



CALIFORNIA
SOCIAL
WORK
EDUCATION
CENTER

2003-2004
ANNUAL
REPORT

FOCUSING
ON PUBLIC
SOCIAL
SERVICES





ANNUAL REPORT
OF THE
CALIFORNIA SOCIAL
WORK EDUCATION
CENTER (CaISWEC)

2003–2004

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MISSION AND GOALS



Our Mission

The California Social Work Education Center (CalSWEC) is a partnership between the Schools of Social Work, public human services agencies, and other related professional organizations that facilitates the integration of education and practice to assure effective, culturally competent service delivery to the people of California.

Goals

- Recruiting and preparing a diverse group of social workers for careers in public human service, with special emphasis on child welfare;
- Defining and operationalizing a continuum of social work education and training;
- Engaging in research and evaluation of best practices in social work;
- Advocating for responsive social policies and appropriate resources; and
- Exploring other models and structures of operation that provide maximum opportunity for accomplishing CalSWEC's mission.

MESSAGE FROM THE DEAN



Dean James Midgley

CalSWEC has enjoyed another year of significant growth and development. Several events merit particular attention: the new BSW program was launched on a pilot basis, and the first steps were taken to implement initiatives resulting from the Board of Directors' reflections and discussions about CalSWEC's future direction. Everyone involved in the expansion of the IV-E stipend program and in the CalSWEC II initiative should feel satisfied knowing that the efforts to renew CalSWEC's role and mission are being realized. These are exciting times for all of us. We have also been most fortunate in securing spacious, new facilities near the Berkeley campus which provide staff with an improved working environment. In addition to these major developments, CalSWEC continues to refine and improve its existing child welfare training program and to collaborate closely with the in-service training provided through the Regional Training Academies around the state.

To implement the CalSWEC II initiative, two subcommittees of CalSWEC's Curriculum Committee were constituted to deal with mental health and aging. Both met for the first time in February in Oakland, where the enthusiasm for them was inspiring. Since then, both subcommittees, which now function as statewide task forces, have been moving ahead rapidly to implement curriculum and workforce development plans. They intend to convene two major statewide events: the Mental Health Summit in Riverside in July and the Aging Summit in Long Beach in October. Both will invite social work educators, county and state officials, representatives of nonprofit and consumer organizations, and staff of foundations that will provide the initial funding for these two initiatives. In addition, a separate group charged with investigating future funding prospects has been constituted to work with both task forces, and a number of promising ideas have been discussed.

We owe a debt of gratitude to Margaret Tynan and Ken Patterson, the leaders of the aging initiative, and to John Ryan and Bev Buckles, who are leading the mental health initiative. Jan Black and Cherie Morrison Davis, who have provided outstanding staffing support, ensure that the many innovative ideas brought by members of both groups will be translated into tangible programs. Thanks also to the many faculty and county staff who have worked so diligently on the task forces to move the aging and mental health initiatives forward.

We also express our gratitude to John Oliver and Teresa Morris, who have provided inspired leadership and done an extraordinary amount of work to ensure that the many ideas and contributions to the *Master Plan for Social Work Education in the State of California* have been incorporated into the final document. The plan will be presented to the California Legislature in September. Special thanks to Eileen Pasztor, who undertook much of the editorial work. The master plan will provide a framework for CalSWEC's future development, linking our current child welfare training programs with the mental health and aging initiatives. It will also form a basis for our future workforce development efforts. We owe a special debt of gratitude to former Assembly Member Dion Aroner and Kirsten Deichert, who staffed the hearings on the social worker shortage in California, for conceiving the master plan idea and for making it possible through introducing the concurrent resolution that called on CalSWEC and the California Association of Deans and Directors of Schools of Social Work to prepare the plan.

John Cullen, who completed his term as CalSWEC president in May, has provided outstanding leadership. We thank him for his good work and welcome Teresa Morris as the new president. During the year, we said good-bye to Rita Saenz, director of the California Department of Social Services, who was so supportive of our efforts, and to Nina Grayson, also of the department, who attended all our meetings and helped our staff deal with numerous administrative challenges. The whole CalSWEC community thanks them for their contribution and support. They will be missed.

Finally, let me thank Director Chris Mathias and the CalSWEC staff for their hard work and dedication. They deal with numerous problems and challenges on a day-to-day basis, ensuring the organization functions smoothly. Thanks also to CalSWEC's partners in the schools, counties, academies, state and federal government, and foundations, all of whom have worked with dedication over the last year to realize our vision of preparing competent social work practitioners who can effectively serve the people of California through their public social welfare programs. Much has been accomplished during the past year; we look forward to achieving even more in the year ahead.



JAMES MIDGLEY
CalSWEC Principal Investigator
Dean and Specht Professor
School of Social Welfare
University of California, Berkeley

MESSAGE FROM THE DIRECTOR



Director Chris Mathias

If I had to describe 2003–2004 in one word, it would be *expansive*. In the last year CalSWEC has experienced many changes, not only in its programs but also, significantly, in its location. In November 2003, our central operations moved from the cramped basement offices of Haviland Hall on the UC Berkeley campus to spacious quarters in the off-campus Marchant Building. The opportune move has enabled us to unpack and to take stock. To that end, here are highlights of CalSWEC's major activities.

In the Title IV-E training program, project coordinators at CSU, Chico, Fresno, and Long Beach worked furiously during 2003–2004 to prepare their schools to accept BSW students for the first time in academic year 2004–2005. At the MSW level, we worked with Humboldt State University to ensure it would make a smooth transition into the program and be ready to accept students in fall 2004 as CalSWEC's 17th partner school.

With the impending child welfare services redesign, many schools were compelled to focus on the significant changes in store for their students' future work environment. Budget cuts that were and are still impacting the counties are evidenced in reduced numbers of field opportunities for our students and a much tighter job market for our graduates. As a result, it was necessary for CalSWEC to meticulously track the job market and graduate hiring and to work even more closely with our county partners to assure jobs in the public sector were available for our graduates, who can make considerable contributions.

Since CalSWEC's first cohort graduated in 1993, we have accounted for 3,054 individuals in the CalSWEC Student Information System database. Of those, 2,147 have graduated and 907 have not graduated (of those, 680 were enrolled in academic year 2003–2004). Finally, 1,334 graduates from the Title IV-E program have completed their work payback requirements.

How well does CalSWEC prepare these graduates? To better assess the outcomes of Title IV-E education and training programs, CalSWEC embarked on several studies (*described further within this Annual Report*) using online survey technology for the first time. They are the Workforce Study, Retention Study, Supervisor Study, Baseline Assessment of In-Service Training, and New Graduate Survey.

Of interest to more seasoned social workers are the activities of the Regional Training Academy (RTA) Coordination grant, encompassing statewide child welfare in-service training initiatives. These have been absorbed by the Statewide Training and Education Committee (STEC), co-chaired by a California Department of Social Services representative and CalSWEC staff. Many of STEC's efforts to develop standards and common child welfare in-service training will soon be implemented statewide.

For future social workers, the face of social work education could change significantly. The California Association of Deans and Directors and CalSWEC, as charged by Assembly Concurrent Resolution 215 (Assembly Member Dion Aroner), developed the *Master Plan for Social Work Education in the State of California*. The Master Plan Committee's work centered around conceptualizing a "ladder of learning" that, if implemented, would link current university-level social work education with high schools, community colleges, and, finally, in-service training. The board's Curriculum and RTA Coordinating Committees met to further previous ideas about an education and training continuum and how it relates to the master plan. Currently being discussed is a competency-based model that incorporates the BSW, the MSW, in-service training, and CalSWEC's two new initiatives—mental health, and aging. These initiatives, an outgrowth of the Strategic Planning process of the last two years, have taken root with their approval as Curriculum Committee subcommittees and are gaining momentum.

As in years past, I owe an abiding gratitude to the people I work with every day. I feel fortunate to work with and to have such a supportive staff of some of the most talented and creative people in the field. I would be remiss if I did not mention the leadership and support of Dean James Midgley, who has continually provided me with excellent advice as CalSWEC has expanded and enhanced its mission.

In the Title IV-E program Elizabeth Gilman, Sherrill Clark, and Susan Jacquet work day in and day out to provide technical assistance to our university partners on curriculum, evaluation, and research. Without them, our ship would not be sailing its course. The Regional Training Academy staff—Coordinator Barrett Johnson and our newest additions, Leslie Zeitler and Phyllis Jeroslow, whom we welcomed this year—work closely with our county partners on in-service training initiatives statewide. For the first time since I became director, our programs are fully staffed. Additionally, each year program staff have working with them a cadre of graduate student researchers, whose contributions and diligence are much appreciated.

Throughout the year fiscal analyst Deb Grantz has been a "rock" in providing me with excellent fiscal and administrative guidance to keep our fiscal house in order. Publications coordinator Karen Ringuette has done an immense amount of outstanding writing and editing for the many materials that are posted to our Web site, sent to our constituents, and prepared for publishing. As always, I want to acknowledge the steady and faithful work of Anita Trent, Monica Asfura, and Terry Jackson—the unseen agents in the organization who keep all the pieces in place.

Lastly, I must acknowledge the California Department of Social Services, which experienced great change in 2003–2004. With the recall of Governor Gray Davis, along with the agency's considerable downsizing, the displacement of CDSS leadership hit us quickly; CalSWEC went from working with six of its staff to two. I would like to acknowledge those staff who have supported us throughout the years: Rita Saenz, Sylvia Pizzini, Nina Grayson, and Greg Rose. We will miss Rita, Sylvia, and Nina but are grateful that Greg is still working hard toward the goals we have in common.

It has been quite a year, and I look forward to the next.



CHRIS MATHIAS
Director, CalSWEC

BOARD OF DIRECTORS



The Executive Committee of CalSWEC's Board of Directors is composed of, left to right, Teresa Morris, vice-president; John Cullen, president; John Oliver, Curriculum Committee chair; Cecilia Espinola, Regional Training Academy (RTA) Coordinating Committee chair; Hubert (Hub) Walsh, treasurer; and (not pictured) A.E. (Ted) Benjamin, Research and Development Committee chair; and Dean James Midgley, principal investigator.

