

# CalSWEC

California Social Work Education Center

Focusing on Public Social Services

**Our First Decade: 1990–2000**





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### Our First Decade: 1990–2000

**California Social Work Education Center**

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

**University of California, Berkeley**

**School of Social Welfare**

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

“CalSWEC is an innovative and bold program. If it is successful, it may establish a significant new pattern for professional social work in the United States.”

—from *Unfaithful Angels: How Social Work Has Abandoned Its Mission*, by Harry Specht and Mark E. Courtney

## Message from the Dean

As CalSWEC enters its tenth year of operation, its leaders, staff, faculty, and students can with satisfaction contemplate the organization's significant achievements. More professionally qualified social workers are now employed in the public child welfare services in California than ever before, curricular offerings in child welfare at the state's schools of social work have been strengthened, and a large number of students have been financially supported, helping them to realize their goal of becoming social workers.

Links between county child welfare agencies, the state, and schools of social work in California have been strengthened, and there is a greater commitment to collaborating effectively so that the welfare of the state's children can be enhanced.

While it is fitting that these many achievements be celebrated, all of those involved in CalSWEC recognize the challenges that lie ahead. The need for professional social work staff in other settings, such as mental health, school social work, and gerontological social work, is great. It is CalSWEC's goal to address this in the coming years. However, this will require an even greater commitment to build on the experience of the past ten years and to collaborate with all who care about the unmet needs of so many of California's citizens. At a time when prosperity in California has reached unprecedented levels, social workers are only too aware of the needs of those who have not shared fully in the state's economic achievements.

CalSWEC will continue to work for the welfare of all of California's citizens and, in so doing, seek and encourage social work colleagues both in the state and around the nation to properly recognize the role of the public social services in meeting social needs, addressing problems, and enhancing opportunities. CalSWEC personifies this commitment, and the dedication of all those who have worked to fulfill its original goals needs to be recognized. Congratulations on a successful first ten years, and good luck for the years ahead.



James Midgley, PhD  
Dean and Specht Professor  
School of Social Welfare  
University of California, Berkeley

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Dean James Midgley





## where we came from

In 1990, when the academic community and the public social services joined forces to create the California Social Work Education Center (CalSWEC), the primary goal was to improve the commitment of social workers to work in the public sector with vulnerable and disadvantaged children and families. When CalSWEC was formed, it was considered the most ambitious such collaboration in the country. Today, CalSWEC continues to serve as a national model of leadership in school/agency partnerships. Universities throughout the nation still use the California Child Welfare Competencies, developed by CalSWEC, as a starting point for curriculum development.

### Social Work and Public Social Services: A Fragile Relationship

Historically, schools of social work have assumed a leadership role in preparing students for work with disadvantaged families. The commitment of the profession to these particular services in the public sector, however, has always been regarded as tenuous.

The social work profession arose at the end of the late 19th century in the charity organization societies at a time when government hardly had a role in the social services. Only with the 1962 amendments to the Social Security Act did the federal government begin to provide financial support to the states for social casework services. These provisions were broadened year by year, and in 1974 the addition of Title XX to the Social Security Act established the framework for the states to offer comprehensive programs of social services.

From 1962 to 1980, as national interest in publicly supported social services grew, social work education in those settings for a time experienced an increase. Title XX supported a number of innovative collaborative projects between schools and public agencies and agency-based field units. This was short-lived, however, as public agencies were accused of being tools to regulate the poor, and funding for professional education fell victim in the dismantling of the welfare state.

Consequently, although nationally the total number of graduate students in social work education increased by nearly 70 percent from 1969 to 1980, during that same period student support decreased between 50 to 70 percent, depending on whether it was a federal, state, or county source. The proportion of students specializing in child welfare increased by only 43 percent, and the numbers specializing in public assistance and corrections decreased by 39 and 51 percent, respectively. California mirrored the national trend, as the percentage of its students receiving support for graduate social work education from local government dropped by 75 percent. The proportion of students placed for field work in publicly supported social services, especially in departments of social services, decreased.



### **Affirming the Commitment to Public Social Services**

When Dr. Harry Specht became dean of the School of Social Welfare at the University of California, Berkeley in 1977, only one of some 200 students in the school's Master of Social Work (MSW) program was doing field work in a public social service agency. Most were training to be clinicians, many of them intending to become private practitioners of psychotherapy. Moreover, county social service agencies were suspicious of schools of social work, seeing little connection between their needs and what was being taught in the graduate programs. Dean Specht and the teaching staff set out to change that course by revising the school's mission, which became the following: to produce professionals for careers in the publicly supported services and to serve deprived populations.

