

Program Report

Program Enhancements

BASW Program

The Title IV-E BASW program continues face challenges of the unfavorable hiring climate within the state, despite the expressed desire by county employees to return to school for a BASW as well as counties' need for staff at this educational level. In the 2008 Public Child Welfare Workforce Study, over 150 county employees indicated a high interest in obtaining a baccalaureate degree. While the programs in the six participating schools have continued to engage actively in collaborations with county programs and personnel, the ongoing unfavorable economic conditions still threaten county capacity to hire IV-E program graduates, particularly those at the BASW level. In counties without specific position classifications aligned to the Bachelor's level graduate, the challenge has been especially severe. In counties like Los Angeles, which has a BASW level in its career system, graduates can be hired readily into these positions. BA-level programs have continued to explore strategies to sustain and improve BASW program delivery, especially in terms of the career ladder and hiring profile for the graduates. These strategies now include a linked AA-to-BASW Pathways program operating in three schools (described in Distance Education section, *infra*). Below is a summary of the program development activities over the past year. (*Additional detailed information, including hiring data among the six programs, is included in Appendix 2.0.*)

Job Alignment to Education Level: Local programs have continued to work with their counties to develop specific county positions suited to Title IV-E BASW graduates. Although Los Angeles County has a social work position tailored to the BASW degree, the initial willingness of some counties to consider accepting IV-E BASW graduates from other counties into their workforce remains severely curtailed by present hiring conditions. The issue of appropriate job alignment remains an area of development for the program, with discussions with NASW and the County Welfare Directors Association continuing.

County Examinations: Efforts to improve the success rates for BASW graduates in passing county civil service examinations are also continuing, with some schools working with their counties to examine the possibility of modifying the examination to confront possible language barriers. The lack of alignment of some examinations with education course content or with tasks associated with the positions for which candidates apply remains a challenge. Merit Systems, which serves as a CPS human resources conduit for 30 counties, had begun to use a job-simulation type of exam which promises greater exam/position alignment. Previously initiated action in all these activities, which slowed in the past year, has all but stopped with the current economic conditions. The Board will continue to monitor these issues and possible solutions as the economic and hiring status of the counties begins to stabilize and improve. In the coming year a Merit Systems representative will be invited to join our Workforce Development Committee of the Board in order to address some of the issues cited above.

Field Placements: Counties continue to differ in what they are able to offer as suitable learning experiences for BASW students. Given the increasing challenges counties faced in AY 2010–2011, a supply of appropriate, high-quality field placements for both BASW and MSW students have been difficult to secure and maintain. The project coordinators, continuing to collaborate through the Field Instruction Initiative (FII) begun in AY 2009–2010, have strived to develop more unified and innovative approaches to field experience at the BASW level, possibly offered through regional field consortia. Some may be integrated with MSW placements in

innovative settings evolving due to the changing scope of child welfare related from recent legislative changes such as AB-12. (See *FII in the MSW Program section.*)

Transfer Issues: Students have long been challenged by the articulation of community college degrees into a BASW program. Previously, available student information has been inconsistent, making it difficult for students to select appropriate course work at the community college level that would lead to successful transfer into the BASW program. While the issue has been resolved in some cases by encouraging students to select the CSU-approved Intersegmental General Education Curriculum (IGETC) course pattern, greater relief has been afforded students through legislation introduced in spring 2010 by the Senate Education Committee (SB 1440, Padilla). This law provides that all the CSUs will align their lower-division credit requirements for students transferring from community colleges. The issues will be taken up by a workgroup of the Curriculum Committee of the Board and are also continuing to be resolved through the Pathway Programs sited at CSU, Chico; Humboldt State University; and CSU, San Bernardino.

Length of employment obligation

For several years, graduates of the BASW program and project coordinators alike have noted that one barrier to program success has been the program's two-year employment obligation in repayment of one year of support. Among students planning to complete the MSW, this requirement proved an additional obstacle in that students faced completion of one two-year obligation before they could begin work on the MSW. For older students in particular, this dissuaded many from entering the program. In an effort to engage more county employee-students (the initial impetus for the program), the decision was made to alter the BASW employment obligation to one year for cohorts beginning 2010 onward.

MSW Program

Field Placements

As explicitly acknowledged by the Council of Social Work Education (CSWE) in 2008, the field practicum is at the center of social work education. This is especially the case in child welfare. Within our schools and programs, it is the nexus of the university/agency partnership. It provides both faculty and agency the opportunity to learn from the other and to exchange ideas and approaches that further and enrich the education of the student. All the students in the Title IV-E Stipend Program must have a caseload that is composed of Title IV-E-eligible children; consequently it is vital for all three partners (school, agency, and student) to understand and support the goals of the field placement.

As in the prior year, our programs continue to face two major challenges: first, the ability of first-year field placements to meet the regulatory criteria (100% Title IV-E-eligible caseload) while providing the students with an appropriate, high-quality supervision and educational experience. The second major challenge arose in part because of the sharp decline in counties' ability to offer quality second-year field placements due to reductions in workforce and hiring curtailments sustained across the state during AYs 2009–2010 and 2010–2011. Student demand for professional supervision and any choice among placements could not be met. Similarly, due to a decrease in financial support for private non-profit agencies, a serious reduction among suitable first-year students also occurred. As in AY 2009–2010, the programs continued to utilize a streamlined process for verifying compliance of caseload and developed additional first-year placements by increasing networking and relationships with community organizations.

Title IV-E Research Coursework

In collaboration with the Center on Social Services Research (CSSR), CalSWEC has developed a year-long research curriculum for second-year IV-E MSW students. The curriculum utilizes data from CSSR, which tracks California's public child welfare administrative data aligned with the state's agency performance goals. The curriculum is being piloted at the UC Berkeley School of Social Welfare. On March 16, 2011, CalSWEC presented a symposium on developing IV-E research coursework at the Faculty Club at UC Berkeley.

