



2009-2010 University Partnership Program Report

**Developed by the Institute of Human Services for the Ohio
Child Welfare Training Program**

June 2010

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Overview

This report highlights activities and accomplishments of the University Partnership Program (UPP) since July 1, 2009. UPP objectives for 2009-2011 are:

- 1.) To develop a fully-functioning UPP program at Youngstown State University (YSU)
- 2.) To develop an on-going evaluation approach to promote and monitor consistency in key program components among the eight UPP universities
- 3.) To create public value for the benefits of UPP among Public Children Service Agency (PCSA) stakeholders
- 4.) To develop an effective and comprehensive program evaluation approach

Objective #1: To develop a fully-functioning UPP program at YSU

This objective was accomplished. The Grant Agreement between ODJFS and Youngstown State University was completed in 2009. Three students entered and graduated from the program during the 2008-2009 academic year.

Objective #2: To develop an ongoing approach to promote and monitor consistency in key program components among the eight UPP universities

Accomplishments during this reporting period include the development and implementation of a generic application form for UPP students, completion of site visits to all eight participating universities and conducting student focus groups to gather their perceptions of the quality of their UPP experiences.

Discussion during the UPP Campus site visits included:

- Progress on data input in the new UPP data base;
- Campus Coordinators' role in working with PCSA field instructors to ensure field placements address students' learning needs, and consistency in field placement activities across PCSAs
- How to include revisions of Caseworker Core into Child Welfare I and II (this will also be discussed in future meetings)
- A detailed review process for considering graduates' requests for time extensions for beginning employment at PCSAs

Focus groups were conducted for the 2008-2009 Academic Year with a total of 49 UPP students from all seven universities (prior to YSU joining the program). A standard format was used in each group and the students responded to six open-ended questions. In general, the students expressed a fairly high level of satisfaction with the key program components of UPP including course work, classroom instructors, the texts, field experience, the role of the Campus Coordinator, and classroom discussions of "lessons learned" field placements. Commonly cited areas for enhancement included:

- Consistent expectations regarding activities, monitoring and supervision of students' field placements

- More training for agency- based field supervisors on their role in UPP
- More standardization in the type of independent responsibility students are allowed to have in the field
- Continued attention to good communication between the universities and the agencies

One indicator of the program’s success is that 100% of the UPP students intended to pursue a PCSA job upon completion of their education. Please see Appendix A for a more detailed report that includes trends and analysis.

Objective #3: To create public value for benefits of UPP among public children services agency stakeholders

Since July 2009, Bob Kubiak, the coordinator of the UPP program, presented information about UPP to seven PCSAO groups. The groups included the Public Children Services Association of Ohio (PCSAO) Board of Trustees, regional PCSAO executive directors’ meetings, Ohio Child Welfare Training Program (OCWTP) Steering Committee, the Supervisory Conference sponsored by the East Central Ohio Regional Training Center, PCSAO Human Resources Managers and child welfare staff at Athens, Cuyahoga and Columbiana Counties.

Objective #4: To develop an effective and comprehensive program evaluation approach

A new UPP electronic data recording and tracking system was developed and implemented. This had been recommended by The Ohio Title IV-E University Partnership Child Welfare Education Program Evaluation conducted by The Ohio State University College of Social Work in July 2009. This statewide database allows for centralized data collection for quality assurance and long term evaluation purposes.

The remainder of this report addresses the work completed in establishing the UPP database, tables of data obtained from the database and the identification of possible outcomes for measurement in the future.

Database

Prior to the development of the Quikbase database (described below) there was little capacity for student data to be consistently gathered, tracked and reported. Upon completion of the July 2009 UPP evaluation (mentioned above), it was determined that there were limitations to the existing UPP data. Additionally, many outcomes that might be evaluated require that UPP graduates be tracked over a longer period of time. In an effort to streamline the data collection, record keeping, and data reporting processes a web-based UPP database was developed. Development began in January of 2009 and was completed in December of 2009.

Development activities

Several different database products were evaluated to identify which program would best meet the needs of UPP coordinators, evaluators and administrators. The following questions were used to guide the selection of a database tool:

1. How easy is the tool to access?
2. What is the tool's functionality?
3. What is the cost of the tool?
4. Can the tool provide for appropriate levels of confidentiality and information sharing?
5. How easy is the tool to develop?
6. How many users can have access at one time?
7. What level of technical support is provided by the company offering the tool?

After considering several database tools, Quickbase by Intuit was chosen because it was most functional, easy to use and develop, afforded adequate confidentiality and information sharing, and included technical support. A subscription to Quickbase was purchased, and is maintained by a monthly subscription fee.

UPP coordinators met with Ohio State University evaluators to identify information to be stored in the database. The coordinators also developed a standardized application form for use by all eight programs. The database was developed to include information identified by UPP coordinators and information contained on the application form. The database allows for recording and storing information in the following areas:

- Application
- Field placement
- Graduation and work commitment
- Employment

The database also allows for creation of standardized reports (a list of these reports is included in the Database Training Manual, in Appendix B). Reports have been created to allow UPP coordinators, administrators and evaluators to easily access demographic statistics and descriptive information about the participants and their program involvement.

Implementation

In December of 2009, Institute for Human Services (IHS, the state coordinator of the OCWTP) staff provided training to all UPP coordinators on using the database. A training manual (Appendix B), was developed for this purpose, and coordinators were provided a copy of the training manual at that time. The UPP coordinator received additional database training in April of 2010. All student data available to UPP coordinators since the beginning of the program through June 2010 has been entered. IHS staff provided technical assistance to UPP coordinators during the initial data entry period and continue to do so, as needed.

IHS staff conducted a review of the data with UPP coordinators in June 2010, and provided clarification on specific data fields. Coordinators and IHS staff identified modifications that should be made to the database, and IHS staff are making those changes. Additionally, the reporting capacity of the database is still being developed.

Maintenance

IHS maintains the database, which includes the following:

- Paying the monthly cost of subscription
- Providing technical assistance to UPP coordinators
- Generating reports
- Reviewing data for accuracy and following up with coordinators to correct

There are several benefits to using this database. Most importantly, the database allows for increased record keeping capacity. UPP coordinators have already back-entered all participant records available; this information is now housed in one central location. In addition, university coordinators are now required to track the same information, thus providing consistency of information across universities.