By the late 1980s, schools of social work, professional organizations, and public agencies began exploring possibilities for collaboration, precipitated by changes facing society and the social work profession. These included the following:

- Increasing numbers of social workers were achieving top leadership positions in public agencies but were experiencing difficulty attracting and retaining MSW direct service workers.
- The job market was expanding in response to the increase in recognized social problems, such as child abuse, AIDS, drug abuse, teenage pregnancy, and homelessness; most agencies, lacking internal training divisions, turned to the universities for assistance in developing in-service education.
- Highly publicized stories of abuse and death occurring among children in placement were creating pressure for professionalization of services.
- Funding organizations were increasingly interested in supporting school/agency coalitions, rather than funding either sector independently, as a mechanism to enhance the quality of services.
- The presence of an ethnically diverse staff that mirrored the client population was considered key to client acceptance and satisfaction; however, the tremendous growth of immigrant and minority populations in California was no match for the small numbers of social workers of color being trained by schools of social work to serve those populations.

### **The Birth of CalSWEC**

Dean Specht took his vision—to advance social work's commitment to the poor and the services upon which they depended—to a larger audience. He found support in Zellerbach Family Fund Executive Director Edward Nathan, a former field director at UC Berkeley's School of Social Welfare. Together, they drew upon the Bay Area's county social services agencies and the local graduate schools of social work to form a coalition focused on the improvement of

services and enhanced inter-county collaboration. The result was the Bay Area Social Services Consortium, or BASSC, which took shape in 1987 with a series of Zellerbach Family Fund-sponsored conferences, the first of which focused on medically fragile babies.

BASSC was initially composed of seven county departments of social services, Dean Specht, and Mr. Nathan. Within a year, however, it had expanded to include nine county departments and three Bay Area schools of social work. This collaboration and other efforts in the state created a relationship between the deans and directors of the schools and county social service managers that resulted in a shared understanding about problems in education and staffing.

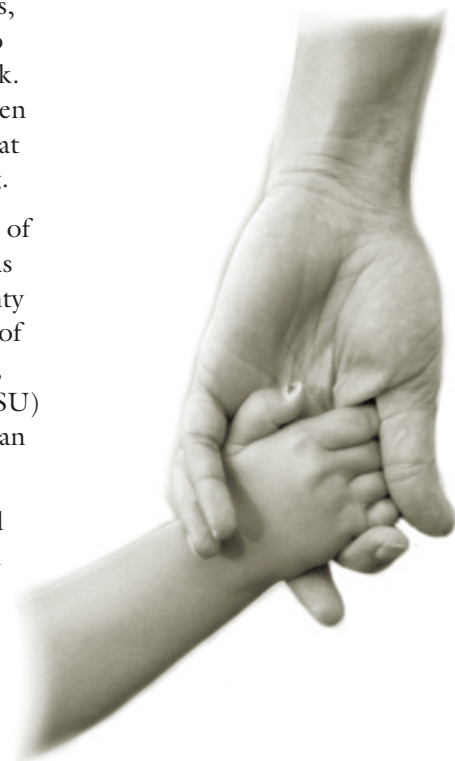
On the heels of BASSC's success and with the help of the California Chapter of the National Association of Social Workers (NASW), the collaboration was extended to all of the state's 58 social service departments through the County Welfare Directors Association (CWDA), and the state's ten graduate schools of social work: UC Berkeley, the University of California, Los Angeles (UCLA), the University of Southern California, and the California State University (CSU) campuses at Fresno, Long Beach, Sacramento, San Bernardino, San Diego, San Francisco, and San Jose.

In a groundbreaking move that demonstrated their good faith, the deans and directors of the schools unanimously adopted the following common mission statement in November 1989:

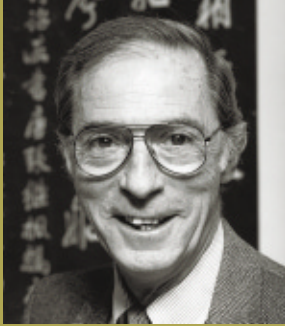
*"There will be two central components of the mission of social work and social welfare education in California. The first is the enlargement and enhancement of knowledge for the profession and the field through study and research. . . . The second . . . is the preparation of social workers for a wide range of professional leadership and practice roles addressing the needs of oppressed and disadvantaged persons and communities through publicly supported services.*

*"As services-oriented institutions, MSW educational programs in California have a special mission to serve students from groups that historically have not participated in university education because of age, socioeconomic background, physical disadvantage, geographical location, and discrimination. . . .*

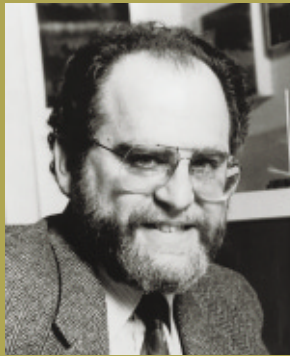
*"Priority recipients of direct social work services will be seen as the poor and underserved, and the central purpose of social work practice will be enabling individuals, groups, and communities to meet their social needs by making use of societal resources. The primary locus of practice will be in institutional systems supported by the public, i.e., public social services and voluntary social services agencies. . . ."*