Research faculty participants from member universities were introduced to the curriculum and its goals and invited to participate in a dialogue about the course and its merits and content. (*For detailed information about the course and the symposium, see Appendices 2.1 through 2.10.*)

Field Instruction Initiative

The CalSWEC Field Instruction Initiative (FII), described in detail below, supports collaborative efforts to strengthen relationships between the Title IV-E Stipend Programs and county agency staff. Through the development of field models that have partnership expectations embedded into the framework, counties and pilot site schools are beginning to systematically leverage their resources to cooperatively provide the kinds of high quality field experiences and supervision students require. In the pilot sites, we are seeing renewed efforts in reestablishing, sustaining and developing collaborative relationships among counties and IV-E programs.

The FII is a collaboration of agency, university, and state stakeholders dedicated to promoting social work practice. The initiative recognizes the merit of field instruction as a learning tool.

The goal of the FII is to promote best practices in the field of child welfare by providing students with the opportunity to have a well-rounded educational experience that teaches social work content and values while providing realistic job experiences and a broad perspective of child welfare.

Because this initiative involves the integration of very large organizational systems it has been necessary to focus on specific domains that needed development simultaneously or sequentially in order to move toward piloting new models. Consequently, in addition to an overall Steering Committee, the work of the initiative was divided into three teams that have specific focus areas but will work in tandem with one another. The teams were formed in spring 2010 and began developing their plans to develop pilot sites for implementation.

They were:

- *The Strategy Team*—focused on the development of an engagement plan with existing partnerships to establish pilot sites that test the efficacy of new field instruction models.
- *The Design Team*—focused on the development of the key components of field instruction models to be implemented at pilot sites.
- *The Resource Development Team*—focused on working with key fiscal people within the university agency partnership to develop fiscal structures to support the field instruction model.

The task of the FII through summer 2010 was to develop the strategic plan. In order to develop a statewide, systematic, and sustainable structural change that creates high-quality field placement opportunities in public child welfare, nonprofits, community-based organizations, and tribal organizations serving Title IVE children and families, the initiative finalized its goals and strategic direction by adopting the following tenets:

1. Engage agency directors & child welfare directors and university faculty in dialogue to examine regional needs and resources, then develop field placement models that meet the regional needs and resources—with the goal of creating mutual responsibility, ownership, and investment.
2. Develop Field Instruction Models that are coordinated with agency and university partners at *pilot sites* designed to address particular regional needs.
3. Test the efficacy of the models through careful pilot development. Embedded in the pilot development will be a comparative research approach to identify best practices.

4. Leverage the university/county/nonprofit, CBO/CDSS partnership to develop fiscal models that sustain the field placement models developed in the project.

In fall 2010, two pre-pilot sites developed out of local needs and have been used to inform the continued development of the FII. The pre-pilot models have been developed by CSU, Chico and USC. These pre-pilot models as well as future pilot sites will be developed to address regional and institutional needs. Several tools have been designed by the initiative, including self-assessment instruments to assist existing programs in determining directions for growth.

An RFP was distributed to the universities in April 2011 to select pilot sites that will best further the project goals and inform the continued work. CalSWEC convened a committee to review the proposals submitted based on the RFP's requirements and guidelines. More specifically each proposal was required to provide specific information on model selection, definition and description; partnership development and enhancement; staffing and program set up; timeline of activities; and an evaluation plan using the specified tools in the guide. Five sites submitted proposals, and four sites were selected and received awards in July 2011. Work has begun on the newly awarded pilot projects, and sites will be submitting interim and final reports to CalSWEC.

During this period, the teams also continued working on plans to develop strategy, design, and resource needs. This work resulted in resources and materials needed for the development of pilot sites in other locations and are included in the appendix. (*See Appendices 3.1 through 3.16 for the range of products and deliverables that were created and disseminated throughout FY 2010–2011.*)

The CalSWEC Field Instruction Initiative Steering Committee has been convening in person approximately every four months with individual team meetings using conference calls and Webinars™ in between in-person meetings. The next Field Instruction Initiative in-person meeting is scheduled for September 2011.

Distance Education

Analysis of student retention data revealed that some areas in the state have been less able than others to benefit from CalSWEC's Title IV-E Stipend Program. As a result, in May 2007 CalSWEC's Board identified the need to better serve the small, rural, and remote counties in California. Additionally, since the program's inception, the number of counties where CalSWEC students have been employed has increased from 67% to 93%. Despite these gains, further development of the distance education capacity of the Title IV-E Stipend Program continues to be part of CalSWEC's workplan.

In response to the analysis and recommendation from the Board, CalSWEC developed the Pathway program at three sites: CSU, Chico; CSU, San Bernardino; and Humboldt State. These sites have been working to provide access and support to current county and Tribal employees at the AA, BASW, and MSW levels of education. In AY 2010–2011 the sites continued their development of course transformations for online education. Additionally, each of these sites is working with their county partners to recruit potential students for their individual programs.

In fall 2010, CalSWEC hired a Distance Education (DE) specialist to coordinate efforts between Pathway project sites and to share the progress of course transformation with other universities and stakeholders throughout California. During spring 2011, the DE specialist made site visits to learn more about course transformation progress. Each Pathway site has some particular areas of strength: San Bernardino has a focus on accessibility and demonstrated experience supporting remote students with fieldwork; Chico has converted a wide breadth of its coursework very quickly and is already beginning to experiment with distance modalities in its traditional (site-based) part-time program; Humboldt has focused on creating community via web conferencing and other tools.

