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UNIVERSITY OF CALIFORNIA, BERKELEY

SECOND ANNUAL
SYMPOSIUM ON FAIRNESS & EQUITY ISSUES
IN CHILD WELFARE TRAINING

SPONSORED BY
THE CALIFORNIA SOCIAL WORK EDUCATION CENTER (CALSWEC)
IN CONJUNCTION WITH THE REGIONAL TRAINING ACADEMIES
AND THE CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

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ABOUT THE SYMPOSIUM

*While it is beyond the scope of Redesign to tackle structural racism which creates and supports societal inequities, it is important to note the impact racism has on poverty and the higher prevalence of poverty among families of color. The importance of poverty as a causal factor in abuse and neglect is clear, **but even controlling for socio-economic status**, race produces differences in the rates of entry into the child welfare system, and disparities in the types of services provided and the length of time in care. [emphasis added]*

—CWS Redesign: The Future of California's Child Welfare Services, Final Report, September 2003

In the CWS Redesign Final Report of September 2003, the **CWS STAKEHOLDERS GROUP** set forth a framework for systemic changes within the CWS system, including a core emphasis on issues of fairness and equity. Inspired by the Stakeholders' vision in this crucial area, and guided by the **CALIFORNIA SOCIAL WORK EDUCATION CENTER (CALSWEC)** and the **NORTHERN CALIFORNIA CHILDREN & FAMILY SERVICES TRAINING ACADEMY**, all of California's regional training academies (**RTAs**) and the Inter-University Consortium (**IUC**) convened in January 2003 to plan the first **SYMPOSIUM ON FAIRNESS AND EQUITY ISSUES IN CHILD WELFARE TRAINING**. The initial symposium focused on creating a culture and vision of fairness and equity that can be infused into training content and process. Building upon this foundation, the 2004 symposium will continue to forge a fair and equitable child welfare culture from the pivotal perspective of education and training.

Institutional racism, which produces the disparate trends cited [in the quote] above and is both pervasive and insidious, affects judgements—often at an unconscious level—about family capabilities, level of risk, utility of services and many other factors which directly affect entry rates, service provision, and ultimately outcomes. Institutional racism and systemic bias are ingrained in organizational cultures and flourish among well meaning people.

—CWS Redesign: *The Future of California’s Child Welfare Services, Final Report*,
September 2003

The 2000 U. S. Census indicates that African American children comprise approximately 15% of children birth through 17 years of age.¹ Yet, estimates for September 2001 noted in *The AFCARS Report* of the U.S. Department of Health and Human Services indicate that Black Non-Hispanic children accounted for 38% of children in foster care, 28% of children who entered care during fiscal year 2001, and 45% of children in foster care waiting to be adopted.² Additionally, the CWS Redesign Final Report states that African-American and Native American children have a greater likelihood of being removed from their mothers as infants, spend more time in foster care, receive fewer services, have less contact with child welfare staff, and experience lower reunification rates than children of other races.³

VISION OF CWS REDESIGN AND PURPOSE FOR THE 2004 SYMPOSIUM

With fairness and equity at its core, the vision of the CWS Redesign is that all children and families will obtain similar benefits and achieve equally positive outcomes.

—CWS Redesign: *The Future of California’s Child Welfare Services, Final Report*,
September 2003

In order to grow the culture of fairness and equity as expressed in the vision of the Redesign, this invitational symposium provides a forum for trainers, educators, and county staff developers throughout the state to discuss and develop concrete strategies for positive change in the *content* and *process* of child welfare training. While training in and of itself cannot vanquish the inequity problems in the CWS system, understanding disproportionality research and grappling with the issues through honest and thought-

¹ United States Bureau of the Census (2001). Census 2000 Summary File 1 (SF 1) 100-Percent Data http://factfinder.census.gov/servlet/DatasetMainPageServlet?_lang=en.

² U.S. Department of Health and Human Services, Administration for Children and Families, Children’s Bureau, AFCARS Report. March 2003 (8). <<http://www.acf.hhs.gov/programs/cb/publications/afcars-report8.pdf>> Accessed on January 30, 2004. Preliminary estimates for FY 2001 as of March 2003, www.acf.hhs.gov/programs/cb.

³ Child Welfare Services Stakeholders Group. *CWS Redesign: The Future of California’s Child Welfare Services, Final Report*, September 2003, State of California, Health and Human Services Agency, p. 152.

provoking discourse enables trainers and educators to devise the means by which to promote fairness and equity in the child welfare system.

FORMAT AND FOCUS OF THE 2004 SYMPOSIUM

THE SYMPOSIUM FORMAT IS DESIGNED TO ENCOURAGE A GENUINE SHARING OF IDEAS, INCLUDING QUESTIONS, CHALLENGES, AND SUCCESSES.

THE SYMPOSIUM EMBRACES TWO CENTRAL THEMES :

**ASSESSMENT
and
TRAINER/STAFF DEVELOPMENT**

The coverage of *Assessment* spans all echelons of child welfare culture, from the level of the self, to that of the training organization, the community agency, and the county child welfare department. Presentations concern assessment tools, data analysis, and the application of findings to the design of training plans. The approach to *Trainer/Staff Development* provides the tools to transform the training arena into fertile ground for the cultivation of deeper levels of intercultural communication that produce awareness and positive action, both in the field and in the organizational setting. Presentations emphasize the acquisition and enlivening of practical skills for self-examination and for processing emotionally sensitive issues as they arise in trainees. The powerful combination of *Assessment* and *Trainer/Staff Development* allows trainers and educators to invigorate child welfare practice so that equitable outcomes for children can be achieved.

REGIONAL WORKSHOPS

Several RTAs have established Regional Workgroups to create new strategies for advancing fairness and equity in child welfare practice. The Workgroups meet throughout the year and include the participation of county and Title IV-E partners. During the symposium, members of Regional Workgroups share their progress and collective experience, fostering a stimulating dialogue with participants.

Before the conclusion of the program, Regional Teams meet with Workgroup members to integrate information acquired during the symposium and to develop or refine implementation plans for the coming year. Representatives from each regional team then present salient points from their discussions to the symposium attendees at large. In this manner, the symposium serves to set new goals and objectives to propel the cause of fairness and equity in future training arenas.

ATTENDANCE AT THE 2004 SYMPOSIUM

One of the goals of the symposium is to provide a forum of optimal size to engender open, in-depth communication. In order to create such a milieu, each region in the state is awarded a set number of participant spaces to invite trainers, educators, and staff developers from their respective constituencies. Consequently, attendance at the symposium is by invitation only.



April 27—Day 1: Morning Session

Introductory Remarks

Welcome and Background

Barrett Johnson, *LCSW, Regional Training Academy Coordinator, CalSWEC, University of California, Berkeley*

Barrett Johnson of CalSWEC welcomed participants to the 2nd Annual Symposium on Fairness and Equity Issues in Child Welfare Training. The first symposium in 2003 was inspired by California's Child Welfare Redesign that served to define and identify the issues of fairness and equity.

Since last year's event, the Regional Training Academies (RTAs) undertook projects to train child welfare workers, supervisors, management and training staff in fairness and equity issues. At the 2004 symposium, the RTAs presented their training projects in order to foster group discussion and critical thinking about their challenges and successes.

The 2004 symposium was made possible by the California Department of Social Services and was accomplished through the work of the symposium's Steering Committee and CalSWEC staff.

Themes

The first day of the symposium focused on assessment and outcomes for county child welfare programs, partnering agencies, training organizations, and the State of California. The second day concerned infusing fairness and equity issues into curricula and addressing the issue of disproportionality in all our child welfare training programs.

Discussion Points and Ideas

At the start of the program, participants were asked to identify their current concerns regarding fairness and equity training issues. These included the following observations:

- More concrete and creative ideas or planning strategies are needed for trainers and educators to assist social workers to grapple with the dynamics of fairness and equity in the child welfare system, particularly in a time of limited resources.
- Supervisors need strategies to create safety for themselves and their workers in unit meetings in order to discuss fairness and equity issues.
- Students need assistance in retaining knowledge and maintaining sensitivity with respect to cultural issues as they transition to the workplace.
- Strategies are needed to expand learning and development beyond the training rooms, classrooms, and unit meetings.

Ethnicity and the Path Through California's Child Welfare System

http://calswec.berkeley.edu/CalSWEC/FE_Needell.pdf

Barbara Needell, *M.S.W., Ph.D., Principal Investigator and researcher at the Performance Indicators project at the Center for Social Services Research (CSSR) of the University of California, Berkeley School of Social Welfare*

Dr. Needell shared data from the statewide child welfare database, CWS/CMS. Information for each California county regarding referrals, substantiations, entries into foster care, and point-in-time in care, by age and race subsets, are available on the CSSR Web site.

Through Dr. Needell's PowerPoint presentation emerged the story of disproportionality in California's child welfare system. Dr. Needell explained that the data for African American and Native American children in California are markedly disproportional when compared with data for other children of color in the state.

Other Key Points

- Twice as many African American children are referred as their proportion in the state's population. African American children comprise 7% of the population of children in California, yet account for 14.5% of the referrals.
- A consistent disproportionality exists for reports and subsequent substantiated referrals, indicating that the child welfare system does not correct bias once a child enters the system.
- Among children with substantiated referrals, African American children are more likely to enter foster care rather than be served at home or in the community.
- African American children are much more likely to be reported for suspicions of child abuse than other children given their proportion in the population. Native American children account for the next highest rate of reporting based on their proportion in the population.
- There is very little difference in the rates for Hispanic children compared to White children. In fact, the rates for White children are slightly higher than the rates for Hispanic children.
- African American children are less likely to receive formal in-home services than children of other races.
- Infants are more likely to enter foster care, given their presence in the population, than older children. The foster care entry rates for African American babies are the highest.
- African American children remain in care longer than children of other populations when placed with relatives or non-relatives
- The proportion of African American children placed with relatives who are reunified over time is lower than that of children of other races.



Keynote Address

Keep it On the Front Burner: Ethnic and Cultural Issues in Child Welfare

Joyce N. Thomas, *RN, M.P.H., PNP.*

Introduction

Ms. Joyce Thomas formulates policy, conducts research, publishes articles, and provides training and technical assistance on cultural competency and children's issues. She has developed training curricula, not only for social workers, police officers, and mental health workers, but also for childcare providers, teen parents, high-risk families, and ethnic minority populations. Ms. Thomas is a registered nurse and received her MPH at the University of California, Berkeley.