BOARD PRESIDENT:

- John Cullen, Director*
Contra Costa County
Employment & Human Services
Department
President, County Welfare Directors
Association

BOARD VICE-PRESIDENT:

- Teresa Morris, Chair*
Department of Social Work
California State University,
San Bernardino

BOARD TREASURER:

- Hubert (Hub) Walsh, Director*
Madera County Department of
Human Services
- Alfredo Aguirre, Director
San Diego County
Health & Human Services Agency
- Sylvia Rodriguez Andrew, Dean
College of Social Work
San Jose State University
- A.E. (Ted) Benjamin, Professor and Chair*
Department of Social Welfare
UCLA School of Public Policy and Social
Research
Chair, CalSWEC Research and
Development Committee
- Dennis Boyle, Director
Riverside County
Department of Public Social Services
- Barbara Brown, President
National Association of Social Workers
California Chapter
- Beverly Buckles, Chair
Department of Social Work
Loma Linda University

- Robin Carter, Director
Division of Social Work
California State University,
Sacramento
- David A. Cherin, Director
Department of Social Work
California State University, Bakersfield
- John Davis, Assistant Agency Director
Tulare County
Human Services Agency
- Dianne Edwards, Director
Sonoma County
Department of Human Services
- Cecilia Espinola, Director*
Santa Cruz County
Human Resources Agency
Chair, CalSWEC RTA (Regional
Training Academies) Coordinating
Committee
- Marilyn Flynn, Dean
School of Social Work
University of Southern California
- Kim Gaghagen, Director
Glenn County
Human Resource Agency
- Nina Grayson, Branch Chief
Children's Services Branch
California Department of Social
Services
- Anita Harbert, Director
School of Social Work
San Diego State University
- Terry Jones, Director
School of Social Welfare
California State University, Hayward
- Eileen Levy, Director
School of Social Work
San Francisco State University

- Frank Mecca, Executive Director
County Welfare Directors Association
- Jane Middleton, Director
Department of Social Work
California State University, Fresno
- James Midgley, Dean
School of Social Welfare
University of California, Berkeley
Principal Investigator, Project Director
- Janice Kay O'Donnell, Director
School of Social Work
California State University, Chico
- John Oliver, Director*
Department of Social Work
California State University, Long Beach
Chair, CalSWEC Curriculum Committee
- Ken Patterson, Director
Stanislaus County
Community Services Agency
- John J. Ryan, Director
Riverside County Department of
Mental Health
- Rita Saenz, Director
California Department of Social Services
- David Sanders, Director
Los Angeles County
Department of Children & Family Services
- Tran Thanh, Director
School of Social Work
California State University, Los Angeles
- Margaret Tynan, Director
Master of Social Work Program
California State University, Stanislaus
- Ellen Walker, Program Executive
Zellerbach Family Fund
- Janlee Wong, Executive Director
National Association of Social Workers
California Chapter

Executive Committee Highlights

The Executive Committee concentrated on three major aspects of CalSWEC's program: the hiring of 2003 graduates, contract and fiscal matters, and program expansion.

Graduate Hiring

Graduate hiring in the context of budget cuts and a shrinking job market was discussed at each meeting. As a result, a system to track graduates hired and county hiring trends each month was implemented. During the year, the committee noted there were no months in which there were not enough jobs statewide to accommodate the graduates seeking jobs. These numbers were used by the committee to consider the necessity of changing students' employment payback obligation. In April 2004 the committee convened a special session focusing on this issue, resulting in the decision to allow only students from the 2003 cohort an additional six months to search for jobs and to provide strict search guidelines. Before reaching its decision, the committee felt it had fulfilled its obligation to thoroughly research the problem to ensure that CalSWEC was not changing students' employment payback obligation without appropriate justification. The committee remains committed to this type of job market assessment for future graduates.

Contract/Fiscal Matters

The committee discussed how to enhance the match capacity at the local level, along with the reassessment of the book-cost allowance for part-time students in light of the escalating budgets of schools with part-time programs feeling the impact of tuition and fee increases.

Program Expansion

The committee addressed the many issues related to the development of the BSW program for which an RFP was disseminated to member schools this year. Much of the development work was accomplished by CalSWEC Curriculum Specialist Elizabeth Gilman and the project staff at the three universities bringing the BSW program on line. The committee also approved Humboldt State University's proposal to become a CalSWEC partner and forwarded its recommendation to the Board of Directors, which unanimously approved it.

New Officers

After two years of service, the board officers have completed their tenure. At the May 2004 board meeting, outgoing President John Cullen announced the new board officers effective fall 2004. They are Teresa Morris, president; Cecilia Espinola, vice-president and RTA (Regional Training Academy) Coordinating Committee chair; Robin Carter, Research and Development Committee chair; Hubert (Hub) Walsh, secretary; John Oliver, Curriculum Committee chair; and Ken Patterson, at-large.

* Executive Committee member

Curriculum Committee Highlights

The Curriculum Committee is charged with developing and reviewing social work curricula in the state and insuring that the competency framework keeps pace with professional needs and advances in the field.

In anticipation of curricular revisions brought about by federal and state goals for public social welfare practice, the committee in fiscal 2003–2004 began meeting periodically with the RTA (Regional Training Academy) Coordinating Committee to insure continuity and consistency as new academic and in-service training content is developed.

The committee's activities during the fiscal year included the following:

- Continuing review of BSW Task Force activities as the undergraduate Title IV-E program began Phase I implementation in three schools. The committee approved the BSW competencies as drafted by the task force that were adopted following approval by CalSWEC's Board of Directors. The BSW competencies were published in booklet form and distributed to member schools, Regional Training Academies, and public child welfare agencies, as well as posted on the CalSWEC Web site.
- Completion of the first full Curriculum Snapshot by the Title IV-E MSW project coordinators since the major reformulation of the competencies in fiscal 2002–2003. The coordinators were asked to report the progress of competency implementation and to describe any perceived difficulties or gaps in how the competencies are fully covered by the class and field curriculum. CalSWEC uses this information in developing future curriculum resources.
- Providing initial oversight to two new efforts under the aegis of CalSWEC II: the mental health initiative and the aging initiative. Both projects, with independent planning funds, will be developing curriculum competencies and focusing on workforce development for social workers wishing to specialize in these areas. The Curriculum Committee's role will be to guide the preliminary work of these groups to insure appropriate communication and interface with the public child welfare agencies and workforce as well as the academic social welfare community.

Curriculum Committee Members

CHAIR:

- John Oliver, Director
Department of Social Work
California State University, Long Beach

STAFF:

- Elizabeth Gilman, Curriculum Specialist
CalSWEC
- Barbara Brown, President
National Association of Social Workers
California Chapter
- Beverly Buckles, Chair
Department of Social Work
Loma Linda University
- John Cullen, Director
Contra Costa County
Employment & Human Services Department
- Shaaron Gilson, Project Coordinator
School of Social Welfare
University of California, Berkeley
- Eileen Levy, Director
School of Social Work
San Francisco State University
- Jane Middleton, Director
Department of Social Work
California State University, Fresno
- Janice Kay O'Donnell, Director
School of Social Work
California State University, Chico
- John J. Ryan, Director
Riverside County Department of Mental Health
- Margaret Tynan, Director
Master of Social Work Program
California State University, Stanislaus
- Hubert (Hub) Walsh, Director
Madera County
Department of Human Services
- Janlee Wong, Executive Director
National Association of Social Workers
California Chapter



Regional Training Academy (RTA) Coordinating Committee Highlights

Established by the Board of Directors in 2002, the Regional Training Academy (RTA) Coordinating Committee serves as an oversight body on behalf of the state's Regional Training Academy/In-Service Training System. It advises, represents, and coordinates with all the entities involved in the increasingly coordinated system of training through the Regional Training Academies, the Inter-University Consortium, and the Resource Center on Family-Focused Practice.

In fiscal 2003–2004, the committee stressed the linkages between in-service training and pre-service MSW and BSW education.

Highlights include:

- Meeting with the Curriculum Committee to review and refine an interlocking competencies framework for linking in-service and pre-service training;
- Facilitating and encouraging increased coordination between university faculty and the RTAs, thus enabling the RTAs to benefit from the research expertise of the universities and the faculty and project coordinators to become more informed about current practice in the counties;
- Sharing information on the current “hot topics” facing the child welfare system, including Family to Family, AB 636, child welfare services redesign/reform efforts, and the federal Child and Family Services Review.

The efforts at integration will continue over the next fiscal year, as CalSWEC and the RTAs plan meetings between the RTA staff and the project coordinators, and RTA Coordinating Committee members sit on the other CalSWEC committees.

Regional Training Academy (RTA) Coordinating Committee Members

CHAIR:

- Cecilia Espinola, Director
Santa Cruz County
Human Resources Agency

STAFF:

- Barrett Johnson, RTA Coordinator
CalSWEC
- Susan Brooks, Director
Northern California Children & Family Services
Training Academy
The Center for Human Services
University of California, Davis
- David Foster, Director
Central California Child Welfare
Training Academy
California State University, Fresno
- Kim Gaghagen, Director
Glenn County
Human Resource Agency
- Michael Gray, Division Chief
Los Angeles County
Department of Children & Family Services
- Anita Harbert, Director
School of Social Work
San Diego State University
- Eileen Levy, Director
School of Social Work
San Francisco State University
- Greg Rose, Bureau Chief
Resource Development & Training
California Department of Social Services

Research and Development Committee Highlights

The Research and Development Committee encourages joint agency-school program development and evaluation activities, which support CalSWEC's efforts to involve students and staff in improving the current Title IV-E curriculum. These efforts, in turn, support and improve the IV-E MSW graduates' sense of efficacy.

Each year the committee sends out a Request for Proposals to the faculty of all the participating CalSWEC graduate social work/social welfare programs, seeking their collaborative projects with county public agencies. The sponsored projects use applied research methods to advance the knowledge of best practice in public child welfare. The final products, besides being reports on the findings, are empirical-based curricula for the Title IV-E MSW and BSW programs, child welfare agency staff development, and the state's Regional Training Academies.

The committee selected the following project for funding beginning in July 2004:

Phase 2: Pathways to Collaboration: Understanding the Role of Values and System-Related Factors that Contribute to the Adoption of Promising Practices Between Child Welfare and Alcohol and Drug Systems

Principal Investigator: Laurie Drabble, Ph.D., M.S.W., M.P.H., San Jose State University

Project Goal: To examine specific factors that help or hinder evolving collaborative efforts between the fields of child welfare and the alcohol and drug system.

Project Duration: 1 year (until June 2005)

The following projects were in their first year of funding during fiscal 2003–2004.

Improving Educational Services for Foster Youth Living in Group Homes: An Analysis of Interagency Collaboration

Principal Investigators: Jill Duerr Berrick, Ph.D., and Robert H. Ayasse, LCSW, PPSC, Child Welfare Research Center, UC Berkeley

Project Goal: To examine the barriers that foster youth newly placed in group homes face while receiving timely and appropriate educational services, and to observe the way that the various systems support the educational needs of foster youth.

Project Duration: 1 year (until June 2004)

Structured Decision Making (SDM) and Child Welfare Service Delivery Project

Principal Investigator: Devon Brooks, Ph.D., University of Southern California

Project Goal: To examine the implementation and impact of the Structured Decision making (SDM) model on child welfare service delivery and outcomes in the Los Angeles County Department of Children & Family Services.

