

Child Welfare Education and Research Programs

Over 76 Years
*Of Child Welfare
Leadership*



2013-2014 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, 2013 - June 30, 2014

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



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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 thirteenth year of the CWEB program and the nineteenth year of the CWEL program. The ongoing commitment of the Department of Human Services 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. I want to thank the Pennsylvania Department of Human Services and the Pennsylvania Children and Youth Administrators for their steadfast support in assuring that children, families, and communities receive the best services possible to promote safety, stability, equal opportunity, 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. Nine hundred and twenty-four (924) CWEB students have entered into the county agency system and one thousand one hundred and sixty-two (1,162) students have graduated from the CWEL program. All have work commitments in county child welfare. At the same time, approximately 193 CWEB and CWEL participants are currently engaged in social work studies. We have established an educational ladder within the Pennsylvania child welfare system 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. The long-term benefits of their commitment to Pennsylvania's child welfare system through practice, advocacy and leadership will be realized for many years to come. We also thank our partnering schools, county child welfare agencies, and the Office of Children, Youth and Families for their dedication to workforce development. Strong partnerships and a shared vision remain the foundation of our success.

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 Human Services (formerly 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 thirteenth (13th) full academic year of operation for the Child Welfare Education for Baccalaureates program (CWEB) and nineteenth (19th) 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 99% of the counties in the Commonwealth participating in CWEB and CWEL. For the past 19 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 13 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 continue to demonstrate their effectiveness in addressing the significant issue of preparatory and advanced education for the child welfare workforce.

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

Background

Child welfare has been a vital component 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.

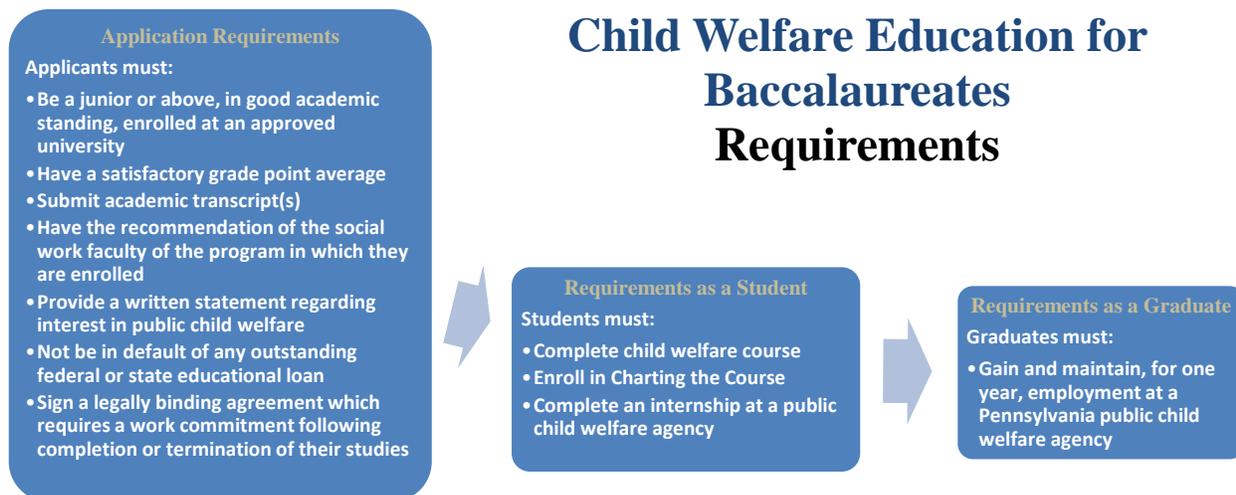


Program Descriptions

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.



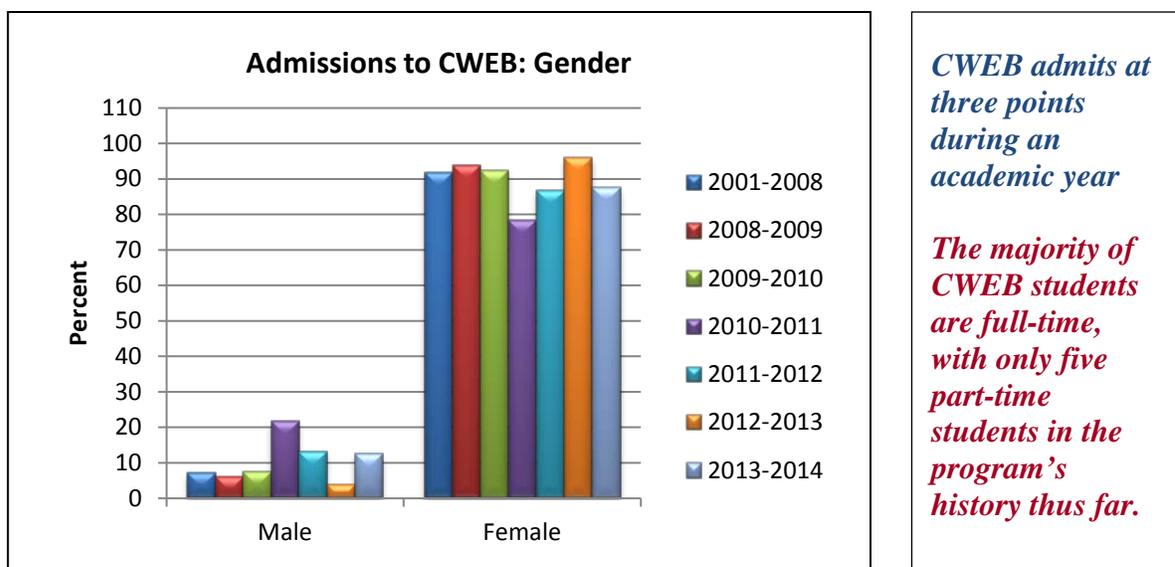
Qualified students can receive substantial financial support during their senior year in return for a commitment to work in one of Pennsylvania's county public child welfare agencies following graduation. Students must satisfactorily complete child welfare course work and an internship at a public child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

Over 920 students have graduated from CWEB during the program's first 13 years. CWEB graduates have completed internships and have been employed in 90% of Pennsylvania counties. Once in the field, they are able to draw on a solid background of on the job experience,

educational preparation, and skill-based training. County child welfare agencies benefit immensely from the program because it addresses a critical child 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.

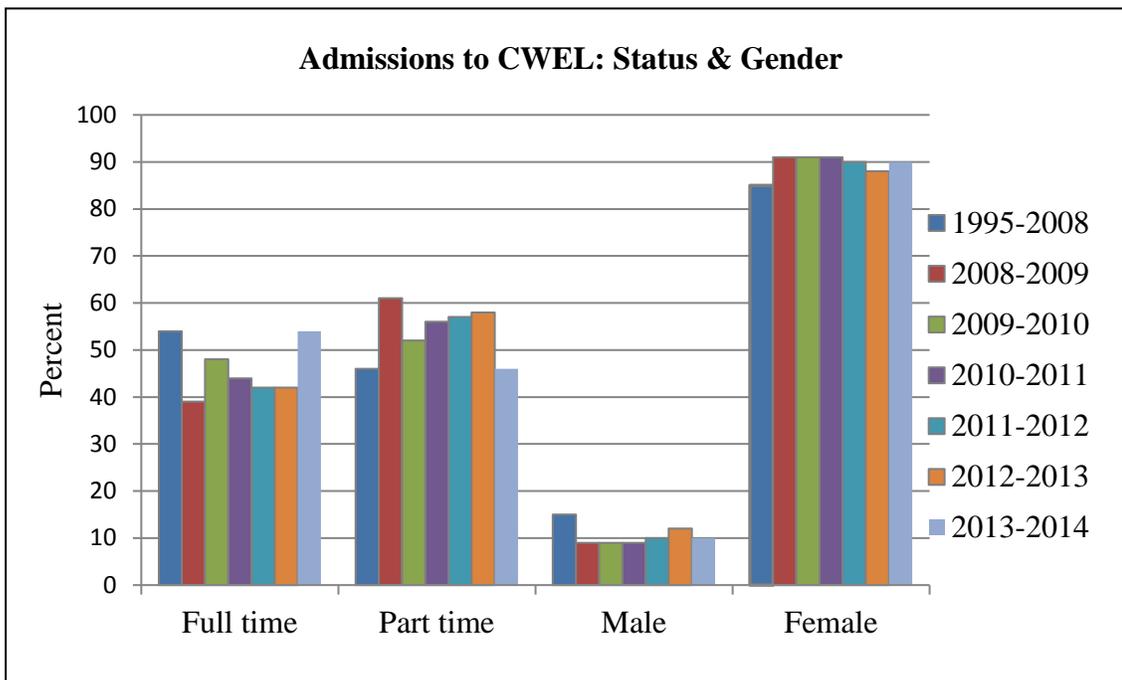
Figure 2. Admissions to CWEB by Gender



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.

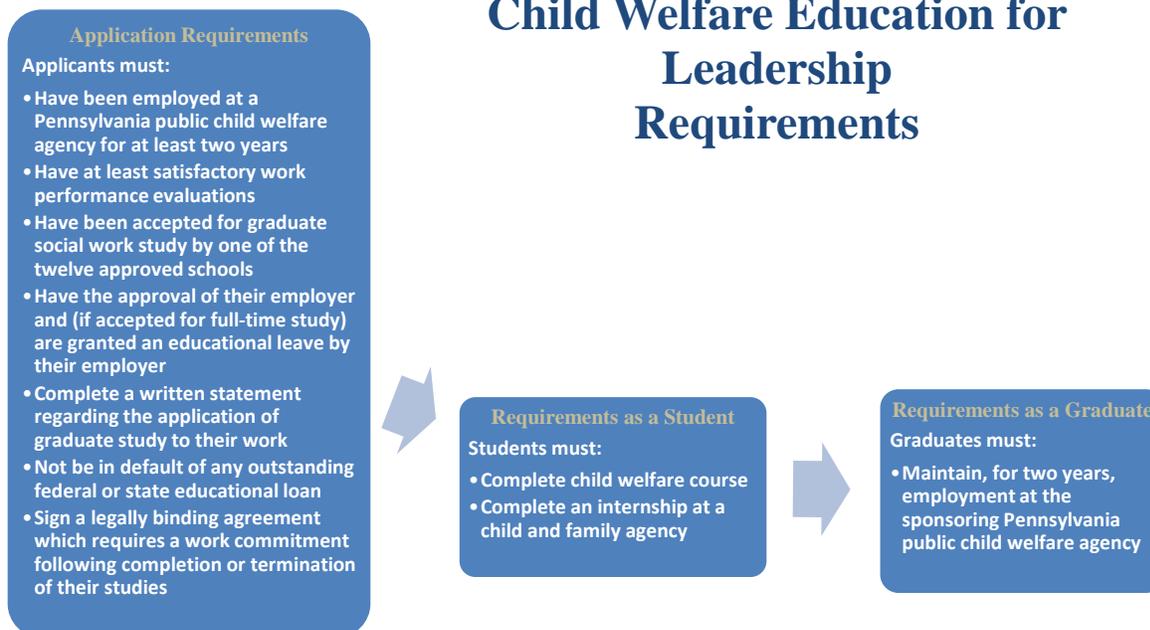
Figure 3. Admissions to CWEL by Status and Gender



CWEL has funded students from 63 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 16% of CWEB graduates have entered the CWEL program thus far. The active CWEL student enrollment during the 2013-2014 program year consisted of 13% CWEB alumni. Figure 3 above shows the trend of admissions by gender and enrollment 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 19 years of the program 1,162 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 12.6 million people³. According to a recent report by Pennsylvania Partnerships for Children, there were more than 21,000 Pennsylvania children living in foster care in 2013. Forty-five percent of these children are Black or African American, yet African American children comprise only 13% of the state's child population⁴. Caucasian children make up 70% of the state's child population and comprise approximately 57% of

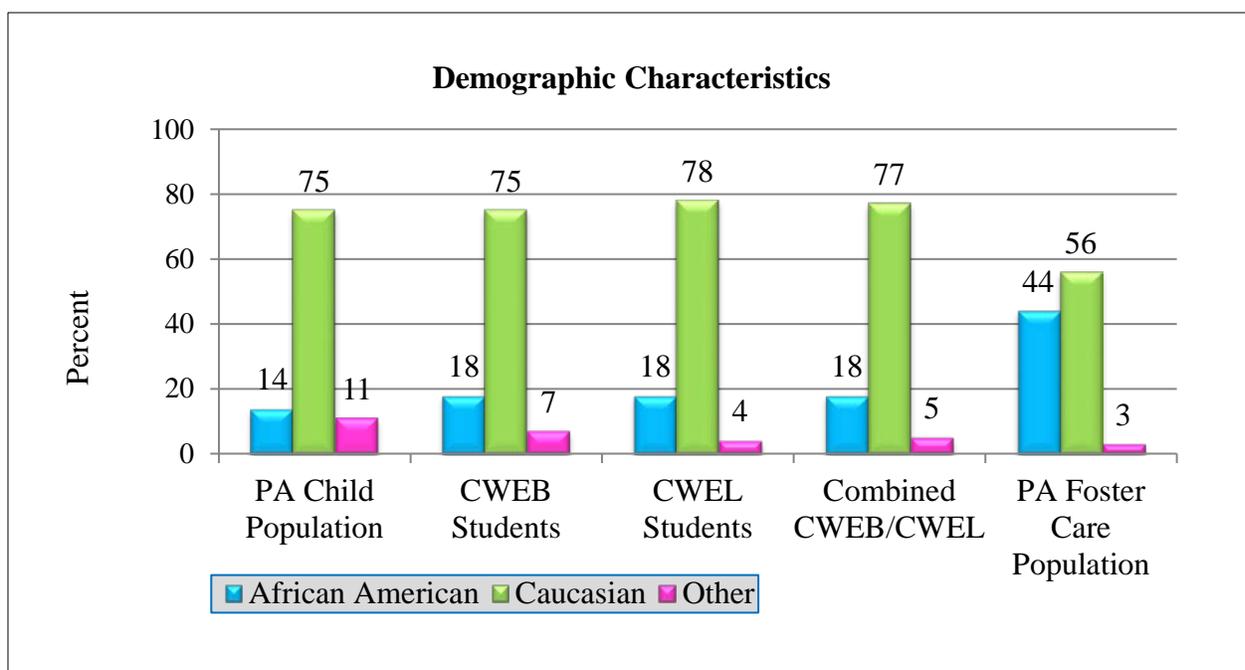
¹ Wells, S. J. (2011). Disproportionality and disparity in child welfare: An overview of definitions and methods of measurement. In D.K. Green, K. Belanger, R.G. McRoy & L. Bullard (Eds.), *Challenging racial disproportionality in child welfare: Research, policy, and practice*. Washington, DC: CWLA Press.

² US Department of Health & Human Services (2013). *Child welfare outcomes 2008-2011: Report to Congress*. Washington, DC: Children's Bureau.

³ United States Census Bureau, Department of Commerce. (n.d.). Washington, DC: Author. Retrieved from <http://www.census.gov/compendia/statab/2011/ranks/rank01.html>

Pennsylvania’s foster care population^{3,4}. 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. Within the CWEB and CWEL programs combined, African Americans represent 18% of participants. 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



⁴ The Annie E. Casey Foundation (n.d.), KIDS COUNT data center. Retrieved from <http://datacenter.kidscount.org/data/tables/103-child-population-by-race?loc=40&loct=2#detailed/2/40/false/36,868,867,133,38/66,67,68,69,70,71,12,72/423,424>

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 fellowship payments. These payments are advanced by the University as they become due. The University, in turn, invoices the Commonwealth and is reimbursed from a combination of state and federal funds.

A series of formal agreements provides the mechanism for the operation of the programs. These include the Intergovernmental Agreement between the Department of Human Services and the University of Pittsburgh; a series of agreements between the University and each of the other 15 approved institutions of higher education; and, agreements between CWEB students with the University or among CWEL students, their respective county employer and the

University. These agreements provide for the students' enrollment arrangements, reimbursement for allowable expenses, and the required post-education work commitments. The CWEL employers' responsibility to maintain benefits and grant 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 2013-2014 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 46 CWEB students who graduated during the 2013-2014 academic year, 30, or 65%, 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 1,162 as of summer 2014. 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 13th program year, 9 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 thirteen-year period has been 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, baccalaureate-level students are just beginning their professional career path and it is not uncommon for undergraduates to underestimate the rigor and reality of child welfare work. We believe that this important discovery is to be anticipated in a certain number of instances among CWEB 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 19 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 13 years of the CWEB program (through the summer of 2014), 858 CWEB students accepted employment after graduation. Of those who have most recently satisfied their legal work commitment, 64% 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 16 individuals out of a total of 1,162 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 organizational-level solutions that can assist in workforce development and the enhanced capacity of child welfare systems. 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	9	9	0	5	4	6	3
Bryn Mawr College	3	0	3	0	3	1	2
California University	16	16	0	11	5	11	5
Edinboro University	13	12	1	6	7	8	5
Kutztown University	10	9	1	7	3	3	7
Lock Haven University	10	10	0	6	4	4	6
Mansfield University	9	9	0	9	0	5	4
Marywood University	18	0	18	3	15	9	9
Millersville University	4	3	1	1	3	3	1
University of Pennsylvania	6	0	6	0	6	3	3
University of Pittsburgh	24	7	17	10	14	10	14
Shippensburg University	9	8	1	6	3	2	7
Slippery Rock University	9	9	0	6	3	4	5
Temple University	29	13	16	12	17	13	16
West Chester University	5	5	0	5	0	2	3
Widener University	20	8	12	11	9	12	8
TOTALS	194	118	76	98	96	96	98

Deliverables

Extensive efforts to inform all interested parties about the CWEB and CWEL programs are ongoing. The entry of 924 CWEB students into the agency system and the return of 1,162 CWEL graduates to a total of 66 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.

During the 2013-2014 academic year, two webinars were conducted by CWEB and CWEL administrative staff to review operational policies and procedures. These webinars are posted on the program website. The CWEB/CWEL program continuum also has a Facebook page. This accessibility 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 through electronic and personal communication.

The following efforts and products were delivered by the University during 2013-2014 in accordance with the approved Project Description and Implementation plan:

- Previous annual reports were posted on the CWERP website and available to all county administrators, DHS officials, CWEB and CWEL academic partners and other interested state and federal officials.
- CWEB and CWEL program and application materials were posted on the CWERP website for all counties, participating schools and interested parties.
- Drs. Betru and Cahalane attended the summer meeting of the Pennsylvania Children and Youth Administrators.
- Dr. Bradley-King made numerous presentations regarding the CWEB program at participating undergraduate social work programs throughout Pennsylvania.
- Dr. Rautkis participated in the 13th ISPCAN European Regional Conference on Child Abuse and Neglect in Dublin and presented on the topic *Transracial Mothering and Maltreatment: Are Black/White Biracial children at Higher Risk?*
- Dr. Cahalane was elected co-chair of the Child Welfare Track for the Council on Social Work Education.
- Dr. Winter participated in the Council of Social Work Education 2013 annual program meeting and presented on the topic *Can We Hear You Now? LGBTQ Youth and Child Welfare Services.*
- Dr. Rautkis participated in the 4th Annual Rita McGinley Symposium at Duquesne University and presented on the topic *The Experiences of White Mothers Parenting Black/White Children: Personal, Social and Community Factors in Child Welfare Involvement.*
- Dr. Cahalane published an edited child welfare text, *Contemporary Issues in Child Welfare Practice* which is geared toward beginning and mid-level practitioners. Drs. Bradley-King, Perry, Rautkis and Winter contributed chapters to this text along with other child welfare scholars.
- Dr. Cahalane received the 2014 Social Worker of the Year Award from the Southwest Division of the Pennsylvania Chapter of the National Association of Social Workers (NASW)
- Drs. Bradley-King and Betru participated in the 2014 annual conference of the Association of Baccalaureate Social Work Directors.

- Dr. Betru and Mary Serra (CWEL student) presented at the 2014 Annual Spring Conference of the Pennsylvania Council of Children Youth and Family Services on the topic *Trauma-Informed Case Management*.
- Drs. Cahalane and Winter were invited to participate in the 2014 Annual Conference on Child Maltreatment. Dr. Cahalane presented on the topic *Psychotropic Medications for Children and Adolescents* and Dr. Winter presented on the topic *Recognizing and Reacting to Secondary Trauma*.
- Drs. Cahalane and Perry participated on the planning committee and attended the 17th Annual National Human Services Training Evaluation Symposium. This annual event is held in collaboration with the University of California, Berkeley and has both national and international participation by child welfare education and training experts. The theme of the 17th annual meeting was *Building a Professional Workforce: Evaluating the Spectrum of Professional Development*.
- Drs. Bradley-King and Betru participated in the 2014 National Summit for Youth Aging Out of Foster Care.
- 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 2013 and continuing through the spring of 2014. 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	10/11/13	CWEB
Bryn Mawr College	10/08/13	CWEL
California University	07/01/14	CWEL
Edinboro University	10/01/13 02/19/14	CWEB CWEL
Kutztown University	10/07/13	CWEB & CWEL
Marywood University, Central PA Program	10/11/13	CWEL
Marywood University, Lehigh Valley Program	10/07/13	CWEL
Marywood University, Scranton campus	10/12/13	CWEB & CWEL
Millersville University	04/02/14	CWEB
Millersville University	04/02/14	CWEL
Shippensburg University	03/31/14	CWEB & CWEL
Slippery Rock University	09/10/13 10/14/13 11/06/13 09/04/14	CWEB
Temple University, Philadelphia	10/08/13	CWEB & CWEL
Temple University, Harrisburg	03/31/14	CWEL
Temple University, Misericordia	10/12/13	CWEL
University of Pennsylvania	10/10/13	CWEL
West Chester University	10/09/13	CWEB
Widener University, Chester	10/09/13	CWEB & CWEL
Widener University, Harrisburg	04/01/14	CWEL

Throughout the years of program operation, consistent themes have emerged during the focus groups that have been observed across student cohorts as well as across schools, counties and regions. Undergraduates discuss their beginning exposure to child welfare by sharing

experiences of their county agency field practica. As a whole, the undergraduates speak about their agency work with enthusiasm and readily share experiences working with children, families, and the court system. Graduate students speak of the value of field placements outside their home agencies, which offer 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 are helpful to program new-comers. CWEL students nearing the end of their degree programs are asked to give invited presentations which demonstrate the integration of their studies and their child welfare practice. These presentations prompt discussion of how participants can transfer their academic learning to practice in the field, and specifically how graduates can use leadership skills in enhancing their agency's functioning.

Two main groupings tend to emerge during CWEL student meetings, namely full and part time students whose experiences are quite different in a number of ways. Part-time students tend to express more challenges related to balancing both school and work responsibilities, while full-time students tend to focus on the integration of field work with their child welfare practice. Both groups of students speak 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. A fair amount of discussion during the student meetings held during the 2013-2014 academic year focused on two major initiatives in child welfare policy and practice in Pennsylvania: the numerous bills under consideration for amending the state's Child Protective Services Law and Pennsylvania's participation in a federally-sponsored Child Welfare Demonstration Project. Both of these initiatives have far-reaching implications for child welfare practice.

