

# **1999 ANNUAL REPORT**

*For the Calendar Year Ending December 31, 1999*

## **CALIFORNIA SOCIAL WORK EDUCATION CENTER**

*focusing on public social services*

*Funded by the California Department  
of Social Services, the Children's Bureau,  
Administration for Children and Families,  
U.S. Department of Health and Human Services,  
and the Zellerbach Family Fund*

# **1999 Annual Report**

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

**Dr. Sherrill J. Clark, Executive Director**

***Focusing on Public Social Services***

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### **Acknowledgements**

I want to personally thank the board, the project coordinators, the regional training academies, the California Department of Social Services, CalSWEC staff, and especially Dean Midgley for their gracious support (and patience) this year. I would also like to extend CalSWEC's appreciation to the Zellerbach Family Fund and fund Program Officer Ellen Walker for their generous support.

*Dr. Sherrill J. Clark*  
*Executive Director, CalSWEC*

## Message from the Executive Director

***As CalSWEC turns ten, the partnership among the schools, the counties, and the state needs to be strong enough to weather the changes in the field of public social services. It is not the beginning of the end of CalSWEC but the end of the beginning.***

**1** 1999 marks the end of the beginning of CalSWEC.

CalSWEC's origins are rooted in the 1980's, when the trend was for more social workers to choose private practice over agency practice. At that time, social workers were rarely found in public direct practice and were even more uncommon in supervisory and administrative positions.

Dr. Harry Specht, then-Dean of the School of Social Welfare at UC Berkeley, campaigned tirelessly to advance social work's commitment to the poor and the services upon which they depended—primarily the public social services. The school adopted this mission as early as 1982. With the support of Ed Nathan, then-Executive Director of the Zellerbach Family Fund and the former field director at UC Berkeley, the school drew upon the Bay Area's county social services agencies and the local schools to form a coalition for the improvement of services and enhanced inter-county collaboration. This was the Bay Area Social Services Consortium. In 1989, the deans and directors of California's schools of social work and the County Welfare Directors Association approved the creation of the California Social Work Education Center, CalSWEC, and determined its mission was to increase the numbers and improve the preparation of social workers for working in the public social services.

A goal of CalSWEC's first director, Dr. Bart Grossman, was the creation of a loan forgiveness, or stipend program, for students who would be dedicated to careers in public social services. Title IV-E funding and the fact that MSWs were primarily found in public child welfare led to the establishment of the MSW Title IV-E Program in 1990. At the time, no one was sure how long the program would last.

In 1995, Dr. Nancy Dickinson redirected CalSWEC's resources to child welfare worker inservice training; the regional training academies became a reality, in the manner of UC Davis' well-respected Northern Child Welfare Training

Academy and the influential Los Angeles Inter-University Consortium. Throughout, the partnership among the schools, the counties, and the state has remained strong. This year, 1999, the board held a two-day strategic planning retreat and revised the CalSWEC mission statement and the goals, putting the focus back on public social services, with a special emphasis on public child welfare.

Although still centered around education and training for public child welfare, the convergence of MSW degree-oriented education and inservice education in this collaborative effort has larger implications for social work education. The rapid pace of new public policy development, welfare reform, and the need of social work practice to be accurate, thorough, and timely influence each other. The CalSWEC competency-based curriculum has been used in MSW education as well as in inservice and continuing education for public child welfare workers. One of the most important things that has happened in the last year is the realization that there is indeed a continuum of social work education that calls for agency directors and managers, workers, supervisors, students, faculty, and deans/directors alike to be involved and to share responsibility.

So, as CalSWEC turns ten, we are all making preparations to meet the challenges posed by the new mission statement and goals. The partnership needs to be strong enough to weather the changes in the field of public social services. It is not the beginning of the end of CalSWEC but *the end of the beginning*.



**Sherrill J. Clark, LCSW, ACSW, PhD**

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*Sherrill J. Clark, LCSW, ACSW, PhD, received her MSW from the School of Social Work at the University of Michigan and her doctorate from the University of California at Berkeley 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. Dr. Clark has been at CalSWEC since 1990, first as a doctoral student, then as the curriculum specialist, and currently as executive director. Since 1995, she has coordinated the Child Welfare Fellows Program, a three-year Children's Bureau grant that has enabled 24 tenured faculty from around the country to spend time in and offer their research skills to public child welfare agencies. This project will result in a book, Innovations in Teaching Child Welfare. 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. Based on her interest in preparing masters students for such research and her experience with the Child Welfare Fellows Program, Dr. Clark has helped develop a model for how universities in partnership with agencies can develop a practice research capacity. Dr. Clark continues her interest in social work in health care by teaching health policy to first-year MSW students at Berkeley and serving as the social work section representative to the Governing Council of the American Public Health Association. In 1999, she was appointed a U.S. Public Health Service Fellow in Primary Care.*

## CalSWEC Board of Directors

CalSWEC's Board of Directors, which serves in an advisory capacity, 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.

The following are CalSWEC's Board of Directors:

Yolanda Rinaldo, *President*  
(1999–2000)  
Director, Santa Clara County  
Social Services Agency

Beverly Buckles, *Vice President*  
Dean, Department of Social Work  
Loma Linda University

John Cullen, *Secretary*  
Director, Contra Costa County  
Social Services Department

G. "Vishu" Visweswaran, *Treasurer*  
Director, Department of Social Work  
California State University, Fresno

Fred Anderson, Director  
School of Health and Human  
Services  
Department of Social Work  
California State University,  
Los Angeles

Joseph Anderson, Director  
Division of Social Work  
California State University,  
Sacramento

Sylvia Rodriguez Andrew, Dean  
College of Social Work  
San Jose State University



Ted Benjamin, Professor and Chair  
Department of Social Welfare  
UCLA School of Public Policy and  
Social Research

Stephen Brohmer, Director  
Del Norte County  
Department of Health and Social  
Services

Charlene Chase, Director  
Santa Barbara County  
Social Services Department

John Davis, Assistant Agency  
Director  
Tulare County  
Human Services Branch

Ellen Dunbar, Director  
Department of Social Work  
California State University,  
Stanislaus

Marvin Feit, Director  
School of Social Work  
San Francisco State University

Marilyn Flynn, Dean  
School of Social Work  
University of Southern California

Anita Harbert, Director  
School of Social Work  
San Diego State University

Jeff Jue, Director  
Stanislaus County  
Department of Social Services  
*President, County Welfare Directors  
Association*

Jim Kelly, Dean  
School of Health and Human  
Services  
Department of Social Work  
California State University,  
Los Angeles  
*President, National Association of  
Social Workers, California  
Chapter*

Frank Mecca, Executive Director  
County Welfare Directors  
Association  
Sacramento

John Michaelson, Director  
San Bernardino County  
Department of Social Services

James Midgley, Dean  
School of Social Welfare  
University of California at Berkeley  
*Principal Investigator, Co-Project  
Director*

Salvador Montana, Director  
Fresno County  
Children and Family Services  
Department

Emma Montero, Division Chief  
Policy and Training Division  
Los Angeles County  
Department of Children and Family  
Services

Teresa Morris, Chair  
Department of Social Work  
California State University,  
San Bernardino

John Oliver, Director  
Department of Social Work  
California State University,  
Long Beach

Larry B. Poaster, Director  
Stanislaus County  
Mental Health Department  
*President, California Mental Health  
Directors Association*

John J. Ryan, Director  
Riverside County  
Department of Mental Health  
*California Mental Health Directors  
Association*

Rita Saenz, Director  
California Department of Social  
Services  
Sacramento

Del Sayles-Owen, Acting Deputy  
Director  
Branch Chief, Child Welfare Services  
California Department of Social  
Services

Ellen Walker, Program Executive  
Zellerbach Family Fund  
San Francisco

Janlee Wong, Executive Director  
National Association of Social  
Workers  
Sacramento

## Mission

The California Social Work Education Center (CalSWEC), which was conceived in 1989, used the occasion of its approaching 10-year anniversary to revisit its mission. While its original intent was to refocus social work education in the public social services and away from private practice, CalSWEC has evolved to include much more. It has strengthened social work education in university graduate social work programs in California, as well as in public agencies, specifically in public child welfare.

In June 1999, CalSWEC's Board of Directors met to reaffirm its commitment to a variety of public human services in California and revise its mission statement, which now stands as follows:

*The California Social Work Education Center (CalSWEC) is a partnership between the schools of social work, public human service agencies, and other professional organizations that facilitate the integration of social work education practice and value to assure effective, culturally competent service delivery and leadership to alleviate negative human conditions, such as racism and poverty, for the people of California.*

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## Goals

CalSWEC advances its mission through the following goals:

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.

## Strategic Planning Process

***Within each of its broad goal statements, CalSWEC's Board of Directors identified many specific short-term deliverables that must be achieved to successfully address the mission.***

CalSWEC's Board of Directors during its planning retreat in June 1999 developed an outline to guide CalSWEC's next 10 years of operation.

Within each of its broad goal statements (*see "Goals," page 10*), the board identified many specific short-term deliverables that must be achieved to successfully address the mission. Some examples of work to be done within each of these goal areas include:

### **Recruit and Prepare**

- Identify sources of financial support for education in public human service jobs (i.e., Title IV-E for child welfare).
- Assess and define the emerging public human service labor demands in California's diverse counties (i.e., adult services, school social work, and community mental health).