Dr. Harry Specht, Dean  
School of Social Welfare  
University of California, Berkeley  
1977 – 1995



Dr. Bart Grossman  
Executive Director, CalSWEC  
1990 – 1995



Dr. Nancy Dickinson  
Executive Director, CalSWEC  
1995 – 1998

The goal of the landmark partnership was to redirect MSW education in California toward increasing the numbers and improving the preparation of social workers for working in the public social services. “We have to get students into public social services, change working conditions, and set new educational trends all at once,” said Dean Specht.<sup>ii</sup>

As a possible source of the project’s stipend funding, the CWDA identified Title IV-E of the Social Security Act. Stipend funding for students was integral to the project, which at the time was governed by three central realities:

- (1) Disincentives to graduate education, such as low public agency salaries and increasing educational costs, can be overcome only by linking substantial financial aid for students to requisite public agency employment after their graduation;
- (2) Any significant effort to reprofessionalize the enormous child welfare system in California requires support for a large number of students; and
- (3) Current budget exigencies prevent the creation of a significant aid program that depends primarily on state and county contributions.

John Lanigan, then-project officer for the Ford Foundation, offered to provide three years of support for the project, with the possibility of an additional two-year extension. Eight California foundations agreed to match the Ford grant—the Elise Haas Fund, the Walter S. Johnson Foundation, the Louis R. Lurie Foundation, the Community Foundation of Santa Clara, the San Francisco Foundation, the Stuart Foundation, the Von Löben Sels Foundation, and the Zellerbach Family Fund.

In 1990, the California Center for Graduate Social Work Education for the Public and Non-Profit Social Services was born. Dr. Bart Grossman, field director at UC Berkeley’s School of Social Welfare, became the center’s first executive director. Soon after the center’s creation, Dean Specht renamed it the California Social Work Education Center, or CalSWEC.

Creating a financial aid program for social work education was considered critical to increasing the numbers of minorities in professional social welfare positions to be reflective of the diverse populations they served. In 1990, the state’s population of children was 9.3 percent African American and 28 percent Hispanic, and the percentage of children in foster care was 37.9 percent African American and 20.6 percent Hispanic. The ethnicity of professional child welfare staff, however, was 9 percent African American and 11 percent Hispanic. Moreover, only 34 percent of California child welfare workers, the most professionalized of all county welfare services, had MSW degrees. Nationally, only 15 percent of all social workers with master’s degrees were employed in public or county departments of social services. One-third of California’s counties had no MSW professionals at all.<sup>iii</sup>

As one of the first and most important tasks during his tenure, CalSWEC Executive Director Grossman undertook the search for a source of financial aid to students, particularly those already employed in the public social services and members of ethnic and racial minority groups. Under the stipend plan, the students would upon graduation commit to a year of employment in public child welfare for each year of financial support.

Dr. Grossman found his answer in the California Department of Social Services (CDSS); the Office of State Programs of the Administration for Children, Youth, and Families (ACYF) of then-U.S. Department of Social Services; the CWDA; and the California Chapter of the NASW. In 1991, CalSWEC and the four entities signed the California Child Welfare Education Partnership Agreement, a union to develop a program that would promote the preparation of MSW social workers for employment in public child welfare systems. Key people involved in preparing this historic agreement were Carol Rosen, ACYF; Marsena Buck and Ellen Dunbar, NASW; Loren Suter, CDSS; Richard O'Neil, CWDA; and Dean Specht.

The program would be made possible through: (1) the creation of a state financial aid program for social work education based on Title IV-E (Adoption Assistance and Child Welfare Act, P.L. 96-272) of the Social Security Act that would give priority to current county agency employees and persons who reflected the populations they served, (2) the implementation by the state's graduate schools of social work of a competency-based curriculum for MSW students in child welfare specializations, and (3) the promotion of collaborative school/agency research and development activities directed at the improvement of child welfare services.

Unique in its size and scope, CalSWEC attracted national attention because of its focus on the transformation of both MSW education and social service delivery in the state by: upgrading the professional background of some already-employed workers by drawing them back to the university for an MSW; increasing the number of minorities in professional positions in social welfare to reflect the populations they served; and opening the doors to innovation by integrating university research with county services.

When CalSWEC was founded, no one was certain how long it would last, but all those involved in its creation could not think of a time when this collaboration between university and government was more needed.

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<sup>i</sup> Grossman, B., Laughlin, S. and Specht, H. (1991) Building the Commitment of Social Work Education to Publicly Supported Social Services: The California Model. In K. Hooper Briar, V. Hooker Hansen, and N. Harris (Eds.) *New Partnerships: Proceedings from the National Public Child Welfare Training Symposium 1991*. Florida: Department of Social Work, Institute on Children and Families at Risk, Florida International University.