Evaluation

Introduction

The CWEB and CWEL programs have several critical stakeholder groups: schools participating in the educational programs, current students and recent graduates, 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 workplace 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 2013-2014 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 findings from the faculty of the schools and agency administrators who have employees currently participating in, or have graduated from the CWEB or CWEL programs.

All of the surveys are web-enabled. This year, we added questions about core competencies that research has shown to be important to the child welfare workforce⁷. We asked school administrators to rate the importance of these competencies when admitting CWEB students and asked agency administrators to what degree the competencies are exhibited by CWEB and CWEL graduates. Throughout the year, emails, letters, and instructions are sent to current students, recent graduates, long-term graduates, and CWEB/CWEL schools and counties with information on how to access their surveys, which are located on a secure server. A standard follow-up protocol is in place in order to obtain at least a 50% response rate for each group of respondents. Response rates are reported in Table 3 below.

Table 3. Return Rates by Survey Type

Respondent Group	Response Rate (%)
County	89%
Current Students	84% CWEB 95% CWEL
Recent Graduates	73% CWEB 87% CWEL
Long Term Graduates	64%
CWEL/CWEB Schools	85%

Current CWEB and CWEL Students

Survey procedures and methods

An email with a link to the survey was sent to all CWEB and CWEL students currently enrolled in the program. Students were sent notices in January 2014 and had until March 2014 to complete the survey. One hundred and sixty students responded, resulting in a survey return rate of 84% for CWEB students and 95% for CWEL students. The survey asked students to rate their experiences with (1) the CWERP program and processes (e.g. website, communication, student

⁷ The R&R Project (2009). *Resources for selecting qualified applications for child welfare work*. Chapel Hill, NC; Jordan Institute for Families at UNC-Chapel Hill School of Social Work

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

Description of the survey respondents

Thirty-seven of the 160 surveys were from CWEB students. The majority of the CWEB respondents were full time (89%). Of the students currently in the CWEB program who responded to the survey, 91% were female; 83% were white, 3% were African-American, and

14% did not report their race. None of the respondents stated that they were of Hispanic ethnicity. Sixty-seven of the completed surveys were from CWEL students. Of the CWEL students who responded, 58% were part-time students and 42% were full-time. CWEL respondents were also primarily female (91%) and white (82%). A small percentage was African-American (17%) and five individuals were of Hispanic ethnicity.

With regard to field placements, CWEB respondents were in a public county child welfare agency where they were providing direct service to abused and neglected children. A small percentage of CWEB students (7.4%) were working with youth transitioning out of care, while most had both younger children and teenagers on their caseload. All of the CWEB students were attending classes at the main campuses of their universities.

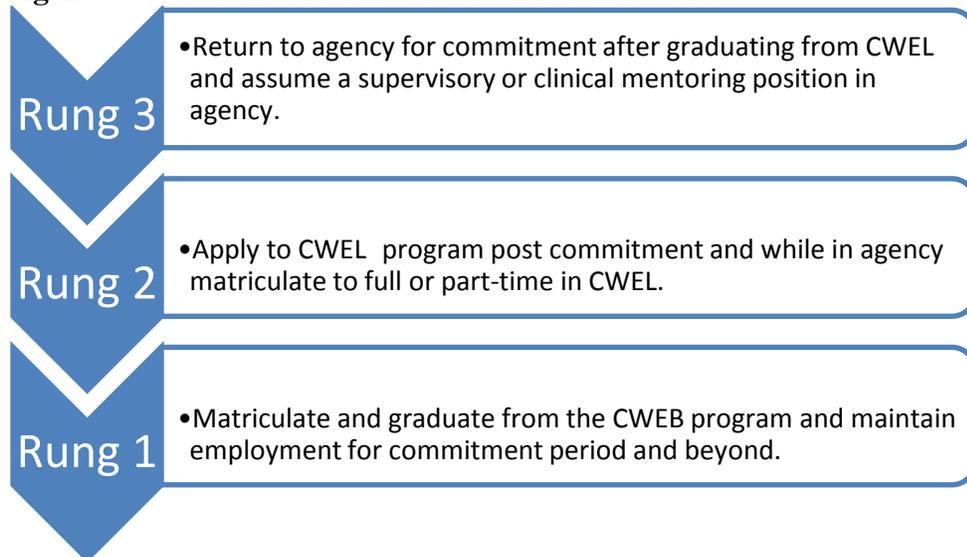
The majority of CWEL students (81%) were in a field placement at the time of the survey. Of this group, 54% said that their field placement had been in their agency, showing a slight increase in agency-based internships from last year. Similar to their undergraduate counterparts, most CWEL students responded that their field was in a public agency (63%) working in direct service (86%) positions. The client groups most frequently worked with included abused and neglected children and their families (38%), “other” (22%), and adults with alcohol or substance abuse issues (8%). Approximately 40% of the student respondents were associated with a branch campus of their university, mostly branch campuses of either Marywood University or Temple University, though a smaller number was associated with the 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. Since its inception, the CWEB program has provided the first step into a career in child welfare services and the entry point for what may be a long-term commitment to a system in

which enormous responsibility for protecting children and supporting families is entrusted. A career path is needed for individuals who chose to invest themselves in this challenging and highly rewarding field of practice. Figure 6 shows the proposed career ladder for a child welfare professional.

Figure 6. Career Ladder for CWEB and CWEL



“(Through the CWEB Program) I have learned invaluable communication skills, developed policy knowledge, and grown remarkably as a professional in the social work field by working my own cases, communicating with a variety of clients and families, and working in a professional atmosphere.”

“It (CWEL Program) has allowed me to make a valuable contribution to my Agency and families/children and this is what makes my work matter to me. I have been given language which helps me to better explain children's behaviors to my foster parents and pass along the education I have been given...”

“I think the programs (CWEB and CWEL) both provide an opportunity for social work students to get into a field that is always changing and growing. I feel that by getting into the child welfare field I have been able to do true social work and work with very diverse populations and colleagues. I don't know for sure if I would have gone for a Master's degree if not for the CWEL program and all that it offers.”

Thirteen (11%) of the current CWEL students who responded said that they received their degrees through the CWEB program. The majority of these CWEL students (92%) 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, which suggests that Rungs 1 and 2 are in place and that the career ladder supports agency retention. Furthermore, 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 respondent wrote: *“I feel that the admission process for CWEL should be more thorough. There are people accepted into the program who shouldn't be accepted.”* While the impetus for this comment may be specific to a particular agency or to specific individuals, the larger issue of note is the importance of agency-level criteria in the initial selection process.

Before continuing on the ladder, both the student and the agency should therefore 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 an MSW help you in your work?,” “How do you envision applying your learning to the agency?” or “What motivates you to go back to school?” Agencies may also want to consider putting an interview panel in place that consists, in part, of CWEL alumni who can contribute to a more rigorous peer review process.

How do students perceive their program?

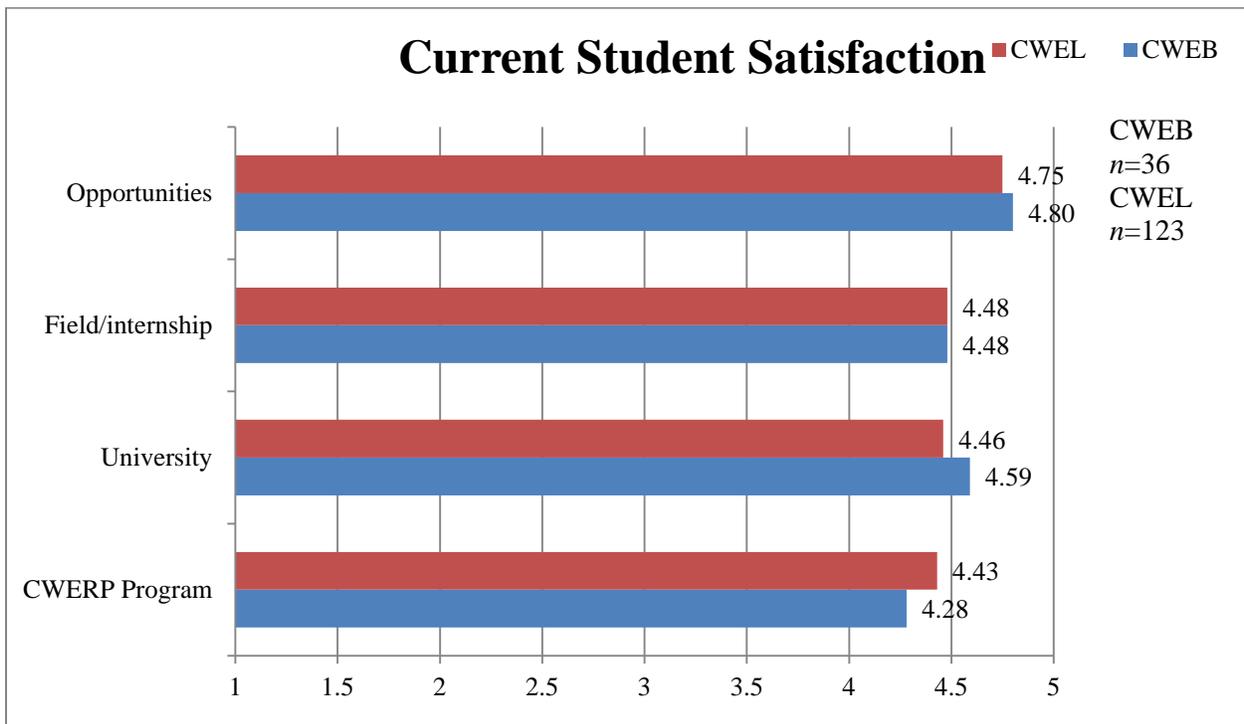
“I feel I have gained a lot of knowledge from this program (CWEB) that I would not have otherwise been able to learn. I think the extensive number of hours I have put in at the agency has also helped me get a better experience doing things hands on. I was able to write my own assessments for clients that are actually being used in the agency and that helped me learn a lot.”

“The (CWEL) program in general is a positive to the field of child welfare. Child welfare is a difficult field and in some case there are very little perks to the job. CWEL provides a benefit to child welfare workers that also give them the incentive to want to be better workers and stay in

the field. The CWEL opportunity is not only important for a developing social worker but it is vital to the field of child welfare and teaching caseworkers how to interact with clients and protect children to produce positive outcomes.”

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 9.06 ($SD=1.01$) and the average score for the CWEL students was 9.49 ($SD=1.24$). Responses to this question, as well as each of the survey items (rated on a 1-5 scale) can be found in Table 1, Appendix J. This table displays the responses of the CWEB students, as well as both full- 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 program has helped them professionally and personally. Their aggregate responses are displayed in the figure below.

Figure 7. Current Student Satisfaction with CWEB/CWEL Programs



Interestingly, CWEB students in the 2013-2014 academic year were more satisfied with the program than CWEB students over last three years. In some instances, this year's CWEB students were more satisfied than the CWEL students. T-tests were conducted to determine if there were differences in the means between CWEB and CWEL students as well as between full- and part-time CWEL students. A negative t-value indicates that the mean for CWEB students was lower than the mean for CWEL students. The p-value indicates statistical significance, with anything less than .05 considered statistically significant. This reporting year is unique when compared to the last two academic years because there were no significant differences between CWEB and CWEL students. However, t-tests comparing full- and part-time CWEL students did reveal some results that were either significant or approaching significance. Part-time CWEL students were less likely to feel that their academic advisors were familiar with the CWEL program ($t=2.14, p<.05$) and were less likely to understand their contract ($t=1.98, p=.05$). Interestingly, part-time CWEL students were more likely to feel that they received good supervision in the field ($t=-1.97, p=.053$) and that they could try new ideas or skills learned from the classroom in their field placements ($t=-1.92, p=.059$).

The CWEB students' levels of satisfaction with the process of arranging their field placements are the second highest to date (surpassed only by the 2008-2009 academic year). The CWEL students' levels of satisfaction are at an all-time high since the 2008-2009 academic year (CWEL FT=4.27; CWEL PT=4.00). There were no significant differences in this item between the CWEB and CWEL students or between the full- and part-time CWEL students. Again, the experiences seemed to vary among students as suggested by the standard deviations. Considering that ratings for arranging field placements for the CWEB students are rather high this year, this may suggest that there has been a change from the previous two years in agencies' availability to take new CWEB interns. However, agencies' availability to hire CWEB graduates

is still low. One agency commented “*We have difficulty finding jobs for our CWEB students due to our lack of turnover. Good and bad problem.*” As in prior years, part-time CWEL students reported that they are not easily able to arrange time away from work to complete their field placement requirements ($M=3.49$, $SD=1.42$).

The qualitative information provided by the students through the survey provides us with useful information about the agency, school, and CWERP factors that assist students in their pursuit of a BSW or an MSW. The CWEB students’ qualitative responses shifted focus in this reporting year. In prior years, CWEB students predominantly discussed financial support as the main positive attribute of the program. This year, however, the CWEB students overwhelmingly discussed how invaluable their field experiences have been. CWEL students, on the other hand, still considered the financial support the most beneficial aspect of the program. As one CWEL student wrote: “*The CWEL program is beneficial to Child Welfare Staff as it relieves them of the financial burden of a Master's level education. The CWEL program empowers social workers to make a difference in their communities and impact present and future practice in the field of social work. The CWEL program validates the social work profession and contributes to the pool of professionals in the field. The CWEL program gives social workers an opportunity to advance in their profession. The CWEL program promotes education, mentoring, competency, and advocacy.*”

CWEB students felt well-supported by the program and their field supervisors. This level of support is essential for young professionals. Reflecting on the positive aspects of the program, one CWEB student wrote “*I am able to receive real experiences and find ways to utilize what I learned to real life scenarios. I am getting prior experience and knowledge before I am actually hired.*” Additionally, support from agency leadership was identified as critical, as illustrated by this comment from a CWEL student: “*(A new applicant should be a) worker who*

comes from a supportive CYS agency who is going to accommodate and support the worker throughout the process. That is VERY VERY important.”

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 work force. 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 major changes in Pennsylvania's child welfare laws as well the major changes in agency practice, such as the approach of using teaming and conferencing to case manage. Current students shared their thoughts on how the amendments to the Child Protective Services Law might impact their work and that they hoped for increased resources to meet the changes. 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. They shared that the program gives them an immersive experience that makes them unique in the classroom and prepares them for professional life. One CWEL group 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. They felt their MSW education and, in particular, their courses in trauma-informed practice helped prepare them for changes in the field. When asked about their communication with the program, students described an inclusive process and were satisfied with the responsiveness of the CWEB and CWEL faculty and staff.

Recent CWEB and CWEL Graduates

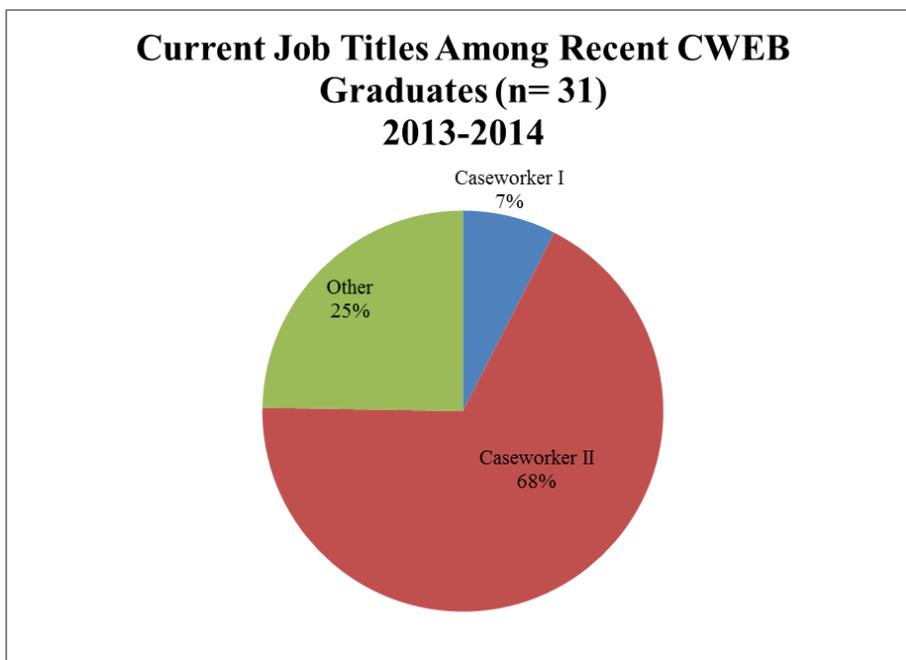
Survey procedures and methods

An email with a link to the survey was sent to CWEB and CWEL graduates in early winter of 2014, again in the spring of 2014, and finally in late summer of 2014. The return rate was 73% for CWEB and 87% for CWEL graduates. The total number of usable surveys was 83: 15 were fall 2013 graduates, 62 were spring 2014, and 4 were summer 2014 graduates. Thirty-seven percent ($n=31$) of the total number of respondents to the survey were CWEB graduates and 63% ($n=52$) were CWEL graduates. Additionally, 15% ($n=8$) of the CWEL graduates identified themselves as former graduates of the CWEB program, and, of those, 88% ($n=7$) were still working at the same agency where they had been a CWEB participant at the time of graduation from the CWEL program. This illustrates that the educational career ladder shown in Figure 6 is operational for the Pennsylvania child welfare workforce.

Description of the survey respondents

The majority of the CWEB respondents were White (89%) and female (93%). Most CWEB respondents reported working in Caseworker II positions (63%). Smaller percentages reported working in Caseworker I positions (7.4%) and Supervisor positions (3.7%). Four respondents said that they were trainees or interns and one respondent reported current unemployment. Most CWEB graduates were working in units responsible for ongoing care (52%) or intake (32%). Smaller percentages were working in substitute care (12%) or other direct services (4%). CWEB respondents managing a caseload reported an average of 12 families or 26 children, a slight increase from last year. There was, however, a large standard deviation suggesting wide variation regarding the number of families and children on respondents' caseloads. Figure 8 reflects the current job titles of those recent CWEB graduates who responded to the survey.

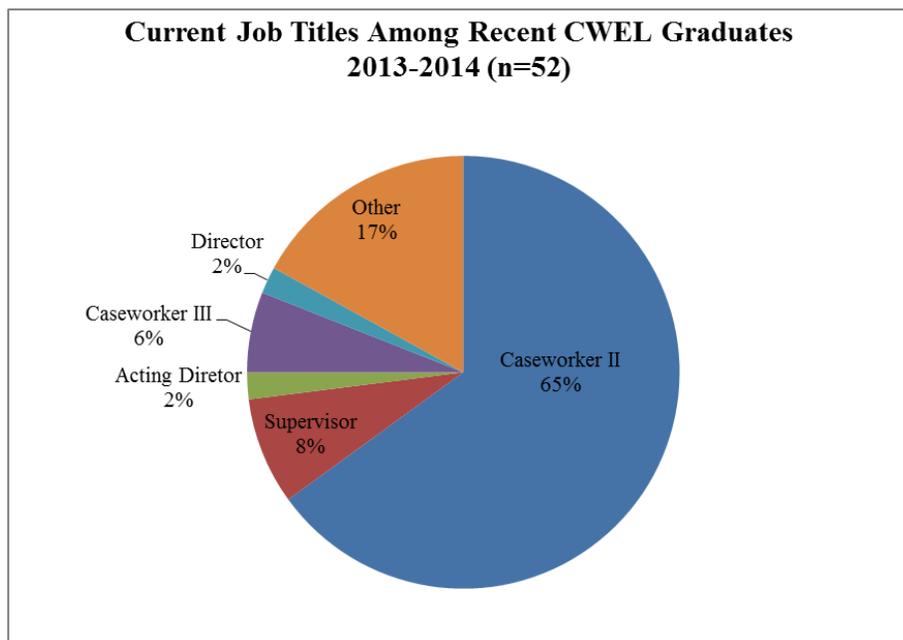
Figure 8. Job Titles Among Recent CWEB Graduates



CWEL respondents were also primarily white (72%) and female (90%). The CWEL respondents were primarily employed as a Caseworker II (65%). Smaller percentages were employed as “Other” (17%), Caseworker III (6%), and Supervisor (7%). The majority of CWEL respondents worked in intake services (33%). The remainder worked in units providing ongoing services (25%) or substitute care (17%). CWEL graduates were working with larger caseloads than CWEB graduates, reporting an average of 17 families and 34 children on their caseload. This shows a slight decrease from last year. Unlike the findings from the 2012-2013 program year, there was no significant difference between CWEB and CWEL graduates regarding the number of children on their caseloads. This finding suggests that county child welfare agencies may recognize the more specialized education and field experience of CWEB graduates in comparison to other new non-CWEB caseworkers. The standard deviations were also smaller than those seen with the CWEB graduates. This smaller range of cases suggests that agencies are using some measure of discretion in assigning caseloads to junior versus more senior

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

Figure 9. Job Titles Among Recent CWEL Graduates



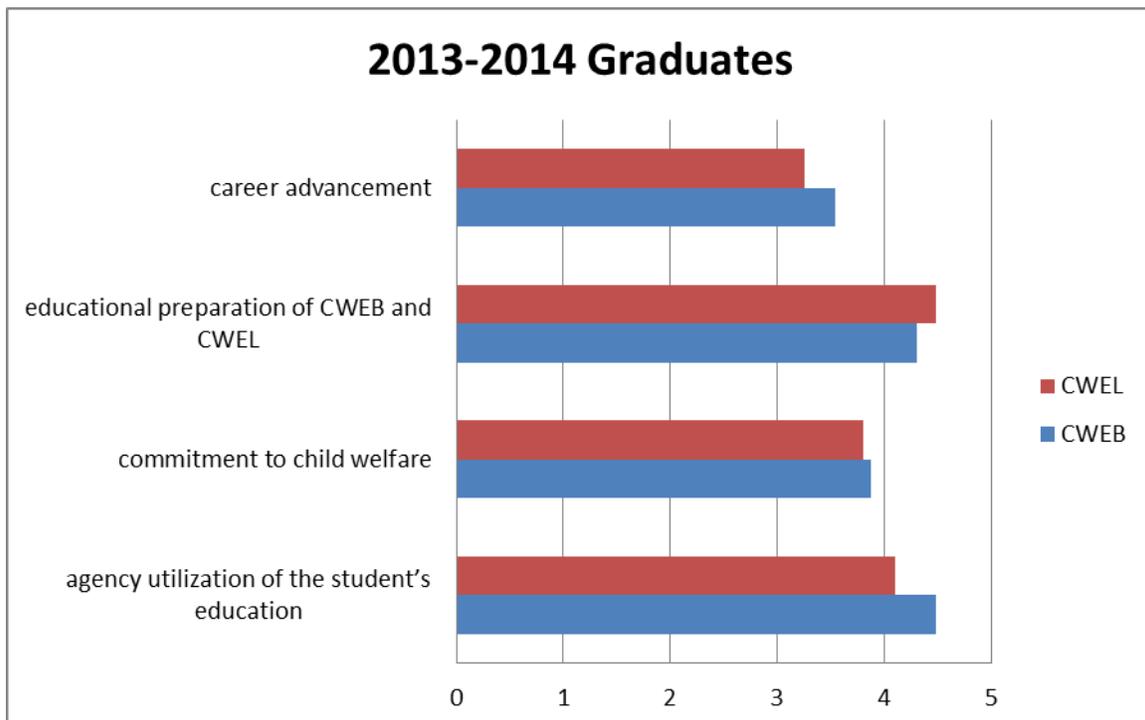
The survey includes questions about preparation, perceived skill levels, opportunities to advance within their agencies, and their commitment to their agency and the field of child welfare. The statements are positively worded and the rating scale is from 1 (Strongly Disagree) to 5 (Strongly Agree) with higher scores indicating a greater level of agreement. The mean responses to each of the questions by CWEB and CWEL respondent groups can be found in Table 2 in Appendix J. Few statistically significant differences were observed between the CWEB and CWEL students on the survey items. Additionally, these differences should be interpreted with caution, as the two groups are of unequal size (30 CWEB graduates and 51 CWEL graduates).