- Facilitate the development of resources and advocate for policies supportive of student and faculty diversity.

### **Define and Operationalize**

- Define and operationalize a continuum of social work education and training, ranging from certificated programs, BSW, MSW, and doctorate to post-graduate training, that meets the needs of practice in a culturally diverse community.
- Develop and implement education methods available throughout the state that will increase the number of well-prepared, diverse public human service workers.

### **Research and Evaluate**

- Develop the capacity to research effects of policy changes and demographics on emerging education and employment needs.
- Conduct ongoing evaluation of social work person-power and

retention needs in the public sector service delivery system.

### **Advocate**

- Define federal, state, and local administrative and regulatory issues that would improve the education and employment of social workers in public human service fields.
- Develop and plan for expanding the capacity of schools of social work.

### **Explore Operational Models**

- Consider the pros and cons of incorporation as a nonprofit organization.
- Establish mechanisms to promote revenue generation, provide for lobbying, and expand board membership diversity.

### ***CalSWEC: A Decade to Remember; a Plan for the Future***

CalSWEC will be 10 years old in the year 2000.

On December 15, 1999, it received a \$20,000 grant from the Zellerbach Family Fund to host a symposium in observance of this milestone. At this event, CalSWEC will review its accomplishments in social work and public child welfare education and training and also set the agenda for future studies and education. The symposium is scheduled for May 2000.

The grant also contributes toward a consultant position to complete the strategic plan for the achievement of CalSWEC's expanded mission of improving the practice of social work in public human services.

## Major Achievements

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

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.

Thirteen campuses that host the CalSWEC programs are nine schools of the California State University system—Fresno, Long Beach, Los Angeles, Sacramento, San Bernardino, San Diego, San Francisco, San Jose, and Stanislaus; Loma Linda University; the University of California at Berkeley; the University of California at Los Angeles; and the University of Southern California.

Under the leadership of CSU, Long Beach, CalSWEC also supports the creation and operation of distance education programs to serve counties that are beyond the reach of existing MSW programs. Distance education programs are provided at four schools of the California State University system—Bakersfield, Chico, Northridge at Channel Islands, and Humboldt.

Stipend funding for students is integral to CalSWEC, which has been governed since its inception by three central realities:

(1) Disincentives to graduate education, such as low public agency salaries and increasing educational costs, can be overcome only by linking substantial financial aid for students while in school to requirements for public agency employment after their graduation;

(2) Any significant effort to reprofessionalize the enormous child welfare system in California requires support for a large number of students; and

(3) Current budget exigencies prevent the creation of a significant aid program that depends primarily on state and county contributions.

In the Title IV-E MSW program, students receive two years of support in exchange for a two-year commitment to work in a publicly funded agency. Priority for stipends is given to current county employees on educational leave and minority students. A part-time (three- or four-year) program, initiated by CalSWEC in 1994, affords child welfare agency 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 CalSWEC Graduates and New Students

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### *1998–1999 Graduates: Employment Success*

The 1998–1999 Title IV-E graduates, both in the full-time and the part-time programs, represented an ethnically and linguistically diverse group. The majority of these graduates found employment in counties throughout California, with many returning to the counties that employed them before they joined the programs. (*For information by school, see Table 8.*)

Here are highlights based on the employment statistics reported by 10 schools\*:

- Of the 193 total full-time and part-time program graduates, 105 of them, or 54 percent, found employment in public social services. Of the 105 graduates, 27, or 26 percent, returned to the counties that employed them before they entered the Title IV-E program.

- As of October 1999, 6 of the 10 schools reported that the majority of their graduates found employment in public social services. At CSU, Los Angeles, the employment rate was 100 percent (3 employed of 3 graduated); at CSU, Fresno, 95 percent (20 of 21); at

CSU, Long Beach, 93 percent (13 of 14); at UC Berkeley, 75 percent (12 of 16); at CSU, Sacramento, 68 percent (15 of 22); and at San Francisco State University, 53 percent (8 of 15).

- Graduates found employment in the following 22 counties: Alameda, Calaveras, Contra Costa, Fresno, Los Angeles, Madera, Merced, Monterey, Nevada, Orange, Riverside, Sacramento, San Diego, San Francisco, San Joaquin, San Mateo, Santa Clara, Santa Cruz, Solano, Sonoma, Stanislaus, and Tulare. One person found employment in the California Department of Social Services.

- Graduates spoke 11 languages in addition to English: Cambodian, Cantonese, French, Hmong, Khmer, Korean, Laotian, Mandarin, Nigerian, Spanish, and Vietnamese.

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\* *Statistics are as of October 1999. Graduates have until December 1, 1999, to obtain employment. Schools with incomplete employment statistics are CSU, San Bernardino, Loma Linda University, and San Diego State University.*

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## **1999–2000 Enrollees: Diverse Representation**

Members of ethnic minorities represented the majority of full-time enrollments in the Title IV-E MSW program for the 1999–2000 academic year at all but one of the 13 CalSWEC schools. Ethnic minorities represented half or more of the part-time enrollments in five of the seven schools offering that option. Part-time students are employees returning to school after working in the counties.

Ethnic minority applicants accounted for 264, or 58 percent, of the total 449 full-time applicants (including 7 in the category “other/unreported”) to the Title IV-E program at all the CalSWEC schools. They represented 133, or 70 percent, of the total 189 (including 5 in the category “other/unreported”) applicants who were accepted, compared to 51, or 27 percent, Caucasians. *(For full-time applicant information by school, see Table 2.)*

For the part-time program, ethnic minority applicants accounted for 39, or 64 percent, of the total 61 applicants, compared to 22, or 36 percent, Caucasians. Ethnic minorities represented 30, or 67 percent, of the total 45 applicants who were accepted, compared to 15, or 33 percent, Caucasians. *(For part-time applicant information by school, see Table 4.)*

Here are highlights:

### **Full-time Enrollment:**

- Of the ethnic minority groups applying to the full-time program, Latinos and Latinas represented the largest group of the 449 applicants (including 7 in the category “other/unreported”), with 121 applicants, or 27 percent; they accounted for 47 percent of the 257 (excluding 7 in the category “other/unreported”) ethnic minority applicants. They represented 61, or 32 percent of the total 189 who were accepted and 46 percent of the 133 (excluding 5 in the category “other/unreported”) ethnic minorities who were accepted.

- African/African Americans accounted for the second largest group, with 74 applicants, or 16 percent of the total applicants and 28 percent of the total ethnic minority applicants. They represented 44, or 23 percent of the total who were accepted and 33 percent of the ethnic minorities who were accepted.

- Asian American/Pacific Islanders represented the third largest group, with 52 applicants, or 12 percent of the total applicants and 20 percent of the total ethnic minority applicants. They accounted for 23, or 12 percent of the total 189 who were



accepted and 17 percent of the ethnic minorities who were accepted.

- East Indian and “multi-cultural” applicants accounted for the smallest groups of ethnic minorities, with 1 applicant, or .2 percent each of all applicants and .3 percent each of ethnic minority applicants. Neither group accounted for any acceptances.

#### **Part-time Enrollment:**

- Latinos and Latinas were also the largest ethnic minority group applying to the part-time program, representing 21, or 34 percent of the total 61 applicants and 53 percent of the 39 total ethnic minority applicants. They were followed by African/African Americans with 13 applicants, representing 21 percent of total applicants and 33 percent of ethnic minority applicants, and Asian

American/Pacific Islanders with 4 applicants, representing 6 percent of total applicants and 10 percent of ethnic minority applicants. Caucasians accounted for 22, or 34 percent of total applicants.

- Of the 45 total applicants who were accepted, Latinos and Latinas accounted for 17, or 47 percent of the total who were accepted and 56 percent of the 30 total ethnic minorities who were accepted. African/African Americans accounted for 9, representing 20 percent of the total accepted and 30 percent of ethnic minorities who were accepted. Asian American/Pacific Islanders accounted for 3 acceptances, representing 6 percent of total acceptances and 20 percent of ethnic minorities who were accepted. A total of 15 Caucasians were accepted, representing 50 percent of the total who were accepted.

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### ***1999–2000 Outreach: American Indian Graduate Recruitment Project***

A special year-long project of Cal-SWEC, the American Indian Graduate Recruitment Project was implemented in August 1999 to identify and recruit on an ongoing basis potential Native American Indian college students for MSW studies in California.

The primary focus of the project, based at CSU, Stanislaus, is to create a visible presence in the American Indian community statewide for the active recruitment of

graduate-level social work students. The multi-level effort focuses on (1) tribal communities of California, (2) urban Indian organizations, (3) California colleges and universities, and (4) educational associations and conferences. An American Indian Graduate Recruiter, Thomas C. Phillips, MSW, was hired half time for the project’s initial year effort.

From August to November 1999, Mr. Phillips attended and participated in more than a dozen

recruitment activities. He provided information or delivered keynote speeches at such events as the three-day Annual Pacific Coast Indian Club and Barona Indian Reservation Pow Wow, the 30th Annual National Indian Education Association Conference in Oklahoma, and the Native American Heritage Month recognition luncheon at Travis Air Force Base. In addition, Mr. Phillips made contact with several groups and agencies, such as the Tuolumne Me-Wuk Tribal Family Services Pro-

gram, the Indian Child Resource Center of Oakland, and the Friendship House Association Community Coalition of San Francisco. Besides personally contacting prospective American Indian MSW students, he was in touch with Title IV-E MSW program project coordinators at San Diego State University and CSU, Fresno to discuss collaborative efforts in recruitment and development of CalSWEC Indian Child Welfare Act training curriculum.

