Title IV-E Stipend Program
Final Report
July 1, 2008–June 30, 2009

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Statistical Report

Academic Year 2008–2009 marked the graduation of the 17th cohort from CalSWEC's Title IV-E Stipend Program. In AY 2008–2009, 974 students were projected to be served in the original budget presented to CDSS. While recruitment efforts were largely successful with our partner counties, the contract funded a total of 802 students for the academic year, which is 20% below our original projection.

Of the 802 students supported in the program, 376 (326 MSWs; 50 BASWs) were in their final year of study and graduated in June of 2009. Another 29 students were due to graduate but must complete theses, classes, or exams.

The numbers for this academic year are reflected in the tables below, broken out by full- and part-time, and 1st and 2nd or 3rd year students, as well as the number of graduates and those with graduation pending.

University	Full/Part	1st Year	2nd or 3rd year	Graduates	Pending Graduation	Sub Total	Grand Total
BASW 2008-2009 Enrollment							
			Status				
CSU, Chico	full			3		3	3
CSU, Fresno	full			13		13	23
	part	4	2	4		10	
CSU, Humboldt	full			1		1	1
CSU, Long Beach	full			10		10	11
	part			1		1	
CSU, San Bernardino	full			12	1	13	13
San Diego State Univ.	full			6		6	6
Subtotals	**Full**			**45**	**1**	**46**	**57**
	Part	**4**	**2**	**5**		**11**	
Grand Total		**4**	**2**	**50**	**1**	**57**	

MSW 2008-2009 Enrollment							
University	Status					Sub Total	Grand Total
	Full/Part	1st Year	2nd or 3rd Yr	Graduates	Pending* Graduation		
CSU, Bakersfield	AP	1	1		3	5	53
	Full	7	4	15		26	
	Part	10	8	16		26	
CSU, Chico	Full	11	2	5		18	15
	Part			12		12	
CSU, Dominguez Hills	Full	8				8	8
CSU, East Bay	Full	16		18		34	48
	Part	7	6			13	
CSU, Fresno	Full	18		20	5	43	42
	Part	4	6	1	1	12	
CSU, Humboldt	AP			5		5	19
	Full	6		6		12	
	Part		1			1	
CSU, Long Beach - Distance Ed.	Part		16			16	17
CSU, Long Beach (home campus)	Full	10		10		20	52
	Part	10	5	19		34	
CSU, Los Angeles	Full	8		13		21	41
	Part	11	6	3	1	21	
CSU, Northridge	Full	5		8		13	19
	Part	6				6	
CSU, Sacramento	Full	18		17	5	40	54
	Part	2	7	1	3	13	
CSU, San Bernardino	Full	1		18		35	54
	Part	9	4	4		17	
CSU, Stanislaus	Full	14	1	10	6	31	48
	Part	5	5	4	2	16	
Loma Linda University	Full	10		10	1	21	35
	Part	6	1	6		13	
San Diego State Univ.	Full	20		21		41	49
	Part	2	6			8	
San Diego State - Imperial Valley	Part	5				5	8
San Francisco State Univ.	Full	14		18	1	33	34
	Part			1		1	
San Jose State Univ.	Full	17		20		37	37
UC Berkeley	Full	20		18		38	37
UC Los Angeles	Full	12		12		24	24
Univ. of Southern California	Full	11		15		26	23
Totals	AP	1	1	5	3	10	745
	Full	241	8	254	18	521	
	Part	77	63	67	7	214	
Grand Totals		**319**	**72**	**326**	**28**	**745**	

* Some students are from earlier cohorts.

Number of Students from AY 2008–2009 Already Working

As specified in their contract, the graduates of AY 2008–2009 have until December 2009 to secure employment in a county child welfare agency; thus the number of students already working is preliminary.

Due to a statewide fiscal crisis in FY 2008–2009 resulting in layoffs and hiring freezes among the state agencies, the CalSWEC Board took steps to temporarily modify the job search and employment obligation requirements for three groups of IV-E graduates: those laid off from qualified positions while still completing the employment obligation, those in the 2008 graduation cohort, and those in the 2009 graduation cohort. These temporary Title IV-E contract addenda were designed to support recent graduates in their efforts to complete contractual requirements. The addenda provisions and the current hiring situation will be reviewed by the CalSWEC Board in fall 2009.
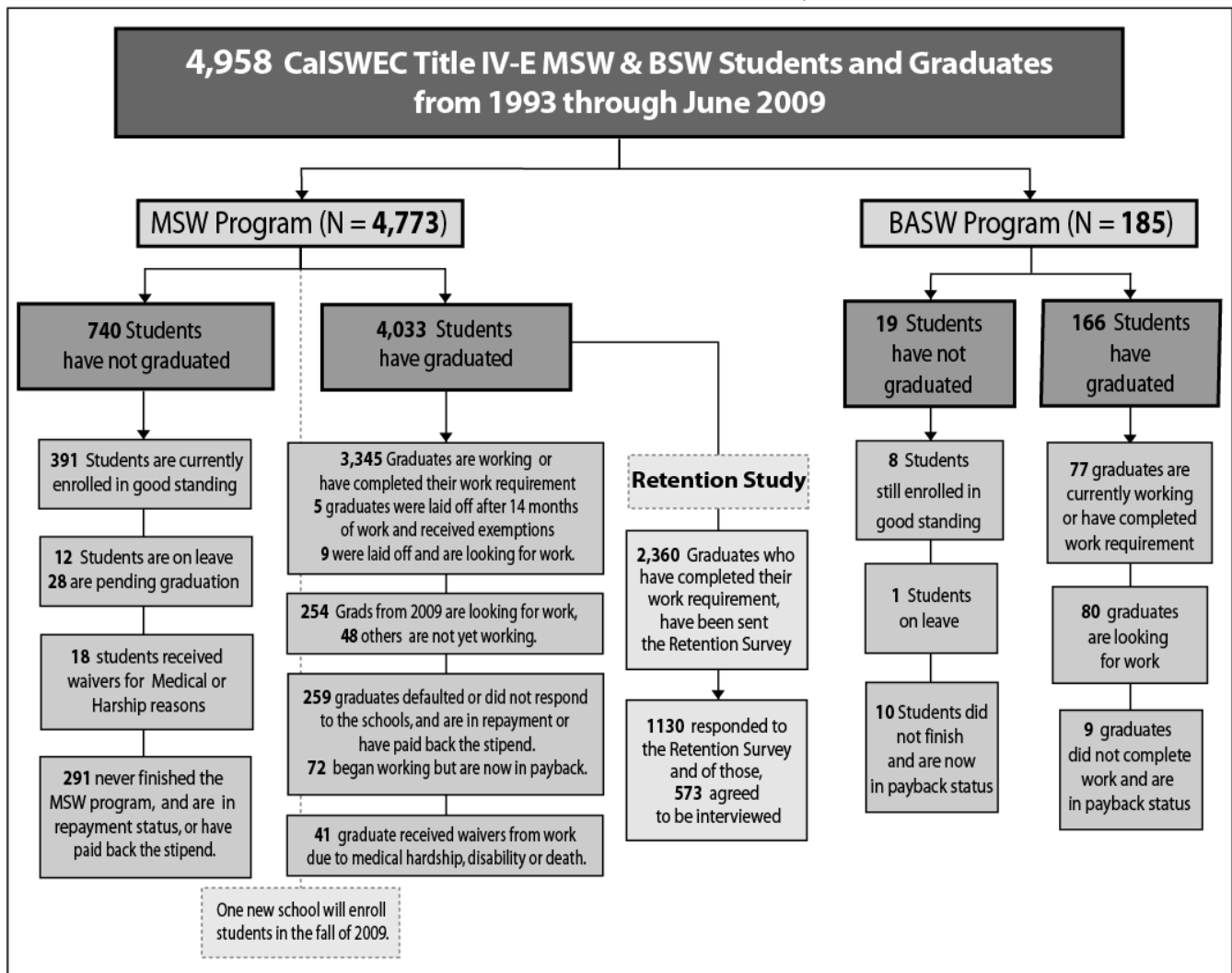
As of September 2009, 196, or 60%, of the 2009 MSW graduates and 12, or 24%, of the BASW graduates are currently confirmed to be working. We will revise this report in December and provide the department an updated account of the status of the 2009 graduates.

The Total Population of Our Title IV-E Students and Graduates

Since the inception of the Title IV-E Stipend Program, CalSWEC has tracked all students who have participated in it. CalSWEC's Student Information System (CSIS) tracks Title IV-E students and graduates from their initial enrollment in the MSW/BASW programs through the final year of their contract obligation in public child welfare and beyond. CalSWEC's central office receives and merges quarterly data from each participating school. As of June 2009, the database has information on 4,958 students and graduates— 4,773 MSW and 185 BASW students and graduates.

An overview of the entire Title IV-E student/graduate population is presented below.

FIGURE 1. Title IV-E MSW Students and Graduates, 1993–June 2009

4,958 CalSWEC Title IV-E MSW & BSW Students and Graduates from 1993 through June 2009

MSW Program (N = **4,773**)

BASW Program (N = **185**)

740 Students have not graduated

4,033 Students have graduated

19 Students have not graduated

166 Students have graduated

391 Students are currently enrolled in good standing

12 Students are on leave **28** are pending graduation

18 students received waivers for Medical or Harship reasons

291 never finished the MSW program, and are in repayment status, or have paid back the stipend.

3,345 Graduates are working or have completed their work requirement **5** graduates were laid off after 14 months of work and received exemptions **9** were laid off and are looking for work.

254 Grads from 2009 are looking for work, **48** others are not yet working.

259 graduates defaulted or did not respond to the schools, and are in repayment or have paid back the stipend. **72** began working but are now in payback.

41 graduate received waivers from work due to medical hardship, disability or death.

One new school will enroll students in the fall of 2009.

Retention Study

2,360 Graduates who have completed their work requirement, have been sent the Retention Survey

1130 responded to the Retention Survey and of those, **573** agreed to be interviewed

8 Students still enrolled in good standing

1 Students on leave

10 Students did not finish and are now in payback status

77 graduates are currently working or have completed work requirement

80 graduates are looking for work

9 graduates did not complete work and are in payback status

The following tables represent the above graphic by school.

SCHOOL	Numbers of CalSWEC MSW Students and Graduates by School and Status											Grand Total
	Currently Enrolled Students	Students on leave	Students pending graduation	Student Waivers	Students Sent to Payback	2009 Grads not yet working	Grads in Payback	Graduate Waivers	Others Not Yet Working	MSWs* Working or Done with Work	MSWs Laid Off	
CSU, Bakersfield	23		3		44	30	22	2	4	112		**240**
CSU, Chico	13				9		7		1	76		**106**
CSU, Dominguez Hills	8											**8**
CSU, East Bay	29	2		2	8	18	11		1	76		**147**
CSU, Fresno	28		6	2	14	15	31		10	285		**391**
CSU, Humboldt	7	1		1	3	5	4			31		**52**
CSU, Long Beach (DE)	16			2	16		19	2		52		**107**
CSU, Long Beach (home)	25				15	11	22	2		270		**345**
CSU, Los Angeles	25		1		1	13	12		1	141		**194**
CSU, Northridge	11					8			3	5		**27**
CSU, Sacramento	27	2	8	1	22	14	27	4	5	330		**440**
CSU, San Bernardino	30	1		4	29	17	25	4	2	281		**393**
CSU, Stanislaus	25		8		18	14	24	2	5	159		**255**
Loma Linda University	17	4	1	2	15	8	26	3	2	210		**288**
San Diego State (DE)	5											**5**
San Diego State (Home)	28	2		2	28	20	7	9		283		**379**
San Francisco State Univ.	14		1	1	11	17	33	5	2	245		**329**
San Jose State Univ.	17			1	25	20	18	4	1	264	2	**352**
UC Berkeley	20				7	18	20	3	1	238	7	**314**
UCLA	12				10	12	9	1	5	156		**205**
USC	11				16	14	14		5	136		**196**
Grand Total	**391**	**12**	**28**	**18**	**291**	**254**	**331**	**41**	**48**	**3350**	**9**	**4773**

* Includes 5 MSWs who had been laid off after at least 14 months of work. They were granted exemptions.

| SCHOOL	Numbers of CalSWEC BASW Students and Graduates by School and Status						Grand Total
	Currently Enrolled Students	Students on leave	Students Sent to Payback	Grads not yet working	Grads in Payback	MSWs Working or Done with Work Obligation	
CSU, Chico		1		3	4	9	**17**
CSU, Fresno	6		6	28	1	25	**66**
CSU, Humboldt	1			3			**4**
CSU, Long Beach			2	13	4	28	**47**
CSU, San Bernardino	1		1	17		7	**26**
San Diego State Univ.			1	16		8	**25**
Grand Total	**8**	**1**	**10**	**80**	**9**	**77**	**185**

Retention of Title IV-E Students

Each year CalSWEC research specialists survey graduates of the Title IV-E Stipend Program about one year after they have completed their employment obligation in public child welfare services. This survey is intended to track the completion of work obligation and the retention of the graduates in public child welfare services.

The overall retention rate of professionally trained graduates who have participated in CalSWEC's Retention Study has remained high, at 82%, over the course of the ongoing study. Now entering its 13th year, the study aims to determine the factors that contribute to that high rate.

Highlights of the Survey for Fiscal Year 2008–2009
- 312 Title IV-E MSW graduates had completed their payback obligation, became eligible for the study, and were sent surveys.
- 127 graduates returned completed surveys; 95 responded to the online version, and 32 completed the Retention Survey.
- 66 of the 126 respondents agreed to the follow-up phone interviews.
- Of those who completed the survey, 80% reported they were still with their payback agency following the completion of their contractual obligation.
- 201 additional MSWs became eligible, and were sent the retention survey in the summer of 2009. An additional wave of the survey will be sent out in winter.

**FIGURE 2. Percentage of Title IV-E MSWs Remaining with Their Payback Agency
after Completion of Their Contractual Work Requirement
by Retention Status and Year of Survey**
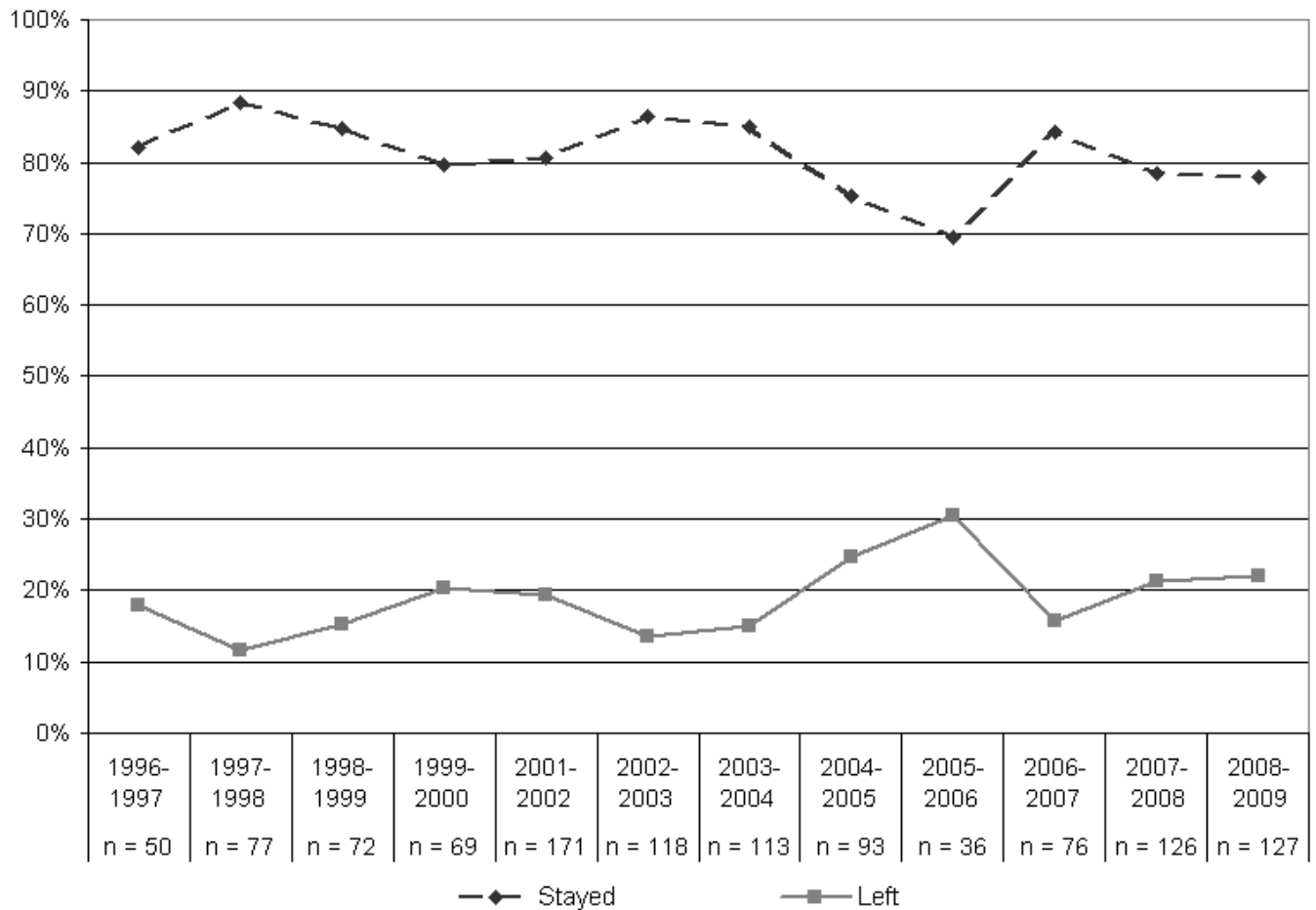
Overall Findings of the Retention Study from 1996 to 2009

With the addition of the 127 survey participants from fiscal year 2008–2009, the findings from the Retention Study from 1996–2009 are as follows:

- To date, the total number of MSWs who completed their payback obligation and became eligible for the study is 2,428.
- The number of graduates who have participated in the Retention Study thus far totals 1,129.
- 918 (81.3%) of the survey participants stayed with their payback agency after completing their work obligations.
- Of the 210 survey respondents who left their agency after completion of their work obligation in public child welfare:
  - 81 (38.6%) continued to work in other public or nonprofit child welfare agencies or worked in schools:

- ❏ 44 (54.3%) were working in a different public child welfare agency;
- ❏ 19 (23.5%) were at nonprofit agencies serving child welfare populations; and
- ❏ 18 (22.2%) were practicing in schools.
  - 35 (16.7%) were at mental health agencies;
  - 23 (10.4%) were working in other agencies such as aging, chemical/alcohol abuse, criminal justice, disabilities, policy/planning or occupational/industrial;
  - 21 (11.0%) went into work "other" than the choices listed, including those who left the social work profession;
  - 18 (8.6%) were working in the medical field;
  - 13 (6.2%) reported they were either retired, parenting, back in school, or "not working" for an unspecified reason;
  - 5 (2.4%) indicated some combination of categories for their new jobs;
  - 2 (1.0%) indicated they were private practitioners; and
  - 12 (5.7%) were missing this information.

Geographic Dispersion of the Title IV-E Graduates

Nearly all of California's 58 counties have employed Title IV-E graduates—evidence of the program's successful efforts to reprofessionalize the state's public child welfare agencies, and ultimately to enhance the quality of professional services for the children and families they serve.

Below is hiring status of the graduates:
- Collectively, the MSWs and BASWs have been employed in 52 of California's 58 county child welfare agencies.
- Counties that have not employed IV-E MSWs include:
  - Alpine, Amador, Inyo, Mono, Sierra, Trinity
- 9 graduates have worked in California State Adoptions;
- 7 have worked for Tribal agencies; and
- 79 have worked in approved non-profit organizations.

FIGURE 3. Density of Title IV-E MSWs and BASWs Employed by California Counties

LEGEND

Number of Graduates

- 0 - 26
- 31 - 81
- 101 - 154
- 184 - 279
- 625

Counties where CalSWEC graduates have worked

Counties with no CalSWEC graduates
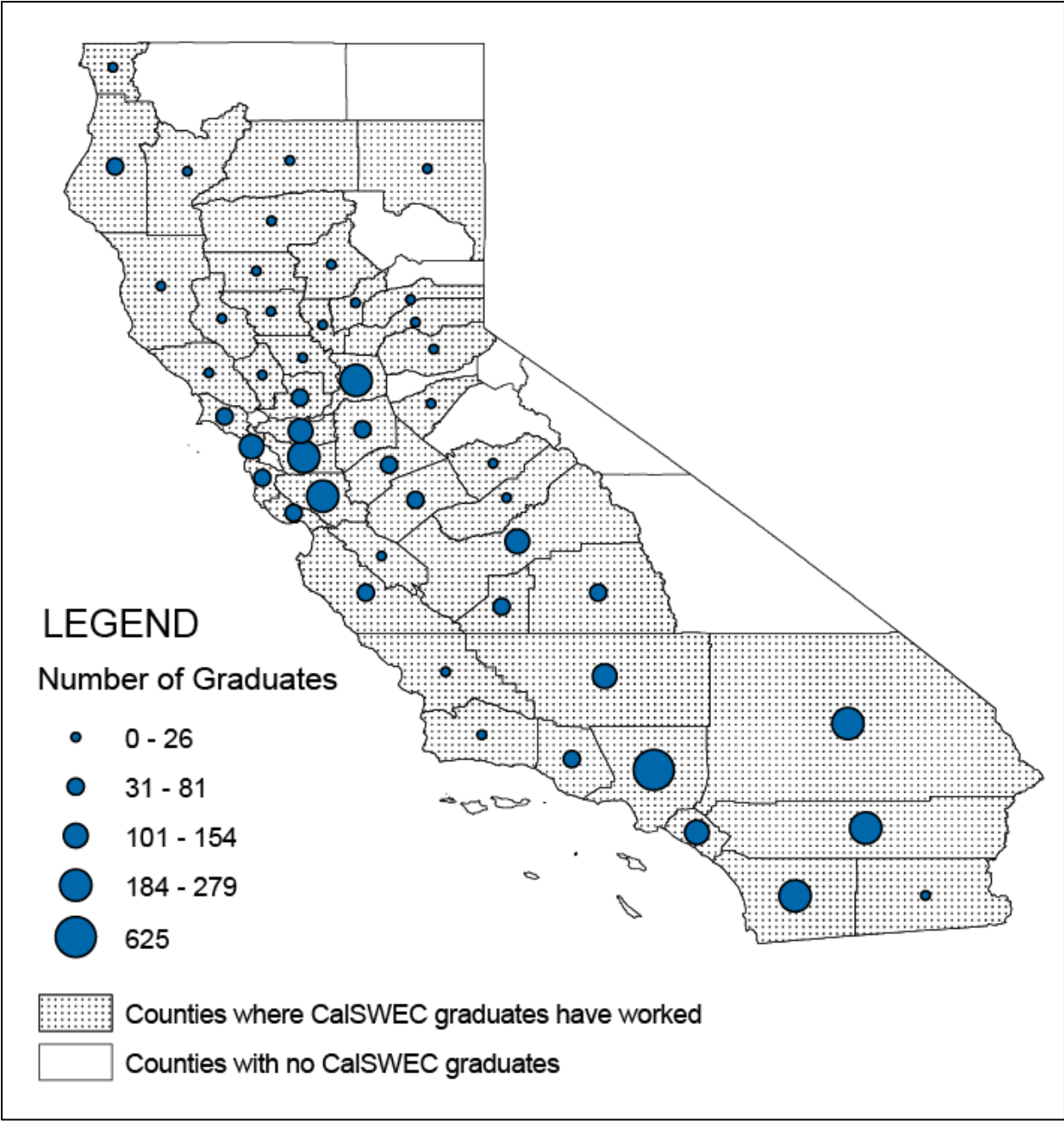
The geographic dispersion of the 2008 MSWs and BASWs are as follows:
- 239 (80%) of the 297 Title IV-E MSW 2008 graduates are employed in 31 California counties.
- 21 (40%) of the 52 Title IV-E BASW 2007 graduates are employed in 9 California counties.

