

Child Welfare Education and Research Programs

**Over 75 Years
of Leadership
in Child Welfare**



2012-2013 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, 2012 - June 30, 2013

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

Leadership in public child welfare has been a hallmark of the University of Pittsburgh, School of Social Work for over seventy-five years. Beginning as early as 1938, the School of Social Work has been at the forefront of specialized education and training devoted toward the development of child welfare professionals. 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 twelfth year of the CWEB program and the eighteenth 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 enabled Pennsylvania to remain 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 steadfast support in assuring that children, families, and communities receive the best services possible to promote safety, stability, and well-being. Our work together remains a critical element in preparing social work professionals to meet the challenges of an ever-changing economic, social and political landscape. 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 seventy-eight (878) CWEB students have entered into the county agency system and one thousand and ninety-nine (1,099) students have graduated from the CWEL program. All have work commitments in the counties. Only four recent CWEB graduates are awaiting a position. At the same time, approximately 181 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 skills in evidenced-based practice for child welfare professionals;
- Conducting research and evaluation focused on evidence-based child welfare practice and the impact of social work education;
- Advocating for practice improvement within the child welfare system through education, ongoing training, transfer of learning, technical assistance, organizational development, and support provided by competent, committed, and confident child welfare professionals.

Introduction

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

This report marks the completion of the twelfth (12th) full academic year of operation for the Child Welfare Education for Baccalaureates program (CWEB) and eighteenth (18th) full academic year 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 18 years, CWEL has been returning graduates to the roughly 4,200 caseworker, supervisor, manager, and administrator positions in Pennsylvania’s county child welfare agencies, while CWEB has been preparing graduates to enter the child welfare field over the past 12 years. At the present time, nearly 25% of the state’s child welfare positions are occupied by a CWEB graduate, 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 is described and their basic designs are included in Pennsylvania’s federally approved Title IV-B plan. Federal financial participation is based upon federal Title IV-E regulations contained in 45 CFR, Ch. II, Part 235 and Ch. XIII, Parts 1355 and 1356.

Background

Child welfare has been a vital component 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.

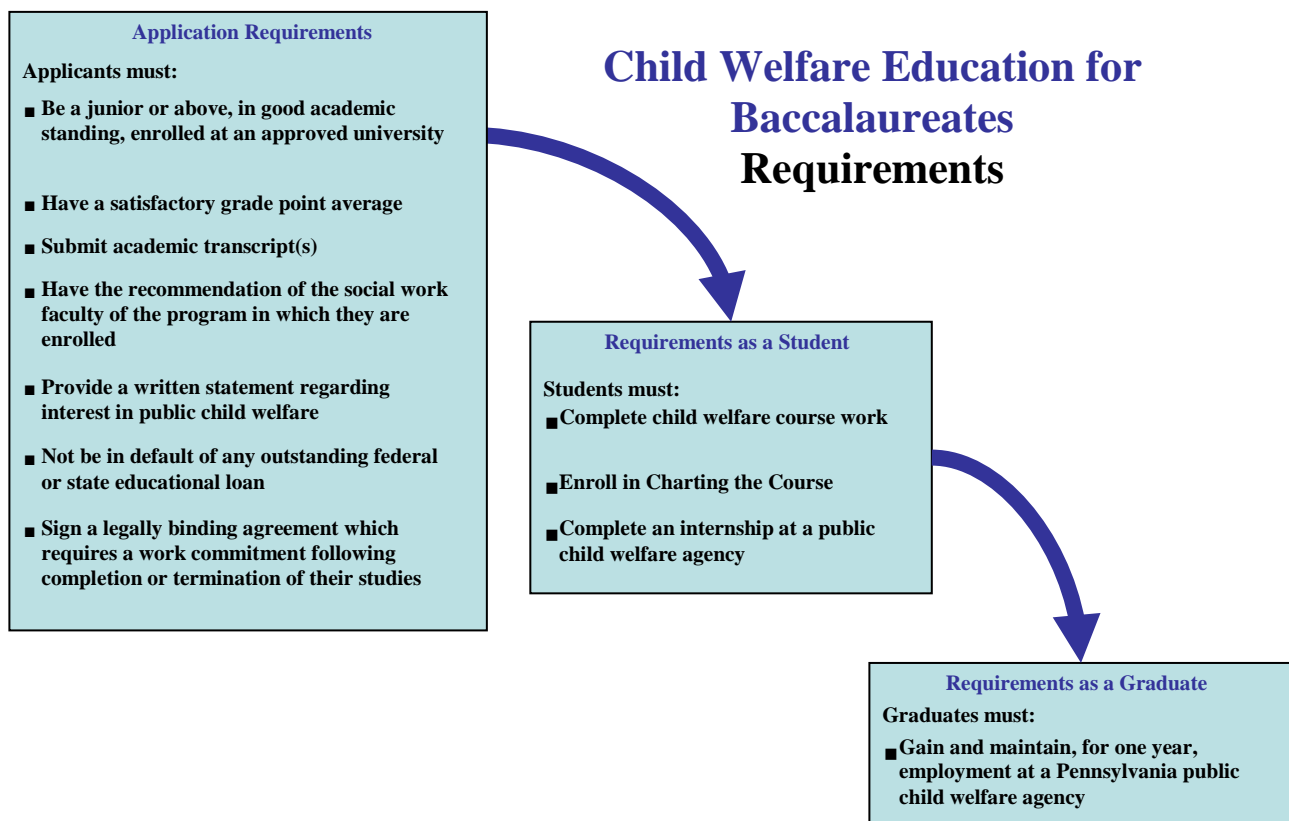


Program Descriptions

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 14 schools throughout Pennsylvania. Undergraduate students who are official social work majors in any of the 14 approved, participating undergraduate schools are eligible to apply for the CWEB program. Figure 1 below illustrates the program requirements.

Figure 1.



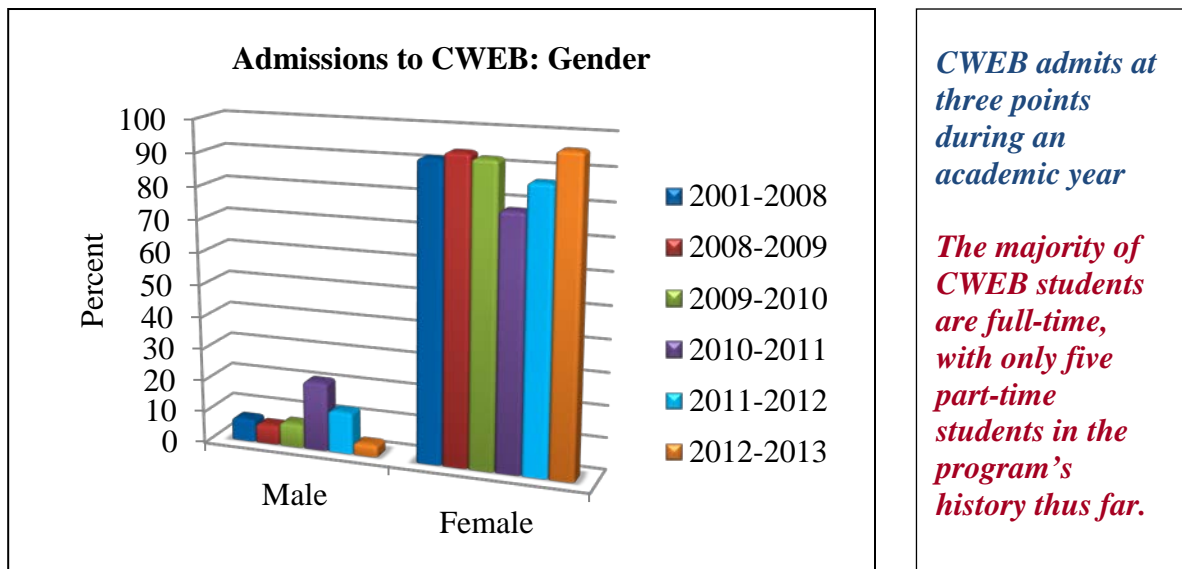
Qualified students can receive substantial financial support during their senior year in return for a commitment to work in one of Pennsylvania's county public child welfare agencies following graduation. Students must satisfactorily complete child welfare course work and an internship at a public child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

Nearly 880 students have graduated from CWEB during the program’s first 12 years. CWEB graduates have completed internships and have been employed in 87% of Pennsylvania counties. Once in the field, they are able to draw on a solid background of agency experience as well as educational preparation and required competency and skill-based training. County child welfare agencies benefit immensely from the program because it addresses a critical child welfare workforce need by providing skilled, entry-level social workers who come to the field with a combination of academic knowledge and exposure to child welfare practice.

Figure 2 below illustrates CWEB admissions by gender.

Figure 2. Admissions to CWEB by Gender

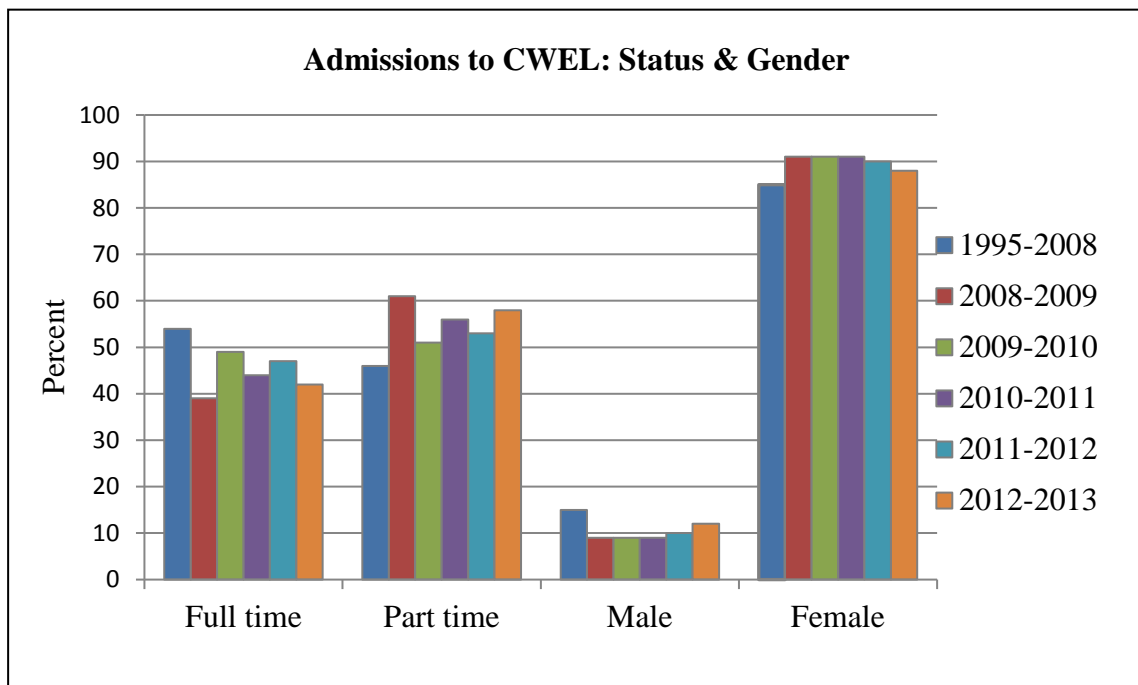


Child Welfare Education for Leadership Program

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

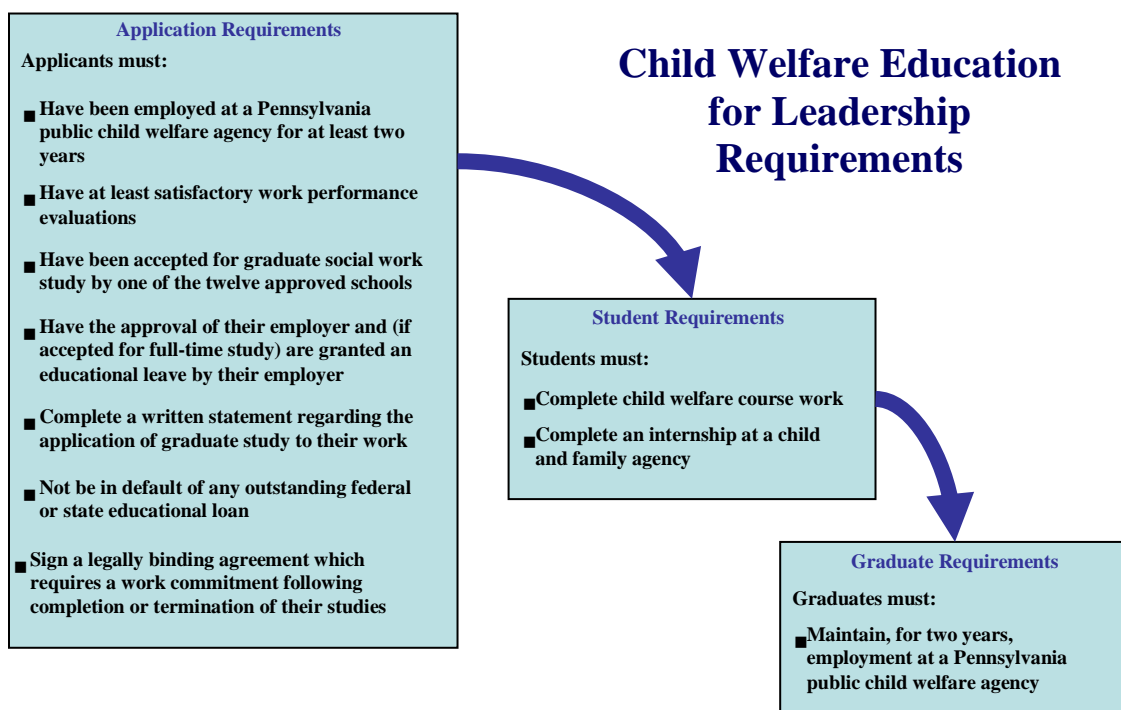


CWEL has funded students from 62 counties and twelve Pennsylvania schools of social work on both a full and part-time basis. At the present time, 18% of the Pennsylvania child welfare workforce consists of a CWEL graduate or a current CWEL student. Additionally, CWEL serves as an educational and career ladder for public child welfare employees. Overall, approximately 15% of CWEB graduates have entered the CWEL program thus far. The active CWEL student enrollment during the 2012-2013 program year consisted of nearly 18% CWEB alumni. Figure 3 above shows the trend of admissions by gender and status.

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 18 years of the program 1,099 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%.

Figure 4.



Racial Disproportionality in Child Welfare and CWEB/CWEL Enrollment

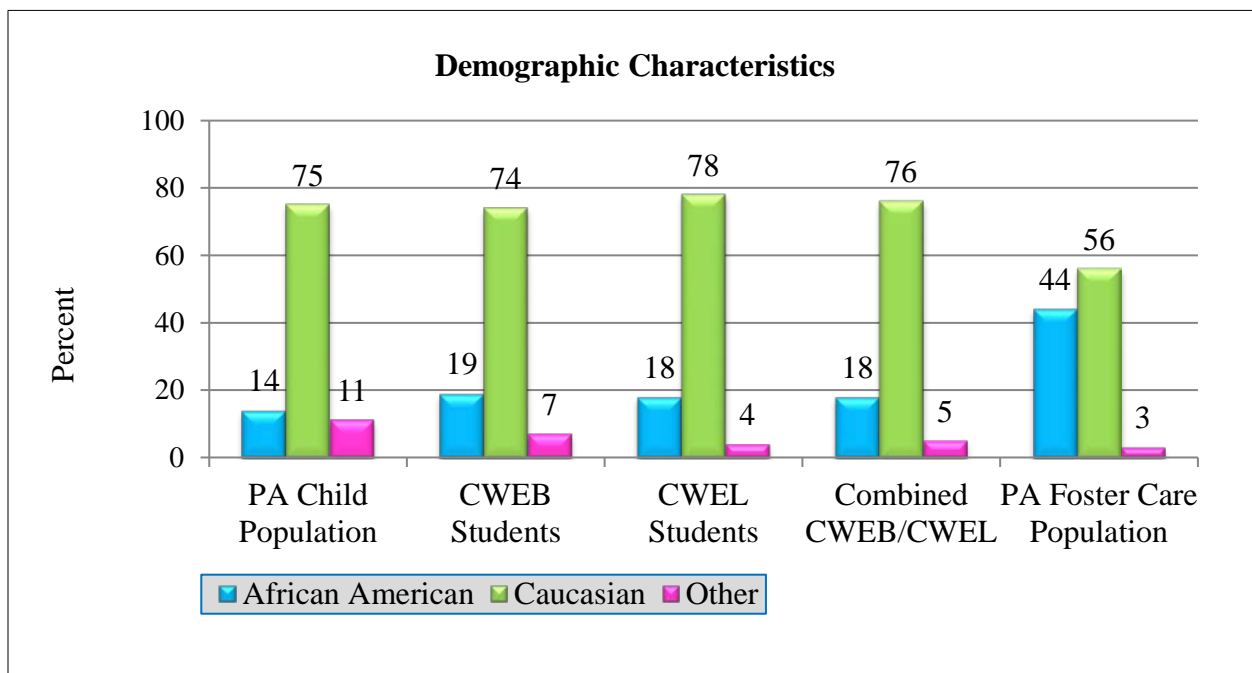
It is well known that children of color are overrepresented in the United States child welfare system¹. In 2011 for example, African American children made up approximately 14% of the U.S. child population but represented 27% of the foster care population². Disproportionate representation is striking 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 12.8 million people. According to a recent report by

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 US Department of Health & Human Services (2013). *Child welfare outcomes 2008-2011: Report to Congress*. Washington, DC: Children's Bureau.

Pennsylvania Partnerships for Children, there are more than 21,000 Pennsylvania children living in foster care. Forty-four percent of these children are Black or African American, yet African American children comprise only 14% of the state’s child population³⁴. Caucasian children make up 75% of the state’s child population and comprise approximately 56% of Pennsylvania’s foster care population³⁴. Within the CWEB and CWEL programs combined, African Americans represent 18% 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



³ Pennsylvania Partnerships for Children, Porch Light Project (n.d.). *The state of child welfare 2013*. Harrisburg, PA: Author. Retrieved from http://www.porchlightproject.org/reports/socw13/2013_State_of_Child_Welfare_Report.pdf

⁴ The Annie E. Casey Foundation (2013), KIDS COUNT Data Center. Retrieved from <http://datacenter.kidscount.org/data/tables/4201-population--children-age-0-17-by-race-and-ethnicity?loc=40&loct=10#detailed/2/any/false/133,11/144,107,9,167,172,4,185,12/9030,9031>

Administration

The CWEB and CWEL programs have been administered by the School of Social Work at the University of Pittsburgh since their inception in 2001 and 1995, respectively. Part III-A of the Project Description and Implementation provides background information. In addition to providing undergraduate and graduate level social work degree programs on both a full-time and part-time basis, the School of Social Work provides academic and curriculum support for the other 13 undergraduate universities and 11 graduate schools eligible to participate in the CWEB and CWEL programs. The total number of participating school programs is 16, with 4 schools at the undergraduate level only, 10 university programs enrolling both undergraduate and graduate students, and 2 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 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 in the agreement. Reimbursement to employers for CWEL student salaries and benefits is also included.

To accomplish all of these tasks, approximately nine full-time equivalent faculty and staff have been engaged. All program faculty teach regular credit courses, provide academic advising to students, and oversee 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 16 approved schools and their accreditation dates are listed in [Appendix A](#), Table I. A graphic representation showing the location of the participating schools is included in [Appendix B](#).

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

The graduate level offerings of the University of Pittsburgh and their enrollments are listed in [Appendix C](#), Table II. The 2012-2013 course offerings of the 14 undergraduate schools participating in CWEB and the other 11 graduate school programs participating in CWEL are shown in [Appendix D](#), Table III (CWEB) and in [Appendix E](#), Table IV (CWEL). These course

listings referenced above do not include internships, for which a minimum of 400 clock hours is required at the baccalaureate level and 900 at the masters level.

At the undergraduate level (CWEB), the range of field or internship hours is from 400 to 600 with a mean of 475. However, the CWEB students are 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 51 CWEB students who graduated during the 2012-2013 academic year, 32, or 63%, 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 1,000 hours. At the University of Pittsburgh, there are 360 hours of internship for first year students, in addition to a 15-week field seminar. Second year students are required to complete 720 hours, resulting in a grand total of 1,080 internship hours. Comparable hours are required at the other participating 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.⁵ For CWEL graduates, the length of this service is an amount of time equal to the length of the educational leave for full-time CWEL students and equal to the proportion of the full-time length

⁵ 45 CFR, Ch. II, §235.63 (b) (5)

of the degree program they have completed as part-time students.⁶ 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, 63 CWEL students completed their degree programs and were graduated. This brought the total number of CWEL graduates to 1,099 as of summer 2013. All graduates returned to their counties of origin following graduation.

The full amount of the cash paid to the student or on the student's behalf must be reimbursed whenever a CWEB or CWEL graduate fails to complete his or her commitment. This provision is contained in the agreement each student signs either with the University (as in the case of CWEB students) or with the University and the county of employment (as in the case of CWEL students). During the 12th program year, 13 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 twelve-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. In general, undergraduate students are just beginning their professional career path and it is not uncommon for undergraduates to underestimate the rigor and reality of child welfare work. We 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 page 14.

In 18 years of program operation, it is notable that only 6% of the students admitted to the CWEL program have resigned or been terminated from the program. These departures are for various reasons, represent widely distributed counties, and include most schools. These situations, together with the actions being taken, are summarized in Table 1. The employment (retention) of all students exiting the program will continue to be monitored as required in Section III, G, 13 of the Project Description and Implementation, and by PL 103-432 which was

⁶ 45 CFR, Ch. II, §235.63 (b) (1)

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 currently enrolled students. Among both programs combined, the student loss rate is 5%. This is most reasonable considering the large number of academic, work and personal factors that can affect the decision to withdraw from an academic program. The second aspect is the retention of graduates after they have completed their work commitment. Over the past 12 years of the CWEB program (through the summer of 2013), 810 CWEB students accepted employment after graduation. Of those who have most recently satisfied their legal work commitment, 74% remain in the agencies. Overall, 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. Within the CWEL program, only 15 individuals out of a total of 1,099 graduates have not completed their employment commitment after graduation. The number of CWEL graduates who have discontinued child welfare work 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.

