

Child Welfare Education and Research Programs



2011-2012 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, 2011 - June 30, 2012

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



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GREETINGS

From the Dean

For over seventy years, leadership in public child welfare has been a hallmark of the University of Pittsburgh, School of Social Work. Beginning in 1938, the School of Social Work has been at the forefront of specialized education and training devoted toward the development of child welfare professionals. The accomplishments of our continued efforts to strengthen the public child welfare workforce through professional education are highlighted in this Annual Report of the Child Welfare Education for Baccalaureates (CWEB) and the Child Welfare Education for Leadership (CWEL) programs. This report describes the work of the eleventh year of the CWEB program and the seventeenth year of the CWEL program. The ongoing commitment of the Department of Public Welfare and the University to vulnerable children, youth, families and communities has no greater testament than the success and continued vitality of CWEB and CWEL. Pennsylvania remains a national leader in child welfare education, training and practice improvement.

The School of Social Work is committed to best practices in child welfare through education, training and research. Strong partnerships and a shared vision are the foundation of our success. I want to thank the Pennsylvania Department of Public Welfare and the Pennsylvania Children and Youth Administrators for their ongoing support. As children, families and communities continue to face new challenges and an ever-changing economic and political landscape, our work together remains a critical element in promoting safety, permanency and well-being. I look forward to continuing our 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 gratified by the contributions we continue to make to the public child welfare system in Pennsylvania. Eight hundred and twenty-seven (827) CWEB students have entered into the county agency system and one thousand and thirty-six (1036) students have graduated from the CWEL program. All have work commitments in the counties. Only one recent CWEB graduate is awaiting a position. At the same time, approximately 206 CWEB and CWEL participants are currently engaged in social work studies. We have established an educational ladder within child welfare and continue to see an impressive number of eligible CWEB graduates enter the CWEL program after fulfilling their initial agency work commitment. We have seen our graduates emerge as leaders and have witnessed their positive impact upon child welfare practice. We celebrate their successes and their accomplishments.

The contributions of many others are what guide, sustain and shape our programs. We salute our students with sincere admiration for their energy, vision, and productivity. We acknowledge the sacrifices made in their own lives and within their own families in order to support the children and families who are served through the child welfare system. The long-term benefits of their commitment to Pennsylvania's children, families and communities, and their impact upon the child welfare system through practice, advocacy and leadership, will be realized for many years to come.

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

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CHILD WELFARE EDUCATION FOR BACCALAUREATES AND CHILD WELFARE EDUCATION FOR LEADERSHIP

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 Public Welfare, 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 Pennsylvania;
- Recruiting undergraduate students throughout 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 evidenced-based practice skills 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 eleventh full academic year of operation for the Child Welfare Education for Baccalaureates program (CWEB) and seventeen (17) full academic years of operation for the Child Welfare Education for Leadership program (CWEL) in Pennsylvania. Both have become remarkably integrated into the fabric of public child welfare throughout the state, with approximately 97% of the counties in the Commonwealth participating in CWEB and CWEL. For the past 17 years, CWEL has been returning graduates to the roughly 4,000 caseworker, supervisor, manager and administrator positions in Pennsylvania’s county child welfare agencies. At the present time, 18% of Pennsylvania’s current positions are occupied by 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 have demonstrated 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 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 of education for social work practice at the University of Pittsburgh since 1938. The following timeline provides an historical overview of key events in child welfare education and training at the University.

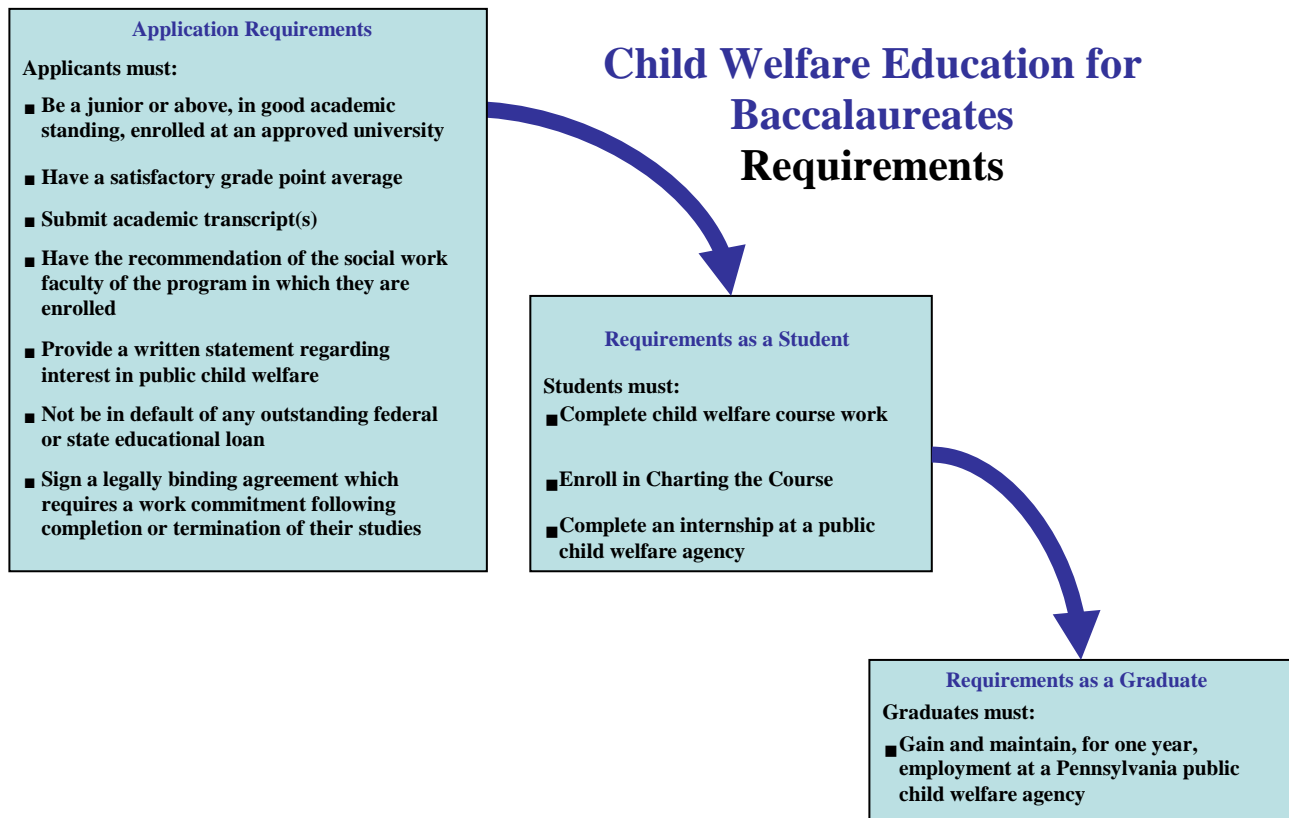


Program Descriptions

Child Welfare Education for Baccalaureates Program

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

Figure 1.

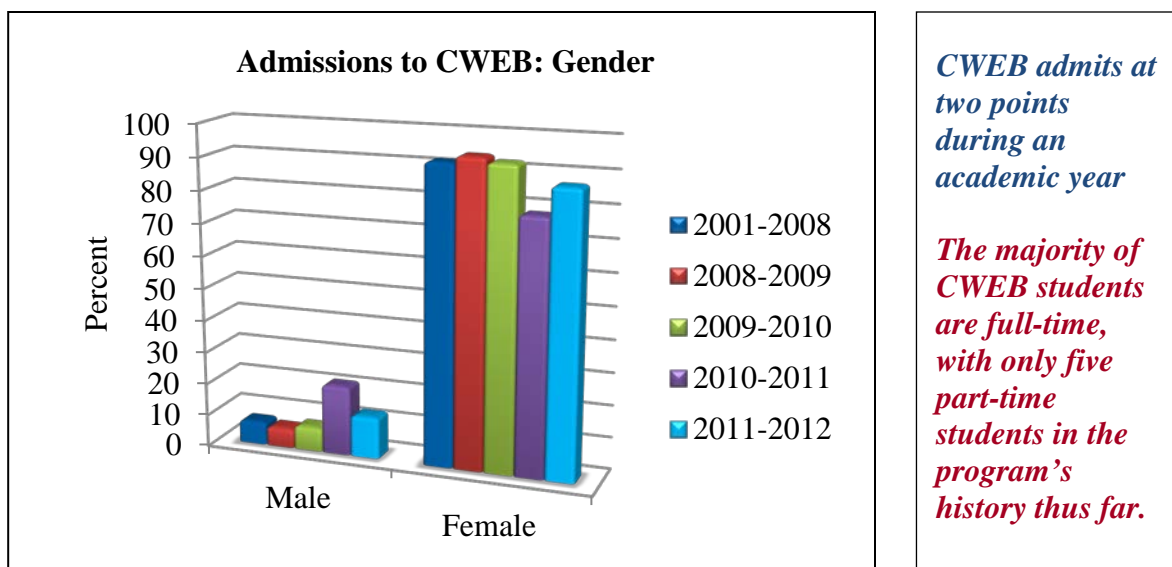


Qualified students can receive substantial financial support during their senior year in return for a commitment to work in one of Pennsylvania's county public child welfare agencies following graduation. Students must satisfactorily complete child welfare course work and an internship at a public child welfare agency. During the course of the internship, most students are

able to complete a portion of the competency-based training required for all public child welfare caseworkers. Upon graduation, students also receive assistance with their employment search.

Over 800 students have graduated from CWEB during the program’s first eleven years. CWEB graduates have completed internships and have been employed in 87 percent of Pennsylvania counties. Once in the field, they are able to draw on a solid background of agency experience as well as required training and educational preparation. County child welfare agencies benefit immensely from the program because it addresses a critical child welfare workforce need.

Figure 2. Admissions to CWEB by Gender

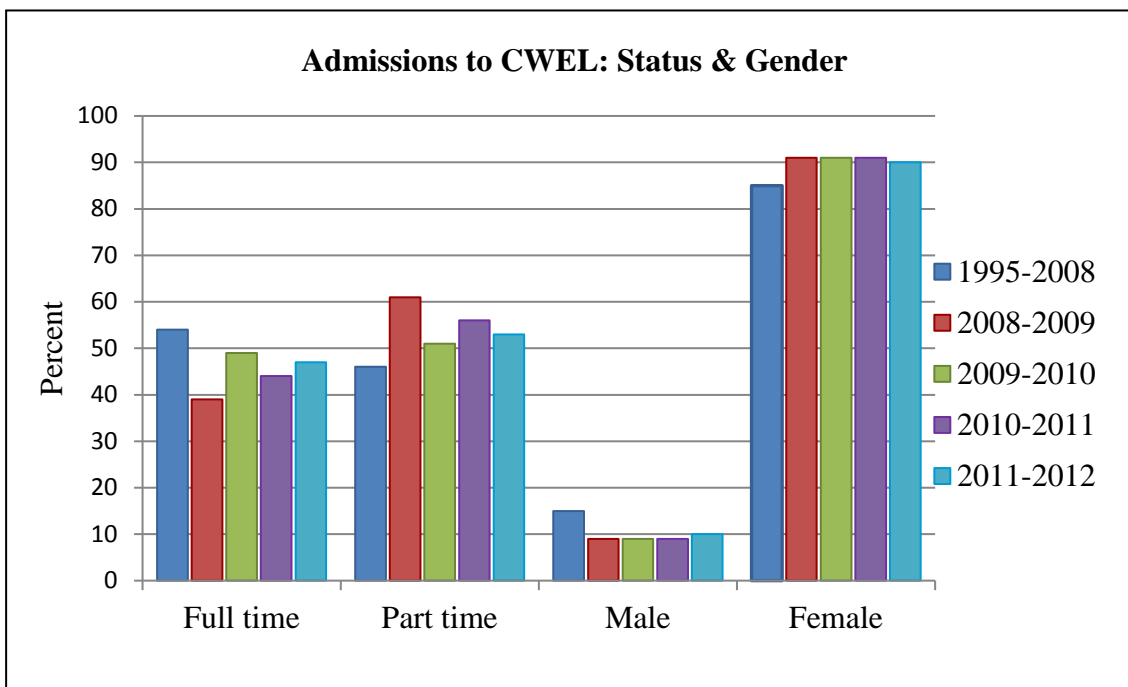


Child Welfare Education for Leadership Program

The Child Welfare Education for Leadership (CWEL) Program provides substantial financial support for graduate-level social work education for current employees of public child welfare agencies. 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 4 for all program requirements.) All persons enrolled meet these criteria as

determined by their CWEL applications, résumés, personal statements, agency approvals notifications of admission from one of the approved schools, and signed agreements.

Figure 3. Admissions to CWEL by Status and Gender

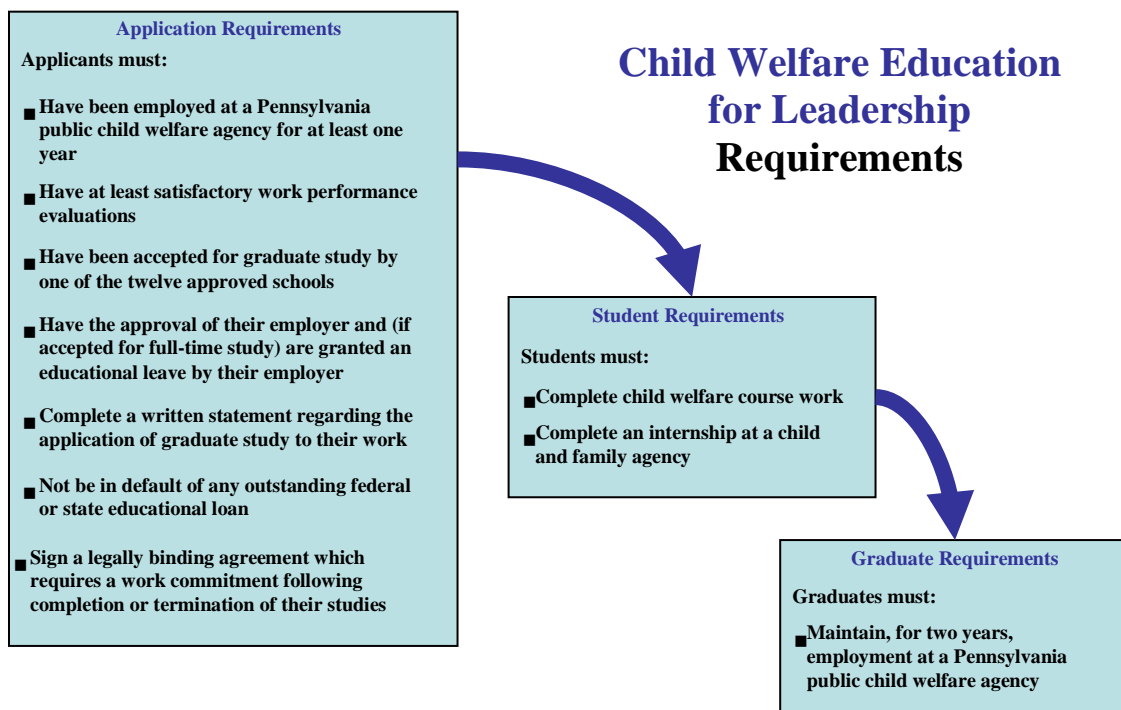


CWEL has funded students from 62 counties and twelve Pennsylvania schools of social work on both a full- and part-time basis. At the present time, 18% of the Pennsylvania child welfare workforce consists of a CWEL graduate or a current CWEL student. Additionally, CWEL serves as an educational and career ladder for public child welfare employees. Overall, approximately 15 percent of CWEB graduates have entered the CWEL program thus far. The active CWEL student enrollment during the 2011-2012 program year consisted of nearly 23% CWEB alumni.

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 county child welfare agency upon graduation. During the first 17 years of the program 1,036 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 retention rates averaging 92 percent.

Figure 4.



Racial Disproportionality in Child Welfare and CWEB/CWEL Enrollment

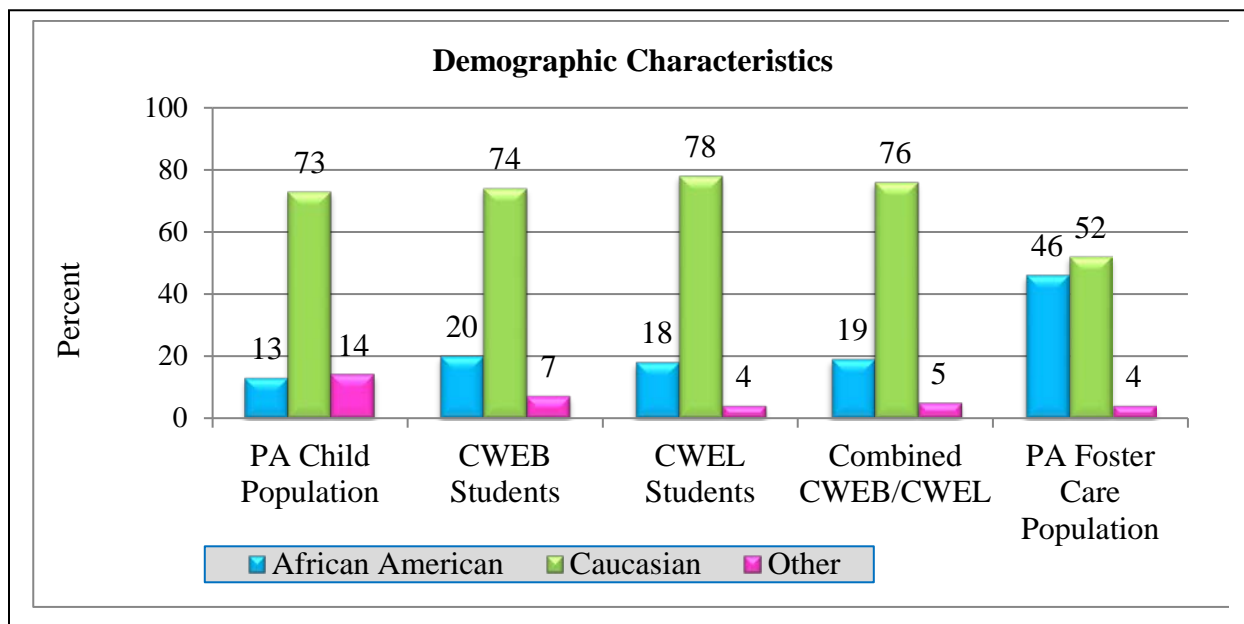
It is well known that children of color are overrepresented in the United States child welfare system¹. In 2010, for example, African American children made up 14% of the U.S. child population but represented 27% of the foster care population². Disproportionate representation is striking across all levels of child welfare service and is particularly evident in substitute care. Pennsylvania is the sixth most populated state in the country, with a total population of 12.7 million people. According to a recent (2011) report by Pennsylvania Partnerships for Children, there are almost 28,000 Pennsylvania children living in foster care. Forty-six percent of these children are African American, yet African American children comprise only 13% of the state's child population. Caucasian children make up 73% of the

¹ 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.

² The Annie E. Casey Foundation (2013), KIDS COUNT Data Center. datacenter.kidscount.org.

state’s child population and comprise approximately 52% of Pennsylvania’s foster care population³. Within the CWEB and CWEL programs combined, African Americans represent 19% of participants. While the causes and solutions for the disproportionate representation of children of color in the child welfare system are complex, we believe that it is crucial that the workforce be reflective of the populations served. Figure 5 below illustrates the demographic characteristics of the Pennsylvania child population and those of CWEB/CWEL participants.

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. [Refer to Part III-A of the Project Description and Implementation.] 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 thirteen (13) undergraduate universities and eleven (11) graduate schools eligible to participate in the

³ Statewide Data Package. AFCARS Longitudinal File maintained by Hornsby-Zeller Associates for the PA Department of Public Welfare, Office of Children, Youth and Families.

CWEB and CWEL programs. The total number of participating school programs is sixteen (16), with four schools at the undergraduate level only, ten university programs enrolling both undergraduate and graduate students, and two programs at the graduate level only.

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 stipends. 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 Public Welfare and the University of Pittsburgh; a series of agreements between the University and each of the other fifteen (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 educational leave to full-time students is specified. Reimbursement to employers for CWEL student salaries and benefits is also included.

To accomplish all of these tasks, approximately nine (9) full-time equivalent faculty and staff have been engaged. All program faculty teach regular credit courses, provide academic advising to students, and oversee student internships. In addition, the CWEB and CWEL faculty

are responsible for assisting in program evaluation. The faculty and staff listing is contained in [Appendix M](#).

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 Colleges and Schools (MSACS) and the Council on Social Work Education (CSWE). The sixteen (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 (1) child welfare course and internships in county child welfare agencies. Approved graduate programs are required to offer at least two (2) 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 2011-2012 course offerings of the fourteen undergraduate schools participating in CWEB and the other eleven graduate school programs participating in CWEL are shown in [Appendix D](#), Table III (CWEB) and in [Appendix E](#), Table IV (CWEL). These course listings above do not include internships, for which a minimum of four hundred (400) clock hours is required at the baccalaureate level and nine hundred (900) at the master 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 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 to the student and the agency of this option 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 sixty-two (62) CWEB students who graduated during the 2011-2012 academic year, thirty-one (31), or 50% exercised the State Civil Service Social Casework Intern option.

At the graduate level, nearly all placements exceed the 900 hour minimum with the average being over one thousand (1000) hours. At the University of Pittsburgh, there are three hundred and sixty (360) hours of internship for first year students, in addition to a fifteen week field seminar. Second year students are required to complete seven hundred twenty (720) hours, resulting in a grand total of 1080 internship hours. Comparable hours are required at the other eleven graduate school programs.

CWEB county participation is included in [Appendix F](#). CWEL county participation 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.⁴ For CWEL graduates, the length of this service is an amount of time equal to the length of their 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.⁵ 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, seventy-six (76) CWEL students completed their degree programs and were graduated. This brought the total number of CWEL graduates to one thousand and thirty-six nine hundred and sixty (1036) as of summer, 2012. All graduates returned to their counties of origin following graduation.

⁴ 45 CFR, Ch. II, §235.63 (b) (5)

⁵ 45 CFR, Ch. II, §235.63 (b) (1)

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 the county of employment (as in the case of CWEL students). During the eleventh program year, seven (7) CWEB students withdrew or were terminated from the program after receiving financial benefits, some after beginning their period of commitment payback. Our experience with the program over this eleven-year period shows that those who withdraw discover early that child welfare was not what they had anticipated and not what they want to pursue as a professional career. We believe that this important discovery is to be anticipated in a certain number of instances among undergraduate students and is better learned before great time, training, and costs have been expended. A graphic summary of the CWEB departures and their status appears on the following page.

In seventeen years of program operation, it is notable that only six percent 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 below. The employment (retention) of all students exiting the program will continue to be monitored as required in Section III, G, 13 of the Project Description and Implementation, and by PL 103-432 which was enacted by the United States 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 programs. The first is the retention of students just noted. In this group, the loss rate of 13% among the undergraduates and 6% among the graduate students is most reasonable considering the large number of academic, work and personal factors that can affect the decision to withdraw. Table 1 shows these program departures and the status of recoupment proceedings.

Table 1. Student 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	9	9	0	5	4	6	3
Bryn Mawr College	3	0	3	0	3	1	2
California University	16	16	0	11	5	12	4
Edinboro University	11	10	1	6	5	6	5
Kutztown University	10	9	1	7	3	3	7
Lock Haven University	6	6	0	4	2	1	5
Mansfield University	8	8	0	8	0	4	4
Marywood University	16	0	16	1	15	7	9
Millersville University	2	2	0	1	1	1	1
University of Pennsylvania	6	0	6	0	6	3	3
University of Pittsburgh	19	4	15	8	11	9	10
Shippensburg University	7	7	0	6	1	3	4
Slippery Rock University	8	8	0	6	2	4	4
Temple University	30	13	17	12	18	13	17
West Chester University	4	4	0	4	0	1	3
Widener University	19	9	10	11	8	11	8
TOTALS	174	105	69	90	84	85	89

The second aspect is the retention of graduates after they have completed their work commitment. Since the beginning of the CWEB program through the summer of 2012, seven hundred and thirty (730) students accepted employment after graduation. Of those who have most recently satisfied their legal work commitment, seventy percent (70%) remain in the agencies. Overall a great many have exceeded their commitment by over two years. Increased familiarity with the program, more focused selection criteria and stronger case management has contributed to improved outcomes.

For the CWEL program, only thirteen (13) individuals out of a total of 1036 graduates have not completed their employment commitment after graduation. The percent of graduates who have resigned for all reasons over the life of the program averages 8% per year. This figure includes death, retirement, total and permanent disability, transfer of spouse's employment out of state, and other routine changes of employment. In some instances, CWEL graduates have been offered retirement incentives to reduce county payrolls, essentially resulting in the departure of some of the counties' most experienced and best-educated professional staff.

Despite the loss of some senior level staff, it is doubtful if there is any other program designed to retain highly skilled employees that has such a strong record. Nevertheless, there are real reasons behind each of the post-commitment departures. We describe these in our previous annual reports, have presented them to the state-wide Recruitment and Retention Committee, at meetings of the Pennsylvania Children and Youth Administrators Association, at national professional meetings and include additional information about them 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 solutions that go beyond the scope of the CWEB and CWEL educational programs.

Deliverables

Extensive efforts to inform all interested parties about the CWEB and CWEL programs are ongoing. The entry of eight hundred and twenty-seven (827) CWEB students into the agency system and the return of one thousand and thirty-six (1036) CWEL graduates to a total of sixty-

five (65) counties have been very helpful in continuing to make the value of the program visible. Current and former students are a valuable source of recruitment, as are county agency directors and school faculty members. The volume of inquiries and applications, and involvement of nearly all of the counties in the state of Pennsylvania, suggest that information about the program is reaching those eligible to participate as students or employers. To further facilitate inquiries and calls for assistance, a toll-free line was installed. The number, 1 (866) ASK - CWEL, [1 (866) 275-2935], has been well received and has had steady use. The CWEB and CWEL websites have been updated to include “Frequently Asked Questions” in order to clarify program information and address common concerns. Additionally, our websites include student pictures and personal comments from participants. This first-hand information is helpful to prospective students and illustrates the interpersonal connection both programs develop with participants.

