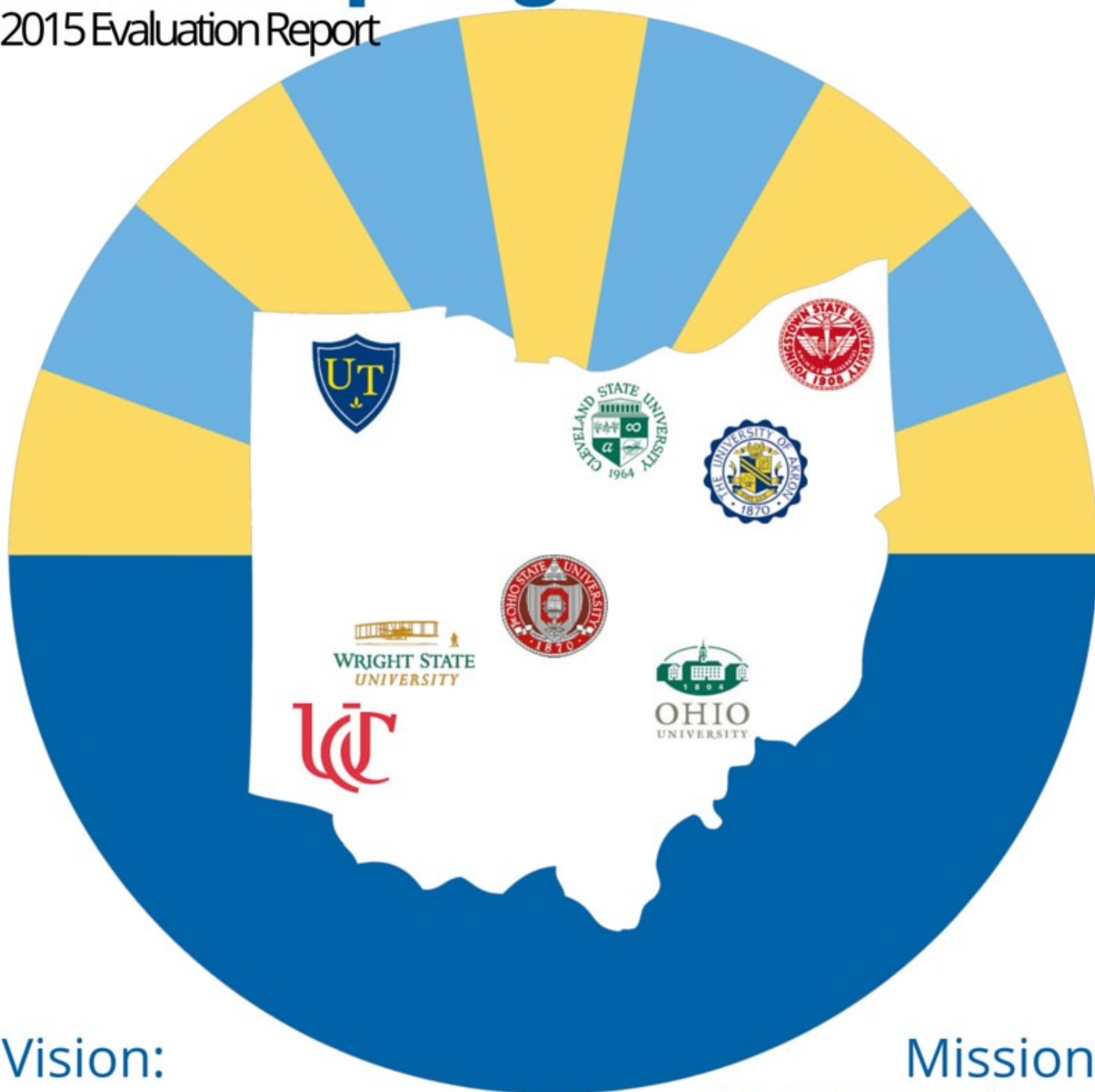


# Ohio Child Welfare University Partnership Program

2015 Evaluation Report



## Vision:

Prepared social workers committed to careers in Ohio's public child welfare agencies.

## Mission:

The UPP, a strategic collaborative between eight public universities and Ohio's public child welfare system, recruits and develops students to be job-ready social workers for Ohio's public child welfare agencies.

## Introduction:

This is the 2014 program evaluation report for the Ohio Child Welfare University Partnership Program (CWUPP). It includes quantitative descriptive data about University Partnership Program (UPP) outputs and a series of bivariate analyses to examine specific program outcomes.

Data in this report is from the UPP database records since 2009, UPP case studies, and focus groups. UPP Campus Coordinators are responsible for ensuring data in the database is current and accurate. The information contained in this report is only as accurate as the data entered into the database.

## Key Research Questions:

1. How long do UPP graduates maintain their employment with Ohio's Public Child Welfare Agencies?
2. Do Ohio CWUPP graduates experience job promotion/career advancement within employing public children services agencies?

## Acknowledgements:

Created by the Institute for Human Services for the Ohio Child Welfare Training Program and the Ohio Department of Job and Family Services.

