



# Evaluation of SERVE: Indigenous Social Workers for Change

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Presented By: Evaluation Team  
Academy for Professional Excellence  
San Diego State University

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## ACKNOWLEDGEMENTS

For millennia, the lipay/Tipay, also known as Kumeyaay, people have been a part of this land. This land has nourished, healed, protected, and embraced them for many generations in a relationship of balance and harmony.

As members of the Academy for Professional Excellence community, we acknowledge this legacy. We promote this balance and harmony. We find inspiration from this land; the land of the lipay/Tipay.

Making a statement isn't enough. It is important that we share ways people can take action to support Native American people and land back efforts.

We would also like to thank those who generously contributed time, energy, and resources to the evaluation. We would like to thank SERVE PCs, all members of the Statewide Evaluation Oversight Partnership (SEOP), tribal partners, students, and social work faculty who participated in this evaluation. Without active and willing participation, this evaluation would not have been possible.

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## BACKGROUND

*SERVE: Indigenous Social Workers for Change* (SERVE) seeks to develop and expand tribal partnerships to advance child welfare efforts that represent each region's tribes and their cultural/traditional values. Funded by the California Social Work Education Center (CalSWEC), SERVE works with students, tribes, tribal organizations, middle and high schools, community colleges, and universities to recruit and support American Indian and Alaska Natives interested in public child welfare.

SERVE focuses efforts on recruiting American Indian and Alaska Native students into CalSWEC Title IV-E Programs across California that support degree-bound social work students. Under Title IV-E, eligible students can receive financial support for BASW and MSW Programs, emphasizing working with children and families. Three designated regional SERVE Project Coordinators (SERVE PCs) assist with capacity and relationship building with tribal entities, organizations, and 20 Schools of Social Work (SSW) in Northern, Central, and Southern California.

The fundamental goal of SERVE is to improve the health and lives of Native people in California and throughout the United States. SERVE is committed to full equity, justice, well-being, and cultural preservation of American Indian/Alaska Native children and families by:

- Increasing the numbers of Indigenous social work graduates;
- Fostering inclusive leadership development;
- Developing partnerships between tribal sovereign nations, indigenous communities, and other stakeholders; and
- Implementing decolonizing social work curricula to reflect community-based, culturally appropriate Indigenous values and the promotion of Indigenous sovereignty and self-determination.

## METHODOLOGY

The Academy for Professional Excellence (Academy) was contracted to develop a theory of change (TOC) and implement an evaluation of SERVE between November 2020 and June 2022. The purpose of the evaluation was to determine:

- 1) What SERVE provides to social work students, tribal communities, and Schools of Social Work.
- 2) The impact of SERVE on social work students, tribal communities and agencies, and social work practice.
- 3) What it takes for a Native student to a) apply, b) be admitted, c) enroll, d) succeed in the program, e) graduate, f) attain qualifying employment for Title IV-E requirements.
- 4) The importance of building and fostering trusting relationships with Tribal communities.

A community-based, participatory approach was used for the evaluation. The Academy evaluation team and SERVE PCs created a Statewide Evaluation Oversight Partnership (SEOP) which included the three regional SERVE PCs, and representatives from CalSWEC, California Department of Social Services (CDSS), CDSS Office of Tribal Affairs (OTA) and their Tribal Advisory Committee, Tribal leaders and students selected from each of the three SERVE regions. The SEOP initially included five tribal partners and one student as well as representatives from CalSWEC, CDSS, and CDSS OTA. Participation in SEOP meetings declined during the evaluation period. Students either did not respond to invitations or were unable to attend. Other SEOP members expressed difficulties with attendance because of competing demands at work or home.

### SERVE Theory of Change

The SEOP and Academy evaluators developed a theory of change (TOC) to articulate SERVE's pathway activities by which outcomes may be realized. The TOC was developed based on the experience of SEOP partners. In the development phases, the SEOP discussion included defining and articulating SERVE's intended long-term impact and the contextual factors likely to affect and influence the intended impact. The SEOP then identified causal pathways through which the long-term impact could be achieved given the availability of resources, preconditions, and context. Contextual factors considered included economic, technical, political, and institutional to draft inputs, outputs, and short-medium outcomes (Figure 1).

The TOC guided the development of evaluation questions to assess the program's impact and aid in future program development and implementation. Given the limited time for the evaluation, long-term outcomes and impacts related to improved health and social welfare of American Indians/Alaskan Native communities across tribal territories are outside the scope of this evaluation.





Figure 1. SERVE Theory of Change Model

## Evaluation Plan

An evaluation was conducted to better understand SERVE’s development, milestones, and preliminary outcomes from November 2020 through June 2022. The evaluation incorporated a mixed-methods approach. The SEOP was established to guide evaluation efforts, clarify evaluation needs, and understand program impacts and responsiveness to tribal communities (Table 1).

Table 1. SERVE Evaluation Stakeholders

Stakeholder Types	Stakeholder	Purpose	Nature of Involvement
<b>Funders</b>	<ul style="list-style-type: none"> <li>CA Department of Social Services</li> <li>CalSWEC</li> </ul>	Accountability	<ul style="list-style-type: none"> <li>Review and approve final evaluation report</li> </ul>
<b>Partner Members</b>	<ul style="list-style-type: none"> <li>SEOP members</li> <li>Tule River Yokut</li> <li>North Fork Rancheria of Mono Indians</li> <li>Iipay Nation of Santa Ysabel Family Services</li> <li>Yurok Tribe</li> <li>Rincon Band of Luiseno Indians</li> <li>Indian Health Council Inc.</li> </ul>	Learning and quality improvement	<ul style="list-style-type: none"> <li>Collaborate on data collection &amp; review</li> <li>Recommendations for potential quality improvement areas</li> </ul>
<b>Program Beneficiaries</b>	<ul style="list-style-type: none"> <li>Tribal Agencies</li> <li>BASW/MSW Students</li> </ul>	Information and resources	<ul style="list-style-type: none"> <li>Knowledge and resources</li> </ul>
<b>Academic</b>	<ul style="list-style-type: none"> <li>SDSU</li> <li>CSU Humboldt</li> <li>CSU Fresno</li> </ul>	Knowledge mobilization	<ul style="list-style-type: none"> <li>Inform, review, and approve the evaluation plan</li> <li>Advice on methodology</li> <li>Co-collect data</li> <li>Collaborate on dissemination</li> </ul>
<b>Evaluation Staff</b>	<ul style="list-style-type: none"> <li>Academy for Professional Excellence</li> </ul>	Accountability, advocacy, and learning	<ul style="list-style-type: none"> <li>Inform, review, and approve the evaluation plan</li> <li>Coordinate data collection</li> <li>Co-create recommendations</li> <li>Support implementation of recommendations</li> </ul>

Program activities of SERVE are implemented along four pathways, representing its foundation and core activities. All four pathways – building relationships/partnerships, recruitment, decolonizing/culturally responsive curricula, and tribal field placements – are necessary to develop and train an equitable social services workforce.

The evaluation of SERVE focused on evaluation questions structured around the four pathways. The SEOP and Academy evaluators developed the evaluation questions, which included general questions about social work students and programs. In addition, questions specific to Title IV-E were developed during several SEOP meetings. Table 2 - Table 5 summarize each program pathway as well as relevant indicators and data sources.

Table 2. SERVE Evaluation Questions – Pathway #1 Relationship Building/Partnerships

<b>Project Pathway #1: Relationship Building/Partnerships</b> Creating, coordinating, and maintaining stakeholder networks and partnerships are essential to address and overcome historical and present systemic barriers that hinder Native students from pursuing social work degrees. <b>Objective: To understand partnerships between tribal organizations, advocacy groups, and Title IV-E Schools of Social Work throughout California.</b>		
Evaluation Question	Indicators	Methods
What factors cultivate and sustain relationships within tribal communities?	# Of giving back hours or attendance records at community-based events  Perspectives or informal feedback from tribal communities on SERVE coordinator presence or strategies	Activity tracking logs
How do outreach strategies differ across the three regions? How are outreach strategies similar?	Analyses of outreach guidelines, and documents, developed and adopted to facilitate partnership activities  Tribal agency perspectives on SERVE benefits, resources, and presence  Coordinator's assessment of capacity building and sustainability	Activity tracking logs
How many partnerships were established between tribal agencies, advocacy groups, and Schools of Social Work throughout California within the past five years?	# Of partnerships established and sustained	Activity tracking logs  CSIS Data

Table 3. SERVE Evaluation Questions – Pathway #2 Recruitment

<b>Project Pathway #2: Recruitment</b>		
<p>Providing support in communication, strengthening, and awareness-raising of SERVE in order to promote social work as a career and academic pathways for Native students to apply and be accepted into Schools of Social Work</p> <p><b>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.</b></p>		
<b>Evaluation Questions</b>	<b>Indicators</b>	<b>Methods</b>
To what extent are Native students applying, being admitted, accepting enrollment, and graduating from Title IV-E Social Work programs across California?	# Native students applying to Title IV-E; admitted into Title IV-E Social Work programs in California, and graduated with Title IV-E across California	CSIS Data
How many Native BASW/ MSW students were awarded Title IV-E funding in the past five years?	# Native students who apply for Title IV-E funding within the past 5 years	CSIS Data
What are Native students’ experiences with considering, applying and being accepted into Title IV-E Schools of Social Work?	Collection of Native student perspectives on academic journey in graduating from a social work program	Student Interviews
What facilitators and barriers impact Native students’ ability to graduate from Title IV-E BASW/MSW programs?	Collection of Native student perspectives on academic journey in graduating from a social work program	Student Interviews
What are Title IV-E CSU and UC Schools of Social Work commitment to recruiting, retaining, and supporting Title IV-E Native students?	Title IV-E feedback, opinions, viewpoints, and observations	Title IV-E Coordinator Survey

Table 4. SERVE Evaluation Questions – Pathway #3 Decolonizing Social Work Curricula

<b>Project Pathway #3: Decolonizing Social Work Curricula</b>		
Providing support for resource development, academic dialogue, and community-led initiatives that center Native America and tribal communities' lived experiences		
<b>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.</b>		
Evaluation Question	Indicators	Methods
To what extent are CSU and UC SSW faculty working or incorporating a curriculum that addresses federal, tribal, and state government responses to Native Americans from a policy and structural perspective?	Faculty feedback on Indigenous based curriculum inclusion in SW practice  # Of workshops conducted aimed at improving student knowledge of Native American history in relation to social work practice	Title IV-E Coordinator Survey
What are Native and non-native SW students’ experiences with decolonizing curricula activities after participating in academic workshops, conferences, or training?	Student feedback, opinions, viewpoints, and observations	Workshop Feedback Survey

Table 5. SERVE Evaluation Questions – Pathway #4 Field Placements

<h3>Project Pathway #4: Field Placements</h3>		
<p>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</p> <p><b>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.</b></p>		
Evaluation Question	Indicators	Methods
How many tribal child welfare field placements are in place across California?	List of tribal field placements in SERVE CA regions	CSIS Data
How many Title IV-E students were placed with tribal agencies?	# Of students who completed a tribal field placement	CSIS Data
How many BASW/MSW Title IV-E students entered tribal employment? County CWS employment?	# Of students who entered tribal employment  # Of Native students who entered tribal employment vs. county.	CSIS Data
How many tribal employees (Native or non-Native) participated in Title IV-E (Pathways or Part-Time IV-E students)?	Record or reports of Pathway and part-time Title IV-E students	CSIS Data
What are Title IV-E students' experiences with tribal field placements?	Perspectives or informal feedback from tribal communities on SERVE coordinator presence or strategies	MSW/BASW student narratives on tribal applied learning experience or county Positions  Tribal Agency Interviews

## Data Collection

**Student & Tribal Agency Interviews:** Evaluators conducted 30-45-minute, semi-structured interviews with prospective, admitted, and graduated Title IV-E BASW (n=1) and MSW (n=9) students and tribal partners (n=5) between October 2021 and June 2022. Students and tribal partners were identified by SEOP members and invited to participate in a storytelling group or one-on-one interview. All participants chose a one-on-one interview. Interview questions and guides can be found in Appendices 6 and 7.

**Activity Tracking:** The SERVE Activity Tracking Sheet was created to capture SERVE PCs' activities related to relationship and partnership building, recruitment, and decolonizing social work in 2021-2022. SERVE PCs have repeatedly stated the evaluation was conducted "at the worst possible time" because of the personal and professional impact of the COVID pandemic beginning in March 2020. In-person activities stopped for much of the evaluation timeframe. SERVE PCs noted their activities were also impacted by multiple hardships faced by the communities they serve and in their own families. The scope of the evaluation also included analyzing secondary data, with reports from 2017-2022. Data from both the activity tracking logs (2021-2022) and year-end reports (2017-2022) were used to assess SERVE's relationship and partnership building, recruiting, and decolonizing social work activities. SERVE PCs reported they were too busy to use the activity tracking sheet consistently, and reported activities in their year-end reports in different ways, with some PCs reporting specific details about their activities and others reporting general categories of activities, thus, it was not possible to assess the number of hours at community events or number of partnerships as planned. Lists of community events, partnerships, and collaborations, which are in Appendix 2, were created by coding data from activity forms and year end reports.

**Secondary Data Analysis:** The evaluation report uses data collected via CSIS and CalSWEC, including data on student admission and employment outcomes. One PC noted during the report revision process (December 2022) they felt the data did not provide a full picture of student admissions because the data provided by CalSWEC was based on who was selected for Title IV-E, not acceptance into a university. In addition, data was provided by CalSWEC in January 2022 and did not include admissions for academic year 2022-2023. They further noted that the number of Native MSW applicants and admissions prior to Title IV-E consideration are not reported consistently across universities.

**Title IV-E Project Coordinator Survey:** A survey assessing admission, recruitment, retention, and support of Native students was administered to CSU and UC Title IV-E PCs between November 2021 and December 2022. The initial distribution was in November 2021. Surveys were distributed to coordinators who did not respond in December 2021 and January 2022. A total of 11 responses were collected.

**CSU/UC Admission Survey:** A survey assessing general admission criteria across the 20 CSU/UC Title IV-E affiliated Schools of Social Work was administered to faculty and/or staff involved in admissions. A total of 21 responses were collected.

**Workshop Survey:** Workshop surveys were administered to students after a conference, workshop, or decolonial curricula activity to capture participant's feedback.

**ICWA User Survey:** Data from a survey assessing fidelity to the CalSWEC Title IV-E ICWA curriculum was shared with Academy evaluators. A total of six responses were collected for modules one and two.



## Data Analysis

**Student & Tribal Agency Interviews:** A thematic analysis of interview transcripts identified patterns and themes related to Title IV-E students' perceptions of barriers and facilitators in completing a Child Welfare focused social work degree. Including their experiences with tribal field placements, tribal agency's understanding of Title IV-E funding and opportunities, and tribal members' perceptions of barriers/benefits in participation along SERVE strategies.

A preliminary analysis was conducted on a sample of transcripts. Themes were presented to SEOP members for review and consensus before completion of the analysis. In total, 10 Title IV-E student interviews and five tribal agency interviews were transcribed and analyzed.

**Activity Tracking:** Activity tracking forms and year-end reports were thematically analyzed.

**Secondary Data Analysis:** Evaluators conducted descriptive analysis of demographic data using SPSS to describe student characteristics.

**Title IV-E Project Coordinator Survey:** Descriptive analyses of quantitative data were conducted using SPSS. Open-ended responses were thematically analyzed.

**CSU/UC Admission Survey:** Descriptive analyses of quantitative data were conducted using SPSS. Open-ended responses were thematically analyzed.

**Workshop Survey:** Descriptive analyses of quantitative data were conducted using SPSS. Open-ended responses were thematically analyzed.

**ICWA User Survey:** Evaluators conducted descriptive analysis of data using SPSS.

## RESULTS

### Project Pathway #1: Building Relationships and Partnerships

The first pathway of SERVE is developing and maintaining partnerships with tribes, tribal agencies, community-based organizations, academic partners, and other Indigenous/Native community projects across the state. One SERVE PC identified the following as best practices in cultivating and sustaining relationships with tribal communities:

- Having a consistent presence in the community,
- Using a holistic family centered approach,
- Using culturally appropriate communication,
- Understanding proper etiquette for the community, and
- Recognizing and identifying strengths.

The results that follow demonstrate how SERVE PCs' activities align with having a consistent presence and using a holistic family centered approach. SERVE PCs' abilities to behave and communicate in culturally appropriate ways and, subsequently, build successful relationships and partnerships are demonstrated by the breadth and depth of their community involvement. Comprehensive lists of community events, partnerships, and collaborations based on activity tracking and year-end report data from 2017-2022 are in Appendix 2.

Based on activity tracking and year-end report data, all SERVE PCs have a consistent presence in their respective tribal and university communities. SERVE PCs reported devoting considerable time to attending community events, planning community focused events, and building relationships with tribal communities. Community events frequented by SERVE PCs include powwows, tribal gatherings, fiestas, Earth Day celebrations, and Missing and Murdered Indigenous Women (MMIW) Rallies. In addition to attending community events, SERVE PCs were instrumental in planning and/or implementing many community-focused events including Native American Heritage Month activities; The Harry Specht Social Work Symposium; Bay Area ICWA Symposium; and SDSU Native Truth and Healing California Genocide Conference.

One SERVE PC's holistic, family centered approach to engaging their tribal communities included coordinating COVID relief efforts of local farmers, which resulted in fresh fruit and vegetable distribution to over 380 tribal families in 2020. This SERVE PC also co-sponsors and plans the annual Native Families Education Gathering at Fresno State for tribal youth and their families. Another SERVE PC has worked to raise awareness of the fentanyl epidemic and its impact on Indigenous communities by providing data from the District Attorney's Office and Probation to students and community members. They have also connected tribal leaders with researchers to plan the Warrior Spirit Conference, a conference integrating "Indigenous wisdom and healing practices with ACES science to foster healing in our Native communities, children, and families." The Tribal STAR Seventh Generation Workgroup formally recognized the Southern SERVE PC for their leadership and advocacy with tribal families and children.

SERVE PCs have developed many partnerships with tribal agencies and communities including:

- Alexander Valley Mishewal Wappo
- Barona Band of Mission Indians
- Big Bend Rancheria
- Big Pine Band of Owens Valley
- Big Sandy Rancheria
- California Valley Miwok Tribe
- Cedarville Rancheria of Northern Paiute
- Cold Springs Rancheria
- Confederated Tribes of the Umatilla Reservation
- Indian Health Council, Inc
- Lipay Nation of Santa Ysabel
- Jamul Indian Village
- La Jolla Band of Luiseño Indians
- North Fork Rancheria
- Pala Band of Mission Indians
- Pauma Band of Luiseño Indians
- Rincon Band of Luiseño Indians
- Cahuilla Band of Indians
- San Pasqual Band of Mission Indians
- Santa Rosa Rancheria
- Southern California American Indian Resource Center
- Soboba Band of Luiseño Indians
- Southern Yosemite Miwok
- Sycuan Band of the Kumeyaay Nation
- Table Mountain Rancheria
- Tejon Indian Tribe
- The Picayune Rancheria of Chukchansi Indians
- Tule River Band of Yokut
- Viejas Band of Kumeyaay Indians
- White Mountain Apache
- Yurok Tribe
- Bear River Band of the Rohnerville Rancheria
- Hoopa Tribe
- Karuk Tribe
- Trinidad Rancheria
- Two Feathers Native American Family Services
- United Indian Health Services
- Wiyot Tribe

Partnership activities with tribal leaders and community members include coordinating conversations between tribal leaders and elders and university administration to develop collaborations between the university and tribal communities, engaging tribal elders and youth for cultural presentations on campus and throughout the community, participating in weekly community care check-ins, providing

decolonizing social work trainings to students and social workers, engaging tribal partners in Native Wellness Council, and supporting Native/Indigenous student organizations. One of the PCs, who identifies as Native, noted that one of the barriers to consistent reporting of activities across the regions is that they associate many activities as community and/or family activities and does not include them in their reports, but the non-Native PCs do report them as partnership or relationship building activities.

Title IV-E PCs cited trust and support as integral to the success of outreach to tribal agencies and communities. 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.*

Many of the SERVE PCs activities were related to developing partnerships between their departments, tribes, and tribal agencies. SERVE PCs participated in various committee and advisory positions, many of which centered on tribal sovereignty and engagement within Native American workgroups, Schools of Social Work, and County Child Welfare agencies. Committees and advisory roles include California Tribal Justice Collaborative, Tribal STAR Seventh Generation Workgroup, university diversity committees, university admissions, university tribal advisory groups, Native/Indigenous student associations, CDSS Tribal Pilot Project Advisory Committee, and Statewide Tribal Advisory Group.