Throughout her many years of contributions, Ms. Thomas set an example with her attention to the cultural and racial experiences of ethnic and minority populations, particularly in the areas of child maltreatment, sexual victimization of children, and domestic violence. She has received numerous awards, including the Humanitarian of the Year Award from Parents United International, the Distinguished Black Marylanders Award, the Outstanding Community Services Award from the Washington Psychiatric Society, and the Outstanding Service Award from the American Professional Society on the Abuse of Children, where she served as president. Ms. Thomas also served as the director of the Division of Child Protection of the Children's National Medical Center in Washington, D.C.

Currently, Ms. Thomas is the president, co-founder, and CEO for the Center for Child Protection and Family Support, and she is the founder and director of the People of Color Leadership Institute, both located in Washington, D.C. She is also a member of the steering committee of the African American Institute on Domestic Violence.

The following is a summary of Ms. Thomas's presentation. She shares her background and experience to address the issues of Fairness & Equity in Child Welfare over the past 25 years.

Background/Experience

Ms. Thomas was raised in a poor but loving family in Harlem, under economic conditions not dissimilar from those of poor families of today. As a child of Harlem, Ms. Thomas developed an inner city sensibility. Later, as a pediatric public health nurse, she became deeply interested in learning and addressing the needs of children. This interest ignited a career in child welfare that has now spanned well over 25 years. Through a conscious awareness and sense of purpose early in her career, Ms. Thomas became dedicated to the success of community-based social service.

Ms. Thomas made home visits and learned how to adjust her work style to the environment. Working in the community allowed her to understand the depth and complexity of life that many families experience long before they come to the attention of the child welfare system.

Ms. Thomas also worked in a number of health care settings, including Children's Hospital and the Alameda County Health Department in Oakland, California, and St. Christopher's Hospital for Children in Philadelphia. She was the regional nurse administrator at the Pennsylvania Department of Health and later became the Presidential Appointee for the White House Conference for a Drug-free America. Ms. Thomas explained that during her work for the White House, she observed how policy can adversely affect practice and how sometimes only the researchers look at the data.

Ms. Thomas believed that it was the passion, concern, and depth of caring of her mission that allowed her to compete successfully against major institutions to receive a grant (her first) to start the People of Color Leadership Institute. In her work at the Institute, Ms. Thomas chose to focus on prevention. She sought to understand what was happening to families in their homes before they came to the hospital or before they entered the child welfare system. She currently maintains that preventing children from coming into care is one of the most critical means by which to address disproportionality in the child welfare system.

History of Disproportionality in Child Welfare

Ms. Thomas discussed the history of racist institutional policies that contributed to the disproportionality in child welfare that exists today. She noted that this has historically been a volatile issue due to very limited numbers of people of color in leadership positions.

- In 1935, the federal government began to provide states with money and resources to expand the child welfare system under Title IV-B of the Social Security Act. At the same time, there were numerous laws, regulations, and other activities of the federal government aimed, ostensibly, to address the well-being of children and families.
- When the federal government began to look at this question with an intent to be helpful, we began to see how some of the systems that were put in place to get and keep people in care resulted in unintended abuses. Then, as now, there are many inconsistencies between the national policies and what is really helpful to children.

- For example, the Fleming Rule of 1961 resulted in raids by welfare staff in the middle of the night on low-income, primarily Black families, conducted particularly on single moms to see if there was a man in the home. As a consequence, people were removed from welfare benefits and families struggled.
- This policy focused on examining households for “unsuitable home conditions” and these families were defined as being neglectful. Benefits were withdrawn, and children were removed from their homes and put in out-of-home placement. Many people now view the large numbers of African American children who entered the system at that time as a preamble to what we’re seeing today.
- As early as 1963, it was well known that African American children and Native American children were over-represented in the foster care system, but, due to anger and frustration, it was hard to talk about.
- Beginning in 1970, landmark studies and research were conducted. Jeanne Giovanni and Dr. Andrew Billingsley began to document the problems of chronically neglectful families. They were poor, inner-city, and predominantly African American. At the same time, these problems were occurring on the reservations of Native Americans.
- In the mid-1970s, the issues around child abuse and neglect, such as the battered child’s syndrome, began to heat up. Demonstration projects were developed. Mandatory reporting became a reality as all 50 states and the District of Columbia passed mandatory reporting laws.
- Through the 1980s, more legislation was passed and reasonable efforts made toward preventing children from being removed. But at the same time, more and more Black families were pouring into the system. There was little or no attention paid to the issue of neglect.
- Research continued in the 1990s. For example, Susan Siravan and Raymond H. Starr conducted comprehensive studies of the psychosocial characteristics of mothers who physically abused and neglected their children. These examinations pointed to a lot of similarities between White families and Black families who were abusing their children. However, the differences between the White and Black families had to do with how these children were treated once they got into the system.
- In 1993, the TANF (Temporary Assistance for Needy Families) legislation resulted in lowering benefits to families. As TANF was implemented, the assistance checks would come in on the first of the month, but by the tenth of the month, families were totally out of resources. They still have menial kinds of work opportunities. But now, they are more stressed because they are dealing with work *and* children.

The Challenges

Over the past decade, issues of cultural diversity have been the foundation of Ms. Thomas’s career in child welfare as an administrator and practitioner. She shared her perspective and vision about cultural competence and ethnic issues in child welfare training. She acknowledged that it is challenging, complex, and controversial to adapt these concerns for the training environment.

Ms. Thomas discussed some challenges of promoting fairness and equity in child welfare, but stressed that difficult decisions, such as whether or not it is safe to leave a child in

his/her home, should not be made by frontline workers alone. These decisions should be made with the support of supervisors and the agency, where the policies, procedures, and guidelines are in place to help inform their thinking.

The Accomplishments

Ms. Thomas reflected on accomplishments that have advanced fairness and equity in child welfare:

- Ten years ago, the People of Color Leadership Institute was the only agency that the federal government funded to promote fairness and equity on a national basis. The founders developed an annotated bibliography and other materials, conducted extensive training and worked through many training issues. They had a mentorship program whereby senior providers trained junior providers that were entering the field.
- Throughout the nation and in the federal government, resources have been poured into researching fairness and equity issues. Ms. Thomas herself serves as a technical assistant advisor to many states redesigning their curricula and database systems. In this capacity, she has an opportunity, on a one-to-one basis, to apply her experience, knowledge and broad scope of child welfare practice to address the direction of a particular state.
- There is now increased focus on community-based services, which results in families receiving services sooner.
- There is increased diversity within conference forums on this issue. The fact that this symposium is occurring is a realization that change not only has occurred, but that change is continuing to occur.

Moving Forward

Ms. Thomas presented some ideas for promoting fairness and equity in child welfare:

- Cultivate a deep understanding of the said and unsaid challenges of children from different communities.
- Realize that the child welfare system is not free of racial and ethnic biases, but refrain from finger-pointing.
- Bring creativity and a deeper level of understanding to the awareness of whom we are training, how many people are being trained, what kind of training is being done, and where the training is located.
- Follow-up is critical. We have to ask ourselves about the outcomes, investigate those outcomes, and expect that the training will make a difference even though training has a limited amount of impact on the total picture that we are talking about.
- This issue must be addressed on an ongoing basis involving practitioners, researchers, policy makers, and program administrators. For sustainability of this notion of fairness and equity, it is necessary to have the time and resources to address it.
- A number of individuals have written and spoken about the problem of over-representation, but some of the literature has led us to believe that the problem is not fixable. There is a need for new direction, new creative thinking, and taking a new stance. We need to begin to think of a fresh, new way to address this issue.

- There are too many small groups talking among themselves. Few people have the resources to bring groups together to talk about it, but groups need to meet more often.
- Increase the representation of people of color in the agencies that are serving clients. We need to determine whether or not we are meeting the needs for communication, translation, and understanding.
- When we talk about understanding cultural issues, we have to move outside the training arena and encourage people to get back into the community.
- Certainly, we have to begin to look at our own personal investment, our own understanding of discrimination and racism and what it means in terms of our own values.
- Training exercises have to be interactive. For example, “the earliest recall” tries to help people get in touch with when they first realized they were different than someone else. It also asks, “What did that really mean to you?” and “What did that really feel like to you?”
- Safe environments need to be created in order to have these discussions. All ethnic groups should hold discussions in order to deal with all kinds of issues, such as class, attitudes, beliefs, values. It is very hard to know where a person is coming from when they confront you, until you have a chance to dialogue and get a sense of how those systems play out in their head.
- In order to keep this issue on the front burner, we need to engage the public and look at other providers outside of child welfare to begin to help them work with families. Our biggest challenge is going to come from increasing the responsibility of people far beyond the child welfare system to develop understanding of developmental needs, provide support, and help people who are stressed.
- Confronting this issue involves looking at some public health models. The American Public Health Association has made the large issue of health disparity a priority in research and demonstration projects. Child welfare and disproportionality are part of that disparity. If we look at diabetes, cancer, or heart disease, we see that there are a lot of factors, many of them socially driven, which relate to child welfare. We know that racism has been operating, and unfortunately, it is still alive and well. Whether it is institutional or interpersonal, these past ways must be unraveled.
- We have to begin to find the magic and tools to help us reach the goal of healthy people in 2010. We can only achieve it together, with good research, conducting and bringing together scholars who are going to share and open their minds to ways of making life better and a belief that it can be done. This conference represents an important aspect of where we are going.

Question-and-Answer Session

Ms. Thomas provided the following suggestions for training. Below are excerpts from the discussion:

- Integrate culture and ethnicity into the concrete work of child welfare, domestic violence, substance abuse, etc., because people do not connect if you only talk about culture in isolation.
- Be very careful to make sure that your training session is not a therapy session. This is very volatile subject matter, so we have to treat it gently.

