

Program Report

Program Enhancements

BASW Program

Over the past year, the Title IV-E BASW program has continued to experience challenges resulting from the state's unfavorable hiring climate, although county employees continue to express a desire to return to school for a BASW. In the 2008 Public Child Welfare Workforce Study, over 150 county employees indicated a high interest in obtaining a baccalaureate degree. Counties have also conveyed their need for staff at this educational level.

While the programs in the six participating schools have continued to actively collaborate with county programs and personnel, the ongoing unfavorable economic conditions still threaten county capacity to hire graduates. Those at the BASW level are particularly affected. 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 have in the recent past been hired readily into these positions. In the current economic climate, however, Los Angeles has curtailed its hiring, especially at this level. Despite challenges, BA-level programs have continued to explore strategies to sustain and improve program delivery, especially in terms of the career ladder and hiring profile for the graduates. These strategies now include a linked 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. (*Hiring data among the six programs, is included at page 5, infra.*)

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, the initial willingness of some counties to consider accepting these graduates from other counties continues to be severely curtailed by present hiring conditions. The issue of appropriate job alignment remains an area for development, with continuing discussions with NASW, Merit Systems (handling CPS recruitment and position classification for 30 smaller counties), and the County Welfare Directors Association.

County Examinations: Efforts to improve the success rates for BASW graduates taking county civil service examinations continue. Some schools are working with their counties to review the possibility of modifying the examination to remedy possible language issues. 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, noted above as a CPS human resources conduit, developed and began to use a job-simulation type of exam which promised greater exam/position alignment. Previously initiated action in all these activities, which slowed in the past year, continues to stagnate with the current economic conditions. The Board has continued to monitor these issues and possible solutions as the economy and hiring status of the counties has begun to stabilize. With the efforts of the CalSWEC Workforce Development Specialist, communication and collaboration with Merit Systems has expanded to begin addressing some of these challenges, and a Merit Systems representative has joined the Board's Workforce Development Committee.

Jobs recruitment : The Workforce Development Specialist is working with Merit Systems to standardize child welfare worker recruitments. She has been successful in encouraging the organization, for purposes of priority consideration of CalWEC graduates, to add to its application a question of whether the applicant has completed a BASW or MSW CalSWEC IV-E program. In addition, recently established CalSWEC Facebook and Twitter accounts allow immediate posting of available positions, permitting graduates more timely access

to jobs information. An additional source of employment has been developed through non-profit entities under contract with public agencies to work with child welfare populations. Under consideration also is allowing qualified BASW graduates, especially those with agency experience, to enter a MSW program directly without a period of additional agency employment.

Field Placements: County offerings of suitable learning experiences for BASW students continue to vary. Given the increasing challenges counties faced in AY 2010–2011, a supply of appropriate, high-quality field placements for both BASW and MSW students has been difficult to secure and maintain. The Project Coordinators have continued to collaborate through the Field Instruction Initiative (FII) and have strived to develop more unified and innovative approaches to field experience at both levels. In a few of the schools, varied, innovative field models are now being piloted, all of which are likely to yield promising new ways to approach field curricula. One avenue may be to develop placements through regional field consortia. Some BASW placements may be integrated with MSW placements in innovative settings beginning to evolve with the expanding purview of child welfare due to the Katie A. settlement and the *Over 18* programmatic changes following the passage of AB 12. (See *Field Instruction Initiative in the MSW Program* section.)

Transfer Issues: Students continue to be challenged by the articulation of community college degrees into a BASW program. Until the recent passage of a legislation (SB 1440, Padilla), information available to students has been inconsistent, making it difficult for them to select appropriate course work at the community college level that would lead to successful transfer into the BASW program. The new law provides that the California State University (CSU) system will align its lower-division credit requirements for students transferring from community colleges. Credit requirements, however, have not yet been established for all undergraduate majors. In an effort to resolve the transfer issues, members of the CalSWEC Board's Curriculum Committee are currently seeking an MSW colleague from among the community college faculty who will assist with development of a model community college curriculum for social work.

Pathway Program: This distance education program is designed to address the social work educational needs of employees working in county child welfare agencies in areas that are remote, rural, and/or not in proximity to a university that has a BASW/MSW program. It is designed to support students at different phases of their education, from the BASW to the MSW. It supports students via tuition assistance, travel reimbursement, educational support and hands-on agency instruction and web-based course work that provides them access to most levels of social work education.

Currently three sites are implementing the Pathway Program: CSU, Chico; CSU, San Bernardino; and Humboldt State University. They are supported through the Title IV-E Stipend Program, which currently has 21 students enrolled who are moving up the Pathway. Approximately half those students have moved to the BASW program without moving to the MSW program.

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, especially in child welfare. Within our schools and programs, it is the nexus of the university/agency partnership. It provides both faculty and agencies the opportunity to learn from the other and to exchange ideas and approaches that further and enrich the education of the students. 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 two years, our programs continue to face two major challenges: first, developing an adequate number of first-year field placements that 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 involves the counties' difficulty in meeting student demand for professional supervision in high-quality, second-year field placements. This challenge persists in part because of the reductions in workforce and hiring curtailments across the state, beginning with AYs 2009–2010 and 2010–2011 and continuing in AY 2011–2012.

Student need for supervision and any selection among placements remains difficult to meet. Similarly, due to a decrease in financial support for private non-profit agencies, a serious depletion of suitable first-year placements also remains. The programs continue to utilize a streamlined process for verifying compliance of caseload and developing additional first-year placements by increasing networking and relationships with community organizations. As noted earlier, through the Field Instruction Initiative (described more fully *infra.*) the four field pilot programs underway at CSU, Chico; CSU, Dominguez Hills; San Jose State University; and USC promise to provide alternative avenues for increasing the supply of field placements. Once these models are fully developed, they will be disseminated to other sites as appropriate.

