

# **2000 Annual Report**

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

***Focusing on Public Social Services***

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

**University of California, Berkeley  
School of Social Welfare  
120 Haviland Hall  
Berkeley, CA 94720-7400  
Phone: 510-642-9272 Fax: 510-642-8573  
<http://calswec.berkeley.edu>**

***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***

# Table of Contents

Introduction	3
CalSWEC Board of Directors	4
Message from the Executive Director	6
Title IV-E Master of Social Work (MSW) Program	7
Profiles of Title IV-E MSW Students	
Graduates	8
New Students	9
News from the Schools	10
American Indian Graduate Recruitment Program	11
California Child Welfare Resource Library	11
Curriculum Committee	12
Research and Development Committee	12
Project Coordinators	14
Regional Training Academy Coordination Project	15
Regional Training Academy Subcontracts	
Bay Area Academy	16
Central California Child Welfare Training Academy	17
Public Child Welfare Training Academy, Southern Region	17
Coordination Project	
Standardized Core Curriculum Project	18
Interdisciplinary Concurrent Planning Training Project	19
Regional Training Academy Directors	20
CalSWEC Staff	21
Graduate Student Researchers	23
CalSWEC Organizational Chart	25
Appendix	
Budget	27
CalSWEC Publications	28
CalSWEC Conferences and Presentations	29
Table 1: 2000 Title IV-E Students' Ethnicity by School	30
Full-Time 2000 IV-E Students by Ethnicity	32
Part-Time 2000 IV-E Students by Ethnicity	33
Table 2: Number of Title IV-E 2000 Graduates by School, County of Employment, and Language Spoken	34
Table 3: Title IV-E Year 2000 Graduates and Employment Status by School	35
Table 4: Numbers of Title IV-E Graduates by School and Year	35

---

*2000 Annual Report* California Social Work Education Center (CalSWEC) January 2001

Dr. Sherrill J. Clark, *Executive Director*

Carin Harkness, *Curriculum Specialist* Chris Mathias, *Regional Training Academy Coordinator*

Dr. Susan E. Jacquet, *Research Specialist* Karen Ringuette, *Managing Editor/Writer*

## Introduction

*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 values to assure effective, culturally competent service delivery and leadership to alleviate negative human conditions, such as racism and poverty, for the people of California.*

—CalSWEC Mission Statement

This year, the California Social Work Education Center (CalSWEC) celebrated its first decade. The occasion provided an opportunity to reflect on the center's past as well as to look toward its next 10 years. At a special anniversary symposium, funded by the Zellerbach Family Fund, more than 100 members of the social work education and practice communities gathered to reminisce about CalSWEC's origins and, more significantly, to discuss how to effectively prepare a professional workforce in the publicly supported social services for California's growing and increasingly complex human services needs.

In the face of this challenge, CalSWEC continues to refine its successful formula of collaboration with the state, counties, and schools. This year,

California State Department of Social Services Director Rita Saenz appointed CalSWEC's executive director, Dr. Sherrill Clark, to the statewide Child Welfare Stakeholders' Group, which is charged with examining and strengthening the system of child welfare services for California's families and children. CalSWEC has enhanced its efforts to reach out to its clients by expanding content on its Web site for schools, students and potential students, counties, and the public. Its two major projects, the Regional Training Academy Coordination Project and the Title IV-E Master of Social Work (MSW) program, attained full staffing, and both project staffs have been responsible for significant achievements. This annual report summarizes the accomplishments in all these areas.



Participants at CalSWEC's anniversary symposium, "Social Work Education and the Public Social Services: 10 Years of Partnership," were welcomed by, *left to right*, California Department of Social Services Director Rita Saenz; CalSWEC Board of Directors Chair Yolanda Rinaldo; Dean James Midgley of UC Berkeley's School of Social Welfare; and CalSWEC Executive Director Sherrill Clark.

*Photo: Jane Scherr*

## CalSWEC Board of Directors

Members of CalSWEC's Board of Directors are listed below. Yolanda Rinaldo, former director of Santa Clara County Human Services, stepped down as chair of the board following her retirement in June. CalSWEC extends its appreciation to Ms. Rinaldo for her tireless commitment to CalSWEC (beginning as a charter member of the board) and to children and families in child welfare.

Beverly Buckles, *Chair* (2000–)  
*Dean*  
Department of Social Work  
Loma Linda University

John Cullen, *Vice-Chair* (2000–)  
*Director*  
Contra Costa County Social Services Department

Jeff Jue, *Treasurer*  
*Director*  
Stanislaus County Department of Social Services  
*President*, National Association of Social Workers  
California Chapter

Fred Anderson, *Director*  
School of Health and Human Services  
Department of Social Work  
CSU, Los Angeles

Joseph Anderson, *Director*  
Department of Social Work  
CSU, Sacramento

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

A. E. (Ted) Benjamin, *Professor and Chair*  
Department of Social Welfare  
UCLA School of Public Policy and  
Social Research

Anita Bock, *Director*  
Phil Moser, *Director of Training*  
Los Angeles County  
Department of Children and Family Services

Stephen Brohmer, *Director* (Retired)  
Del Norte County  
Department of Health and Social Services

Yvonne Campbell, *General Manager*  
San Diego County North Region  
Health and Human Services Agency

Joseph Chandy, *Director*  
Department of Social Work  
CSU, Bakersfield

Sherrill Clark, *Executive Director*  
CalSWEC

John Davis, *Assistant Agency Director*  
Tulare County Human Services Branch

Ellen Dunbar, *Director*  
Master of Social Work Program  
CSU, Stanislaus

Dianne Edwards, *Director*  
Sonoma County Human Services Department  
*President*, County Welfare Directors Association  
(2000)

*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.*

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

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

Frank Mecca, *Executive Director*  
County Welfare Directors Association

Jane Middleton, *Director*  
Department of Social Work  
CSU, Fresno

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

Salvatore Montana, *Director*  
Children's Services  
Fresno County Department of Social Services

Teresa Morris, *Chair*  
Department of Social Work  
CSU, San Bernardino

John Oliver, *Director*  
Department of Social Work  
CSU, 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

Susan Sung, *Director*  
School of Social Work  
San Francisco State University

Ellen Walker, *Program Executive*  
Zellerbach Family Fund

Janlee Wong, *Executive Director*  
National Association of Social Workers  
California Chapter



## Message from the Executive Director

The year 2000 is over! It felt like a blur! The first year of the new millennium has been an active 12 months for CalSWEC. During the first five months, the Center held its 10-year anniversary, the Third Annual National Training Evaluation Symposium, and the Third Annual CalSWEC-NASW Student Day.

Other major accomplishments include:

- Graduating more MSW IV-E students than ever before;
- Completing the Standardized Core Curriculum and the Interdisciplinary Concurrent Planning Grants;
- Making headway toward connecting the gaps in the social work continuum;
- Carving out a research agenda for CalSWEC in the crucial area of workforce recruitment, retention, and quality education; and
- Filling all specialist and core administrative support positions at Central CalSWEC, making us now a staff of 13.

Significantly, this year, CalSWEC took steps toward acting on the Strategic Plan that the board developed in 1999. After weighing several alternatives, the board engaged a facilitator, Dr. Bart Grossman, to assess how we can implement the Strategic Plan. His job will be to assess CalSWEC's readiness for change, help us evaluate the possibilities, and advise us on implementation. As most of you know, Dr. Grossman was the first director of CalSWEC and thus brings a sense of history to this challenging task.

As a member of the statewide Child Welfare Stakeholders' Group, I recently attended a session that Dr. Thomas Morton facilitated. Because the Stakeholders' Group is about changing the system of services we provide to children and families in California, we have been charged to do some soul-searching about the change process. I found a great deal of similarity with what the Stakeholders' Group is attempting to do and what the CalSWEC board is struggling with.

Dr. Morton reminded us of the "stages of change" construct of the Transtheoretical Model

(Prochaska & DiClemente, 1986\*), listing five preconditions for change readiness. They are:

1. *Present discomfort.* You must have the sense that things could be better. This does not necessarily mean experiencing so much discomfort that all you can do is react to events.
2. *Internalized responsibility.* You have to ask the question "What can I change?" Unfortunately in bureaucracies, it's very likely that at least some of us don't like change and are invested in keeping things the way they are, regardless of how dysfunctional present conditions are.
3. *A sense of efficacy.* You believe the following: "If I act, I can have impact. I have the skills, knowledge, and resources to create the impact." CalSWEC operates on the assumption that quality education and training can give more "personal power" to students and workers, but education and training alone cannot correct long-standing difficult situations.
4. *Emotional security.* Large change efforts, such as this one, are very risky. You cannot take risks without feeling emotionally secure in your environment and in your relationships with others. A good reference is "The Freedom to Learn" by Carl Rogers.
5. *A preferred alternative future.* Finally, you must have a preferred alternative future, or what we call our "vision." It means our change metaphor has to be based on what we believe the alternative future should be. It's not about escaping the past, but having a clear picture of where we want to be.

I believe that CalSWEC can implement its vision. It will be hard work, but it will pay off in better services to families and children in California. I urge all of CalSWEC's stakeholders to become involved and contribute to the strategic planning process. We have a lot of exciting work ahead of us.

Sherrill J. Clark, LCSW, ACSW, PhD.

\* Prochaska, J.O. & DiClemente, C.C. (1986) Toward a comprehensive model of behavior change. In W.R. Miller & N. Heather (Eds.) *Treating Addictive Behaviors: Processes of Change* (pp. 3-27). New York: Plenum Press.

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



Students who helped organize the year 2000 Student Day included, *left to right*, Maria Donnell, CSU, Stanislaus; Michelle Bennett, UCLA; Cesar Abarca, San Francisco State University; Luis Pereira, CSU, Long Beach; Karen Seeback, CSU, Stanislaus; Amba Johnson, UC Berkeley; and Luis Lopez, UC Berkeley.

