Ohio Department of Children & Youth

University Partnership Program

Ohio's Child Welfare University Partnership Program 2023-24 Evaluation Report

Prepared by:
Kieran Arens, MSW
Kellana Hindert, Ph.D., MBA, PMP

KELLANA HINDERT & ASSOCIATES

OUCCAS
OHIO'S UNIVERSITY CONSORTIUM FOR CHILD AND ADULT SERVICES

Ohio Department of Children & Youth

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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. It is a unique and beneficial partnership among the Ohio Department of Children and Youth (DCY), twelve of Ohio's public and private 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 88 Public Children Service Agencies (PCSAs). OUCCAS's evaluation team used a mixed-methods research approach to understand the reach and impact of UPP in the 2023-2024 academic year.

During the year, UPP enrolled 59 new students and graduated 39 students from 10 universities across the state. As of 2024, the program has reached 73 (83.0%) counties through student participation in internships and 68 (77.3%) counties through student employment at agencies, for a combined impact in 79 (89.8%) of Ohio's counties.

Consistent with the past several years, supervisors rated recent UPP employees as more competent on a 5-point scale than recent non-UPP employees in the areas of 1) Entering data into the Ohio Statewide Automated Child Welfare Information System (Ohio SACWIS) (3.9 vs. 2.3); 2) Conducting a Safety Assessment (3.7 vs. 2.1); 3) Conducting a Family Assessment (3.4 vs. 2.1); 4) Conducting a Safety Plan (3.3 vs. 2.0); 5) Conducting a Family Case Plan (3.4 vs. 2.2); 6) Engaging clients (4.0 vs. 3.0); 7) Maintaining confidentiality (4.3 vs. 3.5); 8) Ability to handle stress (3.6 vs. 2.8); and 9) Thinking critically (3.7 vs. 3.0).

Most current students were very satisfied or satisfied with the program in the areas of 1) Campus Coordinator (92.8%); 2) Student Incentive (87.2%); 3) Coursework (91.4%); 4) Field Experience (87.1%); 5) Recruitment (85.7%); 6) Seminar (85.7%); 7) Required Readings (84.3%); and 8) Employment Assistance (71.4%).

All (100.0%) existing (original eight) campus coordinators and all (100.0%) new campus coordinators strongly agreed or agreed that they feel satisfied in their roles.

Looking forward, opportunities for program improvement include 1) Expansion of the University Partnership Program, 2) Strengthening and streamlining the data-entry process, 3) Monitoring similar programs and considering enhancements to UPP, and 4) Considering collaborating with similar programs.

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 Children and Youth (DCY), twelve of Ohio's public and private 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 88 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.
3. To reduce the time newly hired caseworkers spend on-the-job training.

Mission and Objectives

UPP provides PCSAs 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 reduce the expenditure 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 program's objectives include four ways in which the program supports the public child welfare system:

1. Ensuring, in accordance with Section 5153.112 of the Ohio Revised Code, 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 eight. Then, in 2022-23, four more universities began participating, making a total of 12 that currently have programs.

Transition to Core 2.0

Per OUCCAS's contract deliverable to enhance and modernize Caseworker Core training, the curricula were updated to Core 2.0 in September 2023. However, during the 2023-24 school year, UPP continued to use course materials based on Core 1.0 while it worked to bring its curricula into alignment with the revised training content.

Program Structure and Roles

All participating universities must offer two child welfare courses that contain the same content as the mandatory Caseworker Core training provided to all new child welfare caseworkers in the State of Ohio. The child welfare courses are taught by instructors at each university. Course instructors may be the UPP campus coordinator or a professor in the university's social work department. UPP graduates who complete the child welfare coursework are eligible for a waiver for most of the Caseworker Core training courses, at the

discretion of the PCSA director. This reduces training and onboarding time for UPP graduates hired at PCSAs.

Each university employs a dedicated campus coordinator. The campus coordinator is responsible for program management at the university, the education and training of students, coordination of agencies and field instruction for the field placement experience, and employment coaching of students prior to graduation and hire. The position requires a master's degree in social work (MSW), minimum licensure of Licensed Social Worker (LSW) in the State of Ohio, and at least five years of experience in child welfare or working with children and families. The responsibilities of UPP Program Management include:

- Recruitment, screening, and assessment of students' learning needs and professional interests in public child welfare.
- Selection and orientation of students to the University Partnership Program.
- Supportive/advising services to UPP students to evaluate individual education and job skill needs.
- Establishment and promotion of UPP partnerships with PCSAs.
- Participation in the Ohio Child Welfare Training Program (OCWTP) State University Partnership Program work teams.
- Compiling aggregate information on students' learning needs to enhance curriculum development, field-based education, and other program elements.
- Manage, monitor, track, report, and evaluate UPP activities as prescribed by DCY.
- Enter accurate and timely UPP student data into the learning management system for tracking and reporting purposes.

The responsibilities of Education and Training of Students include:

- Development of an individualized learning plan that identifies learning competencies.
- Establishment of an evaluation plan to determine each student's progress and success in mastering competencies.

- Providing instruction of the equivalent OCWTP Caseworker Core training within the delivery of two standardized child welfare (UPP) university courses.
- Offering a UPP seminar for UPP students to provide a transfer of learning between the classroom and field placement activities.
- Conducting regularly scheduled PCSA field placement site visits each semester with students and field instructors to evaluate students' progress, curriculum, field experiences, activities, and evaluation.

The responsibilities of Agencies and Field Instruction coordination include:

- Orienting and training PCSA field instructors to ensure high-quality university field education experiences.
- Coordinating field activities with classroom learning through consultation with PCSA field instructors.
- Providing consultation to PCSAs to ensure they are ready to successfully receive and prioritize students into employment in a direct client service or supervisory capacity upon graduation.
- Evaluating UPP students' progress and conducting individual meetings/conferences once per semester to discuss progress, experiences, positives/negatives, and concerns.
- Leading one regularly scheduled meeting per semester with field instructors to evaluate instructor experience, curriculum, field experiences, and activities.

Employment coaching responsibilities include:

- Supervising resume development, the employment application process, and providing hire recommendations.
- Assisting UPP students with job preparation and job placement at graduation.
- Monitoring commitment to employment.

UPP students are placed at PCSAs for their university field placement. Bachelor of Science in Social Work (BSSW) students are required to be in field placement 16 hours a week, while Master of Social Work (MSW) students need 24 hours of field placement. Each PCSA is responsible for providing an orientation to their agency and an appropriate workspace. Each student must be supervised by a social worker of a matched degree, i.e., BSSW student = BSSW degreed supervisor, MSW student = MSW degreed supervisor. The supervisor must complete the university field placement orientation, provide one hour of dedicated supervision weekly, utilize the university-required learning agreement, arrange learning activities, meet with the campus coordinator once each semester, and attend university field placement instructor meetings once each semester.

Students are assigned to field instructors who provide guidance during their field placement experience and provide feedback to campus coordinators about their student's performance. These field instructors are typically supervisors at the county agency with the required degree.

Students in the program are required to complete two child welfare courses as part of their education, participate in a field placement at one of Ohio's PCSAs, gain employment at one of Ohio's PCSAs within six months of graduation, and complete one or two years of employment at the PCSA (depending on the length of program commitment). Students receive a one-time incentive of $5,000 upon hire in exchange for their commitment. Students who complete a 2-year program (Junior/BSSW or BSSW/Master's) are eligible for a one-time incentive of $10,000 upon hire. If a student fails to complete the required time commitment, they must repay some or all the incentive to UPP.

