Common Core 3.0

Fairness and Equity

Trainee Guide

December 31, 2018
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Introduction to Common Core

Common Core curriculum and training for new child welfare workers in California is designed to be generalizable across the state, cover basic child welfare knowledge and skills, and is important for all CWS positions within an agency.

California’s Common Core Curricula for Child Welfare Workers is the result of the invaluable work and guidance of a great many people throughout the child welfare system in California and across the country. It would be impossible to list all of the individuals who contributed, but some groups of people will be acknowledged here.

The Content Development Oversight Group (CDOG) a subcommittee of the Statewide Training and Education Committee (STEC) provided overall guidance for the development of the curricula. Convened by the California Social Work Education Center (CalSWEC) and the California Department of Social Services (CDSS), CDOG membership includes representatives from the Regional Training Academies (RTAs), the University Consortium for Children and families in Los Angeles (UCCF), and Los Angeles County Department of Children and Family Services.

In addition to CDOG, a Common Core 3.0 subcommittee comprised of representatives from the RTAs, the Resource Center for Family Focused Practice, and counties provided oversight and approval for the curriculum development process.

Along the way, many other people provided their insight and hard work, attending pilots of the trainings, reviewing sections of curricula, or providing other assistance.

California’s child welfare system greatly benefits from this collaborative endeavor, which helps our workforce meet the needs of the state’s children and families.

The Children’s Research Center provided technical support as well as The Structured Decision Making System that includes the SDM 3.0 Policy and Procedure Manual and Decision Making Tools. These resources are used in compliance with CRC copyright agreements with California. Additionally, content in this curriculum has been adapted from CRC’s SDM 3.0 classroom curriculum to meet the training needs in California.

In compliance with the Indian Child Welfare Act (1978) and the California Practice Model, social workers must identify American Indian/Alaska Native children in the system. For an overview of Implementing the Indian Child Welfare Act view: https://www.youtube.com/watch?v=BlQG65KFGs

The curriculum is developed with public funds and is intended for public use. For information on use and citation of the curriculum, please refer to: https://calswec.berkeley.edu/sites/default/files/citation_guideline_6-2018.pdf

FOR MORE INFORMATION on California’s Core Curricula, as well as the latest version of this curriculum, please visit the California Social Work Education Center (CalSWEC) website: http://calswec.berkeley.edu

California Common Core Curriculum | Fairness and Equity | December 31, 2018 | Trainee Guide
Curriculum Introduction

Fairness & Equity is a half-day curriculum, designed to introduce new social workers to basic concepts of Fairness & Equity and Cultural Humility in the context of child welfare practice. The half-day curriculum covers indicators of disproportionality in child welfare, historical and current contexts that impact child welfare practice, and activities to support development of knowledge and awareness of how one's life experiences and perspectives contribute to larger conversations about Fairness & Equity and Cultural Humility. Activities are also designed to engage new social workers in thinking about how we work with children and families of varying backgrounds, and the kinds of questions we can ask ourselves to support fair, equitable, and culturally humble daily practice.
# Agenda

<table>
<thead>
<tr>
<th>Segment 1:</th>
<th>Welcome and Introductions to the Training</th>
<th>20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Segment 2:</td>
<td>Definition of Fairness &amp; Equity</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Segment 3:</td>
<td>Are Child Welfare Services Fair and Equitable?</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Segment 4:</td>
<td>Fair and Equitable Practice in Child Welfare</td>
<td>45 minutes</td>
</tr>
<tr>
<td><strong>Break</strong></td>
<td></td>
<td><strong>15 minutes</strong></td>
</tr>
<tr>
<td>Segment 5:</td>
<td>Cultural Humility</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Segment 6:</td>
<td>Practice Scenario (Optional)</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Segment 7:</td>
<td>Wrap up/Reflections</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>
Learning Objectives

Knowledge

K1. The trainee will be able to recognize indicators of disproportionality in child welfare.

K2. The trainee will be able to identify the open discussion of race, ethnicity, and culture with the family as an essential component of accurate assessment and culturally relevant service interventions.

Skill

S1. Given a case example or scenario, the trainee will be able to develop questions for a culturally sensitive initial conversation with a family that includes questions about:
   a. The family’s culture,
   b. Barriers the family has faced, and
   c. Culturally significant child-rearing practices.

Values

V1. The trainee will value fair and equitable treatment of all people involved in child welfare including efforts to address the issue of disproportionality in child welfare.

V2. The trainee will value interacting with all families, foster parents, colleagues, service providers, and stakeholders in a manner that is respectful of ethnic and cultural differences.

V3. The trainee will value the family as the best source of information about their culture.

V4. The trainee will value differences in cultural perspective and recognize the equal worth of all cultures.

