

## **2001 Annual Report**

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### **California Social Work Education Center CalSWEC**

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*Focusing on Public Social Services*

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CalSWEC's Board of Directors serves in an advisory capacity. It makes decisions regarding the center's objectives to advance social work education, practice, and research; conduct research and develop programs for the advancement of social work education and practice in the publicly supported social services; and develop and administer financial support for students in social work education programs. The board meets at least twice annually in regular session in addition to special sessions as necessary.

The board is composed of the deans and directors of the state's accredited graduate schools of social work and programs in candidacy; the president, executive director, five representatives, and two alternates from the County Welfare Directors Association of California; the president and executive director of the California Chapter of the National Association of Social Workers; the director of the California Department of Social Services or designee; three representatives from the not-for-profit sector; the president of the Mental Health Directors Association; and a representative from the State Association of Mental Health Directors. Board membership may fluctuate, from a minimum of 20 to a maximum of 30 members.

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## Message from Dean James Midgley

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**F**or CalSWEC, this year has been one of change and renewal. When CalSWEC was established in 1989/1990, its purpose was to refocus social work education on the public social services. Despite a significant increase in the numbers of professionally trained child welfare personnel, California's need for social workers in mental health, school social work, developmental disabilities, aging, and other fields has continued to grow.

A series of hearings, conducted by Assemblywoman Dion Aroner, chair of the Assembly Human Services Committee, revealed what those of us associated with the public human services have known for too long—alarmingly high vacancy rates, major difficulties recruiting and retaining staff, and a vastly inadequate number of social work graduates to meet the expanding needs of the state's public human service agencies. A number of representatives from social service agencies and academia around the state, including CalSWEC Director of Training Chris Mathias and myself, attested to these facts at the hearings, which were designed to examine social work education and the social worker shortage.

The Aroner hearings challenged CalSWEC's Board of Directors to redouble its efforts to rethink CalSWEC's current role and activities. The board had previously begun the complex task of revisiting the organization's original mission and assessing its need and readiness for transformation. In 2001, with the assistance of consultant Bart Grossman, the board revised its mission and goals and developed an action plan to address CalSWEC's future. The plan, which proposes to extend CalSWEC's collaborative approach to other fields of social work education, offers exciting prospects for the organization as well as the future of social work in California. (*See page 7.*)

The year also saw changes in CalSWEC's organization. Dr. Sherrill Clark, who has served as executive director since 1998, stepped down this summer to spend more time on outcome research related to CalSWEC's programs and to teach at the School of Social Welfare at UC Berkeley. Sherrill possesses an intimate knowledge of CalSWEC, resulting from her roles as curriculum specialist and executive director. Her research experience and skills are invaluable to CalSWEC's ongoing Retention Study of Title IV-E MSW students and graduates and in designing the outcomes research

initiative. CalSWEC is fortunate to retain Sherrill as a research specialist.

Meanwhile, Chris Mathias, who has been the Regional Training Academy Project coordinator since March 2000, was named CalSWEC's interim deputy director this fall. She also serves as CalSWEC's director of training. With her extensive experience in child welfare and the non-profit sector, along with her MSW in administration and planning, Chris is proving to be a knowledgeable and valuable resource as CalSWEC begins to strategically plan for its future.

Additionally, the graduate schools of social work have also experienced changes. This year, we saw the addition of CSU, Chico to the list of schools offering the Title IV-E MSW program. This brings the total number of schools to 15, compared to the 10 schools at CalSWEC's inception. At CSU, Los Angeles, the Department of Social Welfare became established as the School of Social Work, and Dr. Tran Thanh succeeded veteran Chair and Director Fred Anderson. At Loma Linda University, Terrence Forrester succeeded long-time IV-E MSW Project Coordinator Susie Loring.

Amid these changes, important elements of CalSWEC remain constant. We have seen the graduates of 2001, like those before them, typify in both ethnicity and language the diversity that is one of CalSWEC's strengths. Since CalSWEC's beginning, the Title IV-E MSW graduates have represented a higher proportion of minorities than MSWs in any other area of social work. Another constant is that Title IV-E graduates are solidly committed to public child welfare. Most of those

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**In the face of  
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CalSWEC during 2001  
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surveyed after completing their payback are still employed at the same child welfare agency where they worked when they completed their employment payback. To date, 83 percent have reported they were still at the same agency, and an additional 5 percent who had moved on to another agency continued to work in public child welfare.

CalSWEC's willingness to re-examine itself and refocus its vision, challenging as it has been, provides an unprecedented opportunity to enhance its potential to effectively address the needs of California's public human services agencies and their many and diverse clients. I look forward

to continuing our work together as CalSWEC strives to meet its new challenges during this exciting period.

James Midgley  
*CalSWEC Principal Investigator*  
*Dean and Specht Professor*  
*School of Social Welfare*  
*University of California, Berkeley*

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## Strategic Planning for Changing Times: CalSWEC II

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

—CalSWEC Mission Statement (revised 2000)

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**O**n the eve of its 10-year anniversary, CalSWEC revisited its original mission and contemplated the center's role over the next 10 years. Meeting in June 1999 at a special retreat, its Board of Directors reaffirmed the center's commitment to public human services in California while also engaging in a strategic planning process to take into account the center's evolution as well as to plan for its future course. Following the retreat, the board identified the goals below that were important for a strategic planning effort:

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

Members adopted a new mission statement (*see above*) to reflect this view and in 2000 hired a consultant, Dr. Bart Grossman, CalSWEC's former executive director, to begin the process of assessing the organization's readiness for change.

This past year, Dr. Grossman interviewed CalSWEC's extensive list of constituencies to determine their thoughts in the areas affecting the organization—clarification of mission, new targets and funding sources, and alternative governance auspice and structure. The interviewees represented a broad spectrum—from those in social

services/child welfare and mental health to CalSWEC's board, executive director, and staff, from members of the state Legislature to representatives of state and national foundations. Overall, they supported CalSWEC's broader mission and goals. The current shortage of trained and degreed professionals apparently has increased the perception among most of them that a common approach to workforce development is needed, and CalSWEC, with its highly successful collaborative approach, is in an excellent position to extend that model.

The interview findings and suggestions in Dr. Grossman's report, "CalSWEC Strategic Planning Survey," were presented in November to the center's Executive Committee. Among the findings and suggestions:

- CalSWEC's core mission is the training of professional social workers and its strength is its grounding in social work functions and values. This focus could be expanded to include the full continuum of human services workers, such as para- and pre-professionals, as well as BSWs, MSWs, and other professionals.

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**CalSWEC is poised to expand its domain and initiate some innovative means to address California's crucial social welfare workforce needs.**

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- Research concerned with “best practices” is an underpinning for training, and the dissemination of information about effective policies and practices provides a connection to the training. The university relationship is important to the credibility of these research and curriculum development efforts.
- If CalSWEC were to expand its domain and funding, support from the following is necessary: CalWORKS, mental health and aging services, schools, drug and alcohol services, and criminal justice and health.
- CalSWEC should develop the theme of service integration as it moves into new fields to avoid creating multiple parallel tracks and reinforcing the current fractionalization of services.
- Potential funding sources are: existing governmental programs that might support training, including TANF/CalWORKS, Medicaid/MediCal, state and federal school counseling funds, and Aging Services funds (APS).

The committee identified an action plan for the first phase of implementing CalSWEC’s new mission. In December, the board accepted the report and approved the following action steps:

1. *Prepare a CalSWEC Prospectus* to enable CalSWEC to more effectively approach potential funders and supporters.

2. *Secure a multi-year (three to five years) development grant to provide core funding for an expanded CalSWEC structure.* This would allow the center to employ core staff, create the consortium, and build the capacity to access and manage federal funding.
3. *Create a non-profit independent corporation (501c3) to embody the new CalSWEC mission,* not to replace the existing IV-E program but to distill and disseminate knowledge relevant to innovative social service workforce and practice models. This “CalSWEC II” would seek resources, create, pilot, and evaluate new approaches to workforce development and service delivery for local, state, and federal systems.
4. *Prepare a white paper on Social Services Workforce Development* in response to the need for a vision of a multi-disciplinary, multi-level workforce for California human services.
5. *Develop a demonstration social services workforce development plan in mental health* in one or more counties and schools of social work.

These steps, intended to occur over the next couple of years, are designed to accomplish significant modifications in structure, provide new funding sources, and allow CalSWEC to use innovative means to begin addressing crucial social welfare workforce needs in California.

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## Title IV-E Master of Social Work (MSW) Program

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**A**s California's leaders intensify their focus on the dire need for social workers in all the state's human services systems, as well as the need both to increase the pool and improve the retention of social workers, the Title IV-E MSW program continues to fill the significant and challenging role of preparing future public human services social workers.

This section summarizes the Title IV-E program's activities during 2001.

### **New School**

In fall 2001, California State University, Chico, previously a distance education site, became the newest social work graduate school to offer the Title IV-E MSW program both as a full-time and a part-time option. School of Social Work Director Janice Kay O'Donnell is the project coordinator of the IV-E program, which has 20 full-time MSW students, including 8 IV-E students. With the addition of Chico, 15 schools now offer full-time Title IV-E programs, and 10 offer part-time programs.

CSU, Bakersfield, last year's addition to the roster of social work graduate schools, has enjoyed a strong showing in its two years. To date, the IV-E program's enrollment totals 30 full-time and 18 part-time students.

Meanwhile, some changes also occurred in the Distance Education Program coordinated by CSU, Long Beach. CSU, Hayward joined the two other distance education sites—CSU, Humboldt and CSU, Northridge at Channel Islands—while CSU, Chico became accredited as a social work graduate school.

### **Curriculum Competencies**

The revision of the CalSWEC Curriculum Competencies has occurred regularly every four or five years since their initial adoption in 1991. Their revision is an effort by those affected by and those applying the competencies to keep them current, eliminate duplication, and format them to be more "user-friendly."

The most recent revision process, which commenced in the spring, was led by CalSWEC Curriculum Specialist Carin Harkness and project coordinators of the state's Title IV-E MSW programs. To gather information and assist in this process, focus groups were held with various human services stakeholders throughout the state. In September, the focus group materials were presented to CalSWEC's Curriculum Committee for feedback. A subcommittee of the project coordinators was then formed to develop a first draft of the revision. In November, the project coordinators were given that draft to review. In December, the CalSWEC Curriculum Committee reviewed this draft as well. The final draft, which is set for completion in 2002, will again be reviewed by the project coordinators and the board before a final draft is presented to the state Department of Social Services for adoption. The revised competencies are expected to take effect in fall 2003.

### **Focus Groups**

The viewpoints of students who participate in the focus groups—an important vehicle for them to share their IV-E and MSW experiences—are an integral part of the curriculum evaluation.



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San Diego State graduating students, pictured here, were among 161 students from 17 schools who participated in focus groups in the spring. Students' views are important as they are incorporated in the curriculum evaluation.