- Gently clarify values in order to deal with cultural and ethnic issues by using exercises (such as “Where do you stand?”) that use the most unanswerable question to open dialogue. The dialogue is a very important starting point because it reduces anger and frustration. Once you get people talking and listening, they can begin to solve problems and address the issues.
- Train professionals to identify existing resources in communities. Developing an attitude that values these resources is important for connecting with families.
- Since protecting children is the first priority, be strategic about addressing cultural competence issues.
- In order to cultivate new ideas and new ways of thinking, it is important to have advisory committees for training resources that are multi-cultural and that encompass different disciplines. Value their input because otherwise, you would just be talking to yourself.
- A lot of work needs to be done with partnership, collaboration, and working in our communities so that we can recognize the natural resources that are already there. The more that we talk, the more we can reach across our professions to work together for the same families.
- The health care industry is struggling with the same kinds of disparities as found in child welfare because there are a lot of social factors that contribute to health issues.
- Also, we need to do more work with the churches, not only in child welfare, but also in domestic violence and juvenile delinquency. We have to look at all of these systems that are struggling with the same issues and come together. If we just look only at where we are, we are going to miss out on opportunities to be more effective.
- We have to be careful that we don’t label areas as unfixable because of multiple problems. We have to look for what is good.



April 27—Day 1: Afternoon Session

Theme: Assessment

Central California Child Welfare Training Academy: How to Measure and Impact Outcomes

David Foster, *LCSW*; Pamela Marques, *Ph.D., LCSW*; and Shradha Tibrewal, *M.S.W., Ph.D.*

David Foster is the director of the Central California Child Welfare Training Academy and teaches at CSU, Fresno. Pamela Marques is a teacher in the MSW program at CSU, Stanislaus. Shradha Tibrewal is assistant professor in the MSW program at CSU, Stanislaus. They presented on how to measure and impact outcomes.

Background

The collaborative group engaged in this project started with a discussion of the concepts of Fairness & Equity, such as disproportionality, particularly around race and ethnicity, and also talked about broader issues familiar to child welfare:

- Respect for families
- How families are treated
- How families do or do not participate in their own destiny
- Equitable access to services in areas with certain populations

Group Process for the Project

First, the group identified over-arching goals of the project:

- Use data and research to inform practice.
- Create feedback loops to engage families.
- Partner with public agencies in order to show practitioners how this kind of information can improve their practice, as well as promote more fair and equitable treatment of families and children that are not currently being served.

- Replicate the program
- Incorporate the values of child welfare redesign

The group then identified four basic elements of any model or approach that promotes cultural competency in order to address these goals:

1. Collaboration
2. Empowerment
3. Utilizing strengths
4. Working within the client's cultural context

Four factors were identified from the last 40 years of research that exist across all successful approaches and techniques in working with families and individuals within a practice context:

1. How well the provider enters into the client's cultural world to identify strengths, resources, past successes, networks, and worldview;
2. The important relationship that takes place between the practitioner and the family;
3. That relationship should foster hope and expectancy for the family to believe they can achieve the things they want;
4. Using a paradigm model with the family in an organized, focused way.

“Solution-Focused Parenting”

This project is a collaboration between the Central California Child Welfare Training Academy, the two universities in the Central Valley, and a not-for-profit community services agency, Sierra Vista Children and Family Services, that has a contract with the county child welfare services agency (CSA) to administer its family reunification program.

Some ideas for this project were taken from a book by Insoo Kim Berg and Susan Kelly, entitled, “Building Solutions in Child Protective Services.” Insoo Kim Berg, as well as her husband, Steve De Shazer, are most often associated with a “solution-focused approach.” Kim Berg uses this approach extensively in child protective services in the US, Europe, the UK, and more currently, in Asian countries.

What is the vision for child protective services in the Central Valley?

- To begin and end all interventions with respect for family,
- To provide for child safety,
- To enhance family safety and autonomy without dichotomizing safety for the children and safety for the family,
- To hold parents responsible for the safety of their children by assuming parents want their children to be safe,
- To provide parents with collaborative, respectful, and individualized services,
- To practice in a manner that is truly client-driven, outcome-informed, and solution-focused, putting clients in the driver's seat by assuming they have the strengths and resources to make the sorts of decisions and take the kinds of actions that are needed.

There is considerable research about the strengths and limitations of this approach with children and families. Much of this approach is about externalizing this very tragic problem of child abuse and child neglect from the character and personality of the family in order to see it as something that families want to work on, rather than viewing the family as the problem.

Three parts to the Sierra Vista family reunification program that provide the focus of this test pilot:

1. Parenting classes;
2. Individual therapy sessions with families; and
3. Parent-child visits.

Guiding principles and values that are infused throughout the parenting classes, individual therapy sessions, and parent-child visits:

- Families know best about their situation.
- Respect the client's dreams and aspirations.
- Families are able to formulate their own goals and build their own solutions.
- Families tend to maintain the solutions that they create.
- Families are doing the best they can in difficult situations.
- Family strengths can be enhanced.
- Families can increase the well-being of their family.
- Families are our partners.
- Safe solutions can be found in partnerships.
- Families have a right to be supported in their efforts to improve their children's well-being.
- Parents can protect their children most of the time.
- Child protection must also focus on family protection.
- The focus is to assess solutions, not deficits. Focus on what is working, what could work, and what needs to happen. Identify the family's existing strengths and resources. Get every detail on what has worked so far in the family, because the assumption is that all families are doing something right, even though their children have been taken away from them. They have skills that can be used and expanded to provide better safety for their children.
- Listen to the family's desired outcomes, and not what the provider thinks should happen.
- Collaboration is key. The family generates solutions with the worker in a collaborative partnership. Workers are there to support the goals of the family and to respect and work with the unique, individual, cultural and ethnic realities of families. Responsibility for the safety of the child becomes the parents' responsibility and we assume that parents want to do that.

Challenges of this approach include:

- For the worker: allowing the family to take center stage, not the practitioner or the provider, because all of our training is to do just the opposite. In order for the worker to feel like an expert, to feel competent, the worker often feels he/she should

be telling the family what to do, but the research is increasingly telling us that we should be going in the opposite direction.

- For the provider: getting “out of the way” and trusting that the family can be a partner.
- For all practitioners: using the families’ own words; dropping professional jargon and listening to what the family wants and what the family is saying. How does the family conceptualize the problem and the solution and what kind of words are they using to conceptualize it? Step into their cultural worldview to see how they are experiencing the situation.

Assumptions about child welfare workers, the people at Sierra Vista who will be involved in this project, and the supervisors that parallel what was said about families:

- As professionals, they want to make a difference in the lives of families.
- Students choose child welfare because they are initially coming from the heart.
- Workers and supervisors have strengths and resources of their own that they can use to build solutions with families.
- Workers and supervisors want to feel competent and good about what they do.
- Workers and supervisors want to make a contribution to the well-being of families. They want to see families reunite, given that the family and the child are going to be safe.
- Service providers are there to help guide the family toward their solutions. The lead entity is the family who tells the provider what it needs in order to be a success, and the provider is there to help the family get to that successful point.

Curriculum

- 8- to 10-week curriculum will involve weekly parenting classes.
- The curriculum will permeate the weekly or semi-weekly interactions that workers have with the families.
- The same approach will be used when supervising or observing visits between families and children.
- The first step is to review Sierra Vista’s existing curriculum in collaboration with its staff, and to identify the portions of it that are solution-focused.
- The next step is to infuse the guiding principles throughout that curriculum.
- All workers, whether they are at CSA (the public child welfare agency) or at Sierra Vista, will be trained to use the same approach when they work one-on-one with the families, i.e., capitalizing on family strengths and their resources and helping them work towards their own solutions.

Training

- Provide extensive training to all workers who will be using this paradigm, including the presenters who speak at the parenting skills program and all workers working in Family Reunification at both Sierra Vista and at CSA.
- Try to provide workers with weekly group supervision in order to give them a platform to discuss struggles they are facing with respect to being able to implement

a different approach for working with families. Determine what they need to feel more supported in this process.

Evaluation

Process

- An in-depth process evaluation is built-in to explore what is working and what is not
- Determine if the model was implemented in the way that it was intended, in order to avoid model drift (a difference between what you start out with, what you really want to do, and how it gets communicated and implemented).
- Conduct direct observations of every class.
- Conduct observations of one-on-one sessions, depending on the comfort of the family.
- Obtain feedback on multiple levels:
 - Parents and families will be requested to give weekly feedback using measures validated by other researchers concerning what is or is not working, and what progress they want to see happen from one week to the next towards meeting their goals.
 - Staff will be requested to provide simultaneous feedback about the successes and struggles they are experiencing in working with the families.

Outcome

- At the end, focus groups will be conducted for families to talk about their experience during the 8- to 10-week period to assess how this approach worked or did not work for them.

Question and Answer Session

The following additional information was provided about the project:

- The process evaluation will consist of 6-month follow-up interviews.
- The policy for observation of visits will be developed in collaboration with participating agencies.
- All Sierra Vista staff will be involved; CSA worker involvement currently being determined.
- Evaluation of multiple outcomes over time will include:
 - Ethnicity of kids coming into care,
 - Reunification rates based on ethnicity,
 - Re-entry into care.
- The control group consists in current participants of Sierra Vista parenting skills classes.
- Foundations are serving as funding sources due to the use of process and outcome measures.
- The project will compare families referred for neglect versus abuse.
- The curriculum is being developed with Sierra Vista.
- Fairness and equity issues will emerge during staff training on the guiding principles and the notion of cultural context.

The discussion also raised the following questions:

- What role do fathers play in the families?
- How much do we need to be straightforward in addressing issues of race and economic differences in our training with staff in order to move toward greater understanding of each other's perceptions?
- In order to move from focusing on deficits to looking at solutions, do you need to identify what those deficits are? For example, in a case where a child or a number of children are at serious risk for abuse within a family setting, how do you address that in addition to looking at the solution that the family might come up with?
 - The family should provide their perception of the problem based on their own definition of what that means to them.
 - Acknowledge what did not work, but try to focus more on what did work when the family was together.
- How to create a balance between the client's motives and professional expertise so all are active participants?
- How to get solutions from the family that address the things that are already in the case plan set by the court?

Public Child Welfare Training Academy—Southern Region: Practice What You Preach

Donna Pence and Latifu Munirah, *Ph.D., LISW*

Donna Pence is the Training Operations Coordinator for the Southern Region Public Child Welfare Training Academy and a consultant regarding specific case investigations and training for law enforcement and child welfare investigators. Latifu Munirah is a trainer and curriculum specialist with the Public Child Welfare Training Academy in San Diego.

