

Public Child Welfare Employees: Their Education

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The professional education of child welfare workers is an important factor in the effectiveness of the public child welfare programs. For this reason, information on the educational background of social work employees in these programs was included in the joint study made by the Children's Bureau and the Bureau of Public Assistance in mid-1950; the information is summarized in the following pages. Earlier Bulletin articles reported on the education and salaries of public assistance employees in social work in the State and local agencies administering the federally aided public assistance programs.

IN 1950, one-fifth of the more than 4,100 persons engaged primarily in State and local public child welfare work had full professional social work training. Another 25 percent had at least 1 year of graduate social work study but had not completed their second year. In all, 60 percent of the public child welfare employees had some graduate social work study.

These are some of the facts revealed by a study conducted jointly by the Children's Bureau and the Bureau of Public Assistance of the Social Security Administration in the late spring and early summer of 1950, as part of the survey of salaries and working conditions in social work conducted by the Bureau of Labor Statistics¹ in cooperation with the National Social Welfare Assembly and the National Council on Social Work Education. The Federal Security Agency study covered 34,000 persons in social work positions in State and local agencies administering public child welfare and public assistance programs.²

Questionnaires for the individual social work employees were sent out to State and Territorial public welfare departments throughout the country. Each employee was asked to indicate

the social work program on which he spent most of his time. If an employee was involved, for example, in determining eligibility for assistance and in approving foster homes for the placement of children, he specified only the one program on which he spent the greatest part of his time. Roughly 1 out of every 8 persons, or 4,163 in all, indicated that they spent most of their time on public child welfare programs.

The social work employees who were working primarily on public child welfare programs are the subject of this report. Included among these child welfare employees were 3,002 caseworkers, 705 supervisory staff members (supervisors of caseworkers and district child welfare consultants), 277 persons in executive positions, and 179 special consultants and other social work employees.

The 4,163 child welfare workers covered by this report represent 34 percent of the 12,400 persons employed in child welfare work throughout the Nation—in public and voluntary children's agencies and institutions, in juvenile courts, and in departments of education. They constitute nearly two-thirds of the 6,600 persons employed in public and voluntary children's casework agencies, excluding institutions, but only 6 percent of the 75,000 employees in all types of social work throughout the country.

What Child Welfare Workers Do

Child welfare workers provide social services for children. This work requires considerable skill, knowledge, and understanding. With the purpose

of strengthening family life, child welfare workers concentrate on work with or in behalf of children. Some of these children are in their own homes but are having difficulty in getting along with their families or with other persons. Some are neglected or abused, while some are in danger of becoming delinquent.

Child welfare workers help to plan for the care of children in foster family homes or in children's institutions when the child's own home cannot provide proper care. They plan for adoption when the child must be permanently separated from his own home. The problems of unmarried mothers and their babies and of working mothers who must plan for the care of their children while they are at work all come within the province of the child welfare worker. In addition, child welfare workers take an active part in developing improved State laws relating to the care and protection of children, such as those governing adoption, guardianship, and child placement. Part of the job of all child welfare workers is to work with community groups to improve health, educational, recreational, and welfare services for children.

All public child welfare programs provide some of these services but not all provide this complete range of services. In some States, certain services are provided only by the juvenile courts or by voluntary agencies for children. And even within a given State, the availability of public child welfare services may differ considerably from county to county.

Professional Training of All Employees

At the present time, 2 years of graduate study in a school of social work are required for full professional training for social work. The curriculum includes both classroom and field work courses. The graduate students are assigned to supervised field work

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¹ *Social Workers in 1950*, American Association of Social Workers, 1952.

² See Elizabeth Epler, "Public Assistance Employees: Their Education," *Social Security Bulletin*, February 1952; and Ellen Perkins and Charles Lopes, "Public Assistance Employees: Their Salaries," *Social Security Bulletin*, March 1952.