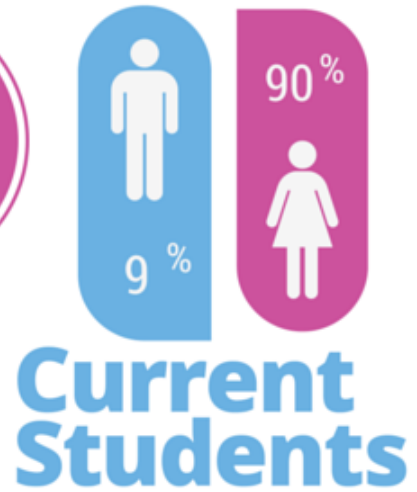
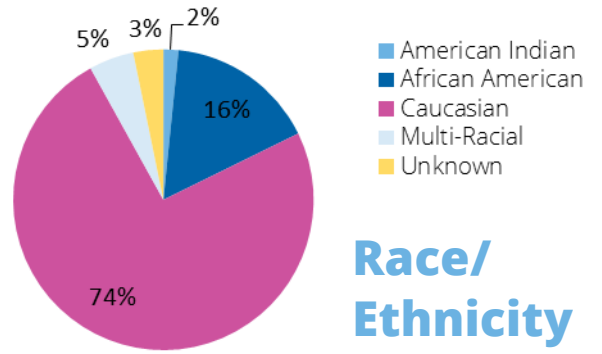
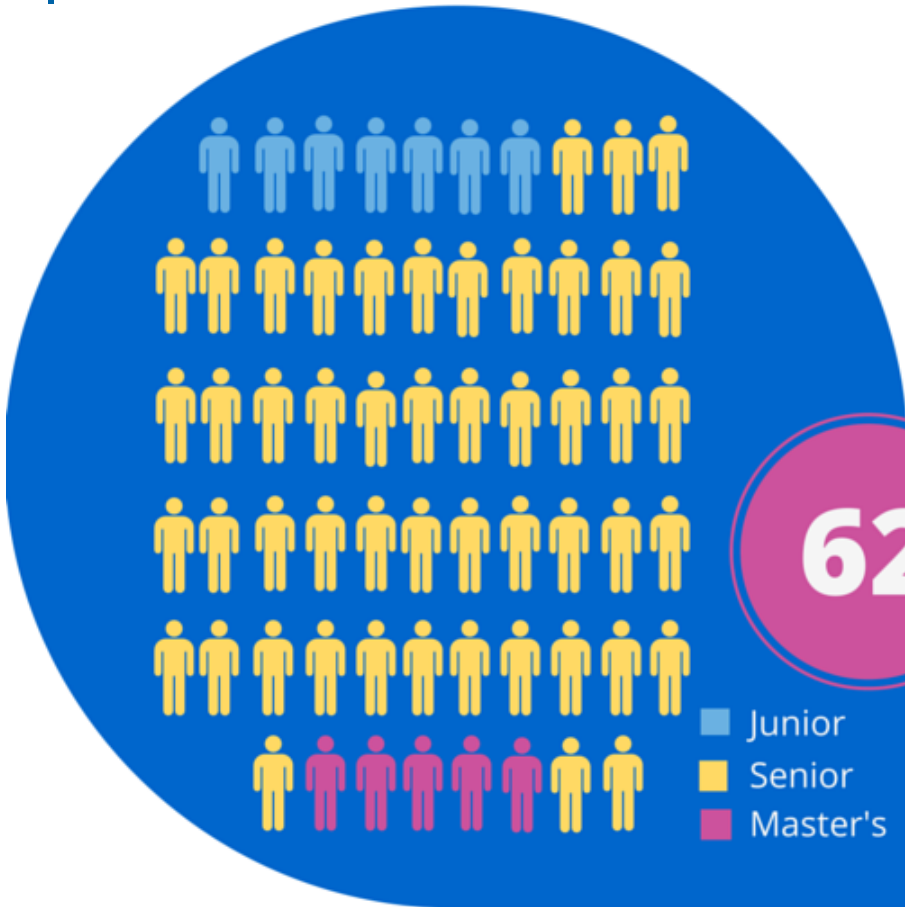
### Key contributors :

Stacey Saunders– Adams, Bob Kubiak, Dilya Limes and Pam Quigley









Special thanks to the 8 University Campus Coordinators and Directors.

## Table of Contents:

2014-2015 Current Students	3
UPP Student Trajectory	4
Methodology	5
Map of County Placements	7
Map of Hiring Counties	8
Descriptive Statistics	9
Bivariate Analyses	9
Career Trajectory and Longevity Analyses	10
UPP Student Focus Group Results	12
Appendices	20



## Student Trajectory for Students in Program since 2009

University	Total Records	Total Admitted	Current Students	Total Graduates			Gained Employment		Commitment Completed		In Progress		Seeking Employment		Program Termination		Deferred		Still Employed		Missing Trajectory Records
				All	BSW	MSW															
	52	52	11	35	35	0	18	51%	1	3%	5	15%	0	0%	23	66%	4	11%	7	39%	2
	66	60	6	47	43	4	31	66%	18	38%	7	15%	2	4%	20	43%	3	6%	17	55%	0
	98	95	14	76	41	35	67	88%	45	59%	8	11%	1	1%	28	37%	1	1%	47	70%	0
	51	46	10	29	29	0	19	66%	13	45%	4	14%	1	3%	16	55%	0	0%	13	68%	0
	58	57	8	43	31	12	31	72%	22	51%	2	5%	0	0%	14	33%	1	2%	18	58%	4
	48	46	7	30	30	0	17	57%	7	23%	2	7%	0	0%	10	33%	0	0%	6	35%	11
	56	50	5	39	39	0	33	85%	12	31%	8	21%	0	0%	7	18%	5	13%	15	45%	7
	48	45	1	43	43	0	37	86%	18	42%	1	2%	0	0%	11	26%	0	0%	18	49%	13
<b>Total</b>	<b>477</b>	<b>451</b>	<b>62</b>	<b>342</b>	<b>291</b>	<b>51</b>	<b>253</b>	<b>74%</b>	<b>136</b>	<b>40%</b>	<b>37</b>	<b>11%</b>	<b>4</b>	<b>1%</b>	<b>129</b>	<b>38%</b>	<b>14</b>	<b>4%</b>	<b>141</b>	<b>56%</b>	<b>37</b>

Data was extracted from the UPP database on November 24, 2015. Each of the eight Campus Coordinators enter the following data into this web-based tool:

## UPP Database:

- Application information for each applicant
- Field Placement start date, agency, and field placement supervisor for each student
- Date of graduation, degree awarded, and required employment start date for each student
- Start date, employing agency, employment supervisor, for each UPP graduate
- Program completion status or termination information for each UPP student

The database was launched in 2009, therefore, analysis of database records is limited to those students who began the UPP program in 2009 and after. The database houses many records for students admitted prior to 2009, but because there was no formal tracking mechanism for those records, the available information for that time period is often incomplete.

## UPP Student Focus Groups:


The State CWUPP Coordinator conducted focus groups with CWUPP students at each university. Focus group participants were students in the CWUPP during the 2014-2015 academic year. Focus groups were conducted on site at each of the 8 CWUPP universities during spring semester of 2015.

These focus groups were intended to gather information about all facets of the UPP program and to identify areas for CWUPP improvement.

The facilitator asked open-ended questions on these topics:

- The process in place for admittance to the program
- The students' reasons for enrolling in CWUPP
- Child welfare course work and integration with field placement
- The field placement experience
- Role of the campus coordinator
- Career plans

## Focus Group Participants:

University	# Students			Intern Placement Agencies
	Jr	Sr	MSW	
		7		Cuyahoga County Department of Child & Family Services Portage County Department of Job & Family Services
		9		Athens County Children Services Belmont County Department of Job & Family Services Fairfield County Department of Job & Family Services Fayette County Department of Job & Family Services Madison County Department of Job & Family Services Muskingum County Children Services Perry County Children Services
		7	3	Franklin County Children Services
		3		Geauga County Department of Job & Family Services Summit County Children Services
		6	1	Clermont County Department of Job & Family Services Hamilton County Department of Job & Family Services Warren County Children Services
		4		Lucas County Children Services
		8		Clark County Department of Job & Family Services Greene County Children Services Montgomery County Department of Job & Family Services
		5		Cuyahoga County Department of Child & Family Services Mahoning County Children Services Trumbull County Children Services
Total	0	49	4	53 Total

## Career Trajectory And Longevity Analysis:

A one-time evaluation design was used to determine whether the program graduates remained employed and experienced career growth while employed at PCSAs. Baseline information such as employment start date for each qualified program graduate was obtained from the Ohio CWUPP database. Data regarding employment longevity and trajectory was primarily gathered from surveys completed by the target population of the study and Human Resources departments and administration of PCSAs.