Project Duration: 2 years (until June 2005)

Factors Leading to Premature Terminations of Kinship Care Placements

Principal Investigators: Janet Chang, Ph.D., M.S.W., Ray E. Liles, D.S.W., LCSW, and Trang Hoang, Ph.D., LCSW, California State University, San Bernardino

Project Goal: To investigate the reasons for premature termination of kinship care placements in two California counties (San Bernardino and Riverside).

Project Duration: 2 years (until June 2005)

Pathways to Collaboration: Understanding the Role of Values and System-Related Factors that Contribute to the Adoption of Promising Practices Between Child Welfare and Alcohol and Drug Systems

Principal Investigators: Laurie Drabble, Ph.D., M.S.W., M.P.H., San Jose State University

Project Goal: To investigate the role of values and other system-level factors in facilitating or impeding the development of collaborative models for improved intervention and shared case planning with substance abusing families.

Project Duration: 1 year (until June 2004)

Research and Development Committee Members

CHAIR:

- A.E. (Ted) Benjamin, Professor and Chair
Department of Social Welfare
UCLA School of Public Policy and Social Research

STAFF:

- Susan Jacquet, Research Specialist
CalSWEC
- Sherrill J. Clark, Research Specialist
CalSWEC
- Alfredo Aguirre, Director
San Diego County
Health & Human Services Agency
- Sylvia Rodriguez Andrew, Dean
College of Social Work
San Jose State University
- Mariam Azadian, Chief Research Analyst
Office of Planning and Research,
Research Section
Los Angeles County
Department of Children & Family Services
- Robin Carter, Director
Division of Social Work
California State University,
Sacramento
- David A. Cherin, Director
Department of Social Work
California State University,
Bakersfield
- Danna Fabella, Director
Child & Family Services
Contra Costa County
Employment and Human Services
Department
- Marilyn Flynn, Dean
School of Social Work
University of Southern California
- Stuart Oppenheim, Director
Northern Region
Children & Family Services Policy
San Mateo County
- Ken Patterson, Director
Stanislaus County
Community Services Agency
- Sheri Studebaker, Staffing Manager
Riverside County Children's Services
- Tran Thanh, Director
School of Social Work
California State University,
Los Angeles



For a complete listing of CalSWEC's curriculum projects, please go to the California Child Welfare Resource Library Web site at <http://www.csulb.edu/projects/ccwrl/>. Also see page 38 for more information about the library.

CHILD WELFARE REFORM

*Advocating for responsive
social policies and
appropriate resources*

Wide-ranging child welfare reform efforts (*listed below*) provided more impetus for the ongoing development of CalSWEC in fiscal 2003–2004. As an integral part of the state’s public child welfare services sector, CalSWEC assisted in all these efforts; it has been and will be instrumental in developing many of their education and training components. The center will continue to support these efforts, with the goal of ensuring that education and training is based in cutting-edge research and practice developments while remaining current and consistent with reform efforts to promote family involvement and a strengths-based perspective for all children and families at all stages of interaction with the public sector.

- *Assembly Bill 636*—The Outcomes and Accountability System, initiated by legislation from Darryl Steinberg in 2001, works in conjunction with and enhances the federal review of child welfare outcomes. CalSWEC has been instrumental in developing training materials and delivering training to the counties involved in the first wave of evaluation.
- *Child welfare redesign* (formerly the Child Welfare Services Stakeholders Group)—The redesign was founded on essential principles of social work practice. Its basic elements at the forefront of implementation are a unified, statewide approach to safety and risk assessment and a system of differential response to children and families that engages community-based organizations as an integral part of the service sector. Other key redesign elements are family engagement, confronting issues of fairness and equity in the public child welfare service sector, and permanency for foster youth. CalSWEC assisted in the development of the broad framework of this approach. In the next year it will develop some of the in-service training materials to be implemented by the state.
- *Program Improvement Plan (PIP)*—The PIP is the workplan developed as a result of the Child and Family Service Reviews (CFSR) in 2002. Elements in this plan address improvements needed in child welfare services. CalSWEC’s work centers around necessary improvements in the statewide training and education system.
- *Master Plan for Social Work Education*—This effort (Assembly Concurrent Resolution 215), resulting from the work of Assembly Member Dion Aroner, former chair of the Assembly



Human Resources Committee, charged the California Association of Deans and Director, CalSWEC, and the Community Colleges with developing a Master Plan for Social Work Education in California. CalSWEC's Board of Directors chaired a committee that conceptualized a "ladder of learning," which, if implemented, would change the face of social work education in the state by connecting the current university education of social work education with high schools, community colleges, and in-service training.

- *Fairness and equity*—For the last two years CalSWEC has convened a statewide symposium on a key principle of the child welfare services redesign effort—fairness and equity. At the April 2004 symposium, "Fairness & Equity Issues in Child Welfare Training," a followup to the ground-breaking January 2003 symposium, participants reviewed and discussed how to analyze data as a means to assist educators, trainers, and county training staff in developing training that addresses service access issues and service equity issues in child welfare.



Maria Camarillo of the Staff Development & Training Division, Los Angeles County Department of Children & Family Services, describes participants' vision for expanding training on fairness and equity issues in her region.



TITLE IV-E MSW PROGRAM

*Recruiting and preparing
a diverse group of social workers
for careers in public human service,
with special emphasis on child welfare*

The Title IV-E MSW program was designed to address the shortage of social workers in the public child welfare workforce by providing graduate level training and focusing on recruitment of an ethnically diverse student body.

CalSWEC tracks the Title IV-E students and graduates from their first year in the MSW program through the final year of their contract obligation in public child welfare. Each participating school submits data quarterly to CalSWEC's central office that is then merged into the central CalSWEC Student Information System (CSIS). To date the database has information on 3,054 students and graduates.

The following is an overview of the Title IV-E student population, broken down by applicants to and graduates of the programs.

The Applicants

In the 2003–2004 academic year, the CSIS data indicate that the program continues to make progress in achieving its goal to diversify the MSW child welfare social workers, with the following results:

- A total of 616 students applied to the Title IV-E MSW stipend program.
- Of these applicants, 297 new first-year Title IV-E MSW students entered the program.
- The Title IV-E MSW students admitted for the fall 2003 semester reflect the diversity of the students in prior years. They identified themselves as follows (*see Figure B-1*):
 - 37% Caucasian;
 - 35% Hispanic, Latino, Mexican, or other Latin heritage;
 - 12% African or African American;
 - 8% Asian, Southeast Asian, or Pacific Islander;
 - 3% American Indian; and
 - 5% Multi-cultural or Other.



TABLE A-1

Fall 2003 Applicants to the Title IV-E
MSW Program by School and
Full- and Part-Time Status

	Applicant status by full-time and part-time status							
	Applied		Accepted & Enrolled		Accepted but Declined		Denied	
	full	part	full	part	full	part	full	part
CSU, Bakersfield	28	9	20	7	0	1 ^a	8	1
CSU, Chico*	15	0	14	0	0	0	1	0
CSU, Fresno	38	8	19	6	0	0	19	2
CSU, Hayward*	21	0	10	0	0	0	11	0
CSU, Long Beach	23	11	11	9	1	0	11	2
CSU, Los Angeles	30	10	12	8	2	0	16	2
CSU, Sacramento	50	3	19	2	1	0	30	1
CSU, San Bernardino	69	5	20	5	0	0	49	0
CSU, Stanislaus	16	4	13	4	1	0	2	0
Loma Linda University	9	10	8	10	0	0	1	0
San Diego State Univ.	26	27	14 ^b	7 ^c	2	3	10	17
San Francisco State Univ.	21	0	16	0	2	0	3	0
San Jose State Univ.*	41	0	22	0	0	0	19	0
UC Berkeley*	49	0	19	0	4	0	26	0
UC Los Angeles*	17	0	10	0	3	0	4	0
Univ. of Southern California	64	12	9	3	0	0	55	9
Totals	517	99	236	61	16	4	265	34
Grand Totals	616		297		20		299	

* These schools have no part-time program a Provisional b Includes 2 alternates c Includes 1 alternate

	Applicant status by full-time and part-time status							
	Applied		Accepted & Enrolled		Accepted but Declined		Denied	
	full	part	full	part	full	part	full	part
African/African American	87	17	26	10	3	0	58	7
American Indian	15	1	7	1	1	0	7	0
Asian American\ Pacific Islander	39	4	17	2	0	0	22	2
Caucasian	186	27	89 ^a	17 ^b	6	0	91	11
East Indian	2	0	1	0	1	0	0	0
Filipino	8	1	3	1	1	0	4	0
Hispanic/Latina(o)/ Chicana(o)/Mexican	135	42	80	29	4	4	51	18 ^c
Multi-Cultural	14	1	4	0	0	0	7	1
Other	2	1	1	1	0	0	4	0
Unreported	29	5	8	0	0	0	21	5
Totals	517	99	236	61	16	4	265	34
Grand Totals	616		297		20		299	

a Includes 2 alternates b Includes 1 alternate c Provisional

TABLE A-2

Fall 2003 Applicants to the Title IV-E
MSW Program by
Ethnicity and Full- and
Part-Time Status

Students enrolled in the Title IV-E MSW program at CalSWEC schools receive stipend funding through Title IV-E of the Social Security Act, along with cost sharing, or match, from non-federal and university sources.

Students receive two years of support in exchange for a two-year commitment to work in a county child welfare agency. Priority is given to current public child welfare employees on educational leave and ethnic minority students. A part-time (three- or four-year) program, initiated in 1994, affords child welfare employees the opportunity to receive tuition, fees, and travel and book expenses while continuing to work. The student agrees to serve one year for each year of support upon receiving the MSW.

The Graduates

In academic year 2003–2004:

- The 309 Title IV-E graduates reported the following racial/ethnic heritage (see *Figure B-2*):
 - 39.2% Caucasian;
 - 30.4% Hispanic, Latino, Mexican, or other Latin heritage;
 - 15.2% African or African American;
 - 9.1% Asian, Southeast Asian, or Pacific Islander;
 - 2.3% American Indian; and
 - 3.9% Multi-cultural or Other.

The Title IV-E MSW graduates represent considerable diversity in language, as well as in racial/ethnic heritage. Of the 309 graduates:

- 111 reported speaking and or writing a language other than English, for a total of 23 languages; and
- 10 reported speaking 2 or more additional languages.

The Title IV-E graduates' multilingualism augments their ability to communicate effectively with California's diverse and often non-English-speaking child welfare population.

The majority of the non-English-speaking child welfare clients speak Spanish, Vietnamese, and other Far East and Southeast Asian languages. The Title IV-E graduates possess a similar diversity in their language (see *Figure C*):

- A total of 72% of the multilingual graduates and 26% of all the 2003–2004 graduates speak Spanish.
- Nearly 19% of the multilingual graduates and 7% of all the 2003–2004 graduates speak Vietnamese or one of the other Far East and Southeast Asian languages.

Student Feedback

To learn how students view the content of their graduate programs, each year CalSWEC asks students to indicate how well their program has prepared them to work in the child welfare field. This information is reported to the project coordinators at member schools and translated into CalSWEC's curriculum development projects and commissioned educational modules.