**A** new Title IV-E Master of Social Work (MSW) program, greater use of technology to broaden the reach of the California Child Welfare Resource Library (*see page 11*), and an increase in the stipend amounts were among the major developments in calendar year 2000. In January, Curriculum Specialist Carin Harkness was hired to manage the Title IV-E MSW program at CalSWEC. Ms. Harkness also staffs the Curriculum Committee of CalSWEC's Board of Directors.

This section summarizes the project's activities during the 2000 calendar year.

- **New school:** In fall 2000, CSU, Bakersfield, previously a distance education site, began its first quarter of instruction, offering both a full-time and a part-time program. David Chenot is the project coordinator for the school's Title IV-E MSW program, which has 26 students, or nearly 70 percent, of the 38 students enrolled in the MSW program. With the addition of Bakersfield, 14 schools now offer the Title IV-E MSW program, and 10 offer part-time programs.
- **Stipends:** Beginning in fall 2000, stipends for full-time Title IV-E MSW students were increased from \$15,000 per student per year to \$18,500 for both new and continuing students.
- **Videoconferencing:** A videoconference was presented on November 16, providing the opportunity for students at the 14 schools and 3 distance learning sites to participate in the pre-

sentation of new curricula. Initiated at CSU, Fresno, the videoconference featured one of three top curricula that project coordinators had identified: "Child Welfare Practice: Keeping Children with Disabilities in Their Homes," presented by Dr. Richard O. Salsgiver. Twelve of the schools participated, and those that did not received copies of the videotape. Two videoconferences are planned for spring 2001, focusing on the other new curricula that project coordinators selected.

- **Student Day:** Held in Manhattan Beach on April 24 in conjunction with the state conference of the National Association of Social Workers, Student Day attracted more than 160 first- and second-year Title IV-E students. Planned by a group of student representatives from the schools, the day offered students from all the schools opportunities to attend presentations and workshops, network, and develop and share a vision of their future.
- **Focus Groups:** Ms. Harkness conducted 13 focus groups from March 8 to May 8. A total of 137 Title IV-E graduating students from 11 schools participated. The focus groups are a vehicle for students to share their Title IV-E and MSW experience, and their viewpoints are incorporated in the curriculum evaluation. Overall, the students indicated the need to strengthen the relationships between schools and counties, and students and field liaisons; a desire for more direct practice preparation; and a need to fill

curriculum gaps in such interdisciplinary areas as cultural competence, substance abuse, and domestic violence.

- **Curriculum Snapshot:** Project coordinators' curriculum snapshots of their schools' Title IV-E MSW curricula revealed that a total of 489 students were in field placements during the 1999–2000 academic year. Of these, 289 were placed in public child welfare agencies, and 200 were in nonprofit community-based agency placements serving Title IV-E clients. Using the CalSWEC competencies as a yardstick, the schools conduct the snapshots to assess how well they are preparing MSW students for public child welfare practice.

*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 for stipends is given to current public child welfare employees on educational leave and minority students. A part-time (three- or four-year) program, initiated by CalSWEC 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

---

### Graduates

The Year 2000 Title IV-E MSW graduates from both full-time and part-time programs reflect the diversity, in both ethnicity and language, of the CalSWEC mission.

- The 243 graduates represent African Americans, Asian Americans/Pacific Islanders, Caucasians, Chinese, East Indians, Egyptians, Filipinos, Hmong, Laotians, Latinos/Latinas, Mexican Americans, Native Americans, Thai, Vietnamese, and a number who are Multicultural. (*For a listing of the fall 2000 Title IV-E applicant status and year 2000 IV-E graduates by school and ethnicity, see Table 1 and the accompanying charts in the Appendix.*)
- The year 2000 graduates collectively speak 15 languages other than English. The languages are: Arabic, Armenian, American Sign Language, Cantonese, French, Hmong, Korean, Laotian, Mandarin, Russian, Spanish, Tagalog, Thai, Ukrainian, and Vietnamese. (*For details by school, see Table 2 in the Appendix.*)
- The graduates are employed in 30 (52%) of the 58 California counties, stretching from Del Norte to San Bernardino. The counties are Alameda, Contra Costa, Del Norte, Fresno, Humboldt, Kings, Lake, Lassen, Los Angeles, Madera,

Marin, Mendocino, Merced, Monterey, Napa, Orange, Riverside, Sacramento, San Bernardino, San Diego, San Francisco, San Joaquin, San Mateo, Santa Barbara, Santa Clara, Santa Cruz, Shasta, Sonoma, Stanislaus, and Yuba. (*For details by school, see Table 2 in the Appendix.*)

- By contract, the year 2000 Title IV-E graduates had until December 2000 to find positions in public social services. As of November 2000, 193 (79%) of this year's 243 full- and part-time graduates are employed in agencies that fulfill their payback. Of the 193 who are working, 73 (38%) returned to the counties where they had been employed prior to their entry in the Title IV-E program. One hundred percent of the IV-E grads at CSU, Fresno; CSU, Long Beach; CSU, Los Angeles; CSU, Stanislaus; San Diego State University; and the University of Southern California were employed in child welfare positions. As of November 2000, 17 (94%) of the UC Berkeley and 9 (90%) of the UCLA graduates were working; at CSU, San Bernardino, 16 (89%) had found employment. San Jose State University reported that 14 (78%) of its graduates had found work. Fourteen (38%) of the IV-E grads at San Francisco State University and four (28%) of the Loma Linda University IV-E year 2000 grads were working. (*See Table 3.*)



- Nearly 40% of the year 2000 IV-E graduates returned to work in the counties where they had been previously employed. All 21 (100%) of the CSU, Sacramento graduates who had found employment were working in counties that had employed them before they entered the IV-E program. Fifty-five (28%) of the graduates were previously employed in DPS, DSS, or CWS. (See Table 3).
- To date, 1,311 MSWs have graduated from the IV-E program. (For the number of graduates by year and school, see Table 4.)

## New Students

The new students who entered the Title IV-E program in fall 2000 represent an even more diverse group. (See Table 1 and accompanying charts.)

- The students identify themselves as African American, Armenian, Asian American/Pacific Islander, Assyrian, Caucasian, Chinese, East Indian, Egyptians, Eurasian, Filipino, Hindi, Hmong, Laotian, Latina/Latino, Mexican American, Native American, Nigerian, Pakistani, Portuguese, Puerto Rican, Thai, Vietnamese, and Multicultural.

Tracking students at each milestone is accomplished with various surveys and databases. As each student is enrolled in the IV-E programs in all of the schools, the project coordinators or their administrative assistants record the student's pertinent data in a FileMaker Pro database. The data are then sent to the CalSWEC office and compiled in a central database with data from all the schools. Data on continuing students, recent graduates, former students in their payback, and those who have completed their payback are updated regularly. The database has been undergoing an updating process, which will eventually make tracking data easier and more comprehensive. To date, nearly 1,900 students are in the CalSWEC tracking program.

All MSW students in the state's 14 accredited MSW programs are invited to participate in a series of surveys as they progress through the IV-E program. In the 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 are confidential but allow for a comparison between the IV-E and non-IV-E students on their

opinions, values, social action activities, and career interests, at the time they enter and when they finish the MSW program.

- In May 2000, 693 of the MSW graduating students responded to the Time-2 Survey. The 577 women, 109 men, and 7 who omitted these data identified themselves as African American, 52 (7.5%), American Indian, 5 (.7%), Asian American/Pacific Islander, 56 (8%), Caucasian, 351 (50.6%), Hispanic/Latino/Latina, 130 (18.8%), Filipino, 12 (1.7%), or Other, including Multicultural, 74 (10%). Thirteen did not report these data. The majority of the students, 521 (75%), were full-time and 169 (25%) were part-time. The students ranged in age from 22 to 78, with a mean age of 32 and median of 29. Most were single/never married, 357 (51.5%). The others were married, 215 (31%), were separated or divorced, 66 (9.6%), had a domestic partner, 38 (5.5%), were widowed, 5 (.7%), or did not respond to this question, 12 (1.7%). The largest group of participants, 149 (21.5%), was from CSU, Long Beach, followed by USC with 103 (14.9%), CSU, Sacramento, 81 (11.7%), San Diego State University, 67 (9.7%), UC Berkeley, 65 (9.4%), UCLA, 58 (8.4%), CSU, Fresno, 45 (6.5%), CSU, San Bernardino, 43 (6.2%), CSU, LA, 21 (3%), CSU, Stanislaus, 19 (2.7%), Loma Linda University, 18 (2.6%), San Jose State University, 15 (2.2%), and San Francisco State University, 9 (1.3%).
- In September and October, 729 new MSW students responded to the Time-1 Survey. Among them were 14 (1.9%) part-time and 96 (13.2%) full-time IV-E students. The majority of the participants, 149 (20.4%), entered the USC program; CSU, Long Beach had 118 (16.2%) participants, San Diego State University, 86 (11.8%), UCLA, 78 (10.7%), CSU, San Bernardino and CSU, LA each had 57 (7.8%), UC Berkeley, 48 (6.6%), CSU, Fresno, 47 (6.4%), CSU, Sacramento, 44 (6.0%), Loma Linda University, 15 (2.1%), San Francisco State University, 11 (1.5%), and San Jose State University, 10 (1.4%).

After IV-E graduates complete their payback work in child welfare, they are again surveyed for information about their work experiences, work conditions, support within their agency, whether they continued to work in child welfare, and if not, what some of the factors were that affected their decision. These data have been collected since 1993, when the first IV-E students graduated.

Of interest to CalSWEC is the number who remained working in public child welfare after their payback.

- Just over 250 former IV-E graduates have participated in the survey. In response 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?” 83 percent reported they were still at the same agency, and 17 percent had

moved on. 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 schedule, and 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.