V5. The trainee will value recruiting foster and adoptive families that reflect the ethnic and racial diversity of the child welfare population in their county or region.
### Multicultural Guidelines for Communicating across Difference

<table>
<thead>
<tr>
<th>Try things on</th>
<th>• <strong>Try on</strong> each other’s ideas, feelings, and ways of doing things for the purpose of greater understanding. Keep what you like and let go of the rest at the end of each interaction, discussion, session.</th>
</tr>
</thead>
<tbody>
<tr>
<td>It's OK to disagree</td>
<td>• <strong>It's okay to disagree and NOT okay to blame, shame, or attack ourselves or others because</strong> of our differences. One of the necessary ingredients for differences to be expressed and valued is that people let go of the need to be, think, or act the same.</td>
</tr>
<tr>
<td>&quot;I&quot; statements work!</td>
<td>• Begin by <strong>talking about your own experience</strong>. It is helpful to make “I” statements when speaking about your experience, rather than saying “you”, “we,” or “someone.” When you intend to refer to others, be specific about them by name or group. This invites and creates space for multiple perspectives to be shared especially when they are different than yours.</td>
</tr>
<tr>
<td>Intent and impact matter</td>
<td>• Be aware that <strong>your good intentions may have a negative impact</strong>, especially across racial, gender, or other cultural differences. Be open to hearing the impact of your statement.</td>
</tr>
<tr>
<td>Think both/and</td>
<td>• Look for ways to <strong>fit ideas together</strong> and not set up an “either/or” process or a competition between ideas. Look for the existence of many truths from the perspectives of the many cultural backgrounds involved or that you are serving.</td>
</tr>
<tr>
<td>Process and Content</td>
<td>• <strong>Notice both process and content</strong> during work sessions. Content is what we say, while process is how and why we say or do something and how the group reacts. Notice who is active and who is not, who is interested and who is not, and ask about it.</td>
</tr>
<tr>
<td>Confidentiality</td>
<td>• <strong>Confidentiality</strong> with regard to personal sharing is important. Allow others to tell their own stories. Ask first to see if an individual wants to follow up on the initial conversation. Do not use any information shared negatively toward a progress report or against a supervisor.</td>
</tr>
<tr>
<td>It's OK to be uncomfortable</td>
<td>• <strong>Learning from uncomfortable moments</strong> is an important part of this process, so pay attention to your feelings.</td>
</tr>
</tbody>
</table>

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1 Adapted from the Multicultural Tool created by VISIONS, Inc.; added info by Amy Cipolla-Stickles. VISIONS, Inc. is a nonprofit training and consulting enterprise providing a variety of services that support organizations, communities, and individuals as they continue to clarify their diversity-related goals and engage in a dynamic process of multicultural development. VISIONS, Inc. was established in 1984 as a nonprofit, educational organization. Today it is a 501(c)(3) entity with offices in Roxbury, Massachusetts, and Rocky Mount, North Carolina, and is supported by a team of consultants around the United States and abroad. [www.visions-inc.org](http://www.visions-inc.org)
Activity 2B: Band-Aid Approach

Your table will be assigned one of the injuries listed below. Discuss briefly at your table what kind of treatment you might need if you were to go to an emergency room.

You got a paper cut filling paperwork at the office.

You were playing baseball, got hit in the head with a batted ball, and have a mild concussion.

You were slicing vegetables with a sharp knife, sliced the tip of your finger, and it is completely severed.

You were bike riding, a car hit you, ran over your leg and your femur bone is crushed.

You scraped your knee roller-blading.
Are Child Welfare Services Fair and Equitable?

Ethnicity and Path Through the Child Welfare System
California: 2016
(missing & multi-race values excluded from % calculations)
*Includes children age 18

![Ethnicity and Path Through the Child Welfare System Chart](chart.png)

University of California at Berkeley California Child Welfare Indicators Project. Retrieved 8/1/17 from: [http://cssr.berkeley.edu/cwscmsreports/presentations/](http://cssr.berkeley.edu/cwscmsreports/presentations/)
General Population Racial Disparity Indices
California: 2016
(group compared to White)

<table>
<thead>
<tr>
<th>Group</th>
<th>Allegations</th>
<th>Substantiations</th>
<th>Entries</th>
<th>in care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>2.98</td>
<td>3.19</td>
<td>4.00</td>
<td>4.82</td>
</tr>
<tr>
<td>Native American</td>
<td>2.55</td>
<td>3.08</td>
<td>3.71</td>
<td>4.59</td>
</tr>
<tr>
<td>Latino</td>
<td>1.22</td>
<td>1.30</td>
<td>1.17</td>
<td>1.17</td>
</tr>
<tr>
<td>Asian/PI</td>
<td>0.20</td>
<td>0.31</td>
<td>0.39</td>
<td>0.25</td>
</tr>
</tbody>
</table>