When compared to CWEL recent graduates, CWEB recent graduates felt that they were encouraged to practice new skills in their position ($t=-2.65, p=.01$). Different from previous

years, CWEL graduates' belief that they could better understand complex problems, in comparison to other non-Title IV-E educated caseworkers, only approached significance ($t=1.81, p=.08$) This finding may be isolated to the particular group of graduates in the current sample. Similar to last year, CWEL graduates saw more value of the Title IV-E education program to public child welfare ($t=2.72, p<.01$) than the CWEB graduates. Most likely, this is indicative of the difference in child welfare experience between CWEB and CWEL participants.

A previously conducted factor analysis (Principal Component Analysis) indicated that there are four subscales captured by the Recent Graduates survey items. These include: (1) agency utilization of the student's education; (2) educational preparation of CWEB and CWEL; (3) career advancement; and (4) commitment to child welfare. Alpha coefficients for these subscales ranged from .74 to .90 for this sample. Average subscale ratings for recent CWEB and CWEL graduates can be seen in Figure 10.

Figure 10. Recent Graduates' Perceptions: CWEB and CWEL



The results indicate that 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 given 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, and were slightly more committed to the child welfare system. Ratings on the Opportunity to Advance subscale were low for both groups.

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

A GRADUATE'S PERSPECTIVE

The CWEB staff recently received this message from a CWEB graduate that encapsulates the gratitude our graduates feel towards the program:

"I received my final offer letter and with utmost humility accept my position at DHS. Thank you so much for receiving all my calls, answering my questions, your support and effort to make this process as fast as possible. If I bothered you forgive me, but thank you once again for staying by my side in this process. I appreciate being selected to be a part of a life changing and giving program. I promise to use everything I learned to make a difference in the lives of both children and their families. I am so passionate about my role in this world and look forward to my first day on the job to start a new chapter in my life. I will continue to help others as a social worker, excel as a social worker and also learn what my role as a social worker is every day. Thank you and it has been a true blessing in having you as a part of this memorable experience."

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

“The CWEB program helped solidify my passion for child welfare.”

“I never would have been able to afford this program on my own and for that, I am very, very grateful. We had meetings to discuss our thoughts and feelings with CWEL representatives and I was flattered when I was asked to do a presentation at our Agency in front of my colleagues about how I feel my CWEL education could best be utilized...”

Graduates truly valued their experiences in their field placements and felt that those experiences, coupled with the education they received both in and out of the classroom, helped them to enhance their social work skills. Both CWEB and CWEL graduates were grateful for the support they received from the universities they attended during their respective programs, their child welfare agencies, and the faculty and staff at the University of Pittsburgh. Similar to previous years, the financial advantages to these programs were also perceived as a great benefit.

This year, CWEB graduates were more likely to mention communication issues between their home universities, the CWEB program staff, and the counties than the CWEL graduates. CWEB graduates felt that the annual trips provided them with good information, but they wished that the trips occurred earlier in the semester so that their questions could be answered sooner. Similar to last year, CWEL graduates wanted more freedom to take courses outside of a traditional child welfare curriculum, such as mental health courses (in particular courses on DSM-5) and courses focusing on issues of grief and loss. CWEL graduates also indicated that it was difficult for them to take additional electives because courses were not offered on a regular basis or conflicted with the core curriculum of the program. Both CWEB and CWEL graduates were concerned about the reimbursement process. With the launching of a new online reimbursement process in January 2015, it will be interesting to see how the new system affects these responses in subsequent surveys.

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: human sexuality, trauma-informed care, behavioral health and psychopathology, and substance abuse.

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

“It was truly helpful to be able to shadow a caseworker before actually having to do casework myself. I was able to learn techniques that were helpful when dealing with the families. I was also able to see the importance of self-care in preventing burn-out.”
(CWEB graduate)

“Focusing solely on parents in the child welfare system contributed to my professional development the most. I was given the opportunity to develop a parent advocacy project as part of my organizational class requirement. I believe that parents in the child welfare system feel lost, not supported, and empowered during the law process, which seems to be the most important component driving them towards reunification. I am happy to report, that prior to graduation, we were able to pilot the program with parents at ARC. Pre-Post consumer evaluation data was collected. The program was a success. The ARC presently has a law clinic to include a law in-service day every three months. Parents feel more comfortable with the law process as they are educated, supported, and empowered.”(CWEL graduate)

“The opportunity to actually do the casework. In the beginning there was always an experienced caseworker to come along for support, but eventually doing the casework alone was very helpful to ease into the future job. Also having the opportunity to make mistakes as an intern rather than going into the job as a caseworker with no experience. Being able to shadow many others helped me greatly to develop my own style.” (CWEB graduate)

“I had the opportunity to work with social workers in the hospital, a dual diagnosis unit, the psych ward, and a long term care facility. It was the best experience that I could have ever had. I had never worked in a group setting and it was definitely something I will remember and take with me in my dealings with the parents I work with in children and youth services.” (CWEL graduate)

By shadowing experienced caseworkers and receiving good supervision, in addition to carrying their own caseloads, CWEB graduates felt that they were not only adequately prepared to work in the field of child welfare full-time, they also felt confident enough to create their own style for working with families. CWEB graduates also mentioned that, through their field placements, they were able to learn what each unit within their agencies does and how important

self-care is to prevent burnout in this field. CWEL graduates talked about how their field placements pushed them outside their comfort zones and provided them with a better perspective on how families cope with involvement in the child welfare system, how difficult it is to create policy, and how issues regarding collaboration between different family-serving systems are a significant problem. Because of their field experiences, CWEL graduates felt that they perceive the families on their caseloads, and the child welfare system in general, in a different way. This feedback indicates the transformational process of enhanced learning, and the impact that social work education can have on the child welfare workforce.

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

“Have a good self-care plan, you will definitely need it. Have strong supports and be ready to lean on them. Ask a lot of questions and go on as many home visits as you can. The internship really prepares you for what lies ahead.” (CWEB Graduate)

I would advise them to pay attention and don't be afraid think out of the box while in this program. There are great training and supports that will help you through the year and prepare you for being a future child welfare worker.” (CWEB Graduate)

“Take the leap of faith, you can do it. Hang in there. All the emotions, stress, and heartache will pay off in the end. Find a positive support system that will help keep you motivated when you need it the most. Ask for help, the CWEB and CWEL faculty are there to help and guide you through - they can be some of your biggest cheerleaders! When the going gets tough, do not give up because it will be over soon.” (CWEL Grad)

“Do not read an article just to be prepared for class. Read the article to see how you can apply it to your work and challenge your current perception of the topic.” (CWEL Grad)

“Take full advantage of extracurricular activities while in the program. Network with fellow classmates, faculty, and social work staff.” (CWEL Grad)

Both CWEB and CWEL graduates emphasized the importance of communicating with faculty, supervisors, and the CWEB/CWEL faculty and staff at the University of Pittsburgh to truly advocate for themselves. Graduates also encouraged those new in the program to have an open mind about child welfare, their classes, and field placements, and to take advantage of

every opportunity presented to them. CWEB graduates felt that having a self-care plan was important when undertaking this work, whereas CWEL graduates felt that time management was an asset in their program. Finally, graduates wrote messages of encouragement and told others to stick with the program, persevere, and not give up. These comments indicate not only gratitude for the opportunity to complete or attend school, but also the commitment that graduates have toward maximizing their experience as a social work student. It is encouraging that the importance of self-care is recognized among CWEB graduates who are new in their child welfare careers.

Long-Term Graduates

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

Previous research shows that organizational culture and climate are significant factors in explaining an employee's intention to stay in or leave a workplace⁸. Graduates of the CWEB and CWEL programs are an appropriate group of individuals to use as a barometer for assessing the climate of child welfare agencies across Pennsylvania. The Organizational Culture Survey⁹ was sent to 113 individuals who graduated from the CWEB program during the period of 7/1/12 to 6/30/13 and those who graduated from the CWEL program during the period of 12/1/12 to 8/31/13. Seventy-five valid surveys were returned for a response rate of 64%. The Organizational Culture Survey includes 31 items that measure six dimensions of an organization's culture: teamwork, morale, information flow, employee involvement, supervision, and meetings. The respondents were asked to rate their work climate on these items using a 5-

⁸ Cahalane, H., & Sites, E. (2008). The climate of child welfare employee retention. *Child Welfare*, 87(1), 91-114.

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

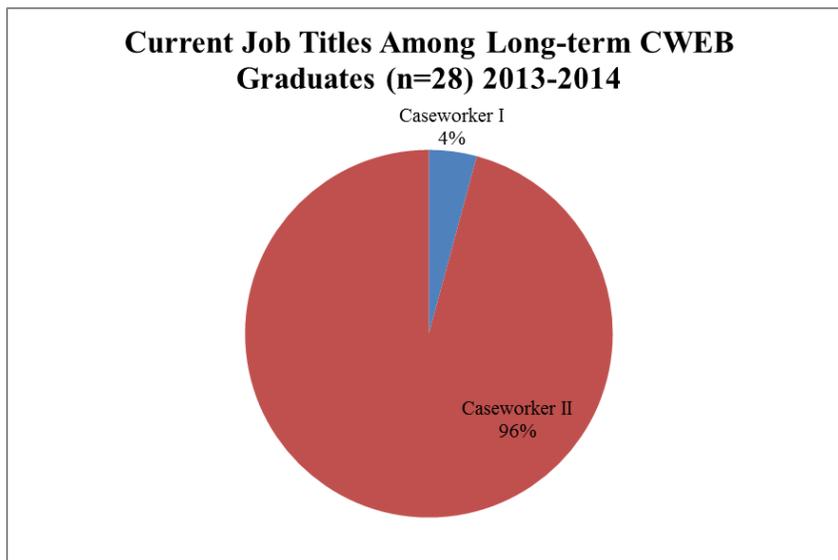
⁹ Glasern S.R., Zamanou, S., & Hacker, K. (1987). Measuring and interpreting organizational culture. *Management Communication Quarterly*, 1(2), 173-198.

point scale from 1 (To a Very Little Extent) to 5 (To a Very Great Extent). The characteristics of the respondents by CWEB and CWEL status are detailed in the next section and followed by an overview of the graduates' ratings of organizational culture and climate.

Twenty-eight (37%) of those who responded to the survey were graduates of the CWEB program. Their average age was 26; the majority of respondents were White (89%) with smaller percentages of African-Americans (7.4%) and Asians (3.7%). All respondents were female (100%). A majority of CWEB long term graduates (79%) who responded are still working at their commitment agency. On average, CWEB graduates had been working in their agency for a little over one and one-third years ($M=1.37$, $SD=0.48$). A little under half (48.1%) were working in urban areas and less than one-third were working in suburban areas (29.6%); the remainder were working in rural (22.2%) areas. Respondents were located throughout Pennsylvania: 8% were in the Central region, 42% in the Northeastern region, 31% in the Southeastern region, and 19% in the Western region.

In terms of their current positions, almost all (86%) of the long-term CWEB graduates were 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. Nearly all (96%) of the CWEB graduates were employed at the Caseworker II level. Figure 11 illustrates the current positions of these CWEB graduates.

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



The majority of those responding to the long-term graduate survey were participants in the CWEL program (63%). Respondents were therefore a slightly older group, with an average age of thirty-five. Respondents were predominately female (94%); the majority (93%) were White and 7% were African-American. CWEL long-term graduates are experienced workers, with slightly more than half having eight or more years of service in child welfare ($M=8.73$ years, $SD=5.92$). Over a third of CWEL graduates worked in rural (38.3%) or urban areas (38.3%), with the remainder working in suburban areas (23.4%). CWEL graduates also had a slightly different pattern of regional distribution, with 17% located in Central Pennsylvania, 15% in the Southeast, 44% in the Northeast and 24% in the Western region.

Almost all CWEL graduates who responded to the survey still worked at a CYF agency (97.9%) and the majority (84%) were involved in direct services. The remaining 16% reported serving as administrators or “other.” With regard to promotion, almost a quarter of respondents (21.3%) reported being promoted since they received their MSW degree. Figure 12 illustrates the current positions of the CWEL graduates.

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

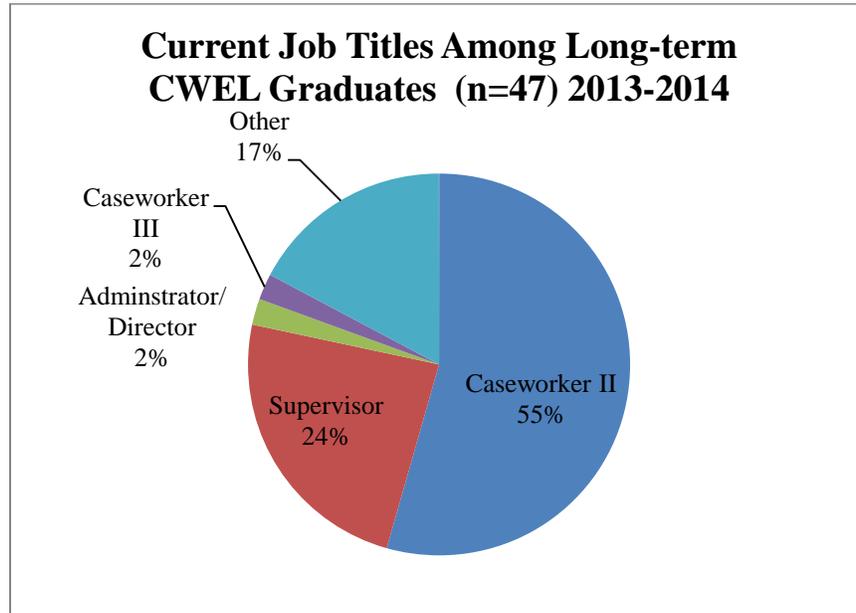


Table 4 shows the average ratings on key organizational climate items by type of graduate, as well as for the total sample. The scale ranges from one to five, with higher ratings indicating more positive work environments.

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

Quality	CWEB (n=28)	CWEL (n=47)	Total (n=75)
Teamwork	3.75	3.21	3.41
Morale	3.17	2.74	2.90
Information Flow	3.12	3.09	3.10
Employee Involvement	2.94	2.74	2.81
Supervision	3.60	3.43	3.49
Meetings	3.20	2.85	2.98
Overall Climate	3.35	3.03	3.14

Both CWEB and CWEL graduates were predominately neutral about their work climate, with CWEB graduates expressing slightly more positive feelings than CWEL graduates. Comparing these results to those of the 2012-2013 academic year, CWEB respondents reported

statistically significant higher ratings this year on teamwork ($t=-2.62$, $p= .01$). No other significant differences were found between this year and the 2012-2013 academic year for CWEB or CWEL respondents. Unlike last year, CWEB graduates rated teamwork ($M=3.75$) as the most positive aspect of their work climate. The most positive climate scores for CWEL graduates ($M=3.67$) were related to supervision, whereas this is the second highest score for CWEB graduates ($M=3.60$). These scores indicate that both CWEB and CWEL graduates value receiving supervision, though there is a shift with the CWEB graduates suggesting better teamwork and collaboration within their agencies. This may suggest that CWEB graduates feel like valued members of their child welfare offices.

The lowest ratings for CWEB and CWEL were related to employee involvement ($M=2.94$; $M=2.74$); however, CWEL graduates also rated staff morale ($M=2.74$) on the lower end of the scale. This may indicate that both CWEB and CWEL graduates feel that their voices are not being heard within their agencies, and that CWEL graduates perceive their agencies' climates 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). Although the ratings were neutral for both groups, slight differences were found based on how long respondents worked in child welfare. Unlike last reporting year, respondents who worked in child welfare for less than 5 years rated information flow, employee involvement, supervision, and meetings as lower in quality than those who have been working in child welfare longer than five years. No significant differences between the tenure groups were observed this year.

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 communication issues between the schools, county agencies, and program staff. Despite these challenges, long-term graduates from both programs praised the education they received.

“I truly believe that the CWEL program has given me the tools necessary to work as effectively as possible with the families who we serve. The master's level education provided me with an in-depth understanding of psychopathology, addiction behaviors, and a well-rounded knowledge of clinical social work. Lastly, the clinical piece has been utilized by providing therapy to clients, and having the abilities needed to understand the therapeutic models available to my clients.” (CWEL Long-term Graduate)

“Overall I think the CWEB experience was very beneficial. I found that completing the training and most of the modules was very helpful...” (CWEB Long-term Graduate)

“I feel that the internship required by the CWEB program greatly assisted in the creation of my foundation of knowledge regarding child welfare. The CWEB program also offered me financial stability in a field where financial reward is typically not expected.” (CWEB Long-term Graduate)

“This program afforded me the opportunity to finish and attain my BSW. It also prepared me with the education and field experience I needed to be successful at my job. I hope to participate in the CWEL program as well... Overall I am a great supporter of this program and recommend it to future students.” (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 CWEB graduates rated all aspects of work climate slightly more positively than CWEL graduates, ratings of work climate were generally 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 of how effective caseworkers can be when they are not feeling involved in their workplace? In addition, graduates' climate ratings slightly improved on some scales

when considering the amount of time that they have spent in the child welfare workforce. While still rating public child welfare practice positively, seasoned workers reported their assessment of organizational climate slightly more positively than less experienced workers. There were significant positive changes in the ratings for the CWEB long-term graduates from academic year 2012-2013 to this survey period. This may be due to the CWEB students perceiving that they are an integral part of their child welfare agencies. This is a positive change and it may be that as a result of having a public child welfare internship, CWEB graduates already feel part of the team when they begin paid employment.

Schools and Agencies

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

Participating schools of Social Work were asked to complete an annual survey regarding their involvement with the CWEB and CWEL programs. Responses were obtained from 100% of the schools, with an 85% response rate from individuals (surveys were sent to multiple respondents at each school). Of the 30 respondents, over one-third (36.7%) reported that their university participates in the CWEB program and almost half (46.7%) reported involvement with the CWEL program; a smaller number (16.7%) reported involvement with both programs.

The first part of the survey focused on questions rating the quality of the CWEB and CWEL programs, which respondents answered through 6 quantitative and 3 qualitative questions. Quantitative questions were rated on a 5-point scale from 1 (Very Poor) to 5 (Very Good). Items included collaboration between schools and staff, faculty support of students, and students' contributions to the school's learning environment. Qualitative questions asked respondents to describe student caliber, positive elements of the CWEB/CWEL program, and problems or suggestions for program improvement.

Responses indicate that school administrators continue to be satisfied with the quality of the CWEB and CWEL programs; both programs scored, on average, 4.5 or above on each of the items. The highest rating for the CWEB program was received for two items: “*collaborative nature of the working relationship between your school and program faculty/staff*” and “*promptness of faculty and staff in responding to requests for clarification/assistance*” ($M=4.81$). The highest rating for the CWEL program was for “*contribution of students to your school’s learning environment*” ($M=4.78$). Additionally, CWEB/CWEL programs achieved high ratings of satisfaction for “*faculty responsiveness*” ($M=4.60$ and $M=4.71$), “*support of students by Pitt-SSW faculty*” ($M=4.67$ and $M=4.67$), and “*clarity of program requirements*” ($M=4.69$ and $M=4.56$). These high ratings were matched by faculty praise for the students and programs, describing students as “*dedicated to the profession, eager to learn, appreciative of the opportunities provided by this collaborative.*” Regarding the CWEB program, one faculty member reported “*The entire program is outstanding – I try to promote it actively,*” and another respondent described the CWEL program as “*an excellent program that provides affordable education for those committed to working in the Child Welfare field. All of my interactions with the staff have always been positive and helpful.*”

A review of the open-ended comments revealed that partnering schools of social work feel that the CWEB and CWEL students are of a higher caliber than their peers and have become mentors or experts in certain areas of learning (e.g. child welfare law). CWEB respondents felt the program provided students with an opportunity for hands-on learning and imparted core social work values to students. CWEL respondents cited the opportunity for “seasoned” child welfare professionals to receive an advanced degree as the most important aspect of the CWEL program.

This year respondents were asked to rate “typical CWEB students” recommended for the program on 10 core competencies that the research literature suggests are important for a successful career in child welfare along with 6 traditional measures of student selection criteria. The 16 items were rated using a 5-point scale, ranging from 1 (Not At All Important) to 5 (Extremely Important) to gauge students’ suitability for the CWEB program. The first 10 items correlated with the prescribed core competencies for selecting qualified applicants for child welfare work⁷: interpersonal skills, adaptability, communication skills, observation skills, planning and organizing work, analytic thinking, motivation, self-awareness/confidence, sense of mission, and teamwork. For these items, every respondent was prompted to rate interpersonal relations, communication skills, and self-awareness/confidence. To reduce respondent burden, two of the seven remaining core competencies (adaptability, observation skills, planning and organizing work, analytic thinking, motivation, sense of mission, and teamwork) were randomly selected for each participant. The remaining six items were rated by every respondent and are considered traditional selection criteria for the CWEB program: student’s GPA, writing ability, faculty recommendation, financial need, engagement in extracurricular activities, and interest in working with children and families. Table 5 below shows the comparison of core competencies to traditional selection criteria.

Responses from the survey additions indicate that school administrators value the core competencies for selecting child welfare workers, but place equal value on some of the traditional markers of qualification. The most highly rated item of the 10 core competencies was “*motivation*” ($M=5.00$), while the lowest rated item was “*teamwork*” ($M=4.00$). Of the traditionally valued items, the most highly rated item was “*student has an interest in working with children and families*” ($M=4.80$). The lowest rated items, “*student’s financial need*” ($M=2.94$) and “*student’s engagement in extracurricular activities*” ($M=3.19$), had significantly

lower scores than any of the items included in the core competencies. Predictably, “*student GPA*”, “*student’s writing ability*”, and “*faculty recommendation of student to the program*” all received ratings above “very important” ($M=4.00$).

Table 5: Comparison of Importance of Core Competencies to Traditional Selection Criteria

Core Competency	Mean	Traditional Indicators	Mean
Motivation (n=4)	5.00	Interest in Working with Children and Families (n=16)	4.80
Interpersonal Relations (n=15)	4.60	Faculty Recommendation (n=16)	4.38
Adaptability (n=5)	4.60	GPA (n=16)	4.13
Analytic Thinking (n=4)	4.50	Writing Ability (n=16)	4.13
Awareness/Confidence (n=16)	4.31	Engagement in Extracurricular Activities (n=16)	3.19
Communication Skills (n=16)	4.25	Financial Need (n=16)	2.94
Sense of Mission (n=5)	4.20		
Observation Skills (n=5)	4.20		
Planning and Organizing Work (n=5)	4.00		
Teamwork (n=4)	4.00		

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

Agency directors were asked to answer questions regarding administration of the CWEB and CWEL programs and the impact and value of these programs on their agency; they also rated the quality of CWEB and CWEL graduates’ skills and work characteristics. Agency directors were additionally asked to describe the strategies they have created to utilize CWEB and CWEL graduates’ abilities and knowledge, as well as strategies they have devised to increase caseworker retention. Of the agencies with graduates and/or CWEB and CWEL students, 89%

of individuals responded, accounting for 92% of participating agencies (surveys were sent to multiple individuals at each agency).

