

Submission to ODJFS

June 30, 2022

From

Ohio's University Consortium for Child and Adult Services (OUCCAS)

CQI Team

INNOVATIONS in Community Research and Program Evaluation

Associated Action Plans: SFY22Q4 O CQI 1 Action Plan Outcome Assessment &
SFY22Q4 P All 02 Evaluation

Introduction

Included in report.

Methodology

Included in report.

Anticipated Usage

ODJFS and UPP leadership will use report feedback and recommendations to improve operations.



Ohio's Child Welfare University Partnership Program 2021-2022 Evaluation Report



Report Prepared by
INNOVATIONS in Community Research and Program Evaluation
Cincinnati Children's Hospital Medical Center
Released to Ohio Department of Job and Family Services: June 30, 2022



TABLE OF CONTENTS

Executive Summary.....	2
Introduction and Background	3
Methodology, Samples, and Data Sources	4
Continuous Quality Improvement	9
Reach and Access	14
Student Performance.....	20
Campus Coordinator Experiences and Effectiveness	22
Field Instructor Perspectives and Effectiveness	25
Barriers and Supports for Hosting County Agencies.....	27
Recruitment	28
Coursework and Instructors	31
Field Experience	33
Employment.....	34
COVID-19 and Remote Learning	37
Student Program Satisfaction	38
Caseworker Core Content Fidelity	39
Looking Forward: Opportunities and Next Steps	43
Appendices.....	45
Appendix A. University-Level Placements and Employments.....	45
Appendix B. Additional UPP Student Feedback	54

EXECUTIVE SUMMARY

The Ohio Child Welfare University Partnership Program (UPP) was established in 2002 to provide Ohio's Public Children Services Agencies (PCSAs) with educated, trained, and experienced child welfare caseworkers. Ohio's University Consortium for Child and Adult Services' (OUCCAS) evaluation team used a mixed-methods research approach to understand the reach and impact of UPP in the 2021-2022 academic year.

In the Fall of 2021, UPP adopted a Continuous Quality Improvement (CQI) process to ensure that important issues are identified and addressed. Action plans produced by this process included: 1) Investigating an incentive program for field instructors to support student placements; 2) Integrating the UPP database and county human resources systems into a new learning management system; 3) Engaging six universities around recruitment to increase program reach and access; 4) Ensuring that campus coordinators (Coordinators) have adequate resources and knowledge to fulfill job duties; 5) Conducting a Coordinator wage analysis; and 6) Supporting the diversity of the UPP study body.

During the year, UPP enrolled a total of 58 students and graduated a total of 62 students from the eight participating universities across the state. As of 2022, the program has reached 71 (80.7%) counties through student participation in internships and 67 (76.1%) counties through student employment at agencies for a combined impact in 77 (87.5%) of Ohio's counties.

According to supervisor ratings, recent UPP graduates were more competent than recent non-UPP employees in the areas of 1) Maintaining confidentiality (4.29 vs. 3.31); 2) Engaging clients (3.76 vs. 3.07); 3) Conducting a Safety Assessment (3.47 vs. 2.06); 4) Conducting a Safety Plan (3.12 vs. 2.06); 5) Conducting a Family Assessment (3.41 vs. 2.06); 6) Conducting a Family Case Plan (3.29 vs. 2.06); 7) Entering data into SACWIS (4.00 vs. 2.13); 8) Thinking critically (3.53 vs. 2.69); and 9) Ability to handle stress (3.47 vs. 2.67).

Students were very satisfied or satisfied with the program in the areas of 1) Recruitment (78.1%); 2) Field Experience (80.5%); 3) Coursework and Instructors (67.6%); 4) Required Readings (82.9%); 5) Seminar (78.1%); 6) Campus Coordination (90.3%); 7) Employment Assistance (65.9%); and 8) Stipend/Incentive (75.6%).

UPP's strengths include positive student and Coordinator experiences, field instructor and supervisor support, and expanding program reach and access. Looking forward, opportunities for program improvement include: 1) Utilizing regional campuses for recruitment at all universities, as currently only 50% of universities that have regional campuses recruit from them; 2) Enhancing support for field instructors and agencies, as field instructors have expressed that cash incentives and continuing education credits are desired supports; 3) Tracking and measuring changes in student body diversity to examine the impact of related actions plans; and 4) Minimizing remote learning, as students have expressed increased difficulty with navigating remote learning.

INTRODUCTION AND BACKGROUND

The University Partnership Program (UPP) is part of Ohio's commitment to improving outcomes for children and families by strengthening its child welfare workforce. It is a unique and beneficial partnership among the Ohio Department of Job and Family Services (ODJFS), eight of Ohio's public university schools of social work, Ohio's University Consortium for Child and Adult Services (OUCCAS), the Public Children's Services Association of Ohio (PCSAO), and Ohio's 85 Public Children Service Agencies (PCSAs).

The partnership has three primary purposes:

1. To identify future child welfare professionals and prepare them for entry-level positions in PCSAs.
2. To help professionalize the field of Child Welfare; and,
3. To reduce the time newly hired caseworkers spend on on-the-job training.

Mission and Objectives

UPP provides public child welfare agencies with a workforce of newly graduated individuals who have fieldwork experience and are trained in Ohio's mandated Core training. The program intends to positively affect the recruitment and retention of quality staff and to reduce the expenditures of time and money on training new workers. The Partnership Committee agreed on the following mission statement to guide its work:

The mission of the University Partnership Program is to develop creative child welfare leaders, policymakers, managers, and direct service practitioners who have the capacity for critical thinking and to promote best practices and the highest quality service to children, families, and communities. The program accomplishes this through the coordinated and integrated provision of quality social work education and training.

The objectives include four ways in which the program supports the public child welfare system:

1. Ensuring, in accordance with Ohio House Bill 448, all newly employed

caseworkers would have or achieve within five years of employment, a degree in a job-related human services field.

2. Reducing staff turnover in public child welfare agencies.
3. Maximizing the use of resources for in-service training.
4. Creating career ladders and ongoing professional development.

The program was piloted starting in July 2002, with two universities participating. Over the next seven years, the number of participating universities grew to the eight that are currently participating.

METHODOLOGY, SAMPLES, AND DATA SOURCES

OUCAS' evaluation team conducted a mixed-methods evaluation, collecting and analyzing quantitative and qualitative data.

Surveys

During March and April 2022, the evaluation team administered electronic surveys to currently enrolled students, field instructors of those students, supervisors at county agencies, and campus coordinators (Coordinators). For purposes of this report, field instructors are those who directly supervise UPP students during their field experience whereas supervisors are employees at county agencies. All stakeholders were emailed flyers containing a REDCap survey link and a QR code. Students, field instructors, and supervisors were compensated with a \$20 Starbucks electronic gift card for participating. Students, field instructors, and supervisors were identified by querying the UPP database and by consulting Coordinators. Stakeholders were surveyed on a variety of topics, including program experience, challenges with hosting students, employment preparation, and job performance. Survey data were collected from 41 UPP students (Table 1). The student sample was mostly white (78.0%) and non-Hispanic (97.6%), and was a mix of Juniors (12.2%), Seniors (73.2%), and Master of Social Work students (14.6%).

Table 1. UPP Student Survey Respondent Demographics

Cleveland State University		<i>n</i> (%)
Number of students who completed survey:		3
Student Ethnicity	Hispanic or Latino	--
	Not Hispanic or Latino	3 (100)
Student Race	Asian	--
	Black/African American	--
	Multiracial	--
	White/Caucasian	3 (100)
Student Status	Master of Social Work Student	2(67)
	Senior	1(33)
	Junior	--
Ohio University		<i>n</i> (%)
Number of students who completed survey:		11
Student Ethnicity	Hispanic or Latino	1 (9)
	Not Hispanic or Latino	10 (91)
Student Race	Asian	--
	Black/African American	--
	Multiracial	2 (18.2)
	White/Caucasian	9 (81.8)
Student Status	Master of Social Work Student	--
	Senior	6 (54.5)
	Junior	5 (45.5)
The Ohio State University		<i>n</i> (%)
Number of students who completed survey:		9
Student Ethnicity	Hispanic or Latino	--
	Not Hispanic or Latino	9 (100)
Student Race	Asian	--
	Black/African American	3 (33)
	Multiracial	--
	White/Caucasian	6 (67)

Student Status	Master of Social Work Student	3 (33)
	Senior	6 (67)
	Junior	--
University of Akron		<i>n (%)</i>
Number of students who completed survey:		4
Student Ethnicity	Hispanic or Latino	--
	Not Hispanic or Latino	4 (100)
Student Race	Asian	--
	Black/African American	1 (25)
	Multiracial	--
	White/Caucasian	3 (75)
Student Status	Master of Social Work Student	--
	Senior	4 (100)
	Junior	
University of Cincinnati		<i>n (%)</i>
Number of students who completed survey:		4
Student Ethnicity	Hispanic or Latino	--
	Not Hispanic or Latino	4 (100)
Student Race	Asian	--
	Black/African American	--
	Multiracial	--
	White/Caucasian	4 (100)
Student Status	Master of Social Work Student	--
	Senior	4 (100)
	Junior	--
University of Toledo		<i>n (%)</i>
Number of students who completed survey:		3
Student Ethnicity	Hispanic or Latino	--
	Not Hispanic or Latino	3 (100)
Student Race	Asian	--
	Black/African American	--
	Multiracial	--

	White/Caucasian	3 (100)
Student Status	Master of Social Work Student	--
	Senior	3 (100)
	Junior	--
Wright State University		<i>n (%)</i>
Number of students who completed survey:		4
Student Ethnicity	Hispanic or Latino	--
	Not Hispanic or Latino	4 (100)
Student Race	Asian	1 (25)
	Black/African American	1 (25)
	Multiracial	--
	White/Caucasian	2 (50)
Student Status	Master of Social Work Student	--
	Senior	4 (100)
	Junior	--
Youngstown State University		<i>n (%)</i>
Number of students who completed survey:		3
Student Ethnicity	Hispanic or Latino	--
	Not Hispanic or Latino	3 (100)
Student Race	Asian	--
	Black/African American	1 (33)
	Multiracial	--
	White/Caucasian	2 (67)
Student Status	Master of Social Work Student	1 (33)
	Senior	2 (67)
	Junior	--

We received survey data from 18 field instructors and supervisors (Table 2). The sample was 83.3% White, and 16.7% Black/African American. They were from a mix of major metro (22.2%), metro (38.9%), large (16.7%), and medium (22.2%) counties. And, most supervised intake units (27.8%), other units (27.8%) or ongoing units (22.2%).

Table 2. UPP Supervisor and Field Instructor Survey Respondent Demographics

Supervisors and Field Instructors		<i>n</i> (%)
Number of supervisors and field instructors who completed survey:		18
Ethnicity	Hispanic or Latino	--
	Not Hispanic or Latino	18 (100)
Race	Asian	--
	Black/African American	3 (16.7)
	Multiracial	--
	White/Caucasian	15 (83.3)
Agency County Size	Small	--
	Medium-Small	--
	Medium	4 (22.2)
	Large	3 (16.7)
	Metro	7 (38.9)
	Major Metro	4 (22.2)
Type of Unit Supervised	Intake	5 (27.8)
	Ongoing	4 (22.2)
	Intake & Ongoing	1 (5.6)
	Training	1 (5.6)
	Foster Care/Adoption/Kinship	2 (11.1)
	Other	5 (27.8)

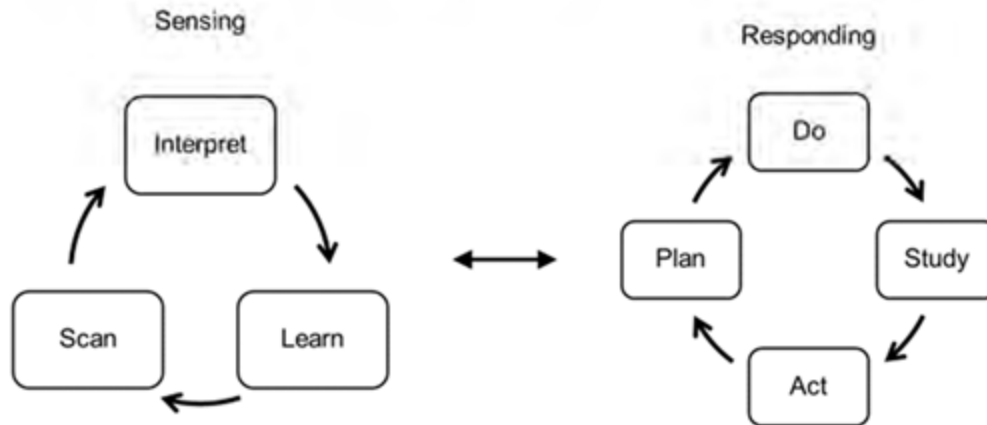
UPP Database

The UPP database is a comprehensive source of UPP student data spanning the time from a student’s initial engagement with the program through their employment at an Ohio PCSA. Dating back to 2004, the database contains a wide variety of descriptive, event, and outcomes data as well as contact information.