In 2002–2003 a written survey, replacing a focus group format, was mailed to over 260 graduates; however, because of address changes and delivery problems, the response rate was lower than expected. Nevertheless those who did return the surveys contributed valuable curriculum development information.

For 2003–2004 a new methodology was used, incorporating the survey questions into an online survey that the graduates were able to complete and submit in 10 to 15 minutes. This survey is easier to complete for those graduates with Internet access,

FIGURE B-1

Ethnic Composition of the Fall 2003
First-Year Title IV-E MSW Students

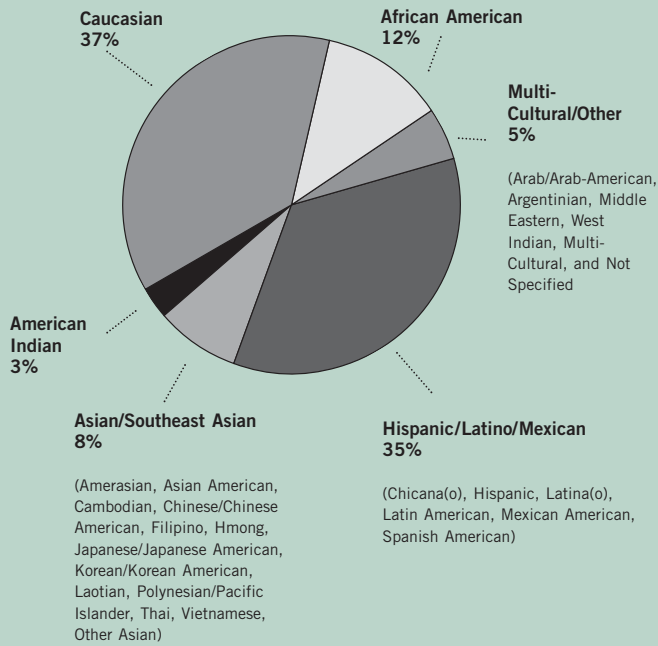


FIGURE B-2

Ethnic Composition of the
2003–2004 Title IV-E MSW Graduates

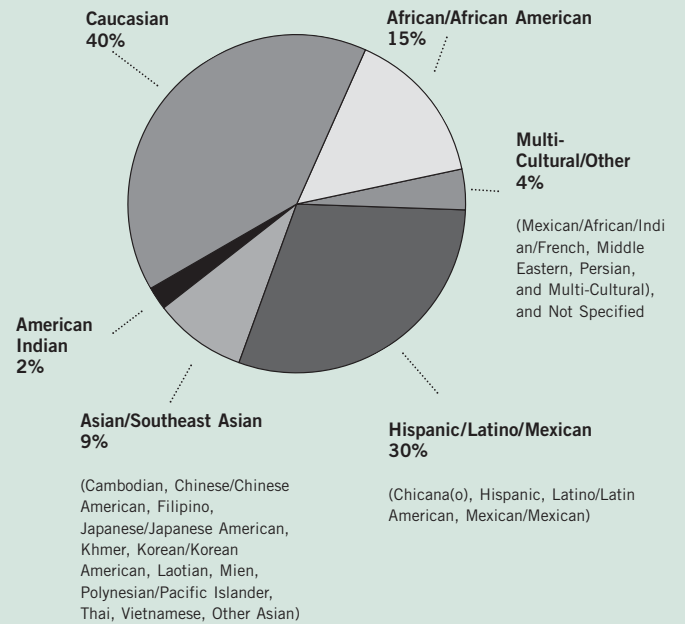


FIGURE C

Map of Languages Spoken by the 2003–2004 Title IV-E MSW Graduates



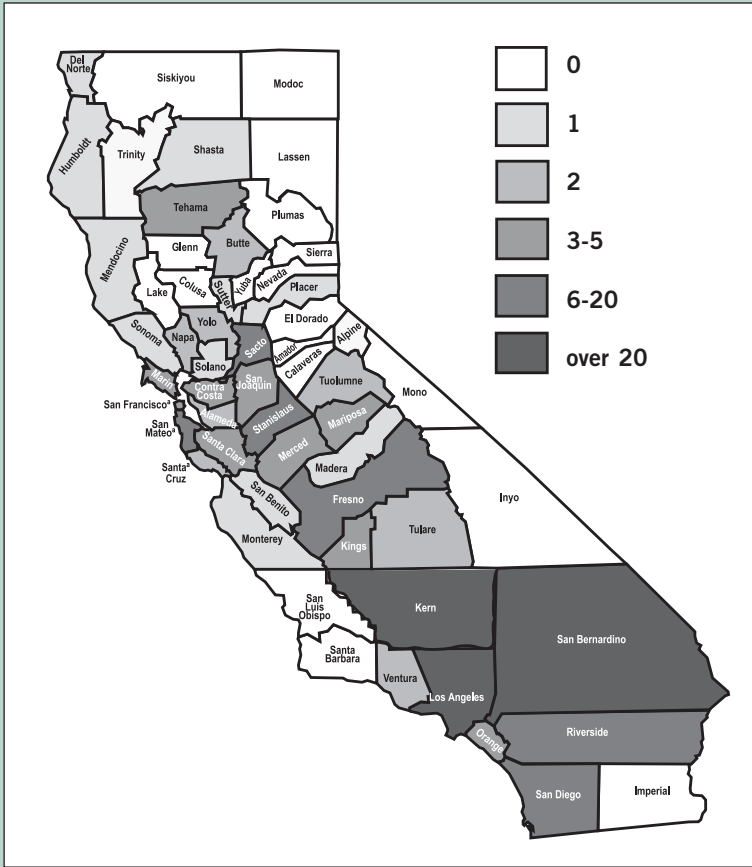
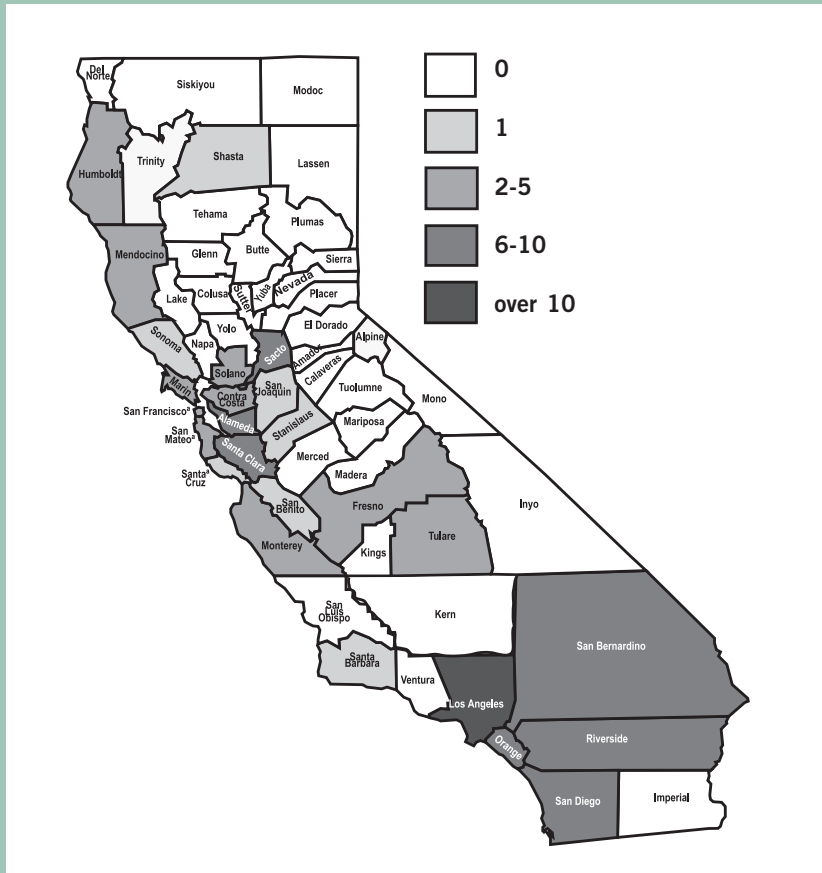


FIGURE D

Concentration of the Spring 2003
Title IV-E MSW Graduates by
County of Employment

FIGURE E

Concentration of the 2003–2004
Title IV-E MSW
Retention Study Respondents by
County of Employment



and the results may be more readily compiled. If the graduates prefer, a mailed survey is provided. The return rate for the first online year, though somewhat improved over 2002–2003, was still less than ideal. To capture more graduates' responses, the plan is to circulate the 2004–2005 survey earlier, in the fall rather than winter, and also to seek the assistance of county partners in publicizing and distributing the survey.

The Graduates at Work

The Title IV-E MSW program also strives to improve the retention of the professional staff in the state's public child welfare agencies and ultimately to enhance the quality of professional services offered to the children and families they serve. Along with the training that the Regional Training Academies provide to current public child welfare staff members, the IV-E program supports the reprofessionalization of the social work field in the state by providing social workers specialty training in public child welfare.

As a result of these efforts, in fiscal year 2003–2004:

- A total of 215 (77%) year 2003 Title IV-E MSW graduates found employment in 38 of the 58 California counties (see *Figure D*). The 2004 graduates had just begun their job searches and by contract have until December 1 to find employment that fulfills their payback obligation.
- A total of 82 IV-E MSWs completed their payback obligation years to child welfare.

Retention Study

During fiscal 2003–2004, CalSWEC saw progress in its ongoing "Retention Study of Specially Trained Child Welfare Workers," initiated in 1996 to determine factors that lead to retention of professionally trained public child welfare workers.

The survey is mailed to MSW graduates as they complete their payback obligation in public child welfare. It contains questions about work experiences, working conditions, support systems, and whether the graduates continued to work for their payback agency following their contract obligation period. Follow-up telephone interviews are also conducted with those respondents who agree to them.

During fiscal 2003–2004 the following occurred:

- 181 surveys were mailed to the Title IV-E MSW graduates who had recently completed their payback obligation;
- A total of 117 completed surveys were returned;
- 53 of the 117 survey respondents also completed the follow-up phone interviews;
- Of those who completed the survey, 104 (83.8%) reported they were still with their payback agency following the completion of their contract obligation; and
- An additional 6 participants (5.1%) who had left their payback agency continued to work in public child welfare.

With the addition of the 117 survey participants from fiscal 2003–2004:

- To date, the total number of participants in the retention study is 673.
- The overall retention rate of the survey participants remains unchanged at 83.7%.