Table 1.—Graduate social work education of public child welfare employees, all social work employees, and employees of voluntary child welfare casework agencies, June 1950

Amount of study in graduate school of social work	Percent of employees in—		
	All social work programs ¹	Noninstitutional child welfare programs of—	
		Public welfare agencies	Voluntary agencies ¹
Total.....	100	100	100
2 or more years.....	16	20	47
1 but less than 2 years.....	11	25	19
Less than 1 year.....	13	15	11
None.....	60	40	23

¹ Source: *Social Workers in 1950*, American Association of Social Workers, 1952, table D-14, p. 48.

in which they spend 15-25 hours a week throughout most of their years of study. That is, they work under special supervision in a social work agency where they "learn by doing." They learn, according to a United Nations report, "to interview, to record information, to separate the various elements, environmental and emotional, that make up the problems with which they are called upon to deal, to use the social resources in the community, to participate with the client in carrying through a plan of social treatment, and to work in close association with their colleagues in other fields as well."³ The same report termed this part of a social worker's education "one of the most important learning experiences in the area of practical work because, beyond anything else, it distinguishes the trained social worker from the amateur."

Besides this vital field work experience, the graduate student acquires knowledge and skills through his program of classroom courses. The two curriculum areas dovetail.

The Children's Bureau believes that child welfare workers in State and local child welfare programs should have these two full years of study in a graduate school of social work in order to serve children most effectively.

Considering the 4,163 child welfare employees as a group, without regard to their position (supervisors, case-

workers, consultants, etc.), 1 out of every 5 had had full professional training. In all, 60 percent had had some study in a graduate school of social work. Forty-five percent had had at least 1 year of study, and 15 percent had studied for less than a year. Some of this latter group may have had only a course or two. Others may have had a fuller curriculum that included some supervised field work. Forty percent of the public child welfare employees had not had any graduate social work study.

But social work as a profession is very young. Throughout the entire field of social work, only 16 out of every 100 persons had had 2 years or more of study at a graduate school of social work.⁴ Public child welfare therefore has a greater proportion of persons with full professional training (20 percent) than the field of social work as a whole. It has, however, fewer employees with professional training, proportionately, than the children's casework programs under voluntary agency auspices. Forty-seven percent of this latter group have had at least two full years of graduate social work study.

Professional Training and Agency Size

The number of public child welfare employees within a State is determined by many things. First, there is the population or size of the State itself. The organization and functions of the agency are also important. In some States nearly all public child welfare services are provided by full-time child welfare staff. In others, general welfare workers who have responsibility for providing a variety of services may be responsible for providing specialized services to children in some counties. In States, however, where a small number of employees were engaged primarily in public child welfare, proportionately more of the workers had graduate social work study than in States with larger child welfare staffs. In States with fewer than 25 child welfare employees, 69 percent of the 210 workers had had at least 1 year of graduate social work study. For States with 50 or more child welfare workers, the percentage

States with specified number of child welfare employees	Number of States	Child welfare employees	
		Number	Percent with year or more of graduate social work study
Total.....	53	4,163	45.0
50 or more employees (Ala., Calif., Conn., D.C., Ga., Ill., Ind., La., Md., Mass., Mich., Minn., N.J., N. Y., N. C., Ohio, Pa., P. R., Tenn., Tex., Va., Wash., W. Va., Wis.).....	24	3,410	41.0
25-49 employees (Ark., Colo., Fla., Hawaii, Iowa, Ky., Maine, Miss., Mo., Nebr., Okla., Oreg., R. I., S. C.).....	14	543	61.5
Less than 25 employees (Alaska, Ariz., Del., Idaho, Kans., Mont., Nev., N. H., N. Mex., N. Dak., S. Dak., Utah, Vt., V. I., Wyo.).....	15	210	68.6

The States with 50 or more public child welfare employees are usually those with large populations and big cities. The States with smaller child welfare staffs, generally, have relatively small populations and these populations are primarily in rural areas. The impact of Federal child welfare services funds upon the total State program may explain some of the difference in the extent of professional training among the States. Since these funds are concentrated largely on providing services in rural areas, a relatively larger number of the workers paid from Federal funds are in rural areas than in urban areas.