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*American Indian Graduate Recruiter Thomas C. Phillips received his MSW from the University of California at Berkeley in 1995 and has completed a year of coursework in the social work doctoral program at the University of Utah. In addition to his recruiting responsibilities, Mr. Phillips has been a field faculty instructor in the Title IV-E MSW program at CSU, Stanislaus since 1998. Prior to that, he served as Director of Behavioral Health Services at the Owyhee Community Health Facility in Nevada and was Executive Director of the San Joaquin Council for the American Indian, Inc. Mr. Phillips remains active as a cultural/traditional tribal leader, community development specialist, trainer and facilitator, and Indian Child Welfare specialist.*

## ***Spotlight on Title IV-E MSW Program Students and Project Coordinators***

*Sylvester Bowie, CSU, Sacramento Project Coordinator*, was among 27 honorees at the university-wide Annual Alumni Honors Luncheon in November. Mr. Bowie, the Department of Social Work's selection, and the others were recognized for their contributions by the school's alumni.

*Matt Chheng, MSW, CSU, Long Beach, 1999*, received the National Association of Social Workers Region I Graduate Student of the Year Award. Besides this honor, Mr. Chheng was awarded Outstanding Graduate Student Honors by the College of Health and Human Services.

*Beverly Elfers, a second-year student at CSU, Sacramento*, was elected Northern California's Student Director of the National Association of Social Workers (NASW) for academic year 1999–2000. Ms. Elfers is also on the NASW Board of Directors.

*Colleen Friend, UCLA Project Co-Coordinator*, anchored a lunchtime "CalSWEC Clinical Series" for CalSWEC and other interested students who wanted supplemental lectures and discussions focused on clinical issues in public child welfare practice. The series was especially helpful for first-year graduate students who were eager for this infor-

mation, which often is addressed in the second year. *CalSWEC Liaison Mary Kay Oliveri, LCSW*, and a few outside guests provided the guest lectures. Topics included "The use of standard measures in gauging/determining children's progress in therapy," "Issues in group treatment of sexually abused children," "How to conduct suicide assessments," and "Assessing for substance abuse in child welfare practice."

*Shaaron Gilson, UC Berkeley Project Coordinator*, was honored at the Annual Social Workers Luncheon for more than 30 years of service to the profession of social work, both in practice and education. Ms. Gilson was recognized along with six other social work alumni at the event held at CSU, Sacramento in November.

*Patricia George, MSW (Title IV-E), San Diego State University, 1999*, was chosen by her classmates as Outstanding Graduate Student of the Year. Ms. George entered SDSU as a Senior Eligibility Worker from San Diego County Health and Human Services Agency. She is now a Protective Services Worker I at San Diego County Children's Services. Ms. George returned to SDSU in the Fall semester to be a presenter in the Mastering the Masters Program on the topic "Surviving the MSW Program—Knowing the Hidden Curriculum."

*Gretchen Henkle, UCLA, 2001*, CalSWEC and graduate student in a combined MSW and Policy Studies program, this year received the Michael Dukakis Fellowship in Policy Studies.

*Liz Knox, San Francisco State University Project Co-Coordinator*, received her doctorate in education from the University of San Francisco in June.

*Sharon Landis, MSW, CSU, Long Beach, 1999*, was awarded the R. Tom Tucker Award from the Department of Social Work for her outstanding performance in Field Education.

*Tilisha Martin, MSW (Title IV-E), San Diego State University*, has completed her work payback requirement at the Indian Specialty Unit, San Diego County HHSA, Children's Services. The unit is known for being selective because of the sensitive work involved with serving 22 different tribes in the county. Ms. Martin has entered California Western Law School to continue her interest in child welfare advocacy.

*Tisa McGhee, MSW, UCLA, 1999*, wrote and delivered a curriculum on "Domestic Violence

Applications" for the Los Angeles County Department of Children and Family Services (LA Co. DCFS) Training Academy. This was part of her second-year public child welfare field placement in the LA Co. DCFS Training Section.

*Dr. Joseph Nunn, UCLA Project Co-Coordinator*, won the election for Social Worker of the Year from NASW Region H. Dr. Nunn, who is Vice Chair of the Department of Social Welfare and Director of Field Education, will be a nominee for the statewide award in April.

*Martha Roditti, San Francisco State University Project Co-Coordinator*, presented on Child Care and Child Welfare at the national conference of the National Association for the Education of Young Children in November.

*Blanca Villa, a second-year student at CSU, Long Beach*, received the Alvino Escoba/Margarita Mendez Trabajadores de La Raza Scholarship at an awards ceremony in October. Ms. Villa received the prestigious scholarship in recognition of her contributions to the Latino community.

## Curriculum Committee

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### *Curriculum Development*

A key goal of CalSWEC is the revision of social work curricula to better prepare students for effective practice in publicly supported child welfare agencies and to participate in the reform of social service programs. The Curriculum Committee of the CalSWEC Board of Directors approves curriculum development projects:

- To 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

- To cover specific competency gaps in the graduate social work programs identified through the annual curriculum evaluations (snapshots).

Completed products are disseminated through the CalSWEC Library (California Child Welfare Resource Library) located at CSU, Long Beach.

The Curriculum Committee approved four new one-year curriculum development projects for the 1999–2000 Funding Year.

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### 1999–2000 Funding Year

- **Child Welfare Practice: Keeping Children with Disabilities in Their Homes**

*Principal Investigator:* Richard O. Salsgiver, CSU, Fresno

*Project Goal:* To create curriculum modules for teaching child welfare students about children with disabilities, stressing treatment techniques for keeping children in the home (foster, adoptive, or family).

- **Family Decision-Making Models for Social Workers in the Child Welfare Setting**

*Principal Investigator:* Amy Okamura, San Diego State University

*Project Goal:* To create a teaching manual and curriculum guide, including a suggested format for evaluation of learning objectives, on family group decision-making models in child welfare practice that can be used in the classroom or the field.

- **The Indian Child Welfare Act: A Comprehensive Training Package**

*Principal Investigator:* Anita Harbert, San Diego State University

*Project Goal:* To provide the schools of social work, the California training academies, and individual California counties with a comprehensive training package on legal, ethnically sensitive, and rural practice issues of American Indians under the regulations and guidelines of the Indian Child Welfare Act.

- **Non-Violent Conflict Management Curriculum Development**

*Principal Investigator:* Susan Rice, CSU, Long Beach

*Project Goal:* To teach students to define, de-escalate, and deal with conflict, including examining the issues involving power and anger and the use of cooperation and assertiveness, particularly in dealing with clients, attorneys, and courts, to resolve issues positively to protect children and support families in a highly charged and often adversarial process.

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### ***Continuum Project***

The Curriculum Committee initiated discussions about and developed preliminary guidelines for a continuum for public child welfare training and education in California. The continuum would include preparing students at the undergraduate and graduate levels for the field of public child welfare, providing opportunities for continuing and post-service education that is both encouraged by counties and supported by employees, and offering professionals options and opportunities so as to increase their retention in the field.

The Continuum Project examined the current state of pre-service preparation and the post-

degree training needs of MSWs in public child welfare. Discussions involved the benefits and disadvantages of specific undergraduate degrees—the BSW, BA in Social Work, and BA in other fields such as psychology—and graduate degrees, such as the MSW, the MSW with Title IV-E stipend, the MA in fields other than social work, and the MFCC, and the level to which each degree prepares or does not prepare the graduate for public child welfare service. The project identified specific training needs as a result of perceived areas of deficiencies in skills or knowledge of MSWs working in public social services agencies.

## Research and Development

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### *Research Projects*

CalSWEC members agreed that training students to be effective in current child welfare services was not enough in itself to affect increased agency retention of MSW staff. They recognized the importance of also involving students and staff in improving the current system and in giving social workers a sense of efficacy to help counteract the many factors that contribute to staff burnout.

To support this end, CalSWEC's Board of Directors estab-

lished a Research and Development Committee to encourage joint agency-school program development and evaluation activities. It has also funded empirically based curriculum development studies of interdisciplinary and interagency delivery systems.

The Research and Development Committee-sponsored projects, listed below, were funded in fiscal years 1997–1998, 1998–1999, and 1999–2000.

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*Robin E. Perry, who staffed the Research and Development Committee, helped conduct the student survey, retention study, and workforce study while working on his doctorate. He received his PhD from the University of California at Berkeley School of Social Welfare in 1999 and both his MSW and Bachelor of Social Work from the University of Windsor. Prior to his doctoral studies, Dr. Perry had extensive experience as a child and family therapist, family service worker, and counselor. Dr. Perry is now an assistant professor in the School of Social Work at Florida State University.*

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### **1997–1998 Funding Year**

- **The Effects of Computerization on Public Welfare Practice\***

*Principal Investigators:* Dale Weaver, CSU, Long Beach; David Cherin, USC; Duncan Lindsey, UCLA

*Project Goal:* To study the impact of the implementation of CWS/CMS.

*Project Outcomes:* To enhance MSW and training curriculum and to identify effects of computerization in public child welfare.