Methodology, Samples, and Data Sources

OUCCAS' evaluation team, Kellana Hindert and Associates, LLC (KHA), conducted a mixed-methods evaluation, collecting and analyzing quantitative and qualitative data.

Surveys

From March through May 2024, KHA administered electronic surveys to currently enrolled UPP students, supervisors at county agencies, and campus coordinators. For the purposes of this report, field instructors are those individuals who directly supervise UPP students during their field experience. In contrast, supervisors are employees at county agencies who manage caseworkers who are former UPP students. All stakeholders were emailed communications containing a survey link. Supervisors were compensated with a $30 Target electronic gift card for participating. Supervisors were identified by consulting campus coordinators, and campus coordinators sent survey links directly to all of their students on behalf of KHA. Stakeholders were surveyed on various topics, including their program experiences, student job performance, and competing programs.

CAPS LMS

The Child and Adult Protective Services Learning Management System (CAPS LMS) is a source of UPP student data spanning from a student's initial engagement with the program through their employment at an Ohio PCSA. The database contains various descriptive data, event data, and contact information. In 2023, UPP student data that had been stored in the UPP Database was transferred to CAPS LMS, and the UPP database was phased out.

Continuous Quality Improvement

Prior Year Recommendations and Program Actions

Each year, the evaluation team includes recommendations in its report for the program's consideration based on findings from that year's evaluation. The program, in response, creates a strategic plan to address some or all of the recommendations. (Table 1)

Table 1. FY 23 Recommendations and FY 24 Program Actions

Recommendations from the 2022-23 UPP Evaluation Report	Actions Taken by the Program during FY 2024
Recommendation 1: Track National Initiatives on Child Welfare Workforce Issues. As child welfare workforce shortages and instability have been documented nationwide, research has emerged on current best practices to ameliorate the impact of these issues. UPP and DCY should monitor national clearinghouses and policy centers for strategies that may be applied locally.	The UPP Assistant Director and Campus Coordinators monitor the following national child welfare clearinghouses, policy centers, and workforce development organizations through mailings and attendance at meetings and conferences: 1. National Title IV-E Roundtables 2. National Child Welfare Workforce Institute 3. Capacity Building Center for States (Center's) new Title IV-E Stipend University Partners (TSUP) Peer Group 4. PCSAO 5. Southwest Workforce Development Group 6. Collaboration with OCWTP, RTCs, and DCY The following standards are a focus of Ohio's UPP: 1. University and OCWTP collaboration for training social workers to work in casework positions 2. Exploration of UPP expansion to increase the number of universities and geographical reach 3. Exploration of increased funding opportunities through Title IV-E federal/ state/university matching, OhioMeansJobs, and other university-based student funding 4. Collaboration and strong communication with PCSAs

Recommendation 2: Consider a Mentorship Program for Students in the Final Year of their Tenure. UPP should consider pairing students in their final year of the program with a UPP Graduate mentor who works in the field of child welfare.	UPP is exploring the feasibility of a mentorship program. An application process and mentorship program policies are under discussion. Caseworkers or supervisors with at least one year of experience following graduation from UPP would be eligible to be mentors for the mentorship program. First-year UPP hires would be eligible for mentee participation. UPP will partner with agency directors to develop a process to track and match mentors and mentees. PCSA directors must support and allow caseworkers or supervisors the time to participate in this program as mentors and mentees. UPP will continue to discuss the feasibility of a mentorship program and address this programming once the university courses have been revised to include Core 2.0 and UPP has the dedicated time to develop programming.
Recommendation 3: Provide Additional Data Entry and Role Support for Campus Coordinators. Some existing and new campus coordinators have indicated and demonstrated that they could benefit from additional database knowledge and data-entry support.	Protocols for each step of the CAPS LMS data entry and management processes have been created and distributed to campus coordinators through training meetings. Regularly scheduled group and individual meetings are held to develop database knowledge and support. The UPP Assistant State Director is also available to campus coordinators to process questions and reach out to DCY for assistance. UPP also collaborates with the universities' information technology (IT) departments for support.

	Weekly master spreadsheets of UPP data are provided to each campus coordinator for review from CAPS LMS, and, per the UPP Assistant State Director, campus coordinator error is low.
Recommendation 4: Assess the Program Structure and Benefits Offered by Similar Title IV-E Programs. UPP compares positively with the 77 other Title IV-E programs across the nation in terms of the number of participating universities (ranking in the Top 3) and offers junior, bachelor, and master's level participation with a centralized administration. Other programs provide tuition payment, mileage reimbursement, and other benefits that UPP may consider.	Program structure and benefits are considered during participation in meetings, literature review of mailings, and attendance at conferences hosted by the organizations listed under Recommendation 1. Tuition benefits, paid field practicum, mileage reimbursement, and other program benefits are in discussion with DCY in conjunction with consideration of additional funding.
Recommendation 5: Focus on Improvements to Caseworker Core Fidelity. Based on the assessment of program fidelity, UPP	The Caseworker Core Content Fidelity section of this report provides a detailed breakdown of updates regarding caseworker Core fidelity, including information about the transition to Core 2.0.

leadership should consider several actions to improve adherence and close gaps.	

Reach and Access

This year, between June 13, 2023, and June 21, 2024, UPP enrolled 59 new students and graduated 39 students across ten universities. Within that graduation cohort, 28 graduates are already employed at an Ohio PCSA, one has exited the program, and ten are seeking employment or pursuing higher education (Table 2). Additionally, two students who graduated from the University of Cincinnati in previous cohorts but received extensions to their deadline to seek employment at a PCSA are still eligible to seek employment at a PCSA and receive their UPP incentive.

Table 2. UPP Student Enrollments and Graduates 2022-23*

University Name	Number of Students Enrolled	Number of Students Who Graduated	Number of Graduates Employed n (%)	Number of Graduates Who Exited UPP n (%)	Number of Graduates Seeking Employment or Pursuing Higher Education n (%)
Cleveland State	10	11	7 (63.6)	0 (0.0)	4 (36.4)
Miami University	4	0	0 (0.0)	0 (0.0)	0 (0.0)
Ohio University	8	6	2 (33.3)	0 (0.0)	4 (66.7)
The Ohio State University	15	8	6 (75.0)	0 (0.0)	2 (25.0)
University of Akron	5	5	5 (100.0)	0 (0.0)	0 (0.0)
University of Cincinnati	10	3	3 (100.0)	0 (0.0)	0 (0.0)

University of Rio Grande	0	1	1 (100.0)	0 (0.0)	0 (0.0)
University of Toledo	0	0	0 (0.0)	0 (0.0)	0 (0.0)
Wright State University	0	0	0 (0.0)	0 (0.0)	0 (0.0)
Youngstown State University	7	5	4 (80.0)	1 (20.0)	0 (0.0)
Totals	59	39	28 (71.8)	1 (2.6)	10 (25.6)

*As of 6/21/24, per CAPS LMS

Since 2004, UPP has reached 73 (83.0%) counties through student participation in internships and 68 (77.3%) counties through student employment at Ohio agencies (Figure 1, Table 3, and Appendix A) for a combined impact in 79 (89.8%) of Ohio's counties.

