

*North Carolina Child Welfare  
Education Collaborative*



**Progress  
Report**

*July 1999 to December 2000*

**submitted February, 2001**



# **PROGRESS REPORT**

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**NORTH CAROLINA  
CHILD WELFARE EDUCATION  
COLLABORATIVE**

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**JULY 1999 TO DECEMBER 2000**

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## **INTRODUCTION**

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Public child welfare programs are subject to intense media, public, and political scrutiny. This scrutiny is changing the context of child welfare practice, as seen in the enactment of the 1997 Adoption and Safe Families Act (ASFA). Child welfare practice in this complex and changing environment demands the highest level of professional expertise in order to provide effective services to families that are confronted by multiple challenges. Despite the need for highly trained practitioners, many child welfare programs are unable to recruit professionally educated social workers.

North Carolina is no exception. Child welfare programs across the state face problems with both recruitment and retention of professionally educated social workers. According to a survey by the North Carolina Chapter of the National Association of Social Workers, sixty-six (66) percent of these child welfare workers have neither a Bachelor of Social Work (BSW) degree nor a Masters of Social Work (MSW) degree. A 1999 survey by the North Carolina Association of County Directors of Social Services provides evidence of the retention problem. On average, counties experienced a 44% turnover in child welfare positions and 54% of the “new hires” were not fully qualified for Social Worker III positions. Each vacancy requires about 7 months for recruitment, orientation, and training. This personnel crisis presents a serious challenge to meeting the service demands of ASFA.

Public support for public social services labor force development has waxed and waned. During the 1970's, Title XX funding provided support for many students preparing for public sector work. This period of support was followed by more than a decade of inattention. Renewed federal interest in training professionals for public child welfare is evidenced through Public Law 96-272 which provides resources for professional education programs that prepare students for practice in public child welfare settings. Recent state efforts to support professional social work education for public sector practice include the Social Work Education and Loan Fund program funded for a two-year period, 1994-96. This pilot program supported 28 social work students and provided the foundation on which the North Carolina Child Welfare Education Collaborative is built.

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## **NORTH CAROLINA CHILD WELFARE EDUCATION COLLABORATIVE**

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The North Carolina Child Welfare Education Collaborative (the Collaborative) is a joint effort of North Carolina social work education programs, the North Carolina Division of Social Services, the North Carolina Association of County Directors of Social Services and the North Carolina Chapter of the National Association of Social Workers. By increasing the number of well trained and highly committed BSWs and MSWs in local Departments of Social Services, the Collaborative helps to strengthen public child welfare services. Specialized educational opportunities emphasizing public child welfare practice are available at all participating universities. Selected social work students who will commit to work in North Carolina County DSS receive financial support through the Collaborative while they earn their degrees.

Financial incentives are important but not sufficient for social workers to seek and retain employment in public child welfare. Social work students need social work education curricula and field experiences that prepare them for the challenges of public child welfare work. While the undergraduate and graduate students will be exposed to the rewards and challenges of working in a public child welfare agency, , county public child welfare agencies will be challenged to learn ways to structure their practices and procedures to support the employment and retention of professionally-educated social workers. The goal of this project is to increase the number of specially trained social workers in the public child welfare system in North Carolina. To accomplish this goal, this collaborative project will:

- Implement a statewide program of educational services and financial aid so that increased numbers of students receiving professional social work degrees will commit to employment in child welfare services with the North Carolina Department of Social Services.
- Improve the knowledge and practice skills of child welfare scholars by augmenting the educational curriculum through coursework and field placements.
- Work cooperatively with local and state public child welfare agencies and programs to develop strategies to address the challenges of recruitment and retention.
- Foster excellence in public child welfare services and education through research and curriculum development.

Each objective will be described in further detail in the following sections of this report. The Collaborative represents a partnership that has potential to impact individual practitioners, professional education programs, and social service agencies.

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## **STATEWIDE PROGRAM OF EDUCATIONAL SERVICES AND FINANCIAL AID**

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### COLLABORATIVE STRUCTURE

The North Carolina Division of Social Services, the North Carolina Association of County Director of Social Services, the National Association of Social Workers – North Carolina Chapter, the Jordan Institute for Families and participating social work education programs work cooperatively to implement the program. An Advisory Board, composed of representatives from each of these organizations as well as other stakeholder groups, meets three times each year to provide advice and guide program development efforts. Appendix 2 depicts the organization chart.

The Collaborative operates under contract between the North Carolina Division of Social Services and the Jordan Institute for Families. Participating universities receive funding through subcontracts with the Jordan Institute for Families (effective July 2001).

During the initial implementation period, academic year 1999-2000, three MSW Programs participated in the Collaborative:

- The University of North Carolina at Chapel Hill
- East Carolina University
- The Joint MSW Program sponsored by North Carolina A&T State University and the University of North Carolina at Greensboro (JMSW)

The program quickly expanded to the BSW level, adding 3 additional universities during the next academic year, 2000-2001:

- North Carolina State University
- Appalachian State University
- University of North Carolina at Wilmington

The North Carolina Division of Social Services funded these BSW programs in 1998-1999 and 1999-2000 for a pilot project, the Child Welfare Pre-Service Training/Bachelor of Social Work Curriculum Project. Under auspices of the pilot, these programs analyzed their curricula and developed strategies to deliver the Division-mandated child welfare core competencies to BSW students before graduation. In 2001 the BSW pilot project and the Collaborative converged to focus a single, concentrated effort by social work education to prepare students for practice in child welfare settings.

In October 2000, the Collaborative began the process of including the newest MSW program at the University of North Carolina at Charlotte as well as the seven remaining accredited BSW programs at public universities:

- East Carolina University
- North Carolina A&T State University
- North Carolina Central University
- University of North Carolina at Charlotte
- University of North Carolina at Greensboro
- University of North Carolina at Pembroke
- Western Carolina University.

Each of these programs participated in two BSW Inclusion meetings. The first meeting, on October 4 in Chapel Hill, included a presentation from two consultants from Kentucky, who are involved in the operation of a comparable Title IV-E project involving its public BSW programs. The second meeting, on November 6 in Greensboro, was held as an interactive video meeting, linking sites from UNC-Pembroke and UNC-Wilmington. During this meeting, the three pilot BSW programs held a questions and answer session with the other programs.

Each of the new BSW programs has submitted a formal letter of intent to affiliate with the Collaborative. They will begin their own internal curriculum analysis to determine the correlation between their program's curriculum and the child welfare pre-service competencies in the spring of 2001. They will also begin attending Collaborative Planning Committee meetings in the spring. Once the State Division of Social Services has completed a successful curriculum review at a program, that program will become a full member of the Collaborative. Once funding is available, each new Collaborative program will have the opportunity to offer stipends to its students.