- **The Effectiveness of Court Mandated Intervention Versus Voluntary Services in Child Protective Services\***

*Principal Investigator:* Loring Jones, San Diego State University

*Project Goal:* To compare the relative effectiveness of court mandated services versus voluntary services planning in child sexual abuse cases.

*Project Outcomes:* To develop a curriculum comparing the relative effectiveness of court mandated services versus voluntary service planning in child sexual abuse cases.

- **Listening to Children in Out-of-Home Care: Elements of a Successful Foster Care System\*\***

*Principal Investigator:* Jill Duerr Berrick, UC Berkeley

*Project Goal:* To implement a cross-sectional survey design using in-person interviews of children in foster and kinship homes in three California counties.

*Project Outcomes:* To develop a curriculum that includes children’s experiences of care; curriculum implications for child welfare agency practice, administration, policy, and education; practice tips; program innovations; vignettes; and bibliography.

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### 1998–1999 Funding Year

- **Understanding Families in CalWORKS and the Child Welfare System: Case Management for Public Child Welfare Workers\*\***

*Principal Investigator:* Rick Barth, UC Berkeley

*Project Goal:* To utilize qualitative data collection methods to provide information about families’ experiences of participating in CalWORKS.

*Project Duration:* 2 years

- **Substance Abuse in a Public Assistance Population: Impact for Welfare Reform and Child Welfare\*\***

*Principal Investigators:* Melinda M. Hohman, Audrey Shillington, and Loring Jones, San Diego State University

*Project Goal:* To describe and compare the multidimensional usage patterns of women and children who utilize a combination of three separate systems—CalWORKS, Children’s Services Bureau (CSB), and Alcohol and Drug Services (ADS) in San Diego County—to identify possible policy and practice implications of welfare reform on the child welfare system.

*Project Duration:* 1 year



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## 1999–2000 Funding Year

- **“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.

*Project Duration:* 2 years (until 2001)

- **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.

*Project Duration:* 2 years (until June 2001)

- **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 childcare providers to be linked into existing county databases, including the ability therein to track child welfare populations across intra-county childcare settings.

*Project Duration:* 15 months (until December 2000)

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\* *Projects have been delivered.*

\*\* *Projects are ongoing.*

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### ***Other Projects***

The following two projects are also under way:

- An inventory is being conducted and a catalog will be developed of literature (articles, chapters, research reports, and conference papers) written as a result of projects sponsored by the Research and Development and Curriculum Committees.

- A survey of literature was conducted on the evaluation of Title IV-E training and stipend programs. To supplement this, the research directors of the CalSWEC schools have been identified and will be contacted for articles, chapters, research reports, and conference papers they have written evaluating their Title IV-E programs.

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## **Budget**

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

In fiscal year 1999–2000, the grand total of federal Title IV-E funding and cost sharing (match) for CalSWEC is \$21.5 million, compared to \$20.2 million in fiscal year 1998–1999. The total from federal Title IV-E funding in fiscal year 1999–2000 is \$15.8 million, compared to \$15.13 in fiscal year 1998–1999. The total cost sharing (match) is \$5.7 million for fiscal year 1999–2000, compared to \$5.0 million in fiscal year 1998–1999.

In 1999–2000, \$2.8 million of the total Title IV-E funding went to CalSWEC, UC Berkeley’s special projects, UC Berkeley’s instructional program, CSU, Long Beach distance education programs, and the CalSWEC Library (California Child Welfare Resource Library). In fiscal year 1998–1999, this amount was \$2.7 million.

## Project Coordinators

Each Title IV-E MSW program has a project coordinator who is responsible for overseeing the selection of stipend awardees. This is accomplished by a committee at each university composed of an equal number of school and local child welfare agency representatives. The 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 school.

The following are the Project Coordinators:

Corinne L. Florez  
*CSU, Fresno*

Christie Cooper  
*San Jose State University*

Joy Rubin  
*CSU, Long Beach*

Shaaron Gilson  
Anne Ageson  
*University of California at Berkeley*

Martin Mannings  
*CSU, Los Angeles*

Colleen Friend  
Joseph Nunn  
*UCLA*

Sylvester Bowie  
*CSU, Sacramento*

Paul Carlo  
Micki Gress  
*University of Southern California*

Jane Hehnke  
*CSU, San Bernardino*

### ***Distance Education***

Paul Sivak  
Tom Phillips, AIG Recruiter  
*CSU, Stanislaus*

Lillene Fifield  
*CSU, Bakersfield*

Susie Loring  
*Loma Linda University*

Jesus Rocha  
*CSU, Northridge at Channel Islands*

Amy Okamura  
*San Diego State University*

Gary Bess  
*Chico State University*

Martha Roditti  
Liz Knox  
*San Francisco State University*

Donna Wheeler  
*Humboldt State University*

## Major Achievements

### Regional Training Academy Coordination

A contract with the California Department of Social Services (CDSS) provides CalSWEC with a Regional Training Academy Coordinator to conduct statewide training needs assessments and curriculum development. The coordinator is also responsible for promoting statewide collaboration among all five regional training academies and county staff development departments.

During 1999, CalSWEC funded the research and development of a curriculum on Foundations of Child Welfare Supervision with the assistance of academic and service professionals throughout California. A curriculum was developed based on information gained through nine

statewide focus groups; existing research; previous focus group results; and a retreat involving program managers, supervisors, line workers, and potential trainers. The curriculum was then piloted in the Bay Area Academy and the Central California Public Social Services Training Academy. Significant revisions were made following feedback from the pilots, after which three more pilot trainings were held. A training for trainers on the new curriculum is planned for February 2000.

In May 1999, CalSWEC hosted the second annual National Training Evaluation Symposium, which attracted numerous national leaders in the field to the UC Berkeley campus. Cosponsors were CDSS and American Humane Association.

## Regional Training Academies

Through a contract with the California Department of Social Services, CalSWEC initiated the California Public Social Service Training Academies project to provide in-service training and education for public child welfare agency staff, as well as to support and increase staff retention, in California's 58 counties.

CalSWEC manages and sub-contracts with three of the five

regional academies: the Bay Area Academy, Central California Public Social Services Training Academy, and Public Child Welfare Training Academy, Southern Region. The remaining two academies are the Northern Child Welfare Training Academy of the UC Davis Extension and the Inter-University Consortium in Los Angeles.

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### *Bay Area Academy*

The Bay Area Academy, the youngest of the training academies, began in 1998. It focuses on providing continuing professional education for social services staff of 12 counties in the San Francisco Bay Area: Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano, and Sonoma.

The academy operates in collaboration with the Bay Area Social Services Consortium (BASSC), composed of Bay Area directors of county social services agencies, deans and directors of four graduate social work programs (UC Berkeley, San Francisco State University, San Jose State University, and CSU, Sacramento), and foundation representatives. Other academy partners include the counties' Child Welfare Services administrators and staff de-

velopment directors, as well as Title IV-E project coordinators from the four MSW programs.

Among highlights of fiscal year 1998–1999, its first full year of implementation, the academy:

- Relocated from UC Berkeley to the School of Social Work at San Francisco State University. Peter Dahlin, a former section manager with the City and County of San Francisco, was appointed director, succeeding Linda Orrante.

- Provided a total of 2,085 trainee days in three training categories: advanced topics (Child Welfare Supervision, Team-Based Interdisciplinary Practice, and Managing Organizational Change), specialized topics (Addressing Family Violence in Child Welfare Practice, Culturally

Competent Risk Assessment, Meeting the Educational Needs of Children in the Child Welfare System, Preparing and Presenting Legal Testimony, and Substance Abuse), and supplemental and seminar topics (Incarcerated Women: Concerns for Child Welfare Practitioners; Child Welfare Policy, Planning, and Administration; Concurrent Planning; Staff Support Training; and Management Training).

- For the first time co-sponsored the Bay Area CPS Supervisors' Association annual Asilomar conference by awarding 12 scholarships to supervisors in academy member counties and sponsoring a speaker.

In addition, the BASSC Executive Development Program at UC Berkeley Extension graduated its fifth class.

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### ***Central California Public Social Services Training Academy***

The Central California Public Social Services Training Academy serves the following 11 counties: Fresno, Kern, Kings, Madera, Mariposa, Merced, San Luis Obispo, Santa Barbara, Stanislaus, Tulare, and Ventura. Its goals are to offer a continuum of training services that will eliminate the duplication of and offer consistency in the delivery of training, support staff retention, promote the professionalism of current and potential staff in public service and child welfare agencies within Central California, and identify necessary competencies that can be added to the academy's and CalSWEC's education program.

The academy operates under the leadership of a collaborative Board of Directors composed of county welfare directors; a representative of the California Department of Social Services; the Dean of CSU, Fresno, College of Health and Human

Services; and the Director of the MSW Program at CSU, Stanislaus. Additionally, the County Welfare Directors Association Regional Children's Services Sub-Committee operates as an advisory body to the academy staff and board.

David Foster, former project coordinator of the CSU, Fresno Title IV-E MSW program, is the director of the Central California Training Academy.

Among highlights of fiscal year 1998–1999, its second full year of operation, the academy:

- Delivered 233 days of training, reflecting a 40 percent increase over the previous year. It is estimated that more than 1,200 child welfare staff received either basic or advanced training during that period at the academy's four training sites in the north, central, south, and coastal

regions. This included New Employee Induction Training for the new caseworker, Foundations in Child Welfare Supervision Core Training for newly promoted supervisors, and Ongoing Skills Training to support and enhance the professional growth of experienced practitioners.

