-time employee.
- The BCWEP child welfare traineeship prepared me in so many ways, where I'm able to understand the profound knowledge about the division. It allowed me to understand the processes, the strengths perspective, and empowerment we as social workers use in the Division.
- I think that the BCWEP program has greatly prepared me. There is so much to learn about DCP&P that these past months are now allowing me to feel more confident and secure for when I start working as an employee. Becoming introduced very well into DCP&P rather than just jumping into the work, we will be familiar with it.

## Some Reservations about Being Well Prepared

- I think that I will be adequately prepared for the role. I don't feel 100% prepared but I feel confident enough that once we're on the job it won't be exactly as the textbook material but it gives us the foundation we need.
- I think it gave me a great experience to observe and get experience, but I still worry I am not completely prepared. However, that is my own nerves and not related to BCWEP.
- I feel as if I'm mostly prepared for my placement. I do feel as if I need more firsthand experience in paperwork and filling out forms.

## Students' Perceptions about How Helpful Their Field Instructors Were in Providing Them with the Learning Experiences They Needed to Master the BCWEP Competencies

In general, students viewed their field instructors as helpful in providing appropriate learning experiences with regard to the BCWEP competencies. Students were asked to rate their field instructor's helpfulness on a scale of 1 (Extremely Unhelpful) to 10 (Extremely Helpful). Out of the 26 BCWEP respondents, 19 (81%) rated their field instructor between 7 and 10. Five (19%) rated their instructors below 5, the lowest rating being a 2—clearly a dissatisfied student. The mean rating was 7.8, eight tenths lower than last year's average. This relatively significant drop is most likely explained by the fact that, despite the exhortations of BCWEP staff that students notify someone if field experiences were not satisfactory, a few students did not say anything about problems with their field instructor until the end of the year. Thus, BCWEP staff and school liaisons were unable to intervene to improve the situation.



Not all students added comments to their numerical rating of their field instructors, but those who did were mostly positive. Here are some of the students’ verbatim comments about their field instructors.

**Sample Comments:**

Positive

- My FI was willing and knowledgeable and I highly recommend her as a FI for future BCWEP students.
- She was wonderful, full of information for training and was helpful in linking me to great people who helped me in the office throughout the year!
- My field instructor was an amazing educator. She took so much time to answer questions with me.
- I loved my field instructor. She supported me in everything and pushed me to do more and challenge myself.
- My field instructor was very good in providing with learning experience, however she was very busy and sometimes didn’t have enough time for me.
- I loved my FI! I’m sad she had to leave toward the end of my spring semester but I was lucky that she was always making sure I was ok with my field experience.
- My supervisor is very knowledgeable about her work.

Negative

- When the FI took the responsibility to train an intern, she was too busy to fulfill the responsibility. She should not have accepted more than she could handle. She robbed me of the chance to learn all that I need to know.
- She seemed to not fully understand the role of BCWEP and sometimes failed to give appropriate tasks.

**Students’ Suggestions for Changes Needed in BCWEP**

Students were asked if any changes were needed in BCWEP. Work Readiness Training, internships, and field instruction were the major areas identified for possible changes. Here are the areas for which students made suggestions for changes:

**Students’ Perceptions of Changes Needed in BCWEP**

Areas Identified for Change	Frequency Mentioned
<b>Suggestions related to aspects of Work Readiness Training</b>	
More Simulations	3
NJ SPIRIT Training and Access	2
Other WRT-Related Comments	3
<b>Suggestions Related to Internships and Field Instruction</b>	
Field Instructors Need to be Prepared, Accountable, and Accessible	8
Ideas for a More Effective and Complete Field Experience	4
<b>Miscellaneous Suggestions</b>	4





Here are examples of student comments:

### **More Simulations**

- I think everything is really good as it is. I would add more simulations, however. I feel during this I learned the most and to be able to do it more would only be beneficial.
- If I was to choose one thing, it would probably be more opportunities for the simulation training and court simulation because that's what was more nerve-wracking.

### **NJ SPIRIT**

- More training should be done with SPIRIT. As an intern the areas are not accessible that were shown in the one day speed course.

### **Other WRT-Related Comments**

- We should have a 2nd WRT class on SPIRIT and a class on report writing should be a mandatory part of WRT. There is an optional class regarding writing reports and contact notes, but it should not be optional.
- The trainings should be livelier.

### **Field Instructor Preparation, Accountability, and Accessibility**

- I feel that the field instructors chosen should be sure to have enough time for the interns. My instructor was wonderful but at times she was very busy and I had to find things to do on my own.
- Training for field supervisors, especially first-time supervisors of BCWEP program.
- I would like to see more training to be done for the field instructors so that they know exactly where the trainees should be and so forth.
- The program should enhance training for FIs, in terms of dealing with their ability to process information with interns.

### **More Effective and Complete Field Experience**

- I think it would be good to have specific workers in each office that are willing to work with the interns so that we don't end up just shadowing people.
- Having actual workers in the office who are willing to work alongside with BCWEP students, therefore the student could always have someone to go out with, work with, review materials with, etc.
- I think I should have been placed in each unit to get a better understanding of how it is run. I also think that there should be one specific worker that we should have been set up with in order to see more of the paper work process from beginning to end.
- I do think it would benefit the student to work directly with a worker and split the year between intake and permanency.



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

Readiness	Frequency
<b>Yes, I Feel Prepared</b>	
Have Enthusiasm, Motivation, and Passion	7
Have Knowledge of DCP&P Policy and Practice	7
Have Social Work Knowledge, Skills, Values, and Experience	5
Miscellaneous	5
<b>Unsure I'm Prepared</b>	
Feel That There is More to Learn	3

Most students expressed that they felt ready to play a role in the transformation of New Jersey's Public Child Welfare System. Only 3 students expressed any reservations about their readiness. See the table above and the examples of students' actual responses that follow.