## Sampling:

The sample of UPP graduates was drawn from the CWUPP database. The sample of this included only Ohio CWUPP former participants who (1) completed the Ohio CWUPP from 2009 to 2014, (2) obtained employment with PCSAs in Ohio and (3) gave consent to be contacted for evaluation purposes after completing the program. The Ohio CWUPP database produced a list of 159 program graduates who met the criteria outlined above. An invitation to complete a survey was sent to all 159 CWUPP program participants and information was obtained from 104 graduates, the sample size of this portion of the evaluation. Data collection

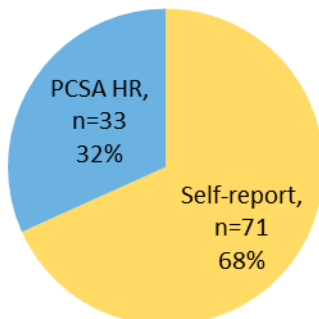
The Ohio CWUPP database was a primary source of information for all independent variables including university, degree earned, Ohio CWUPP program participation length and the first employing agency of the Ohio CWUPP graduates.

## Data Collection:

A short survey was specifically designed for the purposes of this evaluation project. The self-administered survey (Appendix III), managed via online survey software, [www.surveygizmo.com](http://www.surveygizmo.com), contained questions to gather information about dependent variables such as employment longevity and career trajectory. In particular, question #1 of the survey was an open-ended question to gather general identifying information such as first and last name of the respondent. Question #2 was **dichotomous and explored** respondent's current employment status with PCSAs. The sub questions 2A and 2B were open-ended questions and were included in the survey to collect information regarding employing PCSAs, latest date of employment, job position, job transfers when applicable, and the timeline and job position at time of employment termination. Responses from question #2 along with the information from the Ohio CWUPP database were used in calculating the average length of employment of program graduates. Moreover, the survey included a question to assess the employment trajectory of CWUPP graduates. For example, question #3 of the survey was also a **dichotomous question and was designed to gauge whether Ohio CWUPP graduates experienced job** promotions. Sub questions 3A and 3B were open-ended questions that explore the timelines and the type of the latest promotion among respondents.

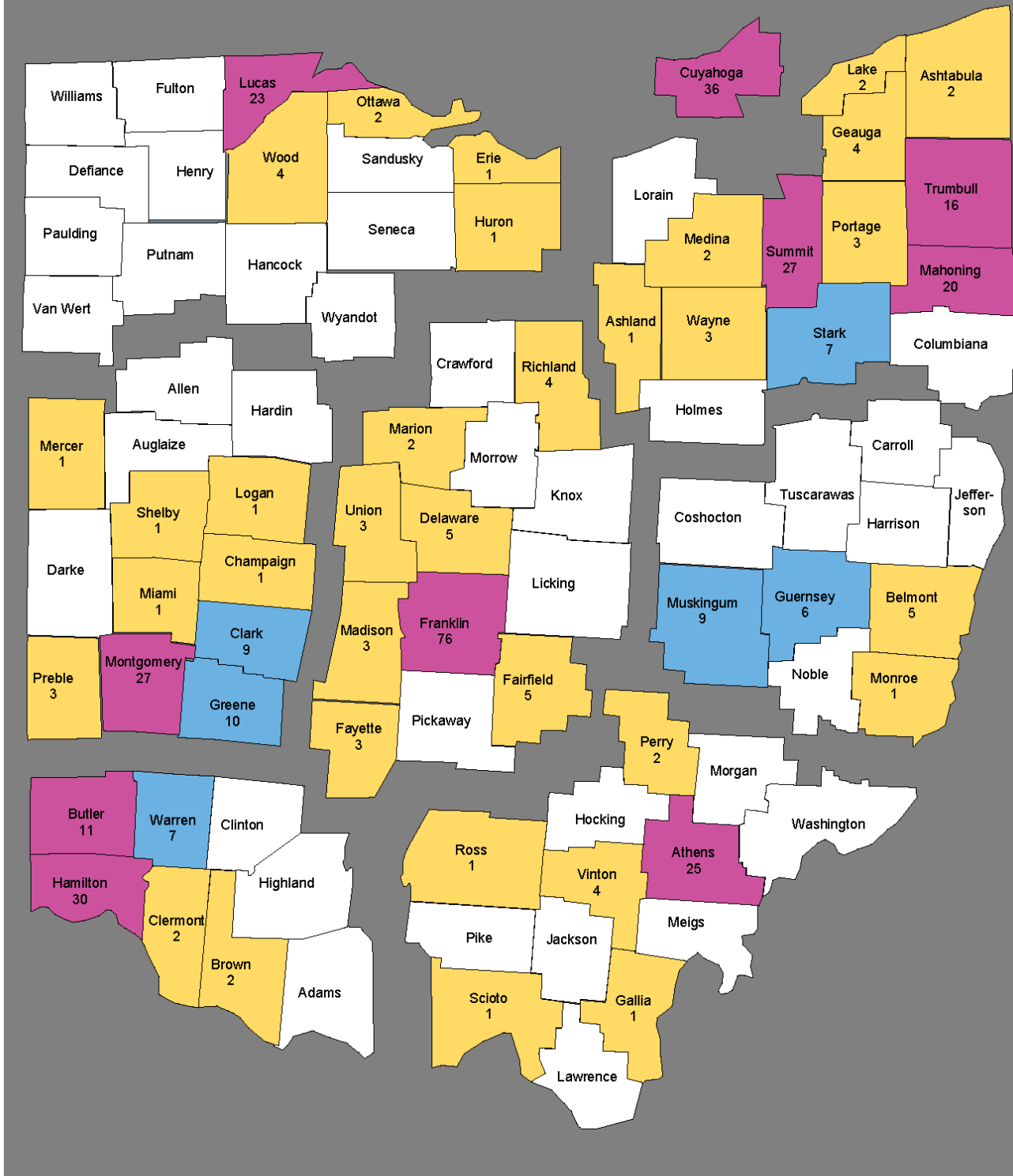
Qualified CWUPP graduates were contacted via email with a request to complete the survey. Prior to contacting graduates, records of each program graduate were verified in E-Track, an online training data management system run by the Ohio Child Welfare Training Program. The main purpose of completing the check with E-tTrack was to obtain the most current email address for each program graduate. As a result, current work email addresses were obtained and used for sixty former CWUPP participants. Student email addresses were used to contact remaining forty CWUPP graduates during the data collection process. A total of 71 responses total were collected via online survey.