The following efforts and products were delivered by the University during 2011-2012 in accordance with the approved Project Description and Implementation plan:

- The 2010-2011 Annual Report was provided to all county administrators, DPW 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. Cahalane attended the summer and fall meetings of the Pennsylvania Children and Youth Administrators.
- Dr. Cahalane and Maryrose McCarthy, Director of the PA Child Welfare Resource Center, presented at the National Staff Development and Training Association (NSDTA) annual meeting on the link between organizational effectiveness and continuous quality improvement practices. These initiatives involve many IV-E program graduates in Pennsylvania and illustrate the impact of workforce development on improving child welfare practice. Involving IV-E program graduates in state-wide initiatives is an effective use of their child welfare expertise and provides graduates with an opportunity to influence systems-level change.
- Drs. Bradley-King and Cahalane and Professor Donohue continued to serve on the Pennsylvania Children and Youth Administrators’ Recruitment and Retention Committee.

- Dr. Cahalane continued collaboration with the Pennsylvania Youth and Family Institute (PYFI) and continued to serve on the Leadership Council of Pennsylvania Partnerships for Children (PPC). These ongoing partnerships are important in strengthening the child welfare workforce through cross-systems collaboration and advocacy.
- Dr. Cahalane and Dr. Perry participated in the 15th Annual National Human Services Training Evaluation Symposium, which included child welfare practitioners and program evaluators from across the country.
- Drs. Cahalane, Rauktis, and Perry attended the 2011 National Child Welfare Evaluation Summit. Rachel Winters, Evaluation Coordinator, also attended this national meeting.
- Dr. Cahalane and Dr. Winter participated in the Child Welfare IV-E Partnership Meeting at the 57th Annual Program Meeting of the Council on Social Work Education, which included representatives from IV-E programs across the country as well as federal officials.
- Dr. Cahalane and Dr. Winter participated in the National IV-E Roundtable addressing management and outcomes for IV-E educational partnerships.
- Dr. Bradley-King participated in the 29th Annual Meeting of the Association of Baccalaureate Social Work Program Directors, which includes representatives from undergraduate IV-E programs across the country.
- Dr. Bradley-King participated in the PAUSWE (Pennsylvania Association for Undergraduate Social Work Education) Annual Meeting.
- 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 each participating school program beginning in the fall of 2011 and continuing through the spring of 2012. These visits are summarized in Table 2 below and included meetings with prospective students, current students, academic faculty, and academic program administrators. Focus groups were held with CWEL students regarding professional development for public child welfare workers, 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 at all of the campus sites. Students discussed and asked questions related to many aspects of child welfare education and practice as well as the CWEL and CWEB programs. Wide ranging discussions of policy issues, academic concerns, administrative procedures, and other matters were frank, constructive and overwhelmingly positive.

Table 2. Campus Meetings with CWEB and CWEL Participants

School Program	Date of Visit	Target Audience
Bloomsburg University	10/20/11	CWEB
Bryn Mawr College	10/4/11	CWEL
California University	3/7/12	CWEB
California University	2/22/12	CWEL
Edinboro University	11/9/11	CWEB
Edinboro University	2/29/12	CWEL
Kutztown University	2/8/11	CWEB
Kutztown University	10/3/11	CWEL
Lock Haven University	11/10/11	CWEB
Mansfield University	11/10/11	CWEB
Marywood University, Central PA Program	10/7/11	CWEL
Marywood University, Lehigh Valley Program	10/3/11	CWEL
Marywood University, Reading Program	10/6/11	CWEL
Marywood University, Scranton campus	10/8/11	CWEB & CWEL
Millersville University	11/11/11 and 2/2/12	CWEB
Millersville	4/25/12	CWEL
Shippensburg University	11/11/11	CWEB
Shippensburg University	4/24/12	CWEL
Slippery Rock University	9/22/11	CWEB
Temple University, Philadelphia	10/4/11	CWEB & CWEL
Temple University, Harrisburg	4/23/12	CWEL
Temple University, Misericordia	10/8/11	
University of Pennsylvania	10/6/11	CWEL
West Chester University	10/5/11	CWEB
Widener University, Chester	10/5/11	CWEB & CWEL
Widener University, Harrisburg	4/24/12	CWEL

As in previous years, undergraduates discussed their beginning exposure to child welfare by sharing experiences of their county agency field practica. Graduate students spoke of the value of field placements outside their home agencies, which offered opportunities for building bridges with provider agencies and deeper understanding of needs of and services received by child welfare clients.. More experienced, graduate-level participants were helpful to program newcomers and were able to encourage and support first year students. Students at several campuses who were nearing the end of their degree programs gave invited presentations which demonstrated the integration of their studies and their child welfare practice. Once again, two main groupings emerged during CWEL student meetings, namely full and part time students whose experiences were quite different in a number of ways.

Evaluation

Introduction

The CWEL and CWEB 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 work, as well as what areas offer opportunities for improvement. These constituents also provide us with information about the value that CWEL and CWEB students bring to their schools and child welfare organizations. In addition, we ask those 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 what 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

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

What follows are the findings from the 2011-2012 evaluation. The first two sections summarize the results from current students and recent graduates of the CWEL and CWEB programs. The third section summarizes what long-term program graduates say about the climate of the child welfare agencies in which they work. The final section highlights the findings from the faculty of the schools and agency administrators who have employees currently participating in or have graduated from the CWEB or CWEL programs.

All of the surveys are web-enabled. This year a new survey for the long-term graduates was utilized, which allowed the survey to be completed via the web. Throughout the year emails, letters, and instructions are sent to current students, recent graduates, long-term graduates, and CWEL/CWEB schools and counties with information on how to access their surveys located on a secure server. A standard follow-up protocol is in place in order to obtain at minimum a 50% response rate for each group of respondents. Response rates are reported in Table 3 below.

Table 3. Return Rates by Survey Type

Respondent Group	Response Rate (%)
County	87%
Current Students	81% CWEB 89% CWEL
Recent Graduates	67% CWEB 79% CWEL
Long Term Graduates	73%
CWEL/CWEB Schools	67%

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. The CWEB students were sent notices in December 2011 and had until April 2012 to complete the survey, whereas the CWEL students were surveyed during the period of April to September 2012. One hundred and ten students responded to the survey, resulting in a return rate of 81% for CWEB students and 89% 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 process of arranging and the value of their field/internship placement; (4) the agency/field interface; and (5) 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 are common to both programs, such as “I received good supervision in my field or internship placement.” Some items were unique to the program and to the student’s status. For example, the full-time CWEL students are asked about their return to the agency in the summer, and the part-time students are asked questions about their ease in arranging time for field and classes. CWEB students were asked if their field site agency is familiar with the requirements of the CWEB program. 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. Two open-ended questions were included about the positive aspects of the program and what areas could be improved. A new open-ended question was added last year about what qualities prospective CWEB/CWEL students should have in order to be successful in the program.

Description of the survey respondents

Seventy-two of the 110 surveys were from CWEL students. Of the CWEL students who responded, 68% were part-time students and 32% were full-time. The majority of the 38 CWEB respondents were full time (90%). Of the students currently in the CWEB program who responded to the survey, 84% were female; 89% were white, 8% were African-American, 3% were Asian and 5% did not report their race. In addition, four individuals said that they were of Hispanic ethnicity. CWEL respondents were also primarily female (93%) and white (80%). A small percentage was African-American (18%) and one person reported to be of Hispanic ethnicity.

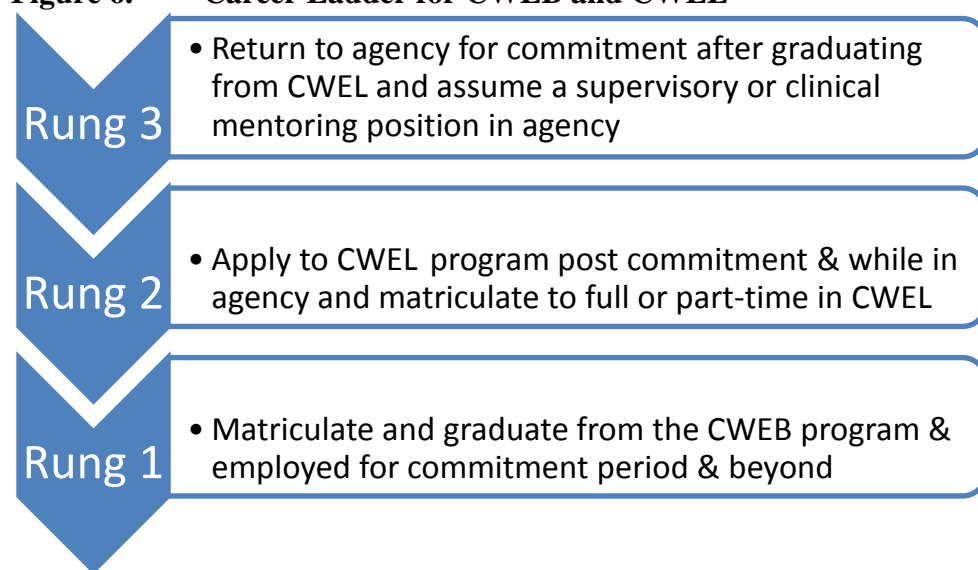
In terms of field placements for the CWEL students, 65% ($n=47$) of those surveyed responded that they were currently in a field placement, and of this group, 62% said that their field placement had been in their agency. The majority said that their field placement was in a public agency (70%) and the primary focus was direct client services. The client groups most worked with included abused and neglected children and their families (55%), the next largest group was “other” (11%), followed by working with adolescents with mental health issues (9%). Approximately 25% of the student respondents were associated with a branch campus of their university, with most of these being students attending branch campuses of either Marywood University or Widener University, although smaller numbers were attending branch campuses of Temple University.

The CWEB respondents were doing their field placement in a public agency, primarily working with abused and neglected children and doing direct practice. All of the CWEB students were attending classes at the main campuses of their universities.

Is there a career ladder?

As in past years, we ask the current CWEL students if they participated in the CWEB program. The proposed career ladder for a child welfare professional looks like this:

Figure 6. Career Ladder for CWEB and CWEL



“The CWEB program allows students to interact with clients on a new level, and it is a great learning experience that can contribute to future employment opportunities.”
“[CWEL] helps me obtain an education that otherwise I would have not been able to afford.”

“I am engaging in projects in the agency that I am employed which I would have never had the knowledge, skills, and abilities to engage in if it were not for the education that I have received thus far. For example, I am currently engaging in a research project for my agency regarding ‘Best Practices for Drug & Alcohol Addicted Parents.’ Before my research classes at the master’s level I would have never had the skills, abilities, or knowledge to engage in a research project of this magnitude. Moreover, there is a high likelihood that due to this project a percent of families will be able to remain together and be reunified.”

Seventeen (24%) of the current CWEL students who responded said that they received their degrees through the CWEB program. The majority of these CWEL students (82%) 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 four years and it suggests that Rungs 1 and 2 are in place, and that the career ladder 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 while continuing their education. However, it is important that the agency and the worker carefully consider whether the worker should enroll in the CWEL program. For example, one agency wrote: *“...With CWEL, we have had mixed results on how the worker has matured and incorporated new skills into their practice. This is not the fault of the CWEL program, but is only a result of the effort on the part of the worker. Some really appreciate the opportunity to develop their skill set and see practice differently and others just practice as usual.”* Therefore, before continuing on the ladder, both the student and the agency should carefully consider whether further commitment to the agency is in both parties’ best interests. .

How do the students perceive their program?

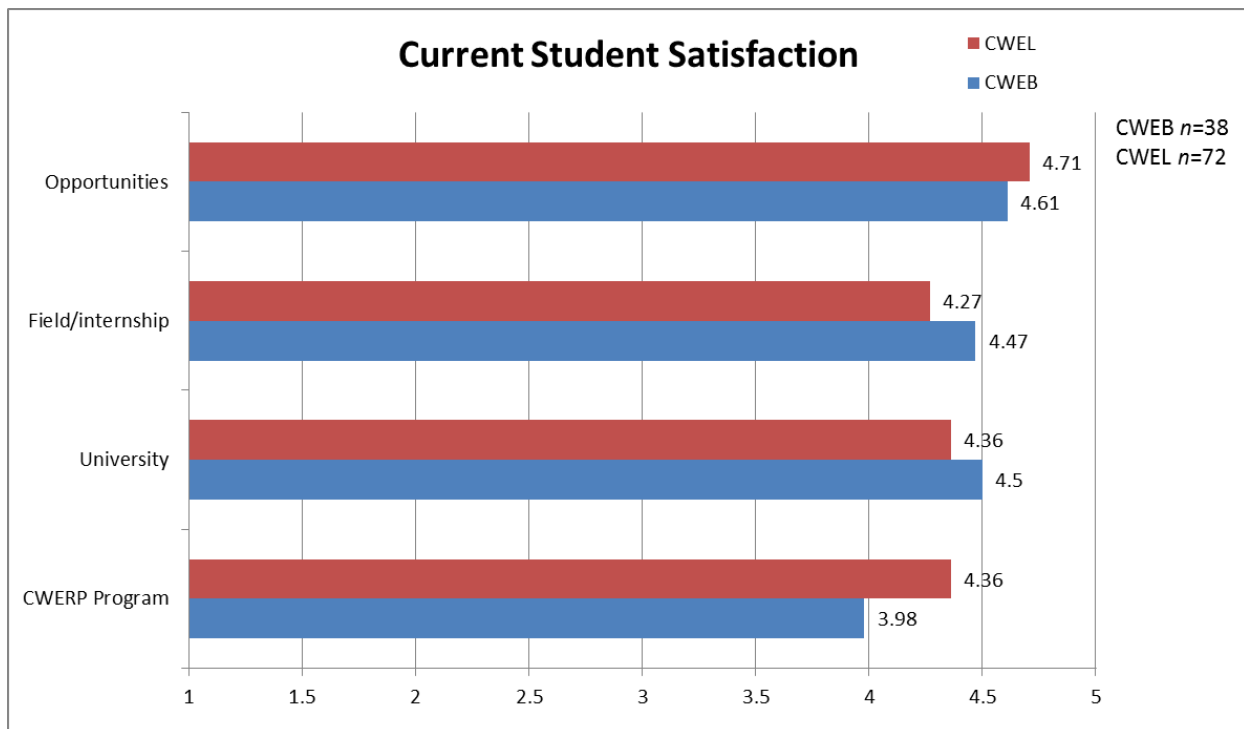
“I feel that the CWEB program is a great experience in generalist social work practice because you have to work with families on a number of different levels often to solve a very complex set of issues. The CWEB program has given me the opportunity to gain a lot of experience and knowledge about different systems and resources that are available to families. My field supervisor is very knowledgeable about Child Welfare practice and she has helped to guide me through my experience and has really done a great job to provide me with a positive learning experience.”

“For CWEL students, it provides a chance for those already in the child welfare field to ‘refresh’ their learning and improve on their skills and knowledge base. This is very important for child welfare as the caseloads are often high and the subject matter can be tough to handle on an ongoing basis; it is important to keep up with new methods of intervention as well as continuing to improve communication skills, etc...”

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 8.39 ($SD=1.86$) and the average score for the CWEL students was 9.31 ($SD=1.11$) Responses to this question, as well as each of the survey items (rated on the 1-5 scale) can be found in Table 1, Appendix J. 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. Current Student Satisfaction with CWEB/CWEL Programs



In general, the CWEB students are less satisfied with the CWERP program processes than the CWEL students. CWEB students were less favorable concerning the clarity of the program's information concerning CWEB/CWEL ($t=-2.166, p<.05$). The CWEB students are also less likely to use the handbook than the CWEL students ($t=-2.37, p<.05$), report lesser degrees of satisfaction with the responsiveness of faculty ($t= -2.07, p<.05$) and staff ($t= -2.94, p<.01$) and feel that faculty ($t=-2.12, p<.05$) and staff have not helped with problems ($t=-2.62, p<.01$) (see Table 1 in Appendix J). However, these items had standard deviations greater than 1.0, suggesting some variation among student experiences. The CWEB students are younger than the

CWEL students and this trend could be the result of younger students having an expectation of immediate attention to their requests or needs. The widespread use of texting and smart phones has changed how students communicate and what the expectations are for responsiveness. This finding suggests that the program may need to either manage the expectations of the students or find additional avenues for more “real-time” communication with them.

The CWEB students’ levels of satisfaction with the process of arranging their field placements remained stable this year, and continues to be higher than the 2009-2010 academic year. The CWEL students reported similar levels of satisfaction to the previous year (CWEL FT=3.69; CWEL PT=3.87). There were no significant differences in this item between the CWEL and CWEB students or between the full-time and part-time CWEL students. Again, the experiences seemed to vary among students as suggested by the standard deviations. However, it does suggest that the CWEB experience in finding field placements may be more challenging as agencies experience additional budget shortfalls, or as school faculty positions are decreased and there are less faculty and/or staff positions devoted exclusively to field education. One agency commented: *“There is often more demand for placements than we can meet. We often get multiple requests to take on CWEB interns, however, we are unable to meet the demand.”* As in prior years, the part time CWEL students report that they are not easily able to arrange time away from work to complete their field placement requirements ($M=3.34$, $SD=1.51$). Unlike last year, several items on the satisfaction scale showed significant differences between full-time and part-time CWEL students. Part-time CWEL students were more satisfied with their supervision in their field placement ($t=-2.08$, $p<.05$), and they also felt that they will be able to use what they have learned when they return to their child welfare agency ($t=-2.12$, $p<.05$). As seen in previous years, CWEL students rated the value of the CWERP program more favorably than the CWEB students ($t=-2.76$, $p<.01$).

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 MSW or a BSW. Not surprisingly, the financial support is one of the most frequently cited supportive factors for both CWEB and CWEL students. As one CWEL student wrote: *“CWEL provides an opportunity to attend school full-time to obtain a graduate social work degree. I am a single mother and I am employed full-time. I believe it would have been a financial hardship for me as well as it would have been extremely difficult to complete the field placement requirements of the program without assistance from CWEL.”* The CWEB students identify as a supportive factor their field instructors and the support for learning the necessary skills in a child welfare agency: *“Within the internship I have been able to observe many different service providers along with clients that all have had different issues and reasons for being involved with CYF. My office and field supervisor has been extremely helpful.”*

Additionally, support from their agency leadership was identified as critical as illustrated by these comments from two CWEL students.

“This program has given me an opportunity I would not have had otherwise. The contract that I signed with my agency allows for time to leave early and go to class as needed.”

“... I feel that the Agency is more accommodating to CWEL students versus others [programs] when arranging work schedules.”

Recent CWEB and CWEL Graduates

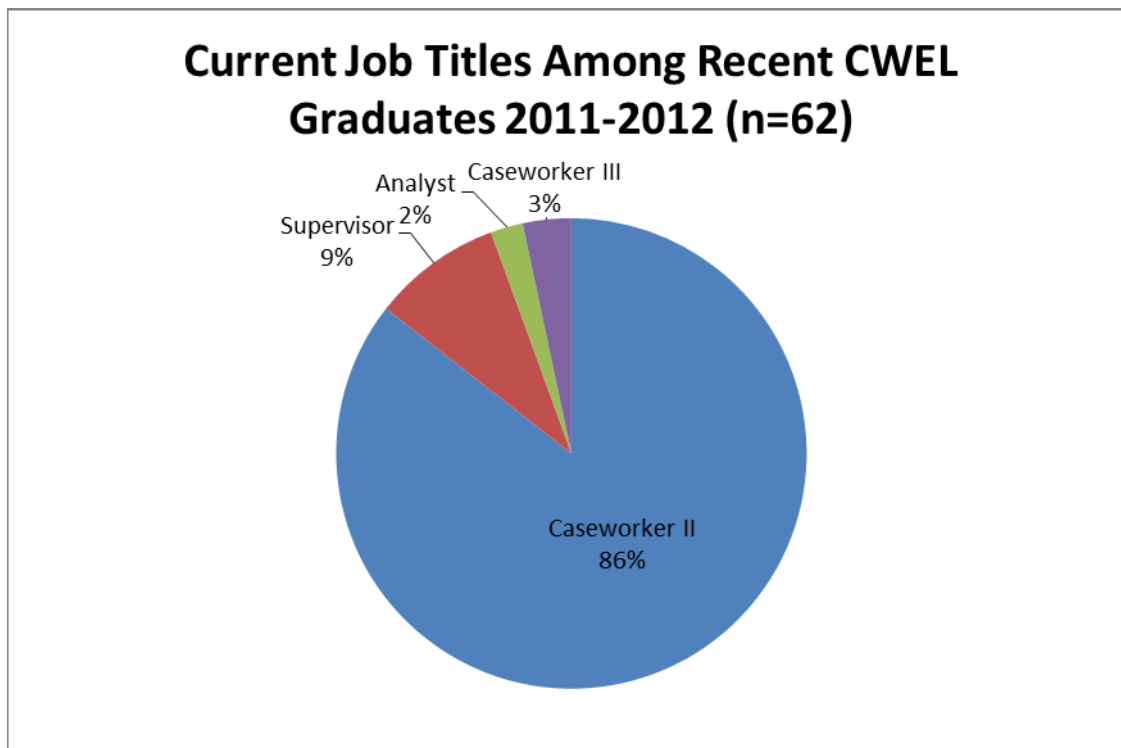
Survey procedures and methods

An email with a link to the survey was sent to the CWEB and CWEL graduates in late fall of 2011 and again in the spring of 2012. The return rate for the CWEB graduates was 67% and 79% for the CWEL graduates. The total number of usable surveys was 92: 7 were 2011 graduates and 88 were spring, 2012 graduates. Sixty-six percent ($n=63$) of the total number of respondents to the survey were CWEL graduates and 34% ($n=32$) were CWEB graduates. Additionally, 29% (18) of the CWEL graduates identified themselves as former graduates of the CWEB program, and, of those, 71% (12) 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 CWEL respondents were white (80%) and female (92%). Most CWEL respondents reported working in Caseworker II positions (77%) or Caseworker III positions (3%); others are supervisors (8%) or analysts (2%). Most CWEL graduates are working in units responsible for ongoing care (42%) or assessment (23%). Smaller percentages are working in substitute care (13%), administration (3%) or other direct services (3%). The remaining respondents reported working in adoption (7%), independent living (7%) or non-clinical work (2%). CWEL respondents managing a caseload reported an average of 17 families or 34 children. However, there was a large standard deviation suggesting wide variation regarding the number of families and children on their caseloads. Figure 8 reflects the current job titles of those recent CWEL graduates who responded to the survey.

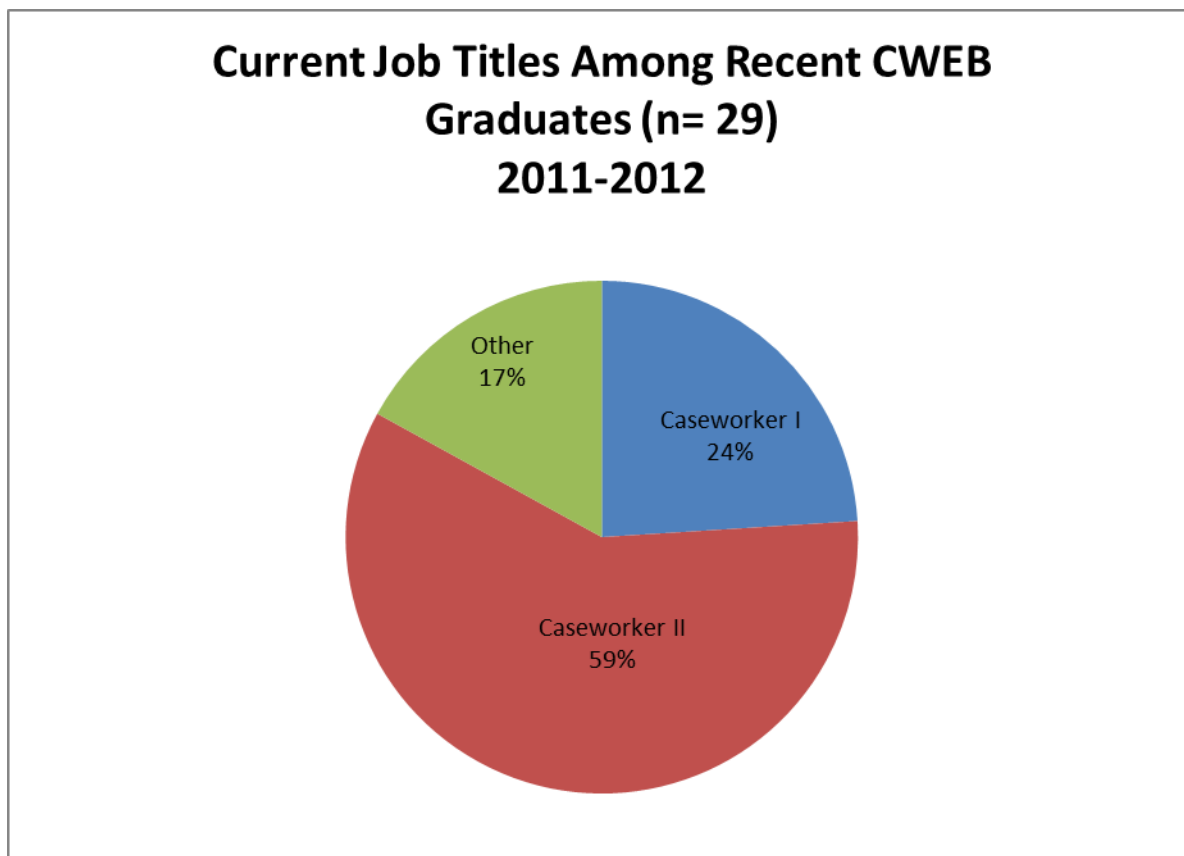
Figure 8. Job Titles Among Recent CWEL Graduates



CWEB respondents were also primarily white (90%) and female (83%). The CWEB respondents were primarily employed as a Caseworker II (59%). Smaller percentages were employed as a Caseworker I (24%). Two CWEB respondents reported being interns at the time the survey was completed. The majority of CWEB respondents were working in ongoing services (50%). The remainder were working in assessment (39%) or in substitute care (10%). The CWEB graduates were working with smaller caseloads than CWEL graduates, reporting an average of nine families and nineteen children on their caseload, which shows a slight increase from last year. The difference between CWEB and CWEL graduates was statistically significant for number of children ($t=2.10, p=.039$) on their caseload. The standard deviations were also smaller than those seen with the CWEL graduates. This smaller range of cases suggests that agencies are using some measure of discretion in assigning caseloads to junior versus more

senior caseworkers. Figure 9 reflects the current job titles of those recent CWEB graduates who responded to the survey.