#### ***Yes, I Feel Prepared***

##### **Have Enthusiasm, Motivation, and Passion**

- Yes, my passion for children within the system, specifically those in the foster care system has been reignited due to the BCWEP program. I am confident that I will play a role in the transformation of policies and procedures within the child welfare system in the future.
- I do feel that I am prepared to play a role in the transformation of NJ's public child welfare system. I am willing to dedicate my time and passion to the kids and families who are in need.
- Yes, because I have grown passion for what "good" social workers do on a daily basis. I am inspired by them to help others.
- I do feel prepared to play a role in the transformation of NJ's public child welfare system because I think I can bring my enthusiasm and excitement to the job.
- I am very, very much excited to begin working at DCP&P and want to bring that passion and enthusiasm into my local office.



### **Have Knowledge of DCP&P Policy and Practice**

- Having an internship has really helped me get a full understanding of what our job is going to be like.
- I learned how to engage clients, as well as all the laws and regulations. I also learned the right steps to take to conduct a thorough investigation.
- Yes, I feel the trainings over the last year as well as internship have really implemented and reinforced things I knew. My attitude toward DCP&P's mission and methods is very positive and optimistic.

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

- I feel that I am prepared to play a role because I feel that I have the quality and unique knowledge to share with clients.
- I hope to change my clients' view of DCP&P as an intruder to a source of change and assistance. I hope to connect with all my clients instead of just appearing as a representative of the government.
- I think if I stay organized and always focus on the child and their families' needs it will promote positive change.
- I am excited to show that I can be culturally competent and respectful while getting all the evidence I need.

### **Miscellaneous**

- Yes, I believe with the combination of coursework, trainings, and field experiences that I am positioned to play a role in the transformation of NJ's public child welfare.

### ***Unsure I'm Prepared***

#### **Feel That There is More to Learn**

- I will not feel completely prepared until I am thrown into it. However, the program most definitely made me more confident and comfortable.
- I think I am more prepared than someone hired without going through BCWEP, but I know I will still need to be more guided, but feel comfortable that the staff will be there to help out.
- Yes and no, because I'm nervous. I still feel like I haven't learned all that I need to. But I didn't expect to, honestly. This job is a learning, experience, and the world changes every day. So I'm never going to stop learning.

### **Students were asked, "Is there anything else you would like to share with us? Feel free to use the back of this sheet."**

Approximately 50% of students added additional substantive comments in response to the open invitation to do so. Of those who added comments, most responded with gratitude and related positive comments, though others had suggestions for improvement. Below are some of students' actual responses:



### Positive Comments and Gratitude:

- I am very grateful for this opportunity. I feel it is a wonderful program and I highly recommend it to anyone who is SERIOUS about pursuing a career in child welfare!!
- Just want to thank everyone for their help. This has been a great experience and I'm excited to begin my future with DCP&P.
- Thank you for offering a program like this. I think it not only helped prepare me for a job but a career.
- I personally feel that this program was a tremendous blessing for me. I can't even put into words how special and how much it meant to me that I was accepted and had this chance to learn even further in the field that I am interested in. I am completely grateful! I have been able to learn and grow so much with this program and it will benefit me when I begin working.
- It was really nice to get to know everyone.
- I feel very fortunate to have been a part of this program; it is something I always wanted to do. Thank you!
- Thank you for providing me with this dream opportunity.

### Improvements Needed/Miscellaneous Comments:

- My instructor was in Intake and new workers are hired in Permanency. Interns should be instructed by Permanency workers and spend a week or two in each additional unit during internships. This will create a greater knowledge base and a more well-rounded experience.
- It may be a good idea to have the Field Instructor have a backup supervisor to fill in when the appointed instructor is too busy.

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

Field instructors' assessment of students' level of preparation for work as caseworkers is probably a more valid measure than students' assessment of their own competence, since field instructors are aware of what workers need to know in order to fulfill the role of caseworker. Table B in the Appendix demonstrates the results achieved by the 2013-2014 cohort. Using the same 1-5 scale as the students had used to assess themselves (where 1 represents the lowest level of preparedness and 5 the highest), field instructors' assessments of students this year were a bit lower than last year's and also a bit lower than students' assessments of themselves. This year's average scores in the four targeted areas were as follows:

- **Workplace Management Competencies: 3.9** (down .2 from last year—and .2 lower than this year's student self-evaluation)
- **Human Behavior and the Social Environment: 3.9** (down .2 from last year—and .3 lower than this year's student self-evaluation)
- **Ethnic Sensitive and Multicultural Practice: 4.0** (the same as last year—and .2 lower than this year's student self-evaluation)
- **Core Child Welfare Practice Competencies: 3.8** (down .1 from last year—and .2 lower than this year's student self-evaluation)

Even though the average field instructor rating of students' level of achievement of all competencies combined is a bit lower than last year's, it is still at the "Well Prepared" level. It should be noted that field instructors are asked to use "average" beginning caseworkers at DCP&P as a comparison group when rating the students. For a more detailed breakdown of mean scores on each competency, see Table B in the Appendix.





To elicit further assessment of the BCWEP program as a whole (the social work programs' generalist practice curriculum, child welfare coursework, field placement experiences, and the DCP&P Work Readiness Training), field instructors were asked to respond to several open-ended questions. Twenty-one field instructors returned the open-ended questionnaires, a 81% return rate. **Overall, field instructors expressed a high level of satisfaction with the program, describing BCWEP as a program that prepares students well for their future roles in DCP&P.** This sentiment is reflected in the following summary of the findings:

### **Usefulness of the BCWEP Competency-Based Learning Plan in Helping to Create Learning Experiences for Students**

Question one required field instructors to assess the usefulness of the BCWEP Competency-Based Learning Plan using a scale from 1 to 5; with 5 meaning "most useful." The mean score was 4.0, an indication that field instructors generally found the BCWEP Competency-Based Learning Plan very useful for creating learning experiences for their students. In fact, 3 was the lowest rating given by any field instructor.