SERVE PCs affected change through their participation in these positions. For example, the Southern PC was instrumental in rewriting the admissions rubric for SDSU to being more inclusive and focused on experience, diversity, and recommendations. SERVE PCs also act as a bridge between tribal agencies/communities, university faculty/staff, and County Child Welfare agencies. They have connected Field Directors to tribal partners, such as Indian Health Center, Pala Family Services, Pechanga Family Services, San Diego American Indian Health Center, Southern Indian Health, and Sycuan Family Services, to develop and/or coordinate internship opportunities for MSW students. They have connected other PCs to tribal entities in Orange, Riverside, San Bernardino, and San Diego counties. They have also connected administrative staff with students going into payback.

They frequently collaborate with tribal partners to develop and implement training for students and social workers on culture, California history, trauma informed practices, and ICWA. Examples of partnership efforts at the local, regional, and state levels include:

- University Partnership Workgroup: A tribal consultation/consortium group consisting of eight local tribes coming together to provide historical, cultural, and family dynamics information specific to their respective tribes so that current and future child welfare workers will be better equipped to serve the Native community by effectively implementing ICWA law.

- Racial Equity Workgroup: To support inclusion of Native perspective for DHHS - inclusive of CWS staff and BASW/MSW interns.
- Decolonizing Social Work Webinar Series: In-person and virtual event series led by SDSU Indigenous Social Work Alliance Student organization.
- Tribal Judicial Gathering: A conference created by the Tribal Justice Collaborative of California on child welfare issues in California tribal communities. SERVE PCs participate in Tribal Judicial Gathering workgroup meetings.

## **Regional Similarities and Differences**

Based on SERVE PCs' activity reports, the three regions appear to be similar in their approach to building relationships and partnerships within tribal communities and between tribal communities and agencies, advocacy groups, and schools of social work. All SERVE PCs had a consistent presence in their respective tribal communities; were family centered in their approach; and seemed to be very skilled at navigating between their roles in their tribal communities and in their universities and other professional settings.

In order to assess how frequently SERVE PCs engaged in relationship and partnership building activities, activity tracking and year-end report data were coded. Based on the frequency of codes for each SERVE PC, it is estimated SERVE PCs in Fresno and Humboldt engaged most frequently in recruiting, collaboration, and presentations, while the SDSU PC engaged most frequently in recruiting, participating in events/meetings, and collaboration. These are rough estimates given the lack of consistency in how data was reported across the three SERVE PCs.

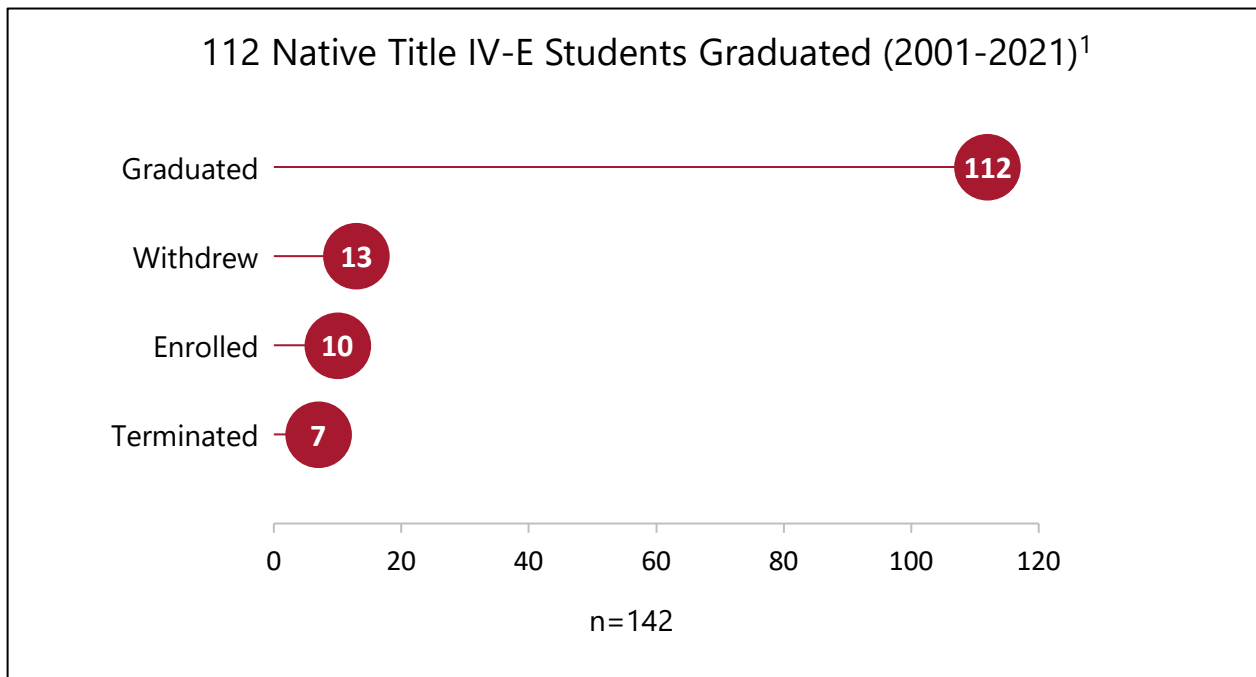
In all regions, SERVE PCs were focused on decolonizing social work through curriculum development, where consultation with tribal partners inform content and design, and presenting decolonizing workshops to social work students and social workers. All SERVE PCs were actively engaged in providing training on ICWA, California Indian history, historical trauma, and cultural humility.

## Project Pathway #2: Recruitment

A goal of SERVE is to increase the number of Native American students admitted into Schools of Social Work across California. SERVE works to prepare, support and mentor Native students to succeed both academically and in their child welfare career. Recruitment efforts provide paths for Native students to apply and be accepted into Schools of Social Work across California. Since 1999, 142 Native students have been awarded a Title IV-E stipend in California. This section describes evaluation findings related to SERVE's recruitment pathway. These findings are drawn from CalSWEC student demographic data, Admission Surveys, Title IV-E Coordinator Surveys, and one-on-one student interviews.

### Native Students' Graduation Status

This section shares findings regarding the number of Native students graduating from the CalSWEC Title IV-E Program between 2001 and 2021. During this time period, 142 Native students have been awarded a Title IV-E stipend, with 112 Native students graduating with social work degrees (Figure 2). A total of 99 Native graduates completed a Master of Social Work degree. Thirteen Native graduates received either a Pre-BASW or BASW degree (Table 6) with the majority coming from the Northern Region (10), followed by Southern (2), and Central (1). As of academic year 2021/2022, there were 10 Native students currently enrolled who are working towards graduating with eight pursuing an MSW and two pursuing BASW degrees.



<sup>1</sup>Graduated -students completed program, Withdrew- students left program, Current-enrolled in academic year 2021-2022, Terminated- students dismissed from the program.

Figure 2. Statewide Graduation Status of Native Title IV-E Social Work Degrees 2001-2021 (n=142)

Table 6. Degree Programs of Native Title IV-E Graduates 2001-2021 (n=112)

MSW Degree Highly Represented Among Native Title IV-E Graduates	n	%
MSW	99	88%
BASW	11	10%
Pre-BASW	2	2%

Figure 3 shows graduation frequencies per year since 2001. The largest number of students graduated in 2010. There was a total of 10 graduates- eight students graduated from an MSW program, two graduated from either a pre-BASW or BASW program.

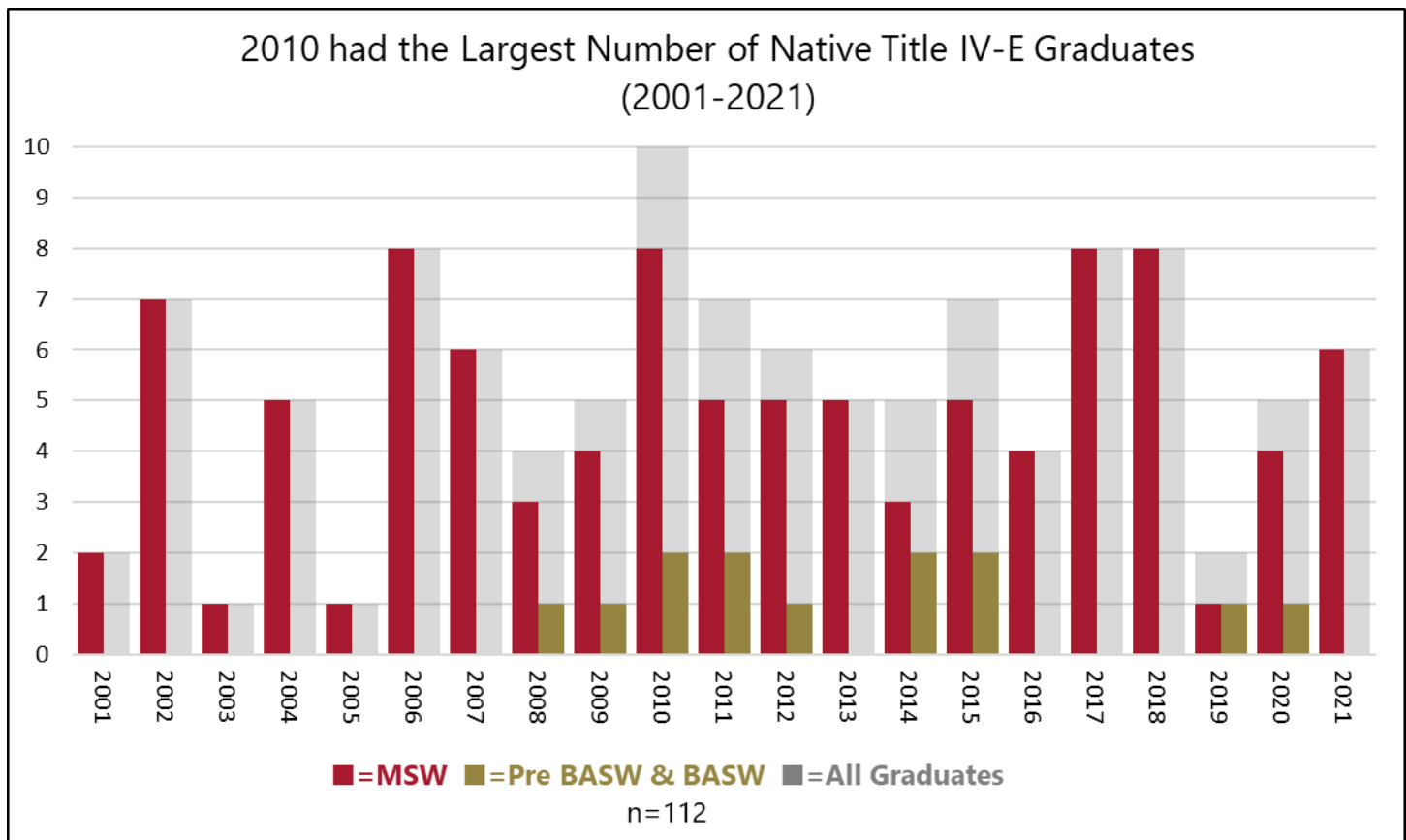


Figure 3. Native Title IV-E Graduates per Year 2001-2021 (n=112)

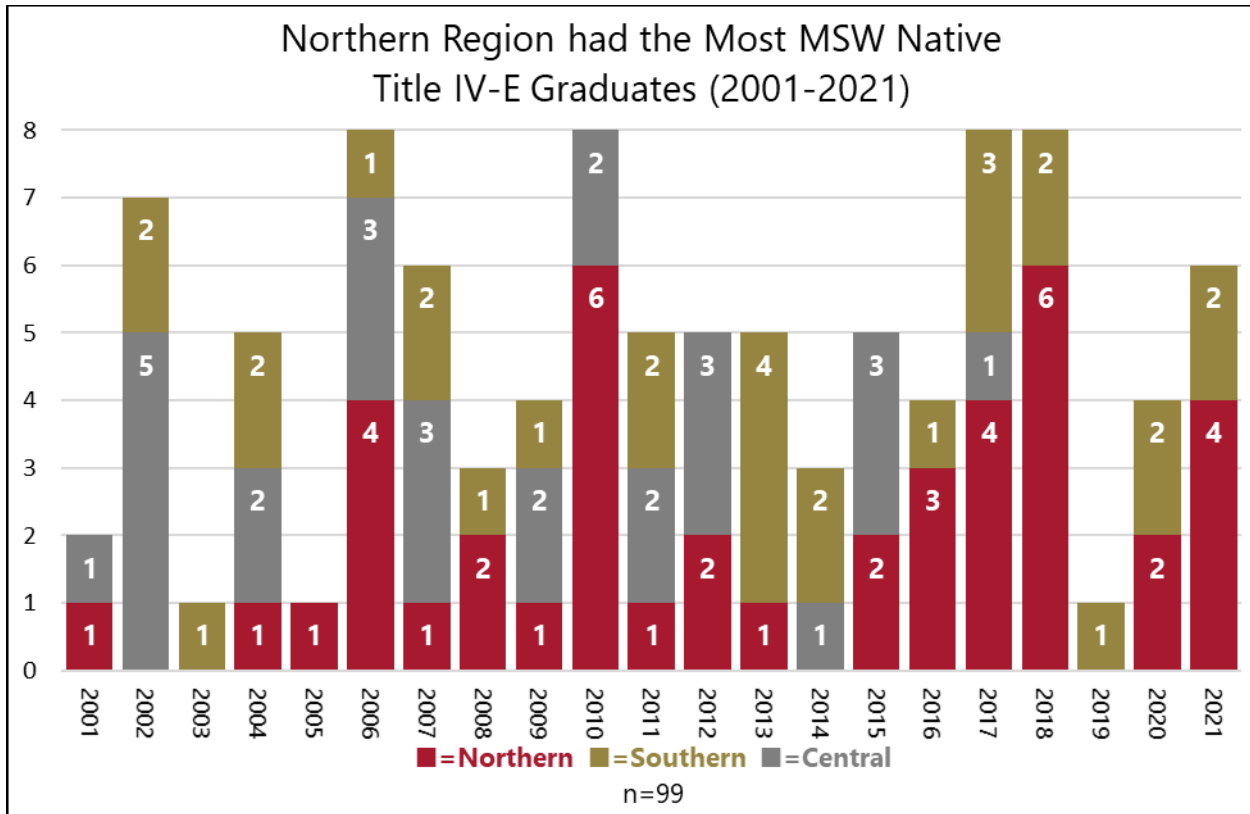


Figure 4. Native Title IV-E MSW Graduates by Year and Region 2001-2021 (n=99)

As shown in Figure 4, Northern region had the most Native MSW Title IV-E graduates with 42 total between 2001 and 2021. The Southern and Central regions have similar numbers for graduates with 29 for Southern and 28 for Central.

Between 2001 and 2021, 20 Native students withdrew or had their enrollments terminated from Title IV-E programs prior to graduation (Figure 5). The Central region had the most withdrawals with six students withdrawing from the program (Figure 6) and the Northern region had the most enrollments terminated with five students terminated from the program (Figure 7).



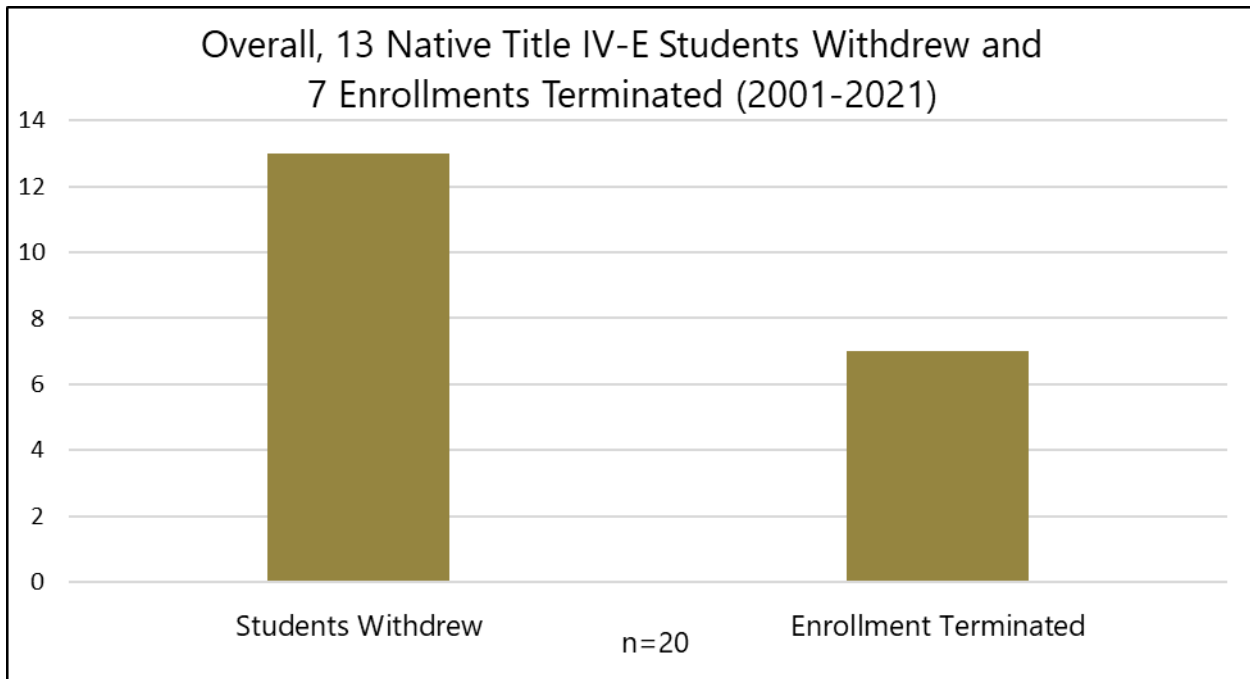


Figure 5. Native Title IV-E Students who Withdrew or Terminated from Program 2001-2021 (n=20)

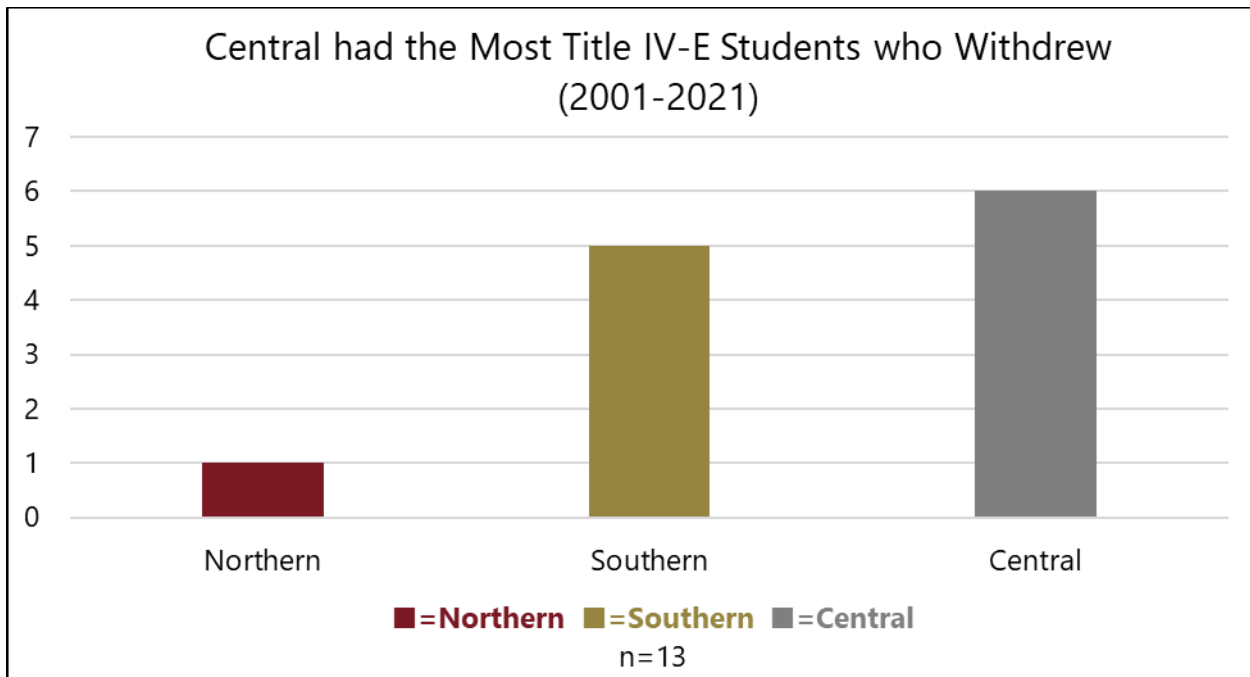


Figure 6. Native Title IV-E Students Withdrawal by Region 2001-2021 (n=13)

