



SERVE Evaluation

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February 9, 2023



We create experiences that transform the heart, mind, and practice.

Methodology

- Created a Statewide Evaluation Oversight Partnership (SEOP) to guide evaluation efforts
- Developed a theory of change
- Survey Design
 - Title IV-E Project Coordinator Survey
 - CSU/UC Admission Survey
 - Workshop Survey
 - Activity tracking
- Data Collection
 - Student and tribal agency interviews
 - Activity tracking
 - CSIS data from CalSWEC for admissions and employment outcomes
 - Title IV-E Project Coordinator Survey
 - CSU/UC Admission Survey
 - Workshop Survey
 - ICWA Survey



Results: Building Relationships and Partnerships

Goal: Create, coordinate, and maintain stakeholder networks and partnerships essential to address and overcome historical and present systemic barriers that hinder Native students from pursuing social work degrees.

Objective: To understand partnerships between tribal organizations, advocacy groups, and Title IV-E Schools of Social Work throughout California.

- Evaluation was implemented during COVID, which impacted in-person activities between March 2020-June 2022. The scope of the evaluation included activity tracking between 2017-2022.
- Activity tracking logs (2021-2022) and annual reports (2017-2022) were used to identify relationship building activities.



Results: Building Relationships and Partnerships

- Project Coordinators (PCs) reported partnerships with 34 tribal agencies and communities.
- PCs had a consistent presence in their respective tribal communities and seemed to be very skilled at navigating between their roles in their communities, universities, and other professional settings.
- PCs played an integral role in developing partnerships between their departments, tribes, and tribal agencies.
- PCs affected change through their partnerships.
 - Rewriting the admissions rubric for SDSU.
 - Worked with Field Directors and tribal partners to develop/coordinate internship opportunities.
 - Coordinated COVID relief efforts in their region.
 - Raised awareness of the fentanyl epidemic in their region.
 - Collaborated with tribal partners to decolonize social work curriculum.
 - Recognized by the Tribal STAR Seventh Generation Workgroup.



Results: Recruitment

Goal: Provide support in communication, strengthening, and awareness-raising of SERVE in order to promote social work as a career and academic pathway for Native students to apply and be accepted into Schools of Social Work

Objective: To describe enrollment and graduation of Native Americans from Title IV-E Social Work programs offering Bachelor of Arts in Social Work (BASW) and Master of Social Work (MSW) degrees in California.

- CalSWEC provided CSIS student demographic data from 2001-2021. The evaluation team also collected data from admissions staff, Title IV-E PCs, and students.

Results: Recruitment

CSIS Data

- 112 Native students graduated with social work degrees between 2001-2021 (99 MSW, 11 BASW, 2 Pre-BASW)
- In academic year 2021-2022, there were 10 Native students enrolled in social work programs (8 in MSW programs, 2 in BASW programs).



Results: Recruitment

Admission Survey (n=21)

- Factors for acceptance to a social work program included:
 - Work/professional experience
 - Hours of experience
 - Academic/intellectual qualities
 - Personal qualities/character
- Personal qualities included:
 - Problem solving
 - Critical thinking
 - Empathy
 - Open-mindedness
 - Collaboration
- Required materials included:
 - Transcripts
 - GPA
 - Professional recommendations
 - Personal essays



Results: Recruitment

Title IV-E PC Survey (n=11)

One Title IV-E PC described SERVE playing an integral role in developing partnerships between their department and tribes and tribal agencies:

We have had mixed experiences working with tribes and tribal agencies, due in large part to our lack of cultural understanding, not understanding the indigenous communities needs and historical trauma. Despite the large number of tribes located in the region, building long-term, meaningful collaboration and capacity has been a challenge. The SERVE program has been the catalyst for our most successful attempts at developing lasting relationships with tribes and tribal agencies. The SERVE program has been responsible for any and all outreach into Indian Country, helping the department to slowly build the trust required to engage with tribes in a meaningful and effective way.

