



CALIFORNIA SOCIAL WORK EDUCATION CENTER
UNIVERSITY OF CALIFORNIA, BERKELEY
SCHOOL OF SOCIAL WELFARE

Statewide Training and Education Committee (STEC)

Park Plaza Airport Hotel | Oakland, CA
October 6, 2006 | 10:00 am to 3:00 pm

Summary

MEETING SCHEDULE, ACTION ITEMS & DECISIONS

MEETING SCHEDULE:

- December 11, 2006 in Sacramento

ACTION ITEMS:

CDSS

- Linne will check any limitations of Title IV-E funding for CWS/CMS case management training.

CalSWEC

- When finalized, CalSWEC will post the new training modules and resources regarding teen parent placement (SB 500) and the prudent parent standard.
- CalSWEC will distribute a Save-the-Date announcement regarding the Level 1 training to expand the statewide pool of trainers.
- Elizabeth Gilman will distribute materials re: revision of the Title IV-E competencies to STEC members for their comments.

Lead Organizations

- For presentation at the next meeting, lead organizations will revise the learning objectives for *Basic Interviewing*, *Substance Abuse*, *Mental Health*, and *Educational Advocacy* based on STEC's recommendations.
- James Ferreira will create a "parking lot" for substance abuse objectives that are deleted from core but appropriate for advanced training.

STEC Members

- Submit concerns related to AAP to Greg Lim at CDSS (glim@dss.ca.gov).
- Counties are encouraged to share through STEC any curriculum or training materials they may have regarding permanency options and their corresponding funding and services.
- Email feedback and suggestions regarding the proposed training modules and resources (teen parent placement, prudent parent standard) to Barry by October 20, 2006.
- Send additional comments regarding the non-Big 7 common core areas to the respective lead organizations by October 31, 2006.
- Please provide Phyllis (pjero@berkeley.edu) feedback regarding how long it would take to train the learning objectives for *Basic Interviewing*.
- Send comments regarding revision of the Title IV-E competencies to Elizabeth Gilman (egilman@berkeley.edu)
- At the December meeting, STEC may compose a statement concerning the proposed training regulations to submit during the public comment period.

DECISIONS:

- Provisional approval granted for the training module regarding the prudent parent standard.
- Provisional approval granted for the *Basic Interviewing* content area.

I. Present:

- CalSWEC: Barrett Johnson, Phyllis Jeroslow, Leslie Zeitler, Elizabeth Gilman, Amy Benton
- CDSS: Linne Stout, Greg Lim
- Counties: Jon Pettigrew (Alameda), Dennis Bozanich (Contra Costa), Diane Ferreira (San Diego), Helen McClain (San Mateo), Linda Martinez (Santa Clara), Amabel Baxley (San Mateo), Mark Kisselburg (Riverside); Stuart Young (San Bernardino)
- CWDA Reps: Lois Rutten (Bay Area, Contra Costa); Kristi Bourque (Central, Kings); Tuey Lee (Southern, Orange)
- RTAs: David Foster, Soledad Caldera-Gammage (Central), Liz Quinnett, Bett McDade (PCWTA), Rodger Lum, Judith Lefler, Darlene Modesto (BAA)
- LA/IUC: James Ferreira (CSU-Long Beach); Mark Miller (LA-DCFS), Linda Liu (CSU-LA)
- Other attendees: Amy Okamura (SDSU Title IV-E PC), Kerry Doyle (California Judicial Council), Prina Green (SJSU Title IV-E PC), Sylvester Bowie (CSU Sacramento Title IV-E PC), Kelly Woodard, Daisie McKune-Ferretti

II. Welcome and introductions (*Barrett Johnson*)

- No additions were made to the agenda.
- The summary of the STEC meeting of 6/12/06 was reviewed. No changes were made.
- Announcements:
 - Comings & goings:
 - Sue Bassett has changed positions and will no longer be serving on STEC. We thank Sue for her contributions and wish her well in her new post.
 - Trish Ploehn is the new Director in Los Angeles
 - A new curriculum is being finalized for the Comprehensive Assessment Tools (CAT) for counties that are not using SDM. The first training for trainers will be held on December 1, 2006 at the BAA training site in Oakland. There are a total of 25 slots available. Contact Phyllis Jeroslow to register (pjero@berkeley.edu). More trainings will be scheduled if needed.
 - In order to maximize model fidelity, all CAT trainers should attend the T4T.
 - CalSWEC will be the contact for any updates on this curriculum.

