

**The Ohio Title IV-E University Partnership
Child Welfare Education Program Evaluation**

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Executive Summary

The University Partnership Program (UPP) was established in 2002 to provide a standardized curriculum of study in Ohio universities to prepare social work students for careers in public child welfare. Pilot programs were launched in 2002 at two universities and the program was expanded in 2003 to include a total of seven public universities in Ohio. In 2009 Youngstown State will join as the eighth university to participate in UPP.

This is the second of two evaluations that have been conducted to assess the value and impact of the UPP as judged by the graduates, field instructors and employers of UPP graduates. The first evaluation was completed in June 2007 and covered the first four cohorts of students who participated in the program. The 2007 evaluation was designed to answer key questions about the overall success of the program as well as directions for future improvements.

The current evaluation also collected data on the overall success of the program and directions for improvements. In addition, questions were added to assess the extent to which graduates were able to transfer their learning to the work environment. The items that were added to measure transfer of training were drawn from the Field Practicum Handbook developed by the UPP campus coordinators during the 2008-2009 academic year. Surveys for the 2009 evaluation were sent to graduates of UPP from 2002-2008. Requests to participate were also sent to UPP field instructors for 2006-2007 and 2007-2008 and the supervisors of those who accepted employment in a PCSA upon graduation.

Response rates for the online surveys ranged from 26% (graduates and employment supervisors) to 35.7% (field instructors). The response rate for graduates declined significantly for those who graduated more than three years ago.

Overall, the results of the 2009 evaluation were very similar to those of the 2007 evaluation. Data collected by the state coordinator indicates that 72% of seniors and MSWs who completed the program accepted employment in a county PCSA. Of the 64 graduates who responded to the survey, 69% (n=44) took jobs in public child welfare. Most stated that their interest in child welfare or child and family services was the primary reason for working in a PCSA. Of those who took PCSA jobs, 77.3% intend to work beyond their contractual obligation and 61.4% intend to have a career in public child welfare. Crosstab analyses indicated that job satisfaction contributed to the graduates' intention to work in child welfare. Job satisfaction was linked to good supervision and a positive view of the organizational climate of the agency. The graduates who did not accept a job in a PCSA did so for a variety of reasons, including deciding to continue their education, hiring freezes or not being offered an interview, moving out of state, or having had an unsatisfactory experience in their field placement.

Field instructors who were affiliated with UPP during the 2006-2007 and 2007-2008 academic years were also asked to participate in the online survey. Thirty field instructors completed the survey and represented 18 counties in Ohio. All were either satisfied, very satisfied, or extremely satisfied with their participation in UPP and would recommend the program to other students and their colleagues.

Five employment supervisors also agreed to participate in the survey. Four supervisors indicated they were satisfied, very satisfied, or extremely satisfied with the UPP graduates who were hired by their agencies and would recommend that their agencies hire other UPP graduates. One did not respond to these questions.

Analyses were completed to examine the extent to which graduates, field instructors and supervisors felt that the UPP graduates were prepared for work in child welfare and the extent to which they felt confident and competent doing their jobs. All three groups of respondents believe that UPP graduates are well prepared overall for their work in public child welfare. In terms of confidence and competence, graduates rated themselves lower than did their field instructors and supervisors. The respondents were also asked to rate graduate performance on 13 specific areas of core competence. When the responses of graduates were compared to the ratings of the field instructors there were five competencies on which the graduates' ratings were statistically lower. For the other competencies the differences were not statistically significant but the ratings by the field instructors were consistently higher. These ratings are consistent with the finding that 80.6% of the field instructors believe that UPP graduates are more competent than non-UPP graduates.

To summarize, the results clearly indicate that (1) most students who participate in UPP accept jobs in public child welfare agencies, (2) the graduates are satisfied with their jobs and intend to work beyond their contractual agreements, and (3) the UPP graduates are prepared, confident, and competent for their jobs in child welfare.

Although UPP has made changes consistent with recommendations made in the 2007 evaluation, additional suggestions were offered in the 2009 surveys. The suggestions from graduates focus on expanding and updating the content of the child welfare courses, providing a greater variety of experiences in the field practicum, providing more supervision for the field instructors, including more hands-on learning, and expanding post-graduation resources and opportunities.

The results of the evaluation also suggest directions for future UPP evaluations. In light of the significant barriers that prohibit a more rigorous outcome or comparative evaluation, the following recommendations were offered:

- Continue to collect data for purposes of quality assurance on numbers of students admitted to the program, the number of graduates, how many accept employment in an Ohio child welfare agency, how many graduates fulfill their contractual work obligation, and which counties employ the UPP graduates. Also continue annual focus groups and/or interviews for students and field instructors;
- Use the online evaluation surveys to annually assess graduate job performance from the perspectives of the graduates, field instructors, and employment supervisors. Given the sharp drop in response rates for those who graduated more than three years ago, invite only graduates from the past three cohorts to participate and develop strategies to increase participation in the survey;

- Develop and implement the statewide database to maintain graduate employment and promotion history, as well as contact information; and
- Continue to work on standardizing key components of the program such as reporting procedures and implementation of the program across universities.

The results of the 2009 UPP evaluation indicate that while there is still room for improvement, the program is meeting its goals of preparing undergraduate and graduate students in social work for careers in public child welfare.

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1. Evaluation Overview and Summary of Evaluation Activities

This report presents the results of the 2009 evaluation of the University Partnership Title IV-E Child Welfare Education Program in Ohio. The 2009 evaluation expands upon the evaluation that was completed in 2007 and incorporates data from all UPP participants who graduated in 2008 or earlier, the field instructors from 2006-2007 and 2007-2008, and initial employment supervisors for the UPP graduates.

The first UPP evaluation was completed in June 2007 (Bronson & Davis, 2007). The evaluation covered the first four cohorts of students who participated in the program and was designed to answer key questions about the overall success of the program and to provide directions or future improvements. In the 2007 evaluation, primary data were collected from program graduates, field instructors, and the graduates' first employment supervisors through online surveys and follow-up telephone interviews. Campus coordinators at each university also participated in a focus group to gather information about the implementation and outcomes of the UPP program from their perspectives.

The results of the 2007 evaluation were very encouraging and suggested that UPP was achieving many of the primary goals for which the program was designed. Approximately 80% of the graduates accepted employment in Ohio PCSAs. Most field instructors and employment supervisors thought the graduates were competent and confident in their jobs, although graduates felt less secure in their ability to "fly solo." Despite the positive outcomes, several suggestions for improvements were offered during the evaluation. Two key areas identified for future improvement were the lack of uniformity in how UPP was implemented across universities and the limited availability of contact information for UPP graduates that would allow for a longitudinal evaluation of retention and promotion rates.

Following the 2007 evaluation the UPP staff and the evaluators (Drs. Tamara Davis and Denise Bronson) met on several occasions to address these two key areas identified for improvement. The evaluators utilized a participatory evaluation approach to engage the UPP staff and administration in developing a plan for ongoing evaluation that could be sustained without the future involvement of external evaluators. The state coordinator, campus coordinators, and Dr. Davis met in 2008 to discuss the evaluation within the context of UPP program goals, the work of campus coordinators, and data collection efforts. As part of this discussion, three key areas for standardizing the program were identified: The UPP student application process, the field practicum, and graduate follow-up procedures.

The field practicum experience was noted in the 2007 evaluation as the program component contributing the most to student learning. In an effort to maximize this area of learning and bring some consistency to the field experience across programs, the campus coordinators developed a UPP Field Practicum Handbook as a resource

to standardize the implementation of the program's field component. The campus coordinators are now making the Handbook available to field instructors participating in their respective programs. Because the Handbook is intended to serve as a framework for students' overall applied learning, the evaluators utilized this new resource to develop 13 applied competency questions to be included in the online survey questionnaires. Developing competency questions progresses the previous evaluation to another level and is consistent with IHS efforts related to the Title IV-E Child Welfare Training Transfer Indicators being developed for core training.

The student application and graduate follow-up procedures were noted as instrumental to basic ongoing evaluation efforts. It is in these two program areas where specific data collection processes needed to be identified and applied uniformly across campus programs to allow for a longitudinal evaluation of the UPP graduates. As such, the evaluators collected and reviewed an extensive array of written materials from all seven programs active at the time to identify data already being collected in each of the programs. The evaluators documented data elements that were common across programs and identified areas where gaps in data existed. After the results of this review were discussed with UPP administrators and staff, the evaluators made recommendations for data elements which are necessary to ensure consistent ongoing evaluation of stated UPP goals and objectives.

Once the data elements were established campus coordinators began the process of standardizing the application process. This effort will result in an application form that will be used by each UPP program site. In addition, the evaluators are working with UPP administrators and staff to develop a statewide database that includes demographic data, basic program data, employment history, and contact information for all UPP students and graduates. The database will allow the state coordinator and campus coordinators to quickly produce reports on the percentage of students (by program and statewide) who complete the program, accept employment in a child welfare agency, as well as other summaries for ongoing program evaluation. The easy availability of contact information will also facilitate the longitudinal evaluation of UPP.

The 2009 evaluation of UPP was modeled after the 2007 evaluation and was designed to identify the strengths of the program and directions for future improvements. Unlike the earlier evaluation, however, the 2009 effort was also designed to capture information on the UPP graduates' ability to transfer their knowledge and skills to the work environment. As in the earlier evaluation, primary data were collected from program graduates, field instructors, and the graduates' employment supervisors in their first jobs through online surveys.

2. History of University Partnership Child Welfare Education Program

Child protective services and child welfare programs have been challenged by difficulties in recruiting and retaining a professional workforce that is prepared to respond to the needs of children and families in crisis. In an attempt to bring greater professionalization, higher quality services, and increased retention to the child protection workforce, federally-funded child welfare training programs were established with partnerships between state child welfare agencies and social work programs across the country through the Title IV-E funding mechanism (Zlotnik, 2002; Zlotnik et al., 2005a, 2005b, 2005c). These programs are designed to attract

social work students to a career in public child welfare. Social work programs receive support for curriculum development and a wide range of costs related to program implementation (Zlotnik, 2002; Zlotnik et al., 2005a, 2005b, 2005c).

Recent research has identified a number of factors that influence worker retention and satisfaction in child welfare. The quality and type of supervision is consistently found to be a critical factor in both areas (Barth et al., 2008; Caringi et al., 2008; Dettlaff, 2008; Ellett et al., 2007; O'Donnell & Kirkner, 2009; Scannapieco & Connell-Carrick, 2008; Strand & Dore, 2009; Yankeelov, Barbee, Sullivan, & Antle, 2009). For example, Yankeelov et al. (2009) report that those who stay in their child welfare jobs have a closer relationship with their supervisors and report receiving more guidance. Overall job satisfaction is also associated with longevity on the job (Cahalane & Sites, 2008; Caringi et al., 2008; DePanfilis & Zlotnik, 2008). Satisfaction is positively influenced by (1) opportunities to use skills, knowledge, and judgment, and (2) recognition for doing a good job (O'Donnell & Kirkner, 2009). Satisfaction is negatively influenced by the lack of prestige in the community and negative publicity (Cahalane & Sites, 2008). Those who are committed to the mission of the agency are also more likely to be satisfied with their jobs and less likely to leave (Chernesky & Israel, 2009). Organizational variables such as performance recognition and rewards and role stressors (Strand & Dore, 2008) were also associated with satisfaction and retention. Many Title IV-E child welfare training programs, including the Ohio effort, attempt to address these factors to improve retention in child welfare agencies.

In Ohio, The University Partnership Program (UPP) was established in 2002 with Title IV-E funding to provide a standardized curriculum of study for social work students interested in pursuing employment in public child welfare agencies in Ohio. The intent of the program was to attract future social workers to public child welfare services by providing them with coursework, field practicum experiences, special seminars, and mentoring to prepare them for careers in this challenging field of practice. The University Partnership Program is a consortium composed of representatives from the Ohio Department of Jobs and Family Services (ODJFS), the Public Children Services Association of Ohio (PCSAO), Ohio public universities with social work programs, county child protection agencies, the Institute for Human Services, and representatives from the Ohio Child Welfare Training Program (OCWTP) who came together to develop and implement a coordinated program to prepare social workers for employment in the county public child welfare agencies. Beginning with the 2002-2003 academic year, specialized courses were offered to undergraduate social work students in two public universities (Ohio State University and the University of Akron). In 2003-2004 MSW students were added at Ohio State University and five other universities implemented the program for BSW students (Wright State University, University of Toledo, Cleveland State University, University of Cincinnati, and Ohio University). Subsequently MSW students have also been added at the University of Cincinnati, University of Toledo and Ohio University. In 2009 Youngstown State University will begin offering the UPP program to BSW and MSW students.

The intent of UPP is to prepare social work students for beginning practice in a public child welfare agency. Students are selected for the program on a competitive basis from those who submit an application to their university UPP campus coordinator. Those who are selected agree to take two specialized courses on child welfare

practice that have been designed to help students acquire the core competencies for work in a public child welfare setting. Students also complete a one year field practicum in a public child welfare agency, attend special seminars, and meet with the UPP campus coordinator for advising, mentoring and help with job placements. Students who successfully complete the required coursework and field practicum, and graduate from the university are eligible for a stipend that is paid after they accept employment in an Ohio public child welfare agency. Currently, students are paid \$5,000 per year¹ for each year they are in the program (maximum of two years) and agree to work in a public child welfare agency one year for every year of funding. Those who choose not to take a position in a public child welfare agency or who terminate their employment before fulfilling the payback agreement must forfeit the stipend.

The UPP Child Welfare Education Program is intended to prepare social workers for careers in public child welfare agencies and to increase the retention rates for those who successfully complete the UPP program. More specifically, the program is designed so that those who successfully complete the program will: (1) obtain employment in a public child welfare agency in Ohio upon graduation, (2) report a high level of satisfaction with their jobs in child welfare, and (3) be competent and confident in their ability to quickly assume the responsibilities of their new jobs. Ultimately it is hoped that those who complete the UPP program will make their careers in public child welfare service. Six cohorts of students completed the UPP Child Welfare Education Program in 2008. The first group, graduating in 2003, has completed up to six years of employment in child welfare at the time of the 2009 evaluation.

The UPP is administered by a state coordinator (currently Bob Kubiak) who is responsible for assuring the smooth operation of the program, coordinating the activities of the campus coordinators at each university, serving as a liaison between the university programs and the state, and working with the Ohio Child Welfare Training Program (OCWTP) to insure that the UPP curriculum is consistent with the training received by other Ohio child welfare workers. To monitor the program quality, the state coordinator conducts annual focus groups and round-tables with the UPP field instructors and students at each university. This past year's quality assurance efforts by the state coordinator have included focus groups with students and roundtable discussions with field instructors. While the roundtable discussions remain in process, the student focus groups across campus programs were completed. A copy of his report for 2009 is included in Appendix A.

3. Methods

As external evaluators employed by an academic institution, Drs. Davis and Bronson were required to obtain approval from The Ohio State University Institutional Review Board (IRB) for the UPP evaluation. The IRB is responsible for ensuring that human subjects who engage in research are protected from any potential harmful effects of

¹ The stipend was originally calculated as a reimbursement for the cost of tuition and fees paid by each student. This formula was used in year one but modified in year two to subtract any financial aid received by the student from other sources. Since the third year of the program the \$5000 stipend was implemented.

the research. As such, this evaluation was submitted and received the proper approvals.

a. Sample

Participants in the evaluation came from three groups: (1) 2002-2008 graduates of the UPP program, (2) field instructors from 2006-2007 and 2007-2008, and (3) the graduates' employment supervisors from their first public child welfare jobs (if the names were provided by the graduates).

Table 1 shows the number of students who began and completed the UPP program between 2002-2008. Excluding the juniors in the program, 72% of the seniors and MSW students who completed the program accepted employment in an Ohio public child welfare agency. Complete data on the numbers of students who began the program, graduated and accepted employment can be found in Appendix B.

Table 1. Number of students in UPP from 2002-2008.

| | Juniors | Seniors | MSW Students | Totals |
|--|----------------|----------------|---------------------|---------------|
| Began program | 90 | 269 | 20 | 379 |
| Completed program | 71 | 224 | 16 | 311 |
| Accepted job in Ohio public child welfare agency | NA | 162 | 10 | 172 |

Note: Data drawn from reports produced by Bob Kubiak included in Appendix B.

b. Electronic Surveys

Three surveys were developed to collect data specific to the intended goals and objectives of the Ohio UPP program. The surveys were administered through SurveyGizmo, a well-established on-line survey tool. Separate surveys were developed for the UPP graduates, the field instructors, and the graduates' employment supervisors (See Appendices C, D & E for copies of the surveys).

To recruit graduates and field instructors the evaluators prepared letters that the campus coordinators sent (primarily by email) on their respective program letterhead inviting them to participate in the online survey. (See Appendix F for copies of the recruitment letters for graduates and field instructors.) Only field instructors for the past two years, 2006-2007 and 2007-2008, were asked to participate. The letters directed participants to the appropriate website to complete their respective survey. Campus coordinators were asked to send all graduates and field instructors one additional reminder about the survey. After entering the website, participants were given additional information about the

survey, as required by human subjects regulations, and were allowed to enter the survey only after indicating their consent to participate.

At the end of the graduate survey, graduates of the program were asked to provide the name and email contact information for their first employment supervisor in a PCSA if they were willing to have them participate in the evaluation. The evaluators then sent a recruitment letter to supervisors inviting them to participate in an online survey. (See Appendix F for a copy of the recruitment letter for supervisors). One additional email reminder was sent to all potential supervisor participants. All graduate, field instructor, and supervisor respondents were offered the opportunity to participate in a lottery to receive one of four \$50 gift cards as an incentive to participate.

4. Results

Electronic surveys

The online survey was completed by graduates of UPP, field instructors for UPP students, and the graduates' first employment supervisors. Table 2 provides the numbers of those responding. The response rate is especially low for the UPP graduates and supervisors and raises issues about the representativeness of the respondents.

Table 2. Online survey respondents.

| Respondent Group | Number completing online survey | Response rate |
|-----------------------------------|--|----------------------|
| UPP Graduates | 64 ¹ | 26.2% |
| UPP Field Instructors | 30 | 35.7% |
| Graduates' Employment Supervisors | 5 | 26% |

¹71 surveys were completed. Seven surveys were completed by UPP students who planned to graduate in 2009 and were therefore not eligible to participate in the 2009 survey. As a result, 64 surveys were included in the final analyses.

The results will be presented in two sections. The first section answers the question "Who are the survey respondents and what are their impressions of the UPP program?" This section presents basic information about the graduates, field instructors and supervisors, and summarizes their responses on questions dealing with the implementation of UPP. The second part of the results compares the responses of the graduates, field instructors and supervisors on several key questions dealing with the graduates' preparedness, confidence and competence in their work performance in child welfare.

Where possible, crosstab analyses were conducted. Crosstab analysis compares the relationship between categorical (nominal or ordinal) variables, such as those used in this evaluation's survey questions. In other words, crosstabs offer a way to look simultaneously at how participants answered two separate questions. They do not answer questions of cause and effect. One statistic produced with a crosstab analysis is a Chi Square, depicted with the notation χ^2 . If the *p* value of a Chi Square is .05 or less, this indicates a statistically significant relationship between the two variables (questions) that were analyzed together. Crosstab analyses and chi square statistics are provided where appropriate throughout the results.

a. Who are the survey respondents and what are their impressions of the UPP program?

1. UPP Graduates

Sixty-four useable online surveys were completed by UPP graduates. Of these, 78% of the respondents graduated in 2006-2008. There is a significant drop in the number of responses prior to the 2006 graduating cohort.

Tables 3-5 provide a description of the respondents. Table 3 reflects the difficulties of gathering information from those who graduated in the first three cohorts. Contact information is not available for some of these graduates and for many their UPP experience occurred six years ago. In addition, the class of 2003 was small since this was the year in which the program was piloted at only Ohio State University and the University of Akron. Beginning in 2004 six schools participated in UPP and a seventh school was added in 2005.

Table 3. Respondents by year of graduation (N=64).

| Year of Graduation | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
|--------------------|-----------|------------|-----------|-------------|-------------|-------------|
| | 1 (2%) | 7 (11%) | 6 (9%) | 11 (17%) | 14 (22%) | 25 (39%) |

Table 4. Age at graduation, degree & race of graduate respondents (N=64).

| Age at graduation (n=60) ¹ | | | | Degree | | Race/Ethnicity (n=57) ² | | | |
|---------------------------------------|-------|-------|-----|--------|-----|------------------------------------|-----------------|----------|-------|
| 21-24 | 25-30 | 31-40 | >40 | BSW | MSW | White/ Euro | Black/ AfrAm | Biracial | Other |
| 38 | 11 | 6 | 5 | 55 | 9 | 40 | 12 | 3 | 2 |
| 59% | 17% | 9% | 9% | 86% | 14% | 63% | 19% | 5% | 3% |

¹Four participants (6%) did not indicate age

²Seven participants (11%) did not indicate race/ethnicity

The information on degrees received by the respondents is consistent with the implementation of the UPP program. All of the universities have focused on recruiting BSW students to the program. Beginning in 2005, when the \$5000 reimbursement was implemented, each university was allowed to admit up to 11 students. As indicated in Table 4, the vast majority of graduate participants were ages 21-24 and White/European. It is unclear whether the age and race/ethnicity of the survey respondents is representative of all students participating in UPP.