Figure 1. UPP Placements and Employments by Ohio County since 2004*
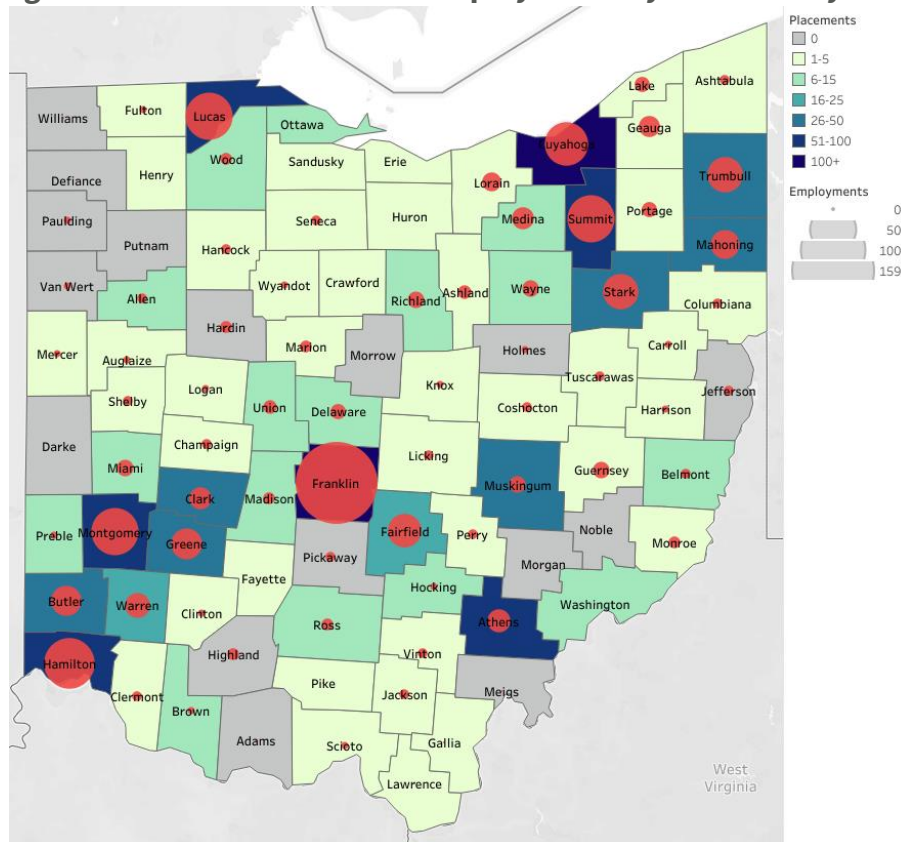
* Based on data reported in CAPS LMS as of June 21, 2024

Table 3. UPP Placements and Employments by County since 2004*

County	Placements	Employments
Adams	0	0
Allen	8	2
Ashland	3	4
Ashtabula	4	2
Athens	60	12
Auglaize	1	1
Belmont	10	2
Brown	6	1
Butler	39	21
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	110	44
Darke	0	0
Defiance	0	0
Delaware	12	5
Erie	1	0
Fairfield	26	26
Fayette	2	0
Franklin	200	159
Fulton	2	1
Gallia	3	0

Geauga	2	10
Greene	29	22
Guernsey	3	6
Hamilton	93	60
Hancock	3	2
Hardin	0	3
Harrison	1	1
Henry	1	0
Highland	0	3
Hocking	10	1
Holmes[†]	1	1
Huron	1	0
Jackson	1	2
Jefferson	0	2
Knox	2	1
Lake	5	5
Lawrence	2	0
Licking	2	2
Logan	2	1
Lorain	3	8
Lucas	89	54
Madison	6	3
Mahoning	40	19
Marion	4	3
Medina	12	11
Meigs	0	0
Mercer	1	1
Miami	10	6
Monroe	3	3
Montgomery	71	52

Morgan	0	0
Morrow	0	0
Muskingum	28	6
Noble	0	0
Ottawa	7	0
Paulding	0	1
Perry	4	2
Pickaway	0	2
Pike	1	0
Portage	5	5
Preble	6	1
Putnam	0	0
Richland	11	6
Ross	9	3
Sandusky	2	0
Scioto	5	1
Seneca	2	2
Shelby	5	2
Stark	32	28
Summit	72	52
Trumbull	35	29
Tuscarawas	1	2
Union	6	4
Van Wert	0	1
Vinton	5	2
Warren	21	14
Washington	10	0
Wayne	12	6
Williams	0	0
Wood	7	3

Wyandot	2	1
Grand Total	1212	756

* Based on data reported in CAPS LMS as of June 21, 2024

[†]2023-24 was the first year that Holmes County had a UPP placement or employment.

Table 4 displays county size categories taken from the 2022 Child Protection Oversight & Evaluation (CPOE) report (source: Ohio Department of Job and Family Services (ODJFS)). While 100% of large, metro, and major metro counties have hosted at least one student intern and 86.3% of medium and 92.9% of medium-small counties have hosted at least one student intern, only 56.0% of small counties have had a student placement. Similarly, only 52.0% of small counties have hired a UPP graduate, while rates are higher for medium-small counties (85.7%), medium counties (72.7%), and large, metro, and major metro counties (100%).

Table 4. 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 1 Placement	# of Counties with at Least 1 Employment	% of Counties with at Least 1 Employment
Small	25	14	56.0%	13	52.0%
Medium-Small	14	13	92.9%	12	85.7%
Medium	22	19	86.3%	16	72.7%
Large	12	12	100.0%	12	100.0%
Metro	12	12	100.0%	12	100.0%
Major Metro	3	3	100.0%	3	100.0%
All Counties	88	73	83.0%	68	77.3%

UPP Graduate On-the-Job Performance

UPP graduate on-the-job performance continues to be a key indicator of program impact. UPP students who have graduated and are employed at PCSAs are referred to as "UPP employees" in this section. The evaluation team surveyed county agency supervisors (Appendix B) to understand how new UPP employees performed on the job compared to new non-UPP employees. Survey responses were received from 25 of the 58 supervisors (43.1%) whose information was provided by campus coordinators and the Assistant State Director of UPP. Supervisors who responded tended to be from larger counties, with most (18; 72.0%) employed in metro or major metro counties, while only four (16.0%) were employed in small or medium-small counties (Table 5). Supervisors received a $30 electronic Target gift card for their participation.

Table 5. County Supervisors by CPOE County Size

County Size	# of Supervisors
Small	3
Medium-Small	1
Medium	2
Large	1
Metro	13
Major Metro	5
All Counties	25

Question: How do UPP employees perform 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 6), UPP employees were more competent than non-UPP employees in all areas of interest: 1) Entering data into Ohio SACWIS (3.9 vs. 2.3); 2) Conducting a Safety Assessment (3.7 vs. 2.1); 3) Conducting a Family Assessment (3.4 vs. 2.1); 4) Conducting a Safety Plan (3.3 vs. 2.0); 5) Conducting a Family Case Plan (3.4 vs. 2.2); 6) Engaging clients (4.0 vs. 3.0); 7) Maintaining confidentiality (4.3 vs. 3.5); 8) Ability to handle stress (3.6 vs. 2.8); and 9) Thinking critically (3.7 vs. 3.0).

Supervisors rated UPP employees more highly than non-UPP employees by a substantial margin, with all skills having an average rating differential of at least 0.7 between UPP and non-UPP employees. Additionally, the mean average rating differential across all skills was 1.1. Rating differentials tended to be greater for 'hard skills' that involve completing specific tasks than for 'soft skills' such as "Engaging clients." The greatest rating differential was seen for "Entering data into [Ohio] SACWIS" and "Conducting/Completing a Safety Assessment," with UPP employees being rated, on average, 1.6 points higher than non-UPP employees on both skills. These performance benefits have been documented over several years.