Figure 9. Job Titles Among Recent CWEB Graduates

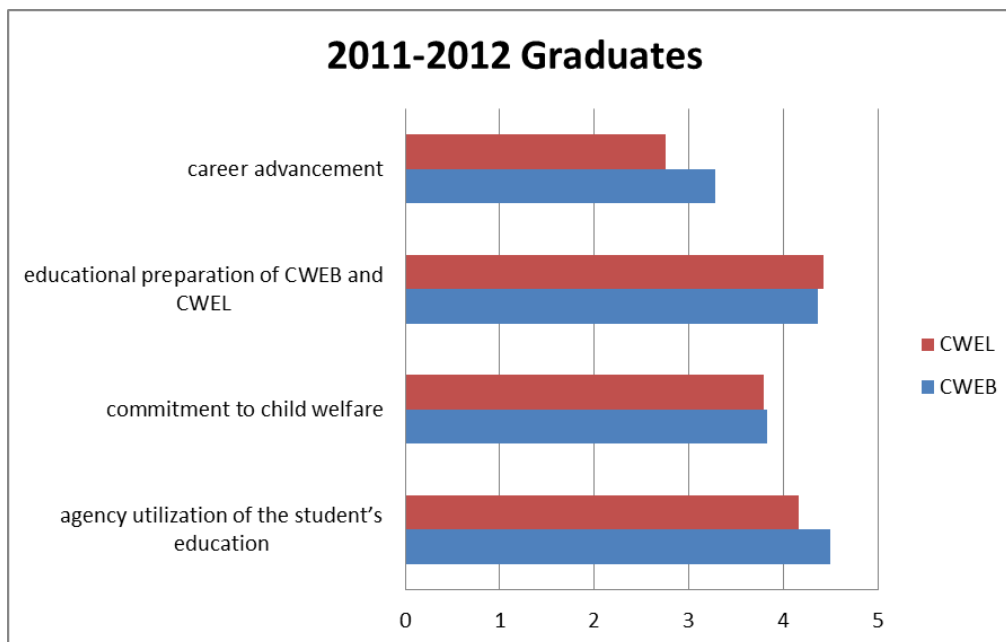


The survey includes questions about preparation, perceived skill levels, the opportunities to advance within their agencies and their commitment to their agency and the field of child welfare. The statements are positively worded and the rating scale is from 1 “Strongly Disagree” to 5 “Strongly Agree” with higher scores indicating a greater degree of agreement. The mean responses to each of the questions by CWEL and CWEB groups can be found in Table 2 in Appendix J. Few statistically significant differences were observed between the CWEL and CWEB students on these items; additionally, these differences should be interpreted with caution, as the two groups were of unequal size (63 CWEL graduates and 32 CWEB graduates).

When compared to CWEL graduates, CWEB graduates felt more encouragement to practice their new skills in their position ($t=-1.73, p<.05$), and more optimistic about future advancement within their agencies ($t=-2.56, p<.01$). Another significant finding indicates that CWEL graduates see more value in the CWEB/CWEL programs to the public child welfare system ($t=2.57, p<.05$).

A factor analysis (Principal Component Analysis) conducted previously indicated that there are four subscales captured by these items. These include: (1) agency utilization of the student's education; (2) educational preparation of CWEB and CWEL; (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 10.

Figure 10. Recent Graduates' Perceptions: CWEB and CWEL



Recent graduates of both programs feel that their agencies utilize their experience. Additionally, graduates of both programs 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. Recent CWEB graduates are slightly more optimistic about their opportunities to advance in the field than CWEL graduates, and feel slightly more committed to the child welfare system. Ratings on the Opportunity to Advance subscale was low for both groups.

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.

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

There are so many positives to this program. I believe this program sees the benefits to workers in the child welfare field that they are dynamic and able to do almost anything in the social work field. This program was fabulous, and I never would have continued my education without it.

Both programs are remarkable and provide students with an opportunity to further education without the scare of student loans etc. CWEL provided me with the opportunity to attend an Ivy League University that completely gave me an outstanding education.

Graduates wrote overwhelmingly about the opportunity to gain more skill and experience before entering the field of social work professionally. They spoke of trainings and the ability to shadow caseworkers and referenced these as positive experiences in expanding their knowledge and skill base. The supports that graduates felt from the program and from the staff at the University of Pittsburgh as they were pursuing the degree were mentioned frequently. Graduates also appreciated the financial support that was granted to them and several referenced that they would have been unable to pursue a graduate education without the stipends and tuition

assistance provided by the program. Furthermore, the graduates wrote of a strong student body and feeling as though the student community was particularly cohesive and supportive.

When asked what they would like to change about the CWEB/CWEL program, several CWEB graduates wrote about finding jobs following the program, specifically, the challenges of finding county employment once the program was completed. Other frequent responses to this question included wishing there was more flexibility in choosing electives, a shorter internship placement, and making the paperwork less confusing. Graduates wrote about receiving smaller caseloads and generally being frustrated when placed in an assessment unit as they either did not feel prepared or did not think it was an appropriate fit. Lastly, graduates wished there was a better communication system in place between the agencies and schools in terms of funding, deadlines and general expectations.

Respondents were asked specifically about what courses they felt would be helpful to them, but were not offered or available. Frequent responses to this question included: more therapeutic work with families, courses that focus on how to work with particularly difficult/challenging families, psychopharmacology, more mental health courses, additional trauma classes, child welfare/child development, domestic violence and increased opportunities for macro (administration, community organization) coursework and electives.

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

Being able to work with families while teaming up with an experienced caseworker. This not only gave us the freedom to develop rapport with these families but also offered close guidance to ensure that no great mistakes were made. (CWEB graduate)

I had the opportunity to facilitate family group conferences, which helped me build confidence in myself. As a neutral party, I felt empowered and was able to help other caseworkers see things in a more objective light. (CWEL graduate)

Being able to work with a variety of case workers and being challenged to do things on my own and receive feedback and clarification after. (CWEB graduate)

It really showed me the importance of supervision and the learning that should take place there. (CWEL graduate)

The amount of time spent at the agency observing various caseworkers and casework. Having a caseload as an intern. Going to college and being in the field at the same time amplified the learning experience. (CWEB graduate)

With greater exposure to diverse families, the social work profession and the child welfare system at large, graduates felt that field placements gave them an opportunity to use and apply their skills in a “hands on” way. Graduates appreciated the supervisory component of field and wrote that supervision and the opportunity to shadow other caseworkers contributed to their knowledge base and professional development. Graduates also appreciated the opportunity to attend trainings and the opportunity to manage their own caseload.

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

Push yourself and ask for as much responsibility as you feel you can handle. They ARE looking to hire you after graduation if they feel you will be a good asset to the field. Also, talk to your supervisor about everything you are feeling. My supervisor was incredibly helpful and helped me better understand issues that I didn't have much experience with. (CWEB graduate)

Make the most of your educational experience. Stay focused on why you do what you do and what is important to you as a Social Worker. Don't be afraid to assert yourself on important issues. (CWEL graduate)

Do the work. Do the work that they provide you with. Get the most out of your education. Excel at writing papers and apply the things that you learn in class in your job you will be amazed what a difference you make. Read the articles the professors suggest and DON'T give up. Take your time and remember that you need to do one pleasurable activity a day for yourself in order to keep sane: working full time, commuting to school, internship, and papers, readings, and exams can totally get overwhelming no matter who you are, yet if you are able to have a certain amount of organization in your life it always helps stay on top of things and say positive.. (CWEL graduate)

Don't take this program lightly....you really have to work hard to succeed. It's not just a grant or loan program...you have to earn that stipend like you would earn money at a job. Also, I would tell them that they would learn so very much, especially in Charting the Course, as long as they are an active listener and participant. (CWEB graduate)

Don't expect your supervisor to hold your hand. Just jump right into your work! It's the only way to learn! (CWEL graduate)

Several responses to this question involved graduates emphasizing that incoming students be prepared for the time commitment and enter the program for the right reasons. Graduates warned the incoming cohorts of the stress associated with the program and suggested that new students manage their time effectively, plan ahead and stay on top of the workload. Because of the overarching societal benefits of this field of social work, graduates emphasized the importance of being certain that this is the correct field for them prior to entering the degree program. Communication (e.g. asking field supervisors and professors many questions and for clarification when necessary) and building open, reciprocal relationships with professors, field staff and classmates were deemed as essential components of a successful educational experience by this group of graduates. Finally, graduates wrote messages of encouragement and told others to stick with the program, persevere, and not give up.

Long-Term Graduates

What do the long-term CWEB and CWEL graduates say about the climate of child welfare agencies?

Research shows that organizational culture and climate are significant factors in explaining an employee's intention to stay in or leave a workplace⁶ (Cahalane & Sites, 2008; Shim, 2010). Graduates of the CWEB and CWEL 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 Survey⁷ (Glaser, Zamanou, & Hacker, 1987) was sent to 121 individuals who had graduated from the CWEB program during the period of 7/1/11 to 6/30/12 and those

⁶ Cahalane, H., & Sites, E. (2008). The climate of child welfare employee retention. *Child Welfare*, 87(1), 91-114.

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.

⁷ Glasern S.R., Zamanou, S., & Hacker, K. (1987). Measuring and interpreting organizational culture. *Management Communication Quarterly*, 1(2), 173-198.

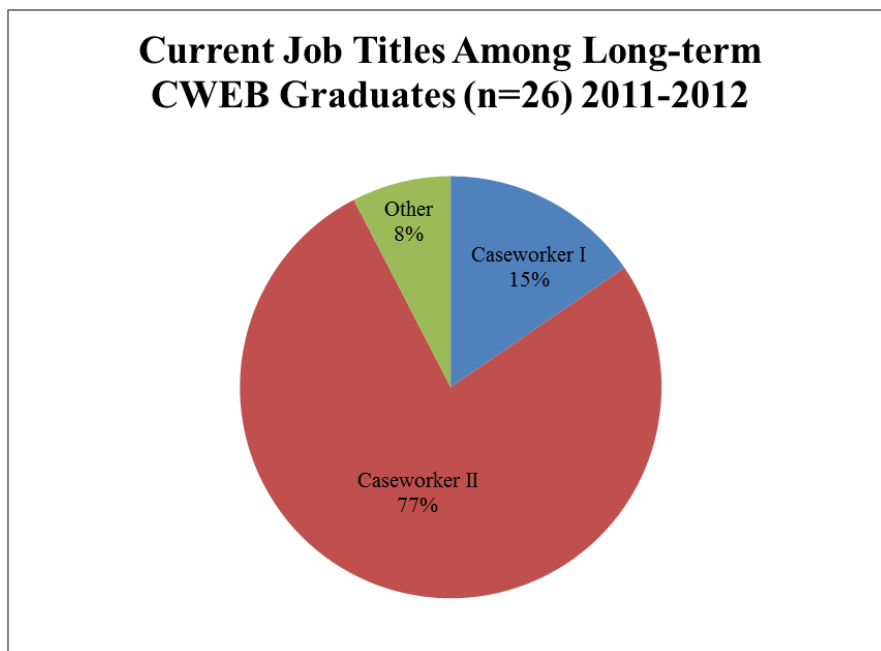
who graduated from the CWEL program 12/1/11 to 8/31/12. Sixty-eight valid surveys were returned for a response rate of 64%. The Organizational Culture Survey includes 31 items that measure six dimensions of an organization's culture: teamwork, morale, information flow, employee involvement, supervision, and meetings. The respondents were asked to rate their work climate on these items using a 5-point Likert Scale from "To a Very Little Extent" to "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.

Thirty-one (36%) of those who responded to the survey were graduates of the CWEB program. Their average age was 25; the majority of the respondents were White (84%), while 7% were African American and the smallest percentage (3%) described themselves as being of "other" ethnicity (2 respondents did not indicate their race). Nearly all respondents were female (83%). The majority (77%) of CWEB long term graduates who responded are still working at their commitment agency. On average, CWEB graduates had been working in their agency for just under one and a half years ($M=1.48$, $SD=0.48$). Just under half (41% each) were working in urban or suburban areas; the remainder were working in rural (17%) areas. Respondents were located throughout Pennsylvania: 27% were in the Central region, 42% in the Northeastern region, 23% in the Southeastern region, and just 8% in the Western region.

In terms of their current positions, almost all (93%) CWEB graduates are currently employed at a county children and youth agency. CWEB graduates all reported working in direct services (e.g., assessment, ongoing, substitute care.). These varied experiences give the CWEB graduates a broad exposure to levels of service, client populations, policies, and practice. These work assignments also suggest that agencies are able to incorporate CWEB graduates into a

variety of positions serving children and families. Figure 11 illustrates the current positions of the CWEB graduates including Caseworker I, Caseworker II, and “other”.

Figure 11. Current Job Titles: CWEB Long-term Graduates



The majority of those responding to the survey were CWEL graduates (56 or 64%). Fittingly, they were a slightly older group, with an average age of thirty-eight. They were predominately female (91%); the majority (79%) were White, 19% were African-American, and 2% endorsed other races/ethnicities. CWEL long-term graduates are experienced workers, with slightly more than half having nine or more years of service in child welfare ($M=8.88$ years, $SD=3.74$). Half of CWEL graduates report working in urban areas, while approximately a quarter work in rural (26%) and suburban (24%) areas. CWEL graduates also had a slightly different pattern of regional distribution, with 30% located in Central Pennsylvania, 28% in the Southeast, 33% in the Northeast and 9% in the Western region.

Almost all CWEL graduates who responded to the survey still work at a CYF agency (98.2%) and almost all (95%) are involved in direct services (with the remaining 5% serving as

administrators). Just over a tenth of respondents (12.7%) report 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

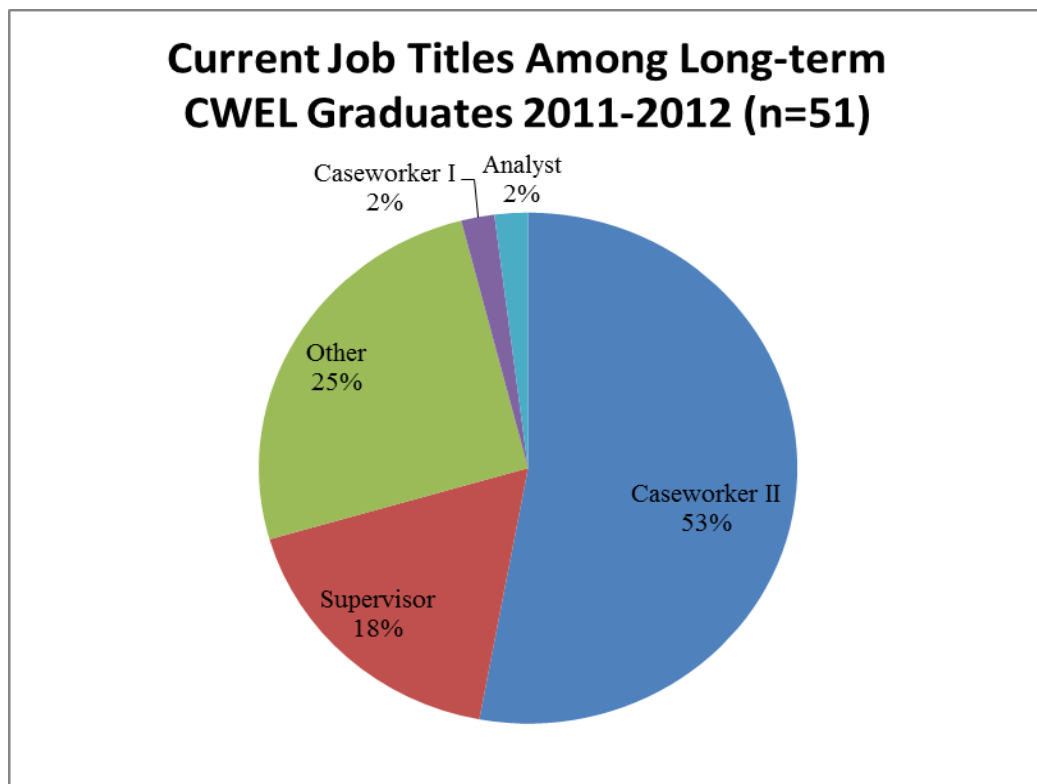


Table 4 shows the average ratings on key organizational climate items by type of graduate (as well as for the total sample). The scale ranges from one to five, with higher ratings indicating more positive work environments.

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

Quality	CWEB (n=30)	CWEL (n=56)	Total (n=86)
Teamwork	3.77	3.13	3.34
Morale	3.34	2.68	2.91
Information Flow	3.33	2.97	3.09
Employee Involvement	3.13	2.68	2.84
Supervision	4.14	3.41	3.65
Meetings	3.42	2.74	2.98
Overall Climate	3.66	3.00	3.22

Both CWEB and CWEL graduates are predominately neutral about their work climate, with CWEB graduates feeling slightly more positive than CWEL graduates. The most positive climate scores are related to supervision, for both CWEB and CWEL graduates ($M=4.14$ and $M=3.41$, respectively), indicating that graduates of both programs feel positively about the supervision that they receive. The lowest ratings were related to employee involvement, suggesting that both CWEB ($M=3.13$) and CWEL ($M=2.68$) graduates would appreciate having more opportunities to have their voices be heard in their organizations.

Organizational climate ratings were compared according to respondents' tenure in public child welfare (five or fewer years or more than five years). Though still generally neutral in their ratings, longer tenured graduates rated the climate more poorly on all six subscales. The most significant difference was related to meetings (e.g., everyone takes part in discussion at meetings, decisions made at meetings get put into action, time in meetings is well spent), with longer tenured graduates rating the climate much more poorly than shorter tenured graduates ($M=3.49$ vs. $M=2.67$, $p < .0001$).

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 CWEB graduates rated all aspects of work climate slightly more positively than CWEL graduates, in general, ratings of work climate were neutral for all long term graduates. Graduates of both programs were least satisfied with the level of involvement they felt they had at their agencies. In addition, graduates' climate ratings did not improve when considering the amount of time that they have spent in the child welfare workforce. While still regarding public child welfare practice positively, seasoned workers rate the climate slightly less positively than less experienced workers.

Schools and Agencies

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

Agency directors were asked to answer questions about the administration of the CWEB and CWEL programs and to give their assessment of the impact and the value that CWEB and CWEL graduates bring to their agency. They were also asked to describe the strategies that they have been using to develop the skills of the graduates and what they have implemented in their agencies to increase the retention of caseworkers. The agencies with and graduates and/or CWEB and CWEL students were contacted, and 41 out of 47 individuals responded (87% response rate). Two large county agencies had more than one respondent and seven respondents did not identify their county affiliation

Respondents rated their satisfaction with 19 items using a 5-point scale ranging from 1 (very negative) to 5 (very positive). Items were grouped into three sections: 1) the impact the CWEB/CWEL program has had on the agency; 2) the administration of the CWEB/CWEL program; and 3) an evaluation of a typical full-time CWEB/CWEL graduate. 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. The final section asked the respondents to rate the preparedness and contributions of CWEB/CWEL graduates to the agency upon graduation.

Directors continue to be satisfied with the administration of the CWEB and CWEL programs, with most of the scores averaging close to the maximum value of 5 (“very positive”). The highest rating for the CWEB program was for the “value of this program to Pennsylvania’s Children and Youth Agencies” ($M=4.62$), and the highest rating for the CWEL program was for the “responsiveness of staff at the University of Pittsburgh” ($M=4.86$). Furthermore, high ratings of satisfaction were also observed for “accessibility” ($M=4.52$ and $M=4.76$),” handling of

complaints, problems, and unusual events” ($M=4.40$ and $M=4.74$), and the “management of contracts and agreements” ($M=4.48$ and 4.76). Additionally, CWEB and CWEL graduates are valued for the level of knowledge and skills that they have, for their ability to take on advanced assignments, and for their contributions to public child welfare. In reference to the value that CWEB and CWEL graduates bring to an agency, all of the items in this subscale had means of 4.45 and higher.

The directors also answered items that measured the impact of CWEB and CWEL on the organizational culture (e.g. recruitment, retention, staff motivation, quality of practice, and interest in higher education). The mean scores on these items were in the 3.80 and above range, with the lowest scores reported for the “impact of the CWEB/CWEL programs on staff motivation” ($M=3.81$ and $M= 4.33$). The CWEB program was reported to have had the greatest positive impact on “staff interest in pursuing education” ($M=4.44$), and the CWEL program was reported to have the greatest impact on the “quality of practice in the agency” ($M=4.60$).

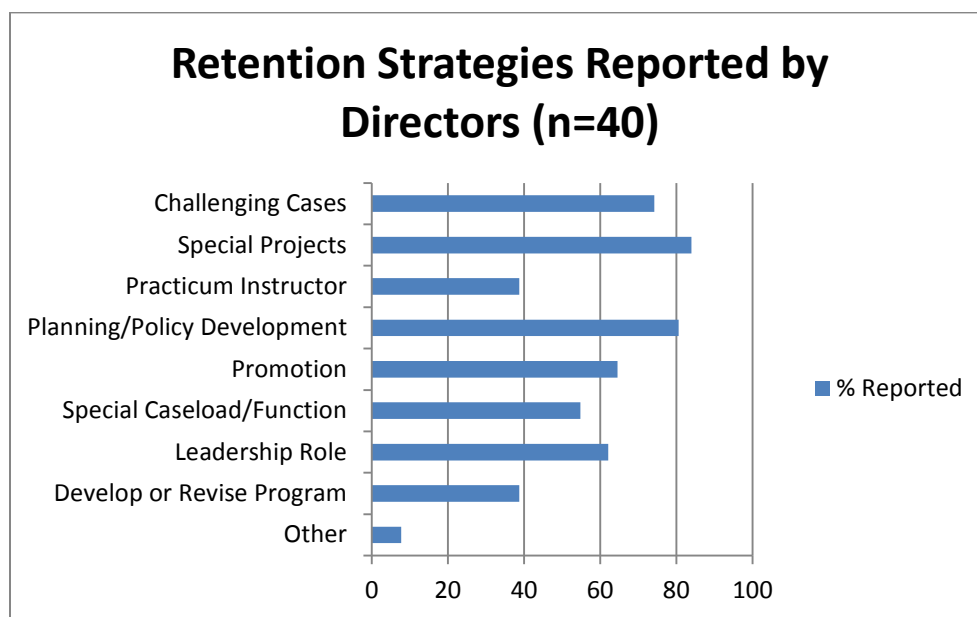
The directors also provided positive testimony about the value of the educational programs. One director wrote that the CWEB program “has been a benefit for the agency because [the agency] can train them during their internship and then hire them immediately for employment.” Another director wrote that, “The CWEL program continues to be a great asset and retention program for [the agency’s] staff.” Additional descriptors of the CWEB and CWEL programs included, “fantastic,” “a great opportunity,” “professional,” and “successful.”

The directors offered some observations about the lack of positions available for CWEB students and their desire to develop more positions for CWEB graduates. Several directors voiced their concerns over a dearth of positions available in their counties after CWEB students graduate. Specifically, one director noted, “There is often more demand for field placements than we can meet: we often get multiple requests to take on CWEB interns; however, we are

unable to meet the demand.” Despite these barriers to hiring CWEB graduates, directors expressed their desire to do so, based on CWEB students’ knowledge and experience already working in child welfare.

Similar to previous years, agency directors were asked how they have adapted programs and assignments to utilize the skills of recent graduates (See Figure 13). The most commonly reported strategies were assigning graduates to special projects (84%), involving them in policy or planning efforts (81%), assigning them to more challenging cases (74%), promoting new graduates to higher positions (65%), and assigning graduates to a leadership role (62%). The open-ended responses indicated that in many agencies, however, opportunity for promotion is often stifled due to the limited number of management positions.

Figure 13. Retention Strategies by Directors (could report more than one strategy)



The respondents were also asked to share what they have done to retain workers. Many acknowledged the organizational and system barriers that negatively affect retention, such as budgetary restraints, the civil service system, limited advancement opportunities, and turnover within the agency. Directors noted that in some cases, turnover may be inevitable. One director

stated that many of the agency's CWEL graduates have left due to burnout, as have other non-CWEL employees. Another director stated that some CWEL graduates "left the agency for either higher paying jobs with state employers or more flexible hours."

Nonetheless, directors have been able to put into place strategies to retain their CWEB and CWEL graduates. These include: allowing CWEB graduates to supervise undergraduate interns, modestly increasing salaries, offering promotions to graduates, boosting agency morale by recognizing employees for their accomplishments, encouraging a positive agency environment by hosting staff luncheons, and allowing more staff input into agency policy and program development and implementation.

Another retention strategy is assigning special projects to CWEB and CWEL graduates. Directors explained that they have encouraged CWEB and CWEL graduates to become involved in specific initiatives within the agency. Some examples of these initiatives include: Permanency Initiatives, Family Group Decision Making, Independent Living Program, sexual abuse cases, truancy cases, and father engagement strategies. Additionally, agencies involved graduates with in-agency responsibilities, including coordinating an agency wide in-service day, participating in integrated supervision, and running a new employee orientation program. Finally, CWEB and CWEL graduates have been given opportunities to engage in community outreach through college work fairs.

How Do Pennsylvania Schools of Social Work view the CWEB and CWEL programs?

Participating schools of Social Work were asked to complete a survey regarding their satisfaction with the University of Pittsburgh's administration of the CWEB and CWEL programs and their impressions of CWEB and CWEL students. Surveys were returned from 75% of the schools for a 67% response rate. Almost all of the respondents (90%) reported that their University participates in the CWEB program and 80% have a CWEL program.

Respondents rated their satisfaction with 11 aspects of the CWEB/CWEL administration using a 5-point scale ranging from 1 (very poor) to 5 (excellent). Items included the helpfulness and responsiveness of the program staff and faculty, the degree of collaboration between the staff and the schools, and the supportiveness of the faculty in their relationship with the students.