Several tools have been designed by the FII, including self-assessment instruments to assist existing programs in determining directions for growth and a field implementation resource guide. With models designed to adapt to changing social and economic conditions, the schools and agencies will be able to offer students field placements that foster application of classroom knowledge, to increase skill building, and to position students on the path to becoming professionals in the child welfare workforce.

Field Instruction Initiative

Recognizing the importance of field instruction as a cornerstone of social work education, CalSWEC began developing the Field Instruction Initiative (FII) in 2010 to strengthen field instruction as a learning tool. The goal of the FII is to achieve this by creating structures that support consistent, high-quality field experiences for social work students in the Title IV-E Child Welfare Training Program that are sustainable over time.

Following a year of development and planning with an overall steering committee and three specialized initiative teams, CalSWEC disseminated a Request for Proposals to select university sites that would pilot innovative field instruction models with an emphasis on partnership and collaboration. In FY 2011–2012, four sites were funded to implement their innovative models: California State University, Chico (CSU Chico); California State University, Dominguez Hills (CSUDH); San Jose State University (SJSU); and University of Southern California (USC). (*See Field Instruction Initiative Pilots, Appendix 1*).

- CSU Chico implemented a training and consultation model of solution-focused strategies in collaboration with Butte County Department of Employment and Social Services, Children's Services Division. The field instructor training involved two parts: first, an eight-hour workshop; second, monthly 90-minute consultations over an eight-month period. Evaluation focused on the impact of the on-going training on field instructor self-efficacy, behavior change in field instructors, consistency of supervision, student progress toward acquiring child welfare competences, and student report of the quality of supervision received.
- CSUDH developed field placement sites for foundation-year MSW students to work with foster youth at four community colleges in Los Angeles County. In addition to a regularly scheduled weekly field seminar, foundation-year CalSWEC MSW interns also participated in a specialized, eight-session seminar. The model highlights joint meetings throughout the year with community and county partners to discuss partnership agreements and program development.

- SJSU piloted a partnered research project model with teams of IV-E students working to answer research questions defined as priorities by the Santa Clara County Department of Children and Family Services. Support around partnered research was offered to field instructors and students, and work was showcased through roundtable presentations. Examples of research projects from this pilot include:
 - Child welfare and education—Examined educational issues among children affected by domestic violence;
 - The role of fathers in reunification—Examined how father involvement affects reunification outcomes;
 - Front-end child welfare processes/Differential Response—Examined use of differential response services and outcomes such as re-referral or child removal.

- USC piloted a group seminar field instruction model. In addition to a regularly scheduled weekly field seminar, foundation- and concentration-year CalSWEC MSW interns participated in a specialized, competency-based 15-week seminar. Guest lectures by county partners helped to deepen integration of the CalSWEC competencies into the students' field placement experience.

As the pilot sites implemented their projects, CalSWEC supported a series of meetings in person and via conference call to provide a forum for sites to continue to refine their strategies within the goals of the initiative.

Due to the positive preliminary outcomes of the initiative's first full implementation year, CalSWEC invited the four pilot sites to apply to renew their funding for a second year of work focused on building and enhancing partnerships, capacity, sustainability, products, and evaluation. The four sites submitted proposals and are working with CalSWEC to develop plans to sustain these models at their sites and to spread them to other sites in the future.

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 BASW and MSW levels of education. In AY 2011–2012 the sites continued their development of course transformations for online education, with one site (Humboldt State) launching an online degree program in the academic year. Additionally, the sites are working with their county partners to recruit potential students for their individual programs, with Humboldt State and CSU, Chico combining outreach efforts to reach as many county workers as possible.

Humboldt State continued recruiting students for fully online BASW and MSW programs this fall. For its BASW program, Humboldt has converted about 50% of its existing sections to a hybrid/distance format. Students continue to apply and enroll for the BASW degree in the traditional way, but have the option of completing individual courses, or the full curriculum, in a distance format. This flexibility supports Pathway students who balance work obligations with educational attainment. Humboldt's online MSW program will expand capacity for the MSW program, and recruited students for a cohort, which began in January. Course

conversion continues at Humboldt State for the MSW program as the first cohort proceeds through the program.

CSU, Chico completed a sufficient amount of the course transformation process in AY 2011–2012 to recruit students for both BASW and MSW distance education degrees starting in fall 2012. These programs provide a three-year, part-time track emphasizing online coursework, with some concentrated face-to-face instruction on campus in Chico. Additionally, work at CSU, San Bernardino on course conversion with an emphasis on accessibility continues, with plans to initiate recruiting and offering distance education programs beginning during the upcoming academic year.

In April 2012, CalSWEC's Distance Education (DE) Specialist organized a one-day Social Work Distributed Learning Symposium, featuring presentations by social work faculty and training staff from throughout California, as well as experts from out-of-state. This free event was based at CSU, Fresno, where about half the participants for the day gathered in person and had opportunities to connect with their colleagues face-to-face in addition to learning from the presenters. The remainder of the participants joined in the event via live webinar. This event had a statewide reach, but one of its primary purposes was to bring information about social work distance education programs to the Central Valley, which is currently underserved by the Pathway program. CalSWEC plans to continue discussions with Central Valley IV-E campuses during the coming year to expand the Pathway program to serve this large, rural portion of the state and its workforce needs.

Additionally, CalSWEC formed the Technology and Learning Committee (TLC) to unify outreach efforts related to social work distance education and training at the university and the county levels. Through the Regional Training Academies, a great deal of work has taken place to develop instructional materials that can be accessed online, including mobile apps and self-paced interactive presentations, as well to facilitate the use of tablets and other mobile devices for training and evaluation. The TLC aims to unify this knowledge with the expertise developed by Pathway sites during the development of their programs, with the intent of providing greater expertise in distance education modalities to social work education and training throughout the state.