III. CDSS Report (*Linne Stout*) *Regulations Update*

- Copies of current training regulations were distributed. The regulations have been reviewed by the legal division of CDSS.
 - Basic case management training in CWS/CMS has been added to the regulations as part of core training.
 - Discretion is left to the counties as to Title IV-E graduates being required to repeat the *same* classes in the standardized core training that they completed in their Title IV-E traineeships (*see page 3 of the regulations*).
 - A hearing is scheduled in January to provide an opportunity for public comment on the regulations.
 - The timeline for finalization of the regulations depends upon the public comments received. Thirty days are allotted for receipt of public comment following the date of the hearing.
 - Once finalized, an ACL will be issued. This is when the clock starts ticking regarding the requirement to complete core training within the first year of hire.
 - ACTION: STEC will discuss tracking training at the December meeting. The discussion will involve determining how to set up a simple system (with options that may vary from

county to county) to track completion of core and ongoing training, and how to provide aggregate data re: training completion to CDSS.

- ACTION: At the December meeting, STEC may compose a statement to submit during the public comment period.

Core costs and utilization

- Augmentation of funding to counties
 - Some funding can be used to hire additional staff.
 - County funding allocations are being reviewed by region.
- AB 2193 (known as the workload bill, based on the SB 2030 study)
 - CDSS, CWDA and other stakeholders are mandated to recommend a new allocation method for all of CWS. A report with recommendation is due by February 2007.
 - In order to determine the allocation method and county reliance on RTA training, CDSS is assessing what training is delivered by RTAs and what training is delivered by individual counties.

Differential Response (see *Differential Response* evaluation of the 11 pilot counties that was distributed at the meeting)

- Stuart Oppenheim of CFPIC is planning to collect curricula for the 11 pilot counties.
- CalSWEC can utilize these curricula for training applications.
- Questions for CDSS: How will the recommendations of the *Differential Response* evaluation be used? What is the time frame? When will the next, more thorough evaluation be done?

AAP training (Greg Lim)

- Workers need to be aware of the existence of the AAP and the eligibility guidelines in order to communicate accurate information to caregivers and prospective adoptive parents.
- This is part of a broader scope of issues regarding different options for permanency and the funding and services that attach to them; the environment changes over time and there is variation in the rates that are set by counties.
- This may be a CWDA issue, rather than a STEC issue.
- Determine what the needs of counties are in terms of AAP; determine where AAP is being trained; enhance current training or institute training where none exists.
- Los Angeles currently includes AAP information in core training.
- This issue can be framed in core, but specifics need to be covered elsewhere.
- ACTION: The concern regarding the funding and services of AAP and other permanency options will be presented to Children's Ops for discussion within the context of larger systemic issues.
- ACTION: Counties and training academies can share their existing curricula and training materials through STEC.

IV. CWDA report (Barrett Johnson for Stuart Oppenheim; see orange handouts)

- CWDA Ops committee is making more referrals to STEC regarding training issues pertaining to legislation.
- The training module developed by Irene Becker for the prudent parent standard was reviewed.
 - There is variance in how counties and individuals apply this standard; it is currently not well-defined.