Similar to the responses from last year, the respondents were very positive, with ratings on every item averaging above 4 (good). In reference to the CWEB program, those surveyed responded most positively to two items: the *“promptness of faculty and staff in responding to questions and requests for clarifications or assistance”* ($M= 4.73$), and the *“clarity of field requirements”* ($M=4.73$). A typical comment from CWEB school faculty was, *“Highly responsive staff members who respond to questions very quickly. Very knowledgeable, caring, extremely helpful to students and faculty.”* The faculty also spoke positively of CWEB students: *“[These students are] highly motivated, hard working, serious minded, [and] committed to the profession of Social Work, in particular, services for children and families”*. For those respondents involved with the CWEL program, the most highly rated item mirrored the CWEB response: *“the promptness of faculty and staff in responding to questions and requests for clarification or assistance”* ($M= 4.71$). The CWEL faculty value students’ contributions to classroom discussion and a scholarly atmosphere, as evidenced in this statement about the CWEL participants: *“They are experienced, dedicated students who bring much to each class and to our overall program.”*

Content analysis of the open-ended comments about the positive elements of the CWEB and CWEL programs, triangulated with the responses on the administrative aspects, suggests that the respondents may view the functions of CWEB and CWEL similarly, which is a different perspective than expressed in previous years. Respondents in both programs consistently commented on the opportunities that CWEB and CWEL offer students, along with the

experience and knowledge that students get from being a part of these programs. CWEB respondents indicated that communication between staff at the University of Pittsburgh and the respected institutions are consistent and clear, and that CWEB students receive adequate support from faculty. Additionally, survey respondents expressed their belief that involvement in the CWEB program benefits students professionally. One administrator noted that CWEB offers *“Opportunities for advanced training, generalist social work engagement, and a public child welfare focus.”*

CWEL respondents expressed their belief that the program allows students to enhance their careers and learning experiences, along with *“the ability to expand their horizons within child welfare.”* One respondent noted that, *“Students get a chance to view the people with whom they have worked from a strength-based perspective rather than as enforcement agents. They also broaden their understanding of supervision, management, leadership, and organizational transformation.”* Furthermore, school administrators reiterated that positive relationship that exists between CWEL staff and staff at corresponding Schools of Social Work.

Overall Summary

The Title IV-E professional education programs continue to be greatly valued by all of the stakeholders. The students feel that they are receiving a quality education and are grateful for the financial assistance. The graduates feel that they are prepared for practice, and many expressed that they grew professionally and personally as a result of their matriculation as a CWEB or CWEL student. The faculty at the participating colleges and universities view these students as some of the most committed and accomplished in their classes. Agencies place a high value on the expertise and social work values that the CWEB and CWEL graduates bring into their workplaces. These findings have been consistent since the current evaluation survey protocol was put in place in 2008. In general, CWEB graduates are more optimistic about

promotions within child welfare than are the graduates of the CWEL program. Part-time MSW students continue to be challenged by finding ways to do their field work outside their agencies, and to manage the multiple demands of work, family and school. Agencies are anxious to hire competent and educated caseworkers, but state budget reductions have resulted in fewer open positions. As a result, they are more cautious about bringing in new CWEB students since they may not have open positions within their agencies to hire the after graduation.

This is the first year that The Organizational Culture Survey was used to measure the agency environment. The long term graduate sub-study results suggest caseworkers would like greater “voice” in their work culture. Although we cannot compare this finding to previous years, a consistent finding in the previous climate study was that the nature of work was highly routinized. Because child welfare casework is bound by law and procedures, it may be that workers need a way to be able to have some control over their work culture. Learning circles, having input into draft policies and being on steering committees at the state level may provide more “voice” and “choice” for workers. The involvement of CWEL graduates in Quality Service Reviews, as well as membership in workgroups focused on Safety Assessment and Pennsylvania’s child welfare practice model are two examples of ways to incorporate program graduates into state-level initiatives that have broad systems impact.

Discussion

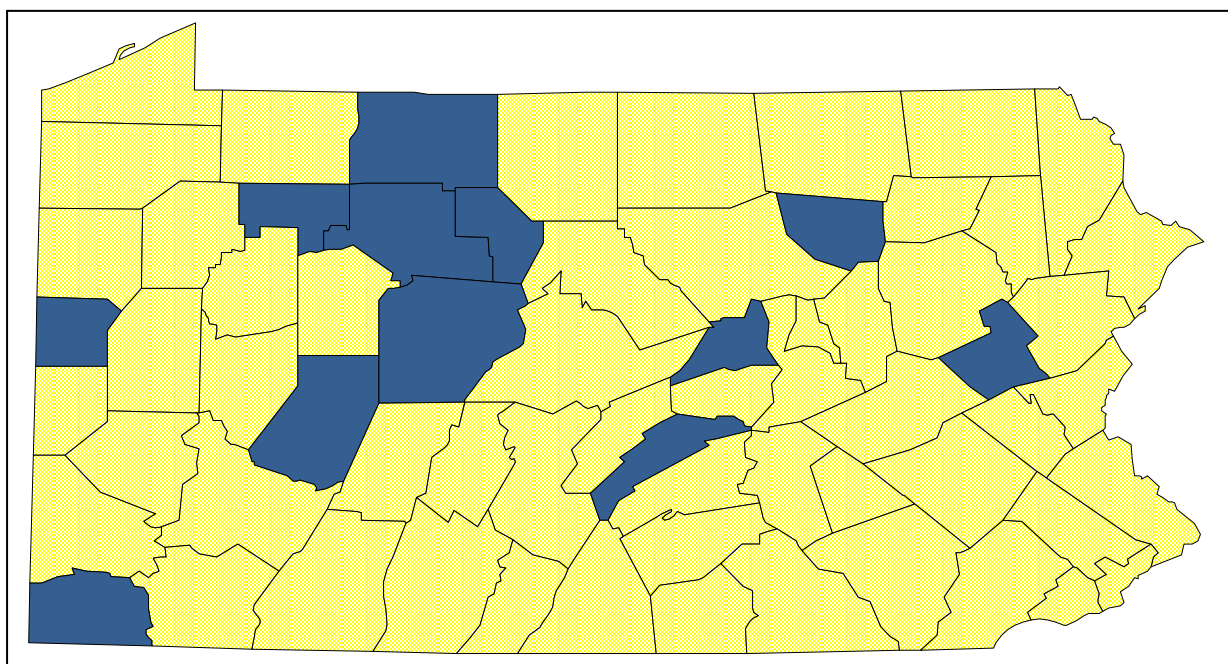
CWEB


After just eleven years of operation, the CWEB program has made remarkable gains. Fourteen (14) universities, fifty-five (55) counties and eight hundred and twenty-seven (827) graduates have made major investments in its operational success. The Department of Public Welfare, the State System of Higher Education, the State Civil Service Commission and the

Pennsylvania Children and Youth Administrators all contribute to a strong collaboration that has enabled the program to be successful in preparing individuals for work in public child welfare.

As shown in Figure 14 below, CWEB graduates have entered the child welfare workforce in 82% of the counties in Pennsylvania. We believe that this is evidence of the strong impact that our undergraduate education program continues to have on child welfare services across the state.

Figure 14. CWEB County Participation



 County with History of Employing CWEB Graduates

The evaluations over the past eleven year period have been most helpful in suggesting program improvements, and we continue to analyze our lessons learned from administering the program. Early in the program's history, issues such as timely tuition payments, direct deposit of stipend payments, and issues specific to the Philadelphia Civil Service system were resolved. Some of these issues, such as school tuition and student stipend payments, represented larger systems issues over which the University has limited control. Barriers to the timeliness of hiring CWEB graduates have been successfully resolved for the most part. 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-based training, *Charting the Course*. CWEB students are assigned to a Regional Training Specialist at the Pennsylvania Child Welfare Resource Center who assists them with enrollment and the initiation of their certification training record.

Close follow-up by the CWEB Coordinator has resulted in the majority of graduates securing county agency employment within sixty (60) days of graduation. State budgetary issues over the past two years have required an extension beyond sixty days for securing county agency employment in some instances. Even with this challenge, most recent CWEB graduates are now gainfully employed at the time of this report. We continue to make concerted efforts to connect CWEB graduates with agencies experiencing a workforce shortage. Students may pursue employment in any county in the state, and the vast majority secure employment quickly. Many wish to remain in the county where they completed their internship, and most do. 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 CWEB program initiates an aggressive 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 education and county agency 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 students and counties. The CWEB program facilitates that process by 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 plans are summarized below. Some suggestions are new, while others are ongoing or have been addressed.

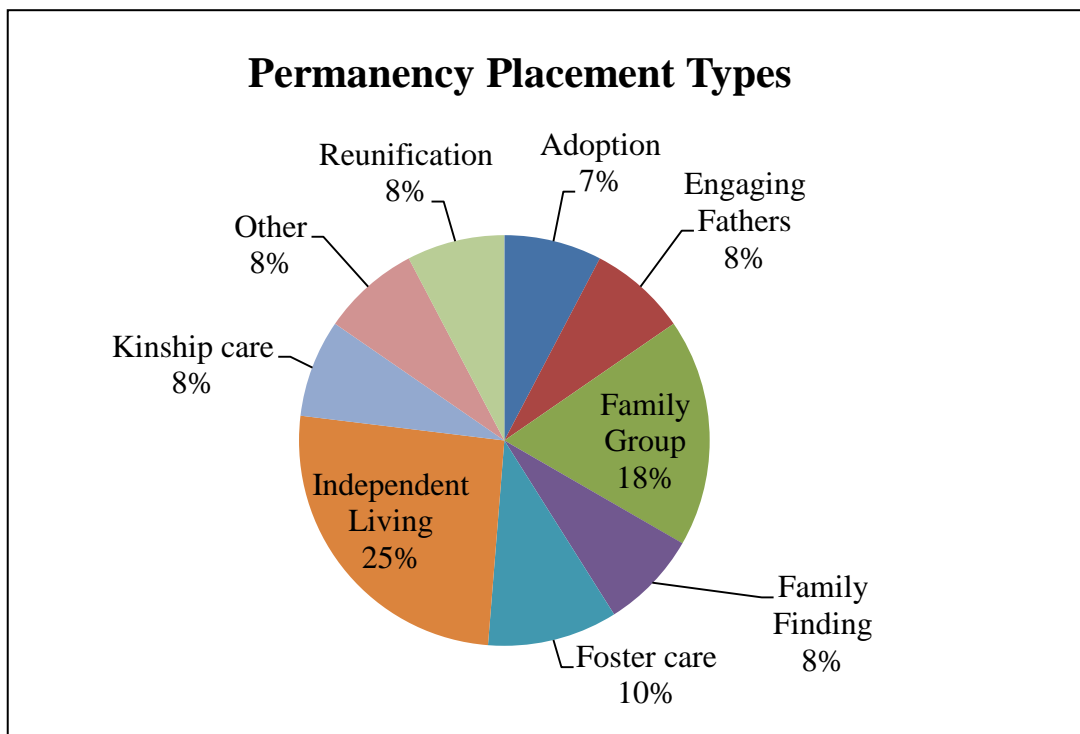
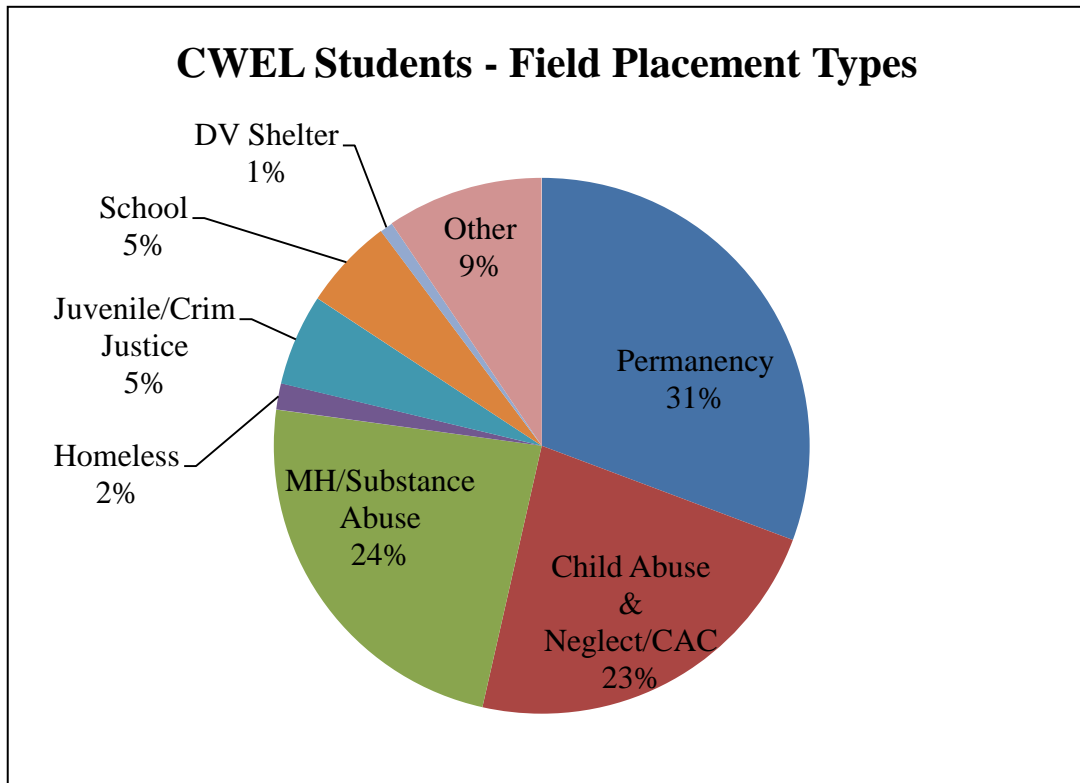
CWEB: Suggested Program Improvement	Action Plan/Progress
Improve successful outcomes for students by refining admission criteria and participant selection	<ul style="list-style-type: none"> • Student transcripts and a personal statement regarding the desire to pursue public child welfare as an area of practice have been added to the application packet.
Further guidance to university faculty on the details of civil service requirements and other technical aspects related to county internship and employment	<ul style="list-style-type: none"> • Targeted discussions occur during school visits and informational meetings. • “Frequently Asked Questions” fact sheet posted on CWERP website • Presentation by CWEB faculty at annual PAUSWE (PA Undergraduate Social Work Educators) meeting
Increase participation in Civil Service Social Work Internship program	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Ongoing outreach and case management to students by CWEB faculty and staff • Regular collaboration with school faculty
Increase county participation in the CWEB program	<ul style="list-style-type: none"> • Ongoing consultation with counties • Ongoing school-county-program collaboration in the field practicum process • Presentation by CWERP faculty at PCYA & CCAP meetings
Improve CWEB student enrollment in mandated child welfare skill and competency-based training, <i>Charting the Course Toward Permanency in Pennsylvania(CTC)</i>	<ul style="list-style-type: none"> • Case management system matching Regional Training Specialists from the PA Child Welfare Resource Center with each CWEB student initiated. Enrollment in CTC during the CWEB students’ senior year and initiation of the training record to document completion of modules in effect.
Improve successful job placement following graduation	<ul style="list-style-type: none"> • Ongoing assistance by CWEB Coordinator in identifying county casework vacancies, facilitating referrals for interviews, and counseling graduates regarding employment. • Ongoing collaboration with SCSC regarding exam exemption for those completing 975 internship hours
Improve dissemination of child welfare career development opportunity through CWEB and CWEL to prospective and current participants	<ul style="list-style-type: none"> • Informational video featuring CWEB program participants (current and former) developed. CWEL video planned.

CWEL

After seventeen (17) 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 Public Welfare, students, county agencies, and schools of social work in Pennsylvania. The number and diversity of counties has increased over time; the number of students continues to meet the 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; as useful in their child welfare practice; as a major asset to public child welfare in Pennsylvania; as well administered and user friendly; as having a long-term impact on public child welfare practice; and as a positive element in the continuing challenge of worker retention.

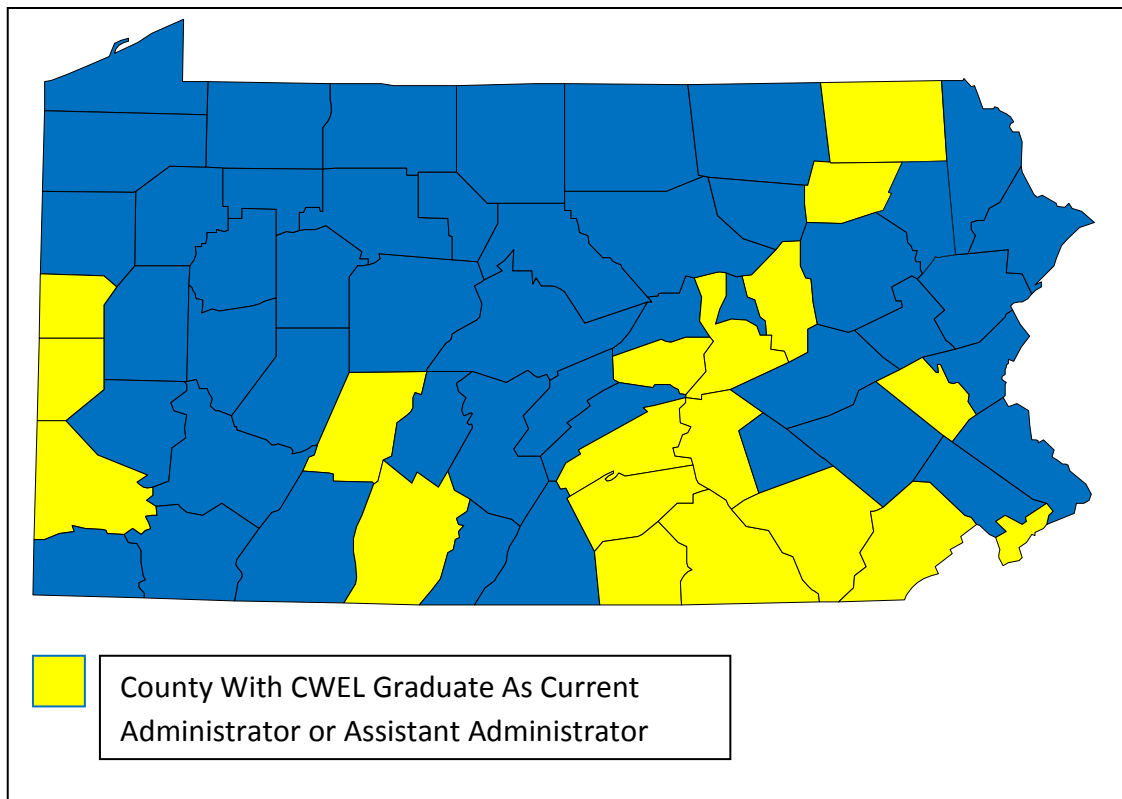
CWEL students contribute to human service programs in both the public and private sector during the course of their graduate studies through active engagement in field work in a variety of agency settings. Figure 15 on the following page illustrates the breadth of programs that benefit from the skill and expertise of our child welfare students. County agencies, in turn, benefit from the expanded knowledge that CWEL students bring to the county as a result of their field and classroom experience. CWEL students have been instrumental in improving cross-systems collaboration, educating provider agencies about child welfare mandates and services, and, in some instances, shifting a pre-existing, negative perception of child welfare practice. Students develop a greater appreciation and understanding of the services, mandates, philosophy, delivery and outcome goals of providers. All of this occurs as our students share their expertise and enrich their skills through internships with community and private provider agencies.

Figure 15. CWEL Field Placement Types



A main goal of the CWEL program is the development of leadership within child welfare. We follow the career path of our participants, and currently our CWEL graduates make up 19% (13/67) of county agency administrators in Pennsylvania. An additional 11 CWEL graduates hold Assistant Administrator positions. Of note, a CWEB graduate also occupies a county leadership position. We applaud our graduates' promotion into these key leadership roles and the new vision and energy that they bring to public child welfare. The following map illustrates this impact.

Figure 16. CWEL County 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 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 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 graduate 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 Service Reviews (QSRs), membership in committees associated with Pennsylvania's Program Improvement Plan (PIP), membership in specific workgroups (i.e., Pennsylvania's child welfare practice model, Safety Assessment and Management, Diversity Taskforce, CAST curriculum) and involvement in practice initiatives such as the early developmental screening of young children, FDGM, Family Finding, and the use of mobile technology in the field are a few of the projects that benefit from the expertise of CWEL graduates. 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 are active in continuous quality improvement initiatives within their counties. Many CWEL graduates have become trainers for the Pennsylvania Child Welfare Resource Center and members of statewide committees and workgroups. Others 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 other ways they can serve children at risk and their families where the opportunities are better fitted to their skills. Graduates do not speak of renegeing 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 L](#)), the results of this and previous surveys 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.

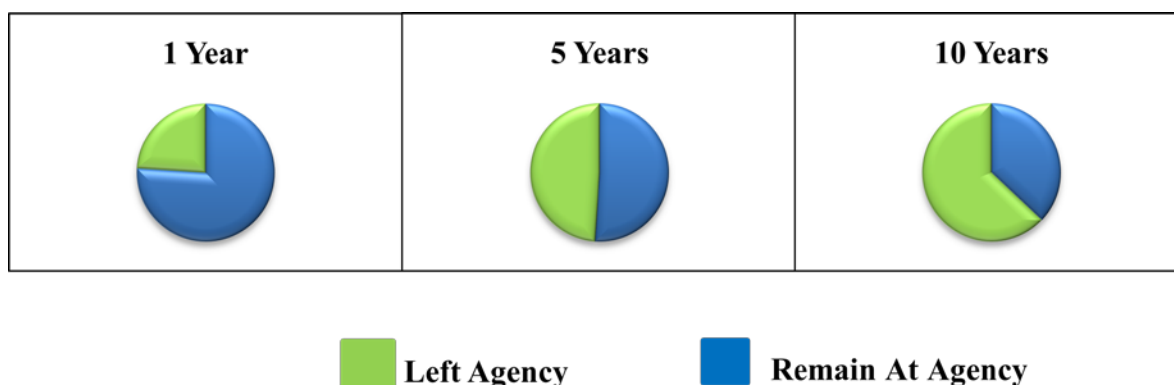
Well-educated and skilled professionals who serve children at risk and their families will benefit public child welfare wherever they practice and will return the investment made on their training by the taxpayers many times over. But a major opportunity will have been lost if agencies do not take full 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 over a decade ago that workers who are skilled in the services they are asked to

provide and who receive strong agency support have higher retention rates.⁸ 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 graduates return. The 12 or so months CWEB students and the 20 or so 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 1036 graduates who have completed the program, only thirteen (13) have failed to complete their work commitment. Another four hundred and twenty (420) have resigned after completing their commitments for all 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 7.9% per year for the life of the program. The following figure illustrates retention among our graduates at one, five and ten-year intervals post-commitment. The average commitment period is approximately 1½ 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 obtained CWEL 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 (1½ years average commitment plus ten years post-commitment). This does not include those who continued in the child welfare field in other agency settings.

⁸ Jones, L P. and Okamura, A. (2000). Reprofessionalizing child welfare services: An evaluation of a Title IV-E training program. *Research on Social Work Practice, 10*(5), 607-621.

Figure 17. 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.⁹ 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. Several CWERP faculty members have served on the state Recruitment and Retention Committee where some creative ideas have been discussed. Getting these implemented 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 will continue to inform this discussion.

The subject of the advantages and disadvantages of full and part-time study continues to surface, particularly for CWEL students. There is no doubt this 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

⁹ 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.

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 two major 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 program. This means a quicker return to full productivity in the agency. Part-time studies 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 period 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 17 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, approximately seventy-five percent (75%) were part-time students. Our discussions with these students confirm that the problems inherent with part-time study, such as stress and scheduling, were the determining factors. These are serious, costly and unnecessary losses.

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 even the 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 shortage). During the past several years these stressors have continued to be amplified by the national budget crisis. For part-time enrollment to be 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.

Moreover, 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 2011-2012 academic year, nearly 53% of the newly admitted students were part-time. This serves to 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 with which all four partners must constantly struggle is differences in policies or requirements. County personnel policies differ in ways such that CWEB and CWEL students in the same classroom with their respective program classmates may be subject to contrasting requirements. 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 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. 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. Recognition 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 below.

CWEL: Suggested Program Improvement	Action Plan/Progress
Alteration in commitment time for part-time students (suggested by participants)	<ul style="list-style-type: none"> • Part-time student commitment period is already pro-rated in order to avoid a longer commitment time. Commitment time begins upon graduation. (Because this question is raised periodically, we note it here.)
Expansion of commitment time for all participants	<ul style="list-style-type: none"> • This is precluded by federal Title IV-E regulations [45 CFR, Ch. II § 235.63 (b) (1)]
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	<ul style="list-style-type: none"> • Targeted intervention with agency supervisors and administrators • Ongoing feedback to county administrators • Ongoing CWERP faculty participation in statewide Recruitment and Retention Committee • CWEL graduate involvement in ongoing CQI processes within counties • Inclusion of CWEL graduates in state-wide practice and policy initiatives (i.e., Safety Assessment and Management, Quality Service Reviews, PA Child Welfare Practice Model, organizational effectiveness work, quality assurance committees for curriculum development, developmental screening of young children in child welfare, IV-E waiver demonstration activities).
Permission for students to major in administration or macro practice	<ul style="list-style-type: none"> • Students in a current administrative or managerial position are permitted to pursue an administrative or macro track. Those in direct service positions must focus upon direct practice. This policy is in keeping with the 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 courses in administration as electives (those approved for macro study are encouraged to take practice courses).
Supervision and mentorship of CWEB program participants	<ul style="list-style-type: none"> • CWEL graduates are encouraged to provide supervision and mentoring to CWEB students/graduates at their county agency.

CWEL: Suggested Program Improvement	Action Plan/Progress
Inclusion of advanced level child welfare coursework in school curriculum, particularly in evidence-informed and evidence-based practices	<ul style="list-style-type: none"> • Ongoing curricular consultation to schools • Provision of technical assistance • Offering of FGDM and other courses targeted toward effective family engagement and teaming practices • Continued refinement of child welfare curricula, including cross-university course enrollment
Increase in full-time student enrollment	<ul style="list-style-type: none"> • 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
Increase support to part-time students	<ul style="list-style-type: none"> • County agencies are encouraged to provide flexible scheduling, modified work assignments and opportunities for field work outside of the agency • When difficulties arise with a particular student, the county is actively engaged in problem solving and solution-building
Increase salary of child welfare workers	<ul style="list-style-type: none"> • Continue to advocate at the county, state, and federal level that salaries must be adequate to compensate for the demands of public child welfare jobs

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 185-190. 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. Increased tenure at admission shown to be related to retention among graduates of CWEL.
Consideration of CWEL participation by Department employees, i.e., DPW Regional Office employees, Child Line employees, perhaps others	OCYF approval granted in 2008. PA's PIP places emphasis on education. The opportunity for state employees allows additional trainees to benefit from CWEL. This, in turn, benefits our children, families and communities.