As the process of transforming course content for distance education continues, Humboldt State began recruiting students for fully online BASW and MSW programs this spring. For its BASW program, Humboldt is converting about 50% of its existing sections to a hybrid/distance format. Students will continue to apply and enroll for the BASW degree in the traditional way, but will have the option of completing individual courses, or the full curriculum, in a distance format. This flexibility should support Pathway students who balance work obligations with educational attainment. Humboldt's online MSW program will expand capacity for the MSW program, recruiting students as a cohort who will begin in January 2012 (see chart below for course transformed across all sites).

In May 2011, CalSWEC linked up with the three Pathway sites using video and web conferencing for a live, face-to-face four-day symposium. Over the four days, CalSWEC and the Pathway sites shared information about their process and best practices for recruitment and delivering effective education in a distributed learning environment. This event helped to promote collaboration and coordination of efforts across sites by highlighting projects that are underway at each campus.

In addition to working directly with the Pathway sites, the DE specialist also travelled to Sonoma State and CSU, Long Beach to observe the delivery of the latter's videoconference-based MSW. The Long Beach program differs from the Pathway sites by virtue of its technologies; rather than using the web-based collaboration tools being implemented in the Pathway program, it takes advantage of a university-based, statewide videoconference network. As other campuses throughout California explore the possibility of developing or delivering distance education, CalSWEC will include Long Beach in the conversation about different modalities for instruction.

Infrastructure: In order to provide access to e-learning materials in their original format, and to promote CalSWEC's role as a hub for social work education, the DE specialist is working to acquire software and platforms to support the sharing of courses and course content. These include a learning management system (LMS) to share curriculum developed at campuses as well as at RTAs and other partners, upgraded web conferencing capabilities, and a platform to share video content. These projects will begin to go online in fall 2011. (See *Appendices 4.1 and 4.5 for further information on distance and e-learning efforts in the CalSWEC programs and the Pathway Program.*)

Completed Course Conversions



Humboldt State

- SW104: Intro to SW
- SW255: Vol Exp
- SW330: Policy
- SW340: Methods I
- SW341: Methods II
- SW350: Human Behavior and the Social Environment I
- SW355: Soc Agency Exp
- SW382: Research
- SW442: Child and Family Welfare
- SW455/456: Field Seminar/Internship



CSU Chico

- SWRK 170: Social Work Institutions
- SWRK 200: Multicultural Awareness
- SWRK 302: Human Behavior Across the Lifespan
- SWRK 303: Human Behavior and the Social Environment II
- SWRK 305: Socialization to the Profession
- SWRK 330: Research Methods
- SWRK 601: Human Behavior and the Social Environment I
- SWRK 610: Generalist Social Work Theory and Practice III
- SWRK 612: Social Work Practice in Multicultural Contexts
- SWRK 617: Research I: Methods for Social Work Practice
- SWRK 631: Foundation Practicum I
- SWRK 632: Foundation Practicum II
- SWRK 644: Human Behavior and the Social Environment II
- SWRK 648: Advanced Practicum I
- SWRK 653: Research II: Program and Practice Evaluation
- SWRK 658: Advanced Practicum II
- SWRK 674: Policy and Practice with Older Americans
- SWRK 677: Substance Abuse
- SWRK 678: Mental Health Recovery and Wellness
- SWRK 687: Advanced Child Welfare



CSU San Bernardino

- SW200: Introduction to Social Work
- SW300A: Social Welfare Policy I
- SW300B: Social Welfare Policy II
- SW301: Social Work Research
- SW302B: Human Behavior and the Social Environment II
- SW302A: Human Behavior and the Social Environment I
- SW401A: Field Work I
- SW401B: Field Work II

Technical Assistance

During AY 2010–2011 the technical assistance to the program was provided in a variety of formats and subject matter in order to meet the myriad of program needs.

- *New Board Member Orientation:* Provided in-person information and guidance on the role and purpose of CalSWEC’s Board including responsibilities for policy and procedures related to CalSWEC’s Title IV-E Stipend Program.
- *Fiscal Essentials:* Provided specific technical assistance to all sites on the post-award management of the contract. This included content on the Title IV-E regulations and allocation, and expenditures of funds.
- *New Graduate Hiring Options:* Provided guidance on how best to support graduates as they move into the job market. This included specific information on the hiring options available to graduates and how to manage the process.
- *Data Tracking and Management:* Provided multiple Webinars™ to sites to insure the CalSWEC Student Information System is current and accurate so that timely data management and tracking are occurring.
- *Improving Collaboration with County Partners:* In-service training with project coordinators to improve partnership work with County agencies.

Curriculum Enhancement Activities

Curriculum Enhancement Plan

Since 2002, CalSWEC has conducted a new graduate survey to assess how well the curriculum is preparing the graduates for employment in child welfare. After eight years of reviewing and collecting input from the graduates, it was determined that a plan to enhance the areas of the IV-E curriculum was needed to address the gaps that have been identified consistently over the eight years. Additionally, with the increasing number of IV-E programs and scope of CalSWEC's activities, a more effective and structured approach to enhancing IV-E curriculum became necessary. The Curriculum Enhancement Plan is designed to meet the program's growing curricular needs. With the recent addition to staff of a distance education specialist, the program will also be able to meet the technological challenges involved in reaching a diverse statewide audience.

There are three broad categories of needed curriculum content, each arising from different sources. The categories are:

- Curriculum Gaps Identified from Program Evaluation
- State and Federal Priorities
- Policy and practice updates

The initial topic for enhancement, considered a priority by both in-service and pre-service constituents, is Substance Abuse and Child Welfare. This topic was rolled out in spring 2011, starting with a May 17 Webinar™ presentation of the tutorials, curricula, and workbooks offered by the National Center on Substance Abuse and Child Welfare. A video of the Webinar™ is posted at <http://vimeo.com/28365726> and can be viewed on demand at any time. Additional content will be produced on this topic, with periodic updates as appropriate. Other topics will be introduced in the fall, beginning with the role of clinical case management in child welfare, a topic noted as a priority by project coordinators, county partners, and students alike. Different modes of delivery will also be phased in over time. The overall project goal is to create a well-organized, navigable, and accessible array of linked educational and informational content to serve diverse child welfare audiences statewide. (See Appendix 5.1 to 5.2 Curriculum Enhancement Table).