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 worked to acquire software and platforms to support the sharing of courses and course content. During AY 2011–2012, CalSWEC launched its new website, which is based on the Drupal content management system. This platform allows for much richer interactivity than was possible on CalSWEC's previous site, and should provide new possibilities for user-contributed content. This allows greater sharing of distance education resources than has been previously possible. Additionally, CalSWEC expanded its web conferencing capabilities with the acquisition of the ReadyTalk webinar platform, and licensed with Vimeo to provide access to archived webinars and other training materials developed in-house at CalSWEC, and by CalSWEC's partner organizations (<http://vimeo.com/calswec>). In the coming year, CalSWEC intends to launch a learning management system (LMS) to share curriculum developed at campuses as well as at RTAs and other partners.

Technical Assistance

During AY 2011–2012 technical assistance to the program was provided in a variety of formats and subject matter in order to meet program needs..

- *New Project Coordinators Orientation:* Provided full day of orientation to new and recently-hired Project Coordinators. Topics included fiscal elements, reporting requirements, and stipend program management.
- *Hot Topics Webinars:* Instituted quarterly series of technical assistance Webinars to address emerging concerns of Project Coordinators.
- *New Board Member Orientation:* Provided 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

With the increasing number of IV-E programs and the broadening scope of CalSWEC's activities, a more structured approach to enhancing IV-E curriculum has been developed. To meet the programs' growing needs, a Curriculum Enhancement Plan is now being implemented. This plan allows for the addition of emerging curriculum areas and the coordination of related domains, such as the relatively recent care coordination trend in both social services and in medicine. With the expertise of CalSWEC's Distance Education Specialist, the program is developing technological capacity to reach a broader, more diverse statewide audience.

There are three major 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 as identified by Curriculum Committee

The initial topic for enhancement, considered a priority by both in-service and pre-service constituents, was Substance Abuse and Child Welfare. This topic was launched 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. The webinar was recorded to allow broader constituent access.

For spring/summer/fall 2012 development of the following curricular enhancements have been underway: Clinical Case Management, AB 12 (now known as *Over 18*), and Katie A.

- The Clinical Case Management module, entitled *Strengths-Based Case Management: Moving beyond Service Brokering to Care Collaboration*, has been presented in preliminary form in a webinar for IV-E Project Coordinators. Additionally, two units of the module have been presented in mini symposia to several regional audiences of school faculty, field instructors, and county partners to permit additional feedback and discussion. Host sites for the symposia are Sacramento State University, University of Southern California, Loma Linda University, Fresno State University, and San Jose State University. The final two symposia will take place in fall 2012.
- *Over 18* (AB 12) and Katie A. curricula are now in development and will be presented via webinar and meetings with IV-E Project Coordinators and faculty. On completion, all will be hosted on the CalSWEC website.

The mini symposium model has been very well received, with many positive comments from county partners. As a result, this method of seeking feedback and greater collaboration with county partners will likely be adopted as a model for developing and disseminating future curriculum material. (*See Mini Symposium flyer, Appendix 2; materials for Units I and II of Enhanced Case Management curriculum, Appendix 3–6.*)

A collection of resources has also been produced on Writing Skills for Students and Supervision in Child Welfare. These have been disseminated via the Curriculum Committee and are hosted on the IV-E "Curriculum Resources" section of the CalSWEC website for on-demand use. In recognition of the need for additional writing resources among the schools, a course module in writing skills for child welfare social work is under development, in collaboration with the Project Coordinators and with social work faculty at CSU, Chico (*See Writing Skills Resources, Appendix 7, and Resources for Supervision in Child Welfare, Appendix 8.*)

Title IV-E Research Coursework:

In collaboration with the Center on Social Services Research (CSSR), CalSWEC developed a year-long research curriculum for second-year IV-E MSW students. The curriculum, which has been piloted at the UC Berkeley School of Social Welfare, utilizes data from CSSR, which tracks California's public child welfare administrative data aligned with the state's agency performance goals. The final evaluation, using a pre-post-survey method of 27 students, indicated that students used data on the job much less frequently than they thought they would and at the completion of the class still felt that they would not be doing research or using data much on the job. One suggestion was made for the research instructors to work more directly with the field instructors to keep them in the loop so they can reinforce and support the students' use of data.

The curriculum is now being implemented at CSU Fresno and San Jose State University and will be delivered in the upcoming year at UC Berkeley. Talks are underway to spread the course to other sites based on this modest roll out of the curriculum. Another site that is currently under consideration is USC..

Curriculum Competency Integration

MSW Competency Development: 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. Both phases have been completed.

Under the auspices of current CalSWEC Curriculum Committee Chair Dr. David Cherin, director of the Social Work Program at CSU, Fullerton, advanced competency development was completed in AY 2010–2011. 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 at least 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. The revised competencies were disseminated and member schools have gradually been phasing in the revised competencies in keeping with the protocols of their respective academic curriculum committees. The Integrated Foundation and Advanced Competencies for Public Child Welfare have been adopted, disseminated to constituents, and posted on the CalSWEC website.