Despite the loss of some staff, both the CWEB and the CWEL programs have a strong record of retention. Nevertheless, there are real reasons behind each of the post-commitment departures. We describe these in our previous annual reports, and have presented them 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. Table 1 shows all program departures and the status of recoupment proceedings.

Table 1. Student and Graduate Departures from Programs and Recoupment

School	# of Students			Reason for Departure		Recoupment Status	
	Total	CWEB	CWEL	Employment	Withdrew from School/Program	Collection Initiated	Obligation Satisfied
Bloomsburg University	10	10	0	6	4	7	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	9	8	1	6	3	2	7
Lock Haven University	6	6	0	4	2	1	5
Mansfield University	9	9	0	9	0	5	4
Marywood University	18	0	18	3	15	9	9
Millersville University	3	3	0	1	2	2	1
University of Pennsylvania	6	0	6	0	6	3	3
University of Pittsburgh	23	6	17	9	14	10	13
Shippensburg University	10	9	1	7	3	3	7
Slippery Rock University	9	9	0	6	3	4	5
Temple University	29	13	16	12	17	13	16
West Chester University	4	4	0	4	0	1	3
Widener University	19	8	11	10	9	11	8
TOTALS	185	111	74	94	91	90	95

Deliverables

Extensive efforts to inform all interested parties about the CWEB and CWEL programs are ongoing. The entry of 878 CWEB students into the agency system and the return of 1,099 CWEL graduates to a total of 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. Continued efforts are required, however, to assure that the opportunity for child welfare-focused education is widely known across Pennsylvania counties and across school programs. A long-established toll-free line is available to further facilitate inquiries and calls for assistance. The number, 1 (866) ASK - CWEL, [1 (866) 275-2935], has been well received and has had steady use.

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

In the upcoming academic year, webinars conducted by CWEB and CWEL administrative staff will be available in order to review operational policies and procedures. The CWEB/CWEL program continuum also has a Facebook page. This combination of formats makes information accessible and transparent, is helpful to both prospective and current students, and illustrates the interpersonal connection both programs develop with participants. Program information is also readily available to county agencies and schools.

The following efforts and products were delivered by the University during 2012-2013 in accordance with the approved Project Description and Implementation plan:

- The 2011-2012 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 received the Career Achievement Award from the National Staff Development and Training Association (NSDTA) and was honored at the 2012 annual meeting for her work in child welfare education, training, and professional development.
- Drs. Bradley-King, Cahalane, Rauktis and Winter participated in the Child Welfare IV-E Partnership Meeting at the 58th 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. The University of Pittsburgh hosted the IV-E Partnership meeting and had a special opportunity to highlight the child welfare workforce development initiatives in Pennsylvania.
- CWERP faculty and staff participated in the 16th Annual National Human Services Training Evaluation Symposium, which was hosted by the University of Pittsburgh this year. This two-day event included child welfare practitioners and program evaluators from across the country and was also attended by an official from the Administration for Children and Families who delivered the keynote address.
- Dr. Cahalane and Dr. Winter participated in the 2013 National IV-E Roundtable addressing management and outcomes for IV-E educational partnerships.
- Dr. Bradley-King made numerous presentations regarding the CWEB program at participating undergraduate social work programs throughout Pennsylvania.
- 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.
- Program evaluation instruments were distributed to all participating counties, schools, current students, and a sample of graduates from both CWEB and CWEL as part of the annual program evaluation, the results of which are described later in this report.

- Faculty visits were held with participating school programs beginning in the fall of 2012 and continuing through the spring of 2013. These visits are summarized in Table 2 below and included meetings with prospective students, current students, academic faculty, and academic program administrators. Focus groups regarding professional development for public child welfare workers were held with CWEB and CWEL students, the details of which are described in the Evaluation section of this report.
- In addition to the specific activities noted above, hundreds of telephone and e-mail inquiries were handled from potential students, agency administrators, county commissioners, other states, and other colleges and universities.

Campus Meetings

There was excellent attendance and participation of the CWEB and CWEL constituencies at all of the campus sites. Students discussed and asked questions related to many aspects of child welfare education and practice as well as specific issues related to the CWEB and CWEL programs. Wide ranging discussions of policy issues, academic concerns, administrative procedures, and other matters were frank, constructive and overwhelmingly positive.

Table 2. Campus Meetings with CWEB and CWEL Participants

School Program	Date of Visit	Target Audience
Bloomsburg University	10/26/12	CWEB
Bryn Mawr College	10/23/12	CWEL
California University	9/8/12	CWEB
Edinboro University	12/4/12	CWEB
Kutztown University	10/26/12	CWEB & CWEL
Marywood University, Central PA Program	10/26/12	CWEL
Marywood University, Lehigh Valley Program	10/22/12	CWEL
Marywood University, Scranton campus	10/27/12	CWEB & CWEL
Millersville University	12/2/12	CWEB
Millersville University	5/1/13	CWEL
Shippensburg University	4/29/13	CWEB & CWEL
Slippery Rock University	9/19/12	CWEB
Temple University, Philadelphia	10/23/12	CWEB & CWEL
Temple University, Harrisburg	4/30/13	CWEL
Temple University, Misericordia	10/27/13	CWEL
University of Pennsylvania	10/25/12	CWEL
West Chester University	10/24/12	CWEB
Widener University, Chester	10/24/12	CWEB & CWEL
Widener University, Harrisburg	4/29/13	CWEL

As in previous years, undergraduates discussed their beginning exposure to child welfare by sharing experiences of their county agency field practica. As a whole, the undergraduates spoke about their agency work with enthusiasm and readily shared experiences working with children, families, and the court system. Graduate students spoke of the value of field placements outside their home agencies, which offered opportunities for building bridges with provider agencies and obtaining a deeper understanding of the needs and services received by child welfare clients. More experienced participants were helpful to program new-comers. CWEL students 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. Part-time students expressed more challenges related to balancing both school and work responsibilities, while full-time students tended to focus on the integration of field work with their child welfare practice. Both groups of students spoke openly of the opportunity that graduate education has afforded them in terms of widening their breadth and depth of knowledge, and how they can apply this knowledge to their child welfare practice.

Evaluation

Introduction

The CWEB and CWEL programs have several critical stakeholder groups: schools participating in the educational programs, current students and those who have recently graduated, and the county agencies that employ them or provide field placements. Because these are such important constituents, they are surveyed annually; their responses provide valuable information about the usefulness and quality of the curriculum and field work, as well as what areas offer opportunities for improvement. These constituents also provide us with information

about the value that CWEB and CWEL 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 CWEB and CWEL 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 2012-2013 evaluation. The first two sections summarize the results from current students and recent graduates of the CWEB and CWEL 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.

Table 3. Return Rates by Survey Type

Respondent Group	Response Rate (%)
County	87%
Current Students	93% CWEB 94% CWEL
Recent Graduates	81% CWEB 89% CWEL
Long Term Graduates	67%
CWEB/CWEL Schools	83%

All of the surveys are web-enabled. This is the second year the new survey for the long-term graduates was utilized, which allows 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, CWEB/CWEL schools and county agencies 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 above.

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 January 2013 and had until March 2013 to complete the survey, whereas the CWEL students were surveyed during the period of May through August 2013. One hundred and six students responded to the survey, resulting in a return rate of 93% for CWEB students and 94% 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, CWEB students were asked if their field site agency is familiar with the requirements of the CWEB program. The full-time CWEL students were asked about their return to the agency in the summer, and the part-time students were asked questions about

their ease in arranging time for field and classes. 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 two years ago about what qualities prospective CWEB/CWEL students should have in order to be successful in the program.

Description of the survey respondents

Sixty-eight of the 105 surveys were from CWEL students. Of the CWEL students who responded, 54% were part-time students and 46% were full-time. The majority of the 38 CWEB respondents were full-time (84%). Of the students currently in the CWEB program who responded to the survey, 94% were female; 83% were white, 11% were African-American, 3% were Asian and 3% did not report their race. There were not any individuals that said they were of Hispanic ethnicity. CWEL respondents were also primarily female (86%) and white (80%). A small percentage was African-American (19%) and three individuals reported to be of Hispanic ethnicity.

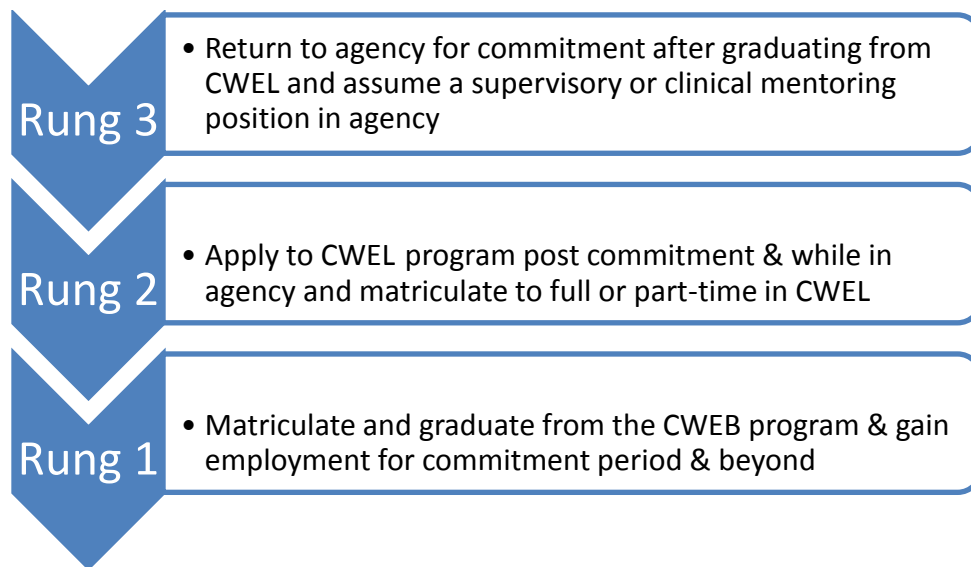
The CWEB respondents were completing their field placement in a public child welfare agency, primarily working with abused and neglected children and engaged in direct practice. All of the CWEB students were attending classes at the main campuses of their universities. In terms of field placements for the CWEL students, 60% ($n=40$) of those surveyed responded that they were currently in a field placement, and of this group, 47% said that their field placement had been in their agency. The majority said that their field placement was in a public agency (56%) and the primary focus was direct client services. The client groups most worked with

included abused and neglected children and their families (50%), the next largest group was “other” (17%), followed by working with adults with mental health issues (7%). Approximately 53% of the student respondents were associated with a branch campus of their university, with most of these being students attending either Marywood University or Temple University, although smaller numbers were attending a branch campus of Widener University.

Is there a career ladder?

As in past years, we asked the current CWEL students if they participated in the CWEB program. The proposed career ladder for a child welfare professional can be seen in Figure 6. Comments from respondents follow.

Figure 6. Career Ladder for CWEB and CWEL



The CWEB and CWEL programs are great opportunities for students just entering the field to engage in an occupation that puts forth all of the social work skills obtained in school and enables students to enrich their capabilities as practitioners in the field.

The positive aspects of the CWEB program are appropriate training before starting [your] internship, proper supervision during the internship, and employment after graduation.

If it wasn't for the CWEL program I would have never had the opportunity to further my education. The experience has changed my perspectives and viewpoints and will give me additional opportunities to work with the Hispanic population in the child welfare setting.

Eight of the current CWEL students who responded (12%) said that they received their degrees through the CWEB program. The majority of these CWEL students (75%) 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 five 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. Some ways for supervisors to begin the conversation with workers when they express an interest in applying to CWEL could include: "What are your short term career plans?", "How would a MSW help you in your work?" or "What motivates you to go back to school?" In addition, it is also important that agencies maximize the enhanced skills and abilities of CWEL graduates. Supervisors should also consider how they will support the graduate in transferring their new knowledge into practice, and look for opportunities to maximize the investment made by the agency, the student, and the contributing community program.

How do the students perceive their program?

The excerpts below illustrate the value that participants place on their program experience. Identifying information has been removed; otherwise the text is verbatim.

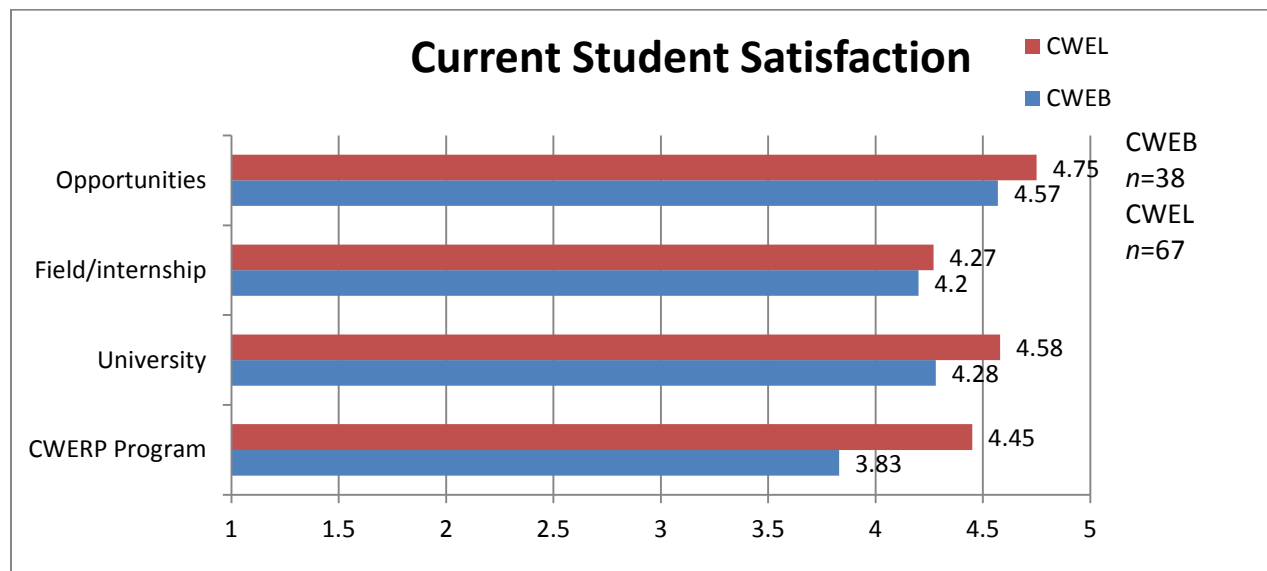
The staff of CWEB is readily available. Every time I have a question I can call or email and someone responds immediately or very soon after. Working in child welfare has reignited my love of social work. It makes me proud of what I do. The CWEB program has helped me by putting me in a field that I grow to love more and more each day. (CWEB Student)

The CWEL program has provided me with an educational experience I would not have had otherwise. ...my advisor at [university] is very familiar with the CWEL program and is also accommodating. Another aspect is the fact that I have been able to take the knowledge from what I am learning through the MSW program and apply it directly to the families I work with. I feel that some of the skills I have built in the program have led to better outcomes with my families and children. Furthermore, some of the skills and principles I have learned so far have heightened my awareness to the casework around me and to help my coworkers in their professional situations. I am able to bring back and transfer some of that knowledge to my workplace. I think this is very important for child welfare practice since our position impacts lives all around and we should be effective when doing so. I feel that I am a better child welfare worker and an overall better social worker since I have started this program. (CWEL Student)

CWEB and CWEL students highly value their professional education. Using a scale from 1 to 10, with 1 having the lowest value and 10 the most value, respondents were asked, “What is the value of the CWEB or CWEL program to the public child welfare system?” The average score for the CWEB students was 8.18 ($SD=1.60$) and the average score for the CWEL students was 9.20 ($SD=1.13$). 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. Students were asked to rate their items on a scale of 1-5, where 1 is strongly disagree, 2 is somewhat disagree, 3 is neither agree nor disagree, 4 is

somewhat agree, and 5 is strongly agree. 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. T-tests were conducted to determine if there were a difference in the means between CWEB and CWEL students. A negative t value indicates that the mean for the CWEB students was lower than the mean for the CWEL students. The p value indicates statistical significance, with anything less than .05 considered statistically significant. CWEB students were less favorable regarding the clarity of the program’s information concerning CWEB/CWEL ($t=-3.27, p=.001$) and they also viewed the application process less favorably than the CWEL students ($t=-2.42, p<.05$). The CWEB students are also less likely to use the handbook than the CWEL students ($t=-3.43, p<.01$), report lesser degrees of satisfaction with the responsiveness of faculty ($t= -3.45, p<.01$) and staff ($t= -3.94, p<.01$), feel that faculty ($t=-3.79, p<.01$) and staff have not helped with problems ($t=-3.98, p<.01$), and felt less able to relate their coursework to practice ($t=-2.16, p<.05$) (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 find alternative ways to manage the expectations of the students and/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 2010-2011 academic year. The CWEL students reported similar levels of satisfaction to the previous year (CWEL FT=4.19; CWEL PT=3.86). There were no significant differences in this item between the CWEB and CWEL 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 ($M=4.00$, $SD=1.45$). Unlike the 2011-2012 academic year, however, there were no significant differences reported in satisfaction levels between full-time and part-time CWEL students.

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: *“I am able to attend an amazing school that I would have never been able to afford without support. CWEL is wonderful for aspiring social workers who come from different backgrounds.”*

The CWEB students identify their field instructors and the encouragement for learning the necessary skills in a child welfare agency as supportive factors. Reflecting on the positive aspects of the program, one CWEB student wrote about the *“adequate supervision and positive responses and feedback at the University level and agency level.”* Additionally, support from agency leadership was identified as being critical, as illustrated by this comment from a CWEL student: *“The CWEL program has provided me with an educational experience I would not have had otherwise. Since the CWEL program is an opportunity through my work place, my place of employment has been very accommodating to meeting my educational needs.”*

Focus group results

In conjunction with the faculty visits to participating CWEB and CWEL university partners, focus groups were conducted with CWEB and CWEL students to ascertain the students' professional development in the public child welfare workforce. There was a positive turnout for these focus groups, which demonstrates that the students feel their voices are heard with program staff. Productive discussions centered on the importance of self-care while working in the field of public child welfare. CWEB students, in particular, were very enthusiastic about the amount of knowledge they are gaining from their field placements and the diverse situations they are being exposed to within their agencies. CWEL students often felt that they are in key positions to influence policy and practice within their agencies because they have open communication with their administrators and have established their standing as leaders within their organizations. Students were also asked about their communication with the

program. Overall, participants felt included and were satisfied with the responsiveness of the CWEB and CWEL faculty and staff. In general, both CWEB and CWEL students said they preferred electronic forms of communication.

Recent CWEB and CWEL Graduates

Survey procedures and methods

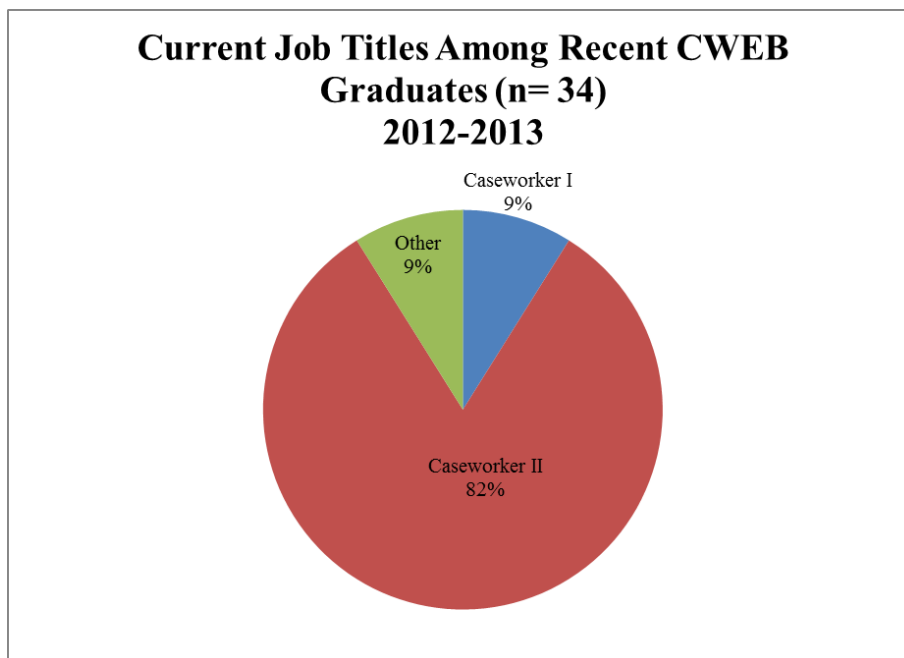
An email with a link to the survey was sent to the CWEB and CWEL graduates in late fall of 2012 and again in the spring of 2013. The return rate for the CWEB graduates was 81% and 89% for the CWEL graduates. The total number of usable surveys was 90: 16 were 2012 graduates, 68 were spring 2013 graduates, and 5 were summer 2013 graduates. Sixty percent ($n=54$) of the total number of respondents to the survey were CWEL graduates and 40% ($n=36$) were CWEB graduates. Additionally, 35% ($n=19$) of the CWEL graduates identified themselves as former graduates of the CWEB program, and, of those, 90% ($n=17$) were still working at their CWEB commitment agency at the time of graduation from the CWEL program.