Respondents rated their satisfaction with the CWEB and CWEL programs and students on 22 items using a 5-point scale ranging from 1 (Very Poor) to 5 (Very Good). Items were grouped into 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 or CWEL graduate on core competencies that research has shown is important to employee retention. In the first section, respondents rated items dealing with employee recruitment and retention, as well as quality of staff. The second section included items regarding fiscal management and communication from the University of Pittsburgh about CWEB and CWEL. Respondents were asked, in the final section, to rate recent CWEB and CWEL graduates on core competencies that research has shown to improve employee retention.

Directors consistently rated their satisfaction with the administration of the CWEB and CWEL programs between the values of “good” and “very good”. The highest rating for both the CWEB and CWEL programs was for “*management of fiscal matters/reimbursement with your county*” ($M=4.61$ and $M=4.64$); “*accessibility*” for the CWEL program also tied for the highest rating ($M=4.64$). High ratings were also achieved for “*provision of information*” ($M=4.16$ and $M=4.55$), “*response to questions*” ($M=4.53$ and $M=4.61$), “*handling of complaints/problems/unusual events*” ($M=4.50$ and $M=4.63$), and “*management of contracts/agreements*” ($M=4.52$ and $M=4.61$). Respondents also indicated that they see great value in the CWEB and CWEL programs, rating the programs close to a “very positive” score ($M=4.78$ and $M=4.84$). Additionally, CWEB and CWEL students were highly valued by the agency directors, who cited leadership, ability to manage special assignments, and advanced skills as strengths of program graduates.

The directors also reported 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 between “good” and “very good”, showing an improvement from scores in the previous year (some of which fell into the “fair” range). Directors reported that the greatest positive impacts were “*interest in pursuing further education*” (M=4.45) from the CWEB program and “*retention of experienced agency staff*” (M=4.52) from the CWEL program. The lowest scores for CWEB were from “*agency staff motivation (M=4.13)*” and “*employee recruitment for public child welfare agencies*” (M=4.13). The lowest score for CWEL was “*interest in pursuing further education*” (M=4.30).

The directors shared positive testimonies regarding the value of the educational programs. After describing the leadership of a CWEL graduate at their agency, one director wrote, “*I feel that both of these programs are vital to keeping competent staff in the field of child welfare.*” Another respondent echoed this statement, saying, “*We fully support the CWEB and CWEL programs and have seen a positive change in our workforce due to the employees that participate.*” Similar sentiments were voiced by other directors, who described the programs as “*excellent,*” “*instrumental,*” and “*a wonderful collaboration.*”

Directors also spoke about the challenges facing CWEB and CWEL graduates. Although many directors stated that the programs are “*exceptional opportunities*” that “*raised the level of professionalism,*” some agencies struggle to provide jobs or opportunities for advancement to match the skills and abilities of program graduates. One respondent described the “*good and bad problem*” of “*difficulty finding jobs for our CWEB students due to our lack of turnover.*” Another stated “*We encourage folks to continue their educations but with a stable, young managerial staff, there is not much advancement so many choose to move on after ‘serving their time.’*” Despite these challenges, directors believe that the programs “*meet a strong need,*” and

express continued enthusiasm for the CWEB and CWEL programs; in the words of one respondent, *“these are excellent programs and we hope to continue to participate!”*

As in previous years, agency directors responded to questions asking them to describe how they have created or adapted programs and assignments that utilize the skills of recent graduates. The most commonly reported strategies were assigning graduates to special projects (84%), allocating more challenging cases (79%), involving graduates in planning or policy development (71%), assigning specialized caseload or agency functions (63%), assignment to leadership roles (57%), and promotions (54%). These responses correlate with the open-ended responses indicating that, while graduates were able to take on advanced tasks and leadership roles, actual opportunities for career advancement were limited.

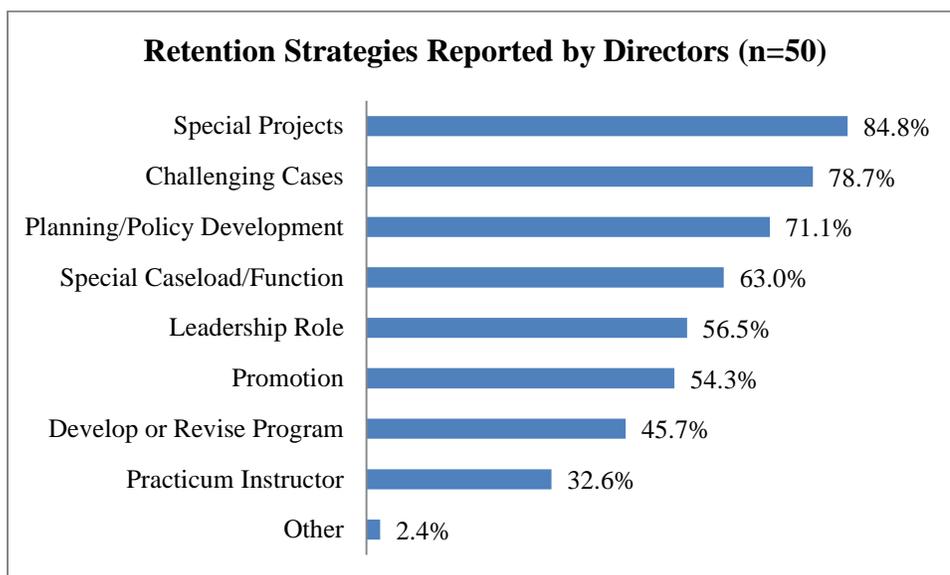
Respondents also shared strategies they have implemented to retain workers. Many directors acknowledged the ongoing systemic barriers to the child welfare workforce retention, including low salaries, lack of advancement opportunities, and overwhelming caseload demands. Several respondents reported a trend of employees who have obtained MSW/MSS degrees leaving child welfare to advance their careers and receive higher salaries. This was exacerbated in at least one county where salary increases for MSW/MSS holders were not honored.

Despite these challenges, directors reported multiple strategies to increase worker retention. Counties with competitive salaries or opportunities for career mobility cited those resources as useful incentives. Other counties increased graduates' responsibilities and management tasks, assigned them to more challenging cases, involved them in agency planning, and offered support for continuing education and development. Creation of positive, supportive work environments and opportunities to train and coach other staff and interns were also noted.

Assignment to special projects was another frequently used retention strategy. Directors gave CWEB and CWEL graduates advanced tasks, such as research responsibilities, grant

writing, clinical positions, and the development of teams providing evidence based services. Graduates were also assigned to specialty units, including Family Group Decision Making, Family Teaming, Family Finding, Integrated Case Management, and Shared Case Responsibility. Furthermore, graduates aided in the creation or further development of vital agency programs, including parenting support groups, truancy programs, mentors for foster children, independent living, clinical services, quality assurance units, drug and alcohol specialty units, and trauma-informed care. Additional special assignments included working on research projects, training other staff, monitoring current legislation, and representing the agency in the community. These strategies can be seen graphically in the figure below.

Figure 13: Retention Strategies Reported by Agency Directors



Similar to the school respondents, agency administrators were asked to rate CWEB and CWEL graduates on core competencies that research has shown to improve worker retention⁷. The competencies were rated on a 5-point scale ranging from 1 (Poor) to 5 (Superior). Every respondent was asked to rate the current group of CWEB and CWEL graduates on interpersonal relations, communication skills, and self-awareness/confidence. To reduce survey burden, two

of the seven remaining core competencies (adaptability, observation skills, planning and organizing work, analytic thinking, motivation, sense of mission and teamwork) were randomly selected for each participant. Ratings for both CWEB and CWEL graduates hovered around the “good” to “very good” range. Respondents rated the CWEB graduates highest in “*sense of mission*” ($M= 3.89$), “*teamwork*” ($M= 3.71$), and “*interpersonal relations*” ($M= 3.70$). Respondents also rated CWEL graduates high in “*interpersonal relations*” ($M= 3.84$), “*observation skills*” ($M= 3.85$), and “*motivation*” ($M= 3.90$). Both CWEB and CWEL graduates were rated lower on “*adaptability*” ($M= 3.33$; $M= 3.69$) and “*planning and organizing work*” ($M= 3.20$; $M= 3.69$). Whereas CWEB graduates were rated lower on “*self-awareness/confidence*” ($M= 3.29$), CWEL graduates were rated lower on “*sense of mission*” ($M= 3.69$) and “*teamwork*” ($M= 3.67$). Table 6 illustrates these findings.

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

Core Competency	Mean	
	CWEB	CWEL
Interpersonal Relations	3.70 (n=23)	3.84 (n=43)
Adaptability	3.33 (n=9)	3.69 (n=13)
Communication Skills	3.50 (n=34)	3.79 (n=43)
Observation Skills	3.63 (n=8)	3.85 (n=13)
Planning and Organizing Work	3.20 (n=10)	3.69 (n=13)
Analytic Thinking	3.36 (n=11)	3.73 (n=11)
Motivation	3.46 (n=13)	3.90 (n=10)
Self-Awareness/Confidence	3.29 (n=34)	3.81 (n=43)
Sense of Mission	3.89 (n=9)	3.69 (n=13)
Teamwork	3.71 (n=7)	3.67 (n=12)

Independent T-tests were conducted to determine if there were differences in two main areas: (1) did agency respondents rate CWEB and CWEL graduates differently on the 10 core competencies?; and, (2) Were there differences between the core competencies that the school respondents looked for in CWEB applicants and the core competencies that agency respondents

saw in CWEB recent graduates? Regarding the first research question about core competencies, only one significant difference was found in agency respondents' ratings of CWEB and CWEL graduates. "*Self-awareness/confidence*" was rated higher for CWEL graduates ($t=-3.12, p<.01$), which is expected since CWEL graduates have worked at least two years in the field of child welfare prior to pursuing their MSW/MSS. CWEL graduates were rated slightly higher on "*communication skills*" ($t=-1.95, p=.055$), which was approaching significance. Independent T-tests were conducted to determine if there were differences between school administrators' consideration of core competencies when admitting CWEB students into the program and county administrator's observations of the core competencies in their most recent CWEB employees.

Several significant results were found. These findings are presented in Table 7 below.

Table 7: Comparison of Agency and School Ratings of CWEB Recent Graduates on Core Competencies

Core Competency	Survey Type	Mean	t value	Significance
Interpersonal Relations	Agency (n=33)	3.70	-5.153	.000
	School (n=15)	4.60		
Adaptability	Agency (n=9)	3.33	-3.450	.005
	School (n=5)	4.60		
Communication Skills	Agency (n=34)	3.50	-5.073	.000
	School (n=16)	4.25		
Observation Skills	Agency (n=8)	3.63	-1.547	.150
	School (n=5)	4.20		
Planning and Organizing Work	Agency (n=10)	3.20	-2.225	.044
	School (n=5)	4.00		
Analytic Thinking	Agency (n=11)	3.36	-2.555	.024
	School (n=4)	4.50		
Motivation	Agency (n=13)	3.46	-8.402	.000
	School (n=4)	5.00		
Self-Awareness/Confidence	Agency (n=34)	3.29	-5.411	.000
	School (n=16)	4.31		
Sense of Mission	Agency (n=9)	3.89	-1.006	.334
	School (n=5)	4.20		
Teamwork	Agency (n=7)	3.71	-1.549	.172
	School (n=4)	4.00		

School respondents rated a number of core competencies as important when considering CWEB applicants, but agency respondents did not see these traits in the CWEB graduates. These results suggest a disconnect between how the schools and agencies operationalize these competencies and characteristics. Another interpretation is that the agency respondents are under-rating the CWEB graduates or comparing them to more seasoned workers. To improve retention in the child welfare workforce, it is important that schools and agencies that educate and employ child welfare caseworkers have the same definitions for what characteristics good child welfare caseworkers possess. These results should spur communication between school and agency representatives to define important characteristics of caseworkers to ensure low turnover in the field.

Overall Summary

The value of the CWEB and CWEL education programs to the child welfare workforce is emphasized by our students, graduates, agency administrators, and university partners. CWEB and CWEL participants are not only valued by the agencies in which they work and the universities they attend, but also by the communities in which they live. With close to one-third of CWEB and CWEL students and graduates reporting the receipt of awards or recognition for superior academic achievement, clinical knowledge, community service, and social work values, it is clear that the Title IV-E education programs are having a positive impact on the child welfare workforce. Sixty percent of current students, recent and long term graduates have proven their academic success by being inducted into various honor societies and having a GPA that placed them on the dean's list or enabled them to graduate with honors during their academic career. In addition, this cohort of CWEB/CWEL respondents had success in the workforce as seen by employee of the month awards, increased responsibilities, overseeing new projects/initiatives, and receiving positive feedback on their casework skills from their families,

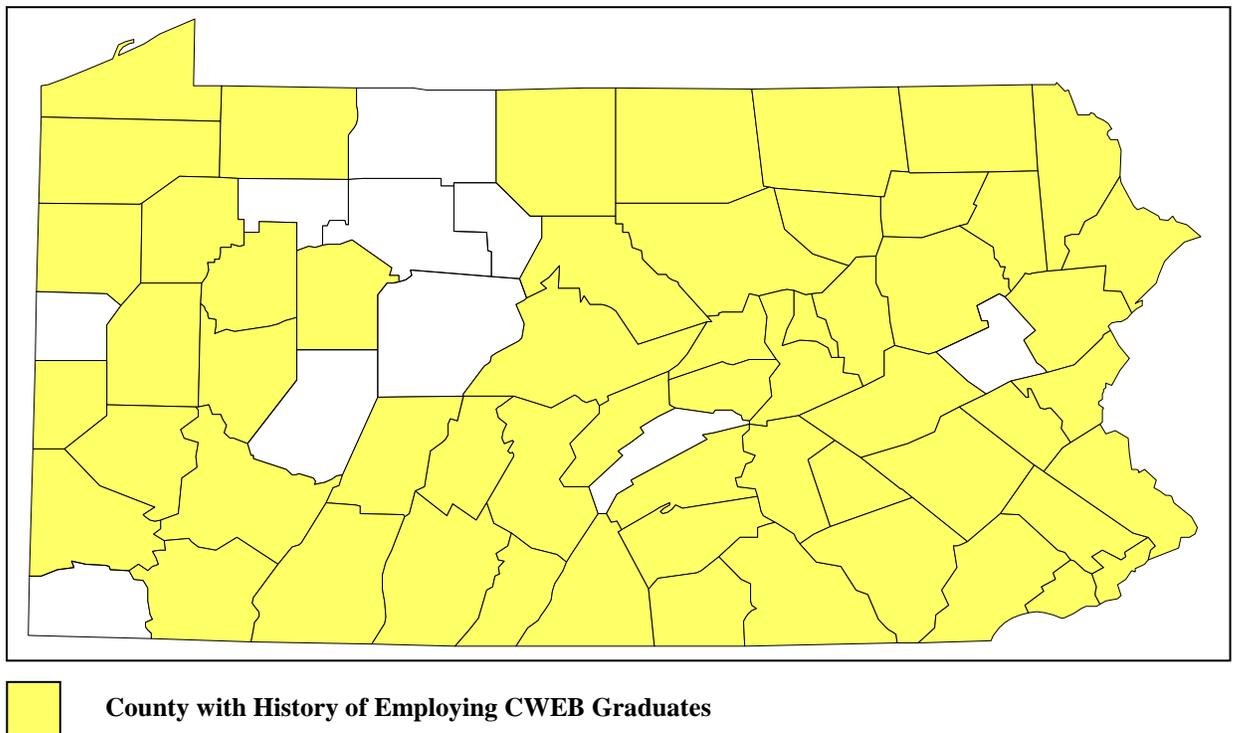
colleagues and/or other professionals. Showing continued dedication to the social work profession, this cohort of respondents received such awards as the Child Advocacy Center Star Award, Outstanding Field Education Award, Crusader Award, and the Kevin J. Robinson Award. Effective university-agency partnerships further support the retention of these qualified and competent child welfare professionals.

Discussion

CWEB

After thirteen years of operation, the CWEB program has made remarkable gains. Fourteen universities, 57 counties and 924 graduates have made major investments in its operational success. Strong collaboration has enabled the program to prepare individuals for work in public child welfare and county agencies report actively recruiting CWEB graduates.

Figure 14. CWEB County Participation



As shown in Figure 14, CWEB graduates have entered the child welfare workforce in 85% 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 13-year period continue to be helpful in suggesting program improvements, and we continually analyze our lessons learned from administering the program. We have refined our admission criteria and instituted a more intensive case management process to ensure successful outcomes. The case management component introduced in the 2009-2010 academic year has resulted in the increased enrollment of CWEB students in the state-mandated competency and skills-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.

Variation in the civil service status among counties has presented a challenge for students as there is not presently an interface between these two merit employment systems. We work closely with students to complete the civil service process so that they have employment options in both civil service and non-civil service counties. Barriers to the timeliness of hiring CWEB graduates have been successfully resolved for the most part, and are always subject to economic and political change at the local and state level. Close follow-up by the CWEB Academic Coordinator and the CWEB/CWEL Agency Coordinator has resulted in the majority of graduates securing county agency employment within 60 days of graduation. 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 a targeted collection procedure that can include obtaining a court judgment against the student. This is rarely necessary as nearly all students honor their obligations, and agencies are anxious to hire CWEB graduates due to their 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 • Competency-based rating instrument used to assess CWEB applications
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 presence 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

CWEB: Suggested Program Improvement	Action Plan/Progress
Enhance student and school awareness of the difference between civil service and non-civil service counties and how this can impact county hiring practices	<ul style="list-style-type: none"> • Discussion with students and schools • Most recent information regarding county civil service status posted on CWEB website and in CWEB Student Handout • CWEB students completing internships within non-civil service counties should also register as a county casework intern so that they are able to apply for jobs in civil service counties
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
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 leadership and professional development skills	<ul style="list-style-type: none"> • Enroll student pilot groups at two locations in leadership and self-care training
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

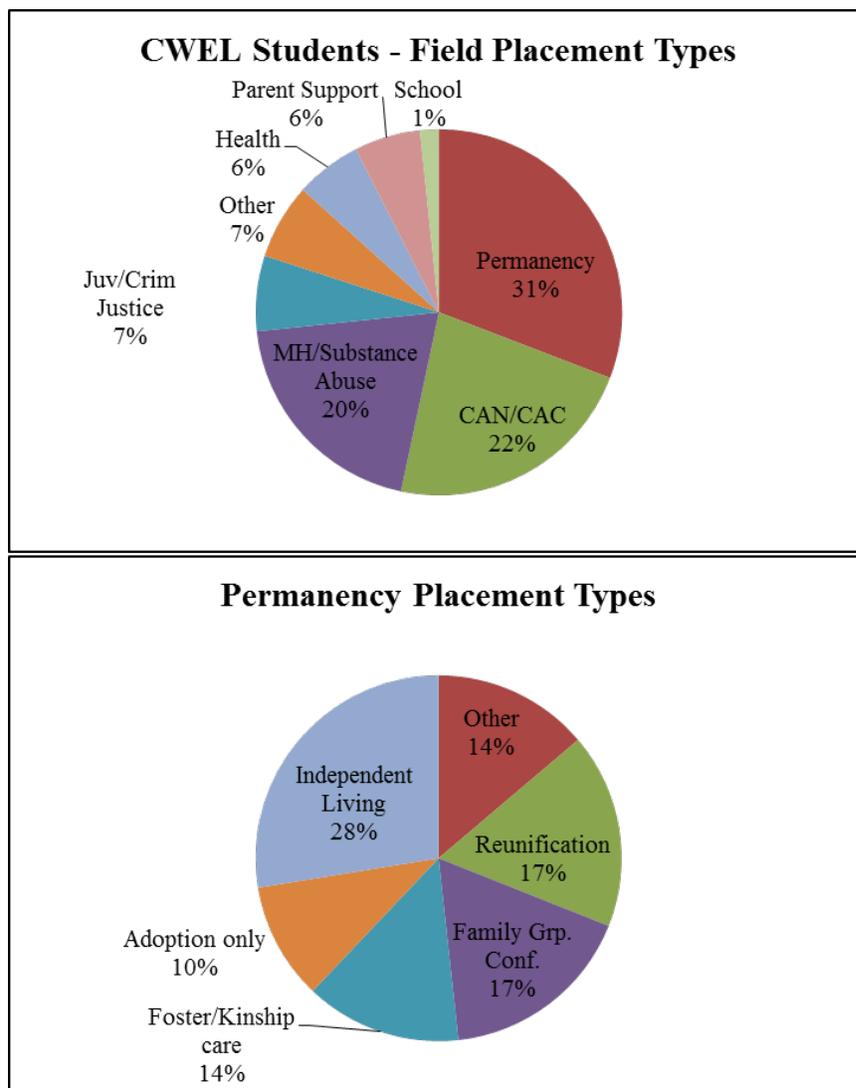
CWEL

After 19 years of operation, the CWEL program has continued to reach additional students and counties while maintaining its commitment to close, collaborative working relationships with the Department of Human Services, students, county agencies, and schools of social work in Pennsylvania. The number and diversity of counties has increased over time, enrollment continues to meet 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 and as a

major asset to public child welfare in Pennsylvania. Feedback indicates that the program is well-administered and user friendly. It is credited as having a long-term impact on public child welfare practice and as a positive element in the continuing challenge of worker retention.

CWEL students contribute to human service programs in both the public and private sector during the course of their graduate studies through active engagement in field work in a variety of community-based agency settings. Figure 15 below 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.