### **Suggestions for Enhancing the Competency-Based Learning Plan**

When asked to give suggestions about how to enhance the Learning Plan, most field instructors had no suggestions. There were, however, a few helpful comments offered:

#### **Very Useful:**

- I do not have any suggestions, the Learning Plan was excellent. The student was able to follow it accordingly and we were able to assign tasks based on it.
- No, the selected Learning Activities coincided nicely with the Core Competencies, and we were able to adjust each task so that they met both the core competencies and the mission and activities of the agency.
- I feel as if it served as a guide for the field instructor to ensure that the student is able to learn all aspects of the agency.
- The competency-based learning plan is very well developed—no need for changes at this time.

#### **Condense It:**

- Combining the Competency-Based Learning Plan with the required School Learning Contract.
- The plan is long and some areas overlap, maybe combine some areas

#### **Miscellaneous**

- Yes, there should be an emphasis on writing skills. As a child welfare agency, writing skills are a crucial piece of our daily job activities.
- Maybe having competencies that cover/include: adoption, resource work, as they are components in the local offices.



### **Usefulness of the *Guide to Becoming a Successful Division of Child Protection and Permanency Employee: A Learning Path for Baccalaureate Child Welfare Education Trainees* (which was created for BCWEP Field Instructors and students by Adrienne Jackson, MSW)**

About two thirds of our field instructors indicated that they found the *Learning Path* to be helpful in planning and scheduling learning experiences for their students. A few field instructors reported that they received the *Learning Path*, but had not used it, and four individuals stated that they had not received the guide. It was distributed at the Field Instructor training and mailed out to all field instructors, so it is unclear why they didn't receive it.

Here are some examples of field instructor comments:

#### **Received it and found it helpful/useful**

- Yes. It is very useful in guiding/planning for students
- Yes I did receive a copy and utilized it throughout my intern's field placement. The guide did help map out and plan my intern's learning experience from day to day and week to week.
- It was helpful—again to ensure that I was able to cover the compilation of areas within the office.
- Yes, I have reviewed the Guide. It provides useful suggestions if you have not supervised an intern in the past.

#### **Did not receive it**

- I did not receive this guide which would have been an additional tool to work with the student
- I have not obtained a copy of this tool; however, I would like to. I think it would be very helpful to see input from other students and offices.

### **Field instructors' Perceptions of How Well the BCWEP Child Welfare Traineeship is Preparing Undergraduate Social Work Students for their Professional Roles at DCP&P**

Field instructors wrote detailed responses to this question. All but one gave a very positive assessment of the program. Some of the more interesting comments are reproduced below:

- It appears that the students are learning a great deal of information that can be acclimated into their role as a DCP&P worker. The student's coursework is very applicable to everyday situations at DCP&P.
- BCWEP is designed to prepare students for their careers as child welfare case workers; however it really depends on the effort and time the Field Instructor gives to the student.
- I think that the BCWEP is preparing the undergraduate students fair to good for their future roles at DCP&P.
- I think the BCWEP traineeship is doing a great job in preparing undergraduate social work students for their future professional roles at DCP&P. All of the coursework, internship, and WRT are vital to providing them with the tools in becoming a FSS Trainee.



- I believe that in the amount of time given to the student to be in the local offices it does the best job that it can. A lot depends on the field instructor and ensuring that the student follows the learning plan.
- I believe that this program does prepare, as best as possible, the student for the professional roles at DCP&P. It is beneficial for them to attend the WRT as they are able to see how their coursework is incorporated into the DCP&P trainings and work. The fieldwork is the most valuable aspect as the student gets to “live” the experiences that they will see as a DCP&P employee, without the stress and responsibility of owning the case. In shadowing an experienced worker, the student gains an advantage that better prepares them for the real life day to day work of a DCP&P caseworker than a student in any other program.
- BCWEP only gives a glimpse of what DCP&P is about. The exposure is limited. (Suggestions follow.)
- The BCWEP traineeship is preparing them for their future professional roles at DCP&P. The internship prepared and gave the student a general view of the reasons why a family is involved with DCP&P. The individual BCWEP Trainee needs to be more assertive and not only show enthusiasm for the field but be able to articulate and document reasons for the family being involved with DCP&P. The internship also allowed the student to know what services the family in need of from DCP&P and other providing agencies.
- I would say the program is definitely designed to prepare the students. If students come back to the program open to fully grasping the concepts, partnering with the agency, practicing the skills taught, ask for feedback and accept feedback, the impact of the experience will be very worthwhile. Also, the student would be well prepared, even if some skills need to be refined later.
- Overall, I feel that this program has been revised by including the WRT [CPM?] for students on policy, practice and the tools that offer them better preparation in working with our families once they graduate and go into training units. They are able to work with our families with the dual experience of the social work competency skills and the DCP&P CPM. Working as a FI has allowed me to grow as well in using the Learning Plan that reflects how to focus the student in how to connect the work that DCP&P is responsible for doing.
- If the student is truly serious about casework at DCP&P, this program is very important for them. The program provides the student with real time casework. It allows the student to see how DCP&P works on a daily basis and how we interact and attempt to engage our families to make positive changes. BCWEP students can be an asset to any office if they are given the best opportunity to shadow a caseworker and read case records and become familiar with a family’s history. It is difficult to know how a local office works every day without spending the time the BCWEP students spend with us.

## Recommendations for Changes in BCWEP

Field instructors were asked whether they had any suggestions for change in BCWEP. Most gave no recommendations. The suggestions that were provided were fairly diverse. Here are examples of comments and suggestions:

### More University/Field Instructor Contact and Support:

- Perhaps a mid-semester open-ended evaluation may also help to assess any challenges with the student or field instructor. The professors are not as involved and instructors may want to provide feedback on where the learning plan ties into the learning experience.
- Maybe more support on “how to” for new FI. Notebook guide with a semester outline. Being a FI is additional work and if more structure is provided as a guideline I think that would be helpful.
- I would suggest providing the FI with a copy of the class schedule and WRT curriculum to follow along in field placement.