Description of the survey respondents

CWEB respondents were primarily white (86%) and female (94%). The CWEB respondents were primarily employed as a Caseworker II (82%). Smaller percentages were employed as a Caseworker I (9%). Two CWEB respondents reported being interns/trainees at the time the survey was completed. The majority of CWEB respondents were working in ongoing services (53%). The remainder was working in intake (31%) or in substitute care (9%). The CWEB graduates reported an average of eight families and fifteen children on their caseload, which shows a slight decrease from last year. The difference between CWEB and CWEL graduates was statistically significant for number of children ($t=4.83$, $p<.001$) 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

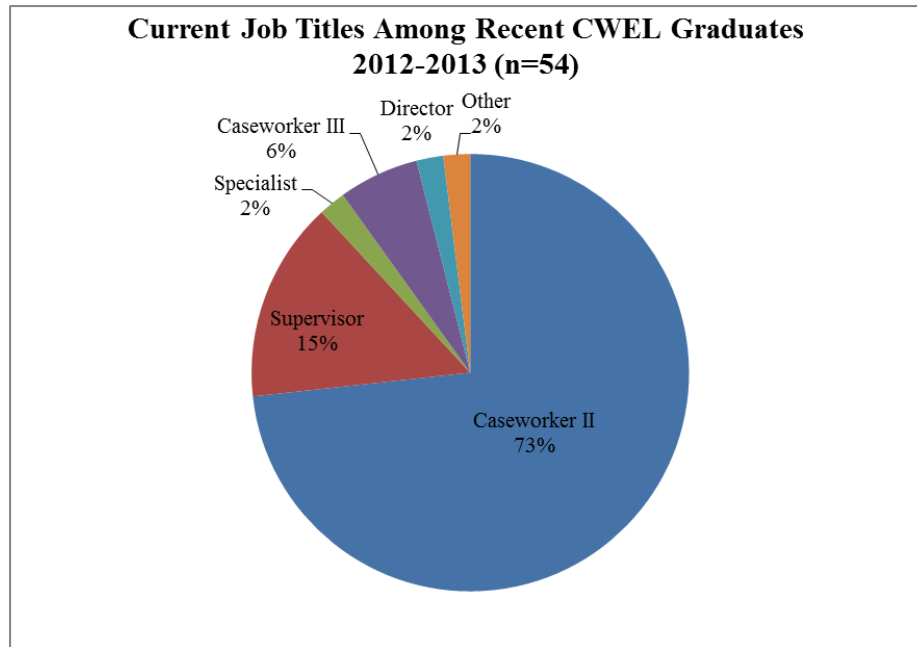
assigning caseloads to junior versus more senior caseworkers. Figure 8 reflects the current job titles of those recent CWEB graduates who responded to the survey.

Figure 8. Job Titles Among Recent CWEB Graduates



The majority of the CWEL respondents were also white (83%) and female (94%). Most CWEL respondents reported working in Caseworker II positions (74%) or Caseworker III positions (6%); others are supervisors (15%). The remainder reported being in an administrator (2%), Specialist (2%), or other human services role (2%). Most CWEL graduates are working in units responsible for intake (33%) or ongoing care (30%). Smaller percentages are working in independent living (2%), adoption (7%) or other direct services (4%). The remaining respondents reported working in substitute care (13%), and administration (11%). CWEL respondents managing a caseload reported an average of 19 families or 38 children. However, there was a large standard deviation suggesting wide variation regarding the number of families and children on their caseloads. Figure 9 reflects the current job titles of those recent CWEL graduates who responded to the survey.

Figure 9. Job Titles Among Recent CWEL Graduates

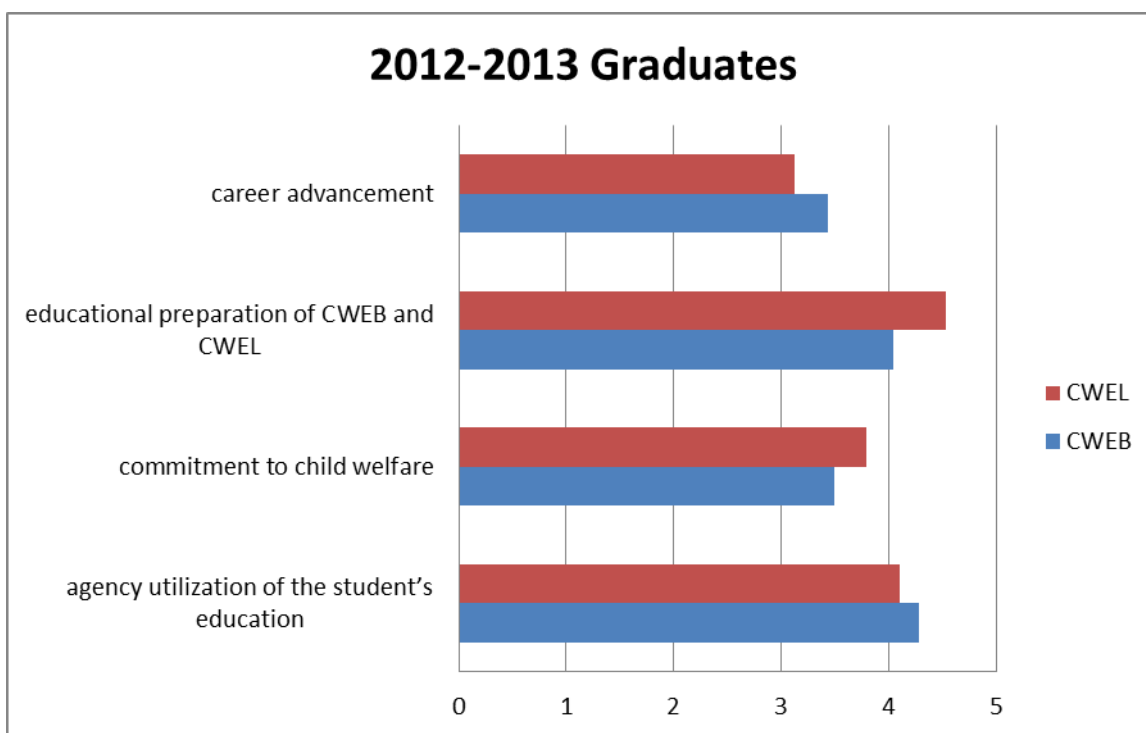


The survey includes questions about preparation, perceived skill levels, the opportunities to advance within their agencies and their commitment to their agency and the field of child welfare. Graduates were asked to rate their items on a scale of 1-5, where 1 is strongly disagree, 2 is somewhat disagree, 3 is neither agree nor disagree, 4 is somewhat agree, and 5 is strongly agree. The mean responses to each of the questions by CWEB and CWEL groups can be found in Table 2 in Appendix J. Few statistically significant differences were observed between the CWEB and CWEL students on these items; additionally, these differences should be interpreted with caution as the two groups were of unequal size (54 CWEL graduates and 36 CWEB graduates). When compared to CWEB graduates, CWEL recent graduates felt that their skills were better than or equal to other caseworkers that did not complete a Title IV-E program ($t=2.93, p<.05$), they felt they had a better understanding of the complex problems their families face ($t=3.67, p=.001$), and their education helped them find new solutions to problems their families encounter ($t=2.91, p<.01$). Interestingly, CWEL graduates appear to be more committed

to working with families in the long run ($t=2.47, p<.05$), and see more value of the Title IV-E education program to public child welfare ($t=4.09, p<.001$). This finding may be due, in part, to the difference in stage of professional development among CWEB participants compared to CWEL participants.

A factor analysis (Principal Component Analysis) conducted previously indicated that there are four subscales captured by the survey items noted above. 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 and the fact that CWEL graduates have previous experience working in the field of child welfare. Recent CWEB graduates are slightly more optimistic about their opportunities to advance in the field than CWEL graduates, but were slightly less committed to the child welfare system. Ratings on the Opportunity to Advance subscale were low for both groups, suggesting that avenues for promotion are not viewed as readily available.

Recent graduates were asked a number of open-ended questions in order to elicit more information about their experiences. 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.

The CWEB program made me fall in love with working with children and families that I want to devote my career to working in this field. My supervisors and mentors were so patient, helpful and kind in my process of doing CWEB that I could not have asked for a better experience. I learned and experienced many aspects of social work through the CWEB program. (CWEB Graduate)

The CWEL program gave me the opportunity to gain more skills in working with families. By stepping back from agency work, I was able to view our work in a more holistic way, and to interact on an academic level with social workers from other fields. It was also an opportunity for self-reflection which helped me to improve my work in direct service and supervision. (CWEL Graduate)

Graduates spoke very highly of trainings that prepared them for handling their own caseloads, the hands-on experiences they received and their ability to bring new skills to their

existing caseloads. CWEL graduates, in particular, valued the opportunity to network with other social workers with varied specialties within the field. Graduates lauded the support they received from the CWEB/CWEL faculty and staff, and felt that there was always someone available to answer their questions. As in previous years, graduates also mentioned that the monetary incentives of these programs were a definite benefit.

Both CWEB and CWEL recent graduates said that they would like to see communication improved between the students, county agencies, the schools, field placement agencies, and the CWEB/CWEL programs. There continues to be confusion concerning the accrual of 975 hours of field work and the civil service exam to become a Caseworker II (among CWEB participants) and the calculation of commitment time (among CWEL participants). New during this report period, CWEL graduates were not satisfied with the recent change that requires students to obtain their field hours outside the normal workday. CWEL graduates felt this was an added burden to their already existing struggle to balance work and family life. CWEL graduates also recommended additional sections or that more electives become available. Reflecting last year's respondents, CWEB graduates felt the time they have to find employment after graduation is inadequate, especially with the current economic climate.

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: child welfare law, juvenile delinquency, family preservation, psychopathology, drug and alcohol, and psychopharmacology (specifically with adolescents).

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

I think really interacting with the clients and observing helped me the most in my development. The more I observed and actually experienced the field, the more I learned and grew as a social worker. (CWEB graduate)

Working with provider agencies gave me a different perspective on how caseworkers interact with families and providers. I walked away from my internship with ideas for making teams work better with families. (CWEL graduate)

My field placement gave the necessary tools to become a professional social worker. I had a great supervisor, I was treated like a caseworker, and I learned so much. My field placement taught me so many aspects of child welfare and I am completely grateful. (CWEB graduate)

I really enjoyed my experience that was outside of child welfare, because it gave me a better view of how that agency/system interacts with child welfare and other systems. It also helped me be able to share some of my knowledge of the child welfare system with those other agencies, which I hope helped them in navigating the complexities of public child welfare. (CWEL graduate)

After observing other professionals, I was able to develop my own style and become comfortable with the tasks required to complete the job. (CWEB graduate)

By shadowing experienced caseworkers and receiving hands on supervision, along with the ability to carry their own caseloads, CWEB graduates felt that they were not only adequately prepared to work in the field of child welfare full-time, but they also felt confident enough to create their own style for working with families. CWEL graduates, on the other hand, greatly benefitted from completing their field requirements in a different area of their agency or in a program outside of their county child welfare agency. Those who completed internships within a different unit or department in their home agency felt that they gained a better sense of how the agency functions on a whole and an increased level of appreciation for the caseworkers working in those varied areas of the agency. CWEL graduates also used their field experiences to reconnect with families who are receiving child welfare services and revitalize their understanding of child welfare clients as “real people with real stories.”

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

If they want to learn a vast amount of knowledge in social work, child welfare is definitely the way to go. I was told by my academic advisor, "If you can survive child welfare, you can do anything in social work." I truly believe that statement. I don't regret doing this as my internship. (CWEB Graduate)

To make sure that you take advantage of the CWEB experience and not think of it as just a benefit that you get money because the long experience is very beneficial. Also to take advantage of trainings and learning experiences as much as you can as an intern because it looks great on a resume. (CWEB Graduate)

Rethink everything you believe you know about social work - the MSW experience will open your eyes to new approaches and best practices that aren't utilized in child welfare. (CWEL Graduate)

Stay focused, remain positive, work hard, and push yourself to gain the most from the experience! Take advantage of the opportunity!!!! (CWEL Graduate)

Take classes that you think will be challenging because those are the classes that will reward you the most educational experiences. (CWEL Graduate)

Both CWEB and CWEL graduates emphasized the importance of thoroughly reading important documents such as the contract and the handbook. CWEB graduates urged their predecessors to keep track of their internship hours, but most importantly to make the most out of their CWEB experience and prepare themselves to experience new and sometimes challenging situations. CWEL graduates acknowledged the importance of having a good support network at home and recommended that other CWEL students take classes that challenge them. CWEL graduates also wanted to impart how challenging it was to complete the internship hours and stated that incoming students should advocate for themselves and build relationships with their CWEL advisor and field supervisor. 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 workplace⁷. Graduates of the CWEB and

⁷ Cahalane, H., & Sites, E. (2008). The climate of child welfare employee retention. *Child Welfare*, 87(1), 91-114.

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 Survey⁸ 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 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 6 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.

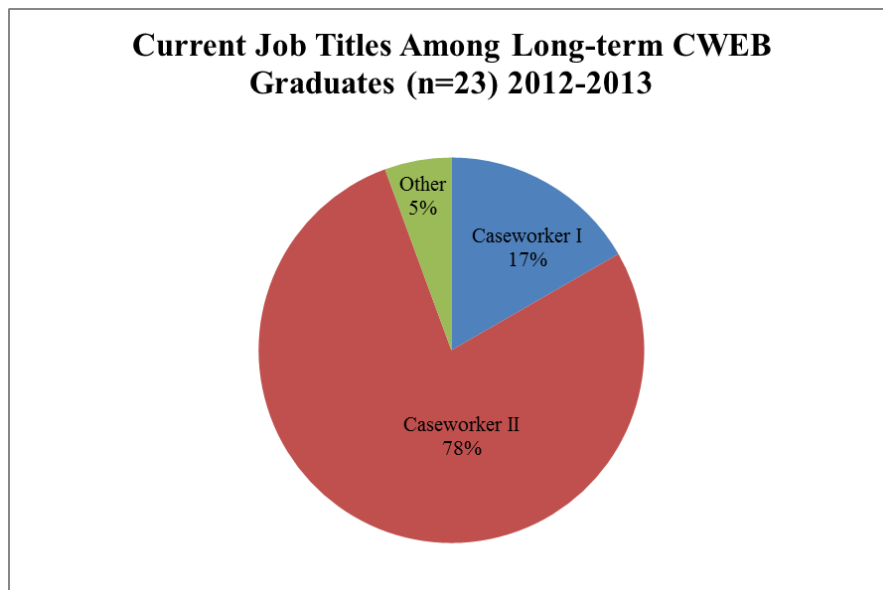
Twenty-three (29%) of those who responded to the survey were graduates of the CWEB program. Their average age was 25; all of the respondents were White (100%). Nearly all respondents were female (83%). The majority (77%) of CWEB long term graduates who responded are still working at their commitment agency. On average, CWEB graduates had been working in their agency for one and a quarter years ($M=1.25$, $SD=0.45$). Slightly over half (59% each) were working in urban areas, with less than a third working in suburban areas (27%); the remainder were working in rural (14%) areas. Respondents were located throughout Pennsylvania: 20% were in the Central region, 30% in the Northeastern region, 25% in the Southeastern region, and 25% in the Western region.

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.

⁸ Glasern S.R., Zamanou, S., & Hacker, K. (1987). Measuring and interpreting organizational culture. *Management Communication Quarterly*, 1(2), 173-198.

In terms of their current positions, almost all (82%) 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



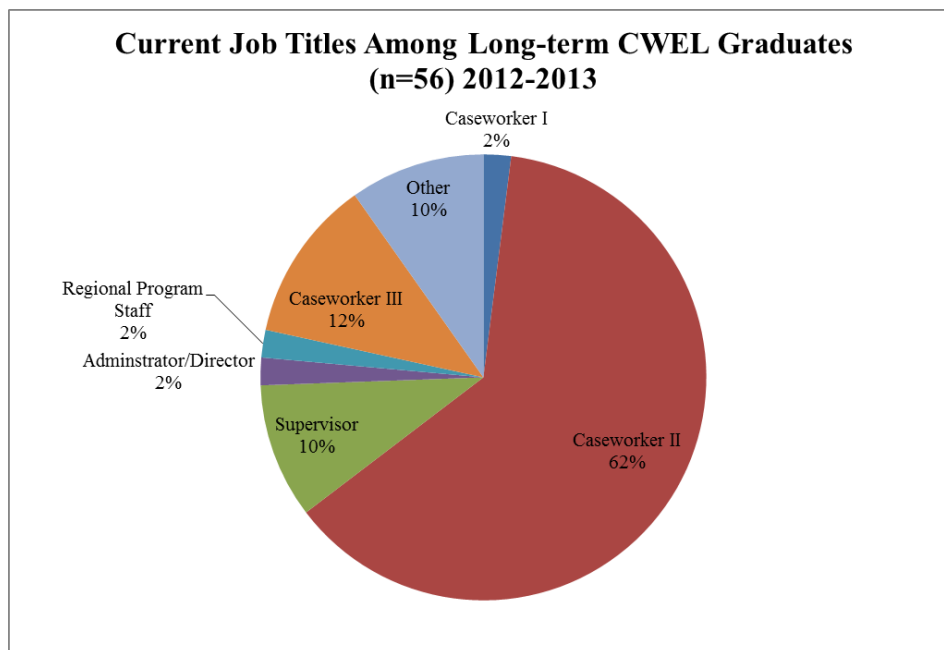
The majority of those responding to the survey were CWEL graduates (56 or 71%). Consequently, they were a slightly older group, with an average age of thirty-seven. They were predominately female (91%); the majority (81%) were White and the additional 19% were African-American. CWEL long-term graduates are experienced workers, with slightly more than one-half having nine or more years of service in child welfare ($M=9.54$ years, $SD=5.40$). Well over one-half of CWEL graduates report working in urban areas, while approximately a quarter work in suburban settings (23%) and the remainder working in rural areas (11%). CWEL

graduates also had a slightly different pattern of regional distribution, with 25% located in Central Pennsylvania, 34% in the Southeast, 21% in the Northeast, and 21% in the Western region.

Almost all CWEL graduates who responded to the survey still work at a CYF agency (96.4%) and the majority (86.3%) are involved in direct services (with the remaining 14% serving as administrators, regional program staff, or “other”). Relative to promotion, just over one-tenth of respondents (14.5%) 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



For the past decade, we have explored perceptions of the agency working environment to identify factors that influence worker retention and the quality of the internal agency atmosphere. Using a validated measure of organizational climate, we query graduates on their perception of key elements that are known to influence worker job satisfaction, agency commitment, and retention to public child welfare. Table 4 shows the average ratings on key organizational

climate items by type of graduate (CWEB or CWEL) 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=23)	CWEL (n=56)	Total (n=79)
Teamwork	3.15	3.41	3.33
Morale	2.96	2.69	2.77
Information Flow	2.89	3.01	2.98
Employee Involvement	2.63	2.88	2.81
Supervision	3.86	3.67	3.72
Meetings	3.06	3.04	3.04
Overall Climate	3.17	3.18	3.18

Both CWEB and CWEL graduates are predominately neutral about their work climate, with CWEL graduates feeling slightly more positive than CWEB graduates. Comparing these results to those of the 2011-2012 academic year, CWEB respondents reported statistically significant lower ratings this year on the teamwork ($t=3.27, p < .01$) and employee involvement ($t=2.03, p < .05$) subscales, as well as their overall rating of climate/culture ($M=3.74$ vs. $M=3.17, p < .05$). Conversely, CWEL respondents' ratings increased slightly from the 2011-2012 academic year; however, none of these differences reached statistical significance. The most positive climate scores are related to supervision, for both CWEB and CWEL graduates ($M=3.86$ and $M=3.67$, respectively), indicating that graduates of both programs feel positive about the supervision that they receive. The lowest ratings for CWEB graduates were related to employee involvement ($M=2.63$); however, the lowest rating for CWEL graduates was related to staff morale ($M=2.69$), followed closely by employee involvement ($M=2.88$). This may indicate that both CWEB and CWEL graduates feel that their voices are not being heard within the agency, and that CWEL graduates perceive the agency's climate as negatively affecting staff morale.

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 as more negative on all six subscales. The most significant difference was related to morale (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 more negatively than shorter tenured graduates ($t=2.99, p<.01$).

Long-term graduates were given the opportunity to provide any additional feedback in an open-ended comment box. Their responses mirrored those of the current students and recent graduates. CWEL long-term graduates felt that their new skill set was not being fully utilized within their agencies and felt that there is limited availability for promotion or career growth. CWEB long-term graduates echoed the other cohorts surveyed regarding the difficulty with finding employment upon graduation, confusion with the civil service exam, and the completion of 975 hours of field. Despite these challenges, long-term graduates from both programs praised the education they received.

I believe that CWEB and CWEL are invaluable programs. From my perspective, I can see differences between workers who have a social work education and those who do not. Social work caseworkers appear to be more empowering for families and children with whom they work and understand the importance that psycho-social and environmental factors on families... (CWEB and CWEL Long-term Graduate)

I was both a CWEB and a CWEL student and I had a great experience with both programs. Not only did the financial assistance aspect of it help me, but the program honestly prepared me well for a job in child welfare. When I went through the CWEL program, it was nice to get fresh ideas and be reminded of why I decided to be a social worker in the first place. I also had the opportunity to meet people from other public child welfare agencies and learn how their agencies operate. (CWEB and CWEL Long-term Graduate)

I really appreciated the program and the opportunity to further my education. I felt that the program helped to rejuvenate me in my work and provided me with further skills to better be able to work in child welfare. (CWEL Long-term Graduate)

I have found child welfare to be a challenging job that requires fast paced work and constantly learning new things. I am so grateful for my internship experience through CWEB as it greatly prepared me for my current job as an intake worker for Children, Youth, and Families. Due to the nature of the job being very demanding, it can often seem as though my hard work to provide my families with both quality and timely service can go unthanked. For this reason, programs like CWEB and CWEL are especially appreciated. They not only equip caseworkers to keep up with the challenging work but also serve as an incentive to continue on in the field of child welfare.(CWEB Long-term Graduate)

In summary, CWEB and CWEL graduates work primarily in direct services in a variety of communities throughout the state of Pennsylvania. They report relatively high levels of satisfaction with the supervision they receive. Although CWEL graduates rated all aspects of work climate slightly more positively than CWEB 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. If casework in child welfare is a parallel process, with workers feeling empowered and in turn empowering families, then these results beg the question “How effective can caseworkers be when they are not feeling involved in their workplace?”

Additionally, 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 rated the climate slightly less positively than less experienced workers. There were significant changes in the ratings for the CWEB long-term graduates from academic year 2011-2012 to this survey period. This may be due to the CWEB students feeling as though they need additional preparation to work within the child welfare field either due to their age or naiveté concerning the stressors that accompany a career in child protective services. These findings may also reflect, in part, the increase in response rate among CWEB participants.

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 graduates and/or CWEB and CWEL students were contacted, and 43 out of 47 individuals responded (91% response rate). Three large county agencies had more than one respondent.

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.