When fully implemented, the Collaborative will include all accredited BSW and MSW programs at public universities in North Carolina. Each program will follow similar procedures and educational processes to educate students for practice with families and children.

At the University level, each social work program has established a Collaborative Coordinator position with responsibilities for administration and implementation of the program at that site. The coordinator manages student issues, participates in curriculum development, nurtures community relationships, and coordinates activities with other universities and the Collaborative's central office. A program assistant, responsible for data entry and general administrative support, assists the Coordinator. These positions are full time at the masters programs and part time at the bachelors program.

#### STUDENTS

The student selection process exemplifies the collaboration between the practice and academic communities. The process is designed to identify students who are interested in child welfare issues and have capacity for excellence in child welfare practice. Each participating BSW and MSW program convened a panel of faculty and child welfare practitioners to select each cohort of Child Welfare Scholars. After being admitted to a participating social work program or selecting social work as a major, students are eligible to apply to the Collaborative for selection as a Child Welfare Scholar. The application process consists of both a written questionnaire and an interview with the panel. Students employed at DSS also provide letters of support from their agency director. Once selected as a child welfare scholar, students sign an annual contract agreeing to provide one year of service in a public child welfare agency for each academic year in which they receive support. Most students will graduate with a two-year employment obligation.

Seeking to balance opportunities for current child welfare personnel as well as bring new practitioners into the field, the Collaborative targets three populations: current DSS staff, individuals who indicate a commitment to careers in public child welfare services, and under-represented ethnic and cultural minorities.

Each MSW program can select up to 10 full time students each year. Additionally, the two universities with part time programs, ECU and UNC-CH, can each select 5 part time students. Part time students are often employed at a local DSS and typically continue their employment while attending school. At the BSW level, each program will admit 5 students annually and maintain a census of up to 10 students per program.

During 1999-2000 thirty-two (32) graduate students participated in the program and two graduated. During the fall of 2000, thirty-eight (38) additional graduate students were selected to participate in the program.

Each participating BSW program can initially select up to 10 students. At North Carolina State University, these students were selected in December 2000. The remaining BSW programs at the University of North Carolina at Wilmington and Appalachian State University will select students early in the spring semester. When the 2000-2001 selection process is completed, almost 100 students will be counted as program participants.

Table 1: Child Welfare Scholars, Academic Years 1999-2000 and 2000-2001

<b>Social Work Program</b>	<b>Number of Participating Students</b>	
	<b>AY 1999-2000</b>	<b>AY 2000-2001</b>
<b>ECU</b>	10	21
<b>UNC-CH</b>	11	24
<b>JMSW</b>	10	21
<b>North Carolina State</b>	NA	10
<b>Appalachian State</b>	NA	10
<b>UNC-W</b>	NA	7
<b>Total Students</b>	32	93

Most child welfare scholars are female (86%) with an average age of 29 years. Sixty percent (66%) of the scholars are white and thirty percent (25%) are African American. Also represented are Native Americans (2%), Asian Americans (4%), and Hispanic/Latino students (1%). Almost a quarter of the child welfare scholars (24.7%) continue their employment at a county DSS while attending school. Appendix 3 provides a detailed profile of current child welfare scholars.

#### FINANCIAL AID

The Collaborative is not intended as a primary financial aid program. Since students are only selected for the Collaborative after they are admitted to the social work program, they have already determined a method to pay for their education. However, the Collaborative provides alternative financial assistance for selected students so that they can focus on their educational experience. Undergraduate students at the 3 participating BSW programs receive service awards of \$4000 per semester for up to four semesters as Child Welfare Scholars. Graduate students who are enrolled full time receive awards of \$7500 per semester and tuition. Students who continue to work at DSS while they attend school and those who attend part time are eligible for tuition and reimbursement for school related expenses such as travel and books. Each student signs a contract agreeing to work 12 months in public child welfare for each year in which financial support is provided.

Each student is responsible for securing eligible employment within 6 months following graduation from the BSW or MSW program. The social work program, on an annual basis, verifies employment until the student has completed the work commitment. A centralized record for each student/employee is maintained by the Collaborative Central Office at the Jordan Institute for Families.

Occasionally students will be unable to complete their work obligation. In such instances, students are required to repay all funds received. The Collaborative is currently negotiating with the North Carolina State Educational Assistance Authority (SEAA) to handle cash collections.

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## CURRICULUM ENHANCEMENT

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Along with excellent students, the curriculum is the core of a strong and effective educational program. Collaborative schools have implemented multiple strategies to strengthen the overall curriculum and provide special experiences for child welfare scholars.

### COMPETENCY BASED PRE-SERVICE TRAINING

When the 72-hour mandatory child welfare pre-service training requirement for employees and student interns was implemented in 1998, the number of students completing field placements in public child welfare significantly decreased. The training delivery model developed by the Division, while appropriate for employees, was not feasible for most students who could not be absent from classes for 3 weeks in order to attend training. Only a few students were able to attend pre-service training during the summer when they were not in school.

In 1999 the General Assembly passed a special provision (HB 1840) allowing the North Carolina Division of Social Services to grant a full or partial exemption to the training requirement for students enrolled in a North Carolina masters or bachelors program accredited by the Council on Social Work Education (CSWE). This provision removed a major barrier to implementing the Collaborative. Educators worked with Division staff to define a curriculum review process to facilitate decision-making regarding the exemption.

Each social work program participating in the Collaborative completed a comprehensive curriculum analysis to assess the correlation between the program's curriculum and the child welfare core competencies adopted by the North Carolina Division of Social Services and delivered during the mandatory pre-service training. Based on the findings of the analysis, each social work education program developed a plan to address missing competencies. The Division reviewed these plans and exemptions were granted to the 3 MSW and the 3 BSW programs that currently comprise the Collaborative. (As noted previously, the 8 new programs are in the curriculum analysis process during the current academic year. Since this is a labor-intensive process, some programs will continue this work during the next academic year)

Child welfare scholars satisfy the pre-service training requirement by completing coursework addressing the core child welfare competencies. In addition, each student completes at least one field placement in a public child welfare setting. MSW students are required to also complete a 30 hour workshop that addresses competencies that focus on specific job-related knowledge and skills. This MSW version of pre-service training is offered three times each year. A training team, composed of a faculty member and an agency-based trainer, is another opportunity to model partnership and collaboration. Forty-eight graduate students have participated in this training to date. At the BSW level, the pre-service training model is based primarily in the classroom and the field placement.

While students are following the prescribed curriculum, they are provisionally certified and can engage in direct practice with families in their placements. Upon graduation, these students have fully satisfied the pre-service training requirement and, therefore, do not need to repeat training once employed by a local DSS. This results in significant savings to the agency in terms of both time and money.

