

Child Welfare Education and Research Programs

Over 82 Years of
Child Welfare Leadership!



2019-2020 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, 2019- June 30, 2020

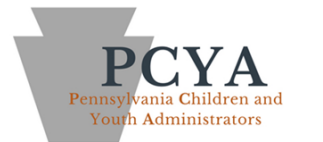
The Child Welfare Education and Research Programs are a collaborative effort of the University of Pittsburgh, School of Social Work, the Pennsylvania Department of Human Services, and the Pennsylvania Children and Youth Administrators.



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Greetings

From the Dean

The School of Social Work has a long and distinguished history of leadership in the child welfare system. Our foundation of providing professional education and training devoted toward developing and supporting social work professionals in child welfare is a shining example of community engagement and dedication to vulnerable populations. From its very beginning over 100 years ago, the School of Social Work has been at the forefront of strengthening the child welfare workforce and centering the needs and voices of children and families in public policies, services, and practice. Our ongoing efforts to enhance the public child welfare workforce through professional social work education are highlighted in each annual report of the Child Welfare Education for Baccalaureates (CWEB) and the Child Welfare Education for Leadership (CWEL) programs. This edition describes the work of the nineteenth year of the CWEB program and nearly twenty-five years of the CWEL program. This sustained commitment by the Department of Human Services and the University assures that Pennsylvania remains a national leader in child welfare education, training, organizational development, and practice improvement.

The School of Social Work is committed to excellence in child welfare education, training, and research. We thank the Pennsylvania Department of Human Services and the Pennsylvania Children and Youth Administrators for their steadfast support and partnership in public child welfare workforce development. Our work together remains critical to preparing social work professionals to meet the challenges of our economic, social, and political landscape.

Elizabeth M.Z. Farmer, Ph.D.
Dean, School of Social Work

From the Principal Investigator

We are proud of the achievements of the CWEB and CWEL programs and remain committed to enhancing the public child welfare system in Pennsylvania through workforce development, support for best practice, and continuous quality improvement. The past year has been full of challenges related to the health of our nation, economic security, political conflict, and long-standing issues of racial inequity. Despite these formidable challenges, our child welfare workforce has persevered. We have reimagined the ways in which we provide education, embraced virtual learning opportunities, shifted our priorities, and changed the way we conduct business. We have also committed ourselves to assuring that a focus on justice, anti-racism, and anti-oppression is at the core of work. Now more than ever, a competent, well-prepared, knowledgeable, and well-supported workforce is essential for meeting the complex needs of children, families, and the systems that support them.

At this time, one thousand two hundred and fifty-one (1,251) CWEB students have entered the county agency system and one thousand four hundred and ninety-four (1,494) students have graduated from the CWEL program. During the current academic year, approximately 192 CWEB and CWEL participants are engaged in social work studies. It is to Pennsylvania's credit and the University of Pittsburgh's leadership that a pathway of professional education is available to the public child welfare workforce of our state. We extend sincere thanks to our partnering schools, county child welfare agencies, and the Office of Children, Youth and Families for their continued dedication to workforce development. Together, we continue to prepare and support exemplary child welfare professionals who perform demanding, fulfilling, and essential work.

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

Table of Contents

Greetings	iii
Table of Contents	iv
List of Figures and Tables	vi
Mission and Goals	1
Introduction	2
Background	3
Program Descriptions	6
<i>Child Welfare Education for Baccalaureates Program</i>	6
<i>Child Welfare Education for Leadership Program</i>	8
Administration	13
Academic Program Approval and Curriculum	14
Commitment and Recoupment of Funds	16
Deliverables	19
<i>Campus Meetings</i>	25
The Changing Landscape of Pennsylvania Public Child Welfare	29
Evaluation	30
<i>Introduction</i>	30
<i>Current CWEB and CWEL Students</i>	32
<i>Survey procedures and methods</i>	32
<i>How do students perceive their program?</i>	39
<i>Focus group results</i>	46
Recent CWEB and CWEL Graduates	47
<i>Survey procedures and methods</i>	47
<i>Description of the survey respondents</i>	48
<i>How do recent graduates perceive their program?</i>	49
Long-Term Graduates	54
<i>What do the long-term CWEB and CWEL graduates say about the climate of child welfare agencies?</i>	56
Schools and Agencies	60
<i>How do Pennsylvania schools of social work view the CWEB and CWEL programs?</i>	60

<i>How do child welfare agency administrators view the CWEB and CWEL programs?</i>	63
Core Competencies	66
Overall Summary	72
Discussion	73
CWEB	73
CWEL	79
Recommendations	94
Conclusions	98

Appendices

- [Appendix A: Table I-Participating School Programs](#)
- [Appendix B: CWEB and CWEL School Participation Map](#)
- [Appendix C: Table II-University of Pittsburgh Child Welfare Courses, 2019-2020](#)
- [Appendix D: Table III-Undergraduate Child Welfare Course Offerings of Approved CWEB Schools, 2019-2020](#)
- [Appendix E: Table IV-Graduate Child Welfare Course Offerings of Approved CWEL Schools, 2019-2020](#)
- [Appendix F: CWEB County Participation Map 2001-2020](#)
- [Appendix G: CWEB Overview 2001-2020](#)
- [Appendix H: CWEL Overview 1995-2020](#)
- [Appendix I: CWEL Applicant Pool and Admissions: 1995-2020 Academic Years](#)
- [Appendix J: Program Evaluation Data Tables](#)
- [Appendix K: Supplemental CWEB and CWEL Materials Available Online](#)
- [Appendix L: Child Welfare Research Sampler](#)
- [Appendix M: CWEB and CWEL Faculty and Staff](#)

List of Figures and Tables

Figures:

Figure 1. Child Welfare Education for Baccalaureates Requirements	6
Figure 2. Admissions to CWEB by Gender	7
Figure 3. Child Welfare Education for Leadership Requirements	8
Figure 4. Admissions to CWEL by Gender	9
Figure 5. Admissions to CWEL by Enrollment Status	9
Figure 6. Demographics of PA Child Population and CWEB/CWEL Participants	12
Figure 7. Current CWEB Student Demographics	34
Figure 8. Current CWEL Student Demographics	34
Figure 9. Career Pathway for CWEB and CWEL	35
Figure 10. Current Student Satisfaction with CWEB/CWEL Programs	40
Figure 11. Comparison of Student Satisfaction Ratings Over the Last Seven Academic Years	41
Figure 12. Recent CWEB Graduate Demographics	48
Figure 13. Recent CWEL Graduate Demographics	48
Figure 14. Recent Graduates' Perceptions: CWEB and CWEL	50
Figure 15. Long-Term CWEB Graduate Demographics	55
Figure 16. CWEL Long-Term Graduate Demographics	56
Figure 17. Highest mean values by program for school respondents	61
Figure 18. Highest mean values for agency satisfaction and impact of CWEB/CWEL programs ...	64
Figure 19. Retention Strategies Reported by Directors	65
Figure 20. Mean Ranks of Core Competencies	71
Figure 21. CWEB County Participation	74
Figure 22: CWEB Suggested Improvements and Progress	77
Figure 23. CWEL Field Placement Types	80
Figure 24. CWEB/CWEL County Leadership	82
Figure 25. Long-term Commitment of CWEL Graduates	86
Figure 26. CWEL Suggested Improvements and Progress	92
Figure 27. Overall Recommendations and Planning	94

Tables:

Table 1. Student and Graduate Departures from Programs and Recoupment	18
Table 2. Campus Meetings with CWEB and CWEL Participants	25
Table 3. Return Rates by Survey Type	32
Table 4. Average Ratings of Organizational Climate Dimensions by CWEB and CWEL Long-Term (1+ years) Graduates	57
Table 5. Comparison of School Administrator's Ratings of the Importance of Core Competencies to Traditional Selection Criteria	68
Table 6. CWEB and CWEL Core Competency Ratings by Agency Administrators	68
Table 7. CWEB Supervisor/Mentor's Core Competency Ratings for CWEB Program Participants	69

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

Our Goals

- Addressing the vacancy and turnover rates among public child welfare employees and the recruitment and retention problems in the Pennsylvania child welfare workforce;
- Recruiting undergraduate students throughout the widely dispersed locations to prepare persons for public child welfare employment;
- Assisting in the retention of public child welfare staff already serving Title IV-E eligible children and families by making graduate education with a focus on child welfare studies more readily available;
- Providing academic and curricular support for child welfare studies to university programs;
- Providing a career ladder within public child welfare and assisting in the long-term career development of child welfare professionals;
- Engaging in efforts to promote the development of knowledge and skills in evidenced-based practice for child welfare professionals;
- Conducting research and evaluation focused on evidence-based child welfare practice and the impact of social work education; and
- 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 nineteenth (19th) full academic year of operation for the Child Welfare Education for Baccalaureates (CWEB) program and twenty-fifth (25th) full academic year of operation for the Child Welfare Education for Leadership (CWEL) program in Pennsylvania. Both have become remarkably integrated into the fabric of public child welfare throughout the state, with 99% of counties in the Commonwealth participating in CWEB and CWEL. For the past 25 years, CWEL has been returning graduates to the over 3,650 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 19 years. At the present time, over 27% of the state’s public 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. (*SFY 18/19 workforce data.)

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

Background

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

2/28/1787	Pittsburgh Academy established
1819	Renamed Western University of Pennsylvania
1908	Renamed University of Pittsburgh
1912	Founding of the U.S. Children’s Bureau, the first government agency dedicated to the welfare of children ¹
1917-1918	First child and family-focused courses offered through the University of Pittsburgh, Division of Social Work: <i>The Child and the Community</i> and <i>The Family</i> . Two faculty comprise the Division of Social Work, which sits within the Department of Sociology.
1918-1919	Five faculty members provide 10 courses, including <i>Public Care of Dependents</i> , <i>Defectives and Delinquents</i> .
1919	First accreditation. No other school in the US has an earlier first accreditation date.
1932	First record of study materials for training agency workers on visiting children in foster homes and conducting foster home studies. Director of the Division of Social Work engages in an “Adoption Study” in collaboration with the Public Charities Association of Pennsylvania.
1934	<ul style="list-style-type: none"> • A more formalized child welfare program of study begins within the Division of Social Work. Course listings include <i>The Field of Child Welfare</i>, <i>Institutional Child Welfare</i>, <i>Problems of Adoption</i>, <i>Social Case Treatment in Child Welfare</i>, <i>Child Guidance</i> and <i>Field Work in Child Welfare</i>. • A “Child Welfare Institute” entitled “Child Behavior and Foster Care” is offered.
1936	“Child Welfare Institute” entitled “ <i>Programs for Child Caring Institutions</i> ” is offered.
1938	<ul style="list-style-type: none"> • University of Pittsburgh announces the creation of the School of Applied Social Sciences, the University’s 18th separate School. • School of Social Work introduces a master’s level curriculum focused on child safety and well-being.

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

1938-1971	<ul style="list-style-type: none"> • The School of Social Work continues classroom courses and field placements related to children, child welfare and child development. • One of the first multidisciplinary teams focused on child protection is established at Children’s Hospital of Pittsburgh in the late 1950s-early 1960s, with which the School of Social Work is closely affiliated • University of Pittsburgh becomes part of the Commonwealth System of Higher Education in 1966²
1971	School of Social Work receives the first of an uninterrupted number of federal, state and foundation child welfare training grants that continues to the present.
1972	Children and Youth Concentration is introduced at the master’s level and becomes a curriculum model adopted by other schools of social work across the country.
1986	Three-year grant received from the National Center for Child Abuse and Neglect to establish the Interdisciplinary Child Abuse and Neglect training program.
1991	Five-year competency-based, interdisciplinary training grant received from the United States Children’s Bureau to advance the Title IV-B interdisciplinary agenda of building a child welfare curriculum, enhancing school/agency partnerships, and providing training at both the undergraduate and graduate levels. Faculty members from Child Development and Child Care, Nursing, Medicine, Law, Psychology, Public Health, and Social Work participate as a team.
1992	Title IV-E pilot projects initiated with several Western PA counties to assist in developing a Title IV-E training model to address child welfare workforce issues and shape the School’s curriculum.
1995	The Child Welfare Education for Leadership (CWEL) program is established to provide long-term educational opportunities for public child welfare employees in PA
1998	Funding received from the United States Children’s Bureau for a two-year project designed to demonstrate the efficacy of developing a state-wide opportunity for potential child welfare employees (“persons preparing for employment” in the federal Title IV-E regulations).
2001	<ul style="list-style-type: none"> • The Child Welfare Education for Baccalaureates (CWEB) program initiated to provide child welfare education and training to persons preparing for a child welfare career. • School of Social Work assumes leadership and administrative responsibility for Pennsylvania’s Child Welfare Training Program providing pre-service and in-service training to all public child welfare employees and many private agencies.
2003	Pennsylvania’s child welfare training and education model acknowledged as being “... the most comprehensive, integrated and sophisticated program seen to date” by the Administration for Children and Families.
2004	Pennsylvania’s child welfare education and training programs described as an outstanding model for other states to emulate by the Administration for Children and Families.

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

2005	<p>Pennsylvania Child Welfare Training Program receives the National Staff Development and Training Association (NSDTA) Quality Award.</p>
2006	<p>CWEL program graduates its 500th MSW recipient</p>
2008	<ul style="list-style-type: none"> • School of Social Work receives its 110th grant of external funding since 1971, expressly for child welfare education training, research, faculty development and curriculum development. • CWEB, CWEL and the PA Child Welfare Training Program (CWTP) highlighted as one of Pennsylvania’s key strengths during the second round of the CFSR. • CWEB program graduates its 500th BSW/BASW recipient
2012	<ul style="list-style-type: none"> • Pennsylvania begins a two-year effort to improve the Commonwealth’s child protection laws. First meeting of the PA Task Force on Child Protection [“Task Force”] held in January³. Testimony provided to the Task Force by University child welfare faculty in May⁴. • The PA Child Welfare Training Program receives the Academic Excellence Award from the American Public Human Services Association. • CWEL graduates its 1000th MSW recipient. • CWERP PI receives the NSDTA Career Achievement Award. • PA Child Welfare Resource Center (CWRC) officially changes its name.
2013	<ul style="list-style-type: none"> • CWERP continuum highlighted in NASW publication highlighting the 100th anniversary of the Children’s Bureau⁵. • Governor Tom Corbett signs 10 child protection bills into law, the first pieces of a comprehensive legislative package for PA’s children and following the recommendations of the Task Force. Signing event held at the Pennsylvania Child Welfare Resource Center⁶.
2014	<p>On-line course, <i>Recognizing and Reporting Child Abuse: Mandated and Permissive Reporting in Pennsylvania</i>, publicly released by the Child Welfare Resource Center (www.reportabusepa.pitt.edu)</p>
2015	<ul style="list-style-type: none"> • Professional development series, <i>Trauma-Informed Principled Leadership</i>, initiated with Bloomsburg University and University of Pittsburgh CWEB students. • CWEB program graduates its 1000th BSW/BASW recipient
2016	<ul style="list-style-type: none"> • 1st Annual Pamela J. Cousins Excellence in Social Work Award established at the University of Pittsburgh-Bradford. • Testimony on child welfare workforce development provided to the PA House Children & Youth Committee • CWERP provides national briefing on workforce development in Washington, DC.

³January 26, 2012

⁴May 31, 2012

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

⁶December 18, 2013

2018

2019

Family First Prevention Services Act signed into federal law⁷. This groundbreaking legislation enables states to use federal IV-E dollars for evidence-based prevention services, including state-approved evidence-based treatment interventions.

- Governor Tom Wolf signed the “Fostering Independence Through Education Act” in to Pennsylvania law.
- Pennsylvania’s Child Welfare Resource Center released new child welfare caseworker training series: Foundations of Pennsylvania Child Welfare Practice.
- University of Pittsburgh and Allegheny County Department of Human Services awarded National Child Welfare Workforce grant, establishing the Child Welfare Workforce Excellence Fellowship.

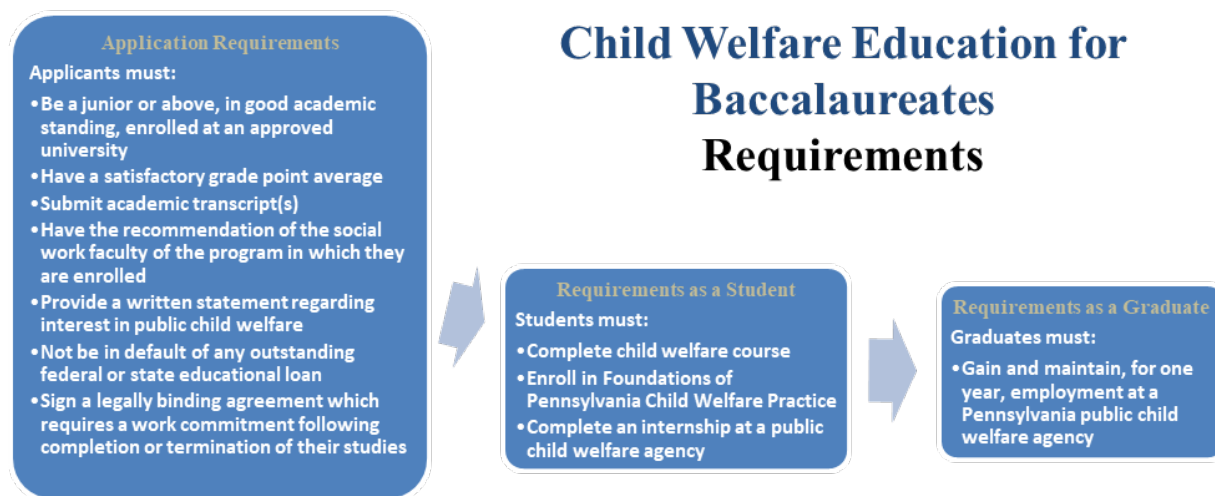
⁷ P.L. 115-123

Program Descriptions

Child Welfare Education for Baccalaureates Program

Designed to recruit and prepare students for a career in public child welfare, the Child Welfare Education for Baccalaureates (CWEB) Program is offered to undergraduates at 15 schools throughout Pennsylvania. Undergraduate students who are official social work majors in any of the 15 approved schools are eligible to apply for the CWEB program. Figure 1 below illustrates the program requirements.

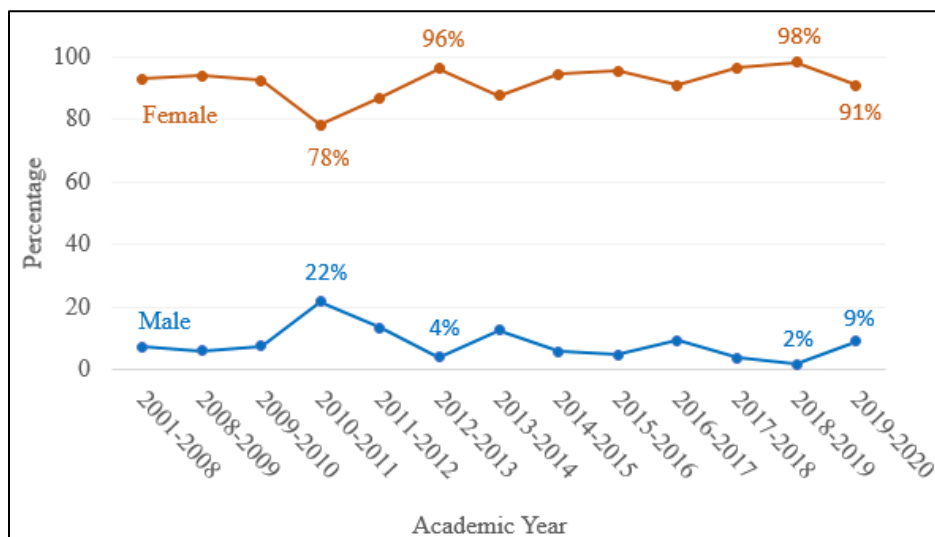
Figure 1. Child Welfare Education for Baccalaureates Requirements



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

Over 1,250 students have graduated from CWEB during the program’s first 19 years. CWEB graduates have completed internships and obtained employment in 93% of Pennsylvania counties. Once on the job, they can draw from their educational preparation, skill-based training and internship experience. County child welfare agencies benefit immensely from the program because it addresses a critical child workforce need by providing skilled, entry-level social workers who come to the field with a combination of academic knowledge and exposure to child welfare practice. Figure 2 below illustrates CWEB admissions by gender.

Figure 2. Admissions to CWEB by Gender



CWEB admits at three points during an academic year.

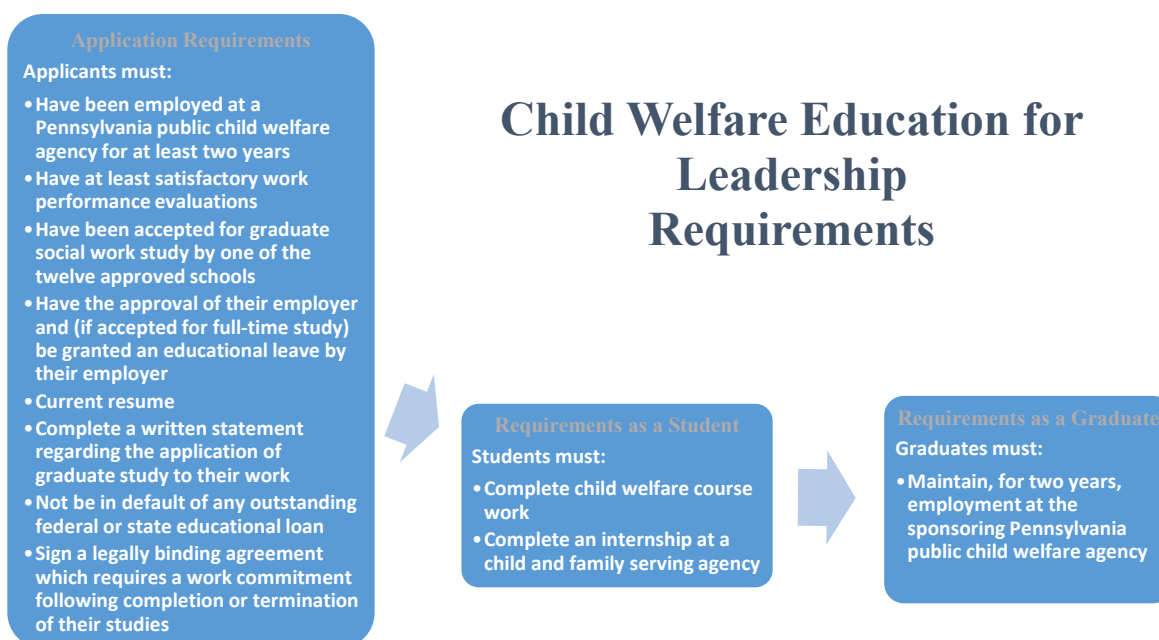
The majority of CWEB students are full-time with only five part-time students in the program’s history thus far.

Child Welfare Education for Leadership Program

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

CWEL has funded students from 64 counties and twelve Pennsylvania schools of social work on both a full and part-time basis. At the present time, 20% of the Pennsylvania child welfare workforce consists of a CWEL graduate or a current CWEL student. Additionally, CWEL serves as an educational and career ladder for public child welfare employees. Overall, approximately 16% of CWEB graduates have entered the CWEL program thus far. CWEB alumni made up 11% of the active CWEL student enrollment during the 2019-2020 program year.

Figure 3. Child Welfare Education for Leadership Requirements



CWEL reimburses salary and benefits for full-time CWEL students and covers tuition, fees, and other expenses for both full and part-time students in return for a commitment to the employing child welfare agency upon graduation. During the first 25 years of the program, 1,494 child welfare professionals have earned graduate social work degrees. These individuals occupy various positions, ranging from caseworker to administrator. The program has a remarkably successful record of retention, with annual retention rates averaging 92%. Admission trends by gender and by enrollment status are shown in Figures 4 and 5 below.

Figure 4. Admissions to CWEL by Gender

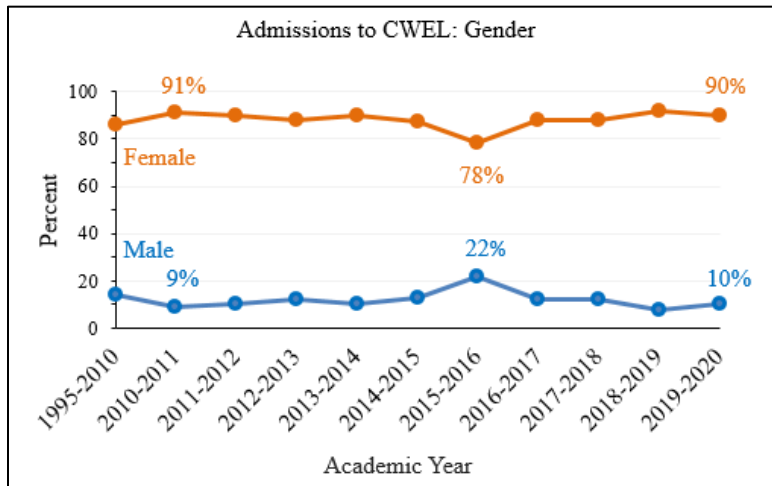
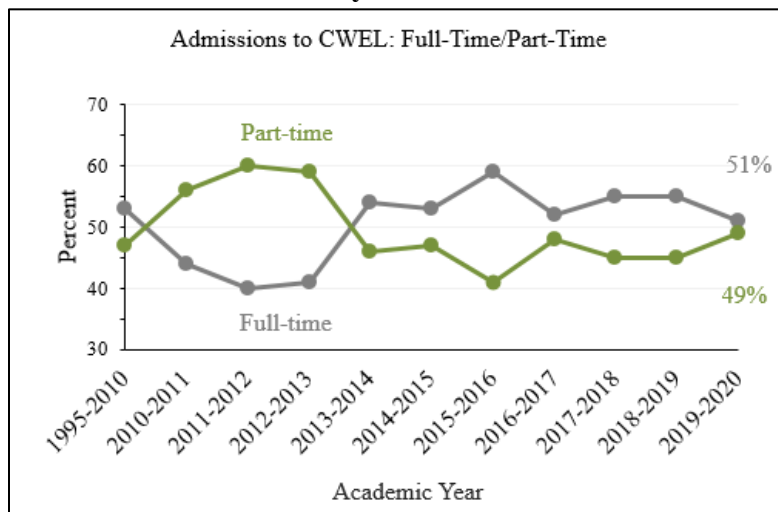


Figure 5. Admissions to CWEL by Enrollment Status



Racial Disproportionality in Child Welfare and CWEB/CWEL Enrollment

We are committed to understanding and addressing issues of racial equity and social justice, especially as it relates to the child welfare system. Given the long-standing impact of racism and societal injustice in the lives of black and brown persons, in particular, it is crucial to dismantle the ways in which race is intertwined in all levels of child welfare services. It is well known that children of color are overrepresented in the United States child welfare system⁸. For example, in 2019, African American children made up approximately 14% of the U.S. child population but represented 23% of the foster care population^{9,10}. Disproportionate representation is striking across all levels of child welfare service and is particularly evident in substitute care. Pennsylvania is the fifth most populated state in the country, with approximately 12.8 million people¹¹. According to a recent report by Pennsylvania Partnerships for Children, there were 24,665 Pennsylvania children living in foster care in 2019¹². Approximately thirty-three percent of these children are Black or African American¹³, yet Black or African American children comprise approximately 13% of the state's child population¹⁴. Caucasian children make up 66%

⁸Wells, 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.

⁹ US Department of Health & Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau (2019). *The AFCARS Report. Preliminary estimates for FY2019 as of June 23, 2020*. Washington, DC: Children's Bureau.

<https://www.acf.hhs.gov/sites/default/files/cb/afcarsreport27.pdf>

¹⁰ The Annie E. Casey Foundation (n.d.), KIDS COUNT data center. Retrieved from

<https://datacenter.kidscount.org/data/tables/103-child-population-by-race?loc=40&loct=2#detailed/2/40/false/37/68,69,67,12,70,66,71,72/423,424>

¹¹ Pennsylvania Population. (2020). Retrieved 2020-08-26, from

<https://worldpopulationreview.com/states/pennsylvania-population>.

¹² Pennsylvania Partnerships for Children (2020). *2020 State of Child Welfare*. Harrisburg, PA: Porchlight Project: Retrieved from <https://www.papartnerships.org/wp-content/uploads/2020/06/2020-State-of-Child-Welfare-PA.pdf>

¹³ Ibid.

¹⁴ The Annie E. Casey Foundation (n.d.), KIDS COUNT data center. Retrieved from

<https://datacenter.kidscount.org/data/tables/103-child-population-by-race?loc=40&loct=2#detailed/2/40/false/1729/68,69,67,12,70,66,71,72/423,424>

of the state's child population¹⁵ and comprise approximately 43.7% of Pennsylvania's foster care population¹⁶.

While the solutions for the disproportionate representation of children of color in the child welfare system are complex, we recognize that it is crucial for the workforce to be reflective of the populations served. Thus, engaging a diverse student body into child welfare studies and supporting that workforce in developing both practice and leadership skills is fundamental to developing and sustaining a culturally competent, diverse child welfare workforce. Child welfare workers who understand, appreciate and/or share in the background, culture, language, and customs of a family are better equipped to holistically understand a family's needs and appropriately provide services that will facilitate better outcomes^{17 18}. As a case in point, a recent study of practice in two county-administered child welfare systems illustrated the significance of workforce diversity in reducing racial disparity in child welfare removal decisions¹⁹. This work built upon previous studies illustrating the potential benefit to family outcomes when caseworkers were working with clients who had similar ethnic backgrounds and highlighted the importance of considering familial and cultural norms in relation to child maltreatment and family dynamics. Additionally, the study affirmed the need for all child welfare professionals to examine their own biases and how they may contribute to racial disparity in their decision-making processes. With respect to workforce composition, the authors also noted that while workforce diversity is a first

¹⁵ Ibid.

¹⁶ Pennsylvania Partnerships for Children (2020). *2020 State of Child Welfare*. Harrisburg, PA: Porchlight Project: Retrieved from <https://www.papartnerships.org/wp-content/uploads/2020/06/2020-State-of-Child-Welfare-PA.pdf>

¹⁷ Child Welfare Information Gateway. (2016). *Racial disproportionality and disparity in child welfare*. Washington, DC: U.S. Department of Health and Human Services, Children's Bureau. Retrieved https://www.childwelfare.gov/pubPDFs/racial_disproportionality.pdf

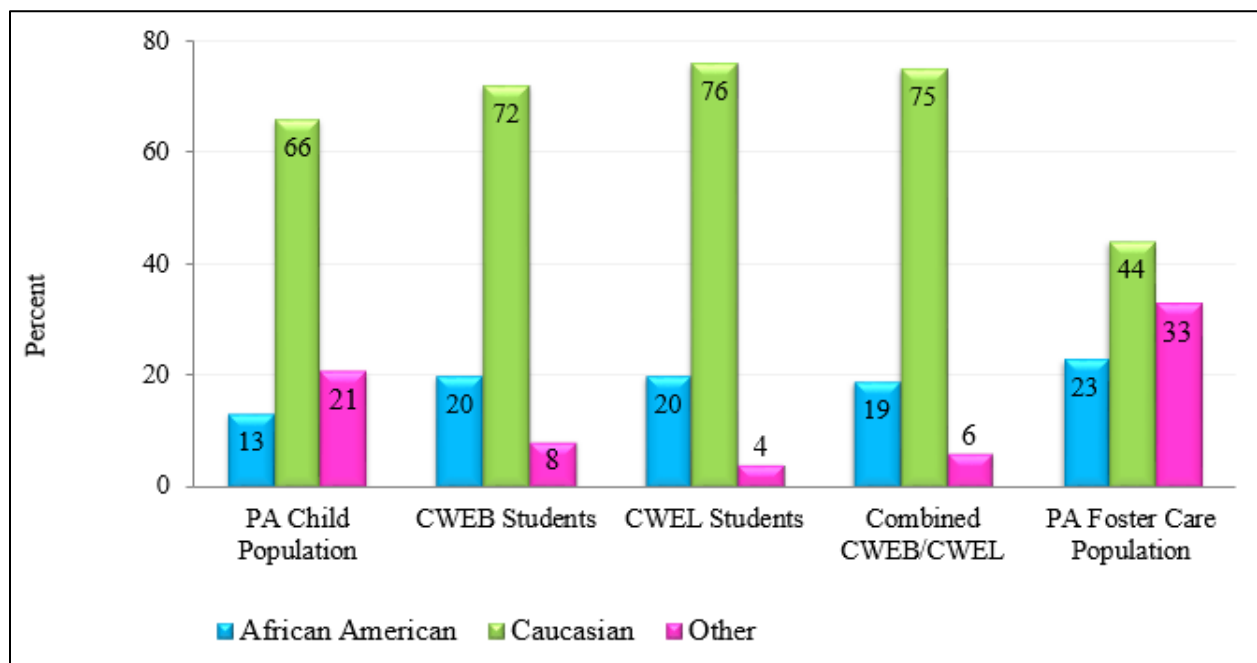
¹⁸ Levenson, M. (2017, May 30). *Why diversity is important in child protection*. [Blog post] Retrieved from National Council on Crime & Delinquency <https://www.nccdglobal.org/blog/why-diversity-important-child-protection>.

¹⁹ Pryce, J., Lee, W., Crowe, E., Park, D., McCarthy, M., & Owens, G. (2019). A case study in public child welfare: County-level practices that address racial disparity in foster care placement. *Journal of Public Child Welfare*, 13:1, 35-59.

step, adequate training and skill development must follow to fully realize the benefits of a diverse staff.

Within the CWEB and CWEL programs combined, African Americans represent 20% of participants. Figure 6 illustrates the demographic characteristics of the Pennsylvania child population and those of CWEB/CWEL participants.

Figure 6. Demographics of PA Child Population and CWEB/CWEL Participants



While CWEL students are recruited into the program through their county agencies, CWEB students are recruited from the general population of our partnering Schools of Social Work. Thus, this arrangement provides us the opportunity to work with our schools in developing and implementing strategies that will help facilitate the recruitment of diverse students into the CWEB program. When we asked our partnering schools how diverse students were recruited into CWEB, many of the strategies included having open information and communication about the program. This was done through providing information about the CWEB program when students apply to their school, disseminating information at college fairs, and focusing outreach on junior students. One school described that outreach materials about the program are provided to every student upon

the completion of their junior oral exam. Another school is in communication with a local community college as part of their recruitment strategy. In their suggestions for increasing diversity in recruitment, schools recommended reserving slots in the program for students who have diverse backgrounds, providing more funding to support students and meeting them where they are, reaching out to high school students and independent living participants, and having CWEB program staff talk to students about the program in person. As we move forward, it remains important for us to continue to collaborate with our partnering Schools of Social Work and employ effective strategies to facilitate the recruitment of diverse child welfare students.

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 14 undergraduate universities and 11 graduate schools eligible to participate in the CWEB and CWEL programs. The total number of participating school programs is 17, with 5 schools at the undergraduate level only, 10 university programs enrolling both undergraduate and graduate students, and two programs at the graduate level only. The most recent addition to our school consortium was East Stroudsburg University who joined the CWEB program in the 2018-2019 academic year.

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

fifteen schools throughout the year and provide instruction and academic advisement within the School of Social Work to University of Pittsburgh students.

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 16 approved institutions of higher education; and agreements between CWEB students with the University or among CWEL students, their respective county employer, and the University. These agreements provide for the students' enrollment arrangements, reimbursement for allowable expenses, and the required post-education work commitments. The CWEL employers' responsibility to maintain benefits and grant education leave to full-time students is specified in the agreement. Reimbursement to employers for CWEL student salaries and benefits is also included.

To accomplish these tasks, approximately nine full-time equivalent faculty and staff have been engaged. All program faculty teach regular credit courses, provide academic advising to students, and oversee internships. In addition, the CWEB and CWEL faculty are responsible for assisting in program evaluation. The faculty and staff listing are contained in [Appendix M](#).

