



CalSWEC

California Social Work Education Center

Leadership. Partnership. Workforce Development.

Capacity Building and Planning Committee		
Date October 20, 2022	Time 10:00 am – 12 noon	Oakland Airport Hilton
Attendees	Natalie Bolin (Tulare County), Megan Braddock (BASSC), Linda Burton (UC Berkeley), Chris Cajski (CalSWEC), Sarah Carnochan (BASSC), Lynn Harris-Henderson (CSU Dominguez Hills), Tracy Kent ((CSU Sacramento), Mikyong Kim-Goh (CSU Fullerton), Omar Lopez (USC), Kim Mayer (CalSWEC), Nancy Meyer-Adams (CSU Long Beach), Elizabeth Pringle-Hornsby (CSU Long Beach), Vanessa Rezos (CalSWEC), Siyon Rhee (CSU Los Angeles), Kimberly Setterlund (Azusa Pacific University), Jerry Shapiro (San Francisco State), Tamara Strohauser (San Diego State), Duan Tran (CSU Fullerton), Nick Watson (CSU San Bernardino)	
Agenda/Topics		
Welcome, Introductions & icebreaker	The meeting began with a welcome and introductions and an icebreaker: Share a recent accomplishment that makes you proud. CalSWEC Staff Chris Cajski and Kim Mayer facilitated the meeting until Jerry Shapiro joined.	
Approval of the agenda	The agenda was reviewed and approved. Tamara Strohauser volunteered to take minutes.	
Approval of the minutes	The minutes from the April 2022 meeting were reviewed and approved.	
Updates since last meeting	<ul style="list-style-type: none"> • Jerry spoke about working with community agencies with funding for students in their service (indirect cost) to build relationships related to HCAI funding. • Kim shared information from current HCAI grant programs and will share the link to their programs: https://hcai.ca.gov/loans-scholarships-grants/grants/bhp/ • Discussion about revamping mandated reporter training. • Tribal services: Alana shared that CDSS is working with IV-E and OTA • Discussion around using funding from FFPSA and linking to prevention – changing from child protection to child well-being, driven and directed by families, integrating CBOs within curriculum? • Nancy (CSULB) discussed current HCAI grant application for social work expansion (\$60M) and challenges related to the funding structure. Universities paid annually by HCAI, upon successful acceptance of report. Concerning for universities and the liability of paying in arrears after one year of expenditures. Grant funding is not permitted for indirect costs. • Jerry discussed the grant is budgeted using a formula of \$120K per new student for all related costs (faculty, staff, etc.). Discussion of CADD and pipeline development. Need for work on conflicting expectations, legislative buy-in, blending federal funding. 	

	<ul style="list-style-type: none"> • Discussion of AB20 and the state regulations imposed related to indirect costs and rates for state contracts. Concern about granting an exception to this regulation and setting new precedents for long-standing state contracts (CSUs and UCs).
<p>COVID 2.0 Ad Hoc Committee – Draft synthesis presentation/discussion <i>(Continues on next page)</i></p>	<ul style="list-style-type: none"> • Kim shared that BASSC (Bay Area Social Services Consortium) and CalSWEC joined forces to update jointly develop this synthesis document. • Sarah Carnochan, BASSC Director, presented the report and acknowledged the work of Megan Braddock, Berkeley Social Welfare intern with BASSC. Primary themes: <ul style="list-style-type: none"> • “We couldn’t keep doing things the way we’d done them” <ul style="list-style-type: none"> ○ Pandemic was interwoven with natural disasters, labor market, labor shortages, quick decisions “rapid pivots” ○ Critical information exchange sessions ○ Sought to document experiences of last two years from both organizations: statewide and regional perspectives. ○ Identify strategies and lessons learned during pandemic ○ Identify further evaluation • CalSWEC–Impacts on social work education, internships, and employment <ul style="list-style-type: none"> ○ Disparities in access to tech and quiet spaces to attend/work through classes ○ Community and cohort building ○ Resources to build content and curriculum online not equal ○ Folks were unprepared or underprepared for online teaching and learning • Field Placements <ul style="list-style-type: none"> ○ Agency policy guidelines varied across agencies ○ Student learning (students with disabilities, health concerns and vulnerable family members) varied ○ For future–concern with how remote learning has impacted training for employment ○ Navigating complex health and safety issues ○ Differential opportunities to work remotely (class, status, race, ethnicity) • BASSC–Critical Information Exchange (CIE) sessions <ul style="list-style-type: none"> • Synthesis of existing data • Equity interwoven throughout • Developing Infrastructure • Telework Policies <ul style="list-style-type: none"> ○ Access to private spaces, WIFI ○ Staff concerns with technology ○ Rapidly providing laptops, WIFI • Managing physical & mental health impacts <ul style="list-style-type: none"> ○ Navigating loss, creating affinity groups, time for participation not just add on to existing workload • Performance management & oversight <ul style="list-style-type: none"> ○ Managers were used to seeing employees in the office, eyes-on experience not available ○ Working toward best practices