Table 5 indicates that one of the primary goals of the UPP program was achieved for this group of respondents. Over two thirds of them accepted employment in an Ohio public child welfare agency upon graduation. As Table 6 indicates, many of them stayed in the regions and counties in which they completed their field practicum.

Table 5. Graduates accepting employment in public child welfare.

| Accepted employment in public child welfare agency? | |
|--|-------------|
| YES | NO |
| 44 (69%) | 20 (31%) |

Table 6. Counties with UPP field placement students and graduate employees.

| Program Region | Number of UPP students in field placements (N=64) | Number of UPP students hired upon graduation (N=40) |
|---|---|---|
| <u>Northwest Ohio</u> (Defiance, Erie, Fulton, Hancock, Henry, Huron, Lucas, Ottawa, Paulding, Putnam, Sandusky, Seneca, Van Wert, Williams, Wood, Wyandot) | 7 (10.9%) | 4 (9.1%) |
| Northeast Ohio (Ashland, Ashtabula, Columbiana, Geauga, Holmes, Lake, Lorain, Mahoning, Medina, Portage, Stark, Summit, Trumbull, Wayne) | 6 (9.4%) | 4 (9.1%) |
| North Central Ohio (Cuyahoga) | 3 (4.7%) | 1 (2.3%) |
| Western Ohio (Allen, Auglaize, Champaign, Clark, Darke, Greene, Hardin, Logan, Mercer, Miami, Montgomery, Preble, Shelby) | 10 (15.6%) | 7 (15.9%) |
| Southwestern Ohio (Adams, Brown, Butler, Clermont, Clinton, Hamilton, Highland, Warren) | 14 (21.9%) | 11 (25%) |
| Central Ohio (Craw, Delaware, Fairfield, Fayette, Franklin, Knox, Licking, Madison, Marion, Pickaway, Richland, Union) | 20 (31.3%) | 17 (38.6%) |
| Southeast Ohio (Athens, Gallia, Hocking, Jackson, Lawrence, Meigs, Morgan, Perry, Pike, Ross, Scioto, Vinton, Washington) | 4 (6.3%) | 0 |
| East Central Ohio (Belmont, Carroll, Coshocton, Guernsey, Harrison, Jefferson, Monroe, Muskingum, Noble, Tuscarawas) | 0 | 0 |

Graduates Who Took Employment in a Public Child Welfare Agency.

The students who decided to take a position in a public child welfare agency did so for many reasons. Table 7 summarizes their responses to the question “What were the primary reasons for your decision to accept a position with an Ohio public child welfare agency.” Participants were asked to rank order the specified responses shown in the table. The table lists the responses in descending order based on the reason given the highest ranking by the graduates. An overall desire to work with children and families received the most #1 rankings by UPP graduates (45.5%). Interestingly, the rank order given to UPP reimbursement was widely distributed, with a quarter of the graduates ranking it #6. These findings are somewhat different from the 2007 evaluation in which more graduates cited the job, tuition reimbursement, and interest in child welfare/child and family services respectively as the reasons for why they accepted employment in public child welfare.

Table 7. Primary reasons graduates accepted employment with public child welfare agency (N=44).

| Reason | % of Graduate Participants by Rank Order | | | | | | |
|--|--|-------|-------|-------|------|------|-------|
| | #1 | #2 | #3 | #4 | #5 | #6 | #7 |
| Interest in Child Welfare/ Child & Family Services | 45.5 | 25.0 | 11.4 | 11.4 | 2.3 | 2.3 | ----- |
| Tuition Reimbursement | 20.5 | 9.1 | 11.4 | 18.2 | 9.1 | 25.0 | 4.5 |
| The Job (e.g., getting an offer, best job for the degree) | 13.6 | 20.5 | 15.9 | 20.5 | 13.6 | 13.6 | ----- |
| Enjoyed Practicum Experience | 9.1 | 11.4 | 9.1 | 13.6 | 29.5 | 22.7 | 2.3 |
| Job Benefits | 2.3 | 22.7 | 25.0 | 20.5 | 13.6 | 11.4 | 2.3 |
| Location | 2.3 | 9.1 | 25.0 | 15.9 | 25.0 | 18.2 | 2.3 |
| Other reason | 4.5 | ----- | ----- | ----- | 2.3 | 4.5 | 86.4 |

Note: Though percents are based on 44 participants, one participant did not respond to this question.

When graduates were asked if they would recommend the UPP to other social work students, 95.5% (n=42) of those who took jobs in child welfare indicated that they would recommend the program. Thirty participants listed reasons why they would recommend UPP. The complete list of their comments can be found in Appendix G but the following quotes are representative of the comments that the graduates shared:

Nothing will fully prepare you for a job in child welfare, but I do strongly agree this program gave me a platform to start from. This job can be very challenging, but rewarding. It is very important for students to really get as much experience during their internship as possible.

The initial exposure to the field of child welfare, the classes, and the internship prepared me for the actual employment in the agency. I was able to gain self awareness, and insight into the community that I was going to be working with.

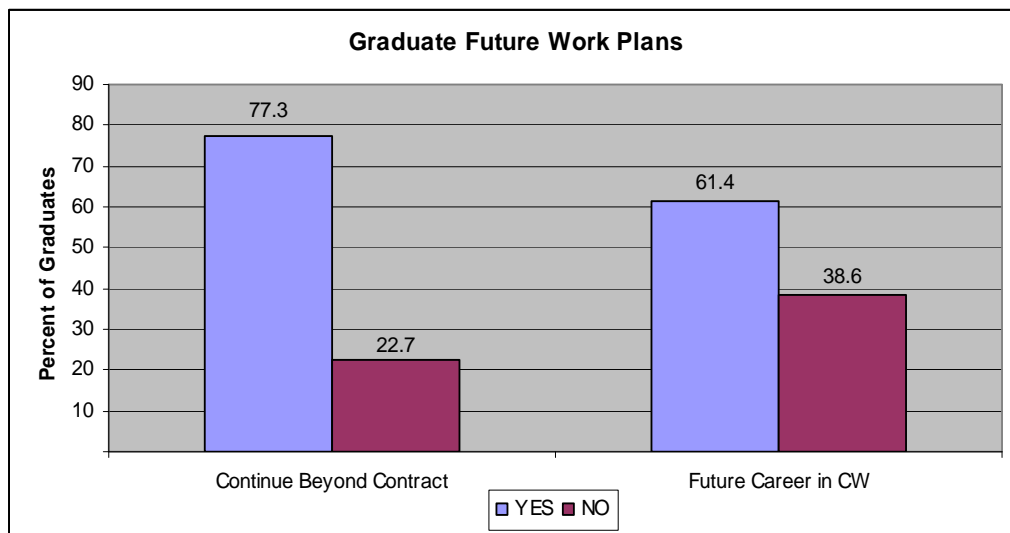
I would recommend this program for other students who are strongly considering entering the child welfare area. I've worked at my agency for ... years now, and I can tell the difference between a person who was in the program and prepared with knowledge and experience vs. someone who was not. This program gives you a leg up in the field, plus a sizeable reimbursement.

I strongly feel the UPP program provided the peer and faculty support as well as mentor support in order to learn and flourish in the field. In addition, I feel the hands-on work was the best way to learn how to do the job well.

Two graduates indicated they would not recommend the program. One graduate described overall dissatisfaction with the program and listed a range of specific negative experiences that were encountered in the program. The other graduate noted that there is no “stability in child welfare and limited supports” available.

Graduates who took positions in child welfare were also asked a series of questions about their job satisfaction and plans for building a career in public child welfare. To give some context to the data presented in this section the first set of findings indicates graduates’ plans for continued work. They were specifically asked whether they intended to work beyond their UPP contractual commitment and whether they planned to pursue a career in public child welfare. Their responses appear in Figure 1.

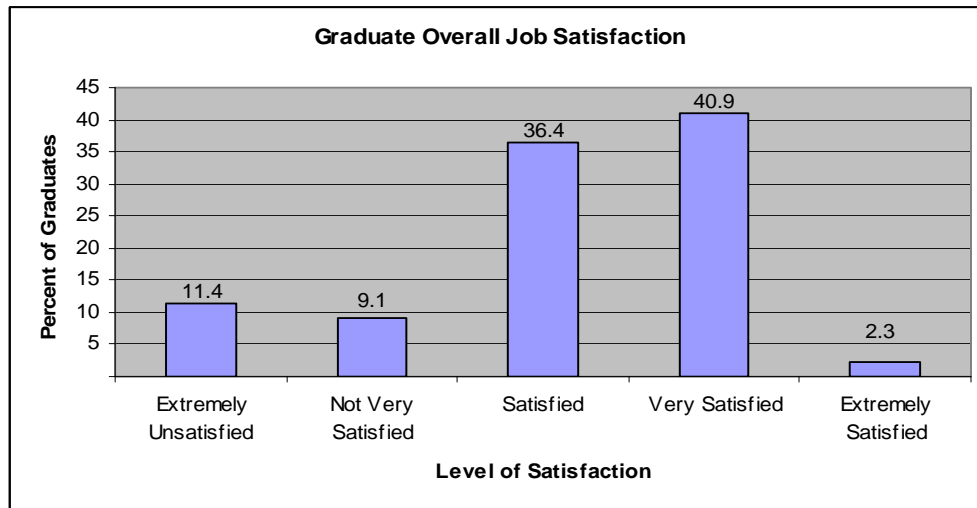
Figure 1. Graduates’ future work plans.



These numbers suggest that 61% of the UPP graduates who are currently employed by an Ohio public child welfare agency intend to make a career in this type of work. This number remains constant from the 2007 evaluation.

Graduates were also asked about their overall level of job satisfaction. The results in Figure 2 shows that nearly 80% of the graduates in child welfare positions report being satisfied to extremely satisfied with their jobs. This percentage is down 10% from Graduate Job Satisfaction reported in 2007.

Figure 2. Overall job satisfaction for UPP graduates in child welfare positions.



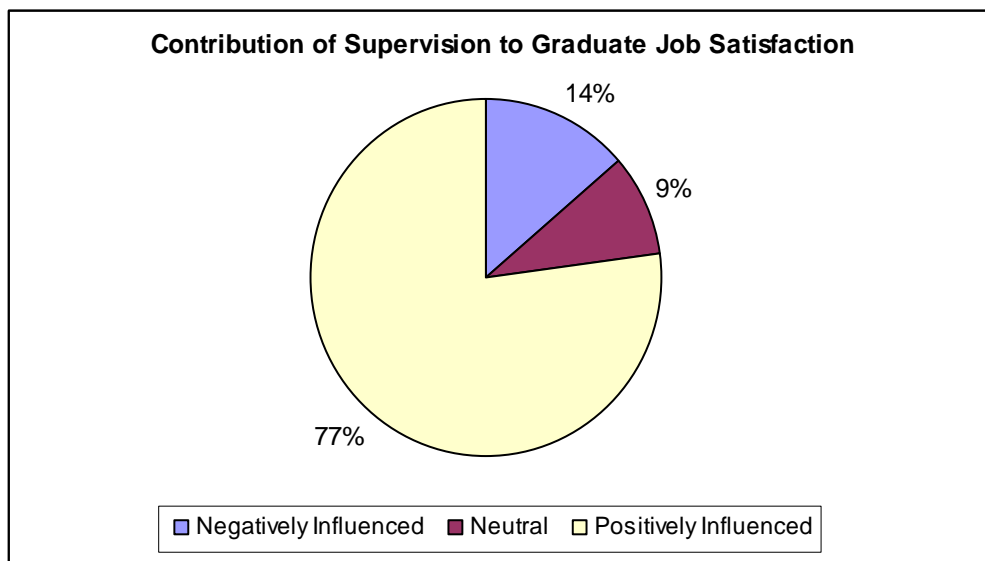
To examine how overall satisfaction might be associated with graduates' future career plans, a crosstab analysis was conducted. Based on this analysis, it appears that graduates' who report being satisfied to extremely satisfied with their jobs plan to continue their employment beyond the UPP commitment ($\chi^2 = 9.993$, $df = 2$, $p = .007$). Those who were very satisfied or extremely satisfied planned to pursue a career in public child welfare ($\chi^2 = 11.262$, $df = 2$, $p = .004$). Graduates who were not satisfied with their jobs were mixed in their plans to continue employment in public child welfare.

When asked how the UPP experience contributed to their current level of job satisfaction, 68% of the graduates reported that the UPP had a positive influence on their current level of satisfaction, and 32% reported UPP having no particular current influence.

Graduates were also asked how the supervision they received in their jobs has contributed to their job satisfaction or dissatisfaction. Figure 3 depicts the level of contribution, and Appendix H provides the participant descriptions of the factors that contributed to their satisfaction or dissatisfaction. The graduate comments reflect the importance of the supervisory relationship on the graduates' job satisfaction.

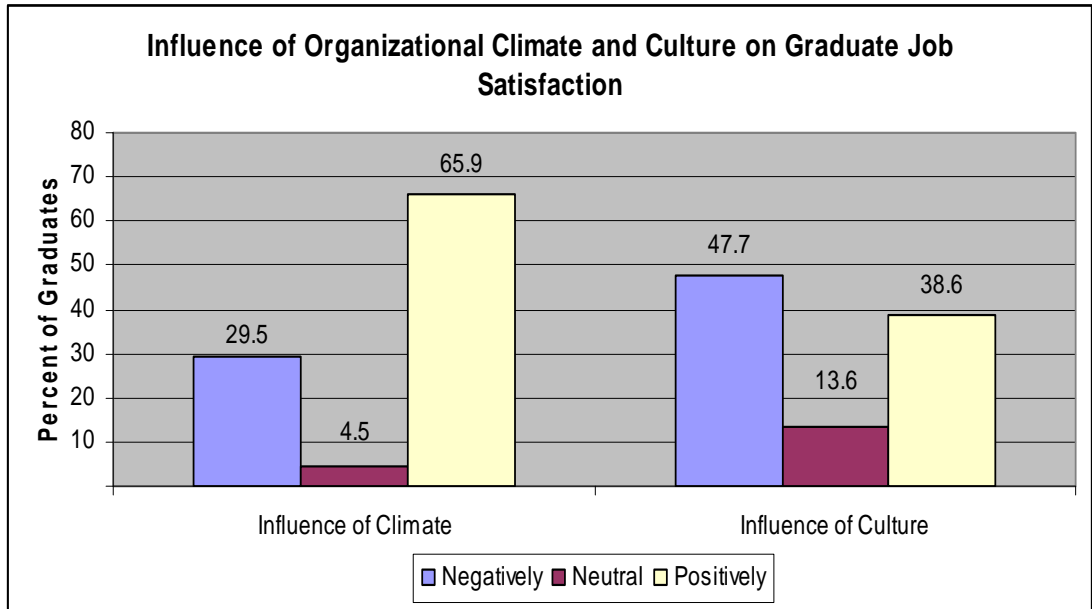
A crosstab analysis of the Job Satisfaction and Supervision questions resulted in a statistically significant finding ($\chi^2 = 19.177$, $df = 4$, $p = .001$). These results show that supervision is clearly related to graduate levels of job satisfaction. Graduates who indicated negative perceptions of supervision also indicated overall job dissatisfaction, and graduates indicating positive perceptions of supervision also indicated overall job satisfaction. Further analysis revealed that supervision is similarly related to graduates' plans to remain in their public child welfare jobs beyond their UPP commitment ($\chi^2 = 7.854$, $df = 2$, $p = .020$). Interestingly, however, satisfaction with supervision did not appear to influence graduates' intention to build a career in public child welfare ($\chi^2 = .705$, $df = 2$, $p = .703$).

Figure 3. Contribution of supervision to graduate job success.



To further explore the factors contributing to the graduates' satisfaction with their jobs, they were asked to indicate how much the climate and culture of the public child welfare agency influenced their job satisfaction. Figure 4 reflects their responses to the questions about organizational climate and culture respectively.

Figure 4. Influence of agency climate and culture on graduate job satisfaction.



These findings suggest that while the organizational climate of public child welfare agencies appears to more positively influence graduates' job satisfaction, the culture of the public child welfare agencies have a more negative influence on graduates' job satisfaction.

To explore the influence of organizational climate and culture on graduates' retention in public child welfare employment, additional analyses were conducted using crosstab comparisons. Graduate responses to the climate and culture questions were crossed with their intentions to extend employment beyond the UPP contractual period and to pursue a career in public child welfare. There were no statistically significant findings in any of these comparisons. That is, while graduates who viewed the organizational climate and culture positively were likely to be planning for long-term employment in child welfare, those who viewed climate and culture negatively did not appear any less likely to continue their employment or pursue a career in public child welfare.

Promotion/Position Change History.

The graduates were asked to provide information on up to five promotions or job changes in child welfare that they achieved since accepting employment in a county PCSA. The variety of titles used for positions in Ohio counties makes it somewhat difficult to definitively determine if a job change was a promotion or a lateral move. Table 8 summarizes the information on job changes and promotions within child welfare as reported by the graduates. The information is presented by year of graduation since those who completed the program more recently have had less time to experience changes or promotions. As might be expected, none of those graduating in 2008 have yet changed positions or been promoted.

Table 8. Job changes and promotions for UPP graduates.

| Grad Year | % of respondents changing jobs | | | | % of respondents promoted | | | |
|----------------|--------------------------------|----------|-----------|-------------|---------------------------|----------|-----------|-------------|
| | None | One Time | Two Times | Three times | None | One Time | Two Times | Three times |
| 2004 (n=1) | | | | 100* | | | 100 | |
| 2005 (n=3) | 66.6 | | | 33.3** | 66.6 | | 33.3 | |
| 2006 (n=9) | 22.2 | 44.4 | 33.3 | | 44.4 | 22.2 | 33.3 | |
| 2007 (n=10) | 70 | 20 | 10 | | 70 | 30 | | |
| 2008 (n=17) | 100 | | | | 100 | | | |

* Respondent made a lateral move to another county

** One respondent had 3 job changes and 2 promotions; the other two did not change jobs

Graduates Who Did Not Take Employment in a Public Child Welfare Agency

Nearly one-third of the graduates (n=20) did not accept a job in child welfare. Of these graduates, 80% graduated with a bachelor's degree. Table 9 lists the counties where these graduates completed their field placements.

Table 9. Field placement counties of graduates not accepting employment.

| County of Field Placement | # of Students |
|---------------------------|---------------|
| Brown | 1 |
| Champaign | 2 |
| Clark | 1 |
| Cuyahoga | 1 |
| Franklin | 4 |
| Hamilton | 2 |
| Lorain | 1 |
| Lucas | 2 |
| Montgomery | 1 |
| Summit | 3 |
| Union | 1 |
| Warren | 1 |

The reasons these participants gave for not pursuing employment in public child welfare were varied. A full list can be found in Appendix I but the most frequently stated reasons included:

- Deciding to continue education to obtain an MSW
- Hiring freezes and no job openings due to economic difficulties in the state
- Not granted an interview or offered a job
- Moved out of state for various reasons
- Unsatisfactory experience in field placement

The types of employment these graduates accepted included an array of positions. For example, five of them took employment in non-profit child welfare services, several accepted case manager positions outside of child welfare, four took employment with mental health agencies, and two went on to graduate school. One graduate indicated not yet having found employment.

Among these graduates, the vast majority (80%) reported that their participation in UPP is at least “somewhat helpful” to them in their current positions. Some examples of the ways they believe it has helped them include:

- *Overall my exposure to home visits, interviews and crisis management has been very helpful.*
- *...taught me how to interact with clients, accept criticism, time management and organizational skills.*
- *I am now better able to address concerns regarding child welfare, and service families better.*
- *I have a good understanding of the child welfare system and I'm able to see and understand the Child Protective Service workers from my experience.*
- *I learned about assessments, case plans, interviewing skills, community resources, home visiting and case management, child development, etc.*
- *It gave me a stronger base in the knowledge of the effects of abuse and neglect on children.*
- *It has allowed me to have the opportunity to learn community resources. With UPP I had the chance to work with many diverse groups.*
- *The networking skills I gained have helped me to establish new relationships with other organizations. Learning how to find and get resources has benefited me the most b/c that's what my job is all about.*
- *The experience in UPP would help in ANY position where you work with families...*

2. UPP Field Instructors

Child welfare workers who served as field instructors for the UPP students in their practicum for the 2006-2007 and 2007-2008 academic years were asked to participate in the evaluation. Thirty-one (31) field instructors responded to the invitation to complete the online survey. One of the respondents did not complete the majority of the survey and was therefore omitted from analysis. Thus, the results presented are based on a total of 30 field instructors.