- The intent is that the standard will change the culture of practice surrounding this issue.
- The module stresses the concept of county-specific policy and includes action planning for supervisors or managers.
- The module focuses on critical thinking; it can be used by the regional academies and also be made available as a resource for counties.
- Children's Ops will also review this draft.
- Feedback was requested on the overall approach and the learning objectives.
- Recommendations:
 - Use the term "challenges" not "barriers."
 - Add an objective about knowing when to seek consultation and county counsel.
- DECISION: Provisionally approved.
- ACTION: Email feedback and suggestions to Barry (barrettj@berkeley.edu) by October 20, 2006.
- ACTION: Upon completion, this training module will be posted on the CalSWEC website.
- The training resource regarding teen parent placement (SB 500) was reviewed. This resource was also developed by Irene Becker.
 - The training module will describe:
 - The major directives of the new law SB 500; and
 - The shared responsibility plan for the caregiver and the teen parent regarding caring for the teen's infant.
 - The resource includes skill objectives relating to the conjoint development and completion of a shared responsibility plan with the foster and teen parents. Perhaps a template should be supplied to workers.
 - This resource can be integrated into other curricula to demonstrate an example of engagement.
 - SB 500 includes additional foster care funding for the teen's infant.
 - Recommendations:
 - Add guidelines re: how to talk with the teen parent and foster parent about the plan.
 - Include brief scenarios.
 - Include a learning objective about recognizing the financial aspects of this bill. CDSS has a matrix that can be used for this.
 - ACTION: STEC members to submit any additional comments to Barry (barrettj@berkeley.edu) by October 20, 2006.
- KinGAP Plus
 - The new policy goes into effect soon. It provides a Specialized Care Increment (SCI) and a clothing allowance, and levels some of the differences between KinGAP guardianship and long term placement.
 - The topic would include comparison with other permanency options and financial implications of each; training materials have not been developed yet.
 - This topic involves a procedural issue linked to local county operational issues, i.e., relating to fiscal and litigation matters. Historically, STEC has focused on practice issues rather than procedural issues.
 - STEC can give advice and develop training topics. The implication is not that RTAs address this, but that they are aware of it and can work with counties on this topic.
 - RTAs can work with counties about *how* to train, without actually training the procedures themselves.
 - STEC is not prescriptive of county policy. STEC is addressing practice changes that result from legislation.
- SIJS- Discussion deferred until next meeting.

V. Common Core/ CDOG update (Phyllis Jeroslow)

- Big 7
 - Three CDOG conference calls were recently conducted to review new and revised drafts of curricula that were posted on the CalSWEC website (*see gold handout*).
 - Five curricula have been approved (*Assessment, CMI-1, Placement, Case Planning, and Framework*)
 - *Child and Youth Development in a Child Welfare Context* (formerly known as *Human Development*) has not yet been approved.
 - *CMI-2* still needs to be reviewed.
 - The following core curricula will be released in November 2006: *Placement, CMI-1, Assessment, and Case Planning*.
 - *Framework, Child & Youth Development* and *CMI-2* will be released after January 1, 2007.
 - New evaluation tests will be released concurrently with the revised and new curricula.
 - The item bank has been revised and expanded. It contains more items than are actually used in the tests. However, the items are still in the process of being validated.
 - Revision process: The common core decision point documents include STEC's recommendation to revise the curriculum every three years (or earlier if in response to significant new developments in the field). The three-year cycle would start after upcoming versions are released. The revision process can be discussed further at the next STEC meeting.
 - T4Ts:
 - For revised curricula, CDOG plans to conduct T4Ts using Webex, a conference technology available to CalSWEC. The technology is interactive, and allows for a curriculum to be displayed on participants' computer terminals while it is being explained by the trainer. Participants will be able to ask questions during the training.
 - The curricula will be made available to participants prior to each Webex conference.
 - For new curricula (*Child Development* and *CMI-2*), in-person T4Ts will be held.

 - *ACTION*: Dates for the Webex T4Ts will be established by CDOG soon.
 - *ACTION*: The revision process will be added to the agenda for the December STEC meeting.
- Non-Big 7 competencies and learning objectives
 - **CWS/CMS** (*Daisie McKune-Ferretti; see pink handout*)
 - This topic area was added to the training regulations.
 - Linne will ascertain if CWS/CMS training is IV-E eligible.
 - Recommendations:
 - ✓ Delete *PC Basics* learning objectives.
 - ✓ Build connection to practice as part of the competency.