### *News from the Schools*

**Martha Cordoba, MSW, CSU, Long Beach, 2000**, was recognized by the Orange County Board of Supervisors for providing outstanding staff support and exceptional service for the community while interning with the Children and Family Services’ Family Maintenance/Non-Court Division.

**Luis Pereira, MSW, CSU, Long Beach, 2000**, received the Addams-Whitman Award for his outstanding contributions to the Gay/Lesbian, Bisexual/Transgendered community.

At *CSU, Stanislaus*, Project Coordinator **Paul Sivak** initiated a post-graduate seminar for graduating Title IV-E students, continuing an integrative seminar he had developed with these students to stimulate discussion, critical reflection, and support. The post-graduate seminar has focused on identifying best practice and discussing ways to support it in the CPS agency environment. Ten former Title IV-E students have met monthly for two hours during the 1999–2000 academic year. The seminar is expected to evolve as it continues.

Project Coordinator **Colleen Friend, UCLA**, was awarded the Mandel Leadership Fellowship to Case Western Reserve University. The fellowship for doctoral candidates enables leaders in their respective fields to study with other leaders and mentors. Social welfare doctoral candidates are able to study in the university’s special program, which takes place over the summer and winter breaks. At the San Diego Conference on Child Maltreatment in January, Ms. Friend and UCLA PhD student **Carrie Petrucci** presented a research paper on a content analysis of selected first-year social work texts on their coverage of domestic violence. The research was funded by the U.S.

Department of Health and Human Services and CalSWEC.

*The CalSWEC Voice*, a new newsletter at *UCLA*, was initiated to help students feel a sense of connection with faculty, field instructors, alumni, and child welfare issues. Project Coordinator **Colleen Friend** serves as advisor. Co-editors are Administrative Analyst **Gabriela Parra** and second-year Title IV-E student **Michelle Bennett**.

Field Education Consultant **Mary Kay Oliveri, UCLA**, revamped the new field instructor course to include the requirements that the Board of Behavioral Sciences has mandated for the supervision of license-eligible MSWs.

At *CSU, Sacramento*, the Title IV-E program’s most senior staffer, **Adrienne Lawson**, has left the program to pursue a degree in the Multi-Cultural Education graduate program. Ms. Lawson has been with the Title IV-E program since its inception in 1993. **Jean Lucnini, Eva Revesz, and Susan Kirk** have been added as liaisons to the program.

**Martin Mannings**, former project coordinator at *CSU, Los Angeles*, left the program to pursue his doctorate in social welfare at the University of Pittsburgh.

The following *UC Berkeley* Title IV-E alumni were promoted to social work supervisors: **Stacie Buchanan** (Contra Costa), **Suzanne Featherstone** (Alameda), and **Christopher Cassels** (Solano). **Valerie Patton** (Alameda) was promoted to program manager. **Brittany Walker** (Alameda) and **Veronica Piper Jefferson** (Solano) were previously promoted.

## American Indian Graduate Recruitment Program

---

During the 1999–2000 academic year, the part-time program to recruit students from California’s Native American communities to the Title IV-E MSW program was expanded to full time. The MSW program at CSU, Stanislaus and the Child Welfare Training Project under a special contract with CalSWEC have been spearheading this effort since August 1999. The recruitment program’s goal is to improve the perception of both leaders and youth in the Native American communities about the role of the university and more specifically of social work in their lives.

Tom Phillips, formerly the part-time recruiter, became the full-time recruitment coordinator. Mr. Phillips, a recognized and respected member of the Native American community, has been extremely active in increasing the visibility of the Title IV-E

program. In his discussions with and presentations to elders, high school students, undergraduate students, and Native Americans already working in the service system without their master’s degrees, Mr. Phillips has promoted the value of a career as an MSW in public child welfare. He has also made himself available to Title IV-E MSW stipend programs statewide, providing consultation on improving recruitment programs and support services for Native American students.

Initial discussions have begun toward sponsoring a statewide conference in fiscal year 2001–2002 to enable participants to share in the wisdom of the social work community at large and the Native American communities about the practice and principles in social work.

## California Child Welfare Resource Library

---

During fiscal year 1999–2000, the California Child Welfare Resource Library made great strides toward enhancing the marketing and promotion of its products, expanding its resources, and broadening its services to clients, all of which resulted in the library’s increased patronage and visibility.

Among highlights, the library:

- Purchased more than 150 new resources and added a number of donated items, most significantly 62 MSW theses completed by students who graduated from the CSU, Long Beach Department of Social Work’s Children, Youth, and Families concentration.
- Added 40 new videotapes, covering kinship care, violence/crime/violence prevention, family assessment, child molestation/sex offenders, foster care, child development, interviewing, and multicultural topics.
- Produced and distributed its first catalog—now with a database of more than 3,500 different items—on CD-ROM and plans to distribute updated versions every six months.

- Developed and activated its Web site, <http://www.csulb.edu/projects/ccwrl/index.html>, which makes the library catalog available 24 hours a day.
- Initiated a trial program to accept credit cards for payment of curriculum product orders.
- Extended its “books by mail” service, formerly limited to borrowing partners only (universities, counties, training academies, and CSU, Long Beach social work students), to CalSWEC students at all schools with Title IV-E MSW programs.

*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 and managed by Resource Specialist Cheryl Fujii.*

## Curriculum Committee

---

Dr. Ellen Dunbar, *Chair*

*The Curriculum Committee of CalSWEC's Board of Directors was established to implement and oversee the curriculum evaluation process to ensure that classroom and field work are integrated. The committee 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 annual curriculum evaluations (snapshots). Project coordinators at the state's accredited social work graduate schools work in collaboration with the county welfare agencies to ensure that classes provide the theoretical basis for field experience and that competencies are taught experientially in the field. CalSWEC Curriculum Specialist Carin Harkness staffs the Curriculum Committee.*

---

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

Eight curriculum products were published during 2000. They are as follows:

- Choices: A Child Welfare Curriculum Module on Voluntary Services and Court Mandated Services (*Loring Jones, San Diego State University*)
- The Effects of Computerization on Public Child Welfare Practice: An Empirically Based Curriculum and an Empirically Based Curriculum Designed for Use in California Child Welfare Training Academies (*Dale Weaver, CSU, Los Angeles*)
- Family Group Decision Making Models for Social Workers in the Child Welfare Setting (*Amy Okamura, San Diego State University*)
- Indian Families and Child Welfare: A Training Curriculum (*Anita Harbert, San Diego State University*)
- Interagency Child Welfare Practice: Collaboration in Service of Children and Families (*Janet Black, CSU, Long Beach*)
- Listening to Children in Foster Care: An Empirically-Based Curriculum (*Jill Duerr Berrick, UC Berkeley*)
- Non-Violent Conflict Management (*Susan Rice, CSU, Long Beach*)

## Research and Development Committee

---

Dr. Teresa Morris, *Chair*

*The Research and Development Committee was established by the CalSWEC Board of Directors to encourage joint agency-school program development and evaluation activities to support 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 and Development Committee.*

The Research and Development Committee selected the following three projects for funding for fiscal year 2000–2001:

- 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 three projects from the 1999–2000 funding year are ongoing:**

- From the Bottom Up: Impact of Public Child Welfare Training on Practice and Policy  
*Principal Investigators:* Colleen Friend and Linda Mills, UCLA  
*Project Goal:* To examine systematically how child welfare agencywide 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-Childcare Among CalWORKS  
*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.

**The following two projects from the 1998–1999 funding year are in the process of being completed:**

- Public Assistance and Substance Abuse in a Child Welfare Population: Impact for Welfare Reform and Child Welfare  
*Principal Investigators:* Melinda 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, and Alcohol and Drug Services in San Diego County—to identify possible policy and practice implications of welfare reform in the child welfare system.
- Understanding Families in CalWORKS and the Child Welfare System: Case Management for Public Child Welfare Workers  
*Principal Investigator:* Jill Duerr Berrick, UC Berkeley  
*Project Goal:* To utilize qualitative data collection methods to provide information about families’ experiences of participating in CalWORKS.

## MSW Students' Views on Social Work's Mission, Motivations, and Practice Preferences

CalSWEC graduate student researcher Gordon Limb examined the changes in the views of different student groups between their entry into and graduation from MSW programs in his doctoral dissertation, "MSW Student Views on Social Work's Traditional Mission, Career Motivations, and Practice Preferences: Comparisons Between and Within Caucasians, Students of Color, and American Indians."

Results from Dr. Limb's research indicated that while entering students did not express particularly strong adherence to views of social work's traditional mission, they did express career motivations that adhered to them. They expressed highest appeal toward clinical practice but simultaneously expressed appeal toward public child welfare and poverty. Students at graduation expressed stronger adherence to social work's traditional mission toward the poor and disadvantaged than they did at entry, while their appeal toward career motivations generally decreased between entry and graduation. Students at graduation also expressed less practice preference for all client groups and fields of practice than they did at entry.

Students of color were more likely to desire working with the poor and disadvantaged than were Caucasians and were similar to Caucasians in their appeal toward clinical practice, but simultaneously expressed strong appeal toward areas long associated with social work's traditional mission.

Although American Indians were only 2.3 percent of the entire sample, they demonstrated the strongest adherence toward supporting and maintaining social work's traditional mission, expressed the highest appeal toward clinical practice, and rated public child welfare as more appealing than did Caucasians and students of color. Two unique patterns emerged among American Indians between their entry into and graduation from MSW programs: They showed the least decrease in career motivations and evidenced the greatest increase in appeal toward various client groups and fields of practice.