FIGURE 4. Density of Title IV-E 2008 MSW and BASW Graduates
Employed by California Counties
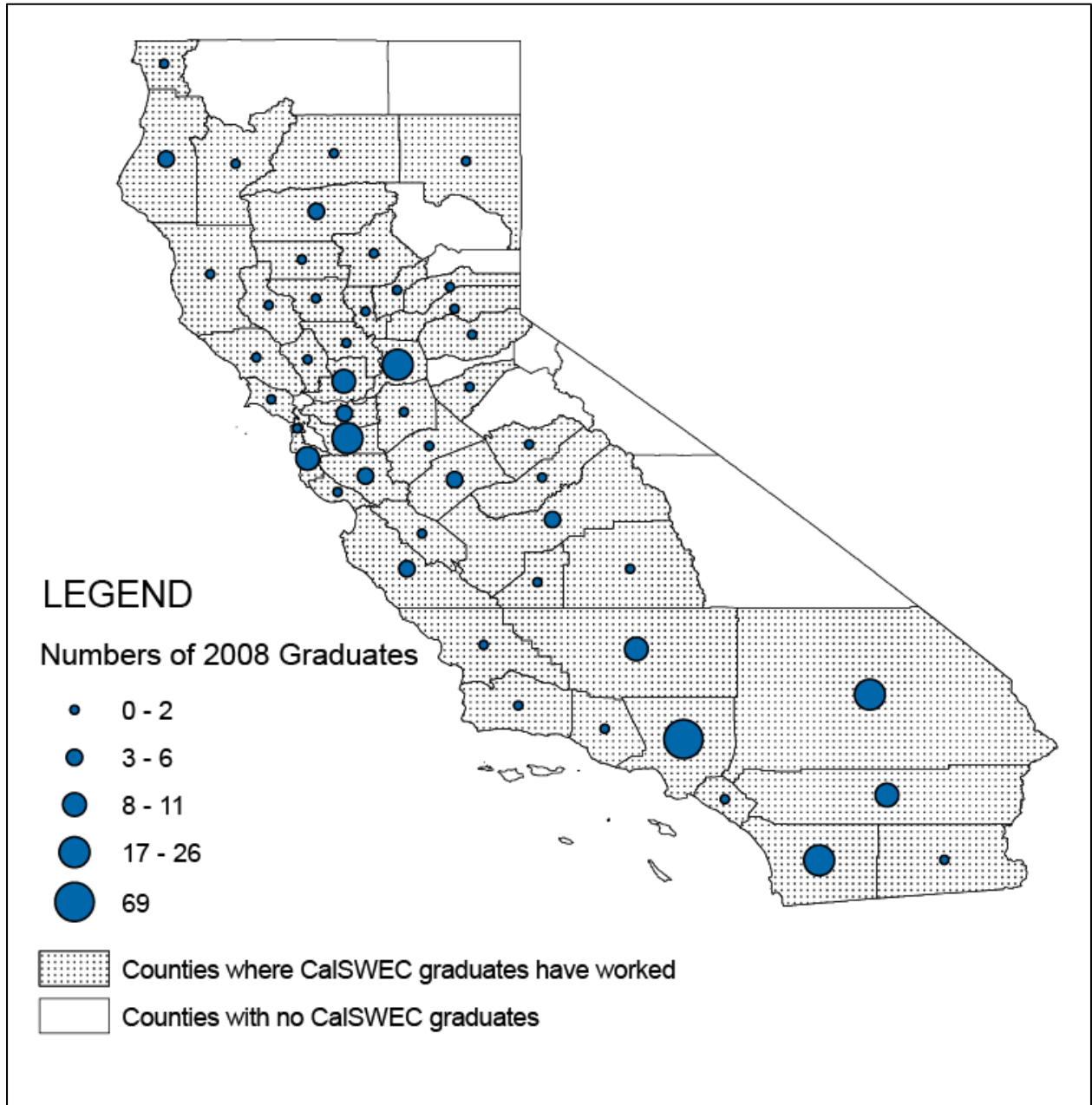
Increased Diversity

California's public child welfare workforce has become increasingly more representative of the system's clients than they were in the past—achieving a goal of CalSWEC when the unique organization was conceived more than a decade ago. Figure 5 below is based on CalSWEC's Workforce Survey data from 1992, 1995, 1998, 2004, and 2008. The 1992 and 1995 data were based on estimates.

FIGURE 5. Child Welfare Workforce by Race/Ethnicity and Year Surveyed
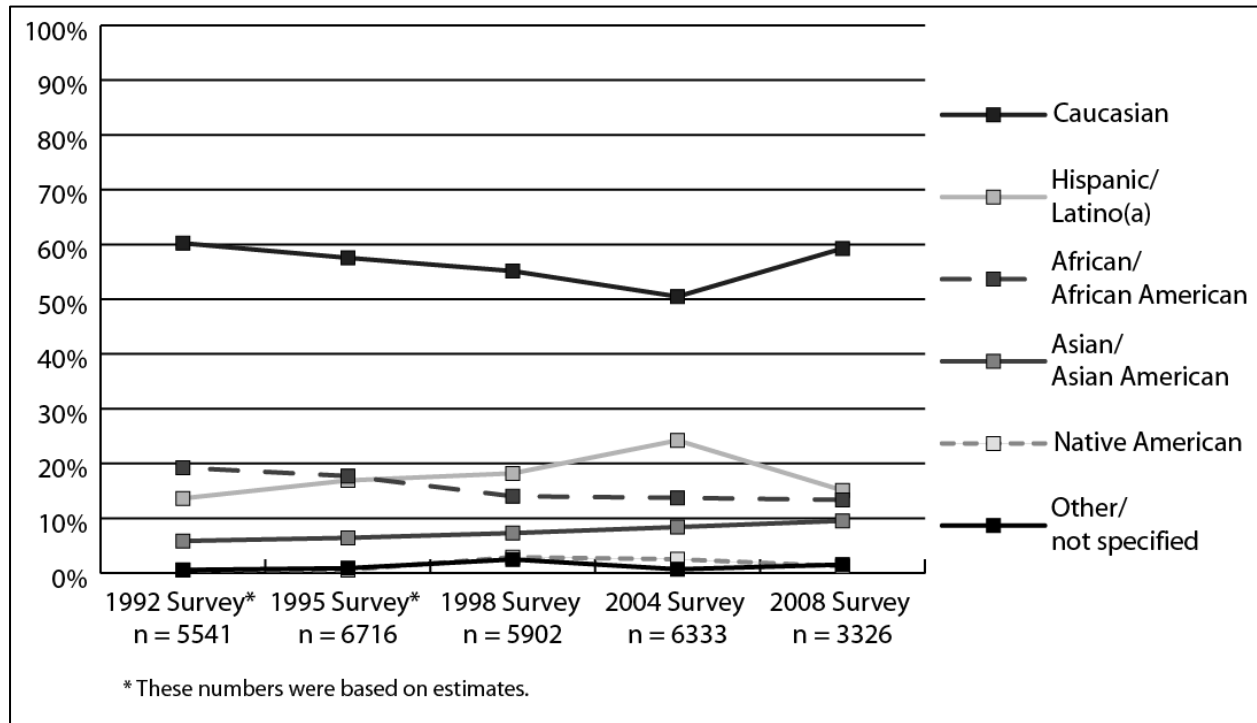
As the Title IV-E MSW and BASW graduates continue to join the state's public social services agencies, they add substantively to the diversity of the workforce, as evidenced in Figure 6, below. Each new CalSWEC Title IV-E cohort adds greater diversity to the workforce. In 2005 the first CalSWEC BASW graduates entered the workforce.

**FIGURE 6. Title IV-E MSWs & BASWs Who Entered the Workforce
by Race/Ethnicity and Year of Graduation**
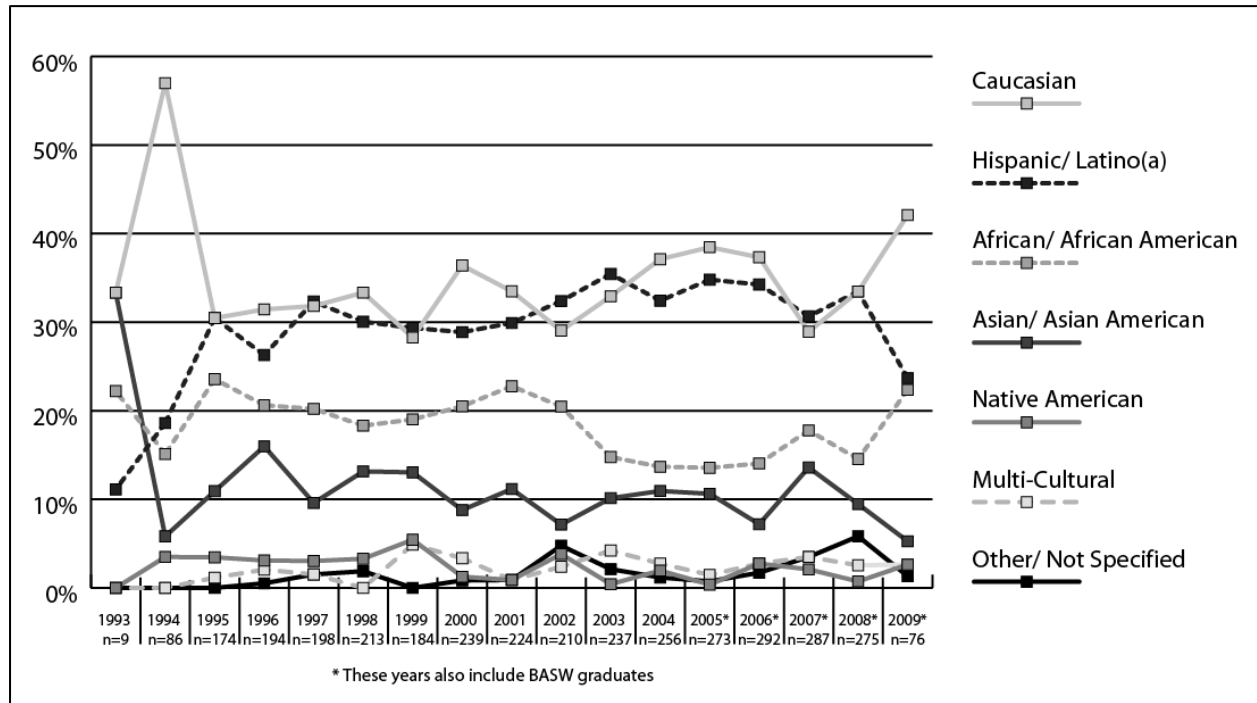
The MSW Applicants and New Students

In Academic Year 2008–2009, the CalSWEC Title IV-E program continued to attract a diverse student body. A total of 721 students applied to the Title IV-E MSW Stipend Program; of these applicants, 370 first-year students entered the program. The number of applicants and Title IV-E MSW students accepted and enrolled in fall 2008 by race/ethnicity are:

Race/Ethnicity	Applicants	New students
African/African American	134	62
American Indian	8	6
Asian, Southeast Asian, or Pacific Islander	95	52
Caucasian	191	99
Hispanic, Latino, Mexican, or Latin heritage	221	125
Multi-Cultural/Other	59	22
Unreported	13	4
TOTALS	**721**	**370**

FIGURE 7. Racial/Ethnic Composition of Applicants and Title IV-E MSWs Accepted and Enrolled in the Fall of 2008
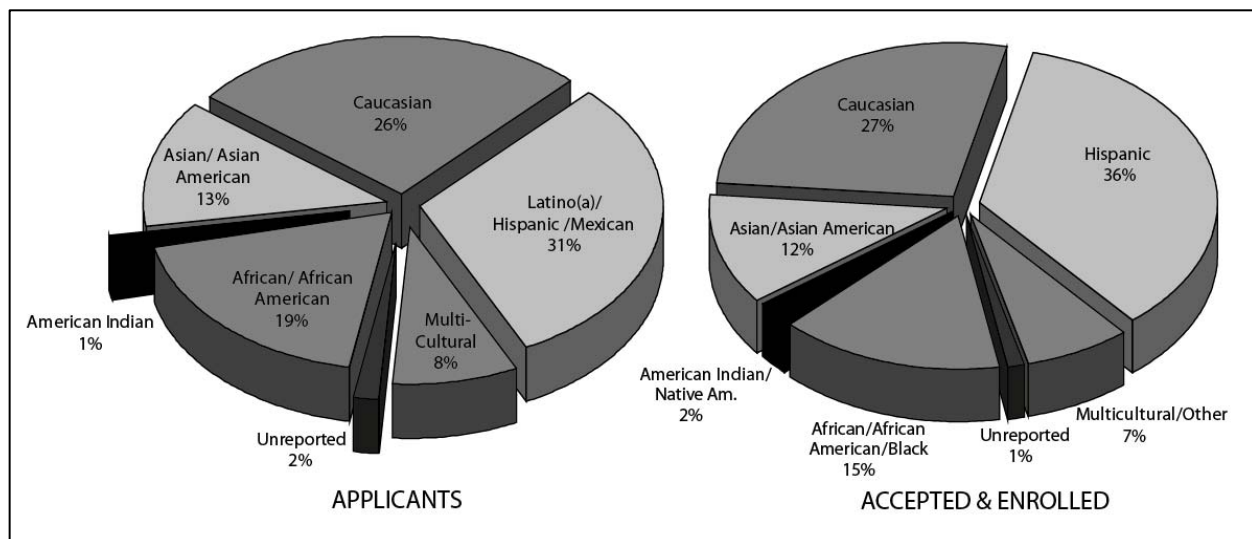
The BASW Applicants and New Students
Now in its fifth year, the Title IV-E BASW program has six participating schools. The programs received a total of 73 applications in 2008–2009 and accepted and enrolled 58 new students. The 2008 BASW applicants reflect the diversity of the Title IV-E program, as evidenced in the graph below. The number of applicants and Title IV-E BASW students accepted and enrolled in fall 2008 by race/ethnicity are as follows:

Race/Ethnicity	Applicants	New students
African/African American	7	4
American Indian	1	1
Asian, Southeast Asian, or Pacific Islander	0	0
Caucasian	23	20
Hispanic, Latino, Mexican, or Latin heritage	37	30
Multi-Cultural/Other	3	3
Unreported	2	0
TOTALS	**73**	**58**

FIGURE 8. Racial/Ethnic Composition of Applicants and Title IV-E BASWs Accepted and Enrolled in the Fall of 2008
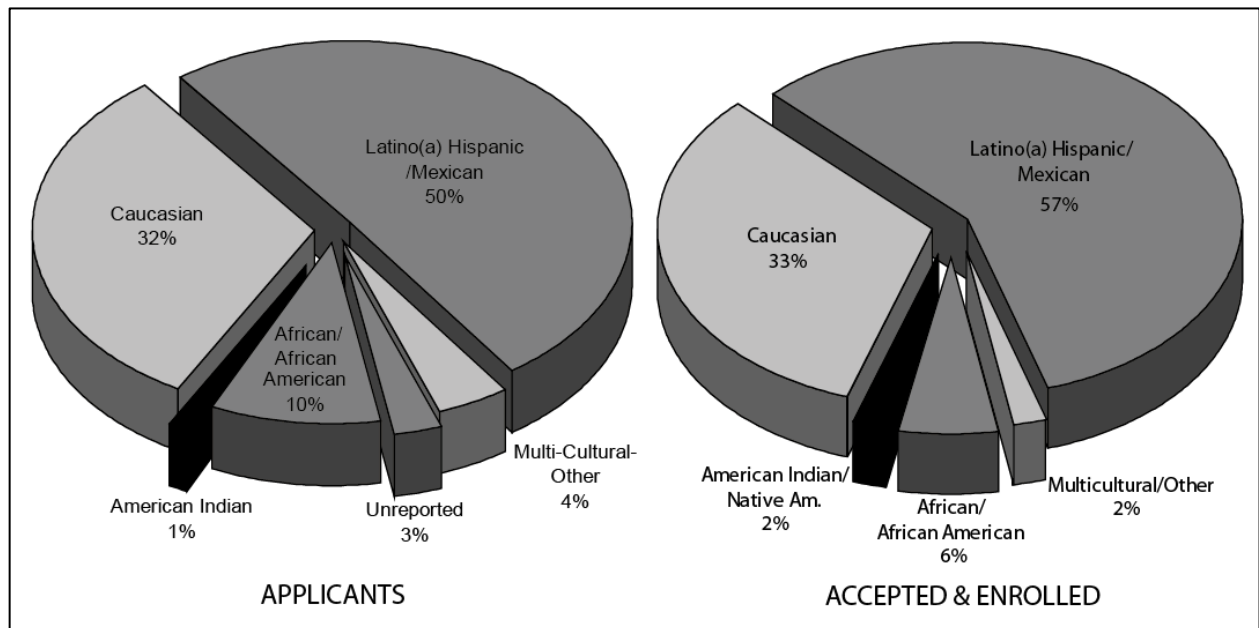
Growing Multilingualism

The Title IV-E MSW and BASW students and graduates who speak languages besides English facilitate communication with the state's diverse child welfare population, which includes a large number of non-English-speaking clients. Among the 4,958 Title IV-E students and graduates:

- 2,043 (41%) speak, write, or sign a language other than English,
- 195 (4%) speak 2 or more additional languages; and
- 77 different languages are spoken in addition to English.
  - 74% of the bilingual students and graduates speak Spanish; and
  - 19% of the bilingual students and graduates speak Vietnamese or some other Southeast Asian language. This included 45 students who spoke at least 2 Southeast Asian languages.

The bilingual students and graduates meet the needs of the majority of the non-English-speaking child welfare clients, who speak Spanish, Vietnamese, and other Far East and Southeast Asian languages.

FIGURE 9. Number of Languages Spoken Each Year by Title IV-E Students and Graduates by Year of Graduation (1993–2009)
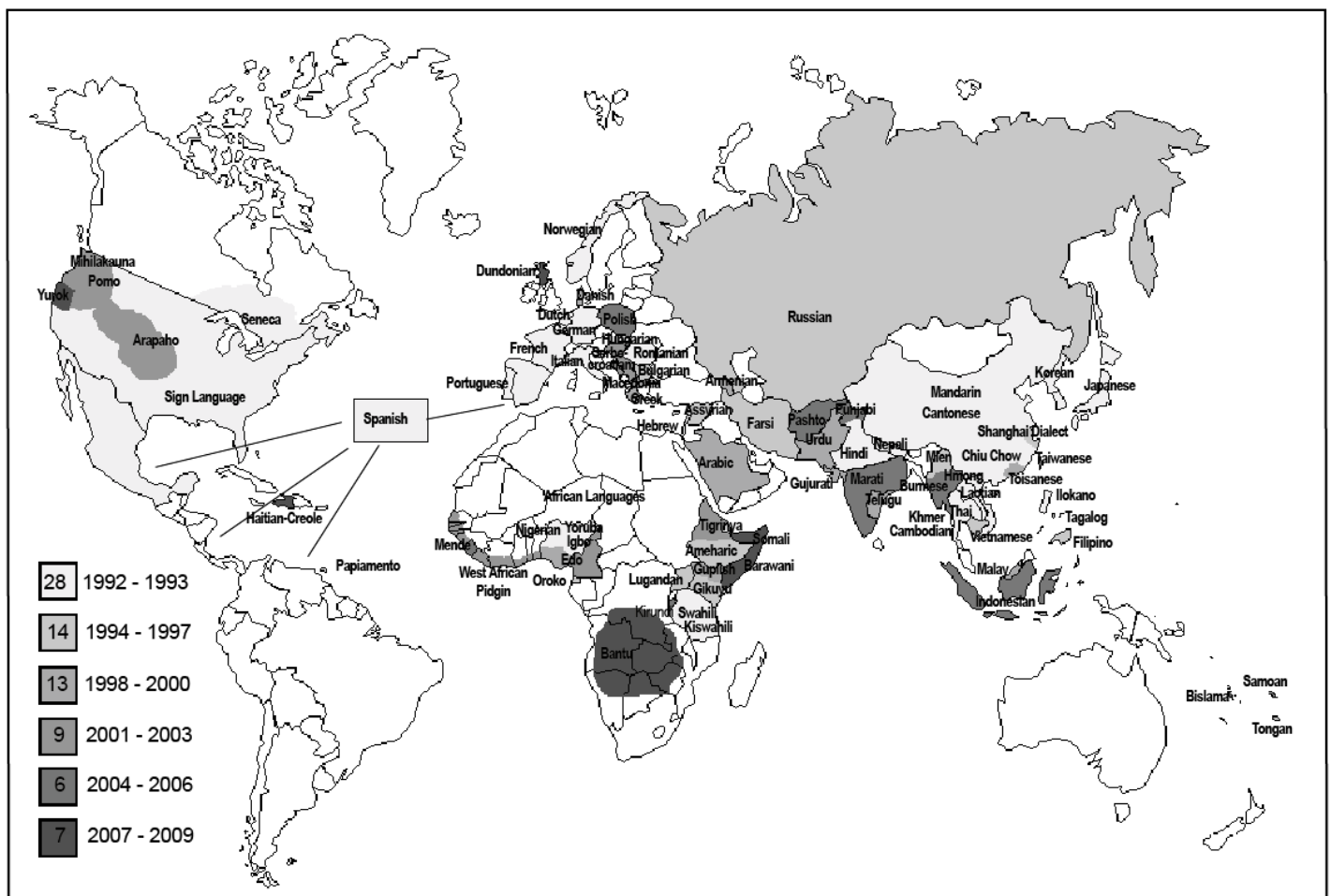
Program Report

Program Enhancements

BASW Program

Now in its fifth year, the Title IV-E BASW program continues to grow at a modest but noteworthy pace. Each program continues to engage in collaborations with county programs and personnel. This has brought the opportunity to examine and plan for needed programmatic changes. Below is a summary of the program development activities over the past year.

Job Alignment to Education Level: In response to student feedback, local programs have begun to work with their counties to develop specific county positions tailored to Title IV-E BASW graduates. For example, Los Angeles County has a social work position that is targeted toward the BASW. Counties with specific BASW-level classifications may possibly be willing to accept IV-E BASW graduates from other counties into their workforce, but the recent hiring curtailment has impaired this effort. The issue of appropriate job alignment has been identified as an area of development for the program, with discussions with NASW and the County Welfare Directors Association continuing.

County Examinations: Because some BASW students are not passing county civil service examinations, some schools are working with their counties to examine the possibility of modifying the examination to confront language barriers that may be occurring in this student population. An additional challenge is the lack of alignment of some examinations with education course content or with tasks associated with the positions for which candidates apply. Merit Systems, which serves as a CPS human resources conduit for 30 counties, has initiated a job-simulation type of exam which promises greater exam/position alignment. As these issues and potential solutions continue to unfold, the Board will continue to monitor the situation to determine a clear course of action.

Field Placements: The Project Coordinators have determined that counties differ in what they are able to offer in developing suitable learning experiences for BASW students. Given the variety that has been found, the Project Coordinators continue to develop a more unified approach to field experience at the BASW level, notably by considering such cooperative tactics as regional field consortia *(see MSW section on Field Placements).*

Transfer Issues: Students continue to be challenged by articulation of community college degrees into a BASW program. One barrier has been the lack of information available to students in selecting appropriate course work at the community college level. Some of the general education requirements issue may be resolved by encouraging students to select the Intersegmental General Education Curriculum (IGETC) course pattern approved by the CSUs. Further study is continuing and the issues are actively being resolved through

the Distance Education Pilot program at CSU, Chico; Humboldt State University; and CSU, San Bernardino *(see next section)*.

BASW Curriculum Competency Revision: The Curriculum Competencies for Public Child Welfare in California are revised periodically to reflect evolving practice needs, typically every five years. The MSW competencies were revised in 2007–08. The 2003 BASW competencies were revised in a formal process, including eliciting comment from stakeholders and the Board Curriculum and In-Service Training Committee, holding meetings with the BASW Project Coordinators, forming a workgroup to create a draft, and securing Board approval. The BASW competencies were reviewed in draft form by the Curriculum and In-Service Training Committee during 2008–09 and approved by the CalSWEC Board in May 2009.

MSW Program

Field Placements: As explicitly acknowledged by the Council of Social Work Education (CSWE) in 2008, field placements are central to social work education; in fact, they are its *signature pedagogy*.[1] Nowhere is this more the case than in child welfare. Within our schools and programs, it is the nexus of the university/agency partnership. It provides both faculty and agency the opportunity to learn about the other and to exchange ideas and approaches that further and consolidate the education of the student. Given that all the students in this program must have a caseload that is composed of Title IV-E-eligible children, it is vitally important that all three partners (school, agency, and student) agree on the goals of the field placement.

The challenges that our programs continue to face is the ability of first-year field placements to meet the regulatory criteria (100% Title IV-E-eligible caseload) and to offer the students appropriate educational experiences. Programs face an additional challenge with second-year field placement due to a reduction in the county's ability to offer enough to meet the student demand. Both these challenges were exacerbated over AY 2008–09 as a result of a financial crisis affecting both private and public agencies in the state. In response to these issues, the programs continue to utilize a streamlined process for verifying compliance of caseload and have been developing additional first-year placements by increasing networking and relationships with community organizations. Additional efforts have been made to strengthen relationships with county agency staff. Our programs are continuing regional collaborative relationships with counties and schools, coordinating placement timing, and unifying field trainer content to permit a field trainer who completes a training at one university to receive students from another. These kinds of regional collaborative efforts have simplified a previously complicated process, allowing attention to be focused on student learning.

The survey of field placements undertaken in the previous year identified several areas in which field placement delivery may be improved. As noted above, having ongoing

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[1] Council on Social Work Education (2008). Educational policy and accreditation standards. Alexandria, VA: Author

meetings about placements that advance the notion of partnerships and encourage the development of shared goals for field placement numbers, quality, and content has been highly successful in some regions.

In FY 2008–09, the CalSWEC Board's Child Welfare Committee retained the field placement issue on its agenda and in fall of FY 2008 convened a Field Placement Subcommittee to explore different field placement models. Subcommittee members were Corinne Florez, Terrence Forrester, Bart Grossman, Stuart Oppenheim, and Valerie Peck, along with CalSWEC Director Chris Mathias and Curriculum Specialist Elizabeth Gilman. The subcommittee met over the fall and winter of 2008–09 and developed a working document with findings and draft recommendations for the CalSWEC Board. The resulting white paper, "Field Placement in Social Work Education: A Path to Practice Excellence," drafted by Ms. Gilman and Ms. Mathias *(see Appendix A).* To address differing regional needs, the white paper proposes a multi-year initiative in which a few models are to be developed as sites designed to address particular needs. After the efficacy of the pilot models is tested, the plan is to leverage the university/county/CDSS partnership to develop sustainable fiscal models. The work of implementing the white paper's recommendations will continue throughout FY 2009–10.