 - *ACTION*: Email additional comments to Phyllis (pjero@berkeley.edu) and discuss at next STEC meeting.
 - *ACTION*: Linne will check with fiscal about IV-E issues.
 - **Substance Abuse** (*James Ferreira; see set of blue handouts*)
 - This document was revised since the last STEC meeting on 6/12/06.
 - For clarity, learning objectives with multiple concepts were separated into individual learning objectives, resulting in a larger total of 24 learning objectives.
 - The learning objectives are divided into 5 major areas: basic knowledge, signs and symptoms, engaging with parents, how to talk with children, and how to collaborate with substance abuse service providers.

- All 24 learning objectives cannot be covered in a day. STEC’s recommendations are requested to prioritize them, even though they all seem very important.
 - These objectives are not intended to replace advanced training.
 - Earlier, STEC requested clarification re: what is meant by screening.
 - STEC recommendations:
 - ✓ K6 may not be a core skill.
 - ✓ K9 is too advanced.
 - ✓ K11 &12 could be combined; or delete K11.
 - ✓ K13 is more appropriate for follow-up, and its importance may vary from county to county.
 - ✓ K14 should be changed to a value.
 - ✓ K15 should be for advanced training; delete.
 - ✓ Delete S2.
 - ✓ Possibly delete S3.
 - ✓ Consider changing S1 & S4 to knowledge items.
 - ✓ V2: Use “individually specific” instead of “culturally appropriate” to indicate that the intervention is based on the individual’s unique circumstances.
 - ACTION: James to create a “parking lot” for objectives that are culled out for core, but appropriate for advanced training.
 - ACTION: Send comments to James (jafferrei@csulb.edu) by October 31, 2006.
- **Basic Interviewing** (*Phyllis Jeroslow; see set of blue handouts*)
- This content area was presented to STEC for initial review.
 - The objectives address the interview process for adults and children of different ages; fairness and equity concerns are also incorporated.
 - STEC recommendations:
 - ✓ Competency: We want trainees to value a range of culturally competent strategies; do not limit to ethnographic interviewing.
 - ✓ K1: Add the word ‘goals,’ i.e., “typical steps and goals of the interview process.”
 - ✓ Edit K3. Eliminate the specific categories. Solution-focused interviewing should be couched within strength-based philosophy (e.g., as presented in the *Case Planning* curriculum). Consider integrating with V2.
 - ✓ As an introductory knowledge objective, consider re-inserting coverage of different types of interviews.
 - ✓ S3: Change “child welfare” to “childrearing & parenting practices.”
 - ✓ V2: Add “strength-based.”
 - ✓ V5: Change “monitoring” to “awareness of;” delete “mental and emotional.” Consider if the content of V5 also needs to be a knowledge objective. If it is a knowledge objective, consider referencing conscious use of self.
 - ✓ Include the timeframe for training these learning objectives.
 - Central does an interview training in 1 day; it is not rigorous and does not include skill-building
 - DECISION: Provisional approval granted; to review again at next meeting.
 - ACTION: Send additional comments to Phyllis (pjero@berkeley.edu) by October 31, 2006. Indicate what would be a reasonable time for training these objectives.
- **Mental Health** (*Judith Lefler; see set of blue handouts*)
- This content area was revised since the STEC meeting on 6/12.
 - Currently, this content area is specifically about *caregiver* mental health
 - STEC recommendations:
 - ✓ Need to address somewhere the mental health needs of kids in care; also consider a separate module on children and youth.
 - ✓ K2 is problematic.