### Activity 4B: A.D.D.R.E.S.S.I.N.G.

**Culture Sketch**  
Pamela A. Hays, Ph.D.  
*The ADDRESSING Framework*

**Step 1:**

<table>
<thead>
<tr>
<th>Cultural Influences</th>
<th>Dominant Group</th>
<th>Nondominant/Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age &amp; generational influences</strong></td>
<td>Young/middle aged adults</td>
<td>Children, older adults</td>
</tr>
<tr>
<td><strong>Developmental disabilities &amp; other Disabilities</strong></td>
<td>Nondisabled people</td>
<td>People with cognitive, sensory, physical, and/or psychiatric disabilities</td>
</tr>
<tr>
<td><strong>Religion and spirituality</strong></td>
<td>Christian &amp; secular</td>
<td>Muslims, Jews, Hindus, Buddhists, &amp; other minority religions</td>
</tr>
<tr>
<td><strong>Ethnic and racial identity</strong></td>
<td>European Americans</td>
<td>Asian, South Asian, Latino, Pacific Island, African, Arab, African American, &amp; Middle Eastern people</td>
</tr>
<tr>
<td><strong>Socioeconomic status</strong></td>
<td>Upper &amp; Middle class</td>
<td>People of lower status by occupation, education, income, or inner city/rural habitat</td>
</tr>
<tr>
<td><strong>Sexual orientation</strong></td>
<td>Heterosexuals</td>
<td>People who identify as gay, lesbian, or bisexual</td>
</tr>
<tr>
<td><strong>Indigenous heritage</strong></td>
<td>European Americans</td>
<td>American Indians, Inuit, Alaska Natives, Métis, Native Hawaiians, Chamorro people of Guam</td>
</tr>
<tr>
<td><strong>National origin</strong></td>
<td>U.S.-born Americans</td>
<td>Immigrants, refugees, &amp; international students</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td>Men</td>
<td>Women &amp; transgender people</td>
</tr>
</tbody>
</table>
Step 2:

Now take a few minutes to consider the following questions regarding each influence on you. Try to approach the exercise with curiosity, letting go of judgments of yourself or what you think you "should have" experienced. There are no right or wrong answers, no right or wrong identities, because every individual is unique. The point is to increase awareness of the influences on your values, decisions, behaviors, and opportunities that you may never have considered. When you finish, you will have outlined your own Culture Sketch.

**Age and generational influences:** When you were born, what were the social expectations for a person of your identity? Do you identify with a particular generation (e.g., baby boomers, Gen X or Y, second-generation immigrant, etc.)? How have your values and worldview been shaped by the social movements of or influences on your generation (e.g., the Great Depression, World War II, the Vietnam War, Women's Movement, Stonewall, Americans with Disabilities Act, Civil Rights Movement, social media, an economic downturn, political events in another country)?

__________________________________________________________________________________________
__________________________________________________________________________________________

**Developmental or other Disability:** Do you identify as someone living with a visible disability, or a nonvisible disability (e.g., chronic pain, psychiatric or learning disability)? If no, has your personal or professional life been affected by others with disabilities (e.g., friend, family member, partner, or coworker with a disability)? How has disability status -- either your own disability or that of someone else in your life -- affected your life and opportunities?

__________________________________________________________________________________________
__________________________________________________________________________________________

**Religion & spirituality:** Were you brought up in a religious or spiritual tradition? Do you identify with a religion or have a spiritual practice now? How were your values and goals shaped by your religious or non-religious upbringing?

__________________________________________________________________________________________
__________________________________________________________________________________________

**Ethnic & racial identity:** What do you consider your ethnic or racial identity? If you were adopted, what are the identities of your biological and adoptive parents? How do other people identify you? Are these the same? Are there ethnic or racial differences within your family?

__________________________________________________________________________________________
__________________________________________________________________________________________

**Socioeconomic status:** What social class did you grow up in, and what do you consider your socioeconomic status now? When you were in high school, what were the educational and work opportunities available to you?

__________________________________________________________________________________________
__________________________________________________________________________________________

**Sexual / affectional orientation:** Do you identify as gay, lesbian, bisexual, or heterosexual? If you are heterosexual, do you have a family member or friend who is gay? Is your family accepting of a gay member?

__________________________________________________________________________________________
__________________________________________________________________________________________

**Indigenous heritage:** Do you belong to a Native Tribe or nation, for example, Native Hawaiian, First Nations, Alaska Native, or American Indian? Did you grow up on or near a reservation or Native community? Do you seek to connect or reconnect with your Native community?
**National origin:** Are you a U.S. citizen, an international student, or immigrant? Were you born in the U.S.? Do you (and your parents and grandparents) speak English as a first language? How has your nationality affected your life and opportunities?

**Gender:** What were and are the gender-related roles and expectations for you in your family of origin and current family, in your work setting, and in relation to your other cultural identities? How have these expectations affected your choices in life?