Cultural Competence Assessment

Approximately two years ago, the Southern Academy received a contract from CalSWEC to conduct a general assessment of their current status and future direction of cultural competence. They believed it was important to first bring on board the Academy staff before they could train their trainers on cultural competence.

Peter Nwosu and his associate, Don Taylor, conducted focus groups within the Academy. Out of these came specific recommendations that concerned systemic and other factors within the Academy as well as factors external to the Academy. The focus groups are easily replicated, do not require much money or supplies, and do not consume extensive staff time. The following highlights some of their efforts to bring staff and trainers on board, so that they have a common foundation as they continue to develop courses.

Factors Internal to the Academy

Actions taken to foster awareness of Fairness & Equity issues and intercultural communication:

- As a result of the needs assessment with Peter Nwosu, it was discovered that some Academy staff did not know the schematic of sender/receiver or message interference because it was not a part of their basic training.

- A representative from the Department of Journalism and Communication presented at a staff meeting the value of intercultural communication in the delivery of service.
- The Academy started an in-house tracking system for in-house staff training, to monitor the provision of training in various areas. They now ensure that staff has scheduled training in F&E issues and intercultural communication.
- The Academy is also ensuring that staff attends training. (Previously staff were not being sufficiently encouraged to attend the trainings that were provided.)
- The Academy revised their recruiting and hiring practices to increase the cultural diversity among staff. They began to advertise in community publications with specific enclaves, doing more advertisement for more trainers of diversity.
- The Academy is promoting the position that all courses will have F&E interwoven throughout, as with transfer of learning and various other information components on the state initiatives.
- The Academy is advancing the idea of establishing an ad hoc cultural competency or intercultural communication advisory board to review curriculum that is evidence-based or best practice for these particular fields.

Training Trainers

After conducting the assessment, Peter Nwosu provided a one-day training for Academy trainers and university partners. Overall, the feedback on this training was very positive and was well received by partner agencies and universities.

They also developed “Survivor: Trainers’ Island,” a training divided in four components:

1. Susan Brooks presented on F&E.
2. Peter Nwosu presented on intercultural communication.
3. A local psychologist presented on the handling of controversial subjects in the classroom, specifically relating to what trainers can do when a trainee surfaces an issue that makes other people uncomfortable.
4. In a classroom session, the facilitators work with participating trainers to integrate F&E and intercultural communication issues and accompanying training exercises into one of their existing curricula. The emphasis is on interweaving F&E and communication issues, rather than relegating them to the last five minutes of a curriculum.

The Academy also holds a yearly “Trainers’ Forum” to bring trainers together to assess skill development. This year, it included trainer development days, as opposed to one day of trainers’ forum as was done previously. The Trainers’ Forum is being duplicated in two different sections of their region, one session in Oceanside and another in Riverside. F&E will be one of the presentations, along with transfer of learning.

Factors External to the Academy

The Academy consulted area experts beyond the social work/psychology area:

- Professor Myron W. Lustick, a professor at San Diego State University in the Communications Department, did a one-hour presentation on basic intercultural communication to staff at an all-staff meeting, representing personnel ranging from frontline support staff to the director.

- Academy staff also met with another professor from the UC-San Bernardino Department of Communications who authored a book on intercultural communication.

The Academy gathered a body of literature on F&E issues that is now available to trainers and staff, including literature on intercultural communication and cross-cultural issues.

The Academy is developing a training pool outside of the Academy by identifying professionals that they contact for more advanced training.

The Academy also utilizes “Diversity Schoolhouse,” a program from Huntsville, Alabama that was started as a result of a grant about six years ago. It costs \$70 to order the package, which has a CD-ROM with flier outlines and an instructional video.

- Presentations are given by community members representing various groups who talk with professionals and answer their questions about their particular populations.
- This is a brown bag luncheon setting held at churches, community groups, or community areas.
- Through a collaborative partner, the San Diego Children’s Commission, this is conducted once a month in different locations within the county.
- The average attendance of professionals, social workers, public health nurses, law enforcement, and medical folks in the community is 70 people at every lunch.

Use of Authentic Voices in Training

Academy participants raised the following questions for discussion: Who are the authentic voices in training? How does a trainer on F&E issues achieve an authentic voice? What grants someone the authority to talk about cultural competency? It was acknowledged that these are difficult questions to address.

As we seek to recruit trainers and educate the people in our audiences, we have to look at ourselves, our biases and our stereotypes concerning what makes someone appropriate and qualified to teach these classes. This is a challenge as we consider training delivery.

Current Projects

Now that the Academy has support, they are looking for opportunities to affirm that this is what they stand for and believe in. Currently, the Academy is pursuing several projects:

- In San Diego County, a training on life and the cycle of poverty as an F&E issue was conducted for the first time. It was viewed from a variety of perspectives, taking into context income and resource disparities. Child welfare, racism and discrimination were also addressed. The presenters noted that projects such as this one can consider a variety of factors within one topic by approaching them from different angles.
- The Academy is developing a training that is an advanced multicultural view of child abuse investigations. One of the first presentations is going to be held in Ventura County through their child advocacy center.
- The Academy has started a push to speak at conferences. They are doing a presentation on intercultural communication and child maltreatment investigations at

the meeting of the American Professional Society on the Abuse of Children in Hollywood in August.

- The Academy has a new grant called “Tribal Star” that assists to develop independent living skills for Indian youth, an underserved population.

Question-and-Answer Session

The discussion concerned the following issues:

- F & E should be embedded, infused, and integrated throughout all the trainings.
- Southern Academy’s training for trainers includes a segment on introducing controversy in the classroom or dealing with issues that cause conflict. Only when our trainers become comfortable with that can we create a classroom of trust.
- Training should be evaluated using a proper evaluation tool to assess how well integrated were issues of culture, race, gender, and sexual orientation to provide a feedback mechanism for the instructor.
- Training curricula could be reviewed before training to ensure that F&E issues are discussed.
- Curriculum should be evaluated during and after the class because continuous evaluation is helpful.
- It is important to be able to talk to one another in an open environment about our own biases and stereotypes. It is one thing to do it behind closed doors, but it sets a different tone when you can be in an environment like a staff meeting where people can actually dialogue with one another.
- When you read an evaluation that says a participant did not think culture was covered, review the examples and exercises in the curriculum in order to enhance them to ensure future transfer of learning.
- Expand evaluation beyond satisfaction to include the knowledge and skills levels.
 - The learning objectives upon which the evaluation is based should include intercultural communication or cultural competence in each set. Then follow through with innovative ways to measure learning acquisition.
- Gaps in service provision for different cultural groups need to be identified and bridged, in order to work with diverse families and significantly improve our outcomes.
- We need to stop being afraid to discuss race and institutional racism. This country and our child welfare system were built on racism and we have to put it directly in people’s faces.
- Trainees need to be able to articulate why they did what they did, and the way they did it. Is there research and evidence to support these actions?
 - For example, if a worker is treating children of different races differently in removal issues, he/she should be able to articulate that to their supervisor and themselves.
- It is critical for people to recognize that racism takes a variety of forms. It not only happens on individual, institutional and societal bases, but it also happens on an environmental basis. Injustices done to people globally impact upon us locally as well.

- We sometimes have a tendency to become overwhelmed by the impact of racism, but it is important to remember that we are helping if we are working to fight against it.
- In order to provide services to everybody according to what they need, no matter what their identity, it is essential to realize that all children and families are deserving of getting what they need.
- It is important to decrease competition between each other about the services and meager resources that are provided because there are inequalities in many groups.
- We each are called upon to be change agents, and the purpose of us intervening in people's lives is to help them to make change as the change agents for their communities. It is almost like each one, teach one, so that then we don't feel like the burden of changing this world is on our shoulders alone, but we do what we can do best.

Bay Area Academy: Developing Cultural Competence through Training, Assessment, Analysis, and Implementation

Dennis Bozanich, *M.B.A.*; Lisa Molinar, *B.A.*; Judith Lefler, *BSN*; Cyndia Cole, *M.S., MFT*; and Joycelyn M. Crumpton, *M.S.W.*

Judith Lefler is the assistant director of the Bay Area Academy and a pediatric child welfare/public health nurse. Lisa Molinar is the Staff Development specialist at Contra Costa County. Joycelyn Crumpton is the Title IV-E project coordinator and field faculty member at the Department of Social Welfare and School of Public Policy and Social Research at UCLA. Dennis Bozanich is the Staff Development supervisor at Contra Costa County. Cyndia Cole is the Training coordinator with Bay Area Academy.

Introduction/Background

- Contra Costa County began an assessment of their Children and Family Services' cultural competency and then invited the Bay Area Academy to collaborate with them.
- Implementations of new programs in the county, such as Future Learning (a competency-based self-assessment tool) and Family to Family (of which a large component is F&E and community partnerships) made it obvious that they needed to address cultural competency and cross-cultural communication.
- With Future Learning, workers, supervisors, and managers rated themselves lower on a tool in the area of cultural competency, whether it was risk assessment or interviewing practices, for example. This indicated that staff did not feel sufficiently competent in this area.
- Contra Costa County developed a training plan that could address both the challenges and strengths that were evidenced by the assessment.
- Multi-phase program:
 1. The first phase included broad category training on ethnic culture.
 2. They are now moving into the second, third, and fourth phases, as this is an ongoing endeavor.
 3. In the other phases, they will have to redirect and adapt their training to other training needs in the county related to F&E.

Demographics of Contra Costa County

- One million residents;
- Medium to large size county;
- Child population is 70% Caucasian, 11% Hispanic, 9% African-American, 9% Asian Islander, 1% Native American;
- Median income is \$70,000, but over 7% live below the federal poverty line.

Children and Family Services Bureau

- 450 staff;
- About 20,000 phone calls are received by the screening intake unit each year;
- Currently, there are 2,224 children in out-of-home care, of which 49% are African-American.