Foundation Curriculum Competency Integration

First formulated in 1991, the CalSWEC Curriculum Competencies for Public Child Welfare became the basis for the Title IV-E Stipend Program in California. After several revisions, the current competencies were last updated in 2008. As the Mental Health and Aging initiatives joined the CalSWEC consortium, competencies were also developed for these concentration areas as well. The challenge of administering academic programs under three separate sets of competencies made an integration effort inevitable. At the same time, the social work accrediting body, the Council on Social Work Education (CSWE), adopted through its Educational Policy and Accreditation Standards (EPAS) new core competencies to be used in all social work programs. Thus, the goal of the Competency Integration Project was to devise, consistent with new CSWE standards, a set of cross-initiative foundation-level competencies to be used in the first, or foundation, year of study. These were to be complemented by a concentration-specific set of advanced competencies for each of the three initiatives.

As reported in annual report 2009–10, the CalSWEC Board Curriculum and In-Service Training Committee and its then-chair, Dr. John Oliver, director of the School of Social Work at CSU, Long Beach, produced an integrated draft of core/foundation competencies, which was developed in sections by subcommittees comprised of child welfare, mental health, and aging faculty, and project coordinators, along with CalSWEC executive, training, and IV-E curriculum staff. In developing the sections, the subcommittees reviewed the

existing competencies for each concentration, integrating essential content as much as possible while building integrated foundation competencies aligned with the new CSWE Core competency framework.

Representative university faculty, field faculty, and Regional Training Academy panels from each of the three domains—Child Welfare, Mental Health, and Aging—then reviewed the completed foundation draft, ensuring its compatibility with university curricula and best practice. The full foundation draft was completed, reviewed, and submitted to the CalSWEC Board for consideration in fall 2010. Following a comment period, the foundation draft was approved by the Board in February 2011, to be followed by completion of advanced curriculum competency drafts for the MSW programs operating under the three CalSWEC initiatives—Child Welfare, Aging, and Mental Health.

Advanced Competency Development

Under the auspices of current CalSWEC Curriculum Committee Chair Dr. David Cherin, director of the Social Work Program at CSU, Fullerton, the advanced competency draft development neared completion in the spring of 2011. The effort was headed by faculty and other constituents of the Child Welfare, Mental Health, and Aging initiatives in close collaboration with CalSWEC executive and program staff. The process was similar to that employed in producing the foundation draft, but for each set of core competency practice behaviors designated at the foundation level, 1–2 advanced-level practice indicators were developed to capture the desired level of practice expected at the advanced level. On completion, these drafts were reviewed by the university and regional panel members and submitted to the CalSWEC Board Curriculum Committee for approval. Both the Child Welfare and Mental Health Advanced competency drafts were submitted to the CalSWEC Executive Committee for approval, with the proviso that due to a varied schedule of member school reaccreditation under the revised EPAS, full adoption of the revised competencies would be delayed until fall of AY 2012–2013. The Executive Committee passed the matter to the Board, which gave approval at its meeting on May 5, 2011. In the interim, the revised competencies will be published and disseminated and member schools will gradually phase-in the revised competencies throughout the intervening period in keeping with the protocols of their respective academic curriculum committees. (*See Appendix 5.3 to 5.5 for the updated version of foundation and advanced competencies*)

Statewide Videoconferences

Dr. David E. Arredondo, nationally known clinician, lecturer, and author, presented two CalSWEC-sponsored statewide videoconferences that were made accessible at six university sites throughout the state, providing IV-E students, project coordinators, faculty, and staff the ability to register at a site convenient to them.

These interactive videoconferences allow participants to learn about evidence-based and promising practices from researchers and content experts in an interactive, live forum that provided participants the ability to ask questions of the presenters and virtually interact with participants from all sites.

Dr. Arredondo has helped build effective models of service delivery for children and families facing multiple adversities in public, non-profit and philanthropic sectors. His focus includes early childhood brain development, the effects of trauma, and current thinking about children's connectedness to practitioners across many disciplines. He has been involved in the design and application of culturally competent, community-based services for children in state juvenile justice, mental health, foster care, sexual abuse, and early child education systems. He designed, helped implement, and documented the nation's first Juvenile Mental Health Court in Santa Clara County and has disseminated the model across the nation.

On October 22, 2010, Part 1 of the CalSWEC Webinar™ series featuring Dr. Arredondo was presented on Attachment, Alignment, and Attunement —Neuroscience & Human Development. Part 2 was presented on

November 12, 2010, on Neuroscience & the Art of Living with Grace—Engaging Disconnected Youth and Families.

Student Day

Over 250 students, faculty, alumni, and presenters attended the 2011 Title IV-E Student Day on April 17 at the Westin Hotel, Los Angeles Airport. Each year, the Student Day conference provides an opportunity for students to learn more about emerging strategies in child welfare practice, network with leaders and professionals in the field, and forge relationships with professional organizations. The 2011 conference was entitled “Uniting Change Agents to Promote Resilience.” The conference is described in detail below.