As noted in 2007–08, the substantial turnover in the county welfare directors ranks since the inception of the Title IV-E Stipend Program indicated that many directors are not aware of the county partnership that is written into the Title IV-E stipend contract. As a result, the Executive Committee asked CalSWEC staff to develop a resource manual for all county welfare directors. This guide, *CalSWEC Child Welfare: A Guide for County Welfare Directors*, was published in September 2008 and disseminated to all county welfare directors. It outlined the broad parameter of the contract and the expectations of each party, specifically in the area of field placement.

Other areas of development for field placements that will be upcoming in the next year will be unifying learning agreements so that they contain a consistent field experience across schools with the goal of better preparing the student for the work in the county.

MSW/BASW Program—Planning for Part-time students: As noted in the 2007–08 report, several programs reported difficulty recruiting part-time students from the counties due to a perception of inequity in part-time program payback, in that a three-year payback has been required of part-time students because they take three years to complete the program. However, it has been noted that part-time students earn the same number of units as full-time students so it can be reasoned that they are in the program for the same amount of time. A group of project coordinators was convened in spring 2008 to study different methods for determining payback to quell any appearance of inequity. A recommended equitable pro rata calculation of employment obligation for part-time students, using a standard equivalence method to articulate within a semester or quarter system, was presented to the Board. Subsequently, the Board's Executive Committee reviewed and approved a proposal that the part-time obligation for both BASW and MSW programs be changed to two years. The full Board approved this recommendation at the May 2009 meeting, and the recommendation was then approved by CDSS.

Overall

Distance Education Project Progress: Across the state, CalSWEC has worked to develop an infrastructure to address the workforce needs of public human services agencies. Analysis of student retention data revealed that some areas in the state have been less able to benefit from this workforce development program. Over the past 15 years, the number of counties in which CalSWEC students have been employed has increased from 67% to 90%. Despite these gains, upon closer review it was found that the areas without CalSWEC graduates were consistently the most rural and remote areas of the state.

This data was presented to the CalSWEC Board's Child Welfare Committee in May 2007, prompting discussions with the 20 Small Counties Committee of the County Welfare Directors Association. The 20 Small Counties Committee expressed interest in engaging in a study of workforce development needs and issues in the rural and remote regions of the state. The mobilizing concept in these discussions was that rural counties face markedly more challenges in recruiting, training, and retaining a quality workforce than their large urban counterparts, and that distance education strategies might offer an opportunity to address the educational and training needs of human service agency staff in rural and remote areas.

As a result of a 10-month study described in the 2007–2008 *Annual Report*, a series of recommendations were developed as possible next steps. *Phase One* was designed to address the need to recruit a local potential workforce while at the same time providing education access and training opportunities. *Phase Two* addressed the retention of those who come to the county with advanced degrees or those who have advanced while being employed in the county. At its September 2008 meeting, the CalSWEC Board discussed the plan and found it somewhat ambitious. The Board nevertheless decided to continue the work with some adjustments and the assistance of Workforce Development and Funding Committee members. The committee members agreed to assist with issues of technology and ground-level linkages with community colleges, agencies and universities, and a Distance Education workgroup was formed. The implementation plan was also discussed with CDSS in September 2008 as well as with CWDA's 20 Small Counties Committee.

The Distance Education workgroup continues to conduct bimonthly phone conferences and webinars to maintain consistency across the 3 pilot sites.

As indicated below, the workgroup has successfully completed Goal # 1 and is currently working on the completion of Goals # 2 and #3. It is predicted that students will begin in the program in spring 2010. *(See Appendix B for reports from each pilot site.)*

A summary of the project implementation plan is below:

GOAL 1:
Design a pilot social work program that is a fully articulated part time program for current county employees that provides financial assistance from the AA degree through the MSW degree using a hybrid method of delivery.

Actions/Tasks	Evidence of Completion	Resources needed	Timeframe
1.1 Draft Pilot Program Components include: A. program description B. hybrid design: classroom, field, web C. Assessment tools: student and organizational D. technology capability needed	program description drafted program description (components A & B) presented to CWDA 20 Small presented to CalSWEC Board reviewed by CDSS	Staff time, travel to Sacramento	9/8 to 9/25 9/11/08 9/25/08 9/25/08 COMPLETED
1.2 Finalize based on input from CWDA and CalSWEC constituents.	final draft completed reviewed and accepted	Staff time, travel to Sacramento	10/30/08 11/13/08 COMPLETED
1.3 Disseminate program to local communities to assess interest in participation.	Plan/program Distributed to CSU's counties and communities colleges Phone/email communication	Staff time	11/13/08 to 1/30/09 COMPLETED
1.4 Determine communities participating in pilot. Local cluster of program participants are: community colleges, BASW/MSW programs, counties and students.	Meetings with local constituents to assess readiness of local infrastructure	Staff time, travel to meet with community colleges, CSUs, counties, staff (potential students)	1/30/09 COMPLETED

GOAL 2:
Develop **a pilot social work program that is a fully articulated part time program for current county employees that provides financial assistance from the AA degree through the MSW degree using a hybrid method of delivery.**

Actions/Tasks	Evidence of Completion	Resources needed	Timeframe
2.1 Develop or acquire coursework in the appropriate format (on line, classroom, field) for AA/BASW/MSW degrees.	AA degree course work written. BASW/MSW course work converted to on line/field.	AA degree development costs (subcontract) Course conversion/acquisition costs for AA/BASW/MSW (subcontract)	11/08 to 6/09 IN PROCESS
2.2 Develop articulation agreements between community college and BSW of pilot program participants.	Articulation agreements set up between pilot participants.	Staff time, travel, meeting time, space, supplies	11/08 to 6/09 IN PROCESS
2.3 Secure the appropriate technology to support student.	Technology secured by student/counties/Community Colleges/CSUs	Cost of technology	11/08 to 6/09 IN PROCESS
2.4 Develop regional/traveling field instruction capacity.	List of traveling field instructors developed.	Staff time, meeting time, travel, supplies	11/08 to 6/09 IN PROCESS
2.5 Develop regional classroom instruction capacity.	Identify alternate classroom locations Resource sharing plan developed between counties and CCs and/or CSUs	Staff time, travel, meeting time, supplies	11/08 to 6/09 IN PROCESS
2.6 Recruit faculty to teach on line/in field courses.	List of faculty developed	Staff time	11/08 to 6/09 IN PROCESS
2.7 Address programs/agencies release time mechanisms.	Local agencies and CC, CSUs establish release time agreements	Staff time, meeting time, travel, supplies	11/08 to 6/09 DEFERRED TO FALL 2009

GOAL 3:

Implement a pilot social work program that is a fully articulated part time program for current county employees that provides financial assistance from the AA degree through the MSW degree using a hybrid method of delivery.

Actions/Tasks	Evidence of Completion	Resources needed	Timeframe
3.1 Develop budget for Pilot Program reimbursement	Budget developed, line items are: 1. tuition, fees, books, travel 2. instructional costs (class, web, field) 3. supplies, services 4. technology costs		1/30/09 COMPLETED
3.2 Pilot program proposed in CalSWEC master contract	Pilot program in master contract proposal to CDSS.		2/15/09 DEFERRED TO FEBRUARY 2010
3.3 Identify students at AA, BASW, MSW levels to participate in program.	List of students generated	Staff, travel, supplies	3/1/09 IN PROCESS
3.4 Begin instruction	Students taking courses	Instruction, tuition, books, travel, technology	9/09 BEGINS JANUARY 2010

Technical Assistance
At the close of AY 2007–08, the program lost five of its project coordinators, who moved into other positions in the field or enrolled in graduate school. These transitions, coupled with the expressed desire among the schools for greater on-site presence of CalSWEC central, motivated CalSWEC staff to plan and implement a series of technical assistance visits to the campuses. The visits were especially timely due to the hiring of new coordinators who needed orientation to the program. Several regional site visits were organized in the fall and winter of AY 2008, each lasting a full day and staffed by CalSWEC Director Chris Mathias, Business Manager Miranda Chiu, Research Specialist Susan Jacquet, and Curriculum Specialists Elizabeth Gilman and Carin Harkness.

A number of materials were developed for the meetings, including a summary of the Title IV-E Program Guide and the fiscal process, and PowerPoint presentations. The program presented an overview of the Title IV-E program and the CalSWEC Student Information System (CSIS) database used by all the schools, followed by a step-by-step guide to the Title IV-E fiscal cycle, supported by accompanying documents. Invitees included all Title IV-E staff, including principal investigators, faculty, project coordinators, and fiscal and foundation staff. Administrative staff at some schools also met individually with Susan Jacquet. Each session concluded with a question-and-answer period. The response to the sessions was extremely positive; they seemed to provide an excellent orientation mechanism as well as an occasion for team building both within the school and with CalSWEC Central. An added benefit was to have all members of the program present at the same meeting. CalSWEC is planning to continue the practice.

Consultation Visits and Survey of Principal Investigators and Project Coordinators
To further respond to project coordinator requests to have more frequent contact with CalSWEC Central, CalSWEC decided to conduct a needs assessment among the project coordinators to learn of their perceived needs and to gather their suggestions as to how best to address these needs. Consultant Shaaron Gilson, a recently retired experienced project coordinator from UC Berkeley, was hired to assist with planning and implementing this process. Ms. Gilson, together with Director Chris Mathias and Curriculum Specialists Elizabeth Gilman and Carin Harkness, designed an online survey (on Survey Monkey) to be completed by the project coordinators and principal investigators at each of the 19 member schools. The survey was administered in person to the project coordinators, who were visited individually or in small groups at school sites during the spring of AY 2009. A follow-up interview protocol was also used to elicit more candid, in-depth responses. The principal investigators were asked to complete the online survey, but were not interviewed in person. The two project coordinators who could not be scheduled for interviews completed the online survey.

The survey and interview results were tabulated and summarized during the spring and early summer of AY 2009. The results are being analyzed by Shaaron Gilson and are expected to be presented at the fall 2009 project coordinator meeting. The plan is to utilize the survey results to design future technical assistance and possible curriculum supplements for project coordinators and their programs. The final report will be forthcoming in winter 2010.

Curriculum Enhancement Activities

New Graduate Survey

This survey is distributed each year to all graduates six months after they have left the program. The intention of this survey is to assess how well the curriculum prepares the student for work in the county and to elicit feedback from the student on the perceived strengths of their individual program and how the program can be improved. The most recent survey administration was somewhat hampered by the fact that many graduates were slow to be hired by counties due to economic conditions.

Despite this unusual situation, the response rate among the students was over 55% among working graduates. Overall, the results of this year's survey were consistent with results of prior surveys. A majority of graduates report that the most valuable classroom experiences are in the categories of direct practice techniques, assessment education, direct skill transfer methods like role-playing, and diversity education. In field, 99 % of graduates cited that hands-on direct practice experience best prepared them for their work in child welfare. Next in importance in field were shadowing/observing, and mentoring and supervision provided by field instructors. Consistent with prior surveys, a substantial percentage of graduates expressed the desire for more substance abuse content and more knowledge of court processes, report writing, and case management methods. In the coming fiscal year, CalSWEC will explore avenues through which to provide supplementary curriculum content in these areas as distance education programs and electronic course delivery continue to develop among the schools. *(See Appendix C, New Graduate Survey Report.)*

Curriculum Competency Revision

The MSW competencies revision was completed in fall 2007 and approved by the Board at its September 2007 meeting. The competency revision process followed the same process as all prior revisions. Local stakeholder meetings were held by each of the schools to solicit input on the competencies. Once all of the input was collected it was synthesized by a small workgroup. The final product included integration of new practice initiatives and an explicit alignment to the content outlined in the Title IV-E regulations. The MSW competencies were published in 2008 and distributed to the member schools.

Curriculum Competency Integration

The creation of the CalSWEC Mental Health and Aging initiatives has given rise to the development of competencies specific to these two areas of specialization, in addition to the existing Public Child Welfare competencies. The inevitable result for member universities has been the requirement to deliver three separate sets of competencies within the same social work department. This has been a very challenging and often unworkable task for both classroom and field instruction. In an effort to streamline delivery of competency based curricula for the three areas, the CalSWEC Board through its Curriculum and In-Service Training Committee decided in AY 2008–09 to undertake the integration of all of the competency sets including CalSWEC's in-service training competencies. A second goal is to decrease the overall number of competencies. To begin the process, CalSWEC prepared a draft proposal based in part on the newly drafted Council on Social Work Education (CSWE) scheme for addressing both generalist social work competencies as well as competencies for particular practice areas. It is particularly timely to begin the integration, in that CSWE, as the accrediting body of social work programs, recently promulgated its revised system of core social work competencies. A small workgroup within the Curriculum and In-Service Training Committee will be initiating the integration process in AY 2009–10. *(See Appendix D, Competency Integration Proposal.)*

Curriculum Snapshot

The Curriculum Snapshot is a program evaluation tool that is completed by each school every two years. The instrument asks each program to document recruitment and admission activities, field placement activities, and program evaluation activities, as well as to indicate the nature and extent of its partnerships with the county agency and other local child welfare agencies.

In AY 2007–08, a small workgroup convened to retool the instrument with the goal of being able to compare program elements more easily and to facilitate sharing of particularly useful practices among programs. The workgroup noted that it will be especially valuable to learn more about how all programs are delivering field curriculum as the field is critical in learning transfer of the whole curriculum. Given that prior field evaluation study has pointed to the need for more consistent field experience for the student, learning more details about each program's field content was a focus, as well as finding ways to enhance field programs. The Curriculum Snapshot also examines the content of elective and integrative seminars offered at the schools and provides information about how each school delivers its electives and seminars.

As a result of several meetings of the workgroup, the format for the 2007–08 Snapshot marked a significantly improved template, in terms of clarity for those completing the tool as well as higher comparability of program elements. Each of the universities uses the curriculum competencies as a foundation for the program, but each school delivers its particular curriculum in a different manner. The challenge in creating an evaluation instrument is to operationalize program elements enough to permit comparison across

programs and plan for refinements as needed. For example, a clearer picture of how field programs are implemented and competency infusion is measured among the schools will apprise member schools of effective practices to consider for adoption and facilitate improvements to the program as a whole.

Preliminarily, the issues that have been identified are:
- A unified field program across program sites that is more resourced,
- Recruitment efforts to bring in more students of color and more county employees,
- Use of an integrated competency model with MSW/BASW/MH/Aging/Core components that defines what parts of the curricula are in each.

The new Curriculum Snapshot was completed by all of the schools and analysis of the results continued through AY 2008–09. A preliminary report of findings was presented to the Curriculum and In-Service Training Committee at the February 2009 Board meeting. This report focused on three elements of the Snapshot:
- Components of the field models among the schools,
- How the field programs are supported and developed, and
- Methods used to evaluate curriculum competency infusion

Summary of findings:
- *Field*
  - Most use an integrated field model the first year, with some form of IV-E dedicated model the second year.
  - Most schools use a collaborative decision-making process in assigning students to field placements.
  - Schools use a multi-step process in field assignment.
  - Most place student in a PCW placement in the second year.
  - Agency field instructors typically supervise the second year placed students..

- *Field instructor support and training*
  - Most schools report carrying out field instructor orientation by county or by region and training instructors in the use of competencies.
  - Most report using several methods to train instructors and to reinforce that training.
  - Most report several ways instructors are integrated into the curriculum development and implementation process in the schools.

- *Methods used to evaluate Curriculum Competency infusion*
  - Most schools use a variety of methods to evaluate competency infusion in classroom and field.
  - Most frequently the schools utilize student course evaluation forms and learning agreements and include the IV-E Project Coordinator as part of the school curriculum committee.
  - Schools appear to look to the field component as much if not more than the classroom component to insure that competencies are delivered.

A second report will be presented to the Curriculum and In-Service Training Committee in early AY 2009–10. This report will examine perceived strengths and challenges of various program components in the schools, the nature and extent of partnership activities with local public county child welfare agencies, and how IV-E and non-IV-E faculty are integrated into school program development (*see Appendix E, Snapshot Report #1 & #2*).

Faculty Development Institutes

In response to Title IV-E faculty's desire for curriculum enrichment to assist schools in remaining current with the field, a series of Faculty Development Institutes (FDI) was initiated in fall 2008. The first Institute, *Data are Your Friends: California's Child Welfare Outcomes and Accountability System*, was offered by Barbara Needell, Ph.D., principal investigator, California Performance Indicators Project, UC Berkeley. The all-day event, held on November 6, 2008, at UC Berkeley, was well received by faculty. CalSWEC plans to continue the series with two offerings annually on topics based on responses to evaluation measures and on direct recommendations of project coordinators, faculty, or students.

Student Day

The 2009 Title IV-E Student Day on April 17 at the Clark Kerr campus, UC Berkeley, attracted over 190 students, faculty, alumni, and presenters. Held in the spring of each year, the Student Day conference is an opportunity for participants to network with peers and social work leaders, to forge and strengthen ties to professional organizations, and to deepen their knowledge of emerging strategies in child welfare practice. The title of the conference was "Ties that Bind: An Integrative Approach to Child Welfare."
- **Susan Alfaro**, an MSW student from San Francisco State University, was the Student Coordinator. The National Association of Social Workers, California Chapter sponsored a reception at the close of the event.
- **Honorable Katherine Lucero**, Supervising Judge of Juvenile Dependency Court, Santa Clara County, delivered a keynote address on innovative, multifaceted programs in Santa Clara County that include Wellness Court serving drug-exposed babies and toddlers and their families, Juvenile Drug Treatment Court, and Family Treatment Court assisting parents with substance abuse problems that affect child custody or visitation. .

In addition:
- **Linne Stout,** Bureau Chief of the Child Support and Family Protection Branch of CDSS, spoke on the California Child Welfare Program Improvement Plan
- **Janlee Wong,** Executive Director of NASW, California Chapter, shared recent NASW legislative and advocacy activities.
- **Barrett Johnson,** CalSWEC Director of In-Service Training, discussed the Common Core in-service training in California and presented the preliminary results of a recent study comparing the performance of Title IV-E and non-title IV-E participants in the embedded evaluations related to specific training content.

- **Chris Mathias,** CalSWEC Director, welcomed the group and spoke of the importance of the students' career choice of child welfare and congratulated them on their commitment to children of California
- **Emily Putman-Hornstein,** a doctoral candidate in the School of Social Welfare at UC Berkeley with a focus on quantitative methodology, presented a workshop on disproportionality and disparity in California's Child Welfare system. The presentation focused on examining the meaning of the terms and evidence of racial disproportionalty and disparity among child welfare populations using administrative data from the California's Child Welfare Services/Case Management System.
- **Gloria Samayoa,** LCSW, coordinator with the San Francisco Multidisciplinary Interview Center (MDIC), presented a workshop on forensic interviewing of children 18 years and under. The MDIC works with a team including the San Francisco District Attorney's Office, Police Department, and Human Services Agency. Interviewees include children who have witnessed violence or who have experienced sexual or physical abuse.
- **Don Graves,** Program Coordinator of the Contra Costa County Independent Living Skills Program, presented the resources available to transitioning youth through the ILP program. Two graduates from ILP also participated in sharing their successful experiences.
- **Carmen Villegas-Grant** and **Allison Davenport,** Esq., provided an overview of how the U.S. immigration system and related courts affect children and families. Participants learned about forms of relief for children and domestic violence victims as well as the application for Special Immigrant Juvenile Status. Ms. Villegas-Grant, with the San Francisco Department of Human Services was a key developer of county bilingual Spanish-speaking units as well as the policy in working with immigrant families in CPS. Ms. Davenport, who specializes in immigration and refugee law, family-based immigration, and law related to domestic violence survivors, is staff attorney for Centro Legal de la Raza in Oakland.
- **Yali Lincroft,** MBA, **Roshawn Singleton,** and **Kelli Finley** presented a workshop on meeting the needs of children of incarcerated parents. The workshop provided an overview of factors affecting children touched by both the Child Welfare and penal systems and presented tools to assist social workers, including a model for contact visitation and family support currently operating in San Francisco. Ms. Lincroft is a public policy consultant with the Annie E. Casey Foundation's Family to Family initiative; Ms. Singleton is with Friends Outside, working with parents in the San Francisco jail and with their children's social workers; and Ms. Finley manages the One Family program, which offers a parenting education curriculum to incarcerated parents and works to increase the number of parent–child contact visits.
- **Ginny Puddefoot,** M.P.P., and **Bridgett Ortega,** M.A., J.D., presented their Joint Response Program, in which child welfare and law enforcement work together both to reduce trauma to children present at a planned arrest and to plan for the appropriate care of children whose parents will be taken into custody. The workshop emphasized the importance of coordinated response and presented

formal protocols and working agreements between the organizations to meet the needs of children facing parent arrest. Ginny Puddefoot is Deputy Director for Health Policy, Legislation and External Affairs for the Managed Risk Medical Insurance Board. Ms. Ortega is currently a consultant for the San Francisco Children of Incarcerated Parents Partnership.

- **Michael Gammino**, LCSW, the social work supervisor in the Dependency Unit at the Santa Clara County District Attorney's office, presented the steps in the process by which a child enters the formal child welfare legal system, goes into protective custody, and moves toward a case dismissal or adoption.
- **Kristin Flores,** a youth program developer who previously served as Youth Program Director for the YMCA of San Francisco**,** and **Shamont Hussey,** a youth program coordinator and supervisor of a San Francisco juvenile diversion program, presented a workshop on engaging the queer (LGBTQ) community and understanding the strengths and meeting the needs of queer and transgender youth. Both are also current social work graduate students at San Francisco State.
- **Marika Chin**, Admissions Team Leader of Thunder Road, along with two teen clients of the program, spoke about assisting youth and their families in recovering from abuse of alcohol, drugs and nicotine as well as overcoming behavioral health challenges. The presentation included discussion of the admission team process, which takes referrals from families, professional service providers, and other agencies.
- **Kathy Cox,** LCSW, Ph.D., assistant professor of Social Work at Chico State University, presented a workshop on Wraparound Services offered to families involved with child welfare. The workshop stressed the importance of maintaining model fidelity and assessing adherence to the services model through ongoing evaluation. Also presented was a live demonstration of how a wraparound team meeting is conducted.

American Indian Graduate Outreach and Recruitment Project
The activities of this project of California State University, Stanislaus/CalSWEC included several accomplishments during the AY 2008–09. The project Recruiter and Outreach Coordinator is Tom Phillips of CSU, Stanislaus.

- Contact and work with 11 CalSWEC member universities resulted in the successful recruitment of 11 American Indian students 5 MSW programs in California during this report period: San Francisco State University; CSU, Fresno; Sacramento State University; CSU, Stanislaus; and Loma Linda University.
- A significant number of individuals were also recruited into higher education at the undergraduate level. A total of 61 students entered 23 different institutions, many of them community colleges around the state.
- In-service trainings were offered to eight Title IV-E programs, Indian agencies, and county agencies: CSU, Fresno; CSU, East Bay, Concord and Hayward campuses; CSU, Northridge; CSU, Los Angeles; CSU, Stanislaus; University of Southern California, Tribal Star; and CALSWEC project coordinators.

In-service training offered to Indian agencies and organizations included:

- San Francisco Association for the American Indian, Inc.
- American Indian Child Resource Center Oakland
- Native American Health Center of San Francisco
- Southern California Indian Centers, Inc.
- San Jose Indian Health Centers
- Washoe Tribal TANF—Oakland
- Table Mountain Rancheria—Friant
- Pechanga Reservation-Temecula
- Morongo Cabazon Reservation—Banning
- Soboboa Liuseno Reservation—San Jacinto
- United American Indian Involvement, Inc. —Los Angeles
- California American Indian Education Association
- California Indian Child Welfare Association

Training provided for county agencies included:
- Stanislaus County Probation
- Tulare County Department of Social Services/County Council
- Fresno County Department of Social Services/County Council
- Kings County Department of Social Services/County Council
- San Francisco County Neighborhood Services/Social Services

- Title IV-E Programs visited during this report year were: CSU, Fresno; CSU, Los Angeles; San Francisco State University; CSU, Bakersfield; CSU, Stanislaus; University of California, Berkeley; CSU, Northridge; CSU, San Bernardino; and University of Southern California.
- A number of new Indian agency/organization field placements have been developed. These include internships at the following:
  - Native American Health Center of San Francisco, 60 Capp St., San Francisco, CA 94110
  - Morogno Child and Family Services, 11545 Potrero Rd., Banning, CA 92220
  - American Child Resource Center of Oakland, 522 Grand Ave., Oakland, CA 94610.
- Negotiations were completed with 11 Indian agency/organizations for potential field placements for this report period.
- Work was conducted with the North California/ Bay Area ICWA Initiative group to complete support services of Casey Family Foundation grant to Bay Area ICWA service providers.

Mr. Philips continued contact visits and presentations to conferences, tribal meetings, and ICWA child welfare planning entities throughout the state. He promoted social work education to California Tribal Councils and community-based American Indian Education centers and organizations. He continued to develop liaison strategies with California Tribal Liaison representatives and met with numerous American Indian student associations and organizations on and off campuses to continue the visibility and vitality of the American Indian Graduate Outreach and Recruitment Project.

With changes in social services delivery and recent budgetary constraints within the state and within Tribal communities , the need continues for American Indian professionals to work in the human service field as planners, administrators, and direct service practitioners among American Indian populations. Recognizing this need, the American Indian Graduate Outreach and Recruitment Project will continue to expand its statewide efforts to recruit Tribal people into social work through a multi-pronged approach, including increased contact with departments of social work and community entities to help tribal communities identify and access a variety of paths to higher education and to professional social work.