Photo: Susan E. Jacquet

CalSWEC Research Specialist Dr. Susan E. Jacquet conducted 13 focus groups from March through June, with help from San Diego State University Project Coordinator Amy Okamura and CalSWEC Curriculum Specialist Carin Harkness, who conducted the remaining four focus groups. A total of 161 Title IV-E graduating students from 17 schools participated. Four of the CSU schools (Bakersfield, Channel Islands, Chico, and Humboldt) were in the Distance Education Program coordinated by CSU, Long Beach. Highlights of the students' comments are as follows:

- Overall, the students expressed a desire for an expanded curriculum that would include courses on such topics as clinical work with clients, substance abuse, and court proceedings.
- Regarding field placements, many expressed the need for flexibility in the choice and selection of their field placements and the desire for better supervision in their placements. They did, however, understand the pressures that supervisors encounter.
- The graduates acknowledged the value of the IV-E program's strengths-based, family-systems approach to child welfare, which broadened their horizons. As a result, they said they were able to see the shades of gray, the complexities, and the nuances, which afforded a wider array of options for dealing with their cases.
- Those with BSWs said that, although they thought they had learned all there was to know about social work and dealing with clients and families, the MSW program taught them how much they did not know. Some graduates said they had learned much more about themselves and were personally better able to work with the clients. They felt their understanding of the child welfare system as a whole surpassed that of other MSWs who had not had a child welfare focus.
- Those students who had worked in child protective services prior to their IV-E education expressed how much the Title IV-E education enhanced their knowledge and understanding of various facets of child welfare.
- Many students said that their writing skills had greatly improved. Specifically they felt they could now write court reports much more clearly and concisely.

- Despite complaints, many students expressed strong support for the Title IV-E program and with gratitude admitted that they would not have been able to pursue their MSW degrees without the CalSWEC stipend program.

#### **Student Day**

Student Day 2001, with the theme "A New Agenda: Redefining Social Work for the New Millennium," attracted about 140 first- and second-year Title IV-E students. The April 20 event occurred in conjunction with the state conference of the National Association of Social Workers that was held in Burlingame in the San Francisco Bay Area. Planned by a group of student representatives from the social work graduate schools, the day offered students the opportunity to develop and share a vision of their future and attend workshops and presentations, as well as to network with other students.

#### **Videoconferences**

Two videoconferences were held this year, focusing on the curriculum that the Title IV-E MSW program project coordinators selected for presentation to their students. On February 5, the videoconference "Indian Families and Child Welfare" aired from San Diego State University, featuring presentations by Betsy Gross, David Casey, and Marilyn A. Robinson, with an introduction by Tom Phillips. The second videoconference, held on March 29, featured Lucinda Rasmussen presenting "Strategies for Identifying Children and Assessing Children with Sexually Abusive Behavioral Problems."

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

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

## Profiles of Title IV-E MSW Students

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### Graduates

**T**itle IV-E graduates in 2001, like those before them, typify in both ethnicity and language the diversity that is one of CalSWEC's goals. Since the beginning of the CalSWEC program, the graduating Title IV-E MSWs have represented a greater array and proportion of minorities than the MSWs in any other area of social work.

- The 238 graduates represent African Americans, Armenians, Asian Americans/Pacific Islanders, Caucasians, Chinese, East Indians, Egyptians, Filipinos, Hmong, Laotians, Latinos/Latinas, Mexican Americans, Native Americans, Pakistani, Portuguese, Romanians, Thai, Vietnamese, and a number who are Multicultural. It should be noted that the proportion of graduates who identified themselves as White/Caucasian were in the minority at only 34.87% of all of the graduates. *(For details, see Table 1 and charts of 2001 Title IV-E Graduates by Ethnicity and Fall 2001 Title IV-E First-Year Students by Ethnicity in the Appendix.)*
- The 2001 Title IV-E graduates speak a total of 23 languages other than English. The languages are Armenian, American Sign Language, Cambodian, Cantonese, Chiu Chow, Dutch, French, Hebrew, Hmong, Igbo, Japanese, Laotian, Maar, Malay, Portuguese, Pulaar, Romanian, Spanish, Thai, Twi, Urdu, Vietnamese, and Yoruba. *(For details by school, see Table 2 in the Appendix.)*
- Thus far, the graduates have found employment in 30 (52%) of the 58 California counties, as far north as Humboldt and as far south as San Diego. The counties are Alameda, Calaveras, Contra Costa, El Dorado, Fresno, Humboldt, Kern, Kings, Los Angeles, Madera, Marin, Merced, Monterey, Orange, Riverside, Sacramento, San Bernardino, San Diego, San Francisco, San Joaquin, San Luis Obispo, San Mateo, Santa Barbara, Santa Clara, Santa Cruz, Solano, Sonoma, Stanislaus, Ventura, and Yuba. *(For details by school, see Table 2 in the Appendix.)*
- As stipulated in their student contract, the year 2001 IV-E graduates had until December 2001 to find positions in public child welfare. As of October 2001, 186 (78%) of this year's 238 full-

and part-time graduates were employed in agencies that fulfill their payback obligation. One hundred percent of the IV-E grads at CSU, Los Angeles; CSU, Stanislaus; and San Diego State were employed in child welfare positions; 89% of the CSU, Long Beach; CSU, Fresno; and USC graduates; and 83% of the UC Berkeley and San Francisco State graduates were working. Between 74% and 40% of the Title IV-E MSW graduates from San Jose State; CSU, San Bernardino; UCLA; and Loma Linda University found employment by October 2001. *(See Table 3 in the Appendix.)*

- Of the 238 graduates in 2001, 112 (47%) had previously worked in public child welfare positions prior to their entry to the CalSWEC Title IV-E program, and 84 (35%) graduates returned to the counties in which they had been employed prior to returning to school. In the following schools, all the graduates (100%) who had been county public child welfare workers prior to entering the Title IV-E program found employment in the counties that had employed them before they entered the program: CSU, Fresno; CSU, Sacramento; UCLA; and USC. *(See Table 3 in the Appendix.)*
- To date, 1,549 MSWs have graduated from the IV-E program. *(See Table 4 in the Appendix for the number of graduates by year and school.)*

### New Students

**T**he new students who entered the IV-E program in fall 2001 represent an equally diverse group as the graduates. *(See Table 1 and the accompanying chart of Fall 2001 Title IV-E First-Year Students by Ethnicity in the Appendix.)*

- The new first-year students identify themselves as African American, Armenian, Asian American/Pacific Islander, Caucasian, Dutch, East Indian, Filipino, Hindi, Hmong, Jewish, Latino/Latina, Native American, Persian, Portuguese, Romanian, and Multicultural. As with the graduates, the White/Caucasian first-year students are in the minority at only 32.3% of all the new first-year Title IV-E students.

## Student Information

Tracking students at each milestone is accomplished with various surveys and databases.

As each student is enrolled in the IV-E program in all the schools, the project coordinators and/or the administrative assistants record the student's pertinent data in a FileMaker Pro® database. The data from each participating school is then sent to the CalSWEC office and merged into a central database, the CalSWEC Student Information System (CSIS). This database contains information on all Title IV-E students since the beginning of the program.

Data are updated regularly on the continuing students, the recent graduates, the former students who are completing their payback obligation in public child welfare, and the MSWs who have completed their payback. The database has undergone revamping, which will soon make the data more comprehensive and will make tracking easier.

To date, 2,378 students have participated in some fashion in the CalSWEC Title IV-E program.

### Student Surveys

Since 1991 CalSWEC has conducted a statewide survey with MSW students in the state's accredited MSW programs. In their first semester, new MSW students fill out the Time-1 Survey; in their last semester, graduating students fill out the Time-2 Survey.

The surveys examine students' attitudes, preferences, values toward the profession, and values toward working with the disadvantaged. The surveys are confidential but allow for a comparison between the IV-E and non-IV-E students about their opinions, values, social action activities, and career interests, both at the time they enter and when they finish the MSW program.

At this time, CalSWEC is refocusing the research agenda in the direction of retention and the effectiveness of the graduates as CPS workers.

Beginning in fall 2001, the administration of the Time-1 Survey has been left to the discretion of individual participating schools. CalSWEC will continue to administer the Time-2 Survey until all participants in the Time-1 Survey have graduated.

In May 2001, 561 of the MSW graduating students responded to the Time-2 Survey.

- The 456 women, 93 men, and 12 who omitted these data identified themselves as African

American, 33 (6.1%), American Indian, 4 (.7%), Asian American/Pacific Islander, 54 (9.9%), Caucasian, 287 (52.9%), Latino/Latina, 103 (19.0%), Filipino, 10 (1.8%), or Other, including Multicultural, 52 (9.6%). Eighteen did not report their racial/ethnic background. The majority of the students, 375 (68.3%), were full-time and 174 (31.7%) were part-time. The students ranged in age from 23 to 58, with a mean age of 33, and 75% of the students were 39 or younger. Most, 252 (46.2%), were single/never married. The others were married, 190 (34.9%); were separated or divorced, 66 (12.1%); had a domestic partner, 33 (6.1%); or were widowed, 4 (.7%). Sixteen participants (2.9%) did not respond to this question. The largest group of participants, 171 (30%), was from CSU, Long Beach, which also included graduates from four participating Distance Education Programs: CSU, Bakersfield, 14 (2.5%); CSU, Channel Islands, 17 (3.0%); CSU, Chico, 13 (2.3%); and CSU, Humboldt, 15 (2.7%). A total of 68 (12.2%) CSU, San Bernardino students participated in the Time-2 Survey, followed by CSU, Sacramento with 64 (11.4%); San Diego State, 63 (11.3%); UCLA, 56 (10.0%); CSU, Fresno and UC Berkeley, each with 43 (7.7%); CSU, Los Angeles, 19 (3.4%); San Jose State, 15 (2.7%); San Francisco State, 9 (1.6%); and Loma Linda University, 8 (1.4%).

- When asked to rate various reasons for entering graduate school, the graduates selected as their top three choices: (a) "Through social work I will be able to make an important contribution to individuals and society"; (b) "The occupational versatility of a social work degree"; and (c) "A desire to increase my potential for

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**Title IV-E MSW graduates and students represent a greater array and proportion of ethnic minorities than the MSWs in any other area of social work.**

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promotion/job advancement.” The least chosen reason was “A desire to prepare myself for private practice.”

- The majority of graduates felt that the most important reason for the existence of poverty was “Powerful interests are fundamentally opposed to the solution of the problem of poverty.” They more often favored an approach that emphasizes “Societal/Institutional Change.” They were almost split in their attitude toward the goals for the social work profession but slightly favored devoting “equal attention and equal resources to all social class groupings” over devoting “most of its attention and resources to the problem of the poor.” They did feel more strongly that it is better to “let the poor decide what services they need” than “making changes in our political and economic system that will end poverty.”
- The field of practice that had the top level of appeal was “Client Advocacy,” and the most appealing client group or case situation was “People in poverty needing linkage to community resources.” For their second-year field placements, the majority worked with the population of “Abused and Neglected Children” and the practices of “Casework” and “Counseling.”

### **Retention Survey**

After IV-E MSW graduates complete their year-for-year payback in child welfare, they are again surveyed about their work experiences, work conditions, support within their agency, and whether they continued to work in child welfare, and if not, what some of the factors were that affected their decision.

CalSWEC researchers began collecting these data in 1996, when the first IV-E graduates had completed their two years of payback. Of interest to CalSWEC is the number of MSWs who remained working in public child welfare after completing their payback obligation. Because of the absence of a full-time research associate at CalSWEC, two years had passed since the last

surveys were conducted. Then, in August 2001, a new wave of the Retention Study began. A total of 307 new MSWs were eligible to participate and were sent surveys. The data are now being returned to the CalSWEC offices and will be added to the data of the 250 former IV-E MSW graduates who have participated in the survey.