CWEB/CWEL: Recommendation	Background Information and Rationale
<p>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.</p>	<p>The provision in the federal Title IV-E regulations which permits the training of persons “preparing for [public child welfare] employment”¹⁰ provides this opportunity. A principal advantage is cost savings. The cost of all this to the Department would be the non-federal match. With preparation during the 2012-2013 program year, this initiative could be in place for the 2013-2014 academic year.</p>
<p>Inclusion of additional graduate degree programs in Pennsylvania as they become accredited.</p>	<p>Increasing the number of schools has allowed for greater student access, a reduction in student commuting time and a reduction in program costs.</p> <p>The Bradford campus of the University of Pittsburgh opened in 2002-2003 and has a child welfare focus. Marywood and Temple universities have several branch campuses across the state. Kutztown University received full accreditation in the 2007-2008 academic year. The Millersville-Shippensburg program received full CSWE accreditation and admitted its first cohort in the summer of 2010.</p>
<p>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.</p>	<p>Undergraduates currently complete one child welfare course and a public child welfare internship. The first of three courses in Child Advocacy Studies has been developed in an on-line, hybrid format. Providing the course 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 and neglect.</p>
<p>Development of CWEB/CWEL Advisory Network to provide input on emerging program issues.</p>	<p>CWEB/CWEL school partners endorsed the development of an advisory network among school faculty, program graduates, county administrators and CWERP faculty to provide input and guidance for the programs. Several faculty have joined the Training Steering Committee of the PA Child Welfare Resource Center.</p>

¹⁰ 45 CFR, Ch. II, §235.63 (a).

CWEB/CWEL: Recommendation	Background Information and Rationale
<p>It is recommended again that consideration be given to including the fourteen (14) private, accredited undergraduate social work programs in Pennsylvania in the CWEB consortium.</p>	<p>Many of the schools presently participating in CWEB have small enrollments. Unlike the CWEL program, there is no backlog of persons waiting their turn to participate in CWEB. If all of the fourteen additional schools chose to participate, met the requirements, and were approved, the potential would be to approximately double the enrollment.</p> <p>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. Many counties have had to freeze vacant positions secondary to state budget issues. Secondly, 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. The two largest line items in the CWEB budget are tuition and stipends, neither of which is subject to indirect costs. Program expansion is an opportunity that does warrant discussion and is a question repeatedly asked by the non-participating schools.</p>
<p>Transition support and ongoing connection among CWEL graduates.</p>	<p>Transition back to the county agency is often problematic for full-time students. Additionally, all graduates can benefit from ongoing connection and support. Increased attention has been paid to preparing students for their return to the agency. Greater network support and participation in transition groups for returning graduates are helpful strategies.</p> <p>Graduates are encouraged to become involved as trainers or 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 and CWEL graduates to provide support and enlist them in practice initiatives.</p>

CWEB/CWEL: Recommendation	Background Information and Rationale
<p>Incorporation of trauma-informed supervision at the county level</p>	<p>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.</p>
<p>Consideration of a doctoral-level CWEL option.</p>	<p>This recommendation can provide an additional research arm for the Commonwealth and further our mission of establishing evidence-based child welfare practice across the state. Doctoral-level research can make a valuable contribution to the Commonwealth and the child welfare field, and CWERP is in an excellent position to do so. 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.</p>
<p>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.</p>	<p>When the CWEL program was initiated, it was decided to reimburse counties for only ninety-five percent (95%) of full-time students' salaries. It was hypothesized that counties would pass the five percent (5%) reduction along to students and this amount in the 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 from students 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 at only the ninety-five percent (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 five percent (5%) salary reduction very difficult to endure.</p>

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. 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, sustain, and shape these programs.

The county children and youth service administrators have been unfailingly responsive as individuals and through their organization, the Pennsylvania Children and Youth Administrators, Inc. The Department of Public Welfare has continued to endorse the CWEB and CWEL programs. We especially thank former OCYF Deputy Secretary Beverly Mackereth and Cathy Utz, Director of Policy and Program Development, for their strong support and partnership. We also thank our OCYF Program Monitor, Terry Clark, for his oversight and support of our work. The sixteen (16) 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 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. The State System of Higher Education has enabled the ten (10) state universities with accredited undergraduate social work programs to become part of the consortium.

We are proud that the CWEB and CWEL IV-E education programs have been recognized as key strengths in Pennsylvania during both 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 and working as child welfare trainers and/or consultants.

Finally, no amount of contracts, agreements, budgets, reports, curricula, faculty or any other of the myriad academic and administrative components of this project could produce a successful outcome without exceptional students. It is to the everlasting credit of the schools (undergraduate and graduate) and the counties that 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 academic and professional peers. As always, we salute them with sincere admiration. The students' investments, risks, energy, vision, and productivity are more responsible than anything else for the continued success of this program in the final analysis.



Appendices

- A. Table I: Participating School Programs
- B. CWEB and CWEL School Participation Map
- C. Table II: University of Pittsburgh Child Welfare Courses, 2011-2012
- D. Table III: Undergraduate Child Welfare Course Offerings of Approved CWEB Schools, 2011-2012
- E. Table IV: Graduate Child Welfare Course Offerings of Approved CWEL Schools, 2011-2012
- F. CWEB County Participation Map
- G. CWEB Overview: 2001-2012
- H. CWEL Overview: 1995-2012
- I. CWEL Applicant Pool and Admissions: 1995-2013 Academic Years
- J. Program Evaluation Data Tables
- K. List of Supplemental CWEB and CWEL Materials Available On-line
- L. Child Welfare Research Sampler
- M. Child Welfare Education and Research Programs Faculty and Staff



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	2014	2016	X			2001
Bryn Mawr College	2015	2016			X	1995
California University	2015	2016		X		2001
Edinboro University	2013	2017		X		CWEB 2001 CWEL 2006
Kutztown University	2013	2018		X		CWEB 2001 CWEL 2007
Lock Haven University	2016	2016	X			2001
Mansfield University	2017	2014	X			2001
Marywood University	2021	2016		X		1995
Millersville University	2015	2019		X		CWEB 2001 CWEL 2010
Shippensburg University	2014	2018		X		CWEB 2001 CWEL 2010
Slippery Rock University	2016	2014	X			2001
Temple University	2015	2015		X		CWEB 2001 CWEL 1995
University of Pennsylvania	2014	2017			X	1995
University of Pittsburgh	2017	2020		X		CWEB 2001 CWEL 1995
West Chester University	2016	BSW 2019 MSW 2013		X		CWEB 2001 CWEL 2001
Widener University	2022	2013		X		CWEB 2001 CWEL 1995

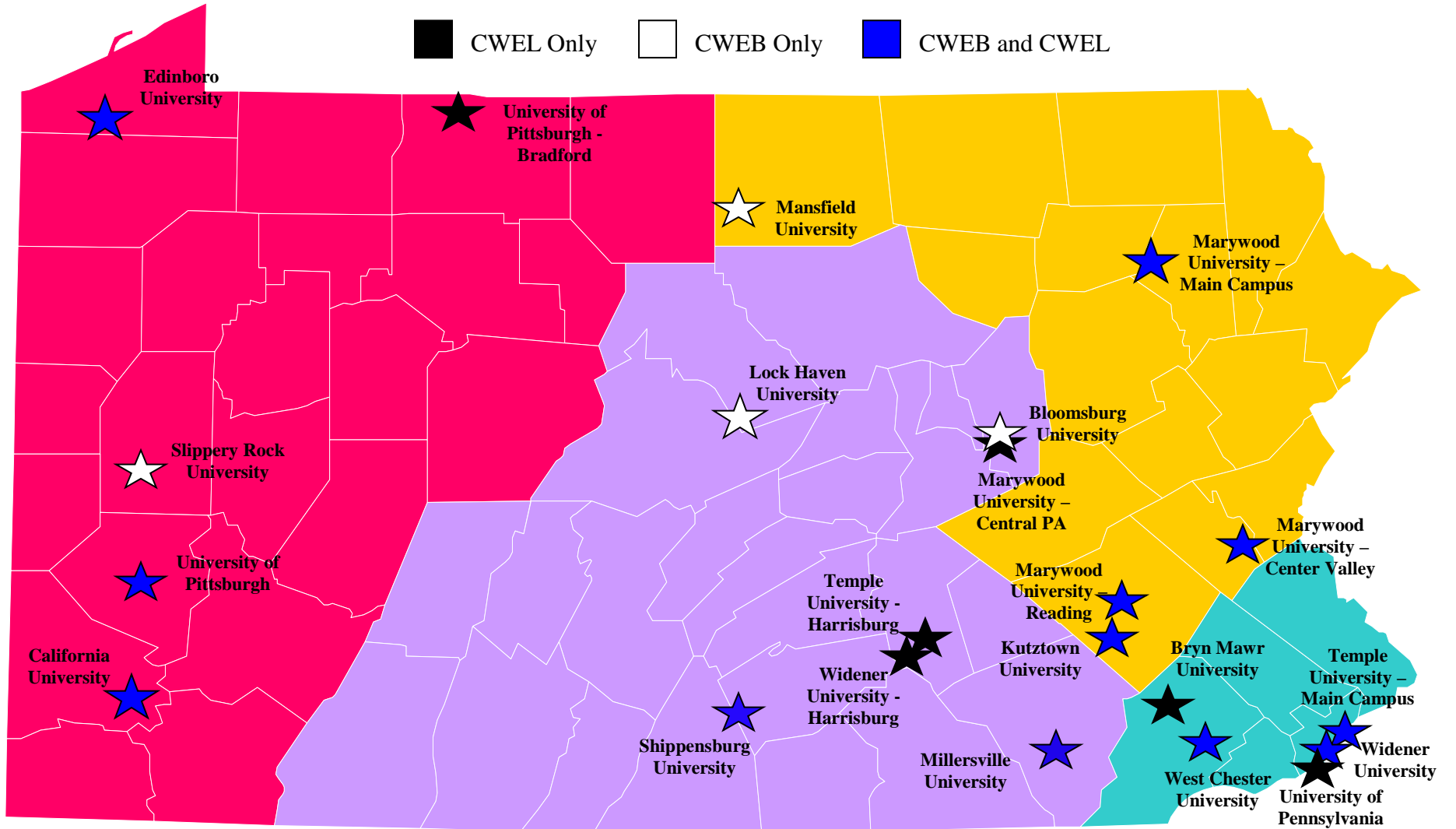
Appendix B

CWEB and CWEL
School Participation Map

Child Welfare Education and Research Programs

Participating Schools

■ CWEL Only □ CWEB Only ■ CWEB and CWEL



Appendix C

Table II

University of Pittsburgh Child Welfare Courses

2011-2012

TABLE II
UNIVERSITY OF PITTSBURGH CHILD WELFARE COURSES

FALL TERM 2011

Course Title	Enrollment
Child and Family Advocacy	19
Child and Family Policy	25
Children and Families at Risk (two sections)	30
Issues in Child Maltreatment	12
Child Welfare Services	07
Direct Practice with Children and Adolescents	26
Family Group Decision Making (two sections)	32
Intimate Partner Violence	20
Social Work with Drug & Alcohol Dependent Persons	26

SPRING TERM 2012

Course Title	Enrollment
Child and Family Policy (three sections)	44
Children and Families at Risk (two sections)	23
Child Welfare Services	29
Clinical Social Work With African-American Families	08
Social Work Practice with Families	21
Social Work with Drug and Alcohol Dependent Persons	25

SUMMER TERM 2012

Course Title	Enrollment
Children and Families at Risk	17
Social Work Practice with Families	19
Social Work with Drug & Alcohol Dependent Persons (two sections)	25

Appendix D

Table III

Undergraduate Child Welfare Course Offerings of
Approved CWEB Schools
2011-2012

TABLE III

**Undergraduate Child Welfare Course Offerings
of
Approved CWEB Schools for 2011-2012**

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	Child'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 ¹¹
West Chester University	Child Welfare Practice and Policy
Widener University	Families at Risk

¹¹ 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
2011 - 2012

TABLE IV

**Graduate Child Welfare Course Offerings
of
Approved CWEL Schools for 2011-2012
(University of Pittsburgh is shown on Table II)**

Bryn Mawr College, Graduate School of Social Work and Social Research:

Adolescents in Family Therapy
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
Clinical Social Work with Women in Families
Family Therapy: Theory and Practice

California University, Department of Social Work and Gerontology

Practice with Children and Youth
Social Work with the African American Child
Social Work with Substance Abuse/Addictions

Edinboro University, Department of Social Work

Clinical Practice for Families and Children in Child Welfare
Family Social Work Practice I
Family Social Work Practice II

Kutztown University, Department of Social Work

Interventions with Substance Abusing Populations
Maltreatment in the Family
Child Permanence
Social Work with Family Groups

Marywood University, School of Social Work*

Critical Issues in Chemical Dependence
Child Welfare Practices and Services
Family Focused Social Work Practice
Social Work Perspectives on Psychopathology
Social Work Practice with Children
Social Work Practice and Youth Development

*Advanced standing students attending Marywood University must take an additional course beyond that required for the MSW in order to meet the child welfare course requirements.

Millersville/Shippensburg Universities, Department of Social Work/Department of Social Work and Gerontology

Child Welfare
Children and Youth at Risk

The University of Pennsylvania, School of Social Work

Mental Health Diagnostics
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

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
Social Work in Child Welfare
Social Work and Chemical Dependency

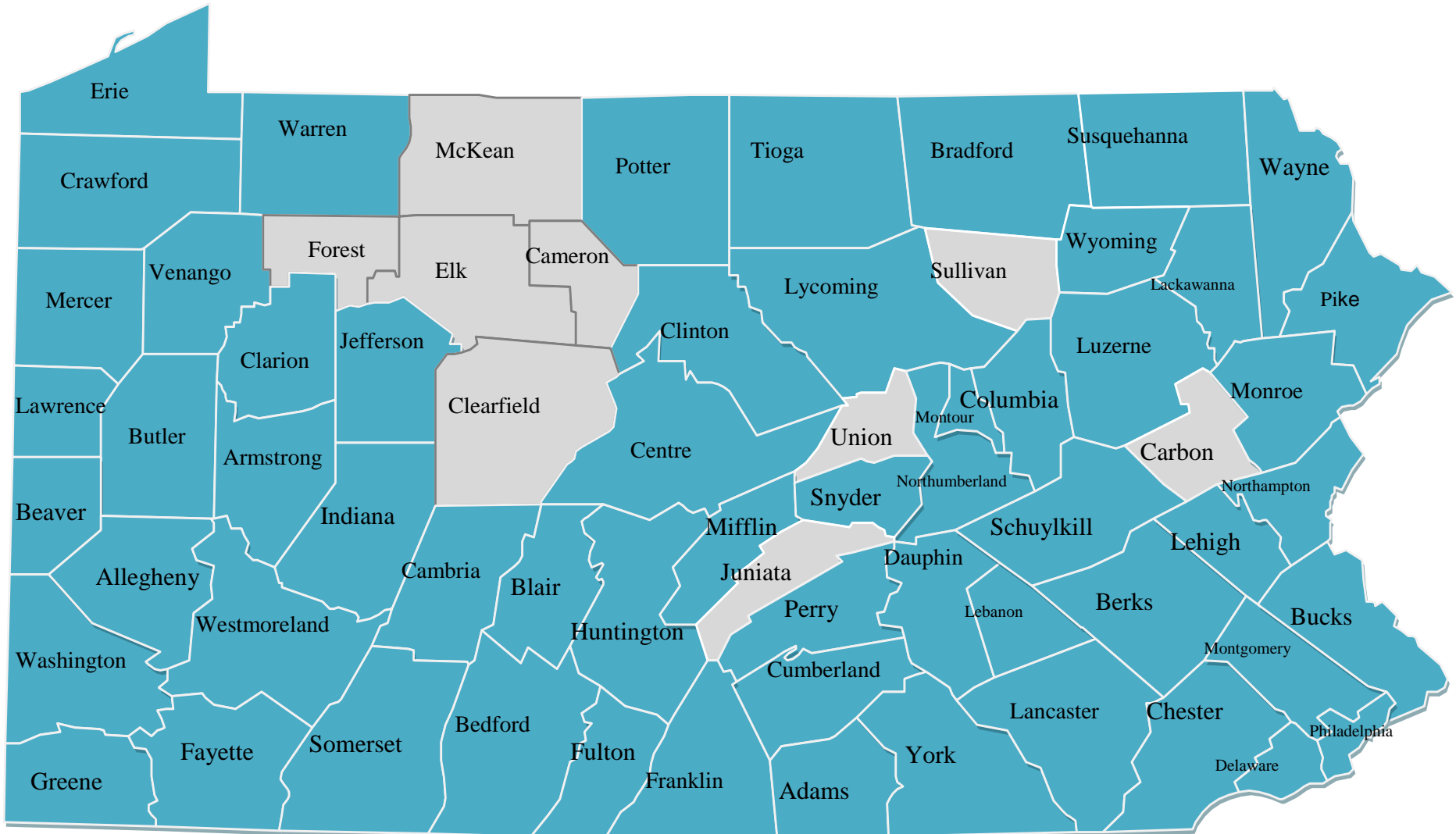
Widener University, Center for Social Work Education

Advanced Social Work Practice with Families
Biographical Timeline
Child Welfare: Practice and Policy
Social Work Practice with Addicted Persons and Their Families
Social Work Practice with Children and Adolescents
Treating Trauma

Appendix F

CWEB County Participation Map

**COUNTIES EMPLOYING AND/OR PROVIDING INTERNSHIPS FOR
GRADUATES OF THE CHILD WELFARE EDUCATION FOR BACCALAUREATES PROGRAM
2001-2012**



Appendix G

CWEB Overview

2001- 2012

Charts 1-6

Chart I
Child Welfare Education for Baccalaureates
2001-2012 New Admissions (Projected Through 2015)

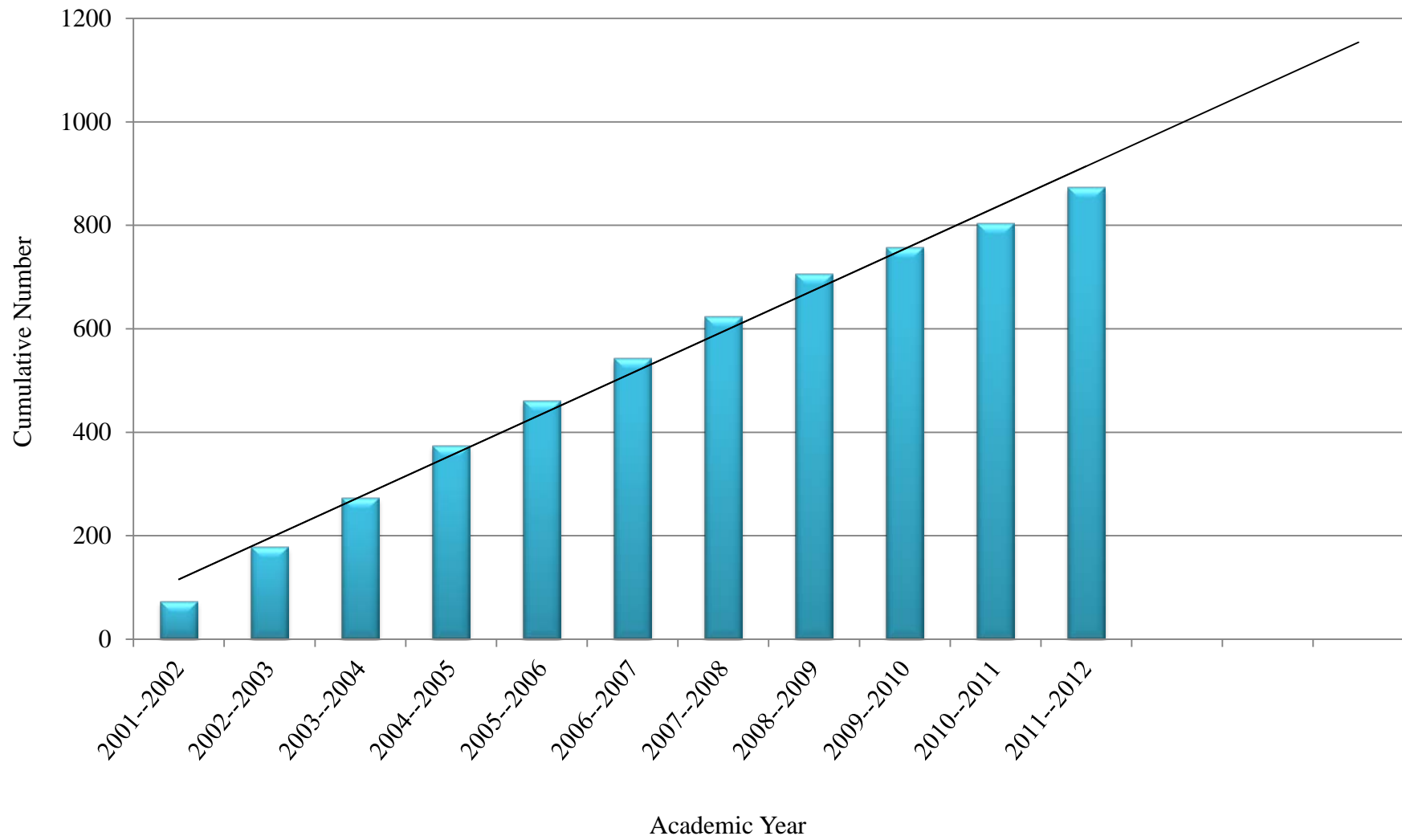


Chart 2
Child Welfare Education for Baccalaureates
2001-2012
Student Admissions & Graduations

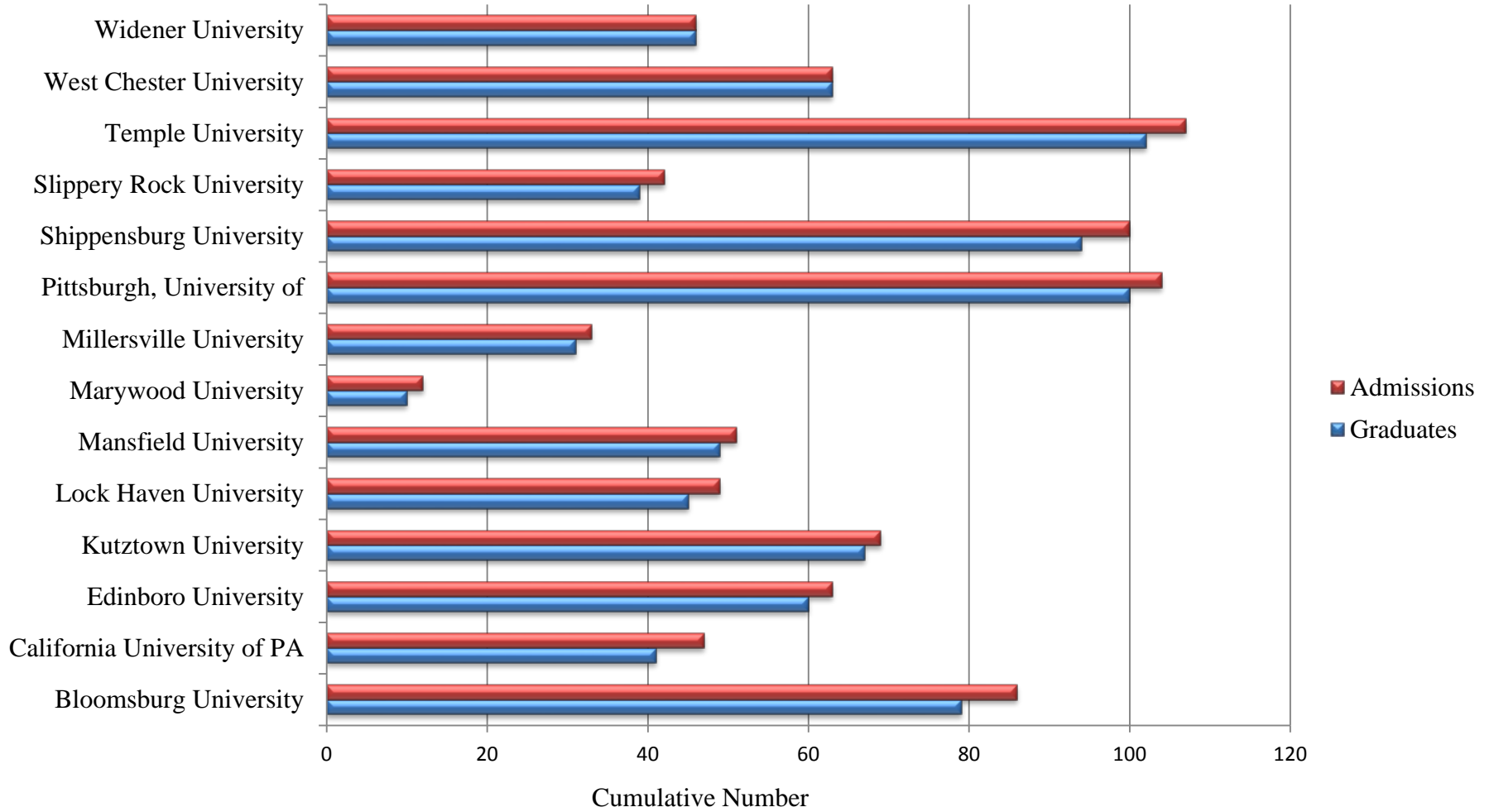


Chart 3
Child Welfare Education for Baccalaureates
2001-2012 Admissions by School and Ethnicity