Results: Recruitment

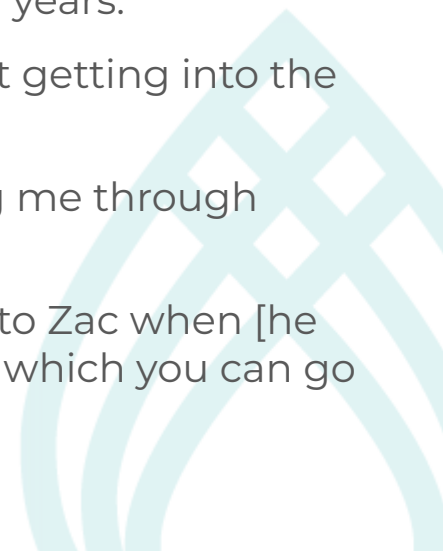
Student interviews (n=10)

- Student perceptions of what inspired them to apply and obtain a Social Work degree were strongly related to being “called to action” in their Native communities. Some students attributed having witnessed “social work” in their families and communities as they were growing up.
- Six of the ten students interviewed stated that they had interactions with SERVE PCs prior to applying to a School of Social Work, some for several years.

One MSW student noted “I was talking to Tamara for years about getting into the field.”

Another described Tamara as “the little person in my ear helping me through everything.”

Another student said “Through the SERVE program was talking to Zac when [he said] if you’re interested in getting your masters, there is ways in which you can go about trying to get it paid for. I had no idea that existed.”



Results: Decolonizing Social Work Curricula

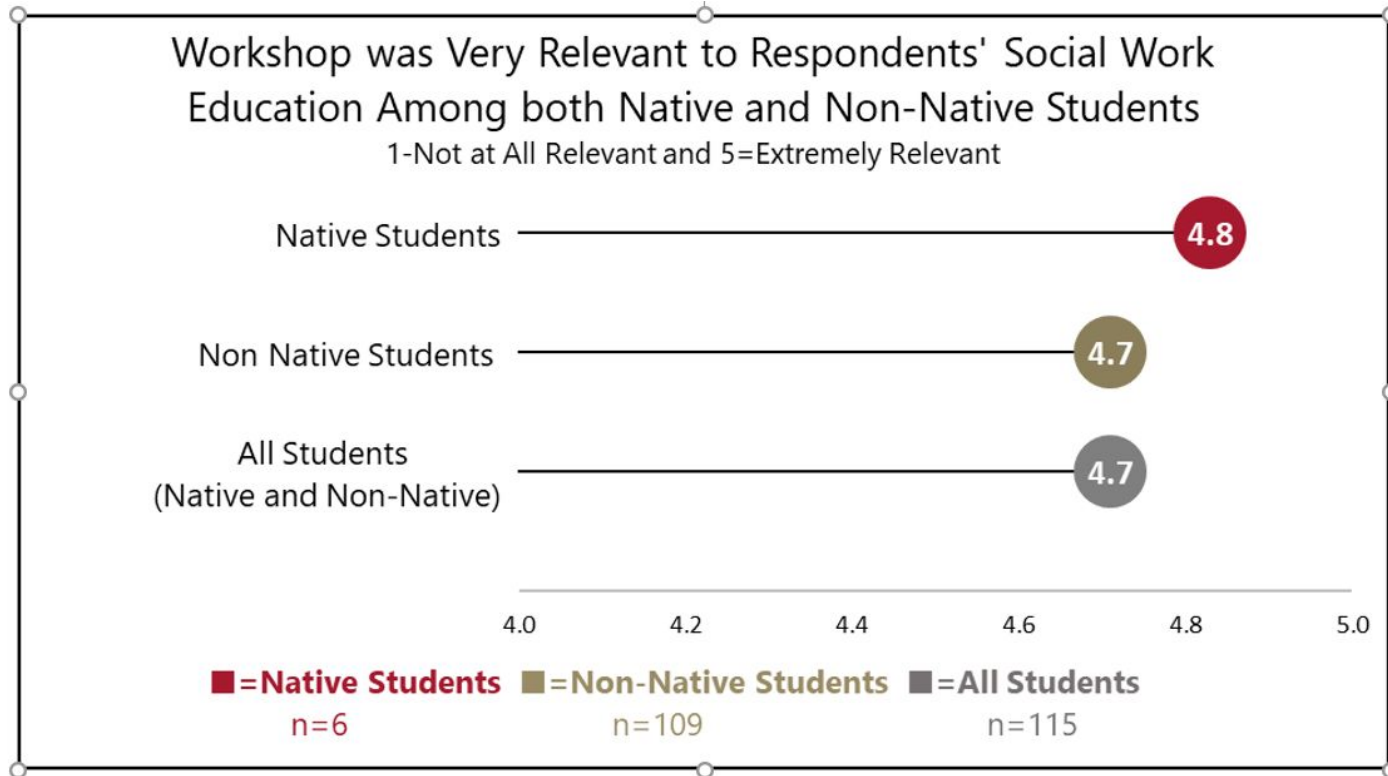
Goal: Provide support for resource development, academic dialogue, and community-led initiatives that center Native American and tribal communities' lived experiences

Objective: To understand the capacity and curriculum of the CalSWEC-affiliated schools to train social workers in cultural responsiveness related to California's Native population.