- ✓ K3: Eliminate new K3 and keep old K3 language, modified to read: “The trainee will be able to recognize that biological, psychological, cultural, and environmental factors influence the mental health functioning of family members.”
 - ✓ K4: Reinstitute the old K4.
 - ✓ K5: Change language to address mental health needs of kids in care.
 - ✓ K6: Possibly keep K6 & amend to focus on children’s mental health.
 - ✓ V2: Possibly revisit.
 - ACTION: Send additional comments to Judith (judithlefler@aol.com) by October 31, 2006.
 - **Educational Advocacy** (*Phyllis Jeroslow; see set of blue handouts*)
 - These learning objectives were presented to STEC for initial review.
 - STEC recommendations:
 - ✓ K1: Reword; avoid the blame game. Consider the status of children before CWS involvement as well as the impact of foster care.
 - ✓ K3: Include the responsibility of the worker as described in AB 490.
 - ✓ Include that it is the social worker’s role to note if a child is having educational difficulties and to pursue appropriate assessments and services, as needed.
 - ✓ Change the title of this content area to reflect the emphasis on understanding the role of the child welfare worker vis-à-vis serving the educational needs of children in the CWS system, rather than knowing or practicing how to advocate for them. Advocacy is only part of the worker’s responsibilities. An advanced curriculum is already available that is specific to educational advocacy.
 - ✓ Check for correct usage of the term *surrogate parent* or *educational surrogate*.
 - ✓ K7: Move to position as K1. This should be noted as the first learning objective.
 - ✓ Add a value that addresses working cooperatively and establishing educational partnerships with other professionals on behalf of children.
 - ACTION: Kerry Doyle of the Judicial Council will provide the legal definition for surrogate parent.
 - ACTION: Send additional comments to Phyllis (pjero@berkeley.edu) by October 31, 2006.
 - **Inclusion of Title IV-E competencies**
 - Concern was expressed regarding whether inclusion of Title IV-E competencies indicates that we are covering them in entirety.
 - New worker trainees are not expected to become competent in IV-E competencies at the end of core training.
 - DECISION: Place the Title IV-E Competencies *after* the core learning objectives; provide language to clarify the relationship between the Title IV-E competencies and the core learning objectives.
 - **Discussion of remaining content areas was deferred until the December STEC meeting.**
- Supervisor core update & revision plan
 - Supervisor core is posted on CalSWEC website.
 - Timeline for revisions is proposed to be the same as for new worker core – every 3 years (or sooner if demanded by significant new developments in the field).
 - ACTION: Will discuss revision process more at the next STEC meeting.
- Evaluation update-deferred until next meeting.

VI. Trainer development / Curriculum writing activities (*Barrett Johnson*)

- A summary of the committee's recent conference call was provided (*see gold handout*).
- Margie Albers will prepare the materials and conduct the Level 1 training to interest potential new trainers in participating in the statewide pool of trainers.
- The introductory Level 1 training will be held in the Bay Area, probably in March or April. CalSWEC will distribute a Save-the-Date announcement.
- CalSWEC has received a proposal from Charmaine Brittain to prepare training materials and conduct the training in curriculum writing.
- The training in curriculum writing will also be held for a statewide audience in the spring of 2007.

VII. IV-E Competency Revisions/STEC member participation (*Elizabeth Gilman; see purple handout*)

- To enhance the connection between MSW, BSW competencies and in-service training, STEC members were asked to provide feedback to revise the current IV-E competencies.
 - The tool for providing feedback on the present IV-E competencies is divided into 4 major domains with one question page for each domain.
 - Provide feedback on any major changes you would like to see. Feedback is structured by 2 questions: *Are major components already addressed? Language changes needed?*
 - Timeline: Feedback from stakeholders will be collected through the end of January. Drafting of the new version will take place from February to June, 2007.
 - *ACTION*: Elizabeth will distribute an electronic version of the tool to receive STEC comments.
 - *ACTION*: STEC members are to send comments to Elizabeth Gilman (egilman@berkeley.edu) at CalSWEC by January 31, 2007.

VIII. Next steps:

Next Macro Eval Meeting – November 3, 2006 – Oakland

Next STEC Meeting – December 11, 2006 – Sacramento

2007 STEC Meeting Calendar:

March 5, 2007 - Oakland

June 11, 2007 - Sacramento

September 10, 2007 - Oakland

December 10, 2007 - Sacramento