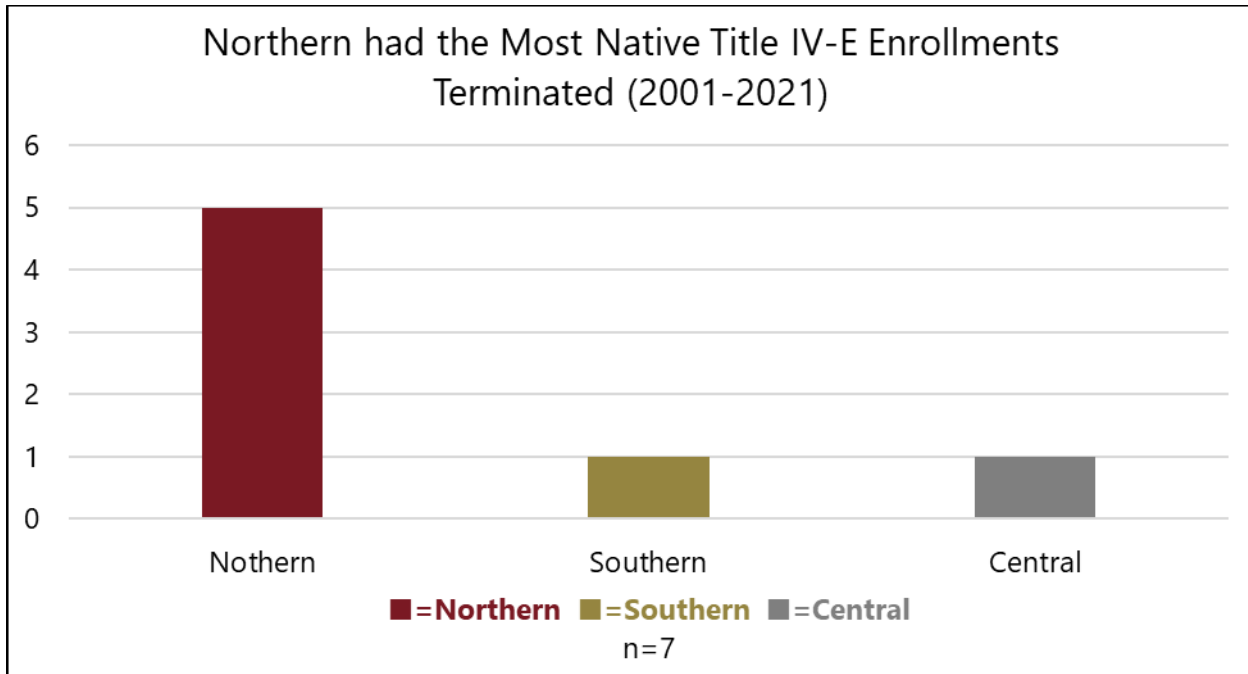


Figure 7. Native Title IV-E Enrollments Terminated by Region 2001-2021 (n=7)

### Admission Survey

The SEOP hypothesized that admissions practices were a potential barrier for recruitment and requested a survey to assess admissions criteria and practices across the state. A survey was conducted in April 2022 among CSU and UC admission personnel who screen for admissions into the School of Social Work and/or CalSWEC Title IV-E Program.

A total of 21 admissions personnel responded to the survey. Over 65% of respondents stated they participate on committees to screen potential MSW/Title IV-E candidates. Nearly 50% of respondents have 11+ years of experience as an application reader (Table 7).

Table 7. CSU/UC Admission Survey Respondent Characteristics

CSU/UC Admission Survey Respondent Characteristics	n	%
<b>Respondents by Region (n=21)</b>		
Northern	6	29%
Central	7	33%
Southern	8	38%
<b>Admission Application Reader Type</b>		
School of Social Work	5	24%
Title IV-E	2	10%

<b>CSU/UC Admission Survey Respondent Characteristics</b>	<b>n</b>	<b>%</b>
School of Social Work & Title IV-E	14	67%
<b>Applicants Degree Program Screened</b>		
BASW	0	0%
MSW	18	86%
Both	3	14%
<b>Professional Academic Title</b>		
Program Coordinator	11	52%
Department Staff	2	10%
Admission Director	2	10%
Lecturer, Instructor, Visiting Professor	2	10%
Professor	1	5%
Assistant Professor	1	5%
School of Social Work Director	1	5%
Associate Professor	1	5%
<b>Years of Experience as Application Reader</b>		
0-2 Years	2	10%
3-5 Years	3	14%
6-10 Years	6	29%
11+ Years	10	48%

The Admission Survey assessed factors admission personnel look for in applicants to a School of Social Work and/or CalSWEC Title IV-E program. The highest rated factors for acceptance into the School of Social Work included work/professional experience, hours of experience, academic/intellectual qualities, and personal qualities/character. Factors that were rated lowest in importance include school life involvement, extracurriculars, interests, and hobbies (Figure 7).

The highest rated factors for admission into CalSWEC Title IV-E included personal qualities/character, professional vision/plans, work/professional experience and hours of experience. Factors that were rated lowest in importance include awards/non-academic achievements, extracurriculars, school life involvement, and hobbies (Figure 8).

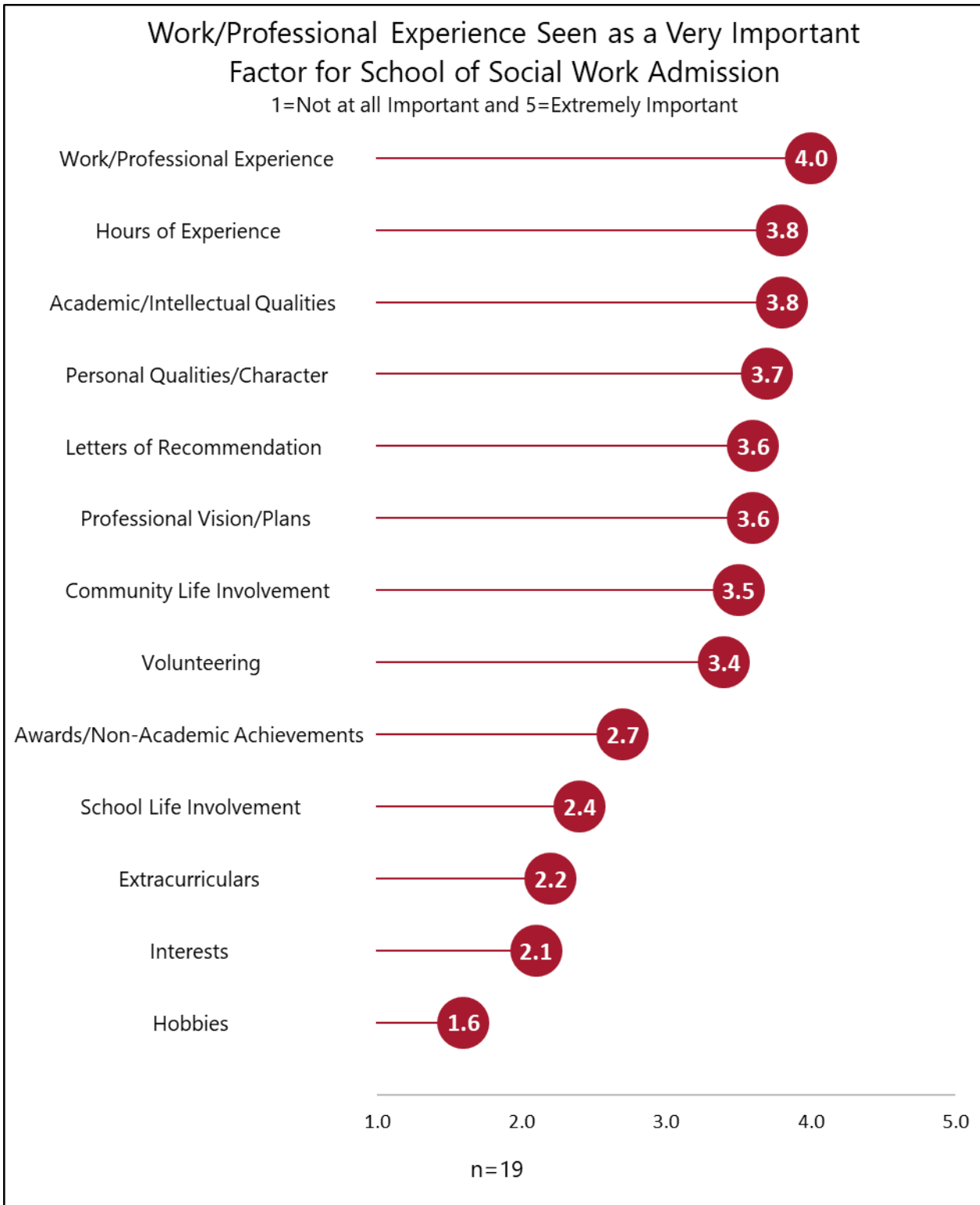


Figure 8. Factors in Making School of Social Work Admission Decisions (n=19)

Personal Qualities/Character and Work/Professional Experience Seen as Very Important Factors of Admittance to Title IV-E (Native and Non-Native)

1=Not at All Important and 5=Extremely Important

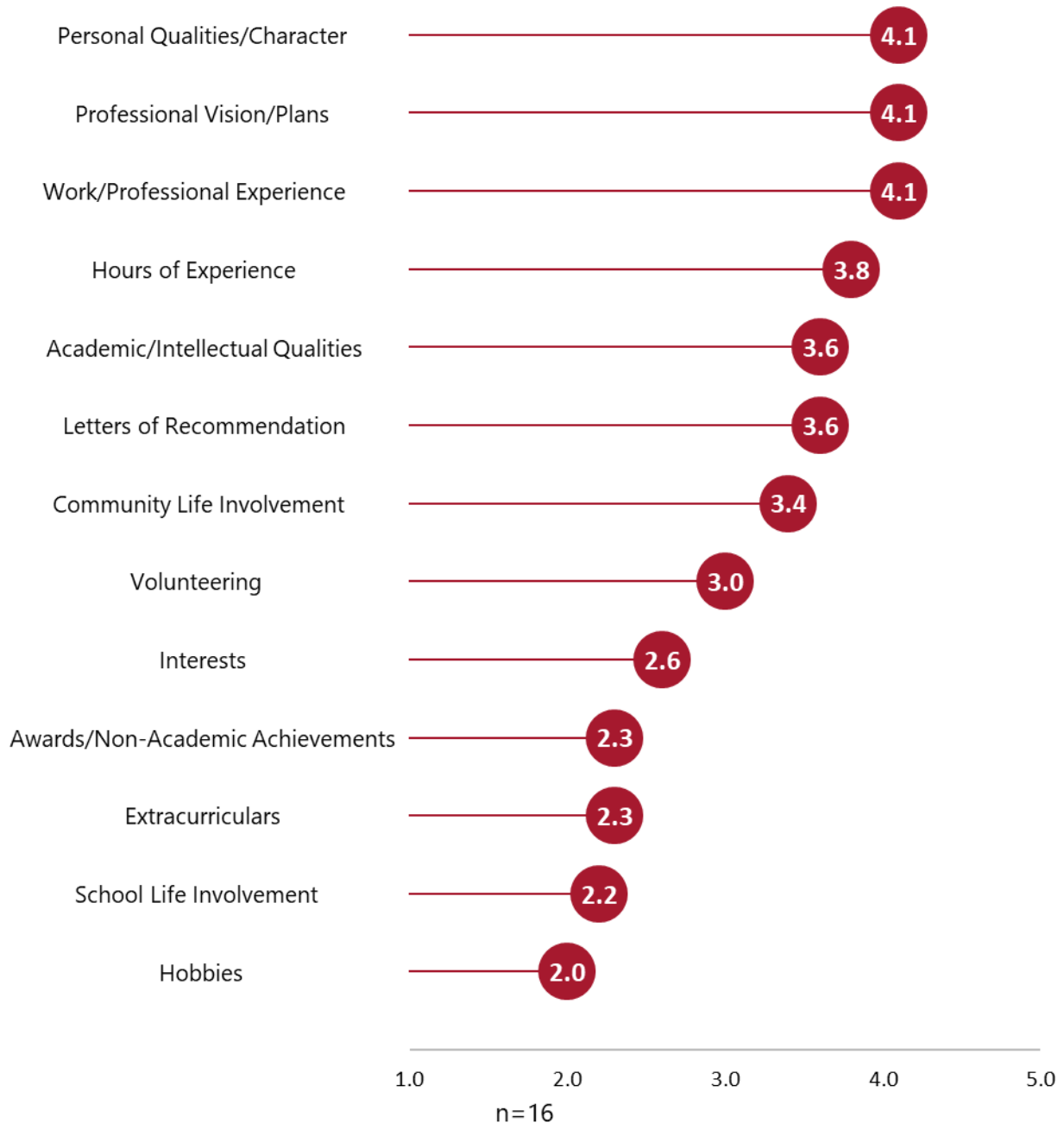


Figure 9. Factors in Making Title IV-E Admission Decisions (n= 16)

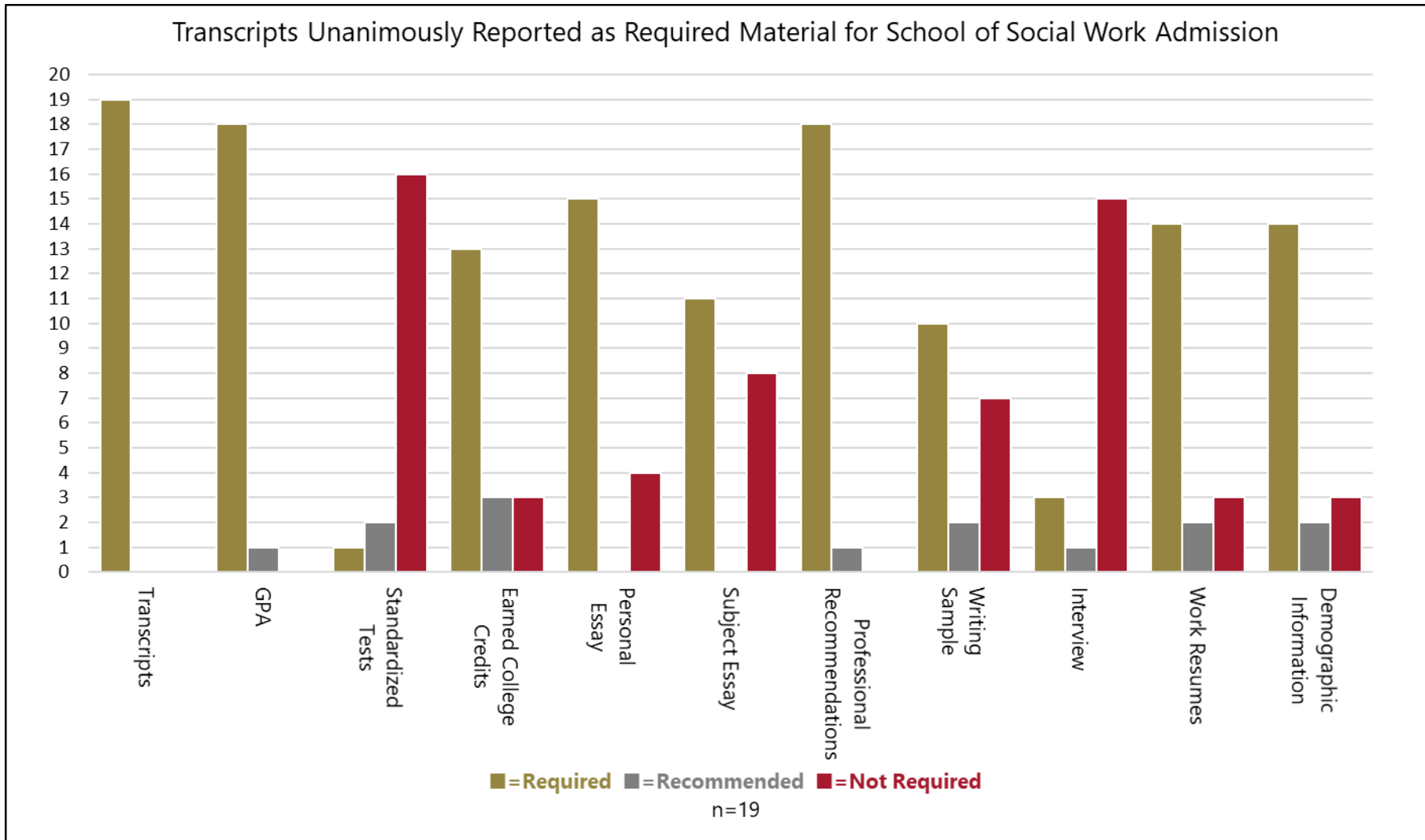


Figure 10. School of Social Work Materials for Admission (n=19)

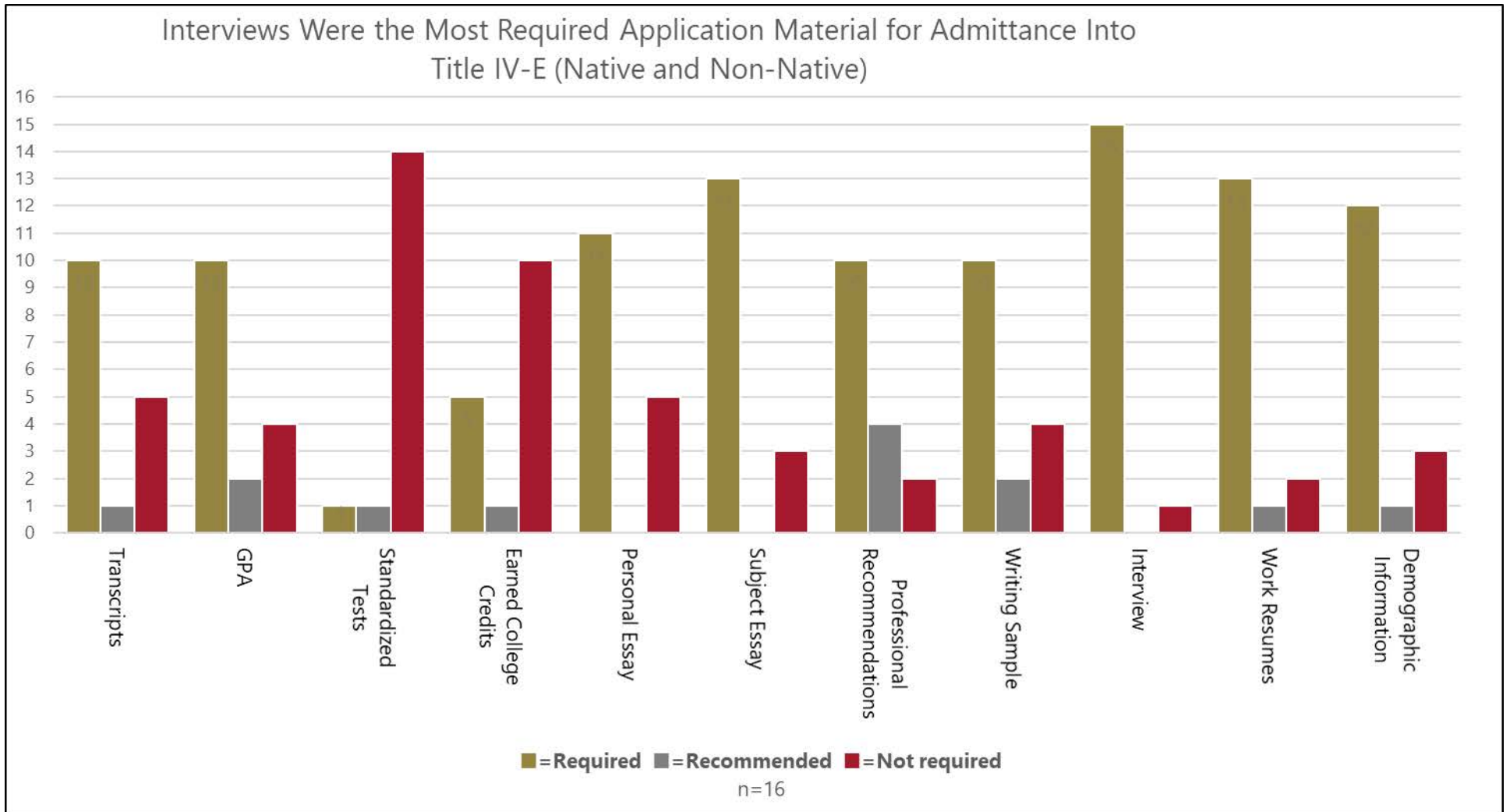


Figure 11. Title IV-E Materials for Admission (n=16)

In addition to the factors admissions personnel look for in an applicant, the Admission Survey also looked at what application materials are required for admission. Figure 10 shows transcripts were required by all respondents for admission into the School of Social Work. The other frequently required materials include GPA, professional experience, personal essay, work resume, and demographic information. Materials that were not required by most included standardized tests and interviews.