### **More Freedom and Responsibility for Students:**

- It is imperative that students get more exposure to NJSPIRIT functionality during their internship. It would be helpful if all FIs and students were allowed a NJSPIRIT “sandbox” environment to be able to actually input information.
- I think driving state cars is always mentioned at our meetings, but that will not happen. It would be so beneficial to be able to give a student a family to work with alongside the caseworker. They would benefit from working with one family throughout their tenure at the office. Not sure how we can make that happen.
- More access to computer systems and NJ SPIRIT
- I truly believe that we should encourage our students to consider working after hours. Again the majority of our parents work and their children are school-aged and visits are conducted in the late afternoon or in the evening.
- I don't think it should be changed, but add that interns get access to safe measures. Safe Measures is a data system the Division uses to manage case load compliance.

### **More Help for Field Instructors**

- It is very helpful as a FI to be able to network with other FIs at least for one day to share ideas about how to delegate learning activities and make the most fruitful experience for the students.
- I would like to somehow bridge more of the curriculum work with the field placement work to enhance the knowledge to field practice even more.

### **Require Students to Complete New Worker Curriculum**

- It would be in the program's best interest to allow the students to intern but also complete the full new worker curriculum. This will aid the student in addressing many of the core competencies that are a part of the learning plan. The students should be able to begin some of the core new worker course through at least module 7 or 8. The students should also be required to complete more forms of documentation, like process recordings, and legal/clinical contact sheets and most importantly, writing courses if available.

### **Field Instructors' Interest in Working with BCWEP Staff towards Enhancing the Program**

About half of this year's field instructors expressed willingness to work with BCWEP staff towards enhancing the program. Many chose not to respond to this question at all, though a few field instructors explained that they would like to do so, but their current workload would not allow for it.

## **OVERALL CONCLUSIONS AND RECOMMENDATIONS FOR PROGRAM MODIFICATION IN THE 2013-2014 ACADEMIC YEAR**

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

- It has created classroom and field curricula that effectively convey child welfare knowledge and practice skills.
- It has eased the financial burden for student participants.





- It has created considerable interest in careers in child welfare among social work students.
- It has created a flow of qualified new caseworkers into the public child welfare system.
- It has enhanced the skills of participating field instructors.
- It has created procedures for assuring the effective transfer of funds from the Lead Institution to students and BCWEP staff at participating institutions.
- It has prepared and revised a *BCWEP Field Manual* to guide field instructors and students as they participate in the program.
- It has empowered a former BCWEP field instructor to develop and disseminate a supplemental guide to creating learning experiences.
- It has developed a methodology for evaluating the program and assuring that lessons learned are incorporated into ongoing program development.
- It has developed effective working relationships with staff members in the Division of Child Protection and Permanency and the Child Welfare Training Academy.

Three recommendations for program enhancement in the 2013-2014 Academic Year were presented with last year's report. The following summarizes progress made on these recommendations.

1. *Although considerable progress was made on assuring that all students were given the opportunity to experience the work of more than one unit, continued attention should be given to assuring that this progress does not backslide. This can be accomplished through emphasis during field instructor training and through the schools' liaison visits to DCP&P internship sites.*

It appears from the data collected at the end of the 2013-2014 Academic year that progress on this goal did backslide to some degree. This is still an issue that needs to be addressed. Although 85% of students did experience the work of at least two units, there were still a small number who did not have this opportunity. Every effort should be made to insure that field instructors see this as an important responsibility. If students are to "hit the ground running" when they graduate and begin employment, they need to have the perspective and skills that can only be gained by experiencing the work of at least two or three DCP&P units.

2. *Every effort should be made to assure that all field instructors attend field instructor training and that school liaisons continue to reinforce the training in their visits. It is especially important that field instructors and students alike understand how to implement the competency-based learning plan through development and use of appropriate learning experiences designed to build social work and child welfare competencies.*

This year, 13 of our 26 field instructors attended our field instructor orientation at the beginning of the year. Only 7 of the other 13 field instructors had previously attended a BCWEP field instructor orientation or training. This means that 6 of our 26 field instructors had no specific training or official orientation to BCWEP. Our effort to train and support field instructors was made more difficult by the fact that DCP&P was forced to switch three field instructors during the academic year for operational reasons.

3. *Comments from both students and field instructors suggest that ways be found to increase "hands on" experience working with families and cases. Likewise, the number of simulation opportunities should be increased in Work Readiness. This might be accomplished without increasing the days of Work Readiness Training if some of the reported redundancy to social work class experiences were eliminated.*

It appears from some student and field instructor comments that more hands-on training is still a goal to pursue. Students also continue to request more simulation in the Work Readiness curriculum.



In reviewing the feedback received from students and field instructors, as well as the progress made on last year's goals, the following goals for BCWEP in the 2014-2015 Academic Year are proposed:

1. It remains important that all BCWEP students have field experience in more than one unit. This should be emphasized in BCWEP field instructor training, and students should be strongly encouraged to negotiate such experiences with their field instructors. BCWEP field liaisons should reinforce this requirement during their field visits as well.
2. All field instructors who accept BCWEP students should be strongly encouraged to attend BCWEP field instructor training, even if they have attended in the past. BCWEP field instructor training can serve as a refresher course for those who have attended in the past, and it is essential for new field instructors if they are to understand their responsibilities with BCWEP students.
3. Students continue to ask for more opportunities for hands-on learning. This is best accomplished by having them accompany workers into the field as much as possible and encouraging them to begin interacting with clients as soon as possible. Former BCWEP students are located throughout most of the local offices in the state, and they can be engaged in providing mentoring for new students, taking them out in the field, etc. Hands-on learning can also be reinforced through including more simulation in Work Readiness Training.
4. Field instructors seem to appreciate the opportunity for a mid-year meeting to discuss any issues they may be having with their students. Making this a regular feature of the program should be considered.
5. Both students and field instructors comment on the importance of writing skills for DCP&P workers. Adding a component on skills for report writing, progress notes, etc. into Work Readiness Training should be considered.
6. Since most BCWEP field instructors do a wonderful job supporting and educating our students, we need to find more ways to recognize their contribution to the success of this program.