Assessment Project

- Overview of the planning process from a macro level, describing how they addressed some shortcomings with limited resources
- Started with making a plan
 - Identify obstacles to overcome.
 - Utilize a strengths-based perspective of current resources within the agency.
 - Conduct a survey in order to obtain buy-in from leadership through the collection of objective data.
 - After tabulating survey responses and analyzing the results, determine some intervention options.
 - Focus on deliverables and then evaluate progress towards their objectives.
 - Uncover resources and do some civic engagement. This necessitates collaboration with other agencies because it cannot be done in isolation.
- After researching several assessment tools, project staff chose the Child Welfare League of America's assessment tool, which assesses the agency, staff and clients. The tool was modified in consultation with the operational bureau because there were some particular areas of focus for which they wanted to customize questions.
 - They chose a multi-layer survey approach with the managers, supervisors, and line staff, and the public in English and Spanish.
 - The survey provided a unique opportunity to move people from an unconscious incompetence around culture to at least the next step of conscious incompetence.

Data Collection

- The survey was conducted predominantly in unit meetings with line staff putting them into envelopes anonymously.
- The survey was also sent and collected by a variety of ways, including interoffice mail and in-person survey collection.
- The child welfare management team sat with the Bureau director and completed the survey as a team.

- The survey was distributed to the public through town hall meetings, the “Fabella forum,” and a variety of community meetings already established as part of the Family to Family initiative.
- Project staff did not have much success with mailing the Spanish survey. After working with one of the predominantly Spanish-speaking communities, they learned that the survey administration has to be more relational in nature.
- Survey responses were tabulated using the software “Persius,” a rather simple and fairly inexpensive survey tabulation software that allows for relational inquiries.
- Reporting formats”
 - When presenting data, know your audience. Present the information that is most important without overloading the audience. Graphics and bar graphs can tell a powerful story.
 - Joy Crumpton was very helpful in the process because she came from a different entity (UCLA) with a fresh perspective, and without a bias from inside the agency. This was critically important to the project’s success.

Analysis

- Seven important training areas identified in the survey.
- For each of these, project staff identified content areas for the kinds of skills that needed to be provided in any cultural competence training that was being done. Area supervisors and staff felt they needed training or more information on:
 1. Child welfare casework practice
 - a. Culturally competent assessment and case planning
 - b. Involving families in case planning
 - c. Client empowerment
 - d. Application of cultural knowledge (from trainings) to interventions and service delivery
 - e. Assessing culturally competent out-of-home placements.
 2. Culturally-specific training
 - a. Values, beliefs, and customs and languages of the service populations in Contra Costa County
 - b. Maintaining cultural supports was very important in families. How to maintain these same supports in tribes and specific communities?
 - c. Immigration, the levels of acculturation, assimilation, and historical perspectives of the cultural groups served in Contra Costa
 - d. Diverse cultural perspectives of child-rearing practices and family functioning
 3. Cultural training
 - a. Cross-cultural communication and professional development
 - b. Title IV-E and ICWA trainings
 4. Supervisors’ knowledge
 - a. Supervisors’ training to understand more about childrearing practices from cultural perspectives, in order to support their workers in doing the same thing
 - b. Supervisors need to know how to provide support in applying knowledge of cultural competent decisions about interventions and service delivery
 5. Level of partnerships with culturally specific services or community services

- a. Inviting the partners from the community to become involved as participants in training and also as co-trainers
- b. Providing some of the training in the community, so that partnerships can be cultivated
- c. Using cultural, ethnic and community resources in case planning on a continuous basis
6. Agency outreach services, partnerships, and advocacy
 - a. Providing outreach services in cultural and ethnic communities and increasing the bilingual language services
 - b. From the level of management, it was indicated that the agency needed to do more outreach and provide more outreach information and prevention services to diverse communities in locations familiar to the client population and using clearly written strategies and policies that support advocacy
7. Program evaluation (an area for training for management)
 - a. Evaluating service outcomes for families, including family input and evaluating cultural competence for all levels

Training Delivery

- Peter Nwosu was the kickoff speaker.
- Became more diverse in the trainings that were offered, including two trainings on youth/GLBTQ youth in the training plan.
- Provided continuity across the whole training series. For example, Dr. Nwosu presented on cross-cultural communication, which was followed by a training by Joy Crumpton on tools for cross-cultural communication.
- Provided continuity in the specific trainings, even though there were different trainers. For example, when the focus was on Latino families, the first training was on traditional Latino cultural values and engaging these families, followed by a second training on domestic violence issues in Latino families.
- Throughout many of the trainings, the same group of people would attend, so hopefully they would be able to use previous trainings as building blocks.
- Wanted to use a trainer that was representative of the community.
- Did a brown bag series, which was a half-day, three-hour training, where participants would bring their lunch for a video presentation followed by a discussion. Invite a representative of the community to participate in the discussion. For example, the first brown bag lunch series featured “Where the Spirit Lives”, a powerful movie depicting the struggle of Native American people when their children were taken away and placed in boarding schools. This was followed by a talking circle.

Evaluation

- Basic evaluations, as well as feedback/recommendations from staff, were honored in the planning process.
- Evaluation can be used as another way of identifying the content and delivery of trainings that need to be developed.
- Whether to do a full-day training or a half-day training was a hard decision.
- Explored the possibility of expanding upon previously covered issues in the next series.

If you want more information about this training or copies of resources, e-mail Cyndia Cole at cyndiacole@sbcglobal.net

Question-and-Answer Session

The discussion addressed the following issues:

- Currently, 669 people have attended the Contra Costa County training, 373 staff and 296 community partners that are representative of 46 agencies.
- Those who attended all of the trainings in the series received a certificate.
- Brown bag lunches with video screenings were held with small, interdisciplinary groups. It was a useful way to begin to have a cross-cultural communication, not only across ethnic cultures, but also across professional cultures.
- There was an increased amount of discussion and processing in the trainings because people trusted each other and the atmosphere a little bit more every time they came enough to ask some significant questions and begin to examine their own values and attitudes toward their own cultural biases.
- What do we do to get Asian people to go to Latino trainings or vice versa? How can we address this issue?
- Teaching skills from a perspective of cultural competence requires innovation, communication, and a real dedication.

Day 1 Closing

The participants were asked to provide feedback and general comments about the day. Excerpts include the following:

- Perhaps counties should think about putting cultural competency classes in a package of trainings for all new hires because it seems that line staff do not readily sign up. Once you have that in place, you start sending out the list for those who have not yet attended, since it's part of the new hiring.
- Bay Area Academy did a great job of getting an honest assessment of people who felt they needed this training, but it seems that we still have the dynamic where we have very high users of training (people who like this kind of training) and very low users of training (people who don't like this kind of training). Often the kind of people who don't like this kind of training are the exact ones that we want to have at this kind of training. There might be other strategies that other people have tried to get those folks there.
- In addition to infusing F&E issues throughout the curriculum, we need to look at teaching specific topics related to F&E because sometimes people just miss it as part of the infusion process.
- Related to the use of videos, there are many movies that you get at the video store that are excellent for teaching some of the content we want to teach. We need to look at these videos and if we find them to be helpful, we can share the information with others so we do not have to reinvent the wheel.
- Contra Costa County is looking at other ways of getting everybody to training so they can benefit from the experience. They are developing another program in one of their counties, which has been adopted by the management. People will be expected to do a mandatory series of trainings. Over a three-year period, they will be expected to have so many hours of training in cultural competence. And then there are certain mandatory trainings for everyone. One is Peter Nwosu's cross-cultural communication.
- Training supervisors and reaching out to those who need it the most are really where learning takes place. Training to an audience of true believers is not where outcomes are going to be made or where we're going to achieve the outcomes that we want. Rather, it is more effective to support supervisors and their units that are working together on these issues to make a connection with values, and who see that they can make a difference.
- Need training on how to use a unit meeting to discuss cultural issues.
- The issue of supervisors being able to support their workers around cultural competency is so important. A tremendous resource is the Foundations of Supervision where it is layered through everything they do and all the activities. In the Bay Area, there are supervisor consult groups that continue to use that, even after they finish Foundations of Supervision, as a basis for making decisions throughout all of the cases that they discuss.
- This is a timely discussion as we talk about infusing and developing curriculum and infusing competencies throughout our curriculum because as part of our Program Improvement Plan (PIP), we are charged with coming up with a set of standardized

competencies and curricula for both new line workers and newly promoted and newly hired supervisors and requirements for completion of that curriculum.

- We're spending a lot of energy, time, and money on this issue after individuals are hired. Why is this value not being taught in the university setting prior to graduating into the workforce? It seems to me there are a lot of core issues that these workers need to learn, and we're spending a lot of energy teaching them, but they should know them before they leave the university.
- We need to get together so we're reinforcing what we're talking about and walking the walk all the way through, from the time students enter their undergraduate program or workers enter the county, until the time they retire.
- One of the reasons we have this forum and other forums, the CalSWEC stipend program, the partnerships with the universities, and the RTA coordination grant that works with the Academies, is because training needs to be all the way through the spectrum. The point of having our university, academy, county, and training partners here is for this symposium to inspire you to go forth in your regions to make sure you're having exactly those conversations.
- Everyone across the country is struggling with the same issues. Before we can start talking about teaching cultural competence, people have to value diversity. Talking about culture and ethnicity has to start with valuing and appreciating someone's differences. It's a hard thing to achieve because some people are mandated into training, while others really want to learn more about it. People come to training from different realms. All of these dynamics take on a human quality. Understanding those principles in the context of culture helps us to become more culturally competent. It's very important to realize there are strategies and approaches to get to what we need without reinventing the wheel and without losing out on the specifics.
- As an educator, it is frustrating to connect cultural competency or incompetence on only a knowledge level. There are also an affect level, a theoretical level, classroom teaching, and discussions, and then there's real life. People face reality through the media and through their everyday practices that are exactly opposite of what we're teaching in the classroom. Therein lies the whole idea of role modeling versus classroom teaching.



April 28—Day 2: Morning Session

Theme: Trainer Development/Staff Development

Getting Started

Barrett Johnson, LCSW, *Regional Training Academy Coordinator, CalSWEC, University of California, Berkeley*

Barrett Johnson of CalSWEC began the morning session by encapsulating highlights of Day 1 and introducing the program for Day 2.

During Day 2, additional practical applications for trainers were discussed through two presentations/discussions:

- The morning presentation concerned how to infuse fairness and equity into curriculum;
- The afternoon presentation addressed how to approach difficult discussions in the classroom.

The final portion of the day's program consisted of strategic planning sessions for each regional team conducted through individual breakout groups, followed by a reporting out in plenary session.