Academic Program Approval and Curriculum

All the schools participating in the CWEB and CWEL programs are fully accredited by both the Middle States Association of College and Schools (MSACS) and the Council on Social

Work Education (CSWE). The 17 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-focused 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 2019-2020 course offerings of the 15 undergraduate schools participating in CWEB and the other 11 graduate school programs participating in CWEL and shown in [Appendix D](#), Table III (CWEB) and in [Appendix E](#), Table IV (CWEL). These course listings referenced above do not include internships, for which a minimum of 400 clock hours is required at the baccalaureate level and 900 at the master's level.²⁰

At the undergraduate level (CWEB) the range of field or internship hours is from 400 to 600 with a mean of 475. However, the CWEB students are strongly encouraged to participate in the Pennsylvania State Civil Service County Social Casework Intern program in conjunction with their school and the county agency in which they are completing their placements. This option requires 975 hours of internship²¹. The advantage of this option for the student and agency is that upon completion of the official County Social Casework Intern program and graduation, the student is eligible to begin work immediately in the agency, typically as a Caseworker II, without

²⁰ Internship hours were reduced by the Council on Social Work Education in the spring of 2020 due to the disruption caused by the pandemic and will remain reduced through summer 2022 (undergrads = 340 hours minimum; graduate = 765 hours minimum).

²¹ The Department of Administration within PA DHS reduced the minimum amount of internship hours for SCS County Social Casework Interns to 730 hours effective spring 2020 through summer 2021 due to the pandemic.

the requirement of a Civil Service examination. Of the 34 CWEB students who graduated during the 2019-2020 academic year, 22 (65%) exercised the State Civil Service Social Casework Intern option. CWEB county participation is included in [Appendix F](#).

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

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 support²². For CWEL graduates, the length of this service is an amount of time equal to the length of the educational leave for full-time CWEL students and equal to the proportion of the full-time length of the degree program they have completed as part-time students²³. 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, 59 CWEL students completed their degree programs and graduated. All graduates returned to their counties of origin following graduation.

The full amount of the cash paid to the student or on the student's behalf must be reimbursed whenever a CWEB or CWEL graduate fails to complete his or her commitment. This provision is contained in the agreement each student signs either with the University (as in the case of CWEB students) or with the University and county of origin (as in the case of CWEL students). During the 2019-2020 program year, nine CWEB students withdrew or were terminated from the

²² 45 CFR, Ch. II, §235.63 (b) (5)

²³ 45 CFR, Ch. II, §235.63 (b) (1)

program after receiving financial benefits, some after beginning their period of commitment payback. Our experience with program participants over this nineteen-year period has been that those who withdraw early discover that child welfare was not what they had anticipated and not what they want to pursue as a professional career. In general, baccalaureate-level students are just beginning their professional career path and it is not uncommon for undergraduates to underestimate the rigor and reality of child welfare work. We have learned that this important discovery is to be anticipated in a certain number of instances among CWEB students and is best identified before great time, training, and costs have been expended.

In 25 years of program operation, it is notable that only 6% of the students admitted to the CWEL program have resigned or been terminated from the program. These departures are for various reasons, represent widely distributed counties, and include most schools. These situations, together with the actions being taken are summarized in Table 1. The employment (retention) of all students exiting the program will continue to be monitored as required in Section II, G, 13 of the Program Description and Implementation, and by PL 103-432 which was enacted by the United State Congress during the first CWEL program year and which applies to graduates funded after October 1, 1995.

Retention has two aspects in the CWEB and CWEL program. The first is the retention of currently enrolled students. Among both programs combined, the student loss rate is 4%. 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 19 years of the CWEB program (through the summer of 2020), 1,169 CWEB students accepted employment after graduation. Within the CWEL program, only 20 individuals out of a total of 1,494 graduates have not completed their employment commitment after graduation.

Table 1. Student and Graduate Departures from Programs and Recoupment

School	# of Students			Reason for Departure		Recoupment Status	
	Total	CWEB	CWEL	Employment	Withdrew from School/Program	Collection Initiated	Obligation Satisfied
Bloomsburg University	10	10	0	6	4	6	4
Bryn Mawr College	4	0	4	0	4	1	3
California University	19	17	2	11	8	9	10
Edinboro University	14	13	1	7	7	6	8
Kutztown University	15	13	2	10	5	5	10
Lock Haven University	11	11	0	6	5	1	10
Mansfield University	13	13	0	11	2	4	9
Marywood University	21	1	20	3	18	5	16
Millersville University	4	3	1	1	3	2	2
University of Pennsylvania	7	0	7	0	7	2	5
University of Pittsburgh	27	9	18	10	17	9	18
Shippensburg University	12	11	1	7	5	3	9
Slippery Rock University	10	10	0	7	3	5	5
Temple University	33	14	19	14	19	14	19
West Chester University	5	5	0	5	0	2	3
Widener University	17	6	11	8	9	8	9
TOTALS	222	136	86	106	116	82	140

Among the CWEB graduates who have most recently satisfied their legal work commitment, 42% remain in the agencies. Overall, 46% have exceeded their commitment by over two years. Increased familiarity with the program, more focused selected criteria and stronger case management has contributed to improved outcomes. The number of CWEL graduates who have discontinued child welfare work for all reasons over the life of the program averages 8.2% per year. This figure includes death, retirement, total and permanent disability, transfer of spouse/partner employment out of state, and other routine changes of employment.

Despite the loss of some participants, both the CWEB and CWEL programs have a strong record of retention. Nevertheless, there are real reasons behind each of the post-commitment departures. We describe these in our previous annual reports, have presented them at state-wide committee meetings focusing on recruitment and retention (PCYA, AOPC, Child Welfare Council), and at national-level professional meetings (CSWE, NCWWI). We include additional information later in this report. Fortunately, many of the root causes of turnover can be remedied, though some are more difficult to address than others. We are committed to working with county agencies to focus on organizational-level solutions that can assist in workforce development, worker retention, and the enhanced capacity of child welfare systems.

Deliverables

Creative recruitment efforts for the CWEB and CWEL programs continued this year. The entry of 1,251 CWEB students into the child welfare agency system and the return of 1,494 CWEL graduates to a total of 66 counties have been instrumental in showcasing the two programs on a county and statewide level. Current and former students demonstrate the benefits of both educational programs to those around them. County Administrators, Directors, and Managers, many of whom are CWEB and/or CWEL graduates themselves, know firsthand the benefits of a social work education. They encourage and support their agency staff through the application, admission, and enrollment process. Our school partners, faculty members from across the state of Pennsylvania, also are key in our recruitment efforts by sharing information about our programs and encouraging participation. Throughout the year, social work students and county public child

welfare employees contact CWEB and CWEL faculty and staff to ask questions about the programs and to request additional information and guidance. Nearly all the counties in the state of Pennsylvania participate, suggesting that recruitment efforts are working. Continued efforts are essential to ensure that the opportunity for child welfare-focused education is widely known across Pennsylvania's counties and school programs as new professionals join the staff at public child welfare agencies and our partner schools. A toll-free line is available for those interested in learning more about the CWEB and CWEL programs [1 (866) ASK-CWEL/1 (866) 275-2935].

Online information is routinely updated and publicly available on the School of Social Work website. Additionally, both programs can also be accessed through the Child Welfare Resource Center (CWRC) website. The CWEB and CWEL webpages include a Student Handbook for each program as well as "Frequently Asked Questions" to clarify program information and address common concerns. An informational video regarding the CWEB program that features faculty members and program participants is posted on the CWEB webpage along with a realistic job preview developed by the Office of Children, Youth and Families.

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

New this year is the addition of CWEB student meetings conducted remotely via Zoom. These meetings, held with the CWEB faculty and staff, are open to all current CWEB students and serve to educate and support the CWEB students during their year in the program. Students learn about CWEB processes, hear, and share experiences related to the core training series for new caseworkers, *Foundations of Pennsylvania Child Welfare Practice*, and support each other as they build a statewide CWEB community. Attendance has averaged a little more than 20 CWEB students for each of the four meetings held on the first Thursday of the following months: December, February, April, and June. Regular meetings are also held with CWEL students during each academic term. These remote forums bring students across school programs and county agencies together in a learning community and provide direct access to our program faculty and staff.

The following efforts and products were delivered by the University during 2019-2020 in accordance with the approved Project Description and Implementation plan:

- Previous annual reports were posted on the CWERP website and are available to all county administrators, DHS officials, CWEB and CWEL academic partners, and other interested state and federal officials.
- CWEB and CWEL program and application materials were posted on the CWERP website for all counties, participating schools and interested parties.
- Dr. Cahalane received a second year of funding for the Child Welfare Workforce Excellence Fellowship as part of the Workforce Excellence partnership with Allegheny County Children, Youth, and Families in the amount of \$150,000. This funding will continue annually for five years from the U.S. Children's Bureau and the National Child Welfare Workforce Institute.
- Dr. Perry received funding in the amount of \$25,000 from the University of Pittsburgh Center for Interventions to Enhance Community Health (CiTECH) for a 12-month pilot study designed to facilitate stronger collaboration with an Intensive Family Coaching provider agency and the child welfare office where referrals originate.
- Dr. Winter continued for a third year to provide consultation to the Child Welfare Resource Center on Team Based Learning and assisted in adapting the trainings for remote delivery during the COVID-19 pandemic.

The child welfare faculty and staff contributed to a variety of scholarly publications in 2019-2020 and conducted presentations, training, and consultations to share their knowledge with others. Several presentations were accepted, but cancelled, due to the COVID-19 pandemic. Their works, both presented and planned, include the following:

Presentations:

- Perry, M.A., Rauktis, M.E., Winters, R., & Cahalane, H. (2019, August). *Caseworkers' attitudes toward evidence-based practices: Lessons learned from Pennsylvania's IV-E waiver project as we enter the era of Family First*. Symposium conducted at the 2019 National Child Welfare Evaluation Summit, Washington, DC.

- Aka-Ezoua, E., Winters, R., & Rauktis, M.E. (2019, September). *What do they have to say: Youth voice in family meetings and conferences*. Symposium conducted at the 2019 National Association of Social Workers-Pennsylvania Chapter Annual Conference, Scranton, PA.
- Winters, R., Cahalane, H., & Rauktis, M.E. (2019, October). *Collaboration is key: Developmental concerns and early intervention in children living outside the parental home*. Poster session presented at Zero to Three Annual Conference 2019, Fort Lauderdale, FL.
- Bradley-King, C. & Cahalane, H. (2019, October). *Developing the professional self in public child welfare*. Presentation at the 65th Annual Program Meeting of the Council on Social Work Education. Denver, CO.
- Winter, L. & Cahalane, H. (2019, October). *Team-Based Learning™: Bringing active learning to social work, school, and the workplace*. Presentation at the 65th Annual Program Meeting of the Council on Social Work Education. Denver, CO.
- Winter, E. & Neail, E. (October, 2019). *Team Based Learning™ 101: Flipping the training room to develop competence, critical thinking, and collaboration*. Workshop conducted at the National Staff Development and Training Association Annual Conference, Long Beach, CA.
- Winter, E. A. & Neail, E. (October, 2019). *Team-Based Learning™: Developing curriculum to build competence, critical thinking, and collaboration*. Workshop conducted at the Staff Development and Training Association Annual Conference, Long Beach, CA.

Presentations Accepted- Cancelled Due to COVID:

- Winters, R., Aka-Ezoua, E., & Bradley-King, C. (2020, March). *Professionalization of public child welfare: Practicum enhancement to armor BSW caseworkers*. Symposium scheduled for presentation at the 37th annual conference of the Association of Baccalaureate Social Work Program Directors, Birmingham, AL.
- Winters, R., Aka-Ezoua, E., & Cahalane, H. (2020, June). *Change is contagious, but is it catching on? Implementation of a new child welfare service model*. Symposium

- scheduled for presentation at the National Association of Social Workers 2020 Annual Conference, Washington, DC.
- Winter, E., De Jaeger, A. & Rees, A. (2020, March). *Effective facilitation*. Session scheduled for presentation at the Team-Based Learning Conference, Portland, OR.
 - Winter, E., O'Dwyer, B., & Janson, T. (2020, March). *TBL™ in Training and Workforce Development: A Translational Opportunity*. Session scheduled for presentation at the Team-Based Learning Conference, Portland, OR.
 - CWERP faculty received the following recognition:
 - Dr. Cahalane was recognized for her years of service as the Chair of the Child Welfare Track of the Council on Social Work Education at the 65th Annual Program Meeting held in Denver, Colorado on October 24, 2019.
 - CWERP faculty served as first author and co-author on the following publications:
 - First Author Publications:
Perry, M. A., Creavey, K., Arthur, E., Chance, J., Lundgren, P. J., & Rivera, I. (2020). Cultivating emotional intelligence in child welfare professionals: A systematic scoping review. [Special Issue] *Child Abuse & Neglect*.
 - Guest Editor:
Nunno, M., Rauktis, M.E., Attar-Schwartz, S. (2020). Preface, *Residential Treatment for Children & Youth*, 37(2), 91-93.
 - CWERP faculty and staff served as reviewers for the following:
 - Cahalane, H. (2019-2020). Manuscript reviewer, *Journal of Public Child Welfare*.
 - Perry, Marlo (2019). Proposal reviewer, 21st National Conference on Child Abuse and Neglect (NCCAN).
 - Winters, Rachel (January, 2020). Peer reviewer for National Research Conference on Early Childhood.
 - Winters, Rachel (June, 2020). Peer reviewer, *Child and Adolescent Social Work Journal*, Special issue of focused on Human Animal Interactions in Social Work with Children and Youth.
 - Perry, Marlo (2020). Proposal reviewer, NSDTA National Education Conference.
 - Perry, Marlo (2020). Manuscript reviewer. *Child Abuse & Neglect*.

- Winter, Liz (2020). Manuscript Reviewer. *Journal of Public Child Welfare*.
- Winter, Liz (2020). Manuscript Reviewer. *Journal of Child and Adolescent Social Work*
- CWERP faculty and staff served on boards and committees to share their expertise and recommendations. These activities included the following:
 - PA Child Welfare Council, Dr. Cahalane
 - Community Care Behavioral Health Organization, Performance Management Committee Member: Dr. Cahalane
 - Three Rivers Adoption Council, Board of Directors: Dr. Bradley-King
 - Cradle Beach Camp, Board of Trustees: Dr. Bradley-King
 - Editorial board for *Intergenerational Relationships*: Dr. Rauktis
 - National Staff Development and Training Association, Executive Advisory Council Member: Dr. Perry
 - Brookline Teen Outreach, Board Member: Dr. Perry
 - Team-Based Learning Collaborative Educational Committee Member: Dr. Winter
 - Allegheny County Child Fatality/Near Fatality Review Team Facilitator: Dr. Winter
 - Pennsylvania Department of Human Services, Office of Children, Youth and Families and the Pennsylvania State Civil Service Commission: Professor Borish, Caseworker Recruitment Workgroup
 - Strong Women, Strong Girls Monitoring, Evaluation, and Learning Advisory Board Member: Edoukou Aka-Ezoua
 - Strong Women, Strong Girls Diversity and Inclusion Committee Member: Edoukou Aka-Ezoua
- 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/staff visits were held with participating school programs beginning in the fall of 2019 and continuing through the spring of 2020. These visits are summarized in Table 2 below and included meetings with prospective students, current students, academic faculty, and academic program administrators. Focus groups regarding professional development

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

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

Campus Meetings

High rates of attendance and strong engagement by the CWEB and CWEL students occurred during meetings held at the various campus sites this program year. Due to the COVID-19 pandemic, the last of the meetings, held in March of 2020, were conducted remotely. Students shared their experiences both in the classroom and in the child welfare agencies openly during sessions with CWEB and CWEL faculty. Questions related to many aspects of child welfare education and practice, as well as specific issues related to the CWEB and CWEL programs, were raised by the students and responded to by faculty. Constructive dialogue about topics such as course availability, policy issues, academic concerns, and administrative procedures occurred with each group of students. Students spoke candidly about the benefits and challenges of being members of the PA child welfare workforce throughout the past year.

The dates of the campus meetings held during the 2019-2020 Academic Year are displayed in Table 2 below.

Table 2. Campus Meetings with CWEB and CWEL Participants

School Program	Date of Visit	Target Audience
Bloomsburg University	11/8/2019	CWEB
Bryn Mawr College	11/5/19	CWEL
California University	11/18/2019	CWEB
California University	3/25/2020	CWEL
East Stroudsburg University	4/2/2020	CWEB
Edinboro University	3/3/20	CWEB/CWEL
Kutztown University	11/4/19	CWEB/CWEL
Lock Haven University	10/17/19	CWEB
Mansfield University	11/7/19	CWEB

Marywood University-Central PA Campus	11/8/19	CWEB/CWEL
Marywood University-Lehigh Campus	11/4/19	CWEL
Marywood University- Scranton Campus	11/7/19	CWEB/CWEL
Millersville University	2/24/20	CWEB/CWEL
Shippensburg University	2/24/20	CWEB
Shippensburg University	2/25/20	CWEL
Slippery Rock University	11/14/19	CWEB
Temple University	11/5/19	CWEB/CWEL
University of Pennsylvania	11/7/19	CWEL
University of Pittsburgh	12/3/19	CWEB/CWEL
West Chester University	11/6/19	CWEB/CWEL
Widener University	11/6/19	CWEB/CWEL

Focus groups this year were targeted toward learning about the ways the COVID-19 pandemic has impacted our CWEB and CWEL students' educational experiences. We also asked for input to inform our continuous improvement efforts for both programs. CWEB students were engaged in discussions specific to their internships, their involvement in foundational training, and the intersection of their course work and field practice. Understandably, many of the CWEB students expressed concern regarding the county hire process under the limitations imposed by the pandemic. CWEL students were requested to share how they will utilize their CWEL education and experience to improve their county child welfare agency and the children and families they serve.

The impact the COVID-19 pandemic has had on the CWEL and CWEB students' educational experience has been tremendous. Most schools have gone to entirely remote classes with field placements varying from fully in-person, part remote and part in-person, and fully remote. Most part-time CWEL students who continue to work full-time are working primarily from home. Students shared that they had to sharpen their time management skills and have needed to be vigilant about keeping boundaries between home life, school, and work. On the positive side, students appreciate not having to commute to school and shared that this gives them more time for their families. They find asynchronous lectures convenient in that they can

view them when it works with their schedules. Some students believe that they receive more assignments in the remote environment than they had when going to the classroom, but say that instructors are more flexible with due dates and understand the competing priorities students have.

Students who formed relationships with their peers in prior school years are relying on this peer group for support now that classes are remote. New students feel the void of not being able to meet and form relationships with classmates since they are not attending class in person. This has been particularly challenging with group assignments and projects. Students miss being on campus and say they feel less of a connection with faculty. One student shared that she misses being able to study in the library. This lack of feeling connected is particularly pronounced with students who are enrolled in asynchronous classes who describe a disconnect from their schools. Students also expressed feeling stressed and fatigued from having to spend up to six hours a day on Zoom attending classes. For some students, co-workers have been extra supportive and have filled in for them at work so they could focus on their schoolwork. Most students reported that they are anxious to return to the classroom for in-person instruction.

Field experiences have also been greatly impacted. CWEB students who are completing field placements at county child welfare agencies are having a wide range of experiences. Some are going into the agency offices each day of their internship while others are working remotely most of the time. In-person interaction with children and families is more limited than is typical for a CWEB student internship. CWEB students reported receiving excellent support from their units and supervisors concerning learning the job. However, CWEB students do want to know exactly what they should be getting out of their internship experience. Some CWEB students do not feel prepared to enter the workforce because of the virtual internship experience. CWEL students also reported experiencing a range of field experiences. Many described securing a field placement as a major challenge as many field agencies were unable to host students due to the demands of the pandemic. Both CWEB and CWEL students shared that their field instructors have gone above and beyond to facilitate a positive experience for them despite the many challenges that exist. Students have grown and developed professionally in their field placements thanks to the efforts of their schools and field placement agencies.

Both CWEB and CWEL students were asked how the CWEB and CWEL faculty and staff could improve their student experience while in the program. CWEB students have had the opportunity to participate in bi-monthly Zoom meetings with the other CWEB students from across the state. CWEB students find these meetings helpful and supportive and participation continues to increase. CWEB students like having the opportunity to meet and talk with CWEB faculty and staff. They can ask questions and share their experiences with other students. The meetings are helping the CWEB students to build a statewide community and make lasting connections with each other as they progress through the program. CWEB students fully support continuing the bi-monthly sessions.

CWEB students found tremendous value in completing *Foundations of Pennsylvania Child Welfare Practice* (Foundations) during their internship. The students said that Foundations has enabled them to understand the terms and language used in their child welfare field placements, provided perspective on how to handle different situations through the simulations, and gave them the necessary knowledge bank to be a successful child welfare caseworker.

CWEL students very strongly expressed the need for an orientation session prior to their first semester of graduate school. Students described finding the CWEL Student Handbook helpful but not sufficient for communicating all they must know and do as a new CWEL student. Several students expressed that the process for submitting expenses was confusing and believe that a Zoom session with CWEL faculty and staff would be very helpful in explaining processes to them and answering questions they may have. CWEL students very much appreciate being able to submit their expenses electronically. Once students have begun their first semester, they believe one meeting per semester is sufficient for sharing program updates, allowing for students to ask questions, and for students at each school to meet each other. A few students expressed that they would like to have a CWEL mentor at their agency who could provide them with support and help them navigate through graduate school while working at their child welfare agency.

A few of the new CWEL students said they had a challenging time obtaining information about the CWEL program at their agencies and suggested marketing the program statewide directly to caseworkers and supervisors. Additional recommendations were made around

helping CWEL graduates transition back to their county agencies once they have completed their degrees.

CWEL students had many examples to share about how they are taking new knowledge gained in their graduate school programs and innovating back at their agencies. The importance of understanding trauma and employing trauma-informed approaches was expressed by several students. Students have learned about evidence-based practices that they would like to see implemented in their agencies. Other students shared they have a much better understanding of policy and recognize the critical way that policy informs practice with children and families. Many have ideas for new policies to introduce and existing policies at their agencies that can be updated and improved. A few students shared their priorities to enhance engagement with fathers, older/transitioning youth, LGBTQTIA youth/family members, and extended family members.

Despite the challenges presented by COVID-19, both CWEB and CWEL students express gratitude for having the opportunity to participate in these professional development programs. CWEB students believe they are being well-prepared for the challenges ahead as new public child welfare caseworkers. They appreciate their internship experiences and are forming supportive relationships with others at their agencies. CWEL students are preparing to be the next generation of public child welfare leaders in Pennsylvania. The knowledge they are gaining in coursework and the skills they are enhancing in their field placements are preparing them well to influence practice, policy, and advocacy across the state. We encourage agencies to consider these findings and leverage the talents and skills within their workforce to inform agency policy, enhance practice, and increase the capacity of their organizations.

The Changing Landscape of Pennsylvania Public Child Welfare

Previous annual reports have referenced the major shift in Pennsylvania's child welfare system operations resulting from public exposure and subsequent legal proceedings that emanated from a decades-long child abuse travesty. We refer readers to the 2012 special investigation report cited here for information regarding this highly publicized case²⁴ and to the policy and statutory

²⁴ Freeh, Sporkin & Sullivan, LLP (July 12, 2012). "*Report of the Special Investigative Counsel Regarding the Actions of the Pennsylvania State University Related to the Child Sexual Abuse Committed by Gerald A. Sandusky*".

recommendations of the Task Force on Child Protection formed by the Pennsylvania General Assembly²⁵.

The resulting escalation of work demands stemming from greater public recognition of suspected child abuse or neglect, an increased number of substance-exposed infants, more families dealing with severe addiction issues, and new statutory requirements has continued to add to the stress of an already taxed child welfare system in Pennsylvania. The pandemic has resulted in new demands, new stressors, and an increased responsibility for supporting families and children in unprecedented times. The child welfare workforce across the state has been operating remotely, providing on-site staffing in shifts, conducting essential investigations and safety assessments, assuring child-family visitation, and following public health protocols to the best of their ability. Turnover among the child welfare workforce continues to be painfully experienced in both public and private agencies. At the same time, new opportunities to employ more efficient and effective modes of practice, including the use of virtual technology, data-driven decision making, predictive analytics, and evidence-based interventions, are available. All these factors continue to influence the landscape of Pennsylvania public child welfare. The passage of the Family First Prevention Services Act²⁶ in February of 2018 and the implementation of state-level FFSPA Prevention Plans brings additional opportunities and expectations to the child welfare workforce.

Evaluation

Introduction

The CWEB and CWEL programs have several critical stakeholder groups: schools participating in the educational programs, current students and those who have recently graduated, and the county agencies that employ our participants or provide field placements. Because these are such important constituents, they are surveyed annually; their responses provide valuable

²⁵ *Child Protection in Pennsylvania: Proposed Recommendations, Report of the Task Force on Child Protection.*
Full report and Executive Summary available at
http://jsg.legis.state.pa.us/publications.cfm?JSPU_PUBLN_ID=285.

²⁶ <http://www.ncsl.org/research/human-services/family-first-prevention-services-act-ffpsa.aspx>

information about the utility and quality of the curricula and field experiences, as well as which areas offer opportunities for improvement. These constituents also share their perspectives about the value that CWEB and CWEL students bring to their schools and child welfare organizations. In addition, we ask students who have graduated and been working for at least a year about the organizational culture of their work environment. This information helps us to better understand which aspects of work climate are associated with positive outcomes, such as commitment to the field, job satisfaction, and personal achievement. All this information is shared with CWEB and CWEL stakeholders including agency administrators, school faculty, and CWEB/CWEL faculty and staff to inform and help improve the quality of services, curricula and working environments. Perceptions of agency climate and working conditions help to inform our organizational effectiveness work within county agencies, particularly within those systems that look for ways to capitalize on the contributions of IV-E graduates.

What follows are the findings from the 2019-2020 evaluation. The first two sections summarize the results from current students and recent graduates of the CWEB and CWEL programs, respectively. The third section summarizes what long-term program graduates say about the climate of the child welfare agencies in which they work. The fourth section highlights the findings from school faculty and agency administrators who have employees currently participating in, or who have graduated from, the CWEB or CWEL programs. The final section reviews the core competencies exhibited by CWEB and CWEL program participants.

All surveys are web-enabled. Throughout the year, emails, letters, and instructions are sent to current students, recent graduates, long-term graduates, and CWEB/CWEL schools and counties with information on how to access their surveys, which are located on a secure server. A standard follow-up protocol is in place to try to obtain a minimum 50% response rate for each group of respondents. Response rates are reported below. Datasets were cleaned prior to analysis. Usable surveys had to have at least 50% of the questions answered. Surveys that did not meet this threshold were dropped from the analyses.

During this 2019-2020 evaluation cycle, we continued using questions about core competencies that research has demonstrated as important for the child welfare workforce²⁷. These questions were included in the current student, recent graduate, and long-term graduate surveys for completion by those who supervise or mentor CWEB students. We asked respondents to rate the degree to which the competencies are exhibited by CWEB students whom they supervise or mentor in their agencies.

Table 3. Return Rates by Survey Type

Respondent Group	Response Rate (%)
County	87% (n=58)
Current Students	61% CWEB (n=22) 80% CWEL (n=105)
Recent Graduates	47% CWEB (n=16) 67% CWEL (n=38)
Long Term Graduates	31% (n=29)
CWEB/CWEL Schools	94% (n=16)

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 2020 and were given until March 2020 to complete the survey. One hundred and twenty-seven students responded to the survey (see Table 3 for response rates). The survey asked the students to rate their experiences with (1) the CWEB/CWEL program and processes (e.g., website, communication, student contract, faculty and staff helpfulness); (2) their relationship with the faculty and the university that they attend, and the quality of the courses they take; (3) the agency/field interface; and (4) their beliefs about the value of their education to child welfare practice, and their commitment to the field. The

²⁷ The R&R Project (2009). *Resources for selecting qualified applicants for child welfare work*. Chapel Hill, NC; Jordan Institute for Families at UNC-Chapel Hill School of Social Work.

statements are positively worded and the rating scale is from 1 (Strongly Disagree) to 5 (Strongly Agree), with higher ratings indicating a greater degree of satisfaction.

Most of the questions were common to both programs, such as “*I received good supervision in my field placement or internship placement.*” Some items were unique to the program and to the student’s status. For example, CWEB students were asked if their field site agency was familiar with the requirements of the CWEB program. The full-time CWEL students were asked about their return to the agency in the summer, and the part-time students were asked questions about the ease of arranging time for field and classes. Part-time CWEL students were also asked to rate the CWEB students they supervise or mentor (if applicable) on a series of core competencies. The results of these items can be found in the Core Competency section below. If students were currently in their field placement, they were asked about the focus of their responsibilities and their agency type.

Finally, because we are interested in the career paths of child welfare professionals, the current CWEL students were asked if they had been a CWEB student, and if they were still employed by the agency in which they had completed their CWEB work commitment. Three open-ended questions asked about positive aspects of the program, areas for improvement, and qualities that may help prospective CWEB/CWEL students succeed in the program. A final question asked if the students have received any awards or recognitions for their academic or field work during this survey period. Respondent demographics are displayed in Figures 7 and 8.

We made additional outreach to our partnering schools and students during the 2019-2020 program year due to the massive disruption caused by the pandemic. School programs and county agencies quickly adopted virtual technologies, in-person classes shifted to online, and child welfare operations across the state moved to a combination of off-site work, rotational onsite coverage, and virtual means of communication. We enhanced our use of virtual contact with our various constituent groups and found it to be effective, cost-efficient, and a better use of time.

Description of the survey respondents

Figure 7. Current CWEB Student Demographics

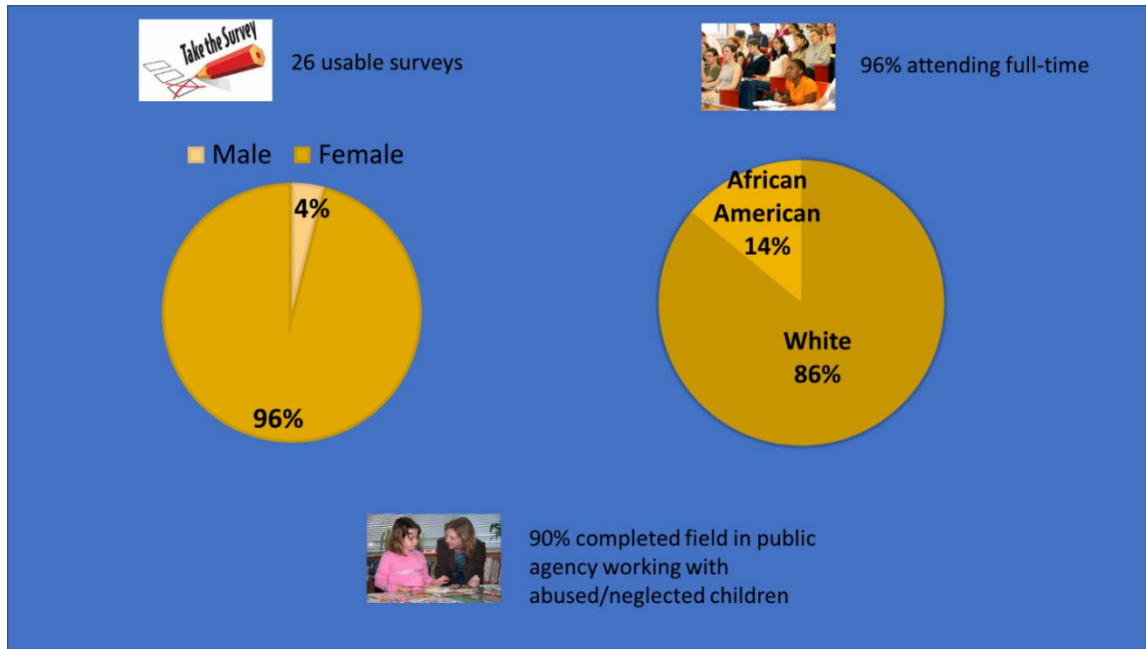
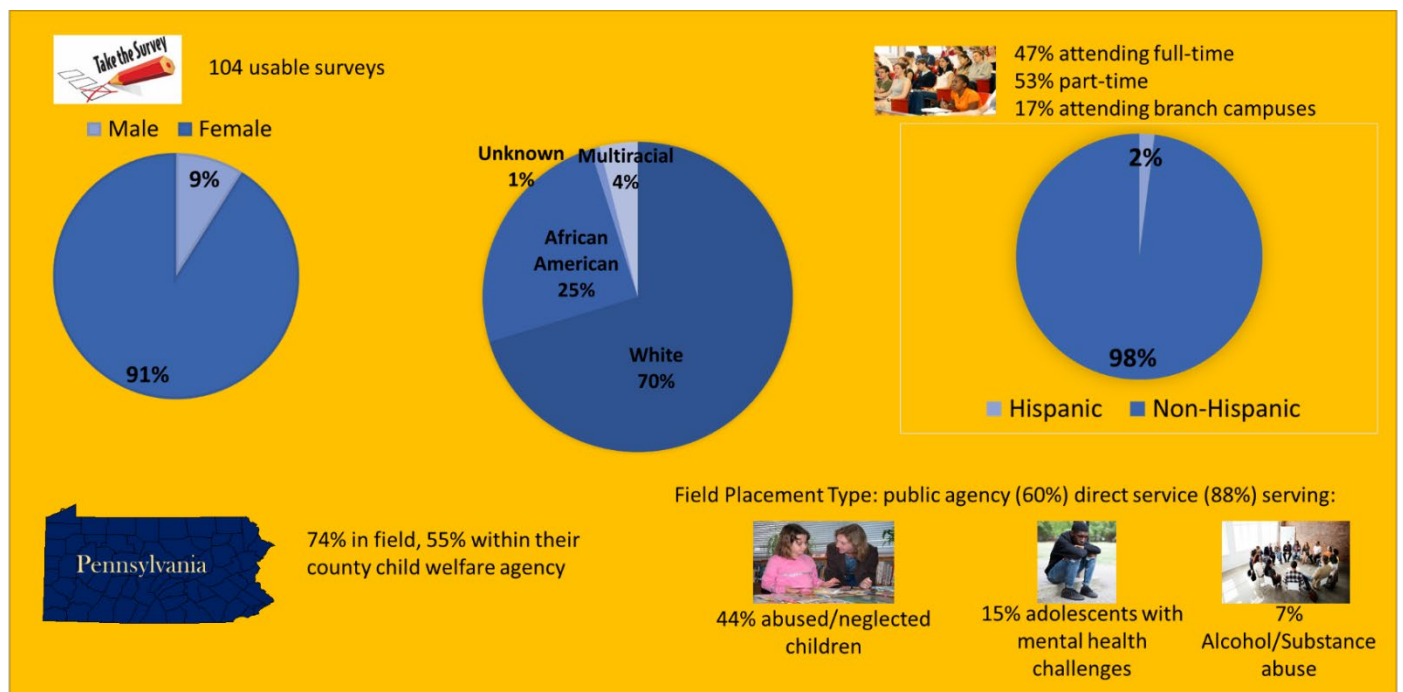


Figure 8. Current CWEL Student Demographics



Is there a career pathway?

One of our goals is to determine the extent to which a professional education and career pathway is in place for the child welfare workforce, and how recruitment at the undergraduate level can help foster a long-term career in public child welfare. The ideal education and career pathway for a child welfare professional is shown in Figure 9.

Figure 9. Career Pathway for CWEB and CWEL



Participation in the CWEB and CWEL programs ensures a well-educated and explicitly trained workforce, which will elevate the quality of casework practice in the Commonwealth. In fact, twelve percent (12%) of the current CWEL respondents said that they received their degrees through the CWEB program. All these CWEL students (100%) are still working at the agency in which they did their post-CWEB work commitment. We have observed this CWEB to CWEL progression pattern for many years. In fact, 39% (26/67) of Pennsylvania's county child welfare agencies have a CWEL graduate in a leadership position within the agency. This information illustrates that the proposed career pathway is a viable way to support agency retention of workers. It is to Pennsylvania's credit and the University of Pittsburgh's leadership that a pathway of professional education is available to the public child welfare workforce of our state.