- As part of its efforts to augment and support county child welfare automation, hired an academy-based CWS/CMS Training Specialist and created and equipped a 13-computer CWS/CMS Training Lab to offer new user and advanced training. This is intended to support and enhance the region's capacity to fully prepare all staff to use CWS/CMS automation tools.

- Expanded its formal liaison relationships with universities in the region to include the new satellite program at CSU, Bakersfield.

In addition, the academy's curriculum specialist was a co-presenter or participant in a number of conferences, including the National Staff Development and Training Association National Conference and the CSU, Stanislaus Welfare Reform Workshop. He participated in such curriculum development activities as the development of Foundations of Supervision Core Curriculum and a two-day Interdisciplinary Training Curriculum for Child Welfare Staff.

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

The Public Child Welfare Training Academy, Southern Region is a collaborative venture of San Diego State University; CSU, San Bernardino; and Imperial, Orange, Riverside, San Bernardino, and San Diego Counties.

The academy operates under a Board of Directors composed of the directors of county social services agencies; the directors of the region's three schools of social work (CSU, San Bernardino, Loma Linda University, and San Diego State University); and academy Training Planning Committee representatives.

Don Dudley, former director of the Kern County Department of Human Services and former member

of the CalSWEC Board of Directors, is the director of the Southern Regional Training Academy.

Among highlights of fiscal year 1998–1999, its third year of operation, the academy:

- Updated and disseminated the Academy Training Catalog and created the Southern Region Academy Web page, <http://www.rohan.sdsu.edu/~pcwtas/>, which includes a listing of upcoming training and events.

- Delivered a total of 212 budgeted days of training—an increase of 28 percent over last year. This included 10 Core Lineworker

courses (14 days each), 2 Supervision courses (9 days each), and 2 Management courses (6 days each), along with 32 days of advanced line social worker training topics, 8 days of advanced manager/supervisor training topics, 6 days of risk assessment training, 3 days of risk assessment training for trainers, and 1 training day for trainers of a Power Point course presented in collaboration with Riverside County DPSS.

- Delivered its first video course, “Juvenile Dependency Law: Update for Social Workers,” with a pre- and post-test and training credit option.

- Presented two videoconferences via satellite downlink from the National Children’s Advocacy Center.

- Implemented a Continuing Education Units (CEU) program in conjunction with San Diego State University and CSU, San Bernardino and delivered 31 CEU classes.

- Piloted the level two pre- and post-test evaluation tool three times at each academy site and refined the instrument, which was piloted during the last quarter.

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## **Interdisciplinary Concurrent Planning Training**

Through a project funded by the federal Children’s Bureau, CalSWEC has designed and is implementing interdisciplinary training for child welfare and non-child welfare disciplines on the provision of concurrent planning services. Concurrent planning services has become a priority in California following passage of the federal Adoptions and Safe Families Act of 1997, which aims to ensure that children are provided in a timely manner with a safe, healthy, and permanent home.

The goal of the Interdisciplinary Concurrent Planning Training project is to provide counties with a

more unified delivery of concurrent planning services through improved multidisciplinary collaboration among related child welfare professionals, such as substance abuse counselors, mental health workers, child welfare workers, and lawyers.

Because each California county has a unique history of collaboration and provision of concurrent planning services, CalSWEC has established in each participating county an advisory group consisting of the relevant disciplines that can identify the county’s training needs. It then modifies the overall training package according to these



specific needs. To date, CalSWEC is managing the design and implementation of the concurrent planning services curriculum in more than 15 counties. Once the training that is

developed meets county needs, local training academies, in partnership with county staff, will replicate the training as necessary.

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*Training Specialist Mark C. Purcell is the project leader of the Interdisciplinary Concurrent Planning Training. He has been at CalSWEC since August 1998. Mr. Purcell's background and experience involve training and counseling, as well as developing and directing programs in both the public and private sectors to serve at-risk youth and families. Immediately prior to joining CalSWEC, Mr. Purcell was a training specialist at Buffalo State College's Center for Development of Human Services, where he was a contributing author of the New York State Child Welfare Training Curriculum and also provided comprehensive training to social workers in practice-related skills. Mr. Purcell has an MEd from the Harvard Graduate School of Education, Department of Human Development and Psychology and a BS in psychology from Fordham University.*

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## **Standardized Core Curriculum**

Through a 1999–2000 grant from the California Department of Social Services (CDSS), CalSWEC, in collaboration with CDSS, the County Welfare Directors Association (CWDA), the regional training academies, and child welfare services representatives, is developing both a plan for the implementation of a standardized core training curriculum for new child welfare workers and the standardized core curriculum.

The goal of the Standardized Core Curriculum project is to ensure that the fundamental principles of sound child welfare practice are provided to new workers before they assume an independent caseload. The

focus will be training in specific skill areas necessary to investigate child safety and risk when the child welfare services agency first contacts the family.

To undertake the project's activities, a Standardized Curriculum Advisory Committee has been convened consisting of representatives of the following constituent groups: CDSS, CalSWEC, CWDA, the regional training academies, county child welfare training managers, child welfare supervisors and line workers, labor unions, law enforcement, and the juvenile court.

The following five work-groups within the advisory committee have been formed to address the project's specific needs:

- **Transfer of Learning:** Devising a plan to help new workers put their classroom knowledge to work in the field.

- **Technology:** Using all available teaching modalities, including cutting-edge technology, to enhance the learning experience.

- **Buy-in:** Creating incentives for stakeholders to participate in the standardized training program.

- **Content:** Using existing training materials to compile an extensive library that corresponds to the already identified Core Competencies for Child Welfare.

- **Outcomes/Evaluation:** Deciding on the best outcome measures and types of evaluation methodology.

The advisory committee has met and will continue to meet monthly through June 2000.

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*Training Specialist Stacie Buchanan is the project leader of the Standardized Core Curriculum. A 1997 graduate of the Title IV-E MSW Program at the University of California at Berkeley School of Social Welfare, Ms. Buchanan joined CalSWEC in October 1999. She has five years of experience in public social services, two of which were with Contra Costa County Child Welfare Services, where she conducted dependency investigations. During 1995–1997, Ms. Buchanan was chair of the Social Welfare Graduate Assembly, and during 1997–1999 she was a member of the Cal Pace Committee of the National Association of Social Workers. She remains active in the School of Social Welfare, serving since 1997 on the board of the UC Berkeley Social Welfare Alumni Association.*

## **Budget**

### ***Regional Training Academies***

In fiscal year 1999–2000, the total budget for the three regional training academies that CalSWEC subcontracts with is \$5.7 million (excluding CalSWEC’s budget) compared to its budget of \$4.3 million (excluding CalSWEC’s budget) in fiscal year 1998–1999.

For fiscal year 1999–2000, the total amount of federal Title IV-E funding for the Bay Area Academy is \$1,191,594, reflecting a 12 percent increase over \$1,052,995 in fiscal year 1998–1999. For the Central California Public Social Services Training Academy, Title IV-E funding for fiscal year 1999–2000 totals \$1,202,625, a 31 percent increase over \$826,950 in fiscal year 1998–1999. The total Title IV-E funding for the Public Child Welfare Training Academy, Southern Region for fiscal year 1999–2000 is \$1,197,019, an increase of 36 percent over \$771,250 in fiscal year 1998–1999.

## **Regional Training Academy Directors**

Each regional training academy has its own director and operates independently through its personnel and advisory or governance boards. Dr. James Midgley, Dean of the School of Social Welfare at UC Berkeley, and Dr. Sherrill J. Clark, Executive Director of CalSWEC, are co-project directors of the training project.

The following are the Regional Training Academy Directors:

Peter Dahlin  
San Francisco State University  
*Bay Area Academy*

Don Dudley  
San Diego State University  
*Public Child Welfare Training Academy, Southern Region*

David Foster  
CSU, Fresno  
*Central California Public Social Services Training Academy*

Bill Donnelly  
Los Angeles  
*Inter-University Consortium*

Deborah Yip  
University of California Extension, Davis  
*Northern Child Welfare Training Academy*

## California Child Welfare Resource Library

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

Among highlights of fiscal year 1998–1999, the library:

- Disseminated 66 products—including curriculum modules, resource guides and a resource notebook, videotapes, and catalogs—compared to a total of 30 products during the previous fiscal year.
- Received and distributed six new CalSWEC curriculum development projects.

- Fulfilled requests for materials from three counties, six universities, and three training academies.

- Purchased a total of 150 items in its continuing efforts to expand the scope of resources available to university and agency partners.

- Increased its holdings significantly in the following topics: adoption, at-risk youth, child/adolescent development, child abuse and neglect, family issues, family violence, laws and legislation, multiculturalism, poverty, social work practice, and substance abuse.

Additionally, in marketing its products the library reached out to an ever-expanding population, such as attendees of conferences like the Council for Social Work Education. For the first time this year, the library made an international sale to South Africa's police department.

In another first, the library will publish the next full edition of its catalog on CD-ROM.

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*Cheryl Fujii is the founding librarian of the California Child Welfare Resource Library. Joining the library in April 1995, Ms. Fujii brought to the position broad experience in nonprofit administration and finance that she acquired in university and government settings and scientific and juvenile libraries. Ms. Fujii received an undergraduate degree in anthropology and sociology from Wellesley College and a master's degree in public administration from California State University, Fullerton, with a concentration in urban planning.*

## CalSWEC Administrative Staff

CalSWEC's administrative staff are based at the University of California at Berkeley.