CONTINUOUS QUALITY IMPROVEMENT

When OUCCAS commenced as the vendor for OCWTP statewide training coordination in 2020, it set a standard for a Continuous Quality Improvement (CQI) process to be deployed as a means of identifying and addressing issues. The publication of the 2020-2021 UPP Evaluation Report was the starting point of UPP's CQI engagement. OUCCAS' CQI process includes procedures for sensing and responding. Both operations are illustrated in Figure 1.

Figure 1 – How a Learning Organization Operates



Source: University of Cincinnati's Statewide Coordination of the Ohio Child Welfare Training Program Proposal, August 2020.

The first step for a learning organization is to engage in organizational sensing, which consists of three operations Scanning, Interpreting, and Learning.

Scanning

OUCCAS's evaluation team initiated a scanning process in Spring 2021. Scanning is the process of being connected to system operations with the intent of understanding known and important issues, but also uncovering problems of which ODJFS or UPP stakeholders might be unaware. The evaluation team conducted key informant interviews, held focus groups, and administered surveys to current UPP students, former UPP students, UPP Coordinators, county

agency supervisors, and the Assistant Director of the Public Children Services Association of Ohio.

Interpreting

Upon completion of scanning, the evaluation team interpreted the collected data. Interpreting is a process of taking all raw data produced by scanning and fitting it into an organized set of ideas that drive a program or organization. The evaluation team sorted the collected qualitative data into broad categories. Categories and sentiments were then combined to draw conclusions about operations. Finally, quantitative data were analyzed using descriptive statistical methods.

Learning

Once data were interpreted, the evaluation team created a comprehensive report to document learnings. Learning is a process whereby the interpreted data are used to better understand system or program operations. The 2020-2021 UPP Evaluation Report, created in Summer 2021 summarized key learnings into six opportunities and steps for actions to improve the program.

Once key learnings were summarized and issues identified, the sensing cycle ended and responding procedures began. The evidence-based response framework chosen by OUCCAS is the Plan-Do-Study-Act (PDSA) cycle. PDSA prompts the resolution of suboptimal processes or outcomes by guiding stakeholders to carry out the following iterative sequence of steps:

Plan

Planning entails facilitating an open process of idea generation to address issues based on the best currently available information. In Fall 2021, OUCCAS's planner initiated a series of meetings with key UPP stakeholders using the recommendations from the 2020-21 UPP Evaluation Report as a catalyst for discussion and decision making. The output of those sessions was a strategic plan of action to make UPP more expansive, diverse, and impactful. The strategic plan also included owners for each action step to promote accountability.

Do

The “Do” stage of the cycle is when planned actions are implemented, typically on a small scale with the understanding that the change will not be executed on a permanent basis unless validated. Individuals and teams who owned strategic action areas implemented these changes between Fall 2021 and Spring 2022.

Study

Each year the evaluation team will conduct a study of operations and document the effectiveness and efficiency of planned changes in the UPP Evaluation Report, paying attention to whether actions worked as expected and the possible presence of unexpected effects. Each year’s learning-based recommendations will reflect the outcomes of actions. The outcomes of this year’s study are as follows (Table 3):

Table 3. 2020-21 Learning-based Recommendations, Planned Actions, and Current Study Outcomes

2020-21 Learning-based Recommendations	Planned Actions	Current Study Outcomes
Recommendation 1: Promote State-wide PCSA Program Participation. This recommendation pertains to closing the student placement participation gap between large, metro counties and small, rural counties.	ODJFS will investigate an incentive program for field instructors to assist with the challenges of hosting UPP student interns at their PCSAs. The incentive program is proposed to support student placements in counties that have not historically hosted or hired student interns.	Supervisors and field instructors gave feedback on the desired amount of an incentive as well as the challenges and opportunities for hosting students.
Recommendation 2: Enhance Data Systems. The existing UPP Database and Learning Management System, E-track,	ODJFS will procure a new Learning Management System that will integrate the UPP	The new Learning Management System’s expected “go live” date

<p>lack the coordination and data required to track and report desired UPP outcomes.</p>	<p>Database with county HR systems and the existing training database. This integration of data fields and functionality should allow for the analysis of desired student employment-related outcomes such as turnover, retention, and promotion rates.</p>	<p>is November 2022. The UPP State Coordinator and OUCCAS Evaluation & Analytics teams have been consulted and have provided feedback on desired variables and functionality.</p>
<p>Recommendation 3: Consider Program Expansion to additional universities to create better statewide coverage and access.</p>	<p>ODJFS will engage six additional universities for recruitment to create better statewide coverage and access.</p>	<p>Significant progress has been made in expanding UPP’s reach and access as three universities (Bowling Green University, Central State University, and Miami University) have accepted invitations to become a university partner.</p>
<p>Recommendation 4: Enhance Recruitment Support by ensuring that Coordinators have sufficient resources.</p>	<p>ODJFS will meet with Coordinators to ensure that the group has knowledge of and access to funds earmarked for recruitment support.</p>	<p>ODJFS met with Coordinators to clarify processes and answer questions. This year’s Coordinator survey reflects high</p>

		<p>coordinator satisfaction in these areas.</p>
<p>Recommendation 5: Support Coordinator Role and Compensation</p>	<p>ODJFS responded to 2020-21 Evaluation report feedback regarding stagnant pay and discrepancy of full-time/part-time employment status by conducting a study to better understand the coordinator role and needs.</p>	<p>ODJFS uniformly increased coordinator pay and ensured that all coordinator roles would be full-time starting in Fall 2022.</p>
<p>Recommendation 6: (Created by Coordinators): Diversify Student Body</p>	<p>UPP Coordinators desired to ensure the diversity of the recruited student body.</p>	<p>UPP has recruited Central State University, a Historically Black University which will add to the racial diversity of the UPP student body. UPP coordinators will also attend 6.5 hours of diversity training to enhance relationships and recruitment strategies to create and maintain a diverse student body.</p>

Act

Acting on study outcomes calls for rolling out the change, deciding to make a new effort to change the system, or reverting to the status quo. A few of the planned actions have been fully implemented such as the procurement of a new learning management system (LMS) and recruitment of additional universities, whereas the current study was needed to provide feedback on the field instructor incentive program. The next steps may be to pilot the incentive program in choice counties before making it a permanent fixture of the program. Likewise, UPP leadership might consider studying the impact of the integration of the three new universities before taking further action on recruiting other universities.

REACH AND ACCESS

This year UPP enrolled 58 students and graduated 62 students across eight universities with 33 graduates employed at an Ohio PCSA and 19 graduates seeking employment or pursuing higher education (Table 4).

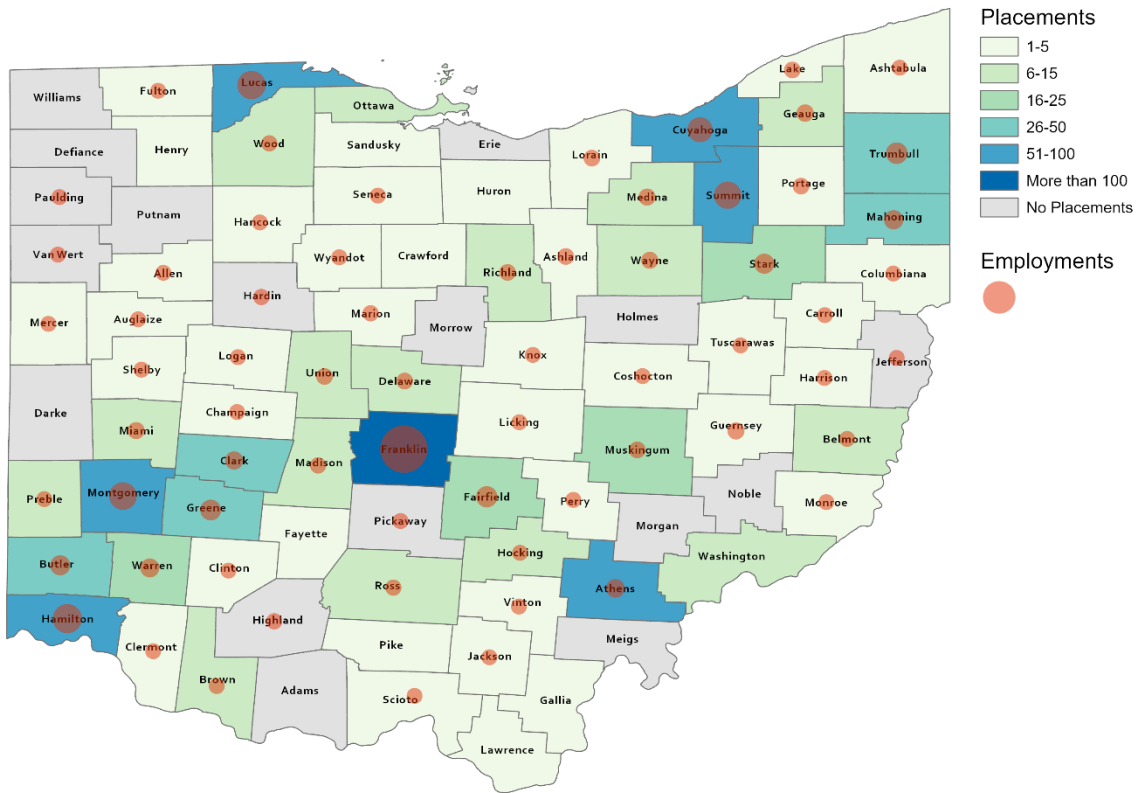
Table 4. UPP Student Enrollments and Graduates 2021-22

University Name	Number of Students Enrolled	Number of Students Who Graduated	Number of Graduates Employed <i>n</i> (%)	Number of Graduates Seeking Employment or Pursuing Higher Education <i>n</i> (%)
Cleveland State	5	8	2	0
Ohio University	8	4	2	2
The Ohio State University	17	17	10	6
University of Akron	7	2	0	1
University of Cincinnati	4	12	4	7
University of Toledo	4	0	0	0
Wright State University	6	16	13	3

Youngstown State University	7	3	2	0
Totals	58	62	33	19

Since 2004, UPP has reached 71 (80.7%) counties through student participation in internships and 67 (76.1%) counties through student employment at Ohio agencies (Figure 2 and Table 5) for a combined impact in 77 (87.5%) of Ohio's counties.

Figure 2. UPP Placements and Employments by Ohio County since 2004*



* Based on data reported in the UPP Database as of June 1, 2022

Table 5. UPP Placements and Employments by County since 2004*

University	Placements	Employments
Allen	5	1
Ashland	3	4
Ashtabula	4	2
Athens	56	12
Auglaize	1	1
Belmont	8	2
Brown	6	1
Butler	35	19
Carroll	1	1
Champaign	4	2
Clark	26	11
Clermont	4	2
Clinton	1	1
Columbiana	1	2
Coshocton	2	2
Crawford	1	0
Cuyahoga	99	40
Delaware	11	4
Fairfield	24	23
Fayette	2	0
Franklin	187	148
Fulton	2	1
Gallia	2	0
Geauga	6	8
Greene	29	22
Guernsey	3	6
Hamilton	83	57
Hancock	3	2

Hardin	0	3
Harrison	1	1
Henry	1	0
Highland	0	3
Hocking	10	1
Huron	1	0
Jackson	1	1
Jefferson	0	1
Knox	2	1
Lake	4	5
Lawrence	2	0
Licking	2	2
Logan	2	1
Lorain	2	5
Lucas	85	54
Madison	6	3
Mahoning	37	16
Marion	4	3
Medina	8	8
Mercer	1	1
Miami	10	6
Monroe	1	1
Montgomery	70	51
Muskingum	22	4
Ottawa	7	0
Paulding	0	1
Perry	3	1
Pickaway	0	2
Pike	1	0
Portage	4	5

Preble	6	1
Richland	8	5
Ross	9	3
Sandusky	2	0
Scioto	5	1
Seneca	2	2
Shelby	5	2
Stark	24	20
Summit	68	49
Trumbull	31	25
Tuscarawas	1	2
Union	6	4
Van Wert	0	1
Vinton	5	2
Warren	19	14
Washington	10	0
Wayne	10	6
Wood	7	3
Wyandot	2	1
Grand Total	1116	695

* Based on data reported in the UPP Database as of June 1, 2022

As mentioned in the 2020-21 UPP Evaluation report, there are differences in participation rates based on county size (Table 6). County size categories are taken from the Child Protection Oversight & Evaluation (CPOE) report (source: ODJFS). While 100% of large, metro, and major metro counties have hosted at least one student intern, and 86.7% of medium-small and 80.0% of medium counties have hosted at least one student intern, only 56.0% of small counties have had a student placement. Similarly, only 76.5% of small counties have hired a UPP graduate while rates are higher for medium-small counties (85.7%), medium counties (77.8%), and large, metro, and major metro counties (100%).

Table 6. Number and percentages of counties with at least one placement or employment by CPOE size

County Size	# of Counties	# of Counties with at Least 1 Placement	% of Counties with at Least Placement	# of Counties with at Least 1 Employment	% of Counties with at Least 1 Employment
Small	25	14	56.0%	13	76.5%
Medium-Small	15	13	86.7%	12	85.7%
Medium	20	16	80.0%	14	77.8%
Large	15	15	100.0%	15	100.0%
Metro	10	10	100.0%	10	100.0%
Major Metro	3	3	100.0%	3	100.0%
Totals	88	71	80.7%	67	76.1%

One of the action plans initiated by UPP leadership in 2021 sought to address these disparities. Central State University, Miami University, and Bowling Green University have been recruited into the program for the 2022-2023 academic year. The addition of these universities should extend reach in future years into seven proximal counties (Putnam, Sandusky, Henry, Ottawa, Erie, Huron, and Fayette) where there have been relatively low numbers of student interns and no employments. Additionally, there are opportunities to increase program reach and access into lower participation areas by using all regional campuses to recruit UPP students. Currently, three of the six (50%) universities with regional campuses have participating students from those campuses (Table 7).