There are, in addition, proportionately more employees paid from Federal funds among the smaller State staffs. In joint planning for the use of the funds, the States and the Children's Bureau have agreed that positions paid from Federal child welfare services funds should be filled by professionally qualified persons. This procedure has helped to improve the professional qualifications of child welfare staffs generally. Furthermore, in the small rural States, proportionately more of the total child welfare staff have been able to obtain gradu-

³ *Training for Social Work, An International Survey*, United Nations Secretariat, Department of Social Affairs, 1950, p. 29.

⁴ *Social Workers in 1950*, p. 48.

ate social work training through the use of Federal funds than in large urban States. The use of Federal funds in rural areas has apparently offset for the better qualified personnel the pull of the urban areas, where salaries might be higher and opportunities for continuing professional growth might be better.

Although larger State programs have proportionately fewer professionally trained staff members, they have supervisory and executive personnel, who as a group are professionally well qualified, to guide workers who do not have professional training. Smaller agencies usually have few persons in supervisory positions, especially casework supervisors, and therefore cannot provide day-to-day supervision for each worker. Since supervision must sometimes be arranged with wide intervals of time between contacts, the smaller agencies need to rely more fully upon the professional training of each individual employee.

Professional Training of Supervisory Staff

As compared with public child welfare employees in other types of positions, the supervisory staff was the best qualified from the point of view of professional education. Forty-six percent of the 705 child welfare supervisory staff members had had at least two full years of graduate social work study. In other words, nearly 1 out of every 2 supervisors of caseworkers, child welfare consultants, and other persons whose positions carried supervisory though not executive responsibility had full professional training. Another 32 percent had had at least 1 year of study, while 12 percent had studied at a school of social work for less than a year. Ten percent had never attended a graduate school of social work.

Full professional social work training, besides extending for 2 years, includes several semesters of field work. The second year, or advanced field work placement, is usually in the area in which the student plans to specialize. Thus, it is significant that more than 2 out of every 5 (43 percent) of the 635 supervisory staff members who had studied at a graduate school of social work had had not only more

Table 2.—Graduate social work education of child welfare employees, by position, June 1950

Amount of study in graduate school of social work	All positions	Executives	Case-workers	Supervisory staff	Other social work employees
Total number	4,163	277	3,002	705	179
Total percent	100.0	100.0	100.0	100.0	100.0
With study in graduate school of social work	60.2	69.7	50.9	90.1	81.6
2 or more years	20.0	32.8	11.4	45.6	43.6
With 2-year degree	17.0	29.2	9.6	38.4	37.5
Without 2-year degree	3.0	3.6	1.8	7.2	6.1
1 but less than 2 years	25.2	21.7	23.7	31.9	26.8
Less than 1 year	15.0	15.2	15.8	12.6	11.2
With field work	4.1	7.2	4.0	3.2	3.4
Without field work	10.2	6.9	11.0	9.1	7.8
No report on field work	7	1.1	8	3	-----
None	39.8	30.3	49.1	9.9	18.4

¹ Includes a few employees who reported a 2-year degree or certificate but study of less than 2 years.

² Includes a few employees who reported a 1-year degree or certificate but study of less than 1 year.

³ Includes a few employees who reported graduate social work study but did not specify amount.

⁴ Includes a few employees who did not report if they had any graduate social work.

than one semester of field work but for their advanced field work had been placed in child welfare. Another 29 percent of the supervisory staff with graduate social work study had had more than one semester of field work but had been placed in programs other than child welfare.

Like the supervisory staff, the executive staff included a substantial number of professionally trained employees. Thirty-three percent of the executives working primarily on child welfare had had 2 years of graduate social work study; a total of 55 percent had had at least 1 year. Executives in a child welfare program are responsible for the planning, organization, and direction of the work. They also carry responsibility for coordinating and interpreting child welfare programs so that the needs of children will be adequately met. They must give leadership to staff and to communities in providing for the welfare of children. Professional training in social work is a necessity for anyone carrying such responsibilities.