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

"The CWEB program gives the intern hands on experience that helps us to be more competent as social workers, especially when considering working with a vulnerable population." (CWEB Student)

"Through this program I really feel that I got a well-rounded experience. I got to learn all aspects of the job without being over worked or rushed." (CWEB Student)

"It is amazing that we are provided the opportunity to improve our skills to better assist the individuals we serve." (CWEL Student)

"Overall, it is a valuable learning experience. (CWEL) helps puts things in a different perspective and definitely impacts how one interacts with clients and makes decisions." (CWEL Student)

Moreover, agency directors have told us in prior evaluations how much their organizations benefit when these well-trained and seasoned caseworkers remain in their agencies. However, it is important to stress that both the agency and the worker must carefully consider whether the worker should enroll in the CWEL program. It is not suitable for everyone,

due to the necessary time commitments and the challenges with work-life balance. For instance, one agency administrator cited issues with their agency's need for part-time CWEL participation:

"...One challenge for us is that in order for caseworkers to participate they must do it on a part-time basis and this requires that the workers are out of their own homes every Saturday with additional work. Most who would consider it also have families and are unable or unwilling to sacrifice that amount of time required to obtain the degree."

The recommendation to have the ability to complete an online MSW program through CWEL had been under consideration for several years, in part, due to lack of easy access to MSW programs in parts of the state. Although the advantages of convenience and accessibility were recognized as compelling features, scheduling time to complete online coursework and adjusting work and/or family time for synchronous learning activities produce demands that remain present for any student. The CWERP program conducted a small pilot study with several CWEL students enrolled in exclusively online study at Temple and Widener Universities. We were interested in learning more about the students' perception of their learning as well as their sense of connection to a learning community.

The Classroom Community Scale²⁸ (CCS) was added to the Current Student survey to obtain baseline information regarding the online learning experience. The CCS is a 20-item inventory with a total score and two subscales (Connectedness and Learning). The scale is rated on a 5-point Likert scale with 10 items increasing positively (0=strongly disagree and 4=strongly agree) and the remaining items increasing negatively (0=strongly agree and 4=strongly disagree). Items were recoded so that ratings were in the same direction and a score was derived

²⁸ Rovai, A.P. (2002). Development of an instrument to measure classroom community. *Internet and Higher Education*, 5(3), 197-211.

by calculating the mean for the total score and subscales. Overall, the individuals rated the total score ($M=3.22$, $SD= .47$), Connectedness subscale ($M=3.00$, $SD= .60$), and Learning subscale ($M=3.43$, $SD= .64$) towards the positive end of the scale suggesting a positive online learning experience. There were some variations in scoring especially around feeling connected to peers and feeling comfortable with sharing issues about understanding course content.

Since the CWEL students are surveyed multiple times throughout their academic career, it will be informative to observe whether these ratings change with increased comfort and familiarity with the online learning platform. Although we will have repeat measures for only three participants from the pilot study, online course work will undoubtedly be present in all MSW program curriculums to varying degrees moving forward. We will continue to assess our students' experience of online courses and total online programs that are available within our school program consortium.

Students who work full-time while attending school report that part-time study is often challenging, in part due to high caseloads and difficulty in finding a school, life, and work balance. With over half of CWEL students (53%) in this category, it is important for them to have candid discussions with their director and supervisor about expectations and workload while participating in the CWEL program. Our qualitative evaluation results tell us that part-time CWEL students wished for more support from their county agencies while participating in the program: “*{My} biggest concern is that my agency was {not} as "supportive" as they stated they would be before I started.*” Other part-time CWEL students perceived that the university they attended did not understand their workload: “*There needs to be additional focus on non-traditional students including part time students. Classes are tailored to full time students with little regard to those who work 40+ hours per week.*” To increase the flexibility and support

from county child welfare agencies, one part-time CWEL student recommended “...*I would suggest a presentation at a PCYA conference or even a field visit with the directors if a student is in the program*”.

With the above in mind, additional discussions may need to take place with the participating CWEL schools and county agencies on a regular basis so there is a working understanding of the time requirements for part-time CWEL students. These are discussions that need to occur on an ongoing basis and are not “one and done” conversations. Alternative work assignments may need to be considered for some CWEL participants based upon their role in the agency and what is feasible during the time an individual is in school. CWEL schools might also pay greater attention to all aspects of a student’s life: their work; their clients; their educational capabilities; and performance in their field placements.

Accordingly, attention must also be directed to maintaining students at a part-time effort in school when they are, indeed, part-time students. We have observed a desire among some part-time students to finish their course work “faster” or “quicker” by taking a full-time course load. This is not permitted under operating guidelines of the CWEL program. We view this as a necessary program requirement that is in the best interest of both the student and the county agency. This, and our previous recommendations, are short-term investments in time and attention directed toward the health and viability of our workforce in the long-term.

How do students perceive their program?

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

“It gives students an opportunity to be exposed to the child welfare system from a learning perspective. Students are able to get more direct supervision than if they were starting out as a full-time caseworker.” (CWEB Student)

“I’ve had a really good experience at my office with coworkers and supervision. I feel much more prepared for life after graduation.” (CWEB Student)

“I have been able to develop my skills as a social worker in order to contribute more to the overall field of social work.” (CWEL Student)

“The more knowledge we can impart on our child welfare workers the stronger our child welfare system will be. This is the aspect of the CWEL program that is most positive in my opinion. The ability to increase knowledge and competency for our child welfare workers.” (CWEL Student)

CWEB and CWEL students highly value their professional education. Using a scale from 1 to 10, with 1 having the lowest value and 10 the most value, respondents were asked, “What is the value of the CWEB or CWEL program to the public child welfare system?” The average score for the CWEB students was 8.57 ($SD=1.36$), and the average score for the CWEL students was 9.29 ($SD=.1.28$). Responses to this question, as well as each survey item (rated on a 1-5 scale from Strongly Disagree to Strongly Agree) can be found in Table 1, [Appendix J](#). This table displays the responses of the CWEB students, as well as both the full-time and part-time CWEL students. Their aggregate responses are graphically displayed in Figure 10.

Figure 10. Current Student Satisfaction with CWEB/CWEL Programs

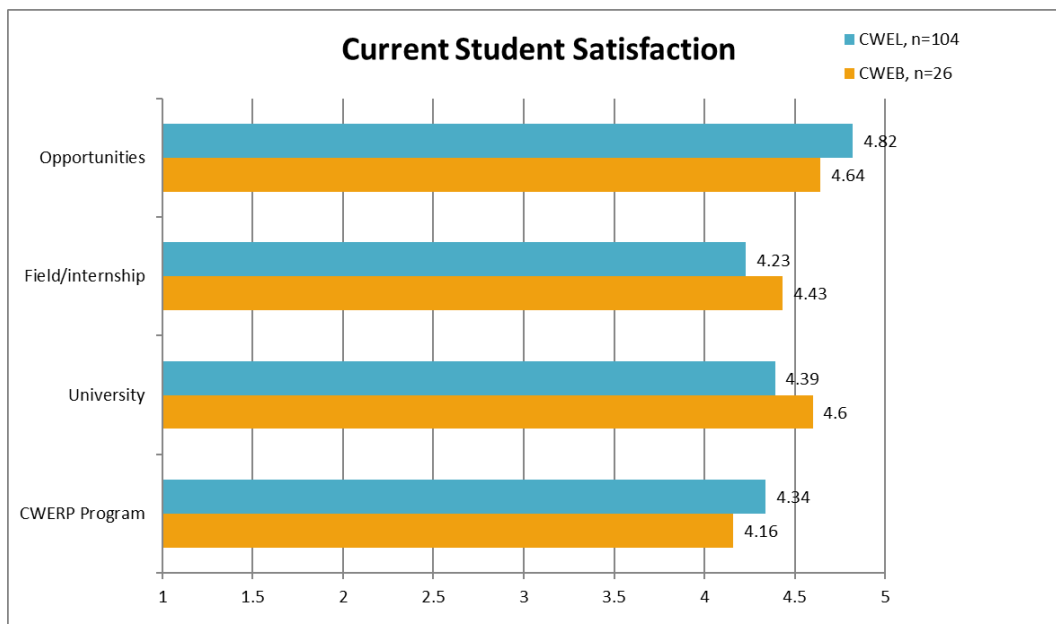
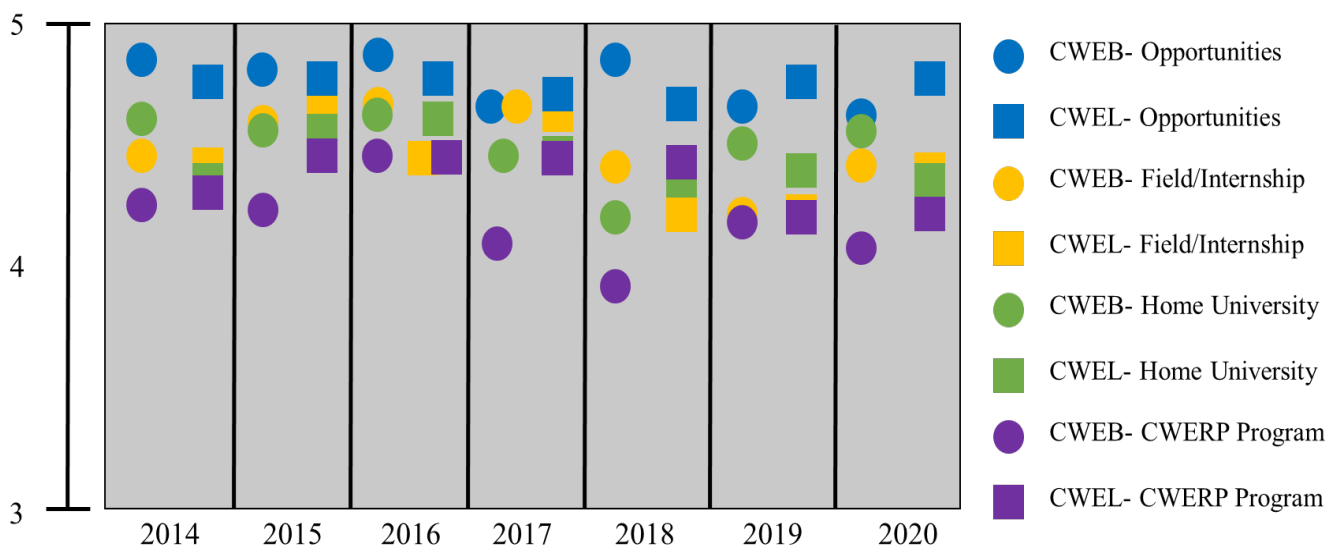


Figure 11 below demonstrates the changes in satisfaction ratings over the past six academic years. While there continue to be small changes in satisfaction ratings in the last three years, all the ratings are still clustered around the Somewhat Agree/Strongly Agree range.

Figure 11. Comparison of Student Satisfaction Ratings Over the Last Seven Academic Years



Note: with most responses clustered at the top end of the scale, the Y axis starts at 3.

In general, CWEB and CWEL students' satisfaction ratings are like those reported last year, with some slight variation. A more notable increase in the CWEB students' satisfaction was in the field/internship domain. CWEB students' ratings were more in line with previous years and more positive than last year's ratings. In the open-ended comments, CWEB students discussed the support they experience in the agency and how they were able to learn different aspects of child welfare work through their internships. These experiences help to provide CWEB students with a strong foundation to build their child welfare careers. The shift in satisfaction is exemplified by this quote: *“Hands on experience with clients, well rounded experience with the welfare system, exposed to the justice system, learning investigative skills, learning organizational skills”*

Current CWEL students gave several suggestions as to how the program could be improved. Many expressed the desire to have their county child welfare agencies increase their flexibility concerning caseloads, internship hours, and class scheduling. The majority of CWEL students felt that a full-time educational option is the best way to complete the program. Some CWEL students were concerned with the inability to schedule required CWEL electives at their university campuses and schools not recognizing the challenges of full-time work and part-time education. CWEL students wanted the opportunity to include macro-level courses in their education to increase their knowledge of management, supervision, and policy making. In addition, a few students reported that their universities require summer coursework, which competes with the CWEL requirement of returning to the county child welfare agency for the summer months. As in previous years, CWEL students wanted to have more voice and options with their internship sites. They recommended the CWEL program administrators have conversations with county administrators regarding flexibility, time commitment, and more challenging positions during their work commitment. Regarding school programs, CWEL students saw a need for increasing awareness of the

PROFILES IN EXCELLENCE II:

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

A Temple University CWEL student co-facilitates the Parent Action Network (PAN) Placement Group, a 13-week group that helps parent participants develop a sense of belonging, make connections between their pasts and their current behavior, and enhance protective factors to prevent abuse and neglect.

Feedback from participants showed that parents in the PAN group expressed more hopefulness and positively anticipated the weekly group to help them practice new ways to process their feelings. This CWEL student also carried this positivity into her agency unit and helped to facilitate morale-boosting activities for her colleagues.



competing responsibilities of full-time work and a part-time MSW program. We have intensified our outreach with school administrators and welcomed new school faculty and staff to our programs. A new CWEL Academic Coordinator joined the program after the close of the 2019-2020 academic year. Additionally, the CWERP program has increased its presence among county administrators and welcomed many new county directors/assistant directors. We will continue to collaborate with the Pennsylvania Children and Youth Administrators (PCYA) association in both regional and statewide forums.

We conducted t-tests to determine if there were statistically significant differences between this year's CWEB and CWEL students, between last academic year and this academic year, or between full- and part-time CWEL students. A negative t-value indicates that the mean for the CWEB students was lower than the mean for the CWEL students. The p-value indicates statistical significance, with anything less than .05 considered statistically significant. In this academic year, there was only one area that differed significantly between CWEL and CWEB students: CWEB students were more likely to feel that their field placement was a valuable learning experience ($t= 2.11, p<.05$).

Although not statistically significant, CWEB students' ratings on the individual satisfaction ratings for this academic year increased slightly, the only exception being items concerning opportunities and the CWEB program. CWEL students' ratings also increased slightly this year, with a slight decrease observed in the field/internship domain. None of these differences were statistically significant. This is consistent with what students shared in their open-ended responses. CWEB students desired a change in the scheduling of the Foundations training, a more seamless application process, and better supervision/more clear expectations in their field

placements. CWEL students, on the other hand, wanted more flexibility in selecting their field sites and wanted field hours to be completed after their coursework was completed.

Over the years, CWEB students have been recommending more thorough communication from the program faculty and staff. A CWEB CQI (continuous quality improvement) committee was formed this academic year to translate the concerns of the CWEB students into programmatic changes. A product of this work group has been the initiation of a webinar for CWEB students facilitated by the CWEB program administrator, CWEB Academic Coordinator, and the CWEB/CWEL Agency Coordinator. Students ask questions, discuss county child welfare hiring practices, talk about both challenges and opportunities present in their field work, and share advice for self-care. These webinars are offered every other month. Participation by current CWEB students and CWEB graduates in these webinars has been robust, with participants continuing to return for subsequent sessions. Perhaps due to this effort, CWEB students have not mentioned communication as a concern this year.

The evaluation findings revealed differences between the experience of full-time and part-time CWEL students. In general, part-time CWEL students rated survey items more positively than their full-time counterparts. However, none of these differences were statistically significant. This is the first time in recent history of surveying CWEL students that there have not been significant differences based on program attendance. Despite the inherent differences in the educational experiences of full-time and part-time CWEL students, it appears that satisfaction ratings between the two groups have converged on the higher end of the scale this year.

Students' responses to the open-ended questions provide us with useful information about the agency, school, and CWEB/CWEL factors that assist students in their pursuit of a BSW/BASW or an MSW/MSS. Along with the financial support offered by the programs, notable themes

surrounding the positive attributes of the program emerged. Many students expressed appreciation of the experiences and opportunities they gained from field placements and how those experiences prepare them for employment. They reported gaining valuable skills and being exposed to different systems that interact with child welfare. Additionally, CWEB students spoke about how receiving the hands-on experience, supervision, and opportunities helped them build their competency as a caseworker. Consider these comments from CWEB students:

“CWEB gave me a chance to experience child welfare up close and personal. It allowed me to directly act with other social workers and interact with families.”

“The agency I have been placed at has been such a supportive and collaborative experience”

CWEL students have also historically expressed the financial support as a positive aspect of the program. However, this year, CWEL students also voiced their appreciation in being able to gain applicable social work knowledge and enhanced professional skills that can be utilized in their work in the field:

“The education and ethics that I have gained will help me improve and grow as a social worker...”

“...The program has made me a more competent social worker; I have been able to refine my skills and feel more confident in practice.”

“I believe the program as a whole is positive. The knowledge gained from my MSW program will help me advance and further my career in child welfare and help me to have a better understanding of the needs of my clients.”

“This program offers an amazing opportunity to enhance skills to better serve families and community.”

Some CWEL students reported that the programmatic experience helped them to interface with other professionals in the field thereby enhancing their knowledge of other services and the other professionals' knowledge of child welfare. CWEL students also valued the opportunity to interact with caseworkers from other counties and CWEL graduates from previous cohorts by participating in the program. Exposure to different departments in their child welfare agencies through field placements enhanced CWEL students' knowledge and appreciation of the mission of their agencies. Both CWEB and CWEL students have expressed appreciation for the support they received in the program from both the CWEB/CWEL faculty and staff and in their county child welfare agencies.

Focus group results

CWEB/CWEL faculty had the opportunity to speak with both CWEB and CWEL program participants during virtual meeting in November and December 2020. Focus group questions were derived from information gleaned from the program evaluation surveys. A common theme present in both sets of focus groups was the impact of COVID-19 on both the learning environment and the field experiences. CWEL students were more receptive to the online learning environment most schools adopted because of the pandemic and cited the flexibility of when they can complete assignments and not having the commute to school as positive factors. However, they also discussed the inability to fully network with their peers as a drawback. Some students who had solely asynchronous learning environments expressed a sense of disconnection from their schools. Several CWEB students discussed the challenges of a virtual learning environment as they are more "hands on" learners.

Both groups of students discussed a sense of "Zoom fatigue" with spending significant portions of their days using that platform. Field experiences were equally challenging with agencies employing different methods of exposure during the pandemic: fully in-person field; hybrid of in-person and virtual field; and completely virtual field. CWEB students worried that

their inability to participate fully in-person in their child welfare agencies would leave them unprepared to be a successful child welfare caseworker. On the other hand, CWEL students had difficulties obtaining a field placement since many community agencies were not accepting interns due to the pandemic.

Both groups of students were asked how the programs could be improved. CWEB students expressed positive opinions regarding the bi-monthly Zoom calls and valued the opportunity to ask the program faculty and staff their questions. They enjoyed the ability to communicate with other CWEB students and to “see” one another. CWEL students asked for an orientation session for preliminary questions and information and agreed that meeting once a semester was adequate for check-ins and information purposes. This desire for program contact appears to be in line with the professional development needs of undergraduates who are new to the field and graduate students who have work experience.

Recent CWEB and CWEL Graduates

Survey procedures and methods

An email with a link to the survey was sent to graduating cohorts of CWEB and CWEL students in winter 2019 and the spring and summer of 2020 ($n=91$). The response rate for CWEB and CWEL graduates can be found in Table 3. The total number of usable surveys was 55. Five respondents graduated in winter 2019, 44 in spring 2020, and 6 in summer 2020. Twenty-nine percent ($n=16$) were CWEB graduates and 71% ($n=39$) were CWEL graduates. Additionally, 10% ($n=4$) of the CWEL graduates identified themselves as former graduates of the CWEB program, and, of those, 100% ($n=4$) were still working at their CWEB commitment agency at the time of graduation from the CWEL program. Respondent demographics for both groups of recent graduates are found in Figures 12 and 13.

Description of the survey respondents

Figure 12. Recent CWEB Graduate Demographics

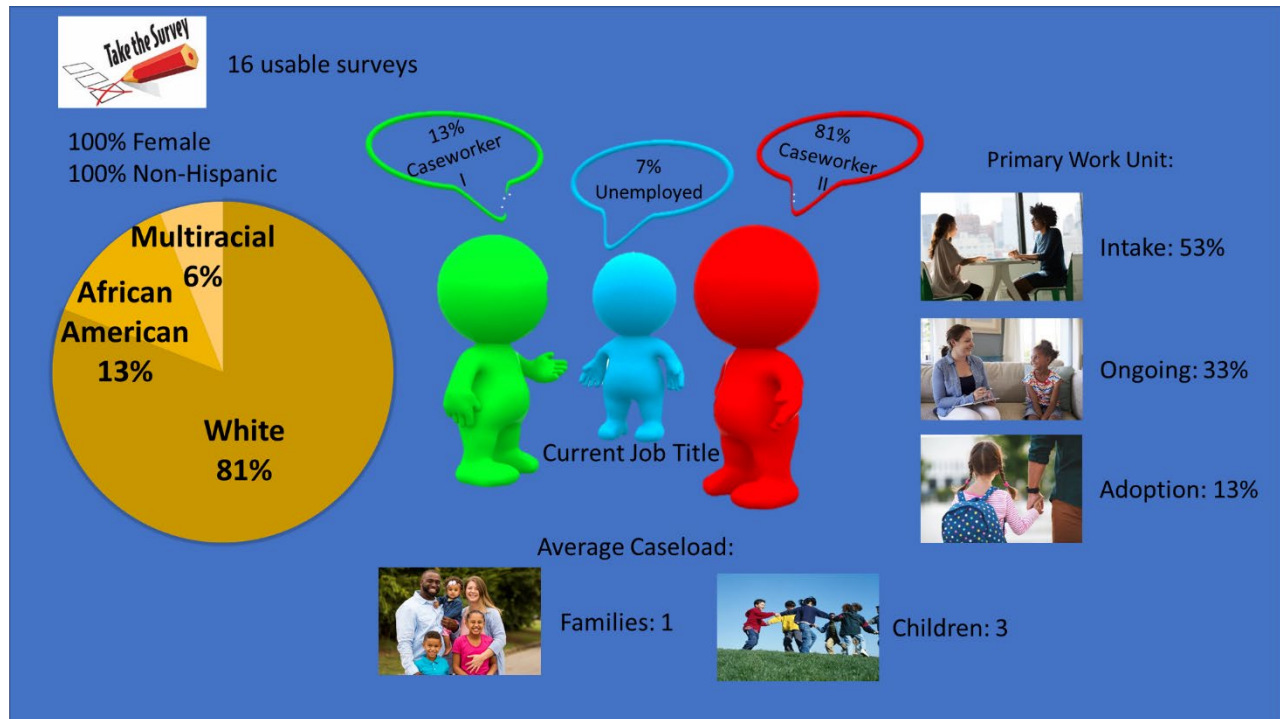
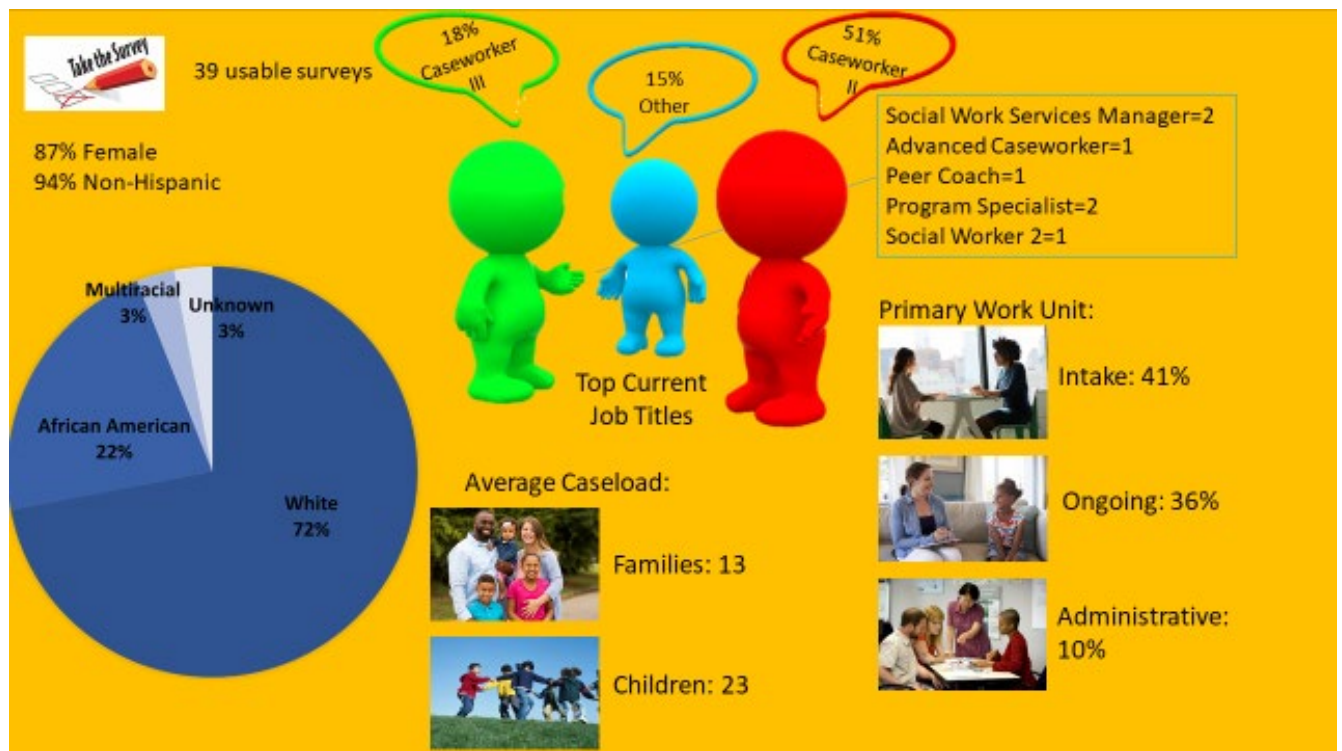


Figure 13. Recent CWEL Graduate Demographics



How do recent graduates perceive their program?

The survey includes questions about preparation, perceived skill levels, opportunities to advance within the agency, commitment to the agency, and commitment to the field of child welfare. The statements are positively worded and the rating scale is from 1 (Strongly Disagree) to 5 (Strongly Agree), with higher scores indicating a greater degree of agreement. The mean responses to each of the questions by CWEB and CWEL groups can be found in Table 2 in [Appendix J](#). Statistically significant differences were observed between the CWEB and CWEL students. When compared to CWEL graduates, CWEB recent graduates believed that there were opportunities for promotion in their agencies ($t=1.12, p=.017$), and would recommend their agencies to others ($t=2.75, p=.008$). CWEL graduates tended to consider their long-term career plan to work with children and families ($t=-256, p=.013$).

One of the open-ended questions focuses on commitment to the field. A review of these responses suggests that any lack of commitment to the field could be a result of the inability to use the skills they learned in the master's program, low salary, poor opportunities for advancement, and/or an unsupportive environment. CWEL graduates also stressed the importance of having their voices be truly heard in decision-making processes. Although the desire to help children and families remains, graduates find that the aforementioned challenges often overshadow their work with clients.

PROFILES IN EXCELLENCE III:

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

A recent Temple CWEB graduate raised money and collect donations from local business to create a “Cabinetry Room” that provides diapers, baby wipes, baby clothes, toys, adult hygiene items and other essentials of living to the families involved in Philadelphia DHS.

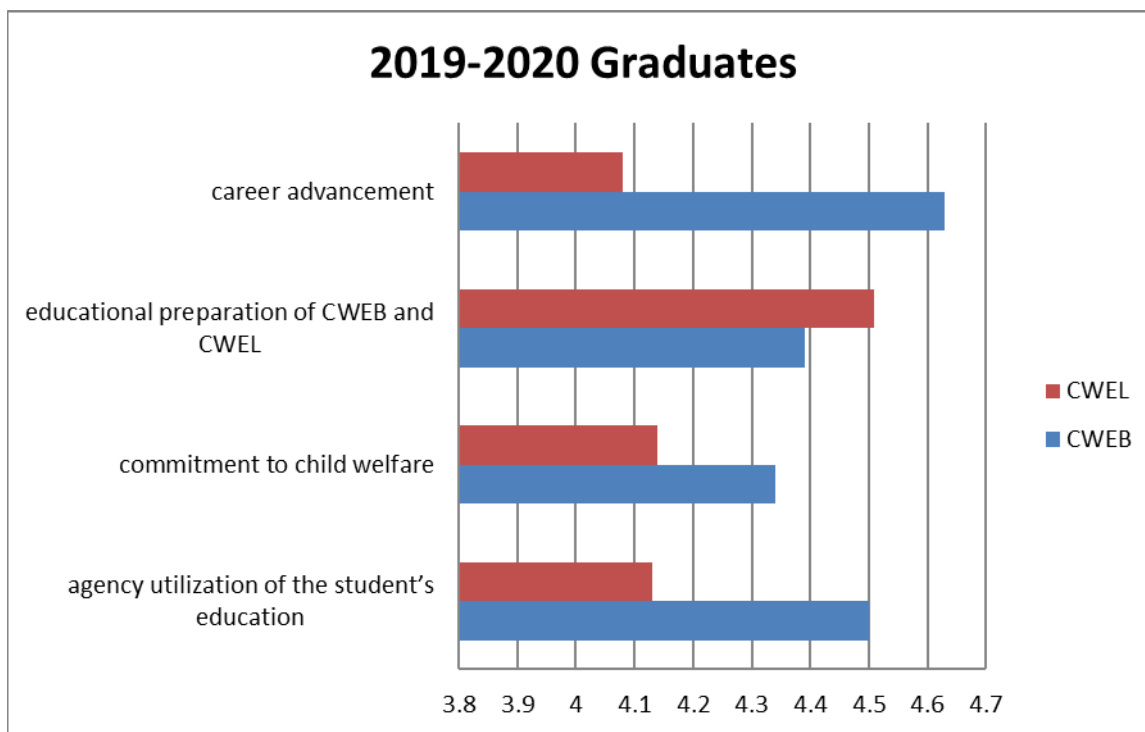
During the outreach for the “Cabinetry Room”, this CWEB graduate was able to connect with a non-profit book supplier that provided over 1,000 books. The donation of these books enabled the graduate to create a “Reading Library” on the third floor of DHS.

To date, the “Reading Library” has provided over 2,000 books to residents of Philadelphia County ranging from toddlers to teens. The goal of the “Reading Library” is to increase the literacy of Philadelphia youth, thereby increasing their academic potential.



A factor analysis (Principal Component Analysis) revealed that there are four subscales captured by the recent graduate survey items. These include: (1) agency utilization of the student’s education; (2) educational preparation of CWEB and CWEL graduates; (3) career advancement; and (4) commitment to child welfare. Alpha coefficients for these subscales ranged from .74 to .90 for this sample, indicating that the items in the subscales are measuring one trait. Average subscale ratings for recent CWEB and CWEL graduates are shown in Figure 14.

Figure 14. Recent Graduates' Perceptions: CWEB and CWEL



CWEL graduate ratings are lower than CWEB graduates for all most subscales but are still trending to the positive side of the scale. The two most striking differences between CWEB and CWEL graduates are on the “career advancement” and “agency utilization of student’s education” subscales. CWEL graduates rated their educational preparation as more positive than CWEB graduates. Only the “career advancement” item was statistically different at the .05 level. Combined with results from the t-test discussed above and the reviews of the open-ended

comments, these ratings suggest that more attention should be focused within the child welfare agency to improve the career outlook for CWEL graduates, as this is a key contributor to retention.

Discussions regarding career progression and the career pathway should occur early in the process, ideally when the candidate is applying to CWEL. Prospectively thinking about how to utilize new knowledge and skills may begin to widen thinking beyond “promotion”. While some agencies may not have the capability to promote CWEL graduates to supervisory positions, selecting CWEL graduates to serve on committees, oversee special projects, and mentor or coach other colleagues will enable the CWEL graduates to use the skills they obtained in their MSW programs, thus giving them a greater sense of influence, satisfaction, and pride in their work. In addition, providing CWEL graduates an opportunity to have input into how new state mandates will be implemented in the agencies will not only give the administration valuable information on how changes in protocol affect front-line staff, but will provide the CWEL graduates with a sense of empowerment and recognition that their opinion is valued and that they have a voice in the agency culture. CWEL graduates should also be involved in agency-sponsored change initiatives. Their knowledge of the agency culture needs, along with their educational preparation, place them in a perfect position to advance changes that positively impact the agency. CWEL graduates should also have opportunities to use their clinical skills to provide evidence-based services to families. With the implementation of the Family First Services Prevention Act, this may give counties greater opportunity to utilize CWEL graduates’ specialized skills.

Graduates of both CWEB and CWEL believe 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 may be because many CWEB graduates did not have an adequate opportunity to develop beginning-level skills in the field because of the pandemic. The COVID-19 crisis in the country has forced universities to drastically alter the learning environment and agency field placements have been largely virtual with little in person contact.

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

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

The program provided an ample amount of information that is needed to become a child welfare professional. I was able to work with my professor, my unit supervisor and the intern supervisor and form great connections during my time as a CWEB student. This allowed me to easily transition from a full-time student to a full-time professional worker. (CWEB Graduate)

I had a wonderful and enriching experience. I have been with the agency for 14 years. It was a needed break also. However, my wonderful experience was also because I chose to take the information that was being presented and explore and expand on it. My other classmates were also vital in my learning. I had the opportunity to collaborate with other students and organizations in tackling broader concerns such as gentrification and trauma informed policy. These issues are intimately connected to the families that we work with. (CWEL Graduate)

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

When asked about areas of possible improvement, CWEB graduates reported that they would like more consistency in what county child welfare agencies expect of interns and they recommended that CWEB program administrators contact counties regarding adequate

responsibilities for CWEB interns. CWEB graduates also desired clarification regarding Foundations training. Many reflected upon the valuable learning experience they had with simulation training and how this means of instruction was particularly useful in building their skills and their confidence. Like previous years, CWEL graduates wanted more flexibility with choosing their courses and internship sites. CWEL graduates also emphasized their desire for CWEL program administration to advocate on their behalf for child welfare agencies to better use their enhanced skills.

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

The supervisory relationship that I had as well as the Foundations training I was required to attend helped in my professional development. (CWEB Graduate)

Being able to work in a different department in my agency provided a new perspective on what the agency is doing in the community versus the "typical" departments in the agency such as intake, ongoing, etc. It gave me the opportunity to be more involved in the school districts and with other agencies in human services. (CWEL Graduate)

Experience and repetition. It's not until doing a task that you gain experience. Some task cannot be done as an intern in this unit due to legal things, but shadowing these allowed me to feel at ease for when I started. (CWEB Graduate)

It built my confidence in serving children and families at an advanced level as the staff that I worked with at {my field site} trusted me with visiting the families at their homes and attending meetings independently and received my reports back to them with respect and integrity. (CWEL Graduate)

CWEB graduates valued the exposure that they had to varied styles of casework practice by shadowing different workers, which enabled them to discern which elements to include in their own casework practice. They also appreciated the ability to carry their own cases with supervision and felt that the combined internship experiences and the Foundations training prepared them to begin their child welfare careers. Many recent CWEL graduates enjoyed having their field placements within their county child welfare agency since it provided them with a broader perspective of how the agency worked as a whole and all the different parts of the agency that the family interfaces with through the life of their case. Those who had internships outside their child

welfare agency valued the additional knowledge that they gained about different systems and it enabled them to see the families on their caseloads in a different light.

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

Learn as much as you can during the internship period. Never spend a day sitting at your desk with nothing to do because there's always a job that you can be learning how to do. (CWEB Graduate)

Advice that I would give to someone beginning the program is to stay committed and remember why you chose child welfare to begin with. A year ago, I would have never imagined the place I am in today in regard to my development personally and professionally. CWEB is an excellent program and understands the need of social workers in the child welfare field. (CWEB Graduate)

Make sure to manage your time. Utilize your coworkers to help you and lean on your classmates for support, because they will understand what you're going through the most. (CWEL Graduate)

I would advise them to treat the opportunity like they spent their money on the education. They should have a support system in place and good time management skills. They should go in open minded and ready to deal with whatever comes their way with grace and respect. (CWEL Graduate)

Both CWEB and CWEL graduates emphasized that students should advocate for themselves in their internship placements to get the most out of the experience. Graduates also encouraged those new in the program to have an open mind – about child welfare, as well as their classes and field placements – and to seek out other peers to provide additional support. Finally, graduates wrote messages of encouragement and told others to stick with the program, persevere, and not give up.