California Children at a Glance

- State population (2003 estimate): 35.5 million
- State population, children under age 18 (2003 estimate): 9.7 million, or 27.3% of the population
- State child poverty rate (2003 estimate): 18.6%, or 1.7 million children (ranking 38th of 50 states)
- Number of referrals to child welfare services April 1, 2003–March 31, 2004: 456,516 referrals
- Number of children receiving services from the child welfare system as of April 2004: 120,862 children (many from low-income or poverty-level families, children of color, and children of immigrants whose parents may or may not speak English)

— U.S. Bureau of Census,
California QuickFacts



PROFILE

John Fong

Preparing for a Range of Child Welfare Career Opportunities

John Fong is one of those fortunate enough to have known early on what he wanted to do with his life. After earning a B.A. in human development, he decided to get his M.S.W. He was motivated, he said, by the “desire to expand my knowledge base so that I might have increased career opportunities in child welfare.”

Now in his second year in the Title IV-E MSW program at UC Berkeley, Mr. Fong said, “My expectations are that I leave here with the necessary tools and skills in order to adequately provide our families with the services that they are entitled to. I intend to develop the skill base needed to effectively fulfill the roles of case manager, counselor, and investigator, as well as learn the basics related to supervisory and managerial roles.”

Among the most important things he’s learned from being in the program is the history of the child welfare system, including shifts in philosophical trends and their effect on child welfare policy and legislation, most recently reflected in California’s child welfare system redesign efforts. He’s also learned the importance of evidence-based practice in child welfare.

As is usual in college, the expansion of knowledge often leads to an awareness of self and other possibilities. In Mr. Fong’s case, “When I entered the program, I was focused on direct practice with children and families on the micro level. Increasingly my knowledge base, especially in relation to children and families policy, has sparked my interest in systems change and best outcomes for our families.” After his experience in the program, he said, “I am less intimidated by and more open to working on the mezzo and macro level.”

Mr. Fong said he’s pleased with what the Title IV-E program has provided him so far. However, he’s concerned about what awaits him after graduation in 2005, when he would like to work as a child welfare social worker for a San Francisco Bay Area county. He explains what he has encountered among IV-E graduates seeking public child welfare positions. “I feel there is much frustration with regard to facilitating or expediting hiring in public child welfare positions. It would seem that with government investment in such a program, it would make sense to provide more support to students after graduation in search of county positions.”

American Indian Graduate Recruitment & Outreach Project

The American Indian Graduate Recruitment and Outreach Project, initiated as a special year-long project by CalSWEC in 1999, marked significant progress in identifying and recruiting potential MSW students.

Although state budget cuts have presented some difficulty for potential American Indian MSW students, continued collaboration with American Indian recruitment efforts in Arizona, Nevada, Utah, and Oregon has been helpful in coordinating outreach for American Indian students considering graduate programs in California.

During the year recruiter Thomas Phillips, based at California State University, Stanislaus, accomplished the following;

- Established contacts with MSW programs to coordinate and provide community resources of catchment areas of Native American communities surrounding California State University, Hayward and Humboldt State University, with assistance to continue in identifying and recruiting American Indian students in these communities;
- Supported the development of a statewide American Indian Social Service Delivery model with the goal of increasing retention of graduate students in local tribal, rural, and urban Indian social service programs;
- Participated in the ongoing “Summer Rez” college/university experience, a four-day on-campus residential academic enrichment program for high school students, which attracted 45 students;
- Participated in recruitment, outreach, and community development, including contacts with 17 American Indian tribal organizations, 10 colleges and universities, and 15 urban/off-reservation American Indian organizations;
- Participated in 36 American Indian Pow wows and cultural events;
- Participated in the 27th Annual California Indian Education Conference in Los Angeles; and
- Participated in two American Indian Tribal Temporary Assistance to Needy Families Conferences with the Torres-Martinez Tribe of Thermal, California, and the Washoe Tribe of California/Nevada. Future plans include conference training presentations to the tribal service personnel and to provide resource information on CalSWEC Title IV-E and MSW programs in California.



In fiscal year 2003–2004, American Indian MSW graduates represented 2.3% of Title IV-E graduates. In the same year, incoming American Indian MSW students represented 2.7% of current Title IV-E enrollees. These are significant figures in California, where American Indian children represent:

- 1% of the child population;
- 1% of child abuse referrals;
- 1% of the emergency room investigations; and
- 1% of the child welfare services caseload.



Outcomes and Evaluation Research

The Title IV-E MSW Program's outcomes and evaluation research in the past year was a major focus of CalSWEC's efforts, with the goal of answering the following four basic questions:

1. Is the curriculum being taught?
2. If it is being taught, are the students learning it?
3. If the students are learning it, are they able to practice it on the job?
4. If they do practice in improved ways, does this make a difference to the families and children they serve?

With the federal and state Child and Family Services Reviews completed and the Program Improvement Plan (PIP) in place, outcomes have become a primary focus in child welfare. CalSWEC has been working on many different fronts to enhance the evaluation of its programs and to better understand the outcomes that have been achieved thus far. Toward that end, the Title IV-E outcomes and research activities in 2003–2004 are as follows:

- *Workforce Study:* To assess the workforce needs for master's-level social workers.

Questions: How many MSWs, IV-E MSWs, etc., are currently in the workforce? Information about the state's need for BSW child welfare social workers was included.

- *New Graduate Survey:* After graduates have been on the job six months, to find out to what extent the curriculum has prepared them for the job.

Question: How did participation in the Title IV-E program affect graduates' ability to perform the duties of the public child welfare social worker?

- *BSW Program Evaluation:* Phase I: to assess the process and progress of BSW program implementation; Phase II: to assess the impact of the BSW program on career paths and outcomes for children and families.

Questions: Essentially the same questions as for the MSW program (*see above*) but with emphasis on career paths.

- *MSW Curriculum Snapshot:* To find out how the schools are implementing the curriculum competencies.

Questions: Is the curriculum being taught? Where should curriculum development resources be directed? What sorts of university-agency partnerships are being developed? Maintained?

- *Retention Study:* To gather information from Title IV-E graduates on retention in child welfare.

Questions: (1) Do they stay? (2) Why do they stay? (3) How long (on average) do IV-E graduates stay on the job?

- *Time1-Time2 Student Survey:* To better understand career choices of all MSW students.

Question: How does MSW social work education affect students' choices of practice area and population of interest?

- *Title IV-E Outcomes Study*: Proposed multi-site evaluation plan; 10-year study with project coordinators.

Questions: (1) What impact does Title IV-E participation in degree programs have on the child welfare workforce? (2) Does IV-E training make a difference in child and family outcomes?

Findings from Students

The following projects, completed for the year-long *Social Welfare Research* course at UC Berkeley, used CalSWEC's two data sets from its *Time1-Time2* and *retention studies*. The *Time1-Time2* data collection was completed this year with *Time2* data from part-time students who began their MSW programs in 2000. The ongoing *retention study* compares Title IV-E MSW graduates who have remained in child welfare past their payback period with those who have left.

- *MSW Student Attitudes Toward Poverty: Changes Between Program Entry and Completion*

Tami Claxton, '04, M.S.W. (*Children and Families*)

Hypothesis: Examination of student attitudes about the best way to address poverty, using individual or societal approaches.

Findings:

- The largest group of students (42%) began and ended their MSW programs believing that the best way to address poverty is on a societal/institutional level. They felt that social work should pay equal attention to all classes in society, not just the poor.
- By the end of their MSW programs 23% of the students had changed their belief from poverty being an individual problem to it being a societal/institutional problem.
- By the end of their MSW programs 12% of the students had changed their attitudes about how to address poverty, from making societal/institutional changes to helping people individually adapt.

- *Race Matching in Public Child Welfare: Effects on Social Worker Perceptions of Self-Efficacy*

Mary E. Hirschauer, '04, M.S.W. (*Community Mental Health*)

Hypothesis: Workers who had high percentages of clients of the same race/ethnicity as themselves would feel increased self-efficacy.

Findings:

- There was no significant relationship between race/ethnicity matching and self-efficacy, with one exception in an unexpected direction: for African American social workers, as the percent of match on their caseload increased, their sense of self-efficacy tended to decrease, but not statistically significantly. This suggests the need for more study in this area with African American child welfare social workers.

- *Social Workers' Sense of Self-Efficacy and Stress in Job Retention*

Jocelyn Pascoe, '04, M.S.W. (*Children and Families*)

Hypothesis: Social workers with high stress but high self-efficacy would be more likely to stay.

Findings:

- The hypothesis was not supported, but the student found significant relationships among the independent variables, stress and self-efficacy, and the dependent variables, staying or leaving child welfare. The study illustrated the importance of addressing stress in this population and providing opportunities to have positive impacts on the families and children as a result of their work.



What We Know So Far

WORKFORCE:

- CalSWEC schools have increased the number of Title IV-E graduates in California's front-line child welfare workforce by 6% since 1998.
- CalSWEC schools have increased the number of Title IV-E graduates in child welfare supervisory positions by 100% since 1998.

CURRICULUM:

- Knowledge of assessment, self, agency, resources, cultural competence, and community resources were ranked highest as necessary to practice in public child welfare
- Skills in prioritizing, managing time, assessment, court reports, and self-awareness were ranked highest as those needed in practicing in public child welfare.
- Clinical preparation and practical techniques were viewed as best for preparing students for work in public child welfare.
- The hands-on, direct experience of field placements continues to be of central importance in education and preparation for work in public child welfare.

RETENTION:

- Those Title IV-E graduates who remain in public child welfare after they have completed their pay-back is approximately 83%, an overall retention rate based on students who have responded to CalSWEC's surveys since 1993.

This project was completed for the course in Public Health Evaluation at UC Berkeley.

■ *The California Social Work Education Center (CalSWEC) Title IV-E Project*

Lily Sinayuk, '04, M.S.W.-M.P.H.

The student completed a comprehensive evaluation plan for CalSWEC's Title IV-E Project. Using the CalSWEC goals, she developed objectives for the evaluation plan to address both the project's process and evaluation of outcomes. She included a work plan, realistic budget, and timeline. She also made the connection between this evaluation and plans of the Regional Training Academy as well as those to support social workers wanting to practice in public agencies other than child welfare.

Student Day

The Title IV-E Student Day is an annual event designed to provide California's IV-E students and alumni an opportunity to strengthen their connections with each other and the professional child welfare and social work communities throughout the state.

With the theme "Strengthening Families Community-Style," Student Day 2004 attracted nearly 200 people, of whom 161 were Title IV-E students. Others included IV-E project coordinators and county child welfare representatives. The all-day event was held on April 9 at the San Diego Hilton Harbor Island.

The keynote speaker was Mark Katz, Ph.D., the supervising psychologist at San Diego Center for Children, director of Learning Development Services, and author of the award-winning *On Playing a Poor Hand Well*. Other presenters included a student group from the California Youth Connection and a panel representing the statewide Child Welfare Services Redesign. Workshops covered such topics as substance abuse, principles of wrap-around services for families, and networking with schools. The day also featured a reception hosted by the California Chapter of the National Association of Social Workers and networking opportunities for students.