- There were 471 participants in nine workshops in the Southern region.
- Of those who participated, 115 responded to a satisfaction survey
 - 109 non-Native students
 - 6 Native students

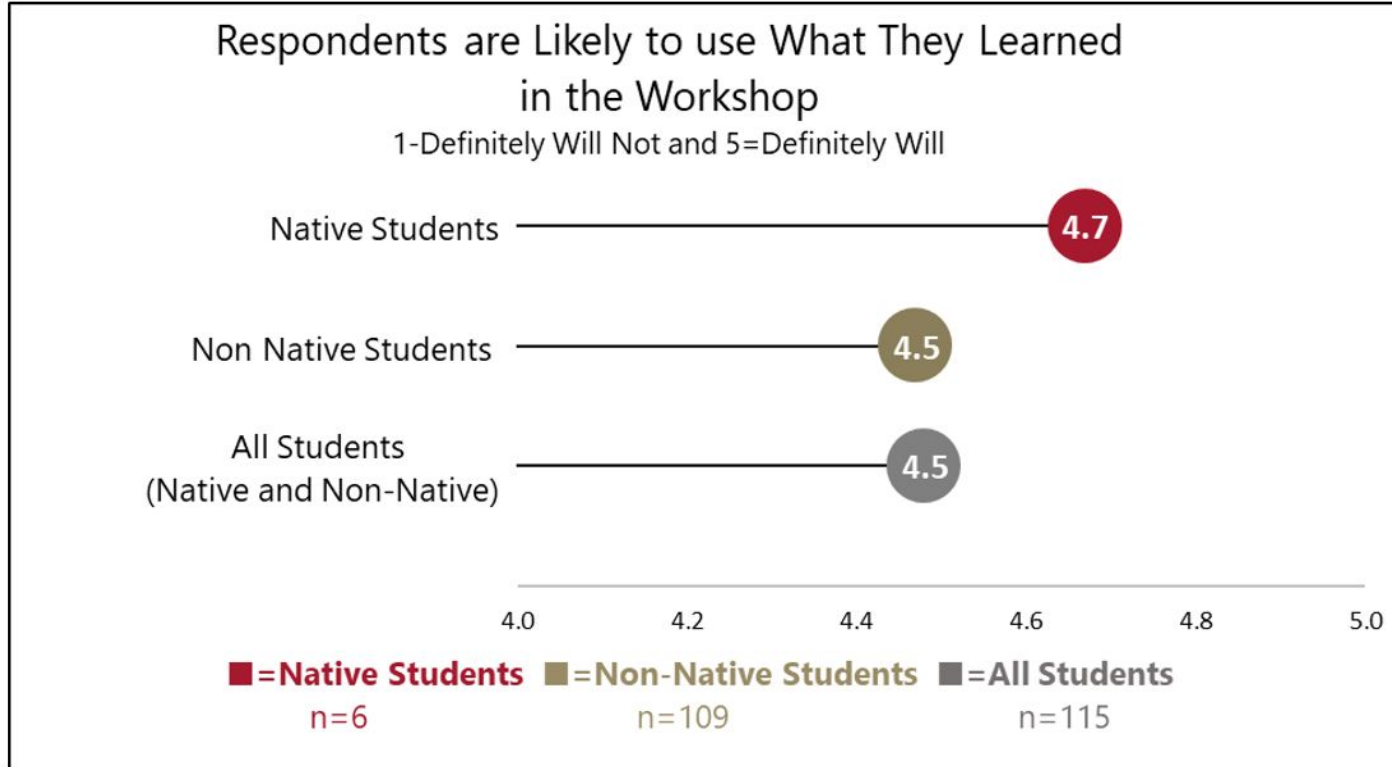


Results: Decolonizing Social Work Curricula



Comparison of means for Native (n=6), non-Native (n=109), and all students (n=115) on how applicable the presentation was to their social work education

Results: Decolonizing Social Work Curricula



Comparison of means for Native (n=6), non-Native (n=109), and all students (n=115) on how likely they are to use what they learned in their coursework or field placement