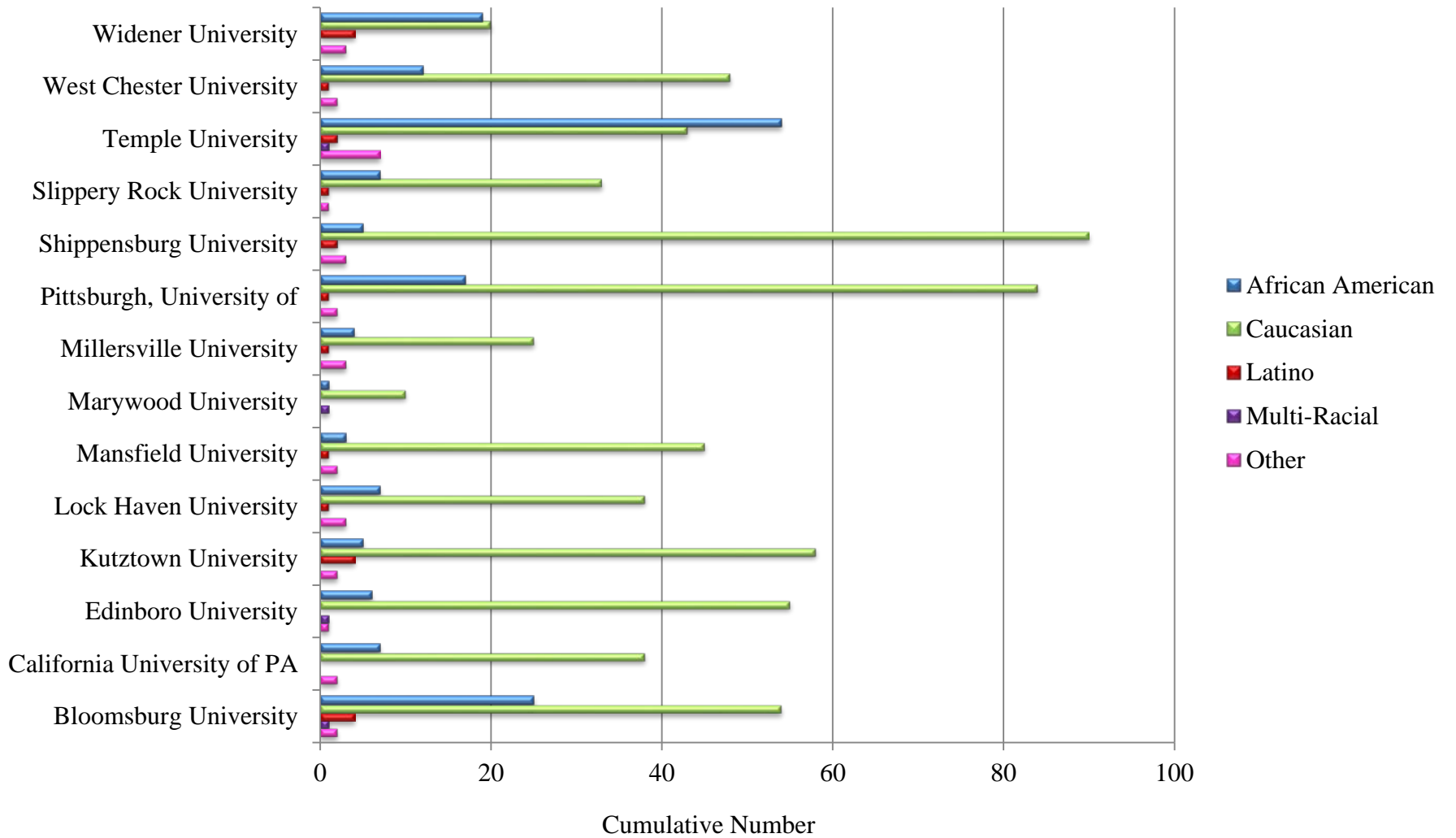


Chart 4
Child Welfare Education for Baccalaureates
2001-2012 Admission Demographics

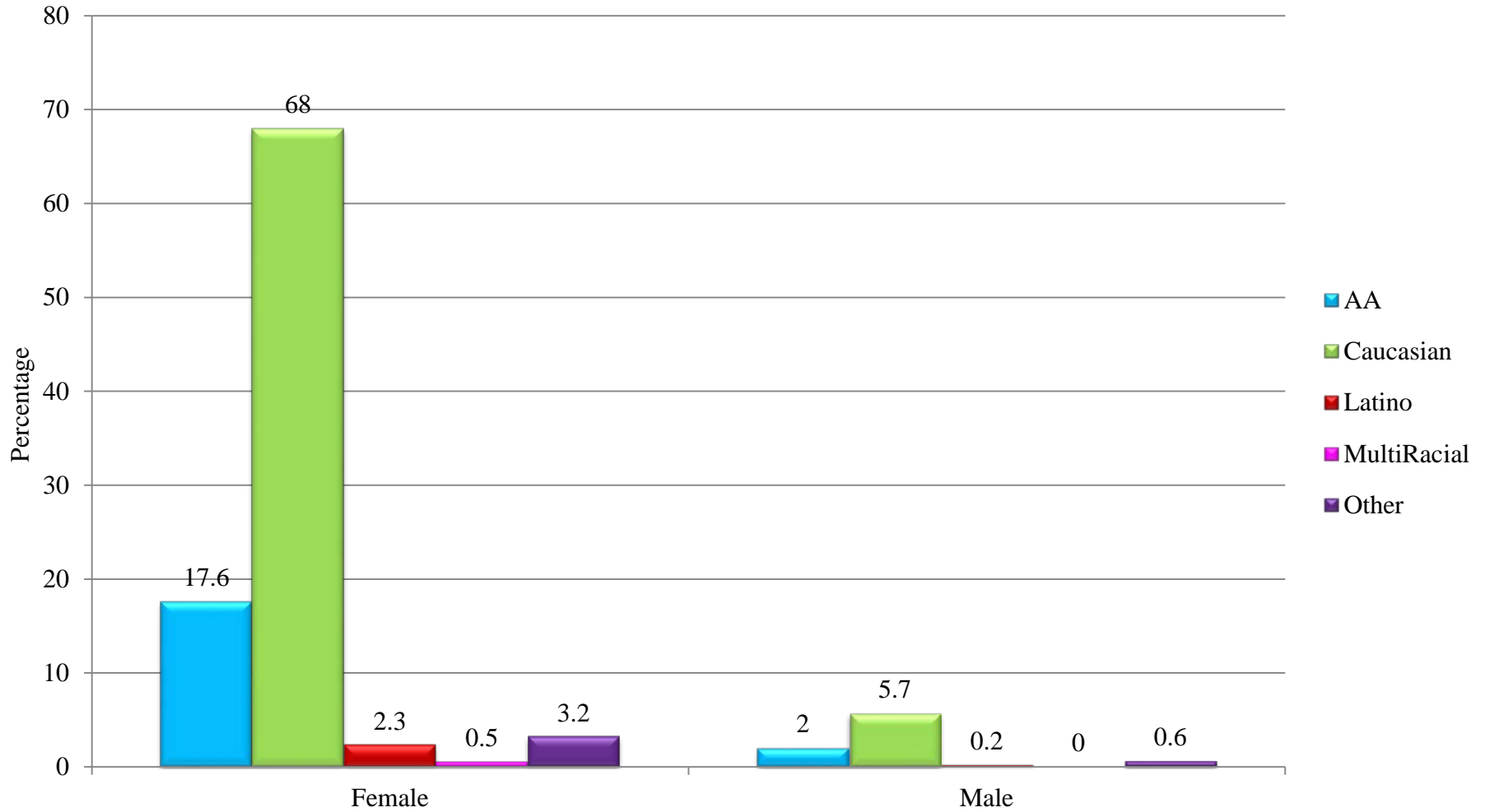


Chart 5
Ethnicity Comparison
US Census Data 2011 for Pennsylvania and
Child Welfare Education for Baccalaureates 2011-2012 New Admissions

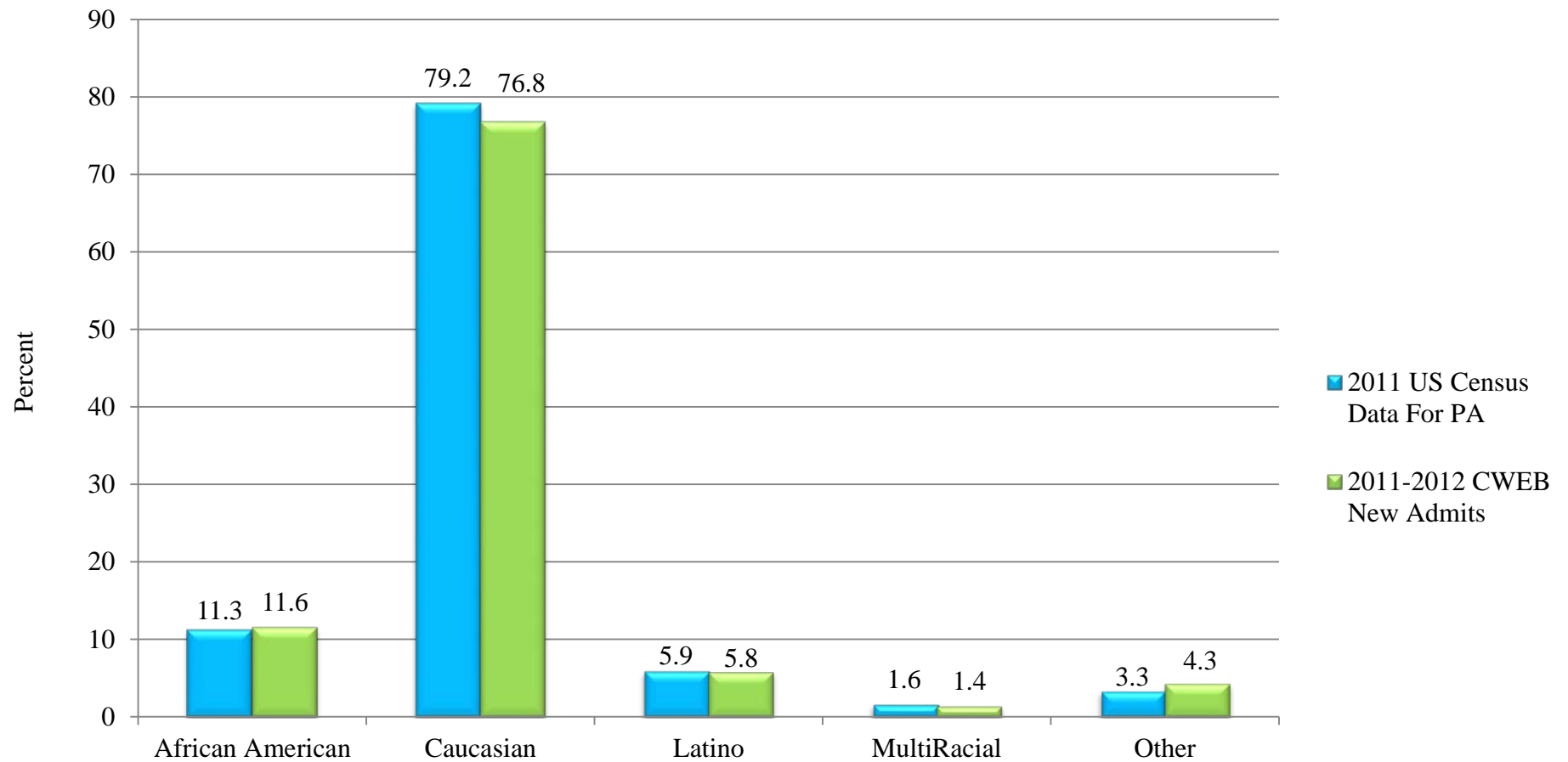
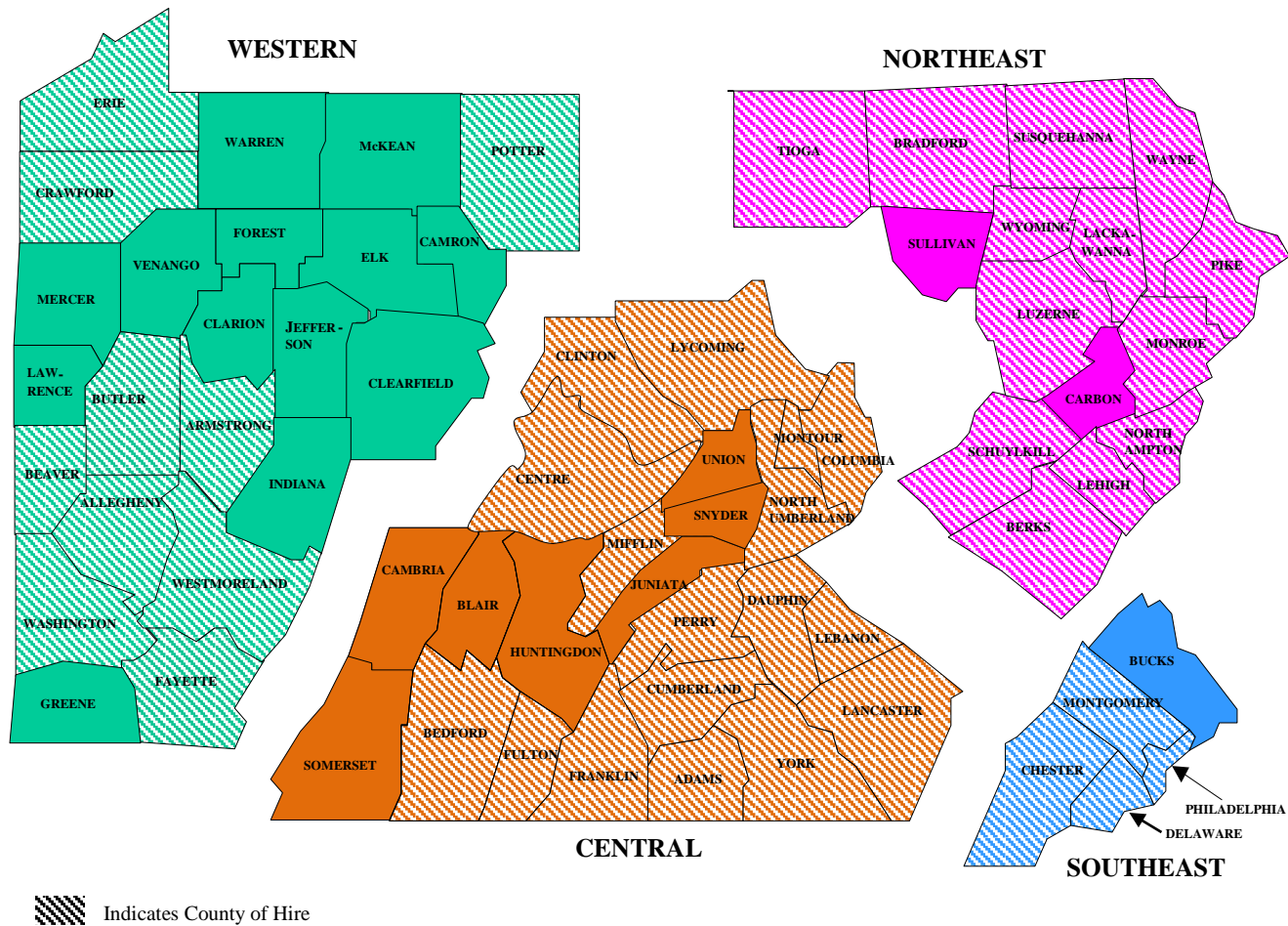


Chart 6

Recent CWEB County Employment Employment For Graduates -- Summer 2007 to Summer 2012



Appendix H

CWEL Overview

1995 - 2012

Charts 1 - 8

Chart I
Child Welfare Education for Leadership
1995-2012 New Admissions (Projected Through 2015)

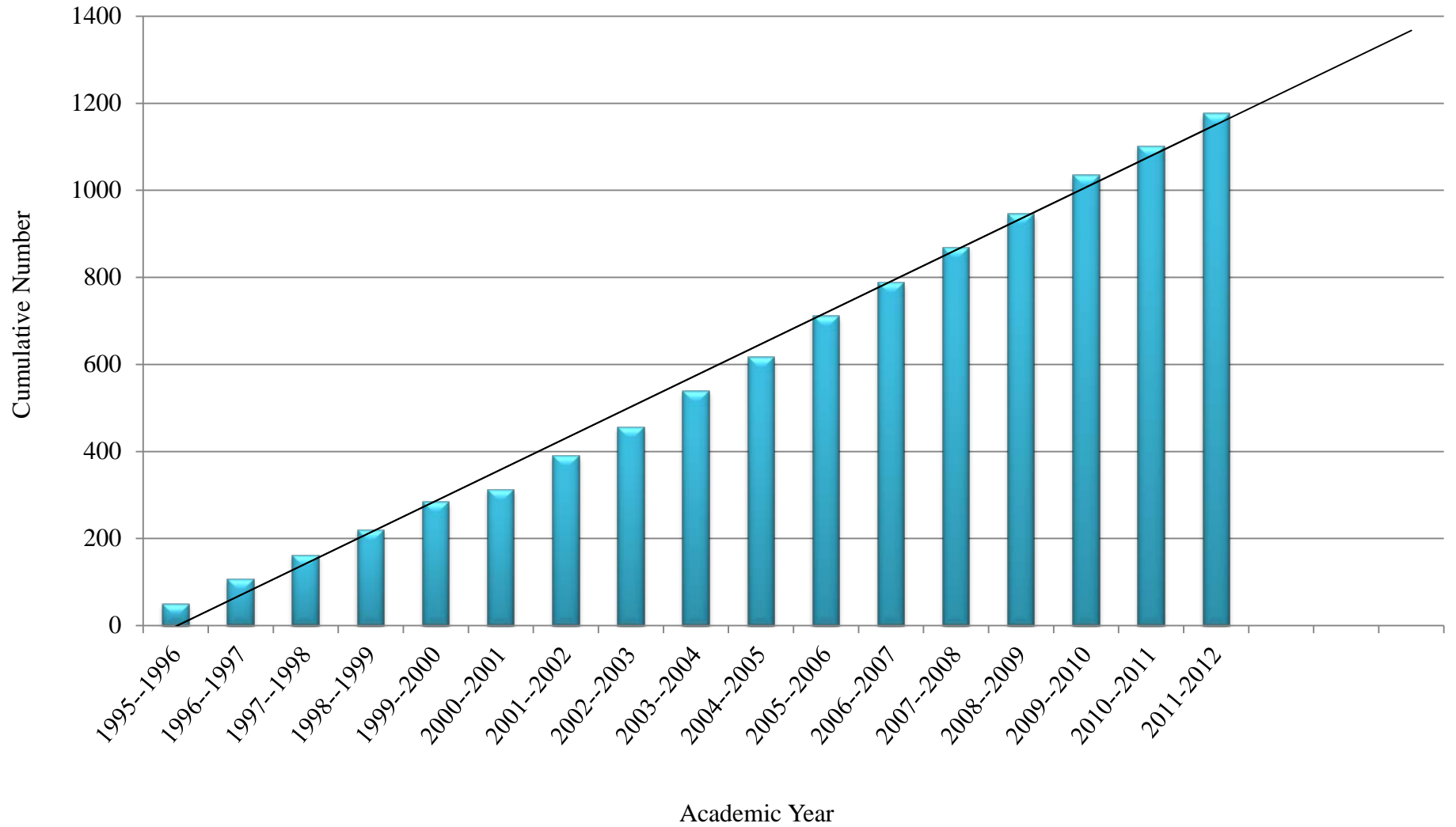


Chart 2
Child Welfare Education for Leadership
1995 - 2012
Student Admissions and Graduations

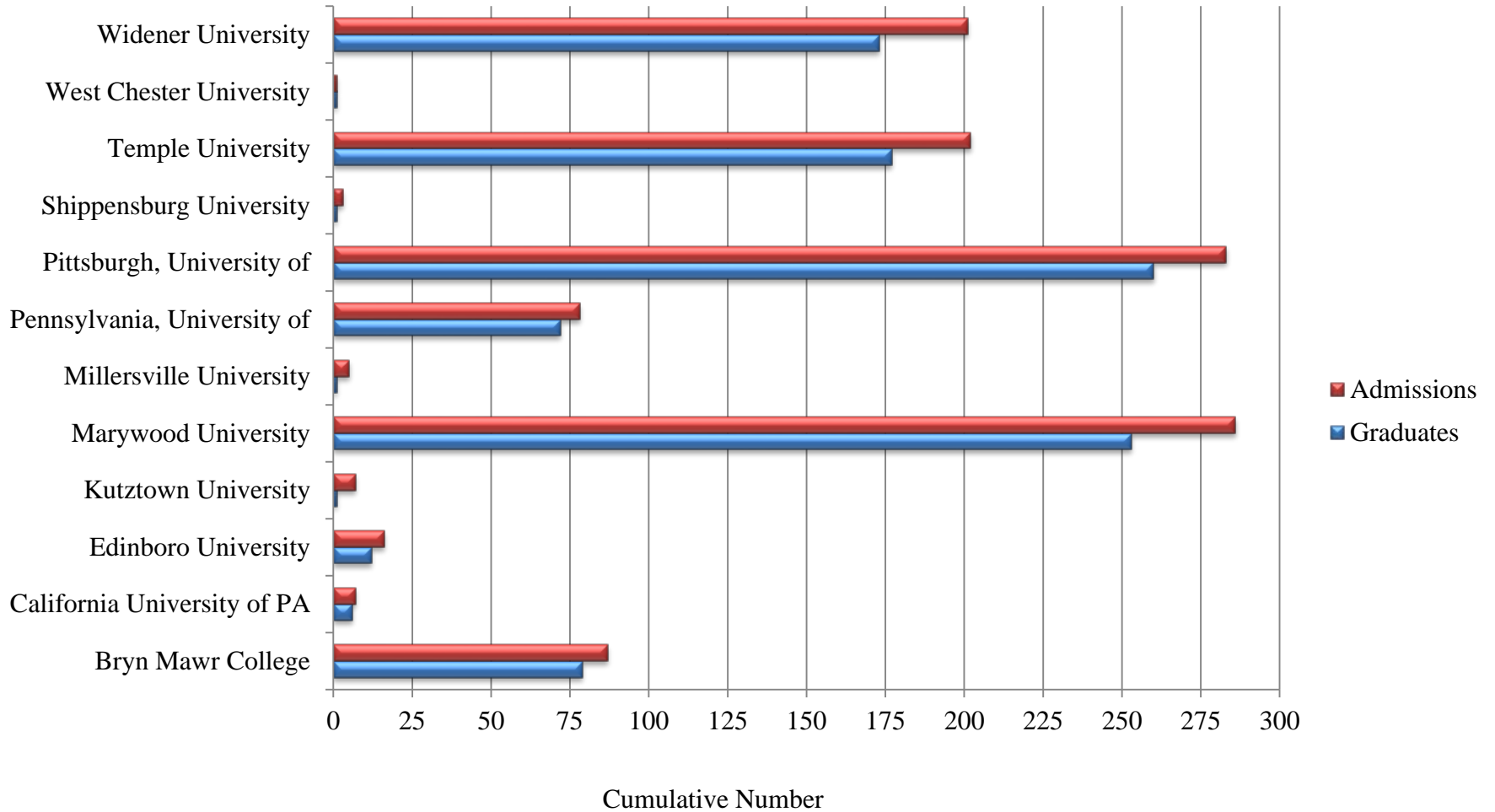


Chart 3
Child Welfare Education for Leadership
1995-2012 Admissions by School and Ethnicity

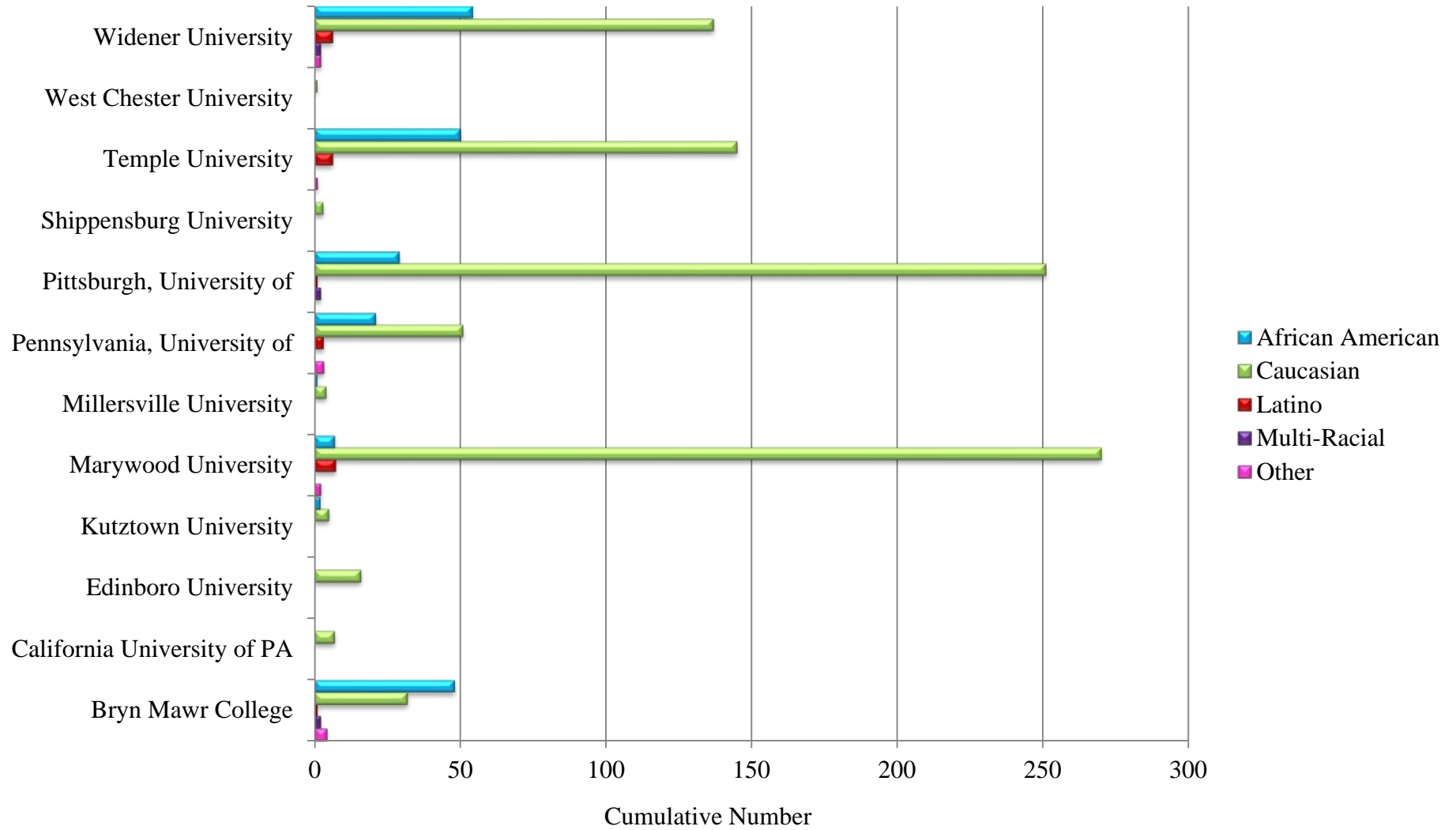


Chart 4
Child Welfare Education for Leadership
1995-2012 Admission Demographics

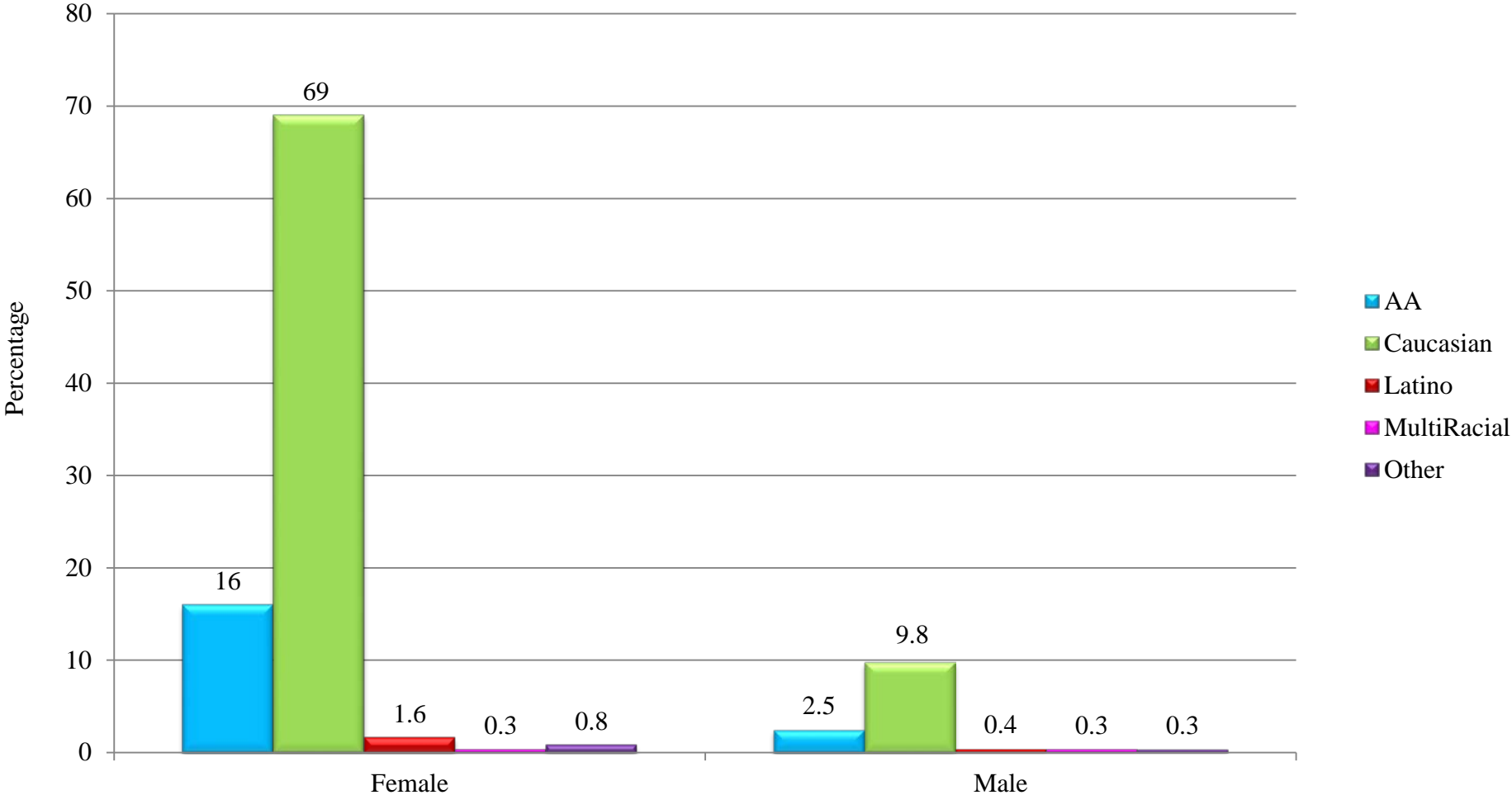


Chart 5
Ethnicity Comparison
US Census Data 2011 for Pennsylvania and
Child Welfare Education for Leadership 2011-2012 New Admissions