## CHILD WELFARE COURSES AND SEMINARS

After implementing a plan to address the core child welfare competencies, the second stage of curriculum development is to build on this foundation. The 3 MSW programs, having a year longer to develop curriculum, have begun to add courses that are required for child welfare scholars and electives for other students. These courses address contemporary practice issues, innovative programs, and future directions for child welfare. UNC at Chapel Hill added a 2-semester seminar, Child Welfare Perspectives and Practices. The JMSW employed a faculty field liaison and added a field seminar targeting the unique issues and learning opportunities within child welfare settings. ECU students select from an array of electives focusing on practice with children and families.

## FIELD EDUCATION

Field education provides important opportunities for students to test knowledge, integrate theory and practice, and develop competencies within a specific practice setting. Field placement is also a major point of intersection between the education and practice communities. Agency staff serve as field instructors and share responsibility for educating social work students.

All child welfare scholars complete at least one field placement in child welfare at a local DSS. CSWE requires that BSW students complete a minimum of 400 hours in placement. Students at the three North Carolina BSW programs that are part of the Collaborative complete a 480-hour practicum. At Appalachian State and North Carolina State, the practicum is completed in a one-semester block format. The University of North Carolina at Wilmington format for placement is concurrent, 2 semesters at 2 days weekly.

At the graduate level, students may be placed at DSS or another child welfare program during the first placement. The second placement must be in child welfare at a DSS. The CSWE requirement for graduate school is 900 hours in the field. Again, North Carolina programs exceed the minimum. Advanced standing students, with a BSW degree and in the accelerated MSW program, complete 980 hours in the field. All other students complete more than 1000 hours in practicum.

In the placement setting students have the opportunity to observe how social workers carry out their day-to-day responsibilities. After the initial orientation period, students work directly with families and other service providers. During the placement, students are expected to:

- 1) Test and validate ethics and values appropriate to the functions of social work in a public child welfare setting;
- 2) Develop and enhance self-awareness and disciplined use of self;
- 3) Facilitate the application of theory to real problem situations;
- 4) Learn and practice knowledge and skills in more than one method or model of helping that may be used in a public child welfare setting;
- 5) Develop skill and confidence in working with and helping various client units (individuals, dyads, families, groups, communities, and organizations) with a range of social and personal problems.

- 6) Identify the impact of the larger social system on the client and on the nature and effectiveness of human services, and to take this reality into account in helping people; and
- 7) Participate in formulating agency policy and procedures.

In year 1, 1999-2000, students were in placements in 10 counties. In the current year, 71 students are in placement in 33 counties. Appendix 4 provides additional information about field placements locations. Appendix 5, based on student feedback, illustrates the importance of field education for introducing students to the rewards and challenges of practice in public child welfare.

Delivery of Collaborative educational services is dependent on a sufficient supply of quality field placements. Agencies invest in training students by providing a qualified field instructor, a space for the student to work, and meaningful learning assignments that challenge students to grow and develop their skills.

In June 2000, the Collaborative convened a Field Education Summit to provide a forum for agencies, schools, students and others to discuss strategies to increase and strengthen the quantity and quality of field placements in child welfare. Both positive and negative aspects of field education were voiced during the summit. The dialog that began last June has continued at the local level during the year. A field education directory, listing liaisons at each social work program and at local Departments of Social Services, will be published in Spring 2001 to assist DSS representatives and social work educators to arrange and maintain placements.

#### OTHER EDUCATIONAL EXPERIENCES

Child welfare scholars participate in a variety of additional enrichment activities. For example, they attend the NC Children's Services Conference each year. At this conference they are exposed to workshops addressing many of the challenges and innovations in child welfare practice. They also have the opportunity to interact with child welfare practitioners from across the state.

Participating universities sponsor special events and presentations. Last year Dr. Richard Barth, the Frank A. Daniels Distinguished Professor for Human Services Policy Information at the University of North Carolina at Chapel Hill, gave presentations to students at both UNC-CH and the JMSW. North Carolina State University requires its Child Welfare Scholars to participate in a national videoconference seminar, which provides training on the recognition and reporting of abuse and neglect. The videoconferences are broadcast once a month this spring. The instructor, Douglas J. Besharov, is a professor at the Maryland School of Public Affairs and first director of the United States National Center on Child Abuse and Neglect.

Child welfare scholars from all six universities will gather in Greensboro on March 28, 2001 for the first joint Collaborative conference. Focusing on the transition from student to employee, this event will provide a panel discussion and workshops to prepare students to enter the workforce. Graduating child welfare scholars and their agency-based field instructors will be recognized.

The Child Welfare Resource Library, housed at the central Collaborative office, offers a collection of videos and resource materials that universities and agencies can use for curriculum

development. This library includes - training curricula, videos used for pre-service training, as well as computer-assisted genogram software and case simulations.

#### SPECIALIZED CURRICULUM AT A GLANCE

- **At least one specialized course** in child welfare
- **Field placement(s) in child welfare.** All students have at least one placement in child welfare in a county DSS. MSW students have 2 child welfare placements. According to Council on Social Work standards, MSW students must have at least 900 hours in practicum; BSW students, at least 400 hours. **All North Carolina programs exceed this minimum number of hours in placement**
- Students also participate in **conferences, workshops and other educational experiences** that expand knowledge and skills related to practice in child welfare settings. These activities develop their understanding of the complexity and multi-functional role of the DSS. Students learn the culture of the DSS and focus on the role of professional social workers in a diverse community based public welfare setting.
- The **pre-service training** competencies adopted by the North Carolina Division of Social Services are integrated in the specialized curriculum. BSW and MSW students satisfy the competencies through a combination of classroom and field courses. In addition, MSW students complete a 30-hour version of pre-service addressing “on the job” oriented competencies.

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## RECRUITMENT AND RETENTION

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The Collaborative is the first intensive statewide effort in recent decades addressing professional education to prepare social workers for practice in public child welfare. Working closely with county departments and the NC Association of County Directors of Social Services, Collaborative personnel have crafted a process for identification and education of new personnel. Current efforts focus on developing mechanisms to link graduates with employment opportunities.

The Collaborative also has a role in helping agencies retain talented employees who may not have social work education. These employees receive assistance to return to school and earn their degrees. Often, the school can arrange field placements within the agency in which the student is employed. Twenty-three percent of current child welfare scholars are also employed at a DSS.

Which Way to Graduate School is a three-hour workshop developed to reach out to employees. Offered at the Regional Training Centers and on-site at county departments, this workshop provides a forum for students to consider the requirements of graduate study and review the process of preparing the graduate school application. As indicated in Appendix 7, the workshop served 238 individuals last year.

Displays, presentations, and workshops at professional conferences and meetings are additional methods of informing DSS employees and others about the Collaborative.