Competencies Implementation Process: The competencies implementation process is being tracked by the use of a Project Coordinator (PC)-completed tool, to be administered a total of three times among the member universities. The final completion of the tool was due in mid-June 2012. To make the instrument serve more than one purpose, as an educational resource as well as a tracking mechanism, the PCs have been asked to provide the methods by which they are encouraging integration of the competencies, both in classroom and in field. These methods will be shared among the coordinator group. Use of the tool has revealed a wide disparity in the timing of member schools' reaccreditation, which may necessitate a longer-than-anticipated tracking period. Use of the tool is also revealing similar methods schools use to monitor utilization and learning of competencies, as well as some innovative uptake and testing methods emerging in concert with the Field Instruction Initiative pilots now in progress. Intended as a "living" instrument, the tool may evolve further to include better ways to capture this implementation information. (*See Competencies Integration Form; Interim Reports February 2012 | May, 2012; Appendix 9-10*)

BASW Competency Development: Recognizing that the recently completed competency revision process must include the BASW Competencies for Public Child Welfare, a workgroup was formed consisting of four member school PCs and CalSWEC staff. The goal in drafting these competencies, to be used among the six Title IV-E BASW member schools, was to build on the MSW Integrated Foundation competencies as a base, while crafting competencies reflecting that foundation in the child welfare context. The CSWE requires that content in a BASW program is necessarily generalist; thus the challenge is to meet that requirement while building in ways for the student to learn to apply that content in the child welfare setting.

The BASW competency workgroup collaborated via conference call and webinar and developed a first draft which was shared with the other BASW coordinators at the June 2012 BASW Coordinator meeting. At the meeting, the decision was made to finalize the draft over the summer and to begin work on Practice Indicators for each of the competencies, taking care to make the indicators are clear, measurable, and easily utilized in student learning agreements and in field evaluations. To further ensure the practice applicability and clarity of the indicators, the workgroup will collaborate with their county partners, especially field instructors, in the indicator drafting process. The dual purpose in this collaboration is to foster stronger collaboration between the academic and practice communities while ensuring that the indicators are closely related to desired child welfare practice skills.

Student Day

The 2012 Title IV-E Student Day on April 20 brought together over 225 students, faculty, alumni, and presenters to the Sheraton Mission Valley Hotel, San Diego. Held each spring, the Student Day conference is the occasion for IV-E students statewide to meet with one another and to learn more about emerging strategies in child welfare practice, as well as network with leaders and professionals in the field and forge relationships with professional organizations. The theme of the 2012 conference was “Bridging the Gap: Community-Based Strategies to Strengthen Families.” The conference program is described in detail below.

- *Miata Holmes* (USC), *Shane Patel* (CSU, Los Angeles), *Sierra Reid-Hoffman* (San Diego State), and *Nicole Stiving* (Sacramento State) served jointly as Student Coordinators. Because last year’s use of four coordinators worked so well, this event again employed the joint coordinator model. At the close of the event, the NASW—California Chapter sponsored a reception for the participants and presenters.
- *Margaret Jackson, LCSW*, was the keynote speaker. A professional trainer and consultant, Ms. Jackson currently serves as the Director of the Cultural Broker/Family Advocate program in Fresno County. She is also a licensed and certified Facilitator of Racial Sobriety at the Institute of Recovery from Racism at the Washington, D.C., Training Center. Ms. Jackson teaches child welfare, diversity, and social work practice courses in the Fresno State University Social Work program. She has also served as a field liaison/instructor for the Fresno State University Title IV-E BASW program. In addition, Ms. Jackson is a national trainer/consultant for Nurturing Parenting Programs.

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 growing need for skilled social services.
- *Shantel Vachani, MSW, JD, Public Counsel with the Children’s Rights Project, Los Angeles*, presented a workshop on the challenges faced by youth with learning disabilities and mental health difficulties. The workshop was entitled “The School-to-Prison Pipeline.” Youth with learning disabilities or special challenges find their educational needs unmet; worse, they may be pushed out of mainstream school systems and into alternative systems such as juvenile justice or inadequate, substandard schools. Attorney Vachani’s workshop provided a basic understanding of education law and advocacy tips to allow social workers to navigate various school-related meetings involving foster youth and to become more effective advocates for these youth. She also serves as a lecturer in the social work program at CSU, Northridge.
- *Michael Yellowbird, PhD, Professor of Social Work, Humboldt State University*, presented a workshop entitled “Neurocolonization: Applying Mindfulness Research to Decolonizing Social Work—Implications for

Child Welfare.” The presentation showed how neuroscientific research can be applied to decolonizing social work interventions to enhance human well-being. Decolonizing social work recognizes the inherent limitations and need to transform western social work frameworks when applied with populations that have arguably been victimized rather than helped by these approaches. The presentation focused on neurodecolonization, a conceptual framework using mindfulness research to facilitate learning about ways in which the human brain is affected by the colonial situation and an exploration of mind/brain activities that change neural networks and enable individuals to overcome the effects of trauma and oppression inherent in past and modern day colonialism. Suggestions were provided as to how these ideas may be applied in child welfare contexts.