## Source of Data



Primary analysis of data revealed that 91% (n=39) of all respondents were currently employed graduates. This finding led to the decision to obtain information about remaining graduates from the county Departments of Human Resources (HR). The survey form was adapted for PCSAs and was distributed in Microsoft Word (Appendix VII). Requests to provide information about former CWUPP participants were emailed (Appendix VIII) to nine HR Departments and 17 county directors and administrators. In sum, 17 HR Departments and county directors and administrators responded to the request by the established deadline and as a result, information about additional 33 graduates was collected. Therefore, two primary sources of quantitative data were included.

# Counties who have Hosted UPP Interns



less than 5

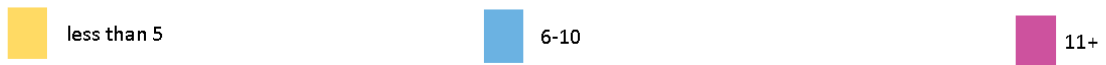
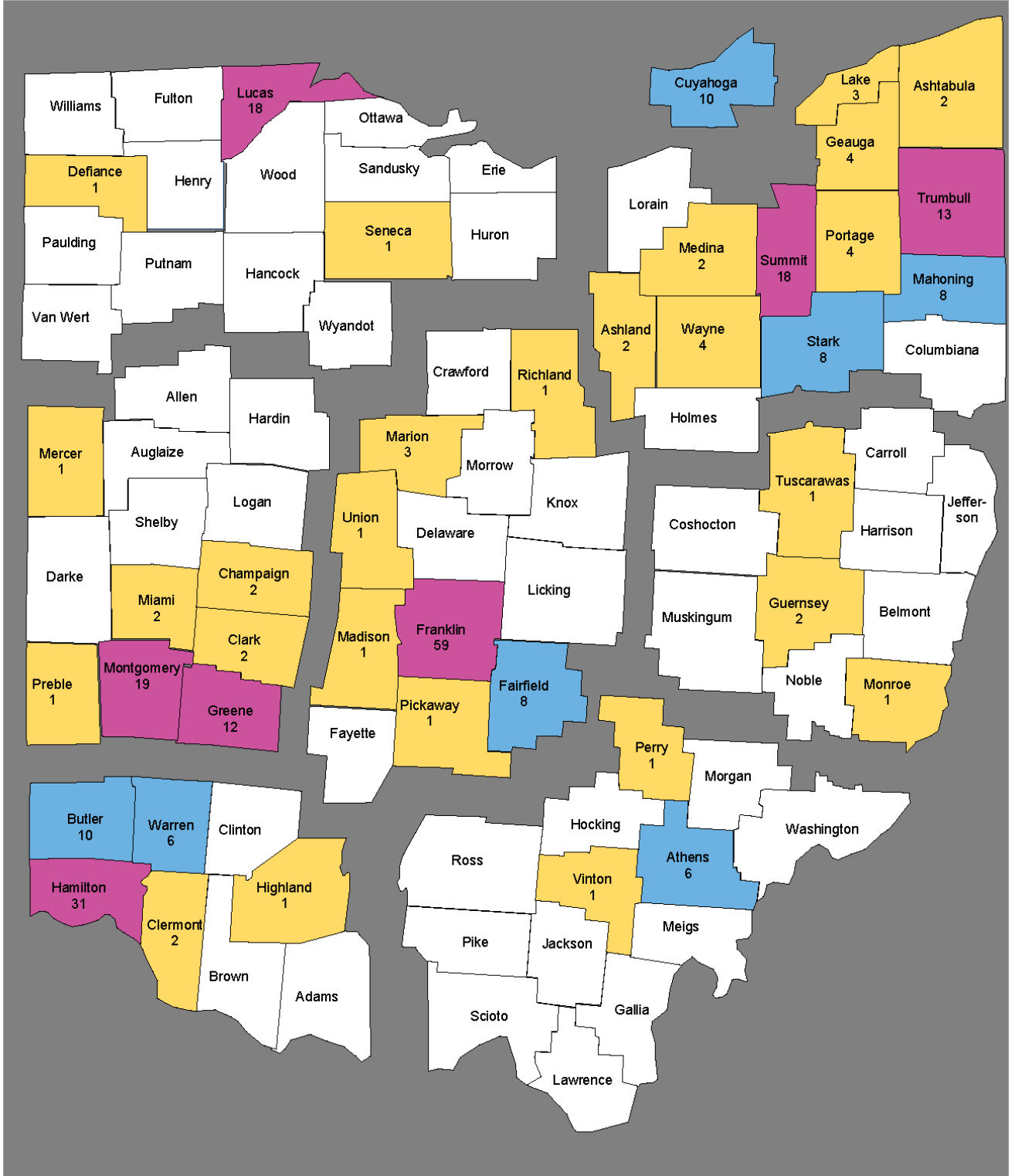


6-10



11+

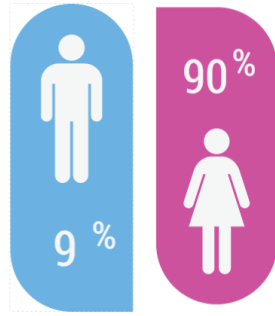
# Counties who have Employed UPP Graduates



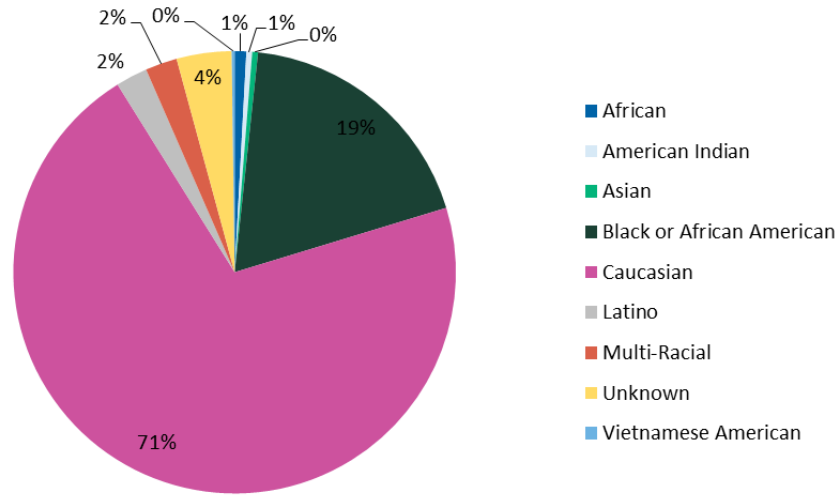


# Descriptive Statistics

## Gender of UPP Students since 2009:



## Race/Ethnicity of UPP Students since 2009:



## Trajectory of UPP Students in BSW/BSSW and MSW programs since 2009

Degree	Graduates	Employment Gained		Commitment Completed		In Progress		Seeking Employment		Program Termination		Deferred		Still Employed	
BSW	291	173	61%	107	37%	33	11%	2	1%	83	29%	14	5%	117	68%
MSW	51	36	81%	27	51%	4	8%	2	5%	10	22%	1	3%	24	65%
Totals	342	209	61%	134	39%	37	11%	4	1%	93	27%	15	4%	141	68%

# Bivariate Analyses

Bivariate analyses were conducted to examine the relationship between degree type and employment gained or retained. The relationship between degree type and gaining employment is small,  $r = .15$ . Type of degree accounts for 2% of the variance in employment gained. (Note: these analyses included only UPP graduates from universities that offer both Master's and Bachelor's degrees).