Now look back over your sketch and see if there is anything that strikes you about it. You may notice that this brief description only touches the surface as there are many layers to who you are. The identifications that people hold which are not visibly apparent can be surprising -- one more reminder of the richness of human experience.

**Step 3:**

Now return to your Culture Sketch and put a star next to the influences in which you are member of the dominant group.

- If you are a young or middle-aged adult, put a star next to Age and generational influences (because you are not a member of the minority groups of children or older adults).
- If you do not have any disability, put a star next to Developmental and other Disabilities (because you are member of the nondisabled dominant group).
- If you are grew up or currently identify as Christian or secular, put a star next to Religion and spirituality.
- If you are of Euro American heritage, put a star next to Race/ethnicity.
- If you grew up middle-class or currently are middle-class, put a star next to Socioeconomic status.
- If you are heterosexual, put a star next to Sexual orientation.
- Heritage, put a star next to Indigenous heritage.
- If you were born in the U.S. and are a citizen of the U.S., put a star next to National origin.
- If you are a man, put a star next to Gender.

You have just mapped out your personal Constellation of Privileges. Recognizing where you hold privilege is important because the areas in which you have privilege are those in which you are most likely to lack awareness and knowledge regarding members of the related minority groups that do not have such privileges. However, as you may have noted, identity is not always easy to categorize. For example, a biracial individual holds membership in both a dominant and minority racial/ethnic group. Similarly, a White gay men belongs to the dominant racial/ethnic group and minority sexual orientation group. This exercise highlights how complex cultural influences are, and the importance of being especially aware of those areas in which you hold privilege.
Activity 6A: Case Scenario (Optional)

Step 1: Review Scenario

According to the referral document, Lizbeth Urbieta is a 24-year-old, Hispanic mother of three children, ages 9, 3, 13 months. Lizbeth is a former foster youth. She presented for a CalWORKs appointment smelling heavily of alcohol. This is her second referral for general neglect. The last referral was closed as inconclusive three weeks ago, when it was reported that the father of the 3-year-old stopped by and Lizbeth was passed out on the couch having taken more than her prescribed dosage of OxyContin. The 9-year-old was left to care for his the 3-year-old and 13 month old siblings. The referral was closed when Lizbeth agreed to take her medication as prescribed and enroll all three children in Angel’s Christian Day Care on a full-time basis to allow her time to rest between her two jobs as a store clerk and cocktail waitress.

Upon investigation, the 9-year-old confirmed that his mother “gets drunk” at night and then doesn’t get up in time to help him get to school and to take his the 3-year-old brother and 13 month old sister to day care. As a result, the 9-year-old misses school and spends his day “watching” his siblings because his mother sleeps until noon time and then leaves to go work at one job and then the second job. “She doesn’t get home until 5 a.m. the next day”. A telephone call to the school confirmed that the 9-year-old has missed 60 out of 90 scheduled school days. The allegation was substantiated for general neglect and Lizbeth has reluctantly agreed to voluntary services.

You are scheduled to meet with Lizbeth for the first time and you suggest that she invite her new partner Louise. Ms. Urbieta tells her CalWORKs worker that she is not happy about being referred to a substance abuse program full of “tweekers”. She insists that she is “not a welfare mother” and the allegations are “ridiculous.” During the ER investigation, she told the social worker that she “does not want to talk about” her past or her family. She insists “that’s not the way I was raised – we don’t talk about family business outside our family and especially not with county workers”.

Step 2: Discuss with your tablemates:

1. What factors require further exploration in order to gain a greater understanding of the cultural background of family members and value systems related to the current referral and CWS involvement (i.e., ADDRESSING model)? Discuss and list.
2. Individually speaking, if you were the assigned social worker what biases and/or gaps related to your cultural familiarity of this family might you be bringing to the conversation? Discuss and list.
3. Craft and post three to four questions you might pose to any member of the household that will enable you to more accurately assess the family’s cultural identity with the goal of co-creating interventions that are congruent with the family member’s values and beliefs.

Step 3: Now it’s time to practice!

In pairs, decide who will be the social worker and who will be Lizbeth, the child, or other family member. You are meeting for the second time, so you want to ask the follow-up questions you just developed in a conversation with the family member.
Activity 7A: Transfer of Learning

Write a response to each question:

❑ What’s one thing you heard today that you value and makes sense to you?

____________________________________________________________________________________
____________________________________________________________________________________

❑ What are you already doing to put that into action in your work?

____________________________________________________________________________________
____________________________________________________________________________________

❑ What else would you like to do to “land it” even more in your work with families? Be specific.

____________________________________________________________________________________
____________________________________________________________________________________
References/Bibliography


Supplemental Handouts

Race Matters in Advancing Child Welfare, January 2013 for Segment 3
Privilege Walk Steps for Activity 4C
Mini-Scenarios for Segment 5