- *Darick Hendrix* (USC), *Jovonne Dempster* (Humboldt State), *Adrienne Bubacoff* (Sacramento State), and *Luvia Munoz* (USC) served jointly as Student Coordinators. This marked the first time that more than one MSW student coordinated the conference. At the close of the event, The National Association of Social Workers, California Chapter sponsored a reception for the participants and presenters.
- *Barbara J. Solomon, DSW*, was the keynote speaker. At USC, Professor Emerita Solomon is a noted social work scholar and leader who has helped build her alma mater into a center for diversity and community outreach. She has long been an advocate on behalf of vulnerable members of the society and she has published widely on the provision of social and mental health services to underrepresented populations. Her landmark book, *Black Empowerment: Social Work in Oppressed Communities*, introduced the concept of empowerment in social work practice. Dr. Solomon became the first African American to hold a USC deanship, and she is the recipient of the school’s highest honor, the Presidential medallion.

Workshops and other sessions included:

- *Chris Mathias, CalSWEC Title IV-E Stipend Program Director*, welcomed the group and spoke of the importance of the students’ career choice of child welfare in a time of particular social service need.
- *Shantel Vachani, MSW, JD, foster youth advocate with the Children’s Rights Project, Los Angeles*, presented a workshop on the public school challenges faced by youth with learning disabilities and mental health difficulties. The workshop was entitled, “Foster Youth Drowning in the School-to-Prison Pipeline.” Often, youth with learning disabilities or special challenges find their educational needs unmet; moreover, they may be pushed out of mainstream school systems and into alternative systems such as juvenile justice or inadequate, substandard schools. This phenomenon disproportionately affects minority youth. The workshop provided a basic understanding of education law and basic advocacy tips to allow social workers to navigate with confidence various school-related meetings involving foster youth. Attorney Vachani also serves as a lecturer in the social work program at CSU, Northridge.
- *Judy Freeman and Derrick Perez-Johnson, Children Services Administrators and Program Coordinators*, presented a workshop on the Parents in Partnership program (PIP), Los Angeles County Department of Children and Family Services (DCFS). They were joined by *Selena Johnson, DCSF Children’s Social Worker and MSW Intern*, and four *Parents in Partnership* parents, *Maria Santos Angulo, Gilbert Rodriguez, Maritza Rosales*, and *Andrea Miles*, to discuss their experiences and how they are helping other parents overcome their problems to reunify with their children. Losing custody of children and coming in contact with DCFS can be devastating for families. Understanding the DCFS process can appear overwhelming and stressful to newly involved families. PIP involves a committed group of parents who have partnered with the Annie E. Casey Foundation and DCFS to provide information, training, and mentorship to newly involved families. Parents in Partnership are parents helping other parents work toward their goal of reunifying or maintaining their family.
- *Sam Braus, MSW and Rick Pero, Project Specialist*, presented a workshop on “Strategies for Supporting Fatherhood Involvement.” The goals of Supporting Father Involvement (SFI) involve enhancing and

strengthening services to children and families by supporting the involvement of appropriate fathers in their lives. Rick Pero is with Strategies Statewide Training and Technical Assistance team as a Project Specialist II, emphasizing family resource center sustainability. His experience is in training and presenting in diverse settings, from rural county programs to national level private, nonprofit agencies. He has held several public sector positions, including supervising CalWORKS and “Workforce Investment Act” case managers. Mr. Pero, who works in the Northern California Strategies office, has 15 years teaching experience in university, college, and high school positions. His education combines a Business Administration/Finance degree with graduate work in Behavioral Sciences/Human Development. Mr. Pero holds several certifications in the fields of Emotional Intelligence, Consulting, Coaching, Banking, and Career Counseling.

- *Rob Woronoff, MS, Director of Putting Pride into Practice project*, discussed the ways in which this project, a program of Family Builders, an adoption agency based in Oakland, works with county child welfare agencies in California to improve outcomes for lesbian, gay, bisexual, transgender, and questioning (LGBTQ) children and youth involved in the foster care system. The project was created to provide California counties the needed support, resources, and technical assistance to implement the recommendations of the Child Welfare League of America’s Best Practice Guidelines for Serving LGBT Youth in Out-of-Home Care as well as the mandates stipulated in California’s Foster Care Nondiscrimination Act, which requires public child welfare professionals to address the needs of LGBTQ youth in care. The project, which began in July 2010, is currently working with four culturally and geographically diverse pilot counties: Santa Clara, Orange, San Francisco, and Fresno. This workshop included an overview of tools and resources developed over the last several years to assist child welfare professionals in their efforts to support LGBTQ youth.
- *Elizabeth Contreras, MSW*, presented a workshop on reflective interviewing entitled, “Resiliency and Motivational Interviewing: Reflective Work in Motivating Clients to Change.” Ms. Contreras, currently the training coordinator for the Sacramento County Department of Health and Human Services, Alcohol and Drug Services Division, has trained Sacramento County’s County Counsel attorneys on substance misuse issues. Ms. Contreras develops and implements curriculum for several different universities and agencies. She is a contract instructor for the UC Davis Extension for The Center of Health and Human Services, as well as an adjunct professor in the Division of Social Work for Sacramento State University. Ms. Contreras is also employed with the Sacramento State Continuing Education Program.
- *Donna Thoreson, MSW, CalSWEC Workforce Development Coordinator*, presented a session on Title IV-E workforce issues, including the anticipated hiring picture for the 2011 graduates. Other topics included steps in preparing for the employment interview process, both professionally and psychologically. A question-and-answer session on the current workforce situation followed. Ms. Thoreson, a Title IV-E graduate from UC Berkley in 1996, has 20 years of experience as a child welfare worker and supervisor in Contra Costa County. She served as a Field Instructor for the Contra intern unit for 10 years, and trained over 95 IV-E second-year grad students from various Bay area universities during that time. Prior to her work in Contra Costa, she spent 11 years in Butte County in CETA, GAIN as an Employment and Training specialist, and Child Welfare social worker. She has taught graduate social work courses and worked as a Field Liaison at CSU, East Bay during 2005–2009.
- *Sue Webber-Brown, Executive Director, Drug Endangered Children Training and Advocacy Center*, presented a session on “Drug-Endangered Children: What Every Social Worker Should Know Going into Homes.” An experienced trainer for numerous state and federal agencies Ms. Webber-Brown also co-wrote the first eight-hour curriculum on DEC, which is certified by the California Peace Officer Standards and Trainings (POST). Among her many awards and honors, Ms. Webber-Brown received the California Victim Services and Restitution Award from the Governor and the Law Enforcement Leadership Award from the California Attorney General in recognition of her work with drug-endangered children. In 2008–2009, as a private DEC consultant, Ms. Webber-Brown