Secondly, data can be updated and tracked whenever information changes. In the past, tracking students' placement and employment information was challenging, as there was no permanent record of UPP graduates' PCSA supervisors and contact information. It was also impossible to identify which PCSA's accepted placements or hired UPP graduates. In addition, there was no mechanism to determine the length of time a graduate remained employed at a particular agency, thus limiting the evaluation of longevity as a program outcome. All this information can be stored and reported in Quikbase.

In addition, the E-track identification number can be pulled from the database and E-track can be used to track employment changes in the future.

Descriptive Data for UPP Program for the 2009-2010 Academic Year

The tables below display data available in the UPP database. As this is the first year for the database, there are features in the database that have not yet been fully implemented, and there were inconsistencies in how some data was entered. In addition, UPP coordinators have entered as much data as they have available to them. However, some records for previous years may not be complete. As a result, there are a few minor discrepancies in the data reported in the following tables. Data entry will continue to be refined in the near future.

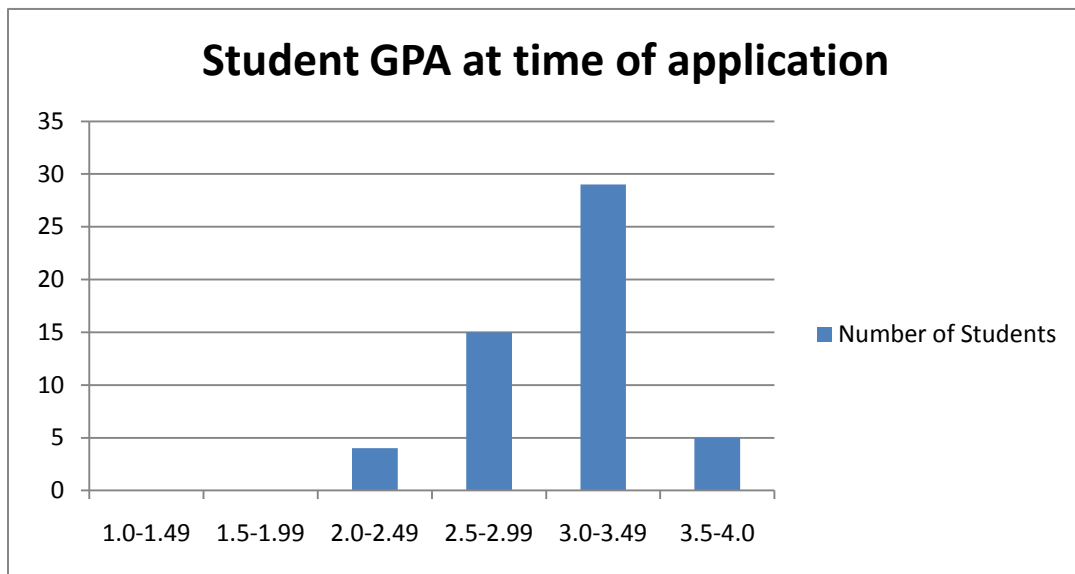
Gender of students admitted to UPP

Male	Female	Total
6	77	83

Race/ethnicity of students admitted to UPP

Race	Number of Records
American Indian or Alaska Native	1
Asian or Pacific Islander	1
Black or African American	15
Caucasian/White (Non-Hispanic)	63
Hispanic or Latino	1
Multi-racial	2
TOTALS (6 groups)	83

Student GPA at time of application



Degrees Awarded in the 2009-2010 academic year

Degree Awarded (Since July 1, 2009 and as of June 2010)	Number of Graduates
BSSW	7
BSW	39
MSW	7
TOTALS	53

**Field Placement and Employment Data for UPP Students
Since Program Beginning Through June 2010**

Agencies that accepted student placements as of June 2010

Field Placement Agency	Number of Placements
Ashtabula	2
Athens	27
Brown	1
Butler	9
Champaign	1
Clark	14
Clermont	3
Crawford	1
Cuyahoga	22
Delaware	3
Erie	1
Fairfield	6
Franklin	55
Fulton	2

Field Placement Agency	Number of Placements
Geauga	1
Greene	12
Hamilton	27
Hancock	1
Henry	2
Hocking	4
Jackson	1
Lawrence	1
Licking	2
Logan	1
Lorain	1
Lucas	42
Madison	1
Mahoning	7
Marion	3
Medina	1
Miami	5
Montgomery	22
Muskingum	3
Ottawa	1
Portage	1
Richland	1
Sandusky	2
Seneca	1
Stark	5
Summit	18
Trumbull	4
Tuscarawas	1
Union	3
Vinton	2
Warren	3
Washington	11
Wayne	3

Field Placement Agency	Number of Placements
Wood	1
TOTALS (48 counties)	341

Number of student placements by each university as of June 2010

University	Number of Placements
Ohio State University	79
Youngstown State University	14
Wright State University	54
University of Akron	21
University of Cincinnati	40
Ohio University	53
University of Toledo	52
Cleveland State University	28
TOTALS	341

Total number of graduates as of June 2010

University	Number of Graduates
Ohio State University	82
Youngstown State University	6
Wright State University	49
University of Akron	19
University of Cincinnati	42
Ohio University	43
University of Toledo	48
Cleveland State University	22
TOTALS	311

Agencies employing UPP graduates as of June 2010

Employment Agency	Number of Graduates
Adams	1
Athens	4
Butler	12
Clark	5
Clermont	1
Defiance	1
Delaware	1
Fairfield	6
Franklin	42
Geauga	3
Greene	14
Hamilton	17
Hardin	1
Highland	1
Lake	1
Lorain	1
Lucas	26
Madison	1
Marion	1
Miami	4
Montgomery	16
Muskingum	1
Paulding	1
Portage	2
Richland	1
Ross	1
Stark	3
Summit	6
Trumbull	1
Tuscarawas	1
Union	2
Van Wert	1