- Supporting remote, hybrid, in-person work
 - Managing public safety/public health (Monkey pox as well)
 - Adapting policies to changing environment
 - Future oriented—have come away with a sense of how agencies can be more responsive to community needs
- Conclusions and takeaways
 - Critical to support immediate safety needs
 - Consistent communication—staff, students, faculty—managing competing demands
- Draft will be shared with BASSC Directors in December 16 meeting for review. Final report to be completed in 2023.

Sought input from committee: What is missing?

- Dr. Rhee: CSULA—diverse student body—online field placements have strengths and weaknesses—many students (1st gen) working part time or full time so managing a lot. Talked with field director how to train to be practitioners while accommodating student socio-economic needs
 - Response—Lit review—Dearth of research/literature on telehealth
 - Older adults relying on younger kin to navigate technology
 - This lit review was two years ago so needs to be revisited - how this may inform curriculum?
- County partners: wanted to try this for years, and went there quickly—also assessing client, patient, assessing up front if appropriate for telehealth (BH)
- For some rate went higher through telehealth—using screening tools upfront is important (Tulare County)
 - Difference between tele-social work and tele-health
 - Zoom skillset—what is around you physically, space for response
 - Kim shared the need for training for skilled clinician/practitioners to from in-person work to seeing clients virtually
- Chris shared how COVID increased needs for new competencies for technology. Accessibility for rural areas, people with mobility issues
- Nick shared technology disparities with county partners after Tamara shared about county interviews where interviewers were not on camera.
 - San Bernardino & Riverside counties very rural and experience disparities in access to technology
 - Service agencies are scattered
 - Relationships are what get us through—human part—face to face
 - More students registered with student disability services—mostly with anxiety issues
 - Adapted a family first policy
 - Cohorts who only met once.
 - Are the skillsets there as practitioners going to work without in-person training?

	<p>What are the implications for the agencies? What needs to be addressed with deficits of learning</p> <ul style="list-style-type: none"> • Alana–increased equity of access statewide with CDSS–offer remote internships, increase pool of employment–adapted and adopted HR questions about virtual environment • Questions of resources and equity • Tracy–has been very beneficial to do remote–drive and cost of gas is a lot, so opportunities have expanded across counties
<p>Trends in current Social Work Programs</p>	<ul style="list-style-type: none"> • Hybrid vs in person • Jerry–Developmental sequencing <ul style="list-style-type: none"> ○ Value in being in person on campus ○ CSU Apply–already have 300 in progress ○ Administrators need to think about ways to connect other programs on campus ○ Exciting time for diversifying specialized tracks/collaborative specialized placements ○ Tamara shared about interdisciplinary collaboration for internships (nursing, education, social work, ethnic studies, etc) • Student groups planning event–continual learning curve • CSWE–How might they bend on accreditation with online programs <p>Ideas/focus areas for the remainder of 2022-23</p> <ul style="list-style-type: none"> • Lynn shared the importance of critical race theory and learning
<p>Future planning and next steps</p>	<p>In-person meeting So Cal in April–what might be important to discuss?</p> <ul style="list-style-type: none"> • What happens in that first year of going to work (Nick) • Numbers of students not making it through • Discussion of how students are doing in their placements • Jerry–Social justice and teaching students a culture of compliance <ul style="list-style-type: none"> ○ How counties want to look at retention ○ Cultural compliance–documented around compliance–are the agencies applying this ○ In February how many people are applying for Title IV-E stipend–what is the application profile going to look like? ○ Enforced movement to ER–SFSU invites child welfare staff to teach • More collaborative conversations <p>Natalie Bolin agreed to be co-chair with Jerry – the group was very appreciative!</p> <p>Next meeting: Thursday, February 9, 2022 (virtual)</p>

Action Items	Person Responsible	Deadline
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None discussed.		