Table 7. 2021-2022 UPP University Affiliation and UPP Student Participation Status

University	Campus Location(s)	UPP Student Participation
Cleveland State University	Cleveland	Yes
Ohio University	Athens-Main	Yes

	Eastern at St. Clairsville	Yes
	Zanesville	Yes
	Chillicothe	Yes
	Lancaster	Yes
	Southern at Ironton	Yes
The Ohio State University	Columbus-Main	Yes
	Newark	Yes
	Lima	Yes
	Mansfield	Yes
	Marion	Yes
University of Akron	Akron-Main	Yes
	Lakewood	Yes
	Wayne	Yes
University of Cincinnati	Cincinnati-Main	Yes
	Clermont	No
	Blue Ash	No
University of Toledo	Toledo	Yes
Wright State University	Dayton-Main	Yes
	Lake	No
Youngstown State University	Youngstown-Main	Yes
	Lorain	No
	Lakewood	No

STUDENT PERFORMANCE

UPP student on-the-job performance continues to be a key indicator of program impact. UPP students who have graduated and are employed are referred to as “UPP employees”.

Question: How do UPP employees perform on the job compared to non-UPP employees?

The evaluation team surveyed supervisors to understand how UPP employees performed on the job compared to non-UPP employees. Supervisors rated the skills competency of employees on the following Likert scale:

- 1 -Poor, no evidence of skill; Not competent
- 2 -Fair, lacks clear evidence of skill; Limited Competence
- 3-Good, some evidence of skill; Emerging Competence
- 4-Very Good, clear evidence of skill; Competent
- 5-Excellent, ample evidence of skill; Very Competent

According to supervisor ratings (Table 8), recent UPP graduates were more competent than recent non-UPP employees in the areas of 1) Maintaining confidentiality (4.29 vs. 3.31); 2) Engaging clients (3.76 vs. 3.07); 3) Conducting a Safety Assessment (3.47 vs. 2.06); 4) Conducting a Safety Plan (3.12 vs.2.06); 5) Conducting a Family Assessment (3.41 vs. 2.06); 6) Conducting a Family Case Plan (3.29 vs. 2.06); 7) Entering data into the Statewide Automated Child Welfare Information System (SACWIS) (4.00 vs. 2.13); 8) Thinking critically (3.53 vs. 2.69); and 9) Ability to handle stress (3.47 vs. 2.67).

Table 8. Supervisor Ratings of UPP Employee and Non-UPP Employee Skills

Skill	UPP Employee Average Rating	Non-UPP Employee Average Rating
Maintaining confidentiality	4.29	3.31
Engaging clients	3.76	3.07
Conducting a Safety Assessment	3.47	2.06
Conducting a Safety Plan	3.12	2.06
Conducting a Family Assessment	3.41	2.06
Conducting a Family Case Plan	3.29	2.06
Entering data into SACWIS	4.00	2.13
Thinking critically	3.53	2.69
Ability to handle stress	3.47	2.67

Other Supervisor Feedback on UPP Employees

Overall, supervisors expressed positive interactions with the UPP program staff and students that were sent to their agencies. One supervisor summed up the experience by saying,

“UPP is an amazing program and a great way to prepare staff for their careers in Child Welfare. I believe in and support the UPP program 100%. I believe the students are better trained and have a much wider knowledge base of Child Welfare when they are hired on than others that are hired on with no experience or knowledge in Child Welfare.”

In future years, the implemented action plan that allows access to a new learning management system that integrates UPP database records, human resources, and county data will allow for the examination of other desired outcomes such as turnover rates and promotion frequency of UPP graduates who have secured employment at Ohio PSCAs compared to non-UPP employees.

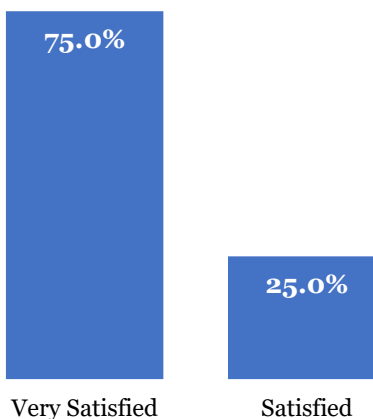
CAMPUS COORDINATOR EXPERIENCES AND EFFECTIVENESS

Coordinators provided feedback on their role satisfaction, desired support, and understanding of funding support. Students and field instructors also gave feedback on their satisfaction with the support offered by Coordinators.

Satisfaction with Campus Coordinator Role

All (100%) of Coordinators indicated that they were satisfied to very satisfied with their role (Figure 3).

Figure 3: Level of satisfaction with my role as Campus Coordinator (n=8)



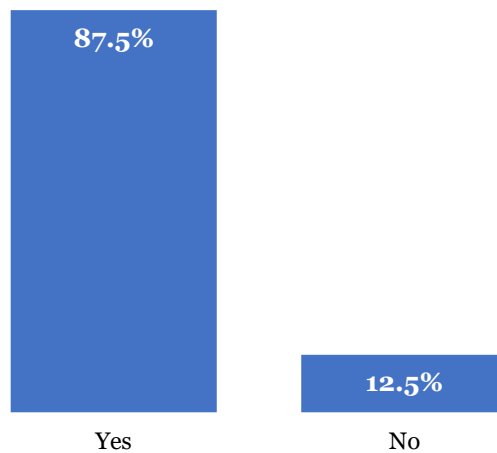
Desired Support

In addition to rating their satisfaction with their role, Coordinators were asked to identify additional support that would help them in their role. Six of the Coordinators (75%) provided feedback. One campus coordinator (16.6%) indicated that an increase in the salary of campus coordinators and course instructors would be beneficial. Having access to additional training related to race, equity, Motivational Interviewing, and leadership was mentioned by one coordinator (16.6%). Two coordinators (33.3%) responded that having clerical assistance would allow them to have more time to focus on program development and recruiting. One coordinator (16.6%) stated that holding periodic meetings would help support them in their roles.

Campus Coordinator Funding

Seven Coordinators (87.5%) indicated that they understood the funding available to support their recruitment efforts (Figure 4). For the one coordinator (12.5%) that did not, having more information about the available funds and how other coordinators have used those funds to assist with recruitment would be helpful.

Figure 4: I understand the funding available to support my recruitment efforts.
(n=8)



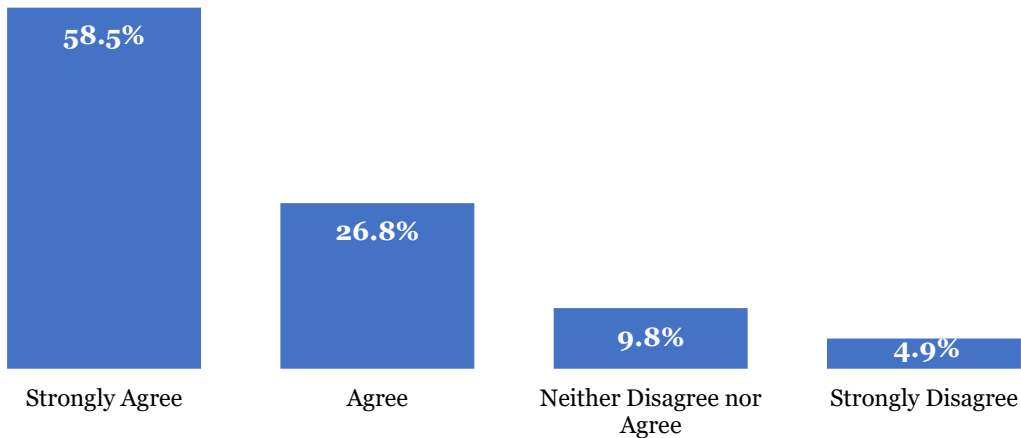
Additional Feedback

Overall, Coordinators expressed positive feedback related to UPP. One coordinator stated “*UPP produces incredibly prepared students and workforce in the state of Ohio.*” Another coordinator shared that UPP could “*continue to work on restoring the vitality of the university and government partnership by maintaining democratization and highlighting the strengths of the university system.*”

Student Feedback on Campus Coordinator Support

Most (85.3%) students strongly agreed or agreed that they received adequate support from their Campus Coordinator (Figure 5).

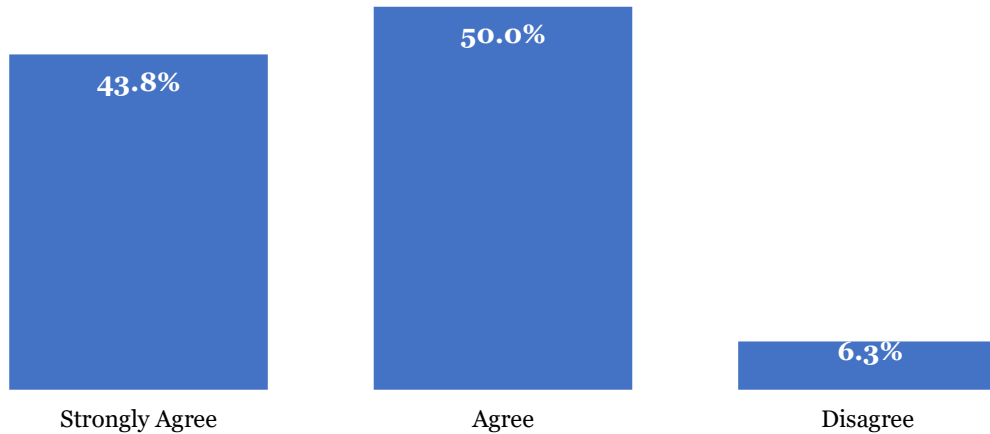
**Figure 5: I receive adequate support from my Campus Coordinator.
(n=41)**



Field Instructor and Supervisor Feedback on Coordinator Support

Almost all (93.8%) field instructors and supervisors strongly agreed or agreed that they received adequate support from their student’s Coordinator (Figure 6). For the one field instructor who disagreed, the reason stemmed from not having any communication with the Coordinator (did not receive any information regarding updates, meetings or trainings).

**Figure 6: I receive adequate support from my student's
Campus Coordinator
(n=16)**



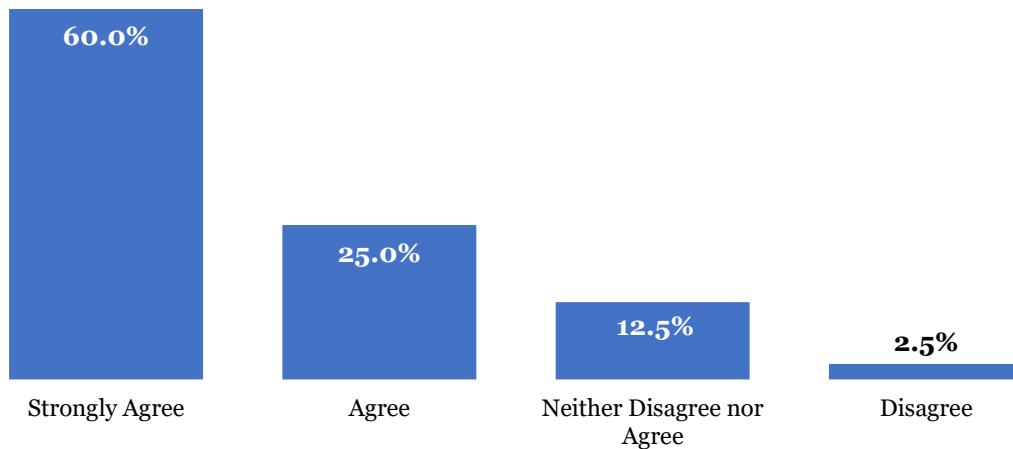
FIELD INSTRUCTOR PERSPECTIVES AND EFFECTIVENESS

Field Instructors are a key stakeholder group as they host student interns at their respective county agencies and guide students' field experiences. Field instructors offered their perspectives on UPP including barriers to hosting students, desired agency supports, and relationships with Coordinators. Students and Coordinators also gave feedback on their satisfaction with the support offered by field instructors.

Student Perspectives on Field Instructor Support

Overall, students had a positive outlook on their experience with their field instructor and their placement agencies. Most (85.0%) students strongly agreed or agreed that their field instructor provided them with adequate support (Figure 7).