Long-Term Graduates

Survey procedures, methods, and description of respondents

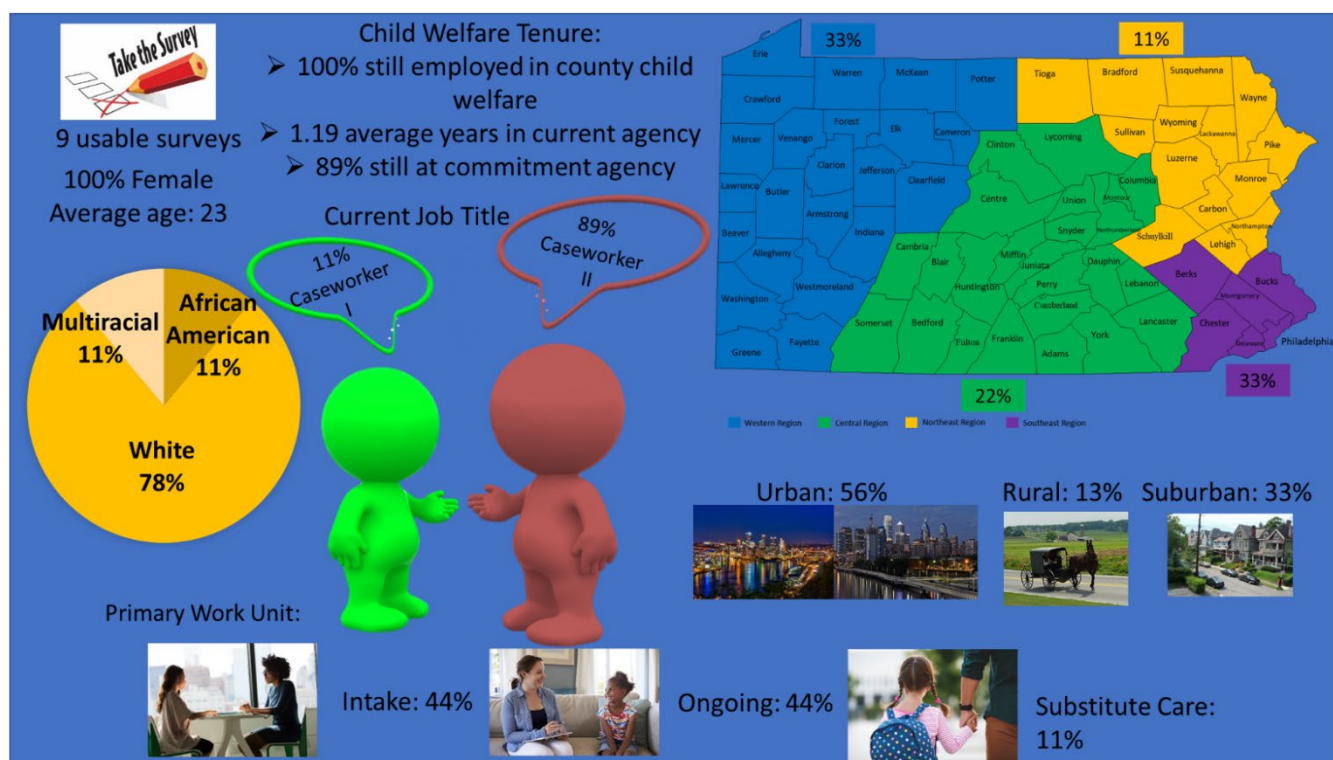
Research shows that organizational culture and climate are significant factors in explaining an employee's intention to stay in or leave a workplace^{29,30}. Graduates of the CWEB and CWEL

²⁹ 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.

³⁰ Cahalane, H., & Sites, E. (2008). The climate of child welfare employee retention. *Child Welfare*, 87(1), 91-114.

programs are a fitting group of individuals to use as a barometer for assessing the climate of child welfare agencies across Pennsylvania. The Organizational Culture Survey³¹ was sent to 91 individuals who graduated from the CWEB program during the period of 7/1/18 to 6/30/19 or the CWEL program between 12/1/18 and 8/31/19, regardless of their employment status in a public child welfare agency. The characteristics of the CWEB respondents are noted below in Figure 15, followed by the demographic characteristics of the CWEL respondents in Figure 16.

Figure 15. Long-Term CWEB Graduate Demographics

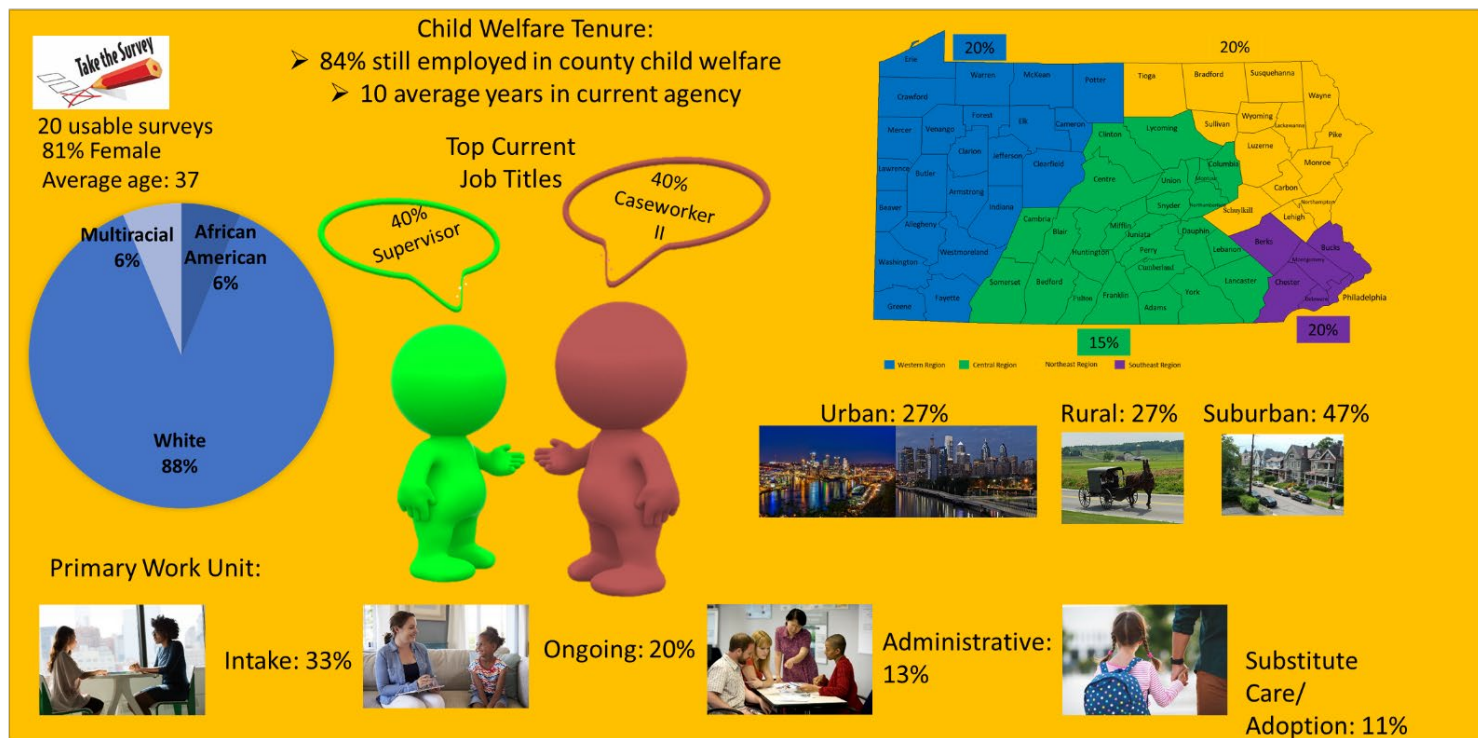


Thirty-seven surveys were returned for a response rate of 39%. A total of 8 responses were removed from the data set due to having less than 50% of survey items completed, resulting in a total of 29 usable surveys. The Organizational Culture Survey includes 31 items that measure 6 dimensions of an organization’s culture: Teamwork, Morale, Information Flow, Employee

³¹ Glaser, S.R., Zamanou, S., & Hacker, K. (1987). Measuring and interpreting organizational culture. *Management Communication Quarterly*, 1(2), 173-198.

Involvement, Supervision, and Meetings. The respondents were asked to rate their work climate on these items on a scale from 1 (To a Very Little Extent) to 5 (To a Very Great Extent).

Figure 16. CWEL Long-Term Graduate Demographics



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

Both CWEB and CWEL graduates were predominately neutral about their work climate, with CWEB graduates feeling slightly more positive than CWEL graduates. Comparing these results to those of the 2018-2019 academic year, this year’s CWEB graduates had lower scores on every domain except for Supervision and Teamwork. However, these differences were not statistically significant. When conducting this comparison with CWEL graduates, all domains except for Supervision were lower, but none of these differences were statistically significant. It is interesting to note that both CWEB and CWEL graduates rated Supervision higher than last year. Perhaps this cohort of long-term graduates find that supervision opportunities are meeting their needs, thus they are placing a higher value to their supervision time. It may also be that supervision strategies have intensified during the pandemic, with greater attention being paid to

establishing supportive working environments and a sense of connection among a workforce that is working virtually.

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 1 (To a Very Little Extent) to 5 (To a Very Great Extent), with higher ratings indicating more positive work environments.

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

Quality	CWEB (n=9)	CWEL (n=20)	Total (n=29)
Teamwork	3.84	3.05	3.31
Morale	3.28	2.48	2.73
Information Flow	3.33	2.85	3.00
Employee Involvement	3.14	2.62	2.79
Supervision	4.43	3.54	3.84
Meetings	3.53	2.83	3.07
Overall Climate	3.66	2.91	3.17

For this academic year, the most positive climate scores were related to Supervision for both CWEB graduates ($M=4.43$) and CWEL graduates ($M=3.54$). These ratings suggest that the graduates are receiving adequate supervision and value the supervision they receive in the agency. The lowest ratings for CWEB ($M=3.14$) were related to Employee Involvement, whereas for CWEL ($M=2.48$) lower ratings were endorsed for Morale. This may indicate that CWEL graduates do not feel appreciated or valued for the work they do with the families and that CWEB graduates feel less involved in the agency.

Organizational climate ratings were compared according to respondents' tenure in public child welfare (five or fewer years or more than five years). Although the ratings were neutral for both groups, respondents who worked in child welfare for more than five years rated every domain (Teamwork, Morale, Information Flow, Employee Involvement, Supervision, and Meetings) lower than those who have been working in child welfare for less than five years. However, the only statistically significant difference was for the Supervision domain ($t=2.19, p=.04$). Most domain

scores increased from last academic year for all respondents. Two domains decreased: Morale was lower for those with longer tenure in child welfare and Employee Involvement decreased for those with shorter tenure in child welfare. As with last year, four specific open-ended questions were included in the long-term graduate survey to gauge how this cohort of students is contributing to the field by mentoring others, providing leadership, and pursuing professional development opportunities. These inquiries allowed for a deeper exploration of leadership activities and ongoing professional development among the graduates.

[Tell us about other activities you have participated in that have contributed to the field of child welfare.](#)

Long-term graduates have participated in numerous training opportunities and increased their knowledge by reading scholarly journals on topics of interest. Our long-term graduates have volunteered for the Big Brothers/Big Sisters organization, raised funds to help support foster children participate in extracurricular activities, and have served in leadership positions of local adoption counsels. In addition, graduates have worked to bring new programs into the agency, expand existing services such as transportation, researched and contracted with new providers, participated in a review of newly redesigned statewide training, and completed case reviews to help refine decision-making processes. Several examples of how graduates have given back to their communities and the field of child welfare include participation in a county ACES Coalition, participation in a county Suicide Prevention Task Force, involvement in a county Overdose Task Force, and becoming a Foundations training liaison. Other long-term graduates are involved in academic instruction at local universities and community colleges, as child welfare consultants and trainers, and as community leaders in both faith-based and nonsectarian organizations.

[What professional development opportunities have you participated in since completing the program?](#)

The professional development opportunities that long-term graduates have participated in since graduating varied. Many mentioned participating in ongoing agency and county trainings, as well as trainings provided through the University of Pittsburgh Child Welfare Resource Center.

Graduates described attending trainings related to supervision, child trafficking, safety, and clinical skills. Many graduates have also either started the licensure process or have become licensed social workers.

[How have you mentored colleagues or disseminated your enhanced skills to others in your agency?](#)

Many long-term graduates have trained and mentored new caseworkers and interns. Graduates share their expertise, offer advice, provide guidance, and even produce helpful documentation to new and struggling workers. Our long-term graduates have supervised both CWEB interns and new CWEL graduates. Graduates have collaborated with other agency departments to work on cases and have helped to bridge the gap between departments with cross-training and open communication.

[Leadership comes in all forms. How have you led others or championed initiatives within your agency?](#)

Long-term graduates have shown leadership in their agencies in a variety of ways. They have facilitated meetings and/or workgroups within the agency as well as with external partners and have provided support and informal mentorship to their peers. Graduates continue to explore ways to improve the agency and child welfare at the micro/mezzo/macro levels. Some examples of this include the organization of fundraising events, such as “No Excuse for Abuse 5k,” and the creation and implementation of LGBTQ+ policies for youth and families.

Finally, long-term graduates were given the opportunity to provide any additional feedback in an open-ended comment field. Despite the positive impacts many of them reported, some of their responses mirrored those of the current students and recent graduates. For example, some CWEL long-term graduates felt that their new skill sets were not being fully utilized within their agencies and felt that there was limited availability for promotion or career growth. Overall, however, long-term graduates from both programs praised the education they received.

In summary, CWEB and CWEL graduates work primarily in direct services in a variety of communities throughout the state of Pennsylvania. Although CWEL graduates rated all aspects

of work climate slightly more negatively than CWEB graduates, in general, ratings of work climate were neutral for all long-term graduates. Graduates of both programs were less satisfied with Morale and Employee Involvement than other dimensions. Both are vital components of staff retention. County child welfare agencies are advised to take a close look at their organizational culture and how they are supporting their workforce in this challenging arena. The voices and lived experience of their workforce are sending a clear message about what is most important to their long-term viability.

Retaining experienced and committed child welfare caseworkers is crucial given the stressful nature of the work and the increasing levels of complexity presented by the families whom they serve. Organizational climate ratings for the long-term graduates generally increased this year, which may indicate efforts by child welfare agencies to better support their staff and curtail worker turnover.

Schools and Agencies

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

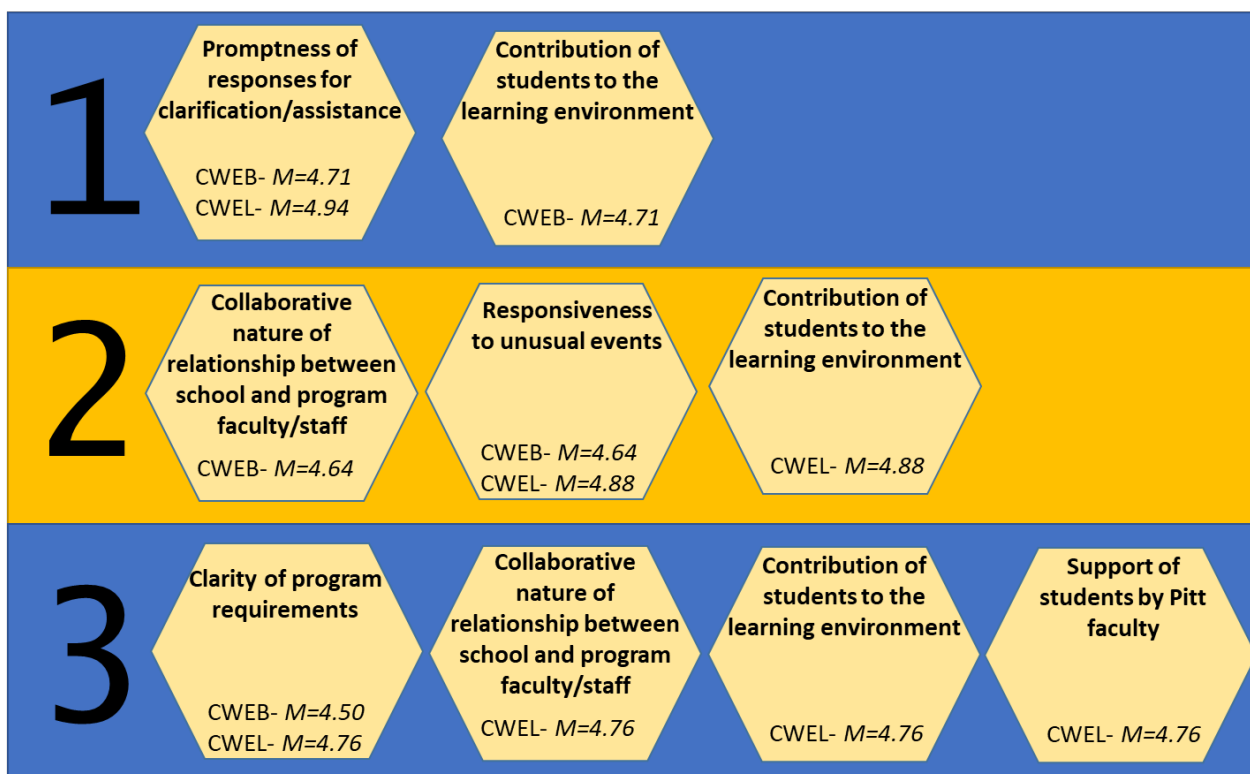
Selected individuals at the 17 participating schools of Social Work were asked to complete an annual survey regarding their involvement in the CWEB and CWEL programs. Responses were obtained from 94% of the schools, with a 72% response rate from individuals (surveys were sent to multiple respondents at each school). Of the 25 respondents, almost 32% reported that their university participated only in the CWEB program, 44% only participated in the CWEL program, and 24% reported involvement with both programs.

The first part of the survey focused on 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). Questions asked about 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 programs, and problems or

suggestions for program improvement. In the second part of the survey, respondents were asked to rate the importance of an array of core competencies and traditional criteria to select CWEB students. Results of these items can be found in the Core Competency section below.

Responses indicate that school administrators continue to be satisfied with the quality of the CWEB and CWEL programs. Ratings for both programs were high, with item averages hovering around 4.5 or above. Rankings for the top three highest rated items can be seen in Figure 17.

Figure 17. Highest mean values by program for school respondents



Faculty described CWEB students as, “committed, hard-working and driven” and “...dedicated to social work practice and bring a unique perspective to the classroom.” One school administrator noted that “...CWEB students are more likely to stay employed in the County beyond the required time commitment of the contract and several have become supervisors.” When describing CWEB students, another school administrator stated:

“The CWEB students I have the opportunity to work with are committed to becoming great social workers in child welfare. They are willing to step into uncomfortable situations and grow in their ability to engage with families reflective of their social work education. They are very strong academically. There are some challenges with students' ability to manage the emotional stress of the work, which while completely understandable is something they will need to work on to sustain themselves as professional social workers in child welfare.”

School faculty praised the CWEB program for not only providing financial benefits to their social work students, but also for the extensive training that CWEB students receive during their internships that enable them to be ready to join the workforce. Another area of strength mentioned by the school administrators was the collaboration with the CWEB program administrators and staff at the University of Pittsburgh.

School administrators were equally impressed with the quality of CWEL students entering their MSW programs, describing them as *“high caliber MSW students with a commitment to Child Welfare”*, *“engaged learners and contribute significantly to our program”*, and *“exhibit a high-level professionalism and they are serious about their academic work and advancement in their careers.”* CWEL students bring a wealth of experience and knowledge into their MSW classes, which is beneficial to their peers, many of whom may be new to the social work field.

Like CWEB school administrators, CWEL faculty discussed the financial benefits of CWEL and the flexibility that some students have with their counties to complete educational and internship responsibilities. The school administrators wished for more consistency in how

counties determine CWEL support, with full-time program participation mentioned as the preference, as well as a desire for increased internship opportunities outside the students' county child welfare agencies. CWEL faculty also valued the collaboration and support from the CWEL program administrators and staff at the University of Pittsburgh.

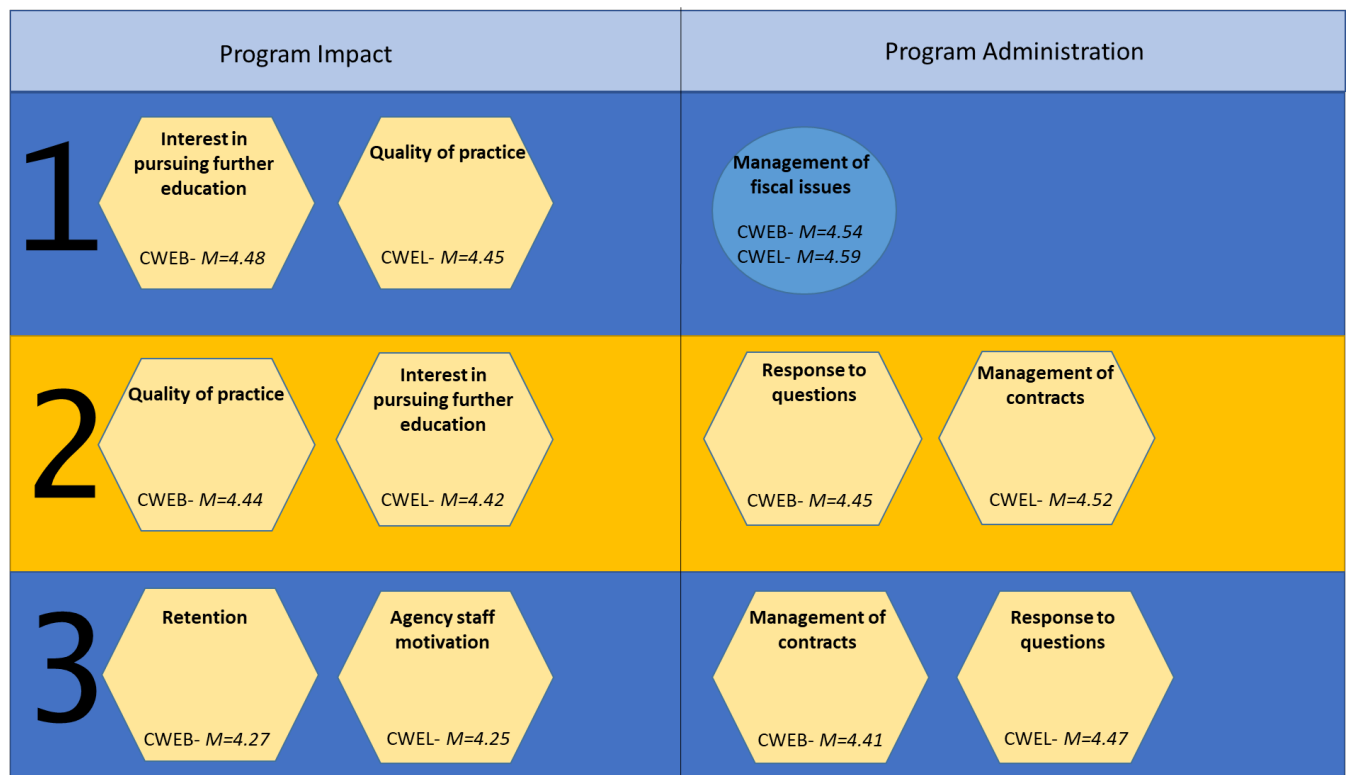
How do child welfare agency administrators view the CWEB and CWEL programs?

Agency directors were asked to answer questions regarding the administration of the CWEB and CWEL programs and the impact and value of these programs on their agencies. They also rated the quality of CWEB and CWEL graduates' skills and work characteristics. Additionally, county agencies were asked to describe the strategies they have created to utilize CWEB and CWEL graduates' abilities and knowledge, as well as strategies they have implemented to increase caseworker retention. Finally, agency directors were asked to rate CWEB and CWEL graduates on a series of core competencies. The results from these inquiries are discussed in the Core Competency section below. Among the agencies with graduates and/or current students, 85% of individuals responded, representing 92% of county child welfare agencies. In some cases, surveys were sent to multiple individuals in each agency, such as the county administrator and the person within the agency who is most knowledgeable about the CWEB and CWEL.

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

Directors consistently rated their satisfaction with the CWEB and CWEL programs and the impact of the programs on the organization culture between the values of “Good” and “Very Good.” The construct of *organizational culture* is inclusive of recruitment, retention, staff motivation, quality of practice, and interest in higher education. The depiction of the highest mean values for these two areas can be seen in Figure 18.

Figure 18. Highest mean values for agency satisfaction and impact of CWEB/CWEL programs

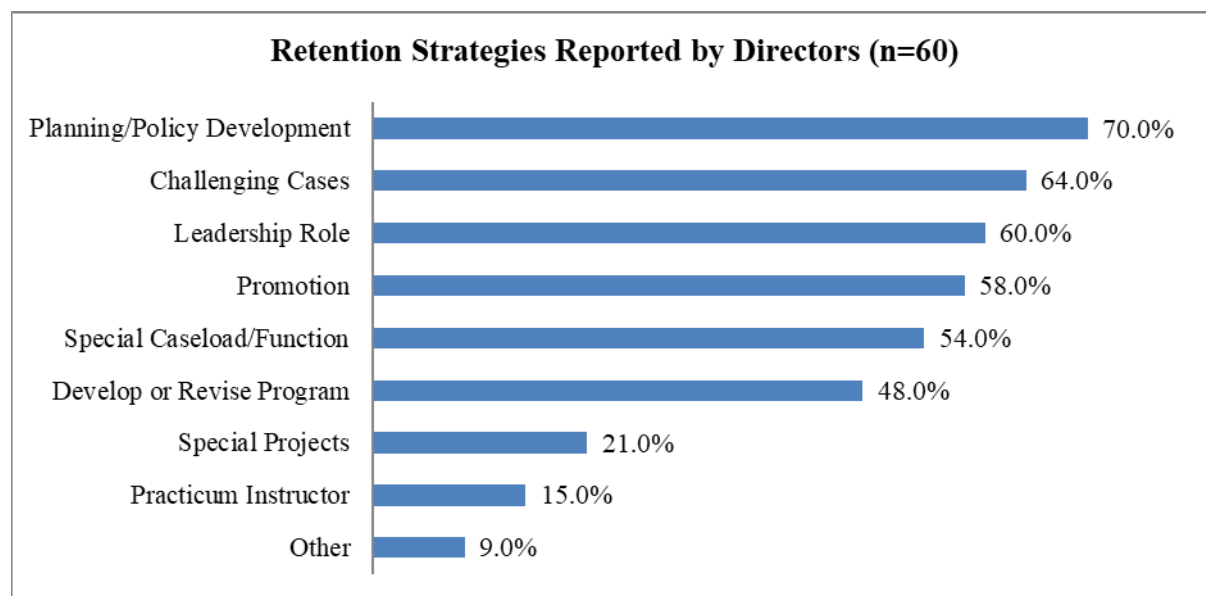


There were slight variations in the means for both the program impact and program administration domains from last year, with some items having higher means and some lower. The means for value of the CWEB and CWEL programs differed by program, with CWEB increasing from last year and CWEL decreasing ($M=4.69$; $M=4.64$). These variations were minimal, suggesting that agency administrators continue to truly appreciate the opportunity the

CWEB and CWEL programs provide for their agencies by enabling them to have a skilled and highly trained workforce.

As in previous years, agency directors responded to questions asking them to describe how they have created or adapted programs and assignments that utilize the skills of recent graduates. The most reported strategies were planning and policy development (70%), allocation of more challenging cases (71%), and assigning a leadership role (60%). See Figure 19 below.

Figure 19. Retention Strategies Reported by Directors



These responses correlate with the open-ended comments that indicate that CWEB and CWEL graduates have more responsibility in their roles within the agency. Retention of skilled child welfare workers remains a concern with agency directors, especially when opportunities for advancement or promotion may not be available. In addition, job classification categories, local politics, and collective bargaining agreements all play a part in the advancement of skilled workers, as well as the ability of the workers to utilize their skills in new arenas. Until more supervisory and upper management positions begin to be granted to CWEB and CWEL

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

Agency directors reported a variety of specific projects in which they engage their CWEB and CWEL graduates to utilize their new skills. These have included conducting research and evaluation on in-house projects and presenting results to the agency staff, providing trauma therapy and creating a trauma informed interview room, and completing intake screenings and assessments (e.g., CANS, FAST, child-trafficking). CWEB and CWEL graduates have been integral in preparing county agencies for the implementation of the Family First Prevention Services Act by recruiting resource parents and enhancing foster care programs. This specialized group of caseworkers is also assigned cases with more complicated issues, such as adoption, independent living, substance-exposed newborns, and high-profile cases involving complex trauma. In addition, CWEB and CWEL graduates are vital to continuing the important work of the agency during the COVID-19 pandemic.

Core Competencies

Agency and school administrators, as well as supervisors/mentors of CWEB students, were asked to rate CWEB program participants on 10 core competencies that the research literature suggests are important for a successful career in child welfare. These competencies are: (1) interpersonal skills; (2) adaptability; (3) communication skills; (4) observation skills; (5) planning and organizing work; (6) analytic thinking; (7) motivation; (8) self-awareness/confidence; (9) sense of mission; and (10) teamwork. All align with the prescribed core competencies for selecting qualified applicants for child welfare work³².

³² 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.

CWEB mentors/supervisors were identified from the pool of current part-time CWEL students and from recent and long-term CWEB and CWEL graduates who indicated that they supervise/mentor CWEB students in their agencies. The 10 items were rated using a 5-point scale. The anchors for the Likert scale differed based on respondent type. School administrators were asked to rate the importance of the core competencies in selecting candidates to participate in the CWEB program; these items were rated from 1 (Not at All Important) to 5 (Extremely Important). Agency administrators and CWEB supervisors/mentors were asked to rate the competencies of CWEB students/graduates with whom they worked (as a group); these items were rated from 1 (Poor) to 5 (Superior).

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

Responses indicate that school administrators value the core competencies for selecting child welfare workers, and place equal value on some of the traditional markers of qualification. Table 5 illustrates these findings. The most highly rated item of the 10 core competencies was “*motivation*” ($M=5.00$), and the lowest rated item was “*planning and organizing work*” ($M=4.00$). Of the traditionally valued items, the most highly rated item was “*student has an interest in working with children and families*” ($M=4.62$). The lowest rated items, “*student’s financial need*” ($M=3.36$) and “*student’s engagement in extracurricular activities*” ($M=3.14$), 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” ($M=4.00$, $M=4.07$, $M=4.62$, respectively).

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

Core Competency	Mean	Traditional Indicators	Mean
Motivation (n=5)	5.00	Interest in Working with Children and Families (n=13)	4.62
Interpersonal Relations (n=14)	4.50	Faculty Recommendation (n=14)	4.21
Adaptability (n=4)	4.25	GPA (n=14)	4.00
Analytic Thinking (n=4)	4.50	Writing Ability (n=14)	4.07
Awareness/Confidence (n=14)	4.36	Engagement in Extracurricular Activities (n=14)	3.14
Communication Skills (n=14)	4.43	Financial Need (n=14)	3.36
Sense of Mission (n=4)	4.25		
Observation Skills (n=4)	4.25		
Planning and Organizing Work (n=4)	4.00		
Teamwork (n=3)	4.33		

Agency administrators were asked to rate CWEB and CWEL graduates on the core competencies. Ratings for both CWEB and CWEL graduates hovered around the “Good” to “Very Good” range. See Table 6 for the ratings for all 10 competencies.

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

Core Competency	Mean	
	CWEB	CWEL
Interpersonal Relations	3.96 (n=26)	3.95 (n=40)
Adaptability	3.83 (n=6)	4.00 (n=10)
Communication Skills	4.00 (n=24)	3.93 (n=41)
Observation Skills	4.00 (n=8)	4.42 (n=12)
Planning and Organizing Work	3.71 (n=7)	3.83 (n=12)
Analytic Thinking	4.33 (n=6)	4.25 (n=12)
Motivation	4.13 (n=8)	3.83 (n=12)
Self-Awareness/Confidence	3.76 (n=25)	3.95 (n=40)
Sense of Mission	4.00 (n=8)	3.85 (n=13)
Teamwork	3.86 (n=7)	4.00 (n=11)

Respondents rated the CWEB graduates highest in “*analytic thinking*” ($M=4.33$), and lowest in “*planning and organizing work*” ($M=3.71$). Respondents rated CWEL graduates highest

in “*observation skills*” ($M=4.42$) and lowest on “*motivation*” and “*planning and organizing work*” ($M=3.83$). Developmental differences and depth of exposure to the child welfare field likely explain these differences among CWEB and CWEL participants.

Because agency administrators may be far removed from frontline CWEB caseworkers, the core competency questions were added to the current student, recent, and long-term graduate surveys. As with the agency administrators, CWEB supervisor/mentor ratings of CWEB participants in their agency were in the “Good” range. Table 7 shows the mean ratings on all 10 core competencies. CWEB students/graduates were rated highest on “teamwork” ($M=4.14$) and appeared to need some improvement in “motivation” ($M=3.00$) and “planning and organizing work” ($M=3.14$).

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

Core Competency	Mean
	CWEB
Interpersonal Relations	3.87 (n=23)
Adaptability	3.80 (n=5)
Communication Skills	3.48 (n=23)
Observation Skills	3.57 (n=7)
Planning and Organizing Work	3.14 (n=7)
Analytic Thinking	3.80 (n=5)
Motivation	3.00 (n=5)
Self-Awareness/Confidence	3.30 (n=23)
Sense of Mission	3.50 (n=10)
Teamwork	4.14 (n=7)

A series of statistical analyses were conducted to explore the following: 1) did agency respondents rate CWEB and CWEL graduates differently on the 10 core competencies; 2) were there differences between the core competencies that school respondents looked for in CWEB applicants and the core competencies the agency respondents saw in CWEB recent graduates; and 3) were there differences in the ratings of core competencies in CWEB participants when comparing school administrators, agency administrators, and CWEB supervisors/mentors? Independent t-tests were conducted to answer the first two research questions. The third research

question was addressed by using a Kruskal-Wallis Test to determine statistically significant differences between two or more groups on a series of variables rated on a Likert scale.

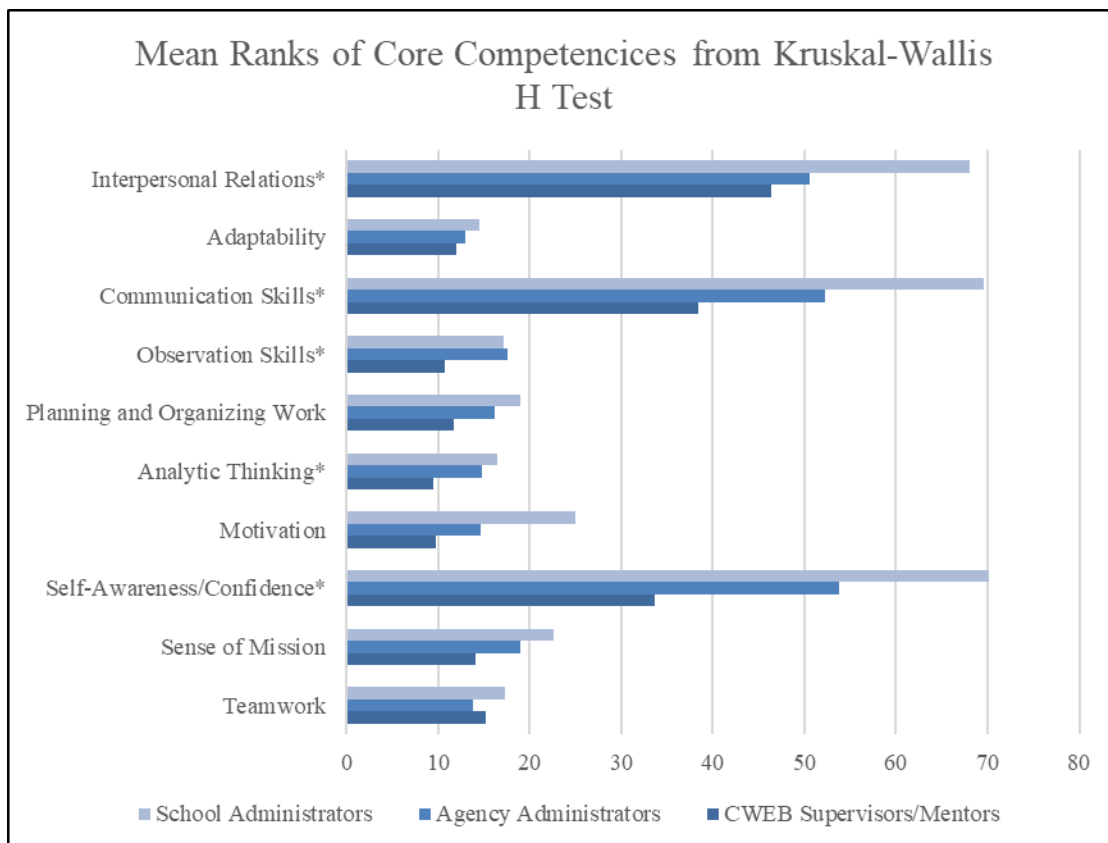
There were no significant differences in the agency administrators' perceptions of the core competencies when comparing CWEB and CWEL graduates. This non-significant finding mirrors last year's results. It is different from previous years, however, when CWEL graduates were rated higher than CWEB graduates. Perhaps this can be attributed to better selection criteria for CWEB students, thus leading to more competent child welfare caseworkers. Several significant results were observed between the school respondents' ratings of the core competencies for considering CWEB applicants and the competencies that agency respondents felt that CWEB graduates possessed. School respondents rated "*interpersonal relations*" ($t=-2.03, p=.05$), "*motivation*" ($t=-3.00, p=.012$), and "*self-awareness/confidence*" ($t=-.592, p=.015$) significantly higher than agency administrators. Comparing this year's analyses to last year's, "*interpersonal relations*" was once again significant. Overall, school administrators rated CWEB graduates more positively on most competencies, whereas county administrators rated the CWEB students lower.