Collaborative personnel participated in the recent Turnover Summit sponsored by the NCACDSS and will continue to work with the Association to address recruitment and retention issues.

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## **PROGRAM EVALUATION**

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The evaluation committee is composed of faculty from all MSW Collaborative programs as well as community-based field instructors. The committee will be expanded to include BSW program representatives. The purpose of the committee is to develop and monitor student and program outcomes of the Collaborative. The committee is charged with the following:

- To develop an evaluation plan for assessing student, curriculum and program outcomes
- To identify or develop data collection tools to measure outcomes
- To gain consensus among all Collaborative programs on evaluation procedures
- To monitor implementation of evaluation

One of the early tasks of the committee was to develop a logic model that accurately connected program goals, inputs, activities, and outcomes. The logic model serves as a guide to the committee in assuring that all Collaborative activities are monitored and assessed.

The first task undertaken by the evaluation committee consisted of developing a plan for assessing student knowledge and skill outcomes identified by the Division of Social Services as necessary for beginning level practitioners. The committee was guided by several values as it sought to identify or develop student outcome measures. First, outcomes would be measured by multiple measures and multiple methods. Second, outcomes would be measured repeatedly, throughout the student's educational experience; and finally, measures would include assessment of both knowledge and skills. The committee identified the following methods to assess student outcomes:

1) Pre-test/post-test

The North Carolina Division of Social Services has commissioned the development of an evaluation tool that measures knowledge of child welfare practice for beginning level workers. Collaborative students will use this assessment tool prior to pre-service training, following pre-service training, at the end of the 1st year in the Collaborative and at the end of the 2nd year in the Collaborative. This tool is currently under development and we expect a final tool by June 2001.

2) Field Evaluation

Data collection on field performance will begin in January 2001 at all MSW Collaborative Programs. Students are required to demonstrate 12 practice skill competencies during their field practicum. Competencies are rated on a four point, Likert type scale. Students will complete a self-assessment of their performance on the competencies at the end of each semester and the field instructor will make an independent competency assessment. Field instructors will review the document with the student and offer suggestions for improving low achieving areas.

- 3) Student Portfolio. Planning phase, expected implementation date, August 2001.
- 4) Skills Learning Activity. Planning phase, expected implementation date, January 2002.

Future plans for the evaluation committee include integrating BSW faculty and students in the evaluation plan and process, expanding field instructor representation on the committee, identifying specific strategies and measures for assessing curriculum and program outcomes, and finalizing and implementing all student outcome evaluations measures.

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## **CHALLENGES AND EMERGING ISSUES**

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In less than 2 years of implementation, the project has focused on developing an organization structure to facilitate collaborative work among higher education institutions, state government, and local agencies. As with any new program, growth and success is accompanied by challenges. A few of the more significant challenges are mentioned below.

### **IV-E RESTRICTION ON EMPLOYMENT OF STUDENTS IN FIRST COHORT**

The most immediate challenge is short-term. During the project's first year, 1999-2000, all funding was from Title IV-E. Students who had contracts during this year are, therefore, required to seek employment in child welfare positions that focus on IV-E eligible families. This arrangement benefits larger counties and disadvantages counties unable to arrange caseloads meeting the terms of the student contracts. Most students seeking employment under the IV-E restriction will graduate in May 2001; a few part time students will graduate in 2002. In addition to the disadvantage to agencies that may have greatest need for an MSW, students/employees are also adversely affected. The Collaborative graduates have more experience and are often eligible for promotion to supervisory positions in their agencies. Under this ruling, former scholars cannot accept promotions and comply with the terms of their contracts. Although this problem is short term, the public relations impact may persist even after the restriction has ended. A joint committee of DSS Directors, Division Staff, and Collaborative Staff are developing strategies to cope with this issue.

## DUAL STATUS: STUDENT EMPLOYEES AND EMPLOYED STUDENTS

DSS employees often maintain active employment status while they pursue degrees as either full time or part time students. Students who are not initially employed by the DSS are sometimes offered temporary, part time, or permanent positions before they have earned their degrees. This blending of the student and DSS employee roles raises multiple issues related to level of support, contractual payback requirements, educational integrity, and equity relative to students who are not DSS employees. These issues must be addressed so that the Collaborative can assist current employees in upgrading their credentials. The State Advisory Board has discussed some of these issues and during the next year, we will investigate how similar programs in other states operate relative to the employed student.

## PROGRAM EXPANSION

In addition to the six programs now participating in both the educational and financial components of the Collaborative, 7 BSW programs and 1 MSW program are in the process of affiliating with the project. As previously noted, these programs will complete a curriculum analysis and develop a plan to strengthen child welfare content in their curricula. Additional funding is needed, however, before these programs can participate in the financial component of the project. Students in these 8 programs will not have service awards and will not have a contractual obligation for employment when they graduate. Without funding, these programs will not be able to develop specialized curriculum.

## FUNDING

Stabilization and expansion of the funding base is critical so that the program can achieve the goal of reprofessionalizing public child welfare in North Carolina. The universities' ability to provide increasing amounts of match as more universities are added is an important asset that can be used to attract IV-E dollars. Since IV-E is an uncapped entitlement, it provides an opportunity to meet current and future program needs. It is essential that the cost allocation approach include a favorable blend of university match, IV-E dollars, and other dollars so that all social work education programs can fully participate in the Collaborative.

## RETENTION

Based on the experience of other states, it is reasonable to expect that most Collaborative graduates will complete their employment obligations. Most will have a 2-year payback period. Their experiences in the agency during those two years will influence the rate of retention beyond the contractual payback period. Agency-based factors such as the quality of supervision, the climate of the work environment and the supports for professional practice are important contributors to job satisfaction and retention.

Employees who return after earning their degrees need recognition of their increased knowledge and skills and need a career ladder within the agency. These employees often leave when they receive more attractive offers for meaningful professional work in another system. Departments of Social Services compete with public schools, mental health agencies, and health departments for professionally educated social workers. DSS needs internal and external supports so that it can compete effectively in this marketplace.

## RESEARCH

Education is not sufficient for maintaining a well-prepared work force. It is imperative to also prepare students for emergent issues and practice trends. Research for curriculum development and program enhancement is a vital aspect of the Collaborative. Partnerships with practitioners to initiate research projects can help agencies address current practice issues, as well as assisting universities in shaping curriculum and refining teaching methodology. This dimension of the Collaborative will be developed as funding is secured.

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## CONCLUSION

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The foundation for a successful program is firmly established. The program has solidified cooperative working relationships across institutions and systems. These relationships are the framework for numerous joint activities such as selection and education of students, personnel advocacy, research and curriculum development.

Six universities are full participants in the Collaborative and together, these schools have enlisted more than 75 students in the program. More than forty students will graduate and begin contractual employment this year. Universities have started strengthening curricula related to child welfare. The increased visibility of child welfare in the social work program increases the awareness and knowledge of faculty and students who do not participate directly in the program.