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*Robert Amsbury*, Computer and Database Specialist, has been employed at CalSWEC since February 1995. In a position that encompasses a "great many varied tasks," Mr. Amsbury has justifiably earned the title of "Mr. Fix-it."

*Monica Asfura*, Administrative Assistant III, has been employed at CalSWEC since August 1993. As the events coordinator, she implements and manages all aspects of statewide events, including conferences, trainings, and distance education multipoint videoconferences. She is also in charge of participants' and facilitators' reimbursements, contracts and agreements, and travel. Ms. Asfura is a 15-year veteran of the University of California. Prior to joining CalSWEC, she also worked at the Berkeley Sensor and Actuator Center (BSAC) in the Department of Electrical Engineering, where she was the liaison with national and international members and affiliates and responsible for planning and organizing events and activities aimed at spotlighting BSAC's research. Originally from Santiago, Chile, Ms. Asfura attended a finishing school in Switzerland. She studied languages and three years of architecture and intended to become a translator. She

came to the United States in 1980, accompanying her husband, who obtained his PhD in civil engineering from UC Berkeley.

*Anoni J. Herrera*, Administrative Assistant I, has been employed at CalSWEC since December 1999. She works closely with the events coordinator to process and prepare documentation for event reimbursement requests and assists with the preparation and coordination of conferences and meetings. Prior to joining CalSWEC, Ms. Herrera was the office manager at the *Alameda Journal*, a major Alameda County newspaper. She earned a BA in dramatic arts/dance from UC Berkeley and was a member of the Bay Area Repertory Dance Theater, a company within the university's Dance Department that performed locally and abroad. Ms. Herrera's hobbies include dancing, choreographing, and cooking. She enjoys working with her "extremely dedicated" colleagues on the Berkeley campus, which she finds beautiful and where there is "always something to see and do."

*Karen Ringuette*, Media Specialist, joined CalSWEC in November 1999. The new position is responsible for, among other functions, producing print and electronic publications for CalSWEC and its projects, providing technical assistance to counties through the Regional Training Academy Coordination, and developing interactive listserves for CalSWEC programs. Ms. Ringuette has 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 across the country and held editorial and media relations positions at the State Bar 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 Chico State

University. She and her husband enjoy hiking with their dog (their cat refuses to join them).

*Anita Trent*, Administrative Specialist, came out of retirement and joined CalSWEC in January 1998 as a recall retiree (or casual employee). As the administrative office manager, she supports programmatic and fiscal interactions with the schools of social work. In addition, she 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 held the position of Management Services Officer for the Department of Biomedical and Environmental Health Science with the School of Public Health.

## Graduate Student Researchers

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

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*Emily Bruce*, a sixth-year PhD student, is working primarily on the standardized core training curriculum project. She is interested in public child welfare and spent 10 years working in the San Joaquin County Human Services Agency as a social services practitioner and subsequently Child Welfare Unit Chief. Ms. Bruce has participated in numer-

ous social work research projects in the area of public child welfare at both UC Berkeley and the University of Washington, where she received her MSW. She currently teaches an undergraduate Introduction to Social Welfare Policy course at San Jose State University's College of Social Work. In addition, Ms. Bruce has been a Council on Social Work

Education Minority Research Fellow since 1997.

*Kelsey Crowe*, a second-year PhD student, is working on the pilot of the Interdisciplinary Concurrent Planning Training project. She received her MSW from Hunter College in New York. Ms. Crowe is interested in the inter-relationship between systemic poverty and its effects on families and children, and the infrastructure of welfare state issues. She spent two years as a Peace Corps volunteer in West Africa.

*Karen Hillman*, a second-year MSW student, is working on the retention study of Title IV-E MSW program graduates and the first-year MSW survey that goes to students in California's schools of social work. Ms. Hillman's areas of interest are social work and health, health education, and reproductive health.

*Amba Johnson*, a second-year MSW student, is working on the standardized core training curriculum project and is the Title IV-E Student Day coordinator focusing on family, individuals, and groups. Her areas of interest are secondary traumatic stress and sexual abuse.

*Tina Kimmel*, a first-year PhD student, is working on the retention study of Title IV-E MSW program graduates in addition to converting the CalSWEC Student Information System database to Filemaker Pro from Fox Pro. Ms. Kimmel earned a dual MSW/MPH degree from UC

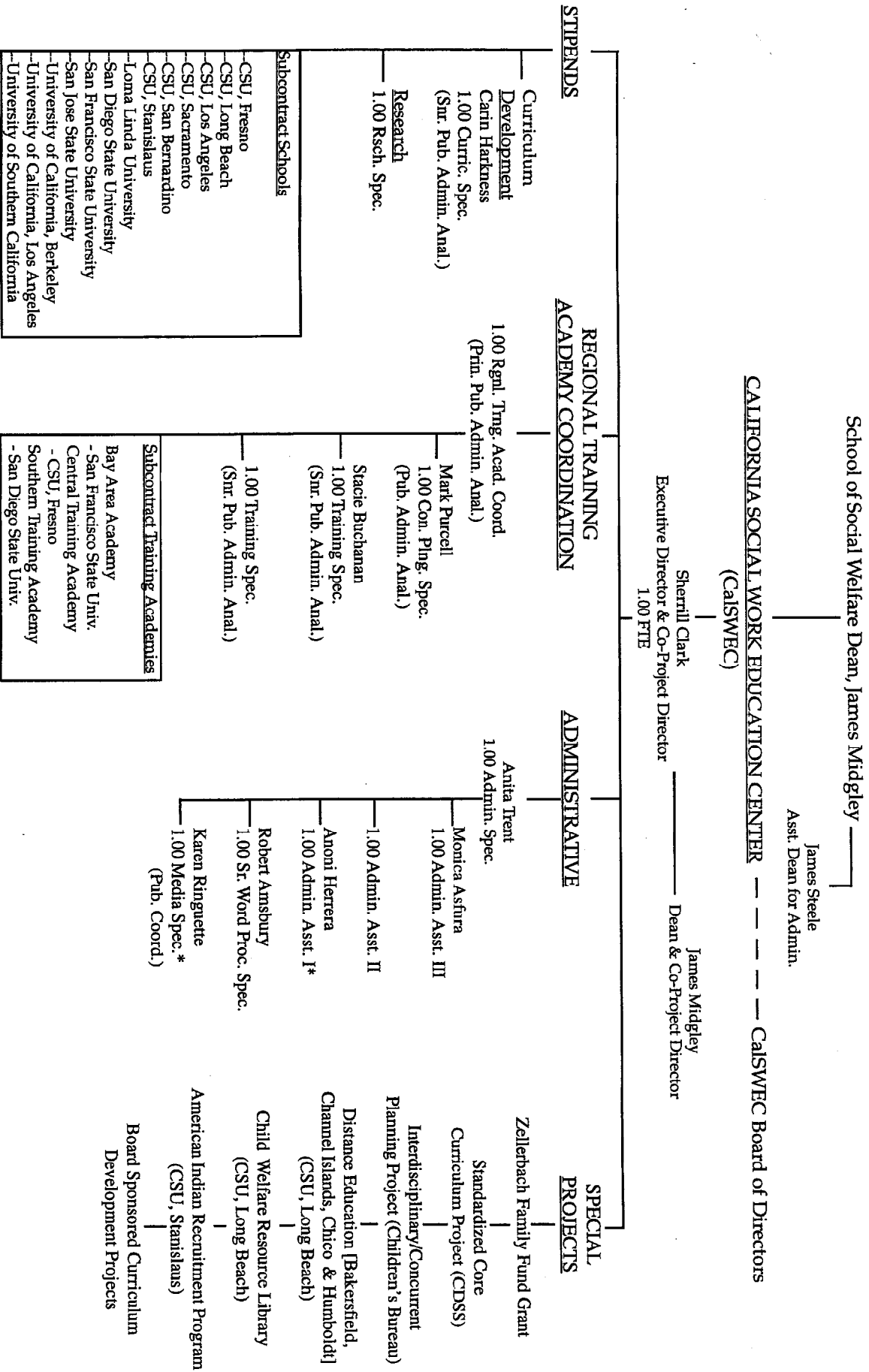
Berkeley in 1987 and worked as a research scientist for the state's Department of Health Services for 10 years. She says, "I have been involved in children's policy issues in my spare time (as well as being a mom and grandma), and now I endeavor to work in these areas full time." Ms. Kimmel's interests are the prevention of child abuse and neglect through public policy shifts toward greater emotional, nutritional, and financial support of all parents and families.

*Gordon Limb*, a third-year PhD student, is working on the regional training academy version of the 1998 Workforce Study and on the Time 1-Time 2 Student Survey, a longitudinal study of graduate social work students throughout the state of California. Mr. Limb, who received his MSW from the University of Utah, expects to complete his doctorate in May 2000. He is interested in issues and concerns related to public child welfare, specifically involving American Indian children, families, and workers.

*Kari Petersen*, a second-year MSW student, is working on the retention study of Title IV-E MSW program graduates and MSW student interests surveys in California's schools of social work. Her interests are women's health; gay, lesbian, bisexual, and transgender issues; and death and dying. Ms. Petersen loves science fiction and aspires to become a full-time writer.