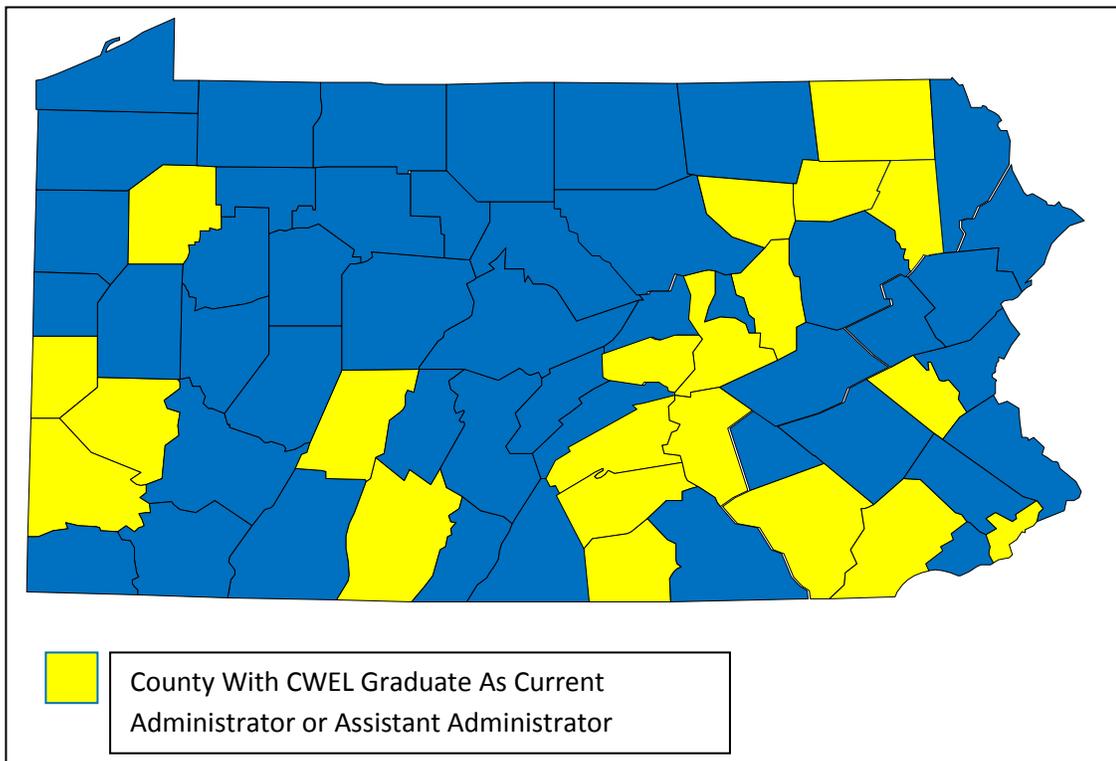
Figure 15. CWEL Field Placement Types



By completing a field experience at an agency in the private sector or within another publically-funded program, students are able to gain valuable information regarding systems, policies, service mandates, and intervention strategies. They, in turn, are able to transmit their experience and knowledge of child welfare policies and procedures within provider agencies that may have limited to no understanding of child welfare services. All of this occurs as our students share their expertise and enrich their skills through internships with public 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 teaming and conferencing. Of note, a CWEB graduate also occupies a county leadership position. We applaud the promotion of our graduates into these key leadership roles and the new vision and energy that they bring to public child welfare. 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, CPSL workgroup, TA Collaborative) and involvement in practice initiatives such as the early developmental screening of young children, family teaming and conferencing (e.g., Family Group Conferencing, Family Teaming, Family Group Decision Making) Family Finding, and 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.

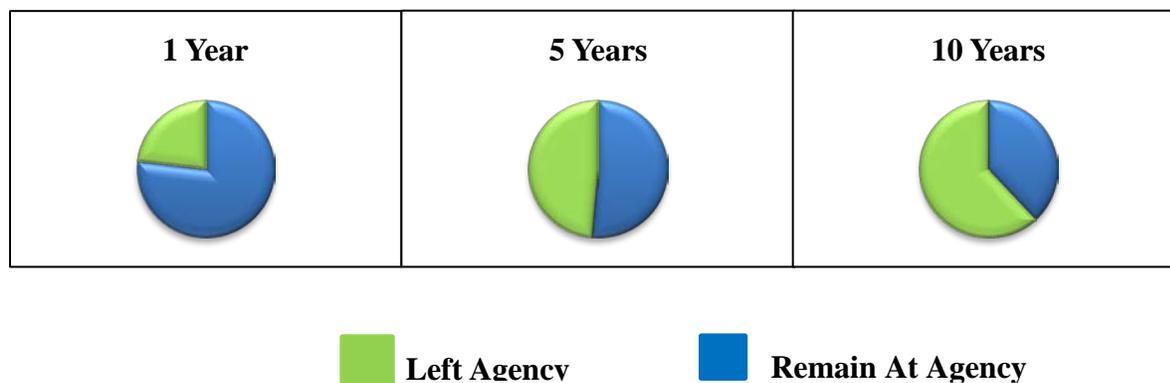
Well-educated and skilled professionals who serve children at risk and their families will benefit public child welfare wherever they practice and will return the investment made on their training by the taxpayers many times over. But a major opportunity will be lost if agencies do not take full advantage 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.¹⁰ 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 1,162 graduates who have completed the program, only 16 have failed to complete their work commitment. Another 508 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

¹⁰ 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.

disability, relocation of a spouse and a variety of other unique circumstances. This represents an 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.¹¹ Unfortunately, there is little that CWEB or CWEL alone can do about any of these important factors. It is critical for the Department, the

¹¹ 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.

University, county agencies, and PCYA to work together in implementing strategies to address organizational and workforce issues. Organizational effectiveness interventions provide a structure for defining, assessing, planning, implementing, and monitoring workforce development strategies¹². 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

¹² 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.

discontinuation) among part-time students compared to full-time students. Three to four years is an extraordinary period of time for students to be balancing the demands of child welfare work, academic studies and the other responsibilities in their lives. Our experience over the past 19 years has shown that part-time students are at a higher risk for program discontinuation compared to full-time students.

The agencies' primary concern with full-time study for CWEL students most frequently is whether or not the agency can fill the position while the student is away for full-time study. The counties that have hired replacements have experienced no major difficulties and have been able to do so without any financial cost because of the reimbursement they receive for the salary and benefits of the trainee in school. Schools and students almost unanimously favor the full-time model. Of the withdrawals from the program prior to graduation, seventy-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. We also realize that Pennsylvania is primarily a rural state, with many counties having a low population density. The size of the county agency workforce ranges from 700 to four. Clearly, in smaller counties a reduction of even one individual in full-time study represents a huge loss for the workforce. Full-time study may not be feasible. For part-time enrollment to be viable and more satisfying for participants, both counties and schools need to be flexible with scheduling and provide enhanced supports to assist employees/students in the balancing of multiple responsibilities. This is a necessary workforce investment.

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 2013-2014 academic year, 46% 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 on the following pages.

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)]
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 state and national recruitment, retention and workforce development • CWEL graduate involvement in ongoing organizational effectiveness/CQI processes within counties • Inclusion of CWEL graduates in state-wide practice and policy initiatives (i.e., CPSL Amendments, Safety Assessment and Management, Quality Service Reviews, PA Child Welfare Practice Model, organizational effectiveness work, curriculum development and quality assurance committees, developmental screening of young children in child welfare, IV-E waiver demonstration activities)
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 CWEBs

CWEL: Suggested Program Improvement	Action Plan/Progress
<p>Permission for students to major in administration or macro practice</p>	<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)
<p>Increase in full-time student enrollment</p>	<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
<p>Inclusion of advanced level child welfare coursework in school curricula, particularly in evidence-informed and evidence-based practices</p>	<ul style="list-style-type: none"> • Ongoing curricular consultation to schools • Provision of technical assistance • Offering of courses targeted toward effective family engagement and teaming practices, motivational interviewing skills and enhanced assessment • Inclusion of trauma-informed care principles in child welfare curricula • Continued refinement of child welfare curricula
<p>Enhance involvement of graduates in state-level policy and practice initiatives</p>	<ul style="list-style-type: none"> • Efforts will continue to be directed toward linking graduates to statewide practice improvement initiatives • PA's CWDP and the major legislative changes to the CPSL provide significant opportunities for graduates to become involved in high-level activities impacting the child welfare system • Increase efforts to better integrate the CWEL and CWRC programs
<p>Increase salary of child welfare workers</p>	<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 and responsibility 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., DHS 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.
Increase depth of undergraduate child welfare curriculum among schools through the development of a certificate in Child Advocacy Studies in collaboration with the National Child Protection Training Center.	Undergraduates currently complete one child welfare course and a public child welfare internship. The 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.
Consideration of an additional component to the CWEL program in order to recruit new employees for the counties. These persons would never have worked in a county CYS before, but would be trained and would have the same length of work commitment as that currently required of CWEL students.	The provision in the federal Title IV-E regulations which permits the training of persons “preparing for [public child welfare] employment” ¹³ provides this opportunity. A principal advantage is cost savings. The cost of all this to the Department would be the non-federal match. The potential impact upon the CWEB program must be carefully considered, however. It is possible that increasing the number of masters-prepared individuals might significantly limit the opportunity for bachelor-level graduates to obtain county employment.

¹³ 45 CFR, Ch. II, §235.63 (a).

CWEB/CWEL: Recommendation	Background Information and Rationale
<p>It is recommended that consideration be given to including the fourteen (14) private, accredited undergraduate social work programs 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 fellowship payments, 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>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 an increasing number of these campuses have become options for CWEL students. Access to approved child welfare courses and academic oversight is available at these branch programs.</p>
<p>Participation by CWEB/CWEL graduates in the implementation of practice changes following revisions to PA's child abuse laws</p>	<p>CWEB and CWEL students are in an excellent position to support and assume leadership in the practice changes that will result from amendments to PA's Child Protective Services Law.</p>

CWEB/CWEL: Recommendation	Background Information and Rationale
Development of CWEB/CWEL Advisory Network to provide input on emerging program issues.	CWEB/CWEL school partners endorsed the development of an advisory network among school faculty, program graduates, county administrators and CWERP faculty to provide guidance for the programs. Several faculty have joined the Training Steering Committee of the PA Child Welfare Resource Center.
Incorporation of trauma-informed supervision at the county level	Current students and graduates speak poignantly about needing supervisory and peer support to manage work-related stress, and of the impact of secondary trauma upon their ability to remain in the field of child welfare. We believe it is critical to address this issue. Revisions to the Supervisor Training Series developed by CWRC have placed increased emphasis on this particular workforce need.
Consideration of a doctoral-level child welfare education option.	This recommendation can provide an additional evaluation arm for the Department and further our mission of establishing evidence-based child welfare practice across the state. CWERP is in an excellent position to facilitate doctoral education. A reasonable objective over time might be one (1) doctoral student in each of the five (5) schools with a doctoral program. Work commitment issues require detailed discussion among all parties.
Transition support and ongoing connection among CWEB and CWEL graduates.	All graduates benefit from ongoing connection and support, and coaching is particularly important for CWEB graduates who are new to public child welfare. Additionally, portfolio and resume development is essential. Transition back to the county agency is a distinct issue among CWEL graduates, and is most problematic for those who have been full-time students. Increased attention has been paid to preparing these students for their return to the agency. Greater network support and participation in transition groups for returning graduates are helpful strategies.

	<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>Participation by CWEB and CWEL graduates with practice changes following revision of PA’s Child Protective Services Law.</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>
<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. Pennsylvania is a leader in workforce development and is fortunate to have an integrated education, training and practice improvement continuum of programs dedicated to the child welfare system. While we are gratified to be part of this remarkable

venture and partnership, we sincerely acknowledge that the contributions of many others are what guide, sustain, and shape these highly acclaimed programs.

The county children and youth service administrators have been unfailingly responsive as individuals and through their organization, the Pennsylvania Children and Youth Administrators. The Department of Human Services has continued to strongly endorse the CWEB and CWEL programs. We especially thank Beverly Mackereth, Secretary of the Department of Human Services, 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. Cindi Horshaw, Acting Bureau Director, is both a OCYF partner and CWEL graduate. Our academic partners have made major contributions to the success of our programs and that of our students. Admissions, registrations, invoices, graduations, academic schedules, course listings, internships and dozens of other details must be coordinated and carefully attended. The 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 be members of the consortium.

We are proud that the CWEB and CWEL education programs have been recognized as key strengths in Pennsylvania during both rounds of the federal Child and Family Services Review. We anticipate no less in Round 3 of the CFSR. 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, 2013-2014
- D. Table III: Undergraduate Child Welfare Course Offerings of Approved CWEB Schools, 2013-2014
- E. Table IV: Graduate Child Welfare Course Offerings of Approved CWEL Schools, 2013-2014
- F. CWEB County Participation Map
- G. CWEB Overview: 2001-2014
- H. CWEL Overview: 1995-2014
- I. CWEL Applicant Pool and Admissions: 1995-2015 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

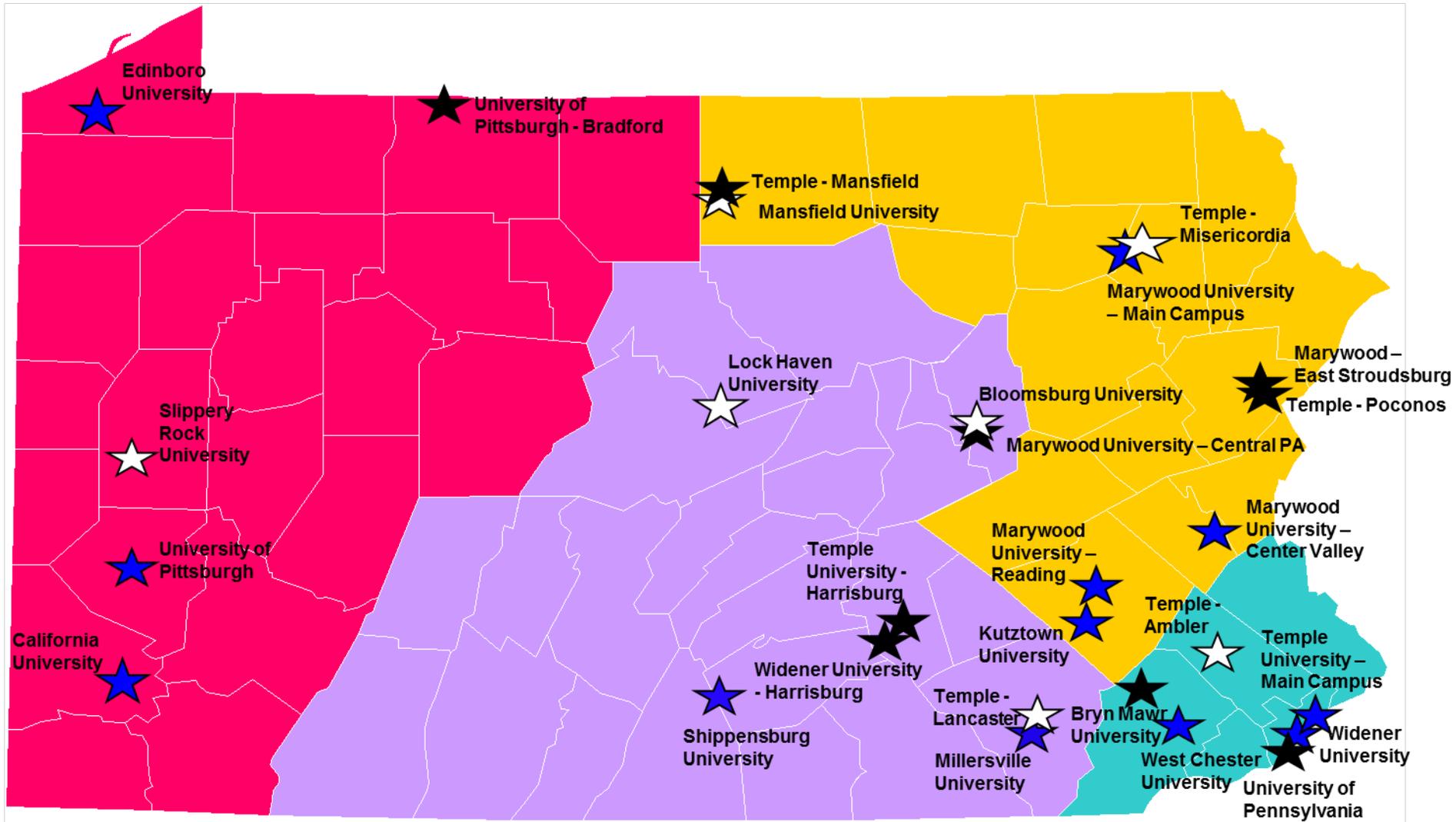
SCHOOL	MSACS	CSWE	CWEB only	CWEB/CWEL	CWEL only	Entry into program
Bloomsburg University	2014	2016	X			2001
Bryn Mawr College	2015	2016			X	1995
California University	2015	2017		X		CWEB 2001 CWEL 2004
Edinboro University	2015*	BSW 2014 MSW 2017		X		CWEB 2001 CWEL 2006
Kutztown University	2023	2018		X		CWEB 2001 CWEL 2007
Lock Haven University	2016	2016	X			2001
Mansfield University	2017	2022	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	2022	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

*Per the Middle States Commission on Higher Education (MSCHE), accreditation may be in jeopardy because of insufficient evidence that the institution is in compliance with Standard 3 (Institutional Resources). The institution remains accredited while on warning. A monitoring report, due March 1, 2015, must document that the institution has achieved and can sustain compliance with Standard 3, including but not limited to, evidence of (1) development and implementation of strategies to measure and assess the sufficiency of institutional resources to support the institution's mission and goals; (2) development of a financial plan to address the FY15 projected budget deficit; (3) review of the enrollment management plan to assess optimal enrollment; and (4) steps taken to improve the institution's long-term financial viability and sustainability.

Appendix B

CWEB and CWEL
School Participation Map

Child Welfare Education and Research Programs Participating Schools



Appendix C

Table II

University of Pittsburgh Child Welfare Courses

2013-2014

TABLE II
UNIVERSITY OF PITTSBURGH CHILD WELFARE COURSES
FALL TERM 2013

Course Title	Enrollment
Child and Family Advocacy	13
Child and Family Policy	24
Issues in Child Maltreatment	25
Child Welfare Services	8
Direct Practice with Children	27
Family Group Decision Making (two sections)	33
Intimate Partner Violence	17
Social Work with Drug & Alcohol Abuse	25

SPRING TERM 2014

Course Title	Enrollment
Child and Family Policy (three sections)	69
Children and Families at Risk (two sections)	50
Child Welfare Services (two sections)	34
Clinical Social Work with African-American Families	8
Social Work Practice with Families	22
Social Work with Drug and Alcohol Abuse	25

SUMMER TERM 2014

Course Title	Enrollment
Social Work Practice with Families	13
Social Work with Drug & Alcohol Abuse	11

Appendix D

Table III

Undergraduate Child Welfare Course Offerings of
Approved CWEB Schools
2013-2014

TABLE III

**Undergraduate Child Welfare Course Offerings
of
Approved CWEB Schools for 2013-2014**

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 ¹⁴
West Chester University	Child Welfare Practice and Policy
Widener University	Families at Risk

¹⁴ 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

2013 - 2014

TABLE IV

**Graduate Child Welfare Course Offerings
of Approved CWEL Schools for 2013-2014
(University of Pittsburgh is shown on Table II)**

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

School	Course Title
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

*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

Appendix F

CWEB County Participation Map

Appendix G

CWEB Overview

2001- 2014

Charts 1-6

Chart I
Child Welfare Education for Baccalaureates
2001-2014 New Admissions (Projected Through 2016)

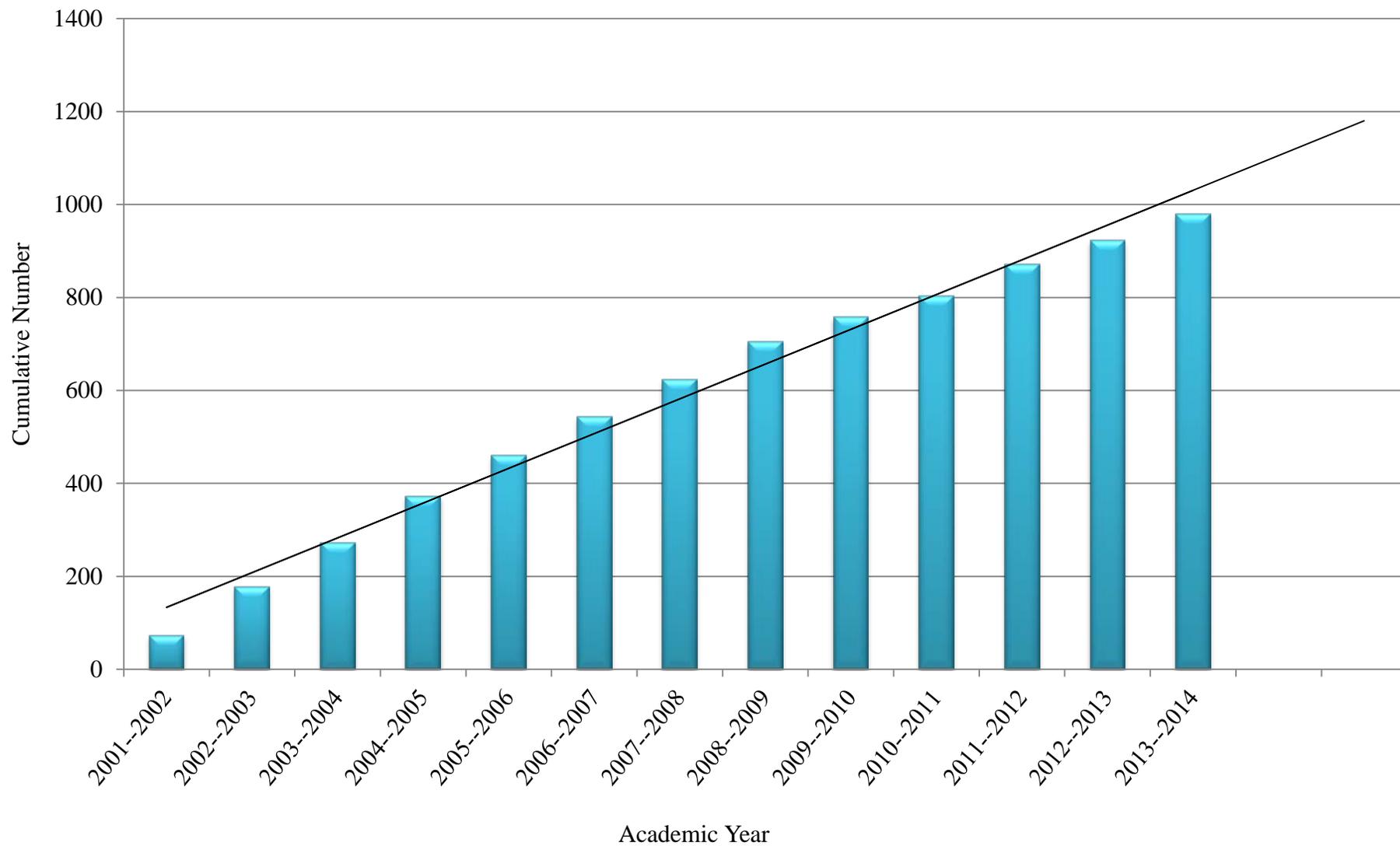


Chart 2
Child Welfare Education for Baccalaureates
2001-2014
Student Admissions & Graduations