Research-Based Curriculum Development Projects

Each year, CalSWEC funds research-based curriculum development projects intended to enhance the MSW/BASW curriculum. Content priorities are identified for these projects in two primary ways: through our New Graduate Survey and through California's Statewide Research Agenda. The following is a summary of projects completed, presented and in review, as well as a progress report on currently funded projects.

Projects Completed

In winter 2008 the projects described below were completed, with final reports and curricula submitted to CalSWEC.

The two related projects, each of which investigated differential response systems in a different California county, were conjoined in the production of one curriculum, "Differential Response and Alternative Response in Diverse Communities: An Empirically Based Curriculum," by Jill Duerr Berrick and Neil Gilbert at UC Berkeley. The curriculum can be found at http://www.csulb.edu/projects/ccwrl/Differential%20Response%201023.pdf. The findings of the two parallel studies were presented at the February 2009 CalSWEC Board meeting.

Also presented at the February 2009 CalSWEC Board meeting were the findings of the project headed by Amy D'Andrade at San Jose State University, "The Effects of Different Types and Patterns of Services on Successful Reunification." This study and its curriculum describe the types and patterns of services delivered to parent clients of the child welfare system, attempt to determine whether services ordered or utilized differ by parental characteristics, and assesses the effectiveness of services in increasing the likelihood of successful reunification. The curriculum can be found at http://www.csulb.edu/projects/ccwrl/D%27Andrade%20Curriculum%201023.pdf.

Recently Completed Project

A project, "Worker Factors in the Overrepresentation of African Americans in the Child Welfare System," was completed in June 2009 by Laurie Smith from CSU, San

Bernardino. The purpose of the project was to examine if there are any worker factors that contribute to the overrepresentation of African Americans in the child welfare system, to identify predictors of worker bias in the assessment of African American families, and to develop a research-based curriculum on cultural competency that addresses overrepresentation. This project will be reviewed by Curriculum Specialist Elizabeth Gilman and Resource Specialist Cheryl Fujii. The final curriculum will be published on the CalSWEC website and disseminated to its constituents by various means, including a webinar as described below and presentation to the CalSWEC Board.

Ongoing Project

The project "Community Representatives and Cultural Brokers in the Child Welfare System" headed by Salvador Montana at CSU, Fresno will continue into AY 2009–10, with completion in winter 2010. It assesses the effect on African American families as a result of Cultural Broker participation during service planning and reunification efforts. It will also develop a curriculum designed to enhance social worker interactions with African American families in community-based child welfare practice.

Disseminating Curriculum Products

Although curriculum development products are made available online and circulated by the California Child Welfare Research Library, CalSWEC strives to reach a wider audience for these products by hosting online presentations of the material. One such method is webinars, which allow participants to have auditory and visual links to presented materials through their personal computer system.

Through this medium, CalSWEC partners, including county and state agency staff, university faculty, and IV-E project coordinators, are able to link into and participate in presentations by curriculum authors regardless of geographic location.

Use of this web-based medium effected greater dissemination of this knowledge and aroused increased awareness of library curriculum products. There were no webinars conducted in 2008–09 because curriculum development projects were still in process.

However, webinars planned for AY 2009–10 are:

- Workplace Management and Child Welfare Policy, Planning and Administration. Authors: Shaaron Gilson, LCSW; Bari Cornet, M.S.W.; and Catharine Ralph, LCSW, UC Berkeley

- The Effects of Different Types and Patterns of Services on Successful Reunification. Author: Amy C D'Andrade, Ph.D., San Jose State University

- An Assessment of Differential Response: Implications for Social Work Practice in Diverse Communities. Authors: Jill Duerr Berrick, Ph.D., and Amy Price, M.P.A., UC Berkeley

Other Dissemination Activities

In addition to webinars, CalSWEC's program staff have developed regularly in-person presentations of this new curriculum content to additional audiences. In the past year, presentations were made to groups that have included CWDA Children's and 20 Small Counties Committees, Title IV-E faculty, and Regional Training Academy directors and staff.

Program Evaluation

Since its inception, the Title IV-E Stipend program has tracked student retention by verifying completion of the employment obligation of the graduate. This study, the Retention Study, surveys graduates of the program 2.5 years after completing the program. This year marked the launch of a new comprehensive evaluation of the Title IV-E Stipend Program.

Following a year of planning, the CalSWEC Evaluation staff have begun to survey all our graduates from 1993 to 2003. The purpose of this "retrospective study" is to investigate the effect of Title IV-E education on graduates' career paths and job activities. Once this is complete, Evaluation staff will implement an expanded "career path" study for all prospective graduates so that we will ultimately have 10 years of career data on all program graduates and may better understand the overall impact the program has had and will have on California's child welfare workforce.

The research questions for this expanded study are:
1. Are there patterns to the career paths of Title IV-E graduates over time?
   - Do Title IV-E graduates move up in their agencies?
   - How long do they stay working in public child welfare?
   - Do they leave and return?
   - What indirect service activities re these graduates involved in? Policy making? In-service education and training?
2. Do they continue to have active university connections? Have they made connections with professional organizations?
3. How have their professional values, knowledge, and skills affected agency practice?

This study complements the work already done with newly graduated Title IV-E MSWs, and with those who have completed their work obligation to the Title IV-E public child welfare education program 2.5 years post graduation.

Some preliminary findings are that many of these graduates remain committed to working with the poor and stay employed in public child welfare services. They report that they do move up the career ladder within public child welfare agencies. Additionally, we are learning that because of their special education, these graduates are able to describe their practice in terms of professional social work skills.

This study also builds upon previous retention study work by examining the application of professional skills, knowledge, and values learned by Title IV-E graduates to their commitment to working with disadvantaged families using child welfare services, and their ongoing desire for continuing education, their professional ties to universities, and their contributions to mentoring new social workers in the field. By studying career paths, we hope to set the stage for future inquiry into whether professionalization of child welfare services has directly improved services to families and children. *(See Appendix F, Preliminary Results from the Retrospective Career Path Study.)*

Every four years CalSWEC conducts a Workforce Study that aims to assess the current state of the child welfare workforce. The most recent study was conducted in 2008 and developed new baseline data in number of workers in child welfare, demographics, education levels, turnover, and retention of the workforce. (*See Appendix G, 2008 California Public Child Welfare Workforce Study Report.)*

Transitions

Several new coordinators joined CalSWEC during this year. They are:
- Tracy Kent, Sacramento State University;
- Christa Countee, CSU, East Bay;
- Stephanie Coram, San Francisco State University;
- Ken Smith, Humboldt State University; and
- Carol Bittmann, CSU, Dominguez Hills.

In 2009, CalSWEC will be welcoming its 20th school to the Title IV-E program—California State University, Fullerton. The first class of MSW students will be admitted in fall 2009. Its project coordinator will be David Chenot, Ph.D., former project coordinator at CSU, Bakersfield.

New Publications by CalSWEC Staff

Clark, S., Smith, R., & Mathias, C. The 2008 California Public Child Welfare Workforce Report (2009) Technical reports to the State, CalSWEC Board and CWDA.

Morazes, J.; Benton, A.; Clark, S., & Jacquet, S. (Accepted for publication 2009). Views of specially-trained child welfare social workers: A qualitative study of their motivations, perceptions, and retention. *Qualitative Social Work Research and Practice*.

Clark, S.; Gilman, E.; Jacquet, S.; Johnson, B.; Mathias, C.; Jeroslow, P.; & Zeitler, L. (August, 2008). Supervisory practices and tasks in child welfare social work. *Journal of Public Child Welfare*, 2(2): 3–32.

Appendix A

Field Placement in Social Work Education: A Path to Practice Excellence

Appendix A

Field Placement in Social Work Education: A Path to Practice Excellence

CalSWEC White Paper

Elizabeth Gilman, Chris Mathias

Introduction

Since the CalSWEC Title IV-E Program's inception in 1990, California graduate schools of social work have worked in partnership with the state's 58 county social service departments, the state Department of Social Services (CDSS) and the California Chapter of the National Association of Social Workers (NASW) to substantially increase the pool of well-qualified, ethnically diverse professional social workers specializing in public child welfare services.[1] Historically, as part of the partnership agreement, the county and state social services departments have provided appropriate MSW supervised fieldwork experience to the Title IV-E CalSWEC students during their field internships, and have extended other supports to the program in the form of release time for agency field instructors to instruct students, release or flexible time to part time agency employee students to attend school, and hiring preference to program graduates.[2] Grounded in the strengths of its unusual consortium, the California Title IV-E Program, the largest in the country, has become a revered national model for re-professionalizing public social services.

In recent years, statewide economic concerns, changing staff caseloads, and the turnover of supervisory child welfare staff have eroded the supply of Title IV-E public agency and non-profit field placements around the state as well as broad institutional familiarity with the CalSWEC partnership agreement. Currently, a significant economic downturn is bringing layoffs, hiring freezes, and a diminished workforce to public agencies, and outright demise to many private ones – all of which threaten the supply of high quality field placements for IV-E students and ultimately the quality of the entire IV-E program in California. This White Paper will review the critical importance of field education in

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[1] California Social Work Education Center (2000). Focusing on Public Social Services: Our First decade 1990-2000. Berkeley, CA: Author .

[2] Master Contract, CDSS and the Regents of the University of California, 2008–2009.

social work and will suggest incremental steps through which state, county and university partners may work together to shape a structural plan that will preserve and enhance the quality of the field component and the program as a whole.

Background

Field education has a venerable history in social work. From the 19th Century origins of social work as an outgrowth of charitable organizations working with the poor, field practice in casework has been central to the profession. As education for social work became more formal, a field practicum in which classroom knowledge is applied in a social environment with real clients has been regarded as an essential component. It is in the field practicum that the student social worker begins to navigate the complexities and subtleties of assessment, engagement, intervention, and evaluation in social work, within different social and organizational contexts. It is one thing to absorb knowledge, skills, and principles of a profession in a classroom setting, quite another to apply this knowledge with diverse individuals in a changing array of settings.

A practically minded person might argue that until you can apply knowledge, you really do not possess that knowledge. As William James might say, "In order to be a difference, it must make a difference. " Knowledge unapplied does not benefit clients. Social work professionals are said to "practice," as are members of other professions such as law or medicine. Learning is ongoing and accrues over time; it is never *complete* because many different forms of learning must be brought to bear on each new situation. A well supervised field placement practicum launches the beginning social worker on that path.

The Council on Social Work Education (CSWE) is the entity that accredits all social work programs in U.S. universities at the BASW and MSW levels. All California university graduate social work programs have CSWE accreditation. In its recent educational policy statement, the CSWE concluded as follows:

> Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate

theory and practice. [3]*In social work, the signature pedagogy is field education [italics added]*. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. [4]

Several fields have a signature pedagogy, a method by which knowledge is traditionally imparted to students: the case method and moot court in law, student teaching at the primary school and university levels, even minimum flight hours for student pilots.

The importance CSWE attributes to the fieldwork component of any social work program is reflected in the hourly field requirement for each university degree. For a two-year accredited MSW program, the requirement is 900 hours of MSW-supervised field work. The BASW degree requires the student to complete 400 hours of supervised field. To become an accredited program of social work, a school must, among other stringent requirements, demonstrate how its field program "connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence supported practice." Further requirements include the candidate school's providing "orientation, field instruction training, and continuing dialog with field education settings and field instructors.*"[5]*

A high quality field work experience is essential to give the entering child welfare social worker the tools to use both his/her education and the agency and community resources effectively. The NASW has noted that "practitioners and researchers are continually challenged by the difficulties agencies face in recruiting and retaining a competent child welfare workforce. "[6] Part of that challenge is insuring that entering staff are equipped with adequate practice in working with actual clients under realistic agency conditions. Preparation in the form of high-quality supervised field work has a beneficial effect on

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[3] Shulman. L.S. (2005, Summer). Signature pedagogies in the professions. *Daedalus*, 52-59.

[4] Council on Social Work Education (2008). Educational policy and accreditation standards. Author.

[5] Council on Social Work Education (2008). . Educational policy and accreditation standards, Accreditation Standard 2.1—Field Education. Author. Full requirements in Appendix.

[6] National Association of Social Workers (2005). NASW Standards for Practice in Child Welfare, 7. Washington, DC: Author.

workforce retention, as demonstrated by the excellent CalSWEC retention rate of its MSW graduates, all of whom have experienced field practica as well as classroom preparation (California Social Work Education Center, 2007).

The NASW also notes in its Standards for Professional Practice in Child Welfare that "all social workers practicing in child welfare should hold a BSW or MSW degree from an accredited school of social work" and that knowledge requirements fundamental to all social work practice are met by completion of BSW and MSW programs within CSWE-accredited institutions which include the history and development of social work, including child welfare, and that social workers in child welfare *should have a proven ability to apply this knowledge to intervene constructively in family, organizational or social systems* [italics added]. [7] Arguably, the way to achieve a proven ability to apply child welfare social work knowledge is through high-quality, MSW-supervised field practica as specified by the CSWE. Under current economic conditions, the present field work challenge in public child welfare is not solely to maintain current university, agency and community relationships at levels adequate to afford minimum placement capacity. Our challenge and goal must be to create structures within and among these entities capable of supporting consistently high quality, well supervised fieldwork experiences sustainable despite changes in the broader economy.

Challenges and Potential Solutions

Field education is the primary interface between the school, the agency, and the community within which both reside (Glassman, 2008). Field work provides the occasion for the student's application of knowledge, values, theory, problem-solving skills, and affect to inform his or her practice (Schon, l987). Stressing the essential character of field education for the future, authors Reisch and Jarman-Rohde observed, "As economic safety nets are dismantled, remaining agencies will have more clients but fewer staff to address their needs. . . field instruction will become an even more significant component of social work education." (2000). To meet the needs for well-

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[7] National Association of Social Workers (2005). NASW Standards for Practice in Child Welfare, Standard 2.10. Washington, DC: Author

prepared staff members in economically challenged agencies, these authors argue that enhanced university-agency cooperation is needed to make certain students have the skills, values, experience, and personal qualities to work effectively in an increasingly stressful work environment (Reisch & Jarman-Rohde, 2000).

In addition to providing students the opportunity to acquire practice skill, field instruction is also the primary domain for informing curriculum and faculty of practice issues and needs, particularly practice effectiveness (Glassman, 2008).

The positive aspects of a high-functioning, agency-university field program reverberate to the benefit of all involved: students, agency staff, faculty, and community. Consequently, greater interface and field program development that involves all partners to the educational process is particularly appropriate and valuable to a program like CalSWEC, in which the future employer has the direct opportunity to participate in preparing the new recruit. Under current economic conditions, CalSWEC agency and university partners will need to rethink how best to structure field programs around the state and more clearly articulate the roles of the individual entities involved.

Conclusion

CalSWEC's Title IV-E Program, noted as a national model for agency-university partnerships in social work education, is at a crossroads. National economic forces that threaten the operation and staffing of social services agencies throughout the country now threaten the program's capacity to supply its students with the kind of high-quality field experience they require to become effective child welfare social workers. In this climate, schools of social work may need to reconfigure the university-agency relationship, develop more field-centered education, and re-assert the community-based origins of the profession (Glassman, 2008). Schools of social work need to consider the possible benefits of creating rotating field sites, developing new agency forms for the purpose of education, and modifying existing agency structures to integrate service, education and research more effectively. (Reisch & Jarman-Rohde, 2000).

Recommendations:

For the large and diverse state of California, a number of different models may need to be devised for conducting field education and building placement capacity to accommodate regional needs and resources. Rather than a reactive, crisis-based response to changing economic conditions, the following set of recommendations are proposed to move forward:

(1) Initiate a *multiyear CalSWEC initiative* to develop a systematic, *long-term structural plan* for creating and sustaining high quality field placement opportunities statewide. The initiative would encompass the following:

    a. Engage agency directors and university faculty in dialogue to examine regional needs and resources then develop field placement models that meet the regional needs and resources. Models may include *rotating field sites*, *field units and unified content and competency development* that will be operated by agency and university partners, at *pilot sites* designed to address particular regional needs.

    b. Through careful pilot development, test the efficacy of the models.

    c. Leverage the university/county/CDSS partnership to develop fiscal models that sustain the field placement models developed in the project.

(2) Once fully developed at the pilot sites the models can then be spread to other sites as needed.

Ideally these will be models that reap the benefits of strong interface and sharing of expertise among all partners, while permitting the leveraging of limited resources. By designing models that are adaptable to changing social and economic conditions, CalSWEC can provide students the kind of field placements that help them apply their classroom knowledge, hone their skills, and start on the path to becoming professionals in the child welfare workforce. Through taking a systematic approach to creating a field education framework, CalSWEC would likely be on a path to reinforce its national reputation as a program innovator, this time in social work's signature pedagogy, field education.

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Appendix

CSWE
Accreditation Standard 2.1—Field Education
The program discusses how its field education program
2.1.1 Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

B2.1.2 Provides generalist practice opportunities for students to demonstrate the core competencies.

M2.1.2 Provides advanced practice opportunities for students to demonstrate the program's competencies.

2.1.3 Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.

2.1.4 *Admits only those students who have met the program's specified criteria for field education.*

2.1.5 *Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.*

2.1.6 *Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.*

2.1.7 *Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.*

2.1.8 *Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.*

Field Instruction Initiative Initial Recommendations
September 2009

1) Initiate a *multiyear CalSWEC initiative* to develop a systematic, *long-term structural plan* for creating and sustaining high quality field placement opportunities statewide. The initiative would encompass the following:
   a. Engage agency directors and university faculty in dialogue to examine regional needs and resources then develop field placement models that meet the regional needs and resources. Models may include *rotating field sites, field units and unified content and competency development* that will be operated by agency and university partners, at *pilot sites* designed to address particular regional needs.
   b. Through careful pilot development, test the efficacy of the models.
   c. Leverage the university/county/CDSS partnership to develop fiscal models that sustain the field placement models developed in the project.
2) Once fully developed at the pilot sites the models can then be spread to other sites as needed.

Next Steps

May 2009: Thom Reilly, Andy Anderson, Corinne Flores, Cathy Ralph, Stephanie Coram, Celeste Jones and Wanda McIntosh

Fall 2009/Winter 2010:
Convene workgroup
Develop strategic plan

Spring 2010:
Refer Strategic Plan to Permanent Committees—Curriculum and WFD/Funding, Executive Committee and to full Board

Summer/Fall 2010:
Begin Implementation

Appendix B

Distance Education Site Reports

Distance Education Feasibility Study Child Welfare Phase I

Funded by the California Social Work Education Center (CalSWEC)
UC Berkeley

California State University , Chico

9/1/2009

Celeste Jones, PhD, and Vincent Ornelas, PhD, School of Social Work, Chico, CA 95929

Overview

The California Social Work Education Center (CalSWEC) Distance Education Needs Assessment surveys were developed by CalSWEC in collaboration with social work faculty from California State University, Chico (CSUC), California State University, Humboldt (CSUH) and California State University, San Bernardino (CSUSB). Locally, the CSUC Human Subjects in Research Committee provided approval for this needs assessment and concomitant instruments. This set of five surveys were administered as appropriate to several interest groups in the field of public child welfare including regional county employees, regional county employers, community college administrators, tribal social service agency employees and tribal social service employers in Northern California. The purpose of this effort was to gather information concerning the level of social work education in the regional county employee and tribal social service workforce, the need and level of interest for further education and what factors are important to consider when developing a new social work distance education program. This program, when developed, will be housed locally at CSUC in collaboration with CSUH and CSUSB. The scope of the local effort included 12 counties: Butte County, Colusa County, Glenn County, Lassen County, Modoc County, Nevada County, Plumas County Shasta County, Siskiyou County, Sutter County, Tehama County and Yuba County.

Twelve county agencies which provide public child welfare services were contacted including Butte County Department of Employment and Social Services, Colusa County Department of Health and Human Services, Glenn County Human Resource Agency, Lassen County Family and Children Protective Services, Modoc County Department of Social Services, Nevada County Department of Social Services, Plumas County Department of Social Services and Public Guardian, Shasta County Department of Social Services, Siskiyou County Human Services Department, Sutter County Department of Welfare and Social Services, Tehama County Department of Social Services and Yuba County Health and Human Services Department . The surveys were made available February - June 2009. The Sutter County Department of Welfare and Social Services and Yuba County Health and Human Services Department elected not to participate in the needs assessment. Meetings were conducted with Modoc County Department of Social Services, Nevada County Department of Social Services and Plumas County Department of Social Services and Public Guardian however employer only data was gathered. All remaining counties completed both employer and employee surveys.

Additionally, area community colleges were contacted including Butte Community College, College of the Siskiyous, Lassen College and Shasta Community College. Interviews were conducted with college administrators March – May 2009. Data was gathered in interviews and surveys from Butte, Lassen, and Shasta Community Colleges.

Finally, there are 18 federally recognized tribes and rancherias. Efforts were made to conduct meetings with all 18 tribes and/or Rancherias. However, there was difficulty with identifying and scheduling meetings with persons from each tribe.

Executive Summary

Generally area employees are very interested in promoting to a higher job classification and believe that additional training or education would facilitate this effort. Primary employee barriers to training and education include finances and limited time. Immediate educational goals of employees include Associate of Arts (AA) degree/certificates, Bachelor of Arts in Social Work (BASW) and Master in Social Work (MSW) degrees. Employees are interested in a delivery format that includes live interaction, the Internet and video. Employees are interested in evening courses that could be provided at a satellite community college site or their own agency. Additional information is provided in the Employee Characteristics section of this report.

Generally employers believe a distance education program would be helpful in meeting needs of employees and would be interested in supporting employees involved in such efforts. At the AA level this support largely is flexible hours but not time off. At the AA level, employers report there is no advantage to the degree; further, there are not child welfare job positions or a classification. Employers are not supportive of hiring someone with training at this level over someone who does not hold an AA degree. Employers indicate that the MSW degree is their preferred educational goal for employees. Employers generally believe that they could provide support to employees in the form of flexible schedules, access to computers, and physical plants. Generally full-time staff would still work full-time albeit with a different schedule. Employers however are not willing to guarantee a position promotion or salary increase upon completion of the degree. Documentation of match will prove to be problematic for employers. Additional information is provided in the Employer Characteristics section of this report.

Interviews were conducted with administrators and faculty at Butte, Lassen and Shasta Community Colleges. All institutions provide Human Service programs and specialized certificates; additionally, each provides five (5) General Education (GE) courses that are articulated to the BSW at CSUC. Articulation refers to formal agreements between all public post secondary educational institutions in California. Specifically these agreements specify how course credits earned at one California college or university can be applied when a student transfers to another institution. Only Shasta Community College provides an AA degree program which provides specific social work content that articulates to CSUC. All three institutions provide GE courses which are also social work prerequisite courses. The three colleges have the capacity to provide distance education coursework at their respective main campuses and satellite campuses. Butte and Shasta are interested in partnering with CSUC. Additional information is provided in the Community College section of this report.

Tribal agencies and Native American service agencies within the 18 tribal communities were contacted on multiple occasions and very few introductory meetings were held. Contact was initiated with several individuals within tribal communities such as tribal social services agencies, tribal education programs, tribal administrators, Native American community organizations and tribal community service employees. Additionally, a tribal staff member, a clinical psychologist, was contacted for input on the distance educational proposal. There was limited response from all employees beyond agreeing to meet and initially discuss the proposal. Formal distribution of surveys to employers or employees at any organization was not achieved and no data was gathered from the above sources. No additional information on Native American responses is provided in this report.

Employee Characteristics

The majority (83%) of respondents were female and Caucasian (75%). The most common age group (69%) were those persons who reported they were 31-50 years of age at the time of taking the survey. Further, the majority (91%) of respondents live in the county they work for. The majority (63%) of respondents report that they work for county social services; ten percent report that they work for county child welfare and no respondents reported that they work for Tribal TANF or tribal social service agencies. Functional areas include case managers, eligibility workers and other employees involved in the direct provision of social services as well as clerical/analysis areas.

Employee Survey Responses

Survey respondents overwhelmingly (92%) indicated that they would be interested in promoting to a higher job classification. Of those who indicated that they were interested in a promotion, the majority (76%) indicated that additional education; specifically, an AA degree or certificate program would facilitate that promotion. Nearly half (46%) of respondents indicated that additional short term training provided by the employer would facilitate a promotion and a quarter (24%) indicated that a BA or MSW would accomplish this end.

Respondents indicated that the primary barriers to generally gaining a promotion to a higher job classification included education not being available at a convenient time (63%); finances (67%); and education not being available at a convenient place (49%). To a lesser degree respondents also indicated that training not being available at a convenient time (22%) was a barrier or that jobs positions at a higher level were not available (12%).

When respondents were queried as to what barriers kept them specifically from going to school or accessing training the majority (78%) indicated that it was finances/cost of attending or alternatively it was the limited time available due to work (61%). Other significant barriers which inhibited their ability to attend or access training include the commute (40%); getting release time from work (40%); family responsibilities (40%); length of time it takes to complete the degree (35%). A relatively small number of respondents (18%) indicated that the barrier to attending school or accessing training was due to the program not being available.

Respondents identified a full range of immediate educational goals; however, a third of respondents indicate that their immediate goal includes the BA in social work (30%). Nearly a quarter of the respondents indicated that their immediate goal was the Masters degree in social work (22%); an AA/AS degree or Human Services certificate (21%) or a high school diploma/GED (5%).