		Employment Gained		Total	
		Yes	No		
Degree	BSW	Count	93	83	176
		% of Total	72%	85%	78%
	MSW	Count	36	15	51
		% of Total	28%	15%	22%
Total		Count	129	98	227
		% of Total	57%	43%	100%

A bivariate analysis was conducted to examine the relationship between the type of degree obtained and employment retention. It identified only a small relationship between the type of degree earned and employment retention,  $r = .123$ .

Type of degree and Employment Retention					
			Still Employed		Total
			Yes	No	
Degree	BSW	Count	58	118	176
		% of Total	71%	81%	78%
	MS W	Count	24	27	51
		% of Total	29%	19%	22%
Total		Count	82	145	227
		% of Total	36%	64%	100%









**Analysis Strategy:**

This analysis included two dependent variables and four independent variables to analyze employment longevity and the trajectory of the Ohio CWUPP graduates.

**Independent and Dependent Variables:**

Variable	Variable Type
Independent Variables	
University	Nominal/Categorical
Level of degree	Nominal/Categorical
CWUPP program length	Nominal/Categorical
Employing agency	Nominal/Categorical
Dependent Variables	
Length of employment in months	Continuous/Intervals
Received promotion	Nominal/Dichotomous (1 = Yes, 0 = No)
Type of promotion	Nominal/Categorical

**Distribution of Sample:**

	Frequency	Percent
	1	.9%
	19	18%
	28	27%
	8	8%
	13	13%
	2	2%
	22	21%
	11	11%
<b>Total</b>	<b>104</b>	<b>100.9%</b>

**Career Trajectory & Longevity Analysis**

## Employment Longevity:

Central tendency and variability analysis were used to examine employment longevity among former Ohio CWUPP participants. Analysis showed that 61% (n=63) of CWUPP graduates were still employed and 37% (n=38) were no longer employed by the PCSAs at the time of data collection. The mean length of employment among all CWUPP graduates was 28 months whereas the median length of employment was 24 months and the mode was 17 months. There was a substantial amount of variability in the length of employment (SD=17.5 and  $\sigma=306.9$ ).

	# of Months
Mean	28
Median	24
Mode	17
Std. Deviation	17.51996495
Variance	306.9491719
Range	76
Minimum	1
Maximum	77

The Spearman's correlation coefficient analysis and two-tailed test of significance was completed to explore any existing correlations between employment longevity and all independent variables. It identified no significant relationships between employment longevity and degree type, program type, University, and Employing PCSAO.

Variables	Correlation Coefficient ( $r_s$ )
Longevity and Level of Degree	-.01
Longevity and Program Type	.03
Longevity and University	-.07
Longevity and PCSAs	.01

## Career Trajectory:

Job promotions were reported for 30% (n=32) of all CWUPP graduates in this study. 88% (n=28) of those promotions came with a pay increase and 34% (n=11) of all promotions resulted in a change of job position.

Variables	Correlation Coefficient ( $r_s$ )
Job Promotion and Level of Degree	.14
Job Promotion and Program Type	-.01
Job Promotion and University	-.19
Job Promotion and PCSAs	-.09

The possible correlation between job promotions and all independent variables was examined by completing the Spearman's correlation coefficient analysis and two-tailed test of significance. The analysis indicated that similar to the employment longevity, there were no correlations between job promotion and all independent variables.

The correlation between Employment Longevity and Job Promotion was examined. The Spearman's correlation coefficient analysis and two-tailed test of significance reported that  $r_s = .446$ , while  $P = .0001$ . Results of the two-tailed test of significance were  $< 0.05$ . This suggests this small correlations is statistically significant. Therefore, there is a moderate relationship between achieving a promotion and the length of employment. This suggests that one's length of employment accounts for six percent of the variability in promotion status.

Employment Longevity & Promotion				
			Job Promotion	Longevity
Spearman's rho	Job Promotion	Correlation Coefficient	1.000	.446*
		Sig. (2-tailed)	.	.0001
		N	103	103
	Longevity	Correlation Coefficient	.446*	1.000
		Sig. (2-tailed)	.0001	.
		N	103	103

\*. Correlation is significant at the 0.05 level (2-tailed).

# UPP Student Focus Groups

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.

Quotes from focus group participants are presented throughout the report. Generally, these quotes express a point or opinion held by a large number of students or provide a perspective or suggestion worthy of note.

## Admittance to the UPP:

Referred By						Screening/Application Process			
Professor		CC/Director Class Presentation		UPP Student		Interviews		Application Form	
n=21	40%	n=27	51%	n=5	9%	n=53	100%	n=53	100%

## Trends:

### Recruitment/Referral

- Most students are attracted to UPP by way of recruitment activities conducted by Campus Coordinators.
- An increasingly large proportion of students are referred to the program by other professors.
- Also, some students learn about the program by other means (“I heard about UPP when I was visiting the University as a high school senior”).
- All focus group participants recalled completing a written application form as part of the admission process for UPP.

### Application/Interview Process

- All students also recalled an interview process.
- Students recall that the written application process included an application form, completing a case scenario, an essay and providing references.
- Only eighteen (18) of the focus group respondents characterized the interview process as “formal” versus “informal”.
- The responses reflect that a standard application process is in place at all eight universities.
- A decline from last year is noted in the proportion of students who classified the interview as “formal”. However, at certain schools, where a larger pool of applicants were vying for a UPP slot, more students tended to classify the interview as “formal” (e.g., Ohio State University).

## Analysis:

- With interest in UPP on the rise and with a heightened sense of the importance of careful screening of applicants, perhaps it would be prudent to further standardize and “formalize” the interview phase of the application process.

### Reason for enrolling in UPP\*:

The Scholarship Payment		Opportunity for Employment in Public Sector		Existing Interest in Child Welfare		Recruited/ Attracted to Child Welfare	
n=15	28%	n=11	21%	n=36	68%	n=10	19%

\*Participants may cite more than one reason.