- *Grandparents as Parents (GAP)*. GAP is a nonprofit organization founded in 1987 to address the issues that arise when family breakdown requires a relative caregiver to step forward and assume responsibility for the care of children. GAP’s mission is to provide programs and services to meet the urgent and ongoing needs of kinship families in which grandparents or other relatives assume primary responsibility for raising children living without their parents. GAP provides direct services, acts as an educational and informational resource, works to link families to existing resources, and advocates on behalf of families with county agencies, schools, doctors, and courts. This workshop presented a short history of the organization and the services it provides for relative caregivers. A panel of relative caregivers and volunteers shared their stories and emphasized the importance of referring families to community-based organizations like GAP to support relative caregivers. The panel also provided an interactive session with questions and answers regarding best practices in engaging relative caregivers in the child welfare system.
- *Peter Y. Vang, staff analyst and Refugee Community Liaison for the Fresno County Department of Employment and Temporary Assistance (E&TA)*, presented on *The Continuous Challenges to Achieving an American Dream: The Southeast Asian American Perspective*. This workshop focused on the following subjects: refugee immigration policy issues, economic and occupational adaption, identities and political participation, and finally, language and higher education. The workshop presenter’s hope is to present topics and examples that will allow participants to further understand the continuous struggle of Southeast Asian Americans in achieving the American dream. Prior to Fresno County E&TA, Mr. Yang worked for Fresno County Human Services System. He was also a Pre-Arrival Specialist with the Immigration and Refugee Services of America and has held various management positions, including director of Refugee and Immigration Services for Lao Family Community of Fresno and director of Resettlement Program for Nationality Services of Central California.
- *Cambria Rose Walsh, LCSW, Project Manager for the California Evidence Based Clearinghouse for Child Welfare (CEBC), and Blake Zimmet, LCSW, Training Coordinator, CEBC* presented on “Knowing the Best of What’s Out There in Evidence-Based Practice: What Is It and Why Is It Important?” Their topic entailed advice for social workers in determining how best to find and evaluate the available research evidence on questions concerning child welfare and the usefulness of interventions. The workshop presented what is meant by evidence-based practice (EBP) is and why it is important for students (who are already child welfare professionals) to advocate for solid empirical research showing effectiveness in improving outcomes for families and children. Presenters introduced the California Evidence-Based Clearinghouse for Child Welfare (CEBC), a key online resource for identifying, selecting, and implementing evidence-based child welfare practices that have been shown to improve child safety, increase permanency, increase family and community stability, and promote family and child well-being.
- *Walfredo Don, MSW, Supervisor of the AB 12 Unit in San Diego County*. Mr. Don presented an overview of the AB 12 program (Now titled “After 18”) which allows foster youth to remain dependents of Juvenile Court and continue to access services and resources through Child Welfare Services past the

age of 18 years. The workshop described the service changes brought by this new program that potentially extends support and resources for young adults up to the age of 20. The goals, challenges, and reality of AB 12 were described, with particular focus on the changing social work practice skills required. The workshop discussed the balance between supporting youth and encouraging independence and the resources needed to make this work. A former foster youth also gave perspective on the benefits and challenges of the program.

- *Alumni Panel.* This year marked the inauguration of the CalSWEC IV-E Alumni Network and a presentation by a panel of experienced IV-E alumni who have gone on to distinguished careers in public social work. The Alumni Panel is designed as an opportunity for future Title IV-E alumni to ask questions of alumni who have been in the child welfare field for some time. The panel consisted of four individuals from different areas in child welfare who shared with students the different paths and opportunities one has as Title IV-E alum. This year's panel included: Ruth Supranovich, M.S.W., LCSW, Assistant Deputy Director, Health & Human Services Agency, County of San Diego, CA; Alice White, M.S.W., Supervisor II/Staff Service Trainer, Department of Social and Employment: Family and Children Services, Monterey County, CA; Omar Lopez, M.S.W., Clinical Assistant Professor, School of Social Work, San Diego Academic Center, University of Southern California; and Ioana Mikkelsen, M.S.W., Emergency Response-Children's Social Worker III, Department of Children and Family Services, County of Los Angeles.

(See Student Day Program, Appendix 11.)

American Indian Graduate Outreach and Recruitment Project

The American Indian Recruitment (AIR) Program underwent a major restructuring during AY 2011–2012. After being centrally administered from CSU Stanislaus since 2000, the program was restructured to a regional model operating out of three sites in the state's northern, central, and southern regions. Site selection was completed in AY 2010–2011 through a Request for Proposals (RFP) process. The three sites selected were:

- Southern Region—San Diego State University (SDSU)
- Central Region—California State University, Stanislaus (CSU Stanislaus)
- Northern Region—Humboldt State University (HSU)

In December 2011, SDSU hired an AIR Project Coordinator (PC), completing the AIR team. Each of the AIR PCs have been working to meet their contract goals, which consider regional variability and context, while building the AIR team and establishing a common statewide presence. AIR PCs meet regularly with CalSWEC staff in person and via conference call and webinar to continue to build a strong peer-to-peer support network and share emerging strategies in each of the program's goal areas:

- Recruitment and Retention
- Field Placement and Employment Opportunities
- Educational Support and In-Service Training
- Partnership and Collaboration

New program materials were developed and new communication structures implemented as a result of the shift in program structure. AIR PCs utilized an online platform, the Research Hub, to share documents and work collaboratively on projects. Several documents were developed throughout the year, including the AIR Program Fact Sheet and a financial aid resource document for American Indian Students, as well as presentations on the history of AIR, regionally specific considerations, and American Indian student and child welfare data. *(See AIR Fact Sheet, Appendix 12 and AIR Financial Resources for Students in California, Appendix 13.)*

Recognizing the importance of a community and collaborative voice in the program’s development, the statewide AIR team has scheduled a strategic planning meeting for August 2012. The meeting will bring together American Indian leaders from Tribal organizations, child welfare, universities, and community partners to help formulate a strategic plan and vision for the AIR Program.

The three AIR sites continue to submit interim progress reports and an annual final report.

Program Numbers at a Glance: 2011-2012

The following table provides a sample of the work that has been conducted in the three AIR regions from July 2011 to June 2012.