Closely associated with both the executive and the supervisory staff is a heterogeneous group of special consultants and other social work employees who are not providing services directly to children. The proportion of this group with full professional training was nearly the same—44 percent—as that for supervisors. Roughly 7 out of 10 reported at least 1 year of graduate social work study. This group includes research staff, consultants on training and staff development and on foster family or

group care, as well as others concerned with special areas of child welfare program and administration.

Professional Training of Caseworkers

The caseworkers are the largest group of public child welfare employees—3,002 out of 4,163. One in 3 child welfare caseworkers had had at least 1 year of professional study; one in every 2 reported some study in a graduate school of social work, though not always a full year. Thirty-seven percent had a bachelor's degree only or a bachelor's degree and some graduate study in fields other than social work. About 12 percent of these caseworkers did not have even a bachelor's degree.

These 3,002 caseworkers were providing casework services to about four-fifths of the more than 245,000 children who were being served by public welfare agencies in June 1950. The rest of the children—less than a fifth—were being served by general welfare workers, primarily responsible for public assistance, or—because of staff vacancies, the child's special problems, or other reasons—they were receiving care directly from child welfare supervisory or executive staff members.

Four children out of 5 in public child welfare programs were therefore receiving casework service from the public child welfare caseworkers covered by this report. These caseworkers are the "foot soldiers" of the public child welfare programs. They are in direct contact with the children and their families. In the rural areas, where a

great many of them are employed, a single caseworker often is the public child welfare program. Besides needing great skill, the worker needs the fullest possible preparation as well as the best quality of on-the-job supervision. Full professional training, or 2 years of graduate social work study, is almost necessary preparation for this vital job.

Although 51 percent of the child welfare caseworkers reported some graduate social work study, only 11 percent had full professional training. Another 24 percent had had at least 1 year of study but less than 2 years. Thus, only a little better than 1 out of every 3 child welfare caseworkers had had at least 1 year of training.

Sixteen percent of the caseworkers reported graduate social work study of less than 1 year. Some of them may have had as little as one or two courses. Others (4 percent of all caseworkers) had had a period of supervised field work even though they did not complete a full year of study.

These figures show the difficulty that the public child welfare programs have in obtaining enough qualified personnel. They also reflect the same problem—not enough trained personnel—throughout the entire social work field. Thirty-five percent of the caseworkers in public child welfare programs have had a year or more of graduate social work study. On the other hand, only 22 percent of all persons in casework positions in public and voluntary social work agencies the country over have had this much professional study.

Professional Training and Number of Children Receiving Service

There is an inverse relationship between the proportion of children within a State receiving public child welfare services and the proportion of child welfare caseworkers who have had at least 1 year of professional study in a school of social work.

The extent to which public child welfare services are reaching children varies from State to State. Although, for the country as a whole, about 5 out of every 1,000 children under age 21 are receiving public child welfare services, in some States only 1 or 2 children in every 1,000 receive such

service, while in others the proportion is 12 or 13 per 1,000. These rates are based on quarterly reports to the Children's Bureau on children receiving child welfare casework services from public welfare agencies. Forty-five States submitted complete reports for June 1950, and it is for these States that rates have been computed.

Nearly two-thirds of the child welfare caseworkers employed in the 11 States where fewer than 2.5 children out of every 1,000 were receiving public casework services had completed at least a year of graduate social work study. In contrast, in the 13 States where social services reach 7.5 or more out of 1,000 children, only about 1 in every 5 of the child welfare caseworkers had had that much professional study. The relationship between the proportion of the child population receiving public child welfare services and the proportion of the caseworker staff with at least 1 year of graduate social work study is shown below.