Respondents were also asked to identify their interest in enrolling in an AA/BSW/MSW degree in social work that was delivered via a mixture of online and face to face instruction. The majority (60%) of respondents indicated that they were very interested in such a program;

additionally thirty-one percent of respondents indicated that they were moderately interested in such a program but they needed more information.

A clear majority (65%) of respondents indicated that they could enroll in an AA/BASW/MSW program if all delivery formats were utilized including online, onsite and video formats. Specifically, thirteen percent of respondents indicated that onsite courses taught where the respondents lived would make it possible for them to enroll in such a program; eleven percent indicated that online course on the Internet was their preferred format and only two percent of respondents specifically indicated that video was the preferred format. No respondents indicated that correspondence courses were a preferred method for completing a distance course.

With regards to identifying what day/time arrangements would best suit their needs, the majority of respondents (51%) indicated that evening would work best followed by a weekend arrangement (22%). A quarter of the respondents indicated that any day/time arrangement would work. A distinct minority of respondents (5%) indicated that a daytime arrangement would suit their needs.

The majority (51%) of respondents indicated that they would likely take two courses per semester and approximately one-fifth (20%) indicated that they would likely take three courses per semester. Approximately seventeen percent of respondents indicated that they could attend full-time and relatively few respondents (7%) indicated that they would take one course per semester.

The clear majority of respondents (80%) indicated that they would be willing to dedicate an equal amount of time to work in child welfare services/tribal social services as the payback for financial support during their education and nearly one-fifth (19%) of respondents indicated that they were not sure about dedicating time as the payback for financial support.

Respondents were closely split regarding their preferences for preferred locations to access a program. Approximately half (50%) of the respondents indicated that they would be able to travel to a local community college/satellite campus in order to take courses while slightly fewer (49%) respondents indicated that they would be able to travel to their county agency in order to take courses. A minority (18%) of respondents indicated that they could travel to a community site other than their agency.

At the conclusion of the survey respondents were asked to provide any additional information that they thought planners should take into consideration as this degree program is developed. Primarily the themes revolved around two areas of constraint which also emerged in the quantitative data: finances and time. For example, respondents with degrees indicated that they had already accumulated debt in the course of earning their degrees and that the financial cost of the classes offered at California State University, Chico were prohibitive. Further, respondents reiterated the importance of offering classes in the evening particularly or online due to competing job and family responsibilities.

Employee Summary

The overwhelming majority of persons who completed surveys are between the ages of 31 to 50 years of age and they are interested in promoting to a higher job classification. Most respondents indicated however that an AA degree or certificate program would be the resource that could facilitate that desired promotion. Only one quarter of respondents indicated that a BA or MSW could accomplish this same desired goal.

Employees indicated that the barriers to both promotion and training/education are in essence the same – the lack of finances and time that is constrained primarily by current responsibilities. Interviews with employees largely related to general information such as the possible features of a hybrid program as distinct from current program offerings at CSUC. Discussion of finances in the opened ended data at the end of the survey was noted only as a theme related to not attending educational programs.

Despite these barriers nearly one third of respondents indicated that their immediate educational goals included obtaining a Bachelor's degree; this finding is in contrast to another finding that three quarters of respondents believed an AA degree or certificate would facilitate their promotion to a higher job classification.

Respondents indicated that their preference for delivery formats would be multimodal and include primarily online and onsite courses. Given the barrier of time it was not surprising that courses delivered in the evening would best meet the needs of the majority of employees. Finally with regards to format, employees were equally divided between attending community college locations or their own county job locations.

Most respondents indicated that they would be interested in completing two courses simultaneously and that they would be willing to dedicate time back in child welfare services in exchange for financial support.

Overall it appears that there is an active interest expressed by employees across counties in participating in a hybrid distance education social work program that would provide coursework at the AA, undergraduate and graduate levels.

Employer Survey Responses

Employers generally responded negatively to questions regarding AA level education as it relates specifically to child welfare work in their respective agencies. Specifically employers indicated that they generally do not have child welfare positions or classifications at the AA level, nor do they perceive that there is a need for education at the AA level in social work; however, they do perceive that a social work aide could prove to be a useful role. Despite this usefulness employers did not indicate that they would hire a person with an AA degree in social work over someone without such a degree. For example interviews with employers revealed that they would generally promote a person from within the agency who was already familiar with the agency rather than hire someone from outside the agency with an AA social work degree if one were to be developed. With regard to support of employees involved in such efforts, employers again were generally negative. Although employers generally indicated that a hybrid AA could be useful for this region they were not supportive of such an effort. Employers indicated that current local political and economic climates would not support an effort to create new job classifications and there was some speculation that doing so could undermine existing higher level classifications. Further there was also concern expressed with the difficulties associated with being a Merit county and the potential impact of new AA level classifications.

Employers indicated that they had a range of staff with AA, BA or MSW levels of education commensurate with the size of their workforce. Generally there were few to no staff at the AA level working in public child welfare/ICWA and CalWORKs. There are persons however with BASW degree and MSW degrees working in public child welfare/ICWA and CalWORKs. Employers supported both the BASW and the MSW as appropriate long term educational goals for members of their labor force dependent on the aspirations of the individual employee.

With regards to curriculum content areas all content noted in the survey in congruence with Council on Social work Education (CSWE) EPAS standards was deemed to be appropriate; interviews revealed that a focus on working in a team environment was particularly important as it transcended all job classifications and areas of county employment.

Contributions to support distance education varied from employer to employer generally; however, all employers indicated a willingness to provide alternative work schedules e.g. flex time, release time, or job sharing to aid employees to participate in a distance education program during normal work hours. Many employers also indicated that they would be willing to provide access to computers and the Internet but interviews reveal that local policies would likely need to be promulgated to structure such access and to safeguard client confidentiality. Further employers also indicated in interviews that they would be willing to provide access either to their physical plant and/or joint training facilities to host their employees engaged in completion of a distance education program. No employers indicated that they would either provide position

promotions or salary increases upon completion of the respective degree. Interviews with employers revealed that completion of such a degree would likely be an indeterminate time in the future and that based upon current budget considerations they were unwilling to guarantee or speculate as to whether or not such monies or promotions could be made available.

Further, employers were split with regards to their ability to guarantee they could provide documentation of match. Again current budget realties were discussed in interviews and employers indicated that they had been able to do so in the past and at present but again the general economic climate was perceived to be depressed and that budget cuts were difficult to forecast.

All employers indicated a general willingness and enthusiasm to partner with CSUC and local community colleges to develop and implement a distance education program. Employers were positive in their regard of the existing CSUC programs but were mindful of the same barriers indicated by employees. Employers generally note that these barriers included finances and physical distance as the most pressing barriers particularly for those counties and portions of counties that are distant from the main campuses of CSUC, Butte, Lassen, and Shasta Colleges. Time was the other significant barrier noted by employers but all indicated that this barrier was generally the easiest one to manage given that each county employer had multiple solutions that have been enacted in the past to accommodate current employees who have either completed or are now in the process of completing their social work degrees.

Employer Summary

Public employers are supportive of a hybrid distance education program generally but they are not equally supportive of one component of that program - an AA level social work degree/certificate if one were to be developed. The rationale for this lack of support is linked to current job classifications and a general preference for the BASW or the MSW degree.

Employers are willing to provide support to employees engaged in distance education in the form of in-kind donations such as access to their physical plants and hardware, but they are not willing to guarantee position promotions or salary increases to employees automatically upon completion of these degrees. All employers cited political and/or economic considerations which prevent them from making such guarantees at this time.

All employers generally expressed enthusiasm for the development of a hybrid program and remarked favorably upon the existing part-time MSW program. A hybrid program is perceived to be the preferred method of delivering social work coursework to employees. All employers expressed enthusiasm for a potential collaboration between CSUC and local community colleges and remarked favorably on the ease of access to community colleges and their respective satellite campuses.

Community Colleges

Distance Education at Shasta College

The college provides educational opportunities and services to students throughout the 11,000 square mile region of the Shasta-Tehama-Trinity Joint Community College District. The Shasta College Distance Education Committee (CDEC) reviews issues of concern and to formulate recommendations affecting policy, budget, staffing, and planning decisions of online and interactive television delivery of instruction. The CDEC consists of representatives from administration, faculty, counseling and staff and reports to the Vice President of Academic Affairs, the College Council, as well as the Academic Senate.

Specifically, Shasta College offers campus-based education and programs. It does so by offering a variety of programs and courses held at each of the three Extended Education campuses in Tehama, Trinity and Intermountain as well as other sites throughout the District. It also offers classes in a variety of formats including:

     live

     internet-based in three formats: fully on-line, hybrid and web-enhanced

     2-way interactive television (ITV) instruction

Interactive Television, also referred to as teleconferencing, is a form of distance education that provides opportunities for students not attending classes at the main campus in Redding to participate in classes that might not otherwise be available. Shasta College has extensive resources including hardware, software, classrooms and personnel to serve the entire region as efficiently and effectively as possible. Representatives of the staff and faculty have indicated that they are willing to work with CSUC to coordinate the delivery of distance education classes to multiple sites across multiple county lines simultaneously.

State-of-the-art telecommunications technology allows courses to originate from any of the Redding, Tehama, Trinity, or Intermountain satellite campuses and be simultaneously broadcast to multiple distant sites. Through two-way audio/video interactivity, satellite campus and distant site students are able to participate in class discussions, conduct oral presentations, view multimedia presentations, or simply hear an instructor's lecture as if they were present in the same room.

In addition to the Extended Education campuses located in Red Bluff, Weaverville, and Burney, Shasta College also offers a variety of instruction at sites throughout the region. Instruction at each distant site is coordinated by one of the satellite campuses, and is typically offered at a local school or community facility.

Extended education staff include:
Tom Orr, Dean
Ken Hill, Trinity Campus Supervisor
Ken Wike, Intermountain Campus Supervisor
Emmett Koerperich, Anderson Site Supervisor
Nancy Lamberson, Administrative Assistant
Peggy Himbert, Senior Staff Secretary

Shasta College Extended Education Satellite Campuses

Tehama Campus - In August 2009, Shasta College's campus at 900 Palm Street in Red Bluff was replaced by the new Tehama Campus, a state-of-the-art facility with high-tech classrooms and computer labs. Situated on a portion of the former Diamond Mill adjacent to the Sacramento River, the 40-acre site is less than one mile from the Tehama County Department of Social Services offices. The Tehama Campus uses a variety of instructional modes to deliver courses to Tehama County using traditional face-to-face instruction as well as the college's extensive ITV network and expanding online system. Interviews with staff indicate that the Tehama campus is offering over 100 courses at present and therefore have limited capacity to host additional live classes or ITV classes either during the day or evenings Monday - Thursday. At present the campus hosts on a recurring basis 3 of the 6 required CORE courses for Social Work majors entering CSUC from Shasta College including Math 14 Introduction to Statistics, Psych 1A General Psychology and SOC 70 Social Welfare. The off-campus sites coordinated through the Tehama campus include: Corning, Anderson, Los Molinos, Gerber, and University Prep School in Redding.

Trinity Campus - In Fall 2008, Shasta College's satellite campus in Weaverville was replaced by the Trinity Campus, a college-owned facility with high-tech classrooms and computer labs. Situated adjacent to the Trinity Alps Performing Arts Center, the Trinity Campus uses a variety of instructional modes to deliver courses to the residents of Trinity County as well as those in neighboring Hoopa. The campus hosts traditional face-to-face instruction as well as the college's ITV network and on-line system. With the new facility, some of the areas highlighted for the Trinity Campus include on-line library access and on-site services including delivery of materials to the Trinity Campus and online bookstore services including delivery to the Trinity Campus. The campus hosts on a recurring basis 3 of the 6 required CORE courses for Social Work majors entering CSUC from Shasta College including Math 14 Introduction to Statistics, Psych 1A General Psychology and ECON 1B Principles of Macro Economics. The off-campus site coordinated through the Trinity campus is Hoopa.

Intermountain Campus - Established in 2004 the campus is adjacent to Burney High School on Mountain View Road. The on-site facilities include an office for student and faculty support, an

assessment center, a faculty and counseling office, a computer lab, and two interactive television (ITV) classrooms. The Intermountain Campus in Burney uses a variety of instructional modes including face-to-face instruction as well as the college's extensive ITV network and on-line system to deliver courses to eastern Shasta County as well as Round Mountain, McArthur, Fall River Mills, and Modoc County. The campus hosts on a recurring basis 2 of the 6 required CORE courses for Social Work majors entering CSUC from Shasta College including Psych 1A General Psychology and ECON 1B Principles of Macro Economics. The off-campus sites coordinated through the Trinity campus are McArthur, Fall River Mills, Round Mountain, Alturas, and Cedarville.

Shasta College Program

AS Degree - Family Studies

This program is designed to provide students with foundation skills and knowledge about human actions and interaction within the family. Students with an A.S. Degree will have the opportunity to enter the Human Services field in a number of paraprofessional positions and/or be prepared, with additional coursework, to transfer to a BASW degree program. Students enrolled at Shasta can choose between a) completion of a certificate; b) an Associate of Arts; or c) Associate in Science degree program and in so doing select either a CSU, general education plan or Associate pattern of classes. Classes are numbered 0- 399 and are categorized in the following pattern:

0-99 Baccalaureate level course certified as meeting the transfer requirements for the CSU.

100 – 199 Vocational courses which meet the AA degree requirement, but do not transfer.

200 – 299 Basic skills courses that do not transfer or apply to AA degree requirements.

300 – 399 Ungraded adult education courses which carry no unit credit.

Shasta College has an existing articulation agreement with CSUC and offers six of the eight social work core courses each semester and some courses in the summer including:

PHY 1 Physiology (5 units) or BIOL 5 (3 units)

ECON 2 Economic Issues & Policies (3 units); ECON 1A (3 units) ECON 1B (3 units) Micro/Macro

MATH 14 Introduction to Statistics (3 units)

PSYC 1A Introduction to Sociology (3 units)

SOC 70 Social Welfare (3 units)

Shasta College key contact persons:

Carol Rupe Family Studies Instructor 530-242-2267

Carol has been a full-time instructor at Shasta College for 40 years and has her office at the main campus. She is also deeply involved in developing the Human Services Career Pathway of the refocused Family Studies Program and currently represents Family Studies in the Statewide Family and Consumer Science (FCS) Advisory Board.

Tom Orr Dean of Distance Education 530- 529-8980

Tom has his office at the new Tehama Campus. He is deeply involved in all of the distance education programs and will serve as the primary contact to the College Distance Education Committee (CDEC) committee.

Distance Education at Butte College. The college offers a growing number of distance courses, throughout the Butte-Glenn Joint Community College District. The Butte College Distance Learning Committee (DLC) is a standing committee of the Butte College Academic Senate and establishes the technical training necessary for instructors who want to teach distance learning courses and standards for the approval of distance learning courses. The DLC consists of representatives from administration, faculty, counseling and staff.

Specifically, Butte College offers campus-based education and programs. It does so by offering a variety of programs and courses held at both of the Distance Education sites as well as other sites In Biggs, Gridley, Oroville, and Paradise. Butte College offers classes in a variety of formats including:

Live

Internet –based in three formats: fully online, hybrid and web enhanced

Televised in two formats: 2-way interactive television and broadcast

Internet -based coursework at Butte College is delivered via the Blackboard learning management system. Additionally, the College provides courses on television known as telecourses.

Media Services provides support for students who are taking a telecourse through Education Broadband Services (EBS) where courses are broadcast live to either the Chico Center/satellite campus or the Glenn County Center/satellite campus in Orland. Televised courses are available on a commercial provider outlet, Comcast Cable TV, to subscribers in Butte and Glenn Counties and is also available at the Main Campus, the Chico Center located at 2320 Forest Avenue, and the Glenn County Center located at 604 East Walker Street in Orland.

The College provides televised courses and on-line versions of prerequisite courses on a recurring basis for social work. These courses include ECON 4 Principles of Microeconomics, ECON 25 Introduction to Economics, MATH 18 Introduction to Statistics and PSY 1 Principles of Psychology.

Butte College Program

AS Degree Addiction Studies

This program is designed to provide students with foundation skills and knowledge about substance abuse and addiction. Students with an A.S. Degree will have the opportunity to enter

the Human Services field in a number of paraprofessional positions and/or be prepared, with additional coursework, to transfer to a BASW degree program. Students enrolled at Butte can choose between a) completion of a certificate; b) an Associate of Arts; or c) Associate in Science degree program and in so doing select either a CSU, general education plan/Social and Behavioral Science plan or a certificate pattern of classes e.g. Human Services which requires completion of 18 units that are not articulated to a BASW degree program Classes are numbered 0- 399 and are categorized in the following pattern:

0-99 Baccalaureate level course certified as meeting the transfer requirements for the CSU.

100 – 199 Vocational courses which meet the AA degree requirement, but do not transfer.

200 – 299 Basic skills courses that do not transfer or apply to AA degree requirements.

300 – 399 Ungraded adult education courses which carry no unit credit.

Butte College has an existing articulation agreement with CSUC and offers five of the eight social work core courses each semester and some courses in the summer including:

BIOL 21 Human Physiology (4 units) or BIOL 2 Introduction to Human Biology (3 units)

ECON 25 Introduction to Economics (3 units); ECON 2 (3 units) ECON 4 (3 units) Macro/Micro

MATH 18 Introduction to Statistics (3 units)

PSY 1 Principles of Psychology; PSY 2 (3 units) PSY 4 (3 units) Introductory Psychology: Basic Processes/Introduction to Psychology: Individual and social Processes

SOC 2 Principles of Sociology (3 units)

Distance Education at Lassen College. The college offers a distance courses, throughout the Lassen Community College District. The Lassen College Distance Learning Committee (DLC) is a standing committee of the Lassen College Academic Senate and establishes the technical training necessary for instructors who want to teach distance learning courses and standards for the approval of distance learning courses. The DLC consists of representatives from administration, faculty, counseling and staff.

Specifically, Lassen College offers campus-based education and programs. It does so by offering a variety of programs and courses. Lassen College offers classes in a variety of formats including:

> Live
> Internet –based in three formats: fully online, hybrid and web enhanced
> Televised please note that this format is currently under development
> Correspondence

Internet -based coursework at Lassen College is delivered via the Moodle learning management system. Additionally, the College is developing courses to be televised.

The College provides on-line versions of prerequisite courses on a recurring basis for social work. These courses include PSY 1 Introduction to Psychology and SOC 1 Introduction to Sociology.

Lassen College Program

AS Degree Human Services

This program is designed to provide students with foundation skills and knowledge about substance abuse and addiction. Students with an A.S. degree will have the opportunity to enter the Human Services or the Drug and Alcohol field in a number of paraprofessional positions and/or be prepared, with additional coursework, to transfer to a BASW degree program. Students enrolled at Lassen can choose between a) completion of a certificate; b) an Associate of Science degree program and in so doing select either a CSU, general education plan or a certificate pattern of classes e.g. Human Services or Drug and Alcohol certificates. Classes are numbered 0- 399 and are categorized in the following pattern:

0-99 Baccalaureate level course certified as meeting the transfer requirements for the CSU.

100 – 199 Vocational courses which meet the AA degree requirement, but do not transfer.

200 – 299 Basic skills courses that do not transfer or apply to AA degree requirements.

300 – 399 Ungraded adult education courses which carry no unit credit.

Lassen College has an existing articulation agreement with CSUC and offers five of the eight social work core courses each semester and some courses in the summer including:

BIOL 25 Human Anatomy and Physiology I (4 units) or BIOL 26 Human Anatomy and Physiology II (4 units)

ECON 10 (3 units) ECON 11 (3 units) Macro Economics/Micro Economics

MATH 40 Elementary Statistics (3 units)

PSY 1 Introduction to Psychology (3 units)

SOC 1 Introduction to Sociology (3 units)

Recommendations

Employees across the twelve county region surveyed express an interest in continuing their education via multiple means. Employees specifically have expressed an interest in participating in a hybrid program that will facilitate their ability to complete social work courses and related courses. Employees however are unclear regarding the status of their educational and training courses completed to date and how these courses relate and contribute to the attainment of a BASW and/or a MSW degree. Outreach efforts to employees will need to include information about accreditation standards.

Employers have also expressed an interest in supporting their employees' efforts to continue their education. Employers have not expressed support for the development of an AA social work degree. Outreach efforts to employers should clearly include discussions of the importance of articulation between area community college programs and the current and planned BASW and MSW programs at CSUC.

Outreach to Native American tribes and rancherias was included as one aspect of the current needs assessment. These efforts were not successful. Additional outreach via multiple means including attendance at cultural and educational events must be attempted. Efforts to develop relationships with representatives of the Native American communities in the region will need to be developed via multiple means.

Community college representatives have indicated their interest in collaborating with CSUC to develop and implement a hybrid distance education social work program. The expertise to develop a program is at each College however Shasta College has the most fully developed and extensive distance education program of the three colleges surveyed and interviewed. Shasta College has both the capacity and the highest interest in working specifically to develop a program that will provide opportunities for employees of public child welfare agencies and tribal social service agencies. Efforts to develop this program should be initiated with representatives form Shasta College.

Distance Education Feasibility Study
Child Welfare
Phase I

Humboldt State University

August 2009

Pamela A. Brown, Professor
Tene Kremling, LCSW, Lecturer

**Department of Social Work
Arcata, CA 95521**

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Statement of Need

The geographic distances in the northern California coastal region are significant, with many winding roads and a winter climate in some of the more mountainous areas that can make driving difficult. There is a fairly good public transportation system in the cities, but is not adequate in the outlying more rural parts served by the higher education institutions in Mendocino, Humboldt, Del Norte and Trinity counties. In the recent past, there have been a couple distance education efforts in Del Norte and Mendocino counties. Some years ago, CSU Chico offered general education courses via satellite in Crescent City; this was discontinued. Within the past four years, Humboldt State University (HSU) offered courses in Child Development to staff in Covelo who serve the indigenous community of the Round Valley Tribes. Between 1995 and 2004, CSULB graduated three cohorts of MSW students using videoconferencing as the primary course delivery. In spite of a stated need on the part of Department of Health and Human Services (DHHS) directors and staff in all four counties represented in this study, no distance education programs currently exist. Some courses are offered at the College of the Redwoods (CR) site in Del Norte county, and they currently have several general education courses on line. Mendocino College (MC) is engaged in an active and promising AA in Human Services proposal, as well as certificate programs that can be offered in Covelo.

It was in response to a stated need by child welfare directors and tribal social service directors that California Social Work Education Center (CalSWEC) initiated a study in Spring 2009 to determine the demand in the more isolated areas for degreed staff in child welfare and the potential interest among health and human services staff to pursue their AA, BASW and MSW. It is the experience of the county and tribal social service directors that "home grown" staff tend to be more satisfied with their work, in tune with local cultures, and remain in their positions longer than people who are hired from outside the region. This is even more significant in indigenous communities where cultural competence is critical to effective service delivery. It was the intention of this study to document to what extent county and tribal social services could support their staff to pursue higher education, the level of interest among their staff, and what configuration of a distance degree program might meet their current life situations.

Methods and Sample

Four counties and six tribal social service programs participated in the surveys, meetings and interviews. The counties were Humboldt, Mendocino, Del Norte and Trinity. Humboldt County DHHS, Bear River Band of the Rohnerville Rancheria and Table Bluff Rancheria were not included in this study since the proximity of their programs is within 10 miles of the main HSU campus. Three tribal social services located in Humboldt County, but at a geographic distance, were included-- Hoopa and Yurok tribes; Trinidad Rancheria was included in response to their stated need for professional staff.

In Del Norte county, a meeting was held with Dorothy Provencio, Assistant Director of Mental Health Branch and Crystal Markytan, Program Manager for Social Services Branch. There are five tribes within the three major population centers--Smith River, Crescent City and Klamath. The Tribal entities contacted were the Tolowa Nation, the Smith River Rancheria, Resighini Rancheria, Elk Valley Rancheria and the Yurok Tribe. All were contacted and invited to

participate in the survey. The Yurok Tribe has Tribal TANF offices in both Humboldt and Del Norte counties. Jim St. Martin, Director of the Yurok Tribe Social Services was interviewed for this study. We met individually with the Social Service Director, Dorothy Perry from the Smith River Rancheria and also arranged meetings with social services staff. Presentations were made to the tribal councils of Resighini Rancheria and of the Tolowa Nation. All Tribal entities in Del Norte participated except for Elk Valley; although efforts were made to contact them, there was a lack of response. It will be important to keep them informed if there is a distance education program in Del Norte county.

In Humboldt County, we met with Hoopa Tribal TANF Director Andy Andreoli and Millie Grant, Director of Hoopa Human Services; we also talked with some of the staff that attended a meeting. A meeting was arranged with Angela Barnoski, Member Services representative (including ICWA services) at the Trinidad Rancheria.

In Mendocino County, meetings were arranged with Julia Russ, Tribal TANF director, and staff in Covelo at the Round Valley Indian Health Center in Covelo. The indigenous people of the Round Valley Reservation welcomed the opportunity to participate in the workforce development survey. Surveys were distributed to the Round Valley Indian Health Center, Tribal TANF and Tribal Social Services programs that include TANF, ICWA, Yuki Trails (youth residential treatment), a domestic violence program, youth programs and a program for technical preparation for job searches.

In Trinity County, we met with Linda Wright, Director of Department of Health and Human Services. We were directed to the Nor El Muk Band of indigenous people. They are not included in the survey. However, this is a very remote area and we will want to include them in any distance education offerings in the Trinity area.