- Year after year the participants more often than not respond “Yes” to the question “Are you currently employed in the same agency where you worked when you completed your employment payback for receipt of a IV-E stipend?” To date, 83% have reported they were still at the same agency, and an additional 5% who had moved on to another agency continued to work in public child welfare. Analysis of the early returns of the new wave of surveys indicates a similar pattern. Of the 107 surveys that have been returned thus far, 81.5% are from respondents who remain in their payback agency and another 3.7% are from those who left their agency but are still with public child welfare.
- Analyses of the data from the prior retention studies reveal that compared to those who left, those who remained working in public child welfare were less likely to report emotional burnout and more likely to be satisfied with office conditions, such as the physical surroundings, support and recognition from their supervisor, flexible schedules, and the ability to work out of the office. They were also less likely to report work stress resulting from overtime, night calls, crisis calls, and providing backup for co-workers.

The data from the current wave of retention surveys will be added to the previous data and reanalyzed. CalSWEC’s graduate student researchers are conducting telephone interviews with the new participants who consented to be contacted. Data from these interviews and the full complement of surveys will be posted on CalSWEC’s Web site in 2002.

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## News from the Schools

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**Noelle Ainslie, Lourdes Chavez, and Mahonri Sapiga**, all of *CSU, Long Beach* and employed by Orange County Social Services Agency, were placed as interns in Children and Family Services in spring 2001. They received commendations from the Orange County Board of Supervisors at the annual Volunteer and Intern Recognition Ceremony.

**Luis Pereira**, *MSW, CSU, Long Beach, 2000*, was on the 2001 Planning Committee for the annual NASW Southern California Legislative Days. He organized workshops that focused on the "Task Force Against Homophobia" within the Los Angeles County Department of Children and Family Services. He was also instrumental in securing Anita Bock, director of DCFS for Los Angeles County, to present a workshop at the conference.

**Candace Smith**, *CalsWEC field faculty, CSU, Long Beach*, accepted a position as director of admissions with the Department of Social Work. A valued member of the team, Ms. Smith assumed her new role effective August 2001, allowing her to interact with students and faculty in another capacity.

**Majuana Anderson**, *MSW, CSU, Sacramento, 2002*, was honored as one of the Outstanding Volunteers of 2000 by the Sacramento County Board of Supervisors in ceremonies before the board in April. Ms. Anderson was nominated by her field supervisor, Evelyn Coloma, of the Department of Human Assistance (DHA), and received a plaque from DHA Director Cheryl Davis. Ms. Anderson has worked diligently as an intern in the student mentoring program at Kennedy High School.

**Project Coordinator Sylvester Bowie**, *CSU, Sacramento*, presented a paper, "Servant-Leadership: A Natural Fit for the Caribbean," at the Fifth Biennial Conference of Caribbean and International Social Work Educators in the Bahamas in August. The conference theme was "Expanding the Social Work Profession for Caribbean Peoples: Towards Integrating Indigenous Theory & Practice."

**Kitty Olson**, *MSW, CSU, Sacramento, 1995*, has been hired as a lecturer at her alma mater to serve as a liaison in the Title IV-E program from which she graduated.

**Amber McNinch**, *MSW, CSU, Sacramento, 2001*, was published in May's *NASW News*, the newsletter of the NASW California Chapter. Ms. McNinch's article was entitled "Social Action

Workshop 2001: Social Workers Leading the Way Toward Social, Political, and Economic Justice." It described the importance of being aware of the irregularities of cognitive, emotional, and social development in maltreated children, and the advocacy challenges this presents for social workers in child welfare. This workshop also pointed toward the need for a more strength-based language when referring to children in the child welfare system.

Of *San Diego State's 17 IV-E MSW 2001 graduates*, 15 are employed by the San Diego County Health and Human Services Agency, one by Santa Barbara County, and one by Santa Clara County.

Some *San Diego State* Title IV-E students who were interns in 1999–2000 were featured in local KPBS-TV's documentary, "Child Protective Services," which aired during the summer. The students are **Rebecca Forrester, Angela Franklin, Lisa Estrada-Wood, Mone Manivone, and Ronda Edwards**. The documentary followed them on home visits, in consultation with their field instructors, conducting interviews in the home and office, removing a child, delivering a child, and working with a parent. Field instructors **Marivec Fields** and **Michael Green**, Title IV-E graduates themselves, and **Ron Coleman** and **Sheryl Meyer** also appeared in the documentary.

*San Diego State's IV-E Class of 2002* planned a number of activities for incoming IV-E students to increase interaction between the groups. The second-year students planned events during orientation both for fun and an opportunity to serve as mentors to first-year students. A "IV-E Student Tip Sheet," developed by second-year students, begins with this advice to incoming IV-E students: "Save your money during the summer because the stipend checks come late!"

"How Soon Is Too Soon? Addiction Recovery and Family Reunification," an article by **Dr. Melinda M. Hohman**, *San Diego State*, and **Rick L. Butt**, *MSW, San Diego State, 1999*, was published in the January/February 2001 *Child Welfare* (80:1, 53 et seq.).

**Project Coordinator Jane Hehnke**, *CSU, San Bernardino*, in July conducted a retention rate study of 1994–1998 IV-E graduates. The results indicated that 85 percent of Title IV-E graduates become employed in the public child welfare service departments of San Bernardino or Riverside Counties. Seventy-four percent are still employed in child welfare services by these two

counties. Eleven of 12 San Bernardino County employees who obtained their MSW through the part-time program with Title IV-E support were still employed after completing their three-year payback, while one left to obtain her doctorate in social work.

Among Title IV-E faculty at *CSU, San Bernardino*, **Zoila Gordon, LCSW**, has now completed her first part-time year of work toward her PhD in Loma Linda University's new program.

**Project Coordinator Corinne L. Florez, CSU, Fresno**, reports that IV-E graduates are employed in 14 counties as well as the California Department of Social Services.

**Mary Kay Oliveri**, Diplomate and *CalSWEC liaison, UCLA*, was recognized by the Coastal Asian Pacific Mental Health Center for her long history of providing monthly consultation to the center's interdisciplinary professional staff. Ms. Oliveri provided the service to develop and enhance the school's relationship with this CalSWEC training site.

**Project Coordinator Colleen Friend, UCLA**, was an invited speaker at the Sixth International Conference on Family Violence held in San Diego in September. Her two presentations were an outgrowth of her second-year Research & Development Grant awarded by CalSWEC in 1999: "How Do Child Welfare Workers Actually

Intervene in Domestic Violence?" and "Training Child Welfare Workers: Measuring Change in Interviewing Skills." Ms. Friend was also asked to participate in the Strategic Planning Think Tank for the Safe Child.

**Assistant Project Coordinator Joseph Nunn, UCLA**, presented a paper at the Fifth Biennial Conference of Caribbean and International Social Work Educators in the Bahamas in August. His paper, "The Deconstruction of Race as a Tool in Teaching Cross-Cultural Awareness," explores the weak empirical basis for the construction of the concept of race, while acknowledging the general acceptance of the concept as having meaning in our day-to-day lives. Important themes include oppression, privilege, and self-awareness.

**Dr. Nunn**, along with two Los Angeles County supervising deputy probation officers, delivered a presentation to the county Department of Probation administrators this fall on working with youth identified as gang members. The purpose of the four-part series, "Beyond Beepers and Baggy Pants," was to move beyond the stereotypes of gang members and explore intervention strategies. Topics included Theories of Delinquency, History of Gangs in America, Working with Delinquent Youth in School Settings, and Addressing Issues in the Family/Home and in the Community.

## American Indian Graduate Recruitment Program

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**D**uring the 2000–2001 academic year, American Indian Graduate Recruitment Program Coordinator Tom Phillips continued his recruitment and outreach efforts to establish a visible American Indian presence and to improve the perception of both leaders and youth in the Native American communities about the role of the university and social work in their lives.

Through his extensive travel and outreach services and activities, Mr. Phillips has successfully established this presence in colleges and universities, California tribal councils, state and federal agencies, urban American Indian organizations/agencies, and American Indian university student associations. In addition, he assisted CalSWEC and MSW programs statewide by providing transcript reviews for students, advising services for admissions, and assistance in the delivery of the February videoconference on the Indian Child Welfare Act. Through Mr. Phillips's efforts, the American Indian Graduate Recruitment Program has become widely known at American

Indian child welfare and family services conferences, meetings, and symposia both within and outside of California.

In January, Mr. Phillips met with the Office of Native American Programs of the California Attorney General to develop a Planning and Advisory Committee for a statewide conference in 2002. This conference will focus on social work issues relative to the community at-large and Native American communities in particular.

Those communities are widely spread throughout the state and contact with all of them is the challenge of the American Indian Graduate Recruitment Program coordinator. While the majority of the populated regions in the state have been involved in his outreach efforts, Mr. Phillips points to the existence of significant American Indian populations in the areas north of Santa Rosa that would benefit from his on-site contact.

## California Child Welfare Resource Library

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The California Child Welfare Resource Library enjoyed significant growth during fiscal year 2000–2001, increasing its patronage and visibility both domestically and internationally. Through its marketing and promotion of curriculum products, acquisition of resources, and expanded provision of services to clients, the library assisted thousands of students and practitioners dealing with the social work challenges of the twenty-first century.

Among the year's highlights, the library:

- Received and distributed five scheduled curriculum products whose topics included children with disabilities, family group decision making, interagency collaboration, listening to children in foster care, and non-violent conflict management.
  - Increased patron usage in the university and county categories, while sustaining usage in the training academy category. The checkout of materials was up nearly 43 percent and the number of active borrowing partners increased 59 percent over the previous fiscal year.
  - Acquired a select group of books, videotapes, and other resource materials, including approximately 50 new videotapes; 50 new books; 43 MSW theses completed by students who graduated from the CSU, Long Beach Children, Youth, and Families concentration; and numerous donated and no-cost items.
  - Expanded its use of the Internet to promote dissemination of CalSWEC curriculum projects by:
    - Listing the library's Web site (<http://www.csulb.edu/projects/ccwrl/index.html>) with several search engines;
    - Posting a comprehensive description on the Child Maltreatment Bulletin Board, a world wide forum for child maltreatment research and practice, which attracted a number of practitioners and academicians to the site and products catalog; *and*
    - Linking to other sites, such as New York University's School of Social Work.
  - Enhanced the Web site's user-friendliness by adding new information, including a listing of more than 360 abstracted videotapes sorted by keyword. The site includes the holdings catalog, product catalog, and multimedia training packages, which link CalSWEC curriculum products with videotape resources.
- Created a Curriculum Style Manual, with the assistance of CalSWEC Curriculum Specialist Carin Harkness, to be distributed to future project grantees to assist them in conforming their curricula to the uniform style.
  - Abstracted one-third of the older items in the collection database and all new items received in the current year to improve the usefulness of the holdings catalog by providing detailed information on resources.
  - Extended the "books by mail" service to include schools with undergraduate social work programs as borrowing partners.
  - Assisted other universities that are developing their own child welfare libraries by consulting with their staff and providing information on resources.

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Created in 1994 through a grant funded by CalSWEC, the California Child Welfare Resource Library serves as the central distribution point for CalSWEC curriculum development projects to both CalSWEC partners and customers worldwide. In addition, it is a repository for up-to-date, accessible child welfare resource materials for academicians and practitioners alike. The library is administered by the Department of Social Work at CSU, Long Beach and managed by Resource Specialist Cheryl Fujii.