As summarized in previous reports, BCWEP has accomplished a great deal since its inception. Its greatest strength is that it is a partnership between the state public child welfare system and the academic community, with the full support of the professional community (NASW). BCWEP continues doing its part to assure that there are professionally qualified, diverse, skilled, and committed workers in caseworker positions at the New Jersey Division of Child Protection and Permanency. It has already done much to capture the imagination of a new generation of social workers. Despite the challenges of partnering with organizations as large and complex as DCP&P and DCF, BCWEP has established itself as a strong partner that is helping to advance the vision of assuring safety, permanency, and well-being for all New Jersey's children.



# APPENDIX







## TABLE A CHILD WELFARE TRAINEE ASSESSMENT

June, 2014 (Academic Year 2013-14) Results

Return rate: 100% (26/26 students)

The table below reflects BCWEP interns' self-assessment on the 35 child welfare competencies that the BCWEP curriculum was designed to teach. The highlighted column contains mean scores for 2013-2014. Mean scores from the first eight years of the program (2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, 2011-12, 2012-13) are also included. The students were asked to rate their level of preparedness on a scale of 1-5, where 1 = inadequately prepared, 2 = fairly well prepared, 3 = adequately prepared, 4 = well prepared, and 5 = very well prepared.

WORKPLACE MANAGEMENT COMPETENCIES	Mean Score 2014	Mean Score 2013	Mean Score 2012	Mean Score 2011	Mean Score 2010	Mean Score 2009	Mean Score 2008	Mean Score 2007	Mean Score 2006
1. Demonstrates knowledge of the basic structure of DCP&P and child welfare practice, including Title 30, Title 9, and Adoption and Safe Families Act of 1997.	4.0	4.0	4.2	4.1	4.3	4.1	4.0	3.7	3.1
2. Understands the vision, values, mission, mandates and desired outcomes of the New Jersey Child Welfare System.	4.4	4.5	4.6	4.3	4.6	4.4	4.2	4.0	3.7
3. Is able to work productively with agency staff, supervisors, and clients in an environment characterized by human diversity.	4.6	4.4	4.4	4.6	4.3	4.1	4.1	4.0	3.7
4. Demonstrates an awareness of community resources available for children and families and have a working knowledge of how to utilize these resources in achieving case goals.	3.6	3.6	3.42	3.6	3.5	3.2	3.4	3.3	3.3
5. Has a working knowledge of collaboration with multidisciplinary teams and can work productively with team members in implementing case plans.	3.8	3.7	3.6	3.5	3.7	3.3	3.6	3.3	3.3
6. Is able to plan, prioritize, and complete activities within appropriate time frames.	4.2	4.0	4.1	4.0	4.0	3.8	4.0	3.7	3.5
7. Is aware of potential work-related stress factors and begin to develop appropriate self-care strategies.	4.4	4.2	4.1	4.0	3.8	3.8	4.0	3.8	3.5
<b>ALL WORKPLACE MANAGEMENT COMPETENCIES MEAN SCORES</b>	<b>4.1</b>	<b>4.1</b>	<b>4.1</b>	<b>4.0</b>	<b>4.0</b>	<b>3.8</b>	<b>3.9</b>	<b>3.7</b>	<b>3.4</b>





<b>HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT COMPETENCIES</b>	<b>Mean Score 2014</b>	<b>Mean Score 2013</b>	<b>Mean Score 2012</b>	<b>Mean Score 2011</b>	<b>Mean Score 2010</b>	<b>Mean Score 2009</b>	<b>Mean Score 2008</b>	<b>Mean Score 2007</b>	<b>Mean Score 2006</b>
8. Demonstrates understanding of the stages, processes, and milestones of physical, cognitive, social, and emotional development of children and young adults—and how it is determined and assessed.	4.1	3.8	3.7	3.6	3.7	3.7	3.7	3.7	3.7
9. Understands the profound negative impact of child maltreatment on children’s health and development.	4.3	4.4	4.5	4.1	4.4	4.3	4.3	4.2	4.3
10. Demonstrates understanding of the stages and processes of adult development and family life.	3.9	3.7	3.9	3.6	3.8	4.0	3.7	3.8	3.4
11. Demonstrates understanding of the potential effects of poverty, racism, sexism, homophobia, violence, and other forms of oppression on human behavior.	4.3	4.3	4.3	3.9	4.3	4.4	4.2	4.3	4.3
12. Demonstrates understanding of the influence of culture on human behavior and family dynamics.	4.4	4.3	4.3	4.0	4.4	4.2	4.2	4.3	4.4
13. Demonstrates understanding of how the strengths perspective and empowerment approaches can influence growth, development, and behavior change.	4.4	4.4	4.6	4.2	4.4	4.4	4.3	4.2	4.4
<b>ALL HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT COMPETENCIES MEAN SCORES</b>	<b>4.2</b>	<b>4.2</b>	<b>4.2</b>	<b>3.9</b>	<b>4.2</b>	<b>4.2</b>	<b>4.1</b>	<b>4.1</b>	<b>4.1</b>



<b>ETHNIC SENSITIVE AND MULTICULTURAL PRACTICE COMPETENCIES</b>	<b>Mean Score 2014</b>	<b>Mean Score 2013</b>	<b>Mean Score 2012</b>	<b>Mean Score 2011</b>	<b>Mean Score 2010</b>	<b>Mean Score 2009</b>	<b>Mean Score 2008</b>	<b>Mean Score 2007</b>	<b>Mean Score 2006</b>
14. Demonstrates sensitivity to clients' differences in culture, ethnicity, and sexual orientation.	4.4	4.4	4.6	4.4	4.4	4.4	4.3	4.2	4.7
15. Demonstrates the ability to conduct an ethnically and culturally sensitive assessment of a child and family and to develop an appropriate intervention plan.	4.0	4.0	4.2	3.6	3.9	3.9	3.6	3.8	3.7
16. Demonstrates understanding of the importance of a client's primary language and support its use in providing child welfare assessment and intervention services.	4.2	4.1	4.3	3.9	3.8	4.1	3.9	4.0	4.5
17. Demonstrates understanding of the influence and value of traditional, culturally based childrearing practices and use this knowledge in working with families.	4.1	3.9	4.2	3.8	4.0	4.1	3.9	3.9	3.9
18. Demonstrates the ability to collaborate with individuals, groups, community-based organizations, and government agencies to advocate for equitable access to culturally sensitive resources and services.	4.1	3.9	3.8	3.6	3.6	4.0	3.7	3.7	3.5
<b>ALL ETHNIC SENSITIVE AND MULTICULTURAL PRACTICE COMPETENCIES MEAN SCORES</b>	<b>4.2</b>	<b>4.1</b>	<b>4.2</b>	<b>3.9</b>	<b>3.9</b>	<b>4.1</b>	<b>3.9</b>	<b>3.9</b>	<b>4.1</b>