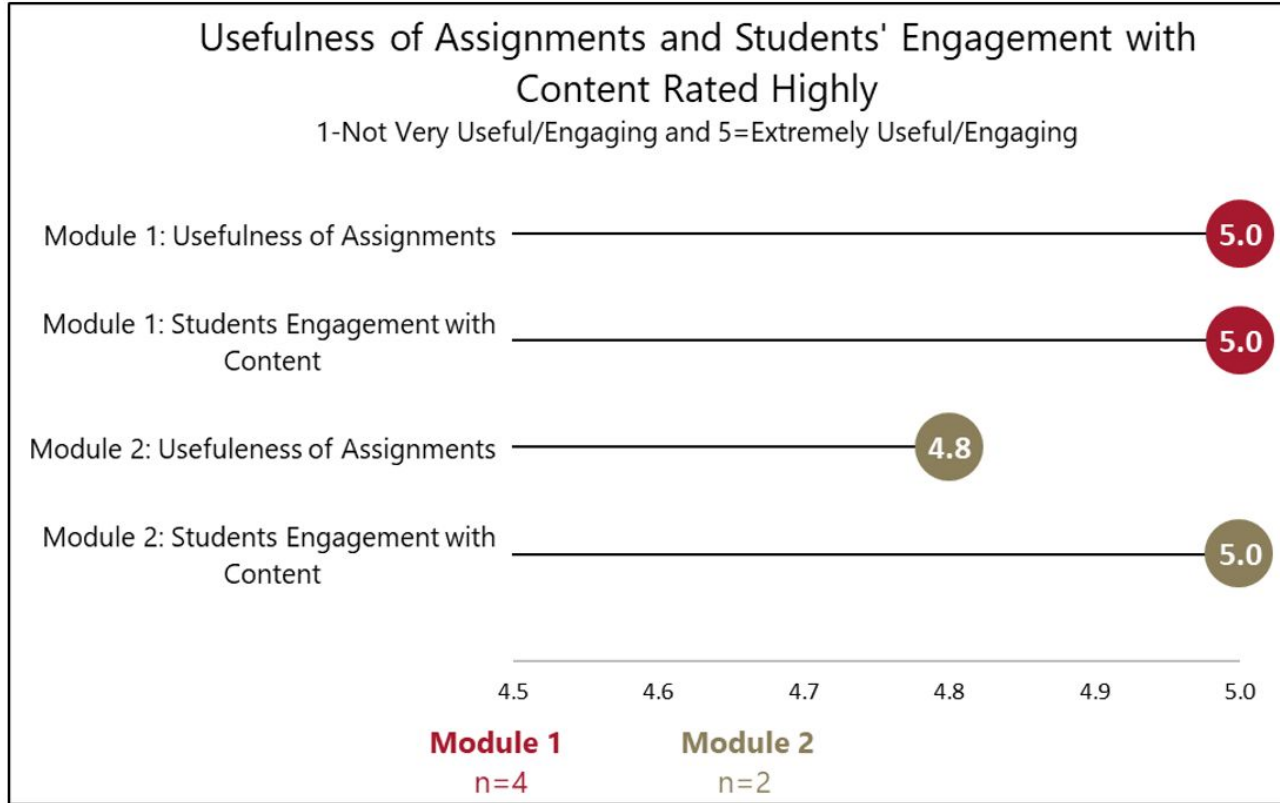
Results: Decolonizing Social Work Curricula

A key outcome of Project SERVE is building the capacity of CSU and UC Schools of Social Work to integrate ICWA training into undergraduate and graduate course work.

- SERVE PCs were asked to complete a survey assessing fidelity to the curriculum and learner engagement after they delivered an ICWA training. Six trainings were completed with assessments completed for each training (4 for module 1, 2 for module 2).
- 77 students attended module 1 sessions
- 29 students attended module 2 sessions



Results: Decolonizing Social Work Curricula



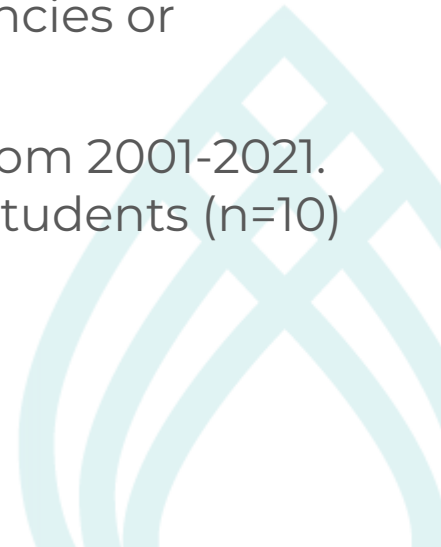
Usefulness of assignments and participant engagement for Modules 1 (n=4) and Module 2 (n=2)