### Trends:

- Though the opportunity for employment was a significant consideration, the top motivating factor for students enrolling in UPP was an existing interest in child welfare. ("I saw UPP as a natural fit for what I wanted to do.")
- However, the significance of the work done by Campus Coordinators in "attracting students" to a child welfare career should not be underestimated. ("When I first heard about UPP I thought it was not for me. But the Coordinator came to several classes, I kept hearing him talk and I thought I would give it a shot.")

### Analysis:

- The "existing interest" motivation for enrolling in the program is a strong trend that has been noted for the past seven (7) years.
- It is also important to note that the prospect of public sector employment through UPP, is almost as significant a motivating factor as the scholarship payment. ("I thought that UPP would be the fastest way to get into employment after graduation.")

## General opinion of course

### Trends:

- The comments made regarding the Child Welfare I and Child Welfare II courses were predominantly positive.
- The courses are said to have a more "specific focus" than other social work courses. ("The course relates to real life.")
- The students appreciate the fact that the course work is closely linked with the internship field experience. (The courses "give a look at what it is like to be a Caseworker".)
- Generally, the respondents made favorable comments about the qualities of the Course Instructors. ("The Instructor's life experience in child welfare helps a lot.")
- Many students found the courses "easy" because of their keen interest in the lessons and because the classes "are targeted on what I want to do".
- The respondents favored real life teaching approaches such as the use of case scenarios and related instruction. ("Writing a safety assessment paper was a good assignment.")
- For the most part, students commented favorably on the "Field Guide to Child Welfare" text, finding it "helpful" and "a good reference". Only three (3) respondents indicated that they did not use the texts at all. Several other students noted that they relied more on "power point" information and "handouts" for study purposes.

### Analysis:

- The Child Welfare courses continue to provide a highly valued learning experience for UPP students across Ohio.
- The great majority of students speak favorably about their Course Instructors. The top rated teachers keep up-to-date with Ohio Child Welfare policies and are able to blend social work principles and case examples.

### Specific classroom lessons that directly relate to field placement work:

#### Trends:

- Focus Group respondents mentioned approximately twenty-two (22) different classroom topics that directly related to field work. The most frequently mentioned were:
  - Techniques for identifying child abuse and neglect;
  - Assessment skills (including case planning);
  - Stages of child development;
  - Client engagement skills.
- Also mentioned as significant:
  - The placement process and related issues;
  - Child Welfare law.

#### Analysis:

- There is general similarity from year-to-year in the most frequently mentioned key lessons learned as noted by UPP students.
- This point indicates that there is likely a basic level of continuity among the UPP Instructors across Ohio in teaching these courses.

### Suggestions to improve integration of courses with field placement experience:

#### Trends:

- Students want exposure to the actual public agency forms used in child welfare work, and an explanation of the “lingo” used (i.e., the abbreviations, acronyms, etc.).
- The use of even more case scenarios, role play exercise and group discussions is encouraged.
- Utilize guest speakers as needed for updates on current changes in child welfare policy and practices in Ohio.
- Update the videos. (“They are dated and this can be distracting.”)

#### Analysis:

- The suggestions of these respondents are consistent with those of UPP students year after year. The students have a keen interest in practicing casework skills, hearing “real life” examples and receiving up-to-date information.

### Intern selection process and assignment to Field Instructor/Supervisor:

#### Trends:

- Depending on the university, students may list a minimum of two (2) and as many as six (6) agencies as placement options.
- Almost 85% of focus group participants were successfully placed at their top choice field placement agency.
- Students at six (6) of the eight (8) universities found the interview process for an internship position to be “formal” and “intense”. (“Like a job interview.”)
- Approximately 60% of the students were assigned to a line level unit supervisor for field instruction. Though most of these were “Intake” or “Ongoing” Supervisors, some specialty area Supervisors were also assigned students (e.g., Kinship Supervisor, Delinquency Unit Supervisor). Other students were assigned to Field Instructors who carried various titles (e.g., Volunteer and Intern

#### Analysis:

- Campus Coordinators played a key role in ensuring that most students were placed at their top choice agency option.
- Developing placement slots for UPP and managing the delicate process of matching interns with agencies is probably the greatest challenge faced by the Campus Coordinator.
- Success at this task requires a combination of communication skills, the ability to assess the strengths and weaknesses of interns in promoting a field placement match and establishing a

## Completion of the Learning Contract:

- All university Schools of Social Work require that a standardized “learning contract” be completed by all student interns, regardless of their field placement arrangement.
  - The students at all eight (8) universities reported that their Field Supervisors usually assisted interns in the completion of this document, sometimes with assistance from the Campus Coordinator.
- Trends:**
- Of the fifty-three (53) focus group respondents, fifty (50) reported being familiar with the “UPP Field Practicum Manual” and forty-seven (47) were familiar with the document titled “Key Field Experience activities for UPP Interns: A Guideline”.
  - Students at six (6) of the eight (8) schools reported making use of these documents and finding them to be “helpful” in completing the Learning Contract.
  - The general view of the Learning Contract process was mixed. Students at five (5) schools indicated that the process went “pretty smooth” and that it was a tool to use “to see what is expected of you”. Other students found the process “annoying” and “complicated”.

- Analysis:**
- Progress is being made in making the Learning Contract process a more positive experience.
  - Continued attention to a more standardized system for completion of the Learning Contract and continued attention to training for Field Supervisors is still needed.
  - It does appear that the resource tools developed by the UPP Network (i.e., The Field Manual and The Field Experience Guideline) are beginning to have a positive impact in the Learning Contract completion process.

## Role of Field Instructor/Supervisor in organizing internship and linking courses to field work:

- Forty-seven (47) of the fifty-three (53) focus group respondents reported having a “positive” experience with their Field Supervisor. (“My Supervisor was hands on. I had things to do and good exposure.” “My Supervisor was experienced and organized.”)
  - Some attention to linking field experiences to course work was mentioned by students at six (6) of the eight (8) universities. However, at two of the schools this was done minimally and was usually initiated by the student.
- Trends:**
- There was a mixed report on how well Field Supervisors did in “organizing the internship”. At four (4) schools the reports were positive. (“My Supervisor was organized. I knew what to do each day.”) At the other four (4) universities, less attention to organization was noted. (“Organizing the internship was not the strong point at the agency.”)
  - Almost all students reported a positive experience in “shadowing” caseworkers.
  - Some examples were provided of Field Supervisors who made a special effort to assist students. (“I had an assignment to do a paper on Federal Funding and my Supervisor linked me with the Fiscal Department.”)

- Analysis:**
- A strong Intern-Field Supervisor relationship is the key to a successful placement. It is apparent that a large majority of UPP students had a positive experience in this regard.
  - There continues to be a need to bolster the “organization” of the Field experience component. More regular use of the “Key Field Experience Activities for UPP Interns: A Guideline” as a resource tool should help in meeting that objective.