Table 6. Supervisor Ratings of UPP Employee and Non-UPP Employee Skills

Skill	UPP Employee Average Rating	Non-UPP Employee Average Rating	Average Rating Differential
Entering data into [Ohio] SACWIS	3.9	2.3	1.6
Conducting/Completing a Safety Assessment	3.7	2.1	1.6
Conducting/Completing a Family Assessment	3.4	2.1	1.3
Conducting/Completing a Safety Plan	3.3	2.0	1.3
Conducting/Completing a Family Case Plan	3.4	2.2	1.2

Engaging clients	4.0	3.0	1.0
Maintaining confidentiality	4.3	3.5	0.8
Ability to handle stress	3.6	2.8	0.8
Thinking critically	3.7	3.0	0.7

Other Supervisor Feedback on UPP and UPP Employees

Supervisors had generally positive feedback about both the UPP program overall and about UPP employees. Five supervisors said they enjoy working with UPP students, and four commented on their high quality of work and qualifications when applying for jobs. Additionally, one noted that UPP students can share their knowledge and experiences with non-UPP employees. Two supervisors also added that the UPP program helps students make informed choices about their career paths.

Only one supervisor suggested an improvement. They explained that they believe more support needs to be provided to help workers deal with the stress and trauma that result from their work.

Current UPP Student Perspectives

The evaluation team administered a survey (Appendix C) to current UPP students to gather feedback on their experiences with the program and their campus coordinator. Survey data were collected from 73 of 73 (100.0%) active UPP students (Table 7). The student sample was a mix of Juniors (11.0%), Seniors (57.5%), and Master of Social Work students (31.5%) who are enrolled at the eight existing UPP universities and two of the four new UPP universities. The remaining two new UPP universities have not yet enrolled students in the program.

Table 7. UPP Student Survey Respondent Student Status

Student Status	n (%)
Senior	42 (57.5)
Master's	23 (31.5)

Junior	8 (11.0)
Total	73 (100.0)

Overall UPP Experience

Overall, students responded remarkably positively to the prompt, "Please rate your overall satisfaction with your experience in the following categories" (Table 8). Most students were "Satisfied" or "Very Satisfied" with the program in all areas of inquiry: 1) Campus Coordinator (92.8%); 2) Student Incentive (87.2%); 3) Coursework (91.4%); 4) Field Experience (87.1%); 5) Recruitment (85.7%); 6) Seminar (85.7%); 7) Required Readings (84.3%); and 8) Employment Assistance (71.4%).

Table 8. Current Student Satisfaction by Program Area

Program Area (n = 70)	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
	n (%)				
Campus Coordinator	50 (71.4)	15 (21.4)	5 (7.1)	0 (0.0)	0 (0.0)
Student Incentive	44 (62.9)	17 (24.3)	9 (12.9)	0 (0.0)	0 (0.0)
Coursework	36 (51.4)	28 (40.0)	5 (7.1)	0 (0.0)	1 (1.4)
Field Experience	43 (61.4)	18 (25.7)	5 (7.1)	2 (2.9)	2 (2.9)
Recruitment	36 (51.4)	24 (34.3)	9 (12.9)	1 (1.4)	0 (0.0)
Seminar	36 (51.4)	24 (34.3)	8 (11.4)	1 (1.4)	1 (1.4)
Required Readings	32 (45.7)	27 (38.6)	9 (12.9)	1 (1.4)	1 (1.4)
Employment Assistance	33 (47.1)	17 (24.3)	17 (24.3)	3 (4.3)	0 (0.0)

When asked for other feedback about their UPP experience, students provided a mix of positive (19) and constructive (12) comments. Many of the positive comments (14) praised UPP as a whole, calling it, for example, "a great experience" and "an amazing program." Several students additionally commented on how well UPP prepared them with the skills they would need as caseworkers (6) and with the knowledge of what to expect from working in child welfare (4). Five students spoke positively about their field experiences, with one explaining that "it hits you with the reality of working for CPS." Finally, one student each commented on the high quality of their UPP course instructor, the value of UPP being open to master's level students, and the supportiveness of their campus coordinator.

> *"It better prepared me to be the social worker I want to become."* – *UPP Student*

> *"I have loved every second of it! I would recommend it to anyone!"* – *UPP Student*

Students' constructive comments tended to be more specific and covered a wider range of topics. Four students addressed issues they had in their field placements, including challenges completing their learning plan, lack of support from field liaisons and instructors, difficulty getting placed in an internship outside of their existing place of work, not being given sufficient responsibilities or opportunities for learning in their internship, and insufficient opportunities to gain clinical social work experience in the field. Additionally, two students stated that there were inconsistencies between their course material, the content of Core, and what was taught at their field placement agency. Other comments, made by one student each, included requests for mileage to be paid to interns, for additional support applying for jobs at field placement agencies post-graduation, for the creation of a non-clinical track in UPP, for the creation of a separate MSW track for students already working in child welfare, for time during seminar to work on Sonia (a software program used to manage field placements), and for additional employment opportunities.

Feedback on Campus Coordinators

Most students (92.9%) also reported that they "Agree" or "Strongly Agree" that they receive adequate support from their campus coordinator (Figure 2).

Figure 2. Current Student Perception of Campus Coordinator Support (n = 70)

Please rate your agreement with the following statement: "I receive adequate support from my Campus Coordinator."
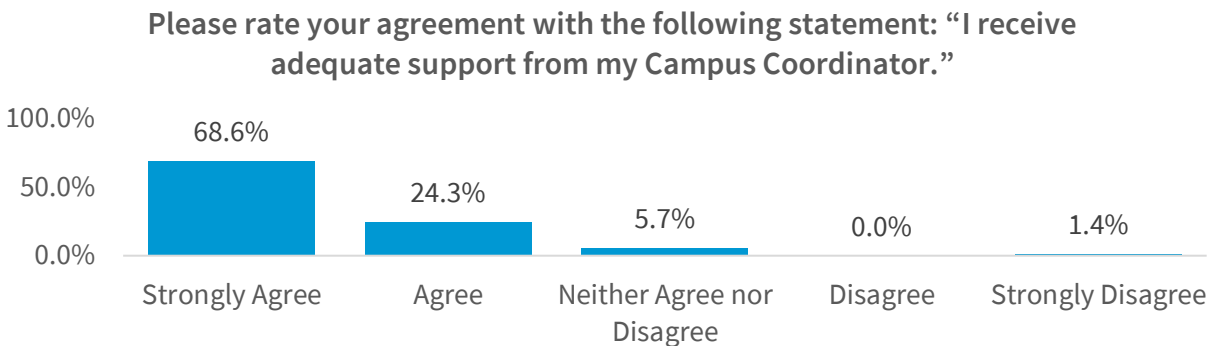
When asked for additional feedback about their campus coordinator, almost all students who responded (31) gave glowing, positive feedback. Eighteen students praised their coordinator generally, calling them "fantastic," "amazing," and "absolutely wonderful." Students also highlighted their coordinator's supportiveness (14), helpfulness (12), availability (10), knowledgeability (9), and personality (6).

> *"My campus coordinator is a phenomenal support who will advocate for his students. Nothing but good things to say about him." – UPP Student*

Only three students offered constructive feedback about their campus coordinator. One noted that their campus coordinator is unorganized. Another said that their campus coordinator would benefit from "more familiarity with Taskstream and the technological aspects of the course." Finally, one student commented that they are not sure what the campus coordinator's role actually is, though the student also added that "she is wonderful."