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## Curriculum Committee

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Dr. Ellen Dunbar, *Chair*

Completed curriculum products are disseminated through the California Child Welfare Resource Library at CSU, Long Beach.

The following curriculum product was published during 2001:

- CalWORKS and Child Welfare: Case Management for Public Child Welfare Worker (Jill Duerr Berrick, UC Berkeley, Center for Social Services Research)

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CalSWEC's Board of Directors established the Curriculum Committee to implement and oversee the curriculum evaluation process to ensure the integration of classroom and field work. The committee also approves curriculum development projects to (1) create curricula that will take existing knowledge about a topic and put it into a form that can be used to teach public child welfare, and (2) cover specific competency gaps in the graduate social work programs identified through the curriculum evaluations. School project coordinators work in collaboration with the county welfare agencies to ensure that classes provide the theoretical basis for field experience and competencies are taught experientially in the field. CalSWEC's curriculum specialist staffs the Curriculum Committee.

## Research & Development Committee

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Dr. Teresa Morris, *Chair*

The Research and Development Committee selected the following three projects for funding for fiscal year 2001–2002:

- Asian American Children and Families in Foster Care Systems: Factors Leading to Different Types of Out-of-Home Placement, Adjustments of Children to Foster Care, and Experiences of Immigrant Asian Families in the U.S. Public Child Welfare System  
*Principal Investigators:* Siyon Rhee, CSU, Los Angeles, and Janet Chang, CSU, San Bernardino  
*Project Goal:* To identify policy, practice, and service delivery implications for the use of out-of-home care for Asian American children and to evaluate service needs, cross-cultural experiences, and barriers faced by immigrant Asian parents in Los Angeles County.
- Enhancing Positive Outcomes in Transracial Adoptive Families Following Implementation of the Multiethnic Placement Act and Interethnic Adoption Provisions  
*Principal Investigator:* Devon Brooks, University of Southern California  
*Project Goal:* To improve the child welfare system's knowledge of and ability to provide services and supports that can enhance positive development and permanency in transracial adoptive families.
- The Retention of California's Public Child Welfare Workers  
*Principal Investigators:* Dale Weaver, CSU, Los Angeles, and Janet Chang, CSU, San Bernardino  
*Project Goal:* To develop and test a model of individual, agency, and economic factors that predict the retention of public child welfare workers throughout California.  
*Project Duration:* 2 years (until 2003)

**The following three projects for the 2000–2001 funding year are ongoing:**

- Evaluating the Efficacy of Family Unity Meetings  
*Principal Investigators:* Loring Jones and Donna Daley, San Diego State University  
*Project Goal:* To identify policy, practice, and management implications for the use of family unity meetings.

- **Formal Kinship Care versus Informal Care: Characteristics and Service Needs of Grandparent-Headed Households: Implications for Collaboration and Risk Prevention**  
*Principal Investigators:* Catherine Goodman, Eileen Mayers Pasztor, and Marilyn Potts, CSU, Long Beach  
*Project Goal:* To identify risk factors related to continued or potential DCFS involvement and to explore areas of collaboration and challenges between grandparent caregivers and DCFS social workers.
- **Pathways to College: Understanding the Psychosocial and System-Related Factors that Contribute to College Enrollment and Attendance Among Emancipated Foster Youth**  
*Principal Investigators:* Alice Hines and Joan Merdinger, San Jose State University  
*Project Goal:* To investigate the individual, system-related, and county-specific resources that enabled youth who have emancipated from the foster care system to achieve educational success by planning for and enrolling in college.

**The following projects from the 1999–2000 funding year are in the final stages of completion:**

- **“From the Bottom Up”:** Impact of Public Child Welfare Training on Practice and Policy  
*Principal Investigators:* Linda Mills and Colleen Friend, UCLA  
*Project Goal:* To examine systematically how child welfare agency-wide training impacts practice and policy.
- **Substance Abuse Aides in the Child Welfare System: An Evaluation of an Intervention Program**  
*Principal Investigator:* Melinda Hohman, San Diego State University  
*Project Goal:* To provide supportive services for social workers who work in the area of voluntary services with substance abusing families.
- **Utilizing Geographic Information Systems (GIS) Technology to Analyze Patterns of Utilization, Stability, and Effect of Exempt-Child Care Among CalWORKS Recipients in Fresno County**  
*Principal Investigators:* Mark Hanna, Fred Childers, Mitzi Lowe, C.K. Leung, and Marianne Jones, CSU, Fresno  
*Project Goal:* To develop a geographic database of Fresno County child care providers to be linked into existing county databases, including therein the ability to track child welfare populations across intra-county child care settings.

**The following two projects from the 1998–1999 funding are completed and the curricula are being submitted:**

- **Substance Abuse in a Public Assistance Population: Impact for Welfare Reform and Child Welfare**  
*Principal Investigators:* Melinda Hohman, Audrey Shillington, and Loring Jones, San Diego State University  
*Project Goal:* To identify possible policy and practice implications of welfare reform on the child welfare system.
- **Understanding Families in CalWORKS and the Child Welfare System: Case Management for Public Child Welfare Workers**  
*Principal Investigators:* Jill Duerr Berrick, UC Berkeley, Center for Social Services Research  
*Project Goal:* To provide information about families’ experiences of participating in CalWORKS at the same time they are involved with the child welfare system.

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CalSWEC’s Board of Directors established the Research & Development Committee to encourage joint agency-school program development and evaluation activities. This committee supports CalSWEC’s efforts to involve students and staff in improving the current child welfare system and social workers’ sense of efficacy. The committee has also funded empirically based curriculum development studies of interdisciplinary and interagency delivery systems. CalSWEC Research Specialist Dr. Susan E. Jacquet staffs the Research & Development Committee.

## Project Coordinators

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David Chenot

*\*California State University, Bakersfield*

Janice Kay O'Donnell

*California State University, Chico*

Corinne L. Florez

*\*California State University, Fresno*

Joy Rubin

*\*California State University, Long Beach*

Yolanda Montoya

*California State University, Los Angeles*

Sylvester Bowie

*\*California State University, Sacramento*

Jane Hehnke

*\*California State University, San Bernardino*

Paul Sivak

Tom Phillips, *American Indian Graduate  
Recruitment Program Coordinator*

*\*California State University, Stanislaus*

Terrence J. Forrester

*\*Loma Linda University*

Amy Okamura

*\*San Diego State University*

Liz Knox

*\*San Francisco State University*

Christie Reed

*San Jose State University*

Shaaron Gilson

*University of California, Berkeley*

Colleen Friend

*University of California, Los Angeles*

Paul Carlo

Micki Gress

*\*University of Southern California*

### Distance Education Program

The Distance Education Program is coordinated by CSU, Long Beach. Christine Kleinpeter is the program coordinator.

### Site Coordinators

Kathleen Crew

*California State University, Hayward*

Jo Ann Del Sardo

*California State University, Northridge at Channel Islands*

Donna Wheeler

*Humboldt State University*

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Project coordinators of the 15 Title IV-E MSW programs oversee the selection of stipend awardees. At each university, this is accomplished by a committee composed of an equal number of school and local child welfare agency representatives. Project coordinators are also responsible for the recruitment of students and provision of technical assistance to agencies regarding staff participation, curriculum development, and fiscal and data reporting between CalSWEC and their schools.

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*\* Schools offering part-time programs*

## Regional Training Academy Coordination Project

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**T**his year, the staff of the Regional Training Academy Coordination Project underwent some changes in their responsibilities.

Regional Training Academy Coordinator Chris Mathias was appointed CalSWEC's interim deputy director in September 2001 but remains involved with the project. In-Service and Training Specialist Barrett Johnson assumed the role of interim Regional Training Academy coordinator. Curriculum and Evaluation Specialist Marsha Carlson continues in her current role, as does Administrative Assistant Terry A. Jackson.

This section summarizes the project's activities during 2001.

### Coordination of the Regional Training Academies

In keeping with its goal to raise the standards of training for child welfare workers in California as well as to coordinate statewide training efforts, this year the Regional Training Academy Coordination Project:

- Convened and facilitated regional training academy coordination teams aimed at increasing collaboration in specific areas of training. These teams, staffed by regional training academy and CalSWEC staff, focus on the following areas: supervisor development; manager development; distance learning; integrated services training; mentorship training programs; trainer pool development; CWS/CMS training; training evaluation; and response to the federal review of statewide training programs.

- Planned and facilitated quarterly regional training academy strategic planning meetings, including two for all academy staff and two for directors only.

### Standardized Core Curriculum Project

During 2001, the Standardized Core Curriculum Work Group undertook the task of developing the curriculum based on the outline developed by the Standardized Core Curriculum Advisory Committee last year. In the first few months of the new year, the work group, composed of staff from each regional training academy, held a series of meetings in which members developed the details for the curriculum modules and their delivery methods and timeframes, transfer of learning, distance education, and comprehensive evaluation plan for the pilot trainings.

The resulting comprehensive and flexible curriculum contains materials synthesized from core curricula already delivered by the Northern Child Welfare Training Academy at UC Davis, the Public Child Welfare Training Academy at San Diego State University, and the Central California Child Welfare Training Academy at CSU, Fresno. The curriculum covers eight major content areas: Primary Child Welfare Skills, Social Work Skills, Human Behavior, Workplace Management, Legal Processes, Cultural Competence, Social Work Values and Ethics, and Interdisciplinary Practice. Cultural Competence, Social Work Values and Ethics, and Interdisciplinary Practice are also considered "thematic content areas" that are woven throughout the other content areas.

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Training evaluators from around the country, including Dr. N. Andrew Peterson, *standing*, of Rutgers University, discussed emerging issues in the field of training evaluation at the Fourth Annual National Human Services Training Evaluation Symposium at UC Berkeley in May.



In April, CalSWEC and the Central California Child Welfare Training Academy conducted the first field test of the curriculum in Fresno County involving 18 participants. Applying the lessons learned from this experience, CalSWEC completed two pilot trainings. The first pilot, which took place in Redding during June and July, consisted of 12 participants from throughout the northern region. This pilot was co-sponsored by the Northern California Child Welfare Training Academy. The second pilot took place in Alameda County with 26 participants and was co-sponsored by the Bay Area Academy.

Evaluation tools developed specifically for the Standardized Core Curriculum were administered to participants throughout the pilot trainings. These included a demographic survey, an opening focus group, satisfaction scales, content questionnaires, a closing focus group, and a wrap-up focus group. Follow-up interviews were conducted three to six months after the training. CalSWEC continues to analyze the data gathered during the pilots.

Over the next year, Standardized Core Curriculum activities will include:

- Revising select content areas to further standardize the format and integrate the latest research;
- Exploring and piloting alternative delivery methods, which include some combination of distance learning, classroom training, and on-the-job mentorship training;
- Analyzing and revising the evaluation plan and evaluation tools so that they can be used effectively in the implementation of the Standardized Core Curriculum; *and*
- Continuing to work with relevant stakeholders to move the project further along toward implementation.

#### **Training Evaluation Symposium**

In May, UC Berkeley/CalSWEC hosted the Fourth Annual National Human Services Training Evaluation Symposium. Attendance at the symposium continues to increase each year, reflecting the popularity of this unique forum for training evaluators from around the country to present and discuss emerging issues in the field of training evaluation.