worked with POST to develop a two-hour DEC training video. The video is required for Advanced Officer Training for all California law enforcement officers. She also worked with the California Department of Justice, Crime and Violence Prevention Unit, to develop a 45-minute DEC training and public awareness video entitled “Rescue the Children: Making a Case for DEC.” Currently Ms. Webber-Brown is a private consultant working as the executive director of the Drug-Endangered Children Training and Advocacy Center, which was established under a state grant (California Emergency Management Agency) to train all multi-jurisdictional drug task forces (MJDTF) within the state.

(See Appendix 6.0 Student Day Program.)

American Indian Graduate Outreach and Recruitment Project

Since the inception of the American Indian Recruitment (AIR) program in 1995, the primary activities have been to recruit American Indian students into the Title IVE program; develop field instruction sites for those students; and deliver seminars and in-service training to schools of social work, Tribal agencies, and child welfare agencies.

These activities had been delivered through ongoing liaison efforts delivered at CSU, Stanislaus. However, in AY 2009–2010 it was determined that a regional approach was needed to provide this service. As a result, CalSWEC sought proposals for the regional implementation of the AIR program from schools of social work within each of the North, Central, and South regions to ensure that the reach of the program was statewide.

CalSWEC’s Request for Proposals (RFP) for the American Indian Recruitment Program was issued on August 15, 2010, with a submissions due date of November 15, 2010. The submitted proposals were reviewed based on the criteria specified in the RFP by CalSWEC staff. A synthesis of the submitted RFPs’ strengths and weaknesses as rated against the outlined criteria was forwarded to the Executive Committee of the Board in February 2011.

Following the Executive Committee’s review, the three selected regional sites were asked to address any areas needing modification and resubmit their proposals. The three sites provided the requested modifications and in mid-July 2011 the following three sites were formally notified of their award:

Southern Region—San Diego State University

Central Region—CSU, Stanislaus

Northern Region—Humboldt State University

The three sites will receive assistance with the coordination of efforts between the regions and ongoing support for the activities of their projects from CalSWEC staff. A Program Evaluation matrix and efforts to formalize the communication structures between the three sites is currently underway. These efforts will aid in the creation of a strong peer-to-peer network for the sites to build upon lessons learned and share emerging strategies in each area of the program’s criteria:

- Recruitment
- Field Placement and Employment Opportunities
- Educational support/in service training
- Partnership and Collaboration

A logic model for the AIR program with short-term, medium, and long-term goals can be found in the *Appendix 7.0* and is being used in the development of the Evaluation structure of the program. The three awarded sites will be responsible for submitting a Semiannual Progress Report and a Final Report.

Research-Based Curriculum Development Projects

During AY 2010–2011 the CalSWEC Research and Development (R&D) Committee completed plans for a long-term partnership request form proposal (RFP), with the intent to develop practice (i.e., county or tribal)/university partnerships) that supports the evaluation of emerging practices as identified in California’s Statewide Child Welfare Research Agenda. The R&D Committee issued the RFP in June, and will fund up to three projects from any of the five Regional Training Academy regions (Northern, Bay Area, Central, Southern, Los Angeles); it encourages proposals from both urban and rural areas. The projects selected will support the formation of practice partnerships for the purpose of evaluating emerging practices or programs to inform the development of curriculum and training products for the Title IV-E stipend and child welfare training programs. The development of the partnerships will be funded for the first six months beginning in January 2012. Products and projects proposed by the partnerships will be funded for up to three additional years, and should demonstrate the ability to sustain the partnerships long term.

Other funded projects are listed below:

Ongoing Project

In spring 2010, a project, “Understanding Models of Child Welfare Reunification Services Deliver in California Counties” by Amy D’Andrade from San Jose State University, was funded. The purposes of the project are to: (1) identify models of reunification services delivery currently in use in California; (2) determine whether any of these models or their elements are associated with improved reunification outcomes; and (3) provide an in-depth description and exploration of promising models. The project started in July 2010; The project continues in the AY 2011–2012 with the second phase, during which Dr. D’Andrade and her team will conduct interviews with county personnel to determine the outcomes of the models.

Recently Completed Project

The project “Family Reunification among Mexican and Vietnamese Immigrant Children in the Child Welfare System: Toward an Understanding of Promising Practices to Improve Service Availability and Effectiveness” by co-investigators Kathy Lemon Osterling and Meekyung Han at San Jose State University, was completed in fall 2010. The study examined factors related to family reunification among Mexican and Vietnamese immigrant children, including promising practices, service availability, and effectiveness. The curriculum of the same name will be available through the CalSWEC library in the next academic year.

Disseminating Curriculum Products

During the AY 2010–2011, the California Child Welfare Research Library made the following Curricula available on their website: http://calswec.berkeley.edu/CalSWEC/Library_Website_2006.pdf

- Berrick, J. D., Needell, B., & Barth, R.P. (1995). Kinship Care in California: An Empirically Based Curriculum
- Jones, L., & Daly, D. (2004). Family Unity Meetings: Practice, Research, and Instructional Curricula
- Frasch, K., Brooks, D., Reich, J., & Wind, L. (2004). Enhancing Positive Outcomes in Transracial Adoptive Families
- Himes, H., Lee, S., Foster, D., & Woods, B. (1995). Child Welfare Skills With Southeast Asian Families
- Rogers, K., Ferguson, C., Barth, R.P., & Embry, R. (1998). Evaluating Community-Based Programs for Families At-Risk of Foster Care Placement: An Empirically Based Curriculum.