	Student Recruitment	Tribal, Off Reservation, Urban Indian Field Placement Development	Training
Northern	42 outreach events/contacts; All interested contacts plan to apply 2013-14 or later	4 AI field placements developed	1 training: Building Relationships in Tribal Communities at Sacramento State University 4 presentations on social work and the AIR program to Tribal/American Indian partners
Central	14 outreach events/contacts; 12 applicants; 5 matriculants	3 AI field placements developed	5 cultural competency trainings with county agencies, CASAs, and a university
Southern	54 outreach events/contacts; 1 applicant; 1 matriculant	2 AI field placements developed	4 presentations on the AIR Program at local conferences and to local organizations

Research-Based Curriculum Development Projects

During Academic Year 2011–2012 the CalSWEC Research and Development (R&D) Committee issued an RFP for long-term partnerships with the intent to develop practice (i.e., county or Tribal)/university partnerships that support the evaluation of emerging practices as identified in California’s Statewide Child Welfare Research Agenda. The R&D Committee issued the first of these RFPs in June 2011, and funded the proposal submitted by the Bay Area region. The second RFP was issued in June 2012 and will fund up to two (2) proposed partnerships total. Priority will be given to proposals from the four other Regional Training Academy regions. The committee especially encouraged proposals focusing on rural areas and issues. The funding will support the development of the partnerships during first six months beginning in January of the funding year. Products and projects proposed by the partnerships will then be funded for up to three additional years, and should demonstrate the ability to sustain the partnerships long term.

County/University Partnership

The funded proposal “The Child Welfare Partnership for Research and Training (CW-PART)” proposed a sustainable partnership between two Bay Area child welfare systems and the San Jose State University School of Social Work, with the dual purposes of: a) creating a structure for responding to county research priorities by mobilizing teams of faculty, Title IV-E and other interested MSW students, and agency partners in a collaborative effort to answer questions critical to improvements in the child welfare system, and b) conducting two research studies via the developed research team structure, one in each county, focused on: 1) mental health and substance abuse services, and 2) permanency practices for older youth. A two-page description of the project is on the CalSWEC website: http://calswec.berkeley.edu/files/uploads/cw-part_overview.pdf

Ongoing Project

“Understanding Models of Child Welfare Reunification Services Deliver in California Counties” by Amy D’Andrade from San Jose State University was in the final year of funding in AY 2011–12. The purposes of the project were to: (1) identify models of reunification services delivery currently in use in California; (2) determine whether any of these models or their elements can be linked to improved reunification outcomes; and (3) provide an in-depth description and exploration of promising models. The was started in July 2010, and the final report will be submitted at the end of summer 2012.

Disseminating Curriculum Products

During the AY 2011–2012, the California Child Welfare Research Library made the following Curricula available on their website: http://www.csulb.edu/projects/ccwrl/CalSWEC_curriculum_products.htm

- Seigel, D., Jackson, M., Montana, S., & Rondero-Hernandez, V. (2011). Use of Cultural Brokers as an Approach to Community Engagement with African American Families in Child Welfare
- MODULE UPDATE: Berrick, J. D., Helalian, H. S., Frame, L., Fabella, D., Lee, K., & Karpilow, K. (2010). Child Welfare and CalWORKS: Opportunities for Collaboration to Benefit Children and Families
- Vugia, H., Osterling, K. L., D’Andrade, A. (2009). The Relationship Between Reunification Services, Service Utilization, and Successful Reunification
- Gilson, S., Cornet, B., & Ralph, C. (2009). Workplace Management and Child Welfare Policy, Planning, and Administration

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 generated increased awareness of library curriculum products. Webinars conducted in AY 2010–2011 included the following:

- Race, Poverty, and Nativity: An Examination of Risk and Protective Factors for Child Welfare Involvement.
Presenters: Barbara Needell, M.S.W., Ph.D., and Emily Putnam-Hornstein, M.S.W., Ph.D., Center for Social Services Research (CSSR)
(Recording and power point available: <http://calswec.berkeley.edu/race-and-poverty-webinar>)

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) A study of the California Public Child Welfare Workforce every three years; and done this year, 2011.
 - 2) Newly graduated and newly hired by the agency as a workers or supervisors at the beginning of Core in-service training;
 - 3) When their IV-E work obligation is completed (~ 3 years); and
 - 4) At 5 years post-graduation when 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. These activities are enumerated in the previous section.

Tier 1 Activities: What the IV-E Program Accomplished and the Challenges It Faced in 2011–2012

BASW Evaluation

In 2010 the Board's Workforce Development Committee directed its attention to the BASW program for discussion on its agenda and addressed the BASW needs assessment and progress with respect to hiring.

The 2011 California Public Child Welfare Workforce Study yielded salient information about the BASW/BSW child welfare workforce population. Among college-educated workers, BASWs are the smallest group:

- In 2011, BASWs constitute 5.5% of the sample, virtually unchanged from 2008 when BASWs constituted 5.7% of the population.
- They work in counties throughout the state, but primarily in the Central, Southern, and Los Angeles regions.

One of CalSWEC's goals is to diversify the workforce and to actively recruit students who represent the groups in the child welfare system.

- The BASW workers are in general a diverse group; only 37% are White.
- Proportionately more non-IV-E BASW workers are members of minority groups than IV-E BASWs.

When asked about further education:

- 106 of the 186 BASWs indicated they would be interested in obtaining an MSW with CalSWEC support.
- Another 42 would like LADCFS IV-E support for the MSW.

Finally, the Workforce Study found that BASWs perform multiple tasks in the child welfare system, not unlike the MSWs. They are primarily case-carrying social workers; very few are social work assistants.

However the Workforce Study did not go into the actual tasks that BASWs perform or whether they feel they could do more.

To address the question of what BASWs actually do on the job, a workgroup was formed consisting of the BASW IV-E (and some of the MSW IV-E) Project Coordinators at six schools. The group met once in person and twice via telephone. They decided that a survey of the graduates was in order. The survey (*see BASW Survey, Appendix 14*) was prepared for online dissemination to all the CalSWEC BASW graduates and students; it is awaiting Human Subjects approval.

Career Path Study

A major activity of this year was to create, merge, and clean up the different versions of the Career Path Studies. Over time, we have changed the versions, which needed to be reconciled and merged and have CSIS identifiers added.