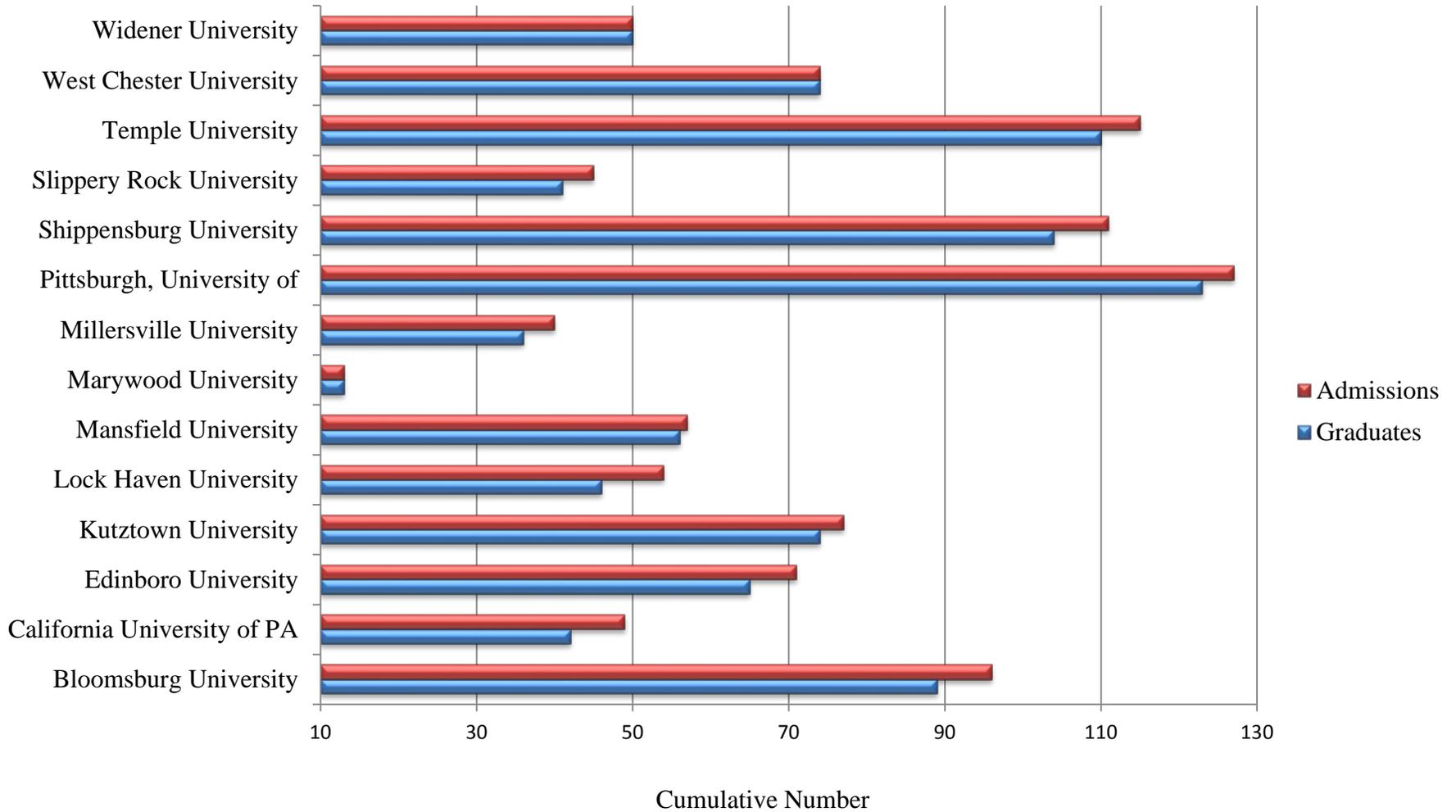


Chart 3
Child Welfare Education for Baccalaureates
2001-2014 Admissions by School and Ethnicity

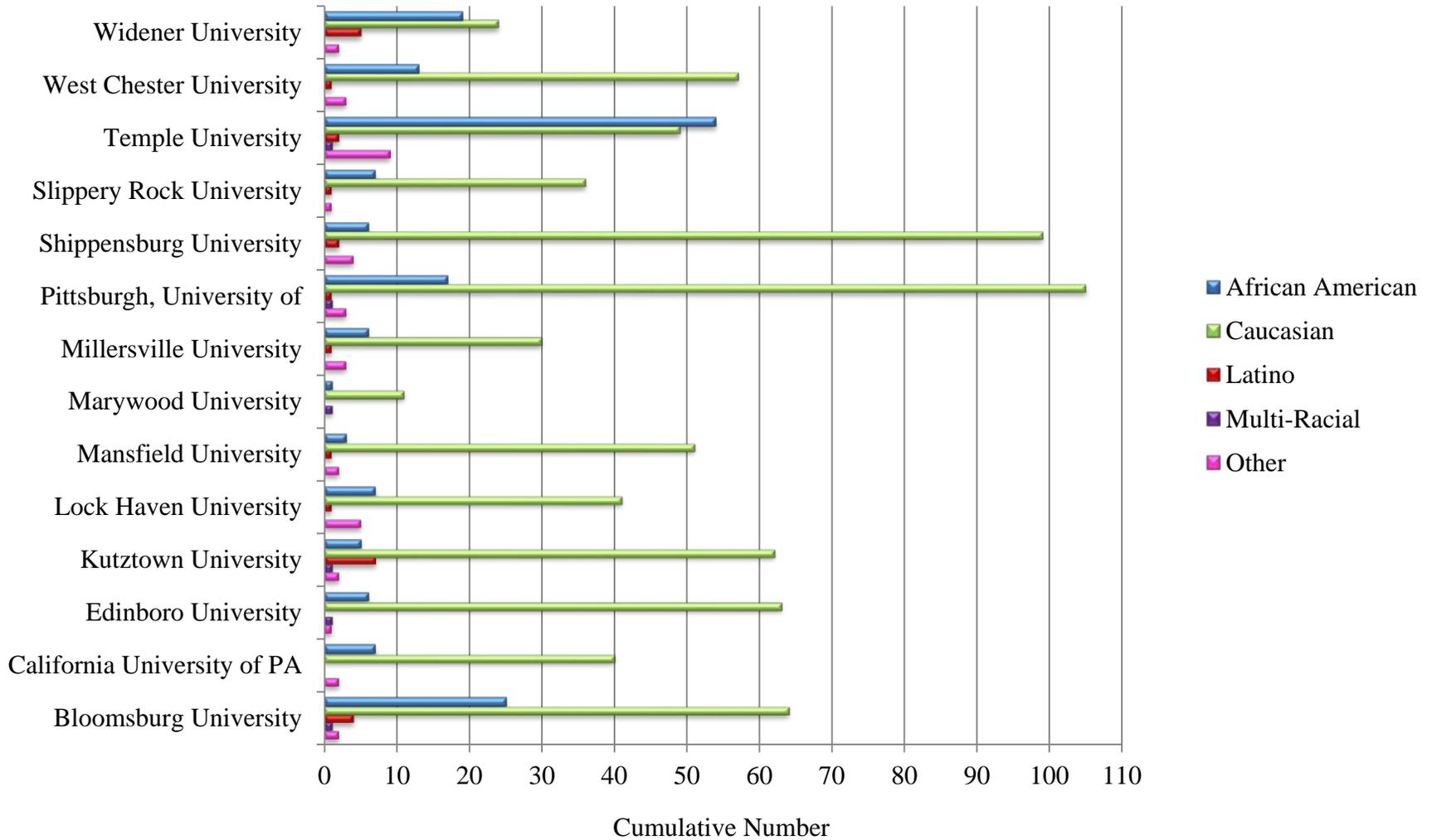
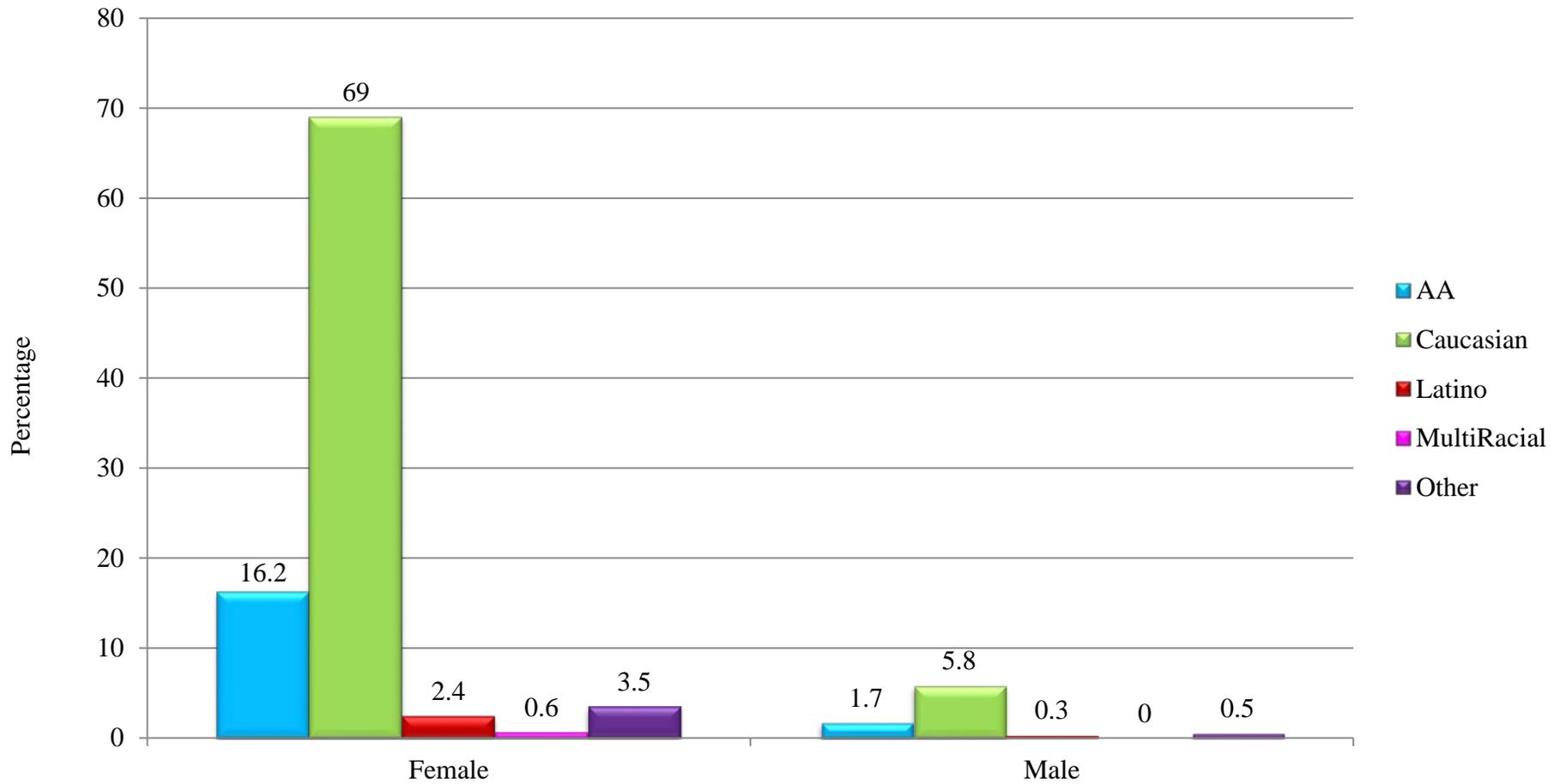
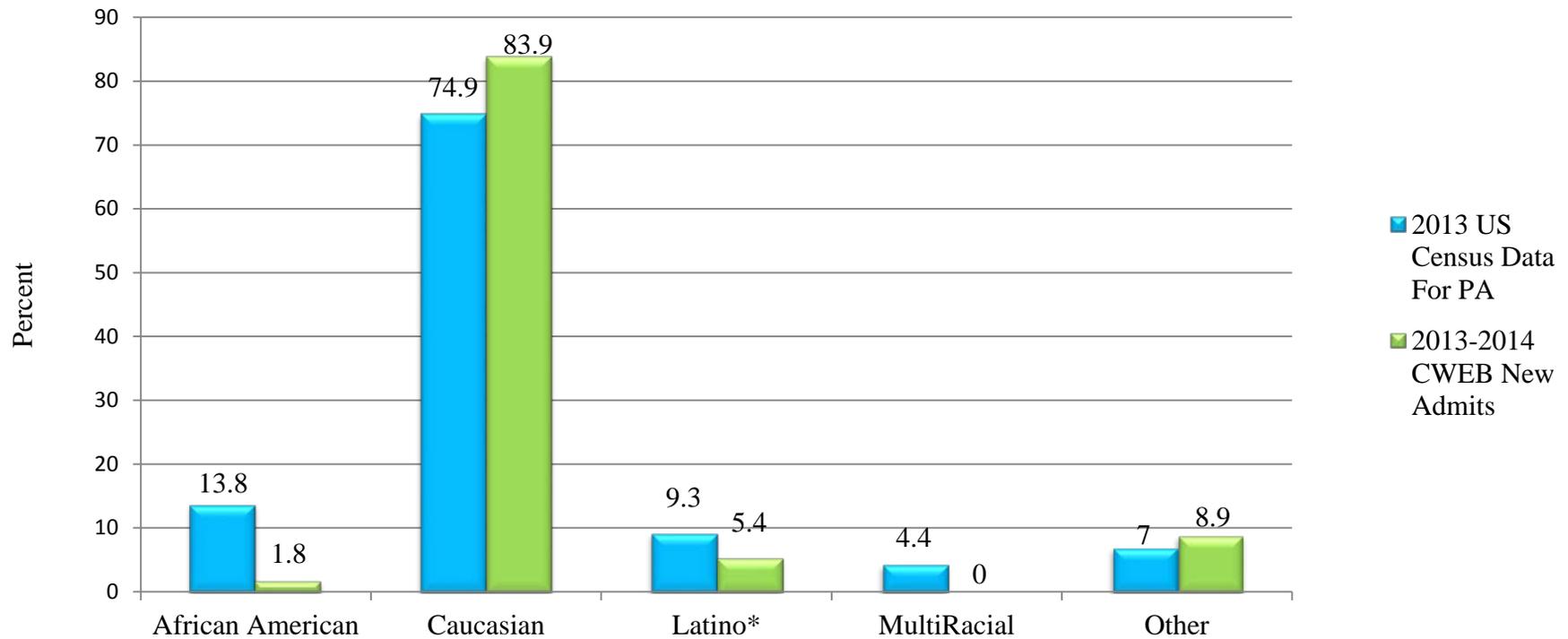


Chart 4
Child Welfare Education for Baccalaureates
2001-2014 Admission Demographics



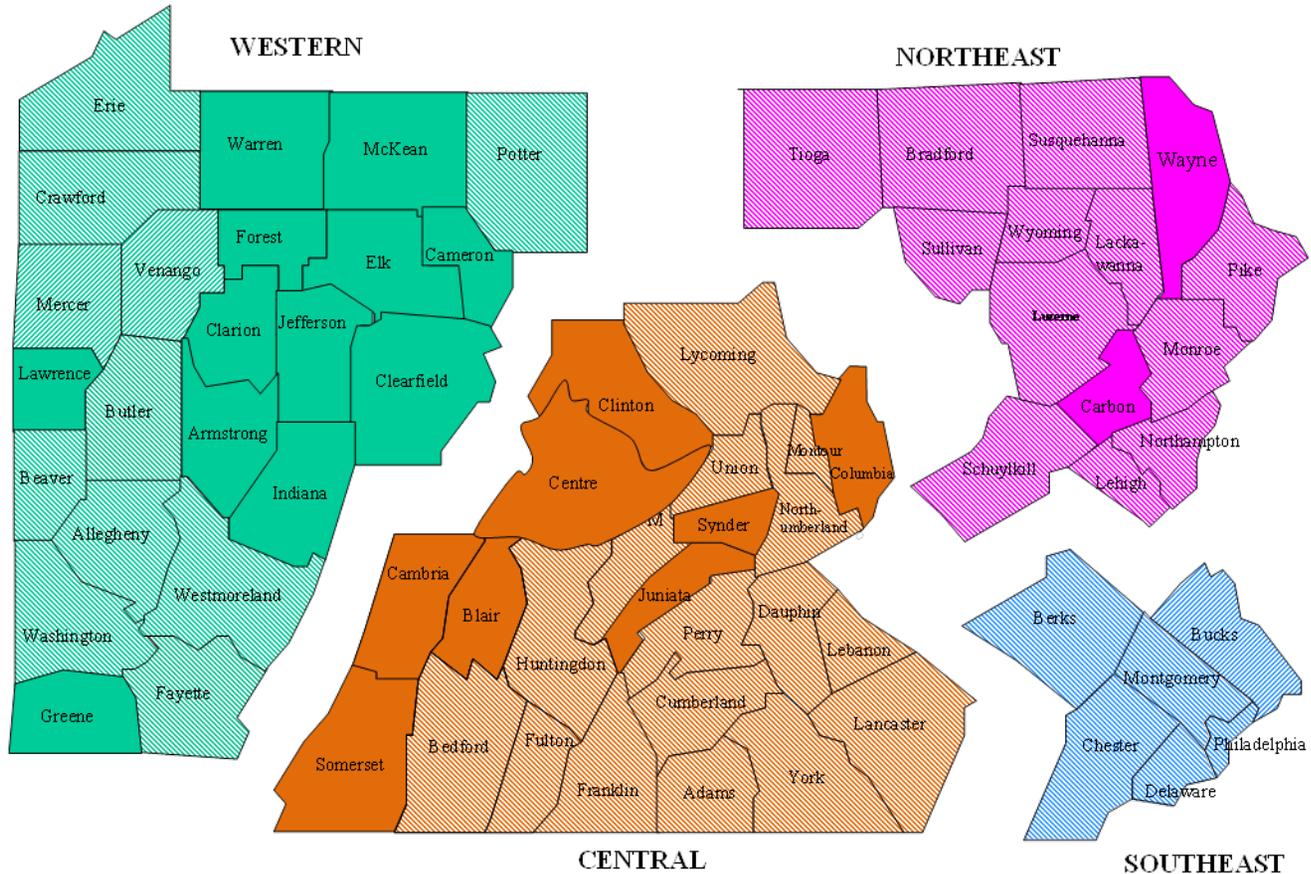
Note: Latino category includes Hispanics of any race

Chart 5
Ethnicity Comparison
US Census Data 2013 for Pennsylvania and
Child Welfare Education for Baccalaureates 2013-2014 New Admissions



Note: US Census Latino category includes Hispanics of any race. All CWEB Latinos only endorsing Latino for ethnicity.

Chart 6
Recent CWEB County Employment
Employment For Graduates -- Summer 2009 to Summer 2014



▨ Indicates County of Hire

Appendix H

CWEL Overview

1995 - 2014

Charts 1 - 8

Chart I
Child Welfare Education for Leadership
1995-2014 New Admissions (Projected Through 2016)

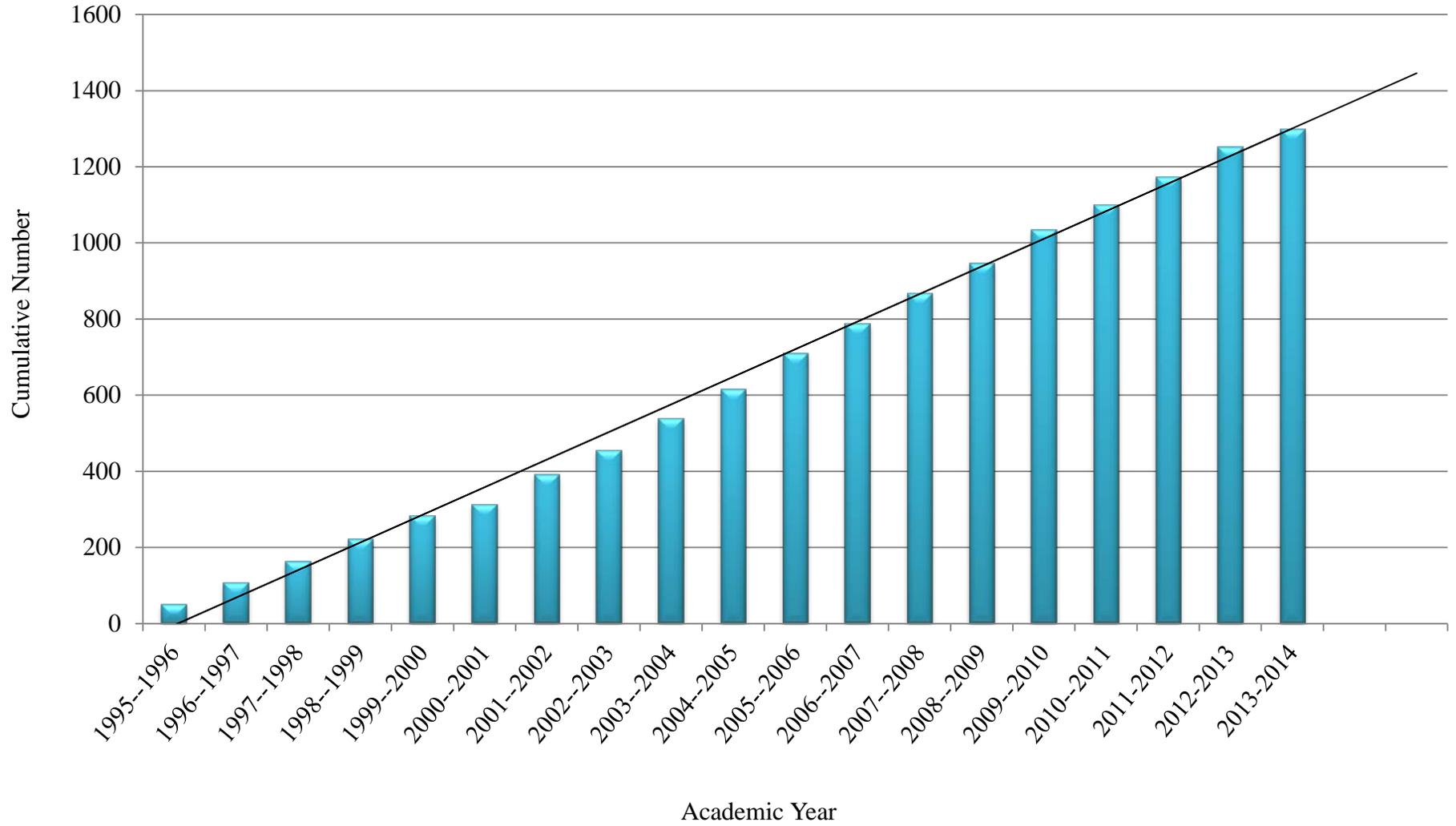


Chart 2
Child Welfare Education for Leadership
1995 - 2014
Student Admissions and Graduations