Figure 11 displays the required materials for admission into the Title IV-E program reported most frequently by respondents included interviews, work resume, subject essay, and demographic information. Application material reported most frequently as not being required include standardized tests and earned college credits.

Respondents also rated the *importance* of application materials in determining admission into School of Social Work or Title IV-E. Application materials viewed as very important for the School of Social Work included work experience, GPA, and multiculturalism (Figure 12). Application materials viewed as important for the Title IV-E included the interview, multiculturalism, and subject essay (Figure 13). Standardized test scores were the lowest rated application material for both the School of Social Work and Title IV-E admissions.



## Work Experience Seen as Very Important Application Materials for School of Social Work Admission

1=Not at All Important and 5=Extremely Important

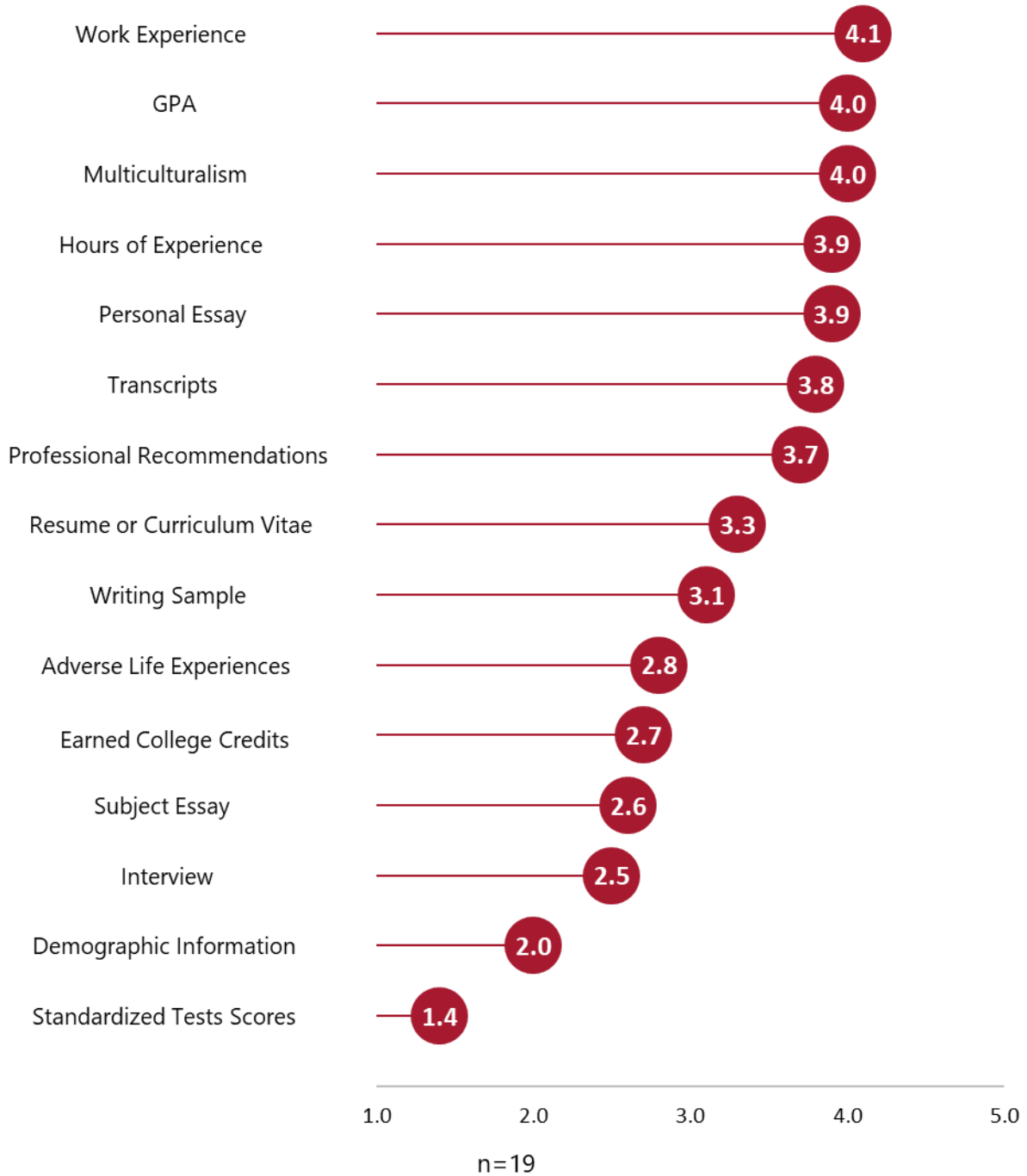


Figure 12. Important Application Materials Used in Deciding Admission to School of Social Work (n=19)

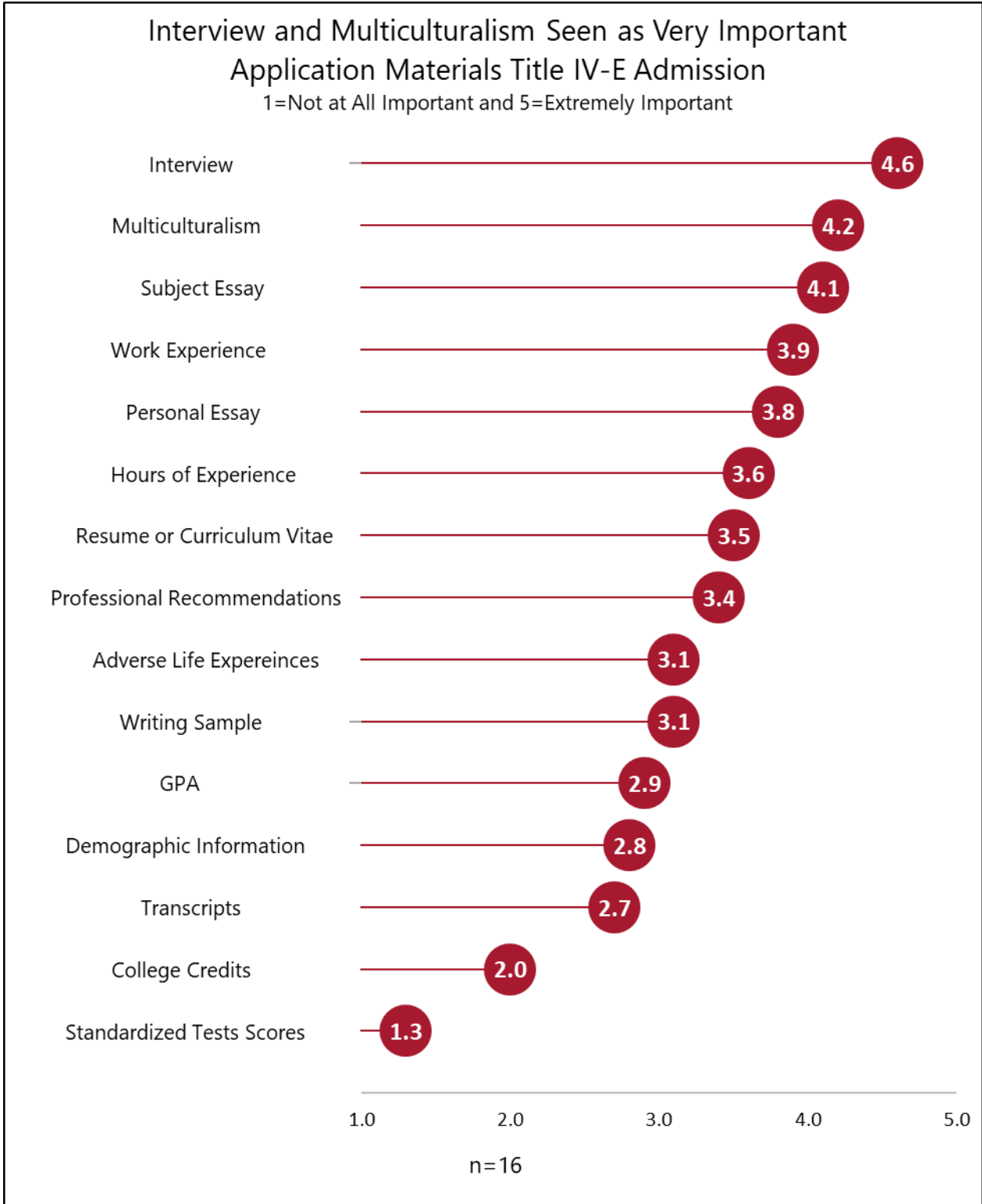


Figure 13. Important Application Materials Used in Deciding Admission to Title IV-E (n=16)

Respondents were asked to select the intrapersonal and interpersonal qualities they look for in an applicant. Intrapersonal skills considered to be most important include problem solving, critical thinking, self-reflection, and perseverance/commitment (Table 8). Interpersonal skills identified as most important include empathy, open-mindedness, collaboration, humility, and honesty (Table 9).

Table 8. What do you consider as the most important *INTRAPERSONAL* qualities as displayed in students' letters of intent, interviews, or personal statements for admissions into the School of Social Work? Select all that apply (n=21)

<b>INTRApersonal Qualities Administrative Personnel Consider Most Important for Admission into School of Social Work (n=21)</b>	<b>n</b>	<b>%</b>
Problem-solving	20	95%
Critical Thinking	19	91%
Self-reflection	17	81%
Perseverance and Commitment	17	81%
Passion/Enthusiasm	14	67%
Resilience	13	62%
Strong Work Ethic	12	57%
Comprehension Skills	11	52%
Drive	10	48%
Curiosity	7	33%
Study Skills	6	29%
Strong Work Ethic	1	5%

Table 9. What do you consider as the most important *INTERPERSONAL* qualities as displayed in students' letters of intent, interviews, or personal statements for admissions into the School of Social Work? Select all that apply (n=21)

<b>INTERpersonal Qualities Administrative Personnel Consider Most Important for Admission into School of Social Work (n=21)</b>	<b>n</b>	<b>%</b>
Empathy	20	95%
Open-mindedness	18	86%
Collaboration	18	86%
Humility	17	81%
Honesty	17	81%
Flexibility	15	71%
Inclusiveness	11	52%
Leadership	10	48%
Advocating for Oneself	9	43%

<b>INTERpersonal Qualities Administrative Personnel Consider Most Important for Admission into School of Social Work (n=21)</b>	<b>n</b>	<b>%</b>
Humor and Lightheartedness	8	38%
Inclusiveness	6	29%
Competitiveness	1	5%

### **Title IV-E Coordinator Survey**

A survey assessing admission, recruitment, retention, and support of Native students was administered to CSU and UC Title IV-E PCs between November 2021 and December 2022. The initial distribution was in November 2021. Surveys were distributed again to PCs who did not respond in December 2021 and January 2022. A total of 11 responses were collected. Table 10 lists the schools represented in the survey data.

*Table 10. Title IV-E CSU/UC Schools of Social Work Represented in Title IV-E Coordinator Survey*

<b>Title IV-E CSU and UC Schools of Social Work Represented in Title IV-E Coordinator Survey</b>	<b># of Responses</b>
California State University - East Bay	1
California State University - Fresno	1
California State University - Fullerton	1
California State University - Long Beach	1
California State University - Northridge	1
California State University - San Bernardino	1
California State University - San Marcos	2
Humboldt State University	1
San Diego State University	1
San Jose State University	1

Table 11 reports results from the Title IV-E Coordinator Survey for the number of students who applied, were admitted, were accepted into respondents' institutions and the number of students who applied, were admitted, were accepted, and graduated from respondents' school of social work in academic year 2020.

Table 11. Number of students who applied, admitted, accepted, and graduated as reported in the Title IV-E Coordinator Survey

Native/Indigenous Students Who...	Number of Students
Applied to University (n=5)	11
Admitted to University (n=5)	9
Accepted to University (n=5)	9
Applied to School of Social Work (n=4)	4
Admitted to School of Social Work (n=4)	4
Accepted to School of Social Work (n=4)	4
Enrolled to School of Social Work (n=4)	4
Graduated from School of Social Work (n=4)	2

Only two respondents knew the tribal affiliations for their students, which included Kumeyaay, Hoopa, Bishop Paiute, Sioux, Yurok, Black Feet, and Cherokee.

Respondents reported no Native/Indigenous faculty or staff at their schools. Three respondents reported there was a person in the School of Social Work responsible for supporting Native students and four reported there was a person at their university responsible for supporting Native students. Academic supports for Native/Indigenous students included tutoring, writing tutoring, University Office of Outreach and Special Projects, SERVE, Title IV-E PCs, Native Advisory Council, California Indian Culture and Sovereignty Center (CICSC), American Indian Student Alliance, Indian Student Organization, Society for the Advancement of Chicanos and Native Americans in Science, Tribal Engagement Initiative, and academic advisors. Two respondents stated there were Native student associations either at their university or within the School of Social Work.

When asked about their departments' experiences working with tribes and tribal agencies, four respondents stated that they have worked with tribes and tribal agencies with mixed results. Two reported positive experiences. One respondent shared that they collaborate regularly with tribal partners to develop field education and serve as guest speakers. Another shared they have been able to establish internships for their Native students in the past and recently started exploring recruitment opportunities through the Bay Area Collaboration of American Indian Resources (BACAIR).

Several respondents shared challenges as well as successes with developing partnerships. One shared that their lack of cultural understanding resulted in challenges in developing effective partnerships apart from SERVE. Another respondent noted they were unsuccessful in partnering with Pechanga but were recently able to develop a successful partnership with Pala.

Respondents reported tribal field placements with Pala Mission Band of Indians Family Services, Southern Indian Health Council Family Services, American Indian Community Resource Center. One responded noted they were currently working on securing internships with North Fork Mono Rancheria,

Picayune Rancheria of Mono Indians, Tachi Yokut, Fresno American Indian Health Project, and Tule River Yokut Tribe.

All respondents (n=5) reported their schools were very interested in recruiting and supporting Native/Indigenous and Title IV-E students. One respondent shared their SERVE PC is recruiting students for 2022-2023. They shared current supports for students which included “monthly/bi-monthly cultural support workshops and engaging tribal partners to serve as mentors for students,” as well as “plans to engage tribal partners in a Native American Field Advisory Board...and discussions on how Field Instruction can develop when working with tribes and how this looks in working with community, culturally humble approaches.”

Another respondent stated an interest in increasing enrollment and graduation of Native/Indigenous students, field placements, partnerships with tribal organizations and advocacy groups, as well as, building their capacity “to better train social workers with cultural responsiveness directly related to our regional Indigenous population.” Another respondent reported they applied for Title IV-E funding to support Native students and have asked their SERVE PC for help recruiting applicants. They also expressed an interest in increasing the number of tribal field placements for their students. Another respondent stated they were “exploring ways with BACAIR to see how we can increase the visibility of our programs to prospective Native American students and finding ways to better provide information and coaching to prospective students.”

## **Student Interviews**

Ten one-on-one student interviews were conducted to better understand student perceptions of pursuing a Title IV-E Social Work degree with a Child Welfare focus. Interview questions assessed student academic experiences before, during, and after being accepted into a Title IV-E School of Social Work program. Patterns and themes related to Title IV-E students’ experiences emerged from the interviews.

### **Experience Considering, Applying, and Being Accepted Into a Social Work Program**

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 (Table 12). Students described their desire to give back to their community and of seeing the value in higher education as a pathway. One current MSW student stated, *“I saw a lot of need in the tribal community I was serving, and I saw that I could only help them so much with the background that I didn’t have educationally. So, I wanted to go back to school to get the degree to hopefully continue to serve that population, but in a better, more encompassing way.”*

There was a strong generational influence from family members providing encouragement. Some students attributed having witnessed “social work” in their families and communities as they were growing up. Half of the students interviewed stated they had a desire to focus on Child Welfare.

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. Meeting a SERVE coordinator was commonly linked to being referred to by a friend or family member, meeting at a powwow, and presentations given at community college or introductory social work courses. Three of those students also had knowledge of

the CalSWEC Title IV-E Program and said it influenced their decision to apply because it would ease the financial burden of their education.

Table 12. Student Interviews: Experience before applying to a School of Social Work (n=10)

Student Experience BEFORE Applying to a Title IV-E School of Social Work – Categorized Responses	# of Responses
Call to action	7
SERVE interaction	6
Generational influence	6
Worldview	5
Focus on child welfare	5
Title IV-E stipend	3
Role model and representation	3
Real-world experience	3
Prior work experience	3
Pre-application academics	3
Personal experience	3
Lack of representation	3
Mentor Support	2
Spiritual support	1
Rural identity	1
Range of career opportunities	1
Intention for licensure	1
Financial constraints	1

All 10 student interviewees described their experience of applying to a Title IV-E School of Social Work (Table 13). Most of the students stated they had interactions with SERVE during the application process. SERVE provided encouragement and practical assistance during the application process. Along with the support of SERVE PCs, there was also a necessity for self-advocacy and taking responsibility for oneself and responsibilities for the steps required in the application process. Other areas of support came from mentors, role models, and peers. Some of the challenges encountered included the application being rejected or fear of rejection, a lack of knowledge about the application process, and general stress.

Table 13. Student Interviews: Experience during application process (n=10)

Student Experience Applying to a Title IV-E School of Social Work – Categorized Responses	# of Responses
SERVE interaction/support	8
Self-advocacy	7
Campus of choice	4
Mentor support	3
Title IV-E Stipend	2
Role models & representation	2
Received a rejection	2
Native student peer to peer support	2
Lack of self-efficacy	2
Lack knowledge of application process	2
Stressful process	1
Rural identity	1
Financial constraints	1

**Facilitators to Completing a Child Welfare Focused Social Work Degree**

All 10 of the students interviewed stated that the stipend received from the CalSWEC Title IV-E Program facilitated their efforts to stay in school and complete their degree in Social Work with a Child Welfare focus (Table 14). Most described the financial support as essential to being able to focus on their studies. Other supportive factors included peer-to-peer support among Native students. One student described their experience with being part of forming the Indigenous Social Work Alliance and its value in building a sense of connectedness and shared understanding among Native students. One current MSW student stated, *“We would challenge each other of what we knew after readings, after research, so that helped. I had a small clique of Colleague friends in the cohort.”* In addition, three students said their interactions with SERVE PCs were also a source of support.



Table 14. Student Interviews: Facilitators to completing a Child Welfare focused Social Work degree (n=10)

Facilitators to Completing a Child Welfare Focused Social Work Degree – Categorized Responses	# of Responses
Title IV-E stipend	10
Native student peer to peer support	7
SERVE interaction	3
Real-world experience	2
Mentor support	2
Worldview	1
Transition to virtual learning	1
Support from home	1
Spiritual support	1
Self-advocacy	1
Prior work experience	1
Native student success	1
Intention for licensure	1

**Barriers to Completing a Child Welfare Focused Social Work Degree**

When analyzing barriers experienced among Native students in completing a social work degree, a common theme expressed across interviews was a lack of instructor knowledge. The lived experience of Native communities was not reflected in the class materials or instruction. Some students who were interviewed stated that when they asked questions or chose to write about a tribal community topic, some instructors showed a lack of understanding and knowledge about the communities.