County agency 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*” ($M=4.76$), and the highest rating for the CWEL program was for “*the responsiveness of staff at the University of Pittsburgh*” ($M=4.81$). Furthermore, high ratings of satisfaction were also observed for “*accessibility*” ($M=4.73$ and $M=4.79$), “*handling of complaints, problems, and unusual events*” ($M=4.69$ and $M=4.67$), and “*the*

management of contracts and agreements” ($M=4.75$ and 4.79). 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 4.48 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 3.94 and above range, with the lowest scores reported for “*the impact of the CWEB program on staff motivation*” ($M=3.94$) and “*the impact of the CWEL program on recruitment for public child welfare agencies*” ($M=4.25$). The CWEB program was reported to have had the greatest positive impact on “*employee recruitment for public child welfare*” ($M=4.50$), and the CWEL program was reported to have the greatest impact on “*the quality of practice in the agency*” ($M=4.58$).

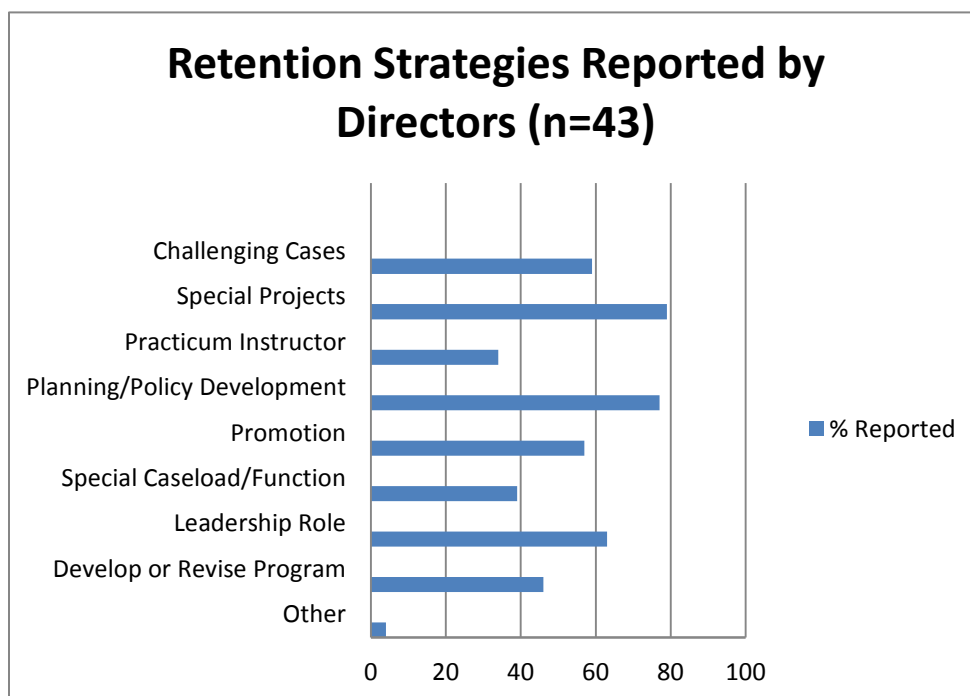
The directors provided positive testimony about the value of the educational programs. In speaking about the large number of CWEL graduates holding management positions within the agency, one director writes “*If the CWEL program did not exist, we would have serious difficulties finding and retaining qualified applicants.*” Another director wrote that CWEB is an “*important program that enhances the work we do in child protective services.*” Additional descriptors of the CWEB and CWEL programs included, “*extremely valuable,*” “*essential,*” “*an asset,*” and “*a great collaboration.*”

The directors offered some observations about the lack of positions available for CWEB students. One director writes that although the CWEB and CWEL programs are “*very important to the development of a high quality workforce,*” it is becoming increasingly difficult to hire CWEB graduates due to “*changes in hiring practice.*” This may be due to the changes in

participation in the State Civil Service Commission (SCSC), as approximately 21% of the county agencies have established their own qualifying employment system independent of SCSC. Although barriers to hiring exist, directors greatly value the contribution that CWEB students make to their organizations and the field of child welfare more broadly. One director writes that students exiting the program are “*far more prepared and ready for the challenging and ever-evolving work that is child welfare.*” Directors remain committed to hiring child welfare program participants and are looking at additional ways to promote recent graduates while providing more responsibility within their agencies.

Similar to previous years, agency directors were asked how they have adapted programs and assignments to utilize the skills of recent graduates. Figure 13 displays these strategies.

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



The most commonly reported strategies were assigning graduates to special projects (79%), involving them in policy or planning efforts (77%), assigning them to more challenging cases (59%), promoting new graduates to higher positions (57%), and assigning graduates to a

leadership role (63%). The open-ended responses indicated that in many agencies, however, opportunity for promotion is often stifled due to the limited number of management positions.

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 employees who have obtained an MSW are often offered significantly higher salaries from other agencies and organizations and will inevitably leave their current position if the salary differential is significant. Furthermore, the individuals that do not leave to obtain higher paying jobs often experience little opportunity for advancement or promotion. Some directors have tried to retain their current staff by providing additional workplace responsibilities, special assignments and duties. While one specific director did not see a connection between increased duties and job retention, this perception was countered by many other directors who pointed to increased staff morale and motivation when extra roles and responsibilities are assigned to a returning graduate.

Despite these differences in perception, directors have been able to put strategies into place to retain their CWEB and CWEL graduates. These include: allowing CWEB graduates to supervise undergraduate interns, blending special projects with caseloads, offering modest salary increases, appointing graduates to agency work groups and task forces, and enhancing workplace culture by providing trainings as requested, hosting staff appreciation lunches, recognizing staff success and taking time to collectively share the positive aspects of child welfare work.

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: independent living programs, concurrent planning initiatives, father engagement strategies, and working

directly on QSR and research related tasks. Some directors note that CWEB and CWEL students fill specialized roles within their agencies. These roles have included Independent Living Program Lead and Family Team Facilitator. Other students have been assigned to specialty units such as family reunification. Finally, CWEB and CWEL graduates have been given opportunities to engage in parenting programs and work directly on training and implementation initiatives specific to Act 101, which enables adoptive and biological families to maintain contact after an adoption is finalized and allows adopted children to search for biological family members.

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 100% of the schools for an 83% response rate (surveys were sent to multiple respondents). Almost all of the respondents (85%) reported that their university participates in the CWEB program and 77% 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"* ($M= 4.45$), and *"the contribution of students to the school's learning environment"* ($M=4.64$). The faculty also spoke positively of CWEB students, saying that *"the CWEB students represent a well-prepared and committed*

group of future social workers. Their contributions to the academic environment are substantial.” For those respondents involved with the CWEL program, the two most highly rated items were: *“the collaborative nature of the working relationship between school and faculty/staff”* ($M= 4.74$) and *“the contribution of students to the school’s learning environment”* ($M=4.72$). The CWEL faculty value students’ contributions to classroom discussion and a scholarly atmosphere, as evidenced in this statement about the CWEL participants: *“The students are a welcome addition to our school community. They are academically well qualified and their work experience enriches the classroom experience for everyone.”*

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. This 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 the program presents students with an opportunity to learn about the child welfare system through strong field supervision and core curriculum training that is consistently enhanced by field experience. Additionally, survey respondents expressed their belief that involvement in the CWEB program benefits students professionally. One school administrator noted that CWEB *“provides opportunities for students to gain access into the child welfare system and develop their skills and knowledge base through their internships.”*

CWEL respondents expressed their belief that the program allows students to enhance their careers and learning experiences by providing a continuous transfer of classroom knowledge into the field. Several CWEL respondents believe that the program offers the benefit of *“advanced credentialing”* that increases the professionalization of agencies. One respondent

wrote that *“the CWEL program is a wonderful gift and is allowing us to professionalize child welfare.”* Furthermore, school administrators reiterated the positive relationship and collaboration that exists between CWEL faculty/staff and the faculty/staff at corresponding Schools of Social Work.

Overall Summary

Over the past several years the value of the Title IV-E education programs has been reported by the various stakeholders across the Commonwealth. CWEB graduates are sought-after employees and have been given more challenging cases or the responsibility to oversee interns and other volunteer staff. Further evidence of agency support for the programs resides with the fact that many CWEL graduates have been placed in high ranking positions within county agencies ranging from directors and supervisors, lead new initiatives, or participate in state-level committees to enact change within the child welfare system. Graduates of the CWEB and CWEL programs feel that these programs prepare them to become competent social workers in the field of child welfare and give them the skills to work with the families on their case loads in a strengths-based way. Schools involved in the Title IV-E programs believe the programs are contributing to an increase in the professionalism within the field of public child welfare.

Using The Organizational Culture Survey for a second year enabled us to compare survey cohorts for the long-term graduates. When compared to 2011-2012, long-term CWEB graduates rated aspects of agency organizational culture less positively while the long-term CWEL graduates reported an increase in their ratings of the agency environment. Both groups of long-term graduates rated employee involvement particularly low, with CWEL graduates also rating staff morale low. While reflecting the experience and perceptions of a small group within the overall workforce, these findings affirm that communication and involvement across all levels of the child welfare organization are important in addressing issues of climate and agency culture.

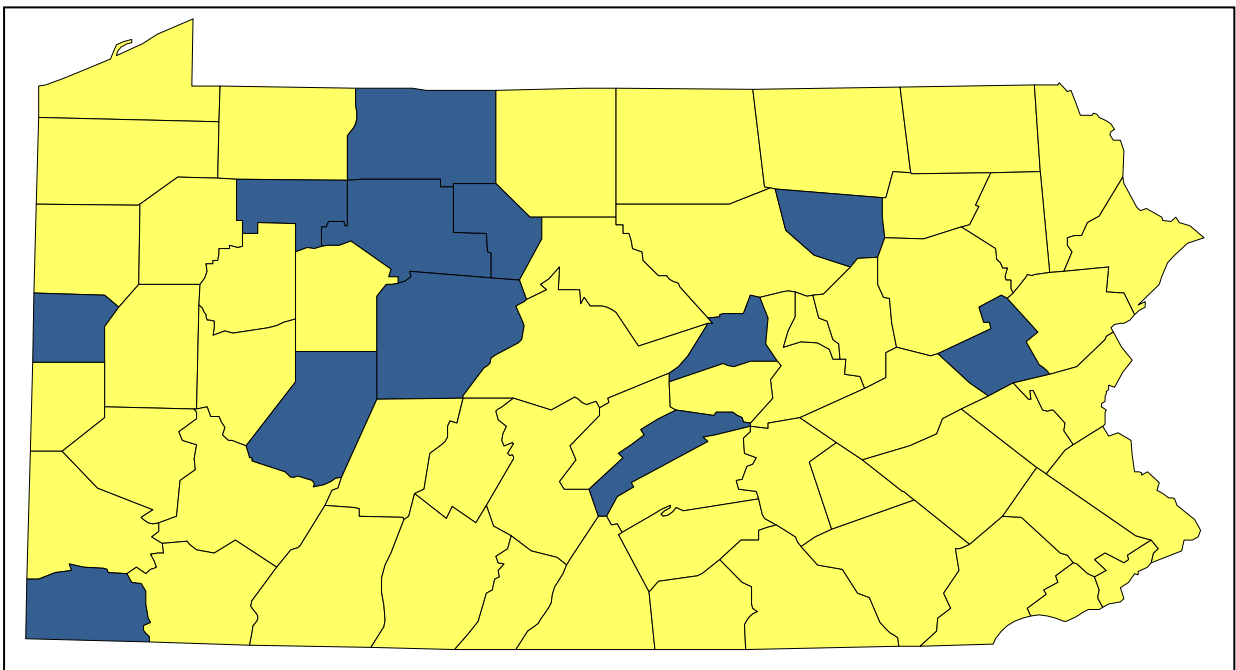
With more counties' embracing organizational effectiveness efforts, our hope is that as workers in these agencies begin to feel they are being heard and are part of the change process, these ratings will shift towards more positive findings.

Discussion

CWEB

After twelve years of operation, the CWEB program has made remarkable gains. Fourteen (14) universities, fifty-five (55) counties and eight hundred and seventy-eight (878) graduates have made major investments in its operational success. Strong collaboration among stakeholders has enabled the program to be successful in preparing individuals for work in public child welfare. County agencies report actively recruiting CWEB graduates and benefitting from their contributions to the child welfare workforce. CWEB graduates have been called upon to not only fill vacant positions, but to contribute to an enrichment of frontline practice.

Figure 14. CWEB County Participation



 County with History of Employing CWEB Graduates

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

The evaluations over the past 12-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, and are always subject to economic and political change at the local and state level. 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* (CTC). CWEB students are assigned to a Regional Training Specialist at the Pennsylvania Child Welfare Resource Center who assists them with enrollment in CTC and the initiation of their certification training record.

Close follow-up by the CWEB Academic Coordinator and the CWEB/CWEL Agency Coordinator has resulted in the majority of graduates securing county agency employment within 60 days of graduation. State budgetary issues have required an extension beyond 60 days for securing county agency employment in some instances. Even with this challenge, most recent CWEB graduates are gainfully employed. We continue to make concerted efforts to connect graduates with agencies and provide technical support for resume development and interviewing skills. Students may pursue employment in any county in the state, and many are able to remain in the county where they completed their internship. However, there are some students who are reluctant to relocate and who live in areas where there are no immediate openings. When students fail to follow through on their contractual obligation, the CWERP program initiates 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 both 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 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 • CWEB presentation at annual PA Undergraduate Social Work Educators (PAUSWE) 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 • Presentations at PCYA & CCAP meetings

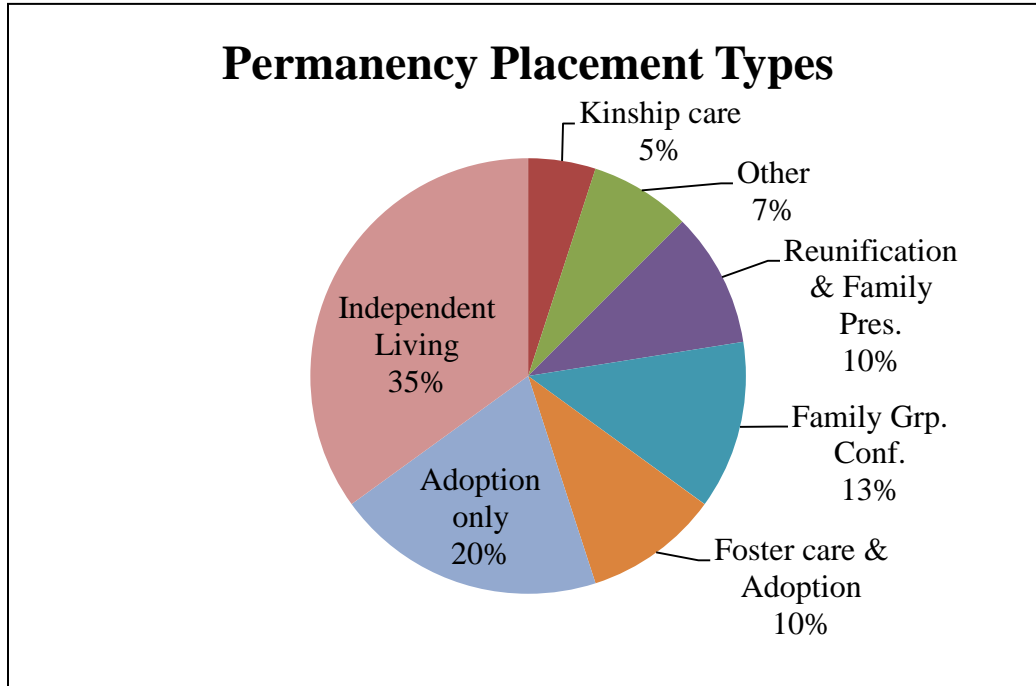
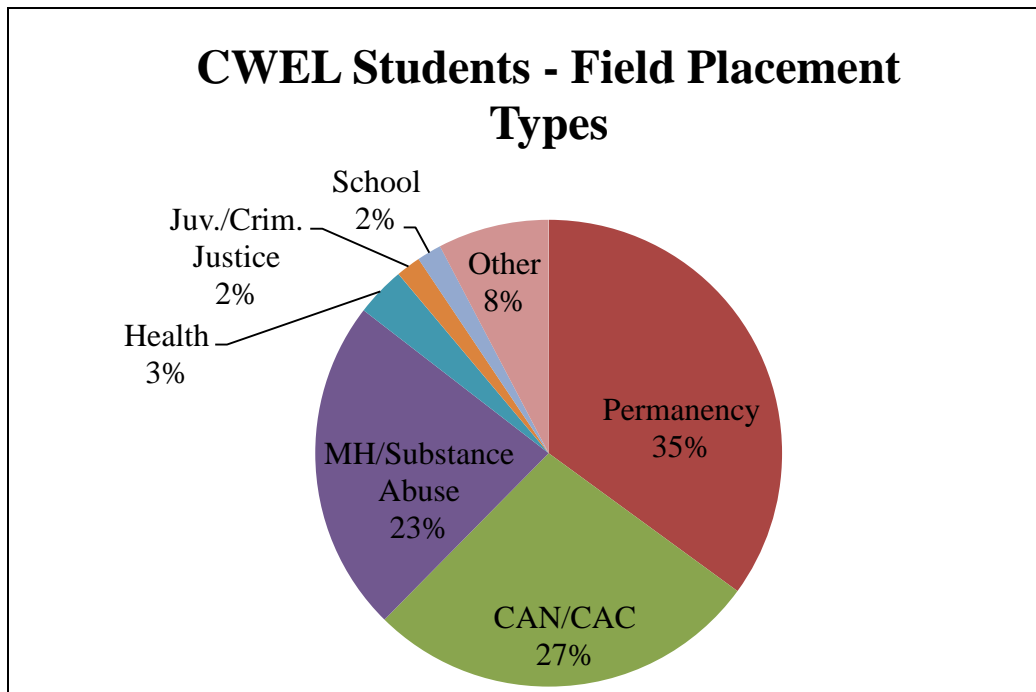
CWEB: Suggested Program Improvement	Action Plan/Progress
Improve CWEB student enrollment in mandated child welfare skill and competency-based training, <i>Charting the Course Toward Permanency in Pennsylvania(CTC)</i>	<ul style="list-style-type: none"> • Case management system initiated to match Regional Training Specialists from the PA Child Welfare Resource Center with each CWEB student. Enrollment in CTC during the CWEB students’ senior year and initiation of 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 CWERP faculty in identifying county casework vacancies, facilitating referrals for interviews, and counseling graduates regarding employment. • Ongoing collaboration with SCSC • Collaboration with non-SCSC counties
Improve dissemination of child welfare career development opportunity through CWEB and CWEL to prospective and current participants	<ul style="list-style-type: none"> • CWEB informational video developed; CWEL video planned • Dissemination of realistic job preview video

CWEL

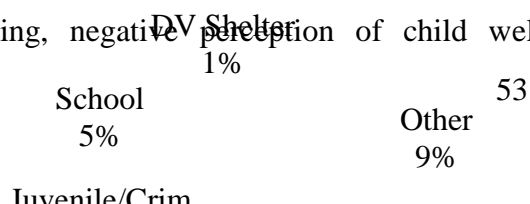
After 18 years of operation, the CWEL program has continued to reach additional students and counties while maintaining its commitment to close, collaborative working relationships with the Department of Public Welfare, students, county agencies, and schools of social work in Pennsylvania. The number and diversity of counties has increased over time, enrollment 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 community-based 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. In turn, county agencies benefit from the expanded knowledge that CWEL students bring to the county.

Figure 15. CWEL Field Placement Types



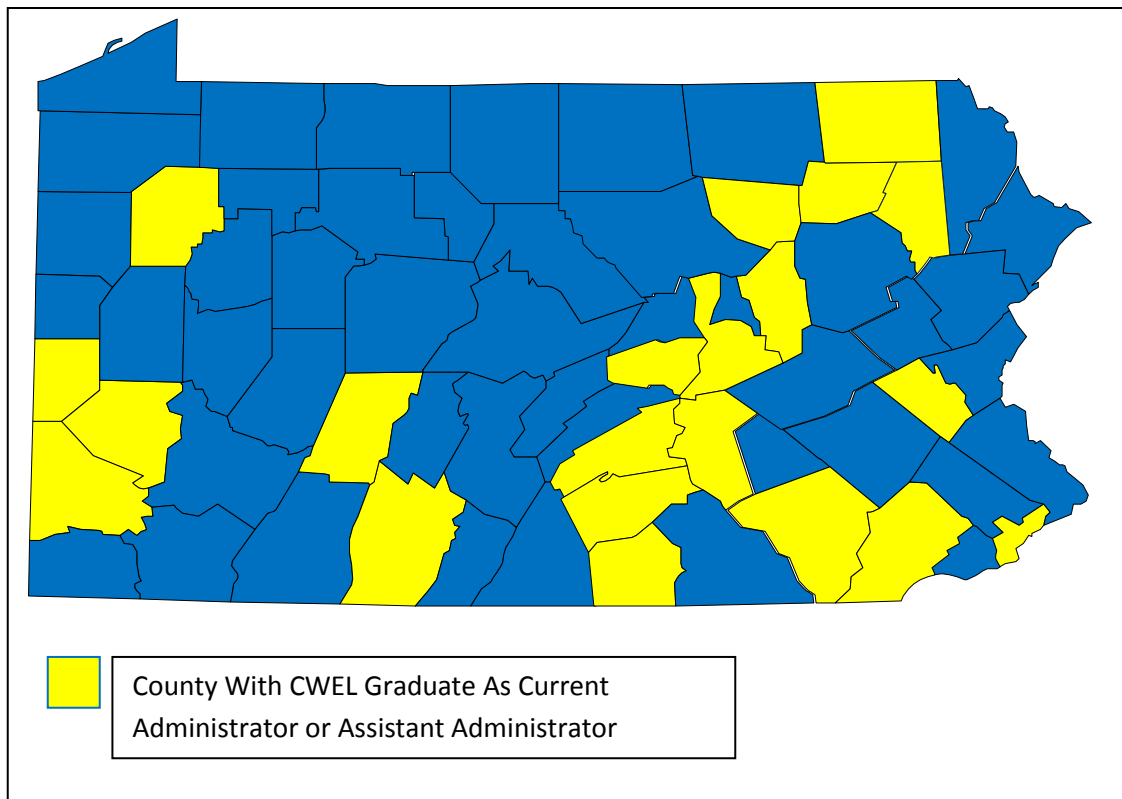
CWEL students have been instrumental in improving cross-systems collaboration, educating provider agencies about child welfare mandates and services, and, in some instances, shifting a pre-existing, negative perception of child welfare practice. Students develop a greater



appreciation and understanding of the mandates, philosophy, service 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.