The field instructors included in the analysis came from 18 different counties in Ohio, covering seven of eight regions. Table 10 reflects the distribution of field instructor participants. The number of UPP students in placement in each region is repeated here for comparative purposes. The largest discrepancy between the two groups of participants is in the Southwestern region, where 21.9% of the graduates completed their field placements but which represents only 3% of the field instructor participants.

Table 10. Program regions of field instructors and graduate participants.

| Program Region | Number of Field Instructor Participants (N=30) | Number of UPP Graduate Participants in Field Placements (N=64) |
|---|--|--|
| <u>Northwest Ohio</u> (Defiance, Erie, Fulton, Hancock, Henry, Huron, Lucas, Ottawa, Paulding, Putnam, Sandusky, Seneca, Van Wert, Williams, Wood, Wyandot) | 3 (10.0%) | 7 (10.9%) |
| <u>Northeast Ohio</u> (Ashland, Ashtabula, Columbiana, Geauga, Holmes, Lake, Lorain, Mahoning, Medina, Portage, Stark, Summit, Trumbull, Wayne) | 5 (16.7%) | 6 (9.4%) |
| <u>North Central Ohio</u> (Cuyahoga) | 1 (3.0%) | 3 (4.7%) |
| <u>Western Ohio</u> (Allen, Auglaize, Champaign, Clark, Darke, Greene, Hardin, Logan, Mercer, Miami, Montgomery, Preble, Shelby) | 8 (26.7%) | 10 (15.6%) |
| <u>Southwestern Ohio</u> (Adams, Brown, Butler, Clermont, Clinton, Hamilton, Highland, Warren) | 1 (3.0%) | 14 (21.9%) |
| <u>Central Ohio</u> (Craw, Delaware, Fairfield, Fayette, Franklin, Knox, Licking, Madison, Marion, Pickaway, Richland, Union) | 7 (23.3%) | 20 (31.3%) |
| <u>Southeast Ohio</u> (Athens, Gallia, Hocking, Jackson, Lawrence, Meigs, Morgan, Perry, Pike, Ross, Scioto, Vinton, Washington) | 5 (16.7%) | 4 (6.3%) |
| <u>East Central Ohio</u> (Belmont, Carroll, Coshocton, Guernsey, Harrison, Jefferson, Monroe, Muskingum, Noble, Tuscarawas) | 0 | 0 |

The number of students supervised by each field instructor varies from year to year. Table 11 indicates how many students each field instructor participant supervised during the past two years of the program.

Table 11. Number of students supervised by field instructor respondents.

| # Field Instructors 2006-2007 | # Students Supervised in 2006-2007 | # Field Instructors 2007-2008 | # Students Supervised in 2007-2008 |
|----------------------------------|--|----------------------------------|--|
| 4 | 0 | 12 | 0 |
| 20 | 1 | 11 | 1 |
| 2 | 2 | 4 | 2 |
| 1 | 3 | ---- | 3 |
| 2 | 4+ | 2 | 4+ |

The race/ethnicity of field instructor participants varied little. One respondent was African-American, 27 were White/European, and two did not answer this question. Most participants (73%) had master's degrees while 26% had bachelor's degrees. The vast majority (73%) of the respondents had degrees in social work or a combination of social work and another degree. The other 27% had degrees in counseling, criminal justice, education, family studies, psychology, or sociology.

Finally, field instructors were asked how many years of experience they had in child welfare. It appears that the field instructors for UPP students have extensive professional experience. Two instructors indicated having 3-5 years of experience, seven had 6-10 years experience, seven had 11-20 years, and 14 instructors had more than 20 years of child welfare experience.

Field instructors reported being satisfied (23%), very satisfied (37%) or extremely satisfied (40%) with their participation in the UPP program. And, as in the previous evaluation, they were unanimous in saying they would recommend the program to other social work students and that they would encourage their colleagues to participate in the program.

3. Supervisors of UPP Graduates

The final stage in the UPP program is for the graduates to accept employment in an Ohio public child welfare agency. It is important to learn how the graduates' first supervisors view their experience with UPP graduates. As previously noted, graduates were asked to provide the names and e-mail addresses of their first employment supervisors if they were willing to have their supervisors participate in the evaluation. Thirteen graduates (45%) provided names and/or contact information on their supervisors. E-mails were sent to twelve supervisors. Only five supervisors responded to the

invitation to participate in the on-line survey. This reflects a 26% response rate among supervisors.

Of the supervisors who did complete the survey, one is a graduate of the UPP. Two supervisors are employed in Franklin County, and one each in Greene, Richland, and Summit Counties. One supervisor had not worked with any UPP graduates since June 2006, three had worked with one graduate since 2006, and one had worked with four or more graduates since 2006.

Supervisor demographic information is as follows:

- Two supervisors had bachelor's degrees and three had master's degrees. Four supervisors held degrees in social work and one in criminology.
- Two supervisors indicated they were African American and three identified as White.
- One supervisor had less than three years of experience in child welfare, two had 10-20 years of experience and two had more than 20 years of experience.

Four supervisors indicated they were satisfied to extremely satisfied with the UPP graduates who were hired by their agencies and would recommend that their agencies hire other UPP graduates. One did not respond to these questions.

b. Comparisons between Graduate, Field Instructor and Supervisor Responses on Graduates' Preparedness, Confidence, and Competence

One of the critical elements of evaluating the University Partnership Child Welfare Education Program is to assess the "readiness" of the UPP graduates for employment in public child welfare. This is measured in three ways on the current survey – preparedness, confidence, and competence. The number of questions pertaining to competence was expanded from the 2007 evaluation to include an assessment of overall competence and questions were added to assess competence in a number of specific areas. All respondents (graduates, field instructors and supervisors) were asked a series of questions related to the readiness of UPP graduates to join the public child welfare workforce. Results from these questions are presented for each respondent group and in a format where responses can be compared across levels of participants.

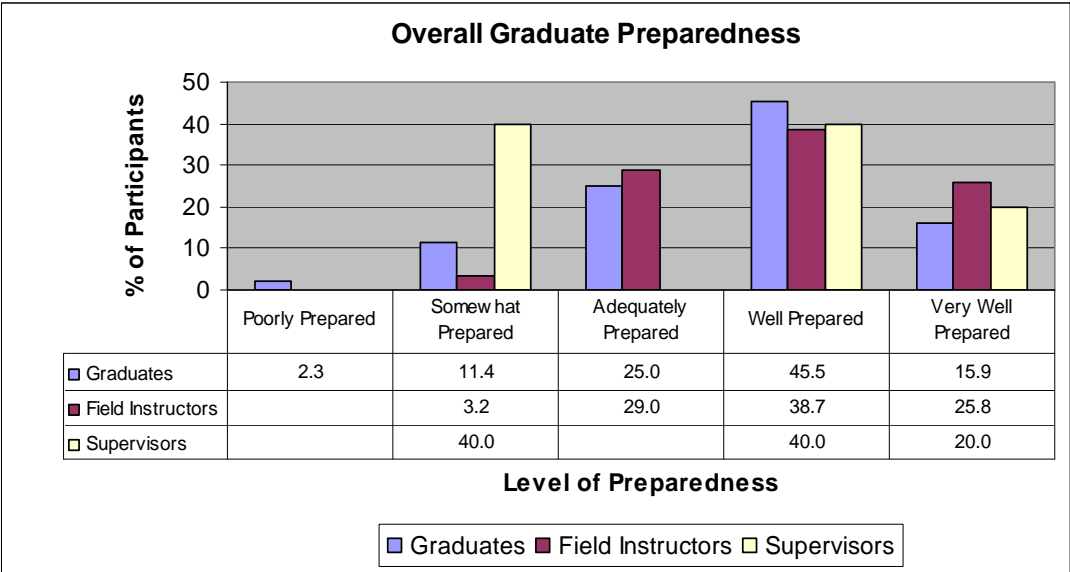
As in the previous section crosstab analyses and chi square statistics are provided where appropriate throughout this section of results. They specifically indicate comparisons on each competency between graduate ratings of during and after three months of employment and between graduate and field instructor ratings. Supervisors were not included in these statistical analyses because of the low number of participants. In all cases,

the sample size for analysis is small. As such, the results should be interpreted with caution.

1. Overall Graduate Preparedness

The graduates, field instructors, and supervisors were asked to rate their overall sense of graduate preparedness for working in a public child welfare agency. The field instructor question asked specifically about student preparation for the field practicum and the supervisor question asked specifically about how prepared graduates were upon initial hire. The perspectives of all three answers are shown in Figure 5.

Figure 5. Graduate preparedness.

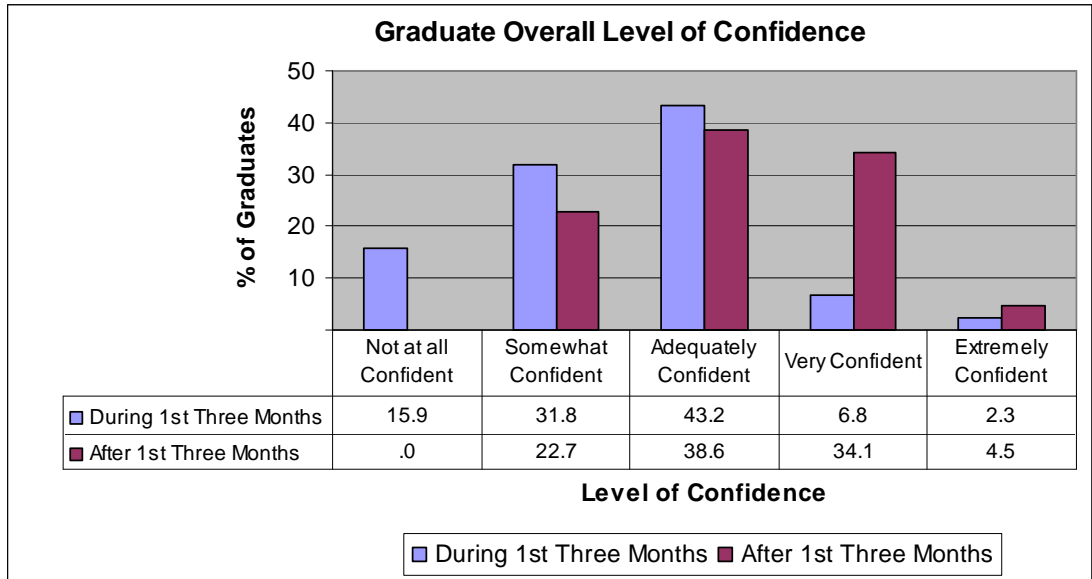


It appears that all three levels of participants believe that graduates are well prepared overall for their work in public child welfare. It is important, however, to interpret the supervisor percentages with caution, as these results are based on only five supervisor participants.

2. Overall Graduate Confidence and Competence

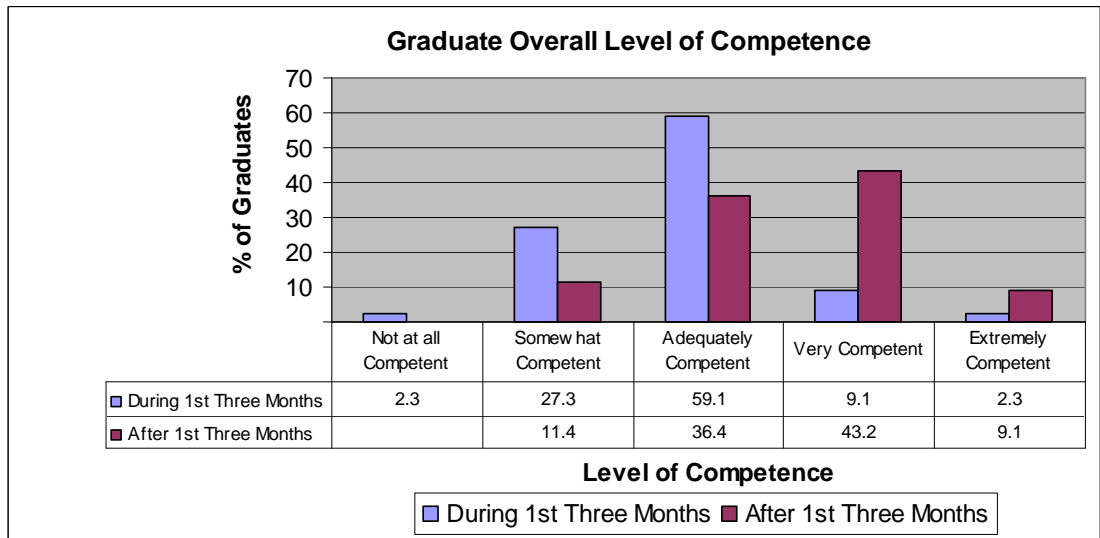
In an effort to gain a better understanding about overall preparedness graduates were asked to rate their levels of confidence and competence on the job during their first three months of employment and after three months. Figures 6 and 7 show how the graduates rated themselves on these two measures.

Figure 6. Graduate ratings of sense of confidence (N=44).



$\chi^2 = 71.248, df = 12, p = .000$

Figure 7. Graduate ratings of sense of competence (N=44).



$\chi^2 = 41.424, df = 12, p = .000$

In both cases, graduates' sense of competence and confidence increased after three months of employment. Sense of confidence improved for 73% (n=32) of graduates. One participant indicated a one level decline in sense of confidence. A total of 64% (n=28) of graduates indicated an increase in their sense of competence after their first three months on the job.

Field instructors and supervisors were asked similar questions related to graduate confidence and competence. Field instructors were asked to consider graduates at the time of graduation and supervisors were asked to consider graduates at the time of initial hire. Figures 8 and 9 compare the graduate ratings of confidence and competence during their first three months of employment with the similar rating questions of field instructors and supervisors.

Figure 8. Comparisons on ratings of graduate confidence.

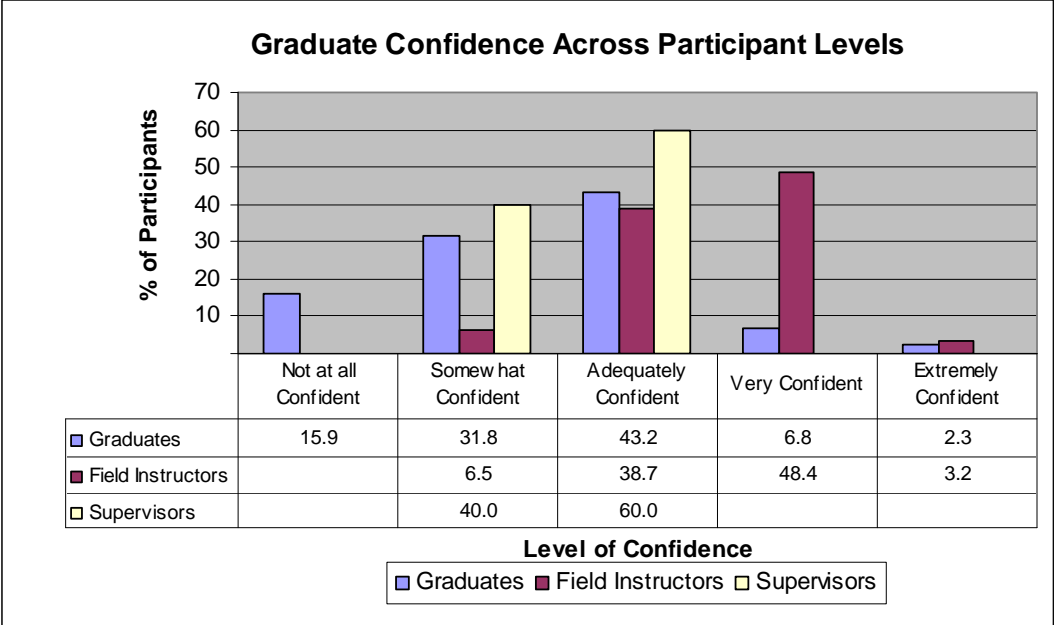
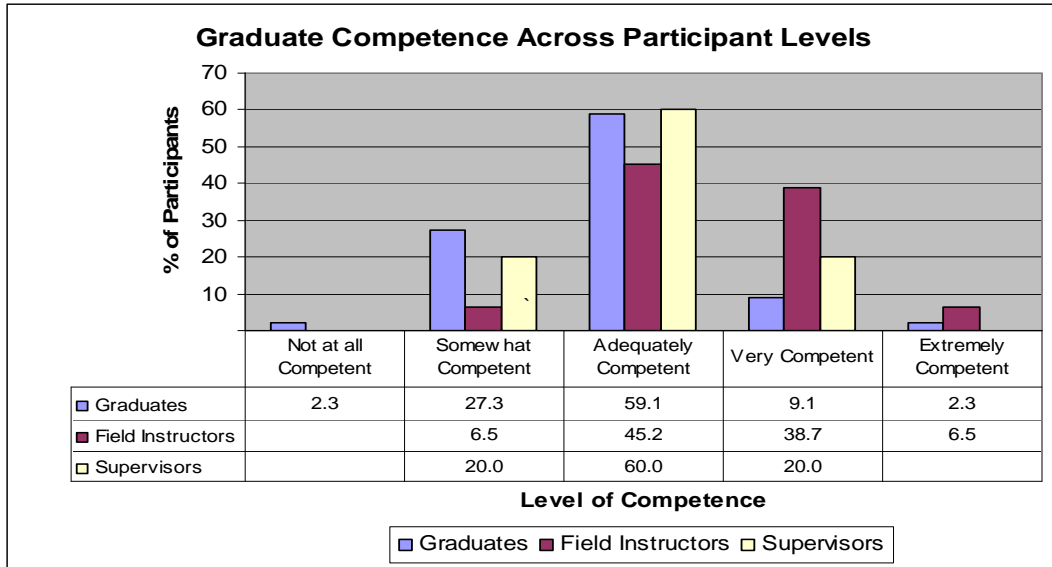


Figure 9. Comparisons on ratings of graduate competence.



As in the 2007 evaluation report, graduates rated themselves less confident and competent than the field instructors. It appears that supervisors rated both graduate confidence and confidence more similarly to the graduate ratings than did the field instructors.

3. Ratings on Specific Graduate Competencies

Rating questions related to specific areas of competency were developed for this year's evaluation. Graduate participants were asked to rate themselves on each competency during and after their first three months of employment. Field instructors and supervisors were asked to rate graduates on each competency at the point of graduation and upon hire, respectively. The following tables reflect the ratings from each of the three participant perspectives. Separate chi square statistics are provided to indicate statistical comparisons on each competency between graduate ratings of during and after three months of employment and between graduate and field instructor ratings.

As can be seen in Table12 graduate ratings indicated that their sense of competence either remained at a sustained level or trended toward improvement on each of the 13 competencies after three months of employment. There were only two competencies, as noted in the table, for which one participant indicated a one-level decline in sense of competence.

It appears that graduates believe they are afforded the opportunity to engage in each competency area. Only one competency (conducting agency-based assessment to identify areas of organizational strength and need) was identified as an area where a notable percent (15.9%) of graduates were unable to demonstrate their competence because of a perceived lack of opportunity. However, an increased number of graduates were able to provide a rating after three months of employment.