# CALIFORNIA SOCIAL WORK EDUCATION CENTER ORGANIZATIONAL CHART



# Appendix

**1999-2000 Title IV-E Enrollment Overview****Table 1**

	<b>APPLIED</b>	<b>ACCEPTED</b>	<b>DECLINED</b>	<b>DENIED</b>
African/African American	74	44	0	30
Asian American/ Pacific Islander	52	23	0	29
Caucasian	185	51	3	131
East Indian	1	0	0	1
Filipino	2	0	0	2
Latino/a	121	61	0	60
Multi-Cultural	1	1	0	0
Native American	6	4	0	2
Other/Unreported	7	5	0	3
<b>Total Full-Time</b>	<b>449</b>	<b>189</b>	<b>3</b>	<b>258</b>

	<b>APPLIED</b>	<b>ACCEPTED</b>	<b>DECLINED</b>	<b>DENIED</b>
African/African American	13	9	0	4
Asian American/ Pacific Islander	4	3	0	1
Caucasian	22	15	5	2
East Indian	0	0	0	0
Filipino	0	0	0	0
Latino/a	21	17	0	4
Multi-Cultural	1	1	0	0
Native American	0	0	0	0
Other/Unreported	0	0	0	0
<b>Total Part-Time</b>	<b>61</b>	<b>45</b>	<b>5</b>	<b>11</b>

**1999-2000 Title IV-E Full-Time Enrollment  
Applied & Accepted  
by School & Ethnicity**

**Table 2**

	C S U F	C S U L A	C S U L B	C S U S	C S U S B	C S U S t a n	L U	S D S U	S F S U	S J S U	U C B	U C L A	U S C	T o t a l
Applicants														
African/ African American	7	5	3	9	7	2	1	5	6	3	9	7	10	74
Asian American/ Pacific Islander	11	2	4	7		3		5	5		1	5	9	52
Caucasian	6	8	5	37	13	5	5	49	10	16	8	10	13	185
East Indian										1				1
Filipino					1					1				2
Latino/a	21	11	6	12	4	3		17	6	12	3	2	24	121
Multi-Cultural									1					1
Native American	2			1							1		2	6
Other/Unreported						3		3					1	7
<b>Total</b>	<b>47</b>	<b>26</b>	<b>18</b>	<b>66</b>	<b>25</b>	<b>16</b>	<b>6</b>	<b>79</b>	<b>28</b>	<b>33</b>	<b>22</b>	<b>24</b>	<b>59</b>	<b>449</b>

	C S U F	C S U L A	C S U L B	C S U S	C S U S B	C S U S t a n	L U	S D S U	S F S U	S J S U	U C B	U C L A	U S C	T o t a l
Accepted														
African/ African American	4	2	2	3	7	1	1	3	5	2	7	5	2	44
Asian American/ Pacific Islander	4	1	1	3		3		3	4		1	3		23
Caucasian	3		2	6	4	3	4	5	6	7	7	3	1	51
East Indian														0
Filipino														0
Latino/a	9	2	3	7	4	3		8	6	11	3	1	4	61
Multi-Cultural									1					1
Native American	2			1							1			4
Other/Unreported			1			3		1						5
<b>Total</b>	<b>22</b>	<b>5</b>	<b>9</b>	<b>20</b>	<b>15</b>	<b>13</b>	<b>5</b>	<b>20</b>	<b>22</b>	<b>20</b>	<b>19</b>	<b>12</b>	<b>7</b>	<b>189</b>

**1999-2000 Title IV-E Full-Time Enrollment  
Denied & Declined  
by School & Ethnicity**

**Table 3**

	C S U F	C S U L A	C S U L B	C S U S	C S U S B	C S U S t a n	L L U	S D S U	S F S U	S J S U	U C B	U C L A	U S C	T o t a l
Denied														
African/ African American	3	3	1	6		1		2	1	1	2	2	8	30
Asian American/ Pacific Islander	7	1	3	4				2	1			2	9	29
Caucasian	2	8	3	31	8	2		44	4	9	1	7	12	131
East Indian										1				1
Filipino					1					1				2
Latino/a	12	9	3	5				9		1		1	20	60
Multi-Cultural														0
Native American													2	2
Other/Unreported								2					1	3
<b>Total</b>	<b>24</b>	<b>21</b>	<b>10</b>	<b>46</b>	<b>9</b>	<b>3</b>	<b>0</b>	<b>59</b>	<b>6</b>	<b>13</b>	<b>3</b>	<b>12</b>	<b>52</b>	<b>258</b>

	C S U F	C S U L A	C S U L B	C S U S	C S U S B	C S U S t a n	L L U	S D S U	S F S U	S J S U	U C B	U C L A	U S C	T o t a l
Declined														
African/ African American														0
Asian American/ Pacific Islander														0
Caucasian	1				1		1							3
East Indian														0
Filipino														0
Latino/a														0
Multi-Cultural														0
Native American														0
Other/Unreported														0
<b>Total</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>

**1999-2000 Title IV-E Part-Time Enrollment  
Applied & Accepted  
by School & Ethnicity**

**Table 4**

	C S U F	C S U L A	C S U L B	C S U S	C S U S B	C S U S t a n	L U	S D S U	S F S U	S J S U	U C B	U C L A	U S C	T o t a l
Applicants														
African/ African American	2		5	1	1	2	2							13
Asian American/ Pacific Islander			4											4
Caucasian	2		3	4	7	1	3	2						22
East Indian														0
Filipino														0
Latino/a	3		13		1	1	2	1						21
Multi-Cultural			1											1
Native American														0
Other/Unreported														0
<b>Total</b>	<b>7</b>	<b>0</b>	<b>26</b>	<b>5</b>	<b>9</b>	<b>4</b>	<b>7</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>61</b>

	C S U F	C S U L A	C S U L B	C S U S	C S U S B	C S U S t a n	L U	S D S U	S F S U	S J S U	U C B	U C L A	U S C	T o t a l
Accepted														
African/ African American	1		2	1	1	2	2							9
Asian American/ Pacific Islander			3											3
Caucasian	2		1	1	6	1	2	2						15
East Indian														0
Filipino														0
Latino/a	2		10		1	1	2	1						17
Multi-Cultural			1											1
Native American														0
Other/Unreported														0
<b>Total</b>	<b>5</b>	<b>0</b>	<b>17</b>	<b>2</b>	<b>8</b>	<b>4</b>	<b>6</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>45</b>

**1999-2000 Title IV-E Part-Time Enrollment  
Denied & Declined  
by School & Ethnicity**

**Table 5**

	C S U F	C S U L A	C S U L B	C S U S	C S U S B	C S U S t a n	L L U	S D S U	S F S U	S J S U	U C B	U C L A	U S C	T o t a l
Denied														
African/ African American	1		3											4
Asian American/ Pacific Islander			1											1
Caucasian			2											2
East Indian														0
Filipino														0
Latino/a	1		3											4
Multi-Cultural														0
Native American														0
Other/Unreported														0
<b>Total</b>	<b>2</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11</b>

	C S U F	C S U L A	C S U L B	C S U S	C S U S B	C S U S t a n	L L U	S D S U	S F S U	S J S U	U C B	U C L A	U S C	T o t a l
Declined														
African/ African American														0
Asian American/ Pacific Islander														0
Caucasian				3	1		1							5
East Indian														0
Filipino														0
Latino/a														0
Multi-Cultural														0
Native American														0
Other/Unreported														0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>