Campus Coordinator Program Perspectives

The evaluation team surveyed campus coordinators ([Appendix D](#)) to assess their satisfaction, their experiences in the role, and the impact of competing programs (discussed in the [Similar Programs and Outcomes](#) section). In 2022, UPP welcomed four new universities to the program. The campus coordinators for these universities began recruiting students in 2023, and two had students enrolled in the program for the 2023-24 school year. Universities are identified by program status in Table 9.
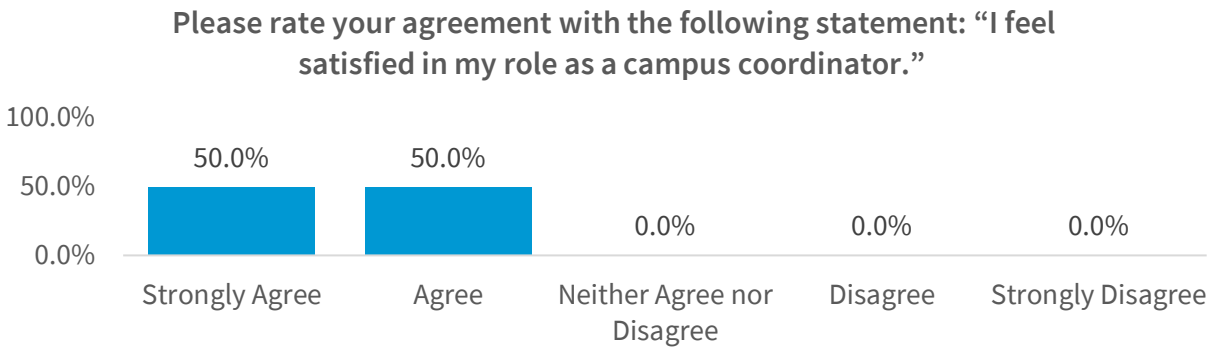
Table 9. University UPP Status

University	Program Status
Bowling Green University	New
Central State University	New
Cleveland State University	Existing
Miami University	New
Ohio University	Existing
The Ohio State University	Existing
Rio Grande University	New
University of Akron	Existing
University of Cincinnati	Existing
University of Toledo	Existing
Wright State University	Existing
Youngstown State University	Existing

New UPP Universities

Campus Coordinator Satisfaction

The campus coordinators from all four (100.0%) of the new UPP universities responded to the survey. All of them (100.0%) answered that they "Strongly Agree" or "Agree" that they "feel satisfied in my role as a campus coordinator" (Figure 3).

Figure 3. Satisfaction with Campus Coordinator Role – New UPP Universities (*n* = 4)

Please rate your agreement with the following statement: "I feel satisfied in my role as a campus coordinator."

	50.0%	50.0%	0.0%	0.0%	0.0%
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

Only one new campus coordinator provided additional feedback about improving their satisfaction, suggesting that the university's social work department be made more knowledgeable about UPP's role and responsibilities.

Reflections on First Year on the Job

New campus coordinators provided a mix of positive and constructive feedback about their first year on the job. Three individuals spoke of positive experiences, including feeling well-supported by regular meetings and by the Assistant State Director of UPP. One also added that "things directly related to UPP have gone well."

> *"[The Assistant State Director of UPP] is an excellent resource and is very knowledgeable about the program. I rely heavily on her for direct supervision." – New UPP Campus Coordinator*

Three individuals also pointed out areas for improvement. One said that they did not have complete information about how field placements would be coordinated with local agencies, including not knowing there was a cap on the number of students the agencies would accept. Another said that changing the campus coordinator position from part-time to full-time would be beneficial to the program at their university. The third stated that it does not seem "fair that some UPP Coordinators are not receiving the entire grant amount for their salary."

Existing UPP Universities

These eight universities have been with the program since 2004 and have experienced campus coordinators.

Campus Coordinator Satisfaction

All eight campus coordinators at existing UPP universities (100.0%) reported that they "Agree" or "Strongly Agree" that they feel satisfied in their role (Figure 4).

Figure 4. Satisfaction with Campus Coordinator Role – Existing UPP Universities (n = 8)

Please rate your agreement with the following statement: "I feel satisfied in my role as a campus coordinator."
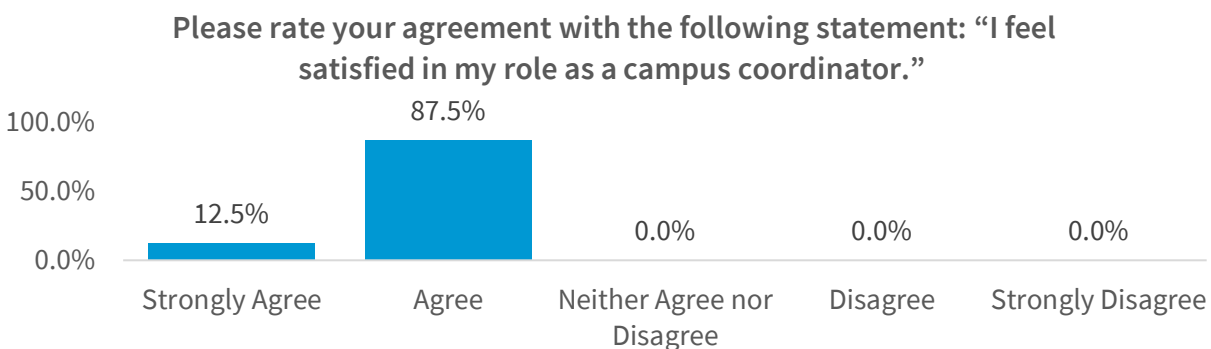
When asked what would improve their satisfaction with their role, suggestions for improvement included salary adjustments (2), increased program incentives for students (2), increased consistency in the learning opportunities local agencies are able to offer UPP students (1), increased state-wide coordination in workforce development initiatives (1), and better education of the universities on what UPP campus coordinators' responsibilities are.

> *"The university often attempts to task me with assignments that are not UPP-related." – Existing UPP Campus Coordinator*

One existing campus coordinator also added that their job satisfaction is improved by the strong ongoing support they receive from the Assistant State Director of UPP.

Other Feedback

When asked if there is anything else they would like to share about their role or the UPP program as a whole, three existing campus coordinators responded. One expressed gratitude for the Assistant State Director of UPP and other campus coordinators but added that UPP needs to be more competitive with other programs. Another expressed their pleasure at the way their contract was recently restructured. The third noted they are "thrilled about [their] role" and enjoy seeing the successes of UPP Graduates.

Similar Programs and Outcomes

Given the recent introduction of two new programs in Ohio, the Ohio Child Protective Services Fellowship Program (OCPSFP) Pilot and the Great Minds Fellowship, which are somewhat similar to UPP, UPP and DCY leadership sought to understand better how these programs operate, how their outcomes compare to UPP's, and how their introduction may be impacting UPP's ability to recruit students. These programs are described below.

Ohio Child Protective Services Fellowship Program Pilot

Program Overview

The OCPSFP aims to address workforce shortages in child welfare by creating "a pipeline of incoming talent for students with degrees related to social work such as psychology, family science, sociology, and criminal justice. The goal of the pilot is to test the ability to recruit, retain, and train students using a fellowship/apprenticeship model" (Quality Improvement Center for Workforce Development, 2023). The program originated in Wood County and expanded as a pilot program to 13 counties in 2024 (Ohio Department of Job & Family Services, 2023).