*Dr. Limb's dissertation is on file at UC Berkeley's Social Welfare Library. He is now assistant director of the Kathryn M. Buder Center for American Indian Studies at Washington University's George Warren Brown School of Social Work in St. Louis.*

## Project Coordinators

David Chenot \*  
CSU, Bakersfield

Corinne L. Florez  
CSU, Fresno

Joy Rubin  
Kristine Hagen-Kleinpeter,  
Distance Site Coordinator  
CSU, Long Beach

Yolanda Montoya \*  
CSU, Los Angeles

Sylvester Bowie  
CSU, Sacramento

Jane Hehnke  
CSU, San Bernardino

Paul Sivak  
Tom Phillips,  
American Indian Graduate  
Recruiter  
CSU, Stanislaus

Susie Loring  
Loma Linda University

Amy Okamura  
San Diego State University

Liz Knox  
San Francisco State University

Christie Cooper Reed  
San Jose State University

Shaaron Gilson  
University of California, Berkeley

Colleen Friend  
UCLA

Paul Carlo  
Micki Gress  
University of Southern California

\* Indicates new project coordinators in 2000.

### Distance Education

Jesus Rocha  
CSU, Northridge at Channel  
Islands

Gary Bess  
Chico State University

Donna Wheeler  
Humboldt State University

*Title IV-E MSW program project coordinators oversee the selection of stipend awardees at each school with a committee 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.*

## Regional Training Academy Coordination Project



---

The Third Annual National Human Services Training Evaluation Symposium, hosted by UC Berkeley/ CalSWEC in May, attracted nationally recognized evaluators specializing in training who discussed and presented successful evaluation methods.

**T**his year, the Regional Training Academy Coordination Project attained full staffing. Regional Training Academy Coordinator Chris Mathias was hired in March, followed by Administrative Assistant Terry Jackson. In-Service and Training Specialist Barrett Johnson and Curriculum and Evaluation Specialist Marsha Carlson joined the staff in September and October, respectively. Ms. Mathias manages the Regional Training Academy Coordination Project, which currently includes the Standardized Core Curriculum Project, and the Interdisciplinary Concurrent Planning Training Project.

Stacie Buchanan led the Standardized Core Curriculum Project for most of 2000, steering its development from concept to a product that was accepted by the California Department of Social Services (CDSS). Ms. Buchanan, who was on loan from Contra Costa County for one year, is now Social Work Supervisor II in the Contra Costa County Children & Family Services, a bureau of the County Employment and Human Services Department.

This section summarizes the project's activities during the 2000 calendar year.

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

*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.*

*CalSWEC manages and subcontracts with three of the five regional academies:*

- Bay Area Academy (<http://bayarea-academy.org>)
- Central California Child Welfare Training Academy (<http://csufresno.edu/CWTA/cwta.html>)
- Public Child Welfare Training Academy, Southern Region (<http://www.rohan.sdsu.edu/~pcwtas/>)

*CalSWEC maintains close collaborative relationships with the other two academies, which are:*

- Northern California Children & Family Services Training Academy, part of The Center for Human Services Training and Development at the UC Davis Extension (<http://universityextension.ucdavis.edu/humanservices/>)
- Inter-University Consortium in Los Angeles County (<http://www.spspr.ucla.edu/acad/sw/iuc/index.htm>)

## Regional Training Academy Subcontracts

---

### *Bay Area Academy*

Among the highlights of fiscal year 1999–2000, its second full year of implementation, the academy:

- Served 2,451 participants throughout the Bay Area during 126 traditional classroom training days.
- Offered advanced practice courses in Supervision, focusing on skills practice and acquisition, cultural competency, and interdisciplinary practice; Special Supervision Topics, based on participant requests, including Case Conferencing Strategies in Supervision, Stress Management Techniques for Effective Supervision, and Structured Decision Making for Supervisors; and specialized practice courses in such topics as substance abuse, domestic violence, and concurrent planning.
- Coordinated a number of conferences and special events, including:

“Confronting the Challenges of the Bay Area Child Welfare Workforce,” the region’s first summit focusing on the recruitment and retention of a child welfare workforce;

“Eliminating Barriers—Building Bridges,” a conference that resulted in a proposal on the need for a coordinated community response to domestic violence; and

“Cultural Issues Impacting the Relative Caretaker—Assessing Relatives for Kinship Care,” a teleconference on kinship care hosted by the academy in collaboration with the Southern Academy that was broadcast to locations throughout the Bay Area.

- Developed and produced a five-part videotape series on domestic violence to provide alternative methods of learning, supported with participant manuals and computer-based testing.

*The Bay Area Academy 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, composed of Bay Area directors of county social services agencies, deans and directors of four graduate social work programs (CSU, Sacramento; San Francisco State University; San Jose State University; and UC Berkeley), and foundation representatives. Other academy partners include the counties’ Child Welfare Services administrators and staff development directors, as well as Title IV-E project coordinators from the four MSW programs.*

*Peter Dahlin, Jr., is the director of the Bay Area Academy.*

Undertaking other projects in its efforts to serve the needs of social service staff in its region, the academy also:

- Provided 231 classroom hours and 7,781 student hours of training through a contract to provide training for child welfare workers, supervisors, and other staff at the San Francisco Department of Human Services. Training was offered in such areas as cultural awareness, forensics, substance abuse, mental health issues, and community partnership.
- Redesigned the training process for new child welfare workers at the Contra Costa County Employment and Human Services Department (EHSD) through a contract with EHSD. The academy assessed the current state of new worker training, then drafted a set of recommendations for changes and improvements, resulting in a new training unit model and revised curricula.



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

**A**mong the highlights of fiscal year 1999–2000, its third full year of operation, the academy:

- Arranged with the Fresno County Children and Family Services to offer “live” CWS/CMS application training and testing and other services to Central California counties at no county cost. This is a result of CDSS approving the establishment of a direct link to IBM’s Training Region, permitting live application training that is accessible to counties through a remote link with the academy’s lab.
- Through a partnership with three counties, is piloting a Peer/Mentoring Project designed to increase the transfer of learning from the training room to field application. Merced is the first to pilot this effort, which includes linking all county-based training with academy competencies and revising employee performance evaluations to reflect the academy’s competency-based curriculum. Tulare and Fresno Counties will join the pilot during the 2000–2001 fiscal year.
- Delivered 327.5 days of training in the academy’s 11-county service area, reflecting a 29 percent increase over actual days provided during the 1998–1999 fiscal year. It is estimated that more than 2,061 staff received either basic or advanced training during that period.
- Led the Organizational Assessment Project, conducted at the request of Tulare County Health and Human Services, using academy resources to improve the county’s recruitment, retention, and training strategies.
- Hosted the First Annual CWS/CMS Application Training Mentor (ATM) Conference for the state.

- Provided a number of specialized training and workshops, including:

A Trainer Development/Certification Class; and

Regional workshops on Perinatal Substance Abuse and Family Group Decision-Making; the First Annual Central Region Children’s Summit; and “Dustin’s Law” training for Child Welfare Services/Adult Probation & Parole.

- Began developing an Adoptions Core Training series that will be available statewide and initiated development of a Web-based Drug & Alcohol Abuse certificated course.
- Provided consultation services to three Best Practices pilot counties as part of the Best Practices Advisory Committee.

*The Central California Child Welfare Training Academy serves the following 11 counties: Fresno, Kern, Kings, Madera, Mariposa, Merced, San Luis Obispo, Santa Barbara, Stanislaus, Tulare, and Ventura.*

*It operates under the leadership of a collaborative Board of Directors composed of county welfare directors; a representative of CDSS; the Dean of CSU, Fresno’s College of Health and Human Services; and the Chair 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 academy staff and the board.*

*David Foster is the director of the Central California Child Welfare Training Academy.*

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

**A**mong the highlights of fiscal year 1999–2000, its fourth year of operation, the academy:

- Delivered 17 Core Line Worker classes and 83 advanced/specialized training days for line workers.

- Delivered the following trainings and workshops, including:

Four sessions of the Supervisory Core Curriculum, two sessions of the Management Core Curriculum, one advanced manager training, and two sessions of a newly

developed Trainer's Forum to address training needs;

Advanced topics, which were requested: Family Conferencing, Courtroom Drama, HIV, Investigative Skills for Spanish-Speaking Workers, and Research to Best Practice;

Two 2-day trainings on the Indian Child Welfare Training Act, based on curriculum that the academy developed with a CalSWEC-funded grant; and

Several curricula from CSU, Fresno's Child Welfare Training Project, including a 2-day Risk Assessment curriculum, Emergency Response Protocol, Medically Fragile Children, and Out-of-Home Placement.

- Expanded the number of CEU offerings, delivering 151 classes, compared with 31 classes last fiscal year.
- Completed a Trainer Handbook, including policy and procedure, handy training tips, and resources, which the academy sent to all trainers, and an updated Curriculum Catalog, which it distributed to the counties.
- Held its first mini-conference involving all five counties, which was well received.

- Began posting its six-month training schedule to its Web site.
- Received funds to develop two distance learning courses on Fundamental Practice Issues in Public Child Welfare and Juvenile Court Procedures.
- Presented a teleconference on Kinship Care in collaboration with the Bay Area Academy in its first effort to deliver a statewide teleconference in coordination with other academies.
- Completed the CD-ROM "Interviewing Children," which has been distributed to all academies and the CalSWEC library.

*The Public Child Welfare Training Academy, Southern Region is a collaborative venture of CSU, San Bernardino; San Diego State University; 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.*

*The Public Child Welfare Training Academy's director is Donald E. Dudley.*

## Coordination Project

---

### *Standardized Core Curriculum Project*

The Standardized Core Curriculum Project was initiated to ensure that the fundamental principles of sound child welfare practice are provided to new workers in California before they assume an independent caseload. CalSWEC has been involved in the development of the new standardized core curriculum, as well as the plan for the curriculum's implementation, in collaboration with CDSS, the County Welfare Directors Association (CWDA), the regional training academies, and child welfare services representatives.