Table 12. Graduate ratings of competencies during and after 3 months of employment.

| How would you judge your competence in... | During your first three months on the job | | | | After your first three months on the job | | | |
|--|---|-----------|---------------------|---------------------------|--|-----------|---------------------|---------------------------|
| | Minimally Competent | Competent | Extremely Competent | No Opportunity to Do This | Minimally Competent | Competent | Extremely Competent | No Opportunity to Do This |
| (1) engaging in professional child welfare worker behavior when interacting with other social service professionals. | 20.5% | 59.1% | 20.5% | ----- | ----- | 50.0% | 50.0% | ----- |
| | $\chi^2 = 18.000, df = 2, p = .000 \rightarrow 47.7%$ (n=21) of Graduates' sense of competence improved | | | | | | | |
| (2) taking an active role in initiating opportunities for learning. | 9.1% | 59.1% | 29.5% | 2.3% | ----- | 50.0% | 50.0% | ----- |
| | $\chi^2 = 15.692, df = 3, p = .001 \rightarrow 31.8%$ (n=14) of Graduates' sense of competence improved; one participant declined one level in competence | | | | | | | |
| (3) adhering to NASW Code of Ethics across all aspects of your work. | 2.3% | 47.7% | 50.0% | ----- | ----- | 31.8% | 68.2% | ----- |
| | $\chi^2 = 16.772, df = 2, p = .000 \rightarrow 20.4%$ (n=9) of Graduates' sense of competence improved; one participant declined one level in competence | | | | | | | |
| (4) working effectively with diverse children and their families. | 11.4% | 68.2% | 20.5% | ----- | ----- | 47.7% | 50.0% | 2.3% |
| | $\chi^2 = 15.089, df = 4, p = .005 \rightarrow 40.9%$ (n=18) of Graduates' sense of competence improved | | | | | | | |
| (5) being aware of child welfare policies and how they impact the work of child welfare workers. | 25.0% | 72.7% | 2.3% | ----- | 9.1% | 72.7% | 18.2% | ----- |
| | $\chi^2 = 18.902, df = 4, p = .001 \rightarrow 31.8%$ (n=14) of Graduates' sense of competence improved | | | | | | | |
| (6) engaging in community collaborative efforts created to support the work of child welfare services. | 29.5% | 54.5% | 6.8% | 6.8% | 6.8% | 70.5% | 15.9% | 4.5% |
| | $\chi^2 = 75.523, df = 16, p = .000 \rightarrow 29.5%$ (n=13) of Graduates' sense of competence improved; one participant did not respond | | | | | | | |
| (7) conducting agency-based assessment to identify areas of organizational strength and need. | 25.0% | 43.2% | 6.8% | 22.7% | 4.5% | 45.5% | 31.8% | 15.9% |
| | $\chi^2 = 82.277, df = 16, p = .000 \rightarrow 40.9%$ (n=18) of Graduates' sense of competence improved; one participant did not respond | | | | | | | |

| How would you judge your competence in... | During your first three months on the job | | | | After your first three months on the job | | | |
|---|--|-----------|---------------------|---------------------------|--|-----------|---------------------|---------------------------|
| | Minimally Competent | Competent | Extremely Competent | No Opportunity to Do This | Minimally Competent | Competent | Extremely Competent | No Opportunity to Do This |
| (8) evaluating the effectiveness of your own practice with children and families. | 25.0% | 63.6% | 6.8% | 4.5% | 4.5% | 65.95 | 27.3% | 2.3% |
| | $\chi^2 = 36.164, df = 9, p = .000 \rightarrow 36.3\%$ (n=16) of Graduates' sense of competence improved | | | | | | | |
| (9) effectively engaging families in developing and implementing their case plans. | 29.5% | 54.5% | 6.8% | 9.1% | 6.8% | 43.2% | 43.2% | 6.8% |
| | $\chi^2 = 47.355, df = 9, p = .000 \rightarrow 54.5\%$ (n=24) of Graduates' sense of competence improved | | | | | | | |
| (10) accurately assessing different types of child maltreatment. | 13.6% | 75.0% | 9.1% | 2.3% | 4.5% | 52.3% | 43.2% | ----- |
| | $\chi^2 = 31.099, df = 6, p = .000 \rightarrow 43.2\%$ (n=19) of Graduates' sense of competence improved | | | | | | | |
| (11) demonstrating a commitment to the philosophy of permanency for children in the child welfare system. | 15.9% | 52.3% | 27.3% | 4.5% | 4.5% | 43.2% | 50.0% | 2.3% |
| | $\chi^2 = 48.086, df = 9, p = .000 \rightarrow 31.8\%$ (n=14) of Graduates' sense of competence improved | | | | | | | |
| (12) applying evidence-informed practice to guide your work with children and families. | 18.2% | 65.9% | 13.6% | 2.3% | 9.1% | 54.5% | 34.1% | 2.3% |
| | $\chi^2 = 39.257, df = 9, p = .000 \rightarrow 27.2\%$ (n=12) of Graduates' sense of competence improved | | | | | | | |
| (13) effectively using resources (human & material) to meet the needs of children and families. | 27.3% | 61.4% | 9.1% | 2.3% | 4.5% | 50.0% | 45.5% | ----- |
| | $\chi^2 = 11.467, df = 6, p = .075 \rightarrow 50\%$ (n=22) of Graduates' sense of competence improved | | | | | | | |

Table 13 reflects the comparisons between graduate, field instructor, and supervisor ratings on each of the 13 specified competencies. The response percents are indicated for each participant level, with the field instructor and supervisor ratings included in the same column. Note that the supervisor ratings are indicated in green text. The Chi Square statistic reflected below each competency reflects the comparison between only the graduate and field instructor ratings.

As noted in the table, there was a statistically significant difference between graduate and field instructor ratings on 5 of the 13 competency comparisons. That is, there were differences in how each group of participants perceived graduate competence. The five competencies indicating significant difference between groups included:

- taking an active role in initiating opportunities for learning;
- *being aware of child welfare policies and how they impact the work of child welfare workers;
- effectively engaging families in developing and implementing their case plans;
- demonstrating a commitment to the philosophy of permanency for children in the child welfare system; and
- *effectively using resources (human & material) to meet the needs of children and families.

In each of these comparisons, the field instructors rated graduates higher as a whole on the competencies than the graduates rated themselves. In contrast, graduates more often indicated “no opportunity” to engage in the competencies than field instructors. These differences in perception of opportunity may contribute to the significant findings.

The strongest findings were noted on the policy and resources related competencies noted by the (*) in the above bullet points. In these cases, field instructors indicated a much higher sense of graduate competency than was indicated by the graduates. That is, graduates feel less sense of competence in understanding how child welfare policies impact their work and in effectively using resources to meet the needs of children and families than is perceived by the field instructors.

In the future, comparisons between graduate and supervisor perceptions would offer a better sense of initial graduate job performance. Nonetheless, the findings between graduates and field instructors offer some potential program areas where campus coordinators might help to inform field instructors of the discrepancies in perception.

Table 13. Comparison of graduate (N=44), field instructors (N=30) & supervisors (N=5) competency ratings.

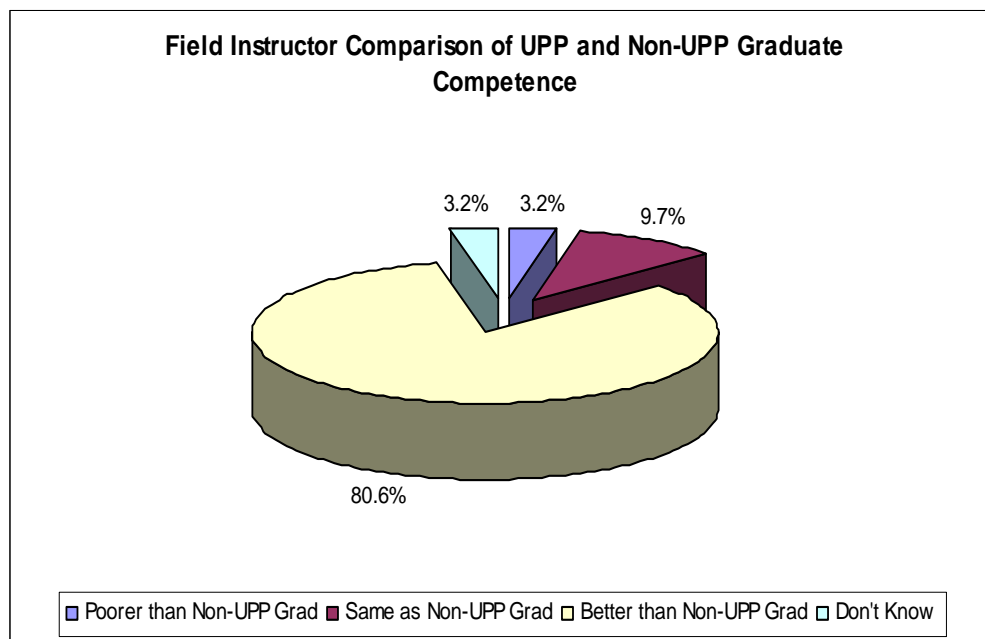
| How would you judge your competence in... | Graduate Ratings (during first three months on the job) | | | | Field Instructor/Supervisor Ratings (upon Graduation/Hire) | | | |
|--|--|-----------|------------------------|---------------------------------|---|-----------|------------------------|---------------------------------|
| | Minimally Competent | Competent | Extremely Competent | No Opportunity to Do This | Minimally Competent | Competent | Extremely Competent | No Opportunity to Do This |
| (1) engaging in professional child welfare worker behavior when interacting with other social service professionals. | 20.5% | 59.1% | 20.5% | ----- | 3.3% | 63.3% | 33.3% | ----- |
| Graduate-Field Instructor Crosstab Comparison: $\chi^2 = 5.075$, $df = 2$, $p = .079 \rightarrow$ Non-significant (NS) | | | | | | | | |
| (2) taking an active role in initiating opportunities for learning. | 9.1% | 59.1% | 29.5% | 2.3% | 3.3% | 33.3% | 63.3% | ----- |
| Graduate-Field Instructor Crosstab Comparison: $\chi^2 = 8.699$, $df = 3$, $p = .034 \rightarrow$ Field Instructors indicated higher overall ratings than Graduates | | | | | | | | |
| (3) adhering to NASW Code of Ethics across all aspects of your work. | 2.3% | 47.7% | 50.0% | ----- | ----- | 43.3% | 56.7% | ----- |
| Graduate-Field Instructor Crosstab Comparison: $\chi^2 = .907$, $df = 2$, $p = .635 \rightarrow$ NS | | | | | | | | |
| (4) working effectively with diverse children and their families. | 11.4% | 68.2% | 20.5% | ----- | 3.3% | 63.3% | 33.3% | ----- |
| Graduate-Field Instructor Crosstab Comparison: $\chi^2 = 2.634$, $df = 2$, $p = .268 \rightarrow$ NS | | | | | | | | |
| (5) being aware of child welfare policies and how they impact the work of child welfare workers. | 25.0% | 72.7% | 2.3% | ----- | 3.3% | 66.7% | 30.0% | ----- |
| Graduate-Field Instructor Crosstab Comparison: $\chi^2 = 15.405$, $df = 2$, $p = .000 \rightarrow$ Field Instructors indicated higher overall ratings than Graduates | | | | | | | | |
| (6) engaging in community collaborative efforts created to support the work of child welfare services. | 29.5% | 54.5% | 6.8% | 6.8% | 13.3% | 50.0% | 26.7% | 10.0% |
| Graduate-Field Instructor Crosstab Comparison: $\chi^2 = 7.022$, $df = 3$, $p = .071 \rightarrow$ NS | | | | | | | | |
| (7) conducting agency-based assessment to identify areas of organizational strength and need. | 25.0% | 43.2% | 6.8% | 22.7% | 16.7% | 46.7% | 26.7% | 10.0% |
| Graduate-Field Instructor Crosstab Comparison: $\chi^2 = 6.955$, $df = 3$, $p = .073 \rightarrow$ NS | | | | | | | | |

| How would you judge your competence in... | Graduate Ratings (during first three months on the job) | | | | Field Instructor/Supervisor Ratings (upon Graduation/Hire) | | | |
|---|--|-----------|------------------------|---------------------------------|---|----------------|------------------------|---------------------------------|
| | Minimally Competent | Competent | Extremely Competent | No Opportunity to Do This | Minimally Competent | Competent | Extremely Competent | No Opportunity to Do This |
| (8) evaluating the effectiveness of your own practice with children and families. | 25.0% | 63.6% | 6.8% | 4.5% | 10% 20.0% | 66.7% 60.0% | 23.3% 20.0% | ----- ----- |
| | Graduate-Field Instructor Crosstab Comparison: $\chi^2 = 7.111$, $df = 3$, $p = .068 \rightarrow NS$ | | | | | | | |
| (9) effectively engaging families in developing and implementing their case plans. | 29.5% | 54.5% | 6.8% | 9.1% | 6.7% ----- | 46.7% 40.0% | 40% 60.0% | 6.5% ----- |
| | Graduate-Field Instructor Crosstab Comparison: $\chi^2 = 14.640$, $df = 3$, $p = .002 \rightarrow$ Field Instructors indicated higher overall ratings than Graduates | | | | | | | |
| (10) accurately assessing different types of child maltreatment. | 13.6% | 75.0% | 9.1% | 2.3% | 6.7% 20.0% | 66.7% 40.0% | 26.7% 40.0% | ----- ----- |
| | Graduate-Field Instructor Crosstab Comparison: $\chi^2 = 5.054$, $df = 3$, $p = .168 \rightarrow NS$ | | | | | | | |
| (11) demonstrating a commitment to the philosophy of permanency for children in the child welfare system. | 15.9% | 52.3% | 27.3% | 4.5% | ----- 20.0% | 50.0% ----- | 46.7% 80.0% | ----- ----- |
| | Graduate-Field Instructor Crosstab Comparison: $\chi^2 = 8.098$, $df = 3$, $p = .044 \rightarrow$ Field Instructors indicated higher overall ratings than Graduates | | | | | | | |
| (12) applying evidence-informed practice to guide your work with children and families. | 18.2% | 65.9% | 13.6% | 2.3% | 10.0% ----- | 66.7% 80.0% | 23.3% 20.0% | ----- ----- |
| | Graduate-Field Instructor Crosstab Comparison: $\chi^2 = 4.441$, $df = 3$, $p = .486 \rightarrow NS$ | | | | | | | |
| (13) effectively using resources (human & material) to meet the needs of children and families. | 27.3% | 61.4% | 9.1% | 2.3% | 6.7% ----- | 56.7% 20.0% | 36.7% 80.0% | ----- ----- |
| | Graduate-Field Instructor Crosstab Comparison: $\chi^2 = 11.443$, $df = 3$, $p = .010 \rightarrow$ Field Instructors indicated higher overall ratings than Graduates | | | | | | | |

4. Field Instructor Comparison of UPP Graduate and Non-UPP Graduates

Field Instructors were asked how they would compare the competence of a UPP student at the point of graduation to a non-UPP graduate. Figure 10 presents the Field Instructor responses to the question “How would you compare the UPP students' competence to non-UPP students at the point of graduation?” While 10% indicated UPP graduates are about the same as other graduates, the vast majority of field instructor participants(80.6%) believe that UPP graduates are more competent for working in a public child welfare agency at the time of their graduation than graduates who did not participate in UPP.

Figure 10. Field instructor comparison of UPP and non-UPP graduates at time of graduation.

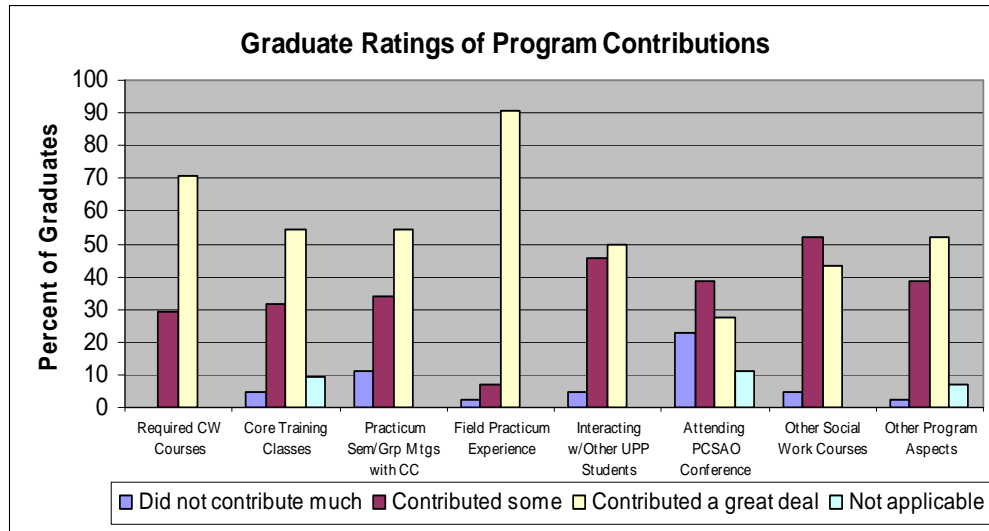


Supervisors of UPP graduates were asked how much supervision they believe UPP graduates need compared to recent hires that were not part of the UPP program. Of the five supervisor participants, four (80%) indicated UPP graduates needed less supervision and one (20%) indicated UPP graduates needed the same level of supervision as other new hires.

5. Program Elements Contributing to Graduate Preparedness

In an effort to continue assessing which elements of the UPP contribute most to its participants' preparedness for work in public child welfare services, graduates and field instructors were asked to rate to what extent specific aspects of the UPP curriculum and overall program contributed to student preparation. Figure 11 reflects the graduate responses to this question.

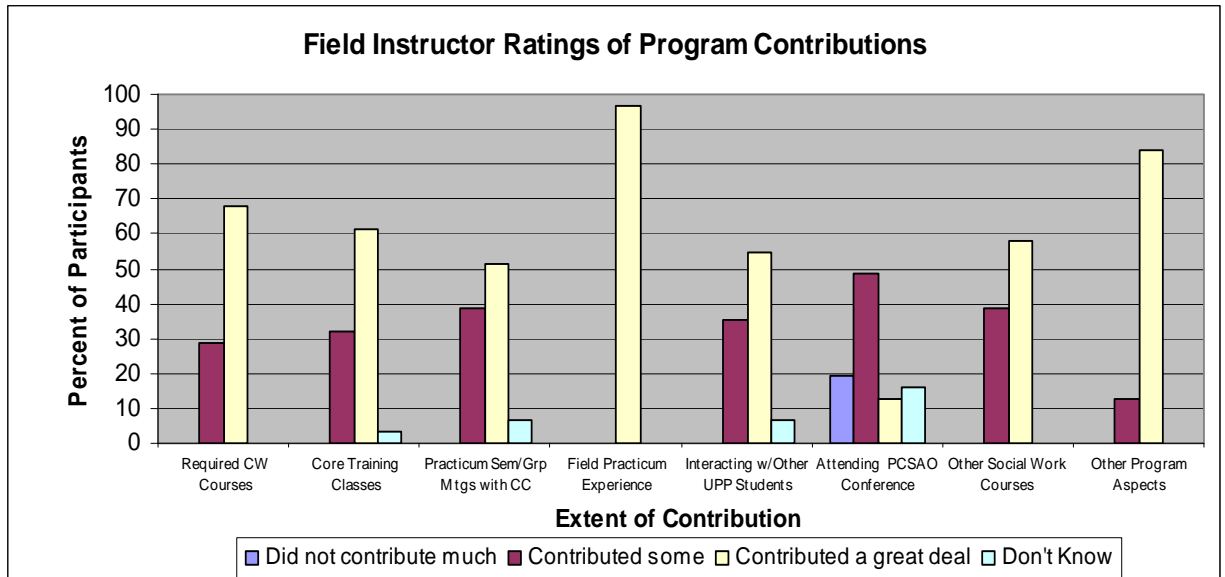
Figure 11. Graduate ratings of program aspects contributing to graduate preparedness.



Based on these results, the majority of graduates (91%) rated the Field Practicum Experience as the program aspect contributing the most to their preparedness, followed by the required child welfare courses (70.5%). In contrast, attending the PCSAO Conference in September was rated as contributing the least by more graduates (22.7%) than any other program aspect.

Figure 12 reflects field instructor perceptions of how these same program aspects contribute to graduate preparedness. Based on these results, field instructors clearly believe that the field practicum experience contributes the most to UPP graduate preparation, followed by other program aspects, such as courtroom experience, agency documentation, group exercises, and interviewing.

Figure 12. Field instructor ratings of program aspects contributing to graduate preparedness.



5. Conclusions

The evaluation of the UPP Title IV-E Child Welfare Education Program provides answers to some of the key questions about the impact and overall success of the program. These questions and the answers derived from the evaluation are presented below.

Do students who participate in UPP accept positions in public child welfare agencies in Ohio upon graduation?

Yes. In the current and 2007 evaluations, 69% and 85%, respectively, of those who participated in the UPP evaluation had taken jobs in an Ohio public child welfare agency upon graduation. Using data provided by the state coordinator for years 2002-2008, 72% of the UPP graduates accepted employment upon graduation in a county PCSA. The noted decline in percentage of graduates taking positions in child welfare may be due to the larger number of participants included in the report, state-wide hiring freezes, or an actual drop in the number of graduates choosing to enter child welfare employment.

Are UPP graduates satisfied with their jobs in child welfare and do they plan to pursue a career in public child welfare?

Yes. A total of 79.6% of the graduates reported that they were satisfied to extremely satisfied with their jobs in public child welfare. Furthermore, 77.3% of the graduates reported that they intend to work beyond their contract obligation for UPP and 61.4% of them plan to have careers in child welfare.

Overall, are UPP graduates prepared for child welfare jobs, and are they confident and competent in their skills when they begin employment?

Yes. As in the 2007 evaluation, there is agreement across all the groups who participated in the evaluation that the UPP graduates are prepared overall for taking positions in public child welfare. A notable 86% of the graduates thought they were adequately to very well prepared for the job; 93.5% of the field instructors and 60% of the supervisors expressed the same opinions.

The field instructors (90.3%) and employment supervisors (60%) thought the UPP graduates were adequately to extremely confident, and similarly, 90.4% of the field instructors and 80% of the employment supervisors thought the UPP grads were adequately to extremely competent.

The percentage of UPP graduates who reported feeling adequately to extremely confident (52.3%) or adequately to extremely competent (70.5%) in the first three months after employment was lower than the ratings given by the field instructors and employment supervisors. The UPP graduates' sense of confidence and competence increased after three months on the job to 77.2% and 88.7%, respectively.

When competence is examined using 13 specific areas of performance, are UPP graduates competent when they begin their employment in child welfare?