This year, the program and presentations responded to three major challenges that currently face training evaluators: (1) how to measure outcomes, (2) how to evaluate large-scale training

projects, and (3) how to integrate transfer of learning methods into training. This year the presentations and discussions at the symposium have been published more formally than in past years. They appear in the proceedings of the *Fourth Annual National Human Services Training Evaluation Symposium* (Johnson, B., Kietzman, K., & Ringuette, K. (Eds.). (2001), Berkeley, CA: California Social Work Education Center). The symposium is co-sponsored by CalSWEC, the California Department of Social Services, the National Staff Development and Training Association of the American Public Human Services Association, and the American Humane Association.

#### **Interdisciplinary Curriculum (Pathways to Permanency)**

CalSWEC concluded the interdisciplinary training project. The final pilot of the curriculum, Pathways to Permanency, was completed in February. The American Humane Association completed the evaluation under contract with CalSWEC in May, and the curriculum was then revised and finalized. The finalized curriculum is now being distributed by CalSWEC to the regional training academies and is also available through the California Child Welfare Resource Library at California State University, Long Beach.

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The Regional Training Academy Coordination Project, initiated by CalSWEC through a contract with the California Department of Social Services, is a statewide collaborative vehicle to develop in-service training and continuing professional education of public child welfare agency staff.

The five regional training academies—a collaboration of each region's social service agencies and academic communities—provide a continuum of training and professional education. This coordinated delivery model reduces duplication of training, increases consistency, promotes professionalism and competency, and supports child welfare staff retention in California's 58 counties.

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## Regional Training Academy Directors

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### **Bay Area Academy**

Peter Dahlin, Jr., *Director*  
School of Social Work  
San Francisco State University

### **Central California Child Welfare Training Academy**

David Foster, *Director*  
School of Health and Human Services  
California State University, Fresno

### **Public Child Welfare Training Academy, Southern Region**

Donald E. Dudley, *Director*  
San Diego State University

### **Northern California Children & Family Services Training Academy**

Susan Brooks, *Director*  
The Center for Human Services Training & Development  
University Extension  
UC Davis

Mike Lawler, *Director*  
The Center for Human Services Training & Development  
University Extension  
UC Davis

### **Inter-University Consortium, Los Angeles County**

William Donnelly, *Director*  
Center for Child and Family Policy Research  
UCLA School of Public Policy and Social Research

Wanda Ballenger, *Director*  
Center for Child and Family Policy Research  
UCLA School of Public Policy and Social Research

Carole Bender, *Director*  
USC/DCFS Training Program  
USC Center on Child Welfare

James Ferreira, *Director*  
Child Welfare Training Center  
CSU, Long Beach

Linda Liu, *Director*  
CSU, LA Center for Child Welfare  
Pasadena

### **California Department of Social Services**

Elizabeth Newby, *Project Analyst*  
Training Unit  
Resource Development and Training Bureau

Cassandra Day, *Manager*  
Training Unit  
Resource Development and Training Bureau

Nina Grayson, *Chief*  
Child Protection and Family Support Branch

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The following are the five regional training academy Web sites:

- Northern California Children & Family Services Training Academy, part of The Center for Human Services Training and Development at the UC Davis Extension (<http://humanservices.ucdavis.edu/>);
  - Inter-University Consortium in Los Angeles County (<http://www.sppsr.ucla.edu/iuc/index.cfm>);
  - Bay Area Academy (<http://bayarea-academy.org>);
  - Central California Child Welfare Training Academy (<http://csufresno.edu/CWTA/cwta.html>); and
  - Public Child Welfare Training Academy, Southern Region (<http://www-rohan.sdsu.edu/~pcwtas/>).
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## CalSWEC Staff

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**Judith B. Ambrose**, *Senior Analyst*, has worked at CalSWEC since its inception in 1990, although she officially also worked for UC Berkeley's School of Social Welfare. As senior analyst, Ms. Ambrose has assisted with proposal preparation, budgets, and budget justifications, as well as rebudgets, no-cost extensions, and carry-forwards. In addition, she has been responsible for preparing quarterly invoices and processing paperwork associated with grants. Ms. Ambrose has been employed at UC Berkeley for 33 years. During the last 16 years, she has worked specifically in the areas of accounting, budgeting, fiscal policy, and proposal preparation. Ms. Ambrose retired in December 2001.

**Monica H. Asfura**, *Administrative Assistant III*, has been CalSWEC's events manager since 1993. Ms. Asfura is responsible for implementing and managing all aspects of CalSWEC-sponsored statewide events, such as conferences, symposia, workshops, training, institutes, retreats, and standard and ad hoc committee meetings. This list also includes distance education multipoint videoconferences, phone conferences, exhibits, receptions, open houses, and other events sponsored by CalSWEC. Additionally, Ms. Asfura manages CalSWEC's off-site contracts, payments, reimbursements, and travel. Ms. Asfura has worked for the Secretary of the UC Regents, planning the Regents' meetings, and with UC Berkeley's Sensor and Actuator Center, managing the center's promotional events. Ms. Asfura studied at Ecole Supérieure de Traducteurs-Interpretes et de Cadres de Commerce Extérieur (ESTICE) in Bern, attended Architecture School at the University of Chile, and studied Translation, Training, and Interpreting at INDESCU in Chile.

**Marsha Carlson**, *MSW, Curriculum and Evaluation Specialist* with the Regional Training Academy Coordination Project, joined CalSWEC in October 2000. She collaborates with statewide training academies to develop and evaluate effective training strategies. During the past year, her main focus has been the development of the statewide Standardized Core Curriculum and the accompanying innovative evaluation plan. From 1987 until joining CalSWEC, Ms. Carlson worked in various front-line capacities with Child Protective Services, including training and mentoring new workers in California. Her background also includes education and outreach in Bay Area

communities regarding AIDS, domestic violence, developing strategies for teaching individuals with learning disabilities and career/job counseling for the (signing) deaf.

**Sherrill J. Clark**, *LCSW, ACSW, PhD, Research Specialist*, has been at CalSWEC since 1990, first as a doctoral student, then as the curriculum specialist, and from 1998 to summer 2001 as executive director. Her current research includes creating a demographic profile of the Title IV-E graduates in California, evaluating the Standardized Core Curriculum for child welfare workers, conducting the Title IV-E Retention Study, and designing the Title IV-E Outcomes Initiative with School of Social Welfare Dean James Midgley and CalSWEC's Dr. Susan E. Jacquet. Dr. Clark has served on the statewide Child Welfare Stakeholders' Group since her appointment in 2000 by California State Department of Social Services Director Rita Saenz. Since 1999, she has been one of two social work section representatives to the Governing Council of the American Public Health Association and was recently re-elected to serve another two-year term starting in 2002. She is a member of the U.S. Public Health Service Primary Care Fellows Society and serves as a consulting editor for *Health and Social Work*, a journal of the National Association of Social Workers. At UC Berkeley's School of Social Welfare, Dr. Clark teaches the second-year research methods class in which MSW students design and complete an applied research project in partnership with their fieldwork agency. She received her MSW from the University of Michigan and her doctorate from UC Berkeley's School of Social Welfare. She has worked as a medical social worker in the San Francisco Bay Area in a wide variety of practice areas.

**James Dougherty**, *Computer Research Specialist II*, has been employed at CalSWEC since March 2001. His responsibilities include installing, troubleshooting, and upgrading the office computers and system and applications software for CalSWEC. Mr. Dougherty diagnoses, troubleshoots, and repairs application software and hardware problems for desktop and laptop computers in both PC and Mac OS platforms. He also provides consulting assistance to staff and students in the use and selection of computer software and hardware.

**Cheryl Fujii**, the California Child Welfare Resource Library's founding *Resource Specialist*, has managed the library since April 1995. Her responsibilities include managing the library's "books by mail" division; editing final versions of, reproducing, and disseminating CalSWEC curriculum modules; creating and maintaining the library's Web site and its online catalog; selecting and purchasing new resource materials; preparing the annual budget and monitoring expenses; producing the library's catalog using CD-ROM technology; supervising student employees; and writing promotional materials and marketing CalSWEC curriculum modules worldwide. Ms. Fujii earned her master's degree in public administration from CSU, Fullerton with a concentration in urban planning and bachelor's degree from Wellesley College with a double major in anthropology and sociology. Ms. Fujii has also held positions in the Public Information, Administration, and Finance Departments for the City of Lakewood.

**Shaaron Gilson**, *MSW, Interim Curriculum Specialist*, serves as Project Coordinator for the Title IV-E MSW program at UC Berkeley and is filling in as interim curriculum specialist since the departure of Curriculum Specialist Carin Harkness in September. Ms. Gilson has been on the faculty since 1995, following 25 years as a practitioner, supervisor, and administrator of programs within the mental health and social services, public child welfare areas. In addition to her administrative duties as coordinator, she also functions as a faculty field work consultant/lecturer. Currently she teaches the integrative seminar for students preparing for careers in public child welfare. Ms. Gilson is also a lecturer with the College of Social Work at San Jose State University, where she teaches graduate courses in the Methods sequence. She has also taught courses in early childhood education and other undergraduate social work courses at various campuses in northern California. Her particular areas of interest are in transcultural practice, child development/child welfare services, mental health services for children, and forensic human services. Ms. Gilson recently completed a two-and-a-half-year project with Yolo County Child Welfare Services measuring the value of LCSW supervision on retaining master's-level social work staff.

**Carin Harkness**, *LCSW, Curriculum Specialist*, was employed at CalSWEC from January 2000 to September 2001. Ms. Harkness was responsible for collaborating with statewide Title IV-E MSW

program project coordinators and CalSWEC staff in overall Title IV-E planning efforts. She conducted focus groups and the evaluation of the competency-based curriculum in collaboration with the accredited graduate schools of social work. Additionally, she oversaw a series of curriculum development grants and worked closely with the California Child Welfare Resource Library in its publication, marketing, and strategic planning efforts. For 11 years, Ms. Harkness was employed in public child welfare in a variety of public and private nonprofit settings. Prior to joining CalSWEC, she worked in curriculum development, instructional design, and training. Ms. Harkness earned an MSW from Washington University in St. Louis and an undergraduate degree in sociology from Boston University. She has been a Licensed Clinical Social Worker in California since 1998.

**Yvette Hinojosa**, *Administrative Assistant II*, was on staff at CalSWEC from May to December 2001. She provided administrative support for all CalSWEC staff and managed the office's front desk, handling such tasks as ordering supplies, mailings, and assisting in troubleshooting office equipment. She was responsible for the meeting minutes of Board of Directors, Title IV-E project coordinators, and CalSWEC staff, as well as maintaining current rosters for all these groups. The majority of Ms. Hinojosa's experience has been in student services, advising and tutoring underrepresented, high-risk youth, as well as conducting a variety of after-school and specialty workshops in cultural arts and film. After transferring from Ventura Community College, Ms. Hinojosa earned her BA from UC Berkeley in August in Ethnic Studies, with an emphasis in documentary film and Xicana art.