States with specified number of children receiving child welfare services per 1,000 child population, June 1950	Number of States	Total number of child welfare caseworkers	Child welfare caseworkers with year or more of graduate social work study	
			Number	Percent of all child welfare caseworkers
Total.....	145	12,687	904	33.6
Less than 2.5 children (Ark., Fla., Idaho, Ill., Ky., La., Mich., Miss., Okla., Tenn., Tex.).....	11	437	285	65.2
2.5-4.9 children (Colo., Iowa, Kans., Md., Mo., Mont., Nebr., N. Mex., Oreg., S. C., S. Dak., Utah).....	12	307	137	44.6
5.0-7.4 children (Ala., Ariz., Mass., Nev., N. J., N. C., Ohio, Va., Wis.).....	9	609	209	34.3
7.5 or more children (Conn., Del., D. C., Ind., Maine, Minn., N. H., N. Y., N. Dak., R. I., Vt., Wash., W. Va.).....	13	1,334	273	20.5

¹ Excludes California, Georgia, Pennsylvania, and Wyoming, whose reports on the number of children receiving service from public agencies were incomplete, and the Territories and possessions.

The proportion of a State's children reached by public social service pro-

grams is the result of many factors. One is the nature and extent of the public agency's child welfare responsibilities. Some States have had extensive child welfare programs for many years. Their older employees frequently do not have professional training. Some States, too, have delegated legal responsibility for many child welfare functions on a State-wide basis to the public agency. These broad responsibilities mean that proportionately more children may be receiving public child welfare services in these States.

Another important factor is the division of responsibility between public and voluntary children's agencies. The proportion of a State's children receiving public child welfare services is often higher when the services of voluntary agencies are not available.

Some State programs that are providing better coverage, in that they are reaching more children, appear to have had difficulty in staffing their programs with professionally qualified personnel. They may be said to be carrying out their responsibilities with the best staff they can obtain. States reaching proportionately fewer children appear to have better qualified staff. The fact that they are not providing service to a large proportion of the State's children may mean, in addition to the factors already discussed, that they are extending their services gradually as they can obtain staff adequately equipped to provide a high quality of service. To the many factors that play a part in determining the extent to which public child welfare services are reaching children must also be added the agency's basic philosophy as to the necessity for a professionally qualified staff in a program of services to children.

Caseworkers Eligible for Graduate Education

There is a promising trend in relation to professional education among child welfare caseworkers. Nearly all the caseworkers who were relatively new to the field of social work in mid-1950 had either had some graduate social work education or sufficient undergraduate study to enable them to go on with professional education. Caseworkers with less than 3 years of social work experience accounted for

40 percent (1,187) of the 3,002 child welfare caseworkers. Among these 1,187 caseworkers were 591 with graduate study, 554 with a bachelor's degree only, and only 42 with less than a bachelor's degree. Thus, only about 1 percent of all child welfare caseworkers were new to the field and without the educational background for professional training.

Graduate study in this section means graduate study in any field and not exclusively in social work. Since 85 percent of the caseworkers who reported graduate study of any kind had at least had some courses in a graduate school of social work, graduate study and graduate social work study for this group are substantially the same. A period of 3 years has been arbitrarily selected as an amount of experience sufficient to differentiate the newer from the more experienced worker.

All public child welfare caseworkers reported their education and social work experience, as follows:

Education and social work experience	Percent of caseworkers working primarily on child welfare
Total.....	100.0
Less than 3 years of social work experience.....	40.2
Some graduate study in any field.....	20.0
Bachelor's degree only.....	18.8
Less than a bachelor's degree.....	1.4
3 or more years of social work experience.....	59.8
Some graduate study in any field.....	40.3
Bachelor's degree only.....	8.8
Less than a bachelor's degree.....	10.7

Perhaps the group educationally best equipped for further training—about one-fifth of all caseworkers—is the one made up of the workers with a bachelor's degree only and less than 3 years of experience. Perhaps the group for whom it will be most difficult to obtain professional training are the 12 percent of all caseworkers who do not have even a bachelor's degree. Most of this latter group, however, have had a substantial amount of social work experience. Although the need for graduate study on the part of persons practicing social work cannot be denied, the fact must not be overlooked that most of the caseworkers

who are least likely to acquire such study are in general an experienced group. For them especially, programs of in-service training, which embody the latest concepts in social work practice, are very valuable. Through this type of agency staff development program, such workers can be helped to fill in the gaps in their education. At the same time, however, the staff development program must also be especially oriented for the 28 percent of the caseworkers who meet the academic admission requirements of schools of social work, to help them obtain professional training through provisions for educational leave.