Employment Agency	Number of Graduates
Warren	5
Wayne	2
TOTAL (34 agencies)	186

Number of applicants for each university as of June 2010

University	Not admitted	Admitted	Total
Cleveland State University	2	25	27
Ohio University		56	56
The Ohio State University	1	98	99
University of Akron		24	24
University of Cincinnati	1	42	43
University of Toledo	1	50	51
Wright State University	2	63	65
Youngstown University		13	13
TOTALS	7	371	378

Number of Graduates for each university as of June 2010

University	Number of Graduates
Ohio State University	82
Youngstown State University	6
Wright State University	49
University of Akron	19
University of Cincinnati	42
Ohio University	43
University of Toledo	48
Cleveland State University	22
TOTALS	311

Work commitment status as of June 2010

Work Commitment Completion	Number of Records
1 year commitment completed	88
2 year commitment completed	21
Deferred*	5
In progress	50
Program termination	53
Program termination after graduation but prior to gaining employment	2
Program termination prior to completion after they started with PCSA	2
Seeking employment	31
TOTALS	252

*Deferments are reviewed and approved by ODJFS. Reasons for deferments included the pursuit of additional education, difficulties obtaining a job due to downturn in the economy, and special family circumstances.

Program completions as of June 2010*

Last Modified By	Number of Records
Ohio State University	64
Youngstown State University	1
Wright State University	42
University of Akron	15
University of Cincinnati	38
Ohio University	40
University of Toledo	43
Cleveland State University	21
TOTALS	264

*Program completions mean the student has successfully completed the course work, field placement and job commitment.

Program terminations as June 2010

Reason for Program Termination	Number of Students
Agency termination	5
Decided not to pursue career in child welfare	20
Moved out of state	3
Other	4
Return to graduated school	14
Unable to find employment	7
TOTALS	53

Identification of Outcomes to Measure in Future Evaluations

With the implementation of the new database, it is now possible to conduct longer term (3-5 year) evaluations of the UPP, and to focus on outcome measures. On June 1, 2010 the Campus Coordinators, PCSAO Assistant Director and staff of the Institute for Human Services met to discuss these possibilities. They identified the outcome measures as possible foci of the evaluation.

- Number of UPP graduates hired by PCSAs
- Longevity of UPP graduates hired at PCSAs
- The degree to which UPP graduates were prepared and confident in their work at the PCSAs; and factors that contributed to graduates level of confidence
- The number of UPP graduates who were required and were not required to attend Casework Core after they were hired by PCSAs; and identify factors that contributed to decisions not to waive Caseworker Core
- Career advancement of UPP graduates: positions at the PCSA, promotions, and promotion dates of UPP graduates working in PCSAs
- The number of UPP graduates who intend to maintain employment at PCSAs past their commitment period
- Factors that influence UPP graduates' decisions to continue or discontinue employment at PCSAs
- The number of UPP graduates who left PCSA employment upon completion of their commitment and became employed by another PCSA, or a private child welfare agency

- The number of days UPP graduates were employed by PCSAs prior to being assigned primary responsibility for a case
- Characteristics of UPP field placements (including students' responsibilities) that appear to contribute to UPP students being well prepared for PCSA employment
- Comparison of UPP to non-UPP workers' performance on the job

This list of proposed measures will be used to inform the planning of a long-term evaluation process of the UPP.



UPP REPORT ON FOCUS GROUPS WITH STUDENTS

**Developed by the Institute of Human Services for the Ohio
Child Welfare Training Program**

June 2010

OHIO CHILD WELFARE UNIVERSITY PARTNERSHIP PROGRAM (UPP)
REPORT ON
FOCUS GROUPS WITH STUDENTS
ACADEMIC YEAR 2008-2009

OVERVIEW OF THE REPORT

Purpose of the Report

The purpose of focus groups with University Partnership Program (UPP) students was 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 UPP Coordinator, who is employed on contract by the Institute for Human Services (IHS). Focus Groups were conducted on site at the seven participating universities between the dates of 04/17/09 and 05/22/09.

The facilitator asked open-ended questions on these topics.

1. The admission process
2. The students' reasons for enrolling in UPP
3. Child welfare course work and integration with field placement
4. Role of the field instructor
5. The field placement experience
6. Role of the campus coordinator
7. Public child welfare career

Focus Group Participants

<u>University</u>	<u>#Jrs</u>	<u>#Srs</u>	<u>#MSWs</u>	<u>Intern Placement Agencies</u>
University of Akron		3		Medina County Department of Job & Family Services Stark County Department of Job & Family Services Summit County Children Services
University of Cincinnati		7	2	Butler County Children Services Hamilton County Department of Job & Family Services Warren County Children Services
Cleveland State University		10		Cuyahoga County Department of Children & Family Services Medina County Department of Job & Family Services Portage County Job & Family Services Summit County Children Services
Ohio University		6		Athens County Children Services Hocking County Children Services
Ohio State University		6	1	Champaign County Department of Job & Family Services Franklin County Children Services Licking County Department of Job & Family Services Marion County Children Services
University of Toledo		6		Lucas County Children Services
Wright State University		8		Clark County Department of Job & Family Services Green County Children Services Montgomery County Department of Job & Family Services

Report Format

The report addresses each of the seven topics listed above. For each topic, the author has summarized the common points and responses made by a majority of the students under the caption, "Trends". This term is used to indicate 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. 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 the quote helps express a point of view or opinion held by a large number of students.

I. ADMISSION TO UPP

Referred By			Screening/Application Process	
Professor	CC Direct or Class Presentation	UPP Student	Interviews	Application Form
7	38	3	43	49

Trends

Recruitment/Referral

- The direct recruitment activities of the Campus Coordinators (CC) are most important in attracting students to UPP.
- The use of promotional brochures was mentioned as an effective recruitment tool.
- A few students mentioned that there was the impression that “standards for the program were high”.

Application/Interview Process

- All of the focus group participants recalled completing a written application form as part of the admission process for CWUPP.
- The other written application materials mentioned varied somewhat from school to school. These included an essay on “Why I want to go into child welfare”; a response to a hypothetical case vignette or case scenario exercise; a picture analysis exercise; providing a resume; and providing references.
- Almost all students recalled an interview process, except for six students at one university.
- The interview experience varied from formal to the more common informal meeting with the Campus Coordinator.
- Students at two schools recalled people other than the Campus Coordinator being involved in the interview.