All current employees and volunteers in these county and tribal social services were invited to participate in the study. For each county and tribal social service agency, the directors and, in some cases, the supervisors participated in face-to-face interviews or focus groups.

Standardized survey instruments were developed in partnership with CSU Chico and CSU San Bernadino social work faculty in consultation with Tim Stringari, Educational Consultant with CalSWEC and Coordinator of the Human Services Degree Program, College of San Mateo and Rick DeGette, Vocational Services for Alameda County Mental Health Services. The survey instruments were approved by the HSU Institutional Review Board. Survey Monkey, a web-based survey platform, enabled easy access for DHHS and tribal staff who were informed via an email sent out by the support staff in each agency. In some instances due to lack of technology in agencies, staff sent hard copies of their survey response which were input to Survey Monkey. The "Staff Interest Survey" (Appendix A) consisted of 15 questions about level of interest, potential for promotion or salary increase with a degree, relevant level of degree, i.e. AA, BASW, MSW, preferred mode of delivery, and so on. Comment sections followed most of the questions.

Survey instruments were designed to gather information from social service directors at county and tribal agencies, and from relevant faculty and administrators at both community colleges. In

order to get more detailed information from the agencies and colleges, meetings were scheduled to allow for conversations structured around the content of the survey instruments. The "Employer Interest Survey" (Appendix B) asked 31 questions that included need for degreed staff in social work and expected hires in the next five years, level of support that could be given a student, available resources in the agency (e.g. computers, rooms), curriculum content in AA programs, and the roles for staff who might pursue an AA degree.

The meetings with College of the Redwoods and Mendocino College addressed the questions in the "Community College Survey" (Appendix C) about existing technological resources, certificate and degree programs, curriculum content for an AA in Human Services, and potential barriers to developing a distance education model. In Mendocino, Dan Jenkins, Director of Cooperative Work Experience and Coordinator of the Human Services and AOD Programs at MC, arranged for a representative of Round Valley Indian Health Services-- Steve Viramontes, Telemedicine and Health Coordinator--to join a meeting with MC staff and administrators to discuss the potential for a distance education hybrid model for an AA in Human Services. The meeting with CR in Humboldt County was with the Director of Community and Economic Development with a follow up meeting with the Dean of Distance Education.

The surveys were on line for county and tribal social service staff from March through June 30, 2009. Some hard copies of surveys arrived in July. The meetings with DHHS and tribal social service directors and community college administrators and faculty occurred in the months of April through June. The staff survey respondents numbered 244 with 214 (87.7%) completing the entire survey. Not all 244 staff responded to the question about where they live and work; of the 231 that did, 37 (16%) of these are employed in tribal social services.

Findings

Employers

The category of "employers" varied by county. In Trinity county, the interview was with the Director of Health and Human Services, while in Del Norte the meetings were with the Program Manager in Social Services Branch. In Mendocino County where they have an integrated systems of care, the meeting was with the Branch Director for Adults and Older Adults System of Care and Social Services. Meetings with tribes was typically with the Director of Social/Member Services and in one instance the Director of Tribal TANF. Steve Viramontes, Telemedicine and Health Coordinator at Round Valley Health Services, helped arrange a meeting with staff and supervisors in Covelo. At all meetings, the conversation followed the survey questions and notes were taken. The information that follows is based on these notes.

Shortage of Workers

In Humboldt County Yurok and Hoopa Tribal Social Services directors were interviewed. The director of Yurok Social Services indicated two new positions may be needed within the next five years. They currently have two ICWA workers and two social workers, a Tribal TANF program, member services staff, domestic violence outreach worker and a youth coordinator. Hoopa Human Services has one BSW, one MSW and one vacancy in their ICWA program. Although it is difficult to project future needs, there is some identified need for additional staff.

These directors stated that they are mainly focused on improving the education of the workers already employed. Positions in the Tolowa Nation social services program are limited to unpaid positions. Resighini has one Indian Child Welfare (ICWA) worker and would employ a social worker if funds were available.

All county child welfare directors described a shortage of staff due to unfilled positions and lack of funding due to the recent state budget crisis. There was a hiring freeze in Mendocino County in May 2009 preventing any recruitment for social workers that serve children and families, but the branch director said that "if the economy improves there could be five to seven positions per year in child welfare due to existing vacancies and projected retirements".

Over the next five years, Trinity County projects a need for two to three positions. Del Norte has no open positions in Child Welfare due to the budget situation. Positions continue to go unfilled that have been vacant for some years. They hope that in the next five years they would be able to fill at least six child welfare positions. Del Norte has had difficulty recruiting and hiring MSW social workers for some years.

Need for Program

Mendocino County estimated that about 10% of current staff, which numbers 400 in health and human services, would be interested in pursuing a BASW or MSW if a hybrid distance education program was available. "The agency would benefit from such a program that offers a career pathway and increased skill level of the staff." Their long-term goal is to have staff with AA degrees for Social Work Assistants, and BSW and MSW degrees for professional roles. As noted, Del Norte County's greatest obstacle to recruitment is their geographic location; they said that a distance education program in social work "would be of significant benefit" to their county. Del Norte County estimated that about nine staff would be interested in a degree program, from the AA to the MSW, and these are the degrees Child Welfare has the most need for.

The Social Services Director at Smith River Rancheria in Del Norte County indicated her staff would participate in the program. This department currently has two social workers, an aide and a part time program technician. The director of the Yurok Tribe Social Services stated that maybe 11 of his staff would be interested in the distance education program. He predicted that eight would need a BSW degree and that three have a bachelor's degree and would be ready for an MSW.

It is important to note that distance education was enthusiastically received by each tribal site visited. According to the directors and program supervisors in the tribes, agencies are overwhelmingly in need of staff with a BSW or MSW degree. They stated that their staff is eager to begin a program that would allow them to stay in their local area and continue to work while being able to increase the level of professional knowledge and skill. Both the directors of tribal and county social services consistently reported that the extensive commute, time away from their families and the expense of attending the university campus make obtaining a degree prohibitive.

Advantages of Educating the Workforce

The long term goal in Del Norte, Mendocino and Trinity counties is to have more MSWs employed in Child Welfare. Social Work Aides with an AA degree in human services provide needed services that include transportation, supervised visitation for children and parents, parenting support and some case plan activities. Del Norte County said the AA is more of a bridge to the BASW than a benefit to staff in terms of promotion or entrance to a position in child welfare.

Mendocino County hires Social Work Assistants (SWA) I and II. Staff enter as SWA I and after one year are promoted to SWA II. With some additional coursework, they can move to SW I in Child Welfare. According to the director, the county has good experience with hiring staff with AA degrees, and there is a need in Mendocino County for SWAs who are fluent in Spanish. BSW staff can enter the system as SW III and after two years qualify for a salary increase that puts them at the same entry salary level as an MSW IV.

In the organizational structure of the tribes, the Indian Child Welfare responsibilities are carried out by tribal social services departments or human services. Few tribes have employees with bachelor's or master's degrees. Indian Child Welfare is a particularly difficult and stressful job and is even more so if the staff do not have previous training in responding to the challenges of working within their own Tribe. Often staff work their way up from beginning positions, rely on their natural skills and provide complex adjunct services. ICWA workers receive training on ICWA issues, but not necessary on social work skills, values or knowledge. According to the directors, the goal for tribes would be to have staff with BASW and MSW degrees whose social work skills and knowledge compliment the knowledge they already have relevant to cultural issues. Advantages in addition to improved service delivery would be the potential for promotion and salary increases.

Support for the Program

Agency Support
While Trinity County said they would like to support staff that want to work toward higher education, it would depend on funding and staffing levels at the time. If county administrative support was given, i.e. Board of Supervisors, one full day/week could be offered to staff enrolled in a degree program in social work. If the resources were there, all three county directors stated that they would like to offer release time, documentation of match, facilities for meetings or seminars, internships, and other supportive services.

In the past, Mendocino County has been able to work out a type of exchange across service systems to accommodate internship requirements for MSW students during their regular work hours, but not for BSW or AA staff. Release or flex time often can be worked out for internships and supervision hours, but not for class or seminar attendance. Mendocino staff currently go on-line during work hours for trainings approved by the agency so that if the degree program had this approval, it might be possible for staff to carve out some time during work hours.

Del Norte County would like to provide release time for internship hours. The director stated this could be worked out, but that any consideration of release or flex time would need to be considered on a "case by case" basis and approved by their Board of Supervisors. All three counties expressed a desire to be supportive, but also see this as challenging due to the budget. Release time was seen as the most challenging since agencies are at their lowest staffing levels now.

All tribal agency directors expressed concern for their worker's well being, and overall, are ready to commit to release time, access to computers, promotion and documentation of match to support the distance education project. Many of the tribes already have a policy allowing for leave time for educational purposes. The director at Smith River Rancheria indicated that the Tribe is supportive of higher education and has a policy already in place to allow release time. Round Valley Indian Health would need to request that the Round Valley Council authorize any release time or other tribal support for employee participation in higher education. The Tribal TANF director at Round Valley is writing a policy for employees that would allow them up to four hours a week to pursue higher education. Both of the councils for Tolowa Nation and Resighini pledged to do whatever they could to support their tribal members and staff to acquire a degree in social work.

Supervision of interns
All three counties have either MSW staff employed in the child welfare and tribal social services or have MSW professionals in the area that can provide supervision for internships. The current possibility for intern supervision in Round Valley Indian Health Center and social services is a staff member at Yuki Trails who is a school psychologist; there are no MSWs in the area. In the past, the county sent a mental health worker out weekly for family counseling services, but they were not sure this would continue and that if it did, that this person would receive support to supervise social work interns.

Mentoring for a student was described by county and tribal directors as a critical component for staff who work full time if the process is to be sustained. There is interest from all counties to participate in a screening process to admit students in this first cohort.

Hiring or Promotion
According to Trinity County, "The idea of promotion, increased pay or hiring into another position commensurate with a degree would be difficult to guarantee since the county is on the merit system." Any promotion or salary increase needs to be in line with the Collective Bargaining Agreement, but the administration "would do everything possible to support advancement". Increased pay is dependent on funding at the time. Mendocino County is also part of the merit system and would not be able to guarantee hiring into a position in child welfare post degree, as "it is a competitive process based on performance". Del Norte County echoes this, "No one could be given priority because of participating in a CalSWEC supported program. The same would be true for a promotion or increase in pay with a higher degree—either a position must open up or the same position in child welfare would need to have a step increase possible."

Because the geographic areas surveyed are more isolated and have a greater need for professional staff than their rural counterparts in more populated areas, the "payback" for the stipend that students receive will require flexibility. An option might be employment in a health clinic or community organization that partners with child welfare to serve the same families. Foster family homes as potential payback sites was also mentioned. Mendocino is not a "differential response" county, so they refer out to other agencies. Questions about "voluntary" payback arrangements was addressed if there are not paid positions in the counties or tribes at the time of graduation.

Technical resources
All respondents from county and tribal child welfare employers were enthusiastic about a hybrid distance education model that includes on-line and on-site classes, and video conferencing. Existing technology that could be available for staff in Trinity and Mendocino are computers with internet access and webcams, microphones and speakers at the Telemedicine site in Weaverville (Trinity) and Round Valley (Mendocino). In Covelo there are currently two T-l lines in the community, one at the Round Valley Health Clinic and one at the school. There is a need for a new video conferencing unit and a new television. The clinic also has a designated position to supervise telemedicine which could be a resource, and there is considerable interest in this on their part. Many students in Covelo would not have a computer at home.

Del Norte staff would not have access to the internet or use of the computer at work due to HIPPA regulations. Crescent City is the site of one of College of the Redwood's branch campuses where videoconferencing is available; it is also available at he Board of Supervisor's building and County Office of Education. Internet connections include dial up, wireless, DSL, cable and T1/T3 lines. Shasta College has a learning site in Weaverville with two-way compressed videoconferencing, cable and direct TV access and will soon have a T-1 line for videoconferencing and wireless internet access. Hayfork, which is about 30 minutes outside of Weaverville, expects to have a T-1 line soon for videoconferencing and wireless internet access. Both Hayfork and Weaverville have a SMART Center. Mendocino County staff in Ukiah would have access to computers, use of technology available and space and have similar technological access (e.g. cable, internet via dial up, ISDN and DSL).

Curriculum

The employers think that all of the areas in the survey instrument (Appendix B) are relevant content to be covered in an AA degree. Trinity County added two other areas—Native American cultures and motivational interviewing. The former is in response to the need for workers to be culturally competent to work with Native American children and families as well as being skilled to collaborate with tribes and tribal social services staff. In addition, tribal directors indicated that content should include more information on Indian Child Welfare, communication, skills to work with resistant clients, verbal and written skills, understanding/recognizing mental illness, safety issues and self-care. Mendocino County added human behavior, mandated reporting and practice with Latino children and families. Del Norte County would like to see confidentiality, HIPAA, informed consent and boundaries included in the curriculum. In Round Valley, there was considerable interest expressed in drug and alcohol counselor certification and nursing.

Barriers to Educational Access

The current economic conditions were repeatedly identified as a significant limitation both in terms of hiring and promotion. Another barrier is the required commitment to begin and complete a degree program for staff that work full time. Staff involvement in a degree program could lead to administrative time commitments that would also be difficult when staffing levels are so low. While technology is available in most of the areas surveyed, it may not be as responsive or reliable as needed. It would be important to assure that whatever technology is used was in good working order—both quick in response time and easily accessible.

In Round Valley, the TANF director and supervisors expressed concerns about the lack of jobs that qualify for the pay back, hopelessness of some of the community members, severe financial barriers such as prospective students not having a computer, and no high speed connection to the internet. Services that would strengthen staff participation in a distance education program would be such things as adequate preparation or support to be "student learners" and offering of remedial courses in English, writing skills, computer skills and time management when these are needed for a student. It would be helpful to have a person on site that can encourage students and help them meet the stresses of academic challenges, at the same time as they experience life challenges.

Conclusions

1. There is a need for professional social workers in tribal and county child welfare. When the state budget improves and existing freezes are lifted, there are vacancies to be filled. Tribes saw the priority as improving the education of current workers.
2. The response was extremely positive with regard to a need for the DE Program in social work at all levels of education. The current need seems to be the greatest for BSW and MSW. There is a need for the AA to fill Social Worker Assistant positions, which were deemed needed and valuable to child welfare services.
3. There is a need for an infrastructure that establishes a pathway for people living at a distance from the colleges and universities. An advantage identified by tribes was being able to better serve their communities and the potential for higher salary and promotion if approved by the Tribe. Salary and promotion was less realistic at this time in counties, but certainly a factor down the road.
4. There was considerable good will and desire on the part of counties and tribal child welfare directors to give as much support as possible to staff who would pursue a degree. In general, supervision and mentoring could be arranged. There is variation with regard to release time, promotion and hiring. Technical resources need to be enhanced in Round Valley and Trinity County while most other areas have access to the internet and video conferencing.
5. Tribal and county directors agreed that the curriculum areas identified in the survey were valuable. Some additional distinct content areas were suggested (e.g. safety issues, confidentiality, verbal and written skills) that would fall into some of the more general areas listed in the survey (e.g. values and ethics, report writing, communication).

Practice skills and knowledge about Latino culture and families was recommended by Mendocino; and in Del Norte, Mendocino and Humboldt content on Native American culture and history was suggested.

Staff

All staff employed in county and tribal health and human service programs received notice about the survey. The email inviting them to participate in the survey clarified that this study was only relevant for staff *without* a master's degree in social work. A flyer (Appendix E) was posted and sent out on email to encourage participation. A total of 244 started the survey and 214 (87.8%) completed it. Staff responses from Mendocino numbered 116 or 59.8%, Trinity 5 or 2.6%, Del Norte 64 or 33% and nine or 4.6% from Humboldt (Hoopa and Trinidad). Everyone did not respond to all questions, so the numbers in the tables vary.

Table 1: County

Del Norte	Humboldt	Mendocino	Trinity
33% (64)	4.6% (9)	59.8% (116)	2.6% (5)

Note: 51 respondents skipped this question; % is from total that responded

A second part of the above question of "Where do you live?" asked for staff to indicate if they lived on a Reservation or Rancheria. Forty-five staff responded to this, and some of these may or may not have also checked a county location. Only 36 of these identified their tribal affiliation, reservation or Rancheria.

Table 2: Tribe

Rancheria/Reservation	
Round Valley Tribes (Mendocino)	18
Smith River Rancheria (Del Norte)	6
Hoopa Reservation	4
Trinidad/Resighini/Yurok/Table Bluff/Laytonville*	8

*2 or fewer responses

It was somewhat problematic to tease out data for staff working in tribal social services. Some staff in tribal programs did not identify in the forced choice responses where they worked, but did in the "other" option. Other staff did not respond to the question about "employment status" as tribal, but identified in other questions that they were employed with tribes. In the end, it was necessary to filter responses by "ethnicity" which matched fairly well with being employed in tribal social services (e.g. ICWA, TANF, health clinic). Therefore, the column listed "Tribal" in the next sections reflects the responses of Native American staff, most of who work in a tribal context. The percentages may exceed 100% in some instances, since the column titled "Tribal" may also include numbers from the county sites. Also, there were non-Native staff employed in tribal social services and while minimal, these numbers will not show up in the "Tribal" columns.

Characteristics of Staff

The majority of respondents are female and Caucasian, with the next most common ethnicity being Native American in Humboldt and Del Norte. Latino was the next most common ethnicity in Mendocino County. Respondents from tribes tended to be somewhat younger than respondents in Del Norte and Mendocino counties.

Table 3: Demographics

Characteristic	Del Norte	Mendocino	Trinity	Tribal
Gender:				
Male	19.4% (12)	18.3% (17)	0% (0)	10.8% (4)
Female	80.6% (50)	87.7% (76)	100% (5)	89.2% (33)
Ethnicity:				
Latino	0% (0)	9.6% (9)	0% (0)	0% (0)
African-American	1.6% (1)	0% (0)	0% (0)	0% (0)
Caucasian	75.8% (47)	75.5% (71)	80% (4)	5.4% (2)
Asian	6.5% (4)	1.1% (1)	0% (0)	0% (0)
Native American	12.9% (8)	6.4% (6)	0% (0)	100% (37)
Multi-racial	6.5% (4)	5.3% (5)	20% (1)	2.7% (1)
Other	3.2% (2)	4.3% (4)	0% (0)	0% (0)
Age:				
Under 30	16.1% (10)	9.6% (9)	20% (1)	21.6% (8)
31-40	30.6% (19)	24.5% (23)	40% (2)	37.8% (14)
41-50	32.3% (20)	26.6% (25)	20% (1)	32.4% (12)
Over 50	21% (13)	39.4% (37)	20% (1)	8.1% (3)

Employment Status

Staff in social services, child welfare, public health, income maintenance, and mental health had access to the survey. Feedback from directors in Child Welfare had been that they would like to recruit "from within" DHHS because many of these employees have found a home in public service and tend to be more equipped to respond to what might be experienced as "weighed down" or rigid bureaucracy by people new to these systems. This feedback came, in part, in response to a few recent hires from outside the system or outside this region that were not able to acculturate to the agency. The highest response rate came from social services in all three counties and tribes. The next most frequent response was from county employees in child welfare, and for tribes in tribal health services.

Table 4: Department of Employment by County
Where do you currently work?

Answer options	Del Norte	Mendocino	Trinity	Tribal
County child welfare	27.4% (17)	17% (16)	20% (1)	5.9% (2)
County social services	37.1% (23)	50% (47)	40% (2)	11.8% (4)
Mental health	16.1% (10)	9.6% (9)	0% (0)	0% (0)
Public health	8.1% (5)	17% (16)	20% (1)	8.8% (3)
CBO	1.6% (1)	1.1% (1)	0% (0)	2.9% (1)
Tribal social services	6.5% (4)	2.1% (2)	0% (0)	23.5% (8)
County TANF	3.2% (2)	3.2% (3)	0% (0)	2.9% (1)
Tribal TANF	0% (0)	0% (0)	0% (0)	17.6% (6)
Other	6.5% (4)	8.5% (8)	40% (2)	32.4% (11)

Other: Yurok social services (1), Tribal Health Center (8), not answered (2)

The question "What is your job title?" was open ended. The following responses were done manually in order to group by common areas.

Table 5: Job title

Title	Staff
Social worker I, II, III or IV	13
Support staff, analysts, technicians	29
Eligibility worker/supervisor	19
Supervisor, manager, coordinator, program specialist	25
Employment services worker/rehabilitation worker	13
Substance abuse/mental health counselor/clinician	20
Social work assistant I, II or III	12
Health wkr (nurse, community wkr, nutrition specialist	15
ICWA worker	8
Other (< 5 listed)	38

"Other" titles respondents listed were in-home care worker, family specialist, patient navigator, crisis worker. Thirty-six respondents skipped this question.

Educational Goals

In Del Norte and Mendocino counties, over a quarter of the respondents were interested in a BASW degree and between 20% and 26% saw the MSW as their most immediate goal. This was a lower percent for tribal staff, with around 15% ready to undertake the BASW and approximately 12% the MSW degree. The greater need among tribal staff appears to be the AA degree. It should be noted that 13 staff in Mendocino county said an AA degree, almost double that of the other counties, and this may have come from staff in Covelo where access to courses

is limited. The areas listed in "Other" identify either a bachelor's level degree in some field or study at the AA level (e.g. certificate program).

Table 6: Educational Goal
What is your immediate educational goal?

Answer options	Del Norte	Mendocino	Trinity	Tribal
High school/GED	3.4% (2)	1.1% (1)	0% (0)	3% (1)
AA in Human Services	11.9% (7)	14.3% (13)	20% (1)	24.2% (8)
BASW	25.4% (15)	25.3% (23)	40% (2)	15.2% (5)
MSW	22% (13)	26.4% (24)	0% (0)	12.1% (4)
Other	28.8% (17)	33% (30)	40% (2)	33.3% (11)

Other: Nursing (9), AOD counselor (8), Psychology/MFT (7), Business/Management (4), Education (3). Any others listed had less than two.

Given their immediate educational goal, we asked staff about their level of interest in a distance education degree program. The level of interest appears to be higher in Mendocino county with 62.4% being very interested and among tribal staff with 81.8% very interested. If we combine the "very" and "moderately interested" staff responses, we have more than 90% in Del Norte, Mendocino and tribal programs that indicate an interest. There's a very small sample from Trinity County where two of the respondents were "very interested".

Table 7: Interest in hybrid online/face to face program
Would you be interested in enrolling in an AA/BA/Masters degree in Social Work that was delivered via a mixture of online and face to face instruction?

Answer options	Del Norte	Mendocino	Trinity	Tribal
Very interested	59.7% (37)	62.4% (58)	40% (2)	81.8% (27)
Moderately but need more information	30.6% (19)	34.4% (32)	40% (2)	9.1% (3)
Not interested	9.7% (6)	3.2% (3)	20% (1)	6.1% (2)

Delivery Method

In order to plan a course of study at an AA, BASW or MSW level, the survey asked what schedule would work best when one is employed full time, may be raising children or caring for elderly parents, and might have the additional requirement of a commute. So we asked them about the logistical options. The greater majority in all three counties and tribes indicated that an evening class schedule would suit them best. The next preference was to have courses on the weekend.

Table 8: Preferred days/times
What day/time arrangement would best fit your needs if courses were taught on site or through video?

Schedule	Del Norte	Mendocino	Trinity	Tribal

Evening	82.5% (47)	67.4% (62)	100% (5)	67.6% (23)
Weekday	7% (4)	8.7% (8)	20% (1)	20.6% (7)
Weekend	63.2% (36)	59.8% (55)	40% (2)	47.1% (16)
Any of these	0% (0)	7.6% (7)	0% (0)	29.4% (10)

Most staff felt that they could handle two courses each semester. This fits with typical part-time educational programs, as well as the MSW Program HSU has now, where students take two courses most semesters.

Table 9: Preferred course load
How many courses do you think you would take in a semester?

Answer options	Del Norte	Mendocino	Trinity	Tribal
One	8.6% (5)	11% (10)	0% (0)	11.8% (4)
Two	63.8% (37)	54.9% (50)	60% (3)	52.9% (18)
Three	19% (11)	19.8% (18)	40% (2)	14.7% (5)
Four (full time)	8.6% (5)	14.3% (13)	0% (0)	20.6% (7)

As might be expected, staff chose sites that were either at the community college closest to them or the educational site in the city where they worked. Twenty-three of the staff in tribal social services said Del Norte County or CR, since the college has a learning site in Crescent City. Twenty-two tribal staff indicated the Willits, Mendocino area is closest. Round Valley is in Covelo which is a challenging road to navigate, so it is understandable that the eight staff employed there would like to see coursework offered in their home/work community.

Table 10: Preferred learning site
Which of the following sites would you be able to travel to in order to take courses?

Answer options	Del Norte	Mendocino	Trinity	Tribal
College of the Redwoods	48.3% (28)	16.% (15)		38.2% (13)
Del Norte*	94.8% (55)			29.4% (10)
Hoopa				8.8% (3)
Humboldt*	19% (11)	5.4% (5)		26.5% (9)
Klamath*	12.1% (7)			8.8% (3)
Mendocino CC		87.7% (76)		20.6% (7)
Shasta CC	1.7% (1)		60% (3)	
Trinity*			100% (5)	0% (0)
Willits*		45.2% (42)		20.6% (7)
Other	13.8% (8)		19.4% (18)	

*county, community or education site

Other: Round Valley staff (18) in this category identified Covelo as the site where they would be able to take courses. Eight said Sonoma State University in Santa Rosa, six said CR's Fort Bragg site and four said CR's Crescent City site.