Program Funding and Administration

The Ohio Department of Job and Family Services (ODJFS) provided over $540,000 to fund the pilot program in 2023.

Target Population

The OCPSFP Pilot targets students who are in their Junior or Senior year of college pursuing a degree "related to social work such as psychology, family science, sociology, and criminal justice" (Quality Improvement Center for Workforce Development, 2023). Fellowships are available at 13 county PCSAs, primarily located in northwestern Ohio (Quality Improvement Center for Workforce Development, 2023). There do not appear to be restrictions on the academic institution the student is attending (Quality Improvement Center for Workforce Development, 2023). The pilot program will employ a maximum of 30 students at any time (news release).

Student Commitments/Paybacks

Students must commit to working 20 hours per week at their internship for two semesters. They are not required to work anywhere after they graduate.

Student Incentives

Students are paid $15 per hour for their internship work (news release). Additionally, as part of their internship, students may receive up to 120 hours of paid training (Quality Improvement Center for Workforce Development, 2023). "Prospective students participate in an interview, virtual reality experience, ride along with a caseworker, and a conversation with a county representative to determine if the fellowship is a good fit for them" (Quality Improvement Center for Workforce Development, 2023).

Program Outcomes and Evaluation

The OCPSFP Pilot has partnered with the Quality Improvement Center for Workforce Development (Quality Improvement Center for Workforce Development, 2023) to "support the evaluation" (Quality Improvement Center for Workforce Development, 2023). Topics they are tracking include what types of students show interest in the program, who is hired into the program, students' performance in the program, where students are employed post-graduation, and how long they are retained in those jobs (Quality Improvement Center for

Workforce Development, 2023). Information could not be found about how long the pilot program is set to run or when or how evaluation results would be made public. The fellowship coordinator did not respond to an email requesting additional information about evaluation efforts.

Additional Links

- Wood County Child Protective Services Fellowship Information Page: https://www.woodcountyjfs.com/consider-a-career/

The Great Minds Fellowship

Program Overview

The Great Minds Fellowship is a temporary program that uses federal funds from the American Rescue Plan Act (ARPA) to, among other things, provide up to $10,000 to eligible students from participating Ohio colleges and universities (Ohio Department of Higher Education, n.d.). The program's aim is "to boost the number of qualified graduates who are educated and ready to enter the behavioral healthcare workforce in the next one to two years and who are committed to serving in communities across Ohio" (Ohio Department of Higher Education, n.d.). The program began in the Autumn semester of 2023 and runs through the Autumn semester of 2024 (Ohio Department of Higher Education, n.d.).

Program Funding and Administration

Funding allotted for the entire program totals $85M drawn from federal funds from the ARPA, $45M of which is dedicated to providing funding directly to students (Ohio Department of Higher Education, n.d.). The program is administered by the Ohio Department of Higher Education (ODHE) and by the Ohio Department of Mental Health and Addiction Services (OhioMHAS) and was approved by the Centers for Medicare and Medicaid Services (CMS) and the Ohio General Assembly (Ohio Department of Higher Education, n.d.). The program does not appear to have plans to attempt to secure additional funding with which to extend the

Great Minds Fellowship program beyond the current end date (Ohio Department of Higher Education, 2023).

Target Population

Eligible students are those "who are within two years of graduating with degrees or certificates in Social Work, Marriage and Family Therapy, Mental Health Counseling/Counselor, Psychiatric/Mental Health Nurse/Nursing, and Substance Abuse/Addiction Counseling" (Ohio Department of Higher Education, n.d.). Eligible schools are two- and four-year public and private colleges and universities that offer the above-mentioned degrees and certificates and that are willing to partner with local Community Behavioral Health Centers (CBHCs) (Ohio Department of Higher Education, n.d.).

Student Commitments/Paybacks

Great Minds Fellows must commit to performing a paid internship at a CBHC while in school, and they must commit to working at a CBHC for at least one year after they graduate (Ohio Department of Higher Education, n.d.). Colleges and universities are responsible for determining the number of hours and overall duration of the internship, and post-graduation employment may be full-time or part-time (Ohio Department of Higher Education, 2023).

Student Incentives

Great Minds Fellows are "eligible for up to $10,000 (*lifetime maximum*) during their undergraduate and graduate studies for scholarship opportunities to assist with the costs of obtaining undergraduate and graduate-level degrees or certificates; paid internships in participating CBHCs at the undergraduate and graduate levels; and the costs of license and certification preparation and exams and other necessary costs related to the degree or certificate" (Ohio Department of Higher Education, 2023). Colleges and Universities are responsible for determining students' pay for their internships, but the program recommends that "it be comparable to an entry-level mental/behavioral health agency rate" (Ohio Department of Higher Education, 2023).

Similar Programs and Outcomes

Program Outcomes and Evaluation

Based on a review of the Great Minds Fellowship website and other related online resources, the program has not yet publicly released any outcomes or evaluation data about the program. Additionally, the program did not respond to an inquiry about such data that was sent to their public-facing contact email. However, the program notes that "a final report" will be due by March 30, 2025, after the conclusion of the program (Ohio Department of Higher Education, n.d.).

Additional Links

- ODHE Great Minds Fellowship Website: https://highered.ohio.gov/initiatives/workforce-development/great-minds
- Great Minds Fellowship Dashboard: https://mha.ohio.gov/research-and-data/dashboards-and-maps/dashboards/tableau-resources/great-minds-fellowship-dashboard

Campus Coordinator Perspectives on UPP Recruitment Impact

Of the twelve campus coordinators, eight (66.7%) stated that the recent introductions of the OCPSFP and the Great Minds Fellowship have negatively impacted recruitment to UPP. Only two campus coordinators (16.7%) said that they had not seen a change in recruitment. Four campus coordinators (33.3%) specifically described the programs as being in competition with one another.

> *"I'm concerned that the State of Ohio and other stakeholders are operating in separate silos for workforce development in child welfare, mental health, and probably school-based social work services. This lack of coordination and collaboration creates student confusion, and it appears that we are working against each other. It creates a recruitment climate of competition and really doesn't address the need for us all to work together to maximize efforts at putting social workers into key positions in the community." – Existing Campus Coordinator*

Of those who said they had seen decreased recruitment, most attributed it, at least in part, to students' financial motivations. Ten campus coordinators (83.3%) commented that the quantity and/or timing of financial incentives were prominent deciding factors for students who are deciding between programs. Several added that they had lost students they were attempting to recruit specifically because of the greater financial incentives offered by the Great Minds Fellowship and the OCPSFP. Two campus coordinators (16.7%) highlighted the value of adding additional financial incentives for students, including one who has not seen recruitment impacts from the new programs.

> *"The notion of paying social workers for practicum/internships is a needed strategy, but the current policy has UPP students at a disadvantage since they don't receive their employment incentive until graduation, whereas others get their stipend during the internship." – Existing UPP Campus Coordinator*

Other campus coordinators added that some students are deciding between programs based on how the program will impact their readiness for their desired job post-graduation and based on how familiar they already are with the topic, which tends to favor mental health tracks.