Although curriculum development products are made available online and circulated by the California Child Welfare Research Library, CalSWEC strives to reach a wider audience for these products by hosting online presentations of the material, such as through Webinars™, which allow participants auditory and visual links to presented materials through their personal computers.

Through this medium, CalSWEC partners, including county and state agency staff, university faculty, and Title IV-E project coordinators, are able to link into and participate in presentations by curriculum authors regardless of geographic location.

Use of this web-based medium effected greater dissemination of this knowledge and aroused increased awareness of library curriculum products. Webinars™ conducted in AY 2010–2011 included the following:

- The Relationship Between Reunification Services, Service Utilization, and Successful Reunification: An Empirically Based Curriculum
Authors: Amy D'Andrade, Ph.D., and Kathy Lemon Osterling, Ph.D., School of Social Work, San Jose State University
- Community Representatives and Cultural Brokers in the Child Welfare System: Impact on Decision-making for African American Children
Author: Sal Montana, Ph.D., Department of Social Work Education, Fresno State University

Other Dissemination Activities

In AY 2010–2011 CalSWEC's program staff developed a dissemination tool for use by authors of curricula and curriculum-based research projects. The tool was tested by two of the recent projects and will be used regularly in the future. (*See Appendix 8.0 for more information on the Dissemination Tool.*)

Program Evaluation

CalSWEC's primary evaluation activities are to assess, at critical points, whether graduates are prepared for practice and to discern whether they are retained in the public child welfare field, which includes studying factors that enhance or present barriers to retention. Briefly, the CalSWEC Evaluation Framework is organized around two tiers:

- Tier 1—Workforce Development
 - Professional education and training
 - Partnerships and collaboration

Evaluation intervals for Tier 1 are:

- 1) Newly graduated and newly hired by the agency as a workers or supervisors at the beginning of Core in-service training;
- 2) When their IV-E work obligation is completed (~ 3 years); and
- 3) At 5 years post-graduation when, it is posited, many professionals are looking for career changes.

- Tier 2—Practice improvement and implementation research for the improvement of client outcomes
 - Strategies for implementation of collaborative models, best practice models, and innovative practice, including evidence-based practice implementation, research to practice efforts, and professional training and education.

Tier 1 Activities: What We Accomplished in 2010–2011

BASW Evaluation

Due to evidence that hiring trends for the BASW program have been trending downward, the Board's Workforce Development Committee has taken up the BASW program for discussion on its agenda. The BASW presentation to the Workforce Committee is attached in the *Appendix 2.0*. Roles for BASWs will be explored in the coming year in the workforce study.

Career Path Study

New Graduate Study: The new graduate survey is an online survey of new Title IV-E graduates 6 months to one year post-graduation. The CalSWEC curriculum is the focus of the survey. This year an historical analysis of the New Graduate Survey results was completed and reported on in the last Annual Report. The 2010 grads were surveyed in May 2011; that data will be analyzed in the coming year. The 2010 response rate was 31.7% (91 out of 287) eligible participants.

Common Core Demographics: The macro evaluation arm of the In-Service Training Coordination Project is spearheading data collection. The Regional Training Academies began collecting data on our new questions about worker expectations, social commitment, and goals for the job, comparing new hires who did to those who did not participate in a Title IV-E Stipend Program while in school. Since the counties are not hiring at the previous years' rates, we do not have enough data to analyze yet.

3-Year Study: The survey instruments for this and for the 5-Year Survey were revised extensively by the research/evaluation staff this spring, aligning the surveys with the Common Core Demographics Survey described above. The 3-Year Survey was posted online in June–July 2011; so far there have been 133 responses out of 268 eligible participants (49.6%). The hard copies of the surveys are still being received.

Dissemination Planning

Because of our concern about ensuring our research and evaluation efforts reach their intended audiences, staff designed a dissemination planning tool for our research grantees and evaluators. The planning tool (see Appendix 8.0) is to be considered by the grantees when they begin their research/evaluation project and to be submitted when their projects are completed. Two researchers, one who had already completed his project and one who was in the middle of her project agreed to review the utility of the tool and were positive in their assessment. The researcher who was still collecting data for her project said that it would be unrealistic to expect a researcher to use it at that time; however, she did report that the tool prompted her to think about her audience and she actually began making connections with county personnel and designing products that would be appropriate to that audience.

Staff who will be project officers offering technical assistance to grantees also have a role in keeping track of the discussions about dissemination with their grantees. The dissemination planning tool includes a way for project officers to track the progress of these efforts.

Tier 2 Activities

In addition to stimulating empirically based curriculum through the Research & Development Committee grants (see Research-based Curriculum Development Projects in the previous section), staff completed a position paper at the behest of R & D Committee Chair Dr. Karin Elliott Brown, entitled, “The Feasibility of Research for Practice Funding.”

Plans for FY 2011–2012

Administering the 2011 California Public Child Welfare Workforce Study

Having gleaned relevant research questions about the public child welfare workforce from our partners in the winter and spring (2010–2011) who are CalSWEC Board partners and the regional County Welfare Directors Association meetings, we designed two surveys: The Agency Characteristics Survey and the Individual Worker Survey. The Agency Characteristics Survey is shortened from previous versions of the survey, focusing on structural changes in counties and how agencies plan to cope with California changes which include realignment. The Individual Worker Survey is somewhat longer and drills down into how worker perceive changes in their workload and their clients. The study received approval to proceed with the study from the UC Berkeley Office for the Protection of Human Subjects in mid-July 2011.