**Figure 7: I receive adequate support from my Field Instructor.
(n=40)**



In addition to rating their experience, students also shared in more detail about their time in the field. Below are comments from one student speaking about their positive experience followed by a student speaking about their challenges with field instruction:

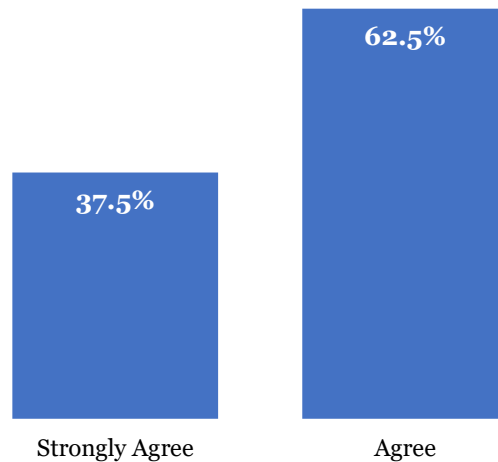
“Both my UPP director and FCCS supervisor ensured I got everything I needed and wanted out of my field experience. I spent time in training, at home visits, practicing documentation, participating in weekly supervision, and so forth. I believe I received a well-rounded education on what it means to be a CPS caseworker thanks to these two mentors.”

“There is nothing more that could have been done on my Coordinator's part as well as my field liaisons. [Both] were very supportive and understanding. My field instructor and I did not develop a mutually beneficial relationship. She has expressed to multiple workers within the agency that I am not mature enough for a position within the field of child welfare and since then, I have kept my distance. She did not provide me with the supervision that I asked for nor the support.”

Campus Coordinator Perspectives on Field Instructor Support

All (100%) Coordinators expressed positive experiences with their student’s field instructors. Five coordinators (62.5%) agreed, and three coordinators (37.5%) strongly agreed that they receive adequate support from the field instructors (Figure 8).

Figure 8: I receive adequate support from my student's Field Instructor (n=8)



BARRIERS AND SUPPORTS FOR HOSTING COUNTY AGENCIES

ODJFS desired to understand what barriers hinder agencies from hosting UPP students and what solutions and supports are needed. While supervisors and field instructors generally expressed their agencies’ willingness to host UPP students, high turnover and staff shortages have led to agencies having less experienced staff for students to shadow. Time is also a barrier to supervising students. Supervisors and field instructors agreed that incentives like continuing education units (50.0%), field instructor incentives (38.9%), and other incentives (22.2%), would support and further engage agencies to host UPP students.

When asked what the ideal amount of incentive pay would be on a per-student basis, six respondents listed amounts ranging from \$200 to \$2,500 (averaging out to approximately \$800/student). Beyond incentives, respondents mentioned that regular check-ins throughout

the semester with UPP Coordinators would be helpful to both monitor the student's progress and get feedback on students' perceptions of their field experience with the agency.

Coordinator Perspectives on Barriers and Supports

Coordinators provided feedback on what they believe are barriers to county agencies hosting UPP students. Coordinators indicated that agencies are experiencing high turnover and staff shortages and do not have the staff or education level of staff needed to provide supervision to students. Time commitment is also a barrier to providing training and supervising students.

Coordinators also indicated that there are counties that are unaware of or do not fully understand the UPP program. Coordinators agreed that field instructor incentives (85.7%) and continuing education units (71.4%) would encourage agencies to host UPP students.

When asked about the ideal amount of incentive pay per student, five coordinators responded with amounts ranging from \$200 to \$3,000 (averaging out to approximately \$1,090 per student). Outside of incentives, coordinators indicated that the following would also be beneficial: 1) bringing all supervisors and field instructors together once a year for UPP training, 2) providing varied trainings that can be completed online, 3) relationship building with counties, and 4) quarterly or bi-annual meetings.

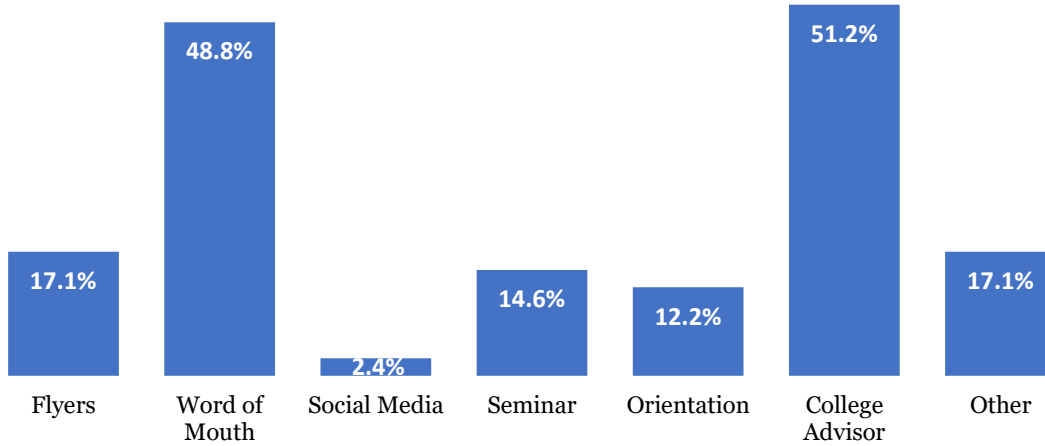
RECRUITMENT

The recruitment of students into UPP is one of the most critical activities that Coordinators perform. UPP students shared feedback on common practices and opportunities for recruiting and enrolling students in UPP.

UPP Marketing

Students were asked to identify all the ways that they became aware of UPP. The top three ways were "College Advisor" (51.2%), "Word of Mouth" (48.8%), and "Flyers/Other" (17.1%) (Figure 9).

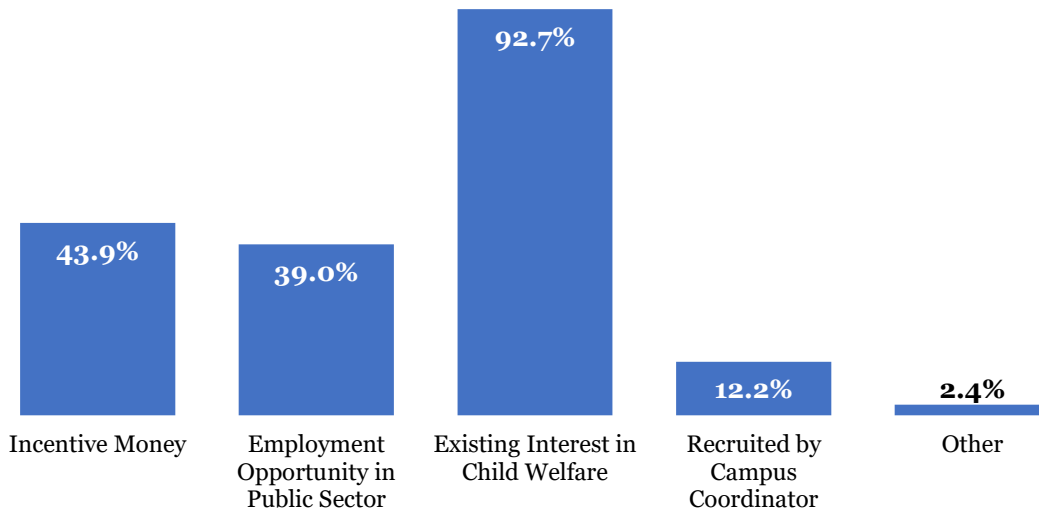
Figure 9: How did you find out about UPP?
(n = 41)



UPP Enrollment

Students were asked to select all their reasons for enrolling in UPP. Almost all students (92.7%) identified an “Existing Interest in Child Welfare”, followed by “Incentive Money” (43.9%), and “Employment Opportunity in Public Sector” (39.0%) as their top three reasons (Figure 10).

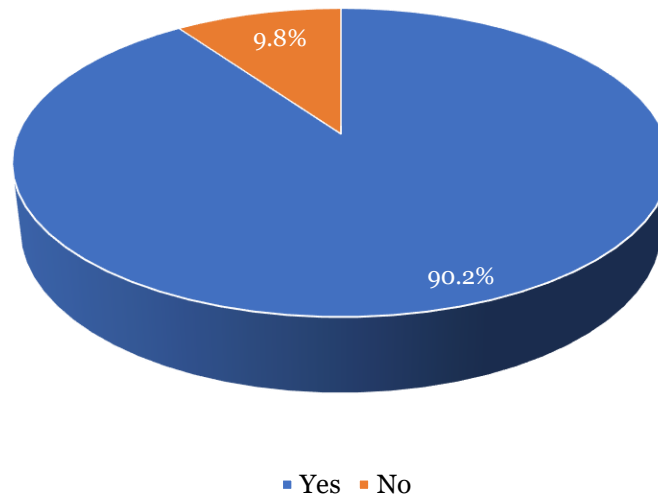
Figure 10: Why did you enroll in UPP?
(n=41)



UPP Stipend

Over 90% of current and past UPP students felt that the stipend provided by the program is/was adequate (Figure 11). For the students who did not find the stipend adequate, limiting work hours to participate in the program and comparing incentives paid by other programs were concerns. When asked what an adequate amount of stipend would be to support students through the program, one student thought loan forgiveness would be appropriate while two others responded with the direct amounts of “greater than \$5,500” and “\$9,800”.

**Figure 11: Is/Was your stipend/incentive amount adequate?
(n=41)**



Students shared the following thoughts on improving recruitment and increasing enrollment:

“I think spreading the word about UPP starting Freshman year would be a good strategy. I heard about UPP when it was time to select my field placement for my senior year. I think more people might apply if they know about the program throughout their college education. I think that allowing students in psychology and criminal justice majors might recruit more students. I have noticed many caseworkers have these degrees. Additionally, getting UPP in more schools would help with recruitment. I think that having paid internships would recruit more students as well.”

“Send out emails, have recruitment and informational meetings. Provide students with more adequate support from agency intern supervisors. Have the child welfare agency staff interacting more with students. Valuing transparency and utilizing it for professional development. Students want to feel comfortable and know that their internship will also be tailored to their interests.”

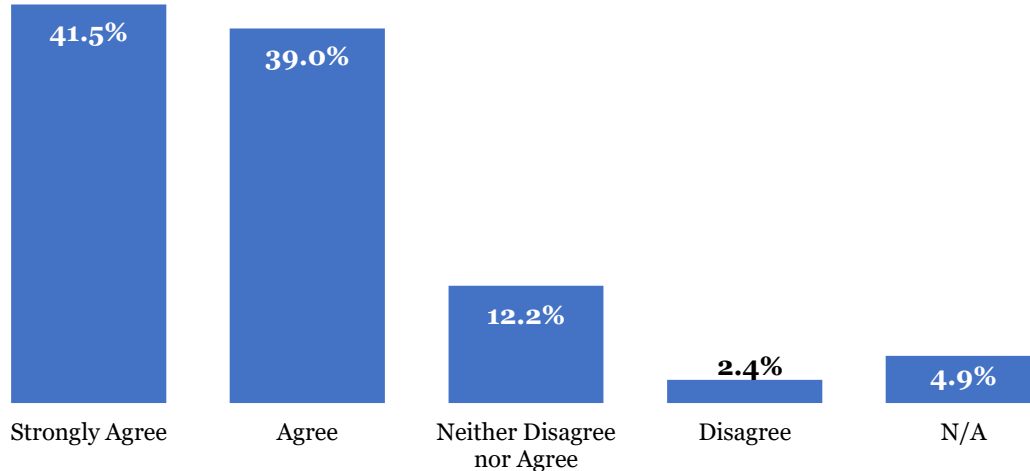
COURSEWORK AND INSTRUCTORS

One advantage that UPP first-year caseworkers have compared to non-UPP first-year caseworkers is that they have completed mandated coursework prior to becoming employed and are able to engage in job activities more quickly. The evaluation team surveyed UPP students and graduates to understand how their program coursework and instructors prepared students for their field placement and the requirements of the job.

Field Placement

A significant number of (80.5%) students who participated in the program strongly agreed or agreed that UPP coursework prepared them for their field placement (Figure 12).

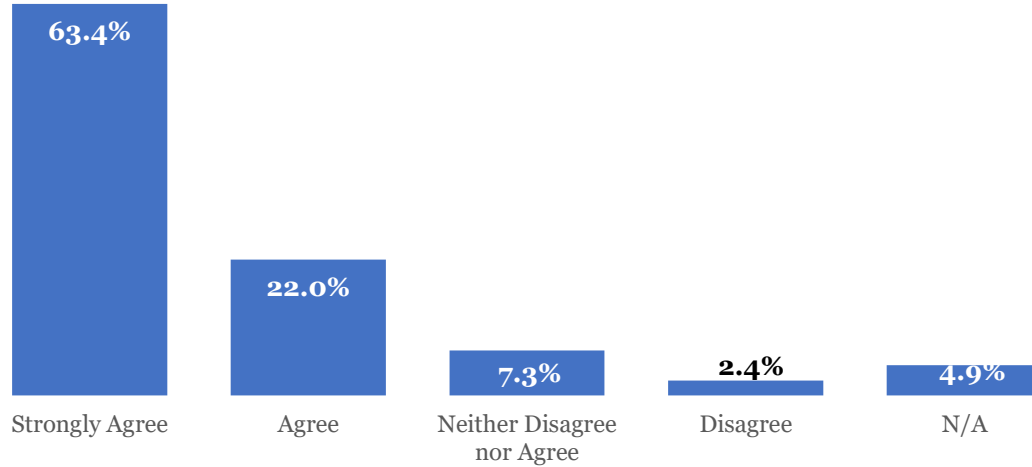
**Figure 12: My UPP coursework prepared me for my field placement.
(n=41)**



Valuable Field Experiences

Most (85.4%) students strongly agreed or agreed that UPP instructors shared valuable field experiences with them (Figure 13).