1999-2000 Title IV-E Full-Time Enrollment

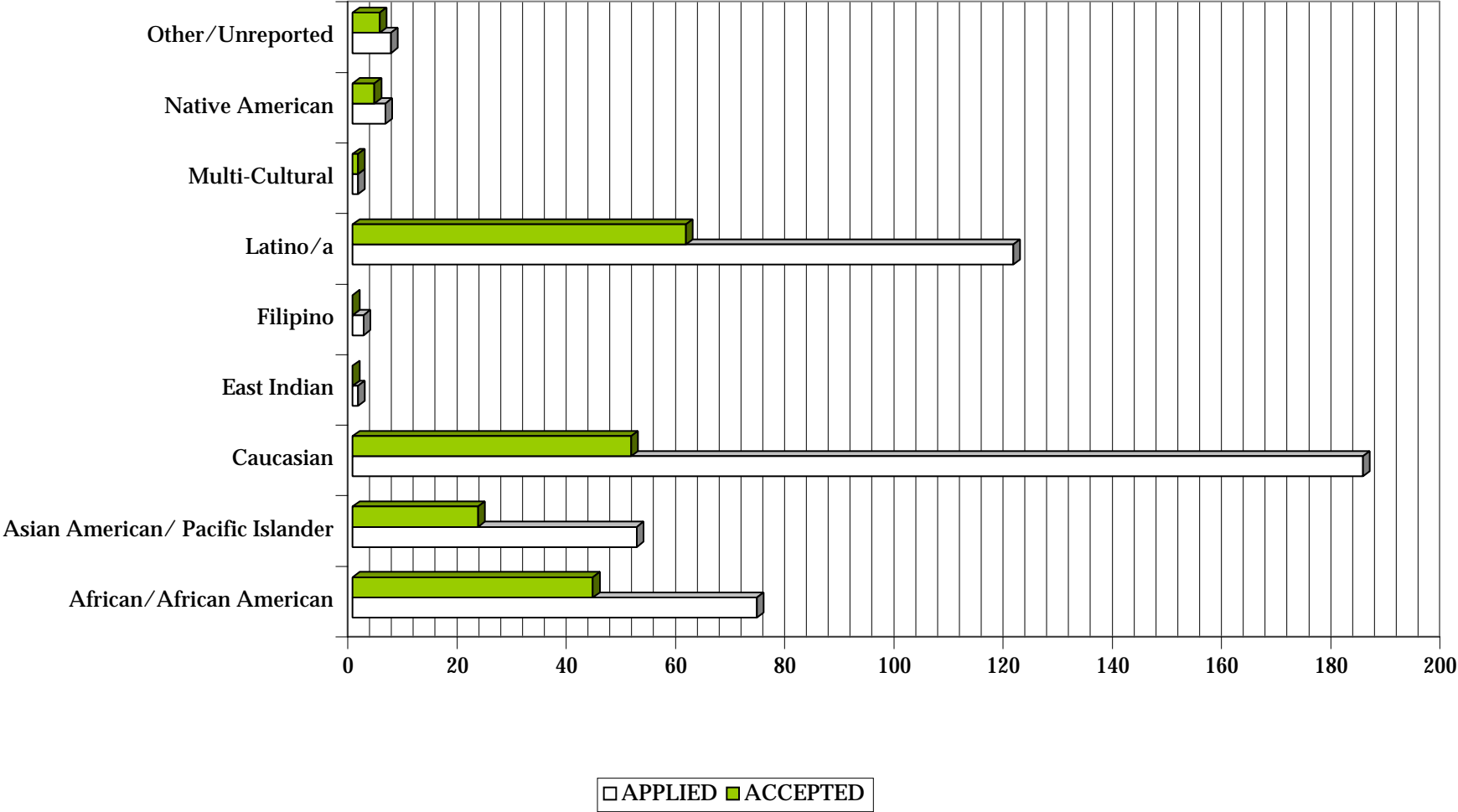
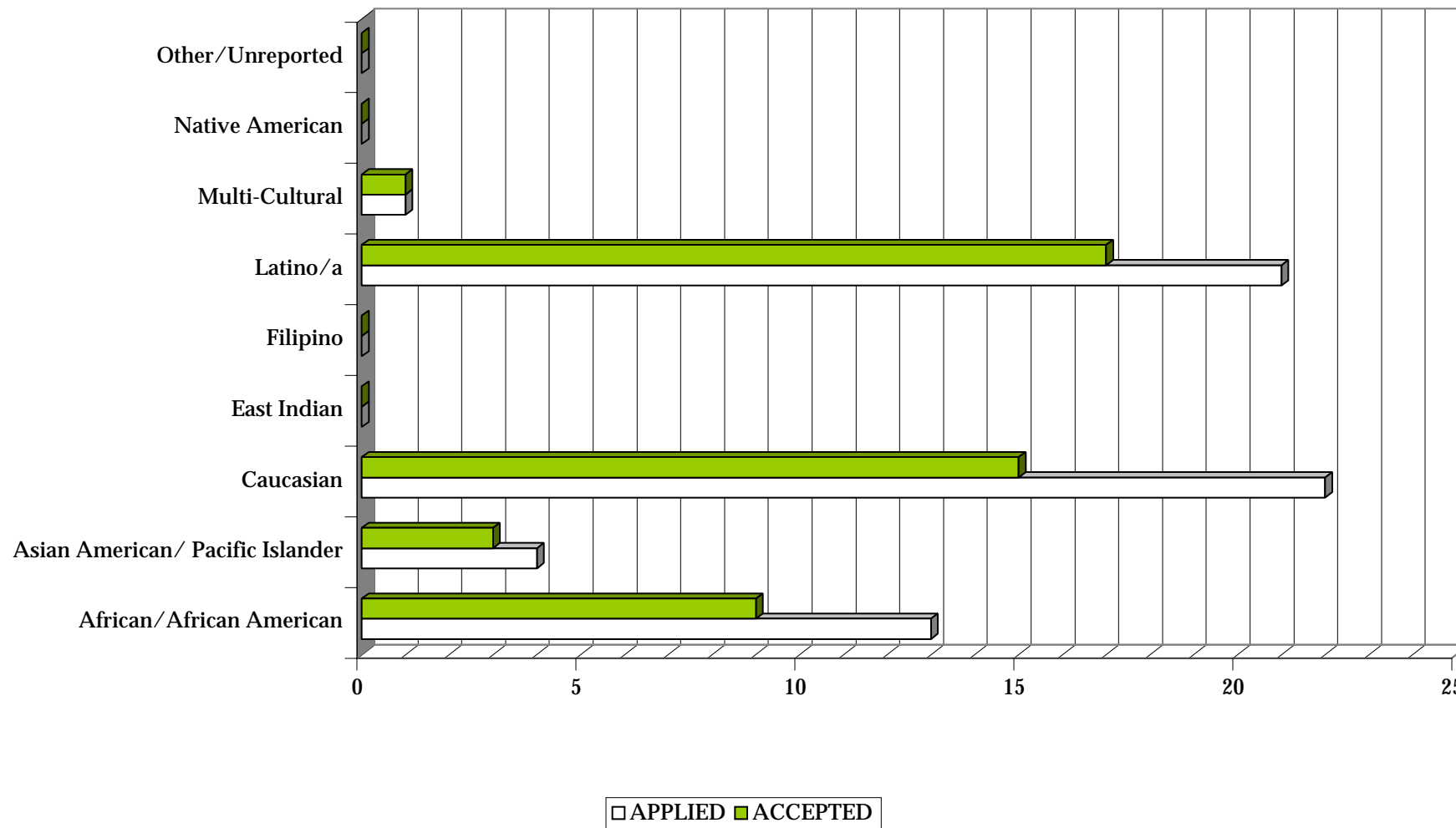




Table 7

### 1999-2000 Title IV-E Part-Time Enrollment



**1998-1999 Title IV-E Graduate Statistics  
Combined Full- & Part-Time**

**Table 8**

				Returned	
		Graduated	Employment	to County	Languages Spoken
<b>Full-Time</b>	CSU, Fresno	21	Fresno Co. (12) Madera Co. Monterey Co. Riverside Co. Sacramento Co. (2) Santa Clara Co. Tulare Co.	5	Cambodian Hmong, French Nigerian Spanish (12)
	CSU, Long Beach	14	Los Angeles Co. (3) Orange Co. (7)	1	Cambodian, Chinese French Spanish (2) Vietnamese
	CSU, Los Angeles	3	Los Angeles Co. (3)		Chinese (Cantonese) Spanish (2)
	CSU, Sacramento	22	Alameda Co. Sacramento Co. (5) San Francisco Co. (2) San Joaquin Co. (2) Solano Co.	1	Laotian Spanish (4)
	CSU, San Bernardino	23			Spanish (2)
	CSU, Stanislaus	16	Calaveras Co. Merced Co. San Joaquin Co. Stanislaus Co. (3)		Hmong (2) Laotian Spanish (4)
	Loma Linda Univ.	12			Spanish (2)
	SDSU	18	San Diego	7	
	SFSU	15	Alameda Co. Contra Costa Co. San Francisco Co. (3) Sonoma Co.	1	
	SJSU	16	Monterey Co. Santa Clara Co. (5)		Spanish (3) Vietnamese (2)
	UC Berkeley	16	CDSS Alameda Co. (2) Contra Costa Co. Nevada Co. Orange Co. San Francisco Co. (2) San Joaquin Co. San Mateo Co. Santa Clara Co. Santa Cruz Co.		Chinese (Cantonese, Mandarin) Spanish (3)
	UCLA	13	Los Angeles Co.		Spanish (6) Chinese (Cantonese) Korean, Spanish
	USC	4	Orange Co.	1	Cambodian, Khmer Spanish (2)

				Returned	
		Graduated	Employment	to County	Languages Spoken
<b>Part-Time</b>	CSU, Fresno	1	Fresno Co.	1	
	CSU, Long Beach	3	Los Angeles Co. (3)	3	Spanish (2)
	CSU, Sacramento	4	Contra Costa Co.	4	

**1998-1999 Title IV-E Graduate Statistics  
Combined Full- & Part-Time**

**Table 8**

<b>Part-T</b>	Sacramento Co. (3)			
	Loma Linda Univ.	1		
	SDSU	1	San Diego	1
	SFSU	2		2

**Title IV-E Graduates: Cumulative Numbers by School**

**Table 9**

	C S U F	C S U B	C S U A	C S U S	C S U B	C S U S t a n	L L U	S D S U	S F S U	S J S U	U C B	U C A	U S C	T o t a l
1993										8				8
1994	8	2		14	9			14	10	15	14		2	88
1995	28	13		19	18		12	13	18	15	20	12	17	185
1996	13	17		21	15		19	25	18	22	19	11	13	193
1997	22	17		14	22	14	14	21	14	16	20	10	10	194
1998	23	15		20	16	11	17	27	14	18	16	13	5	195
1999	21	14	3	22	23	16	12	18	15	16	16	13	4	193
Unreported	1			6								2		9
<b>Total</b>	<b>116</b>	<b>78</b>	<b>3</b>	<b>116</b>	<b>103</b>	<b>41</b>	<b>74</b>	<b>118</b>	<b>89</b>	<b>110</b>	<b>105</b>	<b>61</b>	<b>51</b>	<b>1065</b>