Results: Field Placements and Tribal Employment

Goal: Capacity building and workforce development (e.g., student mentorship, advocacy, training) in order to allow Native and non-native students the opportunity to work with tribal communities creating both integrations of academic learning and on-the-job experience

Objective: To define the number of opportunities for all Title IV-E Social Work students to complete field placements at tribal agencies or agencies that work extensively with tribal populations.

- CalSWEC provided CSIS student demographic data from 2001-2021. The evaluation team also conducted interviews with students (n=10) and tribal partners (n=5).



Results: Field Placements and Tribal Employment

CSIS data

- 12 Title IV-E tribal child welfare field placement agencies between 2007-2021
- 49 students entered field placements between 2007-2021
 - 36 graduated
 - 11 currently enrolled
 - 1 terminated
 - 1 withdrew
- 112 Native Title IV-E students graduated between 2001-2021
 - 91 completed work requirement
- 24 non-Native Title IV-E students graduated between 2001-2021
 - 17 completed work requirement



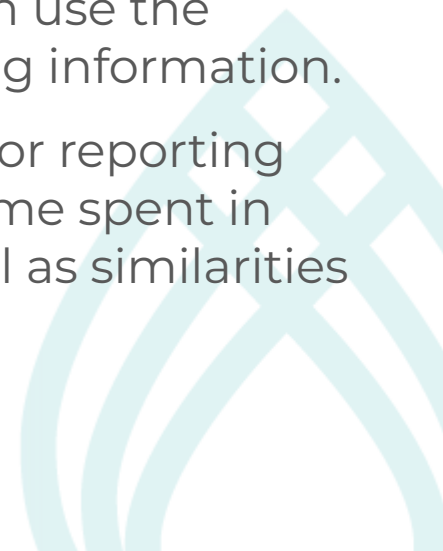
Results: Field Placements and Tribal Employment

Tribal Agency Interviews (n=5)

- Tribal partners described their relationships with SERVE as positive and supportive in establishing field placements.
- Agency benefits to having field placements included:
 - having additional staff support
 - increased interactions with child welfare cases
 - students pursuing permanent employment with the tribe
- Student benefits in field placements included:
 - learning importance of teaming
 - experiencing support and interconnectedness of tribal community
 - increased exposure to all aspects of the job by shadowing staff
- Challenges in field placements included:
 - students maintaining professionalism and boundaries
 - establishing field placements with academic partners
 - technical aspects of onboarding students



Recommendations: Building Relationships and Partnerships

- Have SERVE PCs create a community engagement plan as well as a method for tracking community engagement for each SERVE region.
 - Quarterly meetings for SERVE PCs and stakeholders. SERVE PCs have requested support in defining ways to help them use the meetings as both a workgroup and a venue for sharing information.
 - Develop consistency in reporting. Setting guidelines for reporting activities would support a clearer understanding of time spent in relationship and partnership building activities as well as similarities and differences across regions.
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Recommendations: Recruitment

- Use the Admission survey to inform on a standardized list of required materials towards admittance into Schools of Social Work and Title IV-E programs across CSU and UC schools.
- Assist with initiating on-campus Native peer-to-peer groups
- SERVE PCs reach out to instructors to offer knowledge and assistance




Recommendations: Decolonizing Social Work Curricula

- Continue to provide training opportunities to build capacity in working with Native communities.
- Consistent evaluation of workshops by providing links to satisfaction surveys in all workshops.



Recommendations: Field Placements and Tribal Employment

- Expand Pathway programs to more schools to provide more opportunities for tribal child welfare employees to obtain a social work degree. Currently there are three schools participating in the Pathway program which include Cal Poly Humboldt, Chico State, and Cal State San Bernardino.
 - Continue to support tribal agencies across regions to develop their capacity to support students within tribal field placements.
 - Provide culturally appropriate well-being and boundary-setting practices to students.
 - Explore strategies to address the challenges of field placements located in remote areas that are not near the students' academic institutions.
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Questions?



Thank you!