<b>CORE CHILD WELFARE PRACTICE COMPETENCIES</b>	<b>Mean Score 2014</b>	<b>Mean Score 2013</b>	<b>Mean Score 2012</b>	<b>Mean Score 2011</b>	<b>Mean Score 2010</b>	<b>Mean Score 2009</b>	<b>Mean Score 2008</b>	<b>Mean Score 2007</b>	<b>Mean Score 2006</b>
19. Is able to identify the multiple factors of social and family dynamics in child abuse and neglect, including the interaction of individual, family, and environmental factors.	3.9	4.1	4.2	3.9	4.1	4.1	4.0	3.8	3.7
20. Demonstrates understanding of the strengths-based “person in environment” perspective, and awareness of strengths which act to preserve the family and protect the child.	4.3	4.4	4.5	4.1	4.5	4.4	4.1	4.1	3.9
21. Demonstrates awareness and beginning understanding of the physical, emotional, and behavioral indicators of child neglect and abuse, child sexual abuse, substance abuse, and mental illness in child victims and their families—and be able to relate these indicators to Title 9, Title 30, and to DYFS policy.	3.8	3.8	4	3.9	4.0	4.1	3.8	3.7	2.9
22. Is developing knowledge of the forms and mechanisms of oppression and discrimination in the lives of low-income and single-parent families and uses this knowledge in providing appropriate services.	3.9	4.1	4.1	3.8	4.1	3.8	3.8	3.8	3.5
23. Demonstrates an understanding of the dual responsibility of the child welfare case worker to protect children and to provide appropriate services to enable families to care for their children, including pre-placement preventive services.	4.2	4.3	4.3	4.1	4.3	4.2	4.1	4.0	3.7
24. Demonstrate understanding of the dynamics of all forms of family violence, and the importance of culturally sensitive case plans for families and family members to address these problems.	4.1	4.0	4.0	3.8	3.7	4.0	3.7	3.7	3.3



<b>CORE CHILD WELFARE PRACTICE COMPETENCIES (CONTINUED)</b>	<b>Mean Score 2014</b>	<b>Mean Score 2013</b>	<b>Mean Score 2012</b>	<b>Mean Score 2011</b>	<b>Mean Score 2010</b>	<b>Mean Score 2009</b>	<b>Mean Score 2008</b>	<b>Mean Score 2007</b>	<b>Mean Score 2006</b>
25. Recognizes the need to monitor the safety of the child by initial and ongoing assessment of risk, especially for children with special needs.	4.1	4.3	4.5	4.0	4.0	4.3	4.1	4.0	3.7
26. Demonstrates a beginning understanding of legal process and the role of social workers and other professionals in relation to the courts, including policy issues and legal requirements affecting child welfare practice.	3.5	3.6	3.4	3.7	3.2	3.8	3.4	3.5	2.7
27. Is in the process of developing a knowledge base about the effects of attachment, separation, and placement experiences for the child and the child's family and the effects on the child's physical, cognitive, social, and emotional development	4.0	3.9	3.8	3.6	3.8	3.8	3.8	3.8	3.7
28. Is in the process of developing an understanding of the importance of evidence-based practice and a basic understanding of empirical research.	4.0	3.8	3.9	3.4	3.4	3.9	3.6	3.6	3.1
29. Demonstrates awareness of the principles of concurrent and permanency planning with regard to younger children as well as planning for older children about to terminate from the child welfare system.	3.7	4.0	3.9	3.8	4.0	3.8	3.7	3.7	3.3
30. Is developing the capacity to utilize the case manager's role in creating a helping system for clients, including working collaboratively with other disciplines and involving and working collaboratively with biological families, foster families, and kin networks.	3.9	3.8	3.9	3.8	4.0	3.8	3.8	3.8	3.5



<b>CORE CHILD WELFARE PRACTICE COMPETENCIES (CONTINUED)</b>	<b>Mean Score 2014</b>	<b>Mean Score 2013</b>	<b>Mean Score 2012</b>	<b>Mean Score 2011</b>	<b>Mean Score 2010</b>	<b>Mean Score 2009</b>	<b>Mean Score 2008</b>	<b>Mean Score 2007</b>	<b>Mean Score 2006</b>
31. Shows understanding of the value base of the profession and its ethical standards and principles, and practices accordingly.	4.2	4.3	4.5	4.1	4.3	4.1	4.1	4.1	4.0
32. Demonstrates the appropriate use of power and authority in professional relationships, as well as the dynamics of engaging and working with involuntary clients.	4.0	4.0	4.3	3.8	4.0	3.9	3.8	3.8	3.1
33. Demonstrates the ability to assess his or her own emotional responses to clients, co-workers, and situations.	4.4	4.2	4.4	4.3	4.1	3.9	3.9	3.9	3.8
34. Demonstrates an understanding of the importance of the termination process, with clients and with systems.	4.2	4.0	4.0	3.9	3.8	3.9	3.8	3.8	3.5
35. Demonstrates an understanding of the critical importance of documentation in public child welfare.	4.5	4.6	4.6	4.4	4.7	4.4	4.4	N/A	N/A
<b>ALL CORE CHILD WELFARE PRACTICE COMPETENCIES MEAN SCORES</b>	<b>4.0</b>	<b>4.1</b>	<b>4.1</b>	<b>3.9</b>	<b>4.0</b>	<b>4.0</b>	<b>3.9</b>	<b>3.8</b>	<b>3.5</b>



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

May, 2014 (Academic Year 2013-14) Results

Return rate: 81% (21 of 26 field instructors)

The table below reflects field instructors' assessment of their students' progress on achieving the 35 child welfare competencies that the BCWEP curriculum is designed to teach. The highlighted column contains mean scores for 2013-2014. Mean scores from the first eight years of the program (2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, 2011-12, 2012-13) are also included. Field instructors were asked to rate students' level of preparedness on a scale of 1-5, where 1 = inadequately prepared, 2 = fairly well prepared, 3 = adequately prepared, 4 = well prepared, and 5 = very well prepared.