- *New Graduate Study*: The new graduate survey is an online survey of new Title IV-E graduates six months to one year post-graduation. The CalSWEC curriculum is the focus of the survey. The 2011 grads were surveyed in March 2012. The 2011 response rate was 29% of 309 eligible participants. (*See 2011 New Graduate Study Report, Appendix 15, and New Graduate Study Report for the Los Angeles Area Schools, Appendix 16*).
- *Common Core Demographics Survey*: The macro evaluation arm of the In-Service Training Coordination Project is spearheading data collection. The Regional Training Academies began to collect data on our new questions about worker expectations, social commitment, and goals for the job, and to compare new hires who participate to those who did not participate in a Title IV-E Stipend Program while in school. Since the counties are not hiring at the rate of previous years, we do not have enough data to analyze at this time.
- *3-Year & 5-Year Studies*: The survey instruments for this and for the 5-Year Survey were revised extensively by CalSWEC research/evaluation staff this spring, aligning the surveys with the Common Core Demographics Survey described above (*See Appendix 21-23*).
- The 5-Year Survey of eligible participants was conducted online in March 2012.
 - Of 247 eligible graduates, 62 (25%) responded, and 34 of those indicated they were interested in a telephone interview.
 - 17 schools were represented.
 - Among those who responded, 98% said their first job was a child welfare job.
 - 1 respondent worked for the CDSS after graduation; the rest worked in public child welfare agencies distributed among 21 counties.
 - Following the graduates' career paths and allowing for 5 jobs post-graduation¹, graduates in Alameda, Contra Costa, Kern Los Angeles, Sacramento, San Francisco, and Santa Clara counties were the most likely to either move up or laterally in public child welfare.
 - In this group, no one reported having worked in K-12 schools, for Tribes, or in private practice.
 - The most frequently noted types of agencies (for their subsequent jobs beyond their first job) besides public child welfare (24) were mental health (12), non-profit child welfare (5), medical social work (1), and aging/adult services (1)

The 2009 graduates eligible for the 3-year study will receive their surveys in winter 2013.

¹ Only 5 respondents reported having 4 jobs in the 5 years post-graduation; only 3 reported having had 5 jobs in the 5 years post-graduation.

The 2011 California Public Child Welfare Workforce Study

The primary finding is that statewide there are 40.6% MSWs in social worker and supervisory positions.

In collaboration with the County Welfare Directors Association and the California Department of Social Services, CalSWEC has surveyed the state's public child welfare workforce every three to five years since 1992 to determine the extent to which the state is meeting its requirements for Master's-level social workers among child welfare social work staff.

The data for this 2011 study were gathered between August 2011 and February 2012 using two online survey instruments.

1. The first was the *Agency Administrative Survey* designed to gather administrative data about agency staffing such as the number of staff, vacancies, need for bilingual workers, turnover, and the effects of the economic downturn on hiring.
2. The second was the *Individual Worker Survey* designed to obtain a more detailed perspective on the workforce by having individual child welfare staff complete it.

(See copies of the two Workforce Study instruments, Appendix 17 & 18)

As a result of the statewide participation of county child welfare agencies and public child welfare staff, we were able to gather substantial information on the demographics of the workforce, service assignments, changes in service assignments, education, professional licensure, experience level, IV-E participation, and interest in further training and education.

In August 2011, with approval from the UC Berkeley Office for the Protection of Human Subjects, the *Agency Administrative Survey* was disseminated to 58 county agencies; 55 completed it. The *Individual Worker Survey* was disseminated to the workers in 54 counties by their respective Human Resources Departments or Child Welfare Deputy Directors' offices; a total of 3,493 responses were obtained for a raw response rate of 30%. Some duplicates and unusable responses were removed, resulting in a final response rate of 28.4%. This was slightly better than 2008, when the response rate was 26%.

The 2011 survey reveal the following results:

- The county child welfare agencies reported fewer public child welfare social workers and supervisors than in 2008.
- The public child welfare staff are ethnically and racially diverse.
- Overall, social workers and supervisors report holding their current positions for 6.1 years, having worked in the county for 10.5 years, and on average having worked in the child welfare field for 11.3 years.
- Title IV-E participants were more diverse and younger as a group.
- 60% of the respondents to the *Individual Worker Survey* report holding a Master's degree of some kind.
 - Those holding MSWs in the public child welfare system constitute 40.6% of all respondents, an increase from pre-Title IV-E days when the estimate was 20.5%.

The CalSWEC Title IV-E program supplies the majority of MSWs to the California public child welfare system. Many MSWs are supervisors, managers, and administrators. In 2011, 57.6% of a sample of 1,230 MSWs in all positions reported they have participated in a CalSWEC IV-E program. These findings strengthen the case for continuing workforce development in public child welfare.

Plans for FY 2012–2013

Dissemination

Dissemination continues to be a primary component of all of CalSWEC's initiatives. Program Evaluation staff continue to offer technical assistance to CalSWEC grantees, particularly for the American Indian Recruitment Program and the Field Instruction Initiative. The CalSWEC Board's Research and Development Committee actively continues to use the dissemination tool developed last year by CalSWEC staff.

Dissemination of the 2011 California Public Child Welfare Workforce Study results

Several data briefs have been produced or are in production from this study so far and will be posted in the Workforce Portfolio on CalSWEC's new web site. They are:

1. Population, Race/Ethnicity, Tenure, Age, and Educational levels (*see Appendix 19*)
2. The BASW Graduates in the Workforce (*see Appendix 20*)
3. American Indian Child Welfare Workers (in progress)
4. Turnover in the Public Child Welfare Workforce (in progress)
5. What the Individual Workers Want from Child Welfare Training (in progress)

The Central and Los Angeles regions have requested their regional workforce reports.