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 21% (14/67) of county agency administrators in Pennsylvania. An additional 12 CWEL graduates hold Assistant Administrator positions, and a number of graduates occupy supervisory positions or roles that involve new practice initiatives, such as team and conferencing. Of note, a CWEB graduate also occupies a county leadership position. We applaud the promotion of our graduates into these key leadership roles and the new vision and energy that they bring to public child welfare. 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 and persistent theme concerns the climate, salaries, job classifications, assignments and opportunities for career development which graduates of the CWEL program encounter upon their return to the county agencies. The following key points have been repeated by multiple respondents and noted consistently in our annual program evaluations:

- difficulty in negotiating assignments that capitalize on the returning worker's new skills, knowledge and advanced training;
- lack of differentiation in job classifications among workers with and without 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, Family Group Decision Making (FGDM) and other forms of group teaming practices, 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.

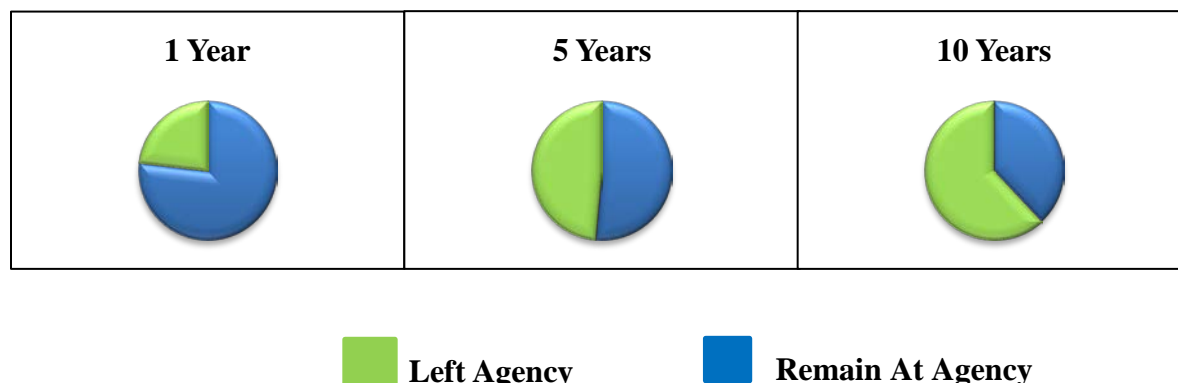
Well-educated and skilled professionals who serve children at risk and their families will benefit public child welfare wherever they practice and will return the investment made on their training by the taxpayers many times over. But a major opportunity will be lost if agencies do not take full advantage of the skills, optimism and enthusiasm of the returning workers. Retention has always been one of the goals of federal funding for child welfare training and is central to the mission of the CWEB and CWEL programs. It is well known from research conducted 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.⁹ 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 1,099 graduates who have completed the program, only 15 have failed to complete their work commitment. Another 453 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

⁹ 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.

overall loss rate of only 7.8% 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 17 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 10 years post-commitment). This does not include those who continued in the child welfare field in other agency settings.

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.¹⁰ 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

¹⁰ 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.

organizational and workforce issues. Organizational effectiveness interventions provide a structure for defining, assessing, planning, implementing, and monitoring workforce development strategies¹¹. While implementation at both the state and county levels is highly political and often difficult, we believe that our longitudinal research on the retention of CWEL students and our expertise in organizational effectiveness can inform this important work. The National Child Welfare Workforce Institute (NCWWI) has provided leadership in capacity building among middle managers and supervisors, in particular, as part of an overall change strategy for the child welfare workforce (see <http://www.ncwwi.org>)

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

¹¹ Basso, P., Cahalane, H., Rubin, J., & Kelley, K.J. (2013). Organizational effectiveness strategies for child welfare. In H. Cahalane (Ed.), *Contemporary Issues in Child Welfare Practice* (pp. 257-288). New York: Springer.

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 18 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. Even the most conscientious caseworker and diligent student can manage only a finite number of competing demands for time, attention, and action before something gives way.

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 shortages). 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 2012-2013 academic year, nearly 59% 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)]

CWEL: Suggested Program Improvement	Action Plan/Progress
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 • Enforcement of part-time academic load
Continued focus upon agency working environment and opportunities for graduates to use their expanded skills and abilities within the agency and at the state level	<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 activities • CWEL graduate involvement in ongoing organizational effectiveness/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, curriculum development and quality assurance committees, 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 administration courses 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 • County agency directors are encouraged to utilize CWEL graduates as field instructors, task supervisors, and mentors to CWEB participants

CWEL: Suggested Program Improvement	Action Plan/Progress
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
Inclusion of advanced level child welfare coursework in school curricula, 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 • Inclusion of trauma-informed care principles in child welfare curricula • Continued refinement of child welfare curricula, including enrollment across universities
Enhance involvement of graduates in state-level policy and practice initiatives	<ul style="list-style-type: none"> • Efforts will continue to be directed toward linking graduates to statewide practice improvement initiatives • Integration of CWEL and CWRC programs
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. Evaluation data has shown that increased tenure at admission is related to retention among graduates of CWEL.
Consideration of CWEL participation by Department employees, i.e., DPW Regional Office employees, Child Line employees, perhaps others	OCYF approval in 2008. 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>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/neglect.</p>
<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. 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 continued discussion and is a question repeatedly asked by non-participating schools.</p>
<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”¹² provides this opportunity. A principal advantage is cost savings. The cost of all this to the Department would be the non-federal match. This initiative could be in place for the 2014-2015 academic year. The potential impact upon the CWEB program must be carefully considered, however.</p>

¹² 45 CFR, Ch. II, §235.63 (a).

CWEB/CWEL: Recommendation	Background Information and Rationale
<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, reduction in student commuting time and a reduction in program costs. Several graduate programs have been approved for CWEL participation over the past 10 years, including the University of Pittsburgh’s Bradford campus (2002), Kutztown University (2007), and the joint Millersville-Shippensburg program (2010).</p> <p>Many schools have branch campuses, and these campuses are options for CWEL students as long as access to approved child welfare courses is available and academic oversight is provided.</p>
<p>Consideration of a doctoral-level child welfare education option.</p>	<p>This recommendation can provide an additional evaluation arm for the state and further our mission of establishing evidence-based child welfare practice across the state. CWERP is in an excellent position to facilitate doctoral education. A reasonable objective over time might be one (1) doctoral student in each of the five (5) schools with a doctoral program. Work commitment issues require detailed discussion among all parties.</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 guidance for the programs. Several faculty have joined the Training Steering Committee of the PA Child Welfare Resource Center.</p>
<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>Participation by CWEB/CWEL graduates in the implementation of practice changes following revisions to PA’s child abuse laws.</p>	<p>A unique opportunity exists to capitalize on the skill and expertise of program graduates to assist with these judicial and practice changes.</p>

CWEB/CWEL: Recommendation	Background Information and Rationale
<p>Transition support and ongoing connection among CWEB and CWEL graduates.</p>	<p>All graduates benefit from ongoing connection and support, and coaching is particularly important for CWEB graduates who are new to public child welfare. Additionally, portfolio and resume development is essential. Transition back to the county agency is a distinct issue among CWEL graduates, and is most problematic for those who have been full-time students. Increased attention has been paid to preparing these students for their return to the agency. Greater network support and participation in transition groups for returning graduates are helpful strategies.</p> <p>All graduates are encouraged to join special workforce or task groups through the PA Child Welfare Resource Center (CWRC). Practice Improvement Specialists from CWRC are assigned to counties throughout the state and actively engage with CWEB/CWEL graduates to provide support and enlist them in practice initiatives. Graduates are able to share their expertise on a statewide level by becoming trainers for CWRC.</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 95% of full-time students' salaries. It was hypothesized that counties would pass the 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 95% level. Adding to this is the burden of the very low salaries that so many CWEL students earn. Those students with families find the 5% salary reduction very difficult to endure.</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 Beverly Mackereth, Secretary of the Department of Public Welfare, and Cathy Utz, Acting Deputy Secretary of the Office of Children, Youth and Families, for their strong support and partnership. We also thank our OCYF Program Monitor, Terry Clark, for his thoughtful oversight and steadfast support of our work. The 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 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. We are proud that an

increasing number of our child welfare graduates have assumed teaching roles in Schools of Social Work throughout the state of Pennsylvania, many as adjunct professors, others as part-time clinical faculty, and some as Directors of Social Work programs.

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



Appendices

- A. Table I: Participating School Programs
- B. CWEB and CWEL School Participation Map
- C. Table II: University of Pittsburgh Child Welfare Courses, 2012-2013
- D. Table III: Undergraduate Child Welfare Course Offerings of Approved CWEB Schools, 2012-2013
- E. Table IV: Graduate Child Welfare Course Offerings of Approved CWEL Schools, 2012-2013
- F. CWEB County Participation Map
- G. CWEB Overview: 2001-2013
- H. CWEL Overview: 1995-2013
- I. CWEL Applicant Pool and Admissions: 1995-2014 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		CWEB 2001 CWEL 2004
Edinboro University	2019	BSW 2014 MSW 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		CWEB 2001 CWEL 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	2019	2017			X	1995
University of Pittsburgh	2017	2020		X		CWEB 2001 CWEL 1995
West Chester University	2016	BSW 2019 MSW 2021		X		CWEB 2001 CWEL 2001
Widener University	2022	2021		X		CWEB 2001 CWEL 1995

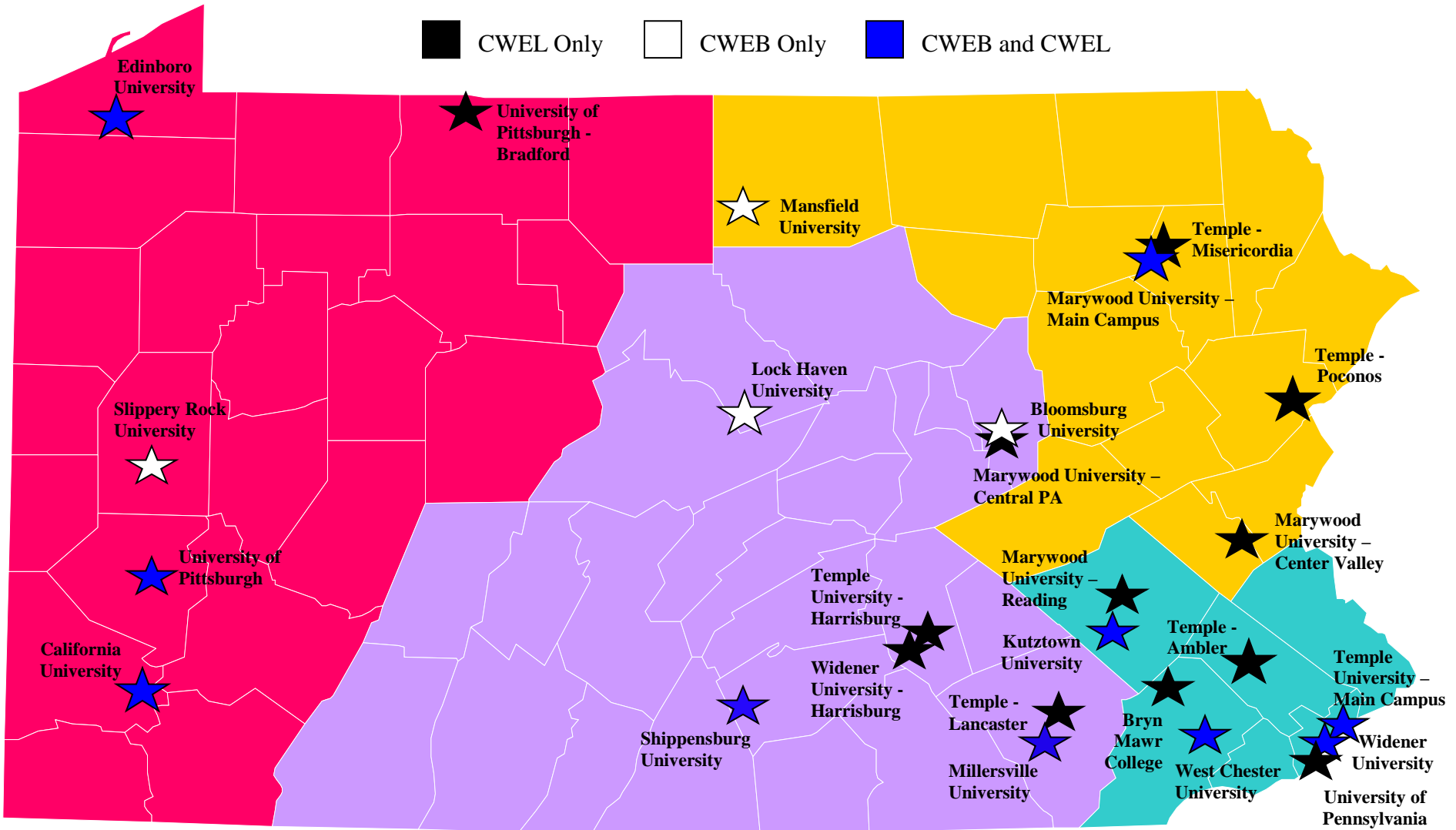
Appendix B

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

2012-2013

TABLE II
UNIVERSITY OF PITTSBURGH CHILD WELFARE COURSES
FALL TERM 2012

Course Title	Enrollment
Child and Family Advocacy	17
Child and Family Policy	18
Children and Families at Risk (two sections)	29
Issues in Child Maltreatment	17
Child Welfare Services	12
Direct Practice with Children and Adolescents	26
Family Group Decision Making	11
Intimate Partner Violence (two sections)	36
Social Work with Drug & Alcohol Dependent Persons	26

SPRING TERM 2013

Course Title	Enrollment
Child and Family Policy (two sections)	50
Children and Families at Risk (two sections)	46
Child Welfare Services	25
Clinical Social Work with African-American Families	10
Social Work Practice with Families	22
Intimate Partner Violence	12
Social Work with Drug and Alcohol Dependent Persons	25

SUMMER TERM 2013

Course Title	Enrollment
Social Work Practice with Families	11
Social Work with Drug & Alcohol Dependent Persons (two sections)	42

Appendix D

Table III

Undergraduate Child Welfare Course Offerings of
Approved CWEB Schools
2012-2013

TABLE III

**Undergraduate Child Welfare Course Offerings
of
Approved CWEB Schools for 2012-2013**

School	Course Title
Bloomsburg University	Child Welfare
California University	Child Welfare
Edinboro University	Child Welfare
Kutztown University	Child Welfare and Social Work Practice
Lock Haven University	Child Welfare
Mansfield University	Child Welfare
Marywood University	Child Welfare Practice and Services
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 ¹³
West Chester University	Child Welfare Practice and Policy
Widener University	Families at Risk

¹³ 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

2012 - 2013

TABLE IV

Graduate Child Welfare Course Offerings of Approved CWEL Schools for 2012-2013 (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 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 Perspectives on Trauma
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
Advanced Behavioral Healthcare (effective Spring 2013)

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

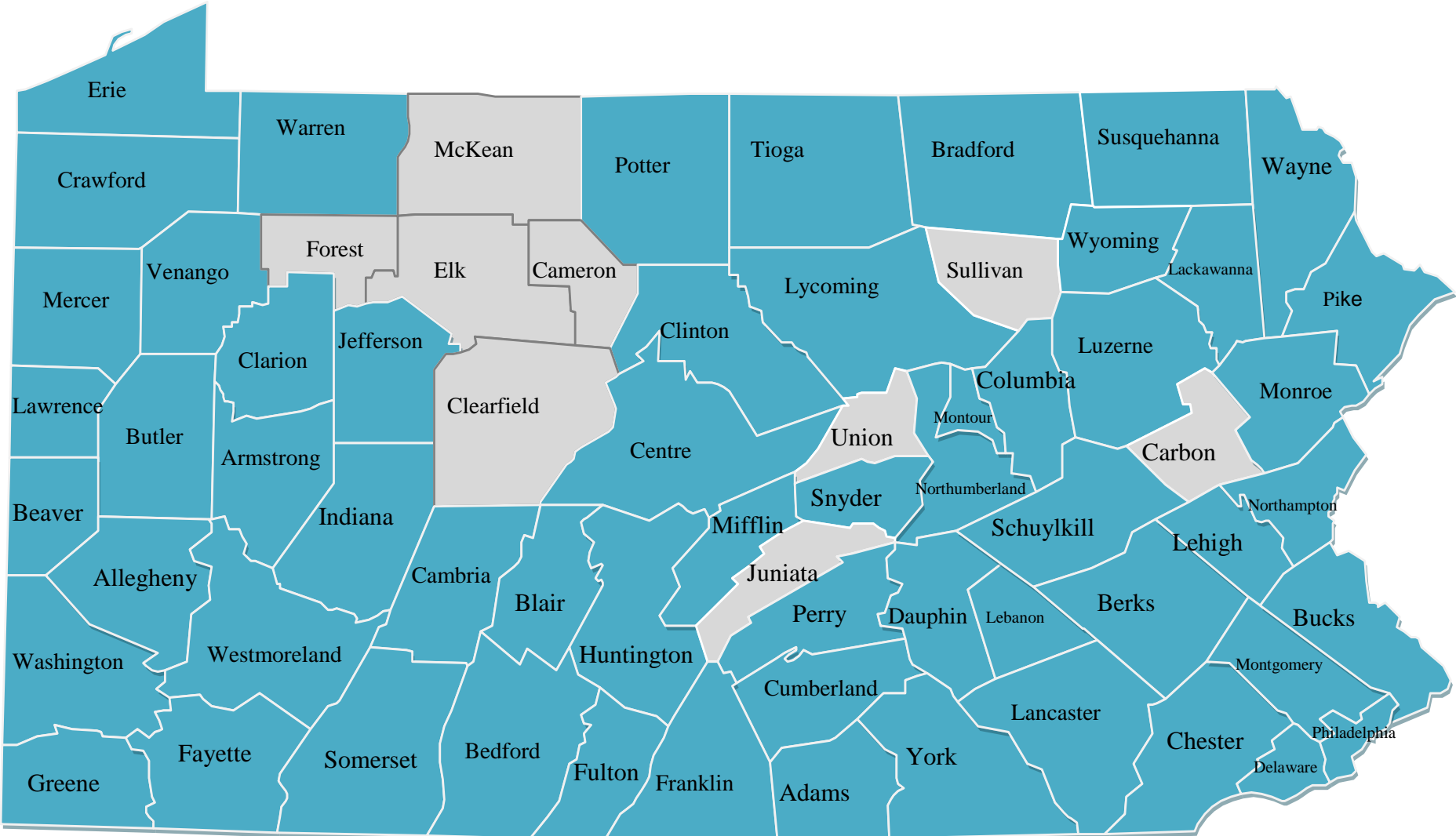
Widener University, Center for Social Work Education

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 PROVIDING STUDENT INTERNSHIPS AND/OR EMPLOYMENT FOR GRADUATES OF THE CHILD WELFARE EDUCATION FOR BACCALAUREATES PROGRAM 2001-2013



■ Counties providing internships/employment to CWEB graduates ■ Counties not providing internships/employment to CWEB graduates

Appendix G

CWEB Overview

2001- 2013

Charts 1-6

Chart I
Child Welfare Education for Baccalaureates
2001-2013 New Admissions (Projected Through 2016)

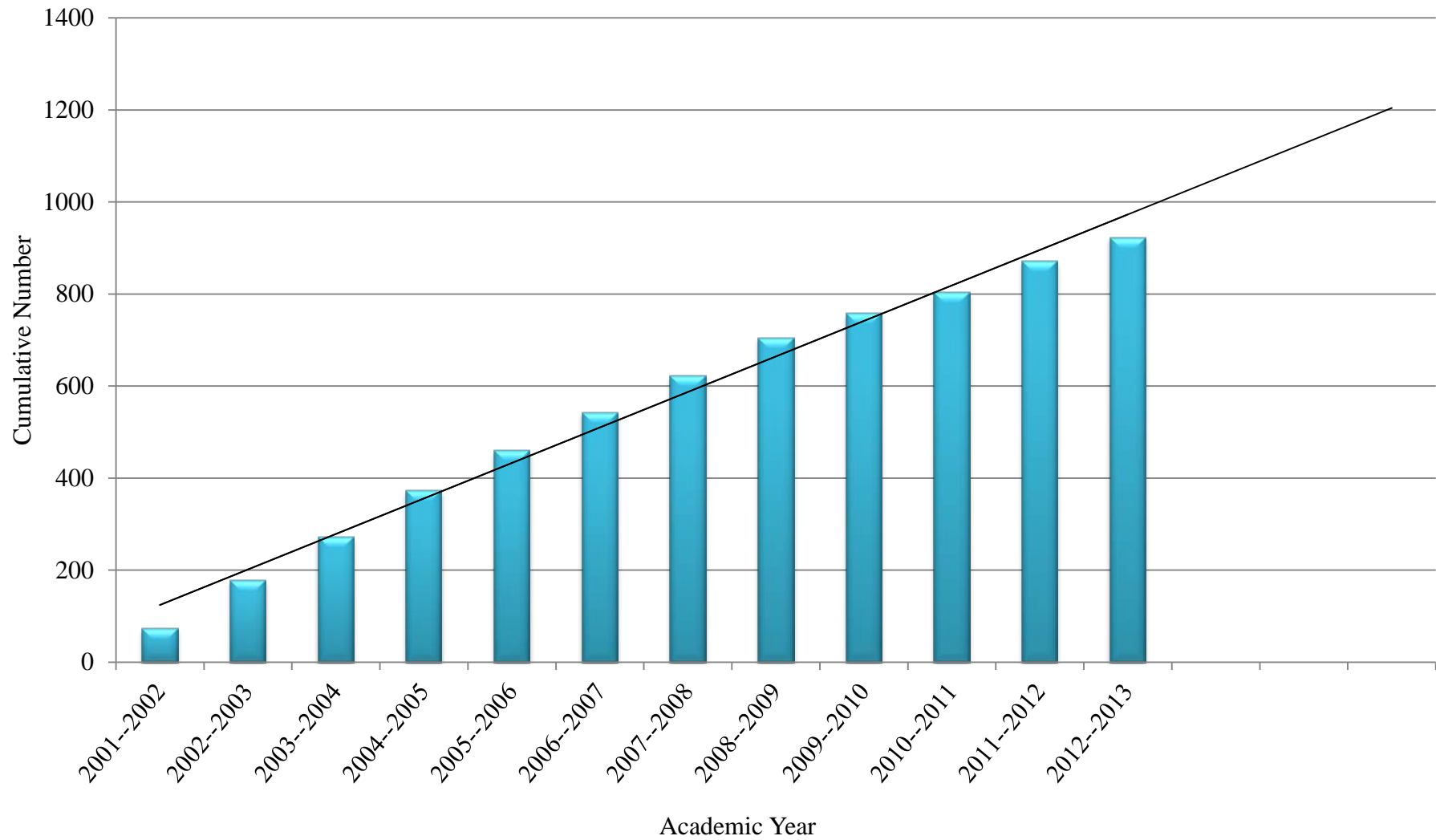


Chart 2
Child Welfare Education for Baccalaureates
2001-2013
Student Admissions & Graduations