Yes. During the first three months on the job, the percentage of graduates rating themselves as competent or extremely competent on the 13 indicators ranged from 50% (competence in conducting agency-based assessment to identify areas of organization strength and need) to 97.7% (competence in adhering to NASW Code of Ethics across all aspects of work). The percentage of graduates who believed they were competent or extremely competent increased on each indicator after three months of employment. Chi square analyses indicated that field instructors' ratings at the point of graduation were statistically different from those of the graduates on five indicators with the field instructors rating the graduates more highly. On the indicators for which there was not a statistically significant difference, the field instructors still rated the graduates more highly than did the graduates themselves.

Do field instructors believe that UPP students are more competent at the point of graduation than non-UPP students?

Yes. A notable 80.6% of the field instructors thought that UPP students were more competent than non-UPP students at the point of graduation. Only 3.2% thought that the UPP graduates were less competent than non-UPP students.

Are field instructors satisfied with their participation in UPP?

Yes. Field instructors reported being satisfied (23%), very satisfied (37%) or extremely satisfied (40%) with their participation in the UPP program. And, as in the previous evaluation, they were unanimous in saying they would recommend the program to other social work students and that they would encourage their colleagues to participate in the program.

Are the agency supervisors satisfied with graduates of UPP?

Yes. Although the number of respondents to the survey was disappointingly low, four supervisors indicated they were satisfied to extremely satisfied with the UPP graduates who were hired by their agencies and would recommend that their agencies hire other UPP graduates. The fifth respondent did not answer this question.

6. Recommendations

The results, conclusions and recommendations obtained from the 2009 UPP evaluation do not differ significantly from those reported in the 2007 evaluation. Within the past year, a number of the recommended changes from the 2007 evaluation have been implemented and are likely to have a positive impact on the program in future evaluations. Table 14 summarizes some of the key modifications to UPP based on the findings of the 2007 evaluation.

Table 14. UPP modifications based on 2007 evaluation recommendations.

| Recommendation | Change to UPP Policies & Procedures |
|--|--|
| Provide a greater variety experiences for students in the child welfare practicum | <ul style="list-style-type: none"> • Campus coordinators developed Field Practicum Handbook with suggestions to enhance the practicum experience |
| Update and expand content in Child Welfare I & II courses | <ul style="list-style-type: none"> • UPP instructors, campus coordinators, and the state coordinator are working to: <ul style="list-style-type: none"> a) develop course materials that adhere to the core training materials but which are more suitable for the classroom setting. b) standardize course syllabi, assignments, and exercises |
| Revise the student contract to allow more flexibility in meeting the contractual obligations | <ul style="list-style-type: none"> • Beginning in 2009 students will be able to delay their contractual work to obtain an MSW or if employment opportunities are not available due to the state’s economic circumstances |
| Standardize program implementation across universities | <ul style="list-style-type: none"> • Campus coordinators and state coordinator developed a common field manual, application process and brochure for UPP |
| Develop quality assurance procedures for UPP | <ul style="list-style-type: none"> • State coordinator to assume QA duties • Survey methods standardized using survey software purchased by IHS for continued use by UPP state coordinator & campus coordinators • Annual focus groups and round-tables with students and field instructors conducted by state coordinator • Statewide database for all UPP students and graduates being developed for implementation in 2009-2010 academic year; will allow easier follow-up with graduates |

The current evaluation suggests some additional areas of program improvement and future evaluations of UPP.

a. Suggestions for Program Improvement

Suggestions for program changes were obtained from both UPP graduates and field instructors. The following tables provide a summary of their suggestions, but do not represent any ordering by importance or frequency of response. Some of the suggested improvements listed were mentioned by participants in the 2007 evaluation. While the graduates offered a variety of suggestions specific to the student experience, it is worth noting that both groups of participants raised issues related to improving the field practicum experience. Many of these issues may be addressed by all campus programs utilizing the newly developed Field Practicum Handbook as a framework for guiding the field experience. The other commonly noted area for improvement across both groups is related to a need for consistency in expectations and communication between the programs and the field instructors.

A total of 30 graduates made suggested improvements. Table 15 provides a summary of the most commonly noted themes. The full list of suggested improvements is provided in Appendix J.

Table 15. Graduate suggestions for program improvements.

| Improvement Category | # Respondents Making Suggestion | Summary of Suggestions |
|--|---|--|
| <i>Expand Areas of Learning</i> | (n=10) (suggestions from across all years of graduate participants) | Expand areas of learning to include: more court exposure; increased training specific to child abuse and neglect, mental health, community action skills for caseworkers, and ethical dilemmas in the workplace; more information on what the caseworker job entails; how to deal with the stress of child welfare work and balancing work and personal life; how caseworkers can help improve the child welfare system; more about the culture of child welfare agencies; and more about self-awareness and cultural differences. |
| <i>Field Experience</i> | (n=9) (suggestions from across all years of graduate participants) | Ensure students receive a variety of experiences and shadowing across departments. |
| <i>Field Instructor Supervision</i> | (n=7) (suggestions from across three years of graduate participants) | Improve issues related to field instructor supervision: consistency between student and field placement goals, expectations and supervision of field instructors and field placements; ensure field instructors want to mentor and supervise students (perhaps provide an incentive); improve communication between program and field instructors; limit number of students assigned to each field instructor. |
| <i>Hands-on Learning</i> | (n=6) (suggestions from last two years of graduate participants) | Include more hands-on learning in field, more scenario-based learning in the classroom, and more focus on documentation and paperwork. |
| <i>Post-Graduation Resources & Opportunities</i> | (n=5) (suggestions from across three years of graduate participants) | Expand post-graduation resources and opportunities, e.g., extend employment alternatives when counties are not hiring (indicate other counties hiring, include private child welfare agencies and state employment); tuition reimbursement for part-time hires; allow for graduate to attend graduate school before fulfilling employment commitment; extend time allowed to secure employment; institute a UPP Alumni group. |
| <i>Master's Student Participation</i> | (n=3) (suggestions from across three years of graduate participants) | Expand the program to include more master's students and those who are already employed in child welfare. |
| <i>Field Seminar</i> | (n=2) (suggestions from one year of graduate participants) | Include more time for seminars and opportunities for students to share experiences. |

A total of 18 field instructors made suggested improvements. Table 16 provides a summary of the most commonly noted themes. The full list of suggested improvements is provided in Appendix K.

Table 16. Field instructor suggestions for program improvement.

| Improvement Category | # Respondents Making Suggestion | Summary of Suggestions |
|-----------------------------------|--|---|
| <i>Field Focus</i> | (n=6) | Lessen the amount of class work and increase time allotted for field work during the field practicum; allow for more flexibility in students missing classes to participate in field opportunities. |
| <i>Program-Agency Consistency</i> | (n=5) | Increase the consistency of program expectations and communications between the program and the field instructors. |
| <i>Student Screening</i> | (n=4) | Improve the pre-screening process and eligibility criteria for students applying to the UPP. |

b. Suggestions for Future Evaluations of UPP

Many of the difficulties that prevented a more rigorous evaluation of UPP in 2007 continued to be barriers for the 2009 evaluation. The evaluation was limited by (1) difficulties in contacting graduates of the program due to outdated e-mail and mailing addresses, (2) the lack of administrative data and access to official employment records, (3) the lack of a comparison group of non-UPP employees, and (4) a disturbingly low response rate for graduates, field instructors, and supervisors which raises questions about the representativeness of the results.

In light of these continuing barriers, the following recommendations are offered for the ongoing evaluation of UPP:

- Continue with the Quality Assurance Evaluation for UPP. Have the state coordinator collect information annually from the campus coordinators on numbers of students admitted to the program, the number of graduates, how many accept employment in an Ohio child welfare agency, how many graduates fulfill their contractual work obligation, and which counties employ the UPP graduates. In addition, continue having the state coordinator conduct annual focus groups and round-tables for the graduates and field instructors at each participating university. Consider ways that campus coordinators might obtain promotion information from graduates on an annual basis.
- Conduct the annual survey of UPP graduates (including only graduates from the past three years to improve response rates). The 2009 surveys can be reactivated and edited for annual use. The UPP state coordinator, IHS evaluation staff, or hired evaluators can analyze the data and summarize the findings.

- If resources become available, consider alternate methods for identifying and contacting supervisors of UPP graduates to engage them in future evaluations.
- Implement the statewide database for UPP students and graduates to track UPP participants' employment and promotion history and their contact information.
- As E-Track comes on line, utilize the information available to determine the extent to which UPP graduates attend aspects of core training.
- Implement more standardized procedures for reporting information on the program outputs. Create reporting guidelines and timelines for the campus coordinators and revise the job descriptions of the campus coordinators to include data collection on their students and the responsibility of maintaining up-to-date contact information for program graduates.
- Continue to work on standardizing key components of UPP. Consider including a "fidelity" measure to assess the extent to which the universities are implementing the program as planned. This can be done with targeted questions in the focus groups, evaluating the course syllabi for the Child Welfare I and Child Welfare II courses, assessing the content of the seminars, observing classes, and collecting information on the number and type of contacts between the campus coordinators and field placement agencies.

The findings from this evaluation are very encouraging and suggest that the UPP Title IV-E Child Welfare Education Program is achieving many of the critical goals that the program was designed to accomplish. The intention of 57% of the graduates to pursue careers in public child welfare is promising. However, there appears to be no standardized way of gathering and retaining retention information across program sites or in collaboration with child welfare agencies. Not all campus coordinators were knowledgeable about their individual program's actual long-term retention rates, and this evaluation is unable to assess whether retention rates are better for graduates of UPP than for non-UPP hires. Future evaluations may be able to provide more definitive answers to the questions pertaining to worker retention.

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8. Appendices

Appendix A

2009 Report from UPP State Coordinator for Student Focus Groups
Prepared by Bob Kubiak (State Coordinator for UPP)

OHIO CHILD WELFARE UNIVERSITY PARTNERSHIP PROGRAM (CWUPP) REPORT ON FOCUS GROUPS WITH STUDENTS ACADEMIC YEAR 2007-2008

PURPOSE OF FOCUS GROUP

The purposes of focus groups with CWUPP students are to gather information on all facets of the program from the student interns' perspectives and to elicit suggestions for improvements. The focus groups were conducted by the State CWUPP Coordinator, who is employed on contract by the Institute for Human Services (IHS).

The facilitator asked open-ended questions on these topics:

1. The process in place for admittance to the program
2. The student's reasons for enrolling in CWUPP
3. Child welfare course work and integration with field placement
4. Field placement
5. Role of the campus coordinator
6. Career plans

FOCUS GROUP PARTICIPANTS

| <u>University</u> | <u># Students</u> | | | <u>Intern Placement Agencies</u> |
|----------------------------|-------------------|------------|-------------|--|
| | <u>Jrs</u> | <u>Srs</u> | <u>MSWs</u> | |
| University of Akron | 2 | 4 | | Stark County Department of Job & Family Services Summit County Children Services |
| University of Cincinnati | | 8 | 3 | Butler County Children Services Clermont County Department of Job & Family Services Hamilton County Department of Job & Family Services Warren County Children Services |
| Cleveland State University | | 6 | | Cuyahoga County Department of Children & Family Services Geauga County Department of Job & Family Services Lorain County Children Services |
| Ohio University | | 8 | | Athens County Children Services Fairfield County Department of Job & Family Services Muskingum County Children Services Washington County Children Services |

| | | | |
|-------------------------|----|---|---|
| Ohio State University | 10 | 2 | Champaign County Department of Job & Family Services Franklin County Children Services Union County Department of Job & Family Services Wayne County Children Services |
| University of Toledo | 6 | | Lucas County Children Services |
| Wright State University | 7 | | Clark County Department of Job & Family Services Green County Children Services Miami County Children Services Montgomery County Department of Job & Family Services. |

(These Focus Groups were conducted on site at the seven participating universities between the dates of 04/18/0 and 05/22/08).

FORMAT FOR THE REPORT

The report addresses each of the six topics listed in the above outline for the Focus Group. For each topic, the author has summarized the common points and responses made by a majority of the students under the caption of “trends”. This term is used to indicate the direction of the opinions, ideas or positions of a preponderance of the focus group participants across the state.

In each section, the author also provides an “analysis” comment. Generally, these comments are intended to clarify or provide additional information to add context to the “trends” listing. The “analysis” sections may also reflect the opinion of the author.

Actual quotations from focus group participants are utilized throughout the report when it is felt that the quote helps to express a point or opinion held by a large number of students.

ADMITTANCE TO CWUPP

| Referred By | | | Screening/Application Process | |
|-------------|---------------------------------|---------------|-------------------------------|------------------|
| Professor | CC Direct or Class Presentation | CWUPP Student | Interviews | Application Form |
| 17 | 30 | 5 | 33 | 47 |

Trends

Recruitment/Referral

- The direct recruitment activities of the Campus Coordinators are most important in attracting students to CWUPP.
- The use of promotional “flyers”, either describing the program or announcing information meetings, were the recruitment tool most frequently mentioned by students.

- The influence of other professors as a referral source is also significant.

Application/Interview Process

- While most of the focus group participants recalled a formal written application for CWUPP, only about 60% recalled or could describe a formal interview process. (All schools state that there is an interview process in place.)
- A few students admitted that they just may not recall an interview in that much time has passed.
- Despite this somewhat curious circumstance regarding interviews, students in several schools noted that CWUPP is known for its high standards and that not all students who apply are accepted into the program.
- One respondent noted that “other social work students view UPP as involving more work”...(than other areas of concentration).
- In at least four (4) Universities, students noted that administrators from the local PCSA were involved in the selection of CWUPP candidates and this was viewed positively.

Analysis

- The most likely explanation for the discrepancy on “formal interviews” is that Campus Coordinators are screening and assessing program candidates from the time of first contact. For example, in some instances a meeting to describe the program could serve as an “interview” from the Campus Coordinator perspective. The information gathered in these sessions is used in combination with written application materials and references to make the decision on acceptance into CWUPP.
- It appears the program could benefit from more standardization in the Application/Interview process. Though there seems to be a general consensus on what qualities to look for in a CWUPP candidate, some common guidelines/procedures for use in identifying and selecting well-suited applicants would be useful.
- These guidelines could be helpful on several levels (e.g., recruitment, administration, program consistency, evaluation).

REASON FOR ENROLLING IN CWUPP

| The Scholarship Payment | Opportunity for Employment in Public Sector | Existing Interest in Child Welfare | Recruited/Attracted to Child Welfare |
|-------------------------|---|------------------------------------|--------------------------------------|
| 28 | 21 | 21 | 8 |

(Participants may cite more than one reason)

Trends

- Though the monetary benefit and the prospect of secure public employment were key factors in attracting students to CWUPP, almost as important was a career interest in child welfare.
- Also, several students mentioned the “team” or “group” experience of the CWUPP structure as a feature that attracted them to the program.

Analysis

- It appears most CWUPP students express a healthy combination of a yearning to do child welfare work and a practical interest in the fiscal benefits as their motivations for joining CWUPP.
- These student comments capture these sentiments:
“When I heard that if you can do child welfare you can do anything, this attracted me.”
“The money was added incentive.”

CHILD WELFARE COURSES

General opinion of course:

Trends

- Every aspect of the Child Welfare I and Child Welfare II courses were rated highly by almost all respondents at all seven (7) Universities. One student stated the dominant theme. “I learned more in those classes than I learned in my other courses.”
- Students found the course work to be “realistic,” “relevant,” “well-structured,” “in-depth” and “awesome” compared to other classes.
- Instructors were described favorably statewide. Their lessons were “challenging” but “practical” with attention to “self-awareness” concerns. A typical comment: “The course wasn’t easy but it did not seem hard because we were into it.”
- Likewise, the four (4) volume text (“Field Guide to Child Welfare”) was rated highly at all schools. It was deemed to be “easy to read and you remember a lot” and “it totally applies to the work”. Perhaps the highest praise for the text: “One set of books I never sold back.”

Analysis

- A student comment on the course work probably provides the best analysis statement: “Strongest aspect of the program.”
- These statewide high ratings are remarkable when it is considered that, at minimum, ten (10) different instructors teach these courses in Ohio. The main characteristic that almost all these instructors share in common is front line experience in child protective services.

Specific classroom lessons that directly relate to field placement work:

Trends

- The most frequently mentioned lessons or teaching techniques that directly relate to field work:
 - Review of case scenarios (often with a role play component);
 - Stages of child development;
 - Indicators of child abuse with use of slides/videos.
- Also commonly mentioned as significant:
 - Risk Assessment
 - Family Assessment
 - Separation Issues

- Impact of poverty on child protection

Analysis

- There was not wide divergence across the state on the lessons rated as most relevant.
- The more emphasis on relevant, real life case examples the greater the impact. One student recalled an exercise: “Where you do a visualization of removing a child from the home...I got chills. A year later I still get goose bumps thinking of that exercise.”

Suggestions to improve integration of courses with field placement experience:

Trends

- In general, students indicated that the course material is well integrated with the field experience. No common trends were identified as major lapses.
- Students did express an interest in learning more about the following topics:
 - Juvenile Court proceedings
 - Attention to actual PCSA forms (e.g., CAPMIS)
 - Child sexual abuse
 - Information on dealing with children with mental health and developmental disabilities.

Analysis

- There is not enough course time to cover all child welfare topics. To keep the teaching approach relevant, familiarizing students with actual PCSA forms (CAPMIS, etc.) would be a useful step in this regard.

ROLE OF THE FIELD INSTRUCTOR/SUPERVISOR (The PCSA Administrator who supervises the CWUPP Intern)

Role in linking courses to field work:

Trends

- Students report a near 50% split in regards Field Supervisors’ attention to linking courses to field work. One-half of supervisors gave attention to this and appeared to be in regular communication with the Campus Coordinator. The other one-half gave only spotty attention to this function or ignored it completely.
- Most supervisors were aware (or assisted in development) of student’s “learning objectives” contained in student’s formal internship “Learning Contract”.
- Some students commented that the seminar with their Campus Coordinator “was the more appropriate place to talk about links”.

Analysis

- Campus Coordinators report on regular efforts to offer training/orientation for Field Supervisors, but attendance is irregular.

- Attention to this important linkage function should continue; perhaps new strategies are needed to engage the Field Supervisors.
- Perhaps the “Learning Contract” (though not a CWUPP document) can be utilized as a tool to facilitate better linkage between field and course work.

Students’ Suggestions for Field Instructor/Supervisor:

Trends

- Regarding linking course/field experience:
 - Attend training provided by University.
 - Have copy of syllabus, ask about class work.
- Regarding overseeing internship:
 - Explain the functions of the agency departments and introduce the intern as appropriate; clarify the intern’s role for all concerned.
 - Meet weekly with intern for supervisory conference.
 - “Line-up” exposure to various departments and utilize a system to provide moderate structure for the internship (e.g., a checklist).
- Students realize the extra work that field supervisor must perform. Several students suggested that Field Supervisors should receive an “incentive” to take student interns (i.e., financial or vacation day, etc.)

Analysis

- Recording these reasonable student suggestions is *not* to imply that these favored practices are uncommon in CWUPP. Most supervisors are likely aware of these activities and tend to carry them out.
- However, the mention of these points by the students as “suggestions” indicates the need to give attention to the consistent and universal application of these practices.

**FIELD PLACEMENT EXPERIENCE
(From the Intern’s Perspective)**

General thoughts on field experience (expectations, impressions, reactions):

Trends

- Almost all student interns enter into the field experience with a mixture of apprehension and excitement. Most admit to being “scared” to some degree. “What am I getting into?” and “Are you going to retain the knowledge you learned” are the typical worries.
- The majority of agencies provide a good orientation for interns. A number of students point out that more information and clarification about the UPP intern’s role and status should be provided to the agency’s casework staff to set the tone for smooth work relationships.
- Almost all interns realize they must be “flexible” in the field placement. The degree of “structure” in the intern routine varies widely among host agencies. In almost all settings, the intern has some responsibility for “finding my own experience”.

- The majority of respondents see this requirement of “advocating for your own experience” as beneficial, but make the point that some formal structure/routine is very important.

Analysis

- The level of anxiety among interns at the start of the field experience should not be underestimated. A thorough orientation is very important.

The most valuable or dramatic learning experience in the field placement:

Trends

- The most frequently cited valuable learning experience is to have responsibility for a case or client. (“Having my own client was an excellent experience because you’re doing it.”)
- Also rated as valuable was conducting an “interview”, “home call” or “assessment” with or without an observer present.
- Other significant learning experiences frequently mentioned:
 - Experience a child removal.
 - Exposure to all agency departments.
 - Shadow a variety of caseworkers to observe different styles.
 - Participate in inter-agency or multi-discipline case reviews.
 - Exposure to Juvenile Court proceedings.

Analysis

- Agencies have varying approaches for allowing interns case responsibility (i.e., from direct assignment to working in conjunction with a mentor caseworker).
- The message from interns is clear: The more independent responsibility the better the field experience. Interns who were not given a degree of independence openly lamented this gap in their experience.

Students’ Suggestions to make field experience more meaningful:

Trends

- Develop more of a “system” or a standardized approach to routinely expose students to key activities.
- Ensure regular conferences with one supervisor and choose mentor caseworkers carefully based on qualifications.
- Plan for exposure of interns to all departments in agency and key community agencies.