Paul Provencio of San Diego State University was the Student Day coordinator, who was assisted by a team of students and staff from the IV-E member schools and by CalSWEC staff.



PROFILE

Denise Epps

DCFS and the BSW Program Go Hand in Hand

Denise Epps began her career with the Los Angeles County Department of Children & Family Services (DCFS) when she was only 17, when she applied and was hired for one of several entry-level clerical positions the agency had available to current and former foster youth. “I was working two part-time jobs to make ends meet,” she recalled, “so this was a perfect opportunity for job stability and benefits.”

At DCFS, Ms. Epps progressed quickly from clerk to intermediate clerk, then to the position she’s held for over nine years—community worker/emancipation assistant. Among her responsibilities, she facilitates communication between DCFS and the community by clarifying agency policies and programs to teens and their caretakers; assists youth with information on emancipation services and refers them to appropriate supportive agencies; and actively searches for community resources for housing and job opportunities. She coordinates and presents resource workshops to foster youth on topics such as DCFS services, housing, jobs, scholarships, tutoring, and life skills and also conducts home visits to clients for initial and follow-up interviews.

After work, Ms. Epps attended community college in the evenings “because I was determined to finish my education.” She said, “In the early stages of my education, I was a psychology major, because I wanted to be able to help others.” Then she discovered that DCFS had employee tuition programs for social work majors and checked into it. After attending informational meetings, she said, “I realized that social work had some connections with psychology, so I decided to change majors and pursue the BSW.”

“Working for DCFS allowed me to get a sample of what it’s like to be in a helping profession, and I love it,” Ms. Epps said. “Also, being in the environment of social workers did have an influence over my decision to pursue the BSW.”

Ms. Epps began the BSW program in fall 2004 at California State University, Long Beach, one of three schools offering the undergraduate social work degree. “I hope to gain the skills needed to effectively serve my clients,” she said and noted that “the information she has learned so far has helped my performance at work.”

Balancing studies and her work is not easy, said Ms. Epps. “You must have motivation to keep both work and school in check.” She considers herself “lucky to have a supportive supervisor who offers me some flexibility in my schedule.”



New Project Coordinators

Andrew L. Anderson is the project coordinator of the Title IV-E program at California State University, San Bernardino. Dr. Anderson has over 25 years of professional experience in children's and family mental health as a clinical social worker, administrator, and consultant. He also has experience in public schools and employment assistance programs.

Dr. Anderson received his M.S.W. from the University of Pittsburgh and his D.S.W. from the University of Pennsylvania. He served on the Penn School of Social Work faculty for five years after receiving his degree. He was also the director of Part-Time Programs at Penn and on the faculty for six years at New Mexico State University School of Social Work. At both institutions, he taught in the practice and HBSE sequences. He was also the Title IV-E director at New Mexico State University for over two years prior to his appointment at CSU, San Bernardino.

Joycelyn McKay Crumpton is the project coordinator and field faculty for the Department of Social Welfare at the UCLA School of Public Policy and Social Research. She also teaches the advanced direct practice course in public child welfare and the cross-cultural class.

Ms. Crumpton has been a staff trainer, facilitator, special events planner, and curriculum developer for the Bay Area Academy. For five years she was the child welfare ombudsman for the City and County of San Francisco Department of Human Services. Her grant writing skills yielded contracts establishing a Job Training and Job Readiness Program, a Public Child Welfare Regional Training Academy, and an Ombudsman Services Program. She also has extensive experience in planning and organizing with community-based organizations and developing community partnerships with faith-based organizations.

As a trainer and training coordinator for the Bay Area Training Academy and the UCLA Child Welfare Center (Inter-University Consortium), Ms. Crumpton has been responsible for training and developing curriculum for new and experienced child welfare staff, interns, paraprofessionals and supervisors in public social services. She also was a field instructor at UC Berkeley's School of Social Welfare and a field work liaison for Title IV-E students at San Francisco State University.

Ken Nakamura is the director of Humboldt State University's new MSW program, which will begin accepting students in fall 2004. The program emphasizes advanced generalist practice in rural and Native American communities. Mr. Nakamura has taught in Humboldt State's accredited undergraduate social work program and in Ethnic Studies since 1991. He was the program's field coordinator from 1995 to 2003.

A 1983 UC Berkeley graduate, Mr. Nakamura is committed to improving public services and working with diverse ethnic and cultural communities. Prior to teaching, he was a program specialist at San Mateo County Mental Health Services, coordinating collaborative mental health programs for young people in special education. Since moving to Humboldt County, he has been active in the community and on campus, including the Humboldt Area Foundation Board of Directors, the Humboldt First Five Commission, and the Yurok Tribe and as the advisor of the Asian Pacific American Student Alliance.

Title IV-E Schools and Their Project Coordinators

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Department of Social Work
David Chenot
- California State University, Chico
School of Social Work
Valerie Peck
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Department of Social Work
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- California State University, Hayward
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Paul Carlo, Center on Child Welfare
Micki Gress, School of Social Work

* *These schools offer part-time programs.*

† *CSU, Long Beach coordinates distance-education sites for other CSU campuses.*



TITLE IV-E BSW PROGRAM

Recruiting and preparing a diverse group of social workers for careers in public human service, with special emphasis on child welfare



CalsWEC's preliminary work on an undergraduate program similar and complementary to the Title IV-E MSW program began to bear fruit during fiscal 2003–2004 with the guidance of the BSW Task Force, composed of social work faculty, state agency leaders, and Title IV-E MSW project coordinators.

Three schools with the Title IV-E MSW program were selected to implement Phase I of the BSW program following completion of the Request for Proposal process. The California State University campuses at Chico, Fresno, and Long Beach were chosen because of their program design, prospective staffing elements, and location in regions demonstrating a strong need for an undergraduate social work program to build their child welfare workforce.

To prepare for the implementation of their programs in fiscal 2004–2005, project coordinators and other faculty at the schools began meeting in December 2003 as the BSW Planning Group. The planning group accomplished the following during fiscal 2003–2004:

- Designed and adopted a uniform set of application and candidate evaluation materials for use by IV-E BSW programs statewide. The purpose of the standardization is to insure consistency in admission criteria. Uniform materials also will facilitate program evaluation and comparison.
- Reviewed and discussed appropriate changes to the BSW program Master Student Agreement, based on the different population enrolled. The goal was to make the agreement terms as clear and equitable as possible, especially given the relatively young age of many applicants.
- Established undergraduate student selection criteria and a timeline for student recruitment, admission, transcripts review, and the overall selection process, with an emphasis on engaging the counties as partners in identifying appropriate prospective students.
- Discussed and developed questions to be incorporated into a future evaluation plan. Of special interest is the career trajectory of the Title IV-E BSWs, including their prospective educational plans and graduates' retention in the child welfare workforce. The program's basic census information will be incorporated into the existing CalsWEC Student Information System (CSIS) database. A manual for the schools to report CSIS data was developed by CalsWEC Research Specialist Susan Jacquet.

Plans for the BSW program include continuing refinement of the application and screening materials, as well as evaluation methodology and curriculum development. In light of the state's budgetary uncertainty, plans are for the BSW program to unfold slowly with the Phase I schools. As county needs are reassessed, programs at additional schools will be considered.

BSW Planning Group

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According to CalSWEC's Workforce Study, 77% of current welfare workers and supervisors without baccalaureate degrees would like to obtain a BSW.

MESSAGE FROM THE RTA COORDINATOR

Like CalSWEC as a whole, the RTA Coordination Project has had a very busy year. Much of the work is related to the implementation of the Adoption and Safe Families Act (ASFA) and the resulting federal Child and Family Services Reviews (CFSR). CalSWEC and the entire child welfare system continue to respond to the sea change brought about by the transformation to a more accountable, more transparent child welfare system that is based on outcomes for children and families.

As with all systemic transformations, staff training plays a unique and prominent role. The RTA Coordination Project is involved in managing the change in three principal ways: leadership, coordination, and evaluation.

Leadership

The activities of CalSWEC and the RTA Coordination Project are central to the success of California's response to the CFSR—the Program Improvement Plan (PIP). In the area of training, the PIP requires that California develop and implement statewide core curriculum for line workers and supervisors. Standards for on-going training are also required. Since the PIP was approved, I have co-chaired (with Greg Rose from the California Department of Social Services) the Statewide Training and Education Committee (STEC). With a broad membership from county, state, university, and other representatives, STEC has overseen the (often exhausting) development of statewide standards for ongoing training for line staff, as well as the development of new common core curriculum. STEC subcommittees will be hard at work over the next fiscal year completing the common core curriculum and piloting it across the state.

The RTA Coordination Project has also provided leadership in training for the implementation of California's new Outcomes and Accountability System, which is based on Assembly Bill 636. As co-chair (at CWDA's request) of the Training Subcommittee of the AB 636 Workgroup, CalSWEC coordinated the development and dissemination of training materials that helped counties implement the first two phases of AB 636, the County Self-Assessment and the System Improvement Plan.

Finally, the project has provided leadership in the area of fairness and equity, by sponsoring the Second Annual Symposium on Fairness and Equity Issues in Child Welfare Training. The symposium, and related projects that stem from it led by several of the RTAs, shines light on one of the most difficult problems facing child welfare training: addressing the over-representation of children and families of color in the child welfare system.

Coordination

One result of the CFSR and the AB 636 Outcomes and Accountability System is the increasing need for a coordinated statewide training system



that preserves the ability to respond to individual county needs. CalSWEC's partners at the RTAs, the Inter-University Consortium, and the Resource Center for Family-Focused Practice have worked tirelessly over the year to achieve this balance. CalSWEC's role is to assist them in doing this, by identifying statewide coordinated projects and assisting our partners in their achievement. Like any collaborative project, time and effort is required to plan and execute these projects. With the encouragement of the California Department of Social Services, the project has worked to operationalize and institutionalize the coordinated training system over the past year. Through the RTA Coordinating Committee, we have also worked to build linkages between the social work faculty around the state and the in-service training providers. Our long-term vision is an educational and training system that reinforces each other to raise the child welfare workforce to new levels of competence. We have also continued to work closely with the County Welfare Directors Association to assure that county needs are met.

Evaluation

In the broadest sense, ASFA and the CFSR process challenge us all to prove that what we do matters—to ascertain the impact of what we do on the workforce and ultimately the children and families of California. We must be able to systematically evaluate what we do in order to supply this proof. For this reason, perhaps the most interesting work of the project this year promotes the evaluation of training in California. As part of STEC, the Macro Evaluation Team is developing a *Training Evaluation Framework* that can be used to assess the efficacy of training. The framework includes a bank of evaluation test items that can be used to test knowledge acquisition in the training classroom. Two other studies provided information on California's child welfare training system: the *Baseline Training Assessment* surveyed counties and RTAs on their training system and the training provided to line workers, and the *Supervisor Study* provided valuable information on current and ideal supervisory practice.