Analysis/Recommendations

- The informal nature of the interview process seems to prevail. It appears that Campus Coordinators assess an applicant’s aptitude/interest in UPP from the point of first discussion about the program. This may be why many students did not recognize the interview as a formal process.
- Focus group data suggests some attention might be given to involving others in the interview process and determining who these individuals should be (e.g., other professors, UPP Program Director, public children service agency (PCSA) representatives, etc.). This would be important at schools where there are many UPP applicants, or when input is needed in determining whether candidates have the attributes necessary for success in working in child protective services.
- Standardization in the completion of written application materials has progressed and further enhancements are expected. In work sessions conducted in 2009, the Campus Coordinators agreed upon a standard application form and ancillary written application materials.

II. REASON FOR ENROLLING IN UPP

The Scholarship Payment	Opportunity for Employment in Public Sector	Existing Interest in Child Welfare	Recruited/Attracted to Child Welfare
20	9	29	3

(Participants could cite more than one reason)

Trends

- Though the monetary benefit was an important motivation, most students in this cohort came to UPP with an interest in a child welfare career.
- A pertinent student comment: “I always wanted to go into child welfare. When I heard about the program, it was a great opportunity.”

Analysis

- UPP is attracting students who realize the value of being trained as child welfare practitioners.
- These comments reflect this point:
 - “You are pretty much guaranteed that if you do well you will be hired and if you aren’t this still looks good on your resume.”
 - “Child welfare education will be a great education no matter what job you end up with.”

III. CHILD WELFARE COURSES AND INTEGRATION WITH FIELD PLACEMENT

Trends

General

- All students expressed positive opinions about the Child Welfare I and Child Welfare II courses.
- The prevailing theme is that the courses are “pertinent”, “practical”, and “relevant” to child welfare work.
- When asked to compare these courses to other social work courses, the child welfare classes were highly rated. They were judged to be “far more practical” and “more hands-on than some of our other courses”. Furthermore, “the class opened my eyes to the role of social work”.
- Some students found the course “easier” than other social work classes, but mainly because the content was more specific and “well focused” on the details of child welfare casework. Other students found the child welfare courses as “more demanding”, but stated the work involved was “worthwhile” and “not excessive”.
- Course instructors were regarded favorably at all Universities. One student’s description of the two Instructors who teach Child Welfare I and Child Welfare II at her school summed up the dominant opinions: “The Instructors have different teaching styles; both are great; they teach us more than other professors.”
- Students also found the four volume text (*Field Guide to Child Welfare*) to be an “excellent” resource. Most students indicated that they would keep the books and “refer to them on the job.” Some noted that the texts could be updated with current research.

Specific comments on class work

- In general, students indicated that the course material included references and information about child welfare work.
- The following lessons or teaching techniques were most frequently identified as directly relating to child welfare work:
 - How to engage clients
 - Review of case scenarios (often with a role play component)
 - Stages of child development
 - Assessment skills (including identification of child abuse/neglect)
- The following were also commonly mentioned as significant:
 - Strength-based philosophy of child welfare
 - Attention to Ohio Revised Code and public agency terminology

- Personal safety

Student suggestions

- Focus group participants at most universities prefaced their suggestions with comments such as, “We’re pretty happy with the program...”
- Students expressed an interest in learning more about the following topics:
 - Federal mandates and Ohio Revised Code
 - Attention to actual ODJFS and PCSA forms (e.g., CAPMIS, SARs, case documentation)
 - SACWIS

Analysis

- The most valued aspect of the course work is the emphasis on practical examples of what caseworkers will experience in the field. Focus group data suggests the use of case examples in the text and in class should be continued.
- A clear strength of the program is the fact that almost all instructors have direct experience in child welfare. “I really liked the instructor and the use of practical experiences to teach”, is a good summary comment on this point.
- A primary learning concern for students is what to say (and what not to say) to clients. Instructors appear to be addressing this point well in class.
- Students value practical examples and skills practice, such as role plays
- Students realize that time is limited for class work, with much content to be covered. However, they expressed interest in more exposure to the actual forms, documents, policies and rules that guide operations in Ohio’s PCSAs.

IV. ROLE OF THE FIELD INSTRUCTOR/SUPERVISOR (The PCSA staff member who supervises the UPP Intern)

Trends

Comments

- Students report that Field Supervisors do not commonly take the initiative to inquire about class work and then make a direct link to the field experience.
- Supervisors tend to pay attention to the student intern’s *Learning Contract* which includes desired learning outcomes.

- Most students found they would be the likely person to initiate discussions about the link between class work and field experiences: “If something would happen that related to class, we could bring it up for discussion.”
- Most students reported having a copy of the Ohio UPP Child Welfare Practicum Handbook (newly developed in 2008). Students frequently used it in completing their learning contract, but otherwise it was not used during the field placement.

Student Suggestions

- Students suggested the following for improving the link between course work and field experience:
 - Instructors should have a copy of the syllabus
 - Instructors should attend training that provides an overview of UPP and describes expectations for field instructors
 - One student suggested: “Incorporating the UPP curriculum into the Field Internship Contract.”
- Students suggested the following regarding field instructors’ supervision of the field placement:
 - Be sure to have an overall plan for a comprehensive internship
 - Help students identify appropriate caseworkers to shadow
 - Help students identify activities or shadowing they should complete in PCSA departments other than the one to which they are assigned
 - Keep expectations (and assignments) in line with the student’s intern status

Analysis

- For the most part, students report having a good experience with their Field Supervisor, but the need for a bit more organization is frequently cited. (“I would like more of a system.”)
- Students indicated that a few factors helped link classroom learning with the field experience. Students were able to initiate such discussions; many of the Campus Coordinators regularly communicated with Field Supervisors about the syllabus, course topics, etc.; and field supervisors paid attention to the Learning Contract.
- Students thought that linkage between classroom and field should be improved.
- Focus group data suggests that new strategies are needed to engage Field Supervisors in making more frequent and more direct linkage between classroom and field experience.

V. FIELD PLACEMENT EXPERIENCE

Trends

General Comments

- Most students indicated that they were “well prepared” for the internship interview and/or that this step was just a formality. However, a few found this process “hectic” and the waiting time to hear about their acceptance was “frustrating.”
- Almost all students reported that they received a general orientation to the agency that was “helpful.”
- Most students admitted to being nervous at the start of the internship and that even a good orientation can be “overwhelming.”