Another common theme expressed across student interviews was the “emotional labor of educating others.” Over half of the students described their experience of having to provide information, history, or other perspectives to their classmates or educators, this often being in reference to Native American history or rural identity (Table 15). One BASW student said, *“Most of the time in the classroom, I was the only Native student. Not only that, I feel like I was also the only person from a rural area ... it seemed like the conversations were so different from what I was familiar with because everybody you know, usually are familiar with places or has access to things.”*

Table 15. Student Interviews: Barriers to completing a Child focused Social Work degree (n=10)

<b>Barriers to Completing a Child Welfare Focused Social Work Degree – Categorized Responses</b>	<b># of Responses</b>
Lack of instructor knowledge	7
Educating others on native/indigenous perspectives	6
Lack of representation	5
Lack of Native student peer to peer support	4
Call for decolonization	3
Transition to virtual learning	2
Navigating bias	2
Lack of self-efficacy	2
Worldview	1
Stressful process	1
Self-advocacy	1
Rural identity	1
Financial constraints	1

### **Project Pathway #3: Decolonizing Social Work Curricula**

Another pathway of SERVE is to support resource development, academic dialogue, and community-led initiatives that center Native America and tribal communities' lived experiences by providing workshops on the history of the Indian Child Welfare Act (ICWA) and Native American sovereignty.

#### **Decolonial Workshop Survey**

In the 2021/22 academic year, SERVE PCs reached approximately 471 participants in nine decolonizing social work workshops. The workshops included training on California Indian History, Historical Trauma, Cultural Humility, ACEs and ICWA. The trainings were developed by Tamara Strohauer, the SERVE PC for the Southern Region, through her extensive work with tribal leaders and Dr. Vincent Felitti who is a Co-PI of the ACEs study (Adverse Childhood Experience). These training are also in alignment with CWS Core Curriculum. Tamara defines the purpose of these trainings as “to provide a foundational introduction to the unique history of California, a history of genocide both of Native Peoples and culture through the mission system, gold rush, boarding school, and adoption eras, and discuss the impact still prevalent in our communities today.” She further states, “This training discusses sovereignty, distinctions between historical, cultural, and intergenerational trauma, the importance of cultural humility and building relationships with tribes, understanding ACEs, the neuroscience of trauma and resilience, and foundational applications of the Indian Child Welfare Act.”

Workshops were presented at California State University (CSU) San Marcos, CSU Fullerton, CSU Dominguez Hills, CSU Long Beach, SDSU, and CSU Stanislaus. A satisfaction survey was administered to participants at the end of eight of the nine workshops. A total of 115 students responded to the survey. Of the students who responded to the survey, six identified as Native and 109 identified as non-Native. Results of the surveys are organized by Native, non-Native, and all students which includes the cumulative numbers of both non-Native and Native.

One SERVE PC noted that they were not provided with the satisfaction survey. Therefore, the seminars they conducted with students were not included in the results below. No further information about the number of seminars or number of participants in their seminars was provided.

#### **All Students**

A total of 115 students responded to the workshop satisfaction survey (Native students n= 6, non-Native students n=109). Mean scores of the five-point rating scale show that both Native and non-Native respondents reported the workshops were very relevant to their social work education or career. They also indicated that they will probably or definitely use what they learned from the workshop in their work (Figure 14 – Figure 15).

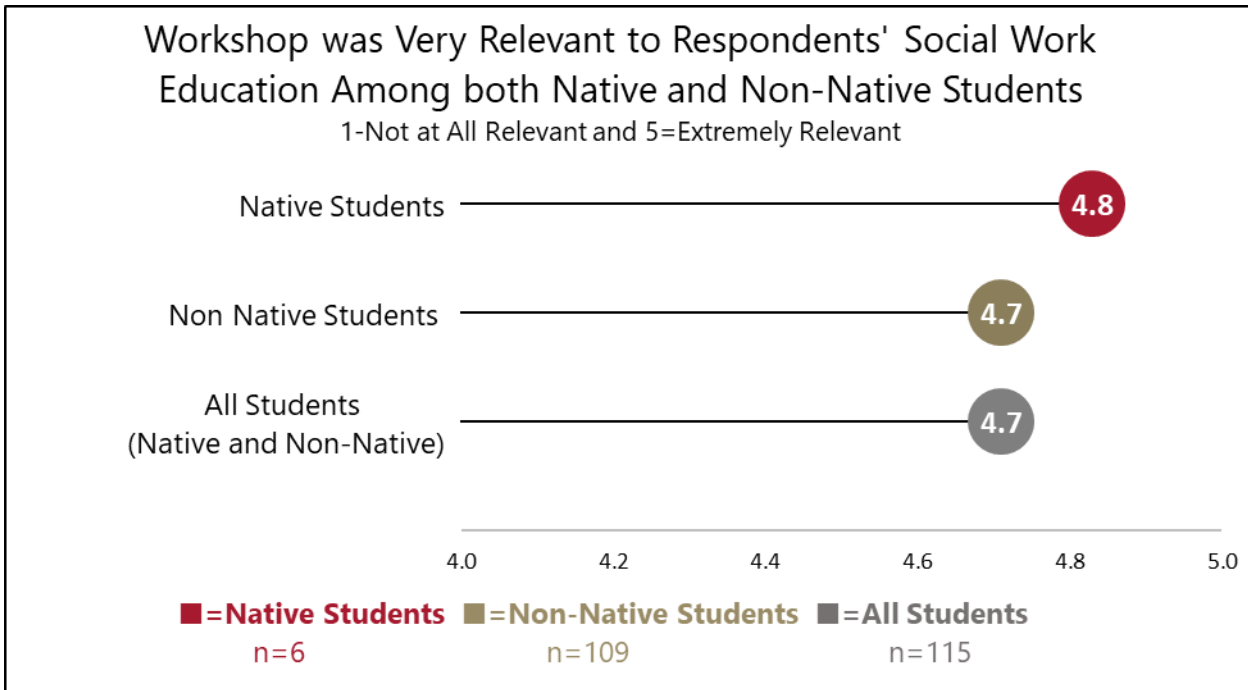


Figure 14. Comparison of Means for Native (n=6), non-Native (n=109), and All Students (n=115) on How Likely They are to use What They Learned in Their Coursework or Field Placement

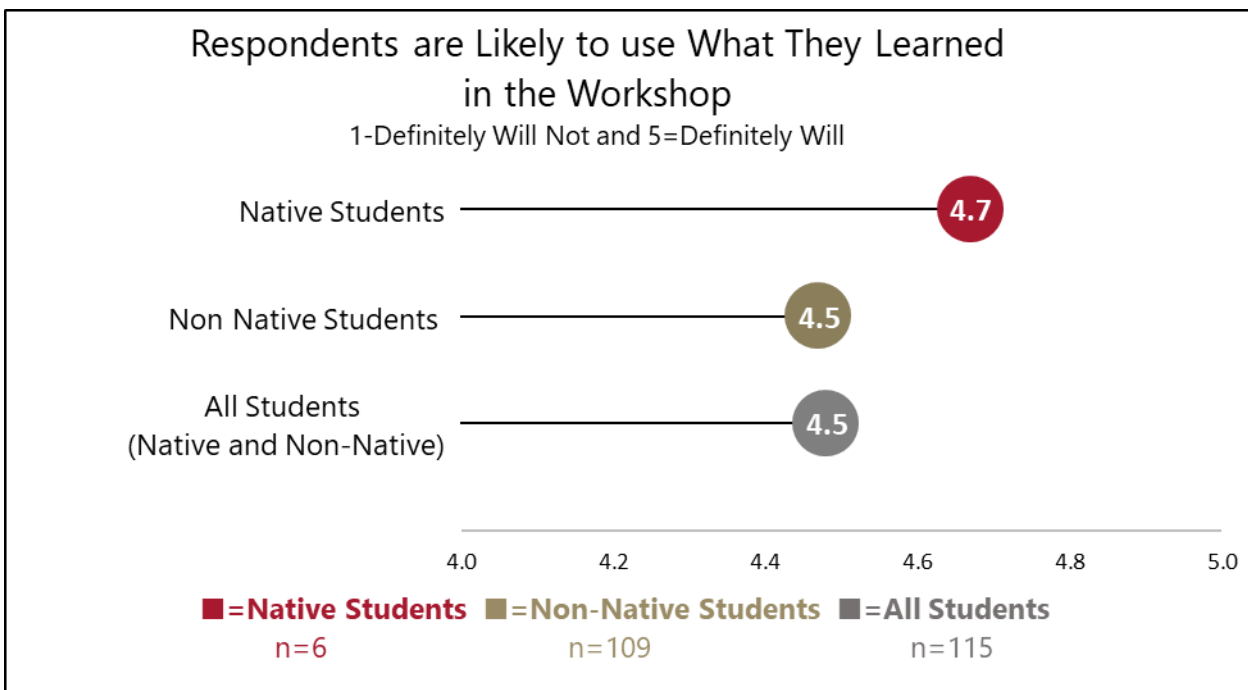


Figure 15. Comparison of Means for Native (n=6), non-Native (n=109), and All Students (n=115) on how Applicable the Presentation was to their Social Work Education

Supports for learners using what they learned are reported in Figure 16. Respondents were asked to select all that apply. For both Native and non-Native students, the most selected support was feeling motivated to use what they learned. Other supports include: activities in the workshop helping them think about how to apply what they learned, being able to envision how to apply what they learned, feeling able to implement what they learned, academic instructors supporting them in using what they learned, opportunities to use what they learned, having the resources they need to use what they learned and their Title IV-E advisor’s support in using what they learned.

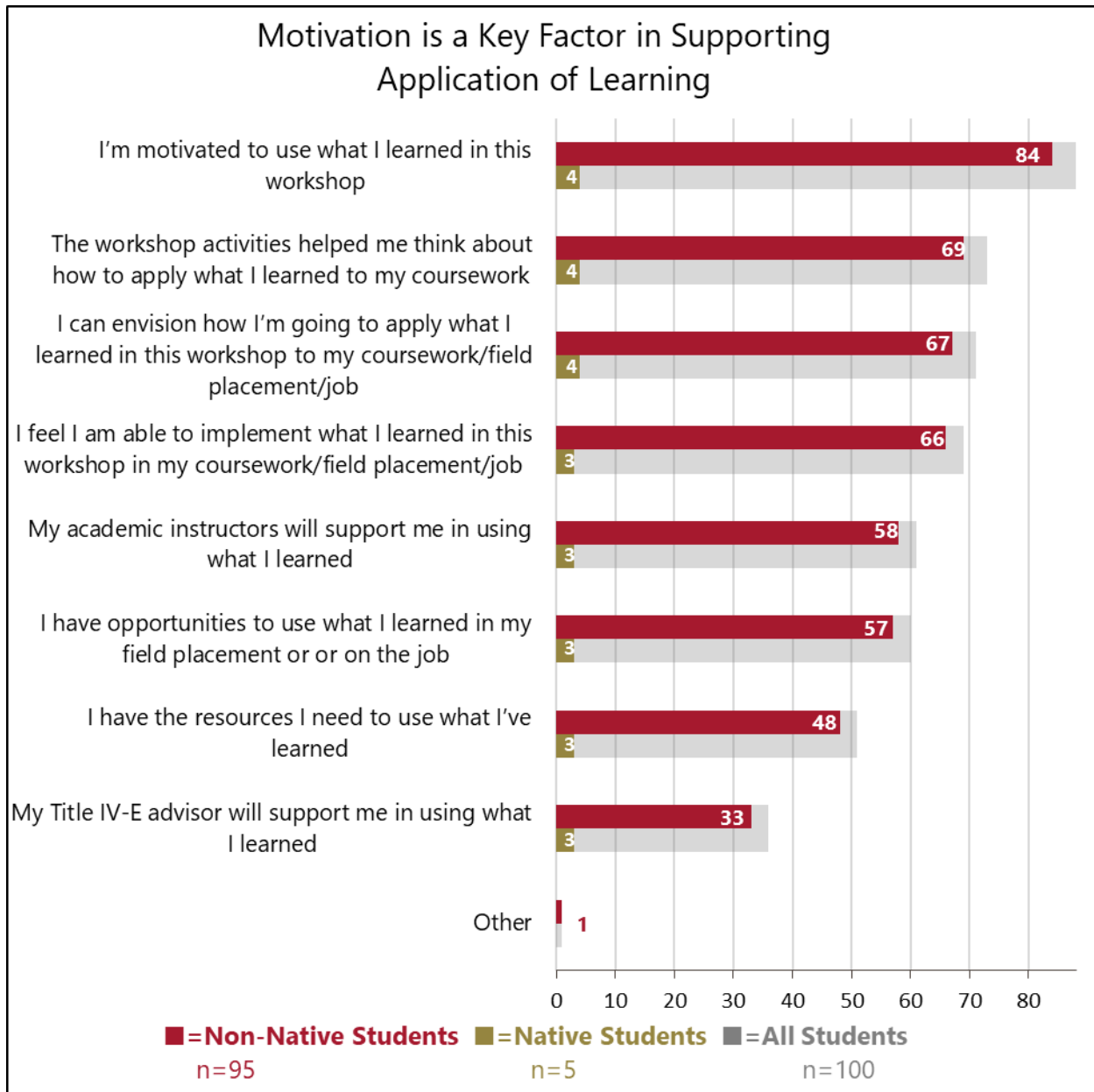


Figure 16. Comparison of Factors that Support Using the Content of Workshop at Work for non-Native (n=95), Native (n=5), and All Students (n=100)

Learners who did not feel they would use what they learned from the workshop in their work indicated needing additional training in the subject matter. Other barriers include: training content not relevant to coursework, not having the resources they need to use what they learned, and other. Respondents were asked to select all that apply and include both Native and non-Native students (Figure 17).

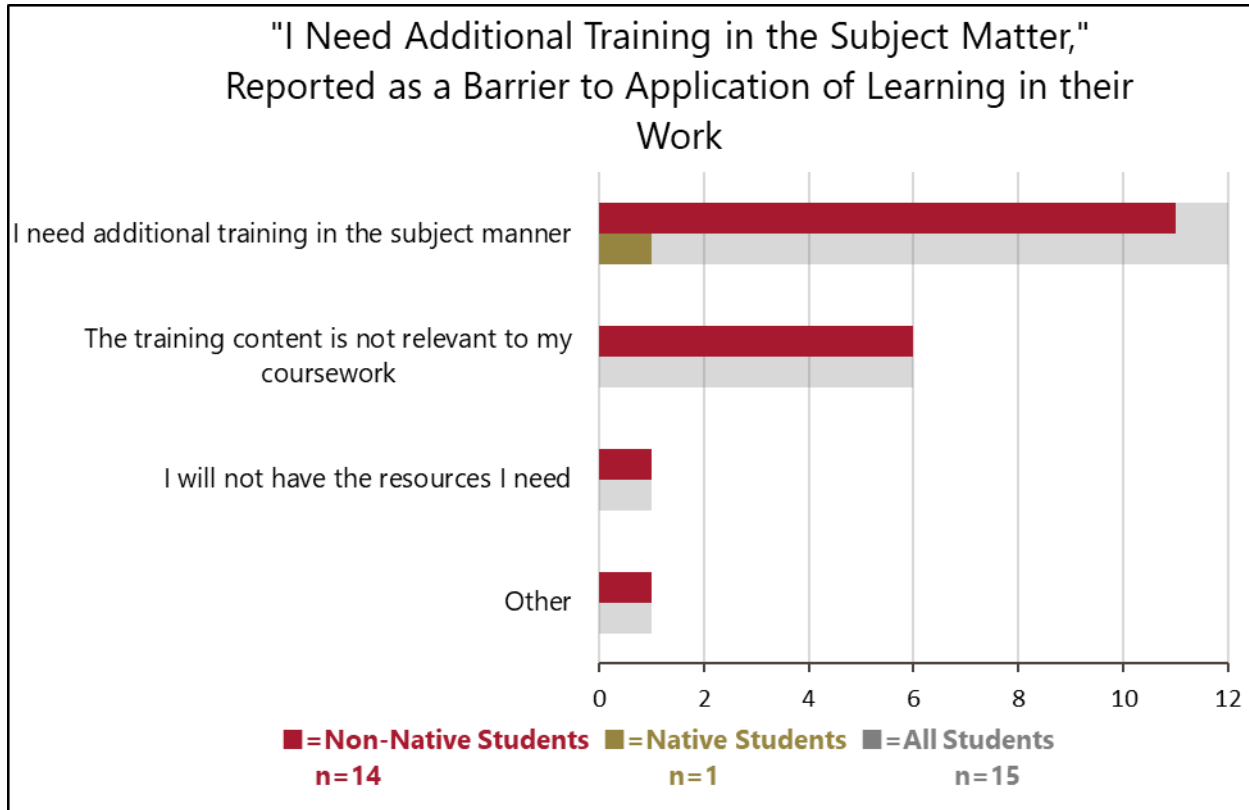


Figure 17. Comparison of Totals for How Likely Students (Native & non-Native) will use What They Learned from the Workshop for non-Native (n=14), Native (n=1), and All Students (n=15)

Respondents were also asked three open-ended questions:

1. What is one thing you learned from this presentation?
2. One way that I can recognize and develop cultural humility in myself is to...
3. Any additional comments and/or suggestions to made this presentation better for future social workers?

The top categorized responses to these questions are reported in Table 16Table 17-Table 24. A full list of all categorized responses can be found in Appendix 5. Details about the open-ended responses will be reported separately for All Students, Native students, and non-Native Students in the sections below.

### **All Students' Open-Ended Questions**

All students were asked to identify one thing they learned in the workshop. As shown in Table 16, the most common response was systemic oppression of Native Americans, followed by history, information about boarding schools, a lot, and ICWA.

*Table 16. All Students: What is one thing you learned from this presentation? Categorized responses with frequency > 1. (n=137)*

<b>All Students: What Respondents Learned In The Workshop- Categorized Responses with Frequency &gt; 1</b>	<b># of Responses</b>
Systemic oppression of Native Americans	30
History	23
Boarding schools	10
A lot	7
ICWA	7
Historical trauma	5
Value of learning history	5
Cultural humility	3
Number of tribes	3
"Hide the culture in the children"	2
Lifting up Indigenous voices	2
Resilience of Native Americans	2
Confirmed what I knew	2
Environmental issues and Native Americans	2
Impact of trauma	2
Land acknowledgement	2

Respondents were asked to identify how they could recognize and develop cultural humility in themselves. As shown in Table 17, responses included learning about other cultures, being open minded, listening to others, learning from people from other cultures, being curious, doing research, being educated, and acknowledging biases.

Table 17. All Students: One way that I can recognize and develop cultural humility in myself is to...Categorized responses with frequency > 1. (n=183)

All Students: How to Recognize and Develop Cultural Humility - Categorized Responses with Frequency > 1	# of Responses
Learn about other cultures	25
Be open minded	18
Listen to others	14
Learn from people from the culture	9
Be curious about others	8
Do research	8
Be educated	7
Acknowledge my biases	6
Learn about history	5
Be understanding	4
Be empathic	3
Learn about the communities of Native people whose land I live on	3
Examine my own beliefs and identities	3
Respect other cultures	3
Acknowledge my privilege	2
Don't make assumptions	2
Appreciate other cultures	2
Be culturally appropriate	2
Understand how different everyone's experiences are	2
Be respectful	2
Know the population I'm serving	2



Table 18. All Students: Suggestions to improve workshop and additional comments- Categorized responses with frequency > 1. (n=42)

All Students: Suggestions to Improve Workshop and Additional Comments- Categorized Responses with Frequency > 1	# of Responses
General positive comments	30
None	8
Should be shared in other classes	2
Videos were powerful	2

### **Native Students' Open-Ended Questions**

The six Native students were asked to identify one thing they learned in the workshop. As shown in Table 19, the most common response was history, followed by how to advocate in post-secondary settings, information about boarding schools, and the workshop confirmed what they already knew.

Table 19. Native Students: What is one thing you learned from this presentation? All categorized responses. (n=6)

Native Students: What Respondents Learned in the Workshop- Categorized Responses	# of Responses
History	2
A lot	1
How to advocate in post-secondary settings	1
Boarding schools	1
Confirmed what I knew	1

Respondents were asked to identify how they could recognize and develop cultural humility in themselves. As shown in Table 20, responses included being appreciative of the history of other cultures, learning about history, learning about other cultures, learning about their tribe, learning from people from the culture, and not being ashamed to admit they are Native.

Table 20. Native Students: One way that I can recognize and develop cultural humility in myself is to...Categorized responses with frequency > 1. (n=6)

Native Students: How to Recognize and Develop Cultural Humility – Categorized Responses	# of Responses
Be appreciative of the history of other cultures	1
Learn about history	1
Learn about other cultures	1

Learn about your tribe	1
Learn from people from the culture	1
Not be ashamed to admit I am	1

As shown in Table 21, suggestions for improving the workshop included more events and keeping the conversation going.