<sup>ii</sup> New Center Aims to Return Social Workers to Public Service. *CalReport* (winter 1991):12.

<sup>iii</sup> Survey of California Child Welfare Departments, 1987–1998, California Chapter, NASW.





United in their goal to improve public social services to the poor and disadvantaged, government and academia have successfully bridged their cultural and organizational gaps. The depth and breadth of this collaboration are reflected in the impact CalSWEC has made and continues to make on the public social services in California and across the nation.

### Changing the Profile of Public Social Services Professionals

Since it began, the Title IV-E MSW stipend program has grown from 10 to 14 graduate schools of social work. Joining the original 10 schools were Loma Linda University and CSU, Stanislaus in 1994, under the direction of Dr. Beverly Buckles and Dr. Ellen Dunbar, respectively, and CSU, Los Angeles in 1998, under the direction of Dr. Fred Anderson and Dean Jim Kelly. In fall 2000, CSU, Bakersfield, under the direction of Dr. Joseph Chandy, joins the collaborative to become the latest Title IV-E MSW program. The yearly stipend amount, initially \$12,000 per student, will be \$18,500 per student this fall.

CalSWEC has also expanded its outreach efforts. In 1994, it initiated a part-time (three- or four-year) MSW program for child welfare agency employees to cover their tuition, fees, travel, and book expenses while they continue to work. For three years of support, these students agree to serve one additional year in the county upon receiving the MSW.

Under the leadership of the Department of Social Work at CSU, Long Beach and its former director, Dr. Jim Kelly, CalSWEC has supported the creation and operation of distance education programs to serve counties that are beyond the reach of existing MSW programs. To date, distance education programs are provided at four CSU campuses—Bakersfield, Chico, Northridge at Channel Islands, and Humboldt. In 1999, Title IV-E support for an American Indian Graduate Recruitment Program, which identifies and recruits potential Native American Indian MSW candidates, moved its office from UC Berkeley to CSU, Stanislaus. Carmen Foghorn, who worked part time for the program, was the first Title IV-E recruiter at UC Berkeley; now Thomas Phillips, CSU, Stanislaus, is the full-time recruiter.

As a result of these initiatives, CalSWEC has made great strides toward revitalizing California public social services and its professional staff, as evidenced from the following statistics:

- Fully two-thirds of the students enrolled in the Title IV-E MSW program since its inception have been members of previously underrepresented groups in public child welfare services. By comparison, ethnic and racial minorities represent one-third of the enrollment in regular MSW programs.
- Over 1,000 full-time and part-time students have graduated from the Title IV-E MSW program. The service these students have provided represents more than 2,000 years of work in public child welfare agencies.

*“I think the Title IV-E program is a marvelous program. I have seen steady improvement over the years in terms of students being better and better prepared to provide child welfare services. I currently have three people within my unit who are IV-E graduates.”*

—Sheryl Meyer, MSW,  
Protective Services  
Supervisor, Health and Human  
Services Agency, Children's  
Services, San Diego County

- These MSW graduates are employed in 43, or 74 percent, of the state's 58 counties, as well as at the CDSS.
- The graduates are linguistically diverse, altogether speaking nearly a dozen languages in addition to English: Cambodian, Cantonese, French, Hmong, Khmer, Korean, Laotian, Mandarin, Nigerian, Spanish, and Vietnamese.

Since its inception, CalSWEC has conducted program evaluations to assess whether the Title IV-E program is recruiting all the potential students who are committed to careers in public child welfare and how an MSW education changes or validates students' practice preferences. Additionally, the curriculum specialist conducts student focus groups to incorporate graduating MSW students' viewpoints in the curriculum evaluation. Project coordinators from each participating school submit biannual curriculum snapshots to review how well the schools are able to professionally prepare MSW students for public child welfare practice, using the CalSWEC competencies as a yardstick. In its ongoing retention study, CalSWEC seeks to understand the factors involved when Title IV-E-trained graduates stay in or leave public child welfare once they complete the payback of their stipend. Periodically, the executive director conducts a statewide work force study to assess the market for new social workers in public child welfare, including level of education, length of service, position vacancies, and desire to return to graduate school for the MSW.

### Advancing the Education of MSWs for Public Child Welfare Work

Early on, the Curriculum Committee of CalSWEC's Board of Directors undertook responsibility for the development of a curriculum that the graduate schools of social work would use to ensure the sound education of competent child welfare workers. The committee, composed of social work faculty and county



Among the many students who assisted in organizing the year 2000 Student Day were, *left to right*, Maria Donnell, CSU, Stanislaus; Michelle Bennett, UCLA; Cesar Abarca, San Francisco State University; Luis Pereira, CSU, Long Beach; Karen Seebach, CSU, Stanislaus; Amba Johnson, UC Berkeley; and Luis Lopez, UC Berkeley. Organized by and for Title IV-E MSW program recipients, Student Day offers substantive workshops and opportunities to share information and experiences. The event, now in its third year, has become increasingly popular.



social services representatives, had the additional benefit of a 28-member advisory panel drawn from child welfare experts in the schools and voluntary and public child welfare agencies around California. The draft of the core curriculum competencies consisted of 126 possible objectives, drawn primarily from Ohio's Institute for Human Services, that were to be used by the schools of social work. A result of more than a year's work, the comprehensive list included 76 competencies organized in the following categories: ethnic sensitive practice; social work skills; core child welfare skills; human development and behavior; workplace management; and child welfare policy, administration, and evaluation.