Analysis

- From the perspective of the student, the key to a positive field experience is a committed field supervisor who has a plan for the intern.
- It appears that commitment is not a major issue, but there are lapses in planning.

ROLE OF THE CAMPUS COORDINATOR

Benefits of group seminar with Campus Coordinator:

Trends

- The most commonly mentioned benefits of the seminar according to students:
 - Review, discuss, receive feedback on field experiences.
 - Bond as a CWUPP student group.
 - Receive professional advice and career planning insights from Campus Coordinator.

Analysis

- Four universities conduct exclusive CWUPP seminars with the Campus Coordinator.
- At the other schools, CWUPP students attend a seminar with a mix of social work students who have varying areas of concentration. This seminar may or may not be conducted by the Campus Coordinator.
- For the most part, the student respondents seemed satisfied with the seminar arrangement they happen to have at their school and do not seek to have an alternative format.

How does Campus Coordinator assist student (e.g., integrating course work with field placement, etc.):

Trends

- The students rate all Campus Coordinators very highly on being “accessible”. They are reported to be readily available for a meeting or even “after hour” phone calls for support, advice or trouble shooting on an internship issue.
- Campus Coordinators are also seen as professional mentors who provide resource information and help link course work and field experience.

Analysis

- The Campus Coordinators at all seven universities are readily observed to be student-centered and professional in their approach to their work.

Suggestions for Campus Coordinator to make the CWUPP experience better:

Trends

- Many students feel that even more attention should be given to communication between the university and the participating PCSAs on topics such as:
 - Purpose of program
 - Expectations for interns
 - Content/format of student intern contract
- Some students would like more input on the scheduling and agenda of the CWUPP seminars.
- Some students at schools which do not conduct exclusive CWUPP seminars, would favor an occasional, regularly scheduled meeting of the CWUPP group.

Analysis

- All Campus Coordinators offer orientation and training for PCSA field supervisors. It appears that these sessions are not always well attended.
- Outreach to PCSAs at all levels must continue to promote CWUPP and to advocate for the best possible internship experience for students. The key message must be the mutual benefits of this professional development program for student and agency alike.

PUBLIC CHILD WELFARE CAREER

| Will seek PCSA casework job | Aspire to Supervision | Interest in a MSW degree |
|-----------------------------|-----------------------|--------------------------|
| 52 | 14 | 23 |

Public Child Welfare Career:

Trends

- Concluding comments from focus group participants were quite positive about CWUPP:
“I’m very respectful of the program. It has me where I want to be.”
“I gained confidence through CWUPP.”

Analysis

- Perhaps the best indicator of the program’s success, as indicated by these participants, is the fact that 92% intend to pursue a PCSA casework job.

Report compiled by:
Robert A. Kubiak, M.A.
Ohio CWUPP Coordinator
Institute for Human Services
June 17, 2009

Appendix B

Students Entering & Completing UPP 2002-2008
(Date provided by Ann Kiplen and Bob Kubiak)

Academic Years 2002-2006

| Univ | Jrs begin | Jrs opt out | Jrs finish | Srs begin | Srs opt out | Srs grad | MSWs begin | MSWs opt out | MSWS grad | Srs hired PCSA | Sr grads opt out | Sr grads not hired w/in 180 days | MSW grads hired PCSA | MSW grads opt out | MSW Grads not hired w/in 180 days |
|---------------|-----------|-------------|------------|------------|-------------|------------|------------|--------------|-----------|----------------|------------------|----------------------------------|----------------------|-------------------|-----------------------------------|
| Akron | 7 | 2 | 5 | 25 | 3 | 22 | N/A | N/A | N/A | 14 | 1 | 7 | N/A | N/A | N/A |
| Cin | 8 | 0 | 8 | 11 | 0 | 11 | N/A | N/A | N/A | 6 | 5 | 0 | N/A | N/A | N/A |
| CSU | 12 | 0 | 8 | 21 | 2 | 18 | N/A | N/A | N/A | 14 | 0 | 4 | N/A | N/A | N/A |
| OU | 11 | 1 | 10 | 23 | 2 | 21 | N/A | N/A | N/A | 15 | 2 | 4 | N/A | N/A | N/A |
| OSU | N/A | N/A | N/A | 33 | 1 | 32 | 9 | 0 | 9 | 19 | 8 | ??? | 5 | 4 | 0 |
| Toledo | 17 | 0 | 17 | 23 | 0 | 21 | N/A | N/A | N/A | 15 | 2 | 4 | N/A | N/A | N/A |
| WSU | 4 | 1 | 3 | 27 | 2 | 25 | N/A | N/A | N/A | 22 | 3 | 0 | N/A | N/A | N/A |
| Totals | 59 | 4 | 41 | 163 | 10 | 130 | 9 | 0 | 9 | 105 | 20 | | 5 | 4 | 0 |

Academic Years 2006-2007

| Univ | Jrs Begin | Jrs Opt Out | Jrs Finish | Srs Begin | Srs Opt Out | Srs Grad | MSWs Begin | MSWs Opt Out | MSWs Grad | BSW Grads Hired PCSA | *BSW Grads Not Hired PCSA | **BSW Grads Opt Out | MSW Grads Hired PCSA | *MSW Grads Not Hired PCSA | **MSW Grads Opt Out |
|---------------|-----------|-------------|------------|-----------|-------------|-----------|------------|--------------|-----------|----------------------|---------------------------|---------------------|----------------------|---------------------------|---------------------|
| Akron | 0 | 0 | 0 | 6 | 1 | 6 | 0 | 0 | 0 | 1 | 4 | 1 | 0 | 0 | 0 |
| Cin | 0 | 0 | 0 | 7 | 0 | 7 | 2 | 0 | 2 | 4 | 2 | 1 msw | 2 | 0 | 0 |
| CSU | 8 | 1 | 7 | 8 | 6 | 2 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 |
| OU | 4 | 0 | 4 | 4 | 0 | 4 | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 0 |
| OSU | 0 | 0 | 0 | 9 | 1 | 9 | 3 | 1 | 3 | 8 | 0 | 1 mos | 2 | 0 | 1 |
| Toledo | 3 | 0 | 3 | 8 | 0 | 8 | 0 | 0 | 0 | 6 | 2 | 0 | 0 | 0 | 0 |
| WSU | 4 | 0 | 4 | 7 | 0 | 7 | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 0 | 0 |
| Totals | 19 | 1 | 18 | 49 | 8 | 43 | 5 | 1 | 5 | 28 | 12 | 3 | 4 | 0 | 1 |

Academic Years 2007-2008

| Univ | Jrs Begin | Jrs Opt Out | Jrs Finish | Srs Begin | Srs Opt Out | Srs Grad | MSW s Begin | MSW s Opt Out | MSW s Grad | BSW Grad s Hired PCSA | *BSW Grad s Not Hired PCSA | **BSW Grads Opt Out | MSW Grad s Hired PCSA | *MSW Grad s Not Hired PCSA | **MSW Grads Opt Out |
|---------------|-----------|-------------|------------|-----------|-------------|----------|-------------|---------------|------------|-----------------------|----------------------------|---------------------|-----------------------|----------------------------|---------------------|
| Akron | 0 | 0 | 0 | 7 | 2 | 5 | 0 | 0 | 0 | 2 | 3 | 0 | 0 | 0 | 0 |
| Cin | 0 | 0 | 0 | 8 | 3 | 5 | 4 | 1 | 0 | 4 | 0 | 1 other | 0 | 0 | 0 |
| CSU | 2 | 0 | 2 | 9 | 0 | 9 | 0 | 0 | 0 | 1 | 5 | 2 h 1 msw | 0 | 0 | 0 |
| OU | 3 | 0 | 3 | 8 | 0 | 8 | 0 | 0 | 0 | 7 | 0 | 1 msw | 0 | 0 | 0 |
| OSU | 0 | 0 | 0 | 10 | 0 | 10 | 2 | 0 | 2 | 9 | 0 | 1 mos | 1 | 0 | 1 other |
| Toledo | 4 | 0 | 4 | 7 | 1 | 6 | 0 | 0 | 0 | 2 | 2 | 1 mos 1 h | 0 | 0 | 0 |
| WSU | 3 | 0 | 3 | 8 | 0 | 8 | 0 | 0 | 0 | 4 | 0 | 1 other 3 msw | 0 | 0 | 0 |
| Totals | 12 | 0 | 12 | 57 | 6 | 51 | 6 | 1 | 2 | 29 | 10 | 12 | 1 | 0 | 1 |

***BSW or MSW grads not hired PCSA:** UPP graduates pursued, but were unable to secure employment at PCSAs within the 180 day limit and are not eligible for the UPP reimbursement

****BSW or MSW Grads Opt Out:** UPP graduates who opt out of pursuing employment at Ohio PCSAs are not eligible for the UPP reimbursement. Abbreviation key: msw=graduate entered MSW program; mos=graduate moved out of state; h=hired by other entity; nc=no contact from graduate.

Appendix C
Survey for UPP Graduates

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University Partnership Child Welfare Education Program
(UPP) - Graduate Survey
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Page One
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Welcome to the UPP Graduate Survey!

Welcome to the survey for the University Partnership Child Welfare Education Program (better known as UPP). We appreciate your willingness to consider participating in the evaluation.

We are examining the implementation and outcomes of the Ohio University Partnership Child Welfare Education Program (UPP). UPP has been educating new child welfare professionals since 2002 and this evaluation is intended to determine if the program is meeting its intended goals. The results of the evaluation will provide information to help assess the program's implementation and to identify ways to improve the program.

Survey data will be collected from the UPP graduates, their field instructors, and workplace supervisors of the UPP graduates. We believe it is important to capture the perceptions and experiences of everyone who has been part of the UPP. We are especially interested in learning whether the UPP has influenced work satisfaction and workforce retention, and whether UPP has prepared graduates for their work in public children's services.

We hope you will choose to participate in the survey and offer your suggestions for the continued improvement of UPP. If you choose to continue, please click on the link below and you will be directed to a page where you will be asked to formally provide your consent to participate in the evaluation. At the end of the survey you will be given an option to enter a lottery for a \$50 gift card.

Thank you!

Tamara Davis & Denise Bronson

The Ohio State University College of Social Work

=====
Consent to Participate
=====

Consent to Participate

This a consent form for research participation. It contains important information about this study and what to expect. Your participation is voluntary.

Please consider the information carefully. Feel free to ask questions before making your decision about whether or not to participate. If you decide to participate you will be asked to indicate your consent at the end of this form.

Purpose of the research:

This evaluation study examines the implementation and outcomes of the Ohio University Partnership Child Welfare Education Program (commonly called UPP). Information is being gathered from former students, field instructors, and work place supervisors to assess the strengths of the program and areas needing improvement. As an educational program offered to social work students in Ohio it is especially important to include the feedback and the perceptions of those who have graduated from the program.

Procedures/Tasks:

All graduates of the UPP program are being asked to participate in an on-line survey. You will be asked to provide some basic demographic information and to answer questions about your experiences in the UPP program and your employment after graduation. If you accepted employment in a public children's service agency after graduation, we'd like to hear how you felt about your preparation for your job, your job satisfaction, your future career plans, and any recommendations you have for improving the UPP program. If you decided not to work in a public child welfare agency, we would like to know why.

Duration:

The on-line survey should take no more than 30 minutes to complete. You may exit the study at any time. If you decide to stop participating in the study, there will be no penalty to you, and you will not lose any benefits to which you are otherwise entitled. Your decision will not affect your future relationship with The Ohio State University, UPP, or the Ohio Department of Jobs and Family Services.

Risks & Benefits:

The direct benefits you may gain by participating in the study are having the opportunity to make your voice heard about issues that are important to the program. The indirect benefits of the study lie in the fact that this study will provide key information for further improving UPP.

The risks associated with this study are minimal. The questions are not intended to request sensitive information, and participants may choose how much and what information they want to share. No personally identifiable information will be linked to the published results.

Confidentiality:

All information gathered through this evaluation will remain confidential. Your name will not be linked to any responses in the survey nor will it appear in any written materials resulting from the study. While all efforts will be made to keep your study-related information confidential, there may be circumstances where this information must be released. For example, personal information regarding your participation in this study may be disclosed if required by law. Also, your responses may be reviewed by the following groups (as applicable to the research):

Office for Human Research Protections or other federal, state or international regulatory agencies;

The Ohio State University Institutional Review Board or Office of Responsible Research Practices;

The sponsor, if any, or agency (including the Food and Drug Administration for FDA-regulated research) supporting the study.

Your responses to the survey are completely anonymous. At no time will any identifying information be connected to the survey responses.

Incentives

At the end of the survey you will be offered an opportunity to participate in a random drawing for one of four \$50 gift cards. If you choose to be part of the drawing, you will be directed to a separate questionnaire and asked to provide your name and e-mail address for notification purposes only. At no time will your survey responses be connected with your identifying information.

=====
Consent to Participate (continued)
=====

Participant Rights:

You may refuse to participate in this study without penalty or loss of benefits to which you are otherwise entitled. If you are a student or employee at Ohio State University, your decision will not affect your grades or employment status.

If you choose to participate in the study, you may discontinue participation at any time without penalty or loss of benefits. By consenting to participate you do not give up any personal legal rights you may have as a participant in the study.

An Institutional Review Board responsible for human subjects research at The Ohio State University reviewed this research project and found it to be acceptable, according to applicable state and federal regulations and University policies designed to protect the rights and welfare of participants in research.

For questions, concerns, or complaints about this study you may contact Dr. Tamara Davis or Dr. Denise Bronson, professors in the College of Social Work at The Ohio State University (614-292-6288).

For questions, about your rights as a participant in this study or to discuss other study-related concerns or complaints with someone who is not a part of the research team, you may contact Ms. Sandra Meadows in the Office of Responsible Research Practices at 1-800-678-6251.

If you are injured as a result of participating in this study or for questions about a study-related injury, you may contact Dr. Tamara Davis or Dr. Denise Bronson, professors in the College of Social Work at The Ohio State University (614-292-6288).

Consent to Participate:

I have read this form and I am aware that I am being asked to participate in a research study. I have had the opportunity to ask questions and have had them answered to my satisfaction. I voluntarily agree to participate in this study. I am not giving up any legal rights by consenting to participate. I may choose to print a copy of this form at this time to retain for my records.

1. Do you consent to participate in the UPP survey?

YES, I consent to participate. "Click to Next Page" will direct you to the online survey.

NO, I choose not to participate at this time. "Click to Next Page" will direct you out of the survey. You may revisit the survey to participate any time before May 15, 2009.

=====
Graduation & Demographic Information
=====

The following questions provide us with some basic information about you and the other UPP graduates.

2. When did you graduate?
Year _____

3. What degree did you obtain?
 BSW (or equivalent)
 MSW (or equivalent)
 Other

4. In which county did you complete your field placement?

Optional Information:

5. How old were you when you graduated?

6. What is your race and ethnicity? (Please self identify)

7. Did you accept employment in an Ohio public child welfare agency after graduation?

YES
 NO

=====
Post-graduation Employment
=====

The next set of questions is about your employment in an Ohio public child welfare agency after your graduation.

8. In which county were you employed immediately after graduation?

9. What was the starting date of your employment?
Month _____

10.
Year _____

11. What was your job title in your first position with the agency?

12. What were the primary reasons for your decision to accept a position with an Ohio public child welfare agency? (Use the arrows to order your reasons)

- _____ Location
- _____ Interest in child welfare/child & family services
- _____ Job benefits
- _____ Job (e.g., getting an offer, best job for the degree)
- _____ Enjoyed practicum experience
- _____ Tuition reimbursement
- _____ Other reason

13. If other, please explain.

14. Have you been promoted or changed positions since you were employed?

- () YES
- () NO

15. If yes, please provide the following information on your promotion (or change of position) history:

| | Position Title | Date (Month/Year) |
|----------------------------------|-------------------|----------------------|
| 1st Promotion or Position Change | _____ | _____ |
| 2nd Promotion or Position Change | _____ | _____ |
| 3rd Promotion or Position Change | _____ | _____ |
| 4th Promotion or Position Change | _____ | _____ |

=====
Job Preparedness
=====

The following questions pertain to how prepared you were for your first job in an Ohio public child welfare agency.

16. Overall Preparedness for Your Job in Child Welfare

- () Poorly prepared
- () Somewhat prepared
- () Adequately prepared
- () Well prepared
- () Very well prepared

17. Describe your sense of confidence...

a. During the first three months on the job.

_____ Not at all _____ Somewhat _____ Adequately _____ Very _____ Extremely

b. After your first three months on the job.

_____ Not at all _____ Somewhat _____ Adequately _____ Very _____ Extremely

18. Describe your sense of competency...

a. During your first three months on the job.

_____ Not at all _____ Somewhat _____ Adequately _____ Very _____ Extremely

b. After your first three months on the job.

_____ Not at all _____ Somewhat _____ Adequately _____ Very _____ Extremely

=====
 Specific Competencies:
 =====

The following are some specific competencies that you may have acquired during your UPP education. You will be asked to think about your competence during the first three months on the job as a child welfare worker and to also reflect on your competence after the first three months.

19. How would you judge your competence in...

| | During your first three months on the job | After your first three months on the job |
|---|---|--|
| ...engaging in professional child welfare worker behavior when interacting with other social service professionals. | | |
| ...taking an active role in initiating opportunities for learning. | | |
| ...adhering to NASW Code of Ethics across all aspects of your work. | | |

| | | |
|---|--|--|
| ...working effectively with diverse children and their families. | | |
| ...being aware of child welfare policies and how they impact the work of child welfare workers. | | |
| ...engaging in community collaborative efforts created to support the work of child welfare services. | | |
| ...conducting agency-based assessment to identify areas of organizational strength and need. | | |
| ...evaluating the effectiveness of your own practice with children and families. | | |
| ...effectively engaging families in developing and implementing their case plans. | | |
| ...accurately assessing different types of child maltreatment. | | |
| ...demonstrating a commitment to the philosophy of permanency for children in the child welfare system. | | |
| ...applying evidence-informed practice to guide your work with children and families. | | |
| ...effectively using resources (human & material) to meet the needs of children and families. | | |

Scale: Minimally competent
 Competent
 Extremely Competent
 No opportunity to do this

=====
Satisfaction with UPP
=====

20. There are several components to the UPP educational curriculum. To what extent do you think each contributed to your preparedness for a career in child welfare?

- Scale: Did not contribute much
Contributed some
Contributed a great deal
Not applicable

- Required courses (Child Welfare I & II)
Core training classes
Practicum seminars/group meetings with campus coordinator
Field practicum experience
Interacting with other UPP students
Attending the PCSAO conference in September
Other social work courses (child development, strengths-based, cultural diversity, policy)
Other program aspects (e.g., courtroom experience, agency documentation, group exercises, interviewing)

21. If other, please explain:

22. Would you recommend UPP to other social work students?
() YES
() NO

23. Please explain your response:

=====
Job Satisfaction
=====

Please answer the following questions related to your current job satisfaction.

24. Currently, what is your overall level of satisfaction with your job as a public child welfare worker?
- () Extremely unsatisfied
 - () Not very satisfied
 - () Satisfied
 - () Very satisfied
 - () Extremely satisfied

25. Has your experience in UPP contributed to your current level of job satisfaction?
- () It contributes negatively to my level of satisfaction
 - () It is not a factor in my level of satisfaction
 - () It contributes positively to my level of satisfaction

26. Please explain:

27. Has the supervision you receive on the job contributed to your current level of job satisfaction?
- () It contributes negatively to my level of satisfaction
 - () It is not a factor in my level of satisfaction
 - () It contributes positively to my level of satisfaction

28. Please explain:

29. How does the organization influence your job satisfaction?

How much does the organizational climate (e.g., psychological impact, staff morale, collegial relationships) influence your job satisfaction?

- () Negatively influences my satisfaction
- () Has no influence on my satisfaction
- () Positively influences my satisfaction

How much does the organizational culture (e.g., management structure, policies, communication patterns) influence your job satisfaction?

- () Negatively influences my satisfaction
- () Has no influence on my satisfaction
- () Positively influences my satisfaction

=====
 Future Career Plans
 =====

30. Do you plan to continue your employment in a public child welfare agency beyond your contractual commitment with UPP?

- () YES
- () NO

31. Do you plan to pursue a career in public child welfare?

- () YES
- () NO

=====
 Wrap UP
 =====

32. What suggestions do you have for improving UPP?

1. _____
2. _____
3. _____
4. _____
5. _____

=====
Permission to Contact First Employment Supervisor
=====

We would like to survey the first supervisors of UPP graduates to gather their perceptions of the program. Would you be willing to let us contact your first employment supervisor? Supervisors will not be asked about specific employees but will be asked about their overall impressions of UPP. The questions are very general and will not ask about you specifically. If you are willing to let us contact your first supervisor, would you please provide her or his name and e-mail address?

33. First & Last Name:

34. E-mail Address:

=====
Did not accept employment in an Ohio child welfare agency
=====

35. Please explain the reasons why you decided not to pursue a job or career in an Ohio public child welfare agency.

36. How much did the following influence your decision about accepting a position in public child welfare?

How much did the organizational climate (e.g., psychological impact, staff morale, collegial relationships) influence your job satisfaction?