The Career Path Study Continuance

The 3-year survey was posted online in July 2011. Two reminder notices were sent out to the e-mail list one week apart. There were fewer than 30 participants who did not have working e-mails (that we had on record), so at the end of three weeks, they and the non-responders to the e-mail invitation were sent hard copies of the survey to complete. Out of 268 possible eligible participants, 49.5% have responded as of August 2011. In 2011-2012 we are analyzing this data.

The 5-year study is scheduled to be sent to eligible participants this fall 2011.

Planning for the 10-year Study

Discussion has taken place about the design of an 8–10-year study, which will begin in FY 2012–2013 with a survey of the class of year 2003 10 years post-graduation. Ultimately we hope to have 10 years of career data on as many program graduates as we can locate that would result in our understanding of the overall impact the program has had on California’s child welfare workforce.

Publications and Presentations

Staff and partners who received Research and Development CalSWEC grants continue to disseminate knowledge learned from our evaluations and projects. The most recent ones are listed below.

Publications

- Conley, A., & Berrick, J. D. (2011). Community-based child abuse prevention: Outcomes associated with a Differential Response program in California. *Child Maltreatment*.
- D'Andrade, A. & Valdez, M. (2011). Reunifying from behind bars: A quantitative study of the relationship between parental incarceration, service use, and foster care reunification. *Social Work in Public Health*.
- Drabble, L. (2011). Advancing collaborative practice between substance abuse treatment and child welfare fields: What helps and hinders the process? *Journal of Social Work Administration*, 35(1), 88-106.
- Drabble, L. & Poole, N. (2011). Collaboration between addiction treatment and child welfare: Challenges and opportunities in a Canadian context. *Journal of Social Work Practice in the Addictions*, 11, 124-149.
- Hines, A. M. (2011). *Resilience in maltreated adolescents and young adults: A review of the literature and directions for intervention, policy and research*. Manuscript submitted for publication.
- *Jacquet, S. E. (2011). Successful student recruitment for public child welfare: Results from California's Title IV-E MSW stipend program evaluation. Manuscript accepted for publication.
- *Mathias, C., & Benton, A. (2011). Social justice through the education of a rural and tribal child welfare workforce. *Journal of Public Child Welfare*, 5(2/3), 282-96. doi: 10.1080/15548732.2011.573756
- Osterling, K. L. & Han, M. (2011). Reunification outcomes among Mexican immigrant families in the child welfare system. *Children and Youth Services Review*, 33, 1658-1666.
- Rhee, S., Chang, J., Berthold, M., & Mar, G. (2011). *Child maltreatment among immigrant Vietnamese families: Characteristics and implications for practice*. Manuscript submitted for publication.
- *Smith, R., & Clark, S. (2011). Does job resource loss reduce burnout and job exit for professionally trained social workers in child welfare? *Children and Youth Services Review*. Advanced online publication. doi: 10.1016/j.childyouth.2011.05.026

Presentations

- *Clark, S. (2011, May). *The CalSWEC evaluation framework*. Presentation at the National IV-E Roundtable, Galveston, TX.
- *Clark, S., & Jacquet, S. (2002, May). *Evaluating the Title IV-E MSW education program*. Symposium presentation at the 5th annual National Human Services Training Evaluation
- *Clark, S., Kollar, S., Leung, P., LaLiberte, T., & Winter, E. (2011, May). *What is next for Title IV-E outcome studies: Questions and suggestions?* Panel presentation at the National IV-E Roundtable, Galveston, TX.
- D'Andrade, A. (2011, February) *Understanding California's Efforts to Address Outcomes of Foster Care Reentry and Placement Stability*. Presented to the CalSWEC Main Board.
- D'Andrade, A. (2011, April). *Engagement in reunification services: Differences by parent and service type*. Keynote presentation at the 12th annual Harry Specht Memorial Child Welfare Symposium, CSU Fresno Title IV-E Child Welfare Program, Fresno, CA.
- D'Andrade, A. (2011, April). *Delivery reunification services in California: Findings and implications from recent research*. Invited webinar presentation at the Mt. Valley and Northern CWDA Regional Gathering, Redding, CA.

- Drabble, L. (2010, September). *Collaboration between substance abuse treatment and child welfare fields: Lessons learned from research in California and British Columbia*. Invited presentation at the Provost's University Scholar Series, San José State University, San Jose, CA.
- *Fitzgerald, C.S., & Clark, S. (2010, November). *Sustaining the workforce during the recession: A report from the front lines*. Roundtable presentation at the 56th annual program meeting of the Council on Social Work Education, Portland, OR.
- *Fitzgerald, C.S., & Clark, S. (2011, January). *Work locus of control and child welfare practice*. Paper presented at the meeting of the Society for Social Work and Research, Tampa, FL.
- *Mathias, C. (2010, October) *IV-E Field Instruction, Competency Assessment, Distance Education*. Roundtables at Council on Social Work Education Annual Program Meeting, Portland, Oregon
- *Mathias, C., & Clark, S. (2010, October). *The new CalSWEC evaluation framework*. Webinar presentation for the National Child Welfare Workforce Institute.
- *Mathias, C., Johnson, B., Foster, G., Jacquet, S., & Clark, S. (2010, November). *Quality by design: Statewide human services workforce evaluation using an integrated framework*. Paper presented at the annual meeting of the American Evaluation Association, San Antonio, TX.
- Montana, S. (2010, September). *Community representatives and cultural brokers in the child welfare system*. Presented to the CalSWEC Board.
- Smith, L. (2010, April). *Worker factors in the overrepresentation of African Americans in the child welfare system*. Webinar presentation for the California Social Work Education Center, Berkeley, CA.

*Staff