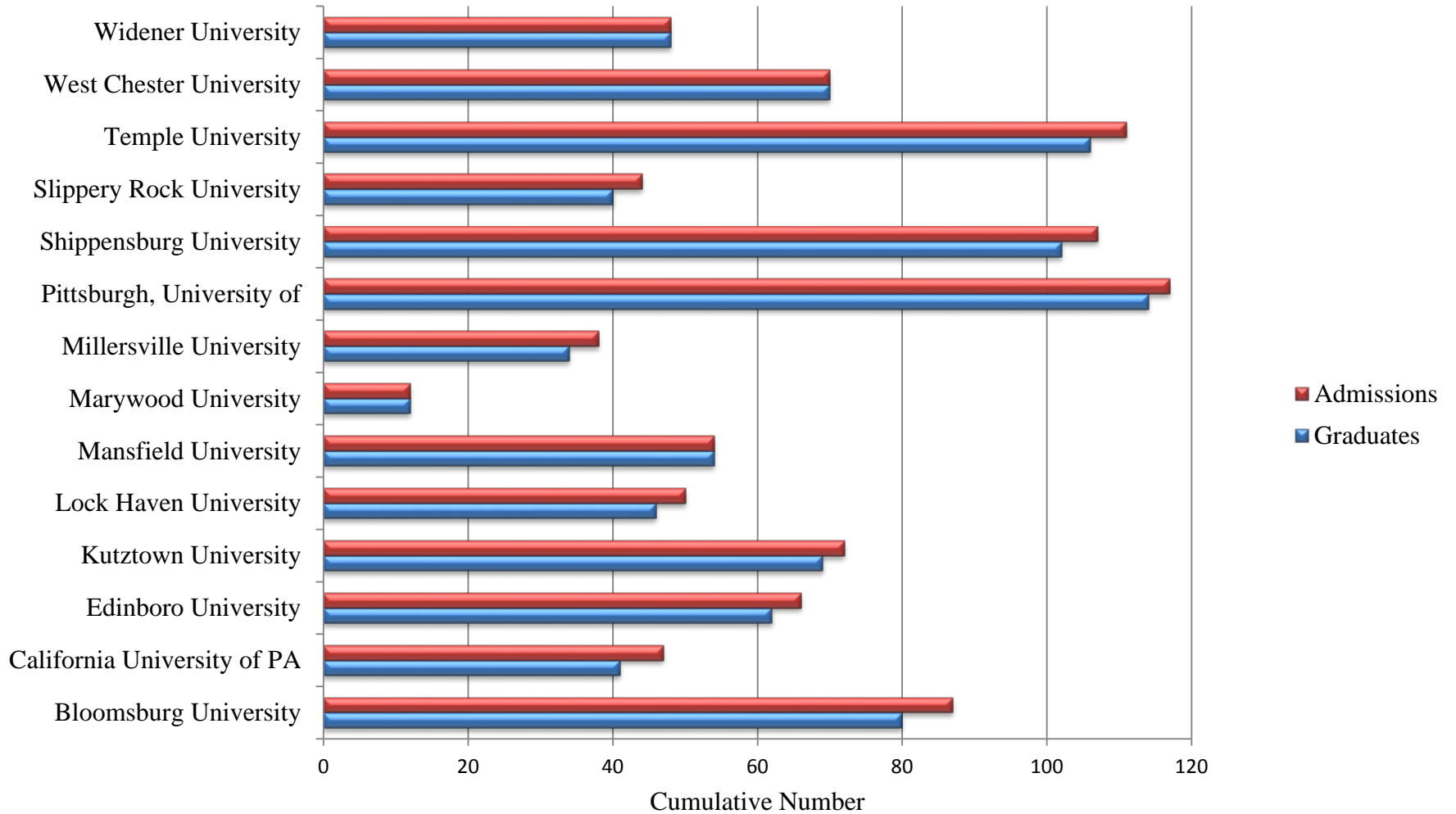


Chart 3
Child Welfare Education for Baccalaureates
2001-2013 Admissions by School and Ethnicity

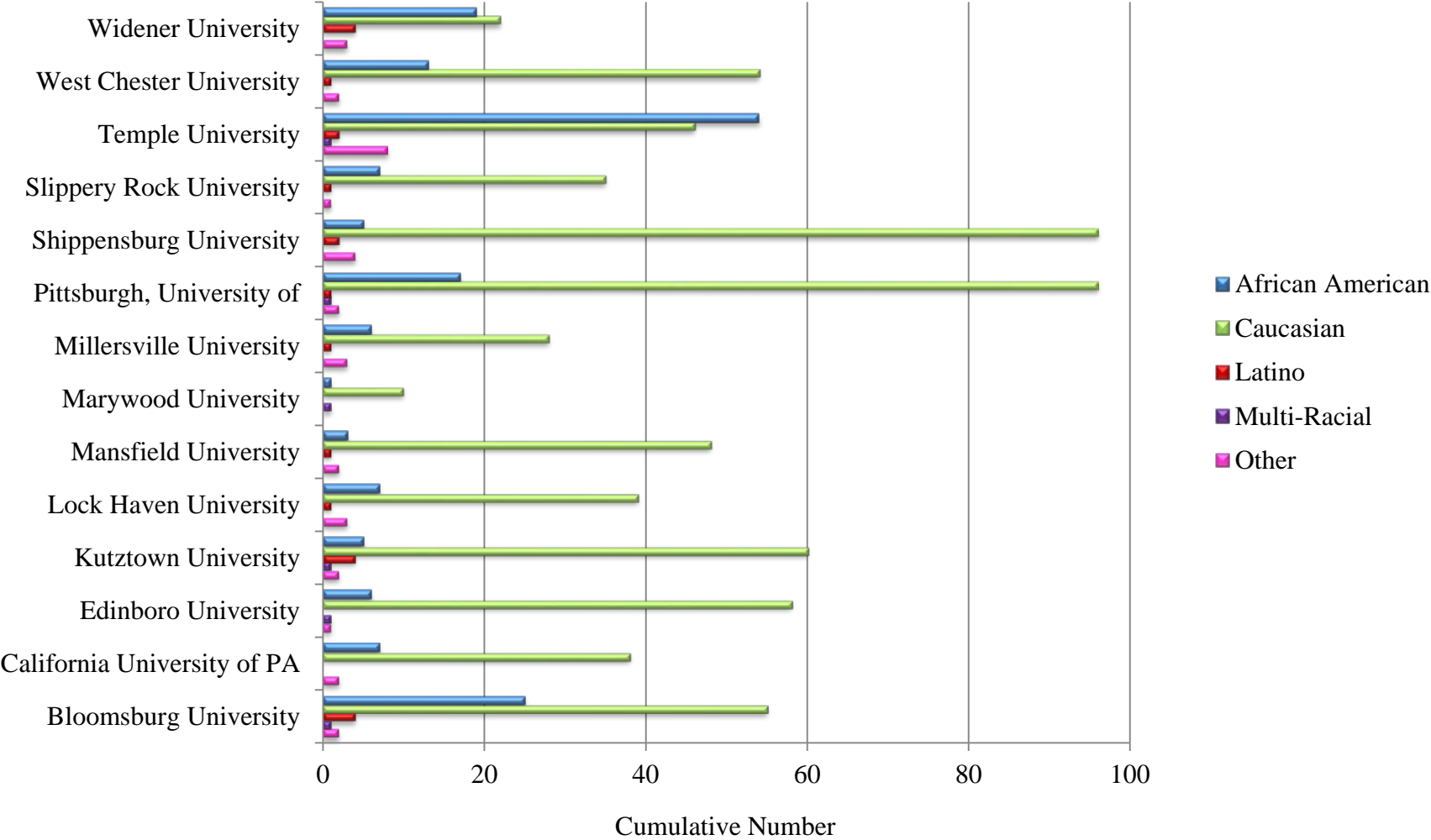
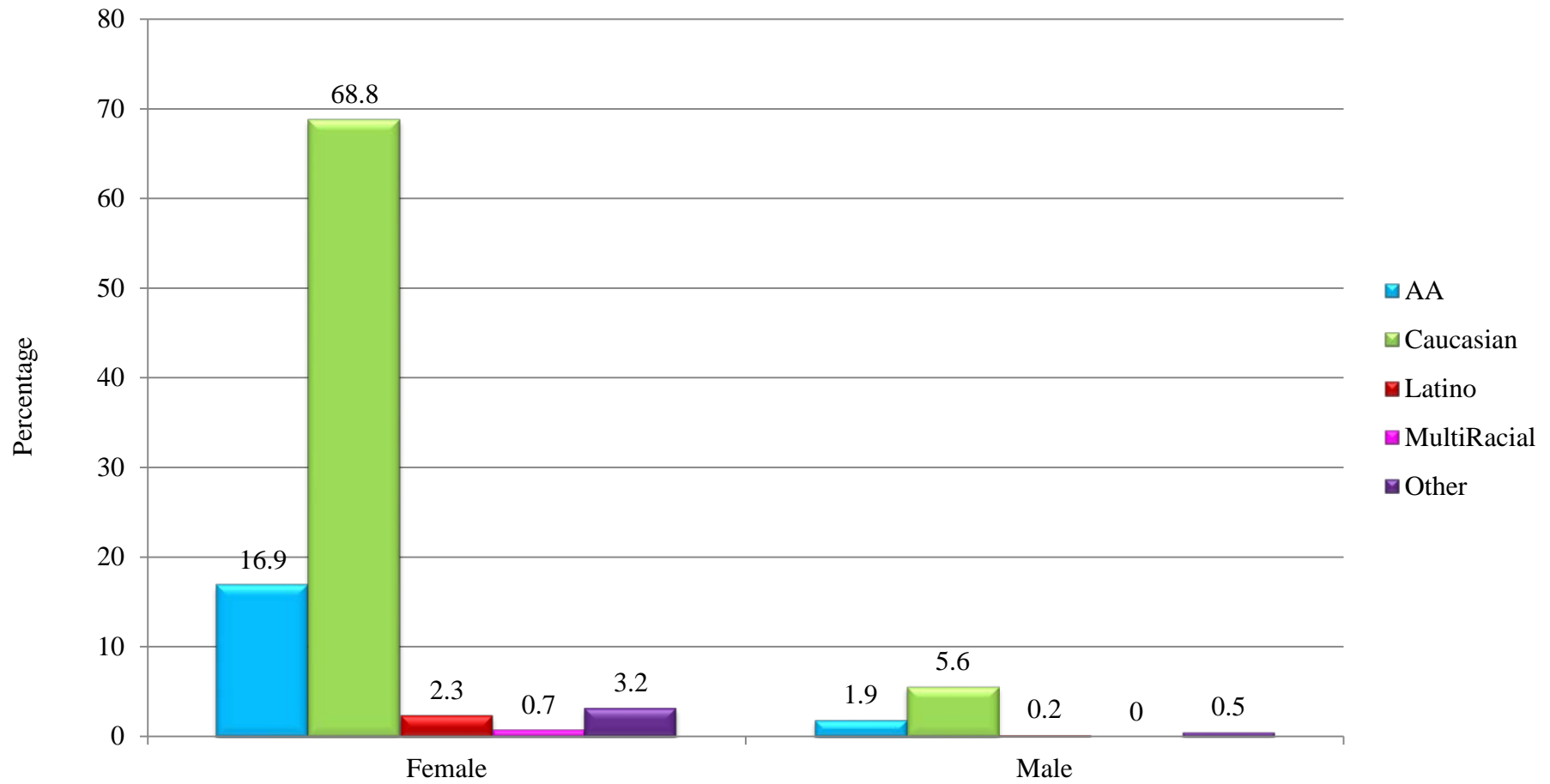
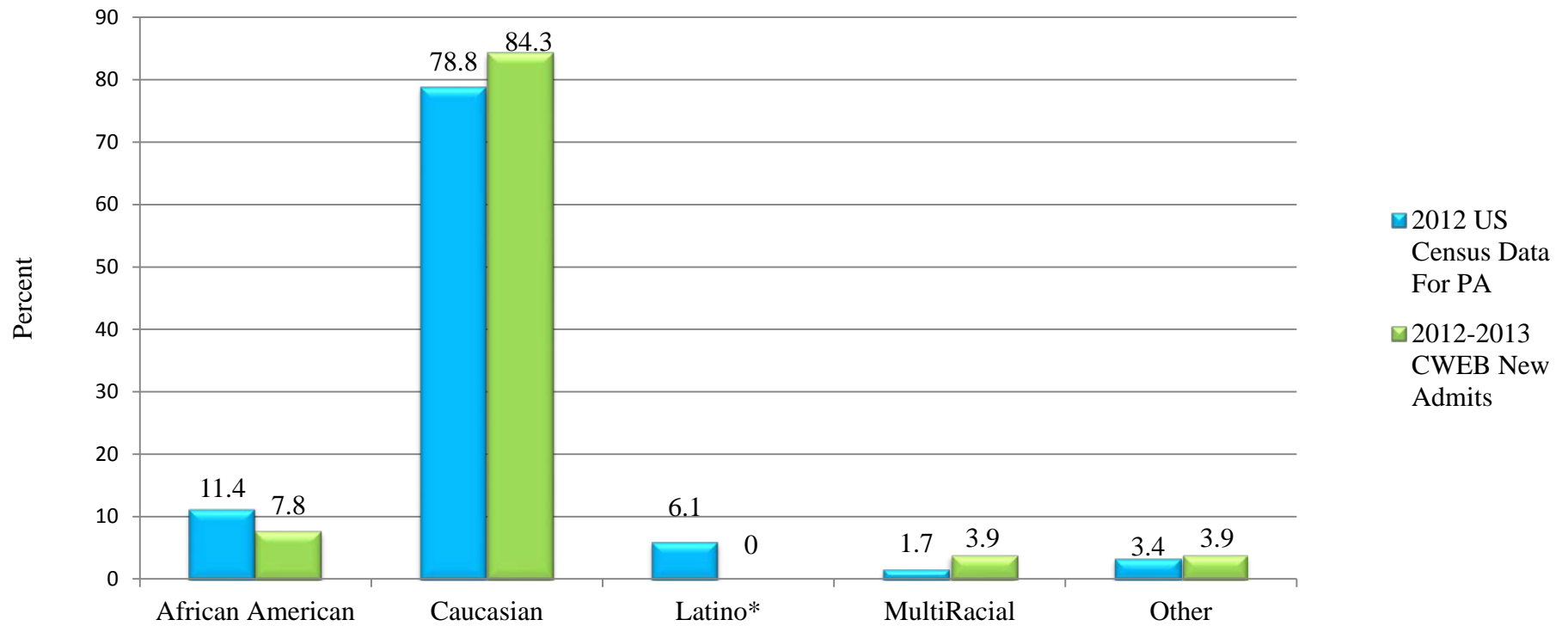


Chart 4
Child Welfare Education for Baccalaureates
2001-2013 Admission Demographics



Note: Latino category includes Hispanics of any race

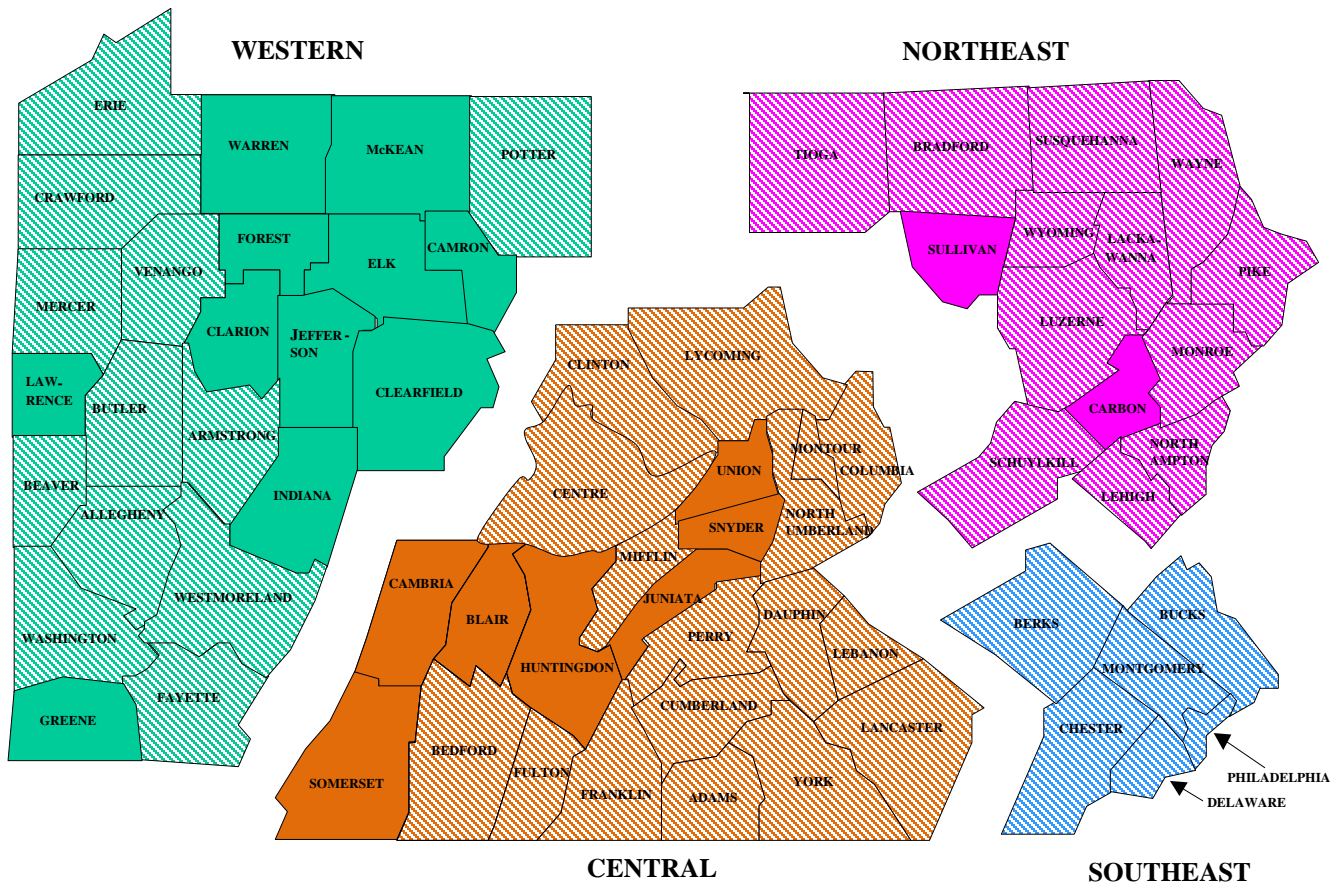
Chart 5
Ethnicity Comparison
US Census Data 2012 for Pennsylvania and
Child Welfare Education for Baccalaureates 2012-2013 New Admissions



Note: Latino category includes Hispanics of any race

Chart 6

Recent CWEB County Employment Employment For Graduates -- Summer 2007 to Summer 2013



Indicates County of Hire

Appendix H

CWEL Overview

1995 - 2013

Charts 1 - 8

Chart I
Child Welfare Education for Leadership
1995-2013 New Admissions (Projected Through 2016)

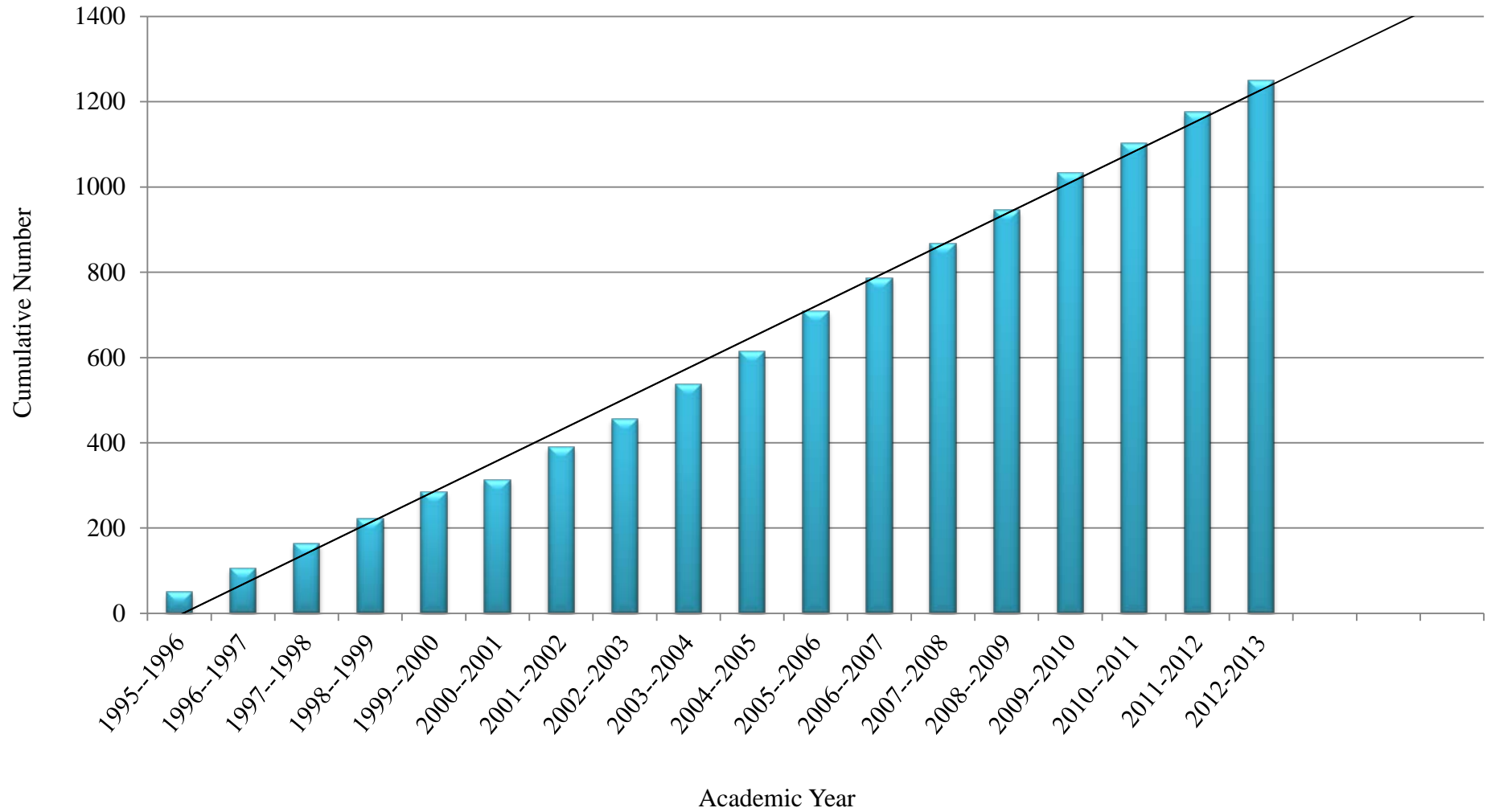


Chart 2
Child Welfare Education for Leadership
1995 - 2013
Student Admissions and Graduations