Northern California Children & Family Services Training Academy: Addressing Issues of Fairness and Equity in Training

Susan Brooks, *M.S.W.*; Rita Cameron Wedding, *Ph.D.*; and Teresita Castro-McGee, *Ph.D.*

Susan Brooks is director of the Northern California Children & Family Services Training Academy at the University of California, Davis Extension. She presented background about Northern Academy's approach to addressing issues of Fairness & Equity in Child Welfare.

A summary of the main points consists in the following:

- This is Northern's third year of having formal, concrete discussions, doing planning and approaching the issue of Fairness & Equity in training from a variety of perspectives.
- A number of different approaches have been tried over the past few years.
 - Information was gathered from line staff and supervisors in order to have a better understanding of the F&E service delivery issues in the counties served by the Academy.
 - Kristina Knabke, also of Northern Academy, worked with Peter Nwosu and Don Taylor from CSU, Sacramento to conduct focus groups and individual interviews of line staff, supervisors, and managers in six Northern counties concerning issues of F&E in their daily work with families. The compiled report will be used to plan, prepare and develop actual classes and curriculum, formally addressing issues of F&E and integrating them into all topic areas.
 - In partnership with counties, curriculum is being developed to train supervisors how to support their caseworkers by integrating F&E into their practice. Research and best practices relating to transfer of learning are also being utilized.
- Northern conducted a 1½-day forum that included university partners, county representatives and instructors who teach in many topic areas to discuss challenges related to F&E training.
- F&E concerns need to be constantly nurtured, which is a challenge amidst the child welfare redesign, AB636, the self-assessment report, the PIP, and other demands.
- F&E needs to be in every single aspect of the way child welfare services are delivered. This has to start with the instructors and leaders that are here today.
- The presentation today is focused on integrating concepts of culture, race, and class into training, both in a formal way through curriculum and informally by having discussions in the classroom and managing those conversations.

Rita Cameron Wedding is coordinator of Women's Studies and associate professor in Women's and Ethnic Studies at CSU, Sacramento. She continued the afternoon program by discussing her views on F&E and racial disproportionality in California's child welfare system:

- In a state as diverse as California, full of caring workers, teachers, and people in society in general, how can we be a part of a system that continues to reproduce the blatant degree of racial disproportionality that is the current state?
- We are all socialized and taught to pretend as if racism doesn't exist. Nobody wants to talk about the "bad stuff" because they want people to like them. It can feel uncomfortable to get in touch with one's own internalized racism.
- When we pretend that racism does not exist, we make a number of mistakes.
 - On the one hand, we are projecting and looking at "other people" as being different while seeing ourselves as normal. That is also part of the problem.
 - When we only talk about diversity as a euphemism, only referring to people of color, we hold White people constant. So, White people are normal and the rest of us are diverse. That's interesting and peculiar in a country where the majority of folks are not White. One can see how embedded this mindset is in our social interactions.
 - Racism in 2004 appears differently than it did in the 1800s. Modern-day racism is not that blatant, incontrovertible racism of the past: lynching, cross-burnings, and racial epithets. It is insidious, covert, and sometimes hard to put our finger on, but it is there and we all bear the burden of it. We've got to be willing to see how it is manifested in ourselves as individuals, and in our agencies.
- We need to leap forward in the discussion on racism by putting aside our own personal sensitivities around the issue and by understanding that we are all working toward the same goal, eliminating devastating disparities in child welfare.
- We need to acknowledge that society today is predicated upon racial and sexual oppression, which is how this problem started. Racism in society is not a coincidence or incidental. It didn't just happen yesterday.
- We still have disproportionality because we have not gotten to the crux of the problem. When we talk about diversity in terms of "why can't we all just get along" and we mask and confuse diversity with culture in this broad sweep, it prevents us from reaching the harder issues.
- Racial discourses are suppressed and controlled everyday. We are taught to deny the existence of racism. Even with the data, we still deny that it exists because most of us are fundamentally good people and it does not feel good that some of us are beneficiaries of racism.
- However, when we deny it, it doesn't go away. It is kept under wraps and tools are not developed to intervene, which is critical. If we can't talk about it, we will never be able to embed this discussion into our trainings, workshops, and curricula. If someone does raise the specter of race, we will be ill-equipped to deal with it.
- Let's put racism on the table and talk about it. We are the ones who are in the greatest position to bring about change, but we have to be willing to talk about it. We are so concerned about hurting our colleagues and their sensitivity. But if you get a little upset, it's okay, because our clients are upset.

- Clients are disadvantaged because they are disempowered anyway. They are hurt by disproportionality and they will never be in a position to confront you on this issue. As the book *Shattered Bonds* tells us, the women who speak out have a greater risk of having even greater losses in the child welfare system. Most people have learned to keep their mouths quiet and deal with it.
- What are those practices that reiterate discriminatory systems and messages for people?
 - For example, when we use euphemisms with families of color and refer to these family systems, which can be viable family systems, as broken families, we are teaching children that your family is broken.
 - The biased expectation is that single families are inherently bad families, which is not true. Single families are typically poor families, especially if they are headed by women, because women make less money than men. It is worse if you are a woman of color. Being single is not a disease. Not having money is the problem. And of course, we always see the link between racism, sexism, and how that equates to classism.
 - Thirdly, we have to understand how these systems work in order to be able to talk about racism, sexism, and classism. Now, more resource material is available. My book, *Ethnic America: Readings on Race, Class, and Gender*, has a section about color blindness. Even though it is promoted in this country as being a good thing, it is actually a big problem. Also, this year we just finished another book that examines the relationship between race, class, and gender.
- The bottom line is that we all have a vested interest in the outcome of shifting and changing this data. We need to have a frank discussion, and only then will we be able to embed this material in all aspects of child welfare services training.
- Not only do we have to be willing to feel some tension around it, we have to allow our social workers and participants in training to feel the tension and have that discussion.

Teresita Castro-McGee is recipient of the Outstanding Service Award for Teaching at UC Davis Extension, where she is an instructor. As a participant in Northern Academy's F&E training, she shared how the experience influenced her on both personal and professional levels.

- In discussing ethnicity or racism, we must address both the cognitive level and the affective level.
- We can assess the impact on the affective level by working on values, then translate the knowledge and information into skills for practice.
- Trainers will encounter many dynamics from participants. This applies when training trainers and when training workers.
 - Participants may feel angry at first at having to change their curriculum and teaching style, not because they don't believe in or support the concepts, but because they are overworked and overwhelmed.
 - Participants may also feel pressured to follow the recommendations of "experts" who are not doing the work everyday. As a result, well-intentioned, culturally sensitive curriculum that we would like people to incorporate into their daily practice is being shut out because of how it is presented.

- How information is presented is very important.
 - Information should be presented in a way that is not going to represent more work because workers are already overworked.
 - There tends to be more openness if the trainer physically represents one of the groups receiving the disproportionality of services. When a trainer does not represent any of those groups, he or she can be perceived as one of the oppressors. However, research on racism shows some of the most grotesque racist practices come from within the same group.
- Social workers are in a survival mode. In a survival mode, research indicates that one enters a maladaptive mode and follows a habitual pattern of behavior.
- It is important to have a follow-up meeting or training in order to move beyond the talk level.
- In order to make a change on the numbers that are grotesquely over-representative, people need to change what they do tomorrow.
- Anecdotally, we need to hit people on their heads with the data and at the heart because this is where the defensiveness and the affect are. Then we need to take it one step further, and ask people to translate their understanding into their daily actions.
- Skills are not going to be retained unless there is the opportunity for practice and feedback.

Ms. Castro-McGee discussed how she incorporated F&E into her supervision training by moving from reaction to skill-building:

- She spent time talking to people about both the technical and interpersonal skills of supervision.
- Technical skills come from a performance management model. One of the steps in performance management is to be able to provide supervision to people with very clear performance expectations, which are linked to the Redesign and the System Improvement outcomes.
- Four areas of measurability are: quality, quantity, time frame, and manner of performance.
- When we are talking to people about the task expectations, whether you are conducting assessments or doing case planning, this is going to involve a quality measure.
- The manner of performance becomes the interpersonal skills.
- The second step in supervision is monitoring. When you are monitoring the quality of services you are providing to people, you need to assess if the issues of F&E are being monitored and evaluated. If not, people need to be coached.

Northern Academy staff members and other audience participants provided the following additional comments:

- The attitude toward F&E is important. We will not be affecting the disproportionality statistics unless we see and call this issue for what it is, racial disproportionality, in the child welfare system. Our attitude is where change is going to originate. Once we are comfortable with our feelings, we can start to do this work.

- People of color should not use race as a hammer purposely to target other people and make them uncomfortable. We should not be ready to call people racist because they made a decision we didn't agree with.
- White people need to feel empowered that they have something to offer and that they don't have to be a person of color to be concerned about Black, Hispanic, or Asian kids.
- There is an assumption that people of color know F&E. However, some of the most ignorant people around F&E are people of color because they have not done the work.
- It is important to draw upon the history of racism and how it has affected our view of families for the last hundred years in order to help our students understand the basis of why people are in their current conditions. Kids of color in our systems have always been treated in a different way. Students need to be encouraged to recognize that reality, and to have some feelings about it so they can be caring enough to want to change it.
- Supervisors will come to training and bring their staff with them if we can connect to their values around this issue.
- We need to provide an opportunity and a safe place to talk about these tough issues.

The following illustrates how the presenters spurred on their trainers to the next step beyond case studies:

- It took a day and a half of training to move people to a place of being open to take risks.
- The last part of the day was action planning. Trainers worked on their curricula together in groups, according to their individual topic areas, in order to embed F&E issues. They shared the changes at the end of the day.
- The presenters underestimated the length of time that the process demanded. The initial part of the process was intellectual, followed by moving to a place of emotional connection to the issues, then pulling back and finally moving forward in practice.
- What we accomplished that day was only a beginning. To be able to look at how to put these ideas into tangible practice is a continuing struggle.

Central California Child Welfare Training Academy: Developing Skills to Process Emotion-Laden Fairness and Equity Issues

Margaret Jackson, *M.S.W.*, and Wanda K. McIntosh, *LCSW*

Margaret Jackson, Southern Regional Training coordinator with the Central California Child Welfare Central Training Academy at California State University, Fresno, and Wanda McIntosh, assistant coordinator, professor, and field liaison with the Title IV-E Child Welfare Program, Department of Social Work Education at California State University, Fresno, discussed the framework and outline of their training on F&E.