At a 1991 conference, a group of 80 agency directors and staff, deans, and faculty provided input to the draft, and a final list of competencies emerged. For the first time in the state, an array of common practice competencies was created for which each school would prepare its child welfare students. These competencies succeeded in reflecting the common priorities of schools and agencies, yet allowed each institution suitable autonomy. The California Child Welfare Competencies, as they are known today, serve as a model for collaborative curriculum development across the nation. One such collaborative effort led to a major revision and operationalization of curriculum competencies, which were implemented at the schools of social work during the 1996–1997 academic year. The curriculum competencies are due to be revised by the collaborative in the next two or three years.

Aware that preparing MSW students to be effective in child welfare services by itself would be insufficient to enhance agency retention, CalSWEC determined that it was important to involve students and staff in improving services. It established a unique program of empirical research directed toward the improvement of education and practice based upon priorities that were established by the public social service agencies. Through its Research and Development Committee, CalSWEC began a system of awarding grants to

*“San Francisco State University’s program did an excellent job of teaching me how to develop mutually respectful relationships with the clients. I was taught how to focus on family strengths and remain conscious that family members are the experts of their own life and that I can learn from them.”*

—Katherine Kellum, MSW,  
Child Welfare Worker II,  
Marin County Child Protective  
Services



Director Rita Saenz of the California Department of Social Services, *center*, speaks with Dean James Midgley of the School of Social Welfare at UC Berkeley and Director Anita Harbert of the School of Social Work at San Diego State University at a meeting of CalSWEC's Board of Directors.

curriculum development projects designed to improve practice and teaching through agency-based research. As of 1999, sixteen completed projects had resulted in empirically based and best practices curricula. (*For a listing of Curriculum Development Products, see page 17.*) The California Child Welfare Resource Library, created in 1994 and administered by the Department of Social Work at CSU, Long Beach, serves as the central distribution point for CalSWEC curriculum development products for cost.



In 1996, through a contract with the CDSS, CalSWEC initiated the California Public Social Services Training Academies project to provide in-service training and education for agency staff, as well as to support and increase staff retention, in all California counties. It subcontracts with three of the five regional academies: the Bay Area Academy, Central California Public Social Services Training Academy, and Public Child Welfare Training Academy, Southern Region. The remaining two academies are the Northern Child Welfare Training Academy of the UC Davis Extension and the Inter-University Consortium in Los Angeles. The regional training academy coordinator leads this project by assisting the CDSS in its mission to provide child welfare training for trainers in response to state initiatives for special projects, such as kin care. The coordinator also works closely with the academy directors to implement training across the state that is relevant for each region while also fulfilling emergent legislative initiatives.

Additionally, CalSWEC's Curriculum Committee has developed preliminary guidelines for a continuum covering public child welfare training and education in California. The continuum covers a broad spectrum, from preparing students at the undergraduate level for appropriate tasks in public child welfare, to providing opportunities for continuing and post-service education that is both encouraged by counties and supported by employees, to doctoral education for the preparation future faculty.

## Integrating Theory and Practice

CalSWEC has been a leader in facilitating change in many facets of the public social services.

It has been actively involved in efforts to develop school/agency partnerships in social work education for the publicly supported social services. Among them are the Ford Foundation Building Partnerships project of the Council on Social Work Education and the national invitational conference on partnerships, which CalSWEC hosted in 1995 with the support of the federal Children's Bureau.

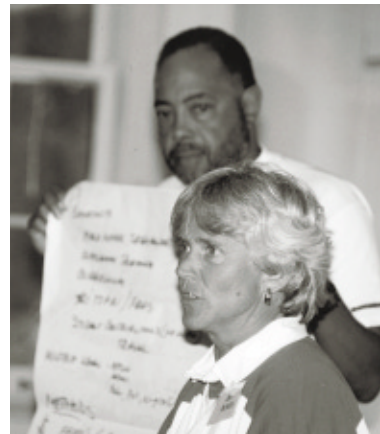
CalSWEC directors Dr. Bart Grossman, Dr. Nancy Dickinson, and Dr. Sherrill Clark have provided consultations to numerous organizations, including the University of Arizona, the University of South Carolina, the University of North Carolina-Chapel Hill, Rutgers University, the University of Wisconsin-Madison, the Wisconsin State Department of Social Services, the University of Southern Illinois/Mississippi Delta Project, the University of West Virginia, and Hunter College, and the states of Colorado, Hawaii, Illinois, Montana, and New York.