## Students' Suggestions for Field Instructor/Supervisor:

### Trends:

- Two common suggestions were frequently mentioned by the focus group respondents:
- Better organize the internship. ("Keep a balance of self-direction and organized activities for interns.")
- A basic orientation for interns (e.g., on key agency policies) and, also "educate the other agency units on UPP."
- Several individual students offered unique, specific suggestions for Field Supervisors. For example:
  - "All Field Supervisors should get together to discuss common goals for interns. There's a need for a more unified vision of expectations."
  - "Be clear about the 'can do' and 'can't do' for interns."
  - "Obtain a copy of the syllabus for the courses."

### Analysis:

- These are constructive suggestions that are worthy of attention.
- It can be frustrating and confusing in the rare instances when interns from the same school (and sometimes the same placement agency) report that they are having very different placement experiences. Organization and good communication between university and agency are the keys to preventing this from happening.
- Campus Coordinators regularly schedule orientation and training for PCSA Field Supervisors, but

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

### Trends:

- When asked to describe the internship experience in a word or a phrase, students used approximately forty (40) different adjectives or phrases in response. The two (2) sentiments that were expressed most frequently about the internship:
  - It was an "exciting" educational experience that was not only "beneficial", but also "great", "wonderful", and "fun".
- Also, the learning experience was described as "diverse" and "eye-opening". ("I've been able to connect the dots between what I've learned in classes and seen in the field.")
- Almost all comments were positive (e.g., "awesome", "insightful"), but there were about three (3) negative replies (e.g., "unorganized", "overwhelming").
- When asked who (by title) had the greatest positive influence on your internship, the Field Supervisors tallied the most votes. However, individual caseworkers, who served as mentors or shadow partners, received almost as much positive recognition in this regard.

### Analysis:

- These very positive "general thoughts" on the field experience provide a good indicator of the students general satisfaction with the program.



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

### Trends:

- The respondents in these Focus Groups described having been involved in over thirty-five (35) distinct child welfare activities that they found to be “most valuable”.
- These ranged from a court hearing at which five (5) children were removed and “the dad charged toward us while handcuffed” to receiving “a hug from a mom when I provided clothes”.
- The most frequently mentioned categories of valued learning experiences were:
- Involvement in child removals/placements. (“I did three child removals and twice I was holding the baby.”)
- Observing child abuse and sexual abuse investigations. (“There was sexual abuse by a father. I saw the girl’s emotions when she saw him in court.”)
- Worthwhile observations about child welfare practice in general. (“Learning the importance of permanency planning.” “Observing the work of a compassionate caseworker and seeing the positive reactions.”)

### Analysis:

- Most students appreciate the opportunity to carry out or participate in caseworker activities. These experiences tend to be memorable learning experiences. (“I went to a house call with my Supervisor. It was supposed to be simple. It was not and I’ll keep that in mind.”)
- Observing the cultural atmosphere of the agency can also be significant. (“Just seeing the emotional effect child removals have on everyone, even at the agency. You see how important this job is.”)

## Students’ Suggestions to make field experience more meaningful:

### Trends:

- Approximately twelve (12) different suggestions were made that touched on a variety of topics. The following points summarize the common themes expressed:
- Clarify the role of the intern (e.g., “clear expectations for interns”; “do not assign clerical work”).
- Consider scheduling options that would allow for more time in the field and even broader exposure to the agency. (“It would be interesting to have some time with the night shift workers.”)
- Be certain to address basic workplace concerns (e.g., “provide parking”; “assign desks”).
- Other suggestions pointed out the importance of having the intern well orientated to the agency. (“At the agency, interns should receive the emails that go out to ‘all staff.’”)

### Analysis:

- Much attention has been given to clarifying the role of the UPP intern in recent years. However, there is not one set “model” and every agency can establish expectations according to its own standards. However, it is important that those prevailing standards be made clear to all who are involved in the internship (i.e., students, Field Supervisors, Caseworker Mentors, etc.).
- Also, the resource tool, “Key Field Experience Activities for UPP Interns: A Guideline” should be used to put in place a meaningful placement routine for the intern.
- The concept of expanding the duration of the field placement or adjusting the schedule has been frequently mentioned in recent years. (“Try a two week spell with just fieldwork with no classes.”) University Administrators would likely need to be involved in any review of options in this regard.
- Beyond the above points, interns are looking for three basic components for a meaningful field experience: Some structure; broad exposure to all agency departments; appropriate supervision.

## Benefits of group seminar with Campus Coordinator:

### Trends:

- According to the students, the most often mentioned benefits of the seminar are:
- Discussion of the field experience and receiving feedback from peers and the Campus Coordinator on all aspects of the internship placement. ("It's kind of like supervision; he [Campus Coordinator] challenges us to think about what was done.")
- Attention to topics such as "self-care", "emotional intelligence", and "safety" considerations for those working as caseworkers in child protective services.
- Instruction and practice in the areas of resume writing and going through a job interview.
- Typically, UPP seminars are conducted every other week. At one university the seminar is held weekly.
- In general, students expressed positive opinions about the seminar experience and minimal suggestions were offered to improve the sessions (e.g., "more structure might be good").

### Analysis:

- Five (5) universities have exclusive seminars for UPP students conducted by the Campus Coordinator.
- At the other three (3) schools (University of Cincinnati, Cleveland State University, Ohio University), students attend a standard field placement seminar with other social work majors, but do not have a regularly scheduled "UPP seminar" with their Campus Coordinator.
- For the most part, the student respondents seemed satisfied with the seminar arrangement that they happen to have at their school.
- However, the majority of students at all schools would favor a system under which the UPP seminar with the Campus Coordinator would count as *the* placement seminar mandated for social work majors.

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

### Trends:

- Students expressed positive points of view about the attributes of the Campus Coordinators. They are said to assist students as follows:
- Making regular visits to the field placement site. ("She was helpful in conducting meetings at the agency with the Field Supervisor to review the Learning Contract.")
- Being readily available for support and information. ("Anything you need, she is available." "She keeps us sane.")
- Being advocates for the students and the UPP program. ("She has our back.")
- Also students at all eight schools indicated that they had a "good understanding of the UPP Agreement as explained by the Campus Coordinator.

### Analysis:

- Campus Coordinators tend to show a deep commitment to their students and to UPP. The students recognize this commitment when they see it. ("She taught us professionalism." "He is a mentor.")

## Suggestions for Campus Coordinator to make the UPP experience better:

### Trends:

- There were minimal suggestions for Campus Coordinators from this group of respondents.
- The comments offered had to do with the time schedule for meetings, and bolstering recruitment efforts to attract more students to the program.