Opportunities abound for innovative problem solving. If the collaborating partners can manage these opportunities and creatively address threats, the Collaborative can build a solid program that will significantly contribute to resolving the child welfare staffing crisis.

NORTH CAROLINA CHILD  
WELFARE EDUCATION  
COLLABORATIVE

PROGRESS REPORT

**APPENDICES**

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## APPENDIX 1: SUPPORT FOR SOCIAL WORK EDUCATION & CHILD WELFARE PRACTICE IN NORTH CAROLINA

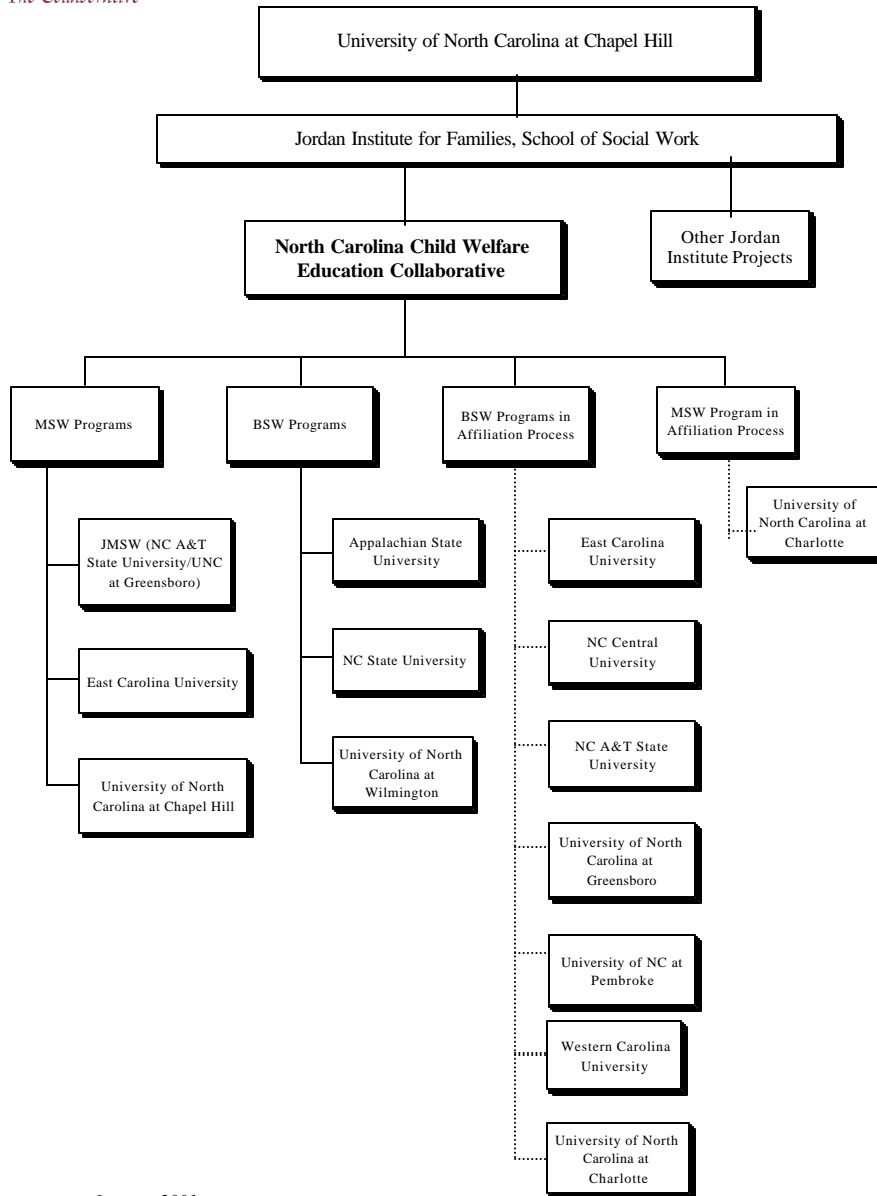
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WHEN	EVENT
<i>1970's</i>	<ul style="list-style-type: none"> <li>Title XX provided support for social work education</li> </ul>
<i>1993-94</i>	<ul style="list-style-type: none"> <li>Blue Ribbon Committee on Social Worker Development recommends investment in education of social workers</li> </ul>
<i>1994-96</i>	<ul style="list-style-type: none"> <li>Social Workers' Educational Loan Fund provides support for 28 social work students (19 BSWs &amp; 9 MSWs)</li> </ul>
<i>1998-2000</i>	<ul style="list-style-type: none"> <li>BSW Child Welfare Pre-Service Training Curriculum Project</li> </ul>
<i>1999</i>	
January - June	<ul style="list-style-type: none"> <li>Planning Period for North Carolina Child Welfare Education Collaborative</li> <li>Project Director appointed</li> </ul>
April	<ul style="list-style-type: none"> <li>First Planning Committee Meeting</li> </ul>
April – July	<ul style="list-style-type: none"> <li>Curriculum Analysis at 3 MSW programs.</li> </ul>
July	<ul style="list-style-type: none"> <li>General Assembly authorizes the North Carolina Division of Social Services to grant exemptions to the mandatory pre-service training. Alternative Pre-Service Training for MSWs authorized by the Division</li> </ul>
August - December	<ul style="list-style-type: none"> <li>First cohort of Child Welfare Scholars selected at UNC-CH, ECU and JMSW</li> </ul>
December	<ul style="list-style-type: none"> <li>Contract executed between North Carolina Division of Social Services and the Jordan Institute for Families</li> </ul>
<i>2000</i>	
January	<ul style="list-style-type: none"> <li>Students receive service awards at 3 MSW programs: UNC-CH, ECU, JMSW</li> </ul>
May	<ul style="list-style-type: none"> <li>First child welfare scholars graduate (N=2)</li> </ul>
July	<ul style="list-style-type: none"> <li>Funds awarded for expansion to BSW Programs</li> </ul>
October	<ul style="list-style-type: none"> <li>Initial planning meeting with BSW programs</li> <li>Collaborative Assistant Director appointed</li> </ul>
<i>2001</i>	
Spring	<ul style="list-style-type: none"> <li>Students receive service awards at 3 BSW programs: North Carolina State, UNC-W, Appalachian State (pending execution of contract with North Carolina-DSS)</li> </ul>
May	<ul style="list-style-type: none"> <li>Second cohort of Child Welfare Scholars graduate (N=41), includes both BSWs and MSWs</li> </ul>
March – December	<ul style="list-style-type: none"> <li>Curriculum Analysis at 7 new public BSW programs and 1 new public MSW program</li> </ul>

## APPENDIX 2: COLLABORATIVE ORGANIZATION CHART



### North Carolina Child Welfare Education Collaborative Organizational Chart



January 2001

## APPENDIX 3: CHILD WELFARE SCHOLARS IN PROFILE

### Disposition of All Student Applications: 1999-2000 & 2000-2001

	ECU	JMSW	UNC-CH	ASU	NC State	UNC-W	Total
<b>Total Applicants</b>	29	21	38	15	14	8	125
<b>Not Accepted or Declined</b>	3	0	10	5	3	1	22
<b>Total Accepted</b>	23	21	26	10	10	7	97
<b>Graduated</b>	0	0	2	NA	NA	NA	2
<b>Withdrew</b>	3	0	2	0	0	0	5
<b>Continuing in Collaborative</b>	21	21	24	10	10	7	93

+ First cohort selected Spring 2000.