PCSA planning for interns

- The student interns reported they often receive a mixed reception from the agency’s casework staff. (It ranged from “wonderful” to “did not feel incredibly welcomed by other workers because some don’t want a shadow.”)
- A number of students were surprised that their placement agency did not seem to have an organized plan for the internship: “My expectation was to have a specific agenda. There was no real schedule the first month and I struggled.”
- Several PCSAs have developed in-house internship plans (i.e., schedules, checklists, etc.) and these are generally seen as beneficial. “We had a schedule that gave us wide exposure to units,” said a student placed in one such agency.

Valuable learning during field experiences

- The most frequently mentioned valued learning experience was individual responsibility for a case or a client on some clearly defined function, for example: “The process of first going to a client’s home with a mentor and then do it on your own.”
- Other significant learning experiences frequently mentioned:
 - Exposure to Juvenile Court proceedings
 - Observing caseworkers’ styles and techniques (both positive and negative)
 - Exposure to children in foster care, including observing of a child being placed in foster care
 - Observe a sexual abuse investigation interview

Suggestions for improvement

- The most frequently cited suggestion for improving the field experience was enhancing the general plan for the internship system. The quote: “Don’t baby interns, but a little more structure is needed”, sums up this point.
- Other suggestions varied widely:
 - Prepare students to take the initiative to advocate for their learning experience.
 - Assign a “newer, simple” case (not one that’s been open for years).
 - More communication is needed among intern, supervisor and the mentor caseworker who will be shadowed.
 - Revise the *Learning Contract*. The standard outcomes need to be adjusted.

Analysis

- Focus group data clearly indicates there is no underestimating the importance of “having a plan” to make the internship experience comprehensive and worthwhile. This applies to every step of the process, including applying for internship, placement at a PCSA, field supervision, and organizing shadowing opportunities.
- The *Ohio UPP Child Welfare Practitioners Handbook* was designed as a tool that could provide a common structure for the internship experience. However, it appears that field supervisors do not routinely use the handbook for this purpose. Consideration should be given to using it to enhance field experiences and ensure consistency across PCSAs.
- It appears it would be beneficial to provide the agency’s casework staff with an overview/explanation of UPP to make it clear that these students are taking child welfare courses and aspire to be caseworkers.
- Agencies had varying approaches for allowing interns case responsibility (i.e., from direct assignment to working in conjunction with a mentor caseworker, to observation only).
- The message from interns is clear: the more independent responsibility for cases, the better the field experience. Interns who are not given a degree of independence often express disappointment with the field experience.
- Most students realized that they must take a major share of the responsibility for having a productive internship. However, they expected Field Supervisors to provide three basic components: Some structure; regular supervision; and open communication (including the involvement of caseworkers with whom the intern will interact). It appears that most placement sites make an effort to provide these components. However, if there is a lapse in just one area it can hamper the internship experience.

VI. ROLE OF THE CAMPUS COORDINATOR

Trends

Group seminar with Campus Coordinator

- The most commonly mentioned benefits of the seminar were:
 - Opportunity for group discussion of field experiences and receiving feedback from peers and Campus Coordinator.
 - Bonding and sharing of mutual support among the members of the student group.
 - Receiving information from Campus Coordinator about what is going on in the child welfare field.

Campus Coordinators' assistance to students

- The students rate the Campus Coordinators favorably for the following reasons:
 - Being readily available and approachable for support and advice
 - Giving professional feedback and advice on field experiences
 - Being an advocate for students in their role as an intern in a public agency
- Students often credited Campus Coordinators with playing an important mentoring role. For example, my Campus Coordinator is “an inspiration and a mentor”.

Student suggestions

- Some students would like to have some input on setting the agenda for topics and presentations for the UPP seminar.
- Many students think that even more attention could be paid to working with agency Field Supervisors. For example:
 - “Work with county agencies so that we all experience the same thing.”
 - “Have at least one meeting with all UPP student interns, all Field Supervisors and the Campus Coordinator to address program issues.”

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 have at their school and do not seek to have an alternative format.

- There has been no turnover in the ranks of the Campus Coordinators for several years. They know their role well and continue to demonstrate a commitment to the students.
- The specific suggestions for enhancing communication with the Field Supervisors should be explored.
- Focus group data suggests that UPP staff should reach out to staff at all levels of PCSAs to promote UPP and to advocate for the best possible internship experience for students.
- Focus group data suggests that UPP should ensure consistency of field experiences across all PCSAs involved in the UPP.

VII. PUBLIC CHILD WELFARE CAREER

Will seek PCSA casework job	Aspire to Supervision	Interest in a MSW degree
49	22	40

Trends

- Concluding comments from focus group participants were positive about UPP but reflected anxiety about finding a position in the current tough job market:
 - “I would recommend UPP to anyone.”
 - “I can go anywhere in Ohio, but I’m frustrated about the current job market.”
 - “I feel prepared to go into the workforce.”

Analysis

Perhaps the best indicator of the program’s success, as indicated by these participants, is the fact that 100% intend to pursue a PCSA casework job.