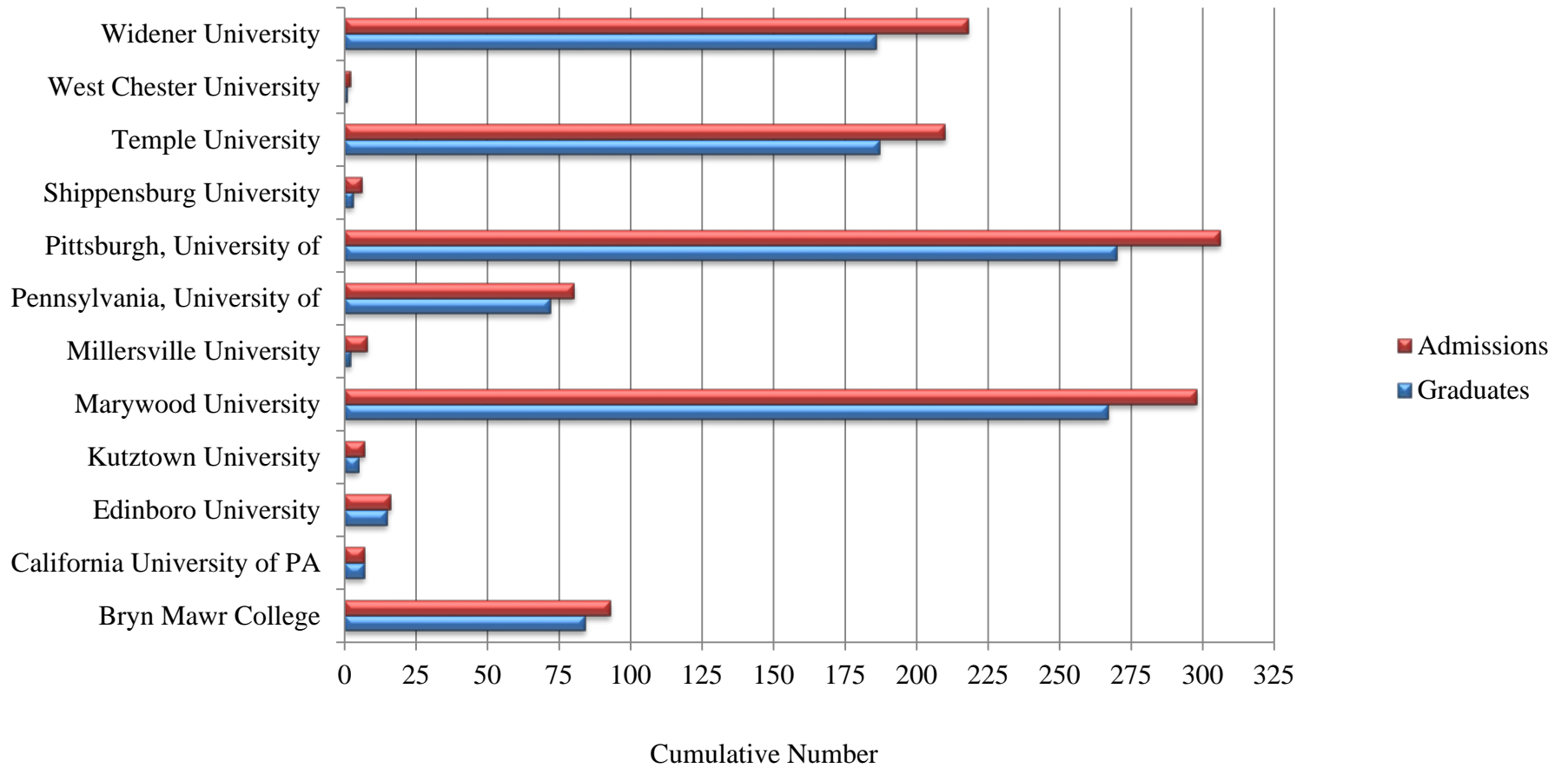


Chart 3
Child Welfare Education for Leadership
1995-2013 Admissions by School and Ethnicity

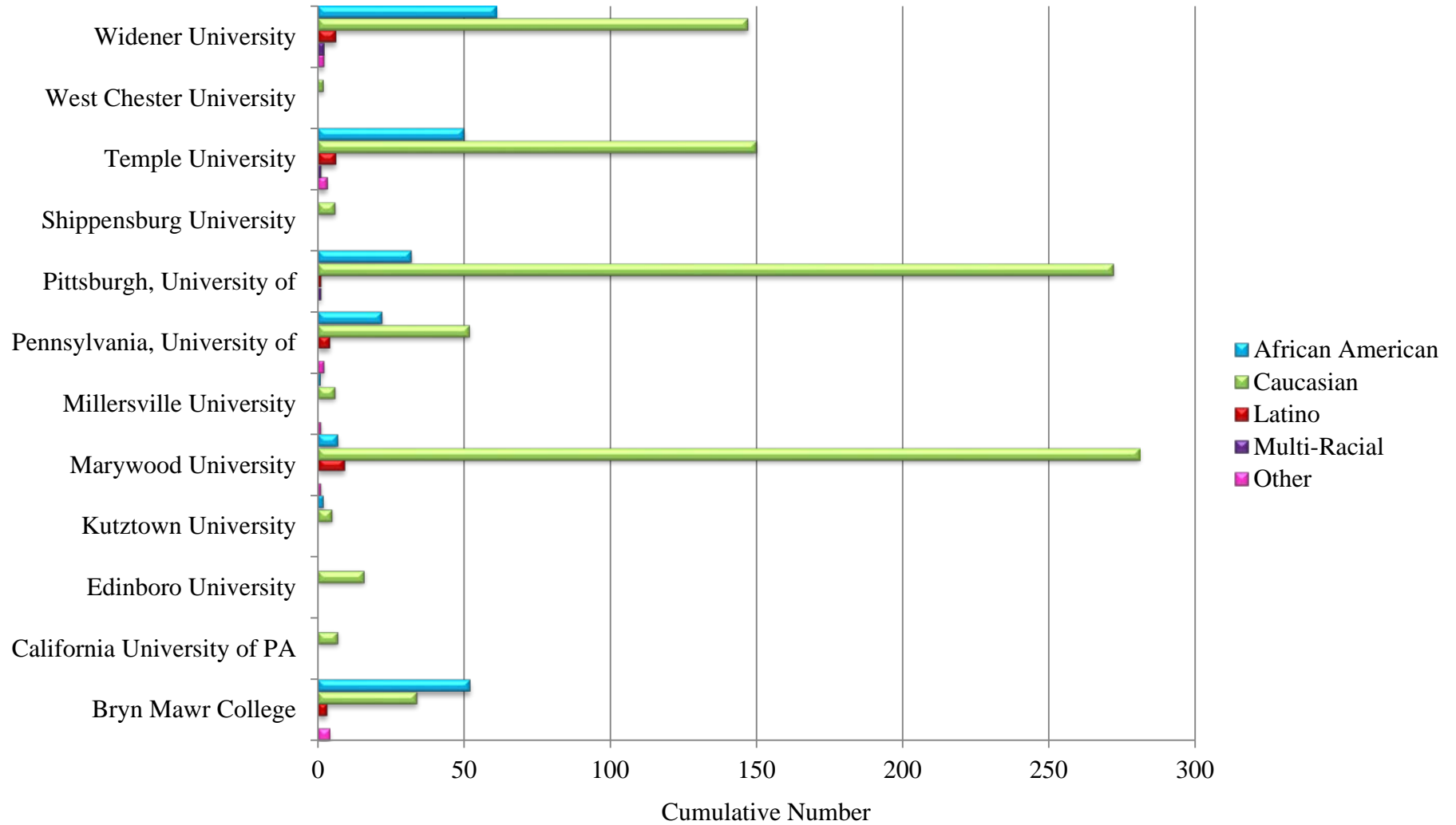
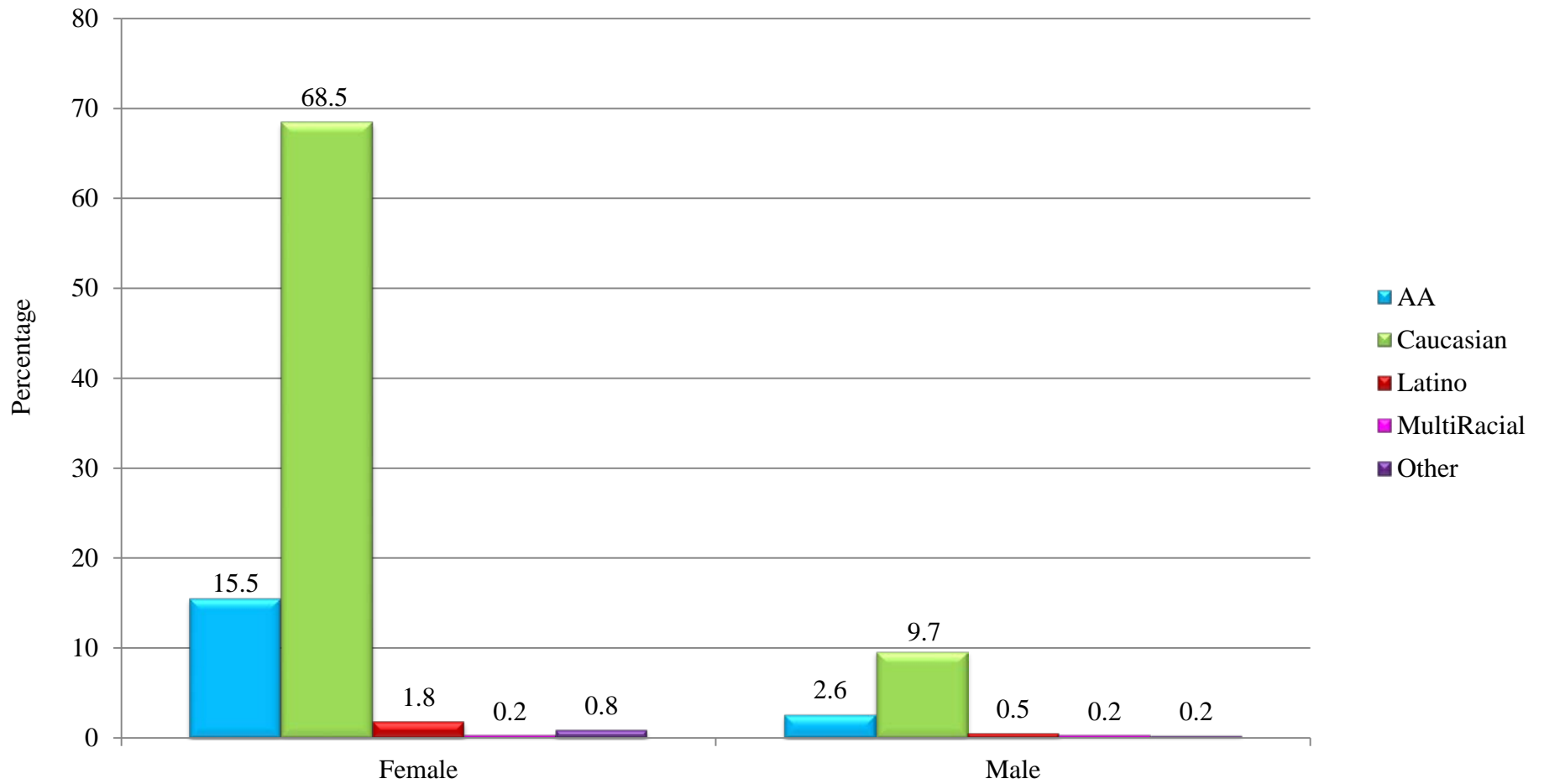
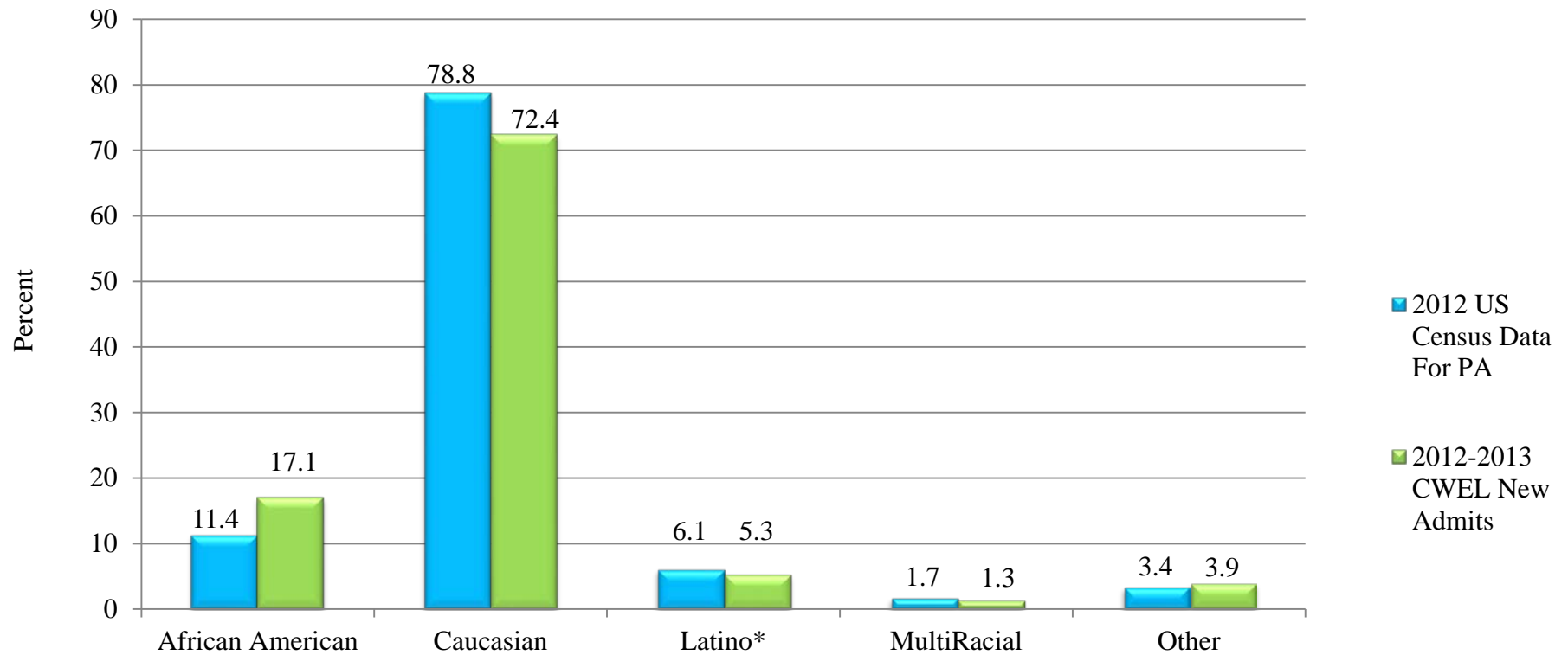


Chart 4
Child Welfare Education for Leadership
1995-2013 Admission Demographics



Note: Latino category includes Hispanics of any race

Chart 5
Ethnicity Comparison
US Census Data 2011 for Pennsylvania and
Child Welfare Education for Leadership 2012-2013 New Admissions



Note: Latino category includes Hispanics of any race

Chart 6
Child Welfare for Leadership
1995-2013 Admissions
by School & Full-time/Part-time Status