Barriers to Promotion and Education Goals

Staff were asked to indicate what the barriers have been to being promoted and to obtaining a degree. The three most common obstacles have been not having an option that is accessible geographically, i.e. close to home and work/a convenient time and place, the cost of obtaining an education, and limited time available due to work. Job promotion, child care and travel were identified by several respondents, but not seen as much of a barrier as being able to afford the courses at a convenient place and time. Length of time to complete the degree and family responsibilities seems to be a more common concern in Del Norte.

Table 11: Barriers to promotion
What have been the barriers to gaining that promotion?

Answer options	Del Norte	Mendocino	Trinity	Tribal
Not available at a convenient time	63.8% (37)	57.3% (51)	100% (5)	51.5% (17)
Not available at a convenient place	75.9% (44)	64% (57)	60% (3)	75.8% (25)
Finances	74.1% (43)	57.3% (51)	80% (4)	63.6% (21)
Job at higher level not available	25.9% (15)	34.8% (31)	0% (0)	12.1% (4)
Other	6.9% (4)	19.1% (17)	20% (1)	21.2% (7)

Other: Travel, child care

Table 12: Barriers to educational access?
If training and education is a barrier to promotions, what keeps you from going to school or accessing training?

Answer options	Del Norte	Mendocino	Trinity	Tribal
Commute	66.1% (39)	50.6% (45)	80% (4)	61.8% (21)
Finances/cost of attending	79.7% (47)	74.2% (66)	100% (5)	70.6% (24)
Getting release time from work	42.4% (25)	42.7% (38)	60% (3)	32.4% (11)
Length of time to complete degree	44.1% (26)	30.3% (27)	20% (1)	26.5% (9)
Limited time available due to work	62.7% (37)	62.9% (56)	80% (4)	50% (17)
Program not available	22% (13)	25.8% (23)	40% (2)	20.6% (7)
Family responsibilities	50.8% (30)	37.1% (33)	0% (0)	38.2% (13)
Other	3.4% (2)	13.5% (12)	0% (0)	20.6% (7)

Other: Community involvement, parenting, earlier student loans

Conclusions:

1. Most respondents were between 30 and 50 years old, Caucasian and female. There were a significant number of Native American staff in Humboldt and Del Norte counties, and Latino staff in Mendocino County.
2. Most respondents worked in social services, with the next most frequent responses from child welfare for county staff and TANF and Tribal Health for tribal staff. Positions ranged from managerial to office staff with the most frequent titles being support staff or technical work, eligibility worker, supervisors/program specialists and substance abuse/mental health counselors. If eligibility worker is combined with employment

services/rehabilitation, respondents employed in these areas were the largest in the sample.

3. The educational goals for county staff were a BASW and MSW and for tribal staff, the AA degree. More than half of the respondents in Del Norte, Mendocino and from tribes indicated that they would be "very interested" in enrolling in a degree program in social work; this is a total of 122 "very interested" potential students. Staff at Round Valley indicated more interest in the AOD certificate program offered by MC. However, with further conversation, they may see advantages to a curriculum plan that prepares them for an AA degree that articulates easily to a BASW Program while simultaneously working toward the AOD certificate.
4. Evening and weekend courses on site where they work or live were preferred with two courses being the more manageable.
5. More than 50% of staff who responded said that classes not being offered where they live at a convenient time and finances were major barriers to being able to participate in a degree program. Two other barriers that respondents ranked highly were limited time due to work and family responsibilities.

Community Colleges

The two community colleges that serve the northern coastal region populations of Mendocino, Humboldt and Del Norte are College of the Redwoods (CR) with the main campus in Eureka and branch campuses in Del Norte and Mendocino counties, plus an instructional site in Hoopa. Mendocino College (MC) serves the inner regions of Mendocino County. While Shasta Community College serves primarily Shasta County, it also offers classes in parts of Trinity County. Shasta Community College is part of the CSU Chico report.

Current Programs

Serving Mendocino County and Round Valley
Mendocino College's (MC) main campus is in Ukiah. MC currently offers a General Studies AA Degree with an emphasis in Social Science and two certificate programs, one in Alcohol and Other Drugs (AOD) and another in Human Services to meet workforce needs for paraprofessionals in the human services. The latter certificate is 18.5 units and includes an internship in social services and skill building courses (Basic Skills, Case Management and Law & Ethics). The college has instructional sites in Lakeport and Willits with satellite capability in Laytonville, Boonville and Covelo. MC has the capacity to offer on-line courses and to employ faculty at off-site locations.

At present, there is no articulation agreement between MC and HSU's BASW that enables students to transfer directly into the BASW junior year. However, the possibility is there. The college offers all of the social work prerequisites that also fulfill lower level GE, except for Introduction to Social Work. This fall MC offers the following prerequisites to the BASW on line: History 203, Mth 220 (statistics) and Pol 200 American Government. Psy 205 Intro to Psych was offered via video. Most of the other on-line courses are vocational. In addition to the on-line or video offerings, MC offers these same courses on site in Ukiah and Lakeport. There is no Introduction to Sociology course offered at these sites or on line, but several sections of

Social Problems and Race & Ethnic Relations, both which could be valuable curriculum for social workers. This is something the HSU Department of Social Work could reconsider.

Mendocino College has a well developed team of community agencies and college departments that already work together as a collaborative. Mendocino County DHHS has a volunteer and an internship program in place. Students graduating with an AA in the proposed Human Services Paraprofessional Program are thought to be good candidates because they have experience and a demonstrated ability to function in both the work and academic environments. Dan Jenkins has good relationships with the tribes in the area, including the Round Valley Tribes in Covelo. He is connected with community and tribal ICWA employers who sit on his Advisory Committee.

Educational Consultant Tim Stringari attended a Mendocino College Stakeholders Meeting in May where he noted that "Without exception, every stakeholder in attendance was enthusiastically in support of the DE Project going forward. All emphasized the need for 'home grown' professional social workers who are committed to staying in the community. All see a partnership with the university as necessary to make this happen and all are willing to support and participate in the effort." Suggestions from the meeting included (1) instructors must be able and willing to support students in every way; (2) mentors would be needed to support the students and keep a strong connection with the instructors; (3) instructors must be well trained in providing distance education; (4) courses should be built to incorporate "blackboard" and all other methods of communication to encourage students to connect with each other, ask questions and access information; and, (5) there should be "area coordinators" whose role it would be to keep everything and everyone present to support the success of the students.

College of the Redwoods serves the coastal region of Mendocino County, a service area of 10,000 square miles. The Educational Master Plan for CR expects DE growth of 30%+ per year. The location of the Mendocino CR office is in Fort Bragg and is under the supervision of Geisce Ly. The CR Fort Bragg location offers six courses in Fall 2009 that meet the prerequisites for HSU's BASW and four of these are on line (Math 15 Statistics, Polsc 10 Government, Psych 1 Intro to Psychology and Soc 1 Intro to Sociology).

Serving Humboldt, Del Norte, Hoopa and the coastal region in Mendocino
College of the Redwoods (CR) offers a certificate in Addiction Studies with classes on site and in Del Norte County at the Crescent City site. They have instructional sites in Klamath, Willow Creek, Garberville (Southern Humboldt) and Crescent City. The Klamath/Trinity instructional site in Hoopa is under the supervision of Anita Janis at the Del Norte CR campus. CR main campus has an articulation agreement with HSU that enables students to transfer as juniors into the BASW Program, because all of the prerequisites for lower level general education and two social work courses (Soc 34 Introduction to Social Work and Soc 38 Field Experience) can be met at CR. This career pathway for human service workers to transition easily into the BASW Program has worked well for several years.

This fall the Del Norte instructional site in Crescent City offers five of the GE/prerequisite courses on line for entry to the BASW degree (Hist 4 or 8, Math 15 Stats, Polsc 10 Government, Psych 1 Intro to Psychology and Soc 1 Introduction to Sociology). Another prerequisite for the

BASW is a course in Native American Studies which is offered in the evening at the Crescent City campus. Biol 1 is offered this fall but only at the Crescent City campus during the day.

Program/Curriculum Development

Dan Jenkins at Mendocino College is on sabbatical 2009-2010 to develop a "Human Services Paraprofessional Program". A draft of Dan's proposal was shared at the May meeting in Ukiah when we discussed the interest and capacity for a distance education program. While the proposed curriculum does not include the general education transfer requirements for HSU or the pre-requisites to enter the BASW, there is an option within the AA that emphasizes children and families that would be valuable for social services staff in child welfare. Dan was open to considering how this HS Paraprofessional Program might also build in those courses that enable interested students to matriculate to a BASW Program.

The meeting with MC faculty and staff stressed that an AA degree not be just theory but have practical application relevant to the culture and geography of the area. It was felt that not all of the courses should be on-line, but a combination of methods used, including on-site. Mentors for students was brought up as essential, a sort of "circuit rider" if a mentor was to cover different locations. Writing skills, case management and documentation were brought up as critical curricular areas that should be covered.

CalSWEC consultant Tim Stringari who joined a meeting in Williams of the Northern California Human Service Educators in April found there to be considerable interest in developing greater distance education capacity among community colleges and a collaboration with CalSWEC to educate staff interested in child welfare employment. This group is funded through the Chancellor's Office earmarked for career training funds. Mendocino College's Dan Jenkins organized the meeting; College of the Redwoods staff were unable to attend. Tim's report summarized what should be taken into consideration in planning a DE hybrid program which included (1) stakeholders need to be involved so that "community-based solutions" are front and center, (2) trained paraprofessionals serve the workforce needs of child welfare and universities as a first step in the pathway to BASW and MSW degrees, and (3) diversifying the workforce is aided by certificate and AA degree programs that make it possible for indigenous students to meet some of the immediate needs in their communities, while simultaneously attracting them to higher education degree programs. As Tim noted in his report, "…if university wants these indigenous students to remember that, because of their numerous potential barriers to success that include language, money, mobility, transportation, family obligations, remedial preparation, etc., the project needs to be seen as a long term investment that will take time….cultivating trees not radishes, but that it will be worth it."

It was felt that the distance education component of the DE Project needs to consist of as many "hybrid" type courses as possible. The experience has been that most non-traditional students do not do well with purely on-line classes. Vivien Varela, Director of Distance Education said it is necessary to build a culture of student expectations for any on-line learning courses as they need to be well trained in the technology, how to access the library service, how to get technical help right away, etc. Develop a "support plan" for each student in the DE program that also designates an on-site academic counselor/mentor. Other suggestions in Tim Stringari's April 2009 report included:

• grant dollars allotted for mobile faculty to travel to job sites or regional satellite campuses to offer classes. Name area or regional coordinators who are familiar with the agencies, tribes and colleges.

• employer contributions and accommodations such as time off for school, on site instruction or travel to school would be essential for student success.

•through a partnership with employers, tribes and colleges, the advanced (close to transfer) working students be, at some point, reassigned from their present jobs to paid internships in professional settings. ...

•the project allots dollars to program coordination and student support management. They offered the suggestion that the universities consider using the positions of "Project Administrative Coordinator" and "Student Support Case Manager" as internship placements for MSW students and make it a legitimate repay for the Title IV-E stipend graduates. They saw the Student Support Case Manager separate from the Project Administrative Coordinator. The latter would be more of a community organizer, fund raiser and partnership development position, while the former would focus on the individual student. Both would coordinate to remove barriers to student success.

•grant dollars and in-kind contributions be leveraged by an organized group of stakeholders. The group thought that if local foundations and the CC Chancellors Office, saw the DE Project as a "locally driven", other funds could be applied for by the coalition of stakeholders (CalSWEC, colleges, universities, tribes, employers, students, CBO's etc).

CR is interested in expanding their distance education program, particularly in articulating coursework and AA degrees in human services that sustain a pathway to BASW and MSW degrees. Ahn Fielding, Director of Community and Economic Development and Maggie McVay Lynch, Dean of Distance Education looked at two grants-- the Department of Health and Human Services for the "Bridges to the Baccalaureate Program" grant which is geared to increase transfer and graduation rates of students from targeted groups to strengthen the supply of staff in the behavioral sciences, and a FIPSE grant more geared toward workforce development and community colleges which holds potential for an HSU-CR partnership. One of these grants could help support development of the IV-E distance education curriculum and technological capacity to serve the more isolated rural and tribal communities in this region. At present Ahn Fielding is helping to connect this project with the staff at CR who could work with the project during this next academic year.

Distance Education Capability

There is a need for resources to have better satellite capacity in Mendocino County. Covelo is very interested in this and has looked into costs. If MC can access enough bandwidth at the college, they could have as many as four sites on at once. The estimate of cost to install an IVCi package (e.g. camera, flat panel screen, multi-site functionality, network connections and wireless) is around $14,000. CalSWEC resources would be helpful in building the synchronistic learning potential of the DE program. Both MC and CR are interested in pursuing external grant possibilities to build the infrastructure.

It was noted that the equipment needed to provide distance education needs to be purchased to allow the college to do video conferencing. Dan Jenkins proposed that Round Valley and Mendocino Community College apply for a USDA grant to enhance video conferencing. Mendocino County DHHS has funds to support some instructional materials. With regard to on-line learning, MC uses ETUDES and CR has Blackboard and Sakai.

CR does not see video conferencing as the primary medium for course delivery, but part of a hybrid model. The ITV connection with Hoopa enables site-to-site videoconferencing with HSU. Both campuses emphasize the preference for a mixed mode of delivery. HSU is talking with CR about co-enrollment possibilities and both campuses are doing an analysis of existing on-line courses. At a recent meeting with CR and HSU administrators and technical staff, there was interest in focusing on a degree program to be on line, rather than disparate courses. The stated goal at this meeting was to have two fully on-line programs. Resources would be needed for the technical support and assistance for faculty and students.

Conclusions

1. CR and MC offer AA degrees in Liberal or General Studies with a Social Science focus. Both include an internship/experiential learning course. CR offers two courses in social work that meet requirements for the BASW.
2. CR has an articulation agreement with HSU for a smooth transition to the BASW degree. The majority of the courses are offered on-line in the Eureka, Del Norte and Mendocino campuses. Those courses that need to either be on-line or on-site for a distance education model are Introduction to Social Work, Volunteer Experience and Biology. Some courses at MC are on line that would meet some of the prerequisites for a BASW degree.
3. Both MC and CR express strong interest to enhance their distance education offerings. MC's Human Services Professional Program has the potential to meet distance education needs for staffing in child welfare if it includes courses in social work and develops an articulation agreement with HSU's BASW Program.
4. Administrators at both community colleges are supportive of and interested in developing a hybrid DE program in Human Services.
5. Both campuses have some distance education technology in place, namely Blackboard or Sakai and satellite. There is a need for funding to strengthen the technological capacity of both campuses with regard to ITV, particularly MC.
6. MC has a solid relationship with the social service and tribal communities, including an Advisory Council to the Human Services Certificate and degree programs

Recommendations for IV-E Distance Education Program Development

AA Degree in Human Services

1. Support College of the Redwoods' current distance education GE offerings that articulate to the BASW Program. Look at the potential for on-site faculty to teach Introduction to Social Work and Volunteer Experience at instructional sites in Crescent City and Hoopa.

2. Work with Dan Jenkins at Mendocino College on the possibility for an AA Degree in Human Services that includes general education and social work prerequisite courses as an optional track.

3. Talk with College of the Redwoods, Mendocino College and Shasta College how some collaboration might be possible in offering on-line and ITV/videoconference courses.

4. Participate in the HSU/CR Joint meetings for guidance on developing the hybrid model.

BASW Degree

1. Facilitate discussions between social work faculty at CSU Chico and HSU on the potential for continued development of on-line courses, where there is already significant similarity in course description, objectives and content, in order to maximize CSU resources and reap the benefits of partnership in serving the Superior Region.

2. Identify courses that are not currently on line at CSU Chico that HSU faculty can develop as potential "cross registration" courses. The faculty at HSU will need to determine the hybrid model desired and begin to work on developing specific courses that fit with the model. For example, the volunteer and internship courses might be on line with a DE Site Coordinator who works directly with students and their field supervisors; another possibility is an on site faculty for field meetings and seminar sessions. Since most of the courses for the freshman and sophomore year are offered on line or on site now by CR and MC, the BASW focus would be on junior and senior year curriculum. At present, HSU has very few courses on line or off site from the main campus, and the SW Department has no on-line course offerings.

3. Seek support and approval from the HSU campus and CSU Chancellor's Office with the potential of some funding towards the goal of a distance education model that helps to meet the needs of county and tribal child welfare services in this region.

4. Conversations with CSWE will be critical during the developmental stages in order to assure that the end project meets accreditation standards.

MSW Degree

1. HSU currently has a part time MSW Program that meets on Saturdays. It is an accredited three-year program now serving the second cohort of 14 with students from Mendocino, Humboldt and Del Norte counties. The first cohort had a student from Trinity County. Discussions need to happen with the HSU faculty and in particular, the MSW Director to see if there is potential for the program to move from an on-site delivery mode to a hybrid model of on-line, ITV, videoconferencing and

face-to-face. The current MSW course plan is largely two courses/semester, which falls in place with the findings in this study.

2. Conversations with CSWE will be critical during the developmental stages in order to assure that the end project meets accreditation standards.

3. Consultation with the HSU President, College Dean, Provost and various campus committees should help determine whether there is concurrent planning for an undergraduate and graduate social work DE degree or if priority should be given to the BASW since that would respond to the findings in this study. It is the recommendation at this time that the focus be on the BASW degree.

County and Tribal Branch Directors and Staff

1. The first step will be a series of regional meetings to talk with child welfare directors and staff. The three regions could be as follows: Del Norte/Yurok/Resighini/Smith River; Hoopa/Trinity/Nor El Muk Band of WinTu; and, Mendocino/Round Valley. Since Dan Jenkins at MC has an advisory committee, it will be helpful to work with this Menodcino group, too. Other potential members of the Advisory Group would be MSWs that work with children and families. The outcome of these meetings would be an Advisory Group that would provide input during the developmental stages of the hybrid distance education program, including review of syllabi, and when implemented, on-going feedback and direction.

2. Hold orientations in the above regions for county and tribal staff to provide information about entry into the BASW Program, including the mission and goal of the IV-E Child Welfare Distance Education Project, overview of social work curriculum, prerequisites, potential course of study, demands of entering a degree program part time, and resources provided. Determine level and number of interested staff and set up meetings to review transcripts.

3. Meet with the regional Advisory Committee to develop admissions criteria and process to determine which interested staff will participate in this first effort. Review applications and select a maximum of eight students who will be funded in Spring 2010 to take courses.

4. It will be possible that some staff need one or two prerequisites before they are ready to enter the BASW Program, while other staff are ready. Support will be provided to both of these groups and on-going collaboration with College of the Redwoods and Mendocino College to help these students prepare.

5. Identify potential mentors and faculty in each region who can help implement the program by teaching and/or providing consistent support for the staff who enroll.

Participants from Counties, Tribes and Community Colleges

Del Norte

Resighini Rancheria Tribal Council
Jim St. Martin, Director, Social Services, Yurok Tribe
Dorothy Provencio, Assist Director, Mental Health Branch
Jan DeMarinis, Director, Mental Health Branch
Crystal Markytan, Program Manager, SSB
Dorothy Perry, Smith River Rancheria

Humboldt

Ahn Fielding, Director of Community and Economic Development/Foundation Executive
   Director, CR
Maggie McVay Lynch, Dean of Distance Education, CR
Millie Grant, Director, Hoopa Human Services
Angela Barnoskie, Member Services, Trinidad Rancheria
Andy Andreoli, Director, Hoopa Tribal TANF Director
Tolowa Nation Tribal Council

Menodocino

Dan Jenkins, Professor/Director, Cooperative Work Experience and Coordinator,
   Human Services and AOD Programs, MC
Steve Viramontes, Telemedicine and Health Coordinator, Round Valley Health Center
Becky Wilson, Mendocino County CWS
Vivien Varela, Director of Distance Education, MC
Mark Rawitsch, Dean of Instruction, MC
Linda Moore, Human Resources, MC
Rebecca Wilson, Deputy Director, CWS
Gayle Zepeda, Career Development Coordinator, Tribal TANF, Round Valley
Sandra Wake, Educator, Round Valley
Rose Sita Francia, Coordinator, Fit-Teen Coordinator, Round Valley Indian Health Center,
Susan Era, Branch Director, Adults and Older Adults System of Care/SS
Zoy Kazan, Deputy Director, Youth and Family Mental Health
Julia Russ, TANF Director, Round Valley
Sharon Rohl, TANF case manager
Bernie and Jeremy, TANF case workers
Kathy Britton, Covelo school district

Trinity

Linda Wright, Director, DHHS
Noel O-Neill, Director, Mental Health Branch

Needs Assessment Report

Title IVE Child Welfare Distance Education Pilot Project for Eastern Frontier Regions of Southern California

CSU, San Bernardino

July 2009

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Professor and Director

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Problem Focus

The Master Plan for Social Work Education in California (2004), published by CalSWEC, identified a Ladder of Learning that serves as a career path for social workers. This ladder begins with High School and ends with licensing and doctoral education. It identifies parallel levels of education and job descriptions for each rung of the ladder. During the last five years as CalSWEC has refined and implemented this master plan, it has become clear that certain frontier regions of California do not have access to social work education. These regions include the mountainous areas of northern California and the central and eastern mountain and desert regions of southern California. Since, in the current budget climate, it is not likely that new programs will be developed in these regions; the possibility of offering distance education from current social work programs is being explored.

After data from a number of focus groups in these regions was reported in 2008, a more thorough needs assessment was proposed for 2009 aimed at developing pilot projects using Title IVE, child welfare, funding. This report describes the methods and results of one of those needs assessment carried out in Inland southern California, specifically Inyo County, Riverside County and San Bernardino County. Suggestions for further program development are included.

Methods

In each of the three counties included in the needs assessment (Inyo, San Bernardino, Riverside) the Directors of the County Departments of Children's Services, employees and potential employees of County Departments of Children's Service, and representatives of Community Colleges were either interviewed or surveyed. Standardized instruments were developed to (See Appendix A) addressing: employers' need for and commitment to employee further education; employee interest in and access to AA, B.A.S.W., and M.S.W. levels of education; and Community Colleges' capacity to deliver AA level social work education. The data from employers and community college representatives was collected in face to face or phone interviews while the data from employees was gathered via a self administered survey instrument posted on "survey monkey". The narratives of the interviews with employers and community colleges were analyzed using the Atlas TI qualitative analysis packages, while the quantitative data collected in the employee survey was analyzed using survey monkey analysis functions.

Findings

Employers

The open coding of Directors face to face interviews revealed the codes listed in Table 1.

Table 1: Open Coding of Employer Data

• Field Placement in small county, job conflict
• Field Placement, supervision issues
• Financial Support
• flex time (yes, if possible)
• Growing your own commitment
• Hoped for Vacancies
• Incentives for getting education, no
• Internet Access (yes)
• Internships Provided
• Involvement in selection of Participants (yes)
• Need in East Riverside
• Need program in non work hours
• Promotion and Salary (yes)
• Promotion, could compete for
• Recruiting Employees
• Release time (yes)
• Release time, possible with cap
• Release Time, union rules
• Scarcity
• Work Time for Study

These codes were grouped into five major themes. These were shortage of workers, need for the program, advantages of educating the workforce, support for the program, curriculum, and barriers to educational access.

Shortage of Workers

When asked about current actual vacancies Riverside County stated that they had no vacancies, San Bernardino County noted that they had 25 vacancies that they were holding for graduates of the Title IVE program who had completed their field placements with San Bernardino County Department of Children and Families, and Inyo County noted that they had one vacancy. However, when asked about how many vacancies they would like to fill in the next five years, after noting the impact of the current economic climate, higher numbers were mentioned. Riverside County said that they would aim to hire 100 social workers; San Bernardino County said that they were uncertain and Inyo County thought that they might hire 5 or 6 social workers in the next five years. Inyo County noted that they had never been able to hire a social worker with a social work degree. Riverside County noted a shortage in the Eastern end of the county, the desert region adjoining the border with Arizona. They said, "…we have areas where we just cannot get staff like Blythe, Indio, Coachella. We just can't get staff out there. This is a great opportunity for us in those areas".

Inyo County in particular noted a pressing need for further education in their workforce, they noted that, "We have 13.75 staff, 1 has an AA, 5 have Bachelor's degrees, and none have social work degrees. We have no M.S.W.s. That leaves 8 people under the AA degree level.

These 8 are at various levels of education and it may not take too much to get them to the AA level. We are partnered with Cerro Coso Community College and the local satellite campus has a Human Services Certificate program. A number of employees have gone through that. The number 8 we gave you is for just child welfare but there are probably others in TANF and a couple of local non-profits. Some of them are probably enrolled in the program at Cerro Coso". San Bernardino County noted the impact of the current budget climate in a way that is not always obvious to the outside observer. They noted that "…it is a continuous question because of cultural change based on the economy in our county. Positions will be filled by internal staff from other departments. They may not be necessarily committed to child welfare but they got this job because of the current budget situation…"

Scarcity was identified not only in numbers but in access to social work education. There is clearly a pressing need in Inyo County at all levels for social work education and at the AA level for a majority of their staff. A need was also identified in the eastern region of Riverside County, while San Bernardino saw more of a need for retraining of internal hires in the current budget climate.