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

The Kruskal-Wallis H test in these analyses showed that there were statistically significant differences between school administrators, agency administrators, and CWEB supervisors/mentors on four of the core competencies, "*interpersonal relations*", "*communication skills*", "*motivation*" and "*self-awareness/confidence.*" Respondents differed in their ratings of "*interpersonal relations,*" $X^2 (2) = 5.69, p=.058$ with mean rank ratings of 46.41 for CWEB

supervisors/mentors, 50.55 for agency administrators, and 68.00 for school administrators. “*Communication skills*” differed significantly between respondents $X^2 (2) = 11.62, p = .003$ with mean rank ratings of 38.33 for CWEB supervisors/mentors, 52.27 for agency administrators, and 69.57 for school administrators. Respondents also differed with their ratings of “*motivation*” $X^2 (2) = 9.15, p = .01$ with mean rank ratings of 9.70 for CWEB supervisors/mentors, 14.58 for agency administrators, and 25.00 for school administrators. Finally, significant differences were observed for “*self-awareness/confidence*”, $X^2 (2) = 16.35, p = .000$, with mean rankings of 33.70 for CWEB supervisors/mentors, 53.78 for agency administrators, and 70.14 for school administrators. The full results of the Kruskal-Wallis H test can be seen in Figure 20.

Figure 20. Mean Ranks of Core Competencies



These results suggest that people within the child welfare agency are viewing CWEB program participants differently on “*interpersonal relations*,” a characteristic which encompasses

respect and tolerance for people, relating well to others, and empathy. These skills may be viewed differently in an academic versus professional setting. Interestingly, the CWEB supervisors/mentors rated every core competency lower than the other two respondent groups signifying that their interactions with CWEB program participants might be a better gauge of the presence of these competencies within their agencies. Again, transfer of learning activities may need to be strengthened to help students utilize classroom knowledge and skills in their practice. This finding also highlights the key role of the agency supervisor in not only assessing performance, but in supporting the growth and development of each supervisee based on knowing the strengths and the areas for improvement of the individual.

Overall Summary

Amid our data collection efforts, the state, along with the country, began "shut downs" due to the COVID-19 pandemic. This resulted in our school of social work partners scrambling to get content ready for online learning, county child welfare agencies switching to remote working conditions (and in some cases needing to furlough staff), and our graduates struggling to adjust to new working conditions and the uncertainty of their ability to get hired or stay employed in a county child welfare agency. Despite these challenges, response rates were respectable.

The stakeholders of the Title IV-E education programs continue to praise the CWEB and CWEL programs and students and acknowledge the value of these programs to the Commonwealth. The CWEB and CWEL programs provide Pennsylvania's county child welfare agencies with a mechanism for building a well-educated workforce and provide an opportunity to infuse core social work values into casework practice. CWEB and CWEL program participants are extremely grateful for the opportunity to participate in these beneficial educational opportunities. Stakeholders have been consistent in embracing the programs as agents of change in Pennsylvania child welfare.

CWEB and CWEL students continue to thrive both academically and professionally. Almost one-third of CWEB and CWEL current students, recent graduates, and long-term graduates

have received an award or recognition in the past year, and more than two-thirds were on the dean's list, graduated with honors, or became a member of a national honor society. Almost one-third of participants were recognized for accomplishments in their county agencies by receiving praise from supervisors, administrators, families on their caseloads, receiving "employee of the month" awards, promotions, or creating new initiatives within their agencies. A few program participants received special awards such as the CARE Award for going above and beyond job requirements, the L. Diane Bernard Award for LGBT and Human Sexuality projects, and the Albert Geffen Medal. CWEB and CWEL program participants continue to demonstrate their commitment to social work and child welfare.

Since promotions, raises, and opportunities for advancement may be difficult for some counties to offer to CWEL graduates, it is important for county administrators to create meaningful opportunities for this group of child welfare workers to utilize their newly developed skills in the agency. Counties may consider creating mentoring programs in which more senior CWEB/CWEL staff can provide assistance and guidance to new caseworkers. Counties can utilize the research skills of CWEL graduates to help answer important questions regarding causes of referral to child welfare, track the number of out of home placements, or investigate services to remedy program gaps. With the implementation of the Family First Services Prevention Act approaching, counties should consider utilizing their CWEB and CWEL workers to help spearhead the continuous quality improvement requirements of selected evidence-based practices. CWEB and CWEL graduates have unique skills that enable them to create positive change in the child welfare workforce – to keep them engaged and interested in the work will take support and creative thinking on the part of supervisors and county administrators but will provide the county with numerous benefits.

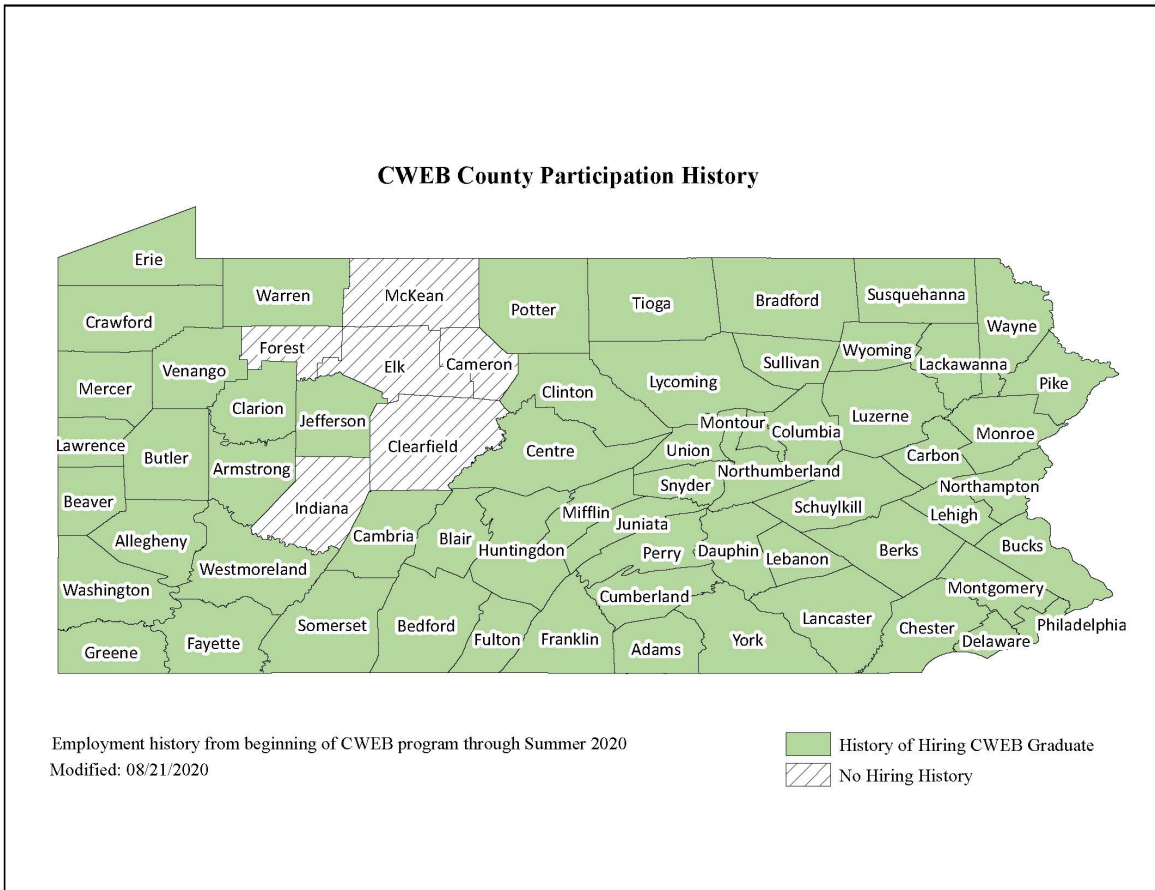
Discussion

CWEB

After nineteen years of operation, the CWEB program has made remarkable gains. Fifteen universities, 62 counties (offering internship and/or post-graduation employment), and 1,251

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 21 shows the impact of the CWEB program on the county child welfare workforce.

Figure 21. CWEB County Participation



Most CWEB graduates enter the field with a substantial portion of foundational training completed and have had exposure to child maltreatment investigations, the court process, multidisciplinary team meetings, and family conferencing. They have had opportunities to shadow experienced caseworkers, observe family visitations, participate in unit and agency-wide meetings,

and attend community engagement activities. Overall, CWEB graduates have obtained a well-rounded, beginning experience in the complex, multifaceted field of public child welfare practice.

As shown in Figure 21 above, CWEB graduates have entered the child welfare workforce in 91% 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. Evaluations over the past 19-years have been helpful in suggesting program improvements, as we continually analyze the data and use lessons learned to make program improvements. We have refined our admission criteria and review process and have instituted a more intensive case management process to ensure successful outcomes. One of the benefits of the case management component is an increased enrollment of CWEB students in the state-mandated competency and skills-building training, *Foundations of Pennsylvania Child Welfare Practice*. CWEB students are assigned to a Regional Resource Specialist at the Pennsylvania Child Welfare Resource Center who assists them with enrollment in Foundations and the initiation of their certification training record. This process also establishes a connection between the incoming child welfare student and the Child Welfare Resource Center that will continue when the student becomes a county child welfare employee. In addition, CWEB students are invited to participate in bi-monthly Zoom calls with CWEB program administrators from the University of Pittsburgh to review enrolling in Foundations, submission of necessary paperwork, the hiring process, and additional support for their education and internship experiences. In this reporting period, five of these Zoom calls were held with participation averaging a little over 20 CWEB students per call. In fact, many of the CWEB students who participated in the first call came to follow-up calls showing that this new initiative is appreciated and welcomed by the CWEB students.

Navigating the county hiring process continues to present challenges for students. Currently, most counties remain in the Civil Service and use their processes when hiring new employees. However, about one-third of counties have been granted permission to create their own merit hiring processes which are county specific. We work closely with students to help them

to understand and navigate the civil service hiring process so that they have employment options in both Civil Service and non-Civil Service (“merit hire”) counties throughout the state. A statewide workgroup has been formed to address caseworker qualifications, develop a specific county child welfare caseworker position description, and refine the current county Civil Service process.

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 most graduates securing county agency employment within 60 days of graduation. In some instances, state and/or county budgets or Civil Service issues have required an extension beyond 60 days for securing county agency employment. In addition, there have been additional delays for CWEB graduates to obtain the necessary background clearances to start working in county child welfare agencies due to the COVID-19 pandemic. Despite these challenges, most recent CWEB graduates are gainfully employed.

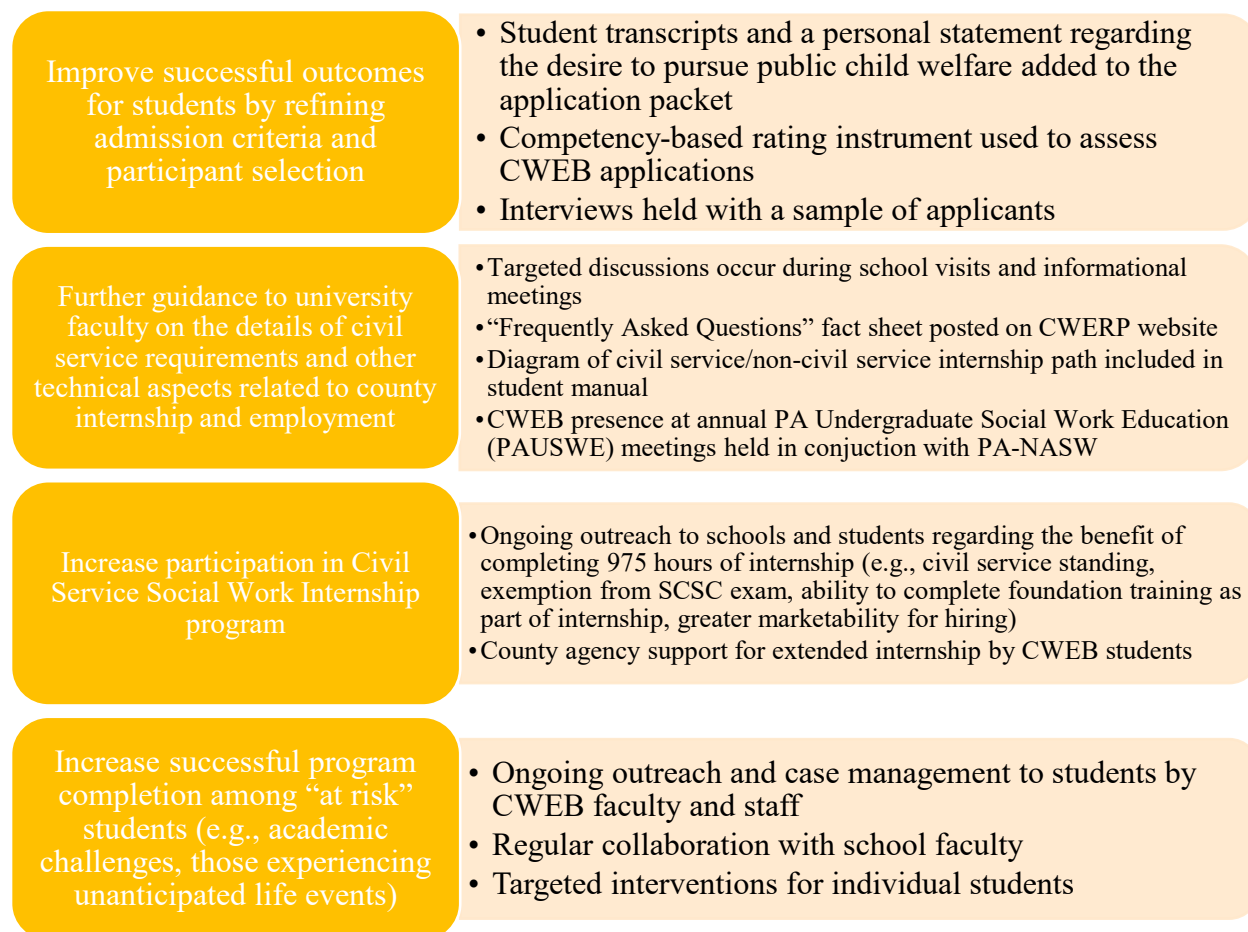
We continue to make concerted efforts to connect graduates with agencies and provide technical support for resume development and interviewing skills. Students may pursue employment in any county in the state and many are able to remain in the county where they completed their internship. However, there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

As discussed previously, and well-known to all who work in the child protection system, a career in public child welfare is not for everyone. The process of student discovery is a normal,

healthy course of action which results in decisions that benefit both students and counties. The CWEB program facilitates that process through counseling with the students and graduates and then providing a professional, business-like collection system for reimbursement when necessary. Repayment can be discontinued for those who are initially in default, but subsequently become employed in public child welfare.

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

Figure 22: CWEB Suggested Improvements and 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

- Discussion with students and schools
- Most recent information regarding county civil service status posted on CWEB website and in CWEB student handbook
- CWEB students completing internships within non-civil service counties also to register as a county casework intern so they are eligible for jobs in civil service counties

Increase county participation in the CWEB program

- Ongoing collaboration 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, *Foundations of Pennsylvania Child Welfare Practice (Foundations)*

- Case management system initiated to pair Regional Training Specialists from the PA Child Welfare Resource Center with each CWEB student
- Enrollment in *Foundations* during the CWEB students' senior year and initiation of training record to document completion of modules in effect

Improve leadership and professional development skills

- Students are encouraged to develop leadership and self-care skills during their academic/field experience
- Recent establishment of bachelor-level licensure in PA
- Plan for enrollment in CWEL program

Improve successful job placement following graduation

- Ongoing assistance by CWERP faculty in identifying county casework vacancies, facilitating referrals for interviews, and counseling graduates regarding employment
- Ongoing collaboration with SCSC
- Collaboration with non-SCSC counties

Improve dissemination of child welfare career development opportunity through CWEB and CWEL to prospective and current participants

- Dissemination of realistic job preview video
- Informational sessions at participating schools
- Inclusion of online course work and fully online programs

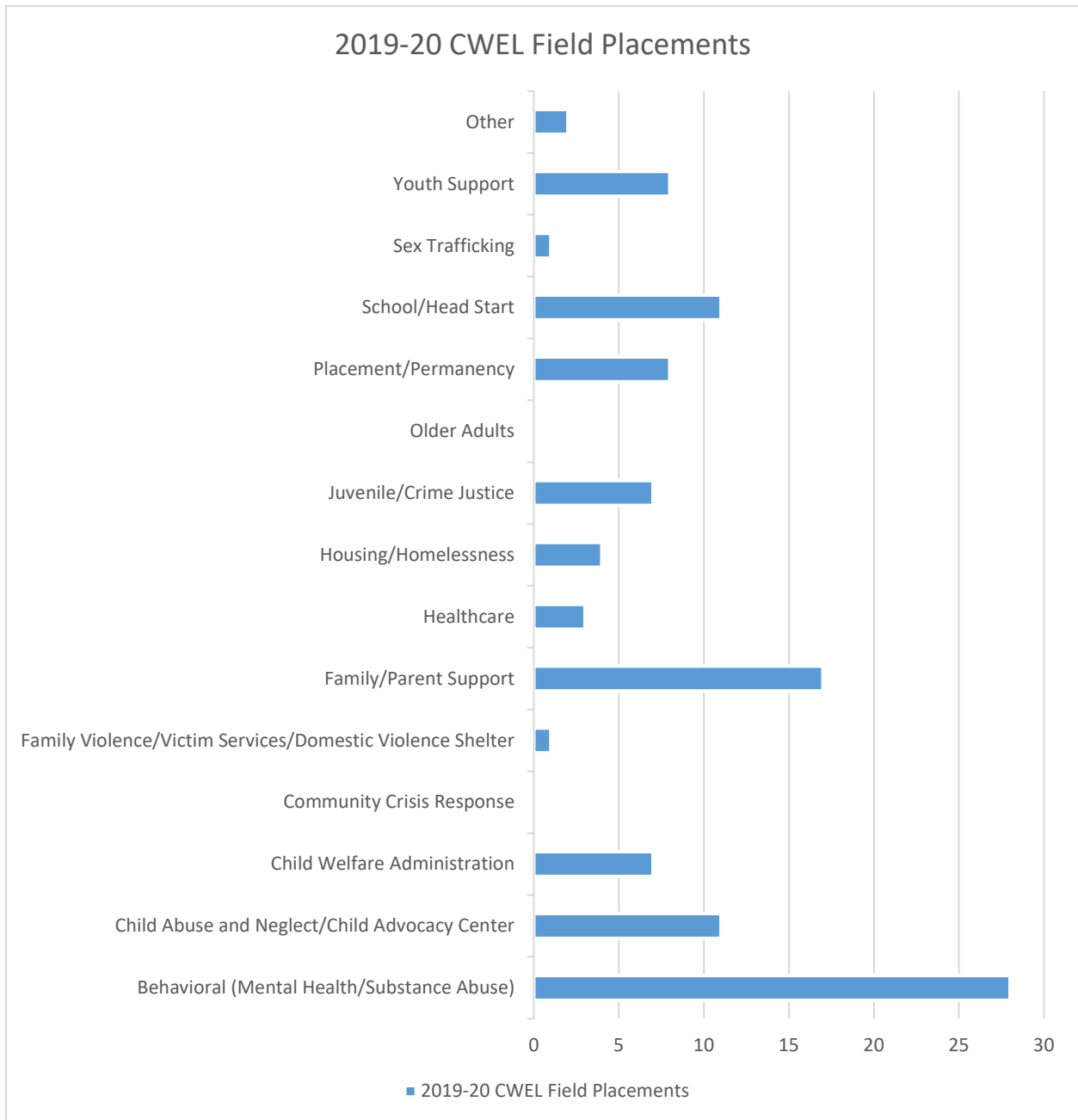
CWEL

After 25 years of operation, the CWEL program has continued to reach additional students and counties while maintaining its commitment to close, collaborative working relationships with the Department of Human Services, students, county agencies, and schools of social work in Pennsylvania. The number and diversity of counties has increased over time, enrollment continues to meet projected goals, and the number of applications typically matches the number of budgeted student openings. The program is acknowledged as providing students with a valuable educational experience, which they regard as useful in their child welfare practice, and as a major asset to public child welfare in Pennsylvania. Feedback indicates that the program is well-administered and user friendly. It is credited as having a long-term impact on public child welfare practice and as a positive element in the continuing challenge of worker retention.

We have responded to concerns regarding school program availability in certain areas of the state by including the fully online MSW programs of several schools in our consortium. Students have the option of considering three fully online programs in addition to campus-based programs. Many programs now offer a combination of in-person and remote course options, with most schools still operating under flexible conditions as the state of the pandemic and need for social distancing continues. We will continue to be as flexible as possible to meet the needs of our constituents while still maintaining the integrity of the academic and field expectations for our program.

CWEL students contribute to human service programs in both the public and private sector during their graduate studies through active engagement in field work in a variety of community-based agency settings. In turn, county agencies benefit from the expanded knowledge that CWEL students bring to the county. Figure 23 below illustrates the breadth of programs that benefit from the skill and expertise of our child welfare students.

Figure 23. CWEL Field Placement Types

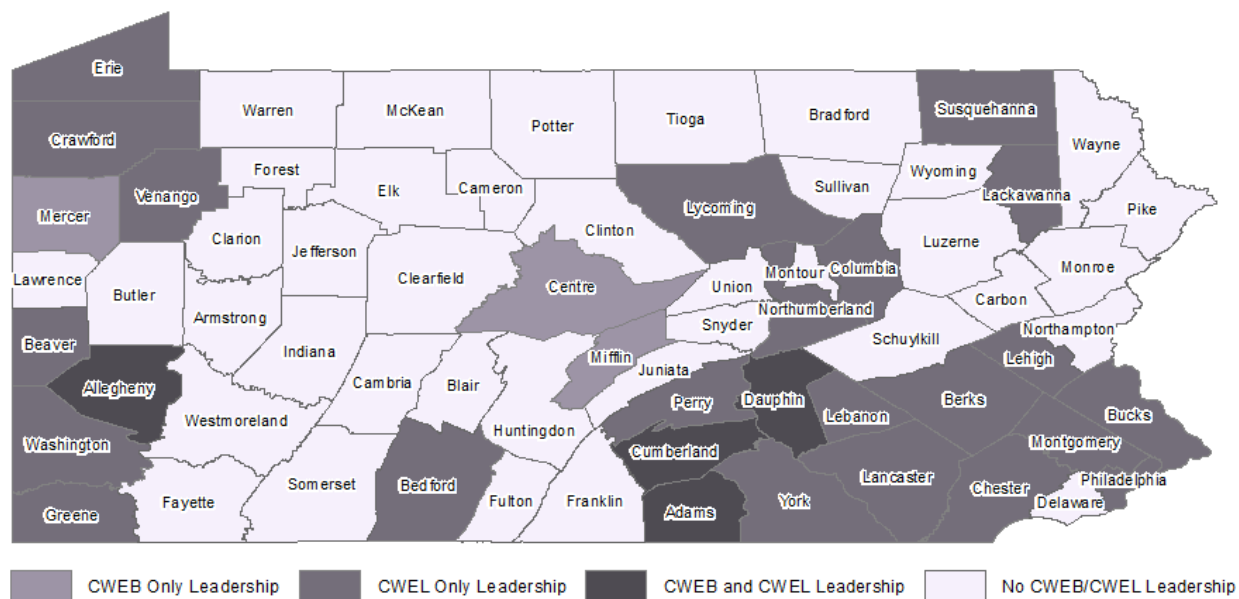


By completing a field experience at an agency in the private sector or within another publicly funded program, students gain valuable information regarding systems, policies, service mandates, and intervention strategies. In turn, students transmit their experience and knowledge of child welfare policies and procedures to provider agencies that may have limited

understanding of child welfare services. Students are encouraged to go outside their comfort zone to gain experience with a new service modality or intervention, client population, or service setting in which they may have limited knowledge. All this learning and collaboration occurs as our students share their expertise and enrich their skills through internships with public and private provider agencies. Students then bring new knowledge and skills back to their child welfare agencies and are well prepared to contribute to practice initiatives such as teaming and conferencing, connection to evidence-based treatments, and the use of enhanced assessments.

A main goal of the CWEL program is the development of leadership within child welfare. We follow the career path of our participants and observe that CWEL graduates currently hold county agency management/administration positions in 39% (26/67) of Pennsylvania counties. Of note within that group, 4 of our CWEL leaders were also previous CWEB graduates. In addition, many CWEL graduates and current CWEL students hold supervisory positions or roles that involve mentorship, quality assurance, and practice initiatives such as teaming and conferencing. Of note, seven CWEB graduates also occupy high-level county leadership positions. We applaud the promotion of our graduates into these key leadership roles and the new vision and energy that they bring to public child welfare. Figure 24 illustrates this impact and includes leaders among both the CWEB and the CWEL programs. Efforts continue to be directed toward gathering comprehensive data on leadership activities among our graduates as we believe that the data shown below is an underestimate of the actual leadership being displayed by our program graduates.

Figure 24. CWEB/CWEL County Leadership



Narrative responses gathered during the program evaluation contain several suggestions. These responses are obtained through open-ended comments on the evaluation instruments and then verified through key informant focus group sessions. Some suggestions are impractical or impossible to implement. Others are based upon misinformation. Most of the suggestions gleaned from the evaluation of both programs over the years, however, point to important questions and ongoing themes that bear thoughtful review. Several of these will be highlighted because they come from multiple sources, were reported in different ways, or have become persistent themes. All 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 Services Reviews (QSRs), membership in committees associated with Pennsylvania's Practice Improvement Plan, membership in specific workgroups (i.e., Family First Prevention Services Act, Pennsylvania's implementation of the Preventing Sex Trafficking and Strengthening Families Act, Safety Assessment and Management, Diversity Taskforce, CAST curriculum, TA Collaborative, CWIS, implementation of the newly revised Supervisor Training for new supervisors) are a few of the projects that benefit from the expertise of CWEL graduates. Many graduates are also involved in practice initiatives such as the early developmental screening of young children, family teaming and conferencing (e.g., Family Group Conferencing, Family Teaming, Family Group Decision Making), Family Finding, and enhancing the use of data-driven decision making. The use of evidence-based treatments in child welfare to prevent higher levels of care and out-of-home placement is an important area where CWEL graduates can be agency champions and leaders. CWEL graduates are invited to become mentors and supervisors of CWEB students in their agencies; many assume prominent roles in leading youth and family engagement practices, and others are active in continuous quality improvements initiatives within their counties. Many current trainers and consultants of the Pennsylvania Child Welfare Resource

Center are CWEL graduates. Graduates are also members of statewide committees and workgroups. Other have involved themselves in the education of future child welfare professionals by becoming adjunct instructors at schools of social work and/or supervisors to CWEB interns.

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

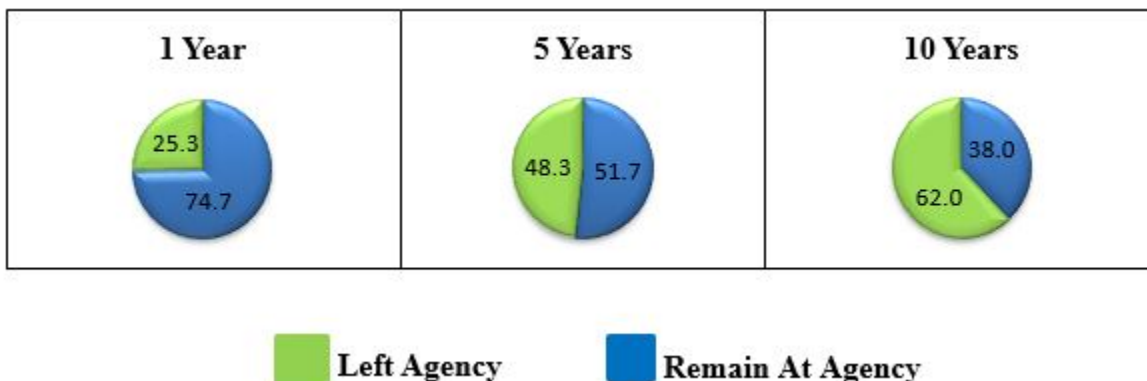
Well-educated and skilled professionals who serve children at risk and their families will benefit public child welfare wherever they practice and will return the investment made on their training by the taxpayers many times over. However, a major opportunity will be lost if agencies do not take full advantage of the skills, optimism, and enthusiasm of the returning workers. Retention has always been one of the goals of federal funding for child welfare training and is central to the mission of the CWEB and CWEL programs. It is well known from research conducted over two decades ago that workers who are skilled in the services they are asked to

provide and who receive strong agency support have higher retention rates³³. All indications suggest that CWEB and CWEL students have received excellent training and education. It remains for the partners in this enterprise to be creative, innovative, and energetic in following through with organizational change after the graduates return. The 12 or more months CWEB students and the 20 or more months full-time CWEL students spend in educational preparation is very modest when compared to the many years their potential child welfare careers will span following graduation.

CWEL has a remarkable record of retention. Of the 1,494 graduates who have completed the program, only 20 have failed to complete their work commitment over a 25-year period. Another 871 have resigned after completing their commitments for all reasons. Again, these reasons include not only voluntary departures from child welfare employment, but also retirement, death, permanent disability, relocation of a spouse, and a variety of other unique circumstances. This represents an overall loss rate of only 8.2% a year for the life of the program. Figure 25 below 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 BSW/BASW degree, those who completed a full, two-year academic program, and those who obtain CWEL funding for only a portion of their academic studies. Figure 25 shows that of those whose commitment ended over 10 years ago, almost 40% remain in their agencies nearly 12 years after graduation (1 ½ years average commitment plus 10 years post-commitment). This does not include those who continued in the child welfare field in other agency settings.

³³ Jones, L.P. & Okamura, A. (2000). Reprofessionalizing child welfare services: An evaluation of a Title IV-E training program. *Research on Social Work Practice, 10*(2), 607-621.

Figure 25. 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, job satisfaction from appropriate assignments, and personnel policies, along with salaries, as some of the keys to long-term retention³⁴. Unfortunately, there is little that CWEB or CWEL alone can do about any of these important factors. It is critical for the Department of Human Services, the University, county agencies, and PCYA to work together in implementing multiple strategies to address organizational and workforce issues. Organizational effectiveness interventions provide a structure for defining, assessing, planning, implementing, and monitoring workforce development strategies³⁵. 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, as part of an overall change strategy for the child welfare workforce (see <http://www.ncwwi.org>).

³⁴ 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.

³⁵ 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.

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. It is clear 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 wisdom among our partnering schools that the educational experiences of full-time students are clearly superior. Full-time students have many more opportunities to interact with their academic advisors and other faculty outside of class, more time to network with other students, more time available for academic research, more choice of elective courses, more time to write papers and prepare other assignments, and more options for completing their internships. They can do this with less commuting, less stress from work-related responsibilities, less conflict between work schedules (e.g., court appearances) and class schedules, and less time away from their family responsibilities.

The tuition for full-time completion of a degree is also less than for part-time study. Full-time students require only half as much time or less to complete the CWEL program. This means a quicker return to full productivity in the agency. Part-time students often take as long as four years to complete, and there is a higher rate of academic disruption (and sometimes program discontinuation) among part-time students compared to full-time students. Three to four years is an extraordinary amount of time for students to be balancing the demands of child welfare work, academic studies, and the other responsibilities in their lives. Our experience over the past 25 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 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-seven percent (77%) were part-time students. Our discussions with these students confirm that the challenges inherent with part-time study, such as stress and scheduling, were the determining factors. These are serious, costly, and unnecessary losses. Even the most conscientious caseworker and diligent student can manage only a finite number of competing demands for time, attention, and action before something gives way. For most every child welfare professional (and certainly not exclusive to those in school), the sacrifices most often are made are those that are personal, such as advanced education, self-care activities, time with family and other forms of fulfillment.

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

Part-time study while working full-time is difficult under the even most ideal circumstances. The competing responsibilities of work, home, and school are encountered by all part-time, working students. This reality is compounded for child welfare students by the demands of the job (i.e., court dates, unanticipated emergencies, staff shortages). During the past several years, these stressors have continued to be amplified by budget crises and the overall unpredictability of the national political landscape. Additionally, the major changes in Pennsylvania's CPSL law coupled with the implementation of a statewide child welfare

information system and a client population besieged by opioid addiction has overloaded the capacity of the child welfare system. Most of these issues are not unique to Pennsylvania.

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

On-line degree programs are often viewed as a solution for decreasing the stress associated with part-time study. While offering accessibility, on-line coursework of quality and merit is both rigorous and time-consuming. Students and agency administrators must be careful of the misperception that on-line course work is synonymous with no disruption to work responsibilities or to family life. Field placements are required and synchronous courses involve the same designated meeting time as in-person classes. There is often little flexibility regarding due dates and completion of required assignments. Our small pilot study conducted with CWEL students enrolled in an on-line child welfare course found that although the students valued the convenience of the on-line option, they missed the interpersonal connection with their faculty and peers and would have preferred face-to-face contact.³⁶

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 2019-2020 academic year, nearly one-half (49%) of the newly admitted students were part-time. This serves to potentially reduce the total number of

³⁶ Child Welfare Education and Research Programs (2017, November). *Ready to learn? An analysis of online education and training*. University of Pittsburgh, School of Social Work.

students who can participate, reduces the federal contribution to the program, and increases the state matching funds required.

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

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

College or university calendars control social work department or school schedules. The number of child welfare students in each school influences the number of child welfare courses that can be offered. Minimum enrollment targets are established that determine whether a particular course can run in a given term or not. 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 can participate as possible;
3. Streamlined administrative procedures and timely reimbursements;
4. Strict observation of Title IV-E regulations;
5. Full disclosure of all aspects of the program's operation among the partners and to the public;
6. As little interference as possible with selection of trainees and implementation models by counties and with schools in their selection and admissions processes;
7. Recognitions of the achievements and contributions of our students;
8. Recommendations for workforce improvement.

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

Figure 26. CWEL Suggested Improvements and Progress



Supervision and mentorship of
CWEB program participants

- CWEL graduates are encouraged to provide supervision and mentoring to CWEB students/graduates at their county agency
- County agency directors are encouraged to utilize CWEL graduates as field instructors, task supervisors, and mentors to CWEBs

Permission for students to major
in administration or macro
practice

- Students in a current administrative or managerial position are permitted to pursue an administrative or macro track. Those in direct service positions must focus on direct practice. This policy is in keeping with federal expectation that trainees are being prepared for best practice in that aspect of IV-E services to which they are assigned by the agency
- Students may take administration courses as electives; those approved for macro study are encourage to take practice courses

Increase in full-time student
enrollment

- Counties are encouraged to permit full-time enrollment and hire replacement staff using the reimbursement received for the salary and benefits of the school trainee

Inclusion of advanced level child
welfare coursework in school
curricula, particularly in
evidence-informed and
evidenced-based practices

- Ongoing curricular consultation to schools
- Provision of technical assistance
- Offering of courses targeted toward effective family engagement and teaming practices, motivational interviewing skills, enhanced assessment, and evidence based practices
- Inclusion of trauma-informed care principles in child welfare curricula
- Continued refinement of child welfare curricula

Enhance involvement of
graduates in state-level policy
and practice initiatives

- Efforts will continue to be directed toward linking graduates to statewide practice improvement initiatives
- PA's implementation of FFPSA services, implementation of Sex Trafficking & prudent parenting legislation, involvement in CFSR/QSR reviews, and universal assessment work provide significant opportunities for graduates to become involved in high-level activities impacting the child welfare system
- Increase and sustain efforts to better integrate the CWEL and CWRC programs

Recommendations

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

Figure 27. Overall Recommendations and Planning

Maintain CWEB enrollment number at approximately 85-90

- This target is sufficient at this time. We continue recruitment efforts to increase child welfare interest among undergraduate social work majors.