When the two groups—those with less than 3 years of experience and those with at least 3 years—are considered separately, the contrast between newer and older employees becomes more striking. Only 3 percent of the public child welfare caseworkers who had come into social work within the 3 years preceding the study did not have a bachelor's degree; in sharp contrast, 18 percent were without a bachelor's degree and had been in social work positions for 3 years or more.

The proportion of caseworkers who had completed their college studies but had had no graduate study presents an even greater contrast. They constitute 47 percent of the caseworkers with less than 3 years of social work experience and only 15 percent of the caseworkers with 3 years or more of experience. This difference, however, is due partly to the fact that the total group of persons with 3 years or more of experience includes proportionately more persons who had had some graduate study—67 percent as against 50 percent.

Another cause for optimism is the fact that half the 1,190 child welfare caseworkers who had had no graduate study of any kind were still under 30 years of age and had a bachelor's degree. An additional 19 percent had a bachelor's degree but were 30 years of age or older. The remaining 31 percent of the caseworkers without graduate study had not completed their college education.

In summary, then, public child welfare caseworkers are distributed according to their education as shown in the adjoining column.

Amount and type of education	Percentage distribution of child welfare caseworkers
Total.....	100.0
Graduate social work study.....	50.9
1 year or more.....	35.1
Less than 1 year.....	15.8
Other graduate study only.....	9.2
No graduate study.....	39.7
Bachelor's degree only.....	27.4
Workers under age 30.....	20.0
Workers aged 30 or over.....	7.4
No bachelor's degree.....	12.3
Not reported.....	.2

Federal Child Welfare Services Funds for Professional Training

Throughout its 40-year history, the Children's Bureau has been interested in improving the quality of health and welfare services for children. Since 1935, in carrying out the provisions of title V, part 3, of the Social Security Act, the Bureau has held that one of the most fundamental ways of strengthening and extending social services to children is through improving the qualifications of the staff providing these services. States have been encouraged to use Federal child welfare services funds for educational leave stipends to enable staff members who have demonstrated aptitude for child welfare work to attend graduate schools of social work. These stipends are aimed at covering the cost of graduate education—maintenance, tuition, and travel—for a specified period of time. States differ in their educational leave policies, but most of them require the employee granted a stipend to return to the agency for a specified period of time following his leave. In this way the agency is able to improve the professional qualifications of its staff.

Each year, all but a very few States have budgeted some Federal child welfare services funds for this purpose. To what extent had the persons working primarily on public child welfare programs in mid-1950 been helped to obtain their professional education through stipends granted from these funds?

One out of 4 of the public child welfare employees who had had some study in graduate schools of social

work reported that they had used Federal child welfare services funds for part of the cost of their professional training. Federal Emergency Relief Administration funds, payments under the GI Bill of Rights, and payments under other public welfare programs have also been used. In all, 42 percent of the public child welfare employees with graduate social work study reported they had used some type of public funds to help pay for their study, as shown below.

Use of public funds for graduate social work study	Percent of child welfare employees
Total with graduate social work study	100
No public funds	55
Some public funds	42
Federal child welfare services funds alone or with other public funds	25
Other public funds only	17
Not reported	3

Fifty-five percent of these employees had financed their education in other ways—through their own resources or through scholarships, fellowships, and loans granted by the schools of social work or by voluntary organizations.

Some persons who were helped to finance their graduate social work study by stipends from Federal child welfare services funds were no longer working in the public child welfare program at the time this study was made. They may have moved on to employment with voluntary social agencies or withdrawn from social work employment altogether. Some, however, were working in State and local public assistance agencies and so were included in the Federal Security Agency survey.