Training Manual for UPP Database

**Developed by the Institute of Human Services for the Ohio
Child Welfare Training Program**

June 2010

TRAINING MANUAL FOR UPP DATABASE

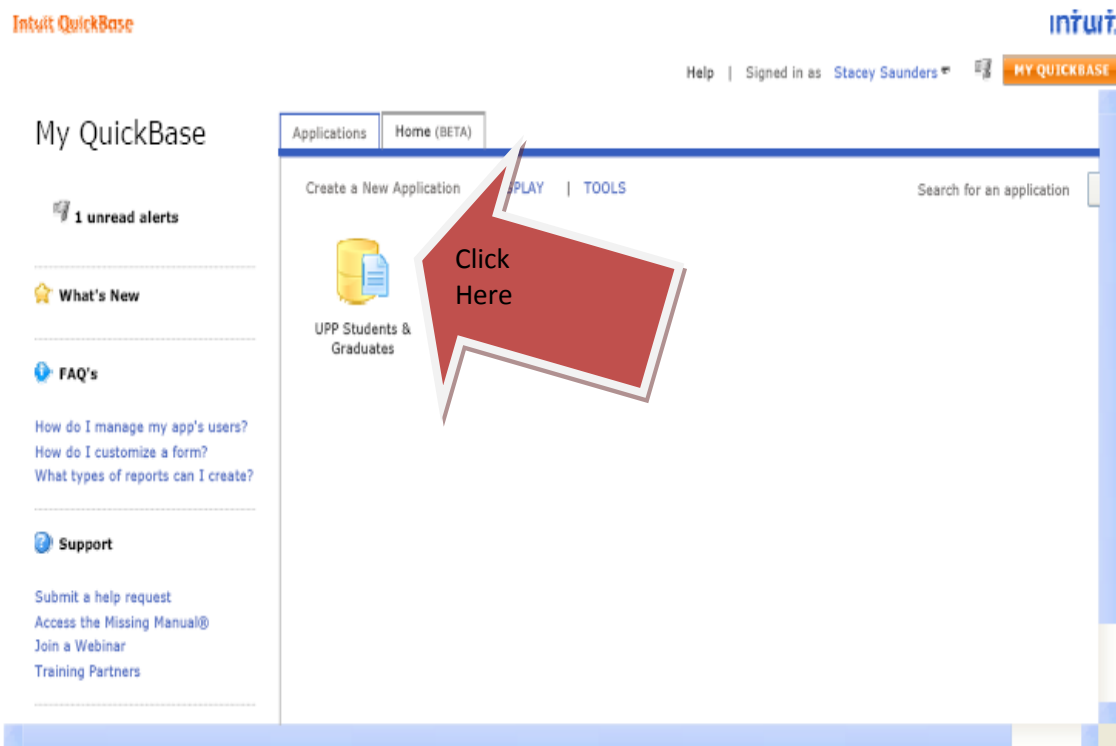
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DATABASE ACCESS

To access the database, go to www.quickbase.com

Once there, you will see a “Sign In” option in the top right corner of the screen. Click on this button and you will be prompted to sign in. You will sign in using the email address at which you received your invitation to the database and the password you created upon activation. You will need this information to sign in every time you wish to access the database.

Once you have signed in, you should see a screen that looks like this:

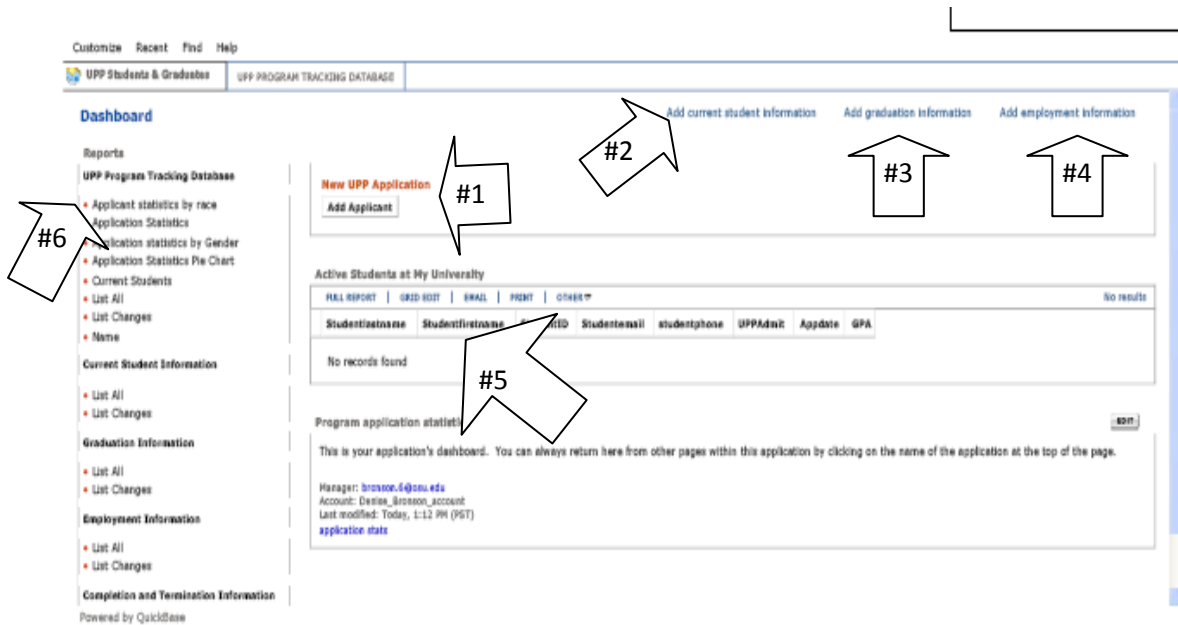


You will click on the UPP Students & Graduates Logo.

DASHBOARD

The dashboard of your application is the location of links to all of your information. Here you can enter new application information, add information on existing students, view current students and other reports.

Your dashboard will look like this:



You should know several key dashboard functions.

1. This is the add applicant button. This is where you will enter application information for new applicants.
2. This is the current student information button. Here you will enter information on current students. This information will include field placement information.
3. This is the graduate information button. Here you will enter graduation information for UPP program participants.
4. This is the employment information button. Here you will enter employment information for UPP program participants.
5. This will list Active Students in the UPP program at your university.
6. These other reports will provide you with additional useful information about your program.

ADD APPLICANT

When you receive an application, you will enter it into the database to start tracking a student’s progress through the UPP program. Entering applicant information prior to determining whether an applicant was admitted to UPP or not will also allow you to identify trends of students who are admitted and those who are not admitted.