Other projects, such as the following, reflect the extent to which CalSWEC has made and is making a difference:

- **Interdisciplinary Child Welfare Education:** In 1991, this five-year grant from the Administration for Children, Families, and Youth, U.S. Department of Health and Human Services was the largest of eleven capacity-building grants funded to help reprofessionalize child welfare services in the states.
- **Mental Health Competencies:** At the request of the California Mental Health Directors Association, CalSWEC contracted with Dr. Norita Vlach of San Jose State University to create a competency-based curriculum in public mental health to parallel its child welfare project.



The Child Welfare Fellows Project enabled faculty from across the country to conduct research at their local public social services agencies and then use this to improve their schools' curriculum and instruction. Fellows included, *left to right*, Kathleen Nuccio, Linda Mauro, Steve McMurtry, Sakina Salahu-Din, Pat Sandau-Beckler, and Sandra Chipungu.



Joseph Nunn, now vice chair of the Department of Social Welfare at UCLA, and Janet Black, now professor emeritus of the Department of Social Work at CSU, Long Beach, were among the participants in the 1995 national conference on partnerships that CalSWEC hosted with the support of the federal Children's Bureau.

- **Child Welfare Fellows Project:** In partnership with the UC Berkeley School of Social Welfare and the federal Children’s Bureau, CalSWEC hosted three faculty development institutes (1996–1998), providing faculty from across the country the opportunity to conduct research at their local public social services agencies and apply their experience to improve curriculum and instruction at their respective institutions. Drs. Marc Mannes and Judith Reich have been the project officers, with additional leadership from Dr. Carol Williams, former assistant commissioner of the Children’s Bureau.

- **Interdisciplinary Concurrent Planning Training:** The purpose of this three-year (1998–2000) Children’s Bureau grant is the design and implementation of a concurrent planning services curriculum, which can be used by interdisciplinary teams of professionals to provide counties a more unified delivery of such services. To date, substance abuse counselors, mental health workers, child welfare workers, judges, and lawyers from three counties have participated. Plans are under way to provide the training to four additional counties and then to offer a training for trainers through the regional training academies.

- **Standardized Core Curriculum:** This one-year CDSS grant enables CalSWEC, in collaboration with CDSS, the CWDA, the regional training academies, and child welfare services representatives, to develop a Standardized Core Curriculum for new child welfare workers and a plan for the curriculum’s implementation. The purpose of the project is to ensure that the fundamental principles of sound child welfare practice are provided to new workers before they assume an independent caseload and to enhance the development and retention of child welfare workers.

- **Training Evaluation:** This year, CalSWEC will host the third National Human Services Training Evaluation Symposium, which focuses on issues related to training evaluation in the human services. Cosponsors are the National Staff Development and Training Association of the American Public Human Services Association and the American Humane Association.





## Curriculum Development Products

### Assessment and Case Management of Domestic Violence in Public Child Welfare

University of California, Los Angeles, Department of Social Welfare,  
School of Public Policy and Social Research  
Colleen Friend, LCSW  
Linda G. Mills, PhD, JD, LCSW  
July 1997

### Assessment, Intervention, and Recovery Support for Substance Abusing Parents in the Child Welfare System: Curriculum Training Modules

San Diego State University, School of Social Work and The Center for Substance Abuse  
Melinda M. Hohman, PhD  
January 1998

### Child Welfare Case Study Module: Emergency Response, Family Maintenance, and Permanency Planning

San Francisco State University, School of Social Work  
Linda K. Brewer, MSW, LCSW  
Martha Roditti, MSW  
Annette Marcus, MSW  
February 1998

### Child Welfare Management Modules

California State University, Long Beach, Department of Social Work  
Alex Norman, DSW  
December 1994

### Child Welfare Practice in the Legal System

California State University, Fresno  
David Foster, MSW, LCSW  
Barbara Woods Foster, MSW  
May 1995

### Child Welfare Skills with Southeast Asian Families

California State University, Fresno  
Howard Himes, MSW  
Serge Lee, PhD  
David Foster, MSW, LCSW  
July 1995

### Emancipation Preparation in California Counties

University of California, Los Angeles, Center for Child & Family Policy Research,  
School of Public Policy and Social Research  
Jeanne Giovannoni, PhD  
Elizabeth Chaneske, PhD  
Walter Furman, MPhil  
June 1996

### Emancipation Preparation in California Counties (Summary)

University of California, Los Angeles, Center for Child & Family Policy Research,  
School of Public Policy and Social Research  
Jeanne Giovannoni, PhD  
Elizabeth Chaneske, PhD  
Walter Furman, MPhil  
June 1996