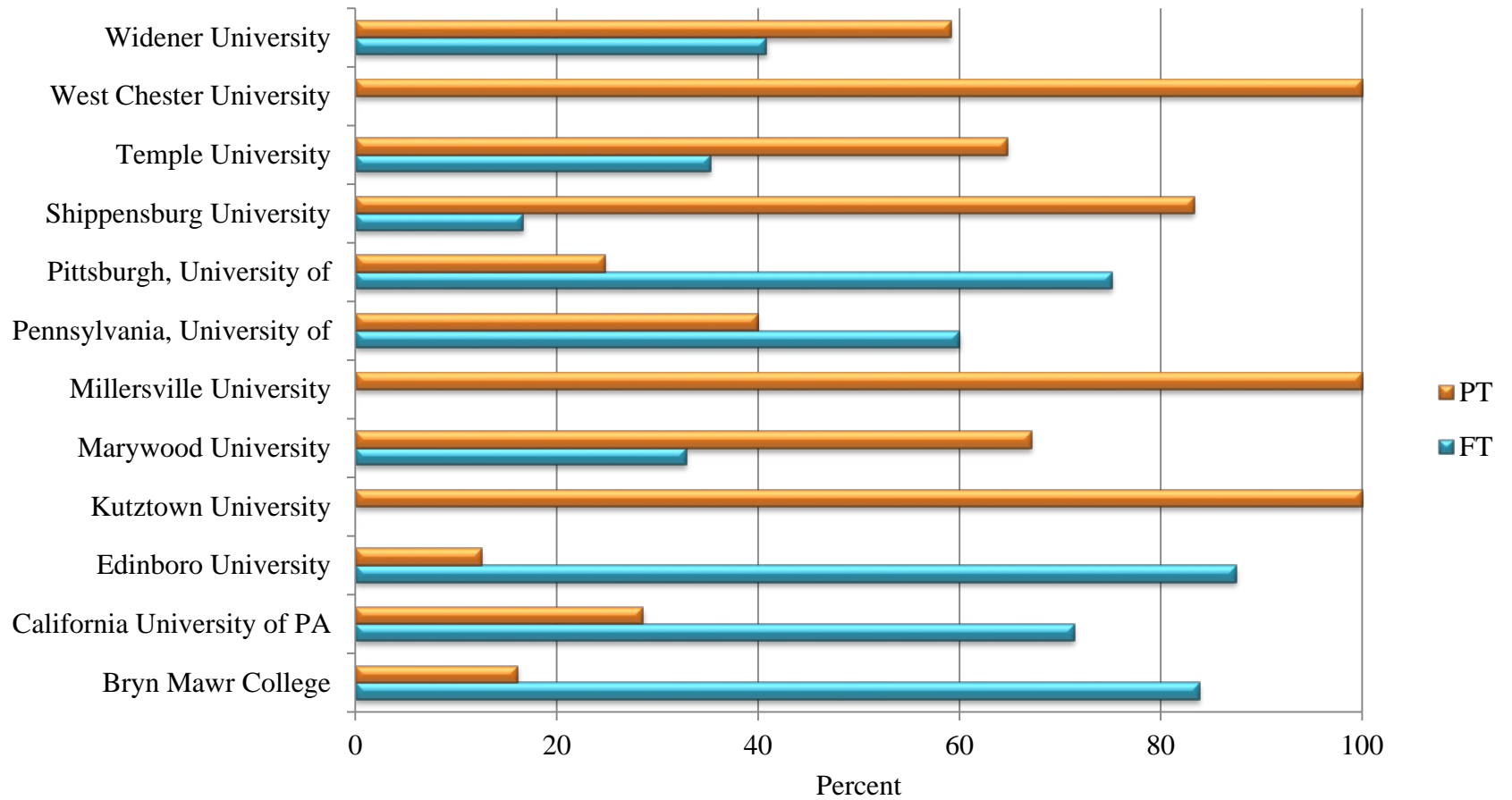


Chart 7
Child Welfare for Leadership
1995-2013 Admissions
Part-Time Trend

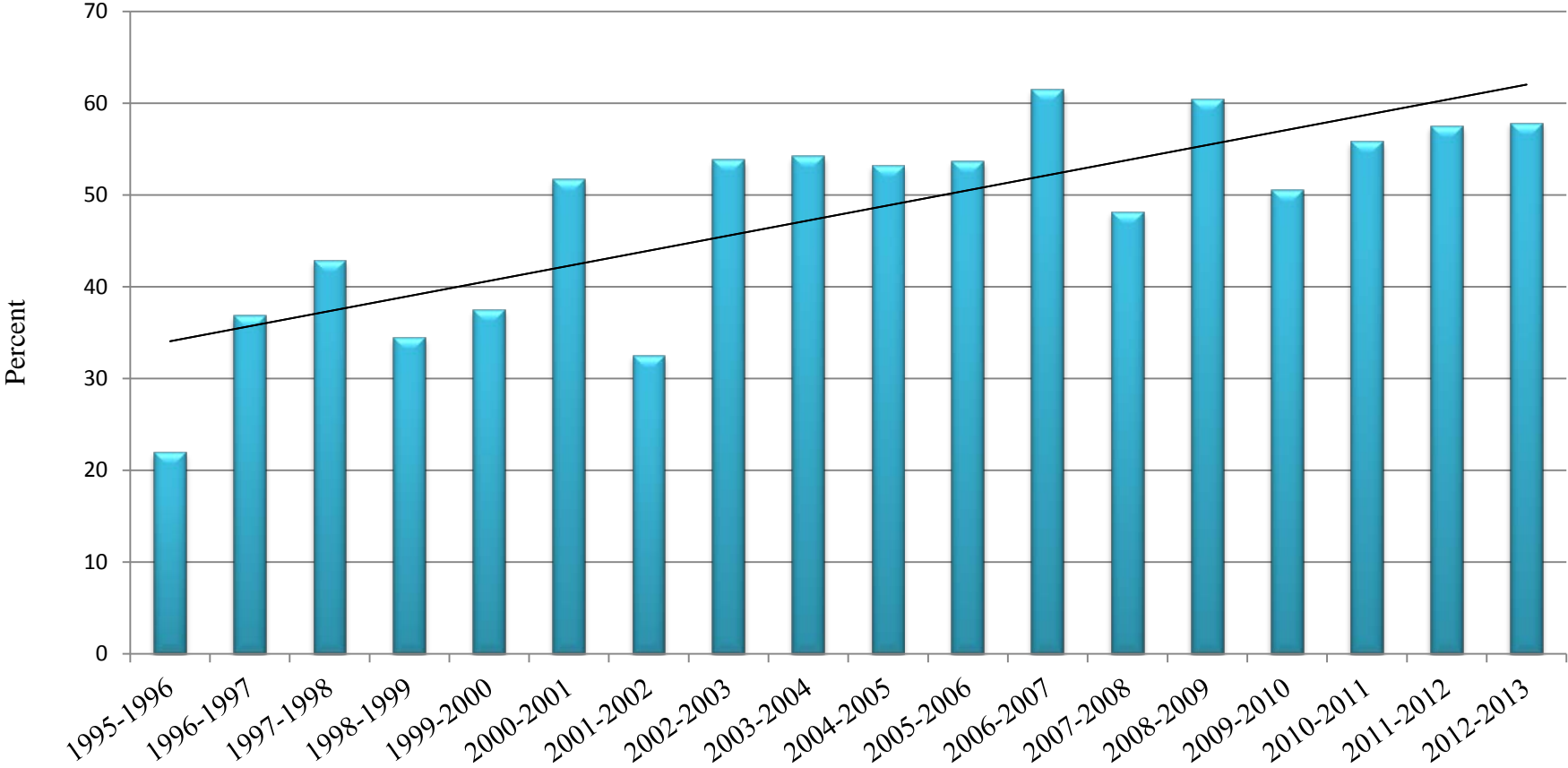
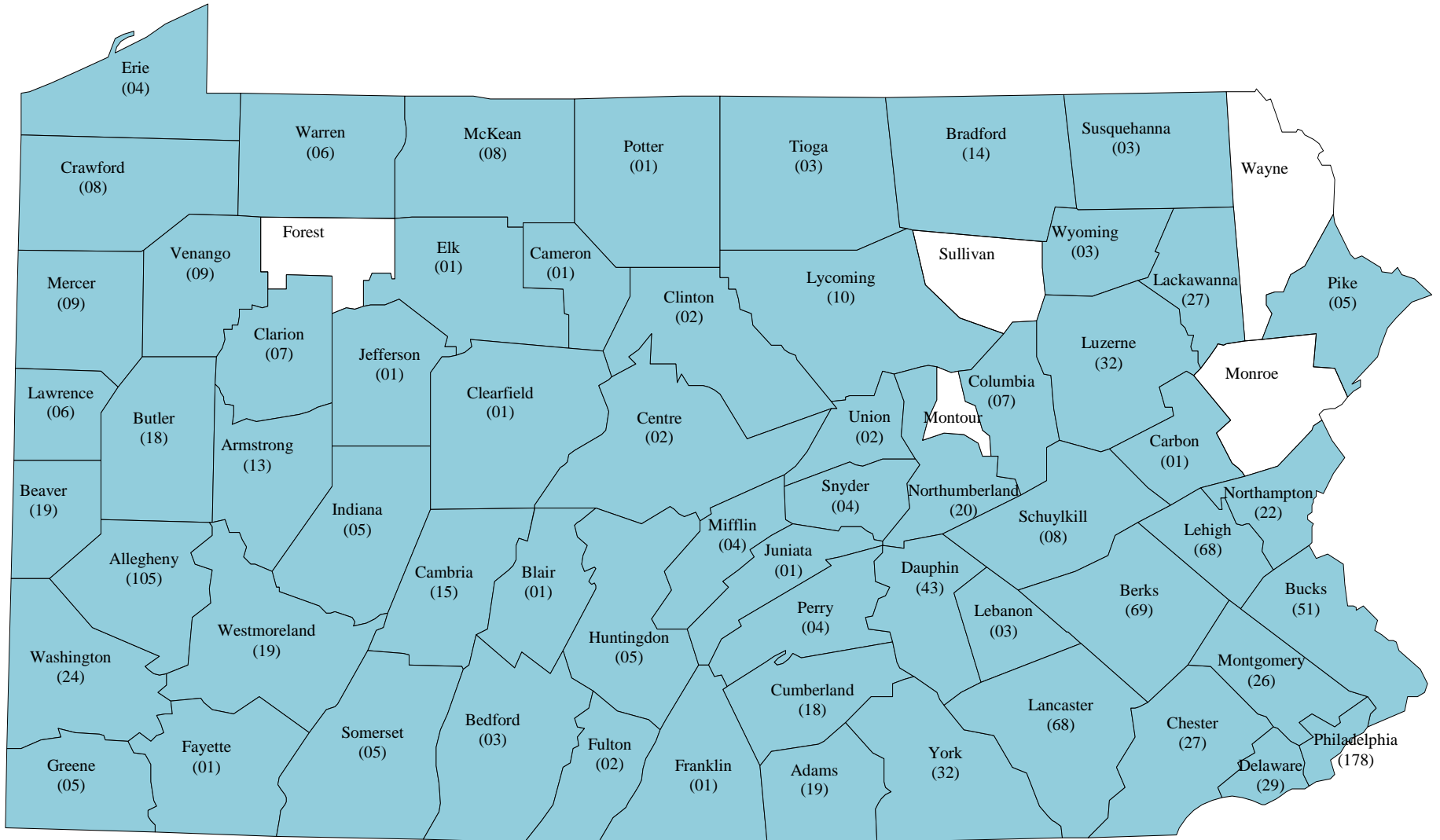


Chart 8
CWEL County Impact
Historical Number of CWEL Graduates by County



Appendix I

**CWEL Applicant Pool and
Admissions by Position and Years of Service
1995- 2014 Academic Years**

TABLE I
Child Welfare Education for Leadership
1995-2014 Academic Year Applicant Pool

Counties Represented		
95-12	12-13	13-14
64	35	25

Students Admitted*			Applicants Eligible But Unfunded			Applicants Ineligible**			Applicant Withdrew			Spring 2013 Pending Applicants	TOTAL Applications***		
95-12	12-13	13-14	95-12	12-13	13-14	95-12	12-13	13-14	95-12	12-13	13-14	13-14	95-12	12-13	13-14
1190	80	51	27	0	0	465	25	10	96	3	1	1	1788	108	63

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

**The category of “Ineligible” includes those not approved by their county, school, or the CWEL Admissions Committee, those with less than two years of 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 to CWEL.

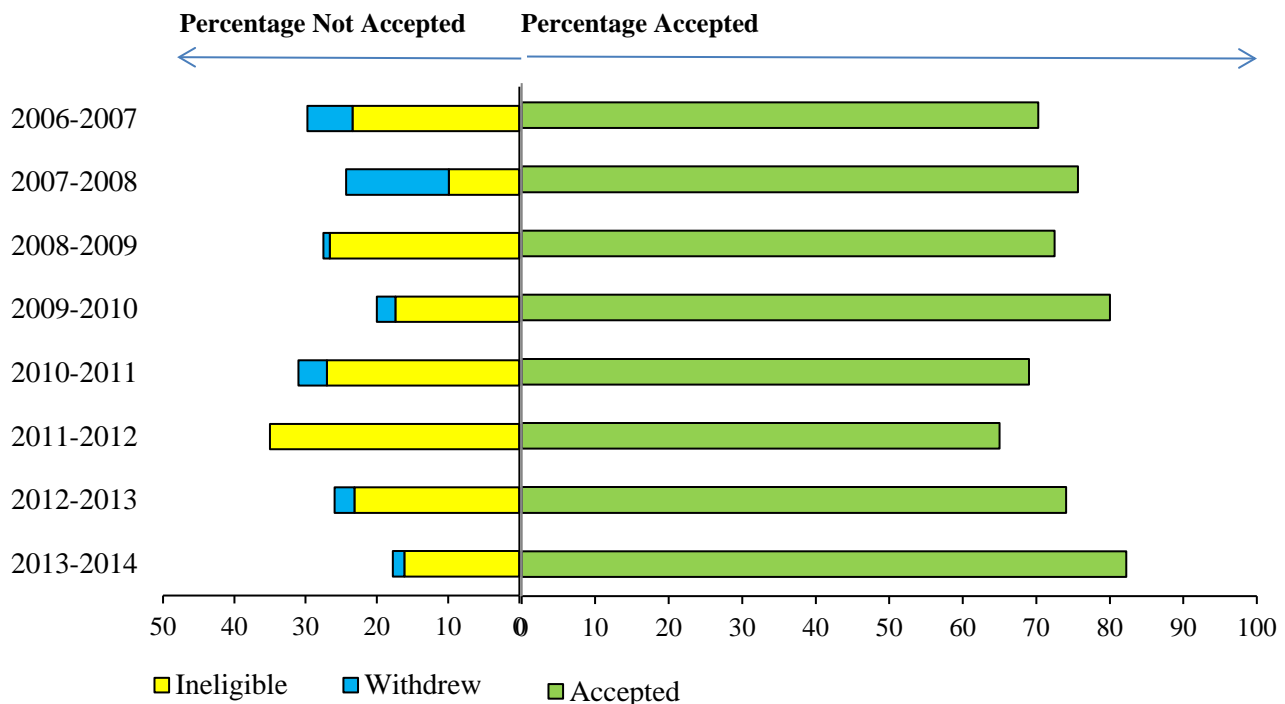


TABLE II
Child Welfare Education for Leadership
1995-2013 Academic Year Admissions by Agency Position and Years of Service

Position	Number				Average Years In Present Agency			
	1995-2011	2011-2012	2012-2013	2013-2014	1995-2011	2011-2012	2012-2013	2013-2014
Caseworker	933	67	73	46	4.8	4.9	4.5	6.5
Supervisor	119	4	3	3	9.9	6.5	11.0	6.4
Other*	60	2	4	2	10.0	14.6	8.1	5

* “Other” includes Regional Representative, Program Representative, Program Analyst, Program Specialist, Program Coordinator, Agency Director, Associate Director, Director of Social Services, Special Assistant, 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=31 Full-time	CWEL n=36 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	3.89 (1.00)	4.61 (0.80)	4.37 (0.81)
The application form instructions are clear	4.10 (1.00)	4.61 (0.80)	4.48 (0.83)
I understood the contract	4.18 (0.92)	4.32 (1.08)	4.03 (1.04)
The website is easy to use	4.12 (0.91)	4.26 (1.03)	4.03 (1.08)
I use the handbook when I have a question ^b	3.54 (1.04)	4.39 (0.92)	4.11 (0.75)
The faculty (University of Pittsburgh) respond to my phone calls/email ^b	3.68 (1.39)	4.66 (0.80)	4.47 (0.75)
The staff (University of Pittsburgh) respond to my phone calls/email ^a	3.66 (1.31)	4.66 (0.80)	4.54 (0.70)
The faculty (University of Pittsburgh) helped me when I had a problem ^b	3.60 (1.35)	4.63 (0.88)	4.50 (0.79)
The staff (University of Pittsburgh) helped me when I had a problem ^a	3.66 (1.33)	4.66 (0.84)	4.59 (0.65)
<i>Current Degree Program</i>			
My academic advisor is familiar with the CWEB/CWEL program	4.21 (1.09)	4.58 (0.99)	4.14 (1.07)
The child welfare courses that I have taken are relevant	4.27 (1.07)	4.63 (0.81)	4.61 (0.71)
The faculty who teach the child welfare courses relate the content to practice	4.14 (1.14)	4.53 (0.94)	4.61 (0.67)
I have been able to apply what I learn in class to field/internship or job	4.43 (0.83)	4.71 (0.78)	4.63 (0.69)
<i>Field/Internship Experiences</i>			
I have felt supported in the process of arranging my field/internship	3.68 (1.32)	4.19 (1.49)	3.86 (1.20)
I have received good supervision in field	4.31 (1.04)	4.39 (1.20)	4.18 (0.87)
I was able to try new ideas or skills from class in my field	4.22 (1.16)	4.26 (1.24)	4.27 (0.79)
This field/internship has been a valuable learning experience	4.53 (0.98)	4.26 (1.36)	4.54 (0.69)

Item	CWEB n=41	CWEL n=27 Full-time	CWEL n=51 Part-time
<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	4.10 (1.22)	4.53 (0.91)	4.00 (0.82)
My field supervisor is familiar with the requirements of the State Civil Service	4.05 (1.04)	4.27 (1.03)	3.87 (0.83)
I was able to easily arrange the time needed to go to classes	4.80 (0.45)	—	4.50 (0.79)
I was able to easily arrange the time needed to do my field placement	4.40 (0.89)	—	4.00 (1.45)
My agency was able to accommodate my return in the summer		4.10 (1.23)	—
<i>When I returned in the summer, I had supplies to do my work</i>		<i>4.25 (1.35)</i>	—
<i>Value of the degree to the Field</i>			
My degree will help me to contribute to the field	4.68 (0.77)	4.77 (0.76)	4.83 (0.38)
I will be able to use what I am learning when I am employed or return to a child welfare agency	4.68 (0.77)	4.68 (0.91)	4.83 (0.38)
The CWEL or CWEB program gave me an educational opportunity that I would not have had otherwise	4.60 (0.79)	4.84 (0.73)	4.69 (0.75)
The CWEL or CWEB program has positively impacted my development as a social work professional ^b	4.47 (0.83)	4.84 (0.73)	4.68 (0.76)
The CWEB and CWEL program should be made available to more students and child welfare workers	4.46 (1.02)	4.71 (0.82)	4.64 (0.72)
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	8.18 (1.60)	9.50 (0.82)	8.94 (1.29)

^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> =36	CWEL <i>n</i> =54
	Average (SD)	Average (SD)
My program prepared me for working in a child welfare agency	4.14 (1.07)	4.43 (.860)
My skills were equal or better to other caseworkers not in the program	3.94 (.998)	4.52 (.841)
I have a better understanding of the complex problems of our families	4.20 (.833)	4.76 (.432)
My education had helped me to find new solutions to the problems that are typical of our families	4.00 (1.03)	4.57 (.689)
I am encouraged to practice my new skills in my position ^b	4.382 (.817)	4.02 (1.21)
I am encouraged to share my knowledge with other workers	4.15 (1.02)	4.07 (1.08)
I am given the opportunity and authority to make decisions	4.32 (.768)	4.19 (1.06)
There is current opportunity for promotion in my agency	3.39 (1.22)	2.89 (1.45)
I can see future opportunities for advancing in my agency ^a	3.44 (1.19)	3.35 (1.36)
I plan to remain at my agency after my commitment period is over	3.24 (1.30)	3.52 (1.11)
My long term career plan is to work with children and families	3.83 (1.09)	4.36 (.787)
I would recommend my agency to others for employment in social work	4.03 (1.27)	3.89 (.883)
I would recommend public child welfare services to others looking for employment in social work	3.74 (1.19)	4.09 (.687)
I have seriously considered leaving public child welfare (lower scores = greater commitment)	2.82 (1.40)	3.17 (1.17)
If I were not contractually obligated to remain in public child welfare for my commitment, I would leave (lower scores = greater commitment)	2.80 (1.18)	2.72 (1.20)
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	7.58 (1.86)	9.06 (1.32)

^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/researchtraining/child-welfare-education-research-programs>

- CWEB and CWEL Applications
- CWEB Frequently Asked Questions
- CWEL Frequently Asked Questions
- CWEB Student Handbook
- CWEB Informational Video
- Child Welfare Realistic Job Preview 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

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

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

This study compared the influence of personal and organizational factors on intention to leave among 2,903 public child protection caseworkers and supervisors residing in urban, small-town, and rural counties in Texas. Although geographical location was not found to be a predictor of intention to leave, underlying factors that may influence and explain the differences between urban, small-town, and rural employees' intention to leave were identified. Workers residing in urban areas were more likely to have a master's degree and be members of a racial/ethnic minority group, while workers in small-town counties were older and had longer tenure at the agency.

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+overcomi+ng+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+overcomi+ng+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-0000aacb361&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(9), 1590-1597.*

Available at: <http://dx.doi.org/10.1016/j.chilyouth.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.

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=Vvju7F9pOxghLTGpnl0jiteoenE#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.

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

Available at: <http://dx.doi.org/10.1016/j.chilyouth.2011.08.033>

Research suggests that age and organizational factors are consistently linked with job stress, burnout, and intent to leave among child protection workers. However, no study has contextualized how age matters with regards to these adverse employee outcomes. We conducted a theory driven path analysis that identifies sources of employment-based social capital, job stress, burnout, and intent to leave among two age groups. We used a statewide purposive sample of 209 respondents from a public child welfare organization in a New England state in the United States. Results suggest that the paths to job stress, burnout and intent to leave differed by age group. Social capital dimensions were more influential in safeguarding against job stress for older workers compared to younger workers. Our results justify creating workplace interventions for younger workers that target areas of the organization where relational support could enhance the quality of social interactions within the organization. Organizations may need to establish intervention efforts aimed at younger workers by creating different structures of support that can assist them to better deal with the pressures and demands of child protection work.

Boyas, J.F., Wind, L.H., & Ruiz, E. (2013). Organizational tenure among child welfare workers, burnout, stress, and intent to leave: Does employment-based social capital make a difference? *Children and Youth Service Review*, 35(10), 1657-1669.

Available at: <http://dx.doi.org/10.1016/j.chilyouth.2013.07.008>

Research has shown that child welfare organizations have a prominent role in safeguarding their workers from experiencing high levels of job stress and burnout, which can ultimately lead to increased thoughts of leaving. However, it is not clear whether these relationships are shaped by

their length of organizational tenure. A cross-sectional research design that included a statewide purposive sample of 209 child welfare workers was used to test a theoretical model of employment-based social capital to examine how paths to job stress, burnout, and intent to leave differ between workers who have worked in a child welfare organization for less than 3 years compared to those with 3 years or more of employment in one organization. Path analysis results indicate that when a mixture of dimensions of employment-based social capital are present, they act as significant direct protective factors in decreasing job stress and indirectly shape burnout and intent to leave differently based on organizational tenure. Thus, organizations may have to institute unique intervention efforts for both sets of workers that provide immediate and long-term structures of support, resources, and organizational practices given that their group-specific needs may change over time.

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=Examining+of+racial+imbalance+for+children+in+foster+care:+Implementations+for+training&ots=B6E8srulIF7&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%.

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

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

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

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.childyouth.2011.06.002>

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

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

Available at: <http://dx.doi.org/10.1016/j.childyouth.2013.07.006>

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

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/pdfviewer/pdfviewer?sid=3c5f49f1-a3d8-402f-bd6d-fc3d725c2822%40sessionmgr114&vid=2&hid=108>

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+cognitiveaffective+model,+and+implications+from+a+qualitative+study&ots=gHVAasrcg7&sig=Y3cSURfQW47fHcIWIhw37gEOwY#v=onepage&q=Preparing%20for%20child%20welfare%20practice%3A%20Themes%2C%20a%20cognitiveaffective%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.

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

Available at: <http://dx.doi.org/10.1016/j.childyouth.2011.10.027>.

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

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(7), 780-798.

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&_docanchor=&_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://socialwork.msu.edu/research_publications/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.chilyouth.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., 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+IVE+child+welfare+training&ots=B6E8srvKx2&sig=Q07yfcPZXn8HcAvT7G1jXP23qY#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.

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).

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 do 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%E2%80%99s+graduates%E2%80%99+retention+rates+in+a+public+child+welfare+agency.++Evaluation+Research+in+Child+Welfare:+Improving+Outcomes+Through+University+%E2%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%E2%80%99s+graduates%E2%80%99+retention+rates+in+a+public+child+welfare+agency.++Evaluation+Research+in+Child+Welfare:+Improving+Outcomes+Through+University+%E2%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.

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_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.

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

Available at: <http://www.tandfonline.com/doi/abs/10.1080/15548732.2012.715267>

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

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 metanalysis. *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.+++%282002%29.+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%283%2F4%29+1&ots=B6E8srPE5&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.fft.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.chilyouth.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).

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.

Available at:

[http://www.albany.edu/swec/resources_publications/pdfs/Current%20State%20of%20Knowledge%20and%20Future%20Directions%20\(2006\).pdf](http://www.albany.edu/swec/resources_publications/pdfs/Current%20State%20of%20Knowledge%20and%20Future%20Directions%20(2006).pdf)

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.

**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 that 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.M., Ellett, A.J., & Asberg, K. (2012). Predicting public child welfare employee's intentions to remain employed with the child welfare organizational culture inventory. *Children and Youth Services Review*, 34(7), 1214-1221.

Available at: <http://dx.doi.org/10.1016/j.chilyouth.2012.02.010>

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

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.

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

Available at: <http://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., ACSW, LCSW	Principal Investigator	85%	1/20/97 – present
Yodit Betru, DSW, 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	90%	8/4/10 – present
Marlo Perry, Ph.D.	Research Assistant Professor	42%	8/1/10 – present
Mary Beth Rauktis, Ph.D.	Research Assistant Professor	40%	10/1/07 – present
Michael Schrecengost, MPPM, CMA	Chief Fiscal Officer	88%	3/3/03 – present
Elizabeth Winter, Ph.D., LSW	CWEL Academic Coordinator	100%	6/1/06 – present
Rachel Winters, M.A.	Evaluation Coordinator	33%	3/16/09 – present





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