Maintain CWEL enrollment at approximately 150. Increase minimum agency employment time to two years.

- This enrollment target is sufficient at this time. Partnering schools value our child welfare students. On-line course work has offered students more flexible learning forums. Evaluation data has shown that increased tenure at admission is related to retention among graduates of CWEL.

Consideration of CWEL participation by Department employees, i.e., DHS Regional Office employees, Child Line employees, perhaps others

- OCYF approval granted in 2008. The opportunity for state employees allows additional trainees to benefit from CWEL.

Increase depth of undergraduate child welfare curriculum among schools through the development of a certificate in Child Advocacy Studies in collaboration with the National Child Protection Training Center.

- Undergraduates currently complete one child welfare course and a public child welfare internship. The second of three courses in Child Advocacy Studies have been developed in an on-line, hybrid format. Providing these courses across schools will strengthen the child welfare course options for students and also has the benefit of providing an elective option for students outside of social work who receive little, if any, content on child abuse/neglect.

Add an additional component to the CWEL program in order to recruit new county employees. 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” provides this opportunity. A principal advantage is cost savings; the cost to the Department would be the non-federal match. The potential impact on the CWEB program must be carefully considered, however. It is possible that increasing the number of masters-prepared individuals might significantly limit the opportunity for bachelor-level graduates to obtain county employment. See 45 CFR, Ch. II §235.63 (a). *Current NCWWI grant.

Consideration of including the fourteen (14) private, accredited undergraduate social work programs in the CWEB consortium.

- Many of the schools presently participating in CWEB have small enrollments. If all of the fourteen additional schools chose to participate, met the requirements, and were approved, the potential would be to approximately double enrollment.
- Although the need among counties for new bachelor-level social work graduates is high, two budgetary challenges complicate what may appear as a relatively simple solution. The cost of expanding the program to additional schools would be borne largely by the Department as the University has little with which to match federal funds in the CWEB program. Tuition and fellowship payments are not subject to indirect costs. Program expansion is an opportunity that does warrant continued discussion and consideration.

Inclusion of additional social work degree programs in Pennsylvania as they become fully accredited.

- Increasing the number of schools has allowed for greater student access, reduction in student commuting time, and a reduction in program costs. East Stroudsburg University joined the CWEB school consortium in the 2018-2019 academic year. Several graduate programs have been approved for the CWEL program since its inception, including the University of Pittsburgh’s Bradford campus (2002), Kutztown University (2007), and the joint Millersville-Shippensburg program (2010). Online programs at three MSW schools are approved.
- Many schools have branch campuses, and an increasing number of these campuses have become options for CWEL students. Access to approved child welfare courses and academic oversight is available at these branch campuses.

Participation by CWEB/CWEL graduates in the implementation of practice changes as a result of major revisions to PA’s child abuse laws.

- CWEB and CWEL students remain in an excellent position to support and assume leadership in the judicial and practice changes resulting from amendments to PA’s Child Protective Services Law.

Development of
CWEB/CWEL
Advisory Network to
provide input on
emerging program
issues.

- CWEB/CWEL school partners endorsed the development of an advisory network among school faculty, program graduates, county administrators, and CWERP faculty to provide guidance for the programs. Several faculty joined the Resource Steering Committee of the PA Child Welfare Resource Center.

Incorporation of
trauma-informed
supervision at the
county level.

- Current students and graduates speak poignantly about needing supervisory and peer support to manage work-related stress, and of the impact of secondary trauma upon their ability to remain in the field of child welfare. We believe it is critical to address this issue. Revisions to the Supervisor Training Series developed by CWRC have placed increased emphasis on this particular workforce need.

Consideration of a
doctoral-level child
welfare education
option.

- This recommendation can provide an additional evaluation arm for the Department and further our mission of establishing evidence-based child welfare practice across the state. CWERP is in an excellent position to facilitate doctoral education. A reasonable objective over time might be one (1) doctoral student in each of the five (5) schools with a doctoral program. Work commitment issues require detailed discussion among all parties.

Transition support and ongoing connection among CWEB and CWEL graduates.

- All graduates benefit from ongoing connection and support, and coaching is particularly important for CWEB graduates who are new to public child welfare. Additionally, portfolio and resume development is essential. Transition back to the county agency is a distinct issue among CWEL graduates, and is most problematic for those who have been full-time students. Increased attention has been paid to preparing these students for their return to the agency. Greater network support and participation in transition groups for returning students are helpful strategies. All graduates are encouraged to join special workforce or task groups through the PA Child Welfare Resource Center (CWRC). Practice Improvement Specialists from CWRC are assigned to counties throughout the state and actively engage with CWEB/CWEL graduates to provide support and enlist them in practice initiatives. Graduates are able to share their expertise on a statewide level by becoming trainers and/or workgroup members through CWRC.

Reimbursement to counties for 100% of the salaries of full-time students and for fringe benefits at the same level that the Department currently reimburses counties.

- When the CWEL program was initiated, it was decided to reimburse counties for only 95% of full-time students' salaries. It was hypothesized that counties would pass the 5% reduction along to students and this amount in aggregate would be used as part of the non-federal matching funds required under IV-E regulations. However, this approach was quickly abandoned. First, it became evident that federal authorities would classify contributions as "private funds" which are prohibited except under very obtuse rules this approach could not meet. Secondly, a number of counties continued to pay the workers their full salaries even though the counties were reimbursed as only the 95% level. Adding to this is the burden of the very low salaries that so many CWEL students earn. Those students with families find the 5% salary reduction very difficult to endure, and the inability to receive overtime pay while a student also creates a financial change.

Increase the caliber of the PA child welfare workforce at the front door.

- Increase educational requirements for casework positions
- Develop specific county child welfare casework classification within the State Civil Service System
- Continue to advocate at the county, state, and federal level that salaries must be adequate to compensate for the demands and responsibility of public child welfare jobs
- Develop trauma-informed child welfare systems that create a community of support and learning for the workforce, recognizing that supervisors, middle managers and administrators are critical to the retention of front-line staff
- Infuse organizational effectiveness strategies into agencies through CWRC Regional Teams
- Maintain and expand the CWEB and CWEL programs so that advanced education and support for professional development remains a key component of PA's child welfare system.

Conclusions

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

The county children and youth service administrators have been unfailingly responsive as individuals, and through their organization, the Pennsylvania Children and Youth Administrators. The Department of Human Services has continued to strongly endorse the CWEB and CWEL programs. We especially thank Teresa Miller, Secretary of the Department of Human Services, and both Jon Rubin and Natalie Bates from the state Office of Children, Youth, and Families for their strong support and partnership. We also thank our OCYF Program Monitor, Desiree Weisser, for her thoughtful oversight and steadfast support of our work. A special thank you to Gloria Gilligan, who oversaw fiscal operations for OCYF throughout this and many previous program years. Amy Grippi is another steadfast supporter who saw our programs through a transition in state leadership and was always available for collaboration and guidance. Thank you to all.

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

We are proud that the CWEB and CWEL education programs have been recognized as key strengths in Pennsylvania during all three rounds of the federal Child and Family Services Review. Our graduates have assumed leadership roles in practice initiatives throughout the state and actively contribute to shaping the future of child welfare services on the local, state, and national level. Graduates are providing direct service, serving as managers and supervisors, mentoring junior colleagues, contributing to training curricula, conducting quality improvement initiatives, participating in child fatality/near fatality reviews, and working as child welfare trainers and/or consultants. We are proud that an increasing number of our child welfare graduates have assumed teaching roles in Schools of Social Work throughout the state of Pennsylvania, many as adjunct professors, others as part-time clinical faculty, and some as Directors of Social Work programs.

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

A special note of gratitude goes to the CWERP team members who have made countless contributions to our program operations. Your work is very much appreciated.



Appendices

- A. [Table I: Participating School Programs](#)
- B. [CWEB and CWEL School Participation Map](#)
- C. [Table II: University of Pittsburgh Child Welfare Courses, 2019-2020](#)
- D. [Table III: Undergraduate Child Welfare Course Offerings of Approved CWEB Schools, 2019-2020](#)
- E. [Table IV: Graduate Child Welfare Course Offerings of Approved CWEL Schools, 2019-2020](#)
- F. [CWEB County Participation Map, 2001-2020](#)
- G. [CWEB Overview, 2001-2020](#)
- H. [CWEL Overview, 1995-2020](#)
- I. [CWEL Applicant Pool and Admissions: 1995-2020 Academic Years](#)
- J. [Program Evaluation Data Tables](#)
- K. [List of Supplemental CWEB and CWEL Materials Available Online](#)
- L. [Child Welfare Research Sampler](#)
- M. [Child Welfare Education and Research Programs, CWEB/CWEL 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	2026-2027	BSW 6/2024	X			2001
Bryn Mawr College	2019-2020 ³⁷	MSW 6/2024			X	1995
California University	2019-2020 ³⁶	BSSW 2/2025 MSW 2/2025		X		CWEB 2001 CWEL 2004
East Stroudsburg University	2025-2026	BSSW 6/2027	X			2018
Edinboro University	2023-2024	BSW 10/2022 MSW 10/2025		X		CWEB 2001 CWEL 2006
Kutztown University	2025-2026	BSW 10/2026 MSW 10/2026		X		CWEB 2001 CWEL 2007
Lock Haven University	2020-2021 ³⁸	BSW 6/2024	X			2001
Mansfield University	2021-2022	BSW 2/2023	X			2001
Marywood University	2025-2026	BSW 10/2024 MSW 10/2024		X		CWEB 2001 CWEL 1995
Millersville University	2019-2020	BSW 6/2027 MSW 2/2022		X		CWEB 2001 CWEL 2010
Shippensburg University	2026-2027	BSW 6/2026 MSW 2/2022		X		CWEB 2001 CWEL 2010
Slippery Rock University	2020-2021	BSW 2/2022	X			2001
Temple University	2027-2028	BSW 2/2023 MSW 2/2023		X		CWEB 2001 CWEL 1995
University of Pennsylvania	2023-2024	MSW 6/2025			X	1995
University of Pittsburgh	2021-2022	BSW 6/2021 MSW 6/2021		X		CWEB 2001 CWEL 1995
West Chester University	2020-2021	BSW 10/2027 MSW 10/2022		X		CWEB 2001 CWEL 2001
Widener University	2025-2026	BSW 2/2021 MSW 2/2021		X		CWEB 2001 CWEL 1995

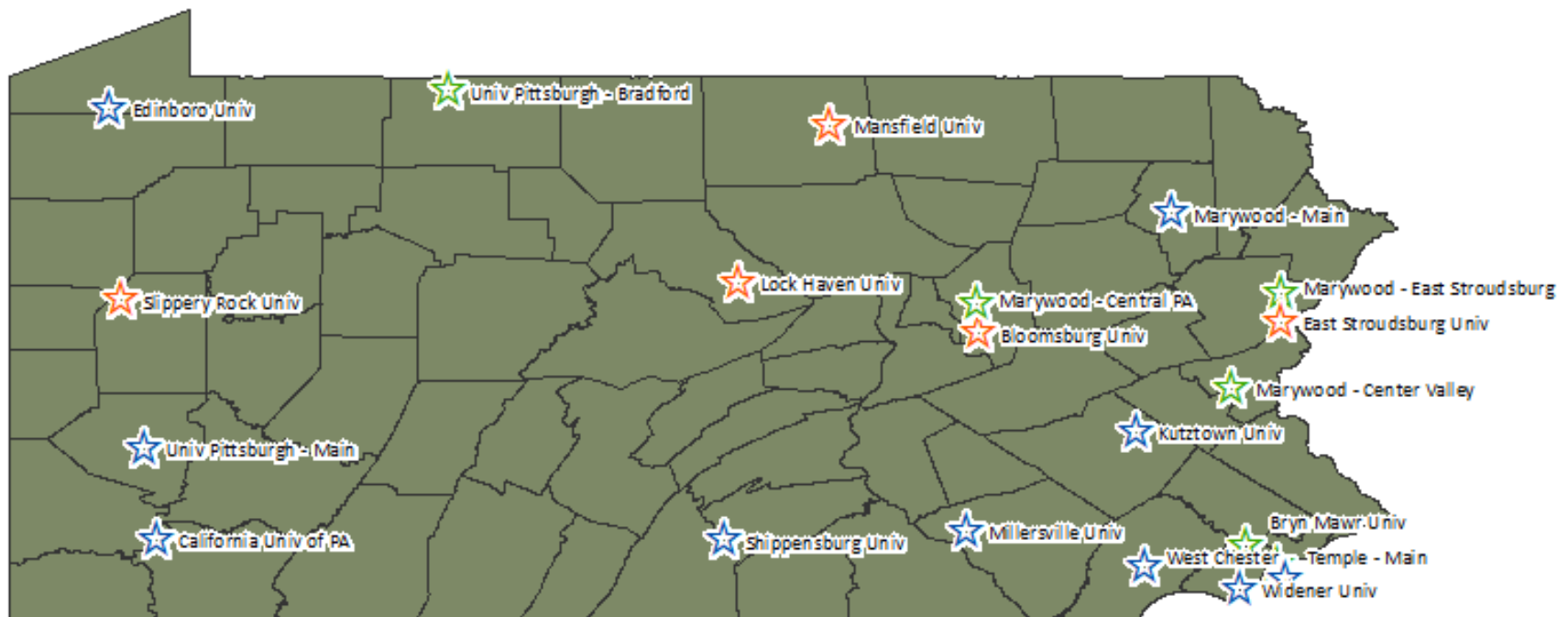
³⁷ To acknowledge receipt of the self-study report. To delay the On-Site Evaluation visit scheduled for Spring 2020 due to extraordinary circumstances related to coronavirus (COVID-19) interruptions and to continue accreditation. To note the institution remains accredited during a delay granted by the Commission. The Evaluation visit will be scheduled in accordance with Commission policy and procedures

³⁸ To delay the On-Site Evaluation visit scheduled for Spring 2021 due to extraordinary circumstances related to coronavirus (COVID-19) interruptions and to continue accreditation. To note the institution remains accredited during a delay granted by the Commission. The Evaluation visit will be scheduled in accordance with Commission policy and procedures.

Appendix B

CWEB and CWEL
School Participation Map

Child Welfare Education and Research Programs Participating Schools



Updated: 9/29/20120

School Program

★ CWEB Only ★ CWEL Only ★ CWEB and CWEL

Appendix C

Table II

University of Pittsburgh Child Welfare Courses
2019-2020

Table II
University of Pittsburgh Child Welfare Courses

Fall Term 2019

Course Title	Enrollment
Children and Families at Risk	21
Child and Family Advocacy (two sections)	18
Child and Family Policy	16
Child Welfare Services	17
Direct Practice with Children	17
Issues in Child Maltreatment	07
Social Work with Drug & Alcohol Abuse (two sections)	33
Social Work Practice and Traumatic Stress (two sections)	27

Spring Term 2020

Course Title	Enrollment
Children and Families at Risk (two sections)	27
Child and Family Policy (three sections)	52
Child Welfare Services	34
Intimate Partner Violence	25
Social Work with Substance Abuse	22
Social Work Practice with Families	10
Social Work Practice and Traumatic Stress	26

Summer Term 2020

Course Title	Enrollment
Children and Families at Risk	16
Social Work with Substance Abuse (two sections)	26
Social Work Practice with Families	14

Appendix D

Table III

Undergraduate Child Welfare Course Offerings of
Approved CWEB Schools
2019-2020

Table III
Undergraduate Child Welfare Course Offerings
of
Approved CWEB Schools for 2019-2020

School	Course Title
Bloomsburg University	Child Welfare
California University	Child Welfare
East Stroudsburg University	Child Welfare Services
Edinboro University	Child Welfare Services
Kutztown University	Child Welfare and Social Work Practice
Lock Haven University	Child Welfare
Mansfield University	Child Welfare
Marywood University	Children's Rights and Societal Responses
Millersville University	Social Work and Child Welfare
Shippensburg University	Introduction to Child Welfare
Slippery Rock University	Introduction to Child Welfare
Temple University	Child Welfare Policy
University of Pittsburgh	Child Welfare Services ³⁹
West Chester University	Child Welfare Practice and Policy
Widener University	Families at Risk

³⁹ 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

2019-2020

Table IV**Graduate Child Welfare Course Offerings of Approved CWEL Schools for 2019-2020****(University of Pittsburgh is shown in Table II)**

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

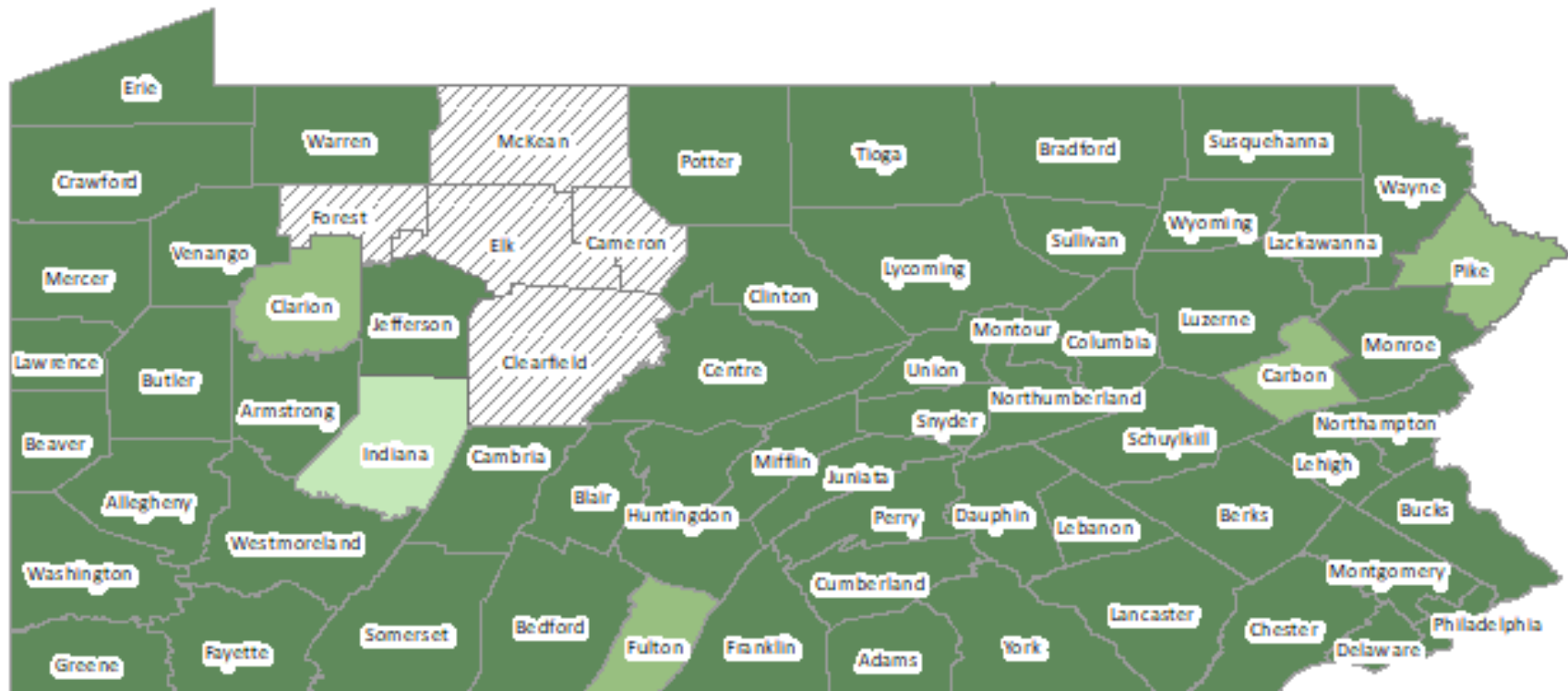
School	Course Title
The University of Pennsylvania, School of Social Work	Policies for Children and Their Families
	Practice with Families
	Practice with Youth who are Marginalized
	Practice with Children and Adolescents
	Substance Abuse Interventions
	Social Work Practice & Trauma
	Clinical & Macro Child Welfare Practice
	Integrative Seminar in Child Welfare
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
	Trauma Informed Social Work
West Chester University, Graduate Department of Social Work	Advanced Social Work Practice with Families
	Child Welfare: A Resilience and Trauma-Informed Approach
	Substance Use Disorders
	Motivational Interviewing in Social Work
	Seminar in Social Work: Family Violence
Widener University, Center for Social Work Education	Advanced Social Work Practice with Families (if available)
	Biographical Timeline
	Current Issues in Child Welfare Practice and Policy (if available)
	Social Work Practice with Addicted Persons and Their Families
	Social Work Practice with Children and Adolescents
	Social Work with Urban Youth
	Children & Families at Risk

Appendix F

CWEB County Participation Map





2001-2020

**Counties Providing Student Internships and/or Employment for
Graduates of the Child Welfare Education for Baccalaureates Program
2001-2020**



Includes history from beginning of CWEB program through Summer 2020

Modified: 09/23/2020

-  No CW EB Internship or Post-Grad Employment History
-  CW EB Internship History
-  CW EB Post-Grad Employment History
-  CW EB Internship and Post-Grad Employment History

Appendix G

CWEB Overview

2001-2020

Charts 1-6

Chart 1
Child Welfare Education for Baccalaureates
2001-2020 New Admissions (Projected Through 2022)

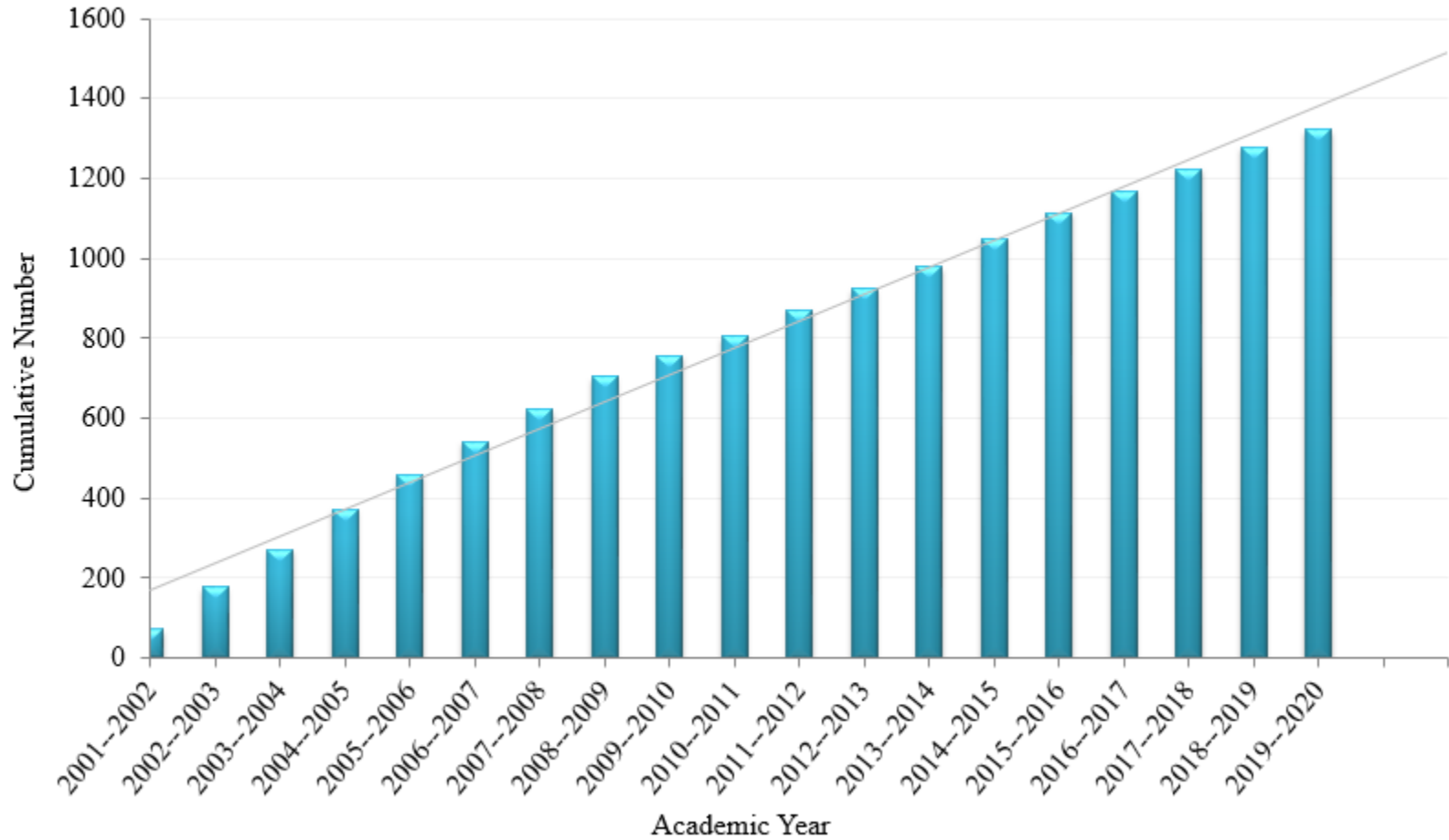


Chart 2
Child Welfare Education for Baccalaureates
2001-2020
Student Admissions & Graduations

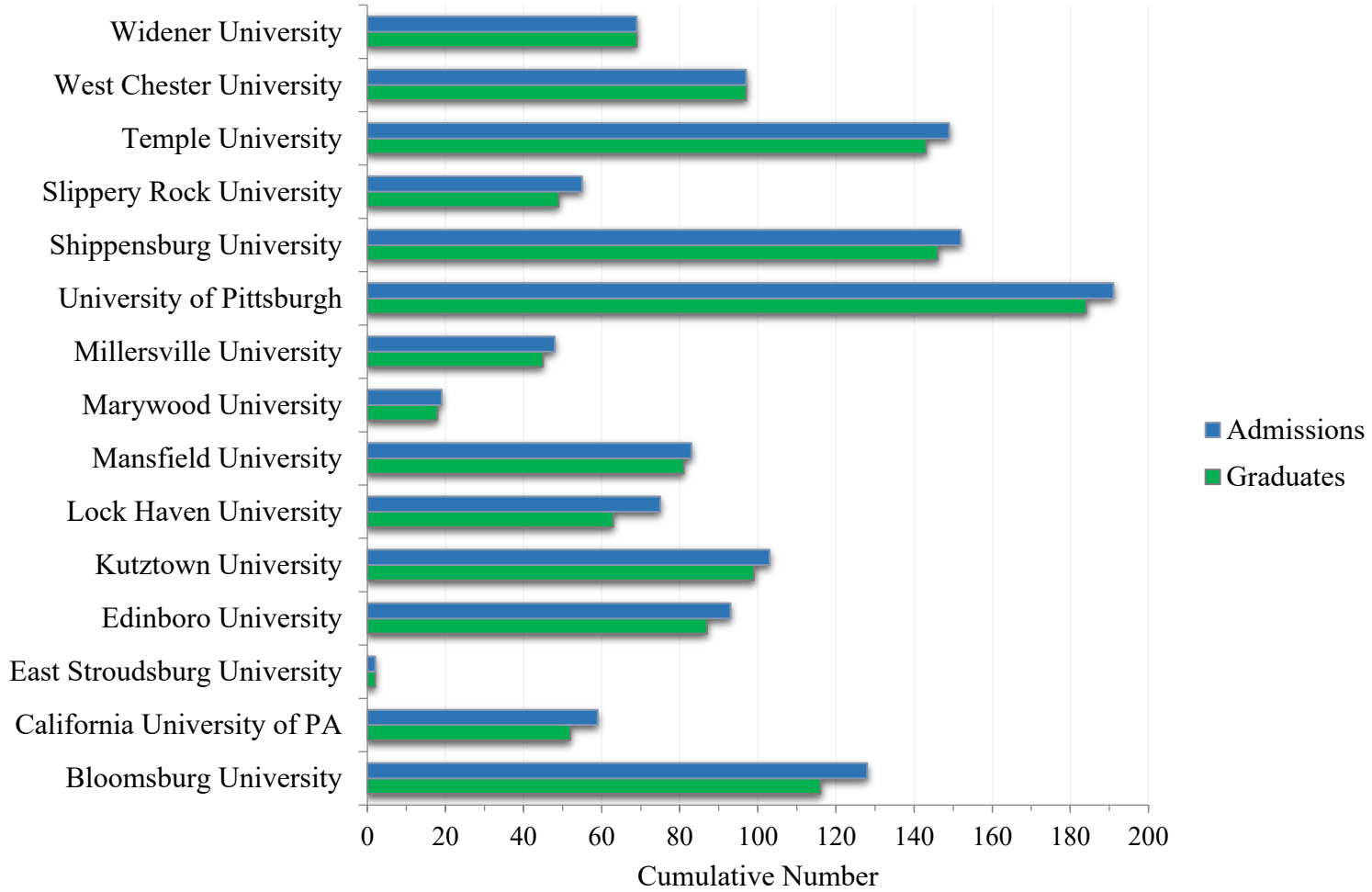
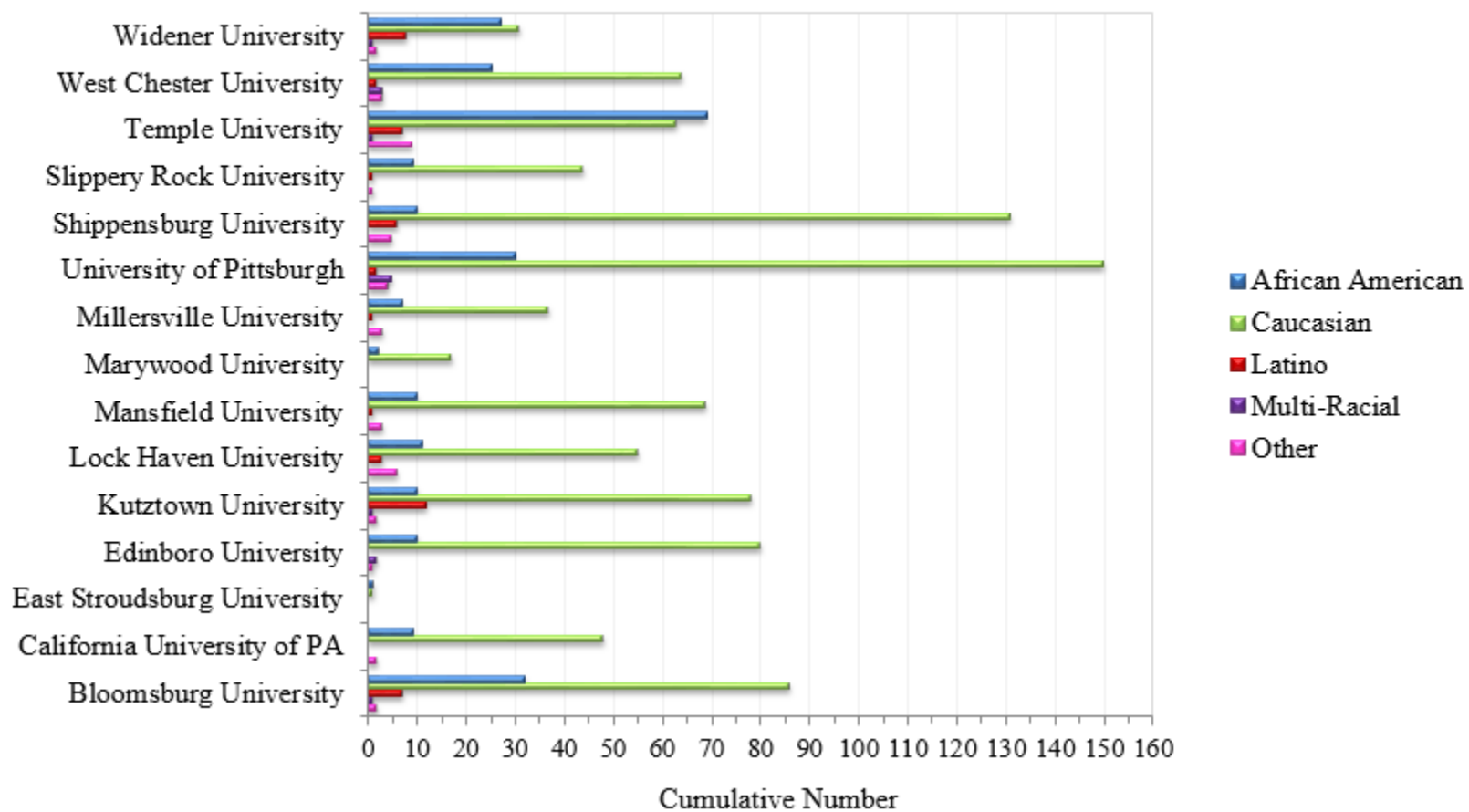
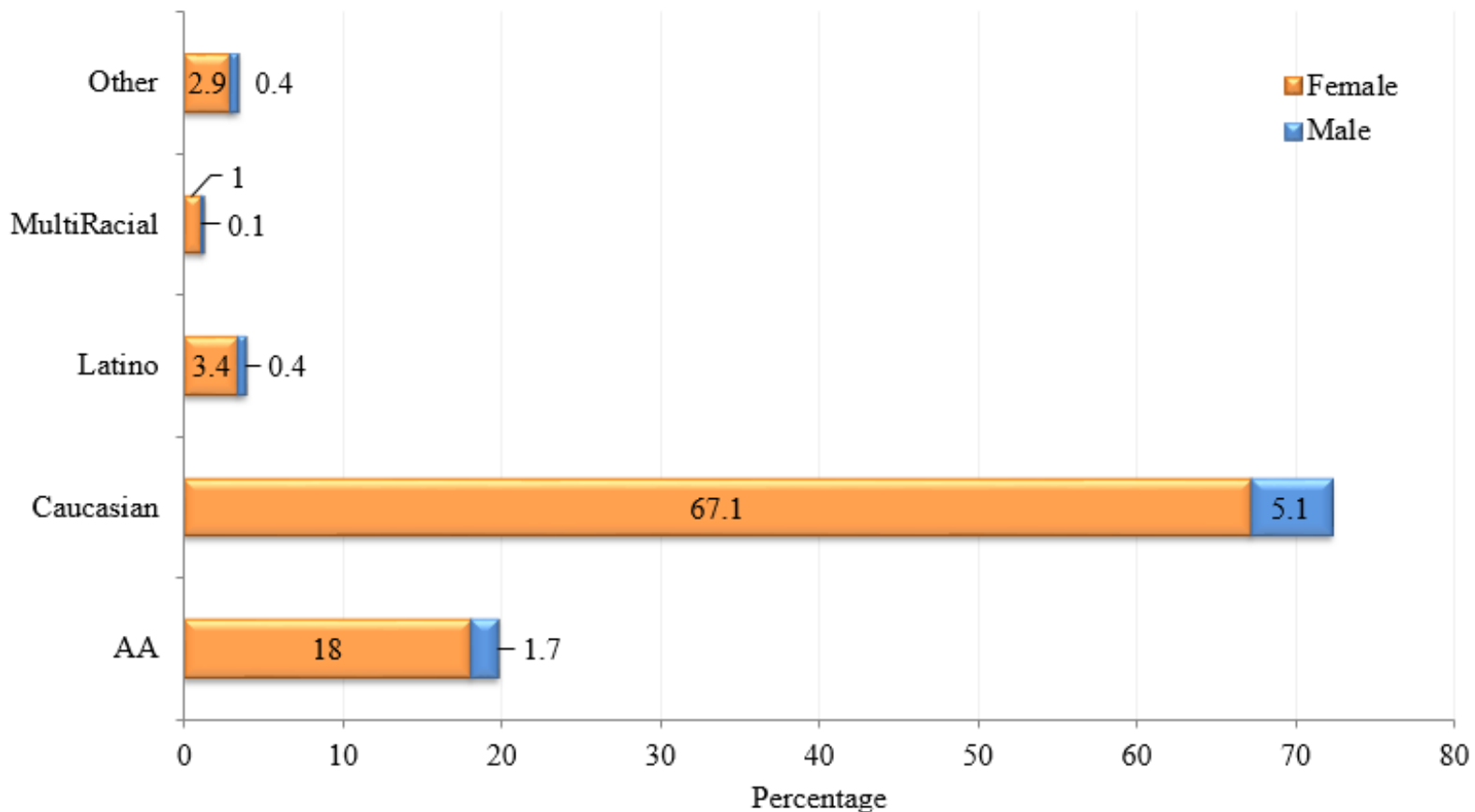