Each year it is a pleasure to plan and participate in the National Human Services Training Evaluation Symposium. A wise group of training evaluators came to Berkeley again this year from all over the country to wrestle with the complexities of evaluating the effectiveness of training. In September 2003 I also had the pleasure of accepting a Special Recognition Award from the National Staff Development and Training Association, expressing appreciation for CalSWEC's planning and sponsorship of seven years of symposia. California and the rest of the country all benefit from the lively discussion and problem-solving at this event.

Of course, CalSWEC and the project depend on the hard work of all of our partners across the state, as well as our staff. I can't thank all of them enough for their dedication and hard work. Through the changes, we will all achieve a more accountable, fairer, and more client-centered child welfare system.



BARRETT JOHNSON

RTA Coordinator



RTA Coordinator Barrett Johnson

REGIONAL TRAINING ACADEMY (RTA) COORDINATION PROJECT

*Defining and operationalizing
a continuum of social work
education and training*



Responding to the continuing focus in fiscal 2003–2004 on outcomes-based performance evaluation for the child welfare system, the Regional Training Academy (RTA) Coordination Project addressed both California's and the federal government's concerns through flexible and concrete means, while also building upon its work begun as part of the Child Welfare System (CWS) reform efforts.

The RTA Coordination Project's activities fall into the four categories below.

Statewide Coordination of Curriculum Development and Standardization

Coordinating and standardizing core CWS Training for new child welfare workers:

The activities associated with the Standardized Core Project were incorporated into Program Improvement Plan (PIP)-related activities, including bimonthly meetings of the Statewide Training and Education Committee (STEC) and other meetings focused on particular aspects of core training standardization.

Among their activities, project staff:

- Developed pages on CalSWEC's Web site for all STEC activities; and
- Developed and administered the *Baseline Assessment of Training*, a comprehensive survey of California's training system.

Coordinating and standardizing CWS Training for supervisors

Activities focused on completing the Supervisor Study begun in fiscal 2002–2003 and formulating statewide standardized competencies for use in training child welfare supervisors. These competencies will be used as the basis for curriculum development for supervisors and for evaluation of supervisory training programs

Among highlights, project staff:

- Surveyed 1,000 line workers, supervisors, and managers on current and ideal supervisory practices and roles; and
- In collaboration with Central California Child Welfare Training Academy used national training evaluation experts to develop and implement evaluation of mentorship programs.

Strategic planning sessions

The strategic planning sessions are essential to furthering statewide collaboration on training issues. The quarterly RTA/IUC/LA DCFS/RCFFP directors' meetings are their opportunity to follow up on

collaborative agreements and strategize about meeting upcoming training and organizational development needs. The all-staff meetings are held annually.

Among highlights, project staff:

- Facilitated monthly RTA/IUC/LA DCFS/RCFFP directors' conference calls aimed at increasing coordination across regions; and
- Provided assistance to the California Department of Social Services (CDSS), creating documents and supporting materials to establish a vision, values, and operating agreements for the coordinated CWS training system.

Statewide Training Evaluation

Macro Evaluation Team

The Macro Evaluation Team coordinates strategic planning for the development of a statewide framework for training evaluation. This strategic plan will assess the feasibility and determine the necessary resources required to track and evaluate child welfare training statewide. National experts worked with CalSWEC and RTA/IUC staff to facilitate the team and provide technical assistance.

Activities included:

- Beginning the development of a common framework for training evaluation, as required by the PIP; and
- Continuing the refinement of items for the statewide item bank, which will test knowledge acquisition for the common core curriculum.

Seventh Annual National Human Services Training Evaluation Symposium

This annual two-day forum brings together approximately 70 training evaluators from throughout California and around the nation to present and discuss training evaluation. Now in its seventh year, the unique symposium is recognized nationally as the premier training evaluation event. The proceedings of the symposium, held on May 26–28, 2004, will be published and distributed.

Fairness and Equity in CWS Training

Analysis of data from training in child welfare services consistently points to the need for developing effective training strategies to address inequities in the child welfare system based on race, ethnicity, or region. This past year, the RTA Coordination Project continued to provide statewide leadership and technical assistance to promote fairness and equity in child welfare practice.



Training and Curriculum Specialist Phyllis Jeroslow, left, and Training and Evaluation Specialist Leslie Zeitler joined the RTA Coordination Project in fiscal 2003–2004.

New RTA Coordination Project Staff

The project is fortunate to have two new, energizing program staff.

Leslie Zeitler, LCSW, was hired in November 2003 as the training and evaluation specialist. Prior to joining CalSWEC, Ms. Zeitler provided direct social work services for six years to low-income children and families through the San Francisco-based Legal Services for Children. She is also a graduate of the Coro Fellowship Program in Public Affairs.

Phyllis Jeroslow, MFT, was hired in January 2004 as the training and curriculum specialist. She previously was as a child welfare worker and supervisor in San Francisco County's Department of Human Services and worked extensively with the department's family conferencing program and its implementation of team decision-making.

CalSWEC Honored

The National Staff Development and Training Association (NSDTA) honored CalSWEC for its ongoing sponsorship and support of the National Human Services Training Evaluation Symposium. RTA Coordinator Barrett Johnson accepted the NSDTA Special Recognition Award on CalSWEC's behalf on September 23, 2003, at NSDTA's national conference in Anaheim, California.

Two primary strategies were implemented: (1) funding and supporting innovative regional training products that address the complexities of diverse racial and cultural experiences of families, child welfare staff, and service providers and (2) hosting the Second Annual Symposium on Fairness and Equity Issues in Child Welfare Training.

With CalSWEC's assistance, work groups from the Regional Training Academies created training materials and methods that addressed new perspectives in cultural competency, outcome measurement, organizational change, and the development of skills to process emotion-laden material in the training room.

The Symposium on Fairness and Equity Issues in Child Welfare Training, held at UC Berkeley April 27–28, provided a forum in which these training products could be shared with other educators, trainers, practitioners, and county administrators from around the state. Additionally, the symposium incorporated a strategic planning session to identify fairness and equity projects for the coming year.

Emergent Issues Related to the PIP, CWS Redesign, and Other CDSS and CWDA Initiatives

CWDA and CDSS have several major projects with substantial implications for training and staff development primarily associated with California's PIP and the CWS redesign, but encompassing other initiatives as well.

Among the project's accomplishments in fiscal 2003–2004 were the following:

- Co-chaired the AB 636 Training and Technical Assistance Subcommittee, which was charged with coordinating training activities for California's new Outcomes and Accountability System;
- Developed training materials on the Self-Assessment and System Improvement Plan (SIP) portion of the AB 636/California Child and Family Services Review (C-CFSR), and organized and disseminated the training materials via CalSWEC's Web site;
- Developed training materials on the System Improvement Plan (SIP) portion of the AB 636/C-CFSR, including the *SIP User's Guide*;
- Provided technical assistance to the RTAs for training on the SIP and posted SIP materials on CalSWEC's Web site; and
- Developed intercultural communications-based curriculum in conjunction with the Northern California Children & Family Services Training Academy

Directors of the Regional Training Academies, Inter-University Consortium, Los Angeles Department of Children & Family Services, and The Resource Center for Family-Focused Practice

- Carole Bender, Director of Training
UCLA Center on Child Welfare
Inter-University Consortium
- Susan Brooks, Director
Northern California Children &
Family Services
Training Academy
The Center for Human Services
University of California, Davis
- Bill Donnelly, Director
Inter-University Consortium
UCLA Center for Child &
Family Policy
- Don Dudley, Program Director
Academy for Professional
Excellence
Public Child Welfare Training
Academy
San Diego State University
- James Ferreira, Director
Child Welfare Training Center
Department of Social Work
California State University,
Long Beach
- David Foster, Director
Central California Child Welfare
Training Academy
California State University, Fresno
- Michael Gray, Division Chief
Los Angeles County
Department of Children &
Family Services
- Linda Liu, Director
Center for Child Welfare
California State University,
Los Angeles
- Rodger Lum, Director
Bay Area Academy
- Mark Miller, Training Director
Los Angeles County
Department of Children &
Family Services
- Donna Toulmin, Director
of Training
Center on Child Welfare
University of Southern California
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Academy for Professional
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San Diego State University
- Deborah Yip, Director
The Resource Center for Family-
Focused Practice
The Center for Human Services
University of California, Davis



Colorado-based child welfare consultant Jane Berdie and Training Evaluator Henry Ilian of New York City's Administration for Children's Services, James Satterwhite Academy for Child Welfare Training, were among participants at the Seventh Annual National Human Services Training Evaluation Symposium.

ADDRESSING FUTURE WORKFORCE NEEDS

Exploring other models and structures of operation that provide maximum opportunity for accomplishing CalSWEC's mission

In fiscal 2003–2004 CalSWEC launched two initiatives to increase the number of competently trained social workers in public mental health and aging services. This was the result of its two-year Strategic Planning process in which CalSWEC determined that it should address crucial social welfare workforce needs. Using the successful collaborative model it developed to address workforce needs in public child welfare, CalSWEC created CalSWEC II to serve as the catalyst and convener of stakeholders that will drive the development of the new initiatives.

Mental Health Initiative

The mental health initiative envisions the development of a culturally competent corps of trained social work mental health providers—the products of a full continuum of social work education and training programs. The “pipeline” strategy for this would begin in high school and progress through graduate training, thus creating a career and educational ladder for workforce development.

The Mental Health Subcommittee of CalSWEC’s Curriculum Committee first convened in February 2004. It is co-chaired by Beverly Buckles, director of the Department of Social Work at Loma Linda University, and John J. Ryan, director of the Riverside County Department of Mental Health. A Mental Health Summit for California stakeholders to develop competencies for mental health social worker education is scheduled for fiscal 2004–2005.

The subcommittee’s key activities include:

- Convening key public and private mental health stakeholders from the education and provider communities for the design of a comprehensive “model” proposal for workforce development programs in both southern and northern California;
- Supporting and sustaining the stakeholder groups for continued planning, coordination, and program development, and encouraging the development of pilot projects;
- Developing a comprehensive workforce development proposal with an emphasis on recruiting leaders from ethnic communities into the human services field;
- Leading a collaborative effort to seek public and private funding support for implementation of the proposals; and
- Drafting and finalizing competencies for educational institutions to adopt for curriculum development.



Aging Services Initiative

The aging services initiative would encourage the development of a continuum of gerontology training and education programs at every level of higher education. It also would encourage the development of gerontology curriculum and specialization in social work schools statewide, as well as support the growth and development of the Geriatric Social Work Consortium in southern California and the Consortium for Social Work Training in Aging in the north.

The Aging Services Subcommittee of CalSWEC's Curriculum Committee is co-chaired by Ken Patterson, director of the Stanislaus County Community Services Agency, and Margaret Tynan, director of the Master of Social Work Program at California State University, Stanislaus. Its first meeting was in February 2004. An Aging Summit is planned for fiscal 2004–2005.