### Profile of All Accepted Students: 1999-2000 and 2000-2001

	ECU		JMSW		UNC-CH		NC State		Appalachian State		UNC-Wilmington		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Female	20	87%	19	90%	22	85%	7	70%	9	90%	6	86%	83	86%
Male	3	13%	2	10%	4	15%	3	30%	1	10%	1		14	14%
Average Age	31		30		29		26		29				29	
Caucasian	14	61%	8	38%	19	73%	7	70%	10	100%	6	86%	64	66%
African American	7	30%	12	57%	2	8%	3	30%	0	0%	0	0%	24	25%
Hispanic/Latino	0	0%	1	5%	0	0%	0	0%	0	0%	0	0%	1	1%
Native American	0	0%	0	0%	2	8%	0	0%	0	0%	0	0%	2	2%
Asian American	0	0%	0	0%	3	12%	0	0%	0	0%	1	14%	4	4%
Other	2	9%	0	0%	0	0%	0	0%	0	0%	0	0	2	2%
<b>Total</b>	<b>23</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	<b>26</b>	<b>100%</b>	<b>10</b>	<b>100%</b>	<b>10</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>97</b>	<b>100%</b>
Previously Completed Pre-Service Training	11	14%	1	1%	12	15%							24	25%
Students Concurrently Employed at DSS	5	9%	0	0%	9	14%							18	19%
Have BSW	8	10%	0	0%	4	5%							12	12%

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**APPENDIX 4: 2000-2001 FIELD PLACEMENT STATUS OF CHILD WELFARE SCHOLARS**

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<b>AGENCY</b>	<b>NUMBER OF STUDENTS</b>	<b>YEAR OF GRADUATION</b>	<b>NUMBER OF HOURS</b>	<b>VALUE OF TIME @ \$8/HR</b>
Ashe Co.	1	May 01	480	\$3,840
Beaufort Co.	1	May 01	760	\$6,080
Brunswick Co.	2	May 01	480	\$3,840
		May 02	320	\$2,560
Burke Co.	1	May 01	480	\$3,840
Buncombe Co.	2	May 02	480	\$3,840
		May 02	480	\$3,840
Caldwell Co.	1	May 01	480	\$3,840
Catawba Co.	6	May 01	980	\$7,840
		May 01	696	\$5,568
		May 02	360	\$2,880
		May 02	360	\$2,880
		May 02	360	\$2,880
		May 02	360	\$2,880
Chatham Co.	3	May 01	720	\$5,760
		May 01	696	\$5,568
		May 02	360	\$2,880
Cumberland Co.	2	May 01	760	\$6,080
		May 02	320	\$2,560
Davidson Co.	4	May 01	696	\$5,568
		May 01	696	\$5,568
		May 01	696	\$5,568
		May 02	360	\$2,880
Durham Co.	5	May 01	720	\$5,760
		May 02	480	\$3,840
		May 01	720	\$5,760
		May 02	480	\$3,840
		May 01	360	\$2,880
Edgecombe Co.	1	May 02	320	\$2,560
Forsyth Co.	2	May 01	696	\$5,568
		May 02	360	\$2,880
Gaston Co.	1	May 01	720	\$5,760
Greene Co.	1	May 01	320	\$2,560
Guilford Co.	3	May 01	696	\$5,568
		May 01	696	\$5,568
		May 02	360	\$2,880
Johnston Co.	3	May 01	980	\$7,840
		May 01	480	\$3,840
		May 01	760	\$6,080

<b>AGENCY</b>	<b>NUMBER OF STUDENTS</b>	<b>YEAR OF GRADUATION</b>	<b>NUMBER OF HOURS</b>	<b>VALUE OF TIME @ \$8/HR</b>
Lee Co.	1	May 01	696	\$5,568
Lenoir Co.	2	May 01	760	\$6,080
		May 02	320	\$2,560
Mecklenburg Co.	1	May 01	696	\$5,568
Nash Co.	1	May 02	320	\$2,560
New Hanover Co.	2	May 01	480	\$3,840
		May 01	760	\$6,080
Onslow Co.	3	May 01	480	\$3,840
		May 02	320	\$2,560
		May 01	760	\$6,080
Orange Co.	2	May 01	720	\$5,760
		May 01	720	\$5,760
Person Co.	1	May 02	480	\$3,840
Pitt Co.	1	May 01	760	\$6,080
Rockingham Co.	1	May 01	696	\$5,568
Vance Co.	1	May 02	480	\$3,840
Wake Co.	11	May 02	480	\$3,840
		May 01	720	\$5,760
		May 01	720	\$5,760
		May 02	480	\$3,840
		May 02	480	\$3,840
		May 01	980	\$7,840
		May 01	696	\$5,568
		May 01	480	\$3,840
		May 01	480	\$3,840
		May 01	480	\$3,840
		May 02	320	\$2,560
Watauga Co.	1	May 01	480	\$3,840
Wayne Co.	1	May 01	760	\$6,080
Wilkes Co.	1	May 01	480	\$3,840
Wilson Co.	2	May 02	320	\$2,560
		May 02	320	\$2,560

<b>32 Counties</b>	<b>71 Students</b>	<b>N/A</b>	<b>39,664 hours</b>	<b>\$317,216</b>
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Data based on 6 programs: East Carolina University (MSW), the Joint MSW Program (North Carolina A&T and University of North Carolina at Greensboro, University of North Carolina at Chapel Hill (MSW), North Carolina State University (BSW), Appalachian State University (BSW) and University of North Carolina at Wilmington (BSW).