Chart 3
Child Welfare Education for Baccalaureates
2001-2020 Admissions by School and Ethnicity



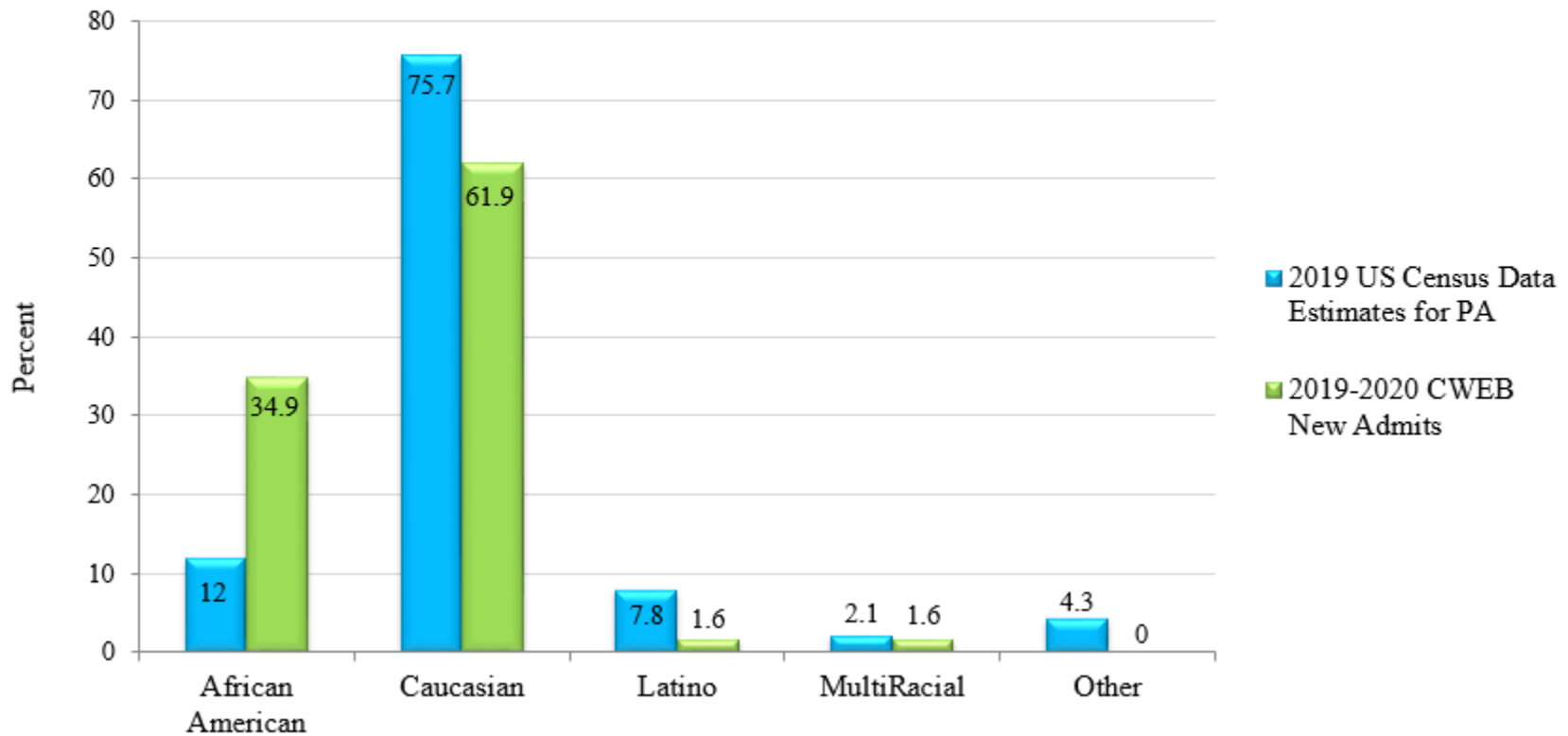
Note: Latino category includes Hispanics of any race

Chart 4
Child Welfare Education for Baccalaureates
2001-2020 Admission Demographics



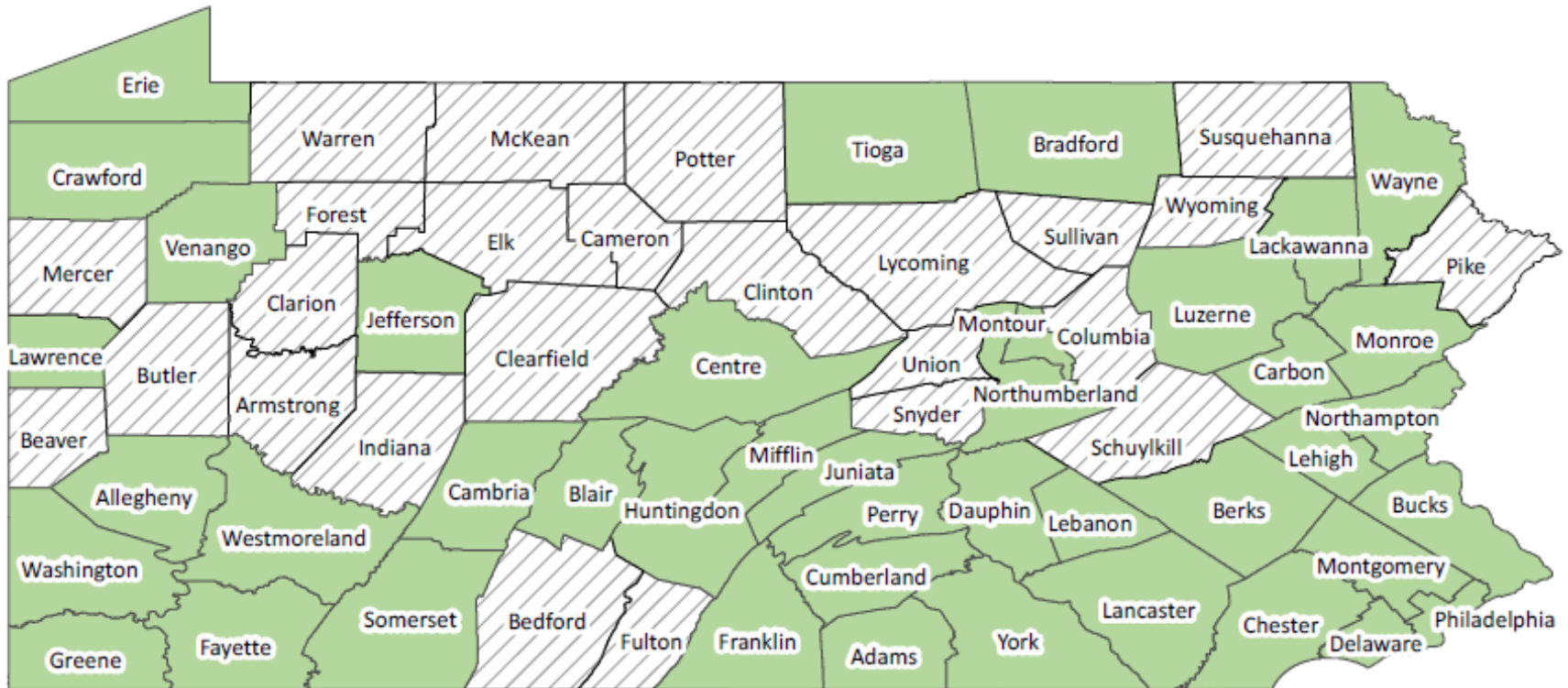
Note: Latino category includes Hispanics of any race

Chart 5
Ethnicity Comparison
2019 US Census Data Estimates for Pennsylvania and
Child Welfare Education for Baccalaureates 2019-2020 New Admissions





Note: Latino category includes Hispanics of any race.

Chart 6
CWEB Post-Grad County Employment
Hiring County for Graduates- Fall 2015 thru Summer 2020



Modified: 09/01/2020

 No Recent Hire History
 Recent CWEB Grad Hired

Appendix H

CWEL Overview

1995 - 2020

Charts 1-8

Chart I
Child Welfare Education for Leadership
1995-2020 New Admissions (Projected Through 2022)

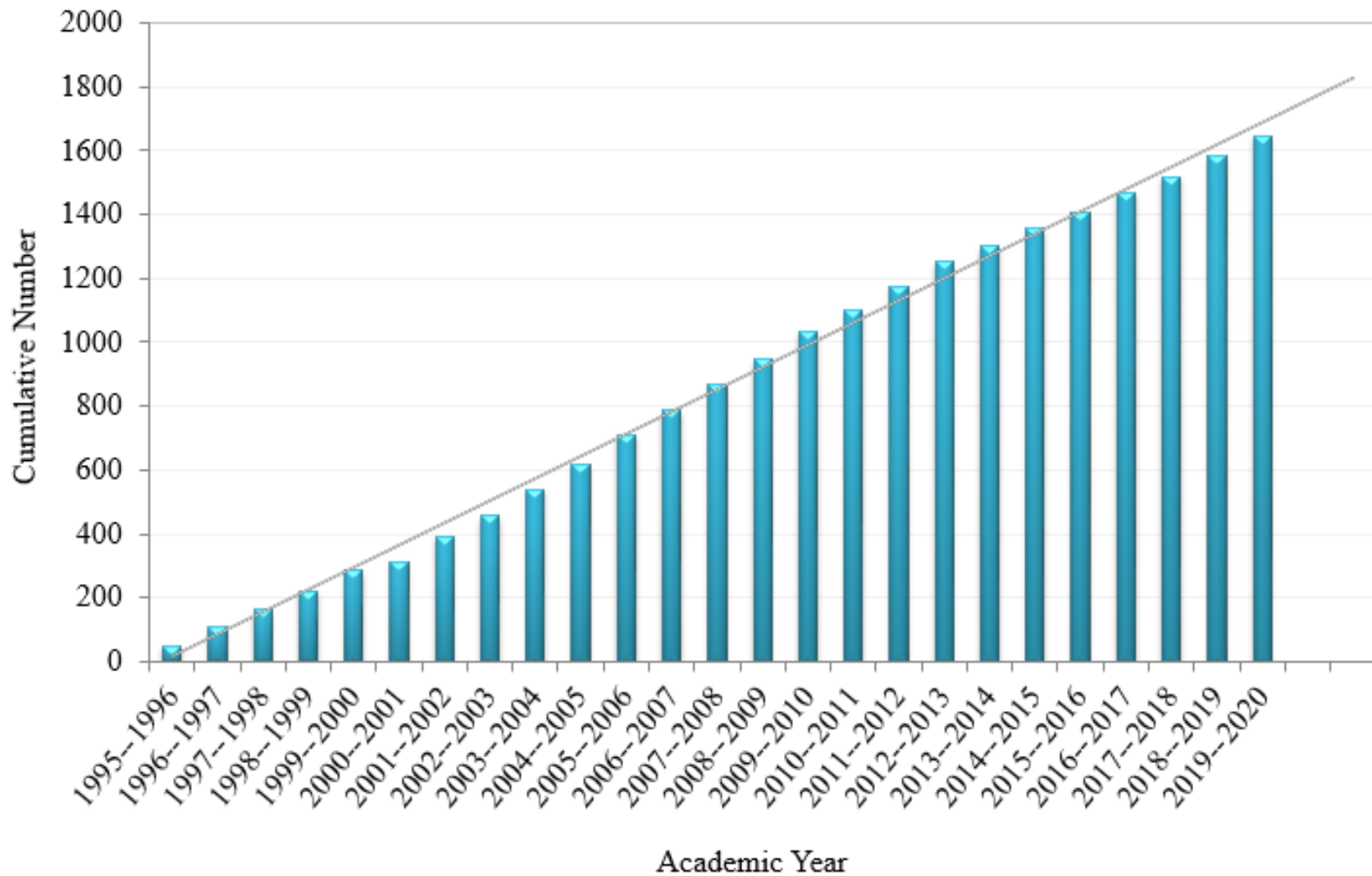


Chart 2
Child Welfare Education for Leadership
1995 - 2020
Student Admissions and Graduations

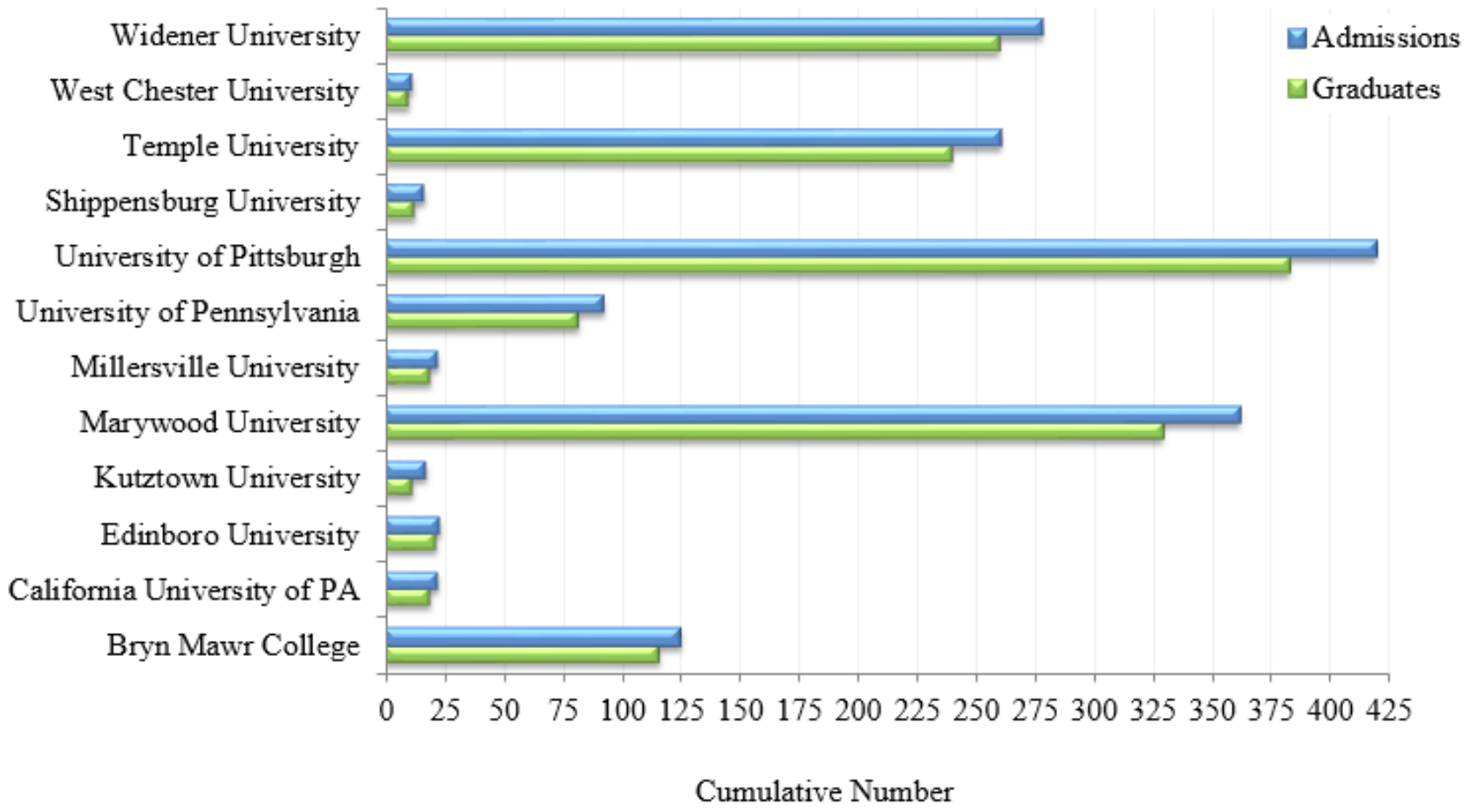


Chart 3
Child Welfare Education for Leadership
1995-2020 Admissions by School and Ethnicity

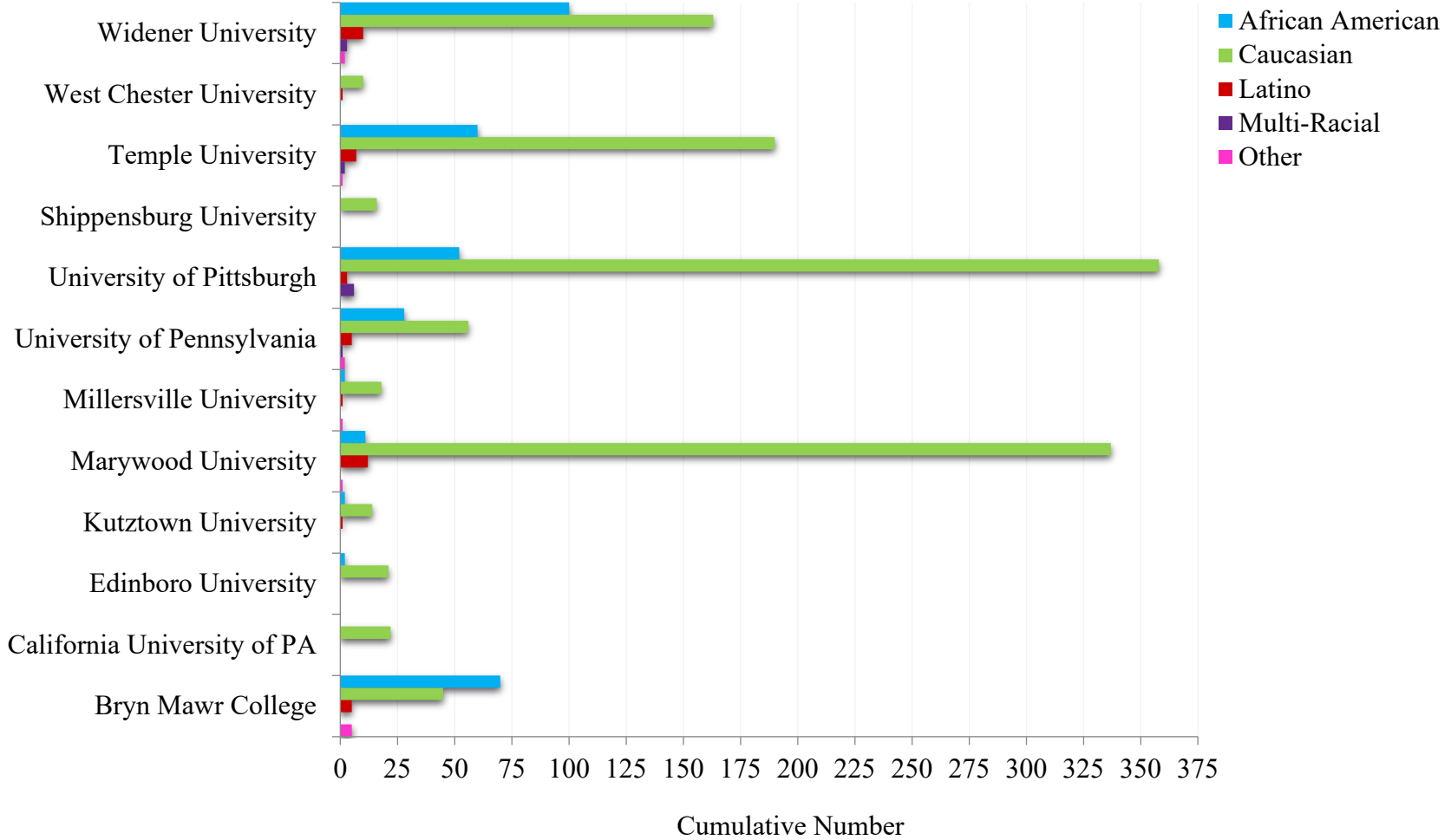
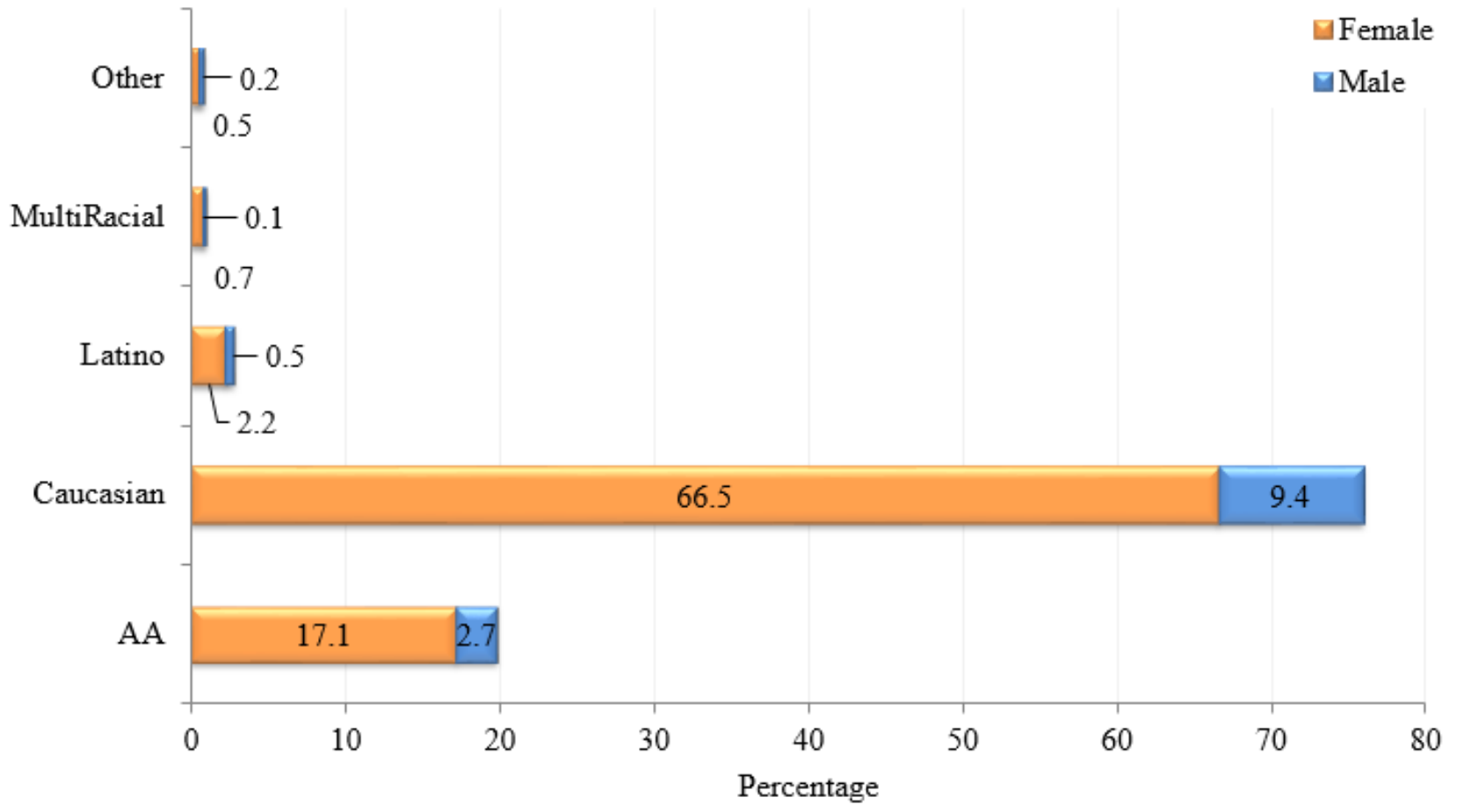
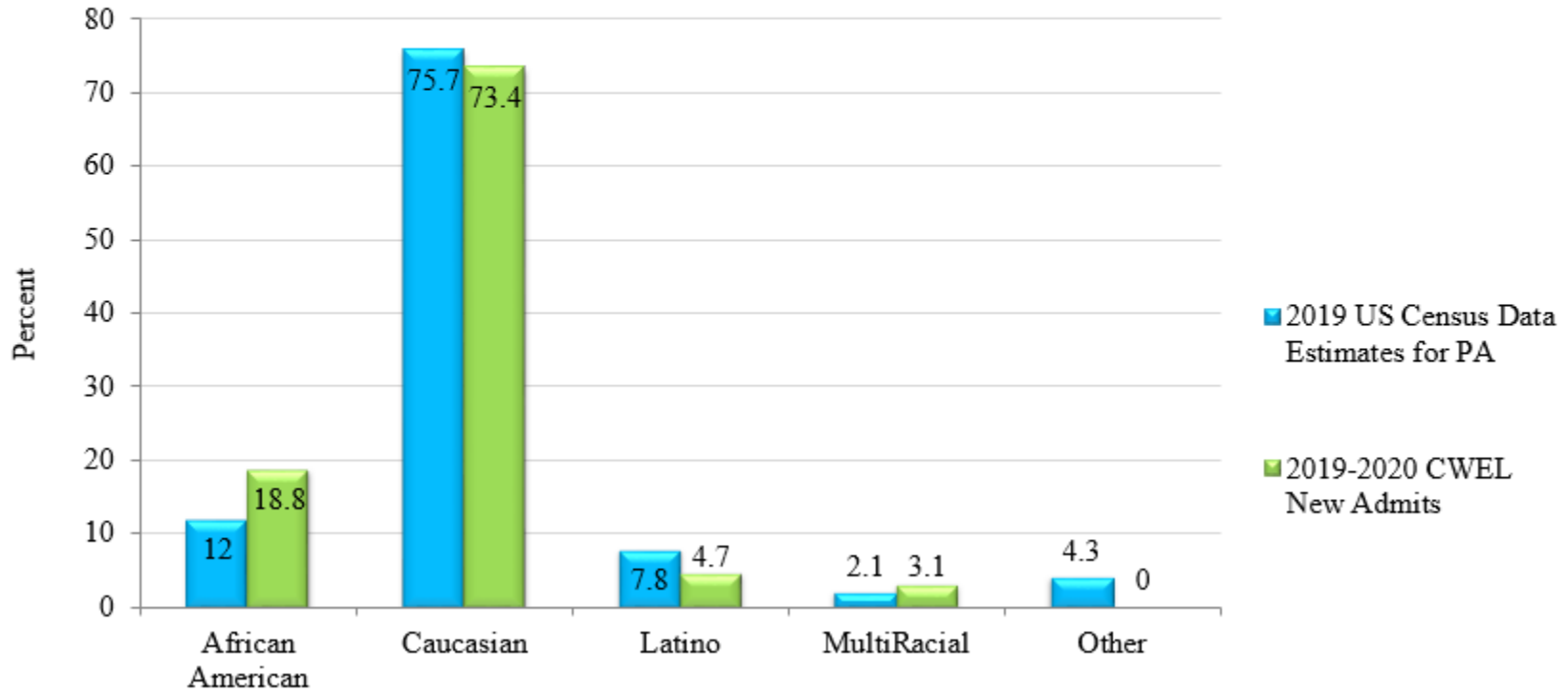


Chart 4
Child Welfare Education for Leadership
1995-2020 Admission Demographics



Note: Latino category includes Hispanics of any race

Chart 5
Ethnicity Comparison
2019 US Census Data Estimates for Pennsylvania and
Child Welfare Education for Leadership 2019-2020 New Admissions



Note: Latino category includes Hispanics of any race

Chart 6
Child Welfare for Leadership
1995-2020 Admissions
by School and Full-time/Part-time Status

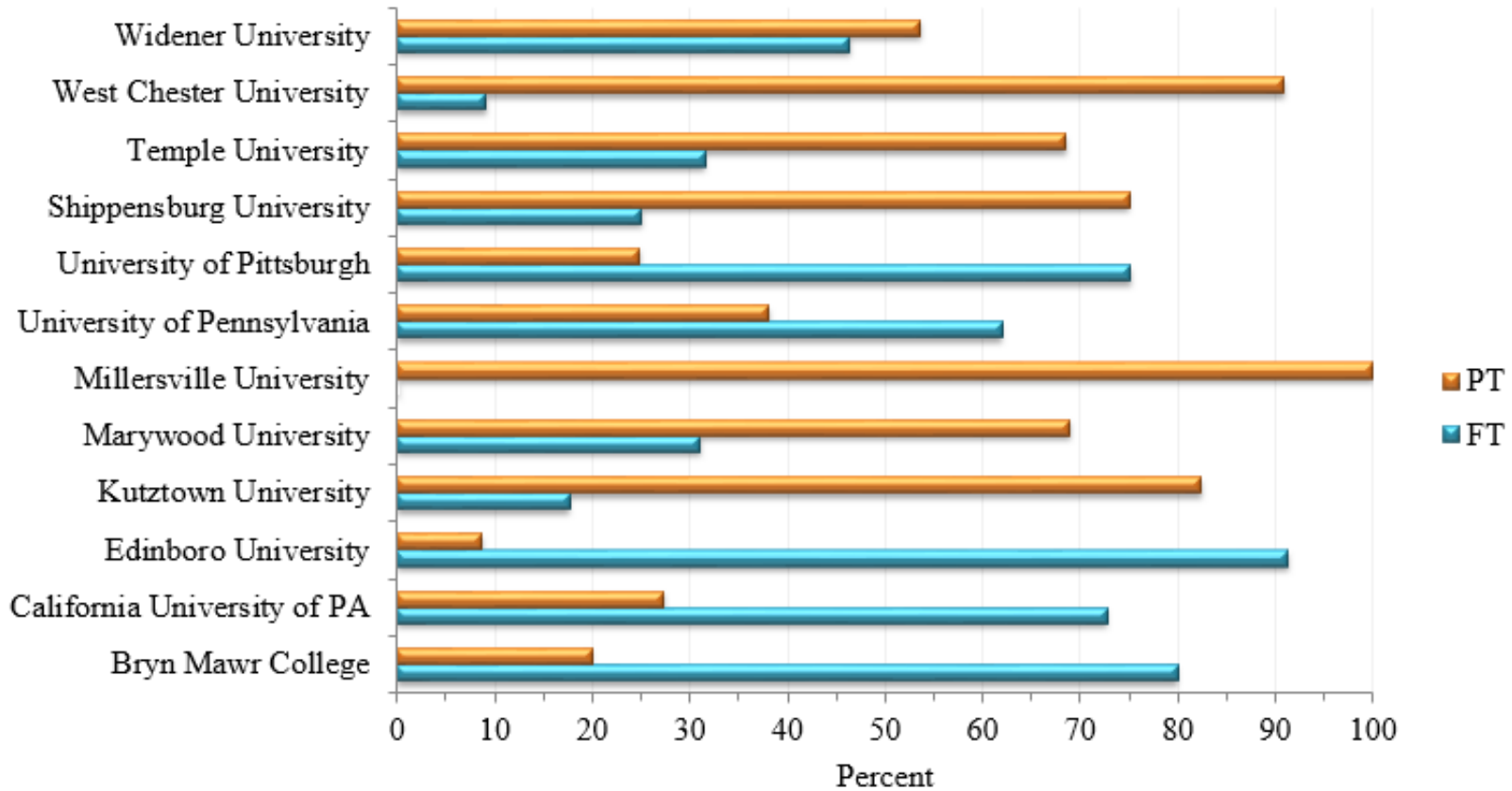
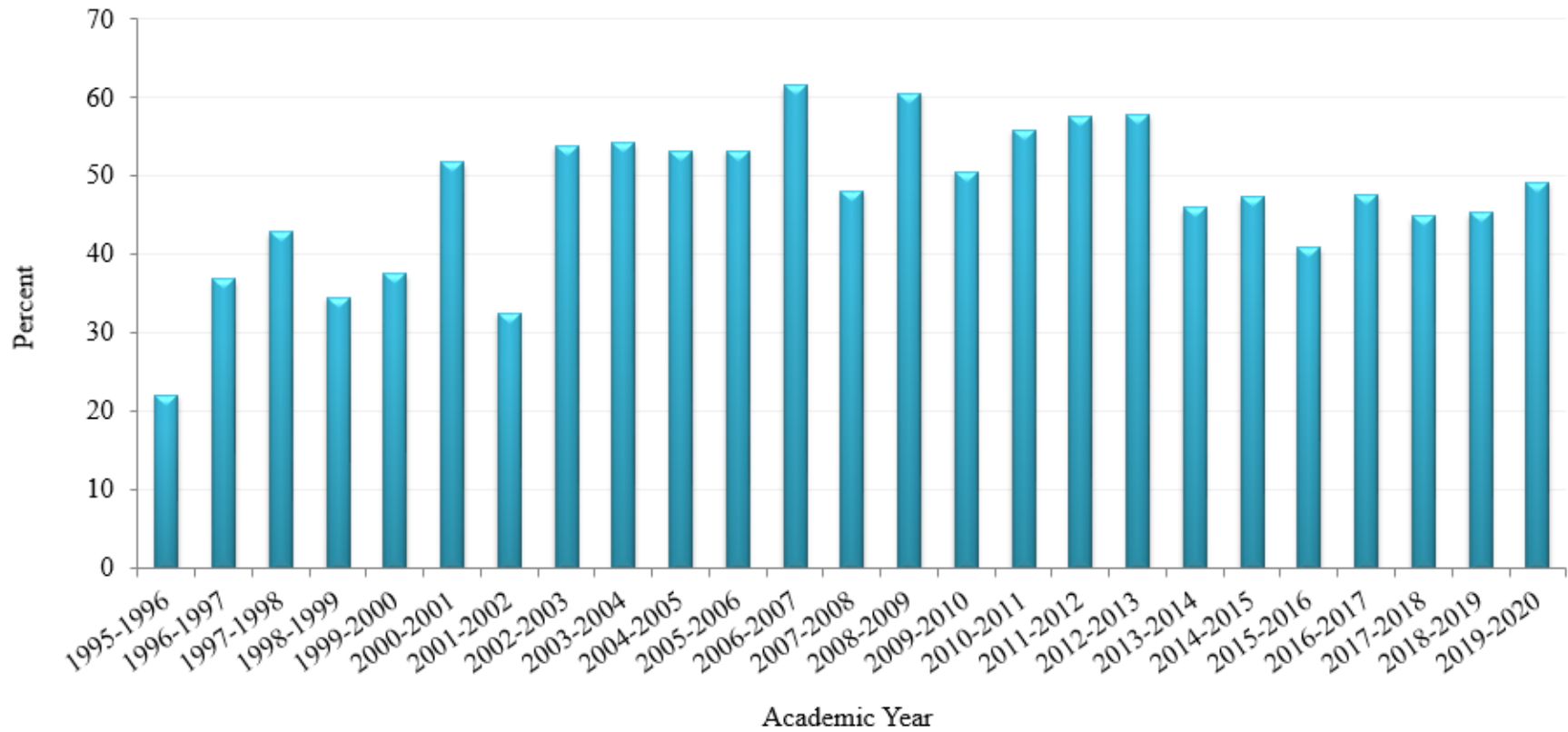


Chart 7
Child Welfare for Leadership
1995-2020 Admissions
Part-Time Trend



Appendix I

CWEL Applicant Pool and
Admissions by Position and Years of Service
1995-2020 Academic Years

Table I
Child Welfare Education for Leadership
1995-2020 Academic Year Applicant Pool

Counties Represented		
1995-2019	2019-2020	2020-2021
65	26	30

Students Admitted*			Applicants Eligible but Unfunded			Applicants Ineligible**			Applicants Withdrew			Spring 2021 Pending Applicants	Total Applications***		
95-19	19-20	20-21	95-19	19-20	20-21	95-19	19-20	20-21	95-19	19-20	20-21	20-21	95-19	19-20	20-21
1612	65	68	27	0	0	558	10	6	112	0	0	0	2320	75	74

*The category of “Students Admitted” includes applicants who withdrew post-acceptance.