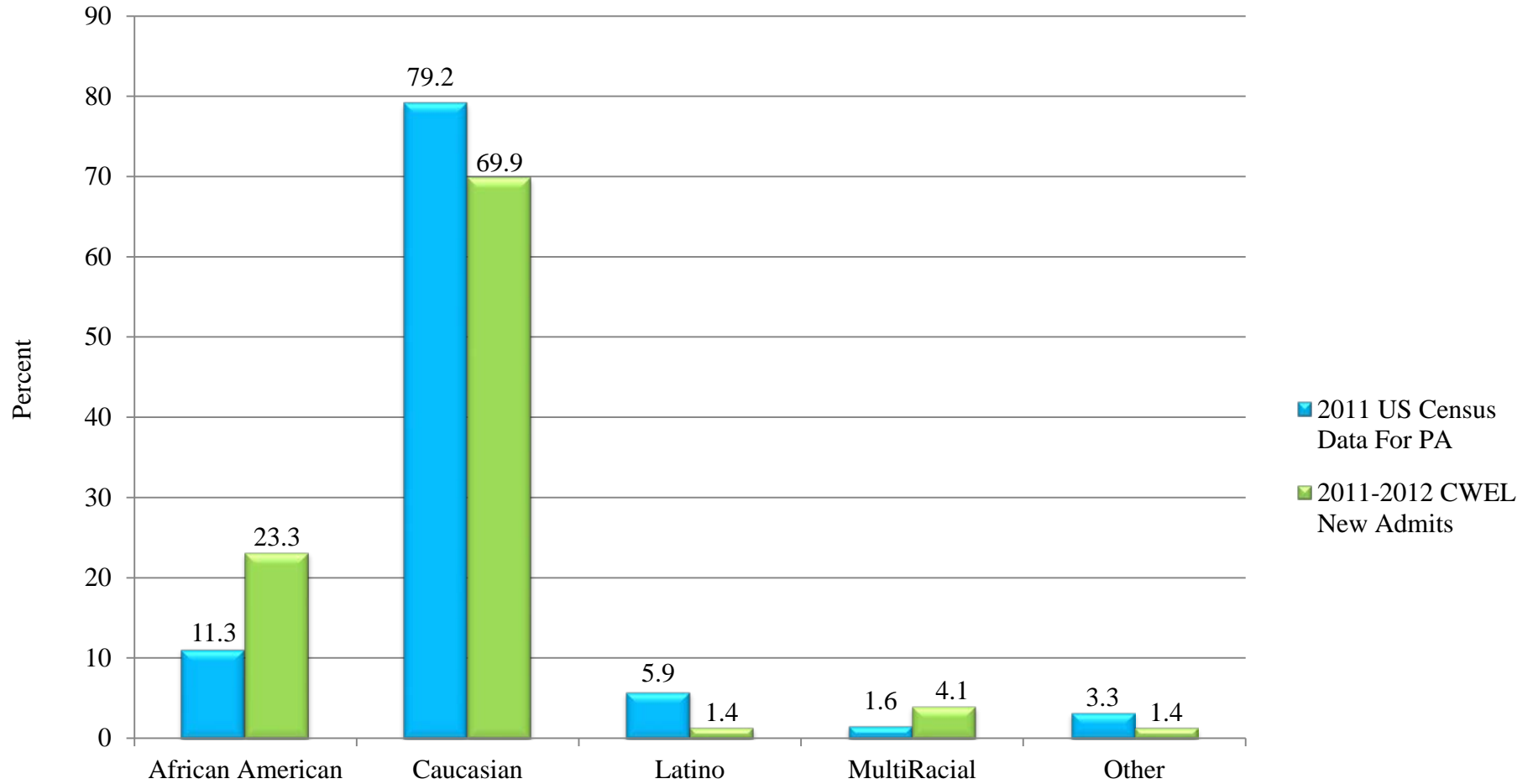


Chart 6
Child Welfare for Leadership
1995-2012 Admissions
by School & Full-time/Part-time Status

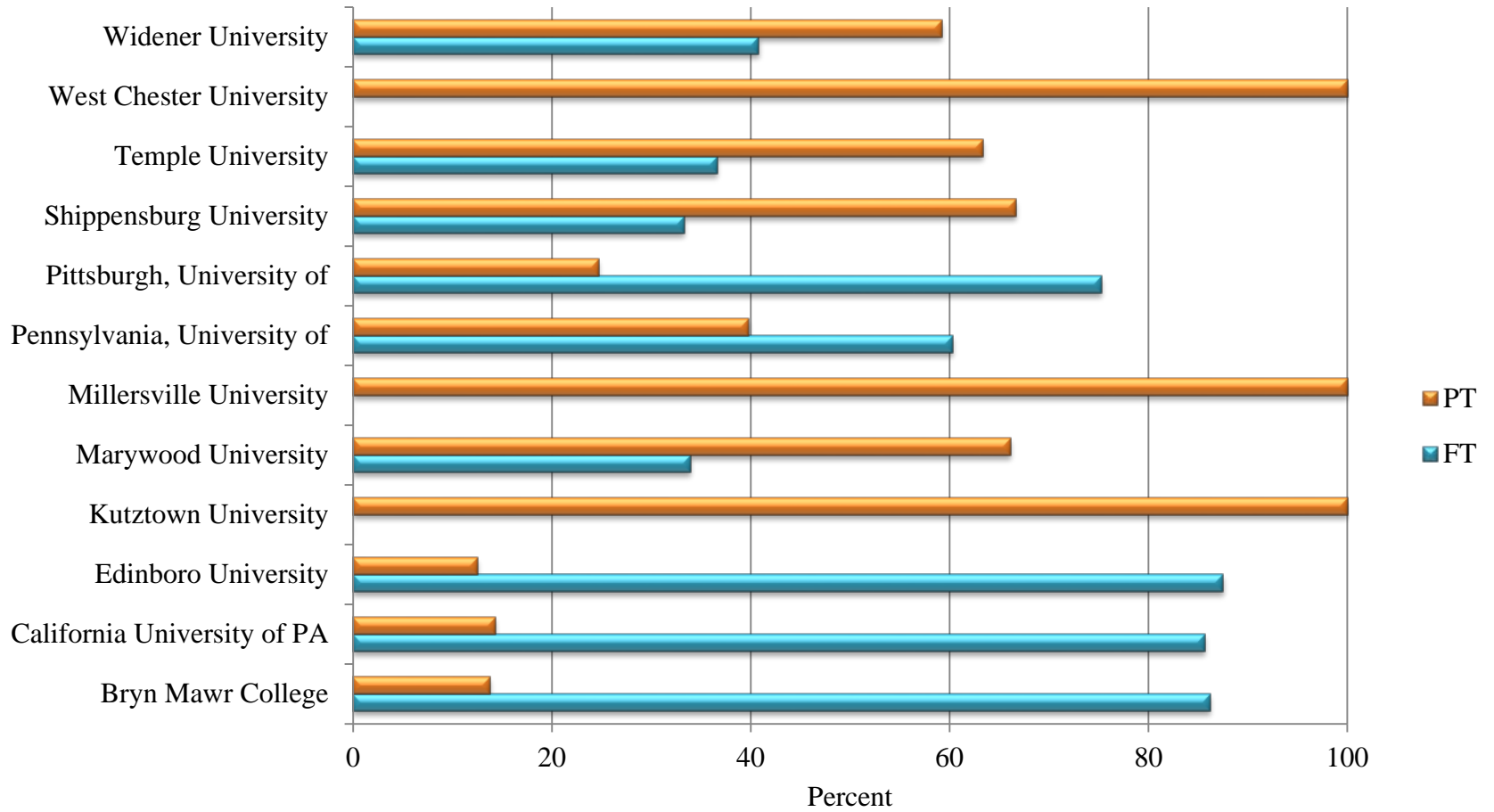


Chart 7
Child Welfare for Leadership
1995-2012 Admissions
Part-Time Trend

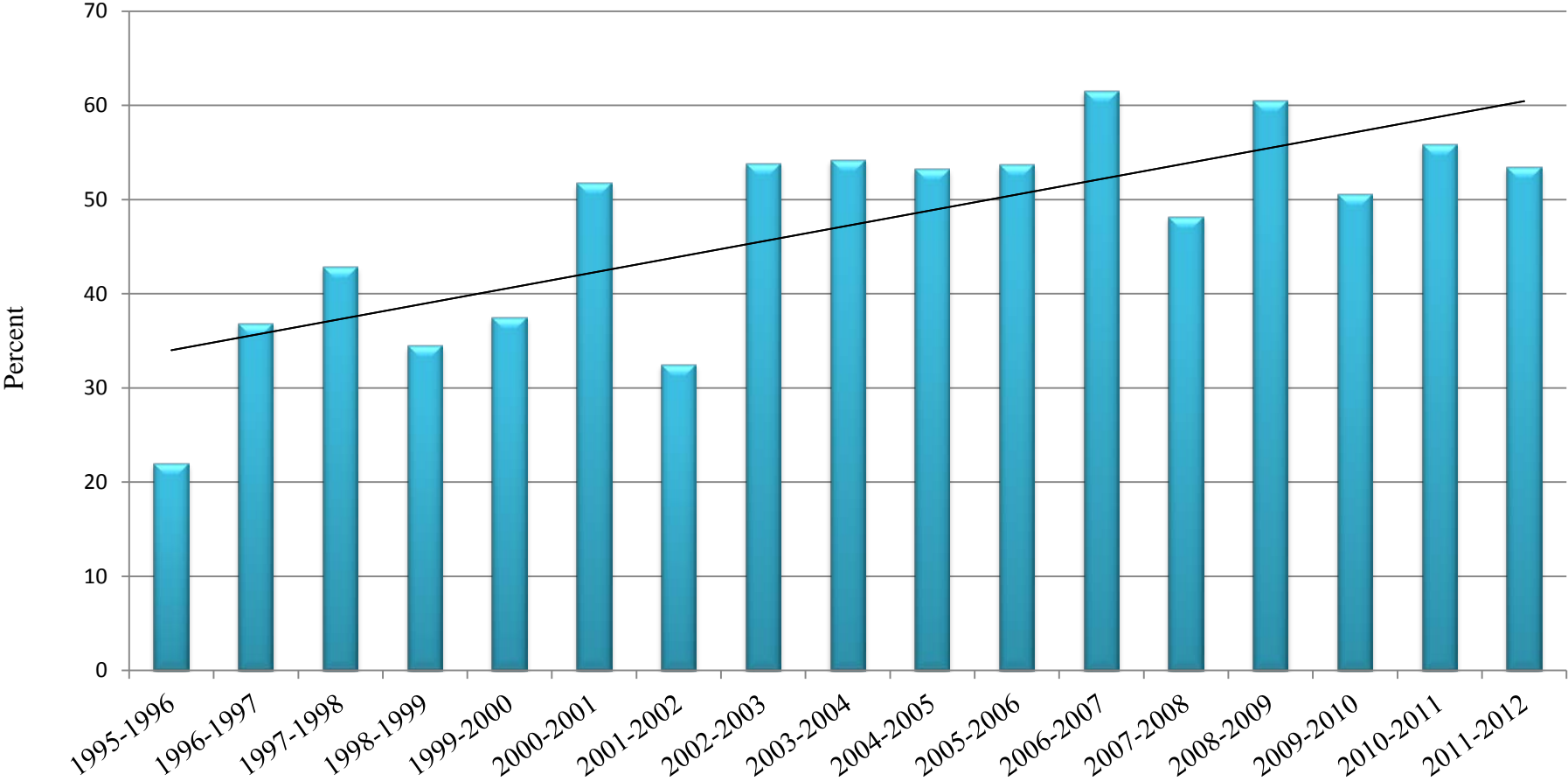
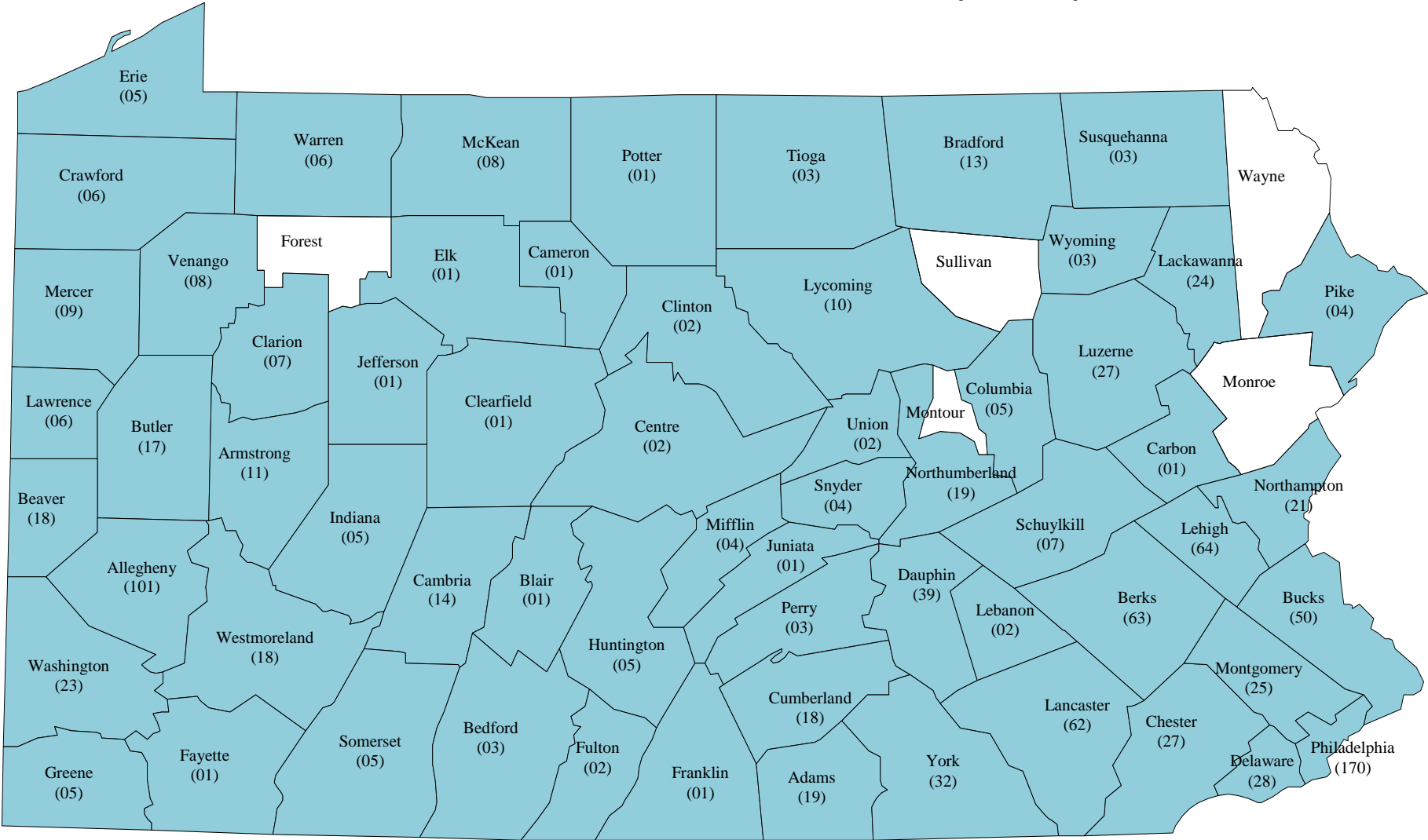


Chart 8

CWEL County Impact

Historical Number of CWEL Graduates by County



Appendix I

**CWEL Applicant Pool and
Admissions by Position and Years of Service
1995- 2013 Academic Years**

TABLE I
Child Welfare Education for Leadership
1995-2013 Academic Year Applicant Pool

Counties Represented		
95-11	11-12	12-13
66	34	35

Students Admitted*			Applicants Eligible But Unfunded			Applicants Ineligible**			Applicant Withdrew			Spring 2013 Pending Applicants	TOTAL Applications***		
95-11	11-12	12-13	95-11	11-12	12-13	95-11	11-12	12-13	95-11	11-12	12-13	12-13	95-11	11-12	12-13
1112	78	77	27	0	0	423	42	23	96	0	3	6	1668	120	109

- * The category of “Students Admitted” for the 2012-13 year includes 3 people admitted for the 2011-2012 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 or a school, those with less than one year of service, and applicants not employed by public child welfare agencies. It also includes those who did not complete their application, for personal or other reasons not known by CWEL.

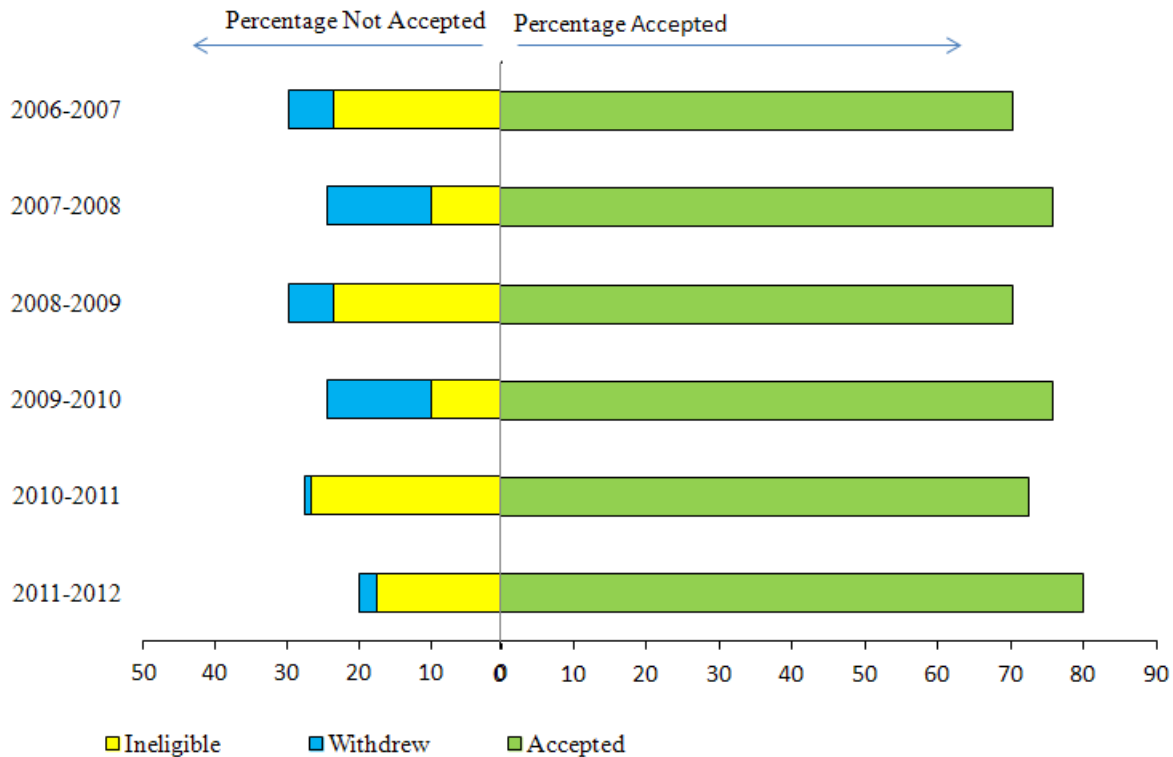


TABLE II
Child Welfare Education for Leadership
1995-2013 Academic Year Admissions by Agency Position and Years of Service

POSITION	NUMBER				AVERAGE YEARS IN PRESENT AGENCY			
	1995-2010	2010-2011	2011-2012	2012-2013	1995-2010	2010-2011	2011-2012	2012-2013
Caseworker	875	58	67	72	4.8	4.8	4.9	4.5
Supervisor	111	8	4	2	9.9	9.6	6.5	14.8
Other*	57	3	2	4	9.8	14.5	14.6	8.1

* “Other” includes Regional Representative, Program Representative, Program Analyst, Program Specialist, Program Coordinator, Agency Director, Associate Director, Director of Social Services, Casework Manager, and Administrator.