Among the project's accomplishments:

- The Standardized Core Curriculum Advisory Committee met several times at the beginning of the year before finalizing and delivering its report to CDSS on June 29, 2000.
- The curriculum and the project gained significant support during staff presentations. The CDSS declared its support for the curriculum and the project, and the CWDA Children's Committee unanimously supported the curriculum and advocated statewide dissemination of the curriculum.

- Focus groups were held throughout the state to assess counties' perceptions of the project and to solicit feedback on the curriculum and implementation plan.
- The Southern, Central, Bay Area, and Northern training academies embarked on a side-by-side analysis of their curriculum as the coordination for the project's implementation began.
- CalSWEC convened a workgroup composed of staff from each regional training academy to continue the development of the curriculum, transfer of learning, distance learning, and evaluation planning.
- To inform lawyers and judges, as well as social workers and other child welfare agency representatives, about the curriculum and its implementation, staff presented information about the core curriculum at "Beyond the Bench," an annual statewide conference sponsored in December by the Center for Children and the Courts of the Judicial Council of California.
- **Evaluation:** Staff began gathering evaluation information on the Supervisory Core Curriculum and will continue to develop the evaluation methods for this curriculum throughout the next year.
- **Training Evaluation:** In May, UC Berkeley/ CalSWEC hosted the Third Annual National Human Services Training Evaluation Symposium, a forum for the in-depth presentation and discussion of training evaluation methods by nationally known evaluators specializing in training. CalSWEC staff planned, designed, and implemented this symposium, which was co-sponsored by CDSS and the American Humane Association.
- **Asilomar 2000:** CalSWEC staff assisted with the planning and production of the Asilomar 2000 Conference, co-sponsored by CWDA and CDSS. This was the first statewide conference for child welfare directors and the CDSS to work in partnership on solutions to four major issues: partnership between CWDA and CDSS, the foster care rate structure/system, the interface between child welfare services and CalWORKS, and recruitment and retention.
- **Retreat on Distance Learning in San Diego:** This event marked the beginning of the development of a strategic plan to enhance training delivery throughout the state by using distance learning modalities.

## Interdisciplinary Concurrent Planning Training Project ---

The goal of the Interdisciplinary Concurrent Planning Training Project is to provide counties with a more unified delivery of concurrent planning services through improved multi-disciplinary collaboration among related child welfare professionals, such as substance abuse counselors, mental health workers, child welfare workers, and lawyers.

Among the project's accomplishments:

- A curriculum development team was established to design training materials and activities in specialized areas. Experts have developed training materials in the following interdisciplinary areas:

Concurrent planning policy and practice implications;

Legal aspects of concurrent planning;

Substance abuse and mental health treatment related to concurrent planning; and

Clinical issues related to concurrent planning.

- Interdisciplinary trainings, entitled "Pathways to Permanency," were piloted in four counties that were already using concurrent planning: Riverside, Solano, Imperial, and Stanislaus Counties, following the identification of training needs by county task advisory groups, each of which included administrators from the fields of child welfare, substance abuse treatment, mental health services, and the law.
- With the assistance of the regional training academies, CalSWEC staff developed county task advisory groups, consisting of persons from the relevant disciplines who could assess the county's training needs, so that training could be

tailored to county needs and delivered to appropriate staff to most effectively support the implementation of interdisciplinary concurrent planning.

- CalSWEC staff researched various designs for implementing interdisciplinary collaboration, identified several resources, and incorporated relevant information into the training design.

- The American Humane Association developed preliminary evaluation instruments that were used in the four pilot trainings to date. The instruments help assess participants' knowledge and skills learned along with their level of satisfaction with the training.

## Regional Training Academy Directors

---

### **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  
CSU, Fresno

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

Donald E. Dudley, *Director*  
San Diego

### **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*  
Center for Child Welfare  
Pasadena

Phil Moser, *Director of Training*  
Los Angeles County Department of Children and  
Family Services

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

Dana Edelstein, *Project Analyst*  
Child & Family Services Division  
(*Ms. Edelstein, who is on a year's sabbatical, has  
afforded the project endless support and patience.*)

Elizabeth Newby, *Project Analyst*  
Child & Family Services Division

Cassandra Day, *Supervisor*  
Training Unit  
Child & Family Services Division

Nancy Stone, *Chief*  
Children's Services Bureau

## CalSWEC Staff

**Sherrill J. Clark, LCSW, ACSW, PhD**, has been at CalSWEC since 1990, first as a doctoral student, then as the curriculum specialist, and since 1998 as executive director. This year, California State Department of Social Services Director Rita Saenz appointed Dr. Clark to the statewide Child Welfare Stakeholders' Group, which is charged with examining and strengthening the system of child welfare services for California's families and children. Since 1999, Dr. Clark has served as one of two social work section representatives to the Governing Council of the American Public Health Association. 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. This academic year 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. Dr. Clark received her MSW from University of Michigan's School of Social Work 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.

**Judith B. Ambrose, Senior Analyst**, has worked at CalSWEC since its inception in 1990, although she officially also works for UC Berkeley's School of Social Welfare. As senior analyst, Ms. Ambrose assists with proposal preparation, budgets and budget justifications, as well as rebudgets, no-cost extensions, and carry-forwards. In addition, she is responsible for preparing quarterly invoices and processing paperwork associated with grants. Ms. Ambrose has been employed at UC Berkeley for 30 years. During the last 15 years, she has worked specifically in the areas of accounting, budgeting, fiscal policy, and proposal preparation.

**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, where she planned the Regents' meetings, and with UC Berkeley's Sensor and Actuator Center, where she managed 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. Her responsibilities include collaborating with trainers and evaluators from across the state in the both the development of the Standardized Core Curriculum for California child welfare workers and an effective means of evaluating the curriculum. For about 7 1/2 years, Ms. Carlson worked at Contra Costa County Child Protective Services primarily as a line worker and in the Training Unit as a mentor-trainer for Title IV-E MSW students and new workers. Ms. Carlson's other experience includes working for the Deaf Counseling Advocacy and Referral Agency as a job developer/trainer/sign language interpreter and the San Francisco AIDS Foundation Education Department, where she monitored medical research to develop public education strategies involving children and AIDS.

**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 California State University, 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.

**Carin Harkness, LCSW, Curriculum Specialist**, has been employed at CalSWEC since January 2000. Ms. Harkness is responsible for collaborating with statewide Title IV-E MSW program project coordinators and CalSWEC staff in overall Title IV-E planning efforts. She conducts focus groups and evaluation of the competency-based curriculum in collaboration with the 14 accredited graduate schools of social work. Additionally, she oversees a series of curriculum development grants and works closely with the California Child Welfare Resource Library in its publication, marketing, and strategic planning efforts. For the past 11 years, Ms. Harkness has been 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.

**Terry A. Jackson, Administrative Assistant I** with the Regional Training Academy Coordination Project, has been employed at CalSWEC since March 2000. 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 photocopying and editing. She is also responsible for taking minutes at the meetings and handling follow-up activities. Ms. Jackson's other responsibilities include maintaining databases, coordinating mass mailings, and handling travel arrangements. 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 manages CalSWEC's research component, including a statewide survey of public child welfare workers and ongoing surveys of Title IV-E students that are conducted at their initial enrollment, at graduation, and following their two-year payback. As staff to the Research and Development Committee, she is responsible for coordinating CalSWEC's funded research process from RFP through review of proposals. Dr. Jacquet earned her PhD from the University of Texas at Austin. At the

university, she was a Post-Doctoral Fellow at the School of Social Work's Center for Social Work Research, where she managed four projects in the design, data collection, interviewing, data management, and analysis phases. Dr. Jacquet also managed a lab that included a director, three other post-doctoral fellows, and more than 40 graduate students.

**Barrett Johnson, LCSW, Training and In-Service Specialist** with the Regional Training Academy Coordination Project, joined CalSWEC in September 2000. Since his arrival, Mr. Johnson has worked intensively on the statewide Standardized Core Curriculum Project, coordinating the standardized core's development and preparing for its piloting 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. From 1995 to 2000, Mr. Johnson was a child welfare worker in the City and County of San Francisco's Sexual Trauma Unit. During this period, he also was a field education instructor for UC Berkeley and San Francisco State University and provided mental health services to children with sexually aggressive behavior problems at San Francisco's Special Programs for Youth. A Licensed Clinical Social Worker since 1997, Mr. Johnson has recently begun a small psychotherapy practice in San Francisco.

**Chris Mathias, MSW, Regional Training Academy Coordinator**, has worked at CalSWEC since March 2000. She 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. Ms. Mathias has been working in child welfare for 15 years. She has worked primarily in the nonprofit sector with children and families as a counselor, supervisor, administrator, trainer, and staff developer. Ms. Mathias holds her 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**, has been employed at CalSWEC since 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 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.

**Jeffrey Topacio**, *Computer Research Specialist II*, has been employed at CalSWEC since July 2000. His responsibilities include installing, troubleshooting, and upgrading the office computers and system and applications software for CalSWEC. Mr. Topacio 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 assis-

tance to staff and students in the use and selection of computer software and hardware. Mr. Topacio served in technical/customer support capacities at various businesses in southern California before joining CalSWEC. He has a BS in telecommunications management from the DeVry Institute of Technology, is certified as a Multi-Systems Administration Specialist, and is a Microsoft Certified Professional.

**Anita Trent**, *Administrative Specialist*, has been employed at CalSWEC as a re-call retiree (or casual employee) 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

---

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

**Leilah Ahranjani** is a second-year Title IV-E MSW student, with a concentration in children and families. She is the project coordinator for the statewide Title IV-E Student Day planned for May 2001. Ms. Ahranjani's areas of interest are social work and the law, and the foster care drift.