For all social work employees in State and local agencies administering public assistance and public child welfare programs, educational-leave grants from Federal child welfare services funds were the chief type of public funds used for graduate social work study. Nine percent (881) of the social work employees of State and local public welfare agencies with graduate social work study reported they had received an educational stipend from these funds. Seven out

Table 3.—Education of public child welfare employees, by State, June 1950

State	Total	With graduate study ¹			With no graduate study			
		Total	In school of social work		Other graduate study only	Total	Bachelor's degree	No bachelor's degree
			Total	1 year or more				
Total number	² 4,163	2,845	2,502	1,875	343	1,312	864	448
Percentage distribution	100.0	68.4	60.2	45.1	8.3	31.6	20.8	10.8
Alabama	51	35	32	13	3	16	14	2
Alaska	4	4	4	4				
Arizona	18	16	14	12	2	2		2
Arkansas	27	21	20	19	1	6	6	
California	228	175	152	125	23	53	33	20
Colorado	31	30	30	28		1	1	
Connecticut	124	65	50	21	15	59	51	8
Delaware	19	15	15	14		4	4	
District of Columbia	68	64	63	60	1	4	2	2
Florida	44	30	29	28		14	8	6
Georgia	50	37	35	29	2	13	13	
Hawaii	29	26	26	26		3	3	
Idaho	9	6	6	6		3	3	
Illinois	² 197	150	139	117	11	46	30	16
Indiana	206	101	75	39	26	105	45	60
Iowa	45	29	25	20	4	16	16	
Kansas	22	19	16	16	3	3	3	
Kentucky	46	36	34	27	2	10	9	1
Louisiana	69	67	67	62		2	2	
Maine	46	18	12	8	6	28	22	6
Maryland	109	56	44	42	12	53	49	4
Massachusetts	² 105	61	57	44	4	43	8	35
Michigan	100	94	92	78	2	6	1	5
Minnesota	204	102	88	57	14	102	70	32
Mississippi	32	32	32	27				
Missouri	48	42	42	32		6		6
Montana	16	15	15	15		1	1	
Nebraska	35	28	25	24	3	7	3	4
Nevada	5	5	4	4	1			
New Hampshire	16	8	8	7		8	5	3
New Jersey	96	57	43	18	14	39	19	20
New Mexico	21	17	17	17		4	3	1
New York	² 781	483	374	192	109	296	200	96
North Carolina	69	63	63	57		6	5	1
North Dakota	11	9	9	9		2		2
Ohio	250	140	119	94	21	110	54	56
Oklahoma	41	35	34	30	1	6	6	
Oregon	47	33	31	26	2	14	14	
Pennsylvania	52	28	22	18	6	24	20	4
Puerto Rico	98	98	98	59				
Rhode Island	38	28	28	18		10	8	2
South Carolina	34	31	29	21	2	3	3	
South Dakota	19	14	13	13	1	5	4	1
Tennessee	51	43	43	41		8	5	3
Texas	62	59	54	51	5	3	1	2
Utah	18	16	16	15		2	2	
Vermont	20	8	5	3	3	12	9	3
Virgin Islands	5	2	2	2		3	3	
Virginia	98	73	69	47	4	25	23	2
Washington	103	78	71	57	7	25	12	13
West Virginia	97	49	33	29	16	48	38	10
Wisconsin	² 142	87	71	47	16	53	33	20
Wyoming	7	7	7	7				

¹ Includes 207 persons who had some graduate study but did not have a bachelor's degree.

² Includes a few employees who did not report amount of education.

of every 10 of the 881 persons were working primarily in the child welfare programs. The remaining 3 out of 10 (257) were working primarily in public assistance. Thus, Federal child welfare services funds have helped to strengthen not only the public child welfare programs but other public welfare programs and the field of social work as a whole.

Greater use of State and local funds and continued use by States of Federal child welfare services funds to meet the cost of professional education of promising staff members will help to increase the number of fully trained public child welfare employees. In this way, States will be able further to extend and strengthen their public welfare services for children.