Table 21. Native Students: Suggestions to improve workshop and additional comments- Categorized responses with frequency > 1. (n=4)

<b>Native Students: Suggestions to Improve Workshop and Additional Comments- Categorized Responses</b>	<b># of Responses</b>
General positive comments	2
I would like to see more events	1
Let's keep the conversation going	1

### **Non-Native Students' Open-Ended Questions**

Non-Native students were asked to identify one thing they learned in the workshop. As shown in Table 22, common responses included systemic oppression of Native Americans, history, the value of learning history, information about boarding schools, ICWA, historical trauma, number of tribes, and cultural humility. Respondents reported learning about many forms of oppressive policies and actions taken against Native populations, such as the eradication of Native culture and languages, forced labor, genocide, child separation, relocation, and sterilization of Native women.

Table 22. Non-Native Students: What is one thing you learned from this presentation? All categorized responses. (n=131)

<b>Non-Native Students: What Respondents Learned in the Workshop- Categorized Responses with Frequency &gt; 1</b>	<b># of Responses</b>
Systemic oppression of Native Americans	30
History	21
Boarding schools	9
ICWA	7
A lot	6
Value of learning history	5
Historical trauma	5
Number of tribes	3
Cultural humility	3
"Hide the culture in the children"	2

<b>Non-Native Students: What Respondents Learned in the Workshop- Categorized Responses with Frequency &gt; 1</b>	<b># of Responses</b>
Resilience of Native Americans	2
Lifting up Indigenous voices	2
Environmental issues and Native Americans	2
Impact of trauma	2
Land acknowledgement	2

Respondents were asked to identify how they could recognize and develop cultural humility in themselves. As shown in Table 23, common responses included learning about other cultures, being open minded, listening to others, learning from people from the culture, being curious, doing research, being educated, and acknowledging biases. Examples of being open minded included “keep an open mind and curious heart,” “being open minded...everyone is more informed about their own life that I ever will be so I can’t always assume I know what is best for them,” and “meet all people with curiosity and open-mindedness to learn about their unique experiences and backgrounds.” Listening to others included “listening with an open heart,” “listen and not judge,” and “listen to their feelings.” Acknowledging biases included “acknowledge my potential biases and to reflect on my culture in comparison to others” and “understand my own personal biases while also maintaining an open and respectful mind to cultures other than my own.”

Table 23. Non-Native Students: One way that I can recognize and develop cultural humility in myself is to...Categorized responses with frequency > 1. (n=177)

<b>Non-Native Students: How to Recognize and Develop Cultural Humility – Categorized Responses with Frequency &gt; 1</b>	<b># of Responses</b>
Learn about other cultures	24
Be open minded	18
Listen to others	14
Learn from people from the culture	8
Be curious about others	8
Do research	8
Be educated	7
Acknowledge my biases	6
Learn about history	4
Be understanding	4
Be empathic	3
Learn about the communities of Native people whose land I live on	3

<b>Non-Native Students: How to Recognize and Develop Cultural Humility – Categorized Responses with Frequency &gt;1</b>	<b># of Responses</b>
Examine my own beliefs and identities	3
Respect other cultures	3
Acknowledge my privilege	2
Don't make assumptions	2
Appreciate other cultures	2
Be culturally appropriate	2
Understand how different everyone's experiences are	2
Be respectful	2
Know the population I'm serving	2

As shown in Table 24, suggestions for improving the workshop included sharing information in other classes, embedding multiple choice questions to ensure students are engaged and understand material, address cultural appropriation, give a specific activation warning at the beginning of the workshop, more Native American guest speakers, more about ICWA, how to calm down after hearing about the treatment of Native populations, add small group discussions, and let participants know about the spiritual aspect of the workshop.

Table 24. Non-Native Students: Suggestions to improve workshop and additional comments- Categorized responses with frequency >1. (n=58)

<b>Non-Native Students: Suggestions To Improve Workshop and Additional Comments- Categorized Responses</b>	<b># of Responses</b>
General positive comments	28
None	8
Should be shared in other classes	2
Videos were powerful	2
Embed multiple choice questions throughout the presentation to make sure students are engaged and understand the material	1
Address cultural appropriation	1
Better audio for videos	1
Some details were regurgitated, I would say this takes away from the audience's focus on significant details.	1
Get involved in different cultures to be able to better support them	1

Address cultural appropriation	1
Better audio for videos	1
Some details were regurgitated, I would say this takes away from the audience's focus on significant details.	1
Get involved in different cultures to be able to better support them	1
Give a specific activation warning at the beginning of the presentation	1
More time for the presentation	1
Have more Native American guest speakers	1
Participate in an in-person cultural experience	1
How ICWA applies to our job	1
Should be shared every semester	1
How to calm down after hearing about the treatment of Native populations	1
Small group discussions	1
Inform participants about the spiritual aspect of the training	1

## Integration of ICWA Training

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. A decolonizing curriculum for all Title IV-E PCs and faculty at Social Work Programs was developed by the northern SERVE PC, a representative from California Judicial Council who is also on the advisory board of CalSWEC, and a CalSWEC Policy Analyst. The curriculum included four ICWA modules with 27 lesson plans on ICWA, Native American history, political status and tribal sovereignty, impact of ICWA on tribal communities, as well as resources for working with tribal communities.

SERVE PCs were asked to complete a survey assessing fidelity to the curriculum and learner engagement after they delivered an ICWA training. There were six fidelity assessments completed for these ICWA trainings that were delivered to BASW and MSW students. The ICWA training consists of two modules, each module containing several sub-topics, some of which were not utilized during all sessions (Table 25). For Module 1: California Indian History, four fidelity surveys were completed and for Module 2: Tribal Sovereignty, two fidelity surveys were completed.

SERVE PCs reported across four sessions of the first module, 77 CalSWEC Title IV-E students attended and across two sessions of the second module, 29 attended. Overall, SERVE PCs reported that the students were engaged with the content in each module. SERVE PCs also found the assignments to be useful. In four out of the six sessions, SERVE PCs indicated that only minor modifications were made to the modules, one indicated that they followed instructions exactly, and the final SERVE PC indicated that they made significant modifications. For all sessions, SERVE PCs reported that they planned on using content from other CalSWEC Title IV-E ICWA modules.

Table 25. ICWA Fidelity Survey Modules 1 and 2

ICWA Fidelity Surveys	
Module 1: California Indian History - Subtopic Titles	Number of Times Taught
Subtopic 1: Native Societies in California - Pre-Colonization	4
Subtopic 2: First European Explorer Contacts	3
Subtopic 3: The Mission System	4
Subtopic 4: The Mexican-American War leading to California becoming a U.S. State	2
Subtopic 5: The Gold Rush	4
Subtopic 6: Indian Boarding Schools	3
Subtopic 7: Federal Indian Laws & Policies	3
Subtopic 8: American Indian Civil Rights Era - Self Determination Era	2

Module 2: Tribal Sovereignty - Subtopic Titles	Number of Times Taught
Subtopic 1: Foundational Knowledge	2
Subtopic 3: Treaties and Supreme Court Decisions	2
Subtopic 4: Understanding Jurisdiction	1

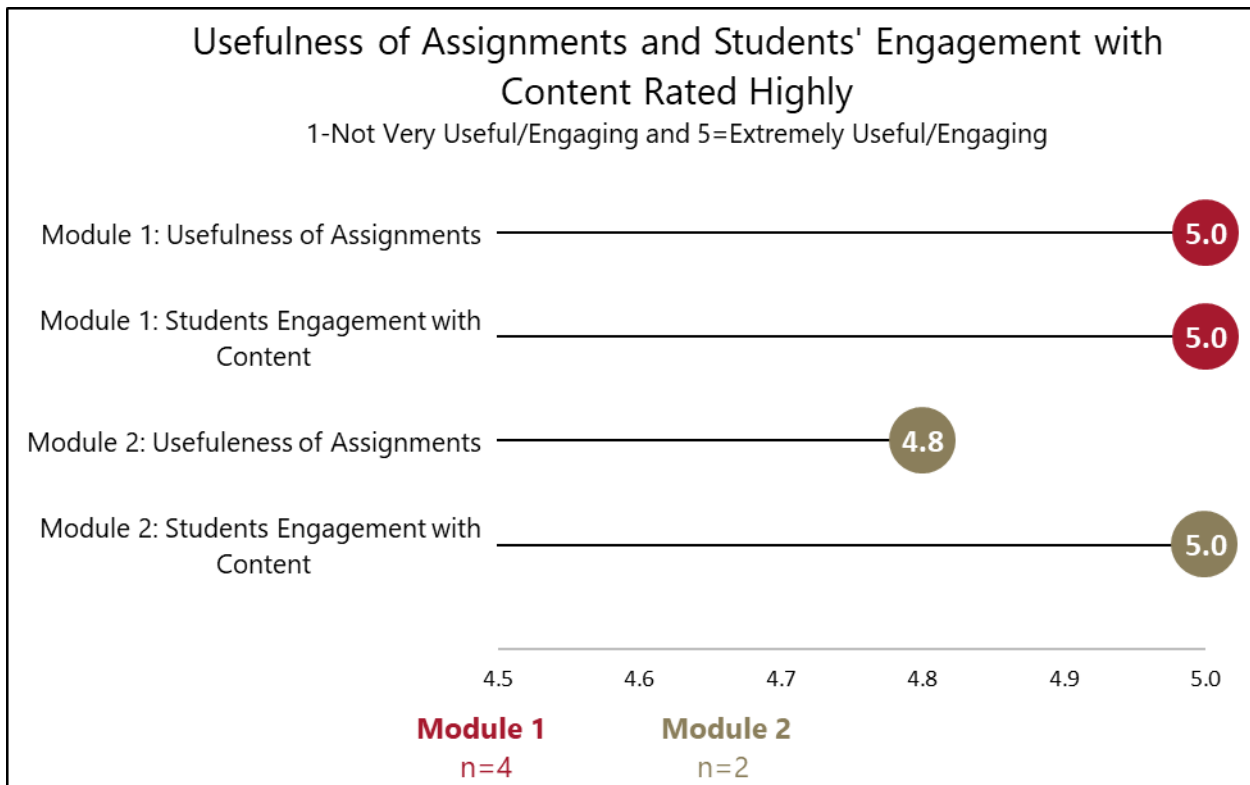


Figure 18. Usefulness of assignments and participant engagement for Modules 1 (n=4) and Module 2 (n=2)

## Project Pathway #4: Field Placements & Tribal Employment

The final pathway of SERVE is to increase the number of students placed into tribal field placements while pursuing a social work degree. This includes supporting Native students' transition into tribal employment or County positions, along with encouraging non-Native students to complete the Title IV-E employment requirement at a tribal agency.

This section shares findings regarding the number of students who entered and completed tribal field placements and transitioned into employment that meets Title IV-E requirements. In addition, the benefits and impacts on students are reported. The results in this section are drawn from a secondary analysis of CalSWEC data and one-on-one interviews with students and tribal partners.

There were 12 Title IV-E tribal child welfare field placement agencies identified in the CSIS data. Field agencies are established by the 20 CSU and UC Schools of Social Work. Between 2007 and 2021, there have been a total of 49 students in tribal field placements, with 10 BASW and 39 MSW Title IV-E entering a placement (Table 26). Of these 49 students, 36 graduated, 11 are currently enrolled (in good-standing), one was terminated, and one withdrew.

*Table 26. Student Tribal Field Placement by School 2007-2021 (n=49)*

<b>Title IV-E Degree Program</b>			
<b>School of Social Work</b>	<b>BASW</b>	<b>MSW</b>	<b>Total</b>
Cal Poly Humboldt, IV-E BASW	9	0	9
Cal Poly Humboldt, IV-E MSW	0	21	21
Cal Poly Humboldt, IV-E Pathway	1	3	4
CSU Chico, IV-E MSW	0	1	1
CSU Northridge, IV-E MSW	0	7	7
CSU San Bernardino, IV-E MSW	0	2	2
CSU San Marcos, IV-E MSW	0	1	1
San Diego State University, IV-E MSW	0	4	4



## Native Title IV-E Graduate Work Requirement

Of the 112 Native Title IV-E students who graduated between 2001 and 2021, 91 completed their work requirement. These work requirements were fulfilled across different agencies including 59% at a county agency, 36% at a tribal agency, 1% at a non-profit organization/community-based organization (CBO), and 3% completed at multiple types of agencies (Table 27). Twenty-five Northern region Native Title IV-E graduates completed their obligation at a tribal agency. Southern region had five Native Title IV-E students complete their work requirement at a tribal agency while Central had three (Table 28).

Table 27. Native Title IV-E Graduates' Work Requirement Completed by Type of Agency (n=91)

Types of Agencies Native Title IV-E Graduates' Fulfilled Work Requirement	Native Title IV-E Graduates	Percentage of Type of Agency
County Agency	54	59%
Tribal	33	36%
Worked at Multiple Agency Types (Native/Indigenous and County)	3	3%
Non-Profit Organization/CBO Agency	1	1%

Table 28. Native Title IV-E Graduate Work Requirement by Region 2001-2021

Native Title IV-E Graduate Work Requirement by Region				
Region	Tribal Employment	County Employment	Multiple Agency Employment (Tribal and County)	Non-Profit
Northern	25 (60%)	16 (38%)	1 (2%)	0 (0%)
Central	3 (12%)	22 (85%)	1 (4%)	0 (0%)
Southern	5 (22%)	16 (70%)	1 (4%)	1 (4%)

Of the 112 Title IV-E Native graduates between 2001 and 2021, approximately 19% of graduates had not completed their work requirement (Table 29). Almost half (48%) of these graduates were still making progress towards completing their work requirement. Six graduates have begun their work requirement (verified), two are in search of employment (Employment Verification Form - EVF pending), one has submitted their Employment Completion Form (ECF) but needs school review, and one work requirement has been verified but ECF is pending. The remaining 11 have entered repayment (91%) or had their work requirement waived (9%).

Table 29. Native Title IV-E Graduates Work Requirement Status for Those Who Have not Completed (n=21)

Native Title IV-E Graduates Who Have Not Completed Work Requirements Due To...	Number of Native Title IV-E Graduates	Percentage
Worked, but went into Repayment	6	29 %
Work Requirement Begun, Verified	6	29%
Directly Entered Repayment	3	14%
Employment Search in Progress, EVF Pending	2	10%
EFC Submitted, Needs School Review	1	5%
Repayment (MRA) Due	1	5%
Work Requirement Waived	1	5%
Work Requirement Verified. ECF Pending	1	5%

### Non-Native Title IV-E Graduate Work Requirement – Tribal Agency

Twenty-four non-Native Title IV-E graduates entered their work requirement at a tribal agency. These graduates are most likely to identify as White (42%), followed by Latino/Hispanic (25%), and multiethnic (13%). Approximately 8% identified as other/unknown or declined to state (Table 30).

Table 30. Race/Ethnicity of Non-Native Title IV-E Students Who Completed an Employment Obligation w/ Tribal Agency (n=24)

Race/Ethnicity of Non-Native Students	Entered Tribal Agency Employment	%
White/European/Caucasian	10	42%
Latino/Caribbean/Central or South American/Hispanic	6	25%
Multi-ethnic	3	13%
Other/Unknown/Decline to State	2	8%
South/East/Central Asian	1	4%
African/African American/Black	1	4%
Middle Eastern/Arab	1	4%

Of the 24 non-Native Graduates who entered their work requirement at a tribal agency, 17 have completed. Fifteen of the non-Native graduates are from the Northern region with the remaining two from Central region (Table 31).

Seven non-Native graduates have yet to complete their employment obligation. Five graduates were considered to be working their way towards completing the obligation with three having begun their work requirement but not yet completed, one having their work requirement verified (ECF pending) and one has delayed their work requirement. The remaining two graduates have entered repayment (Table 32).

Table 31. Non-Native Title IV-E Who Entered Tribal Employment by Region

<b>Non-Native Title IV-E Who Entered Tribal Employment by Region</b>				
<b>Region</b>	<b>Tribal Employment</b>	<b>Multiple Agency Employment (Tribal and County)</b>	<b>Total who Entered Tribal Employment</b>	<b>Total who Completed</b>
Northern	18	3	21	15
Central	3	0	3	2
Southern	0	0	0	0

Table 32. Non-Native Title IV-E Graduates Work Requirement Status for Those Who Have not Completed (n=7)

<b>Non-Native Title IV-E Graduates Who Have Not Completed Work Requirements Due To...</b>	<b>Number of Native Title IV-E Graduates</b>
Work Requirement Begun, Verified	3
Repayment (MRA) Due	2
Work Requirement Delayed	1
Work Requirement Verified. ECF Pending	1

### Pathway or Part-Time Title IV-E Students – Tribal Employment

Pathway is a program designed to support California public and tribal child welfare employees who are from rural and underserved communities in pursuing a BASW or MSW Title IV-E degree. Thirteen tribal employees participated in the Pathway program as part-time students. Pathway participants were comprised of three Pre-BASW, three BASW, and seven MSW students. Ten have completed their work requirement, two have begun their work requirement and one began their work requirement but went into repayment. All participants of the Pathway program identify as Native American, took the program part-time, and went to CSU Humboldt.

In total there were seven students who entered tribal employment as part-time only and were not a part of the Pathways program. All seven of these students were pursuing their MSW degrees. Four of the part-time only students completed their work requirement and one has begun their work requirement. Two part-time only students worked but went into repayment. Six of the seven part-time only students identified as Native American (Table 33).

Table 33. Tribal Employees who are Pathway or Part Time Only

Tribal Employees who are Pathways or Part-Time Only				
	Pre-BASW	BASW	MSW	Tribal Employees
Pathways	3	3	7	13
Part-Time Only	0	0	7	7

## **Tribal Agency Interviews**

One-on-one interviews were conducted with tribal agency partners (n=5) to gain perspective and feedback on their interactions with SERVE PCs along program strategies, what worked well with their field placement interns, and what their challenges may have been.

### **Interactions with SERVE Coordinators**

Interviewees described having essential help from academic partners, such as field coordinators or a SERVE PC, when establishing field placements. Most stated that it has been a positive working relationship with good communication, advocacy, and representation from SERVE PCs. The tribal agency partners interviewed did not provide any challenges in their relationships with SERVE or SERVE PCs when asked.

### **What Went Well in Field Placements**

The tribal agency partners were asked about their observations of what worked well for the student interns assigned to their organization. Two partners stated that very close supervision of the interns helped support the students' learning experience. Other responses included, learning the importance of teaming in decision making demonstrated that the burden of Child Welfare decisions made would not rest only on them, the students enjoyed the support and interconnectedness of the tribal community, and they participated in all aspects of the job by shadowing staff.

In addition to what works well for the students, there were agency benefits such as having additional staff support, especially when staff turnover is high, or positions are unfilled. One partner stated that the Title IV-E "pay back" helps entice students to pursue gaining work experience with their tribe. The interns provided increased interactions with Child Welfare cases, putting families at ease with children gravitating toward the students. Permanent employment opportunities with the tribal agency to fill staffing gaps was also stated as a benefit of the field placement program.

When asked where the biggest impacts of the field placement program lie, the tribal partners interviewed each had a different answer. They shared that the biggest benefits they observed were:

- At the individual level with families
- At the community level
- At the organizational level
- At the student level
- Impact on tribal providers
- Opportunity for students to work in Tribal Child Welfare

One tribal agency partner stated, *"Most other agencies you're not going to have such an interconnectedness with your community, whereas you know I'm going to see the same people I work with and ceremony with."*

### **Challenges in Field Placements**

Challenges for students while completing their field placements were observed by tribal agency partners. Four partners stated that maintaining professionalism and boundaries in the field were both important and difficult for students new to the experience of working with families.

Challenges exist for tribal agencies that include the paperwork or technical aspects of onboarding students or establishing field placements with academic partners. Additional challenges mentioned included their own staff turnover. For one tribal agency partner, being located far from the school proved to be a challenge to onboarding students interested in a tribal field placement and secure the students' commitment to travel to needed locations. For another, it was being supportive of students in working with Native family dynamics as a Native person.