<b>WORKPLACE MANAGEMENT COMPETENCIES</b>	<b>Mean Score 2014</b>	<b>Mean Score 2013</b>	<b>Mean Score 2012</b>	<b>Mean Score 2011</b>	<b>Mean Score 2010</b>	<b>Mean Score 2009</b>	<b>Mean Score 2008</b>	<b>Mean Score 2007</b>	<b>Mean Score 2006</b>
1. Demonstrates knowledge of the basic structure of DYFS and child welfare practice, including Title 30, Title 9, and Adoption and Safe Families Act of 1997.	4.1	4.0	4.2	4.1	4.2	4.2	4.1	4.0	2.8
2. Understands the vision, values, mission, mandates and desired outcomes of the New Jersey Child Welfare System.	4.1	4.3	4.4	4.4	4.2	4.3	4.3	4.4	3.2
3. Is able to work productively with agency staff, supervisors, and clients in an environment characterized by human diversity.	4.2	4.5	4.5	4.6	4.3	4.5	4.4	4.6	3.8
4. Demonstrates an awareness of community resources available for children and families and have a working knowledge of how to utilize these resources in achieving case goals.	3.5	3.8	3.8	4.0	3.9	3.8	4.0	3.9	3.3
5. Has a working knowledge of collaboration with multidisciplinary teams and can work productively with team members in implementing case plans.	3.6	4.0	4.1	3.8	3.9	3.8	4.0	4.2	3.7
6. Is able to plan, prioritize, and complete activities within appropriate time frames.	3.8	4.3	4.5	4.2	4.0	4.3	4.2	4.4	3.3
7. Is aware of potential work-related stress factors and begin to develop appropriate self-care strategies.	3.8	4.1	4.1	3.8	3.9	3.9	4.1	4.3	3.3
<b>ALL WORKPLACE MANAGEMENT COMPETENCIES MEAN SCORES</b>	<b>3.9</b>	<b>4.1</b>	<b>4.2</b>	<b>4.1</b>	<b>4.1</b>	<b>4.1</b>	<b>4.2</b>	<b>4.3</b>	<b>3.3</b>





<b>HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT COMPETENCIES</b>	<b>Mean Score 2014</b>	<b>Mean Score 2013</b>	<b>Mean Score 2012</b>	<b>Mean Score 2011</b>	<b>Mean Score 2010</b>	<b>Mean Score 2009</b>	<b>Mean Score 2008</b>	<b>Mean Score 2007</b>	<b>Mean Score 2006</b>
8. Demonstrates understanding of the stages, processes, and milestones of physical, cognitive, social, and emotional development of children and young adults—and how it is determined and assessed.	3.9	4.0	4.4	3.9	3.9	4.0	3.9	4.0	3.0
9. Understands the profound negative impact of child maltreatment on children’s health and development.	3.9	4.2	4.4	4.1	4.1	4.2	4.1	4.1	3.7
10. Demonstrates understanding of the stages and processes of adult development and family life.	3.9	4.0	4.1	4.0	3.9	3.9	4.1	4.0	2.7
11. Demonstrates understanding of the potential effects of poverty, racism, sexism, homophobia, violence, and other forms of oppression on human behavior.	3.8	4.0	4.3	4.1	3.9	4.0	4.3	4.2	2.8
12. Demonstrates understanding of the influence of culture on human behavior and family dynamics.	4.2	4.1	4.3	4.0	3.9	4.1	4.3	4.2	3.5
13. Demonstrates understanding of how the strengths perspective and empowerment approaches can influence growth, development, and behavior change.	3.9	4.2	4.4	4.1	4.1	4.1	4.3	4.3	3.2
<b>ALL HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT COMPETENCIES MEAN SCORES</b>	<b>3.9</b>	<b>4.1</b>	<b>4.3</b>	<b>4.0</b>	<b>4.0</b>	<b>4.1</b>	<b>4.2</b>	<b>4.2</b>	<b>3.1</b>



<b>ETHNIC SENSITIVE AND MULTICULTURAL PRACTICE COMPETENCIES</b>	<b>Mean Score 2014</b>	<b>Mean Score 2013</b>	<b>Mean Score 2012</b>	<b>Mean Score 2011</b>	<b>Mean Score 2010</b>	<b>Mean Score 2009</b>	<b>Mean Score 2008</b>	<b>Mean Score 2007</b>	<b>Mean Score 2006</b>
14. Demonstrates sensitivity to clients' differences in culture, ethnicity, and sexual orientation.	4.2	4.3	4.4	4.2	4.2	4.4	4.5	4.3	3.7
15. Demonstrates the ability to conduct an ethnically and culturally sensitive assessment of a child and family and to develop an appropriate intervention plan.	3.9	3.7	4.2	4.0	3.9	4.0	4.2	4.0	2.7
16. Demonstrates understanding of the importance of a client's primary language and support its use in providing child welfare assessment and intervention services.	4.0	4.0	4.2	4.0	3.9	4.3	4.3	4.2	3.7
17. Demonstrates understanding of the influence and value of traditional, culturally based childrearing practices and use this knowledge in working with families.	4.0	3.9	4.2	3.8	3.9	4.0	4.0	4.2	3.5
18. Demonstrates the ability to collaborate with individuals, groups, community-based organizations, and government agencies to advocate for equitable access to culturally sensitive resources and services.	3.7	4.0	4.3	4.1	4.0	4.0	4.1	4.1	3.5
<b>ALL ETHNIC SENSITIVE AND MULTICULTURAL PRACTICE COMPETENCIES MEAN SCORES</b>	<b>4.0</b>	<b>4.0</b>	<b>4.3</b>	<b>4.0</b>	<b>4.0</b>	<b>4.1</b>	<b>4.2</b>	<b>4.2</b>	<b>3.4</b>