**Terry A. Jackson**, *Administrative Assistant II* with the Regional Training Academy Coordination Project, has been employed at CalSWEC since March 2000. She comes from a customer service administrative background. Ms. Jackson provides administrative support to the Regional Training Academy coordinator, the training and in-service specialist, and the curriculum and evaluation specialist. Her responsibilities include planning conferences and coordinating meeting materials, such as production work, photocopying, and editing. She is also responsible for Berkeley Financial System (BFS) invoicing and payments, maintaining databases, coordinating mass mailings, and handling travel arrangements. Ms. Jackson's other responsibilities include training



new staff, taking minutes at meetings, and handling follow-up activities. She has a degree in communications, with a minor in advertising and marketing, from California State University, Hayward.

**Susan E. Jacquet, PhD, Research Specialist**, joined CalSWEC in September 2000. Dr. Jacquet, who earned her PhD from the University of Texas at Austin, manages CalSWEC's research component, which includes (1) ongoing surveys of students in all California graduate MSW programs; (2) surveys and interviews with Title IV-E MSWs following their two-year payback obligation in public child welfare; (3) a statewide survey of public child welfare workers conducted every three years; and (4) along with CalSWEC's Dr. Sherrill J. Clark, the development of the new research initiative on outcomes for child welfare and the efficacy of the IV-E program. As staff to the Research & Development Committee, Dr. Jacquet is responsible for coordinating CalSWEC's funded research process from RFP through review of proposals. Dr. Jacquet also acts as research consultant to the statewide Standardized Core Curriculum Project and its evaluation component.

**Barrett Johnson, LCSW, Training and In-Service Specialist** with the Regional Training Academy Coordination Project, joined CalSWEC in September 2000. In fall 2001, he was named interim Regional Training Academy coordinator. Mr. Johnson has worked intensively on the statewide Standardized Core Curriculum Project, coordinating the standardized core's development and overseeing the pilot of the new curriculum in spring 2001. Mr. Johnson earned his MSW from Boston University and BA in organizational behavior/industrial psychology from the University of Michigan. He has worked for many years with urban children and families, with an emphasis on intervention in cases of child sexual abuse. While working as a child welfare worker in San Francisco, he provided field education instruction for both UC Berkeley and San Francisco State University. A Licensed Clinical Social Worker since 1997, Mr. Johnson also has a small psychotherapy practice in San Francisco.

**Chris Mathias, MSW, Interim Deputy Director**, has worked at CalSWEC since March 2000, when she was named Regional Training Academy coordinator. In fall 2001, she was named CalSWEC's interim deputy director. Ms. Mathias heads a statewide effort to assess needs and

coordinate training of public social services staff, especially those in public child welfare, throughout California. This work is done in collaboration with the five regional training academies, the California Department of Social Services, and the County Welfare Directors Association. She also currently directs the Title IV-E MSW stipend program in collaboration with the 15 universities statewide. Ms. Mathias has been working in child welfare for 17 years. She has worked primarily in the nonprofit sector with children and families as a counselor, supervisor, administrator, trainer, and staff developer. She holds an MSW in administration and planning. Over the years, she has developed a special interest in child welfare policy as it relates to workforce and organizational development.

**Karen Ringuette, Media Specialist**, joined CalSWEC in November 1999. Her responsibilities include producing print and electronic materials for and publicizing CalSWEC and its projects, providing technical assistance to counties via the Regional Training Academy Coordination Project, and evaluating and maintaining CalSWEC's Web site. Ms. Ringuette holds an MA in journalism from the University of Michigan and MS in television-radio-film from Syracuse University. She has worked at newspapers and publications around the country and held editorial and media relations positions at the State Bar of California and the Judicial Council of California, where she developed and managed content for the California Courts Web site. Ms. Ringuette has also taught communications courses at California State University, Chico.

**Vick Singh, Administrative Assistant I**, has been employed at CalSWEC since October 2001. He works closely with the events manager to process and prepare documents for events reimbursement requests and assists with the preparation and coordination of conferences and meetings. He also assists in troubleshooting computer hardware and software problems in the CalSWEC office. Mr. Singh holds an AA degree in Computer Technology from Heald College and will receive his BS in Management Information Systems in June 2002. He has worked at leadman.com, an international distributor and manufacturer of computer-related products.

**Anita Trent, Administrative Specialist**, has been employed at CalSWEC as a re-call retiree since January 1998. As the administrative office manager, Ms. Trent supports programmatic and

fiscal interactions with the schools of social work and supervises CalSWEC's administrative and clerical support staff. Following 30 years of service with the University of California, Ms.

Trent retired in October 1997. Prior to her retirement, she was management services officer for the Department of Biomedical and Environmental Health Science with the School of Public Health.

## Graduate Student Researchers

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**G**raduate student researchers provide research assistance on CalSWEC projects in addition to meeting the requirements of their MSW or doctoral programs.

**Emily J. Bruce, LCSW, MSW**, is a PhD candidate. She is working with Dr. Sherrill J. Clark of CalSWEC and Shaaron Gilson, Title IV-E MSW Project Coordinator at UC Berkeley's School of Social Welfare. Ms. Bruce has been involved with the Standardized Core Curriculum for California child welfare workers and the curriculum for an interdisciplinary approach to permanency planning. She is interested in the mental health needs of ethnic minority children and specifically the mental health needs of ethnic minority children placed in out-of-home care.

**Allison C. De Marco, MSW**, is a first-year doctoral student. She conducted a literature review on children's outcomes and indicators of well-being. She also conducted Title IV-E Retention Study interviews with students who have completed their payback. Ms. De Marco is interested in early childhood and childcare, child and family policy, and violence in the lives of children.

**Victoria Flores** is a first-year MSW student in the Community Mental Health Specialization. She is working on the Regional Training Academy Coordination Project, transcribing audiotapes of the Standardized Core Curriculum focus groups, and conducting phone interviews for the Standardized Core Curriculum evaluation. Ms. Flores's areas of interest include mental health needs of foster children and their parents, particularly in adolescent mental health.

**Tom Godfrey** is a first-year MSW student, specializing in Children and Families. He is working on the Title IV-E Retention Study, conducting interviews and transcribing data. Mr. Godfrey's areas of interest are social work practice within a public school setting and child abuse prevention.

**Meekyung Han** is a second-year doctoral student. She worked on the Time-2 Survey, a longitudinal study of graduate social work students throughout California. She is interested in public child welfare issues and social workers in juvenile court, as well as Third World child welfare development.

**A. Kilolo Harris** is a second-year MSW and MPH student with specializations in Management and Planning as well as Health and Social Behavior. She worked on the technology survey, the statewide demographic study of incoming and graduating Title IV-E MSW students, and the Standardized Core Curriculum for California child welfare workers. Ms. Harris is interested in multicultural issues and cultural competence within public child welfare organizations, practice, and education.

**Kathryn Kietzman** is a second-year MSW student. She worked on evaluation of the Standardized Core Curriculum training, curriculum development and resource coordination, and the Fourth Annual National Human Services Training Evaluation Symposium proceedings. Ms. Kietzman's interests are systems integration and coordination, particularly in intergenerational issues, health, and the aging population; and research as an instrument of social change, especially in informing and influencing social policy decision-making.

**Tina Kimmel, MSW, MPH**, is a third-year doctoral student. She is working on the statewide Title IV-E MSW Student Information System and the Title IV-E Retention Study of MSW program graduates. Ms. Kimmel's area of interest is the primary prevention of child abuse and neglect.

**Valerie Macy** is a first-year MSW in the Community Mental Health Specialization. She worked on the Title IV-E Retention Study. Ms. Macy's areas of interest are homelessness and multicultural issues in social work practice, specifically with regard to working with chronically mentally ill adults.

**Jennifer Mitchell** is a second-year MSW student. She is working on the Regional Training Academy Coordination Project. Ms. Mitchell's areas of interest are adolescent and women's health issues, access to health care, and disparities in health status with regard to gender, ethnicity, and socioeconomic status.

**Esperanza Sanchez** is a second-year MSW student with a Management and Planning Specialization. She was involved in facilitating Standardized Core Curriculum focus group interviews and transcription, and literature searches. Ms. Sanchez is interested in applied research as it relates to the provision of culturally competent mental health service to ethnic minority families, specifically migrant men, women, and children.

**Dorinda Wiseman** is a second-year MSW student. She is the Title IV-E Student Day Coordinator responsible for organizing the event coming up in spring 2002. She also assists with research projects at CalSWEC. Ms. Wiseman is interested in the relationship between social systems, such as public education and foster care, and the effects on African American children, primarily males.

#### **Fall 2001 Graduates**

Leilah Ahranjani, *MSW*  
Alicia De La Rosa, *MSW*  
Holly Hammett, *MSW*

## **Beyond CalSWEC**

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**T**hroughout 2001, staff engaged in activities that promoted and disseminated information about CalSWEC's mission, goals, and projects, as well as those that drew on their CalSWEC experience. These activities are listed below.

### ***Publications***

Clark, S. (Accepted for publication.) The Development and Evolution of the California Collaboration: The Competency-Based Child Welfare Curriculum Project for Master's Social Workers. *Journal of Human Behavior in the Social Environment*.

Coleman, D., & Clark, S. (Accepted for publication.) Preparing for Child Welfare Practice: Themes, a Cognitive-Affective Model, and Implications from a Qualitative Study. *Journal of Human Behavior in the Social Environment*.

Johnson, B. CalSWEC and the Regional Training Academies Work Toward a Standardized Core Curriculum for Child Welfare Workers. *CFCC Update*. Vol. 2, No. 1, March 2001.

Johnson, B.L., Carlson, M., & Clark, S. (Eds.). (2001). The Standardized Core Curriculum for California Child Welfare Workers. Berkeley, CA: California Social Work Education Center.

Johnson, B., Carlson, M., Mathias, C., Clark, S., Srinivasan, M., & Jacquet, S. (2001). Standardized Core Curriculum Development and Evaluation in California. In Johnson, B., Kietzman, K., & Ringuette, K. (Eds.), *Fourth Annual National Human Services Training Evaluation Symposium*. Berkeley, CA: California Social Work Education Center.

Johnson, B., Kietzman, K., & Ringuette, K. (Eds.). (2001). *Proceedings of the Fourth Annual National Human Services Training Evaluation Symposium*. Berkeley, CA: California Social Work Education Center.

### ***Presentations***

The Standardized Core Curriculum Project, Office of Criminal Justice Planning, San Diego, March 9; Sacramento, April 6 (Barrett Johnson).

Toward a Standardized Core Curriculum for Child Welfare Workers, 11th Annual West Coast Child Welfare Trainer's Conference, Anchorage, Alaska, August 19 (Barrett Johnson, Marsha Carlson, and Susan E. Jacquet).

Co-sponsorship of Linking Drugs with Child Endangerment, The National Drug Endangered Child Conference, Visalia, California, October 10–12; welcoming remarks (Barrett Johnson).

Models for Evaluating Core Curriculum: California's Standardized Core Curriculum, Fourth Annual National Human Services Training Evaluation Symposium. Berkeley, California, May 23–25, 2001 (Margaret Rainforth, member, CalSWEC Standardized Core Curriculum Work Group).

### ***Other Activities***

*Sherrill Clark, member, Child Welfare Services Stakeholders' Group, 2000–present.*

The Child Welfare Services Stakeholders' Group, established by Assembly Bill 1740, is charged with reviewing existing child welfare services and making recommendations for their improvement. California Department of Social Services Director Rita Saenz appointed a group of key child welfare stakeholders to examine the current child welfare system and make recommendations on how to improve it. The group is striving to create a vision for California's children that:

1. Identifies common values with respect to the care of abused and neglected children and their families,  
*and*
2. Recommends programmatic and organizational changes that will enhance and improve the quality of child welfare services, from early intervention through permanency and emancipation.