### Analysis:

- The general comments from these Focus Group respondents reflect a high degree of satisfaction with the role played by Campus Coordinators in UPP operations. ("Always available to talk about UPP or other life topics.")

### Opinions on the Statewide Nature of UPP:

UPP has been designed to provide employment opportunities at Public Children Services Agencies (PCSA) across Ohio. Students were asked if they were open to taking advantage of that feature of the program. The results are summarized below:

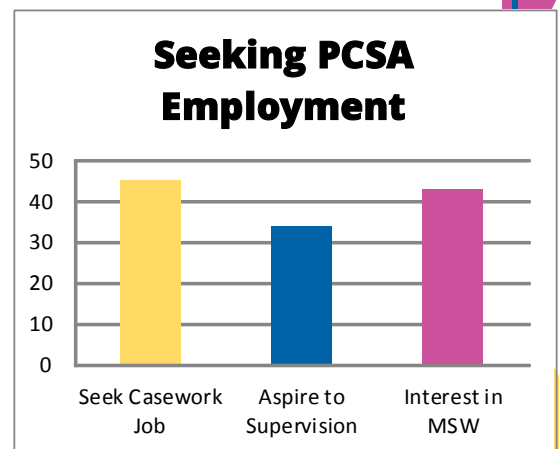
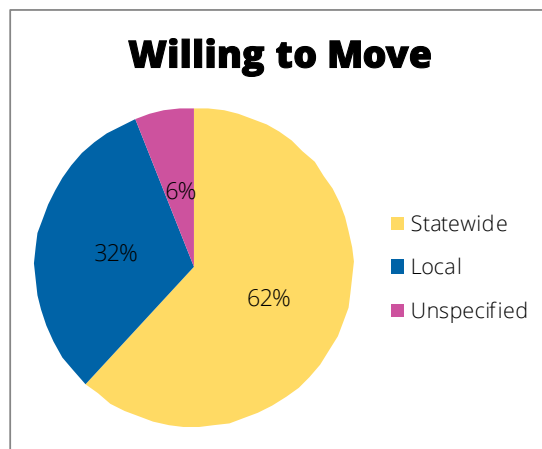
### Student Comments:

- "I like the networking opportunity. I went to the PCSAO Conference and people gave me their cards and told me I would be hired because of my UPP experience."
- "If not hired in Trumbull, I'd go to Franklin."

### Analysis:

It is significant that over 62% of UPP grads are open to exploring PCSA jobs across Ohio. This is a slight increase over the percentage reported last year.

### Planning for a Child Welfare Career:



### Concluding comments were positive:

### Trends:

- "I don't feel I would have got what I was looking for in the social work program had I not been involved in UPP."
- "We're learning a job."
- "UPP put us ahead of our classmates. We had more diverse experiences and more exposure to different things."
- "It definitely prepared me for child welfare."
- "It is a wonderful experience. It gives insight into what you will be getting involved with. And you are constantly asked to assess yourself and your readiness to do this work. The more they ask me that question, the more I feel sure of myself that I'm ready."

### Analysis:

- Almost 85% of these UPP participants intend to enter the public child welfare field. This is a significant, positive number that is on par with the percentage noted last year.
- A significant interest in obtaining an MSW degree and aspiring to eventually become a supervisor is also noted. It is an aim of UPP to stimulate these aspirations.
- It should also be noted that several students plan to go on directly for an MSW and will consider a child welfare career upon completion of their graduate work.

## Appendix I

### The Ohio Child Welfare University Partnership Program Questionnaire

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#### 1. Survey Respondent Name

Please provide us with your first and last name. We will not make contact with you as a result of your completion of this survey and your information will be kept confidential.

Last Name:

First name:

#### Consent Form

This evaluation is being conducted by the Institute for Human Services (IHS), the state coordinator for the Ohio Child Welfare University Partnership Program (CWUPP). The purpose of this evaluation project is to explore employment longevity and the employment trajectory of the Ohio Child Welfare University Partnership Program (CWUPP) graduates.

As a graduate of the Ohio CWUPP, you are invited to participate in a short online survey. Your participation in this survey is voluntary and you may withdraw at any time. It should take approximately 5 minutes to complete the survey.

There are no foreseeable risks involved in participating in this survey and participants will receive no direct benefits from completing this survey. All individual responses collected during the survey will be kept confidential and only aggregate data will be used in the report.

ELECTRONIC CONSENT: Please select your choice below.

Clicking on the "Agree" button indicates that (1) You have read the above information and (2) You voluntarily agree to participate.

If you do not wish to participate in the research study, please click the "disagree" button.

Agree

Disagree

---

2. Are you currently employed by any public children services agency in Ohio?

▪ Yes

▪ No

Please provide the following information:

Please provide the following information:

- Current employing agency:
- Title of your current position:
- Are you still employed at the same PCSA at which you were hired following graduation?

- Date of termination from the PCSA:  
\*Termination refers to departure from employment at either your will or your employer's will. (i.e., quit, layoff, fired)

Month:                      Year:

- Title of most recent position:

Yes                      No

If No, please provide the following information:

- PCSA at which you were originally hired:
  
- Please provide the dates you were employed at this PCSA.

Start Month:              Start year:

End Month:              End Year:

3. Have you received a promotion (such as advancement/increase of job responsibilities and/or pay grade that does not include routine annual raises) while employed at a public children services agency?

▪ Yes

▪ No

Please provide the following information:

- Please specify the type of promotion you received:
  - Pay Increase
  - Change in Position
  - Other:
- Please provide the start date of your most recent promotion.  
Month:                      Year:
- Please list the title of the position you held immediately prior to promotion.

Thank you for completing the survey! Your responses will help us evaluate the success of the Ohio CWUPP. Please contact us at [dlimes@ihs-trainet.com](mailto:dlimes@ihs-trainet.com) if you have any questions.

Appendix II

**Institute for Human Services**  
The Ohio Child Welfare University Partnership Program Evaluation

**Contact information of the person completing the form:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Phone number: \_\_\_\_\_ Email: \_\_\_\_\_

**Information about UPP graduate(s):**

1) Name of the UPP Graduate: \_\_\_\_\_

Is the UPP graduate currently employed by your PCSA? <i>(Please circle Yes or No and provide any corresponding information)</i>	<b>Yes</b>	<b>No</b> <i>Please provide the following information:</i>
		Employment termination date Month: Year:
		Title of the most recent position:
Has the UPP graduate received a promotion (such as advancement/increase of job responsibilities and/or pay grade that does not include routine annual raises) while employed at your PCSA? <i>(Please circle Yes or No and provide any corresponding information)</i>	<b>Yes</b> <i>Please provide the following information:</i>	<b>No</b>
	Type of promotion received: - Pay Increase - Change in Position - Other:	
	Date of the most recent promotion Month: Year:	
	Title of the position held immediately prior to promotion:	