**Emily J. Bruce**, *LCSW, MSW*, is a PhD candidate. She has been involved in several curriculum projects at CalSWEC. She is currently working on the curriculum for an interdisciplinary approach to permanency planning and has previously worked on the Standardized Core Curriculum for California child welfare workers. Ms. Bruce 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.

**Alicia De La Rosa** is a second-year MSW student. She is working on the Title IV-E-MSW student focus group research project and curriculum

evaluation. Ms. De La Rosa's interests are the access and utilization of mental health services among Latinos in Los Angeles and ethnic identify and acculturation issues.

**Jennifer Foulkes** is a first-year doctoral student. She is conducting a qualitative analysis of social worker retention phone interviews. Ms. Foulkes is interested in child welfare, with an emphasis on adoption issues.

**Holly Hammett** is a second-year MSW student with a concentration in management and planning. She is working on the technology survey to identify existing and needed technological resources for child welfare workers. The data accumulated through this survey will be used to create a distance learning plan for workers. Ms. Hammett is interested in management and planning in social welfare, particularly in technology and financial management issues.

**Meekyung Han** is a first-year doctoral student. She is working on the Time 1-Time 2 Student 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 first-year MSW management and planning student. She is working on the technology survey 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.

**Tina Kimmel, MSW, MPH**, is a second-year doctoral student. She is working on the statewide Title IV-E MSW Student Information System and

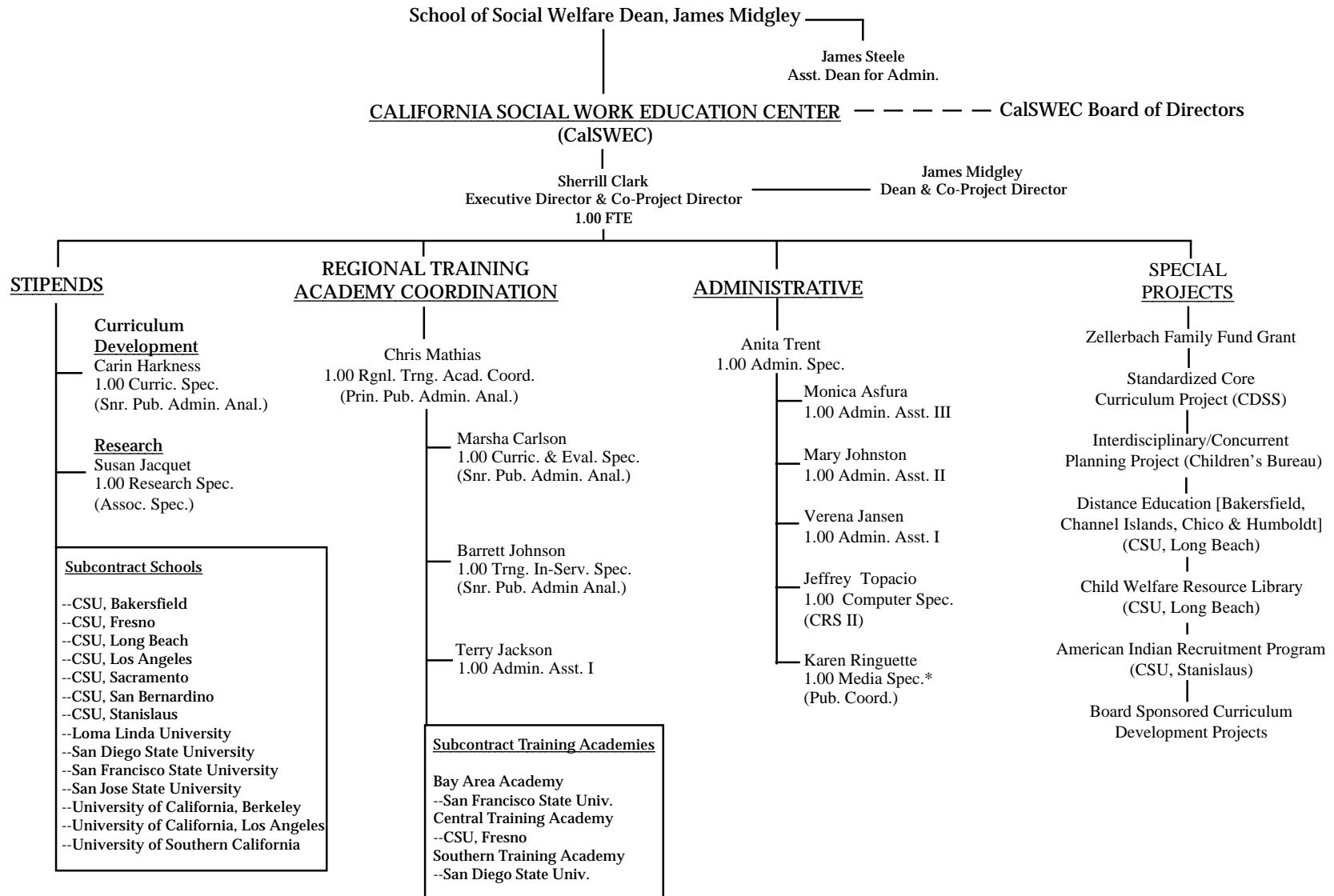
the retention study of Title IV-E MSW program graduates. Ms. Kimmel's area of interest is the primary prevention of child abuse and neglect.

**Gordon Limb, MSW, PhD**, completed his doctorate in spring 2000. Among his activities while at CalSWEC, he worked on the Time 1-Time 2 Study Survey. Interested in issues and concerns related to public child welfare, specifically involving American Indian children, families, and workers, Dr. Limb is now assistant director of the Kathryn M. Buder Center for American Indian Studies at Washington University's George Warren Brown School of Social Work in St. Louis.





# CALIFORNIA SOCIAL WORK EDUCATION CENTER ORGANIZATIONAL CHART



\*Shared with Regional Training Academy Coordination

## **Appendix**

# Budget

## Title IV-E MSW Program

---

The final summary invoice for the Title IV-E MSW project for fiscal year 1999–2000 was submitted to the State of California. It covers the period July 1, 1999, through June 30, 2000, and indicates the following:

- **Total appropriation (after rebudgeting):** \$15,805,163
- **Actual federal costs (invoiced):** \$13,351,077.69 (\$2,454,085.31) (14.2 percent)
- **Total funding requested for fiscal year 2000–2001:**
  - \$17,071,421 (Title IV-E only)
  - \$ 5,880,822 (Match)This includes bringing on one new MSW program (CSU, Bakesfield) and increasing the stipend amounts to \$18,500 per year.

**CalSWEC contracts:** All CalSWEC contracts have been executed and the subcontracts were signed and returned before September 29, 2000. They are the following:

1. Title IV-E MSW Contract
2. Regional Training Academies Contract
3. Regional Training Academy Coordination Contract

**Grants completed:**

1. Interdisciplinary Concurrent Planning Grant, *September 30, 2000* (Children’s Bureau). A no-cost extension has been requested.
2. Standardized Core Curriculum, *June 30, 2000* (California Department of Social Services)

## Regional Training Academy Coordination Project

---

*Total Budgets*

<b>Academies</b>	<b>1999–2000</b>	<b>2000–2001</b>
Bay Area Academy	\$1,851,084	\$1,699,197
Central Academy	\$1,931,928	\$1,944,333
Southern Academy	\$1,893,417	\$1,894,561
Coordination Grant	\$ 679,796	\$ 682,925

In fiscal year 2000–2001, the total budget for the three regional training academies that CalSWEC subcontracts with is \$5.79 million (excluding CalSWEC’s budget), compared to its budget of \$5.74 million (excluding CalSWEC’s budget) in fiscal year 1999–2000.

For fiscal year 2000–2001, the total amount of federal Title IV-E funding for the Bay Area Academy is \$1,045,006, a 12.3 percent decrease over \$1,91,594 in fiscal year 1999–2000. For the Central California Public Child Welfare Training Academy, Title IV-E funding for fiscal year 2000–2001 totals \$1,195,766, a .57 percent decrease over \$1,202,625 in fiscal year 1999–2000. The total Title IV-E funding for the Public Child Welfare Training Academy, Southern Region for fiscal year 2000–2001 is \$1,165,154, a decrease of 2.7 percent over \$1,197,019 in fiscal year 1999–2000.

## Zellerbach Family Fund

---

*CalSWEC extends its appreciation to the Zellerbach Family Fund and fund Program Executive Ellen Walker for their generous support.*

**Funds at the beginning of fiscal year 1999–2000:** \$26,223.69

This included a \$20,000 grant CalSWEC received in December 1999 to host its 10-year anniversary symposium. The grant also contributed 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 the public human services.

**Funds spent on CalSWEC's anniversary symposium:** \$19,111.01

This amount went toward publications and arrangements for CalSWEC's 10-year anniversary symposium in May 2000 that kicked off its Strategic Plan.

**Funds remaining at the end of December 28, 2000:** \$8,553.28

This is designated to support the facilitation of the Strategic Plan during fiscal year 2000–2001.

---

## CalSWEC Publications

Clark, S. (2000) Kids raised by the government, (1999) by I.M. Schwartz & G. Fishman. *Journal of Sociology and Social Welfare*, June 2000, V27 N2:187-190. Book Review.

Clark, S. & McCormick, K. (2000) Linking a competency-based child welfare curriculum with fieldwork: Achieving agreement about who is responsible for teaching what. Book Chapter in *No Magic: Readings in Social Work Field Education*. Toronto: Canadian Scholars' Press.

Clark, S. (Guest Editor) CalSWEC Special Issue (May 2000). *Reflections: Narratives of Professional Helping*. Long Beach, CA: The CSULB University Press.

## CalSWEC Conferences and Presentations

*The following were presentations made involving the preliminary Standardized Core Curriculum for California child welfare workers:*

*May:* Preliminary presentation to the California Department of Social Services; Final Report on Standardized Core Curriculum for California Child Welfare Workers.