> *"The students in [the OCPSFP], from what I can see, do not have the long-term commitment to child welfare and see the fellowship as a 'job' rather than a career, so the post-graduation commitment is not as strong as it is with UPP." – New UPP Campus Coordinator*

However, it appears that these concerns about programs competing for students will not be a long-term issue. Currently, there is no reason to think that the Great Minds fellowship will be renewed past its current expiration date at the end of 2024, particularly in light of its one-time funding source. Additionally, although the OCPSFP seeks to channel students toward child welfare work in a similar manner to UPP, its focus is on non-social work majors, while UPP

focuses exclusively on such students. Thus, these programs should be viewed as complementary, rather than competitive.

Caseworker Core Content Fidelity

UPP leadership desires to understand to what degree there is fidelity across UPP universities' child welfare courses to OCWTP Caseworker Core. However, due to the ongoing transition to Caseworker Core 2.0 across the state and within the UPP curriculum, UPP universities have not made efforts to increase fidelity to Caseworker Core 1.0 since last year's report. In lieu of repeating last year's fidelity data, this section will provide an update on UPP's transition to Core 2.0.

UPP Transition to Core 2.0

In preparation for the development of UPP courses, Campus Coordinators completed all Core 2.0 training sessions with OCWTP-approved trainers. The development of UPP course curricula to match Core 2.0 is in progress.

Updated UPP Curriculum

Caseworker Core 2.0 fidelity will be upheld through the Child Welfare I and II (CW I and II) courses across universities. The UPP courses are being written to match the Caseworker Core 2.0 Series Overview, with prerequisite consideration. Each university will teach the same syllabus, course material, and assignments.

CW I is taught over 14 weeks. CW I Core 2.0 embedded includes 30 self-directed trainings and seven instructor-led trainings. A Safety Assessment and Safety Plan will be assigned, along with weekly class discussions and activities. Rubrics are written for all assignments.

CW II is taught over 14 weeks. CW II Core 2.0 embedded includes eight self-directed trainings and six instructor-led trainings. A Family Assessment and Case Plan will be assigned along with weekly class discussions and activities. Rubrics are written for all assignments.

Recommendations

These recommendations are based on feedback from students, campus coordinators, and supervisors. Key learnings from the evaluation support opportunities for action as follows:

1. **Expansion of the University Partnership Program**

   Child welfare workforce shortages and instability have been documented nationwide, and there continue to be severe shortages in caseworkers throughout the state. Expanding the program by recruiting additional universities would increase the pipeline of well-prepared, pre-trained, quality candidates for these positions.

2. **Strengthen and Streamline the Data-Entry Process**

   As UPP data has transitioned from being recorded in the UPP Database to being recorded in CAPS LMS, technical difficulties in the data transfer process between Ohio SACWIS and CAPS LMS have produced errors and deletions, resulting in inconsistent data. Increased fidelity between Ohio SACWIS and CAPS LMS, along with adding key data fields in CAPS LMS, would improve data quality.

3. **Monitor Similar Programs and Consider Enhancements to UPP**

   Given the similarities between UPP, OCPSFP, and the Great Minds Fellowship, UPP may benefit from comparing its own approaches and outcomes to those of the other programs once they release evaluation data. These comparisons may be used to reaffirm or modify UPP's strategies, including the incentive structure. For example, based on campus coordinators' feedback about recruitment loss, the program should consider whether such comparisons support:

   a. Increasing the dollar amount of student stipends.

   b. Adjusting the timing of when students receive stipends.

   c. Recruiting students more broadly (e.g., including other majors or targeting high schoolers).

4. **Consider Collaborating with Similar Programs**

   Although the programs have different target demographics, the alignment between UPP's and OCPSFP's goals suggests that these programs may benefit from

coordinating their efforts and resources. Based on Campus Coordinator feedback, this may help ease the confusion and the atmosphere of competition around these programs as well as allow each of them to operate more efficiently, such as by assisting one another with recruitment.

References

Ohio Department of Higher Education. (n.d.). *Great Minds Fellowship Program: Colleges and Universities Guidance Document*. https://dam.assets.ohio.gov/image/upload/highered.ohio.gov/great-minds/Great%20Minds%20Fellowship%20Guidance%20Document%20IHEs%20(002).pdf

Ohio Department of Higher Education. (2023). *Great Minds Fellowship Frequently Asked Questions Updated July 25, 2023*. https://dam.assets.ohio.gov/image/upload/highered.ohio.gov/great-minds/GMF-FAQ_110323.pdf

Ohio Department of Job & Family Services. (2023). *ODJFS Funding Expansion of Children Services Fellowship Program to Athens, Fairfield, Morrow, Preble, Scioto, and Warren Counties*. https://dam.assets.ohio.gov/image/upload/jfs.ohio.gov/RELEASES/ODJFS%20Funding%20Expansion%20of%20Children%20Services%20Fellowship%20Program.pdf

Quality Improvement Center for Workforce Development. (2023, June 13). *Spotlight on Innovative Recruitment Strategies: Northwest Ohio Fellowship Program*. https://www.qic-wd.org/blog/spotlight-innovative-recruitment-strategies-northwest-ohio-fellowship-program

Appendix A

UPP Placements and Employments by Ohio County since 2004[*][†]
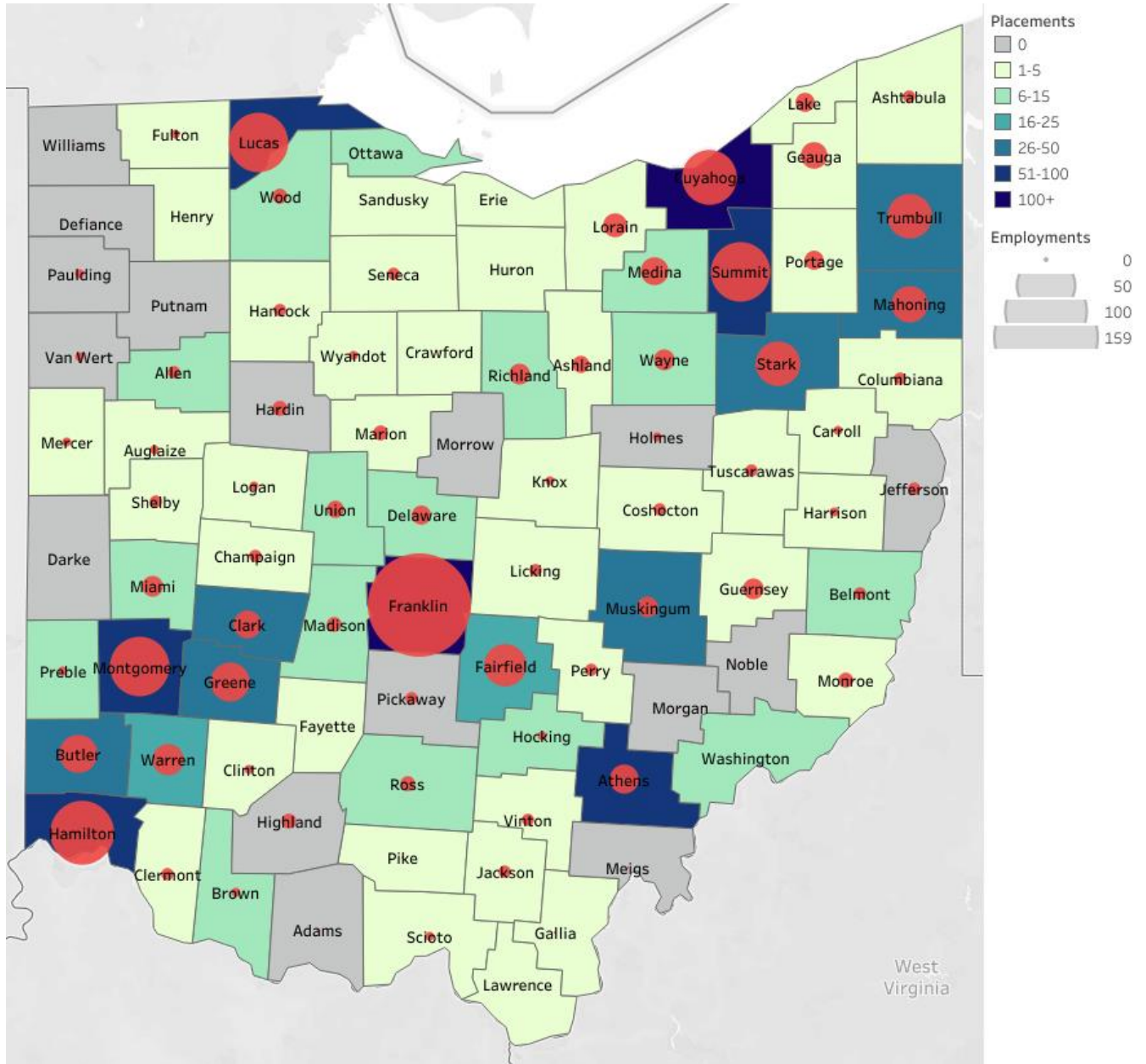
* Based on data reported in the CAPS LMS as of June 21, 2024