Dr. Clark is a member of the group's Human Resources Subcommittee, which is looking at recruitment, training, and retention of social workers and other direct service providers. The goal is to maximize expertise, build capacity in social welfare, and ensure professional development to build a comprehensive quality-driven service delivery system. The subcommittee is developing the Child Welfare Workload Report required by Assembly Bill 2876 (2000).

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## **Appendix**

## Budget

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### Title IV-E Master of Social Work (MSW) Program

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The final summary invoice for the Title IV-E MSW project for fiscal year 2000–2001 was submitted to the State of California. It covers the period July 1, 2000, through June 30, 2001, and indicates the following:

- Total Appropriation (after rebudgeting): \$17,071,421
- Actual federal costs (invoiced): \$15,051,353.06 (\$2,020,067.94)
- Total Funding Requested for fiscal year 2001-2002:
  - \$18,987,007 (Title IV-E only)
  - \$6,331,388 (Match)

This includes bringing on one new MSW program (CSU, Chico).

### Regional Training Academy Coordination Project

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	1999–2000	2000–2001	2001–2002
<b>Coordination Grant</b>	\$679,796	\$682,925	\$892,421

In fiscal year 2000-2001, the Coordination Grant included final work and pilots for the Standardized Core Curriculum. The scope of work also included an evaluation of that curriculum that is currently under way.

Table 1

Ethnicity	Student Status	2001 Title IV-E Students' Ethnicity by School																																							
		CSU Bakersfield*					CSU Fresno					CSU Long Beach					CSU Los Angeles					CSU Sacramento					CSU San Bernardino					CSU Stanislaus					Loma Linda University				
		Applied	Accepted**	Declined	Denied	Graduates	Applied	Accepted	Declined	Denied	Graduates	Applied	Accepted	Declined	Denied	Graduates	Applied	Accepted	Declined	Denied	Graduates	Applied	Accepted	Declined	Denied	Graduates	Applied	Accepted	Declined	Denied	Graduates	Applied	Accepted	Declined	Denied	Graduates	Applied	Accepted	Declined	Denied	Graduates
African/African American	Full	5	5	1	-	-	5	2	-	3	5	4	2	-	2	2	3	2	-	1	2	10	7	2	3	4	1	1	-	-	7	-	-	-	-	-	4	4	-	-	3
	Part	3	3	-	-	-	-	-	-	-	-	7	6	-	1	7	4	2	-	2	-	1	-	-	1	1	-	-	-	-	-	-	-	-	-	-	2	2	-	-	1
Asian American/Pacific Islander	Full	-	-	-	-	-	7	4	-	3	4	3	1	-	2	1	2	2	-	-	-	4	3	-	1	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Part	-	-	-	-	-	2	2	-	-	-	2	2	-	-	5	1	1	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Caucasian	Full	14	14	3	-	-	9	2	-	7	5	4	-	-	4	2	1	1	-	-	1	18	7	2	11	4	13	11	1	2	8	4	3	-	1	3	4	3	1	1	4
	Part	5	5	1	-	-	3	3	-	-	2	15	14	1	-	13	1	1	-	-	-	21	14	2	7	-	1	1	-	-	4	3	3	-	-	1	2	2	-	-	3
East Indian	Full	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-
	Part	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Filipino	Full	-	-	-	-	-	-	-	-	-	-	2	-	-	2	-	-	-	-	-	-	2	2	-	-	-	-	-	-	-	-	1	-	-	1	-	1	-	-	1	-
	Part	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Latino/Latina/Hispanic/Mexican	Full	6	6	2	-	-	18	15	-	3	10	12	8	-	4	4	7	7	-	-	2	8	3	-	5	7	5	5	1	-	4	1	1	-	-	-	3	2	-	1	-
	Part	2	2	-	-	-	4	3	-	1	-	16	15	-	1	9	4	3	-	1	-	1	1	-	-	-	2	2	-	-	2	-	-	-	-	-	-	-	-	-	1
Native American	Full	-	-	-	-	-	1	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	2	1	-	1	-	-	-	-	-	-
	Part	-	-	-	-	-	-	-	-	-	-	4	4	1	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-Cultural	Full	-	-	-	-	-	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-
	Part	-	-	-	-	-	-	-	-	-	-	1	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	Full	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2 <sup>a</sup>	1 <sup>b</sup>	-	-	1	-	1 <sup>c</sup>	1	-	-	-	-	-	-	-	-	8 <sup>d</sup>	7 <sup>d</sup>	-	1 <sup>e</sup>	3 <sup>f</sup>	-	-	-	-	-
	Part	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unreported	Full	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	1	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Part	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	1	-	3	-	-	-	-	-	-	-	-	-	-	-	3	3	-	-	-
<b>TOTALS</b>	Full	25	25	6	-	-	41	23	-	18	25	25	11	-	14	11	14	12	-	2	5	45	24	4	21	20	19	17	2	2	20	16	12	-	4	6	13	10	1	3	7
	Part	10	10	1	-	-	9	8	-	1	2	46	43	2	2	35	11	8	-	3	-	28	17	2	11	2	3	3	-	-	6	3	3	-	-	1	7	7	-	-	5

\*New program. No graduates expected until 2002. \*\*The "Accepted" columns include the students who were accepted, but then declined.

<sup>a</sup> 1 Romanian, 1 Pakistani. <sup>b</sup> Armenian. <sup>c</sup> Dutch. <sup>d</sup> 4 Mexican American, 3 Hmong, 1 Romanian. <sup>e</sup> Hmong. <sup>f</sup> 1 Mexican American, 2 Vietnamese, Thai.

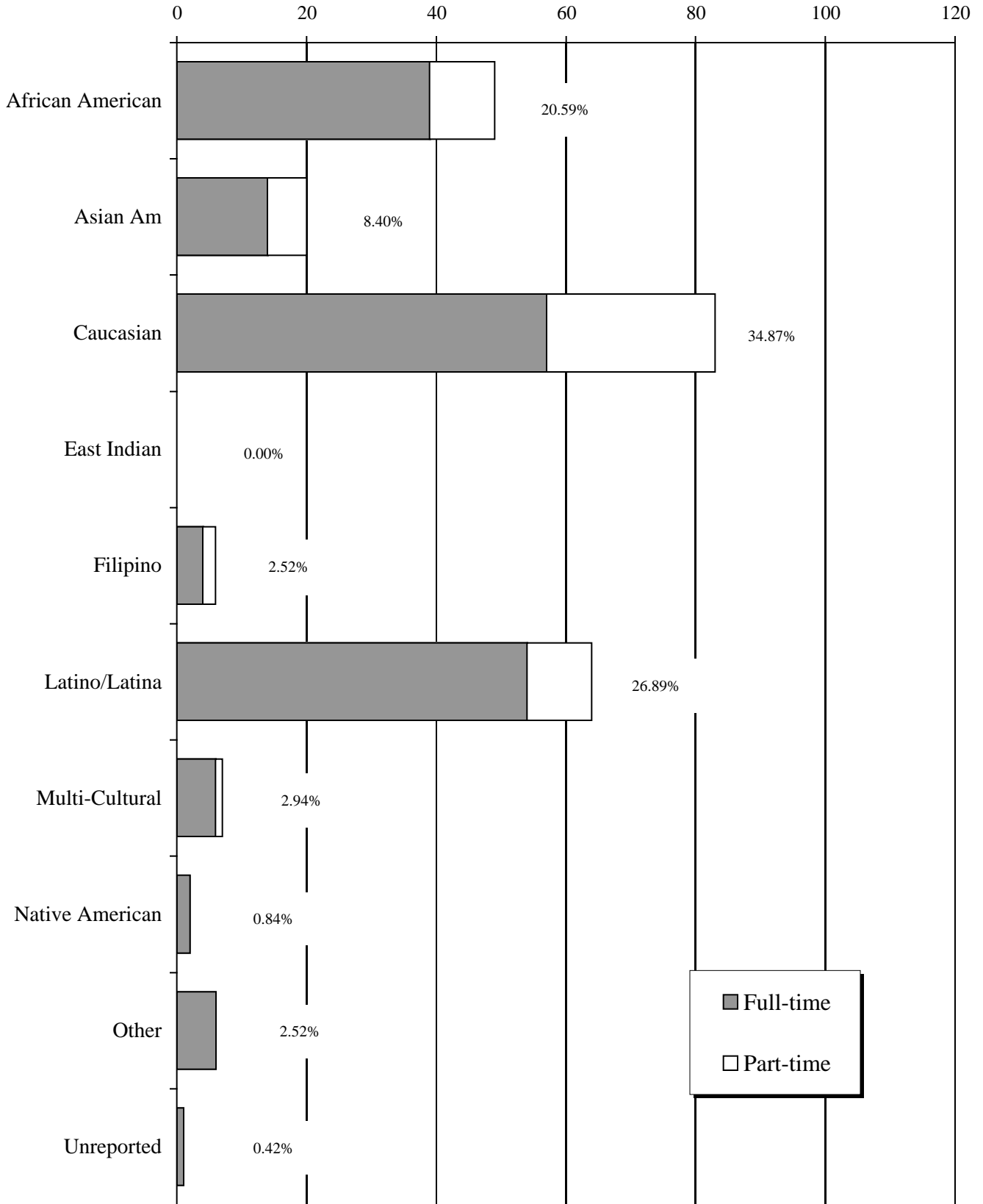
Table 1 (cont'd)

Ethnicity	Student Status	2001 Title IV-E Students' Ethnicity by School																																		
		San Diego State					San Francisco State					San Jose State					UC Berkeley					UCLA					USC					TOTALS				
		Applied	Accepted*	Declined	Denied	Graduates	Applied	Accepted	Declined	Denied	Graduates	Applied	Accepted	Declined	Denied	Graduates	Applied	Accepted	Declined	Denied	Graduates	Applied	Accepted	Declined	Denied	Graduates	Applied	Accepted	Declined	Denied	Graduates	Applied	Accepted	Declined	Denied	Graduates
African/ African American	Full	4	1	1	3	-	15	10	1	4	3	4	4	1	-	2	3	2	-	1	7	1	-	1	-	3	5	-	-	5	1	64	40	6	23	39
	Part	1	-	-	1	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	19	14	0	4	10
Asian American/ Pacific Islander	Full	6	2	1	4	2	3	3	-	-	3	1	1	-	-	-	3	3	-	-	1	4	2	-	2	2	6	1	-	5	-	39	22	4	17	14
	Part	2	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7	8	3	0	6
Caucasian	Full	29	1	1	25	4	8	1	1	6	4	12	10	1	2	7	6	6	-	-	7	7	5	1	2	5	29	2	-	27	1	158	66	11	88	57
	Part	6	3**	-	6	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-	2	57	45	5	13	26
East Indian	Full	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1	-	-	-	-	-	-	2	1	0	1	0
	Part	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	0	0	0
Filipino	Full	2	-	-	2	-	-	-	-	-	-	1	1	1	-	-	2	2	-	-	-	1	1	-	-	-	-	-	-	-	-	17	11	2	6	4
	Part	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	3	0	0	2
Latino/Latina/ Hispanic/Mexican	Full	19	8	3	6	8	5	5	-	-	6	13	11	-	2	10	3	3	-	1	3	7	4	-	3	1	26	4	-	22	4	128	77	5	47	54
	Part	10	5**	-	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	37	29	0	10	10
Native American	Full	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	2	2	-	-	-	-	-	-	-	-	1	-	-	1	-	7	3	1	3	2
	Part	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	5	1	0	0
Multi-Cultural	Full	-	-	-	-	1	-	-	-	-	-	2	-	-	2	-	2	2	-	-	-	-	-	-	-	-	1	4 <sup>e</sup>	-	-	4	9	6	0	3	6
	Part	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	0	0	1
Other	Full	5 <sup>ab</sup>	1 <sup>a</sup>	1 <sup>b</sup>	3 <sup>ab</sup>	-	5 <sup>cd</sup>	1 <sup>c</sup>	-	1 <sup>d</sup>	2 <sup>bc</sup>	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	14	6	1	6	6
	Part	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0
Unreported	Full	11	-	1	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	17	1	1	14	1
	Part	3	1**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	5	0	3	0
<b>TOTALS</b>	Full	76	13	9	51	16	33	20	1	11	18	33	27	3	6	19	22	20	-	2	18	21	12	1	8	12	71	7	1	64	6	455	233	31	208	183
	Part	22	8	-	13	1	1	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-	3	140	111	9	30	55