### Ethnic Sensitive Child Welfare Practice (videotape series)

California State University, Sacramento  
Doman Lum, PhD  
Krishna Samantrai, PhD  
June 1995

### Evaluating Community-Based Programs for Families at Risk of Foster Care Placement: An Empirically-Based Curriculum

University of California, Berkeley, Child Welfare Research Center  
Kristen Rogers, PhD  
Charlie Ferguson, EdM, MSW  
Richard P. Barth, PhD  
Richard Embry, MSW  
December 1997

### Interprofessional Collaboration: Five Curriculum Modules

California State University, Fresno  
Cherie Rector, PhD, RN-C  
Betty Garcia, PhD, LCSW  
David Foster, MSW, LCSW  
October 1997

### Kinship Care in California: An Empirically-Based Curriculum

University of California, Berkeley, School of Social Welfare  
Jill Duerr Berrick, PhD  
Barbara Needell, MSW, PhD  
Richard P. Barth, PhD  
December 1995

### Legal Guardianship and Child Welfare in California: An Empirically-Based Curriculum

University of California, Berkeley, School of Social Welfare  
Brian Simmons, MSW, PhD  
Richard P. Barth, PhD  
December 1995

### Legislative and Political Analysis

California State University, Fresno  
Donna Hardina, MSW, PhD  
October 1997

### Research Dissemination: The Movie (videotape)

California State University, Fresno, Child Welfare Training Project and Academic  
Innovation Center  
Wynn Tabbert, PhD  
1995

### Resource Guide for Core Child Welfare Skills

University of California, Berkeley, School of Social Welfare  
CalSWEC  
June 1995

### Resource Guide for Ethnic Sensitive Practice

University of California, Berkeley, School of Social Welfare  
CalSWEC  
June 1995

### Successful Intervention with Substance Abusers (videotape)

San Diego State University, School of Social Work  
Annette Smith, PhD  
1994





## Message from the Executive Director

The CalSWEC Board of Directors came together in June 1999 for a strategic planning retreat to examine our mission. Ultimately the board decided it wanted to be at the forefront of providing professionally trained workers for public human services, especially child welfare services. That process strengthened our collaboration and commitment to public human services and social work values. Without a strong collaboration, without dedicated individuals—among them, staff, deans, faculty, agency directors, practitioners, and CalSWEC alumni—who envision the whole collaborative as greater than each one of its parts separately, it would be much more difficult, if not impossible, to continue this work.

### An Acceleration of New Policies Directed at Families and Children

In the last decade, there have been as many or more new federal policies concerning families and children as there were in all the previous decades since 1935, when the Social Security Act was first written into law. Some of these include the Family Support Act (1988), Family Preservation and Child Protection Reform Act (1993), Multiethnic Placement Act (1994), Personal Responsibility and Work Opportunity Reconciliation Act (1996), Child Abuse Prevention and Treatment Act Amendments (1996), and the Adoption and Safe Families Act (1997).

Ten years ago, family preservation was the dominant theme in child welfare policy. More recently, the focus has shifted to safety for children and families and permanency for children. This policy change still includes prevention of out-of-home placement and short-term family reunification to reduce lengths of stay in foster home in families where this is feasible. Although the Adoption and Safe Families Act reflected philosophical changes in the ways we serve children and families, the funding streams have not caught up with the policy changes. However, California is fortunate to have secured a Title IV-E waiver to use the funds creatively to implement the new policies in support of families and children.

*Societal changes and the resulting policies directed at families and children present numerous challenges and opportunities for social workers in the public human services, especially child welfare services.*

### What Forces Are Driving California's Social Policy Changes?

Numerous forces are at work, such as the following:

- Increased criticism of the child welfare system by the media and lawsuits brought against the agencies have moved legislators to seek greater oversight (Schwartz & Fishman, 1999).
- The Adoption and Safe Families Act has created numerous opportunities for kin care and new forms of legal guardianship.
- There is a common understanding that child welfare services are understaffed.
- The sense of the nation that the federal government should be as small as possible has devolved responsibilities to the states.

- Related to the feeling that small federal government is good is the feeling that we need to be more responsible with our funding and contain costs.
- California has one of the most diverse populations in the world, which may make for greater group divisions and competition over resources.



- NAFTA and the Internet have opened up our borders and encouraged a global economy for the wealthier but not necessarily for the poorer.

- Economic circumstances since the 1980s have led to an ethos of “everybody works,” which means more mothers are working outside the home. The result is that child care or the lack of it is an enormous problem.

- A large cohort of workers, who are healthier and living longer, is ready to retire in the next 10 years, and they also will want services.

Yet another reality is that the personnel shortage in child welfare services is only the tip of the iceberg. There is also a shortage of public human services and social workers to work with senior citizens, the mentally ill, schools, and the health care system. Furthermore, efforts to address the shortage compete with those dealing with shortages of teachers, police and safety officers, and others in the helping professions.