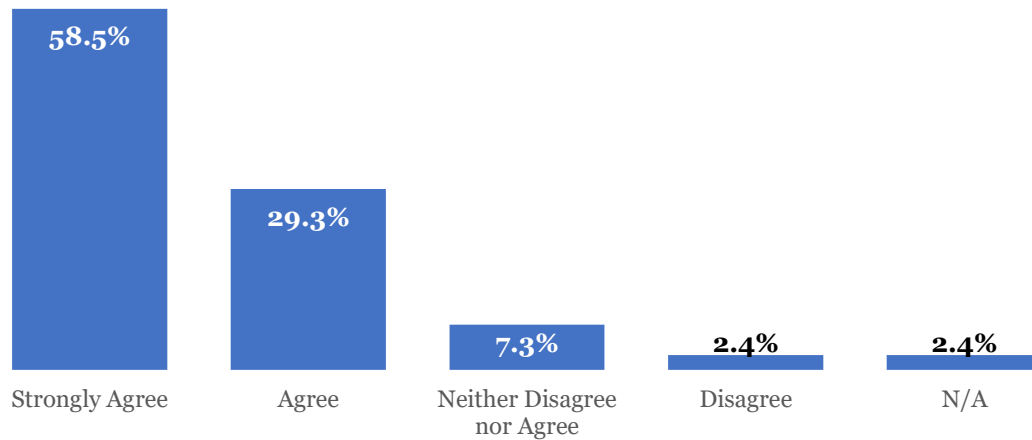
Figure 13: My UPP instructors shared valuable field experiences with me.
(n=41)



Applicable Skills

Most (87.8%) students strongly agreed or agreed that UPP instructors were effective in teaching them skills they could easily apply (Figure 14).

Figure 14: My UPP instructors were effective in teaching me skills I could easily apply.
(n=41)



Students provided the following feedback on their coursework:

“As of halfway through CW2 there's not enough information to help with students in ongoing units. It would also be helpful if there were more examples. Instead of just focusing on one family for a unit, it would be helpful to have examples of other common struggles families face and what their safety assessment through case planning and beyond looked like. Specifically a focus on substance use disorders and domestic violence. The course feels like a lot of busy work instead of truly meaningful assignments. As much as I dislike group work, more collaboration on assignments to help build skills related to teamwork and professionalism could prepare us for a field with lots of twists and turns and hopefully create more welcoming child welfare agencies in the future. I wish seminar was allowed to be with other students so we could share our experiences with them and learn from them about there's or how children's services could improve or maintain their collaboration with other agencies.”

“I have really enjoyed taking the Child Welfare courses and my internship. I feel I have learned a lot. My favorite class that I am taking is Child Welfare. I love my professor, supervisor, and the program. I feel like the course material is very relevant and important. I think the coursework is great.”

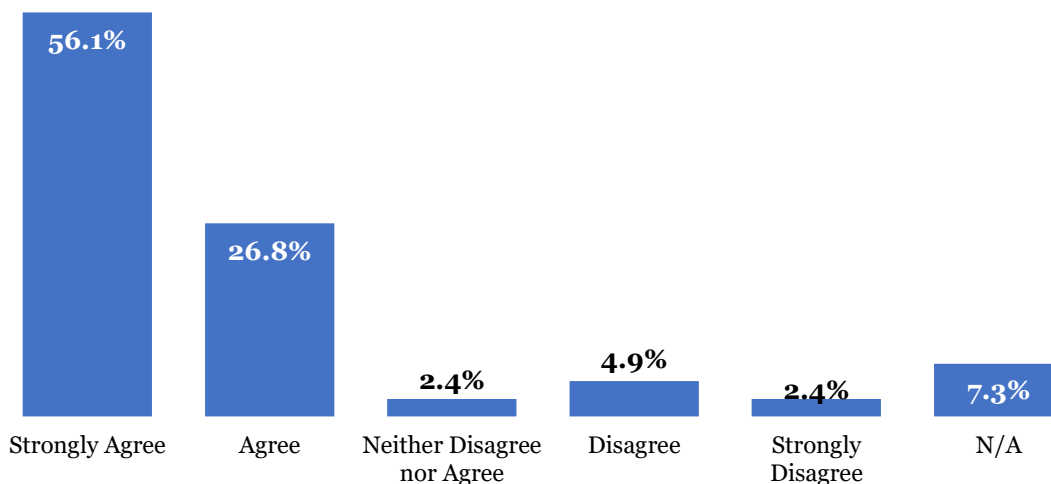
FIELD EXPERIENCE

The field experiences that UPP students receive can be invaluable for providing real-world work experience and job shadowing, and for receiving feedback from supervisors before they are hired by an agency. Students weighed in on their field experiences and ways to make this aspect of the program more impactful.

Learning Plan and Field Experience

A significant number of (82.9%) students strongly agreed or agreed that their learning plan was relevant to their field experience (Figure 15).

Figure 15: My learning plan was relevant to my field experience.
(n=41)



Students provided additional feedback on their field experience and/or learning plan experience:

“I feel like I have learned so much and grown as a person and professional through my field experience. I am looking forward to becoming a caseworker after graduation and getting my own cases. I think it was helpful to have the hands-on experience and getting to shadow experienced workers and meet with my supervisor weekly. I think that seminar has been nice to discuss field placement as well.”

“I really appreciated doing this program. It was very helpful and I learned a lot of things. I enjoy doing more hands-on work and I am glad that I was able to get this. Having a mentor was very helpful but I wish I was with the same person my whole field experience.”

“I believe that the Learning Plan could be shortened and more compact. I understand that we are to develop various skills, but without the proper support, I found the activities on the learning plan to be difficult to complete in the amount of time that we are given. It is definitely not something to be taken lightly or to be put off for the last minute. I recommend starting on the learning plan as soon as possible.”

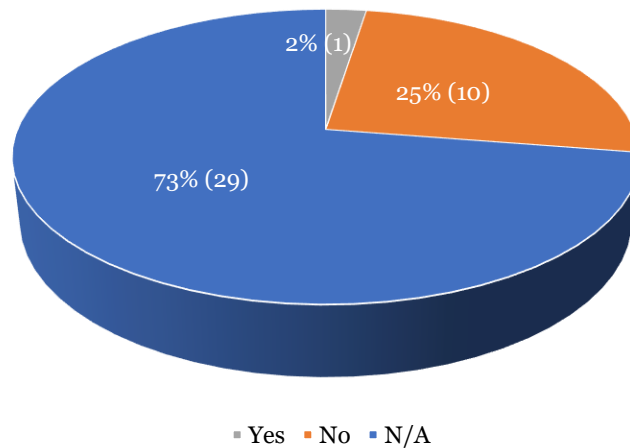
EMPLOYMENT

UPP serves as a workforce development program for participating universities, graduating students, as well as PCSAs seeking to hire new caseworkers. We interviewed students to understand the effectiveness of the employment process.

Interviewing and Relocation

One (2.5%) former student interviewed for a position that required relocation (Figure 16). That student was offered and accepted the position.

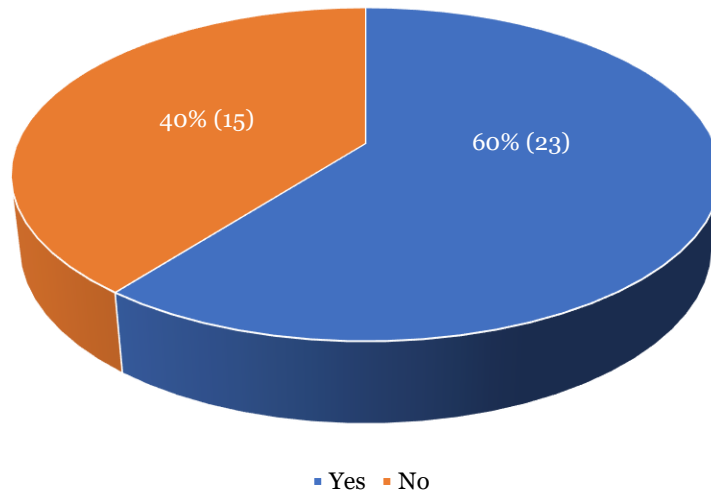
**Figure 16: Did you interview for a position requiring relocation?
(n=40)**



Relocation Consideration

Many (60.5%) students said that they would relocate to find a job (Figure 17). However, for those who did not desire to relocate, not wanting to move away from family, friends, or other support systems were listed most often.

**Figure 17: Would you relocate to find a job?
(n=38)**



In considering positions in agencies that may offer lower salaries or require more driving time, many students suggested higher salaries and/or higher mileage compensation reimbursement:

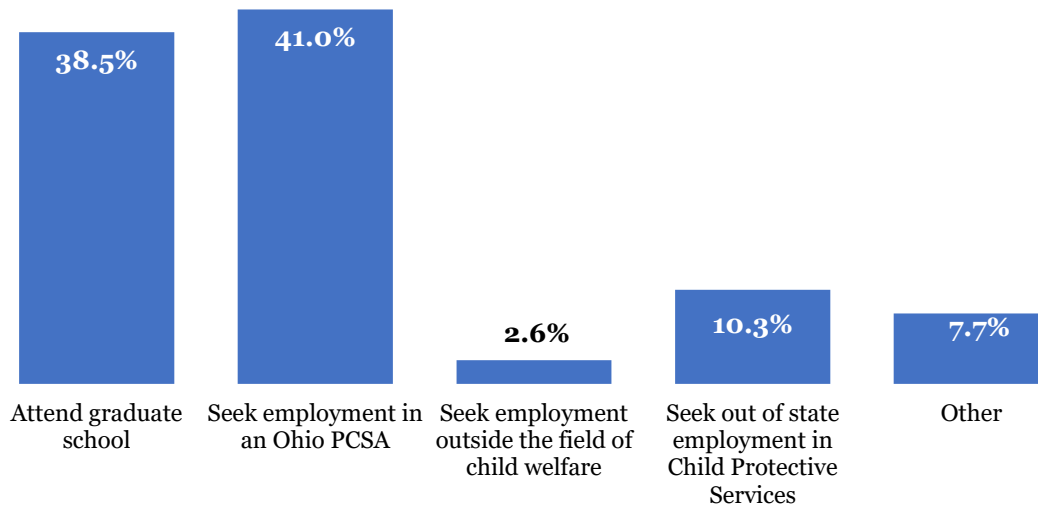
“Higher compensation for a driving time as gas prices increase, as well as compensation for mileage/ wear and tear of driving on the car, allow more remote work.”

“My commute to my internship right now is 40-45 minutes and I go twice a week. It is a lot of driving and so I am considering getting an apartment closer to my internship for next year. I think that offering gas cards would help with driving distance because I know that I have spent a lot of time and money driving and wish I were getting paid for the internship. The lower salary is something I worry about because I want to have a family in the near future so it will be important to be able to support a family financially. I think that increasing salaries would be helpful and I think that paid maternity leave needs to be offered especially since child welfare workers are mostly women.”

Graduation Plans

Upon graduation, just under half of the students surveyed (41%) plan to seek employment in an Ohio PCSA (Figure 18).

**Figure 18: What are your plans upon graduation?
(n=39)**



COVID-19 AND REMOTE LEARNING

The COVID-19 pandemic affected the ways that students participated in UPP. Students gave the following feedback related to COVID-19 and remote learning. Most (82%) comments indicated that students found remote learning to be quite challenging. Additional feedback can be found in Appendix B.

Students shared the challenges they faced while trying to learn during a pandemic:

“Lack of face-to-face contact with peers and professors made communication was difficult, too many emails and not enough clarity. Coursework and expectations were not at all reworked or adapted to remote learning. We were expected to do everything the same just remote, sitting through lectures remotely felt pointless and discussion boards work felt like a forced replacement for open discussion in class, and like busy work.”

“I learn better in an in-person setting; this, paired with the amount of content and reading required of the Child Welfare courses, made it difficult for me to learn and retain the information.”

“More interactive lessons, maybe incorporate non-graded quizzes to help clarify and concrete understanding. No videos unless professors actually know how to share them with audio. Professors seemed to also be distracted at home during the technology trainings.... They should give professors homework to have a practice class with friends or colleagues to ensure they know how to use teams, zoom, WebEx, etc. Encourage professors to still be flexible about attendance because they had higher expectations assuming it was more accessible, but many students had unreliable computers, internet, home conditions and such.”

“Providing technology to UPP students. i.e., I could not access FCCS.net or OnBase from home.”

“Make sure to give time for technical difficulties. You don't want to feel pressured to move through the course fast and because of a late start.”

A significant number of students felt the impact of COVID-19 on their field experience. The ways that students felt impacted included:

“Agency had workers working from home during my first few weeks of the spring semester and last few weeks of the fall semester. It made it hard to receive proper realistic training.”

“The team I'm assigned is barely in the office when I'm here and barely communicates with me about what they're doing or to help teach me things. My task supervisor was gone with COVID and because of exposure to COVID, multiple times and communication was sparse and insufficient. Only one caseworker actively communicates with or responds to me.”

“I think working remotely [has] been beneficial for caseworkers, however for a student trying to observe it is very hard to get to know the client and the caseworker. I also think it was hard reaching out to people who [were] not in the office on the same day as you.”