- ()Negatively influences my satisfaction
- ()Has no influence on my satisfaction
- ()Positively influences my satisfaction

How much did the organizational culture (e.g., management structure, policies, communication patterns) influence your job satisfaction?

- ()Negatively influences my satisfaction
- ()Has no influence on my satisfaction
- ()Positively influences my satisfaction

37. What type of position did you ultimately accept after graduation?

38. Has your experience in UPP helped you in your current position?

- No, not at all helpful
- A little helpful
- Somewhat helpful
- Very helpful
- Extremely helpful

39. Please explain.

=====
Are you interested in being part of the random drawing for a \$50 gift card?
=====

40. Would you like to enter the drawing for one of four \$50 gift cards?

- YES
- NO

PLEASE NOTE: If you decide to enter the drawing, the contact information will be used only to notify you if you are a winner. You will be directed to a separate page to provide this information and it will be impossible to link your answers on the survey with your name. Your responses on the survey will remain anonymous.

Your survey is almost complete; thank you for participating. Your responses are very important to future UPP improvements.

When you click on "Submit Survey" your answers will be submitted and you will not be able to return to the survey. You will be redirected to a separate questionnaire that will collect your name and email address so that we can notify you if you are one of the winners of a \$50 gift card.

Thank you again and have a great day!!

=====
Thank You!
=====

Your survey is now complete; thank you for participating. Your responses are very important to future UPP improvements.

When you click on "Close Survey" your answers will be submitted and you will not be able to return to the survey.

Thank you again and have a great day!!

Thank you for visiting the UPP survey.

Have a great day!!

Appendix D
Survey for Field Instructors

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**University Child Welfare Education Program (UPP) - Field
Instructor Survey**
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Page One
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Welcome to the UPP Field Instructor Survey!

Welcome to the survey for the University Partnership Program in Child Welfare (better known as UPP). We appreciate your willingness to consider participating in the evaluation.

We are examining the implementation and outcomes of the Ohio University Partnership Program in Child Welfare (UPP). UPP has been educating new child welfare professionals since 2002 and this evaluation is intended to determine if the program is meeting its intended goals. The results of the evaluation will provide information to help assess the program's implementation and to identify ways to improve the program.

Survey data will be collected from the UPP graduates, their field instructors, and workplace supervisors of the UPP graduates. We believe it is important to capture the perceptions and experiences of everyone who has been part of the UPP. We are especially interested in learning whether the UPP has influenced work satisfaction and workforce retention, and whether UPP has prepared graduates for their work in public children's services.

We hope you will choose to participate in the survey and offer your suggestions for the continued improvement of UPP. If you choose to continue, please click on the link below and you will be directed to a page where you will be asked to formally provide your consent to participate in the evaluation. At the end of the survey you will be given an option to enter a lottery for a \$50 gift card.

Thank you!

Tamara Davis & Denise Bronson

The Ohio State University College of Social Work

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Consent to Participate
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Consent to Participate

This a consent form for research participation. It contains important information about this study and what to expect. Your participation is voluntary.

Please consider the information carefully. Feel free to ask questions before making your decision about whether or not to participate. If you decide to participate you will be asked to indicate your consent at the end of this form.

Purpose of the research:

This evaluation study examines the implementation and outcomes of the Ohio University Partnership Child Welfare Education Program (commonly called UPP). Information is being gathered from former students, field instructors, and work place supervisors to assess the strengths of the program and areas needing improvement. With the instrumental role field instructors play in this educational program offered to social work students in Ohio it is especially important to include your feedback and perceptions.

Procedures/Tasks:

All field instructors of 2007 and 2008 UPP graduates are being asked to participate in an on-line survey. You will be asked to provide some basic demographic information and to answer questions about your experiences in the UPP program. We'd like to hear how well you feel the UPP students have been prepared for a child welfare job and any recommendations you have for improving the UPP program.

Duration:

The on-line survey should take no more than 30 minutes to complete. You may exit the study at any time. If you decide to stop participating in the study, there will be no penalty to you, and you will not lose any benefits to which you are otherwise entitled. Your decision will not affect your future relationship with The Ohio State University, UPP, or the Ohio Department of Jobs and Family Services.

Risks & Benefits:

The direct benefits you may gain by participating in the study are having the opportunity to make your voice heard about issues that are important to the program. The indirect benefits of the study lie in the fact that this study will provide key information for further improving UPP.

The risks associated with this study are minimal. The questions are not intended to request sensitive information, and participants may choose how much and what information they want to share. No personally identifiable information will be linked to the published results.

Confidentiality:

All information gathered through this evaluation will remain confidential. Your name will not be linked to any responses in the survey nor will it appear in any written materials resulting from the study. While all efforts will be made to keep your study-related information confidential, there may be circumstances where this information must be released. For example, personal information regarding your participation in this study may be disclosed if required by law. Also, your responses may be reviewed by the following groups (as applicable to the research):

Office for Human Research Protections or other federal, state, or international regulatory agencies;

The Ohio State University Institutional Review Board or Office of Responsible Research Practices;

The sponsor, if any, or agency (including the Food and Drug Administration for FDA-regulated research) supporting the study.

Your responses to the survey are completely anonymous. At no time will any identifying information be connected to the survey responses.

Incentives

At the end of the survey you will be offered an opportunity to participate in a random drawing for one of four \$50 gift cards. If you choose to be part of the drawing, you will be directed to a separate questionnaire and asked to provide your name and e-mail address for notification purposes only. At no time will your survey responses be connected with your identifying information.

Participant Rights:

You may refuse to participate in this study without penalty or loss of benefits to which you are otherwise entitled. If you are a student or employee at Ohio State University, your decision will not affect your grades or employment status.

If you choose to participate in the study, you may discontinue participation at any time without penalty or loss of benefits. By consenting to participate you do not give up any personal legal rights you may have as a participant in the study.

An Institutional Review Board responsible for human subjects research at The Ohio State University reviewed this research project and found it to be acceptable, according to applicable state and federal regulations and University policies designed to protect the rights and welfare of participants in research.

For questions, concerns, or complaints about this study you may contact Dr. Tamara Davis or Dr. Denise Bronson, professors in the College of Social Work at The Ohio State University (614-292-6288).

For questions, about your rights as a participant in this study or to discuss other study-related concerns or complaints with someone who is not a part of the research team, you may contact Ms. Sandra Meadows in the Office of Responsible Research Practices at 1-800-678-6251.

If you are injured as a result of participating in this study or for questions about a study-related injury, you may contact Dr. Tamara Davis or Dr. Denise Bronson, professors in the College of Social Work at The Ohio State University (614-292-6288).

Consent to Participate:

I have read this form and I am aware that I am being asked to participate in a research study. I have had the opportunity to ask questions and have had them answered to my satisfaction. I voluntarily agree to participate in this study. I am not giving up any legal rights by consenting to participate. I may choose to print a copy of this form at this time to retain for my records.

1. Do you consent to participate in the UPP survey?
 YES, I consent to participate. "Click to Next Page" will direct you to the online survey.
 NO, I choose not to participate at this time. "Click to the Next Page" will direct you out of the survey. You may revisit the survey to participate any time before May 15, 2009.

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Demographic Information
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The following questions will provide us with some basic information about the UPP field instructors.

2. In which county are you employed?

3. What is the highest degree you have completed?

4. In what field did you obtain this degree?

5. Race and Ethnicity (optional; please self-identify)

6. Years of experience in child welfare.

7. How many UPP students did you supervise in the following years?

2006-2007 _____

2007-2008 _____

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Student Preparedness
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The following questions focus on how well you believe UPP is preparing students for their future jobs in public child welfare.

8. Overall, how well is UPP preparing students for their practicum in public child welfare?

- Poorly prepared
- Somewhat prepared
- Adequately prepared
- Well prepared
- Very well prepared

9. How confident do you think the students are at the point of graduation?

- Not at all confident
- Somewhat confident
- Adequately confident
- Very confident
- Extremely confident

10. How competent do you think the students are at the point of graduation?

- Not at all competent
- Somewhat competent
- Adequately competent
- Very competent
- Extremely competent

11. How would you compare the UPP students' competence to non-UPP students at the point of graduation?

- Poorer than non-UPP graduates
- Same as non-UPP graduates
- Better than non-UPP graduates
- Don't know - no basis for judging

=====

Specific Competencies:

=====

12. At the end of the field practicum, how would you judge the students' competence in ...

| |
|--|
| ..engaging in professional child welfare worker behavior when interacting with other social service professionals. |
| ...taking an active role in initiating opportunities for learning. |
| ...adhering to NASW Code of Ethics across all aspects of your work. |
| ...working effectively with diverse children and their families. |
| ...being aware of child welfare policies and how they impact the work of child welfare workers. |
| ...engaging in community collaborative efforts created to support the work of child welfare services. |
| ...conducting agency-based assessment to identify areas of organizational strength and need. |
| ...evaluating the effectiveness of your own practice with children and families. |
| ...effectively engaging families in developing and implementing their case plans. |
| ...accurately assessing different types of child maltreatment. |
| ...demonstrating a commitment to the philosophy of permanency for children in the child welfare system. |
| ...applying evidence-informed practice to guide your work with children and families. |
| ...effectively using resources (human & material) to meet the needs of children and families. |

Scale: Minimally competent
 Competent
 Extremely Competent
 No opportunity for student to do this

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Satisfaction with UPP

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13. There are several components to the UPP educational curriculum. To what extent do you think each contributes to the students' preparedness for a career in child welfare?

Scale: Did not contribute much
 Contributed some
 Contributed a great deal
 Not applicable

Required courses (Child Welfare I & II)

Core training classes

Practicum seminars/group meetings with campus coordinator

Field practicum experience

Interacting with other UPP students

Attending the PCSAO conference in September

Other social work courses (child development, strengths-based, cultural diversity, policy)

Other program aspects (e.g., courtroom experience, agency documentation, group exercises, interviewing)

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UPP Satisfaction
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14. How satisfied have you been with your participation as a UPP field instructor?

- Extremely unsatisfied
- Not very satisfied
- Satisfied
- Very satisfied
- Extremely satisfied

15. Would you recommend UPP to other social work students?

- YES
- NO

16. Would you encourage your colleagues to become field instructors for students in UPP?

- YES
- NO

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Wrap UP
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17. What suggestions do you have for improving UPP?

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

=====
Are you interested in being part of the random drawing for a \$50 gift
card?
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18. Would you like to enter the drawing for one of four \$50 gift cards?
 YES
 NO

PLEASE NOTE: If you decide to enter the drawing, the contact
information will be used only to notify you if you are a winner. You
will be directed to a separate page to provide this information and it
will be impossible to link your answers on the survey with your name.
Your responses on the survey will remain anonymous.

Your survey is almost complete; thank you for participating. Your
responses are very important to future UPP improvements.

When you click on "Submit Survey" your answers will be submitted and
you will not be able to return to the survey. You will be redirected to
a separate questionnaire that will collect your name and email address
so that we can notify you if you are one of the winners of a \$50 gift
card.

Thank you again and have a great day!!

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 Thank You!
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Your survey is now complete; thank you for participating. Your
responses are very important to future UPP improvements.

When you click on "Close Survey" your answers will be submitted and you
will not be able to return to the survey.

Thank you again and have a great day!!

Thank you for visiting the UPP survey.

Have a great day!!

Appendix E
Survey for Graduates' Employment Supervisors

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**University Child Welfare Education Program (UPP) - Supervisor
Survey**
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Page One
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Welcome to the UPP Supervisor Survey!

Welcome to the survey for the University Partnership Program in Child Welfare (better known as UPP). We appreciate your willingness to consider participating in the evaluation.

We have contacted you because you were identified as a Supervisor for a recent graduate of the Ohio University Partnership Program in Child Welfare (UPP). We are examining the implementation and outcomes of UPP. UPP has been educating new child welfare professionals since 2002 and this evaluation is intended to determine if the program is meeting its intended goals. The results of the evaluation will provide information to help assess the program's implementation and to identify ways to improve the program.

Survey data will be collected from the UPP graduates, their field instructors, and the workplace supervisors of the UPP graduates. We believe it is important to capture the perceptions and experiences of everyone who has been part of the UPP. We are especially interested in learning whether the UPP has influenced work satisfaction and workforce retention, and whether UPP has prepared graduates for their work in public children's services.

We hope you will choose to participate in the survey and offer your suggestions for the continued improvement of UPP. If you choose to continue, please click on the link below and you will be directed to a page where you will be asked to formally provide your consent to participate in the evaluation. At the end of the survey you will be given an option to enter a lottery for a \$50 gift card.

Thank you!

Tamara Davis & Denise Bronson

The Ohio State University College of Social Work

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Consent to Participate
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Consent to Participate

This a consent form for research participation. It contains important information about this study and what to expect. Your participation is voluntary.

Please consider the information carefully. Feel free to ask questions before making your decision about whether or not to participate. If you decide to participate you will be asked to indicate your consent at the end of this form.

Purpose of the research:

This evaluation study examines the implementation and outcomes of the Ohio University Partnership Child Welfare Education Program (commonly called UPP). Information is being gathered from former students, field instructors, and work place supervisors to assess the strengths of the program and areas needing improvement. As an educational program offered to social work students in Ohio it is especially important to include the feedback and the perceptions of those who have graduated from the program.

Procedures/Tasks:

All graduates of the UPP program, their field instructors, and employment supervisors are being asked to participate in an on-line survey. You will be asked to provide some basic demographic information and to answer questions about your experiences with UPP graduates. We'd like to hear how well you you feel the UPP students have been prepared for a child welfare career and any recommendations you have for improving the UPP program.

Duration:

The on-line survey should take no more than 30 minutes to complete. You may exit the study at any time. If you decide to stop participating in the study, there will be no penalty to you, and you will not lose any benefits to which you are otherwise entitled. Your decision will not affect your future relationship with The Ohio State University, UPP, or the Ohio Department of Jobs and Family Services.

Risks & Benefits:

The direct benefits you may gain by participating in the study are having the opportunity to make your voice heard about issues that are important to the program. The indirect benefits of the study lie in the fact that this study will provide key information for further improving UPP.

The risks associated with this study are minimal. The questions are not intended to request sensitive information, and participants may choose how much and what information they want to share. No personally identifiable information will be linked to the published results.

Confidentiality:

All information gathered through this evaluation will remain confidential. Your name will not be linked to any responses in the survey nor will it appear in any written materials resulting from the study. While all efforts will be made to keep your study-related information confidential, there may be circumstances where this information must be released. For example, personal information regarding your participation in this study may be disclosed if required by law. Also, your responses may be reviewed by the following groups (as applicable to the research:

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The Ohio State University Institutional Review Board or Office of Responsible Research Practices;

The sponsor, if any, or agency (including the Food and Drug Administration for FDA-regulated research) supporting the study.

Your responses to the survey are completely anonymous. At no time will any identifying information be connected to the survey responses.

Incentives

At the end of the survey you will be offered an opportunity to participate in a random drawing for one of four \$50 gift cards. If you choose to be part of the drawing, you will be directed to a separate questionnaire and asked to provide your name and e-mail address for notification purposes only. At no time will your survey responses be connected with your identifying information.

Participant Rights:

You may refuse to participate in this study without penalty or loss of benefits to which you are otherwise entitled. If you are a student or employee at Ohio State University, your decision will not affect your grades or employment status.

If you choose to participate in the study, you may discontinue participation at any time without penalty or loss of benefits. By consenting to participate you do not give up any personal legal rights you may have as a participant in the study.

An Institutional Review Board responsible for human subjects at The Ohio State University reviewed this research project and found it to be acceptable, according to applicable state and federal regulations and University policies designed to protect the rights and welfare of participants in research.

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Consent to Participate:

I have read this form and I am aware that I am being asked to participate in a research study. I have had the opportunity to ask questions and have had them answered to my satisfaction. I voluntarily agree to participate in this study. I am not giving up any legal rights by consenting to participate. I may choose to print a copy of this form at this time to retain for my records.

1. Do you consent to participate in the UPP survey?

YES, I consent to participate. "Click to Next Page" will direct you to the online survey.

NO, I choose not to participate at this time. "Click to the Next Page" will direct you out of the survey. You may revisit the survey to participate any time before May 30, 2009.

=====
Demographic Information
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The following questions will provide us with some basic information about the employment supervisors of UPP graduates.

2. Are you a graduate of UPP?
 YES
 NO

3. In which county are you employed?

4. What is the highest degree you have completed?

5. In what field did you obtain this degree?

6. Race and Ethnicity (optional; please self-identify)

7. Years of experience in child welfare.

8. Since June 2006, how many UPP graduates have you supervised?

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Graduate Preparedness
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The following questions focus on how well you believe UPP has prepared graduates for their future jobs in public child welfare.

9. Overall, how well prepared are UPP graduates for their employment in public child welfare?
 Poorly prepared
 Somewhat prepared
 Adequately prepared
 Well prepared
 Very well prepared

10. How confident do you think the UPP graduates are at the point of hire?

- Not at all confident
- Somewhat confident
- Adequately confident
- Very confident
- Extremely confident

11. How competent do you think the UPP graduates are at the point of hire?

- Not at all competent
- Somewhat competent
- Adequately competent
- Very Competent
- Extremely competent

12. How much supervision do UPP graduates need as compared to recent hires who were not part of the UPP program?

- Less than non-UPP graduates
- Same as non-UPP graduates
- More then non-UPP graduates
- Don't know - no basis for judging

=====
Specific Competencies:
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13. During the first three months of employment, how would you judge the graduates' competence in...

| |
|---|
| ...engaging in professional child welfare worker behavior when interacting with other social service professionals. |
| ...taking an active role in initiating opportunities for learning. |
| ...adhering to NASW Code of Ethics across all aspects of your work. |
| ...working effectively with diverse children and their families. |
| ...being aware of child welfare policies and how they impact the work of child welfare workers. |
| ...engaging in community collaborative efforts created to support the work of child welfare services. |
| ...conducting agency-based assessment to identify areas of organizational strength and need. |
| ...evaluating the effectiveness of your own practice with children and families. |
| ...effectively engaging families in developing and implementing their case plans. |
| ...accurately assessing different types of child maltreatment. |
| ...demonstrating a commitment to the philosophy of permanency for children in the child welfare system. |

...applying evidence-informed practice to guide your work with children and families.

...effectively using resources (human & material) to meet the needs of children and families.

Scale: Minimally competent
 Competent
 Extremely Competent
 No opportunity for UPP graduate to do this

=====
UPP Satisfaction
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14. Overall, how satisfied are you with the UPP graduates you have hired?

- Extremely unsatisfied
- Not very satisfied
- Satisfied
- Very satisfied
- Extremely satisfied

15. Please explain:

16. Would you recommend that your agency hire other UPP graduates?

- YES
- NO

17. If you would not recommend hiring other UPP graduates, please explain:

=====
Wrap UP
=====

18. What suggestions do you have for improving UPP?

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

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Are you interested in being part of the random drawing for a \$50 gift card?
=====

19. Would you like to enter the drawing for one of four \$50 gift cards?
- () YES
 - () NO

Your survey is almost complete; thank you for participating. Your responses are very important to future UPP improvements.

When you click on "Submit Survey" your answers will be submitted and you will not be able to return to the survey. You will be redirected to a separate questionnaire that will collect your name and email address so that we can notify you if you are one of the winners of a \$50 gift card.

Thank you again and have a great day!!

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Thank You!
=====

Your survey is now complete; thank you for participating. Your responses are very important to future UPP improvements.

When you click on "Close Survey" your answers will be submitted and you will not be able to return to the survey.

Thank you again and have a great day!!

Thank you for visiting the UPP survey.

Have a great day!!

Appendix F

Recruitment Letters for Graduates, Field Instructors, & Supervisors

UNIVERSITY LETTERHEAD

April 16, 2009

Dear UPP Graduate:

The Ohio University Partnership Child Welfare Education Program (better known as UPP) will begin its eighth year of operation in the fall of 2009. In an effort to evaluate the implementation of UPP in Ohio and the extent to which the goals of the program have been achieved, the UPP staff and The Ohio State University are collaborating to conduct an annual evaluation of the program. This effort is supported by The Institute of Human Services and The Ohio Department of Jobs and Family Services. The results of the study will provide information about the program's implementation and determine future areas of focus for improving the program.

Multiple levels of program participants are being asked to participate in this study, including program graduates, field instructors, and supervisors of program graduates. We believe it is important to capture the perceptions and experiences of all levels of participants to obtain the most comprehensive understanding of the program. We are especially interested in understanding how UPP is meeting its intended goals, how the program has influenced worker job satisfaction and workforce retention, and whether UPP is preparing graduates for their work in children's services.

I invite you to participate in an anonymous, on-line survey about your experiences in the program. You may access the survey until midnight May 15, 2009, by using the following link:

<http://www.surveygizmo.com/s/112062/university-partnership-child-welfare-education-program-upp-graduate-survey>

I hope you will choose to participate in the survey and provide your input for the continued improvement of UPP.