*June:* Regional Training Academy Retreat, Technology Summit, Presenter: Leslye Fuller, U.S. Department of Defense.

*September:* Presentation of Standardized Core Curriculum to County Welfare Directors Association (CWDA) Children's Committee Board Meeting, Bay Area CWDA, Southern CWDA, Northern CWDA; Regional Training Academy Retreat: Budget Planning.

*November:* Central CWDA.

*December:* Presentation at "Beyond the Bench" state conference, Judicial Council of California.

*Dr. Sherrill J. Clark made the following presentations on behalf of CalSWEC during 2000:*

Council on Social Work Education, Annual Program Meeting, February 29, 2000, paper presentation: *Meeting the Emotional and Cognitive Needs of MSW Students*. Dan Coleman delivered this presentation on behalf of CalSWEC. The paper is under review.

CalSWEC 10th Anniversary Symposium, May 20, 2000, paper presentation: *The Continuum of Social Work Education for Public Child Welfare in California*.

Child Welfare Training Partnerships for the 21st Century Workforce Conference, June 20, 2000, paper presentation: *The Relationship Between Successful Retention, Quality, & Education*.

New Century Family Support & Child Welfare Conference, September 17, 2000, paper presentation: *The Next Step for Kids: Implementing Interdisciplinary Health Care*.

Table 1

Ethnicity	Student Status	2000 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					
African/ African American	Full	2	2	-	-	-	1	1	-	-	2	2	1	-	1	2	4	2	-	2	4	14	7	1	4	7	8	5	-	3	3	1	1	-	-	2	1	1	-	-	3
	Part	2	1	1	-	-	-	-	-	-	2	-	-	-	2	-	-	-	-	-	-	2	2	-	-	-	3	-	3	-	-	1	-	-	-	1	4	4	-	-	1
Asian American/ Pacific Islander	Full	1	1	-	-	-	2	1	-	1	4	1	1	-	-	2	2	1	-	1	2	1	1	-	-	1	-	-	-	-	1	2	2	-	-	2	1	1	-	-	1
	Part	-	-	-	-	-	1	-	-	1	-	1	1	-	-	1	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Caucasian	Full	7	7	-	-	-	12	5	5 <sup>a</sup>	2	6	14	3	-	11	3	4	1	-	3	3	21	6	3	12	8	16	7	-	9	7	7	6	-	1	5	3	3	-	-	5
	Part	11	6	5	-	-	4	4	-	-	-	2	1	-	1	-	-	-	-	-	-	13	10	4	-	16	5	2	1	2 <sup>b</sup>	-	2	2	-	-	2	1	1	-	-	1
East Indian	Full	-	-	-	-	-	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-	2	2	-	-	-
	Part	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Filipino	Full	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Part	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Latino/Latina/ Hispanic/Mexican	Full	6	6	-	-	-	11	6	5 <sup>a</sup>	-	3	9	7	1	1	8	10	3	-	7	10	11	6	1	4	2	8	6	-	2	3	3	2	-	1	-	2	2	-	-	1
	Part	8	3	5	-	-	3	3	-	-	-	8	2	-	6	4	-	-	-	-	-	3	2	-	-	3	3	3	-	-	2	2	2	-	-	-	-	-	-	-	2
Native American	Full	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1	1	1	1	-	-	2	-	-	-	-	-
	Part	2	-	2	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-Cultural	Full	-	-	-	-	-	-	-	-	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Part	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-
Other	Full	-	-	-	-	-	1 <sup>c</sup>	1 <sup>c</sup>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1 <sup>d</sup>	2 <sup>e</sup>	2 <sup>e</sup>	-	-	4	1	1	-	-	-	
	Part	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1	-	-	-	-	-	1	-	-	-	-	-
Unreported	Full	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	2	2	-	-	-
	Part	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTALS</b>	Full	16	16	-	-	-	29	15	10	4	15	28	14	1	13	15	22	7	-	15	19	47	20	5	20	20	33	18	-	15	16	17	15	-	2	15	12	12	-	-	10
	Part	23	10	13	-	-	9	8	-	1	0	13	4	-	9	5	-	-	-	-	-	18	14	3	-	20	12	5	4	3	2	5	5	-	-	4	5	5	-	-	4

\*New program. No graduates expected until 2002. \*\*The "Accepted" columns do not include the students who were accepted, but then declined.

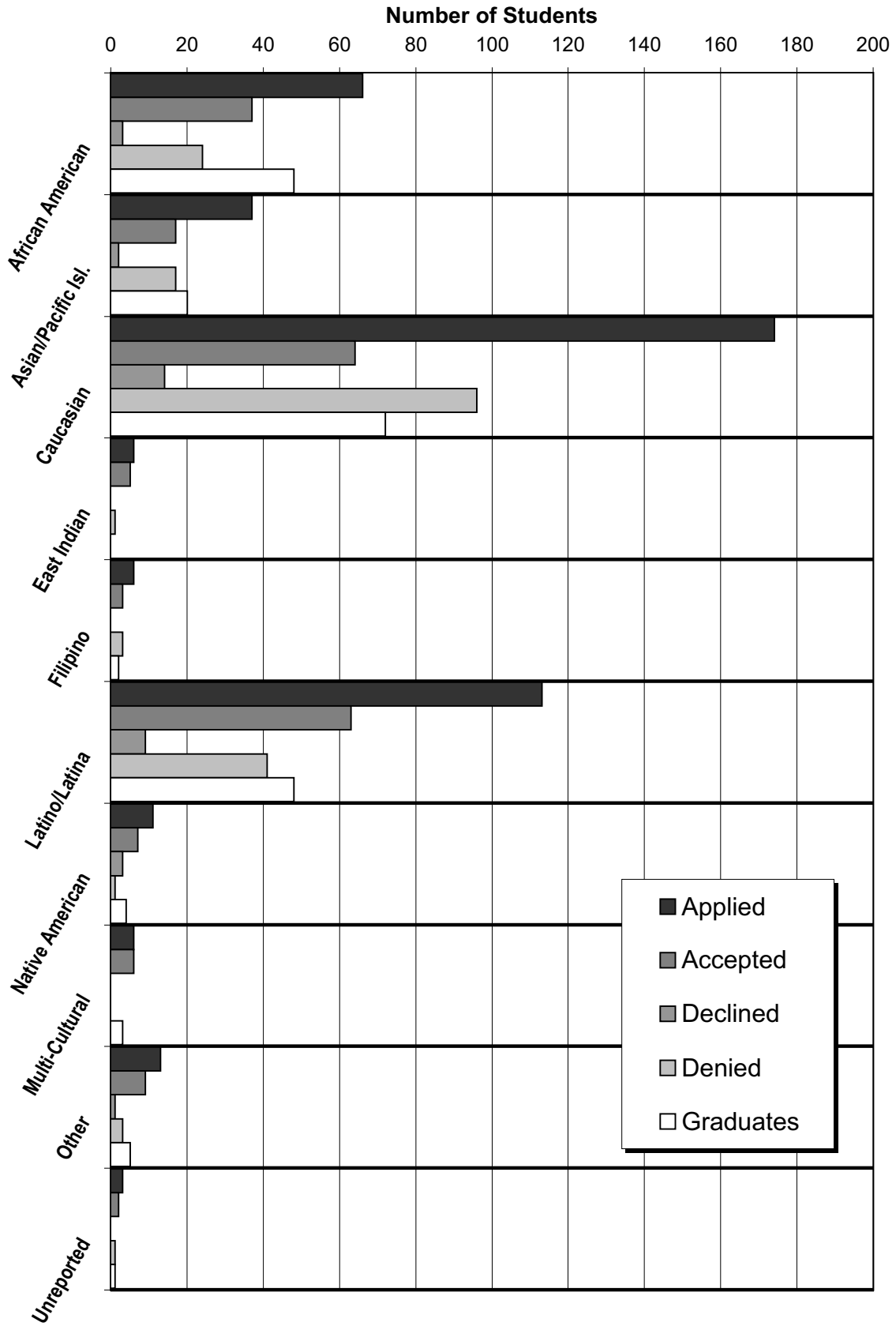
<sup>a</sup> Students were not released by the county. <sup>b</sup> Accepted for Winter Qtr 2001 pending removal of Academic probation. <sup>c</sup> Armenian. <sup>d</sup> Egyptian.

Table 1 (cont'd)