On the other hand, some students found benefits in remote instruction.

“Pre-recorded lectures allow students to watch lectures at their own pace and understanding.”

“I live 2 hours away from the main campus so being able to join from home, and now from work, is convenient. I can do school and work.”

STUDENT PROGRAM SATISFACTION

Overall, students responded positively to the question, “Please rate your overall satisfaction with your experience in the following categories.” (Table 9). Students were very satisfied or satisfied with the program in the areas of 1) Recruitment (78.1%); 2) Field Experience (80.5%); 3) Coursework and Instructors (67.6%); 4) Required Readings (82.9%); 5) Seminar (78.1%); 6) Campus Coordinator (90.3%); 7) Employment Assistance (65.9%); and 8) Stipend/Incentive (75.6%).

Table 9. Student Satisfaction by Program Area

Program Area (n = 41)	Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied
	n (%)				
Recruitment	0 (0.0)	2 (4.9)	7 (17.1)	12 (29.3)	20 (48.8)
Field Experience	0 (0.0)	2 (4.9)	2 (4.9)	12 (29.3)	21 (51.2)
Coursework and Instructors	0 (0.0)	4 (9.8)	4 (9.8)	11 (26.8)	20 (40.8)
Required Readings	1 (2.4)	2 (4.9)	4 (9.8)	15 (36.6)	19 (46.3)
Seminar	1 (2.4)	2 (4.9)	3 (7.3)	7 (17.1)	25 (61.0)
Campus Coordinator	0 (0.0)	0 (0.0)	3 (7.3)	10 (24.4)	27 (65.9)
Employment Assistance	1 (2.4)	2 (4.9)	5 (12.2)	7 (17.1)	20 (48.8)
Stipend/Incentive	1 (2.4)	5 (12.2)	2 (4.9)	10 (24.4)	21 (51.2)

CASEWORKER CORE CONTENT FIDELITY

UPP leadership desired to understand to what degree there is fidelity across UPP universities' child welfare courses to OCWTP Caseworker Core.

Methodology

Child Welfare I and II course syllabi from the eight UPP universities and the recommended syllabi provided to the universities by the Institute for Human Services (IHS) were examined to determine the degree to which there is fidelity to Caseworker Core. To assess fidelity between UPP Child Welfare I and II courses and Caseworker Core, *INNOVATIONS* assessed four dimensions for compliance to Caseworker Core as identified by IHS, ODJFS, and UPP Coordinators in 2018: Core content equivalency, time spent on content, reading assignments,

and course assignments. Core content equivalency was measured by comparing the consistency that UPP universities covered the learning objectives identified in the master syllabi. Similarly, compliance to time spent on content was assessed by comparing the number of weeks each Core was taught with the master syllabi. Specifically, Core 1 = 4 weeks (12 hours), Core 2 = 2 weeks (6 hours), Core 4 = 5 weeks (12 hours plus Learning Lab), Core 5 = 4 weeks (6 hours plus Learning Lab), Core 6 = 5 weeks (18 hours), Core 7 = 3 weeks (18 hours), and Core 8 = 5 weeks (18 hours). Core 3 (Module 8) legal aspects of family-centered child protective services were covered briefly in both courses; full weeks were not dedicated to this content in the master syllabi. A total of 91 readings were required with 49 assigned in CW I and 42 assigned in CW II. Readings required to complete a required assignment were included in the total count of required readings. Seven and six assignments were required for CW I and CW II, respectively.

Benchmarks

Key benchmarks and UPP universities’ compliance to each benchmark were aggregated by course for the 2021-22 academic year (Table 10).

Table 10. Key Benchmarks and Compliance

Required	Benchmarks	Child Welfare I Compliance	Child Welfare II Compliance	Overall Compliance
Core Content Equivalency	90.0%	89.3%	87.7%	88.5%
Time Spent	90.0%	97.3%	95.5%	96.4%
Reading Assignments	75.0%	96.6%	96.1%	96.4%
Course Assignments	75.0%	94.4%	93.6%	94.0%

The syllabi review determined that there was an overall 93.8% fidelity to OCWTP Caseworker Core across the eight UPP universities. This is similar to the 2020-21 academic year where 94.0% fidelity was achieved.

Core Content

The UPP universities nearly met the 90.0% benchmark for core content equivalency in 2021-22. The degree to which universities covered the required Core content slightly declined from the previous year when all eight (100%) universities covered the required content. Core content or learning objectives that were partially covered or excluded are listed below.

Child Welfare I:

- Safety Factors specific to abuse and neglect
- Child Development
- Identify how cultural variables may affect the engagement of individuals and families

Child Welfare II:

- Requirements specific to case reviews and Semiannual Administrative Review (SAR)
- The long-term impact of separation, placement, and lost history on children
- Understanding of the responsibility of systems to children in care
- How children's developmental level affects their perception of separation and placement
- Understanding loss for children during the removal process
- Trauma-informed practices to assist children through the process of traumatic separation
- Benefits and challenges with kinship care

Time Spent

Six of the eight (75.0%) universities followed a course schedule that was consistent with the recommended weeks spent per Core. In 2020-21, seven of the eight (87.5%) universities aligned their course schedule with the recommended schedule per the master syllabi.

Reading Assignments

Compliance with reading assignments exceeded the 75.0% benchmark. Three universities were missing one or more required readings. Readings could have been excluded because the related course assignment or content was not fully covered. One required article was not uploaded to

the UPP SharePoint site, but the article was listed in the master syllabus. Few universities required additional readings.

Course Assignments

Seven of the eight (87.5%) universities assigned all 13 of the required assignments (Table 11). Half (50.0%) of the universities assigned additional quizzes, exams, peer discussions, and homework assignments in their courses. Safety assessment, safety planning, and family risk assessment learning labs were included as part of the CW I course or UPP seminar at five universities. Case planning and investigations learning labs were not required per the master syllabi in 2021-22.

Table 11. Required Assignments and Requirements

Child Welfare I	
Assignment	Number of Universities Requiring Each Assignment 2021-22
Transcending Difference Tool Kit Family	7
Self-Reflection Paper	7
Safety Assessment	8
Safety Planning	8
Family Assessment	8
Engaging Family Quiz or Paper	8
Core 7 Quiz	7
Child Welfare II	
Assignment	Number of Universities Requiring Each Assignment 2021-22
Small Group Presentation	7
Note Taking Guide	7
Investigation Quiz	8
Effective Use of Home Visits	7
Family Case Planning	8
Separation, Loss and Reunification Quiz	8

Suggestions for Improvement:

- Update CW I and CW II syllabi on an ongoing basis to make sure Caseworker Core revisions are reflected.
- Develop a syllabus scoring rubric that aligns with each of the four dimensions for compliance to Core.
- Ensure all readings are uploaded to the UPP shared drive and titled clearly and consistently.
- Recommend all universities conduct learning labs on case planning and investigations.
- Use concise language to explain lecture objectives and core content.
- Continue to update the UPP shared drive and check that documents are saved in the correct location throughout the year. Develop a naming convention for uploading new files so Coordinators and instructors use the most current information in their courses.
- Engage with Coordinators and instructors to understand university standards and the impact on fidelity to Caseworker Core.

LOOKING FORWARD: OPPORTUNITIES AND NEXT STEPS

Learnings from the evaluation support opportunities for actions as follows:

1. Utilize Regional Campuses for Recruitment at All Universities

Currently, six of eight (75%) universities have regional campuses but only three (50%) are recruiting students from those campuses. UPP leadership should support and encourage the participation of all regional campuses which are predominately located in small and rural counties. University presence in these communities increases exposure in lower participation counties. Many students expressed a desire to “give back” to their local communities. Therefore, students who attend regional campuses may be more likely to seek employment at these agencies.

2. Enhance Support for Field Instructors and Agencies

Field instructor engagement and agency support are integral to UPP, especially in terms of expansion into smaller and rural counties. UPP leadership should consider the following actions to increase field instructor and agency support.

- a. Offer continuing education credits for field instructors. Half (50.0%) of supervisors and field instructors responded that continuing education units would support their supervision of UPP interns.
- b. Pilot an incentive program for field instructors. Many (38.9%) supervisors and field instructors agreed that cash incentives on a per-student basis in the range of \$200 to \$2,500 (average approximately \$800) would be beneficial.
- c. Implement a process to capture student feedback on their field experiences. Field instructors desired to receive timely feedback on students' experiences in the field. Coordinators might create and administer a brief survey for students to complete and share with field instructors upon completion of the academic year.

3. Track and Measure Changes in Student Body Diversity

Coordinators agreed that ensuring a diverse student body is important to the success and sustainability of UPP. It will be important to measure and monitor changes in the demographic composition of UPP students in the coming years.

- a. Define diversity metrics. What metrics are coordinators interested in tracking? (race, sex, gender, etc.)
- b. Ensure preservation of historical data. UPP leadership should ensure that proper archival of historical demographic records of interest are preserved during the migration to the new LMS.
- c. Document process for monitoring and tracking changes. UPP leadership should decide the frequency and methods for evaluating changes over time.

4. Minimize Remote Learning

Feedback regarding the negative impact of remote learning was more salient this year, as reflected in the frequency of student anecdotes expressing challenges and by the decrease in satisfaction with relevant aspects of the student experience (satisfaction with Coordinators remained high).

- a. Conduct UPP instruction and field experiences in person whenever possible.
- b. If remote learning is necessary, ensure that students have access and time to adapt to online learning platforms. Provide technical assistance.

- c. Consider methods to deliver content more effectively in a virtual or hybrid environment. Students gave feedback that the content was less engaging and gave examples of how to make improvements, such as more interactive activities, and breaking up longer instructional sessions.

APPENDICES

APPENDIX A. UNIVERSITY-LEVEL PLACEMENTS AND EMPLOYMENTS

Cleveland State University

County	Placements	
	Count	Percent
Cuyahoga	92	80.7%
Geauga	4	3.5%
Medina	4	3.5%
Portage	4	3.5%
Summit	4	3.5%
Lake	3	2.6%
Lorain	2	1.8%
Ashtabula	1	0.9%

County	Employments	
	Count	Percent
Cuyahoga	35	64.8%
Summit	6	11.1%
Geauga	4	7.4%
Lorain	3	5.6%
Franklin	2	3.7%
Stark	2	3.7%
Lake	1	1.9%

Portage	1	1.9%
---------	---	------

Ohio University

County	Placements	
	Count	Percent
Athens	56	35.0%
Muskingum	22	13.8%
Fairfield	13	8.1%
Hocking	10	6.3%
Washington	10	6.3%
Ross	9	5.6%
Belmont	8	5.0%
Vinton	5	3.1%
Scioto	4	2.5%
Guernsey	3	1.9%
Fayette	2	1.3%
Gallia	2	1.3%
Lawrence	2	1.3%
Madison	2	1.3%
Perry	2	1.3%
Coshocton	2	1.3%
Hamilton	1	0.6%
Harrison	1	0.6%
Jackson	1	0.6%
Logan	1	0.6%
Medina	1	0.6%
Monroe	1	0.6%
Pike	1	0.6%
Seneca	1	0.6%

County	Employments	
	Count	Percent
Franklin	17	16.8%
Fairfield	16	15.8%
Athens	12	11.9%
Hamilton	7	6.9%
Guernsey	5	5.0%
Summit	5	5.0%
Muskingum	4	4.0%
Butler	3	3.0%
Montgomery	3	3.0%
Warren	3	3.0%
Belmont	2	2.0%
Coshocton	2	2.0%
Ross	2	2.0%
Vinton	2	2.0%
Carroll	1	1.0%
Cuyahoga	1	1.0%
Geauga	1	1.0%
Greene	1	1.0%
Harrison	1	1.0%
Hocking	1	1.0%
Jackson	1	1.0%
Jefferson	1	1.0%
Lake	1	1.0%
Madison	1	1.0%
Medina	1	1.0%
Monroe	1	1.0%
Perry	1	1.0%
Pickaway	1	1.0%
Scioto	1	1.0%
Stark	1	1.0%

Tuscarawas	1	1.0%
Wood	1	1.0%

Ohio State University

County	Placements	
	Count	Percent
Franklin	187	70.3%
Delaware	11	4.1%
Fairfield	11	4.1%
Richland	6	2.3%
Union	6	2.3%
Allen	5	1.9%
Marion	4	1.5%
Shelby	4	1.5%
Hancock	3	1.1%
Madison	3	1.1%
Summit	3	1.1%
Ashland	2	0.8%
Champaign	2	0.8%
Clark	2	0.8%
Greene	2	0.8%
Knox	2	0.8%
Licking	2	0.8%
Wyandot	2	0.8%
Auglaize	1	0.4%
Crawford	1	0.4%
Cuyahoga	1	0.4%
Hamilton	1	0.4%
Perry	1	0.4%
Scioto	1	0.4%
Stark	1	0.4%

Wayne	1	0.4%
Wood	1	0.4%

County	Employments	
	Count	Percent
Franklin	120	73.6%
Fairfield	7	4.3%
Delaware	4	2.5%
Union	4	2.5%
Marion	3	1.8%
Ashland	2	1.2%
Hamilton	2	1.2%
Licking	2	1.2%
Medina	2	1.2%
Montgomery	2	1.2%
Richland	2	1.2%
Allen	1	0.6%
Hardin	1	0.6%
Knox	1	0.6%
Logan	1	0.6%
Lorain	1	0.6%
Madison	1	0.6%
Pickaway	1	0.6%
Seneca	1	0.6%
Shelby	1	0.6%
Warren	1	0.6%
Wayne	1	0.6%
Wood	1	0.6%
Wyandot	1	0.6%