- Begin training with a disclaimer, which instructs participants to share any discomfort experienced during the various exercises, so they can help them process their feelings before leaving the workshop. This informs people that they will be using music, literary works, and guided imagery exercises to try to move people to a feeling place to begin to understand what that experience might be for clients they work with.
- Throughout the training, they are careful not to point fingers, lay blame, or intentionally make anyone feel bad. They want to engender understanding and consciousness about other groups, not just the Black experience. Other groups have also experienced oppression and racism.
- They use a video entitled “The Psychological Residuals of Slavery” by Dr. Kenneth V. Hardy, which describes how the experience of slavery has left residual social dynamics that impact society today.
- The trainers employ a discussion after viewing the video to process the current residuals of slavery and the idea of “psychological homelessness” as presented by Dr. Hardy. They equate this to kids removed from their parents who want to return home, despite their experience. This is similar to African Americans’ longing for Africa. Most have never spent a day there, but long for it because it is a missing piece of their heritage.
- The discussion uses a self-assessment tool, which asks:
 - “Are the psychological residuals still in effect at this time? And if your answer would be *yes*, what role do you play that contributes to their continued existence?”
 - “Can you identify personal values, beliefs, or behaviors that you feel may contribute to the perpetuation of the disparities experienced by African Americans?”

Ms. McIntosh and Ms. Jackson shared the work they had to do individually and as a team to discuss this topic in presentations.

- They shared the book *Making a Slave* by William Lynch, written in 1812, with Black social workers and their African American parenting class. William Lynch was a slave-owner from British Columbia who came to America to train on how to make a slave. For example, he took differences, such as skin color, and magnified them, placing the light-skinned slaves in the big house with some privileges and the dark-skinned slaves in the field where they were made to work hard. These magnified differences were used to separate Blacks and to keep them from coming together as a group.

- The most profound thing about this idea was that people will teach this to their children and it will go down through the generations. He said it could last up to 300 years, perpetuating itself.

Historical information, taken from Dorothy Robert's book, *Shattered Bonds: The Color of Child Welfare*, was presented in order to provide a context for how disproportionality happened:

- Prior to the end of WW II there was not much of a child welfare system, other than orphanages established to rescue some of the destitute immigrant children. These orphanages refused to accept African American children.
- In the 1923 census, 31 Northern states reported a total of 1,070 child-rearing agencies; 35 of those were for Black children and only 264 accepted all races. Sixty accepted non-White children with the exception of African Americans, and 711 were reserved for White children only.
- The major child-rearing institution for African American and non-White children at that time was the prison system. Needy African American and non-White children were more likely to be labeled "delinquent" during that time. Some of that still carries over today in terms of the kinds of behavior that lead our children into the juvenile justice system.
- In the early part of the century, African American people relied primarily on extended family networks, community resources, churches, women's clubs, and the benevolent societies to take care of children whose parents were unable to meet their needs. Reliance on churches and extended family networks still occurs today in the African American community.
- In the 1930s, the child welfare system began to recognize African American children when services shifted from institutions to foster care and from private to public agencies.
- Religious charities dominated child welfare placements in the large cities after WW II and they continued at that time to practice blatant racial discrimination. Numerous examples have been cited in legal cases across the nation discussing some of the discriminatory practices at that time.
 - For example, *Wilder v. Sugarman*, begun in 1974, pertained to the discriminatory practice of African American children in New York City not being placed in foster care agencies during times when they needed the protection. The fight went on well into the 1990s. In the settlement agreement, in place of segregated services, the city permitted an informal system that distributed children to foster care agencies based upon the gradations of skin shade and hair texture.
- In the years after WW II, the cases of African American children in public child welfare began to steadily rise. From 1945 through 1961, the percentage of non-White children nearly doubled from 14% to 27%.
- In the last two decades, the number of children in foster care has doubled from 262,000 in 1982 to 568,000 in 1999.
- The enormous growth in foster care caseloads in the late 1980s was concentrated primarily in cities where there were large African American communities. In 1986, African American children represented 15% of the population under 18 and they made up one-fourth of children entering foster care and 35 % of children in foster care at the end of that year.

- Today, 42% of all children in foster care nationwide are African American, despite the fact that African American children constitute only 17% of the nation's total population. The proportion of African American children in out-of-home-care placements in large cities such as California, Illinois, New York, and Texas ranges from 3 times to more than 10 times as high as the proportion of White children. African American children make up more than 75% of the foster care population.
- These statistics generally pertain to neglect issues, not for the serious abuse issues.
- According to the "visibility hypothesis," the chances of African American children being placed in foster care in cities where they represent one-third to one-half of the population are high, but chances actually increase when African Americans represent a very tiny or small proportion of the total population.
 - A comparison of foster care and census data in Southern California revealed that where African Americans constitute 15% of the census, they are placed at a rate three times greater than their census proportion within the community.
 - Where African Americans constitute less than 2% of the census population, their placement rate soars to 15 times their proportion of the population. And for Native Americans, it is even worse.
- For the counties served by the Central Academy (Stanislaus, Merced, Madera, Fresno, Kings, Tulare, and Kern), using data from UC-Berkeley, Black children comprise 5% of the Central Valley's total child population.
 - However, 1 out of every 6 Black children in the Central Valley is reported as a victim of abuse and neglect.
 - There are twice as many substantiated instances of abuse or neglect for Black children than White children.
 - Black children under age 1 have significantly more substantiated instances of abuse and neglect.
 - Black children enter foster care at more than twice the rate of White and Hispanic children: 8 out of every 1,000 children.
 - Black children under the age 1 enter foster care at a significantly higher rate than White children in the Central Valley.
- Some researchers have hypothesized that visibility increases the chances of a minority placement because agencies are more likely to investigate some of the more under-represented groups. Also, these groups may lack the social supports that could ward off an investigation.
- Research has shown that African American parents are not more likely to abuse and neglect their children. No race is superior over another in terms of their capabilities of abusing their kids. It happens in all groups and all populations.
- As practitioners, how are we defining neglect? How are we describing what that means in terms of how children are being pulled out and placed and substantiated through this process?
- Historically we know that the child welfare system has treated African American families differently. The racial difference may result from factors such as higher rates of poverty, etc.
- There are some things that will bring African Americans to the attention of the child welfare system, but once they come to the attention of child protective services, if it is a fair and equitable system, removal should not be an automatic thing. This

vulnerability to state intervention opens African Americans up to bias on the parts of caseworkers and judges.

- Can we then say that this over-representation of African American children in foster care is due to “racism”? The answer to this question is critical in deciding what our response to the system’s racial disparity should be. Today’s system is marked by a strong failure to understand its racial harm to the African American families it serves. This damage has resulted in a great intrusion in African American families. It represents massive state supervision and eventful dissolution of families, a direct descendant of the “psychological residuals of slavery”.
- Our understanding of what is wrong with the system will determine what steps we take to fix it. The main problem is no longer that African American children are treated differently than White children in foster care. The problem now is that this is a system that serves almost exclusively non-White children and serves them badly. According to Dorothy Roberts, the author of *Shattered Bonds: The Color of Child Welfare*, this interference has helped to maintain the disadvantaged status of African American people in the United States.

The presenters discussed several exercises they use in their workshops.

- “What do you associate with your homeland?” provides people with an opportunity to do a self-assessment and explore the attitudes, beliefs, and values that could adversely influence their daily communications and the decisions they make that significantly affect other people.
- “Questions for an honest discussion about racism or for discussion after a racial slur has been used” challenges participants to talk about their race, ethnicity, and culture on an individual level. How are people of your race, ethnic group, or culture viewed by others in society?
- “Scenario” uses an excerpt from Toni Morrison’s book, *The Bluest Eye*, which is an example of externalized racism. People break into groups and process questions from a worksheet, including “Discuss how the psychological residuals of slavery impact the main character’s identity formation and interpretation of self-worth based upon this experience.”
- The handout “Issues of Fairness and Equity in Child Welfare” is a chance to discuss the issues of fairness and equity in the child welfare system and process in small groups stereotypes and issues of personal discrimination, institutional discrimination, privilege, and oppression, moving from the individual level to the supervisor level to the agency level to the community level, and finally, to the policy level.
- Participants are asked to define fairness and equity. They then answer the questions, “On the individual level, what are some of the issues, barriers, strengths, and weaknesses? What are some skills and tools you possess that you can use to address some of these issues?”

Specific suggestions for cultural competence presentations are noted as follows:

- Make sure the environment you create is safe and people feel they can trust each other in the room enough to be honest.
- It takes awhile to create a safe environment, so the presenters made a decision not to do one-hour presentations because that is not enough time to process the material.

The presenters led the group in an exercise they use in training. Each participant answered the question “If I had the nerve and could get away with it...” on an index card. The cards were then shuffled and passed out to the group. Participants read their cards aloud and responded to the question posed.

Question-and-Answer Session

The discussion concerned the following issues:

- The length of their training varies from four hours to a one- or two-day training.
- The presenters also discuss theories, such as the multi-systems theory, and the cognitive-behavioral theory on cultural competence.
- They include actual practice discussions about how to implement fairness and equity into tasks such as case plans, home calls, and decision-making. They ask participants to complete an action plan, answering the question: “How is what you heard today going to affect you?”
- Evaluations are completed at the end of every session. The presenters process the information and if it is a two-day training, they talk about the results and the outcomes of the evaluation process during the next day.
- There is a need for a follow-up evaluation as to how this type of training affects workers, especially in the context of evidence-based practice.
- The presenters strive to bring people to a place where they have an understanding of these issues, can develop compassion, and are willing to see what they can do to make some constructive changes, so as to not continue to do harm.
- Their training relates to the use of language, for example, the word “minority.” This term seems to be a residual of the language of racism. To accept the use of the word “minority” means to accept that you are less than. We have to start to be sensitive to words like that and determine how we can change the language when we are talking to people.



April 28—Day 2: Afternoon Session

Theme: Trainer Development/Staff Development

Regional Team Discussions

Participants adjourned into regional and statewide groups to conduct strategic planning sessions about fairness and equity for the following year, deciding priorities, areas for improvement, challenges, and evaluation methods.