Career Path Study Analysis

Staff continue to consolidate, clean, and analyze the data from the 3- and 5-Year Surveys. Title IV-E and In-Service Training Coordination staff are working together to merge the Common Core demographics data with the Career Path surveys. The Common Core demographics forms contain questions about service commitment, job expectations, and career goals which can be matched on the 3- and 5-Year Surveys, given the large enough sample of newly hired workers to analyze. We expect to produce interim reports beginning in December 2012.

Another iteration of the New Graduate Survey is planned for December 2012/January 2013. The 2010 MSW graduates will be surveyed in January 2013.

Publications and Presentations

Staff and partners continue to disseminate knowledge learned from our evaluations and projects. The most recent ones are listed below.

Publications

- Clark, S.J., & Grossman, B.F. (in press 2012). The Children's Bureau's influence on the social work curriculum: One state's experience. Chapter 8. In A. Lieberman & K. Nelson (Eds.), *Social Work Education and the Children's Bureau: A Century of Common Aims*. Washington DC: Council on Social Work Education.
- Fitzgerald, C.S., & Clark, S.J. (in press 2012). Work locus of control and perceptions of practice. *Journal of Public Child Welfare*.
- Jacquet, S.E., (in press 2012). Successful student recruitment for public child welfare: Results from California's Title IV-E MSW stipend program evaluation. *Journal of Public Child Welfare*, 6.
- Smith, R.J., & Clark, S.J. (2011) Does job resource loss reduce burnout and job exit for professionally trained social workers in child welfare? *Children and Youth Services Review*, 33, 1950-1959.

Presentations

- Banks, S., Hay, L.A., Johnson, B., & Oppenheim, S. (2011, August). Developing and Utilizing Implementation Toolkits to Systematically Disseminate and Evaluate Practice Improvements. Paper presented at the 2011 Children's Bureau National Child Welfare Evaluation Summit, Washington D.C.
- Banks, S., & Woods, J. (2012, April) Research Collaboration, Networking and Mentorship for PhDs and PhD Students. Paper presented at the 44th Annual National Association of Black Social Workers Conference. Atlanta, GA.
- Barbee, A., Courtney, M.E., Dewey, J., & Johnson B. (2011, August). Evaluating Large-Scale Child Welfare Casework Practice Models: Ideal and Realistic Methodologies and Evaluation Implementation Given Systems Characteristics. Paper presented at the 2011 Children's Bureau National Child Welfare Evaluation Summit, Washington D.C.
- Clark, S.J., & Jacquet, S.E. (2011, November) MSW Child Welfare Workers' Values: A longitudinal Assessment of Job Expectations and Career Goals. Paper presented at the American Evaluation Association Annual Conference, Anaheim, CA.
- Clark, S.J., & Jacquet, S.E. (2011, October) Efforts to Increase Services Access: Recruiting Bilingual Child Welfare Workers. Administrative workshop presented at the 57th Annual Program Meeting, Council on Social Work Education, Atlanta, GA.
- Clark, S.J., & Jacquet, S.E. (2011, August). How Much Retention Is Enough? Paper presented at the 2011 Children's Bureau National Child Welfare Evaluation Summit, Washington D.C.
- Clark, S.J., Parry, C., & Zeitler, L. (2011, November). Training comparison data in public child welfare. Paper presented at the Annual Meeting of the American Evaluation Association, Anaheim, CA.
- Doran, J., & Lee., C. (2011, November) Valuing an Iterative Process in Evaluation. Paper presented at the American Evaluation Association Annual Conference, Anaheim, CA.
- Fitch, D., King, C., & Banks, S. (2012, April). Working with the African American Father: The Forgotten Parent. Workshop presented at the 44th Annual National Association of Black Social Workers Conference. Atlanta, GA.
- Foster, G., & Banks, S. (2012, April). Social Work Workforce Development: A Driver for Social Change. Workshop presented at the 44th Annual National Association of Black Social Workers Conference. Atlanta, GA.
- Hernandez, M.Y., & Uota, K. (2011, October). *Achieving goals while giving back: Exploring career paths of Title IV-E graduates*. Paper presented at the 57th Annual Program Meeting of the Council on Social Work Education, Atlanta, GA.
- Jacquet, S.E., & Clark S. J. (2011, October). MSW Student Recruitment: A First Step at Targeting Public Child Welfare Inequalities. Paper presented at the 57th Annual Program Meeting, Council on Social Work Education, Atlanta, GA.
- Johnson, B., Parry, C.F., & Zeitler, L.W. (2011, August). Assuring that Training Has Impact: Evaluation a Large and Complex Training System. Paper presented at the 2011 Children's Bureau National Child Welfare Evaluation Summit, Washington D.C.
- Parry, C.F., Coloma, J., Zeitler, L. (2011, November). Evaluating Whether or Not Stereotype Threat Could Be Odduring in California's Child Welfare Common Core Training Program. Paper presented at the American Evaluation Association Annual Conference, Anaheim, CA.
- Mathias, C.M., Johnson, B., Zeitler, L. Clark, S.J., & Jacquet, S.E., (2011, November) Strengthening Values for Child Welfare through Participatory Evaluation: Service Commitment, Job Expectations and Goals. Paper presented at the American Evaluation Association Annual Conference, Anaheim, CA.
- Sogar, C. (2011, October). Improvement of Services to Supplemental Security Income Parents with Children Receiving TANF. Poster presented at the 57th Annual Program Meeting, Council on Social Work Education, Atlanta, GA.

Williams, S., Mathias, C., Smart, C., Brown, P, Morris T., & Jones, C. (2011, November). A Distributed Learning Program for AA, Bachelors and Graduate Degree Social Work Students Living in Remote Areas of California. Panel presentation at the Fourth International Conference on Ubiquitous Learning, University of California Berkeley, CA.