University of Akron

County	Placements	
	Count	Percent
Summit	51	52.0%
Stark	23	23.5%
Wayne	9	9.2%
Cuyahoga	4	4.1%
Medina	3	3.1%
Geauga	2	2.0%
Richland	2	2.0%
Ashland	1	1.0%
Carroll	1	1.0%
Lake	1	1.0%
Tuscarawas	1	1.0%

County	Employments	
	Count	Percent
Summit	26	37.1%
Stark	17	24.3%
Wayne	5	7.1%
Medina	5	7.1%
Cuyahoga	3	4.3%
Ashland	2	2.9%
Geauga	2	2.9%
Columbiana	1	1.4%
Franklin	1	1.4%
Guernsey	1	1.4%
Hamilton	1	1.4%
Hancock	1	1.4%
Lorain	1	1.4%
Portage	1	1.4%
Richland	1	1.4%
Tuscarawas	1	1.4%

Lake	1	1.4%
------	---	------

University of Cincinnati

County	Placements	
	Count	Percent
Hamilton	78	53.4%
Butler	31	21.2%
Warren	18	12.3%
Brown	6	4.1%
Clermont	4	2.7%
Preble	4	2.7%
Montgomery	3	2.1%
Clinton	1	0.7%
Greene	1	0.7%

County	Employments	
	Count	Percent
Hamilton	44	57.9%
Butler	13	17.1%
Warren	5	6.6%
Clermont	2	2.6%
Greene	2	2.6%
Richland	2	2.6%
Brown	1	1.3%
Clinton	1	1.3%
Franklin	1	1.3%
Geauga	1	1.3%
Highland	1	1.3%
Montgomery	1	1.3%
Preble	1	1.3%
Ross	1	1.3%

University of Toledo

County	Placements	
	Count	Percent
Lucas	85	81.0%
Ottawa	7	6.7%
Wood	6	5.7%
Fulton	2	1.9%
Sandusky	2	1.9%
Henry	1	1.0%
Huron	1	1.0%
Seneca	1	1.0%

County	Employments	
	Count	Percent
Lucas	54	77.1%
Franklin	4	5.7%
Auglaize	1	1.4%
Fulton	1	1.4%
Hamilton	1	1.4%
Hancock	1	1.4%
Hardin	1	1.4%
Lake	1	1.4%
Mahoning	1	1.4%
Montgomery	1	1.4%
Seneca	1	1.4%
Van Wert	1	1.4%
Warren	1	1.4%
Wood	1	1.4%

Wright State University

County	Placements	
	Count	Percent
Montgomery	67	46.9%
Greene	26	18.2%
Clark	24	16.8%
Miami	10	7.0%
Butler	4	2.8%
Hamilton	3	2.1%
Champaign	2	1.4%
Preble	2	1.4%
Logan	1	0.7%
Madison	1	0.7%
Mercer	1	0.7%
Shelby	1	0.7%
Warren	1	0.7%

County	Employments	
	Count	Percent
Montgomery	44	43.6%
Greene	19	18.8%
Clark	11	10.9%
Miami	6	5.9%
Warren	4	4.0%
Franklin	3	3.0%
Butler	2	2.0%
Champaign	2	2.0%
Hamilton	2	2.0%
Highland	2	2.0%
Hardin	1	1.0%
Madison	1	1.0%
Mercer	1	1.0%

Paulding	1	1.0%
Portage	1	1.0%
Shelby	1	1.0%

Youngstown State University

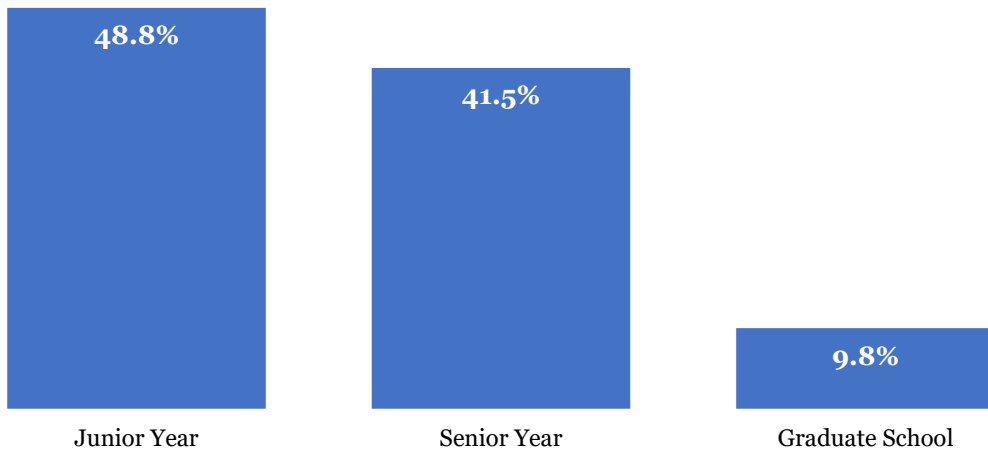
County	Placements	
	Count	Percent
Mahoning	37	44.0%
Trumbull	31	36.9%
Summit	10	11.9%
Ashtabula	3	3.6%
Cuyahoga	2	2.4%
Columbiana	1	1.2%

County	Employments	
	Count	Percent
Trumbull	25	41.7%
Mahoning	15	25.0%
Summit	12	20.0%
Ashtabula	2	3.3%
Portage	2	3.3%
Butler	1	1.7%
Columbiana	1	1.7%
Cuyahoga	1	1.7%
Lake	1	1.7%

APPENDIX B. ADDITIONAL UPP STUDENT FEEDBACK

Students shared when they first enrolled in the UPP program (Figure 19). Enrollment for the current class of students is almost evenly split between Junior Year (48.8%) and Senior Year (41.5%).

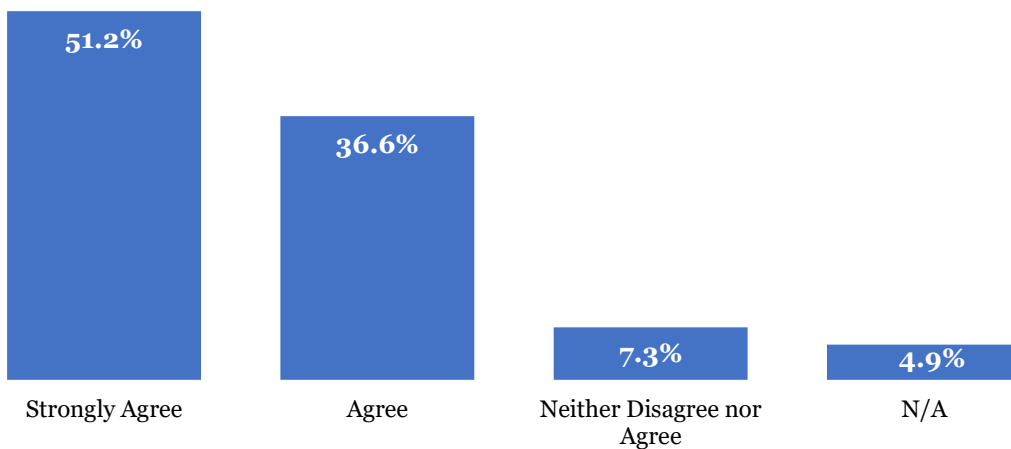
**Figure 19: When did you first enroll in UPP?
(n=41)**



Safety Assessments

Most (87.8%) students strongly agreed or agreed that UPP coursework prepared them to perform Safety Assessments (Figure 20).

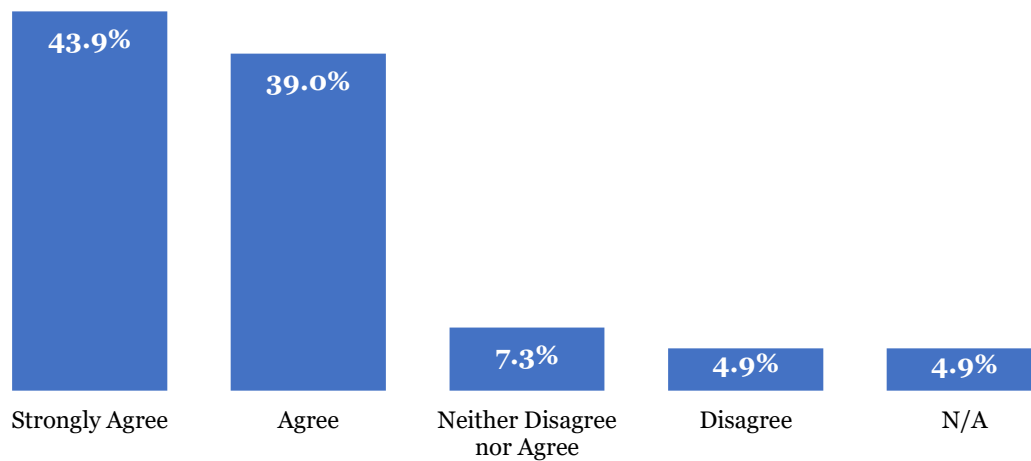
**Figure 20: My UPP coursework prepared me to do Safety Assessments.
(n=41)**



Safety Plans

A significant number of (82.9%) students strongly agreed or agreed that UPP coursework prepared them to do Safety Plans (Figure 21).

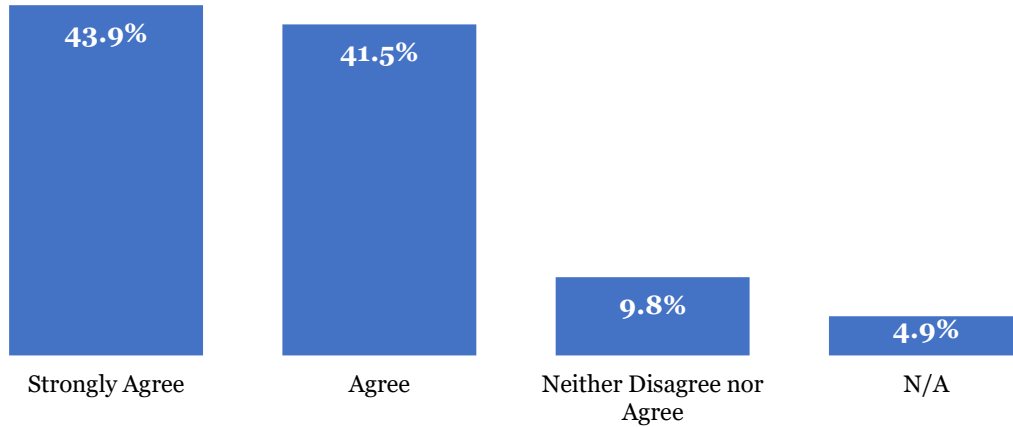
**Figure 21: My UPP coursework prepared me to do Safety Plans.
(n=41)**



Family Assessments

Most (85.4%) students strongly agreed or agreed that UPP coursework prepared them to do Family Assessments (Figure 22).

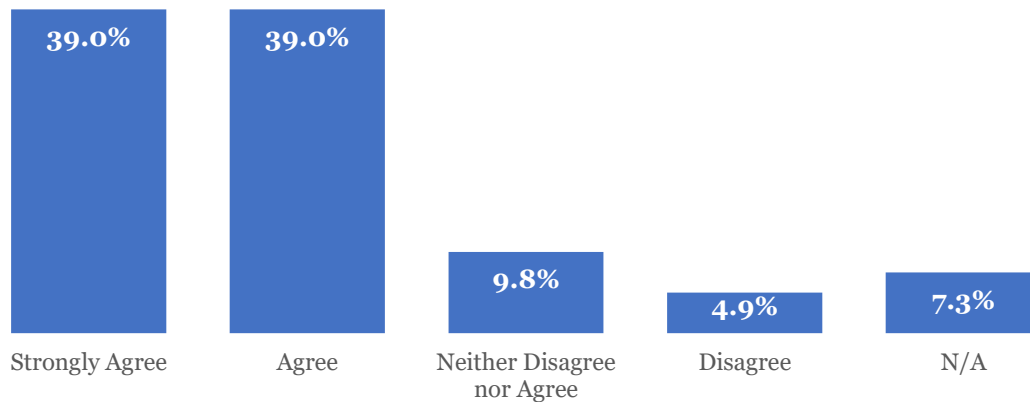
**Figure 22: My UPP coursework prepared me to do Family Assessments.
(n=41)**



Case Plans

A significant number of (78%) students strongly agreed or agreed that UPP coursework prepared them to do Case Plans (Figure 23).