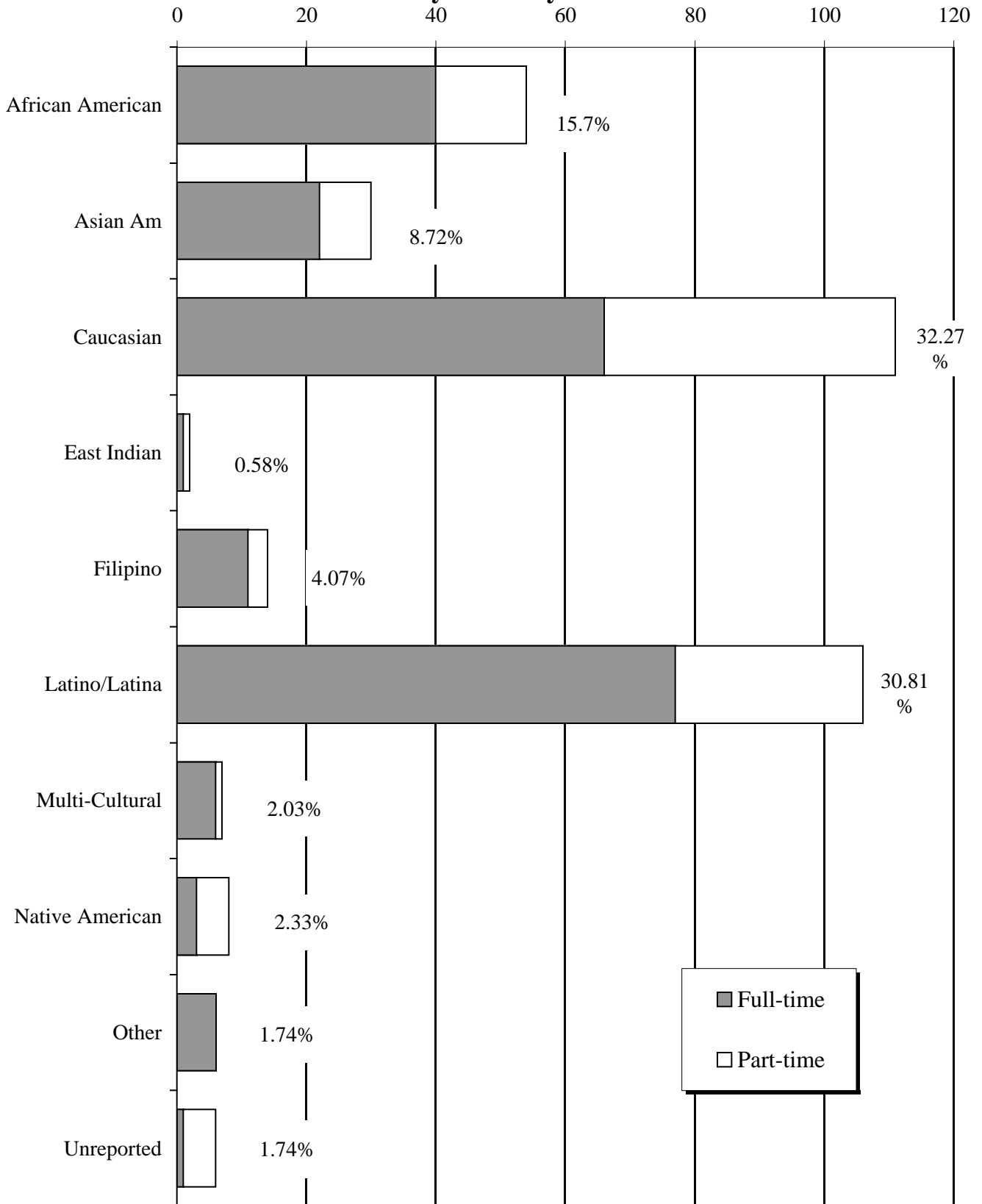
\*The "Accepted" columns includes the students, who were accepted but declined. \*\*Includes full-time students who were accepted as part-time. <sup>a</sup> Persian. <sup>b</sup> Armenian. <sup>c</sup> Portuguese. <sup>d</sup> Jewish. <sup>e</sup> 1 Asian/Caucasian, 3 Latino/Caucasian.



### 2001 Title IV-E Graduates by Ethnicity



### Fall 2001 Title IV-E First-Year Students by Ethnicity



**Table 2**

**Number of Title IV-E 2001 Graduates by School, County of Employment, and Languages Spoken**

School	# of Graduates		Counties of Employment*	Languages Spoken
	Full	Part		
CSU Bakersfield	N/A	N/A		
CSU Fresno	25	2	Fresno (19) Kern (1) San Luis Obispo (1) Kings (1) Madera (2)	Hmong Spanish
CSU Long Beach	11	35	Alameda (1) Los Angeles (17) Humboldt (4) Orange (10) Kern (8) Ventura (1)	Cambodian Spanish Cantonese Romanian Igbo Malay Urdu Vietnamese Yoruba
CSU Los Angeles	5	N/A	Los Angeles (5)	Spanish
CSU Sacramento	20	2	Alameda (5) Sacramento (1) Contra Costa (1) Solano (1) El Dorado (2) Sonoma (1) LA (1) Orange (1)	Am. Sign Language Cambodian Spanish Cantonese Vietnamese Portuguese
CSU San Bernardino	20	6	LA (2) Orange (1) San Bernardino (6) Riverside (7) San Diego (1)	Spanish
CSU Stanislaus	6	1	Calaveras (1) Stanislaus (2) Merced (1) San Joaquin (1) Sacramento (2)	French Spanish Hmong Thai Laotian
Loma Linda U.	7	5	LA (1) Riverside (1) San Bernardino (3)	Spanish
San Diego State	15	2	San Diego (15) Santa Clara (1) San Luis Obispo (1)	Hebrew Spanish Japanese
San Francisco State	18	N/A	Alameda (1) San Francisco (4) Contra Costa (1) San Mateo (3) Marin (3) Sonoma (1) Sacramento (1) Yuba (1)	Armenian ASL Cantonese Chiu Chow French Portuguese Spanish
San Jose State	19	N/A	Monterey (2) Santa Cruz (2) Orange (1) San Francisco (1) Santa Clara (8)	Spanish ASL
UC Berkeley	18	N/A	Alameda (7) Santa Barbara (1) Contra Costa (5) Sonoma (1) San Mateo (1)	Cantonese Spanish French Maar Twi Pulaar Vietnamese
UCLA	12	N/A	LA (3) Riverside (1) San Francisco (1)	Japanese Cantonese Spanish
USC	6	3	Los Angeles (3) Orange (4)	Spanish Dutch
<b>Total Graduates</b>	<b>183</b>	<b>55</b>		

Note: These data were collected in Oct. 2001. By contract, the graduates have until Dec. 2001 to procure employment. CSU Bakersfield will not have graduates until 2002.

\* Numbers in parentheses indicate the number of graduates employed in each county.

**Table 3**

**Title IV-E Year 2001 Graduates and Employment Status by School**

School	Graduates	Employed	Previously CPS, DSS, CWS Worker	Returned to County
CSU Fresno	27	24 (89%)	19 (70%)	19 (70%)
CSU Long Beach	46	41 (89%)	30 (65%)	29 (63%)
CSU Los Angeles	5	5 (100%)	0 (0%)	0 (0%)
CSU Sacramento	22	13 (59%)	4 (18%)	4 (18%)
CSU San Bernardino	26	17 (65%)	11 (42%)	6 (23%)
CSU Stanislaus	7	7 (100%)	1 (14%)	0 (0%)
Loma Linda U.	12	5 (42%)	11 (92%)	5 (42%)
San Diego State	17	17 (100%)	6 (35%)	5 (29%)
San Francisco State	18	15 (83%)	10 (56%)	4 (22%)
San Jose State	19	14 (74%)	2 (11%)	1 (5%)
UC Berkeley	18	15 (83%)	12 (67%)	6 (33%)
UCLA	12	5 (42%)	1 (8%)	1 (8%)
USC	9	8 (89%)	5 (56%)	5 (56%)
<b>Total Graduates</b>	<b>238</b>	<b>186 (78%)</b>	<b>112 (47%)</b>	<b>84 (35%)</b>

Note: Data were collected in Oct. 2001. Graduates have until Dec. 2001 to procure employment. All percentages calculated on number of graduates.

**Table 4**

**Numbers of Title IV-E Year 2001 Graduates by School and Year**

Year	CSUF	CSULB	CSULA	CSUS	CSUSB	CSUStan	LLU	SDSU	SFSU	SJSU	UCB	UCLA	USC	TOTALS
1993	-	-	-	-	-	-	-	-	-	8	-	-	-	<b>8</b>
1994	8	2	-	14	9	-	-	14	10	15	14	-	2	<b>88</b>
1995	28	13	-	19	18	-	12	13	18	15	20	12	17	<b>185</b>
1996	13	17	-	21	15	-	19	25	18	22	19	11	13	<b>193</b>
1997	22	17	-	14	22	14	14	21	14	16	20	10	10	<b>194</b>
1998	23	15	-	20	16	11	17	27	14	18	16	13	5	<b>195</b>
1999	21	14	3	22	23	16	12	18	15	16	16	13	5	<b>194</b>
2000	15	20	19	40	18	19	14	21	21	18	18	10	11	<b>244</b>
2001	27	46	5	22	26	7	12	17	18	19	18	12	9	<b>238</b>
Unreported	1	-	-	7	-	-	-	-	-	-	-	2	-	<b>10</b>
<b>Totals</b>	<b>158</b>	<b>144</b>	<b>27</b>	<b>179</b>	<b>147</b>	<b>67</b>	<b>100</b>	<b>156</b>	<b>128</b>	<b>147</b>	<b>141</b>	<b>83</b>	<b>72</b>	<b>1549</b>

Note: CSU Bakersfield will not have graduates until 2002.