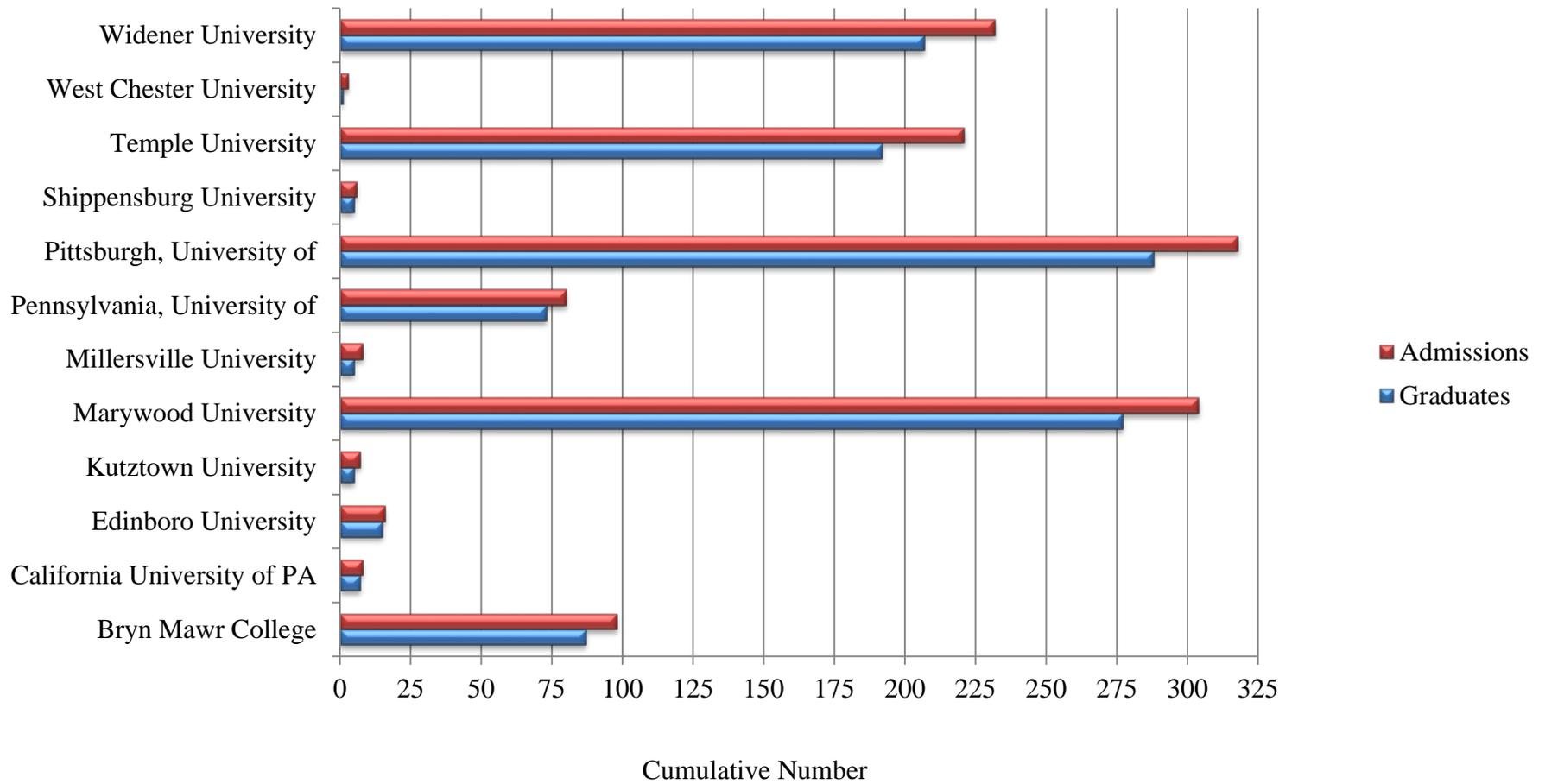


Chart 3
Child Welfare Education for Leadership
1995-2014 Admissions by School and Ethnicity

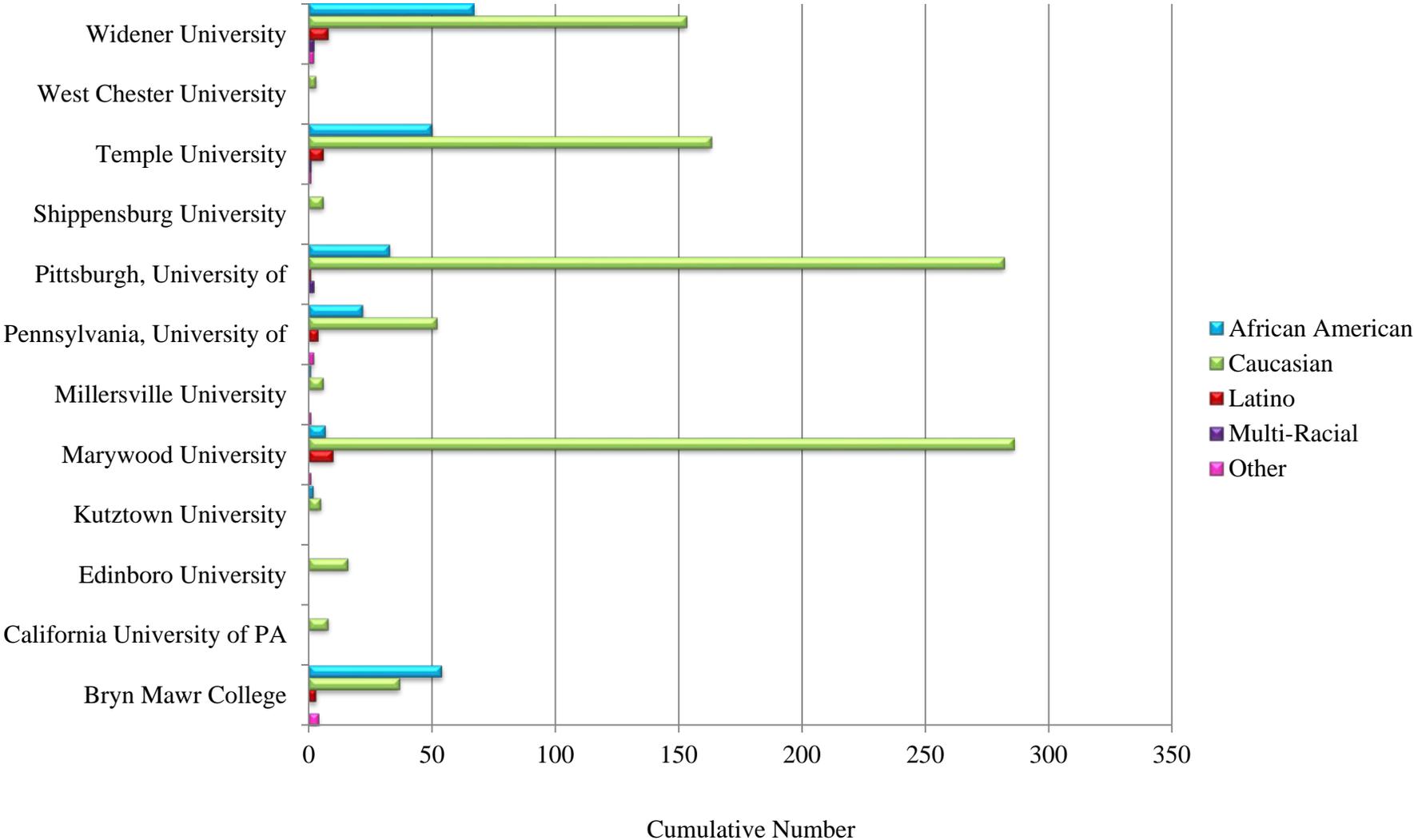


Chart 4
Child Welfare Education for Leadership
1995-2014 Admission Demographics

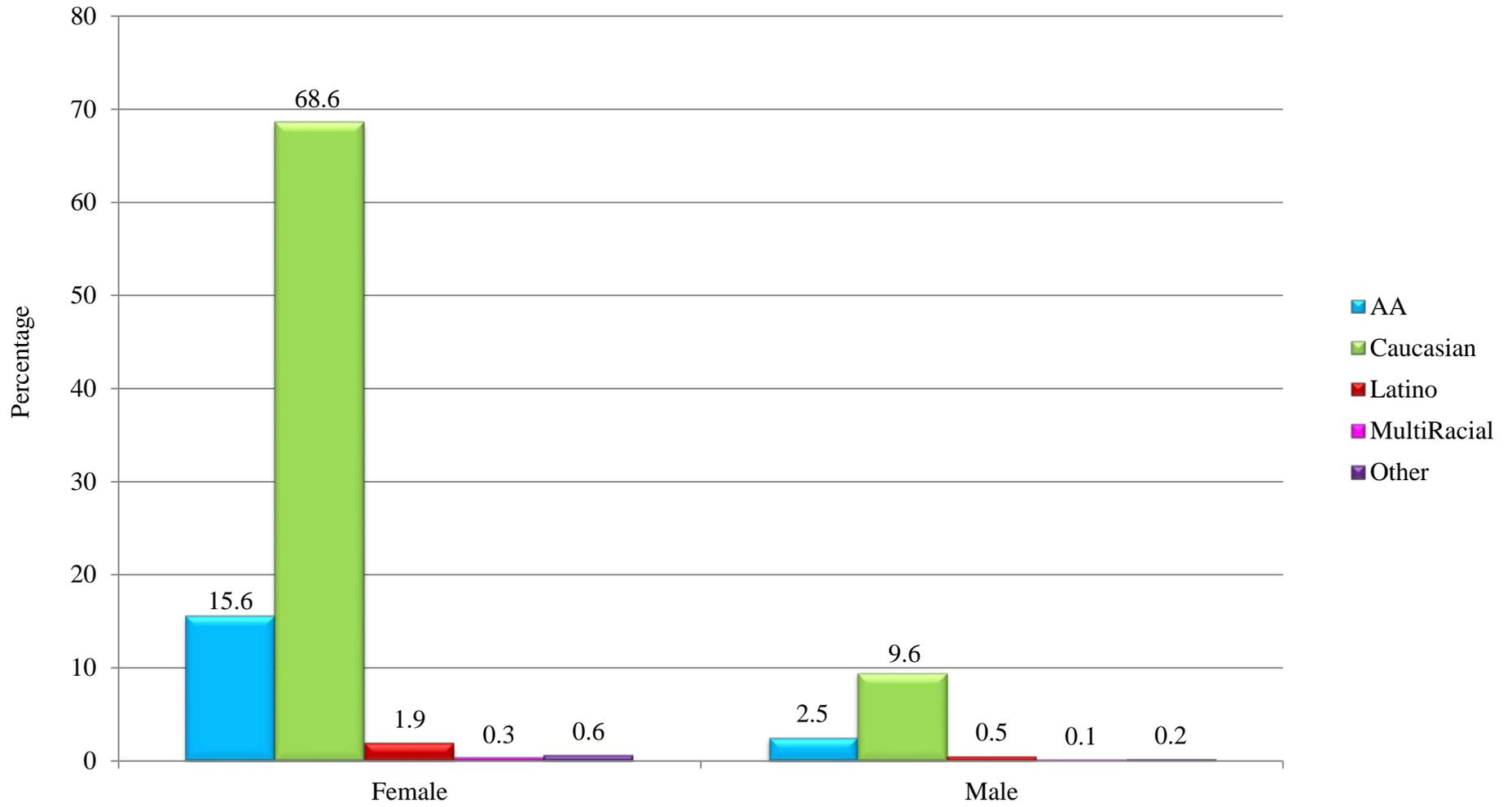
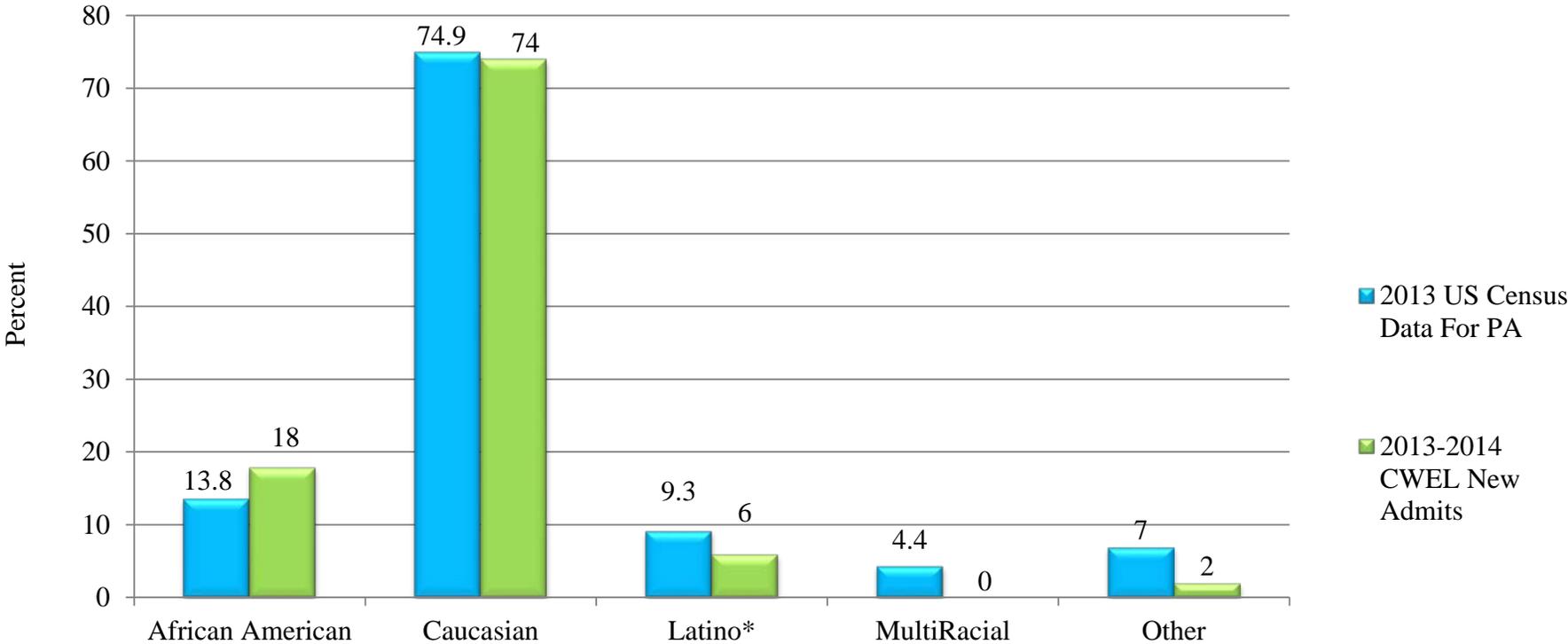


Chart 5
Ethnicity Comparison
US Census Data 2013 for Pennsylvania and
Child Welfare Education for Leadership 2013-2014 New Admissions



Note: Latino category includes Hispanics of any race

Chart 6
Child Welfare for Leadership
1995-2014 Admissions
by School & Full-time/Part-time Status

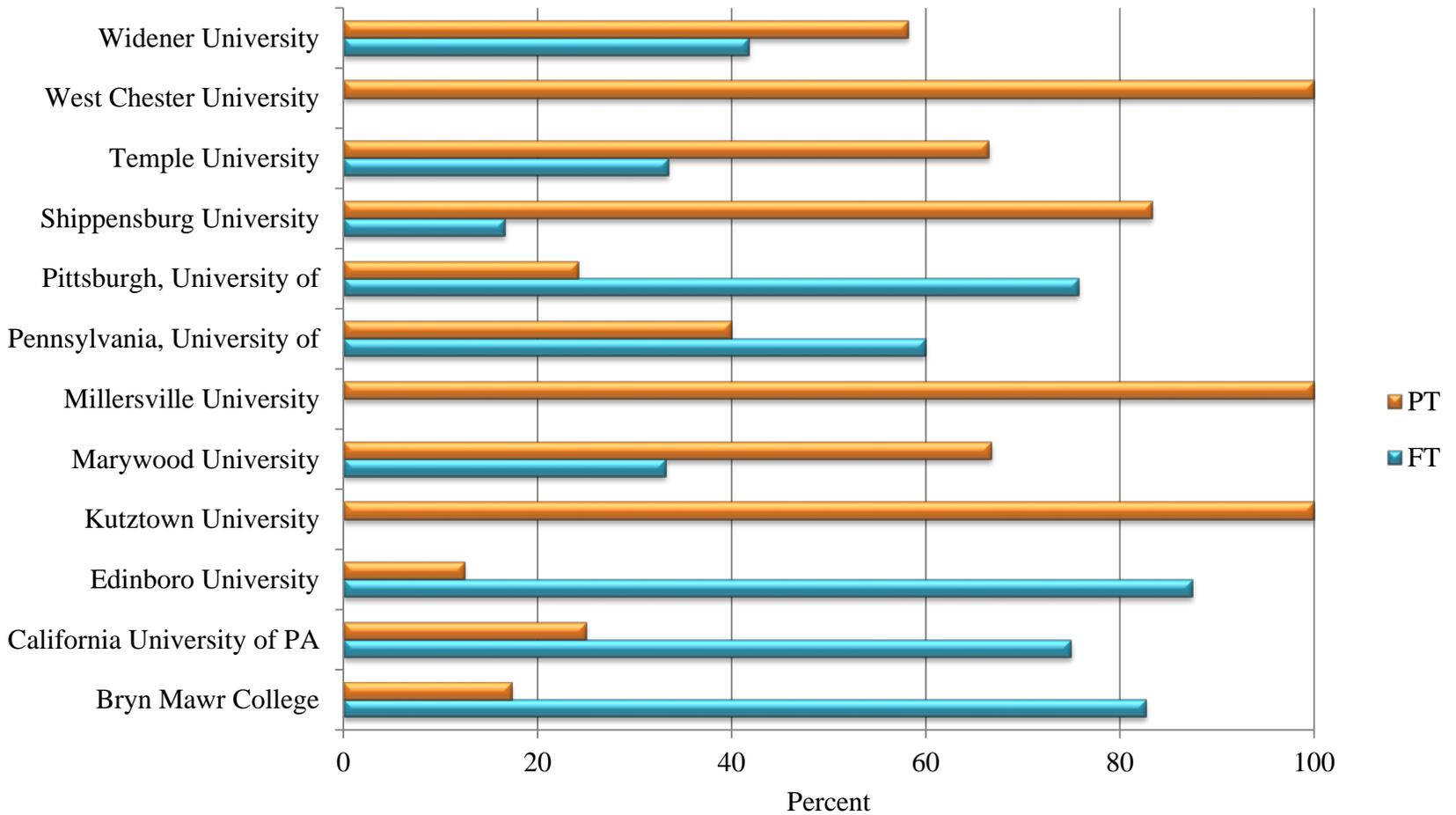
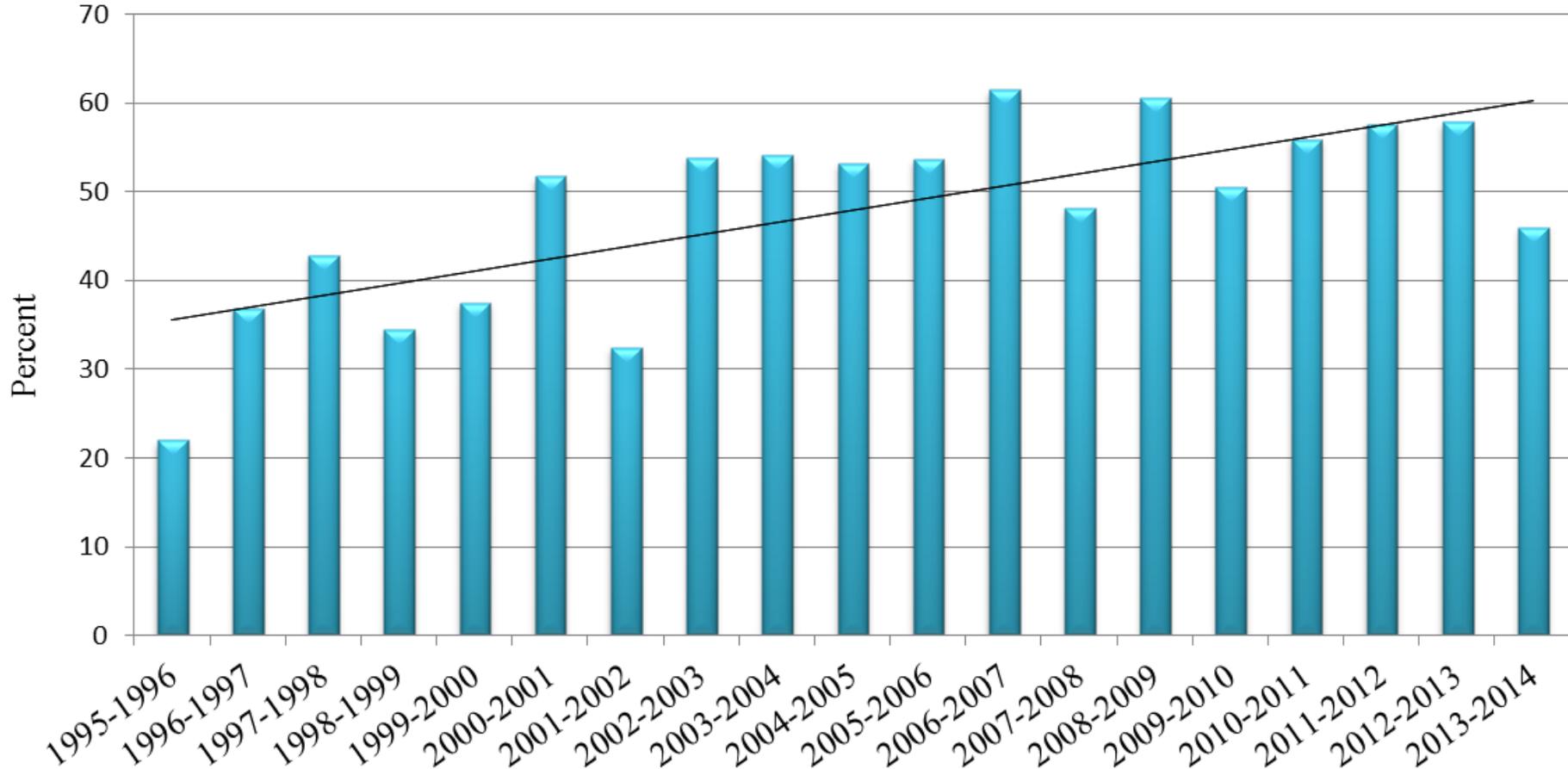


Chart 7
Child Welfare for Leadership
1995-2014 Admissions
Part-Time Trend



Appendix I

**CWEL Applicant Pool and
Admissions by Position and Years of Service
1995- 2015 Academic Years**

TABLE I
Child Welfare Education for Leadership
1995-2015 Academic Year Applicant Pool

Counties Represented			
95-12	12-13	13-14	14-15
64	35	25	26

Students Admitted*			Applicants Eligible But Unfunded			Applicants Ineligible**			Applicant Withdrew			Spring 2014 Pending Applicants	TOTAL Applications***		
95-13	13-14	14-15	95-13	13-14	14-15	95-13	13-14	14-15	95-13	13-14	14-15	14-15	95-13	13-14	14-15
1270	54	55	27	0	0	490	8	8	99	1	1	5	1896	63	69

*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.