<b>CORE CHILD WELFARE PRACTICE COMPETENCIES</b>	<b>Mean Score 2014</b>	<b>Mean Score 2013</b>	<b>Mean Score 2012</b>	<b>Mean Score 2011</b>	<b>Mean Score 2010</b>	<b>Mean Score 2009</b>	<b>Mean Score 2008</b>	<b>Mean Score 2007</b>	<b>Mean Score 2006</b>
19. Is able to identify the multiple factors of social and family dynamics in child abuse and neglect, including the interaction of individual, family, and environmental factors.	3.9	3.9	4.2	4.0	4.0	3.9	4.2	4.1	3.2
20. Demonstrates understanding of the strengths-based “person in environment” perspective, and awareness of strengths which act to preserve the family and protect the child.	3.9	4.1	4.4	3.9	4.2	4.0	4.3	4.1	2.8
21. Demonstrates awareness and beginning understanding of the physical, emotional, and behavioral indicators of child neglect and abuse, child sexual abuse, substance abuse, and mental illness in child victims and their families—and be able to relate these indicators to Title 9, Title 30, and to DYFS policy.	3.8	3.8	4.1	3.8	4.1	3.9	4.1	4.0	2.0
22. Is developing knowledge of the forms and mechanisms of oppression and discrimination in the lives of low-income and single-parent families and uses this knowledge in providing appropriate services.	3.9	3.8	4.3	3.7	3.9	3.9	4.0	4.1	2.3
23. Demonstrates an understanding of the dual responsibility of the child welfare case worker to protect children and to provide appropriate services to enable families to care for their children, including pre-placement preventive services.	4.0	4.0	4.2	3.9	4.2	3.9	4.2	4.3	3.5
24. Demonstrate understanding of the dynamics of all forms of family violence, and the importance of culturally sensitive case plans for families and family members to address these problems.	3.8	3.9	4.2	3.7	4.0	3.9	4.0	4.1	2.0



<b>CORE CHILD WELFARE PRACTICE COMPETENCIES (CONTINUED)</b>	<b>Mean Score 2014</b>	<b>Mean Score 2013</b>	<b>Mean Score 2012</b>	<b>Mean Score 2011</b>	<b>Mean Score 2010</b>	<b>Mean Score 2009</b>	<b>Mean Score 2008</b>	<b>Mean Score 2007</b>	<b>Mean Score 2006</b>
25. Recognizes the need to monitor the safety of the child by initial and ongoing assessment of risk, especially for children with special needs.	3.9	4.1	4.2	4.0	4.2	4.3	3.9	4.1	3.5
26. Demonstrates a beginning understanding of legal process and the role of social workers and other professionals in relation to the courts, including policy issues and legal requirements affecting child welfare practice.	4.0	3.7	4.0	3.8	3.9	3.8	3.8	4.1	2.8
27. Is in the process of developing a knowledge base about the effects of attachment, separation, and placement experiences for the child and the child's family and the effects on the child's physical, cognitive, social, and emotional development	3.4	3.8	4.0	3.9	3.9	3.8	3.7	4.0	2.0
28. Is in the process of developing an understanding of the importance of evidence-based practice and a basic understanding of empirical research.	3.3	3.8	3.9	3.6	3.9	3.8	3.8	4.0	1.7
29. Demonstrates awareness of the principles of concurrent and permanency planning with regard to younger children as well as planning for older children about to terminate from the child welfare system.	3.5	3.6	4.0	3.6	4.1	3.8	3.7	4.0	2.8
30. Is developing the capacity to utilize the case manager's role in creating a helping system for clients, including working collaboratively with other disciplines and involving and working collaboratively with biological families, foster families, and kin networks.	3.7	4.0	4.3	3.8	4.1	3.9	3.9	4.3	3.3



<b>CORE CHILD WELFARE PRACTICE COMPETENCIES (CONTINUED)</b>	<b>Mean Score 2014</b>	<b>Mean Score 2013</b>	<b>Mean Score 2012</b>	<b>Mean Score 2011</b>	<b>Mean Score 2010</b>	<b>Mean Score 2009</b>	<b>Mean Score 2008</b>	<b>Mean Score 2007</b>	<b>Mean Score 2006</b>
31. Shows understanding of the value base of the profession and its ethical standards and principles, and practices accordingly.	3.9	4.2	4.3	4.0	4.2	4.3	4.2	4.2	3.3
32. Demonstrates the appropriate use of power and authority in professional relationships, as well as the dynamics of engaging and working with involuntary clients.	3.7	3.8	4.3	3.7	4.1	3.9	4.1	4.3	2.7
33. Demonstrates the ability to assess his or her own emotional responses to clients, co-workers, and situations.	3.6	4.1	4.1	3.9	4.1	4.0	4.1	4.3	2.8
34. Demonstrates an understanding of the importance of the termination process, with clients and with systems.	3.5	3.5	4.0	3.7	4.0	3.7	3.9	4.0	2.8
35. Demonstrates an understanding of the critical importance of documentation in public child welfare.	3.9	4.4	4.4	4.4	4.4	4.2	4.3	4.4	N/A
<b>ALL CORE CHILD WELFARE PRACTICE COMPETENCIES MEAN SCORES</b>	<b>3.8</b>	<b>3.9</b>	<b>4.2</b>	<b>3.9</b>	<b>4.1</b>	<b>3.9</b>	<b>4.0</b>	<b>4.1</b>	<b>2.7</b>













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