## SUMMARY AND RECOMMENDATIONS

### Project Pathway #1: Building Relationships and Partnerships

When discussing relationship and partnership building activities, in particular, SERVE PCs have repeatedly stated the evaluation was conducted “at the worst possible time” because of the personal and professional impact of the COVID pandemic beginning in March 2020. In person activities stopped for much of the evaluation timeframe. SERVE PCs noted their activities were also impacted by multiple hardships faced by the communities they serve and in their own families. In addition, there were challenges with collecting consistent data related to program activities. SERVE PCs reported challenges with completing the weekly activity tracking log. They also reported activities in their year-end reports in different ways, with some PCs reporting specific details about their activities and others reporting general categories of activities. Thus, it was not possible to assess the number of hours at community events or number of partnerships as planned. However, the scope of the evaluation also included analyzing secondary data, which included reports from 2017-2022. Data from both the activity tracking logs (2021-2022) and year end reports (2017-2022) were used to assess SERVE’s relationship and partnership building, recruiting, and decolonizing social work activities.

SERVE PCs’ strategies to building relationships and partnerships included having a consistent presence in tribal communities and using a holistic family centered approach. Their ability to build successful relationships and partnerships are demonstrated by the breadth and depth of their community involvement. One Title IV-E PC stated SERVE plays an integral role in developing partnerships between social work departments and tribes and tribal agencies. SERVE PCs are also recognized by tribal agencies, for example, one SERVE PC was formally recognized by the Tribal STAR Seventh Generation Workgroup for leadership and advocacy with tribal families and children.

SERVE PCs reported partnerships with 34 tribes throughout the state. SERVE PCs’ participation in their communities included attending community events, planning and implementing community focused events, developing and supporting partnerships between tribal partners and universities, supporting Native/Indigenous student organizations, and developing and implementing training for students and social workers. One SERVE PC also coordinated the COVID relief efforts of local farmers, which resulted in fresh fruit and vegetable distribution to over 380 tribal families in 2020. Another SERVE PC worked to raise awareness of the fentanyl epidemic and its impact on Indigenous communities.

#### **Recommendations for program improvements include:**

- 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.

## **Project Pathway #2: Recruitment**

One of the goals of SERVE is to increase the number of Native American students admitted into Schools of Social Work across California. SERVE supports this effort by preparing, supporting and mentoring Native students to succeed both academically and in their child welfare career.

Since 1999 there has been a total of 142 Native students in the CalSWEC Title IV-E Program. Between 2001 and 2021, 112 Native Title IV-E students have graduated from social work programs across California. Most (88%) Native student graduates obtained an MSW. Northern had the most MSW graduates of the regions with 42. Between 2001 and 2021, a total of 20 Native students had their enrollments terminated or they withdrew from the program. As of academic year 2021/22, there were 10 Native students actively pursuing a social work degree.

Schools of Social Work and CalSWEC Title IV-E program admissions staff were surveyed to assess the possible supports and barriers towards acceptance into a School of Social Work and/or Title IV-E. In total there were 21 School of Social Work and/or Title IV-E admission personnel surveyed. There was a near equal amount of representations across regions of admissions personnel who completed the Admission Survey with eight from Southern, seven from Central and six from Northern. Nearly half (48%) of respondents of the Admission Survey had made admission decisions for at least 11 years.

The results of the Admission Survey found that many of the factors admission personnel looked for in an applicant were similar between School of Social Work and Title IV-E admissions. Among the highest rated factors for both programs include work/professional experience, hours of experience, personal qualities/character. Factors that were rated on the lower end of the scale for both programs include school life involvement, extracurriculars, and hobbies.

Student interviews showed that the application process and admission into a School of Social Work and Title IV-E program can be supported by early interactions with SERVE coordinators at tribal community events and other non-campus environments. These interactions to inspire and promote a career path into Child Welfare Services can begin several years before a potential student applies to a program. SERVE PCs can help potential students understand how a social work degree in Child Welfare Services can provide them the means to give back to their communities. The SERVE PCs can also ensure the applicant knows about the Title IV-E stipend program that may eliminate a barrier of cost for the student.

Student interviews also showed that campus environments play an essential role in Native student success. While enrolled in their academic program, Title IV-E stipends and Native peer-to-peer support groups facilitated students' completion and graduation from a School of Social work. Nonrepresentation in the classroom and lack of instructor knowledge were shared as barriers to graduation.

### **Recommendations for program improvement include:**

- 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



### Project Pathway #3: Decolonizing Social Work Curricula

In an effort to build social work students' capacity in working with tribal communities, SERVE provides support through resource development, academic dialogue, and community-led initiatives that center on tribal communities' lived experience.

In the 2021/22 academic school year SERVE PCs reached approximately 471 social work students (BASW, MSW, Title IV-E) in nine decolonizing social work workshops which included trainings on California Indian History, Historical Trauma, Cultural Humility, ACEs, and ICWA. These trainings were seen by respondents as being relevant to their social work education or career and they would likely use what they learned in their work. Respondents were highly motivated to use what they learned from the workshops.

SERVE PCs provided feedback on the delivery of ICWA Modules 1 and 2 across six Title IV-E social work courses. Fidelity assessments completed by the SERVE PCs indicated that students were engaged with the content and found the assignments useful. In five of the six sessions facilitators adhered or only made minor modifications to the content of the curricula. Topics that were provided across all four Module 1 sessions include: Native Societies in California (pre-colonization), The Mission System, and The Gold Rush. Across the two Module 2 sessions the topics that were presented in each session include: Foundational Knowledge and Treaties and Supreme Court Decisions

#### **Recommendations for program improvements include:**

- 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.

## **Project Pathway #4: Field Placements & Tribal Employment**

Between 2007 and 2021, there were a total of 49 field placements with 35 in the Northern region and 14 in the Southern region.

More than half (59%) of Native graduates completed their Title IV-E employment obligation at a county agency while approximately a third (36%) completed at a tribal agency. A total of 21 Native graduates have yet to complete their Title IV-E employment obligation. Of these graduates, 10 are in the process of completing.

SERVE also supports non-Native students in their employment at tribal agencies. In total, 24 non-Native students entered their employment obligation at a tribal organization with 17 completing. Most students who enter tribal employment identify as White/European/Caucasian (42%), and Latino/Caribbean/Central or South American/Hispanic (25%).

Another goal of SERVE is to support California public and tribal child welfare employees who are from rural and underserved communities in pursuing a BASW or MSW Title IV-E degree. SERVE does this through a program called Pathway. There were 13 students enrolled in Pathway with 10 who have completed the work requirement. All of those enrolled in Pathway are from Humboldt State University.

Tribal agency interviews showed the benefits of Title IV-E students participating in tribal field placements. The additional workload support that students contribute to the agency was described as meaningful and impactful to both the agency staff and the families interacting with the Child Welfare system. In addition, the tribal agencies appreciated the support and assistance from the SERVE PCs or other CSU staff in establishing and onboarding students into their field placement. Some challenges for the agencies included students leaving before the full term of their placement and the working locations being too remote to attract students to participate.

For Native students who participated in a field placement, working under close supervision and having a mentor at the organization were described as supportive factors to their field placement experience. Challenges for the students included maintaining their professionalism, keeping boundaries with families, and the high turnover of agency staff.

### **Recommendations for program improvement:**

- 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.

## APPENDIX 1: MAP OF SERVE LOCATIONS

### Northern Region

#### SCHOOLS

CSU Chico  
Humboldt State University  
Sacramento State University

### Central Region

#### SCHOOLS

CSU Bakersfield  
CSU East Bay  
CSU Fresno  
CSU Monterey Bay  
CSU Stanislaus  
San Francisco State University  
San Jose State University  
University of California, Berkeley

### Southern Region

#### SCHOOLS

CSU Dominguez Hills  
CSU Fullerton  
CSU Long Beach  
CSU Los Angeles  
CSU Northridge  
CSU San Bernardino  
CSU San Marcos  
San Diego State University  
University of California, Los Angeles



## APPENDIX 2: ACTIVITIES - COMMUNITY EVENTS, PARTNERSHIPS, AND COLLABORATIONS

<b>Community Events in Activity Tracking Forms and Year End Reports</b>
<b><i>Culturally relevant Native community events</i></b>
Barona Pow Wow
Sacramento Pow Wow
SDAIHC Balboa Park Powwow
Sycuan Pow Wow
Balboa Park Pow Wow
Morongongo Thunder and Lightning Pow Wow
UC Riverside Pow Wow
Barona Traditional Gathering
Cahuilla Gathering
Campo Traditional Gathering
Santa Ysabel Traditional Gathering
San Pasqual Traditional Gathering
Viejas Traditional Gathering
Mesa Grande Tekamuk Gathering, Mesa Grande Band of Mission Indians
MMIW Rally at Balboa Park
MMIW-R Virtual 4-Day event
Earth Day: Big Sandy
Earth Day: Cold Springs
Earth Day: North Fork
Cupa Days at Cupa Cultural Center, Pala Band
Rincon Fiesta
Soboba Fiesta, Soboba Band of Luiseno Indians, Pala Band of Mission Indians
Indigenous Peoples Day Celebration
La Jolla Band of Luiseno Indians Wellbriety Campout
<b><i>Student/Educational Events</i></b>
Events to support NA/AI students
Native Families Education Gathering
Big Sandy Rancheria Student Resource Gathering
Native American Heritage Month activities for various campus and community events
Native Families Education Gathering
SDSU Native American Heritage Month: Honoring Joe Renteria
SDSU Native American Heritage Month: Kumeyaay Flag Raising and Fire Ceremony
Owens Valley Career Development Center Education Open House
Educational Gathering
Tule River Indian Reservation College Fair
5th Annual Native American Education Gathering
<b><i>Conferences</i></b>
Warrior Spirit Conference

Calling Upon the Warrior Spirit to Heal Historical Trauma
Dream the Impossible Native Youth Conference
Dream the Impossible Youth Conference CSULB
Southern California Indian Health Council Wellness Conference
<b>Other Community Events</b>
COVID relief efforts for tribal communities
Avelleka Domestic Violence Walk
Health fairs

<b>Partnerships in Activity Tracking Forms and Year End Reports</b>
Barona
Cahuilla Tribal Services
Cahuilla Tribal Social Services
Indian Health Council
La Jolla
Joe Renteria, Cherokee Elder
Viejas Education Center
Pala
Pala Family Services
Pauma
Pechanga Family Services
Racial Equity Workgroup
Rincon Cahuilla
San Diego American Indian Health Center
San Pasqual
Santa Ysabel
Soboba
Southern Indian Health Council
Sycuan
Sycuan Family Services
Tribal leadership: Alexander Valley Mishewal Wappo
Tribal leadership: Big Bend Rancheria
Tribal leadership: Big Pine Band of Owens Valley
Tribal leadership: Big Sandy Rancheria
Tribal leadership: California Valley Miwok Tribe
Tribal leadership: Cedarville Rancheria of Northern Paiute
Tribal leadership: Cold Springs Rancheria
Tribal leadership: Confederated Tribes of the Umatilla Reservation
Tribal leadership: North Fork Rancheria
Tribal leadership: Santa Rosa Rancheria
Tribal leadership: Southern Yosemite Miwok

Tribal leadership: Table Mountain Rancheria
Tribal leadership: Tejon Indian Tribe
Tribal leadership: The Picayune Rancheria of Chukchansi Indians
Tribal leadership: Tule River Band of Yokut
Tribal leadership: White Mountain Apache
Tribal STAR
Tribal STAR 7th Generation Consortium of County Child Welfare and Tribal Social Workers
University Partnership Workgroup
Viejas

<b>Collaborations Reported in Activity Tracking Forms and Year-end Reports</b>
2017 Fresno State Native Youth Conference
2018 Fresno State Native Youth Conference
Advisory committees with Tribal agencies for specific projects (Tribal Opioid Advisory Committee, Circles of Care Advisory Committee)
American Indian Students Collaboration Project with UCSC
Humboldt County DHHS Cultural Trainings with Tribal partners from other counties
CA Indian History, Historical Trauma, ACES, Cultural Humility, ICWA: Fresno State
Cahuilla Tribal Services-Outreach planning with tribal citizens
California State ICWA
Calling Upon the Warrior Spirit to Heal Historical Trauma
CalSWEC Title IV-E PC meeting
CalSWEC Meetings
CalSWEC meetings: Affinity
CalSWEC meetings: Program Coordinators
CalSWEC meetings: SEOP
CalSWEC Project Coordinators Meeting
CalSWEC Project Coordinators Meeting
CCTA: implementing ICPM
CDSS Tribal Pilot Project Planning Committee Meetings
Center for Families, Children, and the Courts collaborative
Chawanakee Unified School District
Chawanakee Unified School District Pilot Program on Social Work
Clovis Community College District
Clovis Unified School District
Collaborated with other organizations on modules related to child welfare in Tribal communities
Collaboration with Title IV-E universities to find ways to support identification of Native American applicants
Collaboration with SERVE PCs to increase tribally focused curriculum
Collaborative workgroup with CCTA for HHS workers training
Collaborative workgroup with CCTA for student training
Connect Field Directors to tribal partners for internships: Indian Health Center

Connect Field Directors to tribal partners for internships: Pala Family Services
Connect Field Directors to tribal partners for internships: Pechanga Family Services
Connect Field Directors to tribal partners for internships: San Diego American Indian Health Center
Connect Field Directors to tribal partners for internships: Southern Indian Health
Connect Field Directors to tribal partners for internships: Sycuan Family Services
Connect PCs to tribal entities: Orange
Connect PCs to tribal entities: Riverside
Connect PCs to tribal entities: San Bernardino
Connect PCs to tribal entities: San Diego
Connected admin staff with students going into payback
Connection with other SERVE PCs
Course Meeting with SERVE colleagues, SDSU School of Social Work (SSW) and American Indian Studies Directors, Julie Dugan International Programs Coordinator, Curriculum Committee Chair and SDSU SSW Associate Director
COVID Relief with local farmers
CTFC 1ST California Indian Disability Conference at Sycuan Resort
Develop ICWA, CA Indian History, Tribal Sovereignty, Engaging with Tribal Communities modules
Developing grassroots academic mentoring program with Chawanakee Unified School District
Development of Tribal Pilot Project Proposals with SDSU and CSUSM
Events to support NA/AI students
Elymash Yuuchaap
First Annual Central California Judicial Gathering
Fresno City College
Fresno State Social Work Education Dept committee: 4E
Fresno State Social Work Education Dept committee: BA
Fresno State Social Work Education Dept committee: Curriculum
Fresno State Social Work Education Dept committee: Field
Fresno State Social Work Education Dept committee: MSW
Fresno State Social Work Education Dept committee: Practice
Fresno State Social Work Education Dept: faculty meeting
Fresno State University Outreach Services, SERVE PCs to identify best practices in RERG
Humboldt CalSWEC IV-E Coordination Meeting
ICWA education Southern Region CSU
ICWA education CSU Campus
ICWA presentation planning: Chico
ICWA Training: Chico State
ISWA President in preparing Student Success Fee application
IV-E PC Meeting
Judicial Gathering Planning meetings
Judicial Virtual Gathering
Meetings with Joe Renteria, Cherokee Elder re: Video Project for Veterans Village
Met with agencies to discuss internships
Met with Chico State and their tribal community

Met with Viejas Education Center to strategize college readiness
Modesto Community College
National Roundtable for Trauma Informed Initiatives in Indian Country
Native American Boys and Girls Club
Native American graduation ceremony
Outreach services Native American Recruitment Specialist
Participated in Academy for Professional Excellence interviews for SERVE Evaluation Analyst
Planning Committee for CA Tribal Judges Dinner
Planning meetings with SDSU ISWA and tribal partners for Decolonizing Social Work Webinar Series
Planning meetings with tribal partners for IRA funded ICWA event
Presented Community Updates for SERVE for Statewide California Judicial Gathering
Race Equity work group
Regional tribal partners: ICWA training to county social workers
SDSU Diversity Committee Meeting
SDSU Field Education monthly meetings
SERVE Affinity Meeting
SERVE Evaluation consultation and collaboration
study abroad exchange with SDSU, Humboldt and Fresno State Universities and collaborative Decolonizing Social Work course
Support Field Director with connecting with new tribal placements or reconnecting to past tribal placements if necessary. Field Director has relationships with several tribes
Theory of Change Evaluations Meetings begin
Title IV-E PC check ins
Tribal Judicial Gathering workgroup, statewide and regional meetings, connecting with non-federally recognized tribes, planning partner presentation
Tribal Partner/Internship meetings
Tribal Social Services Directors Meeting, attended with Title IV-E PC and Field Director regarding relationship and internship planning
Tribal STAR 7th Generation Consortium of County Child Welfare and Tribal Social Workers
Tribal STAR ICWA for Trainers
University Partnership Work Group
Workforce development partnership: Counties
Workforce development partnership: Tribal serving agencies
Yurok Tribe DHHS Director



## APPENDIX 3: ACTIVITIES - RECRUITMENT

<b>Recruitment Activities/Locations Reported in Activity Tracking Form and Year-end Reports</b>
2017 Fresno State Native Youth Conference
2018 Fresno State Native Youth Conference
Assisted prospective students with MSW application process
Assisted prospective students with Title IV-E application process
Avelleka Domestic Violence Walk
Balboa Park Pow Wow
Barona Pow Wow
Barona Traditional Gathering
Big Sandy Rancheria Student Resource Gathering
Bullard HS
CA American Indian Disability Symposium
CA Statewide ICWA Conference
Cahuilla Gathering
Cahuilla Tribal Services
Campo Traditional Gathering
Chawanakee Unified School District
Chawanakee Unified School District Pilot Program on Social Work
Clovis Community College District
Clovis North HS
Clovis Unified School District
Clovis West HS
College of the Sequoias
Community colleges
CTFC 1ST California Indian Disability Conference at Sycuan Resort
Cupa Days at Cupa Cultural Center, Pala Band
Dream the Impossible Native Youth Conference
Foothill Middle School
Fresno City College
Fresno HS
Fresno State University Outreach Services
Fresno Unified School District
Health fairs
Indian Child Welfare Conference
Indigenous Peoples Day Celebration
Indigenous social media sites
Individual contacts referred word of mouth, through agency, or from past outreach events
Intertribal Courts Rincon
La Jolla Band of Luiseno Indians Wellbriety Campout
Madera Community College
Madera Satellite Campus

Mariposa High School
Mariposa Middle School
Mariposa Unified School District
Merced Community College
Mesa Grande Tekamuk Gathering, Mesa Grande Band of Mission Indians
Minarets HS
MMIW rally at Balboa Park
MMIW-R Virtual 4-Day event
Modesto Community College
Morongo Thunder and Lightning Pow Wow
Mountain Oaks HS
Native American Boys and Girls Club
Native American College Motivation events for high school students
Native American Student Association Clovis Community College
Native American Student Association Fresno City College
Native American Student Association Porterville Community College
Native applicants for Tribal Pilot Project
Native community events
Native specific conferences (California Indian Education, California American Indian Conference, National conferences when offered in California, etc.)
North Fork Elementary
North Fork Mono Rancheria Community Center
online events
Open House at Fresno City College
Open House at Porterville Community College
Open House at Willow International/Clovis University
Outreach events: community college transfer students
Outreach events: Native high schoolers
Outreach services Native American Recruitment Specialist
Owens Valley Career Development Center Education Open House
Personal social media
Porterville College
Porterville HS
Pow Wows
Previously uncontacted schools
Regional High Schools
Rincon Fiesta
Sacramento Pow Wow
San Pasqual Traditional Gathering
Sanger Unified School District
Santa Ysabel Traditional Gathering
SDAIHC Balboa Park Pow Wow
SDSU Native American Heritage Month: Honoring Joe Renteria

SDSU Native American Heritage Month: Kumeyaay Flag Raising and Fire Ceremony
SDSU Psychology course presentation on MSW programs and SERVE
Sierra HS
Sierra Unified School District
Soboba Fiesta, Soboba Band of Luiseno Indians, Pala Band of Mission Indians
Southern California Indian Health Council Wellness Conference
Sycuan Pow Wow
Sycuan Tribal Health Services
Tribal cultural events
Tribal events
Tribal internship outreach
Tulare City School District
Tulare County Dept of Ed
Tulare HS
Tule River Indian Reservation College Fair
UC Riverside Pow Wow
Viejas Education Center Training and Meeting
Viejas Traditional Gathering
Warrior Spirit Facebook page
Yosemite Unified School District