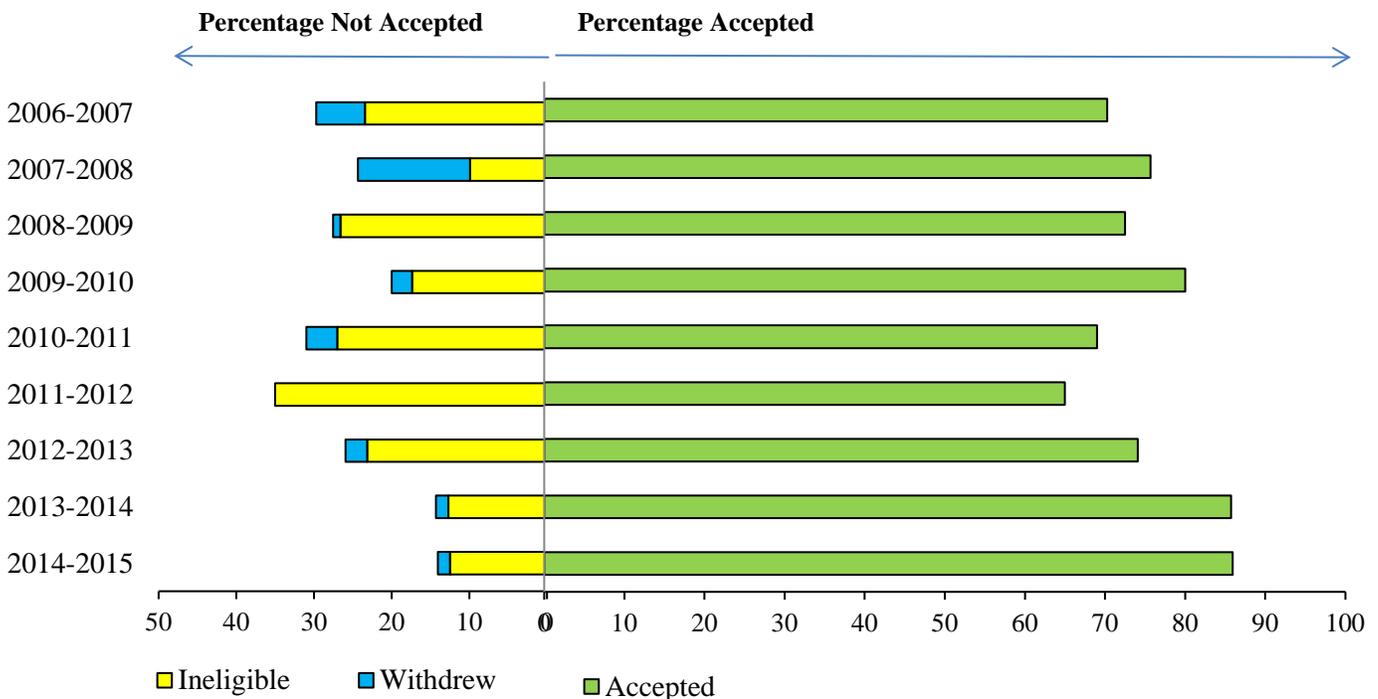


TABLE II
Child Welfare Education for Leadership
1995-2015 Academic Year Admissions by Agency Position and Years of Service

Position	Number				Average Years In Present Agency			
	1995-2012	2012-2013	2013-2014	2014-2015	1995-2011	2012-2013	2013-2014	2014-2015
Caseworker	1000	73	48	52	4.8	4.5	6.4	5.8
Supervisor	123	3	3	1	9.8	11.0	4.8	5.9
Other*	62	4	3	2	10.1	8.1	9.0	10.2

* “Other” includes Regional Representative, Program Representative, Program Analyst, Program Specialist, Program Coordinator, Program Manager, Agency Director, Associate Director, Director of Social Services, Special Assistant, Casework Manager, Social Work Service Manager, Family Advocate Specialist, 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=36	CWEL n=51 Full-time	CWEL n=71 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	4.33 (0.93)	4.56 (0.92)	4.37 (0.97)
The application form instructions are clear	4.40 (0.81)	4.52 (0.95)	4.44 (0.94)
I understood the contract ^b	4.50 (0.88)	4.50 (0.83)	4.14 (1.19)
The website is easy to use	4.20 (1.02)	4.22 (0.99)	4.07 (1.13)
I use the handbook when I have a question	4.03 (0.89)	4.24 (0.86)	4.12 (1.13)
The faculty (University of Pittsburgh) respond to my phone calls/email	4.36 (0.96)	4.66 (0.79)	4.47 (1.05)
The staff (University of Pittsburgh) respond to my phone calls/email	4.33 (1.01)	4.61 (0.89)	4.44 (1.11)
The faculty (University of Pittsburgh) helped me when I had a problem	4.36 (1.02)	4.64 (0.85)	4.28 (1.14)
The staff (University of Pittsburgh) helped me when I had a problem	4.38 (0.99)	4.66 (0.91)	4.28 (1.14)
<i>Current Degree Program</i>			
My academic advisor is familiar with the CWEB/CWEL program ^b	4.42 (0.73)	4.45 (0.94)	4.04 (1.09)
The child welfare courses that I have taken are relevant	4.69 (0.58)	4.63 (0.73)	4.51 (0.81)
The faculty who teach the child welfare courses relate the content to practice	4.69 (0.68)	4.51 (0.84)	4.42 (0.88)
I have been able to apply what I learn in class to field/internship or job	4.67 (0.82)	4.67 (0.74)	4.49 (0.82)
<i>Field/Internship Experiences</i>			
I have felt supported in the process of arranging my field/internship	4.35 (1.02)	4.27 (1.04)	4.00 (1.34)
I have received good supervision in field ^b	4.39 (0.95)	4.37 (1.08)	4.71 (0.61)
I was able to try new ideas or skills from class in my field	4.40 (0.77)	4.40 (1.01)	4.71 (0.50)
This field/internship has been a valuable learning experience	4.77 (0.57)	4.57 (0.81)	4.63 (0.60)

Item	CWEB n=36	CWEL n=51 Full-time	CWEL n=70 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	4.47 (0.95)	—	—
My field supervisor is familiar with the requirements of the State Civil Service	4.33 (0.92)	—	—
I was able to easily arrange the time needed to go to classes	—	—	4.31 (1.15)
I was able to easily arrange the time needed to do my field placement	—	—	3.49 (1.42)
My agency was able to accommodate my return in the summer	—	4.43 (1.07)	—
When I returned in the summer, I had supplies to do my work	—	4.62 (0.86)	—
<i>Value of the degree to the Field</i>			
My degree will help me to contribute to the field	4.92 (0.28)	4.82 (0.63)	4.79 (0.63)
I will be able to use what I am learning when I am employed or return to a child welfare agency	4.80 (0.41)	4.64 (0.78)	4.66 (0.72)
The CWEL or CWEB program gave me an educational opportunity that I would not have had otherwise	4.74 (0.51)	4.78 (0.71)	4.81 (0.62)
The CWEL or CWEB program has positively impacted my development as a social work professional	4.77 (0.43)	4.80 (0.67)	4.77 (0.64)
The CWEB and CWEL program should be made available to more students and child welfare workers	4.77 (0.49)	4.82 (0.72)	4.61 (0.79)
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?	9.06 (1.01)	9.49 (1.24)	9.12 (1.09)

^a $p < .01$ FT CWEL compared to PT CWEL

^b $p < .05$ FT CWEL compared to PT CWEL

Table 2**Average Scores per Item by Program Type for Recent Graduates**

(1=strongly disagree; 2=somewhat disagree; 3=neither agree nor disagree; 4=somewhat agree; 5=strongly agree)

Item	CWEB <i>n</i> =30	CWEL <i>n</i> =52
	Average (SD)	Average (SD)
My program prepared me for working in a child welfare agency	4.53 (.819)	4.43 (.900)
My skills were equal or better to other caseworkers not in the program	4.20 (.887)	4.31 (1.10)
I have a better understanding of the complex problems of our families	4.23 (.971)	4.59 (.779)
My education had helped me to find new solutions to the problems that are typical of our families	4.33 (.844)	4.63 (.774)
I am encouraged to practice my new skills in my position ^a	4.69 (.660)	4.16 (1.14)
I am encouraged to share my knowledge with other workers	4.45 (.827)	4.12 (1.15)
I am given the opportunity and authority to make decisions	4.34 (1.01)	4.02 (1.16)
There is current opportunity for promotion in my agency	3.31 (1.29)	3.10 (1.61)
I can see future opportunities for advancing in my agency	3.64 (1.42)	3.44 (1.51)
I plan to remain at my agency after my commitment period is over	3.67 (1.24)	3.54 (1.36)
My long term career plan is to work with children and families	4.21 (.876)	4.45 (.967)
I would recommend my agency to others for employment in social work	4.15 (1.01)	3.62 (1.27)
I would recommend public child welfare services to others looking for employment in social work	4.07 (.961)	4.08 (.977)
I have seriously considered leaving public child welfare ^a (lower scores = greater commitment)	2.34 (1.40)	3.27 (1.36)
If I were not contractually obligated to remain in public child welfare for my commitment, I would leave (lower scores = greater commitment)	2.26 (1.32)	2.88 (1.35)
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^a	8.34 (1.29)	9.18 (1.33)

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

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

Available at:

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

Forty-three (43) states and 48 counties from seven states with locally administered child welfare agencies participated in this study. The study employed survey methodology. Findings from state data indicate that: (1) vacancy rates are low among staff groups; (2) annual staff turnover rates are high for all groups except supervisors; (3) annual preventable turnover rates are high for all staff groups except supervisors; (4) the median percentage of all preventable turnovers in FY 2000 was very high; (5) the impact of vacancies on agencies is compounded by required pre-service training and phased-in caseload policies; (6) the dimensions and factors involved in staff recruitment 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 (e.g. in-service training, and educational opportunities) for addressing staff preventable turnover are important; (12) some states are successful and reported that their recruitment and/or preventable turnover situation improved in FY 2000; (13) 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 state staff turnover, 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 preventable turnovers 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 are somewhat more likely to seek additional resources from county boards as a result of the workforce crisis than states did with governors/state legislatures; and (11) the extent of change experienced by counties was somewhat more positive than states.

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

Available at: <http://www.theprofessionalmatrix.com/docs/WorkforceReport2005.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 11 locally-administered child welfare programs responded to the survey instruments for a total of 42 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/m/resourcedoc/aecf-theUnsolvedChallengeSystemReform-2003.pdf>

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

supervision, little guidance and support, rule-bound jobs, and education and training that do not match the roles and demands actually encountered on the job.

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

Available at:

[http://books.google.com/books?hl=en&lr=&id=vc4RVFHxvQAC&oi=fnd&pg=PA13&dq=Ashby,+C.+M.++\(2004\).+Child+welfare:+Improved+federal+oversight+could+assist+states+in+overcoming+key+challenges.+Testimony+before+the+subcommittee+on+human+resources,+committee+on+ways+and+means,+house+of+representative&ots=djFAhkmPKv&sig=rrze2NCsLpciWcgSLDKc mK9MYE#v=onepage&q=&f=false](http://books.google.com/books?hl=en&lr=&id=vc4RVFHxvQAC&oi=fnd&pg=PA13&dq=Ashby,+C.+M.++(2004).+Child+welfare:+Improved+federal+oversight+could+assist+states+in+overcoming+key+challenges.+Testimony+before+the+subcommittee+on+human+resources,+committee+on+ways+and+means,+house+of+representative&ots=djFAhkmPKv&sig=rrze2NCsLpciWcgSLDKc mK9MYE#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. Two hundred and two (202) workers from voluntary agencies and 144 workers from a public agency participated in the research study, which consisted of a survey. Results from the study suggest that public agency workers are more content with their promotional opportunities, benefits, and the nature of work when compared to voluntary agency workers. Conversely, volunteer agency workers expressed greater satisfaction with their co-workers and a higher commitment to child welfare work than public agency workers.

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.childyouth.2012.04.013>

This study compared MSW trained child welfare workers and those with other educational backgrounds on objective tests of child welfare knowledge and two additional specific knowledge areas. The authors further distinguished MSW recipients by those who participated in Title IV-E stipend-based programs and those who did not participate in such programs. Results show that those workers with MSW degrees scored higher on the objective knowledge tests than their colleagues with differing degrees. Furthermore, 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://alliance1.metapress.com/content/4w164340131104v8/>

This review examines research into job satisfaction in child welfare systems and on other factors that influence a worker's decision to leave a job or stay, including organizational climate factors. Studies reviewed in this article report that the most satisfying work environment is one in which staff engage in self-actualizing work with clients, are encouraged to achieve, experience feelings of accomplishment, work collaboratively with their colleagues, and enjoy trust and permission to express anger appropriately. Motivational factors such as salary and working conditions can be individualized depending on the needs of employees. Studies that focus on factors affecting the decision to stay or leave report that workers who remain in their child welfare positions despite burnout and other negative factors are those who come to the work with a sense of personal and professional mission, who have been well-matched 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.

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. This study 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. A statewide purposive sample of 209 respondents from a public child welfare organization in a New England state was included in the study. Results suggest that the paths to job stress, burnout and intent to leave differed by age group. Social capital dimensions were more influential in safeguarding against job stress for older workers compared to younger workers. The results justify creating workplace interventions for younger workers that target areas of the organization where relational support could enhance the quality of social interactions within the organization. Organizations may need to establish intervention efforts aimed at younger workers by creating different structures of support that can assist them to better deal with the pressures and demands of child protection work.

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=Examination+of+racial+imbalance+for+children+in+foster+care:+Implementations+for+training&ots=B6E8sruIF7&sig=Vvju7F9pOxghLTGpnl0jiteoenE#v=onepage&q=&f=false>

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

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

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

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

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

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

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.chilyouth.2012.07.002>

Research suggests that pay and benefits alone are ineffective to sustain a stable workforce in public child welfare. It is important to know what other mechanisms would motivate caseworkers to stay at the job. However, the relation of factors contributing to the prevalent problem of turnover in public child welfare remains unclear in part due to a lack of theoretical base in research. This study, therefore, develops a conceptual framework based on the human needs theory of Alderfer (1969, 1972) to examine what motivates caseworkers' turnover intention. The three categories of needs are existence needs regarding pay and benefits, relatedness needs regarding at-work relationships and life-work balance, and growth needs regarding career development and fulfillment. With a secondary dataset of 289 caseworkers in a northeastern state, our structural equation modeling results show the dynamics between caseworkers' needs and their differential impact on turnover intention. The effect of existence needs on turnover 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.chilyouth.2011.06.002>

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

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.chilyouth.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/detail?sid=0e0626a3-8cfb-4c56-a09d-2d35bcda162a%40sessionmgr10&vid=1&hid=10&bdata=JnNpdGU9ZWWhvc3QtbGl2ZQ%3d%3d#db=i3h&AN=45830368>

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

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

Available at:
<http://books.google.com/books?hl=en&lr=&id=uaHgAVEPolwC&oi=fnd&pg=PA83&dq=Preparing+for+child+welfare+practice:+Themes,+a+cognitive-affective+model,+and+implications+from+a+qualitative+study&ots=gHVAasrcg7&sig=Y3cSURfQW47fHcIWlhW37gEOw-Y#v=onepage&q=Preparing%20for%20child%20welfare%20practice%3A%20Themes%2C%20a%20cognitive-affective%20model%2C%20and%20implications%20from%20a%20qualitative%20study&f=false>

This qualitative study conducted 37 focus groups over four years with approximately 550 Title IV-E MSW students. The most frequent themes centered on direct practice: students emphasized direct

practice as the most frequently mentioned strength of the curriculum as well as the most frequently mentioned weakness. Anxiety and apprehension about the emotional challenge of social work emerged as a theme.

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; they also 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’s and coworker’s roles in job retention. The researchers suggest, however, that continued research is necessary to clarify the relationship between training, transfer of learning, and child welfare worker job retention.

Dickinson, N. S., & Perry, R. E. (2002). Factors influencing the retention of specially educated public child welfare workers. Evaluation Research in Child Welfare: Improving Outcomes Through University – Public Agency Partnerships, 15(3/4) 89-103.

Available at:

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

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

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

Available at: <http://www.socialwork.msu.edu/outreach/docs/ResilientCWWinterviews.pdf>

This study involved interviews with 21 child welfare supervisors and frontline workers who were identified as “resilient” by their child welfare agency director. The goal was to identify factors related to worker and supervisor resiliency. Telephone survey interviews were conducted that included 26 open-ended questions. Results suggested a number of strategies to inform child welfare training curriculum and recruitment and retention efforts. This includes providing internship or

volunteer opportunities for individuals interested in child welfare work prior to their actual application, maintaining a friendly, flexible, and positive work environment, enhancing supervisory support for new workers in their first year, and having clear job descriptions. Veteran workers also reported that lower caseloads, higher salary, training, workshops and attentiveness to prevent burnout have also contributed to their tenure in the agency.

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

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

This study reviews results from a 5 year longitudinal study of public and private child welfare workers in one state. Data from 460 new workers were collected at four different time points (baseline, 6 months, 12 months, and 18 months) with specific topics varying among the time points. Data regarding the reasons they took their jobs and chose to work in the child welfare field and their commitment to their agencies and child welfare and the worker's demographics were compared with whether the workers were still in their positions at two years after their hire date. Results show that public agency workers endorsed significantly higher levels of commitment on three of the four commitment variables in contrast to private workers, and their reasons for taking the job varied. Variables that predicted staying on the job were having viewed the state's Realistic Job Preview before taking the job, good supervision, and higher job satisfaction.

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

Available at: <http://www.tandfonline.com/doi/full/10.1080/15548731003799340#tabModule>

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

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

Available at:

<http://books.google.com/books?hl=en&lr=&id=uaHgAVEPolwC&oi=fnd&pg=PA67&dq=Finding+and+keeping+child+welfare+workers:+effective+use+of+training+and+professional+development&ots=gHVAassaj9&sig=svKJpDgBy8yxZZJkYP8KcwHANK4#v=onepage&q=Finding%20and%20keeping%20child%20welfare%20workers%3A%20effective%20use%20of%20training%20and%20professional%20development&f=false>

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

Gansle, K. A., & Ellett, A. J. (2002). Child welfare knowledge transmission, practitioner retention, and University- community impact: A study of Title IV-E child welfare training. Evaluation Research in Child Welfare: Improving Outcomes Through University – Public Agency Partnerships, 15(3/4) 69-88.

Available at:

<http://books.google.com/books?hl=en&lr=&id=T5D7wDnlEhoC&oi=fnd&pg=PA69&dq=Child+welfare+knowledge+transmission,+practitioner+retention,+and+University-+community+impact:+A+study+of+Title+IV-E+child+welfare+training&ots=B6E8srvKx2&sig=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.

Glasern, 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 intra-organizational and inter-organizational variables as predictors of overall organizational effectiveness. Both constructs are rarely integrated in research, and thus human service organizations cannot compare their relative effects on outcomes. The state-sponsored AIMS pilot project was initiated in Tennessee to increase service coordination. The study collected both qualitative and quantitative data over a three year period in Tennessee. Services to 250 children provided by 32 public children's service offices in 24 different state counties were examined. The study yielded four significant findings. First, significant improvements in children's psychosocial functioning were apparent for children who were serviced by offices with more positive climates. 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.chilyouth.2010.01.001>

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

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

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

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

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

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

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

Jones, L. (2002). A follow-up of a Title IV- E program's graduates' retention rates in a public child welfare agency. Evaluation Research in Child Welfare: Improving Outcomes Through University – Public Agency Partnerships, 15(3/4) 39-51.

Available at:

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

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

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.

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

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

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

employees. Analyses of quantitative and qualitative data yielded a profile for each subgroup, offering insights into the subjective experiences of workers within individual, social and organizational contexts. These findings have implications for recruitment, training and support of child welfare workers.

McGowan, B. G., Auerbach, C., & Strolin-Goltzman, J. S. (2009). Turnover in the child welfare workforce: A different perspective. *Journal of Social 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 previously identified relevant variables (organizational, personal, and supervisory) are most related to a worker's intent to leave urban and rural child welfare settings. A survey was administered to 447 employees in 13 agencies to address organizational, personal, and supervisory factors. Data analysis included ANOVA, logistical regression, and structural equation modeling. Organizational and supervisory variables were not found to be significant when data were applied to structural equation modeling. Results did suggest that career satisfaction and satisfaction with paperwork are key factors related to a worker's intention to stay.

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

Available at:

<http://www.tandfonline.com/doi/abs/10.1080/15548732.2012.715267#.VGyjRMt0y70>

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

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.

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.asu.edu/clas/transborder/documents/Educational_and_employment_outcomes_of_adults_formerly_placed_in_foster_care_Results_from_the_Northwest_Foster_Care_Alumni_Study.pdf

This study was designed to evaluate the intermediate and long term effects of foster care on young adults who were served in one private and two public 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 a child welfare course as required; fifteen percent had child welfare courses as electives; only 4 percent required child welfare courses for all students; 20% had combination of the above; and the rest of the programs (34%) had no child welfare content in their courses.

Robin, S. C., & Hollister, C. D. (2002). Career paths and contributions 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.

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

Available at:

<http://www.tandfonline.com/doi/abs/10.1080/03643107.2012.669335#.VGykSct0y70>

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

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

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

Spath, R., Strand, V.C., & Bosco-Ruggiero, S. (2013). What child welfare staff say about organizational culture. *Child Welfare, 92*(1), 9-31.

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

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

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

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

This study reviews a clinical consultation model that was developed and tested with child welfare supervisors in public and private agencies in a large urban municipality over a three year period. The project involved existing university-child welfare partnerships, faculty from six social work schools, and the child welfare system. Evaluation methods included pre and post self-assessment instruments, a consumer satisfaction questionnaire, and follow-up measures at the three and 15 month post-program participation points. Data demonstrated significant increases in the self-assessment scores from the pilot study (year one) to year two. Intervention fidelity remained consistent across years two and three, with statistically significant changes in self-assessment scores in each year. Findings suggest that the clinical consultation model offers a tool for professional development 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.childyouth.2010.06.007>

This article focuses on the effects of an organizational intervention on intention to leave child welfare. It is one of only two studies of its kind. A non-equivalent comparison group design was used with 12 child welfare agencies participating in either the Design and Improvement Teams (DT) intervention condition or in a comparison condition. Pre- and post-intervention assessments of 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.tandfonline.com/doi/abs/10.1300/J479v01n02_03#.VGylyMt0y70

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

**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.gao.gov/products/GAO-03-357>

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

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=y6gdhEGZGieCqdvS6liGcBo-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=y6gdhEGZGieCqdvS6liGcBo-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.childyouth.2012.02.010>

High employee turnover continues to be a serious problem in the field of public child welfare. In a statewide study of public child welfare employees in a southern state, the Child Welfare Organizational Culture Inventory was used to assess employees' perceptions of organizational culture and to examine which factors might be predictors of 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.

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

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

This is a systematic review of 25 different research studies that focus on the retention of child welfare workers. The review aimed to address the question of the primary “conditions and strategies that influence the retention of staff in public child welfare.” The authors found that the most consistent characteristics related to retention were individual’s level of education, supervisory support, and worker caseload. The authors highlight the value of Title IV-E educational initiatives to recruit invested workers in pursuing advanced degrees in social work, and the negative impact that role overload and burnout have on retention. Recommendations are to increase the rigor and amount of research that is conducted in this area and to create a clearinghouse to regularly disseminate information about effective strategies in retaining workers and improving services that child welfare workers provide.

(*) 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.uh.edu/socialwork/_docs/cwep/national-iv-e/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	75%	1/20/97 – present
Yodit Betru, DSW, LCSW	CWEB/CWEL Field and Placement Coordinator	100%	11/1/12 – present
Cynthia Bradley-King, Ph.D.	CWEB Academic Coordinator	100%	8/21/06 – present
Joseph DiPasqua, MA	Program Administrator	85%	6/16/14 – present
Yvonne Hamm, BA	Senior Program Administrator	85%	6/28/10 – present
Laura Stephany, BA	Administrative Assistant	85%	12/10/12 – 6/13/14
Lynda Rose, BS	Data/Systems Manager and Student Records Coordinator	90%	8/4/10 – present
Marlo Perry, Ph.D.	Research Assistant Professor	35%	8/1/10 – present
Mary Beth Rauktis, Ph.D.	Research Assistant Professor	40%	10/1/07 – present
Michael Schrecengost, MPPM, CMA	Chief Fiscal Officer	77.5%	3/3/03 – present
Elizabeth Winter, Ph.D., LSW	CWEL Academic Coordinator	100%	6/1/06 – present
Rachel Winters, M.A.	Evaluation Coordinator	30%	3/16/09 – present



THANK
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