Three topics of conversation were proposed for the groups:

- As a region, synthesize all the information presented and discuss how to move forward in your region.
- Think about the statewide issues.
- Consider what should be done at the national level to move this issue forward.

Public Child Welfare Training Academy—Southern Region:

- Focused on the Academy's assessment.
 - Workers did not feel safe in their environment to talk about issues regarding fairness and equity, such as the racial/ethnic issues discussed today.
 - Explore what can be done through training to facilitate a safe environment where workers, supervisors, and managers can talk about these issues.
- Some social workers feel that they are technicians who do not have a role in this process or a voice to speak up to identify problems or suggest changes.
- In order to discuss challenge areas, it was suggested that focus groups within regions and offices be conducted so workers are able to discuss the impediments to talking about these issues within their offices, as well as strategies to overcome this.
 - Training may be required that can be developed with supervisors to create safe atmospheres to communicate on many different topics, not just fairness and equity

- Part of a successful training would require a sufficient level of trust between the agency and the workers.
- The impetus and the real pressure has to come from somewhere outside of the region because that is how it has happened in the past.
- A process was envisioned wherein CalSWEC and CDSS identify what F&E issues are critically important to discuss throughout an organization.
- Within the Southern area, there is a consortium of executives within the counties who review and discuss research issues, best practices, and executive development issues.
- The “SACS” group is now in the process of developing an executive development training for the county heads, with a specific segment on intercultural communication and F&E. As part of their mandate to become good leaders, these executives need to learn how to communicate effectively with their staff.
 - There is much talk about collaborating with families in making decisions, but executive-level folks are not doing that with their managers, or managers with their supervisors. The hierarchy is much more directive. Instead, the executives need to be aware that they have to model collaborative skills within their own agency.
- Closer collaboration between the academies, counties, and universities is required. Consider the following questions:
 - What classes are being taught that relate to fairness and equity?
 - What is being required at both the undergraduate and graduate school levels, and are those requirements sufficient and appropriate?
 - Are there transfer of learning opportunities in field placements?
 - Are cultural and communication experiences honored in the field by supervisors?
 - What is modeled by agency personnel?
- The media has to receive and promote the message that fairness and equity is what we’re about. This is perhaps a paradigm shift for some folks in their view of CPS or child welfare services, but we need to create buy-in.

Bay Area Academy:

- Discussed organizing a two-day or one-and-a-half day symposium with partners, including child welfare directors, trainers, CalSWEC, university partners, staff, foster parent trainers, and fiscal folks who manage contracts to infuse fairness and equity issues. The title would be: “Fairness and Equity Development Symposium.”
- The potential format for the symposium is “Future Search,” a half-day and then a full day and then another half-day with a large group, 80-120 people. It’s similar to a large strategic planning process, but is also an attempt to deal with the emotional component of this issue.
 - The first step is to explore the past and discuss how we evolved to the current situation.
 - The second day consists of line mapping to look at the different strategies of how we arrived at the current state.
 - On the last day, brainstorm ideas/methods to proceed. At the end of the day, groups of people congregate around areas they want to work on.

- For the Academy at large, trainers could utilize some development on how to infuse fairness and equity throughout curriculum. Would like to do supervisor training, as well.
- For yearly two-day staff development off-site training, collaborate with staff development to design the day around fairness and equity issues.
- On a statewide level, hoping that fairness and equity issues will be incorporated into the standardized curriculum, as part of the PIP.
- For CalSWEC, infusing fairness and equity into the family engagement curriculum.

Los Angeles County Department of Children and Family Services:

- The Los Angeles team plans to start from a management perspective because there is a leadership management training currently scheduled.
 - As pre-training, the top 25 executives will complete the CWLA assessment tool discussed in the Bay Area Academy's presentation.
 - During the training, which also includes middle managers (usually about 100 people), the remaining managers will complete the tool. The results of the top executives will then be given in order to initiate the feedback circle.
 - The plan will be presented to survey the remainder of staff, most likely via e-mail to supervising social workers and online to social workers, as well as to the community.
 - California statewide statistics presented in this symposium will be shared, as well as LA County-specific statistics. Individual Los Angeles County SPA statistics will be presented to examine how they differ, and outcome goals will be discussed in order to benefit the county as a whole.
 - The historical segments on racism, discrimination, and disproportionality in general will be included to examine how we arrived at our present situation.
 - Usually, there is a great plenary speaker who will build on these issues as well.
 - In the afternoon, the audience will group into individual SPAs, and the managers will process the interpersonal, affective, and emotion-laden F&E issues to self-reflect and examine their part in societal development and in child welfare in general. Then, participants will discuss what they can do to begin to educate and train staff in this area.
- It is planned that four area universities could jointly consult on their curricula during town hall or forum meetings, and integration of F&E issues could be discussed and accomplished. Los Angeles County trains all the way from clerical staff up to management, including new hires. With new hires, this strategy would provide a way of starting off from the beginning.
- An "advisory oversight" committee at the SPA level was recommended, which would include feedback from the community, as well as families we work with on issues of fairness and equity, so they can hold us accountable as we move forward.
- It was recommended that ongoing assessment of outcome measures be developed, and that the transfer of knowledge to practical application be evaluated.
- Statewide, this team would like to see a directive derived from AB636 that would mandate some standardization on F&E.
- Also for statewide application, during the Training and Evaluation Symposium that will be held in May, the team recommends that this group develop an ongoing

monitoring and evaluation tool for all counties concerned with statewide outcomes specifically in regards to fairness and equity and disproportionality.

Central California Child Welfare Training Academy:

- This team plans to collaborate with trainers and evaluators within counties and universities in regard to their current activities involving F&E issues.
 - Counties are already doing a self-assessment and system improvement plan, specifically looking at fairness and equity issues. Central can review their data to help them address this plan.
 - Central can ask their counties what they define as a need based on their own data and assist them with training and evaluation.
 - Central advocates keeping supervisors at the forefront because research shows that the help and support of supervisors will make a difference with the workers. As part of the training and the evaluation, the role of the supervisors should be considered in anything planned for implementation.
- Central plans to build in instruments and a process so that a family's experience with the agency becomes part of their outcome measurement. These would be measures that families would complete based on their interactions with the workers.
- In their next regional meeting, Central will discuss how to collaborate with university partners, academy trainers, and staff development trainers to ensure that workers know that AB636, redesign, PIP, fairness and equity, and cultural competencies exist on a continuum from the knowledge level to skill development.
- Central plans to complete its current project that was presented during this symposium and report out to CalSWEC to share with agencies. Central would like to pilot this project in other regions.

Northern California Children & Family Services Training Academy:

- Northern plans to design and develop training for supervisors to address disproportionality and over-representation of African Americans and Native Americans in child welfare services, anchored in skills training, for supervisors and their workers.
- Northern will develop a certificate in advanced strengths-based casework that will include an entire day or day and a half on intercultural communication training and a series of classes on issues workers have a difficult time discussing with their clients.
 - Michael Clark is on board for curriculum development in this area.
- Sacramento County and the Academy have partnered more closely with CSU, Sacramento. One outcome of that partnership was a recent half-day faculty/county meeting in which the agency director and many staff and managers presented on all of the initiatives connected with 636, Redesign, and other changes that are happening. The intention was to get everyone on the same page, and to develop relationships that will lead to outcome-based research at the intern level.

Statewide:

- The statewide team thought it important to acknowledge the stages of developing the training. Team members talked about how it took much longer than expected to get to the point of developing concrete strategies, the actual training or the modifications to curriculum.

- The statewide team recommended producing concrete examples of F&E issues on the line level, and moving them into the MSW and BSW IV-E curricula wherever possible, so that education and in-service training are coordinated.
- The team stressed increasing the focus on the process that people go through to become culturally competent. It is not a finite process, but a lifelong process.
- The team noted the importance of acknowledging that, as a profession, we have ethical and legal responsibilities through the NASW Code of Ethics to address these issues.
- These issues should be infused into the standardized competency and curriculum development for line worker and supervisor core, but also developed for stand-alone curricula or training on this topic. The focus on skills, values, attitudes, and the power dynamics that underscore skills for workers, supervisors, and managers should be intensified.
- Terms should be defined for statewide use, and discussions should be held about language usage as we develop curriculum and tools. Distinctions can be made between the terms cultural competency, cultural sensitivity, and cultural responsiveness. It should be conveyed that one never reaches full cultural competency, but instead becomes more proficient, more sensitive or more responsive. These distinctions can be linked to the family engagement curriculum presented by the Bay Area.
- The team recommended that people need to do a self-assessment about where they are and where they need to go to facilitate this process.
- This team recommends developing some concrete case consultation tools and strategies that everyone can use and adapt to allow people to be able to present cases that include cultural and F&E issues, because this is something that child welfare workers have difficulty doing.
- The team plans to work on infusing F&E in a more standardized way into the IV-E seminars that MSW and now BSW students will take, as a way of reaching that part of the workforce that attends the IV-E program.
- The team recommends developing a tool that specifically screens competencies, learning objectives, and curriculum for fairness and equity issues, as we pursue that process over the next year or so, and to identify statewide standardized competencies and learning objectives.
- For future Training and Evaluation Symposia, the statewide team suggests focusing on ideas from all over the country about evaluating cultural proficiency and training, whether training conveys this set of knowledge and skills, and how they transfer to the job.
- In addition to the standardized competencies that are being developed statewide, the team recommends integrating F&E into the ongoing training requirement.

Feedback/Suggestions for Next Year's Symposium

Participants were asked to comment on their experience of the symposium and to offer suggestions for future symposia. Their comments, stated in first person, were as follows:

- I liked sharing ideas and projects that have been done, specifically some of the trainings, and what the results were, how it worked and how it could be better.
- I enjoyed people giving feedback and ideas and sharing resources.
- Thank you, CalSWEC, for providing the leadership and the support to be able to get together like this once a year. The exchanges with colleagues are helpful.
- I found it useful to learn how to approach individuals and get them to listen to what is being said without feeling threatened or fearful.
- I would like more representation from Native Americans next year.
- I recommend that we think about what could be and should be done at the national policy level and with other policy level groups throughout the country to move this issue forward.
- I suggest we involve the broader public, the media for example, to disseminate information about inequities among children and families and identify strategies that will work.