† An interactive version of this map can be accessed online here.

Appendix B

UPP Supervisor Survey

1. In what county is your agency?

   a. [Respondents were offered a dropdown list of all 88 Ohio counties.]

2. Upon hire, how competent was the most recent UPP Graduate in the selected areas of job responsibility?

   a. Maintaining Confidentiality

   b. Engaging Clients

   c. Conducting/Completing a Safety Assessment

   d. Conducting/Completing a Safety Plan

   e. Conducting/Completing a Family Assessment

   f. Conducting/Completing a Family Case Plan

   g. Entering Data into SACWIS

   h. Thinking Critically

   i. Ability to Handle Stress

      i. Poor, no evidence of skill, Not Competent

      ii. Fair, lacks clear evidence of skill, Limited Competence

      iii. Good, some evidence of skill, Emerging Competence

      iv. Very Good, clear evidence of skill, Competent

      v. Excellent, ample evidence of skill, Very Competent

3. Upon hire, how competent was the most recent Non-UPP Graduate in the selected areas of job responsibility?

   a. Maintaining Confidentiality

   b. Engaging Clients

   c. Conducting/Completing a Safety Assessment

   d. Conducting/Completing a Safety Plan

   e. Conducting/Completing a Family Assessment

    f.   Conducting/Completing a Family Case Plan

    g.   Entering Data into SACWIS

    h.   Thinking Critically

    i.   Ability to Handle Stress

          i.   Poor, no evidence of skill, Not Competent

          ii.   Fair, lacks clear evidence of skill, Limited Competence

          iii.   Good, some evidence of skill, Emerging Competence

          iv.   Very Good, clear evidence of skill, Competent

          v.   Excellent, ample evidence of skill, Very Competent

4.   What type of unit do you supervise?

    a.   Intake

    b.   Ongoing

    c.   Intake & Ongoing

    d.   Training

    e.   Foster Care/Adoption/Kinship

    f.   Other (please describe)

5.   What is your race?

    a.   American Indian/Alaska Native

    b.   Asian

    c.   Black/African American

    d.   Multiracial

    e.   Native Hawaiian/Pacific Islander

    f.   White/Caucasian

    g.   Other (please describe)

6.   What is your ethnicity?

    a.   Hispanic/Latino

    b.   Non-Hispanic/Non-Latino

7.   What is your gender?

    a.   Man

    b. Woman

    c. Something else (please describe)

8. What is your highest level of education?

    a. BSW

    b. BA

    c. MSW

    d. MSSA

    e. MBA

    f. MEd

    g. MSEd

    h. Other degree (please explain)

9. What else should we know about your role or the program?

10. What email address would you like us to send your gift card to?

Appendix C

UPP Current Student Survey

1. What is your student status?

    a. Junior

    b. Senior

    c. Master's

2. With what university are you affiliated?

    a. Bowling Green State University

    b. Central State University

    c. Cleveland State University

    d. Miami University

    e. Ohio University

    f. The Ohio State University

    g. Rio Grande University

    h. University of Akron

    i. University of Cincinnati

    j. University of Toledo

    k. Wright State University

    l. Youngstown University

3. Please select the option that corresponds with the following statement: "I receive adequate support from my campus coordinator."

    a. Strongly Agree

    b. Agree

    c. Neither Agree nor Disagree

    d. Disagree

    e. Strongly Disagree

4. What other feedback do you have about your campus coordinator?

5. Please rate your overall satisfaction with your experience in the following categories:

   a. Campus Coordinator

   b. Student Incentive

   c. Field Experience

   d. Coursework

   e. Recruitment

   f. Seminar

   g. Required Readings

   h. Employment Assistance

        i. Very Satisfied

        ii. Satisfied

        iii. Neither Satisfied nor Dissatisfied

        iv. Dissatisfied

        v. Very Dissatisfied

6. Is there anything else we should know about your UPP experience?

Appendix D

UPP Campus Coordinator Survey

All Campus Coordinators

1. Please select your university affiliation.

    a. Bowling Green State University [branches to Q2-Q6]

    b. Central State University [branches to Q2-Q6]

    c. Cleveland State University [branches to Q7-Q10]

    d. Miami University [branches to Q2-Q6]

    e. Ohio University [branches to Q7-Q10]

    f. The Ohio State University [branches to Q7-Q10]

    g. Rio Grande University [branches to Q2-Q6]

    h. University of Akron [branches to Q7-Q10]

    i. University of Cincinnati [branches to Q7-Q10]

    j. University of Toledo [branches to Q7-Q10]

    k. Wright State University [branches to Q7-Q10]

    l. Youngstown University [branches to Q7-Q10]

New Campus Coordinators

2. Please rate your agreement with the following statement "I feel satisfied in my role as a campus coordinator."

    a. Strongly Agree

    b. Agree

    c. Neither Agree nor Disagree

    d. Disagree

    e. Strongly Disagree

3. What suggestions do you have for improving your satisfaction in your role?

4. Please tell us about your first year of experience as a UPP campus coordinator. What could have gone more smoothly? What went well?

5. With the relatively recent introductions of the Ohio Child Protective Services Fellowship Program and the Great Minds Fellowship (for college students interested in child protective services and behavioral health, respectively), what impact, if any, have you noticed on recruitment for UPP? If students are aware of these fellowships, what considerations do they seem to be prioritizing when deciding between them and UPP?

6. Is there anything else we should know about your role or about UPP in general?

Existing Campus Coordinators

7. Please rate your agreement with the following statement "I feel satisfied in my role as a campus coordinator."
    f. Strongly Agree
    g. Agree
    h. Neither Agree nor Disagree
    i. Disagree
    j. Strongly Disagree

8. What suggestions do you have for improving your satisfaction in your role?

9. With the relatively recent introductions of the Ohio Child Protective Services Fellowship Program and the Great Minds Fellowship (for college students interested in child protective services and behavioral health, respectively), what impact, if any, have you noticed on recruitment for UPP? If students are aware of these fellowships, what considerations do they seem to be prioritizing when deciding between them and UPP?

10. Is there anything else we should know about your role or UPP in general?