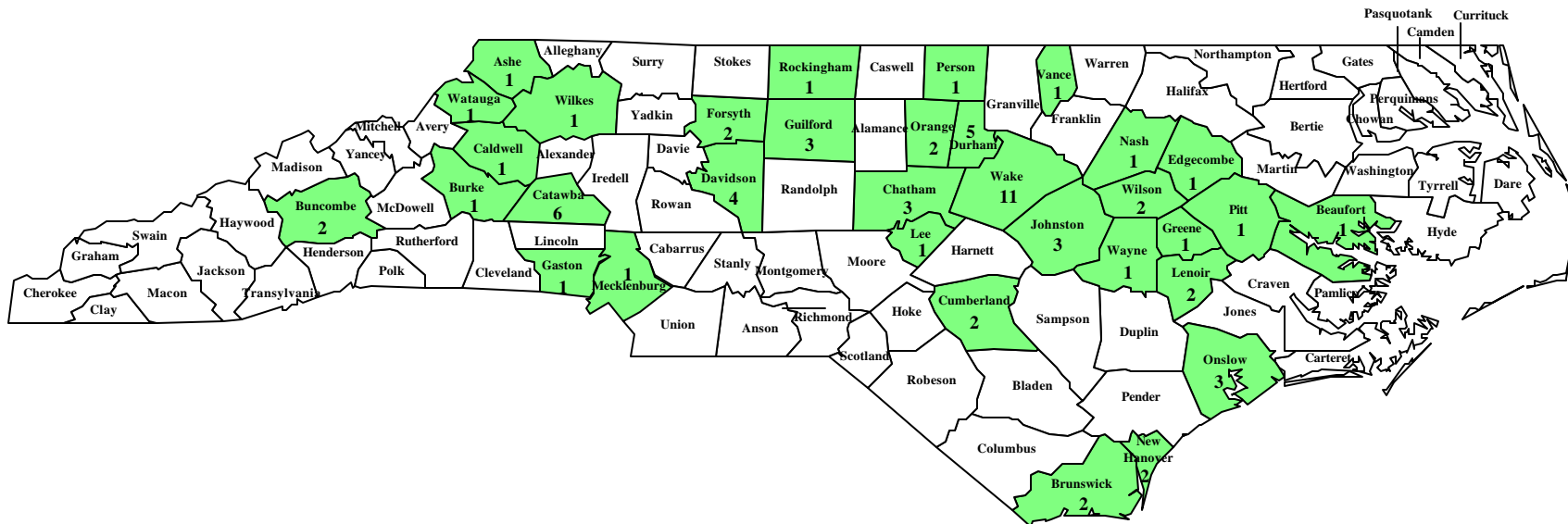
The Council on Social Work Education Curriculum Policy Statement (CSWE, 1994) sets field placement standards. Field education at the master's level requires a minimum of 900 hours in field practicum. MSW students are usually in practicum 3-4 semesters. At the baccalaureate level, 400 hours in field practicum are required. This is typically completed in 1-2 semesters

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## NORTH CAROLINA CHILD WELFARE EDUCATION COLLABORATIVE

### PUBLIC CHILD WELFARE FIELD PLACEMENTS, 2000-2001

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Data based on 6 programs: East Carolina University (MSW), the Joint MSW Program (North Carolina A&T and University of North Carolina at Greensboro), University of North Carolina at Chapel Hill (MSW), North Carolina State University (BSW), Appalachian State University (BSW) and University of North Carolina at Wilmington (BSW). Seventy-one students are in placement in 33 North Carolina counties.

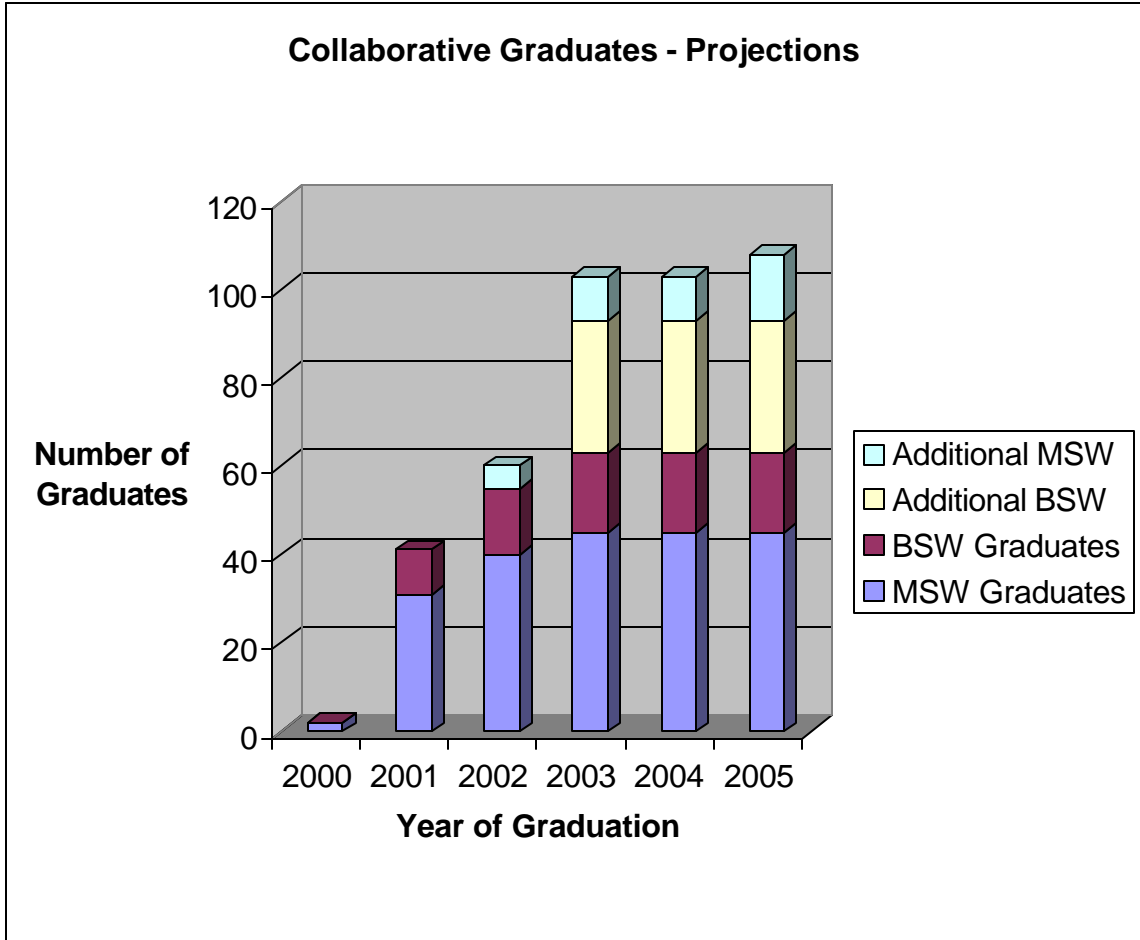
**APPENDIX 5: JMSW STUDENT FEEDBACK REGARDING DSS  
CHILD WELFARE FIELD PLACEMENTS -- JANUARY, 2001**