Ethnicity	Student Status	2000 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	2	2	-	-	4	11	8	-	3	7	7	4	1	2	5	2	1	1	-	4	-	-	-	-	4	11	2	-	9	1	66	37	3	24	48
	Part	2	1	-	1	-	2	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	2	-	-	-	19	11	4	4	2	
Asian American/ Pacific Islander	Full	6	1	1	4	-	1	-	-	1	2	2	-	-	2	2	4	3	-	1	2	3	2	-	1	-	11	3	1	6	1	37	17	2	17	20
	Part	1	-	1	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	1	1	1	3	
Caucasian	Full	42	9	6	27	10	1	-	-	1	2	18	2	-	16	7	7	6	-	1	8	7	5	-	2	5	15	4	-	11	3	174	64	14	96	72
	Part	3	1	1	1	2	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-	42	28	11	4	22	
East Indian	Full	-	-	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	6	5	-	1	-	
	Part	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Filipino	Full	1	1	-	-	-	1	1	-	-	-	2	1	-	1	1	-	-	-	-	1	-	-	-	-	-	-	-	-	6	3	-	3	2		
	Part	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Latino/Latina/ Hispanic/Mexican	Full	10	5	1	4	5	11	7	-	4	6	8	6	-	2	3	4	3	-	1	1	4	3	1	-	1	16	1	-	15	5	113	63	9	41	48
	Part	5	2	2	1	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	32	17	7	7	13		
Native American	Full	4	2	2	-	-	2	2	-	-	-	1	-	1	-	-	1	1	-	-	1	-	-	-	-	-	-	-	11	7	3	1	4			
	Part	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	1	2	-	-	-		
Multi-Cultural	Full	-	-	-	-	-	-	-	-	1	2	2	-	-	-	2	2	-	-	-	1	-	-	-	-	-	-	-	6	6	-	-	3			
	Part	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-	-		
Other	Full	-	-	-	-	-	3	3	-	-	-	1	-	-	1	-	-	-	-	-	3	1 <sup>f</sup>	1	1	-	2	1 <sup>f</sup>	-	1	1	3	5				
	Part	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1	1	-		
Unreported	Full	-	-	-	-	-	-	-	-	-	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	2	-	1	1			
	Part	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>TOTALS</b>	Full	<b>65</b>	<b>20</b>	<b>10</b>	<b>35</b>	<b>19</b>	<b>30</b>	<b>21</b>	<b>-</b>	<b>9</b>	<b>18</b>	<b>43</b>	<b>16</b>	<b>2</b>	<b>25</b>	<b>18</b>	<b>20</b>	<b>16</b>	<b>1</b>	<b>3</b>	<b>18</b>	<b>18</b>	<b>12</b>	<b>2</b>	<b>4</b>	<b>10</b>	<b>55</b>	<b>11</b>	<b>1</b>	<b>42</b>	<b>10</b>	<b>435</b>	<b>213</b>	<b>32</b>	<b>187</b>	<b>203</b>
	Part	<b>11</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>-</b>	<b>1</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>101</b>	<b>59</b>	<b>25</b>	<b>17</b>	<b>41</b>

\*\*The "Accepted" columns do not include the students, who were accepted but declined. <sup>e</sup> 1 Assyrian, and 1 Portuguese. <sup>f</sup> Armenian.

# Full-Time 2000 IV-E Students by Ethnicity





## Part-Time 2000 IV-E Students by Ethnicity

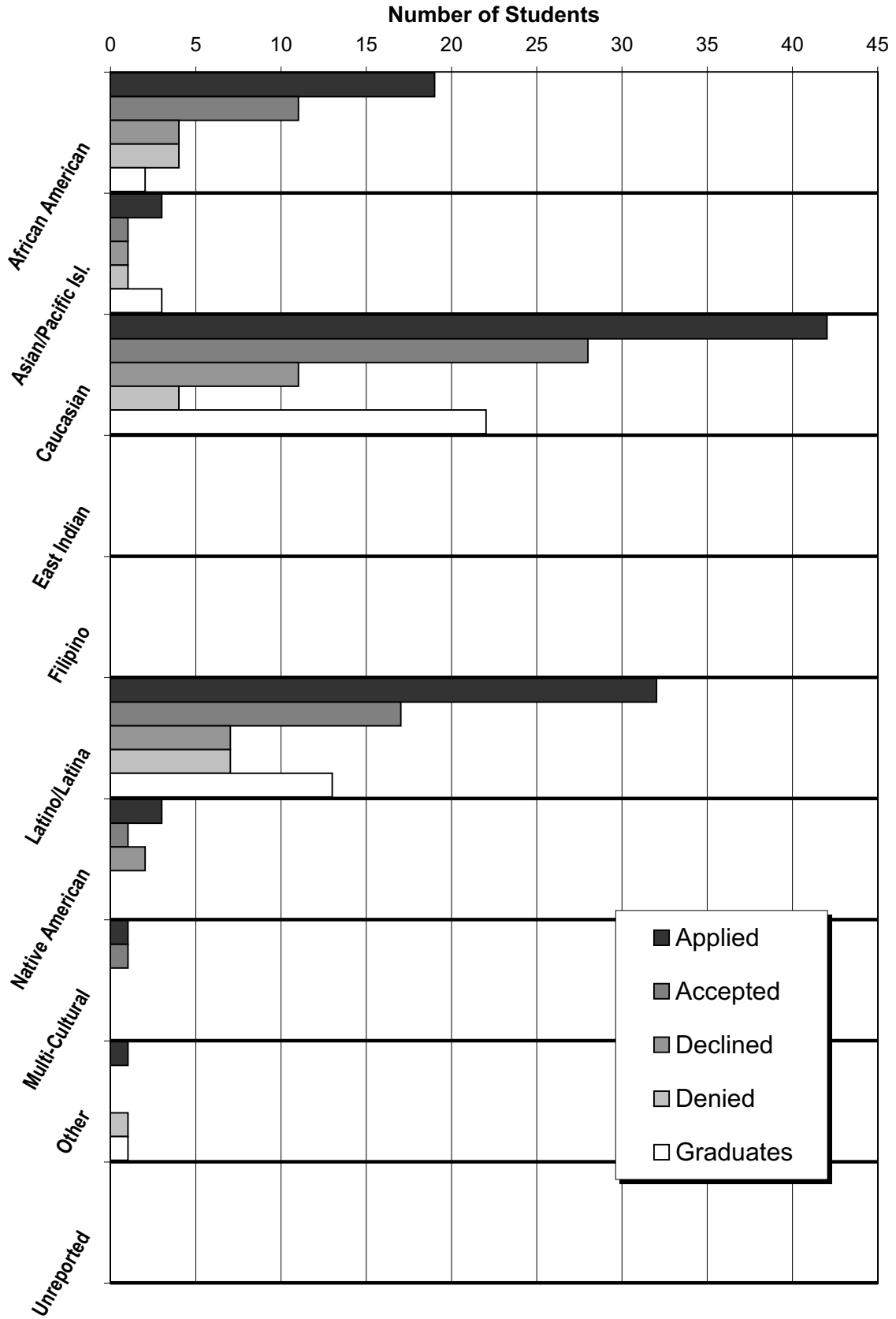


Table 2

Number of Title IV-E 2000 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	N/A	N/A	N/A
CSU Fresno	15	N/A	Fresno (12)	Kings (1)	Hmong
CSU Long Beach	15	5	Los Angeles (10)	Orange (10)	Spanish Vietnamese
CSU Los Angeles	19	N/A	Los Angeles (16) Orange (1)	San Diego (1) Santa Clara (1)	Armenian Korean Mandarin Spanish
CSU Sacramento	20	20	Del Norte (6) Humbolt (4) Lake(3) Yuba (1) Lassen (2)	Mendocino (2) Sacramento (1) Shasta (1) Sonoma (1)	Laotian Russian Spanish Tagalog Ukrainian Thai
CSU San Bernardino	16	2	San Bernardino (7) Los Angeles (3)	Riverside (5) Orange (1)	Arabic Spanish Thai
CSU Stanislaus	15	4	San Joaquin (3) Napa (1)	Stanislaus (8) Merced (6)	Spanish Thai Hmong ASL Laotian
Loma Linda U.	10	4	Riverside (1) Los Angeles (2)	San Bernardino (1)	
San Diego State	19	2	Alameda (1) Contra Costa (1) Los Angeles (3)	San Diego (12) Stanislaus(1) Orange (3)	Spanish Russian
San Francisco State	18	3	Alameda (1) Contra Costa (1) Marin (1)	San Francisco (3) San Mateo (1) Santa Clara (1)	Mandarin Cantonese Spanish Vietnamese
San Jose State	18	N/A	Alameda (3) Monterey (1) Santa Barbara (1)	Santa Clara (7) Santa Cruz (1) San Mateo (1)	Spanish Tagalog Vietnamese
UC Berkeley	18	N/A	Alameda (6) Contra Costa (4) Marin (1) Mendocino (1)	Santa Clara (2) San Francisco (1) Sonoma (1) State Adoptions (1)	Spanish
UCLA	10	N/A	Los Angeles (7) River Side (1)	Santa Clara (1)	Spanish
USC	10	1	Los Angeles(10)	Orange (1)	Spanish Korean French
<b>Total Graduates</b>	203	41			

Note: These data were collected in Nov. 2000. By contract, the graduates have until Dec. 2000 to procure employment.

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

\*\* New Program began fall 2000.

Table 3

Title IV-E Year 2000 Graduates and Employment Status by School

School	Graduates	Employed	Returned to County	Previously CPS, DSS, CWS Worker
CSU Fresno	15	15(100%)	3(20%)	3(20%)
CSU Long Beach	20	20(100%)	6(30%)	7(35%)
CSU Los Angeles	19	19(100%)	18(95%)	2(10%)
CSU Sacramento	40	21(53%)	21(100%)	21(100%)
CSU San Bernardino	18	16(89%)	2(12%)	2(12%)
CSU Stanislaus	19	18(100%)	4(22%)	4(22%)
Loma Linda U.	14	4(29%)	3(75%)	2(50%)
San Diego State	21	21(100%)	3(14%)	3(14%)
San Francisco State	21	8(38%)	2(25%)	0(0%)
San Jose State	18	14(78%)	2(14%)	2(14%)
UC Berkeley	18	17(94%)	3(18%)	3(18%)
UCLA	10	9(90%)	2(22%)	2(22%)
USC	11	11(100%)	4(36%)	4(36%)
<b>Total Graduates</b>	<b>244</b>	<b>193(79%)</b>	<b>73(38%)</b>	<b>55(28%)</b>

Note: Data were collected in Nov. 2000. Graduates have until Dec. 2000 to procure employment.

Table 4

Numbers of Title IV-E Graduates by School and Year

Year	CSUF	CSULB	CSULA	CSUS	CSUSB	CSUStan	LLB	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>
Unreported	1	-	-	7	-	-	-	-	-	-	-	2	-	<b>10</b>
<b>Totals</b>	<b>131</b>	<b>98</b>	<b>22</b>	<b>157</b>	<b>121</b>	<b>60</b>	<b>88</b>	<b>139</b>	<b>110</b>	<b>128</b>	<b>123</b>	<b>71</b>	<b>63</b>	<b>1311</b>