To enter an application, you will click on the “Add Applicant” button on the dashboard (#1 in the previous diagram). When you click on this button, the following screen should appear:

ou123456

Applicant's Last Name Smith
Applicant's First Name Sue
Applicant's Middle Initial or Name Lou
When was the application received? 12-14-2009
Which university is the applicant attending/planning to attend? Ohio University
What is the applicant's current overall GPA? 3.7
What is the applicant's current address? 123 Smith road
 funny ohio 41111
What is the applicant's permanent address? 123 smith road
 (If same as current, type SAME) funny ohio 41111
What is the applicant's phone number? (123) 456-7894
What is the applicant's email address? suesmith@ohiou.edu
What is the applicant's Etrack ID?
 This number is the two digit month,
 two digit year,
 first initial,
 first five letters of the last name
 followed by the number 1.
MM-DD-First Initial-First five letters of last name-1
 For example- Jane Adams, born July 1st, 1990
 would be 0701JADAMS1
What is the applicant's student ID? ou123456
 (Each ID should begin with the
 university code, i.e.,
 OSU, WSU, CSU, OU)
What is the applicant's date of birth 07-01-1980
What is the applicant's race? Caucasian
What is the applicant's ethnicity?
What is the applicant's gender? Female
Was the applicant admitted to the UPP? yes
On what date was the applicant admitted to the UPP? 12-03-2009
Did the applicant give consent to be contacted by evaluators after graduation? no

On this screen, you will enter the applicant’s information. This will create the record that will link all other records for this student. Instructions for each field are listed below.

Applicant's Last Name	The last name of the applicant
Applicant's First Name	The first name of the applicant

Applicant's Middle Initial or Name	The middle initial or middle name of the applicant
When was the application received?	The two digit month, two digit day, and four digit year of the date of application receipt
Which University is the applicant attending/planning to attend	A drop down menu of all university choices, click on the arrow on the right side of the box to see selections. Highlight your university and click enter
What is the applicant's overall GPA	This is the applicant's current GPA (at time of application into the program). It should be a number with no more than two decimal places
Applicant's current address	List the address of the applicant that is current. This is frequently the campus address.
Applicant's permanent address	If the applicant has a permanent address that differs from their current address, enter it here. Frequently this is a parent's address. If the permanent and current addresses are the same, enter SAME here.
Phone Number	There is an opportunity to provide a home number, cell number and permanent number. Enter as many as are available on the application. Must provide at least one phone number.
Email Address	There is an opportunity to enter both a school email address and an additional email address. At the minimum, the school email address should be provided.
E-track ID	The E-track ID will be the number used to identify UPP students and graduates in the OCWTP learning management system. The E-track ID is each users two digit birth month and two digit birth day, their first initial and the first five letters of their last name, followed by the number 1. If a student has less than five letters in their last name, zeros should be used as placeholders. If there is more than one PCSA employee with the same birthday, month, first initial and last name, then the number 1 at the end will change to 2, 3, or so on. Questions about this ID can be directed to RTC's or IHS.
Student ID	This identification number is the university code (OSU, OU, YSU) followed by the university identification number. The length of these numbers will vary across universities, however this is the number that links records in all tables, so it is required for all students.
Date of Birth	Two digit month, two-digit day, four-digit year.
Race	Select the race category that the student has identified. A drop down menu is provided, however you have the option of typing in additional options.
Gender	Four options are available here, male, female, transgender, or other. Please enter the selection that most closely represents what the student indicated on their application.
Admitted to UPP	Choose yes to reflect that the student was admitted to the UPP program and no if the student was not admitted to the UPP program.
Date of admission	Enter the date on which the applicant was admitted to the UPP program. This is the date of admission, not the start date.

Post graduate evaluation	Select yes, if the UPP applicant has agreed to participate in or be contacted for postgraduate evaluation opportunities.
Notes	This section will allow you to enter notes about a student's participation, completion, payment history or other important information throughout the entire case.

EDIT/UPDATE APPLICATION INFORMATION

You can access a record to edit or update application information from the dashboard. In the list of students you, select “edit” next to the name of the student you wish to edit or update. The above screen will appear and you will be able to make changes or add additional information.

This is how you will enter “Notes” for all students.

ADDING FIELD PLACEMENT INFORMATION

There are two ways to add field placement information. Both are accessed from the dashboard.

Option 1~

Select “Add Field Placement Information” at the top middle of the dashboard. The form to enter information will open, and you will then search for the appropriate student using the drop-down menu.

Option 2~

Select “Edit” next to the student record for which you want to add field placement information. This will open their entire record. Scroll down the form until you see “Field Placement Information” and select “Add current student”. This will allow you to add information without searching for the student record.

For either option, the following form will appear:

Current students

Record - Studentlastname
 Smith - Sue - su123456

Field Placement Agency *

Field Instructor *

Field Instructor Phone Number *

Field Instructor Email Address *

New Contact Information *

* required fields
 Powered by QuickBase

Record-Studentlastname	This drop down menu will allow you to select the student for which you would like to enter information. If you enter the form from the existing student record, then the correct student’s information will automatically display. If you enter the form from the dashboard, you will click on the arrow button on the right and scroll down to select the appropriate student.
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Field Placement Agency	This drop down menu will allow you to select the agency at which the student is placed. Click on the arrow button on the right, and scroll down to select the county PCSA at which the student is placed.
Field Instructor	Enter the name of the field instructor
Field Instructor Phone Number	Enter the phone number of the field instructor
Field Instructor Email Address	Enter the email address of the field instructor
New Contact Information	If the student has new or updated contact information, select "Yes". Selecting "yes" will generate other fields in which updated contact information can be entered. If the student does not have new or updated contact information, select "no"

Once information has been entered, click "save" to save the information.

EDITING FIELD PLACEMENT INFORMATION

To edit or change field placement information, you will select "edit" next the student's record you wish to change on the dashboard. Once in the record, you will scroll down to the Field Placement Information section and select "edit" next to the information you wish to edit. This will open the field placement form and allow you to make additions or changes. If a student has two field placements, you can also add new information using the same method described in the previous section. Both field placement entries will be displayed in the student's record.

ADDING GRADUATION INFORMATION

There are two ways to add graduation information. Both are accessed from the dashboard.

Option 1~

Select “Add Graduation Information” at the top middle of the dashboard. The form to enter information will open, and you will then search for the appropriate student using the drop-down menu.

Option 2~

Select “Edit” next to the student record for which you want to add field placement information. This will open their entire record. Scroll down the form until you see “Graduation Information” and select “Add graduate”. This will allow you to add information without searching for the student record.

For either option, the following form will appear:

Graduation Information | Add Graduate

SAVE **SAVE & ADD ANOTHER** **CANCEL**

Last and First Name Make a Selection...