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

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

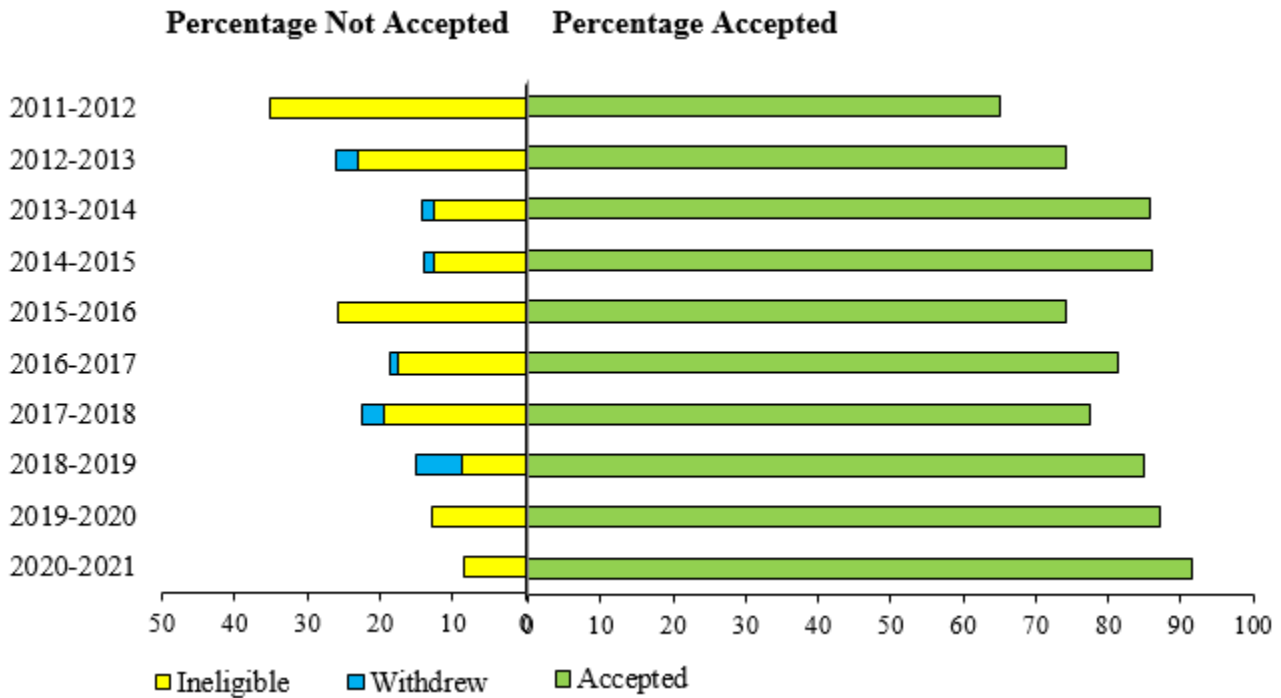


Table II

**Child Welfare Education for Leadership
1995-2021 Academic Year Admissions by Current Agency Position and Years of Service**

Position	Number				Average Years in Present Agency			
	1995-2018	2018-2019	2019-2020	2020-2021	1995-2017	2018-2019	2019-2020	2020-2021
Caseworker	1314	56	52	53	5.03	6.3	5.1	4.8
Supervisor	141	03	05	06	9.72	6.6	12.4	10.2
Other*	80	09	08	07	9.88	9.9	13.8	11.7

* “Other” includes Administrator, Agency Director, Associate Director, Case Aide, Caseworker Manger, Clinical Manager, Family Advocate Specialist, Foster Care Coordinator, Independent Living Coordinator, Peer Coach Specialist, Program Analyst, Program Coordinator, Program Manager, Program Representative, Program Specialist, Regional Representative, Service Coordinator, Director of Social Services, Service Coordinator, Special Assistant, Social Services Manager, and Social Work Service Manager.

Due to the county-administered nature of the child welfare system in Pennsylvania, position titles in the ‘Other’ category vary considerably across counties.

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=22	CWEL, Full-Time n=48	CWEL, Part-Time n=55
<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	3.96 (1.18)	4.21 (1.18)	4.28 (0.95)
The application form instructions are clear	4.31 (1.01)	4.34 (0.98)	4.36 (1.02)
I understood the contract	4.31 (0.97)	4.04 (1.25)	4.25 (0.98)
The website is easy to use	3.92 (1.20)	4.23 (1.13)	4.26 (0.96)
I use the handbook when I have a question	3.67 (1.27)	4.06 (1.15)	4.15 (1.10)
The faculty (University of Pittsburgh) respond to my phone calls/email	4.42 (0.95)	4.66 (0.83)	4.36 (1.03)
The staff (University of Pittsburgh) respond to my phone calls/email	4.38 (0.98)	4.39 (1.22)	4.48 (1.01)
The faculty (University of Pittsburgh) helped me when I had a problem	4.38 (0.75)	4.27 (1.21)	4.42 (0.94)
The staff (University of Pittsburgh) helped me when I had a problem	4.46 (0.76)	4.27 (1.21)	4.43 (0.93)
<i>Current Degree Program</i>			
My academic advisor is familiar with the CWEB/CWEL program	4.32 (1.07)	4.39 (1.15)	4.19 (1.06)
The child welfare courses that I have taken are relevant	4.69 (0.74)	4.46 (0.98)	4.48 (1.01)
The faculty who teach the child welfare courses relate the content to practice	4.69 (0.74)	4.46 (0.91)	4.32 (1.07)
I have been able to apply what I learn in the class to field/internship or job	4.58 (0.84)	4.44 (1.03)	4.55 (.81)
<i>Field/Internship Experiences</i>			
I have felt supported in the process of arranging my field/internship	4.27 (1.20)	3.92 (1.32)	4.14 (1.19)
I have received good supervision in the field	4.58 (0.69)	4.33 (0.93)	4.45 (0.79)
I was able to try new ideas or skills from class in my field	4.25 (0.91)	4.29 (1.07)	4.33 (1.14)
This field/internship has been a valuable learning experience ^a	4.65 (0.67)	4.27 (1.18)	4.21 (0.99)

Item	CWEB n=39	CWEL, Full-Time n=47	CWEL, Part-Time n=44
<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	4.50 (0.93)	--	--
My field supervisor is familiar with the requirements of the State Civil Service Exam	4.33 (1.09)	--	--
I was able to easily arrange the time needed to go to classes	--	--	4.39 (1.12)
I was able to easily arrange the time needed to do my field placement	--	--	3.73 (1.38)
My agency was able to accommodate my return in the summer	--	4.07 (1.31)	--
When I returned in the summer, I had supplies to do my work	--	3.93 (1.36)	--
<i>Value of the Degree to the Field</i>			
My degree will help me to contribute to the field	4.81 (0.40)	4.89 (0.31)	4.85 (0.36)
I will be able to use what I am learning when I am employed or return to a child welfare agency	4.67 (0.73)	4.85 (0.36)	4.78 (0.63)
The CWEB or CWEL program gave me an educational opportunity that I would not have had otherwise	4.40 (1.00)	4.87 (0.50)	4.78 (0.57)
The CWEB or CWEL program has positively impacted my development as a social work professional	4.65 (0.59)	4.82 (0.49)	4.71 (0.71)
The CWEB and CWEL program should be made available to more students and child welfare workers	4.70 (0.47)	4.80 (0.50)	4.80 (0.45)
Using a scale from 1-10, with 1 having the least value and 10 the greatest value, what is the value of the CWEB or CWEL program to the public child welfare system?	8.57 (1.36)	9.52 (0.96)	9.09 (1.48)

^a= $p < .05$ CWEB compared to CWEL

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

(1=Strongly Disagree; 2=Somewhat Disagree; 3=Neither Agree Nor Disagree; 4=Somewhat Agree; 5=Strongly Agree)

Item	CWEB n=16	CWEL n=39
	Average (SD)	Average (SD)
My program prepared me for working in a child welfare agency	4.44 (0.51)	4.31 (1.03)
My skills were equal to better than other caseworkers not in the program	4.38 (0.72)	4.49 (1.00)
I have a better understanding of the complex problems of our families	4.38 (0.72)	4.46 (1.02)
My education has helped me to find new solutions to the problems that are typical of our families	4.56 (0.51)	4.62 (0.88)
I am encouraged to practice my new skills in my position	4.63 (0.50)	4.18 (1.28)
I am encouraged to share my knowledge with other workers	4.50 (0.63)	4.15 (1.18)
I am given the opportunity and authority to make decisions	4.38 (0.62)	4.05 (1.36)
There is current opportunity for promotion in my agency ^a	4.44 (1.03)	3.56 (1.48)
I can see future opportunities for advancing in my agency	4.44 (0.73)	4.03 (1.39)
I plan to remain at my agency after my commitment period is over	4.19 (0.91)	4.10 (1.14)
My long-term career plan is to work with children and families ^a	4.19 (0.75)	4.67 (0.58)
I would recommend my agency to others for employment in social work ^b	4.75 (0.68)	3.97 (1.04)
I would recommend public child welfare services to others looking for employment in social work	4.50 (0.63)	4.18 (0.97)
I have seriously considered leaving public child welfare (lower scores=greater commitment)	2.44 (1.50)	3.00 (1.43)
If I were not contractually obligated to remain in public child welfare for my commitment, I would leave (lower scores=greater commitment)	2.31 (1.08)	2.56 (1.23)
On a scale of 1-10, with 1 having the least value and 10 the greatest value, what is the value of the CWEB and CWEL program to the public child welfare system ^a	8.63 (1.31)	9.54 (0.90)

^a= $p < .05$ CWEB compared to CWEL

^b= $p < .01$ CWEB compared to CWEL

Appendix K

Supplemental CWEB and CWEL Materials Available
Online

<http://www.socialwork.pitt.edu/researchtraining/child-welfare-education-research-programs>

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

Appendix L

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



University of Pittsburgh

School of Social Work

Child Welfare Education and Research Programs

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Workforce Recruitment and Retention in Child Welfare: A Research Sampler

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

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

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

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

[Organizational Factors](#)

[Personal Factors](#)

[Organizational/Personal Factors](#)

[University/Agency Partnership](#)

[Retention Strategies](#)

[Other](#)

Organizational Factors

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 problems they face. Findings show that the reasons child welfare social workers leave their jobs are heavy workload, low status, low pay, and poor supervision. Motivations to stay in their jobs are sense of mission, good fit with the job, investment in relationships, and professional standing. The report identifies eight fundamental problems that cripple all human services sectors: not finding enough 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 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&dg=Ashby,+C.+M.,+\(2004\).+Child+welfare:+Improved+federal+oversight+could+assist+states+in+overcoming+key+challenges.+Testimony+before+the+subcommittee+on+human+resources,+committee+on+ways+and+means,+house+of+representative&ots=djFAhkmPKv&sig=rrze2NCsLpciWcgSLDKcmK9MYE#v=onepage&q=&f=false](http://books.google.com/books?hl=en&lr=&id=vc4RVFHxvQAC&oi=fnd&pg=PA13&dg=Ashby,+C.+M.,+(2004).+Child+welfare:+Improved+federal+oversight+could+assist+states+in+overcoming+key+challenges.+Testimony+before+the+subcommittee+on+human+resources,+committee+on+ways+and+means,+house+of+representative&ots=djFAhkmPKv&sig=rrze2NCsLpciWcgSLDKcmK9MYE#v=onepage&q=&f=false)

This testimony, which is based on findings from three reports, finds that child welfare agencies face several 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.

and life-work balance, and growth needs regarding career development and fulfillment. With a secondary dataset of 289 caseworkers in a northeastern state, our structural equation modeling results show the dynamics between caseworkers' needs and their differential impact on turnover intention. The effect of existence needs on turnover is completely mediated by growth needs. Moreover, the variable of growth needs is found to have the strongest total effect among the three need categories. Administration and management may attenuate turnover intention by enhancing caseworkers' growth needs with respect to meaningfulness of daily practice, contingent rewards, and development of personal career goals.

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

Available at: <http://dx.doi.org/10.1016/j.chilyouth2011.10.027>

Public child welfare agencies are under pressure to improve organizational, practice, and client outcomes. Related to all these outcomes is the retention of staff. Employee intent to remain employed may be used as a proxy for actual retention. In this study, public child welfare staff in one Midwestern state were surveyed using the Survey of Organizational Excellence (Lauderdale, 1999) and the Intent to Remain Employed (Ellett, Ellett, & Rugutt, 2003) scales to assess the extent to which constructs such as perceptions of organizational culture, communication, and other areas or organizational effectiveness were associated with intent to remain employed. Several 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.

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

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

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

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

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

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

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

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

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

Organizational culture is a construct with varying definitions. The construct-theoretical in scope has not been properly operationalized and studied in the research literature. For the purposes of this study, six components of organizational culture were studied: teamwork-conflict, climate-morale, information flow, involvement, supervision, and meetings. The Organizational Culture Survey was administered to 195 governmental employees in the Pacific Northwest. In addition to surveying the 195 employees, a representative sample of 91 of the employees were chosen to participate in a 45-minute interview. The interviews were coded along the six dimensions examined in the Organizational Culture Survey. The results of the Organizational Culture Survey revealed significant differences in the perception of organizational culture between the different divisions of the governmental employees. Employees at the top of the organization were satisfied with the organizational culture, whereas line workers, line supervisors, and clerical staff were dissatisfied on all the components of organizational culture that was measured. Additional themes of organizational culture emerged from the qualitative interviews. These themes include: (1) the belief

that top management does not listen to, or value, employees, (2) an organizational culture of confusion due to limited interactions amongst departmental divisions, (3) meetings lacking interaction, (4) employees feeling uncertain about their job roles, and (5) supervisors providing subpar supervision and not recognizing exceptional employees.

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

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

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

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

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

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

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

Available at:

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

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

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

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

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

Park, T., & Pierce, B. (2019). Impacts of transformational leadership on turnover intention of child welfare workers. *Children and Youth Services Review, 108*, 1-10.

Available at: <https://doi.org/10.1016/j.childyouth.2019.104624>

The high turnover rate of child welfare workers is a well-known and recognizable topic within research. Workers from child welfare agencies (N=214) participated in this study so that researchers could determine the relationship between transformational leadership style and the intention of employee turnover through mediating effects of organizational culture, climate, and commitment. Twenty items from the Multifactor Leadership Questionnaire (MLQ Form 5X; Avolio, Bass, & Jung, 1999) were used to measure the four dimensions of transformational leadership. One of the key findings was that local office directors' transformational leadership styles had direct and negative effects on workers' turnover plans/intentions. This study indicated that "distant leaders," such as local office directors, can have an impact on worker turnover intentions; in this regard, these directors can have a role in dissuading workers' intentions to leave the child welfare agency.

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

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

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

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

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

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

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

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

This article examines the factors that can affect job satisfaction, organizational culture and climate, and intent to leave at a public child welfare agency. Findings from focus group data collected from direct line, middle, and senior managers revealed a passive defensive culture. The authors discuss concrete organizational interventions to assist the agency in shifting to 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.

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

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

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

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

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

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

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

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

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

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

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

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

PERSONAL FACTORS

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

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

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

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

Available at: <http://dx.doi.org/10.106/j.chilyouth.2011.08.033>

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

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

Available at:

<http://www.sciencedirect.com/pitt.idm.oclc.org/science/article/pii/S0190740914002552>

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

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

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

The authors conducted a mixed-method study after a previous study of child welfare employees revealed a subgroup exhibiting surprisingly high levels of emotional exhaustion (EE) and job satisfaction (JS). This subgroup included direct service workers, supervisors, and managers. As these findings appeared to conflict with previous studies, we re-reviewed the literature and

undertook the current study to account for the co-existence of EE and JS. The authors explored and compared this subgroup with two others: workers who found their work satisfying without experiencing high levels of EE and those whose high levels of EE were associated with low JS. Using a survey that included several standardized measures with 226 employees and semi-structured interviews with a criteria-based subsample of 25, the authors explored the role that personality, career expectations, coping styles, stage of life, education, gender, and social networks play in outcomes for individual employees. Analyses of quantitative and qualitative data yielded a profile for each subgroup, offering insights into the subjective experiences of workers within individual, social, and organizational contexts. These findings have implications for recruitment, training, and support of child welfare workers.

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

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

This study explores the crisis involving increased staff turnover rates in child welfare agencies. The aim of the exploration was to determine which previously identified relevant variables (organizational, personal, and supervisory) are most related to a worker's intent to leave urban and rural child welfare settings. A survey was administered to 447 employees in 13 agencies to address organizational, personal, and supervisory factors. Data analysis included ANOVA, logistical regression, and structural equation modeling. Organizational and supervisory variables were not found to be significant when data were applied to structural equation modeling. Results did suggest that career satisfaction and satisfaction with paperwork are key factors related to a worker's intention to stay.

Rao Hermon, S. & Chahla, R. (2018). A longitudinal study of stress and satisfaction among child welfare workers. *Journal of Social Work, 19(2), 192-215.*

Available at: <https://doi.org/10.1177%2F1468017318757557>

This article goes beyond looking at retention of Title IV-E graduates in public child welfare but delves into how stressors affect worker satisfaction in a longitudinal design. A total of 160 Title IV-E graduates from California were included in this study. Graduates completed surveys at three and five years after completing their work commitment in public child welfare. Only graduates who had both survey time points completed and were still employed in the public child welfare agency where they completed their work obligation were included. Paired t-tests showed that workload stress increased from year 3 to 5, but child-related stress was reduced. Regarding the satisfaction items, both client relationships and work life flexibility decreased from year 3 to year 5. In a regression analysis, workload stress at year 3 significantly predicted satisfaction with client relationships and work-life flexibility at year 5. In addition, women in this sample reported higher visit-related stress and African American graduates were more satisfied with their client relationships than their Asian American counterparts. The authors argue that workload stress is within agency control and can improve the worker's satisfaction in their positions. Retention is not the only outcome to consider when discussing caseworker longevity, since those who remain employed but are overcome with workload stress may affect the quality of their work with clients.

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

Available at: <http://dx.doi.org/10.1016/j.chilyouth.2017.05.007>

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

ORGANIZATIONAL/PERSONAL FACTORS

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

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

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

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

Available at: <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 in their positions, or who have the flexibility to move to more suitable positions as their interests and needs change, and who enjoy supportive relationships with supervisors who relate to them in a consultative manner. Supervisors, who can promote trust; foster good communication; encourage input into decision making, creativity, and innovation; engage staff in goal setting; clearly define roles; improve cooperation; and maintain open systems that are capable of taking in and responding to new information have a significant and positive impact on organizational climate.

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

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

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

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

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

Available at: <http://dx.doi.org/10.1080/15548732.2016.1232210>

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

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

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

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

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

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

Using longitudinal data collected over a 10-year period from a statewide sample of all new public child welfare caseworkers hired between 2001 and 2010 (N=9195), this study examines personal and organizational factors that affect length of employment among child welfare workers and explores how personal and organizational factors influence caseworker length of employment. The findings of this study suggest that a mixture of personal and organizational factors influenced the length of time that child welfare workers remained with the agency. Of the variables evaluated in the models, gender, social work education, Title IV-E involvement, organizational support, and job desirability were shown to significantly influence longevity with the agency.

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

Available at: <http://dx.doi.org/10.1080/01488376.2015.1101047>

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

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

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

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

UNIVERSITY/AGENCY PARTNERSHIP

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

Available at: <http://dx.doi.org/10.1016/j.chilyouth.2012.04.013>

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

E stipend-based program scored higher on the standardized tests than their counterparts who did not participate in these programs.

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

Available at:

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

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

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

Available at: <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.

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

Available at:

<http://books.google.com/books?hl=en&lr=&id=uaHgAVEpolwC&oi=fnd&pg=PA83&dq=Preparing+for+child+welfare+practice:+Themes,+a+cognitive->

[affective+model,+and+implications+from+a+qualitative+study&ots=gHVAasrcg7&sig=Y3cSURfQW47fHcIWlhw37gEOw-Y#v=onepage&q=Preparing%20for%20child%20welfare%20practice%3A%20Themes%2c%20a%20cognitive-affective%20model%2C%20and%20implications%20from%20from%20a%20qualitative%20study&f=false](http://books.google.com/books?hl=en&lr=&id=T5D7wDnlEhoC&oi=fnd&pg=PA89&dq=Factors+influencing+the+retention+of+specially+educated+public+child+welfare+workers&ots=B6E8sruPF4&sig=4aWCFvzOnwO4gtMaiW_u2ma28Q8#v=onepage&q=Factors%20influencing%20the%20retention%20of%20speciality%20educated%20educated%20public%20child%20welfare%20workers&f=false)

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

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

Available at:

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

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

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

Available at:

<http://www.tandfonline.com/doi/abs/10.1080/10437797.2015.1072410#.VyOErsvoe70>

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

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

Available at:

<http://books.google.com/books?hl=en&lr=&id=ua=HgAVEPolwC&oi=fnd&pg=PA67&dq=Finding+and+keeping+child+welfare+workers:+effective+use+of+training+and+professional+development&ots=gHVAassaj9&sig=svKJDgBy8yxZZJkYYP8KcwHANK4#v=onepage&q=Finding%20and%20keeping%20child%20welfare%20workers%3A%20effective%20use%20of%20training%20and%20professional%20development&f=false>

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

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

Available at:

<http://books.google.com/books?hl=en&lr=&id=T5D7xDnlEhoC&oi=fnd&pg=PA69&dq=Child+welfare+knowledge+transmission,+practitioner+retention,+and+University+community+impact:+A+study+of+Title+IV-E+child+welfare+training&ots=B6EsrVxK2&sig=Q07yfcPXPzn8HcAvT7GljXP23qY#onepage&q=Child%20welfare%20knowledge%20transmission%2C%20practitioner%20retention%2C%20and%20University-%20community%20impact%3A%20A%20study%20of%20Title%20IV-E%20child%20welfare%20training&f=false>

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

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

Available at:

[http://books.google.com/books?hl=en&lr=&id=T5D7wDnlEhoC&oi=fnd&pg=PA189&dq=Jones,+L.+\(2002\).+A+follow-up+of+a+Title+IV-](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%E%80%99s+graduates%E2%80%99+retention+rates+in+a+public+child+welfare+agency.+Evaluation+Research+in+Child+Welfare:+Improving+Outcomes+Through+University+%2E2%80%93+Public+Agency+Partnerships,+15\(3/4\)+39-51.&ots=B6E8srvMz5&sig=5NFZH_AeMBTZzrbU8jJxCx-scqA#v=onepage&qf=false](http://www.eric.ed.gov/fulltext/ED500000/ED500000.pdf)

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

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

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

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

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

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

This study was conducted in conjunction with a federally mandated qualitative study to evaluate a newly developed university/agency Title IV-E education program. This paper reviews findings from a qualitative design used to ascertain Title IV-E participants' experience in the MSW programs and their opinions of the educational cohort model implemented in this partnership. Results show that Title IV-E MSW participants were able to immediately incorporate what they have learned in the classroom into their casework practice. Knowledge gained through core social work courses were beneficial to Title IV-E participants through acknowledging how these values and skills are implemented in their child welfare practice, gave them insight into how policy and political processes affect child welfare, and encouraged them to use the concepts of strengths perspective, collaborative practice, and empowerment to advocate for child welfare involved families. In addition, participants felt that the opportunity to obtain the MSW strengthened their commitment to child welfare work. Title IV-E program participants valued the cohort model of their MSW education because it allowed them to interact with other child welfare workers from

different agencies and different levels of casework (e.g., supervisors and administrators). The cohort model enabled the Title IV-E participants to gain a better understanding of different aspects of casework and provided them with a peer support network. Title IV-E participants appreciated the opportunity to showcase their transfer of learning by applying names to the skills and techniques they have been using in their casework practice. The study also detailed supports and stressors reported by the Title IV-E participants. The stressors were to be used to further enhance the Title IV-E educational program and delineate the expectations for each group of stakeholders (e.g., the university, the agency, and the Title IV-E student).

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

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

University-agency partnerships are on strategy in training, and ultimately retaining, public child welfare workers in the field. California's Title IV-E MSW graduates are surveyed in this study 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 would be leaving or have already left. Although both "stayers" and "leavers" expressed satisfaction with their program and a feeling of preparedness for the work, the "stayers" had greater access to buffers and experienced the benefits of working in supervision and a positive work environment. "Stayers" were also more likely than "leavers" to report promotion and entry into supervisory roles. The "leavers" reported exiting the field due to a lack of support and respect from supervisors and other staff, high levels of stress, difficulties transferring within or between counties, and other personal/familial obligations and duties. While both "stayers" and "leavers" experienced stressful working conditions, the "stayers" were more likely to discuss the buffering forces (e.g., quality supervision) that helped them alleviate the stress and persevere through challenges.

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

Available at:

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

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

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

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

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

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

Available at:

<http://books.google.com/books?hl=en&lr=&id=uaHgAVEPolwC&oi=fnd&pg=PA35&dq=Do+collaborations+with+social+work+make+a+difference+for+the+field+of+child+welfare%3F+practice,+retention+and+curriculum&ots=gHVAastcdd&sig=FmRXC0M0YBVSgsBuriN4CJW146w#v=onepage&q=Do%20collaborations%20with%20social%20work%20make%20a%20difference%20for%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 master's education had improved their skills and relationship with their employers, community, and the profession. Administrator survey results showed 47% agreed that MSW's have a better ability to use various interventions with clients than do bachelor-level employees. The second study determined the retention of Title IV-E participants in the agency. The study found that the reasons to remain employed at CPS were commitment to

work, flexible schedule, and increase in professionalism. Salary was reported as the most frequent reason for leaving CPS. The third study determines the current level of child welfare content in MSW curricula. The study found that 60% of respondents stated that there should be more emphasis on child welfare content in the future. The findings of the three studies suggest that Title IV-E funding is essential to the specialized training and education needed by child welfare workers.

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

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

RETENTION STRATEGIES

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

Available at:

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

Forty-three (43) states and 48 counties from seven states with locally administered child welfare agencies participated in this study. The study employed survey methodology. Findings from state data indicate that (1) vacancy rates are low among staff groups; (2) annual staff turnover rates are high for all groups except supervisors; (3) annual preventable turnover rates are high for all staff groups except supervisors; (4) the median percentage of all preventable turnovers in FY 2000 was very high; (5) the impact of vacancies on agencies is compounded by required pre-service training and phased-in caseload policies; (6) the dimensions and factors involved in staff recruitment are varied, complex, and widespread; (7) while states have implemented many strategies and approaches in response to recruitment problems, there are no "magic bullets" or "quick fixes;" (8) preventable staff turnover problems are complex, multi-dimensional and widespread; (9) states have implemented many strategies and approaches to deal with preventable turnover problems, but their effectiveness has been modest; (10) there is a gap between the states' rate recruitment and retention problems and their implementation of strategies to address such problems; (11) "softer" strategies (e.g., in-service training, and educational opportunities) for addressing staff preventable turnover are important; (12) some states are successful and reported that their recruitment and/or preventable

turnover situation improved in FY 2000; (13) state have many ideas about actions that should be taken by agencies to recruit and retain qualified child welfare service workers; (14) significant amounts of data are missing from some survey responses. In comparison, county responses indicate that: (1) vacancy rates are relatively low for all staff groups and are lower than state vacancy rates for all staff groups; (2) annual county staff turnover, like state staff turnover, is quite high for all staff groups except for supervisors; (3) annual county preventable turnover rates are very low for all worker groups; (4) the median percentage of all preventable turnovers in the counties are between 27% and 47% for all worker groups except supervisors; (5) counties and states responding to the survey view the factors involved in staff recruitment problems in a similar way; (6) like states, responding counties have implemented many strategies and approaches to lessen recruitment problems, but similarly have not found “magic bullets” or “quick fixes; (7) counties rates preventable turnovers as less problematic than states did; (8) like states, counties have implemented many strategies and approaches for addressing preventable turnover problems, but their rates effectiveness is higher than states’; (9) counties also see “softer” strategies as important for addressing preventable turnover; (10) county child welfare agencies are somewhat more likely to seek additional resources from county boards as a result of the workforce crisis than states did with governors/state legislatures; and (11) the extent of change experienced by counties was somewhat more positive than states.

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

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

Based on current research of the causes of preventable turnover and theories related to organizational change, an intervention was designed to reduce turnover in public child welfare agencies. The intervention included three components: management consultations, capacity building for supervisors, and an intra-agency design team (DT). The DT intervention was a team of agency representatives who used research and critical thinking to identify and remedy causes of turnover in a particular agency. The DT members included the agency that has members representing units such as foster care and child protective services. The members were at several levels of the agency’s hierarchy, including frontline caseworker, senior caseworker, supervisor, director of services, and deputy commissioner. True buy-in and endorsement from the County commissioners was essential to giving DT the authority to collect and review data and testing creative solutions. Preliminary results from four systems in the DT intervention study indicate that from wave 1 (2002) to wave 2 (2005), the nonintervention systems showed no significant improvement of 3% on intention to leave. At wave 1, 81% of the employees identified an intention to leave, while 78% indicated intention to leave at wave 2. On the other hand, the systems that received the DT intervention improved significantly by 22% from 76% down to 54%.

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

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

Radey, M. & Schelbe, L. (2017). From classroom to caseload: Transition experiences of frontline child welfare workers. *Child Welfare, 95(2), 71-89.*

Available at:

<https://search.proquest.com/docview/2006753621/fulltextPDF/3A66FF9DF863421FPQ/1?accountid=14709>

High annual turnover (20–50%) reflects the challenging nature of child welfare frontline work. This article considers Lipsky's (1980) concept of street-level bureaucracy to explain workers' workplace transition. We conducted in-depth interviews with 38 newly hired, frontline workers. A thematic analysis revealed discrepancy between worker expectations and job reality. Workers felt unprepared for the job given quick transition periods and unfamiliar agency procedures. Additional field training, agency-specific training, caseload protection, and workplace supports could improve worker transition and reduce turnover.

Russ, E., Lonne, B., & Lynch, D. Increasing child protection workforce retention through promoting a relational-reflective framework for resilience. (in press). *Child Abuse & Neglect.*

Available at: <https://doi.org/10.1016/j.chiabu.2019.104245>

A great deal of research literature has been devoted to turnover and burnout regarding child protection workers. This qualitative, longitudinal study examines resilience among these workers about workforce retention. The researchers utilized semi-structured interviews to interview 24 direct service child protection workers in Queensland, Australia. Several factors were examined including issues of adversity faced by the workers and how workers developed and maintained resilience within the field. The study suggested that resilient workers are committed and have enthusiasm for the work about achieving positive outcomes for children and families. Relationship-based and reflective practice were recognized as being significant to resilience in child protection workers. A relational-reflective framework for resilience was created based on the study's results which captured several factors (CPW resilience, reflective processes, relationships, and organization) and how they related to one another regarding resilience. In the authors' view, adding resilience to organizational culture can positively impact children and families' outcomes as well as direct service workers.

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

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

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

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

Available at: <http://dx.doi.org/10.1016/j.chilyouth.2010.06.007>

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

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

The Western Regional Recruitment and Retention Project (WRRRP) addressed recruitment, selection, and retention issues in five rural and urban sites in the greater Rocky Mountain region-Colorado, Arizona, and Wyoming. Multiple training curricula and other resources were developed to attend to cross-site issues. Comprehensive organizational assessments were conducted using quantitative and qualitative methods to assess the agency, the worker, and the job. This information was used to create a strategic plan addressing the conditions that impact recruitment, selection, training, and retention. Each site interpreted the information from the organizational assessment, developed sites' specific strategic plans of needs, priorities, and training intervention strategies. Throughout the five-year project, WRRRP staff provided support, technical assistance, and training.

Evaluation activities were conducted throughout the project's life to assess process and outcome results and to provide on-going assessment to make mid-course corrections. A major finding of the outcome evaluation was improved retention for caseworkers, supervisors, and aides. A qualitative finding of note was the importance of good supervision in retaining workers. The authors also note that no single intervention will resolve the problems of ineffective recruitment and retention a multi-pronged approach addressing recruitment, selection, training, and retention is necessary.

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

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

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

OTHER

Curry, A. (2019). “If you can’t be with this client for some years, don’t do it”: Exploring the emotional and relational effects of turnover on youth in the child welfare system. *Children and Youth Services Review, 99*, 374-385.

Available at: <https://doi.org/10.1016/j.chilyouth.2019.01.026>

Turnover among child welfare workers is a serious and well-documented problem. One of the reasons it is particularly troubling is that it disrupts relationships between young people in care and their [child welfare](#) professionals. These relationships have the potential to provide support to and enhance outcomes for youth who arguably already have a considerable history of relationship loss. To date, scholarship has focused primarily on the causes and remedies of turnover, instead of the effects. This study explores the lived experience of turnover from the child's perspective, adding an important and underrepresented voice in the literature. The findings presented in this article originate from a two-year, multi-perspective, multi-method qualitative study exploring relationships between young people in care and their child welfare professionals. Youth narratives reveal that turnover: happens frequently; is often abrupt and poorly processed; occurs with all their child welfare professionals; and is a relationship loss. These losses were found to impact the emotional and relational well-being of youth in a variety of complex ways. Practitioners, supervisors, administrators, researchers, and policy makers alike will find the child-centered and relationship-based approach to turnover discussed in this article, important and timely.

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

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

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

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

Available at: <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.

Thompson, H.M., Stevenson Wojciak, A., & Cooley, M.E. (2017). Through their lens: Case managers' experiences of the child welfare system. *Qualitative Social Work, 16*(3), 411-429.

Available at: <http://journals.sagepub.com/doi/pdf/10.1177/1473325015619667>

Case managers play a significant role in the child welfare system. Although previous studies have highlighted the multiple demands and requirements for case managers, few studies have utilized the perspective of case managers to highlight practices and areas of need within the child welfare system. The purpose of this qualitative study was to expand the understanding of issues related to child welfare by exploring the perspectives of current and former child welfare case managers. Thirty-one case managers provided their perspectives on their experiences within the child welfare system, perspectives and views of the system, relationships with other parts and persons within the system, and how they developed their knowledge of the intricate child welfare system. Themes

related to the roles and responsibilities of case managers, support and collaboration, and learning and growing within the system emerged. Practice, research, and policy implications are discussed.

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

Available at:

[http://books.google.com/books?hl=en&lr=&id=T5D7wDnlEhoC&oi=fnd&pg=PA23&dq=Wehrmann,+K.+C.,+Shin,+H.,+%26+Poertner,+J.+\(2002\).+Transfer+of+training:+An+evaluation+study.+Evaluation+Research+in+Child+Welfare:+Improving+Outcomes+Through+University+%E2%80%93+Public+Agency+Partnerships,+15\(3/4\)+23-37.&ots=B6E8srwNca&sig=y6gdhEGZGi-eCqdvS6liGcBo-8o#v=onepage&q=&f=false](http://books.google.com/books?hl=en&lr=&id=T5D7wDnlEhoC&oi=fnd&pg=PA23&dq=Wehrmann,+K.+C.,+Shin,+H.,+%26+Poertner,+J.+(2002).+Transfer+of+training:+An+evaluation+study.+Evaluation+Research+in+Child+Welfare:+Improving+Outcomes+Through+University+%E2%80%93+Public+Agency+Partnerships,+15(3/4)+23-37.&ots=B6E8srwNca&sig=y6gdhEGZGi-eCqdvS6liGcBo-8o#v=onepage&q=&f=false)

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

Appendix 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	69%	1/20/97-present
Edoukou Aka-Ezoua, MSW	Evaluation Coordinator	40%	5/20/19-present
Alicia, Johnson, Ph.D.	CWEL Academic Coordinator	100%	7/1/20-present
Laura Borish, MSW, LSW	CWEB/CWEL Field Placement and Agency Coordinator	80%	7/1/18-present
Cynthia Bradley-King, Ph.D.	CWEB Academic Coordinator	100%	8/21/06-8/31/20
Joseph DiPasqua, MA	Program Administrator	85%	6/16/14-present
Yvonne Hamm, BA	Senior Program Administrator	85%	6/28/10-present
Lynda Rose, MSIS	Data/Systems Manager and Student Records Coordinator	90%	8/4/10-present
Marlo Perry, Ph.D.	Research Associate Professor	42.5%	8/1/10-present
Mary Beth Rauktis, Ph.D.	Research Associate Professor	30%	10/1/07-12/31/20
Michael Schrecengost, MPPM, CMA	Chief Fiscal Officer	80%	3/3/03-present
Elizabeth Winter, Ph.D., LSW	Program Consultant	10%	6/1/06-present
Rachel Winters, M.A.	Senior Evaluation Coordinator	35%	3/16/09-present





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