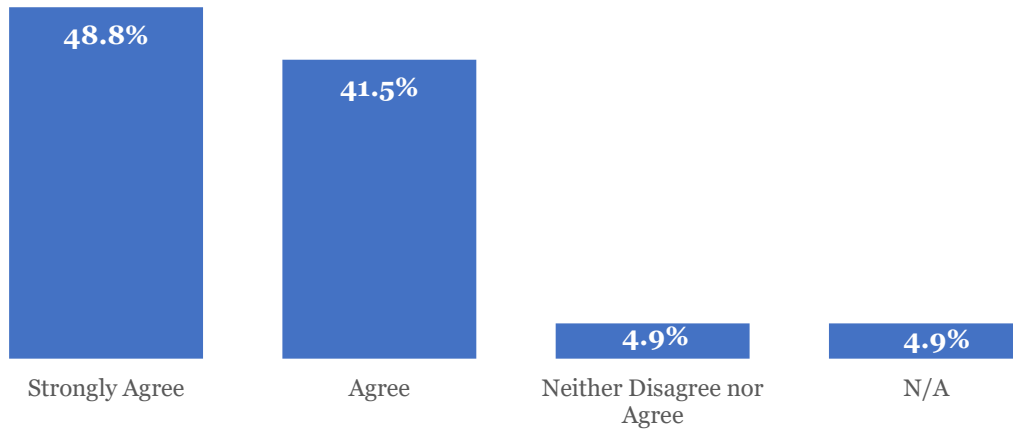
**Figure 23: My UPP coursework prepared me to do Case Plans.
(n=41)**



Reading Assignments

Almost All (90.3%) students strongly agreed or agreed that UPP reading assignments were relevant to their field experience (Figure 24).

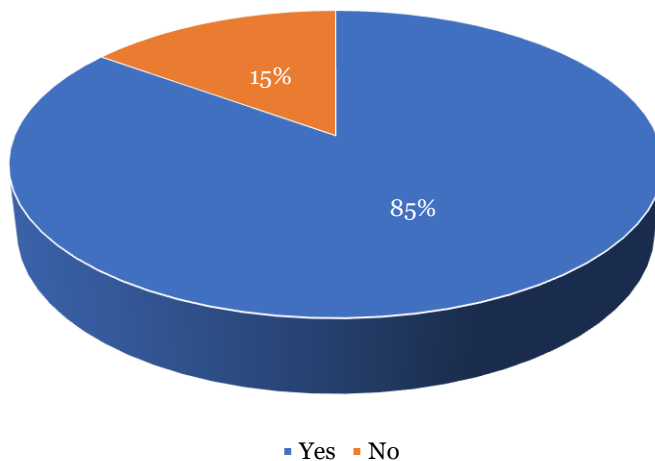
Figure 24: My reading assignments were relevant to my field experience. (n=41)



Class Order

Most (85.0%) students took their UPP classes in the order they were intended (Figure 25). For those students who did not take the classes in order, the reasons given include the time-point in which they entered the program or other reasons, such as student status or personal choice. Almost all of these students felt that the order did not impact their experience in the program.

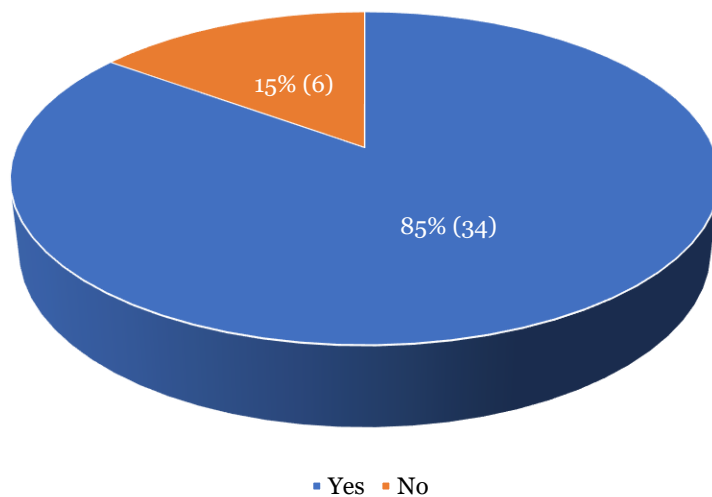
**Figure 25: Did you take your classes in order
(CW I then CW II)?
(n=40)**



Coursework and Field Experience

Most (85%) students took their UPP courses while also completing their field experience (Figure 26).

**Figure 26: Did you take your courses concurrently with
your field experience? (n=40)**



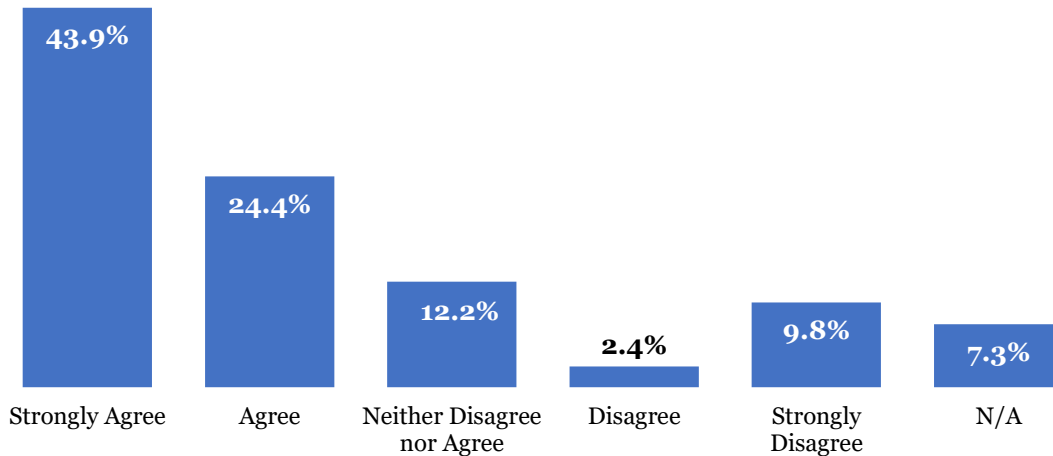
Impact of Non-Concurrent Coursework and Field Experience

For students who did not complete their coursework at the same time as their field experience, they did not see completing these requirements out of sequence as a hindrance. As one student explained, “I think this prepared me more. I felt like I remembered a lot of the information already offered during class, so I was able to understand it a little better.”

Navigating Field Experience

A considerable number (68.3%) of students strongly agreed or agreed that their learning plan helped them navigate their field experience (Figure 27).

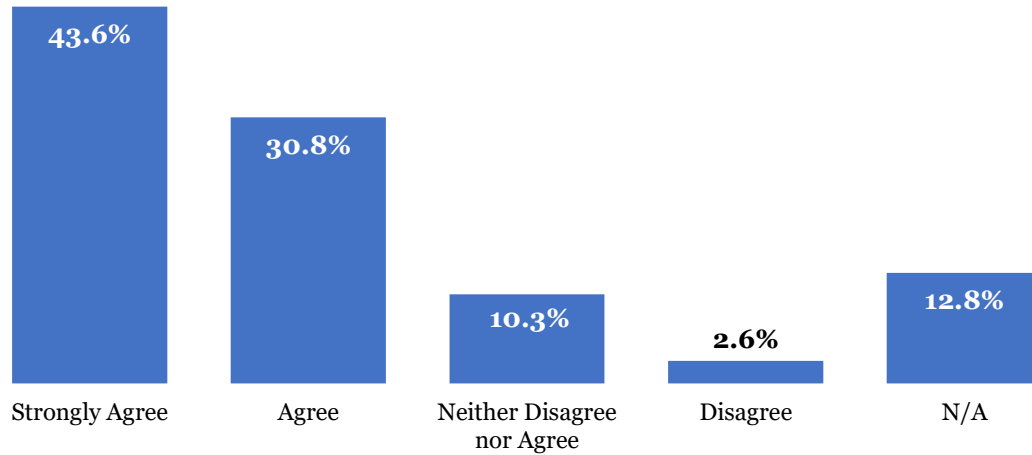
**Figure 27: My learning plan helped me navigate my field experience.
(n=41)**



Learning Lab and Field Experience

A considerable number (74.4%) of students strongly agreed or agreed that their learning lab was relevant to their field experience (Figure 28).

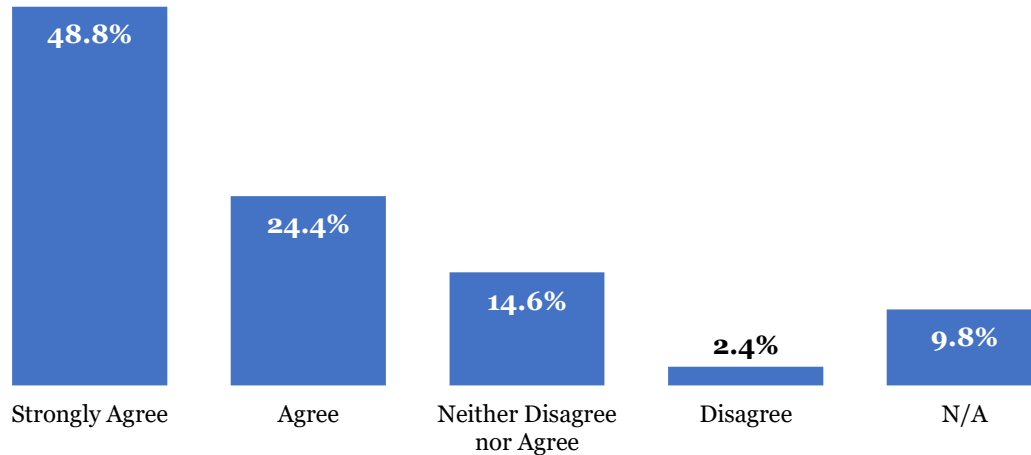
**Figure 28: My learning lab was relevant to my field experience.
(n=39)**



Learning Plan Completion

A considerable number (73.2%) of students strongly agreed or agreed that they were able to complete their learning plan (Figure 29).

**Figure 29: I was able to complete my learning plan.
(n=41)**



Students offered the following comments on their field experience and/or learning plan:

“I think the learning contract should be completed either by or with your supervisor throughout the semester instead of at the beginning of the semester as I cannot predict the opportunities I will have. Furthermore, I feel that the contract is too in-depth and should be a list of objectives on what you want out of your field experience instead of a targeted objective made by the school.”

“I love my field experience and have enjoyed interning and being a part of UPP. The learning plan is stressful for me just because it is a lot, but I have been able to get things done. After completing each task, I must stay organized and update my notes on the learning plan.”

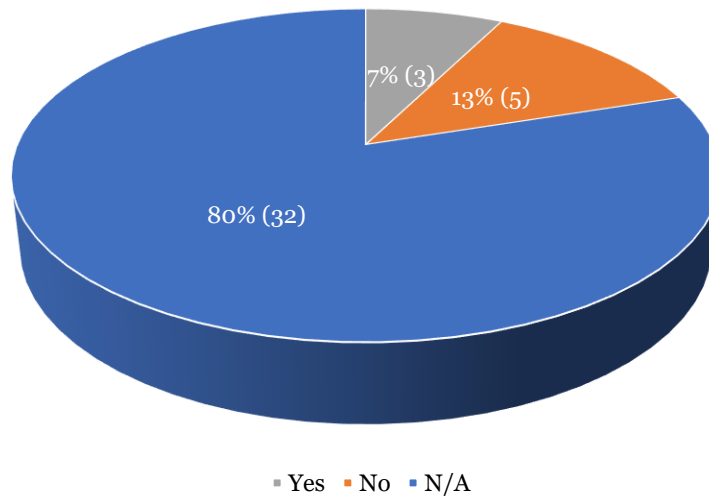
“The learning contract is difficult because at the beginning of my field experience I did not know what I needed to learn or what learning opportunities would be available to me. It would be helpful to have learning objectives specific to the type of internship (such as child welfare, the aging population, homeless population, etc.) to choose from along with learning objectives the student could come up with themselves.”

“There were times when the learning plan got in the way of field experiences. For example, tasks related to reading peer-reviewed journal articles on child welfare topics take away from experiencing the practices and interacting with families first-hand.”

Caseworker Core

For the former students who were hired as caseworkers, some caseworkers (7.5%) attended caseworker core once they were on the job (Figure 30). All former students (100%) who took CW I, CW II, and Core, found that there was consistency between the courses.

**Figure 30: Did you attend caseworker core once hired?
(n=40)**



Students were asked about the aspects of instruction that they felt worked better in person. The engagement was a major theme throughout the comments. Some specific quotes were:

“Discussion and engagement. Rapport building with students. Honest communication.”

“I think that discussions are better in-person. For me, I like lectures to be in person rather than virtually too. I think that I learn better in an in-person environment, and I can meet other students when classes are in person and make those connections. I also think it is easier to ask questions in person. I think that role plays could happen in person and be beneficial. We did do a role-play during a learning lab.”

“With Child Welfare having in-person classes feel necessary so all questions can be answered. There aren't a lot of technical difficulties in person and if there are we can still hold class versus having to cancel.”

“Human contact and connection allow the material to be learned easier in my opinion.”

Some students felt they would have benefited more from a hands-on experience. These students shared the following:

“My participation was lowered.”

“[Learning Labs] were held virtually. I had two eight-hour-long sessions and another one coming up later this month. I believe that I could have benefitted more from in-person instruction because there were break-out rooms with smaller groups of students, and some did not participate. I do not believe they should get credit when they did not participate the same amount as the other students did. I believe that in-person learning labs would force everyone to communicate and participate as required to do in core training.”

“I think COVID impacted my learning labs because everything was virtual. I think it was difficult to engage people in their learning lab.”