Degree Awarded

Date of Graduation

Employment Required by

Number of Years in UPP

SAVE **SAVE & ADD ANOTHER** **CANCEL**

Last and First Name	This drop down menu will allow you to select the student for which you would like to enter information. If you enter the form from the existing student record, then the correct student's information will automatically display. If you enter the form from the dashboard, you will click on the arrow button on the right and scroll down to select the appropriate student.
Degree Awarded	This drop down menu will allow you to select the degree the student was awarded. The options are BSW, BSSW, or MSW
Date of Graduation	Enter the date of graduation using a two-digit month, two-digit day and four-digit year.
Employment Required By	No entry is necessary here. This field is auto populated based on the date of graduation field.
Number of Years in UPP	This drop down menu will allow you to select the number of years the student was in the UPP program. One or Two are the options.

Once information has been entered, click "save" to save the information.

EDITING GRADUATION INFORMATION

To edit or change graduation information, you will select "edit" next the student's record you wish to change on the dashboard. Once in the record, you will scroll down to the Graduation Information section and select "edit" next to the information you wish to edit. This will open the graduation form and allow you to make additions or changes.

ADDING EMPLOYMENT INFORMATION

There are two ways to add employment information. Both are accessed from the dashboard.

Option 1~

Select “Add Employment Information” at the top middle of the dashboard. The form to enter information will open, and you will then search for the appropriate student using the drop-down menu.

Option 2~

Select “Edit” next to the student record for which you want to add employment information. This will open their entire record. Scroll down the form until you see “Employment Information” and select “Add graduate”. This will allow you to add information without searching for the student record.

For either option, the following form will appear:

Employment Information | Add Graduate

* Student last name first name student ID

New Contact Information

Was employment accepted

Employment Agency

Date of employment acceptance

Employment Supervisor

Supervisor's Work Location Address

Supervisor's Phone Number ext.

Supervisor's Email Address

Phone Number ext.

Email Address

Mailing Address

Student Last Name, First Name, Student ID	This drop down menu will allow you to select the student for which you would like to enter information. If you enter the form from the existing student record, then the correct student's information will automatically display. If you enter the form from the dashboard, you will click on the arrow button on the right and scroll down to select the appropriate student.
New Contact Information	If the student has new or updated contact information, you will select "Yes" and fields will be displayed to add the information. If not, select "No".
Employment Accepted	Select "Yes" or "No".
Employment Agency	This drop down menu lists all 88 PCSA's. Scroll down to the student's agency of employment and select it.
Date of employment acceptance	This is a two-digit month, two digit day, and four-digit year.
Employment Supervisor	Enter the first and last name of the student's employment supervisor.
Supervisor's Work Location Address	Enter the address for the student's employment supervisor's work location.
Supervisor's Email Address	Enter the email address for the supervisor.
Supervisor's Phone Number	Enter the phone number for the supervisor.
Mailing Address	Enter the mailing address for the supervisor if different from the work location address.

Once information has been entered, click "save" to save the information.

EDITING EMPLOYMENT INFORMATION

To edit or change employment information, you will select "edit" next the student's record you wish to change on the dashboard. Once in the record, you will scroll down to the Employment Information section and select "edit" next to the information you wish to edit. This will open the employment form and allow you to make additions or changes. If the student accepts work at more than one PCSA, you can enter an additional employment record through the "Add employment information" button on the dashboard.

ADDING COMPLETION OR TERMINATION INFORMATION

To add completion or termination information, you will go to the application dashboard and select “Edit” next to the student record for which you want to add completion or termination information. This will open their entire record. Scroll down the form until you see “Completion and Termination Information” and select “Add record”. This will allow you to add information without searching for the student record.

The following form will appear:

*** Graduate last name** Smith - Sue - ou123456

first name

student ID

*** Does the graduate have new contact information?** No

*** Has the graduate completed all coursework and field placement requirements?** Yes

Has the graduate completed all requirements to fulfill their work commitment? No

What is the status of the graduate's work commitment completion? Program termination after graduation but prior to completion of work commitment

If the student has withdrawn or been terminated from the program, when did the termination occur?

As a result of the student/graduate's program termination, is payment required?

Has the student/graduate completed their payment commitment?

On what date did the student complete their payment commitment?

Graduate Last Name, First Name, Student ID	This drop down menu will allow you to select the student for which you would like to enter information. If you enter the form from the existing student record, then the correct student's information will automatically display. If you enter the form from the dashboard, you will click on the arrow button on the right and scroll down to select the appropriate student.
New Contact Information	If the student has new or updated contact information, you will select "Yes" and fields will be displayed to add the information. If not, select "No".
Field placement and coursework requirements	Select "Yes" or "No".
Work commitment requirements	Select "Yes" or "No"
Status of work commitment completion	This is a drop down menu. Selecting "program termination" will automatically produce additional fields that must be completed.
Termination timeframe	Drop down menu that identifies pre or post graduation. The selection here will automatically generate additional forms that must be completed.
Payment Required	Select "Yes" or "No"
Payment commitment completed	Select "Yes" or "No"
Date payment commitment completed	Enter the two-digit month, two-digit day and four-digit year.
Reason for program termination	From the drop down choices, select the option that most accurately describes the reason for program termination.
Employment termination	From the drop down choices, select the option that most accurately describes the reason for program termination

Once information has been entered, click "save" to save the information.

EDITING COMPLETION AND TERMINATION INFORMATION

To edit or change completion or termination information, you will select "edit" next the student's record you wish to change on the dashboard. Once in the record, you will scroll down to the Completion and Termination Information section and select "edit" next to the information you wish to edit. This will open the completion and termination form and allow you to make additions or changes.

REPORTS

Several reports can be run from the dashboard. Clicking on the report will generate the report for records that you own. In many cases, you will be asked to set parameters for dates of records that you want to include in the report.

Thus far, the following reports are available:

- Accepted Applicants
- Applicant statistics by race
- Application Statistics by Ethnicity
- Application statistics by Gender
- Application statistics by GPA
- Application Statistics Pie Chart
- Field Placement Report
- Employment Required Date for MSW
- All Students Employment Timeline
- Graduation Information
- Termination Reason

Additional reports will be created after feedback from UPP coordinators is received.