The subcommittee's activities include:

- Creating a partnership of key stakeholders, both public and private, from the education and service provider communities, appropriate state and local agencies, and private foundations for developing a common vision for a statewide social work workforce development strategy;
- Developing a statewide plan with specific strategies to address the need for building capacity, creating incentives for attracting students, and improving workforce diversity;
- Accessing the knowledge base of the Geriatric Social Work Consortium in southern California and the Consortium for Social Work Training in Aging (CSWTA) in northern California by better understanding “lessons learned” and best practices from these two models;
- Stimulating the development of a full continuum of gerontology training and education programs at every level of higher education; and
- Forming a broad-based statewide coalition to advocate for and seek sustainable funding for aging workforce training.



RESOURCES



The California Child Welfare Resource Library was created in 1994 through a grant funded by CalSWEC. It is administered by the Department of Social Work at California State University, Long Beach and managed by Resource Specialist Cheryl Fujii.

California Child Welfare Resource Library

The California Child Welfare Resource Library provides up-to-date educational materials to the state's schools of social work, county public child welfare agencies, and regional training academies and centers to promote best practices and advocate for families and children in the child welfare system.

The following are highlights of fiscal 2003–2004:

- The following four modules were published: (1) *Kinship Caregivers and Social Workers: The Challenge of Collaboration*, (2) *Pathways to College: Understanding the Psychosocial and System-Related Factors that Contribute to College Enrollment and Attendance Among Emancipated Foster Youth: An Empirically-Based Curriculum*, (3) *Family Unity Meetings: Practice, Research, and Instructional Curricula*, and (4) *Enhancing Positive Outcomes in Transracial Adoptive Families*.
- A total of 68 videotapes were added covering such topics as child abuse and neglect, child protective services, children and the Internet, interviewing, kinship care, multiculturalism, parenting, social work ethics, trauma, and violence.
- More than 150 additional resources, excluding videotapes, were added to the holdings, including books and booklets; CalSWEC curriculum modules; CSU, Long Beach MSW theses; journal issues; and CD-ROMs.
- Product catalogs were sent to all county public child welfare agency directors, as the library's advertising and marketing strategies continued to evolve. Product dissemination was up 80 percent over the previous fiscal year, despite the continued curtailment of travel to out-of-state conferences. The most popular item for the second year in a row was the CD-ROM *Interviewing Children in Child Welfare*.
- Operating as a books-by-mail service for the state's borrowing partners, the library received requests for materials from 12 universities, 2 counties, and 2 field supervision sites, for a total of 382 items borrowed.
- The library's Web site (<http://www.csulb.edu/projects/ccwrl>), the primary tool for information dissemination, logged 1,833 visitors. This coming year will see the site's redesign.

CalSWEC's Web Site

CalSWEC's Web site, <http://calswec.berkeley.edu>, is a dynamic embodiment of its projects and activities that parallel the continuum of learning in child welfare.

At one end of the continuum is information for graduate social work students in the Title IV-E Child Welfare Training Project who are preparing for careers directed toward child welfare practice in publicly supported social services. At the other end is information and technical support for child welfare workers and supervisors provided through the Regional Training Academy Coordination Project, which coordinates and promotes the continuing professional education of public child welfare staff.

The site also offers information resulting from the overarching evaluation and research conducted and supported by CalSWEC to ensure the integration of classroom and field work as well as agency-school cooperation in the improvement of the child welfare system, including the retention and sense of efficacy of public child welfare workers.

The site saw a number of developments this fiscal year, including:

- Creation of a separate site for Title IV-E project coordinators, providing them access to current policies and updates affecting the program;
- Online access to curriculum competencies developed for the new Title IV-E BSW program;
- Creation of pages dedicated to the work of the Statewide Training and Education Committee and its Macro Evaluation Team;
- Online tools to help counties complete both the California Child and Family Services Review Self-Assessment and System Improvement Plan;
- Online tools and curriculum to help counties, Regional Training Academies, and agencies satisfy requirements of the legislatively mandated Program Improvement Plan; and
- Online access to information about CalSWEC's new initiatives on aging services and mental health.



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About Us	Evaluation & Research	Competencies	Standards	Values	Library	Calendar	Links	School of Social Welfare
What's New		Master Plan	CalSWEC II	Contact Us	Site Map			
Title IV-E Child Welfare Training Project		The California Social Work Education Center (CalSWEC) is a partnership between the schools of social work, public human service agencies, and other related professional organizations that facilitates the integration of education and practice to assure effective, culturally competent service delivery to the people of California.						
MSW FAQs		--Mission Statement, 2001						
BSW FAQs		Welcome to the California Social Work Education Center, the nation's largest state coalition of social work educators and practitioners, based at the University of California, Berkeley.						
Participating Schools		Created in 1990, CalSWEC is a consortium of the state's 17 accredited social work graduate schools, the 58 county departments of social services and mental health, the California Department of Social Services, and the California Chapter of the National Association of Social Workers.						
Project Coordinators		CalSWEC coordinates the following:						
American Indian Graduate Program		<ul style="list-style-type: none">• Title IV-E Child Welfare Training Project, which offers financial support to graduate social work students who are preparing for careers directed toward child welfare practice in publicly supported social services;						
Curriculum Competencies		<ul style="list-style-type: none">• Regional Training Academy Coordination Project, a statewide collaborative that provides continuing professional education of public child welfare staff; and						
Curriculum Development		<ul style="list-style-type: none">• Evaluation and research for both of the above programs. Additionally, CalSWEC funds projects exploring promising practices that advance the development of competencies in child welfare services and the retention of public child welfare workers.						
Student Day Program								
For Project Coordinators								
For Students								
New Graduate Survey								
Regional Training Academy Coordination								
FAQs								
Regional Training Academies								
Statewide Training and Education Committee (STEC)								
C-CFSR Training								
Standardized Core Project								
Training Evaluation								
Fairness & Equity Issues								
Other Training Resources								

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- Chris Mathias
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- Susan E. Jacquet
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- Barrett Johnson
Regional Training Academy Coordinator (RTA)
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- Monica H. Asfura
Events Planner
- James Dougherty
Computer Resource Specialist II
- Deborah Grantz
Sr. Administrative Analyst
- Terry A. Jackson
Administrative Assistant II
- Karen Ringuette
Sr. Publications Coordinator
- Vick Singh
Administrative Assistant I
- Anita Trent
Administrative Specialist

California Child Welfare Resource Library

(located at the Department of Social Work, California State University, Long Beach)

- Cheryl Fujii
Resource Specialist

Graduate Student Researchers

Graduate student researchers provide valuable research assistance on CalSWEC projects while also working on their MSW or doctoral programs. The following students worked with CalSWEC during academic year 2003–2004:

- Tami Claxton, '04, M.S.W.
(Children and Families)
- Sasha Clayton, '05, M.S.W.
(Children and Families)
- Gingi Fulcher, Ph.D. in progress
- Michelle Henderson, '05, M.S.W. *(Management and Planning)*
- Colleen Henry, '05, M.S.W.
(Children and Families)
- Mary Hirschauer, '04, M.S.W.
(Community Mental Health)
- Loraine Park, '05, M.S.W.
(Management and Planning)
- Jocelyn Pascoe '04, M.S.W.
(Children and Families)
- Lily Sinayuk, '04, M.S.W.-M.P.H.
- Fangfang Yao, Ph.D. in progress

Publications and Presentations

Clark, S.J., member, Child Welfare Services Stakeholders Group, 2000–2004. Two presentations stemming from this are:

- “Fairness and Equity in the Child Welfare System, the California Stakeholders Redesign,” panel presentation at Beyond the Bench: Celebrating the California Juvenile Court Centennial, Hollywood, CA, December 5, 2003.
- “Fairness and Equity: Child Welfare Services Redesign,” presentation at the Community Mental Health Advocates for Children and Youth Annual Conference, Asilomar, CA, May 6, 2004.

Clark, S.J. (in press). Promising practice approaches in child welfare. In Salahu-Din, S. (Ed.), *Child Welfare: A Strengths Approach*. Boston: Allyn & Bacon.

* Title IV-E refers to the Title IV-E Child Welfare Training Project. RTA refers to the Regional Training Academy Coordination Project.

Clark, S.J., & Gilman, E. (in press). Fairness and multicultural competence in the child welfare system. In N. Cohen & T. Tran (Eds.), *Multicultural Approaches in Caring for Children, Youth and Families*. Boston: Allyn & Bacon.

Clark, S.J., and Jacquet, S. (2004). An interim report to the Board of Directors on the CalSWEC Student Information System. Internal publication. Berkeley, CA: California Social Work Education Center, University of California, Berkeley.

Clark, S.J., and Jacquet, S. (2003). Efforts to represent the underrepresented in public child welfare. Internal publication. Berkeley, CA: California Social Work Education Center, University of California, Berkeley.

Clark, S.J., & Wilkinson, D. (2003). Commentary on: decision making by the child protection team of a medical center. *Health & Social Work, 28* (4).

Johnson, B. "Considerations in Evaluating Training," panel presentation at the National Staff Development and Training Association Conference, Anaheim, CA, September 23, 2003.

Johnson, B. "Responding to the CFSR and Designing a Training System," technical assistance to the State of Idaho, Coeur d'Alene, ID, June 20, 2004.

Parry, C., Berdie, J., & Johnson, B. (2004). Strategic planning for child welfare training evaluation in California. In B. Johnson, V. Flores, & M. Henderson (Eds.), *Proceedings of the Sixth Annual National Human Services Training Evaluation Symposium / 2003* (pp. 19-33). Berkeley, CA: California Social Work Education Center, University of California, Berkeley.

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Clark, S.J., Fulcher, G., Jacquet, S., & Yao, F. (2004). Executive Summary for the 2004 CalSWEC Workforce Study presented to the CalSWEC Board of Directors. Berkeley, CA: California Social Work Education Center, University of California, Berkeley.

Needell, B., Webster, D., Cuccaro-Alamin, S., Armijo, M., Lee, S., Lery, B., Shaw, T., Dawson, W., Piccus, W., Magruder, J., & Kim, H. (2004). *Child Welfare Services (CWS/CMS) Reports for California*. Retrieved October 14, 2004, from University of California, Berkeley Center for Social Services Research Web site: <http://cssr.berkeley.edu/CWSCMSreports/>.

U.S. Bureau of the Census, California QuickFacts. Retrieved September 30, 2004, from <http://quickfacts.census.gov/qfd/states/06000.html>.



BUDGET APPROPRIATIONS

The following are budget appropriations for 2001–2002 through 2003–2004:

	2001–2002	2002–2003	2003–2004
Title IV-E Master of Social Work (MSW) Program	\$17,987,007	\$19,893,333	\$21,001,840
Number of Students	698	721	749
Regional Training Academy (RTA) Coordination Center	\$894,421	\$896,660	\$762,465



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