Added to this is the potential that welfare reform will place more families and children in economic jeopardy. More children in poverty may result in greater use of child welfare services (Danziger, 1995; Courtney, 1998; Hardin, 1996; Shook, 1998).

### **What Do Social Workers Need to Learn to Respond Promptly and Appropriately?**

My short review of the literature revealed a number of predictions by scholars and others about the future of public human services. I have listed those along with my projections about what we need to do to deal with these changes.

**Management matters:** Managed care will prompt new functions and areas for social work education in the areas of case management skills and contract management and less direct service (Strom-Gottfried, 1997; GAO Report, 1998).

**New skills, new structures:** Eligibility workers and others who have been expected to be technicians are now expected to have casework skills, including interviewing and assessment skills (Lindsey, E.W., 1993; Gustafson & Allen, 1994). In El Paso County, Colorado, TANF and child protective services workers are co-located and TANF funding is being used to support CPS. In Kentucky, when parents are discontinued from TANF, workers make home visits within two weeks to ensure child safety (Geen & Tumlin, 1999). Different agency structures should be tested.

**Standards and evaluation:** Demands by the public and policymakers increasingly will be placed on public social services management for performance standards and outcome measures in child welfare (CDSS, 1998). Professional social workers who adhere to the code of social work ethics are well suited to evaluate and change their own practices. However, they also need to realize their crucial role in the formulation of questions regarding outcome measurements of populations so they can direct policy and funding in appropriate directions (USDHHS, 2000).

**Potential teachers and supervisors:** Greater opportunities will arise for social workers to be teachers of foster parents, paraprofessionals, contract agency workers, TANF workers, and each other. New skills needed are understanding adult learning principles, mentoring, and supervision (Haynes, 1998). Supervision will be especially important in social work education.

**All policy is local:** The new federalism will continue to devolve and allow states more opportunity to make local policy (e.g., the Title IV-E waiver plans and 48 approved versions of State-CHIPS). Implications are that direct services practitioners must be current with regard to state policy and its impact on practice. We need to learn better advocacy skills to change legislation that harms families and children. Furthermore, it is probably time for us to conduct a review of the rules and regulations to resolve contradictions and remove duplication.

**Technological challenges:** New ways of managing information with better computer data systems and the Internet will speed up access to information needed for risk assessment, but will also lead social workers to spend less time in consultation with peers and supervision (Bilson et al., 1996; Weaver et al., 2000). Increased accessibility of information via technology may also present challenges for critical thinking, i.e., sorting out what's relevant and what isn't.

**Understanding funding:** Workers need their own understanding that services are fragmented in large part because funding streams are fragmented. There is a need for the development of new funding streams to support the changes in policy. Education needs to respond by changing the curriculum at the master's level to provide that information.

*"In the last decade, there have been as many or more new federal policies concerning families and children as there were in all the previous decades since 1935, when the Social Security Act was first written into law."*

**Interdisciplinary work groups, interdisciplinary supervision:** We need particular skills in the legal area, being able to distinguish between social work practice in the legal system and legal practice (Bolles, S. et al, 1998; Oss & Lutz, 1998).

**Community-based services:** An old idea has regained popularity but again creates the need for new skills, such as:

- the ability to analyze a neighborhood or an area for relevant social supports or gaps, e.g., GIS report generation (Weir & Robertson, 1998);
- the knowledge of and skills in identifying economic implications of social programs and how they contribute to social development (Midgley & Livermore, 1997); and
- the ability to involve local citizens in planning, delivery, and oversight of social services—teamwork, group work (Adams & Nelson, 1997).

As we move into the new decade, many of these predictions will likely come to pass; in fact, the future is already here in some cases. Given CalSWEC's renewed commitment to education for the public human services and social work values, it is my hope that we work toward making these changes to meet the predictions and the challenges they present.



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## Mission

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

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

## Goals

CalSWEC plans to address its mission through the following goals:

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

Within each of its broad goal statements, the board identified many specific short-term deliverables that must be achieved to successfully address the mission. Some examples within each of these goal areas include:

### Recruit and Prepare

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



### **Define and Operationalize**

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

### **Research and Evaluate**

- Develop the capacity to research effects of policy changes and demographics on emerging education and employment needs.
- Conduct ongoing evaluation of social work person-power and retention needs in the public sector service delivery system.

### **Advocate**

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

### **Explore Operational Models**

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

The board agreed that capacity must necessarily be expanded within the CalSWEC operation to develop a business plan to address this mission. A basic effort would require the hiring of one full-time person, with provision for support, to complete a specific plan that presents a detailed strategy for accomplishing the goals. Plan priorities for staff, as ascertained by the CalSWEC board, are identification of:

- Alternative governance models;
- New funding sources;
- Emerging labor needs;
- Continuum of education services to meet demands;
- Key targets for work plan support and consensus building; and
- An implementation plan and budget.



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