<b>MOST BENEFICIAL/POSITIVE ASPECTS</b>	<b>PROBLEMS/CONCERNS RE: FIELD SETTING</b>
<ul style="list-style-type: none"> <li>• Being in same DSS County setting for 2nd year placement.</li> <li>• Having my own caseload with direct contact with clients.</li> <li>• Being a member of a great working team at my DSS field setting.</li> <li>• Excellent clinical supervision.</li> <li>• Attending case presentations at DSS staffings.</li> <li>• Having a very support field instructor.</li> <li>• Field instructor is training me at both the direct service level and supervisory level.</li> <li>• Attending relevant workshops and training.</li> <li>• Being involved in the entire process from initial referral to the successful reunifications of two families.</li> <li>• Observing how other workers handle their caseload.</li> <li>• Relevant and helpful field seminar.</li> <li>• Supportive and encouraging field liaison.</li> <li>• Being involved in court cases and seeing how the process works.</li> <li>• Having more than one staff member to consult regarding my cases.</li> <li>• Networking with professionals in the community.</li> <li>• Participation in directors' meetings.</li> <li>• Working directly with children from the foster care and adoption units.</li> <li>• Experience has changed my negative view of DSS offices in rural settings-I have come to respect and appreciate the professionalism and team support in my field placement.</li> <li>• Agency has developed templates on computers for daily forms which cuts down on time spend on paperwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Having to do both DSS day sheets and field logs.</li> <li>• Cannot be available for families in crisis on non-field days.</li> <li>• DSS sometimes uses me to fill in for caseload not covered because of worker turnover.</li> <li>• Have observed some racism among some DSS staff members.</li> <li>• Some individual DSS offices seem to not always follow state recommendations for when children should be removed from homes.</li> <li>• DSS work is often very fast pace and stressful and I am concerned about how long one can last in such a position.</li> <li>• I disagree with some workers' rationale for removing children from their homes.</li> <li>• Difficulties working with one member of my DSS team.</li> <li>• New field instructors need to be trained and better prepared for taking on MSW students.</li> <li>• Have observed some clear differences between workers with social work credentials and those not having any.</li> <li>• My agency was using me for transportation help until I spoke up for myself -that has now stopped.</li> <li>• Cannot take on cases that involve court because of field placement days.</li> <li>• Too much paperwork and forms to complete that prevent workers from providing critical services to clients.</li> </ul>

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## APPENDIX 6: PROJECTED GRADUATES

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**APPENDIX 7: STATE ADVISORY BOARD MEMBERS, 2000 -2001**

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**Dan Beerman**

Joint MSW Program (NC A&T State/UNC - Greensboro)

**Kathy Boyd**

NASW - North Carolina Chapter

**Rebecca Brigham**

North Carolina Division of Social Services

**Jim Cox**

East Carolina University

**Mel Crocker**

DHHS Human Resources Dept

**Nancy Dickinson**

Jordan Institute for Families

**Brenda Evans**

Forsyth Co. DSS

**Hobert Freeman**

Edgecombe Co. DSS

**Terry Gibson**

Western Carolina University

**Bob Hensley**

North Carolina Division of Social Services

**Sharon Hirsch**

North Carolina Association of County Directors of Social Services

**Vanessa Hodges**

UNC at Chapel Hill

**Dan Hudgins**

Durham Co DSS

**Michelle Hughes**

North Carolina Prevent Child Abuse

**Bernard Hyman**

UNC-CH School of Social Work

**Donna Jacobs**

Pasquotank Co. DSS

**Wanda Jenkins**

Wake Co. Human Services

**Mac Lakey**

NC Association of County Directors of Social Services

**Earl Marett**

Johnston Co. DSS

**Steve Marson**

UNC at Pembroke

**Myma Miller**

North Carolina Child Welfare Education Collaborative

**Cynthia Napoleon-Hanger**

North Carolina Exchange Club Child Prevention Ctr.

**Tamara Norris**

UNC at Chapel Hill

**Susan Osborne**

Alamance Co. DSS

**Joan Pennell**

North Carolina State University

**Phil Popple**

UNC at Charlotte

**Nelson Reid**

UNC at Wilmington

**Jerry Rhodes**

Washington Co. DSS

**John Rife**

UNC - Greensboro

**Deborah Ryals**

East Carolina University

**Kim Strom-Gottfried**

UNC at Chapel Hill

**Eugene Sumner**

Meredith College

**John Turner**

Appalachian State University

**Linner Ward Griffin**

East Carolina University

**Evelyn Williams**

North Carolina Child Welfare Education Collaborative

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## APPENDIX 8: WHICH WAY TO GRADUATE SCHOOL

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This three-hour workshop is offered at the DSS Regional Training Centers and on-site at county Departments of Social Services. Current DSS staff who may be interested in an MSW Program are the target audience. Staff of other human service programs may participate when space is available. The purposes of this training are to provide information about MSW programs in the state and to help participants develop competitive application portfolios.

<b>Program Date</b>	<b>Location</b>	<b>Participants</b>
May 15, 2000	Greensboro RTC	17
June 5	Kinston RTC	13
July 17	Charlotte (2 sessions) RTC	22
August	Asheville RTC (Cancelled, low registration)	0
September 15	Wake Human Services	26
September 18	Greensboro RTC	15
September 25	Kinston RTC	9
October 6	Wake Human Services	12
October 9	Buncombe Co. DSS	17
October 27	Wake Human Services	18
October 31	North Carolina State/Meredith College Social Work Students	40
November 1	UNC Pembroke Social Work Students	18
November 16	North Carolina Social Services Institute (2 sessions)	31
<b>14 sessions</b>		<b>238 participants</b>

### WHAT STUDENTS ARE SAYING ABOUT WHICH WAY TO GRADUATE SCHOOL:

“The entire training was great. I benefited by hearing about the foci of different schools as well as how to prepare to take the GRE and complete the application.”

“This training included practical information that I have never heard anyone else talk about. Thank you.”

“This was perfect!”

“I especially enjoyed information on the Collaborative. It seems to be a very promising program that is offering opportunities for some of us who would otherwise not be able to pursue our career goals.”

“The enthusiasm of the presenters was great. Thank you for all the TLC and letting us ask so many questions.”

*For additional information, contact*

Principal Investigator      Nancy Dickinson,  
Executive Director  
Jordan Institute for Families  
School of Social Work  
University of North Carolina at Chapel Hill

Project Director            Evelyn Williams, MSW, EdD  
Jordan Institute for Families  
School of Social Work  
University of North Carolina at Chapel Hill  
CB# 3550, 301 Pittsboro Street  
Chapel Hill, NC 27950-3550  
[ewms@email.unc.edu](mailto:ewms@email.unc.edu)