Thank you. I appreciate your willingness to consider participating in this evaluation. If you have any questions about the evaluation, please feel free to contact me.

Sincerely,

CAMPUS COORDINATOR

UNIVERSITY LETTERHEAD

April 16, 2009

Dear UPP Field Instructor:

The Ohio University Partnership Child Welfare Education Program (better known as UPP) will begin its eighth year of operation in the fall of 2009. In an effort to evaluate the implementation UPP in Ohio and the extent to which the goals of the program have been achieved, the UPP staff and The Ohio State University are collaborating to conduct an annual evaluation of the program. This effort is supported by The Institute of Human Services and The Ohio Department of Jobs and Family Services. The results of the study will provide information about the program's implementation and determine future areas of focus for improving the program.

Multiple levels of program participants are being asked to participate in this study, including program graduates, field instructors, and supervisors of program graduates. We believe that it is important to capture the perceptions and experiences of all levels of participants to obtain the most comprehensive understanding of the program. We are especially interested in understanding how UPP is meeting its intended goals, how the program has influenced worker job satisfaction and workforce retention, and whether UPP is preparing graduates for their work in children's services.

I invite you to participate in an anonymous, on-line survey about your experiences in the program. You may access the survey until midnight May 15, 2009, by using the following link:

<http://www.surveygizmo.com/s/122622/university-child-welfare-education-program-upp-field-instructor-survey>

I hope you will choose to participate in the survey and provide your input for the continued improvement of UPP.

Thank you. I appreciate your willingness to consider participating in this evaluation. If you have any questions about the evaluation, please feel free to contact me.

Sincerely,

CAMPUS COORDINATOR



College of Social Work
Stillman Hall
1947 College Rd.
Columbus, OH 43210-1162

Phone (614) 292-6288
Fax (614) 292-6940

May 19, 2009

Dear Supervisor of University Partnership Program Graduate:

The Ohio University Partnership Child Welfare Education Program (better known as UPP) will begin its eighth year of operation in the fall of 2009. In an effort to evaluate the implementation UPP in Ohio and the extent to which the goals of the program have been achieved, the UPP staff and The Ohio State University are collaborating to conduct an annual evaluation of the program. This effort is supported by The Institute of Human Services and The Ohio Department of Jobs and Family Services. The results of the study will provide information about the program's implementation and determine future areas of focus for improving the program.

Multiple levels of program participants are being asked to participate in this study, including program graduates, field instructors, and supervisors of program graduates. We believe that it is important to capture the perceptions and experiences of all levels of participants to obtain the most comprehensive understanding of the program. We are especially interested in understanding how UPP is meeting its intended goals, how the program has influenced worker job satisfaction and workforce retention, and whether UPP is preparing graduates for their work in children's services.

We invite you to participate in an anonymous, on-line survey about your experiences with graduates of the program. You may access the survey until midnight on June 19, 2009, using the following link:

<http://www.surveygizmo.com/s/124954/university-child-welfare-education-program-upp-supervisor-survey>

We hope you will choose to participate in the survey and offer your input for the continued improvement of the Ohio Title IV-E University Partnership Child Welfare Education Program.

Thank you. We appreciate your willingness to consider participating in this evaluation. If you have any questions about the evaluation, please feel free to contact us.

Sincerely,

Tamara S. Davis, MSSW, Ph.D.
College of Social Work
The Ohio State University
davis.2304@osu.edu

614-247-5025

Denise E. Bronson, MSW, Ph.D.
College of Social Work
The Ohio State University
bronson.6@osu.edu

614-292-1867

Appendix G

Reasons Graduates Would Recommend UPP

- I think the greatest strength of UPP is the opportunity to go through a learning process with a group of students and to discuss the similarity of experience together. It helped to build a support network. Also, it gave me a great opportunity to explore all aspects of social work as child welfare works with so many community resources. The security of having a job after graduation and having tuition reimbursement were phenomenal as well.
- As much as I can recommend going into child welfare...I would recommend UPP. This is an impossible profession that will eat away the core of who you are if you aren't careful...but UPP does the absolute best it can to train and prepare students.
- Child Welfare is a unique field that is best learned through experience. While class can teach you textbook knowledge, nothing prepares you better than actual experience. UPP gave me the experience I needed to have an idea of what I wanted to do and how to do it.
- I would because I had a good idea of what to expect on my job due to experience in field placement.
- I would recommend UPP to other students, but would stress that you make the experience by being independent and asking for what you want during your internship. It doesn't come to you (very much like the actual job). I would also say that I am not able to recommend UPP at this current time though, due to the fact that I am not familiar with any program changes that should have and probably did occur after SACWIS and CAPMIS were implemented. With the [current UPP] student that I have in my own Unit at work, it does not appear that she knows much about the SACWIS system. However, I am not a student and again [am] not able to identify whether the program is adequate at this current time.
- Nothing will fully prepare you for a job in child welfare, but I do strongly agree this program gave me a platform to start from. This job can be very challenging, but rewarding. It is very important for students to really get as much experience during their internship as possible.
- UPP is an excellent training program if a student is serious about working within child welfare. Working at Children's Services not only prepares you to do casework at Children's Services but also gives you a good overview of the entire child welfare system. The small group instruction and ability to share experiences and things learned with a small group of students that are doing the same internship as you is helpful in the obvious ways but also gives the student an outlet to express frustrations and to share some of the crazy and sometimes horrible things that are experienced in doing child welfare casework. The specific instructors are excellent and the amount of support that is received makes the process a great one.
- I have actively referred social workers to this program because it was so beneficial to me.
- I think UPP is a great opportunity to have an experience in child welfare. While interning, a UPP student has hands-on experience and...in-class perspective.
- The program gave me a good foundation and introduction. I believe you could get as much from the program that you put into it. I was very invested [in] it therefore I got a lot from it. My field experience was the most beneficial because I knew what I could expect from the position when I accepted the job.
- A great learning experience for anyone going into the social work field.
- The UPP program provided a great advantage to being a successful child welfare worker, provided a good career start and also excellent experience in Social Work.

- Absolutely! This program thoroughly prepared me for a career in Child Welfare. I appreciated the specialized, individual attention and education provided from this program. I would recommend this to other social work students to have an opportunity to obtain an experience that is relevant not only in Child Welfare, but prepares students for various areas of practice within social work.
- UPP is a great opportunity to gain experience working with many different types of agencies while working to ensure that children are safe.
- If you want to work in Child Welfare, this prepares you pretty well.
- The initial exposure to the field of child welfare, the classes, and the internship prepared me for the actual employment in the agency. I was able to gain self awareness, and insight into the community that I was going to be working with.
- It is a great first time job as an eye opener. However, it is a very demanding high stress level job. No experience can prepare you for what is actually endured.
- Someone who has an interest in child welfare cannot get into the field while blind; it helps ensure that the students truly know what they are in for in the end, both with the clients and with the administration.
- UPP has prepared me to [be] the Caseworker that I currently am and has provided the steps to be promoted...within a short amount of time.
- I would recommend this program for other students who are strongly considering entering the child welfare area. I've worked at my agency for ... years now and I can tell the difference between a person who was in the program and prepared with knowledge and experience vs. someone who was not. This program gives you a leg up in the field, plus a sizeable reimbursement.
- I strongly feel the UPP program provided the peer and faculty support as well as mentor support in order to learn and flourish in the field. In addition, I feel the hands-on work was the best way to learn how to do the job well.
- UPP was great experience. If anyone has a thought about going into child welfare, the UPP program gives great experience in the field.
- Child welfare gives the opportunity to work with all types of people not just one.
- It was great hands on experience. I feel that my time with UPP gave me the confidence to walk in to the interview with knowledge and a feeling that I actually knew what I was talking about. I was able to reference families I had worked with and experiences I had during my placement that I know others coming straight from college would not have been able to reference.
- I enjoyed the UPP program and it gave me a sense of direction. I felt that the UPP program gave me more real life experience than the rest of the social work program. Not only was I able to contribute to the community, but I was also assisted with the tuition reimbursement. I would recommend this program to all who are interested in working with children and families.
- Yes, because I believe it provides an insight to child welfare and all it encompasses. It is also a great opportunity to see if it will be a good fit for the UPP student.
- I felt this program was very valuable.
- Now employed at...Children Services, I look back on how the UPP was such a great experience for me to participate in. It opened my eyes to so much and I am so thankful I was able to be a part of the program. I would HIGHLY recommend other social work students to participate in the program if they are eligible to do so. This experience has been so wonderful and I am happy I chose to do it.
- When involved in the UPP program I was solely sold on the program and continued to be a big supporter even after graduation, speaking at the University about the benefits of the program.
- Prepares students with or without previous work experience for the challenging and mature field of child welfare. Well worth the time and effort!

Appendix H
 Graduate Comments to How Supervision Contributes to
 Job Satisfaction or Dissatisfaction

| Comments by participants for whom supervision contributed positively to satisfaction |
|--|
| <ul style="list-style-type: none"> • Supervision and co-workers are the only things that get me through the day. I no longer work in [Ohio]. In [the Ohio County where employed] the supervision was awful when it happened and it only happened a handful of times per year. • Good supervision and guidance is the key to successfully learning the field. • Both of my supervisors during my employment have been absolutely fantastic and a perfect fit for me. I have to say that having a good supervisor and one that you mesh with is extremely important in contributing to job satisfaction. • ...the level of support while in the program makes it a very supportive environment. • Dependent upon the supervisor. The supervision is a great source of support and guidance in many ways, very necessary in child welfare. • I enjoy supervision as it allows me to redirect the focus of a case and helps me to outline what things need to be done. • The supervision has helped me to adjust to the policies and the culture of the agency, and how to cope with the stress and pressures that the agency has placed on my person. The support has been very helpful and needed. • I have a supervisor that is very detailed oriented and helpful in identifying tasks. However, my supervisor is not one to do the tasks for you. She expects you to be very independent and able to recognize needs of cases. Her attention to detail helps you be prepared for situations. • The supervision I receive at my agency has been beneficial simply because another set of eyes on a case helps show issues that still need to be addressed. • Supervision is an important piece of Child Welfare and something that needs to be strongly improved within agencies and continued. Support is an essential piece to an employee being satisfied within their jobs. • Without my extremely supportive, hands on supervisor, I'm sure my satisfaction would be much different. • I have been lucky enough to have 3 great supervisors who have continued to mentor me as well as challenge me in my growth as a social worker. • My supervisor and co-workers have been the biggest support to me during the entirety of working in this field. • I felt that my field instructor really prepared me for a full case load. She trusted my instincts on the job and always encouraged me to as well. • My supervisor was excellent and very helpful in many ways. • My supervisor is extremely supportive, which I feel contributes to my level of satisfaction. • Maintaining a positive relationship with your supervisor is very important for job satisfaction. • I have had a lot of support from my supervisors. |
| Comments by those for whom supervision contributed negatively to satisfaction |
| <ul style="list-style-type: none"> • I was displeased with my supervisor. She had a tendency to micromanage and I felt that I did not have the opportunity to learn and try things on my own. • I have a new [administrator] who I feel will contribute positively to my level of satisfaction, but my prior administrator[s]...did not value my experience in UPP and therefore did not utilize my abilities as much as they could have. • The supervisor I currently have appears to think that since I was a UPP student that I should know more and understand more than an average beginner case-worker. <p>Supervision is peripheral. Not much invested in worker experience.</p> |

Note: Some comments edited to ensure protection of participant identity.

Appendix I

Reasons Graduates Did Not Accept Employment

- Although I did decide through my internship that I still wanted to work with families and children at some point, I did not think child welfare was the right job for me as my first job.
- Did not have a completely positive experience in doing my field placement and decided to go on to get my Master's degree because I was offered the University scholarship to do so.
- I chose to go straight into the MSW Advanced Standing program after graduating the BSW program...
- I decided to attend graduate school full-time. However, I am currently employed [in child welfare] part time...
- I decided to pursue my MSW in an advanced standing program.
- Pursued a graduate degree
- I went on to get my MSW in an accelerated program and began to work in [another field] after graduating with my MSW
- I interviewed for [several] position[s]...at a number of...CPS agencies in Ohio and was not offered a position.
- I tried.
- I want to pursue a job in child welfare and I'm still trying, but the economy is just working against me in pursuing my career.
- I was not offered an interview anywhere after submitting resumes to [multiple] different agencies until...months after graduation and did not receive a job offer...
- I was unable to secure employment due to unsuccessful interviews, lack of interviews, etc.
- The local children services was not hiring at the time of graduation so I accepted employment somewhere else.
- There was a hiring freeze in...County. I have a family and I was unable to relocate. I would have loved to benefit from this program.
- There were none available in the counties surrounding my living arrangements. The county where I did my internship required a master's degree. Now they require a master's degree and passage of the LISW.
- The agency did not offer me a position and I wanted to work in a smaller county.
- I was treated unfairly due to my [ethnic] heritage background [as a result of] a misunderstanding...[and was not recommended for the preferred position].
- Following graduation...I moved to [another state]...
- I moved out of state after graduation. Also, although I enjoyed my placement, I was ambivalent towards seeking a position with a public child welfare agency.
- Upon graduation, I...moved to another state and I was not able to work in an Ohio county. I pursued employment in foster care and adoption agencies, although I was open to working in Child Protective Services

Appendix J

Graduates – Suggestions for Improvement

Note: Statements are direct quotes in most instances. Spelling and punctuation corrections were made to increase readability. References to individual names or names of institutions have been removed to protect identity of respondents.

- Assure field placements are providing a great variety of experiences in each department
- Focus on how to deal with the stress of a child welfare caseworker and how to assure this does not effect your personal life negatively
- More court exposure
- Advertise more - people don't know about this program!
- Ideally if there could be different classes for those in rural and urban areas it would be able to teach the different skills needed.
- Ensure the student and field placement have the same goals.
- The student must take responsibility for what they learn.

- Continue the current program and broaden the UPP to Graduates who are in child welfare already.
- Continue the program as is, there really are no improvements that I can think of. I have not been in the program in...years so could not accurately make any recommendations as I am not sure what has changed since I left.
- A list of counties hiring child welfare workers or alternatives since many counties are not hiring at this time.
- More opportunities to attend court hearings.
- Making sure UPP students are able to experience different aspects of child welfare.
- Allow tuition re-imbusement for part-time hires. I got no reimbursement...
- More court room experience.
- Making the internship agencies meet certain requirements for shadows, e.g.: Intake, Ongoing, Assessment, Prevention, Court, Adoption/Foster Care/Emancipation/Placement
- More time with seminar. This was extremely beneficial.
- More self assessment
- More in depth awareness of self (what you bring)
- Class on dealing with ethical dilemmas in work place
- UPP Alum meet occasionally after graduation to discuss experiences, follow up, network, etc.
- Encouraging students to discuss concerns with their UPP facilitator or supervisor.

- There was a very heavy writing requirement for the UPP practicum and it was quite discouraging at times due to believing that it was not objective and more time consuming than necessary.
- The contract and grading associated with that is very difficult to fulfill sometimes and that is not the fault of the student. The agency climate, supervisors and staff that work with the students all play into whether you can meet the expectations.

- Finding staff that will take students out or want to mentor them is difficult. Staff should be compensated in some way to make it less of a burden. It is a bad feeling for a student when the person who is taking you out or working with you is very clear that they do not want you around.

- Finding staff that will take students out or want to mentor them is difficult. Staff should be compensated in some way to make it less of a burden. It is a bad feeling for a student when the person who is taking you out or working with you is very clear that they do not want you around.
- Provide students with more time to compare experiences,
- UPP should be extended so that the opportunity to attend Grad School is an option. More Master level workers are needed in child welfare.
- Loan forgiveness should be offered for participation in the program. For anyone who participated in past and future.

- UPP should extend its services to private sectors of child welfare agencies. Opportunities for employment should also be offered on the state level, not just county.
- UPP should have its own alumni. Past participants should play a major part in the upkeep and decision making processes of the program.
- Did I say I would have liked to have attended Grad school and still had the benefits of the program!
- More clear expectations for field supervisors
- Additional classes or information on mental health.
- Continue to push importance of documentation.
- During internship, being able to see various positions of child welfare.
- Explain in more detail the job duties.
- More hands on training versus classroom settings/training.
- More communication between the liaisons
- It should only be offered to students who are strongly considering entering this field. People who are entering it just to see if they will like it or not I feel take away a spot for someone who is truly dedicated to this field.
- Require a full month in the opposite department (i.e. if you intern in assessments you should be required to spend a month in DFS to gain some experience there. I interned in assessments and was hired to ongoing with little knowledge of the position/requirements)
- More hands on / discussion with real life issues
- More practice with actual paperwork from agencies
- Provide the program to other University's
- Provide a higher stipend/scholarship
- Closely monitor the field supervisor
- More scenario based learning
- Teach a better understanding of what the job actually entails
- Teaching students how they can help better the system
- Having more opportunities to shadow other departments such as adoptions, foster care, emancipation, etc.
- To shadow Intake/Ongoing for [longer periods of time].
- To ensure that all training is completed before being hired and to encourage employers to allow new case worker to take parts of core if the employee feels they need it/want it.
- Recruit more Master's students.
- More training on the cultures of the agencies in the area.
- More awareness of the areas to be worked in, with direct exposure
- Stress management
- Community action abilities that child welfare workers are able to do
- Ensure that placements are going well right off the bat.
- Ensure that there are other placement arrangements available should current ones prove problematic.

- Start each UPP student in 241-kids, then intake, then ongoing.
- Only do one or two UPP students to each caseworker, more is confusing and difficult for the students to get the most out of the experience
- Make the UPP students do more hands-on work and less watching
- I liked the UPP program the way it is set up.
- I would allow more than 6 months to be employed for the stipend because some people may have health issues that prevent them from starting until after they have surgery.
- To be able to shadow in the different fields of child welfare (i.e.; adoption, foster care, ongoing services, assessments, etc.)
- To attend more seminars and informational trainings regarding child abuse/neglect.
- Tighten staff
- Give all information
- Don't lie about what you actually get from the program
- Having a more hands and active role during the Internships in order to gain confidence.
- More role playing and less "from the book" or "how it should be" info.

Appendix K

Field Instructor Suggestions for Improvement

- Have clear guidelines for students that are good students, but may not be a good fit for child welfare. Do they pass or fail field?
- Longer practicum to better prepare the students- the more time in the field the better.
- During the practicum students should have less class work and more time to devote to field work
- Continue with meetings prior to the year to discuss outcomes

- Less reading of articles, this also will allow students to focus on child welfare day-to-day responsibilities.
- Addressing less theory during practicum; allowing more direct 'hands on' work.
- Be more flexible w/ students and their internship schedule. Allow supervisor to excuse student out of a class based on a valid work related opportunity.
- More flexibility to miss some class time to participate in a variety of child welfare experiences i.e., PC trials, Family Group Conferences etc. We allow students to use field time for workshops or training provided through the school, it would be nice if it were reciprocal.

- Work with the students on interviewing and "selling themselves" so they perform better in a job interview.
- Help them pay for the LSW exam / license.
- Doing criminal background checks on students before accepting them into the program.
- Exploring social work curriculum and devising a way to verify competence in areas not covered by the 2 Child Welfare courses
- Remember that agencies vary widely in size and philosophy and with the variability that will always occur with each different participant.
- Developing a legal overview course prior to graduation
- Template for agencies to orient UPP students to the agency
- Some type of learning lab on case planning for students
- Statewide standardized learning contract
- Would have my Agency and the University on the same page regarding when interns can start independent field work.
- Would work more cross departmentally than we do now.
- Offer an opportunity for interns to evaluate field instructors.
- Half way through the year, offer interns an opportunity for providing feedback on their needs.
- More hours per week in the field placement- 1 semester as opposed to 2 semesters.
- Pre-screen for some applicants
- A meeting with the university instructor earlier in the placement.
- Students should be instructed on how to write clear and concise case notes that are free of opinions.
- More time in field during the first quarter.

- In partnership with the Agency...reducing the field instructor's work load a little bit during the 9 months.
- More hands-on experience with clients
- Lifting the hiring freeze in ... County
- Allow students to attend the PCSAO conference and other training events.
- Increased communication with field instructors by UPP Coordinators - varies from university or college and has been inconsistent
- Greater job placement assistance prior to graduation (spring quarter or second semester) given the current economic challenges and impact to PCSA's
- CORE training should be offered at times that don't conflict with class requirements. This appears available to metro agencies with RTC's "in-house" but is a major impediment for large or rural PCSA's
- I have interviewed several UPP graduates over the past several years, and this class (2009) has been the strongest so far.
- We hired one UPP student several years ago [who] did not pass probation.

- I did not have a positive experience with the last UPP intern we had due to limited writing skills and general disorganization...concerns had little to do with the UPP knowledge...but were a major concern in the workforce. Better screening of UPP applicants will hopefully catch these concerns early on.
- I strongly believe in this program and want to make it work. We just hired an UPP grad. ...that did great in the interview and I am optimistic for a successful probationary period over the next 6 months.