Appendix J

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=38	CWEL n=23 Full	CWEL n=49 Part-time
<i>CWERP Program Processes</i>	<i>Average (SD)</i>	<i>Average (SD)</i>	<i>Average (SD)</i>
The program information clearly explains the CWEB/CWEL program ^b	4.02 (1.10)	4.43 (1.16)	4.46 (0.81)
The application form instructions are clear	4.18 (0.98)	4.47 (1.16)	4.53 (0.77)
I understood the contract	4.31 (1.09)	4.04 (1.29)	4.24 (1.05)
The website is easy to use	3.88 (1.20)	4.17 (1.23)	4.30 (0.87)
I use the handbook when I have a question ^b	3.75 (0.79)	4.22 (1.19)	4.20 (0.84)
The faculty (University of Pittsburgh) respond to my phone calls/email ^b	4.02 (1.13)	4.50 (1.23)	4.47 (0.93)
The staff (University of Pittsburgh) respond to my phone calls/email ^a	3.91 (1.20)	4.56 (1.16)	4.53 (0.83)
The faculty (University of Pittsburgh) helped me when I had a problem ^b	3.83 (1.18)	4.35 (1.38)	4.34 (0.99)
The staff (University of Pittsburgh) helped me when I had a problem ^a	3.74 (1.22)	4.39 (1.30)	4.36 (0.99)
<i>Current Degree Program</i>			
My academic advisor is familiar with the CWEB/CWEL program	4.15 (1.07)	4.27 (1.20)	4.06 (1.15)
The child welfare courses that I have taken are relevant	4.63 (0.75)	4.18 (1.37)	4.34 (1.01)
The faculty who teach the child welfare courses relate the content to practice	4.65 (0.74)	4.25 (1.34)	4.44 (0.84)
I have been able to apply what I learn in class to field/internship or job	4.56 (0.86)	4.31 (1.21)	4.62 (0.78)
<i>Field/Internship Experiences</i>			
I have felt supported in the process of arranging my field/internship	4.21 (1.21)	3.69 (1.52)	3.87 (1.28)
I have received good supervision in field	4.56 (0.86)	3.86 (1.45)	4.57 (0.74)
I was able to try new ideas or skills from class in my field	4.38 (1.02)	4.18 (1.29)	4.59 (0.57)
This field/internship has been a valuable learning experience	4.72 (0.73)	4.36 (1.29)	4.57 (0.57)

Item	CWEB <i>n</i> =41	CWEL <i>n</i> =27 <i>Full</i>	CWEL <i>n</i> =51 <i>Part-time</i>
<i>Agency/field Interface</i>	<i>Average (SD)</i>	<i>Average (SD)</i>	<i>Average (SD)</i>
My field supervisor is familiar with the requirements of the CWEB program	4.24 (.97)	----	----
My field supervisor is familiar with the requirements of the State Civil Service	4.24 (.94)	----	----
I was able to easily arrange the time needed to go to classes	---	—	3.98 (1.16)
I was able to easily arrange the time needed to do my field placement	---	—	3.04 (1.46)
My agency was able to accommodate my return in the summer	—	4.83 (.38)	—
<i>When I returned in the summer, I had supplies to do my work</i>	—	4.75 (.73)	—
<i>Value of the degree to the Field</i>			
My degree will help me to contribute to the field	4.51 (.95)	4.86 (.45)	4.76 (.65)
I will be able to use what I am learning when I am employed or return to a child welfare agency	4.54 (.89)	4.56 (.80)	4.69 (.73)
The CWEL or CWEB program gave me an educational opportunity that I would not have had otherwise	4.51 (.89)	4.93 (.28)	4.73 (.75)
The CWEL or CWEB program has positively impacted my development as a social work professional ^b	4.44 (.95)	4.89 (.32)	4.78 (.64)
The CWEB and CWEL program should be made available to more students and child welfare workers	4.49 (.84)	4.93 (.27)	4.69 (.91)
Using a scale from 1-10, with 1 having the least value and 10 the great value, what is the value of the CWEB or CWEL program to the public child welfare system? ^a	8.27 (1.46)	9.26 (1.16)	9.20 (1.17)

^a*p*<.01 CWEB compared to CWEL

^b*p*<.05 CWEB compared to 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 <i>n</i> =24	CWEL <i>n</i> =57
	Average (SD)	Average (SD)
My program prepared me for working in a child welfare agency	4.48 (.724)	4.33 (.984)
My skills were equal or better to other caseworkers not in the program	4.33 (.758)	4.32 (1.04)
I have a better understanding of the complex problems of our families	4.39 (.667)	4.54 (.758)
My education had helped me to find new solutions to the problems that are typical of our families	4.53 (.507)	4.63 (.655)
I am encouraged to practice my new skills in my position ^b	4.66 (.484)	4.18 (1.03)
I am encouraged to share my knowledge with other workers	4.45 (.632)	4.17 (1.03)
I am given the opportunity and authority to make decisions	4.45 (.686)	4.00 (1.15)
There is current opportunity for promotion in my agency	2.81 (1.18)	2.52 (1.34)
I can see future opportunities for advancing in my agency ^a	3.66 (.857)	2.97 (1.32)
I plan to remain at my agency after my commitment period is over	3.61 (1.13)	3.53 (1.21)
My long term career plan is to work with children and families	4.19 (1.05)	4.31 (1.12)
I would recommend my agency to others for employment in social work	4.17 (.874)	3.79 (.933)
I would recommend public child welfare services to others looking for employment in social work	4.00 (.886)	4.03 (.886)
I have seriously considered leaving public child welfare (lower scores = greater commitment)	2.27 (1.01)	2.98 (1.37)
If I were not contractually obligated to remain in public child welfare for my commitment, I would leave (lower scores = greater commitment)	2.34 (1.15)	2.57 (1.29)
On a scale from one to ten with 1 having the least value and 10 the most value what is the value of the CWEB and CWEL program to the public child welfare system^b	8.03 (1.87)	8.98 (1.56)

^a*p*<.01 CWEB compared to CWEL

^b*p*<.05 CWEB compared to CWEL

Appendix K

Supplemental CWEB and CWEL Materials
Available On-Line

<http://www.socialwork.pitt.edu/research/child-welfare/annualrpt.php>

- CWEB and CWEL Applications
- CWEB Frequently Asked Questions
- CWEL Frequently Asked Questions
- CWEB Student Handbook
- CWEB Informational Video
- CWEL Student Handbook
- Program Evaluation Instruments

Appendix L

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

Child Welfare Practice and Workforce Development: A RESEARCH SAMPLER

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://www.aphsa.org/policy/doc/cwvsurvey.pdf>

Forty-three states and 48 counties from seven locally administered states participated in this study. The study employed survey methodology. Findings from the 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 problems 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’ rated recruitment and retention problems and their implementation of strategies to address such problems; (11) “softer” strategies (in-service training, 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) states 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 states, is quite high for all staff groups except supervisors; (3) annual county preventable turnover rates are very low for all worker groups; (4) the median percentage of all turnovers that are preventable in the responding 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 rated 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 rated effectiveness is higher than states; (9) counties also see “softer” strategies as important for addressing preventable turnover; (10) county child welfare agencies were 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.

American Public Human Services Association. (2005). Report from the 2004 Child Welfare Workforce Survey: State Agency Findings. Washington: Author.

Available at: <http://www.aphsa.org/Home/Doc/Workforce%20Report%202005.pdf>

This report summarizes the data received from a survey done by the American Public Human Services Association, Fostering Results and the Institute for the Advancement of Social Work Research with funding from the Pew Charitable Trusts. Thirty-one (31) state-administered and eleven (11) locally administered child welfare programs responded to the survey instruments for a total of forty-two states (82%). The survey examined staffing issues, vacancy and turnover rates, workload, recruitment and retention strategies, and related information. Regarding “education and training,” the report concludes that “University-agency training partnerships and/or stipends for students was the highest rated recruitment strategy implemented by respondents while increased/improved in-service training, increased educational opportunities e.g. MSW, and increased/improved orientation/pre-service training were rated the top three most effective strategies implemented by the respondents to retain case-carrying child welfare workers. ...quality supervision was ranked highly as a factor contributing to staff retention, and good supervision ranked as the top organizational and personal factor contributing to staff retention. Training for frontline supervisors is critical due to the impact supervisors have not only on the retention of frontline workers but also on the worker’s performance in the service to children and families.”

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

Available at: <http://www.aecf.org/KnowledgeCenter/Publications.aspx?pubguid={A4B76C41-76F0-4ACA-A475-1665F3519663}>

This extensive report prepared by the Annie E. Casey Foundation outlines preliminary findings of job conditions of frontline social services workers and the problem they face. Findings show that the reasons child welfare 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 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, 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, 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. Testimony before the subcommittee on human resources, committee on ways and means, house of representatives. Washington, DC: United States Government Accounting Office.

Available at:

[http://books.google.com/books?hl=en&lr=&id=vc4RVFHxvQAC&oi=fnd&pg=PA13&dq=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](http://books.google.com/books?hl=en&lr=&id=vc4RVFHxvQAC&oi=fnd&pg=PA13&dq=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)

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

This study investigated the factors that contribute to job retention and turnover in both public and voluntary child welfare agencies. 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.

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-s2.0-S0190740912001041-main.pdf?_tid=40b94440-59a8-11e2-8ffd-00000aacb361&acdnat=1357659175_627c014d119164704e67bbdb8c51480b

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 northeastern 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 position. 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.

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, 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 scored higher on the objective knowledge tests than their colleagues with differing degrees. Further, workers with MSW degrees who participated in a Title IV-E stipend based program score higher on the standardized tests than their counterparts who did not participate in these programs.

Barak, M.E., Nissly, K.A., & Levin, A. (2001). Antecedents to retention and turnover among child welfare, social work, and other human service employees: What can we learn from past research? *Social Service Review*, 75(4), 625-661.

Available at: <http://www.journals.uchicago.edu/doi/abs/10.1086/323166>

The authors conducted a meta-analysis of 25 articles concerning the relationship between demographic variables, personal perceptions, organizational conditions and either turnover or intention to leave. Results suggest that burnout, job dissatisfaction, availability of employment alternatives, low organizational and professional commitment, stress, and lack of social support are the strongest predictors of turnover or intention to leave. When such decisions are based on organizational culture, supervisors can implement employee-targeted programs that are aimed at increasing job satisfaction.

Beaugar, K.O. (2000). State and county officials struggle to fill job vacancies: 'What's more important than a child?' *NASW News*, 45(3), 3.

Available at: <http://www.socialworkers.org/pubs/news/2000/03/child.htm>

According to a 1998 survey, only 25% of social work graduates in the country take positions in public social services and only a portion of those choose child welfare. This is a national problem. Low salaries, excessive caseloads, low status, poor working conditions, and absence of career

ladders are some of the factors which discourage graduates from applying for public agency positions.

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: <http://www.familiesinsociety.org/ShowDOIAbstract.asp?docid=70>

This review examines research on 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 can be individualized depending on the needs of employees. Studies that focus on factors affecting 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 to 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.

Belanger, K. (2002). Examination of racial imbalance for children in foster care: Implementations for training. Evaluation Research in Child Welfare: Improving Outcomes Through University – Public Agency Partnerships, 15(3/4) 163-176.

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=Vvju7F9pOxghLTGpnl0jiteoE#v=onepage&q=&f=false>

This study examined the training needs of an agency to address the high number of African American children in out-of-home care in an East Texas county. The study found that African American children were referred to public child welfare at twice the rate of Anglo children, with the ratio increasing during case progression. The study also found a higher proportion of African American children in the community and a higher poverty rate among these children. This study suggests that training should include generalist and advanced generalist social work education in order to assess, prevent, treat and evaluate interventions designed for the safety, permanency and well being of children. This study emphasizes the benefits of university/agency partnerships.

Brown, J. K., Chavkin, N. F., & Peterson, V. (2002). Tracking process and outcome results of BSW students' preparation for public child welfare practice: Lesson 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=Vvju7F9pOxghLTGpnl0jiteoenE#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 the employment ranged from one to nine years.

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

This study explored differences in perceptions of the child welfare agency work environment among Title IV-E educated 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.

Caringi, J. C., Strolin-Goltzman, J., Lawson, H. A., McCarthy, M., Briar-Lawson, K & Claiborne (2008). Child Welfare Design Teams: An Intervention to Improve Workforce Retention and Facilitate. *Research on Social Work Practice* 2008; 18; 565-574.

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

Based on the current research of the causes for 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 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%.

Claiborne, N, Auerbach, C., Lawrence, C., Liu, J., McGowan, B.G., Fernandes, 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.chilyouth.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.

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: <http://web.ebscohost.com/ehost/detail?sid=0e0626a3-8cfb-4c56-a09d-2d35bcda162a%40sessionmgr10&vid=1&hid=10&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZQ%3d%3d#db=i3h&AN=45830368>

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 provides 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 interested in remaining employed.

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%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.

Connell, C. M., Katz, K. H., Saunders, L., & Tebes, J., K. (2006). Leaving foster care—the influence of child and case characteristics on foster care exit rates. *Children and Youth Services Review*, 28, 7780-798.

Available at:

http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6V98-4H68SWM-2&_user=88470&_coverDate=07%2F31%2F2006&_rdoc=1&_fmt=&_orig=search&_sort=d&_doc_anchor=&_view=c&_acct=C000006998&_version=1&_urlVersion=0&_userid=88470&md5=94a099e962a68ed202f8fa6cb3c9ce81

This study used administrative data from the Rhode Island Department of Children, Youth and Families for a five year period from January 1, 1998 to December 31, 2002. A multivariate framework was used in order to investigate the likelihood of event occurrence using Cox proportional hazards modeling. Age played a significant role with the likelihood of reunification in that reunification was the lowest for infants and highest for children who entered care between ages 2 and 15; exit from foster care to adoption was the highest for infants and decreased with increasing age of the child; and children entering foster care between ages 2 and 5 were most likely to exit due to reunification. However, a history of two or more prior removals was associated with significantly lower rates of reunification. In addition, children placed in a relative foster care home were more likely to not be reunified or not adopted. Finally, children with known emotional or physical disabilities and those with a history of sexual abuse were less likely to reunify or to be adopted. The findings with respect to disability status and emotional behavioral problems and sexual trauma suggest that children with these risk factors are more challenging to move to permanency through reunification and adoption, and they require longer lengths of stay in care. This pattern suggests a need to emphasize finding stable and therapeutic treatment homes that will keep children in a stable setting so that their problems are not compounded by frequent placement transitions while in care.

Curry, D., McCarragher, T., & Dellmann-Jenkins, M. (2005). Training, transfer, and turnover: Exploring the relationship among 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 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.

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%20specially%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 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.

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

Available at: <http://www.socialwork.msu.edu/outreach/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 and retention 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.

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 and 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 significantly 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.

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/10.1080/15548731003799340#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.

Fox, S.R., Burnham, D., Barbee, A.P., & Yankeelov, P.A. (2000). School to work – social work that is: Maximizing agency/university partnerships in preparing public child welfare workers. *Journal of the National Staff Development and Training Association* 1(1), 13-20. (*)

This Kentucky pilot program combined the experience of seven undergraduate social work programs and public child welfare agency trainers to prepare students for immediate entry into the public sector at an advanced practice level. Students (n=27) who were enrolled in the program scored significantly higher on the family services, competency-based training than comparable BSW students. The participants noted that the program was extremely successful and recommended that all BSW students have exposure to it.

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 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=PA67&dq=Finding+and+keeping+child+welfare+workers:+effective+use+of+training+and+professional+development&ots=gHVAassaj9&sig=svKJpDgBy8yxZZJkYP8KcwHANK4#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 much more confident, more skilled in interacting 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=T5D7wDnlEhoC&oi=fnd&pg=PA69&dq=Child+welfare+knowledge+transmission,+practitioner+retention,+and+University-+community+impact:+A+study+of+Title+IV-E+child+welfare+training&ots=B6E8srvKx2&sig=Q07yfcPXPZn8HcAvT7G1jXP23qY#v=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.

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

Human service organizations rarely analyze the impact of intraorganizational and interorganizational 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. This finding supports previous research centered upon the effectiveness and success of service workers in positive work 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 affects 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.

Graef, M.I., & Hill, E.L. (2000). Costing child protective services turnover. *Child Welfare*, 79(5), 517-533.

Available at:

<http://web.ebscohost.com/ehost/detail?vid=1&hid=2&sid=fe1ea30a-f444-49bb-851e-ec734440967d%40sessionmgr11&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=hch&AN=3623124>

This article describes Nebraska's process for measuring the costs of CPS worker turnover. "The formulas and process for calculating specific cost elements due to separation, replacement and training are provided. The practical considerations inherent in this type of analysis are highlighted, as well as the use of this type of data to inform agency human resource strategies."

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), 664-671.

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 interviews with 18 individuals (in 13 states). Findings suggest that agencies struggle with heightened turnover rates despite continuing identification and implementation of comparable types of recruitment and retention efforts. National 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 (i.e. nursing).

Holton, E.F., Bates, R.A., & Ruona, W.E.A. (2000). Development of a generalized learning transfer inventory. *Human Resource Development Quarterly*, 11, 333-360.

Available at:

<http://www3.interscience.wiley.com/journal/76504154/abstract?CRETRY=1&SRETRY=0>

This article describes the development and factor analysis of the Learning Transfer System Inventory (LTSI), designed to measure system-level factors related to the likelihood of transfer of learning. Using a sample of 1,616 employees in a wide variety of organizations, the study found sixteen factors that affect transfer of learning with high to moderate reliability. The LTSI is recommended for use in research and organizations as a method to measure the organizational environment related to training transfer.

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 specific job and work withdrawal behaviors. 621 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 affective 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.

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

Available at: <http://dx.doi.org/10.1080/01488370902900972>

Two hundred and sixty-nine child welfare workers completing training to work 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 when available.

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%2%80%99s+graduates%2%80%99+retention+rates+in+a+public+child+welfare+agency.++Evaluation+Research+in+Child+Welfare:+Improving+Outcomes+Through+University+%2%80%93+Public+Agency+Partnerships,++15\(3/4\)+39-51.&ots=B6E8srvMz5&sig=5NFZH_AeMBTZzrbU8jJxCx-scqA#v=onepage&q=&f=false](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%2%80%99s+graduates%2%80%99+retention+rates+in+a+public+child+welfare+agency.++Evaluation+Research+in+Child+Welfare:+Improving+Outcomes+Through+University+%2%80%93+Public+Agency+Partnerships,++15(3/4)+39-51.&ots=B6E8srvMz5&sig=5NFZH_AeMBTZzrbU8jJxCx-scqA#v=onepage&q=&f=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 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.

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*(5), 607-621.

Available at:

<http://rsw.sagepub.com/cgi/content/abstract/10/5/607>

A three-year, quasi-experimental study of 266 workers hired in California between 1994 and 1997. New workers who had earned master's degrees in social work through the California Social Work Education Center (CALSWEC) were compared with all others hired by the Department of Social Services for positions in public child welfare during the same time. "IV-E-trained workers scored higher on a test of child welfare knowledge, and they expressed more confidence in their ability to perform basic child welfare tasks than did other workers. Eighty-nine percent of IV-E workers were still employed at the study close... Contrary to expectations, IV-E workers were not more satisfied with their jobs than other workers... IV-E workers found making home visits in high crime areas to be less stressful than their counterparts... Title IV-E workers were more likely to remain employed at DSS than the non-IV-E workers. IV-E status was virtually the only variable that predicted length of employment at DSS... The more competent someone felt, the more likely they remained at DSS... Data suggest that bachelor's level workers are more likely to exit employment than workers with higher levels of education. Master's level workers had longer periods of employment."

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. 140 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 participants' knowledge of cultural competence. Study findings also show that participants believe this new knowledge positively affects how they and their coworkers practice with families.

Leung, P. & Willis, N. (2012) "The Impact of Title IV-E Training on Case Outcomes for Children Serviced by CPS," *Journal of Family Strengths: Vol. 12: Iss. 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 participants and those with other social work degrees was seen in the length of time for reunification.

**Maryland Child Welfare Workforce Recruitment, Selection and Retention Study (May 2007)
University of Maryland, School of Social Work, Baltimore.**

Available at:

http://www.family.umaryland.edu/ryc_research_and_evaluation/publication_publication_product_files/final_reports/MarylandCWWorkforceStudyReport2007.pdf

This report is the result of a twelve-month study on child welfare workforce recruitment and retention in Maryland carried out by the University of Maryland School of Social Work. Multiple sources of data were utilized for the study such as data collected from the state Department of Human Resources, local agency databases, self-report survey, focus groups and scanning for best and promising practices. The current state of the child welfare workforce suggested that turnover showed a steady upward trend from 2004 to 2006, and that some agencies lost almost a quarter of their workforce yearly. Seasonal trends were uncovered in that vacancies decreased in the spring and summer, corresponding to the University Schedules and the availability of new graduates. Caseload size and salaries were also examined. While Caseload size and supervisory ratios were within the national range, caseworker salaries lagged behind professions of comparable education and responsibility e.g. nursing, education, police work. Multivariate analyses were performed on the survey data to determine what factors best explain employees' job and work withdrawal and search behaviors. Intent to leave (job withdrawal) had similar but also different predictors from work withdrawal (being late, not completing work). The study concludes that while there were external factors that are not under the control of the agency, job and organizational factors that are within the control of DHR could address and suggestion and actionable items are provided by the study authors.

McGowan, B. G., Auerbach, C., & Strolin-Goltzman, J. S. (2009). Turnover in the child welfare workforce: A different perspective. *Journal of Social Service 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 relevant variables (organizational, personal, and supervisory) previously identified 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.

Mor Barak, M. E., Nissly, J. A., & Levin, A. (2001). Antecedents to retention and turnover among child welfare, social work, and other human service employees: What can we learn from past research? A review and meta-analysis. *Social Service Review*, 625-661

Available at: <http://www.jstor.org/stable/30012831>

This study used metanalytic techniques to examine the factors that were related to intention to quit and turnover among child welfare, social work, and other human service employees. Twenty-five articles were reviewed for this purpose. The study found that burnout, job dissatisfaction, availability of employment alternatives, low organizational and professional commitment, stress, and lack of social support were the strongest predictors of turnover or intention to leave. The findings suggest that “in order for employees to remain on the job, they need to feel a sense of satisfaction from the work that they do and a sense of commitment to the organization or the population served by it.”

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 one 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 had 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 the field. “Stayers” were more likely to report enjoying the job and having access to good 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.

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.

Ortega, D. M. & Levy, M. (2002). facing the challenge of a changing system: Training child welfare workers in a privatized environment. Evaluation Research in Child Welfare: Improving Outcomes Through University – Public Agency Partnerships, 15(3/4) 177-187.

Available at:

[http://books.google.com/books?hl=en&lr=&id=T5D7wDnlEhoC&oi=fnd&pg=PA177&dq=Ortega,+D.+M.+%26+Levy,+M.+++ \(2002\).+facing+the+challenge+of+a+changing+system:+Training+child+welfare+workers+in+a+privatized+environment.++Evaluation+Research+in+Child+Welfare:+Improving+Outcomes+Through+University+%E2%80%93+Public+Agency+Partnerships,+15\(3/4\)+1&ots=B6E8srVPE5&sig=UwXD1WPswpqEtQQzqFXCpOoMdD0#v=onepage&q=&f=false](http://books.google.com/books?hl=en&lr=&id=T5D7wDnlEhoC&oi=fnd&pg=PA177&dq=Ortega,+D.+M.+%26+Levy,+M.+++ (2002).+facing+the+challenge+of+a+changing+system:+Training+child+welfare+workers+in+a+privatized+environment.++Evaluation+Research+in+Child+Welfare:+Improving+Outcomes+Through+University+%E2%80%93+Public+Agency+Partnerships,+15(3/4)+1&ots=B6E8srVPE5&sig=UwXD1WPswpqEtQQzqFXCpOoMdD0#v=onepage&q=&f=false)

This article addresses several unique training challenges that the state of Kansas confronts under a managed care model. Some of the issues that affect training needs of child welfare professionals are the timing of training delivery relative to new employment, turnover in contracted agencies, and managing relationships with multiple partners.

Pecora, P. J., Kessler, R. C., O'Brien, K., White, C. R., Williams, J., Hiripi, E., English, D., White, J., & Herrick, M. A. (2006). Educational and employment outcomes of adults formerly placed in foster care: Results from the Northwest Foster Care Alumni Study. *Children and Youth Services Review*, 28 12, 1459-1481

Available at: http://www.ffta.org/research_outcomes/annotation_pecora_kessler_obrien.pdf

This study was designed to evaluate the intermediate and long term effects of foster care on young adults who were served in two public and one private child welfare agencies. Case record reviews and interviews were used to answer these research questions: what are the educational achievements of the alumni; what is the financial situation of the alumni; and what foster care experiences were associated with educational achievement and a positive financial situation? While they found that foster care alumni completed high school at a rate comparable to the general population, a disproportionately high number completed through a GED. Alumni completion rates for postsecondary education were low, and many alumni were in fragile economic situations. Two

foster care experience areas reduced undesirable outcomes in the education domain: placement stability and broad independent living preparation (having concrete living resources). Financial outcomes were improved when youth left care with independent living resources such as household goods. The implications for improving outcomes for transitioning youth are to intervene in order to reduce placement disruptions and to assist youth broadly when leaving care by providing household items and financial resources.

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&dq=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 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 child welfare course as required; fifteen percent had child welfare course 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 of 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=FmRXC0M0YBVSgsBuriN4CJWl46w#v=onepage&q=Do%20collaborations%20with%20social%20work%20make%20a%20difference%20for%20the%20field%20of%20child%20welfare%3F%20practice%2C%20retention%20and%20curriculum&f=false>

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 an adequate emphasis was currently being placed on child welfare content, and 49% of respondents felt 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). Professionalization 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.chilyouth.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.

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).

Southern Regional Quality Improvement Center. (2002). Summary of Results of Needs Assessment. Lexington, KY: University of Kentucky.

Available at: <http://rsw.sagepub.com/cgi/content/abstract/18/1/72>

Ten states (Alabama, Arkansas, Georgia, Kentucky, Louisiana, Mississippi, Missouri, South Carolina, Tennessee, and West Virginia) in the rural south were selected for this study. The study implemented focus groups and conducted a content analysis of data collected from state documents. Several topics were raised in the focus groups, including: supervision/casework supervision, organizational culture, strengthening assessment of families, and retention issues. Similarly, the content analysis revealed the following categories of need: assessment, service provision, information systems, retention, and supervision. The report suggests a supervisory approach that may correct existing problems in these states.

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.casbrant.ca/files/upload/oacas/Reference_Material/Collaboration/Professionalizing_child_welfare_an_evaluation_of_a_clinical_consultation_model_for_supervisors.pdf

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 and professional 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.chilyouth.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 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 fit was demonstrated with pathways leading from the intervention through 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.

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: <http://sw.oxfordjournals.org/content/55/1/47.full.pdf+html>

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.

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.

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 (i.e. burnout), supervisory factors (i.e. supportive supervision), and organizational factors (i.e. 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 social work profession, education, and practice.

Texas Department of Protective and Regulatory Services. (2001). DASH: Delivering Accountable Services from Home: Regional 6 Teleworking Pilot Final Evaluation. Austin, TX: Author. (*)

This article describes an attempt by a public agency in Texas to address the high turnover rate of CPS caseworkers. The theory behind the pilot project was to have workers develop their own work schedules from their homes, allowing them the flexibility needed for meeting clients. The study found that: job satisfaction improved; there was a significant increase in compliance with quality standards; turnover decreased, and supervisory relationships were strengthened. However, there was no improvement in productivity and timeliness.

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

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.

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.cwla.org/ADVOCACY/adoption031106.htm>

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.

Wehrmann, K. C., Shin, H., & Poertner, J. (2002). Transfer of training: 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](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.

Westbrook, T., Ellis, J., & Ellet, 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.

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: http://ac.els-cdn.com/S0190740910002896/1-s2.0-S0190740910002896-main.pdf?_tid=39ff159e-59a8-11e2-82c0-00000aab0f6c&acdnat=1357659163_8bf97e55b54886324b9f1f7bb137cd68

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.

Zlotnick, 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://www.aecf.org/upload/publicationfiles/hs3622h638.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.

(*) Indicates that the abstract was provided by:

Child Welfare League of America. (2002). Annotated bibliography: Child welfare workforce. Washington, DC: Author. Available at: <http://www.cwla.org/programs/r2p/bibliowf.pdf>

Appendix M

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., LCSW, ACSW	Principal Investigator	85%	1/20/97 – present
Yodit Betru, MSW, LCSW	Child Welfare Agency Coordinator	100%	11/1/12 – present
Cynthia Bradley-King, Ph.D.	CWEB Academic Coordinator	100%	8/21/06 – present
Caroline C. Donohue, MSW, ACSW	CWEL Field and Placement Coordinator	100%	7/1/95 – 12/31/12
Yvonne Hamm, BA	Administrative Assistant	85%	6/28/10 - present
Christie Incorvati, BA	Administrative Assistant	85%	7/28/08 – 8/31/12
Laura Stephany, BA	Administrative Assistant	85%	12/10/12 - present
Lynda Rose, BS	Data/Systems Manager and Student Records Coordinator	100%	8/4/10 – present
Marlo Perry, Ph.D.	Research Assistant Professor	50%	8/1/10 – present
Mary Beth Rauktis, Ph.D.	Research Assistant Professor	50%	10/1/07 – present
Michael Schrecengost, MPPM, CMA	Chief Fiscal Officer	90%	3/3/03 – present
Elizabeth Winter, Ph.D., LSW	CWEL Academic Coordinator	100%	6/1/06 – present
Rachel Winters, M.A.	Evaluation Coordinator	40%	3/16/09 – present

*Through 12/31/12





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