## APPENDIX 4: ACTIVITIES - DECOLONIZING SOCIAL WORK

<b>Decolonizing Social Work Activities Reported in Activity Tracking Forms and Year-end Reports</b>
Bay Area ICWA Symposium
CA Indian History, Historical Trauma, ACES, Cultural Humility, ICWA: CSULA
CA Indian History, Historical Trauma, ACES, Cultural Humility, ICWA: CSU Dominguez Hills
CA Indian History, Historical Trauma, ACES, Cultural Humility, ICWA: CSU Fullerton
CA Indian History, Historical Trauma, ACES, Cultural Humility, ICWA: CSU Long Beach
CA Indian History, Historical Trauma, ACES, Cultural Humility, ICWA: CSU San Marcos
CA Indian History, Historical Trauma, ACES, Cultural Humility, ICWA: CSU Stanislaus
CA Indian History, Historical Trauma, ACES, Cultural Humility, ICWA: CSUN
CA Indian History, Historical Trauma, ACES, Cultural Humility, ICWA: CSUSB
CA Indian History, Historical Trauma, ACES, Cultural Humility, ICWA: Fresno State
CA Indian History, Historical Trauma, ACES, Cultural Humility, ICWA: SDSU
Center for Families, Children, and the Courts collaborative
Certified as trainer for Tribal STAR ICWA training
Collaborated with other organizations on modules related to child welfare in tribal communities
Collaboration with SERVE PCs to increase tribally focused curriculum
Collaborative workgroup with CCTA for HHS workers training
Collaborative workgroup with CCTA for student training
County Child Welfare Social Workers cultural training
Decolonizing Social Work Empowerment Series Webinar: Neurodecolonization
Decolonizing Social Work Webinar Series: Blood Memory and ICWA Symposium
Decolonizing Social Work Webinar Series: Medicine bags and healing
Decolonizing Social Work Webinar Series: MMIW/R Discussion
Decolonizing Social Work Webinar Series: Tribal Child Welfare Panel
Develop ICWA, CA Indian History, Tribal Sovereignty, Engaging with Tribal Communities modules
Humboldt County DHHS Cultural Trainings
ICWA education Southern Region CSU
ICWA education CSU Campus
ICWA presentation planning: Chico
ICWA student/worker preparedness workshop
ICWA Training: Chico State
ICWA Training: SDSU
ICWA/California Native History workshop CSDH
ICWA/California Native History workshop CSEB
ICWA/California Native History workshop CSLA
ICWA/California Native History workshop CSLB
ICWA/California Native History workshop CSUF
ICWA/California Native History workshop CSUN
ICWA/California Native History workshop SFSU
Identified language for Title IV-E interviews highlighting importance of knowledge of ICWA and tribes
ISWA Joe Renteria Memorial Decolonizing Social Work Empowerment Day

IV-E seminar on engagement strategies
Race Equity work group
Regional tribal partners: ICWA training to county social workers
SDSU BSW Orientation
SDSU MSW Orientation
Teaching at SDSU: SW120
Title IV-E Orientation
Tribal STAR ICWA for Trainers

## APPENDIX 5: OPEN ENDED RESPONSES: DECOLONIAL WORKSHOP SURVEY

### Combined Native and Non-Native Students:

Table 34. Appendix 2 Combined Native and Non-Native Students Only Open Ended Question Responses

Combined Native and Non-Native Students: Open Ended Question Responses	# of Responses
<b>What Respondents Learned in the Workshop- Categorized Responses</b>	
Systemic oppression of Native Americans	30
History	23
Boarding schools	10
A lot	7
ICWA	7
Historical trauma	5
Value of learning history	5
Cultural humility	3
Number of tribes	3
"Hide the culture in the children"	2
Lifting up Indigenous voices	2
Resilience of Native Americans	2
Confirmed what I knew	2
Environmental issues and Native Americans	2
Impact of trauma	2
Land acknowledgement	2
How to respect Native Americans and their sovereignty	1
Role of social workers in unjust child removals	1
Poverty in indigenous communities	1
Efforts to bring Native adoptees back to their tribes	1
They get more social welfare resources	1
Empathy for Indigenous people	1
Culture of different tribes	1
Importance of decolonizing social work	1
resources for Native Americans in Southern California	1

<b>Combined Native and Non-Native Students: Open Ended Question Responses</b>	<b># of Responses</b>
Importance of understanding Native culture	1
How to advocate in post-secondary settings	1
Important to know the history of Kumeyaay people	1
How to apply what I learned to social work	1
Intergenerational trauma	1
Native Americans' pride in their identity	1
Always be kind. You never know what someone may be going through.	1
Painfulness associated with Native American identity	1
Hearing a personal perspective of the impact of history on Native communities was powerful	1
Current impact of our history	1
Mental health issues faced by Indigenous youth	1
Respect for other cultures	1
Mental health issues related to historical trauma	1
Suicide rates	1
Mistrust of social workers - history of child separation	1
The stories	1
Mistrust of social workers - lack of cultural knowledge	1
Tribal membership	1
More recognition for tribes because of their history	1
N/A	1
Native Americans' connection to their culture	1
<b>How to Recognize and Develop Cultural Humility – Categorized Responses</b>	
Learn about other cultures	25
Be open minded	18
Listen to others	14
Learn from people from the culture	9
Be curious about others	8
Do research	8
Be educated	7
Acknowledge my biases	6

<b>Combined Native and Non-Native Students: Open Ended Question Responses</b>	<b># of Responses</b>
Learn about history	5
Be understanding	4
Be empathic	3
Learn about the communities of Native people whose land I live on	3
Examine my own beliefs and identities	3
Respect other cultures	3
Acknowledge my privilege	2
Don't make assumptions	2
Appreciate other cultures	2
Be culturally appropriate	2
Understand how different everyone's experiences are	2
Be respectful	2
Know the population I'm serving	2
Normalize talking about culture	1
Be appreciative of the history of other cultures	1
Remove stigma from Native Americans	1
Acknowledge that I don't know more than they do	1
Lift up voices of people who have been marginalized	1
Being ashamed of my own culture	1
Put in more effort when serving Native communities	1
Consider others' backgrounds	1
Self-awareness	1
Continue family traditions	1
Be more sensitive to others	1
Demonstrate cultural competence	1
Love myself	1
All cultures are equal	1
Participate in events	1
Don't judge	1
Recognize trauma	1



<b>Combined Native and Non-Native Students: Open Ended Question Responses</b>	<b># of Responses</b>
Acknowledge that I am not better than them	1
Be passive	1
Educate others	1
Study ICWA research	1
Engage in mindful activities	1
Be sensitive	1
Ask for permission	1
Let others be the experts of their own stories	1
I don't always know what is best for someone else	1
Be able to socialize with diverse groups	1
Understand my culture	1
Love others	1
Understand the importance of listening to Indigenous voices	1
Not be ashamed to admit I am	1
Validate others	1
Picturing that Native person/child as future social workers and recognize the trauma, the resiliency, and all the history they hold.	1
Acknowledge	1
Recognize differences between my culture and other cultures	1
Be kind	1
Reflect on ways I benefit from whiteness	1
Learn about myself	1
Respect myself	1
Learn about Native history	1
Respect others	1
Be mindful of other cultures when working with clients	1
Self-reflect	1
Learn about other perspectives	1
Support Native culture	1
Be more aware	1
Understand how other cultures have been affected	1

<b>Combined Native and Non-Native Students: Open Ended Question Responses</b>	<b># of Responses</b>
Learn about the culture, customs, discipline, and values	1
Learn about your tribe	1
Use my resources to help others	1
Learn about communities who have limited access to resources	1
Learn about cultural appreciation	1
Learn about current legislation that affects Native communities	1
<b>Suggestions to Improve Workshop and Additional Comments- Categorized Responses</b>	
General positive comments	30
None	8
Should be shared in other classes	2
Videos were powerful	2
More interactive	1
Better audio for videos	1
Embed multiple choice questions throughout the presentation to make sure students are engaged and understand the material	1
Get involved in different cultures to be able to better support them	1
Some details were regurgitated, I would say this takes away from the audience's focus on significant details.	1
Give a specific activation warning at the beginning of the presentation	1
More guest speakers	1
Have more Native American guest speakers	1
More time for the presentation	1
How ICWA applies to our job	1
Participate in an in-person cultural experience	1
How to calm down after hearing about the treatment of Native populations	1
Should be shared every semester	1
I would like to see more events	1
Small group discussions	1
Inform participants about the spiritual aspect of the training	1
Technical difficulties with one video	1
Let's keep the conversation going	1

<b>Combined Native and Non-Native Students: Open Ended Question Responses</b>	<b># of Responses</b>
Address cultural appropriation	1
More about ICWA and how it is implemented in CPS	1

**Native Students Only:**

Table 35. Appendix 2 Native Students Only Open Ended Question Responses

<b>Native Students Only: Open Ended Question Responses</b>	
	<b># of Responses</b>
<b>What respondents learned in the workshop- Categorized Responses</b>	
History	2
A lot	1
How to advocate in post-secondary settings	1
Boarding schools	1
Confirmed what I knew	1
	<b># of Responses</b>
<b>How to recognize and develop cultural humility – Categorized Responses</b>	
Be appreciative of the history of other cultures	1
Learn about history	1
Learn about other cultures	1
Learn about your tribe	1
Learn from people from the culture	1
Not be ashamed to admit I am	1
	<b># of Responses</b>
<b>Suggestions to improve workshop and additional comments- Categorized Responses</b>	
General positive comments	2
I would like to see more events	1
Let's keep the conversation going	1

**Non-Native Students Only:**

Table 36. Appendix 2 Non-Native Students Only Open Ended Question Responses

<b>Non-Native Students Only: Open Ended Question Responses</b>	
<b>What respondents learned in the workshop- Categorized Responses</b>	<b># of Responses</b>
Systemic oppression of Native Americans	30
History	21
Boarding schools	9
ICWA	7
A lot	6
Value of learning history	5
Historical trauma	5
Number of tribes	3
Cultural humility	3
"Hide the culture in the children"	2
Resilience of Native Americans	2
Lifting up Indigenous voices	2
Environmental issues and Native Americans	2
Impact of trauma	2
Land acknowledgement	2
Native Americans' connection to their culture	1
Role of social workers in unjust child removals	1
Poverty in indigenous communities	1
Current impact of our history	1
They get more social welfare resources	1
Efforts to bring Native adoptees back to their tribes	1
Hearing a personal perspective of the impact of history on Native communities was powerful	1
Importance of decolonizing social work	1
resources for Native Americans in Southern California	1
Importance of understanding Native culture	1
Culture of different tribes	1
Important to know the history of Kumeyaay people	1
How to apply what I learned to social work	1

<b>Non-Native Students Only: Open Ended Question Responses</b>	
Intergenerational trauma	1
Native Americans' pride in their identity	1
Empathy for Indigenous people	1
Painfulness associated with Native American identity	1
Confirmed what I knew	1
Always be kind. You never know what someone may be going through.	1
Mental health issues faced by Indigenous youth	1
Respect for other cultures	1
Mental health issues related to historical trauma	1
Suicide rates	1
Mistrust of social workers - history of child separation	1
The stories	1
Mistrust of social workers - lack of cultural knowledge	1
Tribal membership	1
More recognition for tribes because of their history	1
How to respect Native Americans and their sovereignty	1
N/A	1
<b>How to recognize and develop cultural humility – Categorized Responses</b>	<b># of Responses</b>
Learn about other cultures	24
Be open minded	18
Listen to others	14
Learn from people from the culture	8
Be curious about others	8
Do research	8
Be educated	7
Acknowledge my biases	6
Learn about history	4
Be understanding	4
Be empathic	3
Learn about the communities of Native people whose land I live on	3

<b>Non-Native Students Only: Open Ended Question Responses</b>	
Examine my own beliefs and identities	3
Respect other cultures	3
Acknowledge my privilege	2
Don't make assumptions	2
Appreciate other cultures	2
be culturally appropriate	2
Understand how different everyone's experiences are	2
Be respectful	2
Know the population I'm serving	2
Picturing that Native person/child as future social workers and recognize the trauma, the resiliency, and all the history they hold.	1
All cultures are equal	1
Respect others	1
Being ashamed of my own culture	1
Love myself	1
Consider others' backgrounds	1
Reflect on ways I benefit from whiteness	1
Continue family traditions	1
Support Native culture	1
demonstrate cultural competence	1
Lift up voices of people who have been marginalized	1
Acknowledge that I am not better than them	1
Normalize talking about culture	1
Don't judge	1
Recognize differences between my culture and other cultures	1
Ask for permission	1
Respect myself	1
Educate others	1
Self-reflect	1
Engage in mindful activities	1
Understand how other cultures have been affected	1

<b>Non-Native Students Only: Open Ended Question Responses</b>	
Be kind	1
Let others be the experts of their own stories	1
I don't always know what is best for someone else	1
Be passive	1
Understand the importance of listening to Indigenous voices	1
Love others	1
Use my resources to help others	1
Participate in events	1
Acknowledge	1
Put in more effort when serving Native communities	1
Learn about current legislation that affects Native communities	1
Recognize trauma	1
Be mindful of other cultures when working with clients	1
Remove stigma from Native Americans	1
Learn about myself	1
Acknowledge that I don't know more than they do	1
Learn about Native history	1
Self-awareness	1
Be more aware	1
Study ICWA research	1
Learn about other perspectives	1
Be sensitive	1
Be more sensitive to others	1
Understand my culture	1
Learn about the culture, customs, discipline, and values	1
Be able to socialize with diverse groups	1
Validate others	1
Learn about communities who have limited access to resources	1
Learn about cultural appreciation	1
<b>How to recognize and develop cultural humility – Categorized Responses</b>	<b># of Responses</b>

<b>Non-Native Students Only: Open Ended Question Responses</b>	
Learn about other cultures	24
Be open minded	18
Listen to others	14
Learn from people from the culture	8
Be curious about others	8
Do research	8
Be educated	7
Acknowledge my biases	6
Learn about history	4
Be understanding	4
Be empathic	3
Learn about the communities of Native people whose land I live on	3
Examine my own beliefs and identities	3
Respect other cultures	3
Acknowledge my privilege	2
Don't make assumptions	2
Appreciate other cultures	2
be culturally appropriate	2
Understand how different everyone's experiences are	2
Be respectful	2
Know the population I'm serving	2
Picturing that Native person/child as future social workers and recognize the trauma, the resiliency, and all the history they hold.	1
All cultures are equal	1
Respect others	1
Being ashamed of my own culture	1
Love myself	1
Consider others' backgrounds	1
Reflect on ways I benefit from whiteness	1
Continue family traditions	1
Support Native culture	1



<b>Non-Native Students Only: Open Ended Question Responses</b>	
demonstrate cultural competence	1
Lift up voices of people who have been marginalized	1
Acknowledge that I am not better than them	1
Normalize talking about culture	1
Don't judge	1
Recognize differences between my culture and other cultures	1
Ask for permission	1
Respect myself	1
Educate others	1
Self-reflect	1
Engage in mindful activities	1
Understand how other cultures have been affected	1
Be kind	1
Let others be the experts of their own stories	1
I don't always know what is best for someone else	1
Be passive	1
Understand the importance of listening to Indigenous voices	1
Love others	1
Use my resources to help others	1
Participate in events	1
Acknowledge	1
Put in more effort when serving Native communities	1
Learn about current legislation that affects Native communities	1
Recognize trauma	1
Be mindful of other cultures when working with clients	1
Remove stigma from Native Americans	1
Learn about myself	1
Acknowledge that I don't know more than they do	1
Learn about Native history	1
Self-awareness	1
Be more aware	1

<b>Non-Native Students Only: Open Ended Question Responses</b>	
Study ICWA research	1
Learn about other perspectives	1
Be sensitive	1
Be more sensitive to others	1
Understand my culture	1
Learn about the culture, customs, discipline, and values	1
Be able to socialize with diverse groups	1
Validate others	1
Learn about communities who have limited access to resources	1
Learn about cultural appreciation	1
<b>Suggestions to improve workshop and additional comments- Categorized Responses</b>	<b># of Responses</b>
General positive comments	28
None	8
Should be shared in other classes	2
Videos were powerful	2
Embed multiple choice questions throughout the presentation to make sure students are engaged and understand the material	1
Address cultural appropriation	1
Better audio for videos	1
Some details were regurgitated, I would say this takes away from the audience's focus on significant details.	1
Get involved in different cultures to be able to better support them	1
Give a specific activation warning at the beginning of the presentation	1
More time for the presentation	1
Have more Native American guest speakers	1
Participate in an in-person cultural experience	1
How ICWA applies to our job	1
Should be shared every semester	1
How to calm down after hearing about the treatment of Native populations	1
Small group discussions	1
Inform participants about the spiritual aspect of the training	1

<b>Non-Native Students Only: Open Ended Question Responses</b>	
Technical difficulties with one video	1
More about ICWA and how it is implemented in CPS	1
More guest speakers	1
More interactive	1

## APPENDIX 6: STUDENT INTERVIEW GUIDE

### SERVE Evaluation Student Interview Guide

The purpose of this gathering is to create space for you to share personal stories of (or on) your journey in becoming a Social Worker. Your experiences and knowledge serve as a vital contribution in better understanding how to support Native students pursuing a Social Work degree and agencies that deliver health and human services within Native communities.

We will be discussing your experiences from three different perspectives: (1) how your identity has shaped your academic journey; (2) ways in which your academic or professional expertise and knowledge of the field has shaped your understanding of Tribal Social Work; and (3) ways in which your awareness of happenings in your community, as well as your perceptions of social work, have informed your ability to do this work.

The feedback we generate here today will inform the continued development of Project SERVE. We appreciate your thoughtful participation!

1. What influenced your decision or desire to obtain a Social Work degree?

**Follow up:** Describe your experiences. I'd like to hear about truths and feelings.

2. What was your experience in applying and being admitted into a Social Worker program?

**Follow up:** What attracted you to the school you attend or attended? What was most essential for you in making your decision to attend this program, if anything?

What assisted you in applying/admission? What were some obstacles in applying/admission?

What resources do you recommend students utilize to prepare to apply to a Social Work program? What resources are still lacking?

3. How has your identity shaped your experiences in the classroom?

4. Do you believe Native issues are represented in your program?

**Follow up:** What were some strengths? What were some weaknesses?

Do instructors create safe environments for Native students to share their experiences? If yes, how? If not, how can this be approved upon?

Does the program train non-native students well for working in Native communities?

5. *If applicable to participant:* Do or did you receive Title IV-E funding?

If no: What factors influenced or contributed to you not receiving Title –IVE funding?

If yes, in your opinion, how does Title –IV-E funding support your educational experience?

6. If applicable to participants: Have you completed a tribal learning experience?

If not, are you planning to participate in a tribal learning experience? What are your expectations? What are your concerns?

If yes, what was your applied learning experience like? Follow up: Describe your experiences. I'd like to hear about truths and feelings. What were some strengths? What were some weaknesses?

7. If the participant has graduated: How long did it take you to complete your degree? What helped you get through it? What additional support would you have liked, if any?

8. Do you have any final comments on supporting Native students pursuing a Social Work degree or working within tribal communities?

9. Did you do your field internship during their pandemic or post-pandemic? How was that experience?

10. Do you anticipate going into county or tribal employment?

## APPENDIX 7: TRIBAL AGENCY INTERVIEW GUIDE

### SERVE Evaluation

#### Tribal Organizations/Agencies/Members Interview Guide

1. What are role or professional titles?  
What organization do you represent? How long have you had field placements established with your agency?
2. How was the experience for you in establishing a field placement at your agency?
3. Could you describe your relationship or interaction with the SERVE program? When did it begin?  
How did you learn about the program?
4. Thinking about your relationship with SERVE, what would you say has worked well?
5. Is there anything that you think could be improved about your partnership?
6. What has worked remarkably well for students in completing their field placement within tribal agencies? What are the factors that contributed to this success?
7. What challenges do students face when completing a field placement within tribal agencies?
8. What benefits do tribal agencies experience in working with students in the field placements experiences?
9. What challenges do tribal agencies face in working with students in field placements?
10. In your opinion, how or where is SERVE having the most significant impact (individuals, families, communities, organizations)?

## REFERENCES

Sheperis, C. J., & Bayles, B. (2022). Empowerment evaluation: A practical strategy for promoting stakeholder inclusion and process ownership. *Counseling Outcome Research and Evaluation*, 13(1), 12-21.



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6505 Alvarado Road, Suite 107; San Diego, CA 92120 | (619) 594-3546

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