Need for the Program
Many of the comments on the need for the program overlapped with the discussion of scarcity noted above. However additional comments noted a commitment to "growing your own". Riverside County said "Also, there is something unique about "growing your own". There is more of a commitment to the organization. We have people at this AA level. Some are eligibility workers some have worked for us for years and are case aides but they just cannot go back to school for whatever reason." While San Bernardino County said "Because the cost *(salary of an AA social worker)* would be the same as a social worker, its more an issue of workforce development. You have somebody who gets the AA and then they would be invigorated to get the B.S.W. It's not necessarily so that they would leave their job but we would perhaps build in support for continuing education.". Inyo county's efforts in the "grow your own" domain are more basic. They noted that "…with us we are starting at a basic level and we are scouring our community to find diamonds in the rough that are groomable and have some kind of capacity for this field but we would not necessarily have employer/employee relationships with them."

Comments on the educational goals for the workforce ranged from the vision that in an ideal world they would all have M.S.W.s to noting that there was a need for workers at all three degree levels, AA, B.A.S.W. and M.S.W. Inyo County noted that it would be great to have all M.S.W. s but a more realistic goal for them is to have all B.A.S.W.s. Regarding the pragmatic requirements of a distance education program, Inyo County noted the difficulty of giving time off to employees in small counties, since there is nobody who can cover for someone getting time off for education. They therefore would need education offered in non work hours. They said "So this leads us to needing asynchronous online classroom instruction at the weekend and in the evenings, but what about field?" For Riverside County the issue of older employees with children underlined the need for Distance Education that is convenient at home.

Need was identified in all three counties as being addressed by implementing a "grow your own" strategy that recruits employees in the community and educates the workforce. The Distance Education program would meet the pressing needs of a small county, Inyo County, that cannot release staff to go to school and particular groups of employees in all counties who have additional family responsibilities that stop them from being able to enroll in further education.

Advantages of Educating the Workforce

All three counties noted that, until an employee has an M.S.W., there is no advantage to gaining and education in terms of criteria for promotions and salary increases. However, all counties followed this comment up with an assessment that staff with degrees will be more competitive candidates for promotions and salary increases. Riverside County said "No, not in child welfare: there are no advantages to any degree really. One of the things I was working on with HR, before the budget crunch, was developing that tiered structured so that there was an advantage for different degrees, not in terms of classification but in terms of salary. This is what we want to do." While Inyo County noted that "The AA is more of a degree that would be positioning them for an opening when it comes available. There's no built in system for rewarding employees for education, it would have to be negotiated." In addition Inyo County noted that "In social work the only classification that requires a degree is a Social Worker IV at the state merit system level as well as at the local level but anything from Social Worker I to III can be, for the most part, a combination of education and experience. Most rural counties are required to work with the State Board and they write our job descriptions. So somebody with a AA degree would be competitive and this takes me to the GE that you mentioned, of particular interest to me would be writing skills in general. This would help position a person well." San Bernardino County raised the additional issue of student payback. The required letter of support for a student receiving Title IVE funding becomes a different issue at the AA level were students will be employed by other departments but need to do payback in the County Children's Services unit. They noted that "they could get a letter saying that they could compete for a position…but the other department head would need to support this e.g. TADD, in TADD many get employment specialist AA degrees."

All three counties note that there is no concrete advantage to gaining AA and B.A.S.W. degrees. However, they all note that these degrees make employees more competitive and provide a foundation for moving up the promotion ladder to the M.S.W. level.

Support for the Program

Support that the Counties could offer for the program tended to fall into four categories, facilities for class sessions, internet access, employee time, and field opportunities. Regarding facilities for class sessions, all 3 counties would be able to offer space during evenings and weekends with video conferencing facilities. Regarding internet access, Riverside has at least one computer per office with internet access that staff can use. Inyo County felt that, in house, there might be a problem with prior negotiated agreements for use of space but regionally there is ample access. They noted that "We are not close to anything but we do have video conferencing. I will tell you that facilities is the least of our concerns because Cerro Coso (*Community College)* has a new facility that is small but has lots of classrooms and great

internet connectivity. They are already networking three of their campuses for distance learning. They are based out of Bakersfield but they are connecting Bishop and Mammoth already. I think they are really going to have to be a partner here."

Regarding employee time to carry out the requirements of degree programs, most comments supported flex time rather than release time. There was a commitment from all three counties that flex time could be offered within certain limitations. The time allowed would probably be constrained by the current budget situation and the number of people who are in the proposed pilot program. Inyo County had the most reservations about this because of the limited number of staff available to cover someone taking flex time. Both Riverside County and San Bernardino County thought that release time could be offered to AA students within the limitations of union agreements, since this level of degree would not require as much time as an M.S.W. or B.A.S.W. All three counties felt that they could provide internship and field opportunities for students. Inyo County has unique constraints because of the lack of M.S.W. s to provide supervision and the need to do a field placement at the place of work in such a small county. They noted that "We do provide field slots for AA locally. It gets a little difficult, we have to be careful. We need to get creative in rural counties because we simply don't have the resources. *(There was then a discussion about getting creative since we are not constrained by accreditation rules at the AA level)* We could have a virtual field possibility? There is such a program in London. Without accreditation we have the freedom to be really experimental." Finally, Inyo County was the only county that had financial incentives for gaining further education. They noted that "There is a small tuition reimbursement, about $350 per year, that's a token contribution to employees' education". Ultimately, all three counties felt that they would be able to offer support to the program in terms of classroom space, internet access, limited flex time, and field placement opportunities.

Curriculum

Both Riverside County and San Bernardino County stressed a need for clarity about the knowledge and skills needed at each degree level. Riverside noted that "…I would like to look at the three levels and be clear what is expected at each level. What are the kinds of things we would want them to do? It (*An AA level worker)* would be a person who was in that case aide position, supervising visiting parents, versus M.S.W. s where you are doing process recordings. Take, for example, case management, I don't think that at an AA level you are going to need to know how to do case management versus the bachelor's level where you would but, at the AA level, you are going to need to be clear about what case management is.". San Bernardino County noted that "…selection process needs to be well defined and the milestones to be met need to be well defined, e.g. tracking attendance, and login, so that we have an account of the hours they would need to do extra work. We would need a clear indication of the time commitments by quarter or semester"

Regarding curriculum content, all three counties felt that all the topics listed in the questionnaire should be addressed in social work education but the level of complexity would depend on the degree being pursued. At the AA level, they felt that just an introduction to each topic would be sufficient. For example San Bernardino noted that "They could learn about a basic level of running parenting classes but not, say, a complex sex abusers group." Also San

Bernardino noted that "Identifying risk factors would be a good level of assessment to learn but not a full character logical assessment. These workers wouldn't be doing this. So, the program should think about the level of assessment that should be taught in the AA program." When discussing the "working with children" topic, Riverside noted that, "Working with children and families is important, mainly because people don't know what they are getting into, they want to work with children but they don't realize that the children come with families and they have to work with the families as well". Other topics that the employers emphasized included diversity, values and ethics, history, and risk assessment. All three counties noted a need to teach writing skills

Clarity about knowledge and skills needed for each of the three degrees being delivered by this program was a common theme as well as a call for teaching writing skills. All of the content areas listed in the questionnaire were considered necessary content for these degrees.

Barriers to educational access

Most of the barriers to educational access were personal characteristics rather than organizational constraints. Workers would need the self discipline to "stick with" a distance learning program according to Riverside County. They noted that "…there is a lot of self initiation and work on your own that needs to be done. We have a lot of staff who do programs at the University of Phoenix and they find out that it is a lot of work." Also, there was comment on the need to be motivated to get an education, for example, "Many workers have a lot of experience but have not kept up their education. It's almost as if they think that, since they are experienced, they do not need education to improve their practice and resent the lack of promotion based on experience alone." There was also some comment on a fear of technology for older staff. The only institutional barrier that was mentioned was time. Inyo County noted "With social work staff, time is the issue. In such a small county, we are all on an on-call rotation. Workers do everything from intake to permanency, so sometimes they are spread pretty thin, and working well over 40 hours a week. There could be problems with having time to do this program. We have 4 social workers who carry cases, so releasing time is not very realistic." To sum up, barriers to education relate to personal characteristics of self discipline and the time limitations driven by the demands of the workplace.

Conclusion

- Scarcity was identified not only in numbers but in the quality of the workforce. There is clearly a pressing need in Inyo County at all levels for social work education and at the AA level for a majority of their staff. A need was also identified in the eastern region of Riverside County,
- The major need in all three counties was to implement a "grow your own" strategy by recruiting in the community and educating the workforce. The Distance Education program would meet the pressing needs of a small county, like Inyo County, that cannot release staff to go to school and particular groups of employees in all counties who have additional family responsibilities that stop them from being able to enroll in educational programs.

- All three counties noted that there is no concrete advantage to gaining AA and B.A.S.W. degrees. However, they all noted that these degrees make employees more competitive and provide a foundation for promotion up the ladder to the M.S.W. level.
- All three counties felt that they would be able to offer support to the program in terms of classroom space, internet access, limited flex time, and field placement opportunities.
- Clarity about knowledge and skills need for each of the three degrees being delivered by this program was a common theme as well as a call for teaching writing skills. All of the content areas listed in the questionnaire were considered necessary content for these degrees.
- Barriers to education related to personal characteristics of self discipline and motivation and the time limitations driven by the demands of the workplace.

Employees

Characteristics of Employees

Two Thousand and thirty one employees responded to the employee survey: 11 in Inyo County, 719 in Riverside County, 1,286 in San Bernardino County, and 22 who worked elsewhere or did not specify their county of employment. The Characteristics of these respondents are noted below in Table 2. They show a mostly female, multiethnic workforce with ages fairly evenly spread across the over 30 age range

Table 2: Demographic Characteristics (N=2031)			
Characteristic	Inyo County	Riverside County	San Bernardino County	Totals[9]
Gender:				
Male	0 % (0)	15.7% (112)	11.8% (152)	13.1% (264)
Female	100% (11)	84.3% (602)	88.2% (1132)	86.9% (1745)
Ethnicity:				
Latino	0.0% (0)	35.5% (254)	31.2% (401)	32.6% (655)
African-American	0.0% (0)	13.8% (99)	15.6% (201)	14.9% (300)
Caucasian	81.8% (9)	36.9% (264)	43.0% (552)	41.0% (825)
Asian	0.0% (0)	3.2% (23)	1.9% (24)	2.3% (47)
Native-American	9.1% (1)	1.3% (9)	0.9% (12)	1.1% (22)
Multi Ethnic	9.1% (1)	5.0% (36)	4.2% (54)	4.5% (91)
Other	0.0% (0)	4.3% (31)	3.2% (41)	3.6% (72)
Age:				
Under 30	36.4% (4)	25.3% (180)	14.3% (182)	18.3% (366)
31-40	27.3% (3)	35.5% (253)	34.7% (442)	35.0% (698)
41-50	0.0% (0)	27.9% (199)	28.5% (362)	28.1% (561)
Over 50	36.4% (4)	11.25 (80)	22.5% (286)	18.5% (370)

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[9] Not all rows or columns in report tables will total 2031 because of missing data for some questions

Employment Status

Employees were asked which department they were employed by and their job title. This data is reported in tables 3, 4 and 5. Since so many employees answered "other" when asked about their department, a manual analysis of these responses was carried out. Also, the job titles were simply written in and, therefore, this analysis was also done manually. Time did not permit a further analysis of this data by County for Tables 4 and 5.

The majority of employees who responded to the survey worked for County Social Services and TANF. Those who answered "other" tended to work for Children's Services or TADD. The job title of most employees was eligibility worker, closely followed by "child social service worker". The next biggest job category was office assistance and eligibility technician.

Table 3: Department of Employment by County of Employment

Answer Options	Inyo County	Riverside County	San Bernardino County	Response Percent	Response Count
County child welfare	10	144	114	16.7%	268
County social services	1	397	407	50.2%	805
County TANF	0	116	414	33.1%	530
Other (please specify)					510
				answered question	**1603**
				skipped question	**422**

Table 4: Analysis of "Other" response
(not available by County)

County Department	employees
Administration	15
Auditing	4
Appeals	1
Cal Works	25
Dept. of Children's Services	27
Child care	4
CPS	9
DPSS	20
Human Services	44
Preschool/Head start Programs	46
TAD Programs	117
Veterans Assistance	4
Aging and Adult Services (DAAS)	29
Child Support Services (DCSS)	164
Employment Services	29
Total	**538**

Job Title	employees
Accounting	13
Administration Manager	18
Administration Service Analyst	20
Administrative Typist	1
Administrative Assistant	11
Adoption Social Worker	3
Appeals Specialist	9
Application Specialist	1
Area Coordinator	3
Eligibility Worker	423
Automated Systems Tech	2
Behavioral Health Specialist	2
Case Worker	18
Child Care Service Worker	4
Child Social Service Workers	386
Child Support Officers	94
Supervisors	141
Eligibility Technician	176
Education	5
Employment Specialist	104
Employment Service Counselor	36
Fiscal Assistant	9
Fraud Investigator	5
Program Generalist/Specialist	52
Office Assistant	248
payroll specialist	1
Community Resource	2
Intake Specialist	15
Chief Dept Public Guardian	4
Total	**1,806**

Educational Goals

One Hundred percent of employees in Inyo County and 92% of employees in Riverside and San Bernardino Counties were interested in promoting to a hire position. 100% of employees in Inyo Count, 85% In Riverside County and 89% in San Bernardino County noted that a degree program was the best way to facilitate that promotion. The degrees that were the educational goals of employees are noted in Table 3 below. The strongest interest was in the AA and B.A.S.W. degree programs closely followed by the M.S.W. program.

Table 6: Educational Goal (N=2031)					
What is your is your immediate educational goal?					
Answer Options	**Inyo County**	**Riverside County**	**San Bernardino County**	**Response Percent**	**Response Count**
High School/ GED	0	51	74	8.2%	125
AA degree in Human Services	3	123	332	30.0%	458
Bachelor's degree in Social Work	4	179	339	34.2%	522
Master's degree in Social Work	4	178	240	27.6%	422
Other (please specify)					463
				answered question	1527
				skipped question	489

A major focus of this needs assessment was the frontier regions of southern and central California, and the Director of Riverside County Department of Children's services noted a need in the eastern end of Riverside County, so this analysis was repeated for the employees who work in the Indio office, which is in the eastern region of Riverside County. The results are reported below in Table IV. Again, there is almost equal interest in each degree.

Table 7: Educational Goals of Employees working in Indio(N=108)

What is your is your immediate educational goal?		
Answer Options	**Response Percent**	**Response Count**
High School/ GED	7.4%	6
AA degree in Human Services	30.9%	25
Bachelor's degree in Social Work	30.9%	25
Master's degree in Social Work	30.9%	25
Other (please specify)		23
	answered question	81
	skipped question	27

To assess the need in the eastern region of San Bernardino County, educational goals were cross tabulated with cities of residence in that region. These results are reported in Table 8 and show a considerable interest in the B.A.S.W. and AA degrees.

Table 8: Educational Goals of Employees living in the Eastern end of San Bernardino County(N=77)

What is your is your immediate educational goal?						
Answer Options	Barstow	Joshua Tree	Needles	29 Palms	Yucca Valley	Totals
High School/ GED	0	0	0	1	1	3% (2)
AA degree in Human Services	4	2	0	5	8	23% (18)
Bachelor's degree in Social Work	12	3	3	3	6	35% (27)
Master's degree in Social Work	4	1	1	2	3	14% (11)
Other	9	2	0	3	5	25% (19)

Given the demonstrated interest in all degree programs, the next area of need assessed was the interest in programs delivered at a distance. This is reported in Table 4 below. There is clearly considerable interest in the hybrid online/face to face method of delivering the degree programs, with 86% of employees having a moderate to strong interest in this approach.

Table 9: Interest in hybrid online/face to face programs (N=2031)

Would you be interested in enrolling in an AA/BASW/MSW degree in social work that was delivered via a mixture of online and face to face instruction? (Check one)					
Answer Options	Inyo County	Riverside County	San Bernardino County	Response Percent	Response Count
Very interested	6	387	705	55.7%	1098
Moderately interested but need more information	5	214	409	31.8%	628
Not interested	0	98	148	12.5%	246
				answered question	**1972**
				skipped question	**44**

Preferred Arrangements for Delivery of Program

When asked about the possible structure of such distance education programs most employees preferred evenings, closely followed by weekends, and most would like the face to face components of the program to be delivered at their worksite or in the community. A large number of students is willing to go to Victor Valley College in Victorville.

Since a large number of employees marked "other" for this category and then wrote in a response, a manual analysis of these responses was completed. Again, time did not permit an analysis of this data by County. These "other" responses reported in the right end column of table 10, showed that many employees had additional times when they could participate in an online program. Fourteen employees stated they would be interested in completing the program on their own time. This was described as "around work hours." Fifty-five employees reported they could "also" participate in the program on the weekends. Sixty-four used the "other" category to indicate they could also participate in the program during the evenings. Six employees suggested "every other Friday, (flex days)" as being a convenient time to work on program requirements. One person noted that "one night per week" was desirable, while three said "early mornings, before the work day" would work best. Three other employees stated using their lunch hour to complete course requirements would be useful. Two employees stated they could work on the program during their workday and one person reported using "vacation time off work" to complete the program requirements.

Table 10: Preferred Times for Program Delivery					
Arrangement	**Inyo County**	**Riverside County**	**San Bernardino County**	**Totals**	**Analysis of "Other" Category**
Schedule of Classes :					
Evening	50.0% (5)	49.3% (312)	53.0% (619)	51.7% (936)	53% (65)
Weekday	0.0% (0)	4.6% (29)	5.2% (61)	5.0% (90)	0.01% (2)
Weekend	20.0% (2)	25.1% (159)	22.9% (267)	23.6% (428)	45% (55)
Any of these	30.0% (3)	21.0% (133)	18.9% (221)	19.7 (357)	0.0% (0)

Table 11: Preferred Study Site

Answer Options	Inyo County	Riverside County	San Bernardino County	Response Percent	Response Count
College of the Desert, Palm Desert	0	107	36	8.0%	143
Victor Valley College	0	8	358	20.6%	366
Cerro Coso Community College, Bishop	10	0	1	0.6%	11
San Bernardino County, DPSS	0	92	771	48.5%	863
Riverside County, DPSS	0	530	127	36.9%	657
Community site	4	214	369	33.0%	587
Other (please specify)					250
				answered question	**1781**
				skipped question	**244**

Barriers to Promotion and Reaching Educational Goals

The barriers to promotion and educational access are noted in Table 12. The biggest barrier to promotion was the availability of affordable education at a convenient time and place

Table 12: Barriers to Promotion

What have been the barriers to gaining that promotion? Check all that apply.

Answer Options	Inyo County	Riverside County	San Bernardino County	Response Percent	Response Count
Training not available at a convenient time	2	138	294	24.8%	434
Education not available at a convenient time	5	360	774	65.1%	1139
Education not available at a convenient place	7	301	596	51.7%	904
Finances	4	395	765	66.5%	1164
Job positions at a higher level not available	4	197	259	26.3%	460
Other (please specify)					232
				answered question	**1750**
				skipped question	**266**

If training and education is a barrier to promotions, what keeps you from going to school or accessing training?

Answer Options	Inyo County	Riverside County	San Bernardino County	Response Percent	Response Count
the commute	5	183	314	28.7%	502
Finances/cost of attending	4	460	849	75.2%	1313
Getting release time from work	3	261	457	41.3%	721
Length of time it takes to complete the degree	2	203	388	33.9%	593
Limited time available due to work	5	351	730	62.2%	1086
Program not available	5	73	109	10.7%	187
Family responsibilities	5	260	545	46.4%	810
Other (please specify)					108
				answered question	**1747**
				skipped question	**269**

Conclusions

- Given a response from over 2000 employees in the 3 counties included in the survey, the majority of whom (59%) identified themselves as from "minority" ethnic groups, it is clear that there is a considerable interest in social work distance education in this region and considerable potential to develop a diverse workforce in child welfare
- Most employees worked for County Social Services or Children's Services or were eligibility workers. However, a large proportion of office assistants responded to the survey.
- Overall there was slightly more interest (34%) in the Bachelor's degree, followed by a 30% interest in the AA degree and 28% interest in the M.S.W.
- In Inyo County, the Indio Office of Riverside County (eastern desert region) and the eastern region of San Bernardino County interest was expressed in both the AA and Bachelor's degrees with the Master's degree following closely behind these two options.
- Fifty Sic percent of respondents noted that they are very interested in enrolling in a hybrid online/face to face degree program
- Regarding delivery of the face to face portions of the courses, most were interested in evenings or a mixture of evening and weekend and most would like this class time to take place at the worksite.
- The major barriers to promotion and further education were the cost of education and the lack of educational programs delivered at a convenient time and place.

Community Colleges

Two community colleges in the eastern regions of the survey area were contacted for interviews: The College of the Desert in Palm Desert and Cerro Coso College in Bishop. Each of these colleges has a human service program. At the college of the desert we met with the Dean of the College of Social Sciences and faculty members who deliver the Human Services program. For Cerro Coso, we carried out a phone interview with the Dean of Social Sciences. The open coding process resulted in the codes listed below.

Table 14: Open Coding of interviews with Community Colleges

• AA graduation rare
• Accreditation issues
• Articulation with BASW
• Could use facilities and faculty to teach BASW and MSW courses locally
• Courses not have a social work orientation
• Current Coordinator
• Curriculum of HS Program
• Curriculum, case management
• Curriculum, Diversity
• Curriculum, interested in teaching SW content
• Curriculum, internships
• Curriculum, law and ethics
• Curriculum, lifespan
• Curriculum: already have statistics course
• Curriculum: have alcohol and drug abuse
• Curriculum: interested in SW 200 course
• Curriculum: need Foundation (GE)
• Curriculum: self care course needed
• Deliver at a distance by sending faculty member of off campus sites
• Director for both Bishop and Mammoth campuses
• Employers designed current program
• Enrollment Issues
• Enrollment problems in small community
• Faculty interest in social work
• Have GE
• HS program delivered at a distance from several campuses
• HS program, focused on drug and alcohol
• Interactive TV, no
• Interactive TV, not popular with students
• Interested in Partnering with other CC
• Interested in social work HS program
• Meeting with Provost (COD)
• Need for articulation rather than new HS program
• Need for hybrid format
• New social work courses, approval issues
• New social work courses, budget issues
• next steps, design of HS program
• Next steps, develop 200 course
• One course offered at multiple sites

• Ongoing interest
• Online using blackboard
• Online offerings
• Online solves enrollment problem
• Online: have started development
• Resource Need, I T equipment
• Resource need, I.T.
• Resource need, payment for course development
• Resource Problem, band width
• Resource Problem, limited number of administrators and staff
• Resource problem, limited number of faculty
• Resources: federal funds available
• Resources: professional development funding
• Resources: travel funds
• Rotating Instructor
• Selection into Pilot Program
• Size of classes
• specialist courses, enrollment problem
• Streamlining
• Tech issues with interactive TV
• Tuition Costs
• want link to BASW and MSW
• Workforce Development, interested

These codes were then grouped into the following themes: Current Programs, Program Development, Curriculum Development, Distance Education Capabilities, Resources Needed, Student Issues, Overall Interest and motivation.

Current Programs

Both College of the Desert and Cerro Coso College have Human Services Programs. The College of the Desert program focuses on educating alcohol and substance abuse counselors while the Cerro Coso program focuses on the management of child development programs. Both programs have lead faculty members with social work interests. Neither of these programs articulate with CSUSB and this was seen by both Colleges as the most pressing problem. The Cerro Coso Dean noted that "We have required courses, intro to Human Services, Cultural Competence in Human Services, Preparation for fieldwork, and internships that are placement courses or quasi-placement courses. We have Computer Literacy, Technical Communication, are the required courses. Then they choose from electives- Inter-Personal Group Communication Skills, Intro to Substance Abuse, Case Management, Direct Services for Disabled, Life Span development, Issues in Forensic Psych in Child Development. Those courses are all approved to be part of the elective pool. Students choose two to complete the certificate. And the degree rounds those classes out with English, Math, and other general ed. courses required for the AA". Cerro Coso College also noted a focus on administering Child Development programs noting that, "We built this with a strong input from industry. Administration in Child Development 1 and 2 topics include curriculum development, budget, personnel issues, health and safety, facility design, layout and knowledge of Title IV and 22 in state regulations. In Level 2 of that course, students continue learning principles,

techniques and methods that emphasize leadership and advocacy roles in the management of child development programs. Topics covered include, effective strategies for working with parents, staff development and team building, advocacy roles with staff as a center and community.

The Faculty at the College of the Desert expressed an interest in broadening the focus of their AA program and noted that although they have a specialized program "Some of these courses if we keep them general can help with other programs and that would help with the enrollment. We don't have enrollment problems with this program now except in the higher levels and the field practicum and that's fine but most of the other courses are in pretty safe territory. We don't think social work will have much a problem; we have so many requests for this. And the drug and alcohol program will gain from this. We can have a generic human service program and then we can have added courses on drug and alcohol, geriatrics, child welfare, mental health, whatever. The Human Services basic courses apply to all of these".

In summary, both Colleges have Human Service Programs in place that have the potential to be a Foundation for a student wishing to move into the B.A.S.W. However, neither of these programs currently articulates with CSUSB B.A.S.W. program.

Program Development

Representatives of the Community Colleges had several questions about how this program would operate including how students would be selected into the program and how they would be integrated into current programs and courses. Both Colleges expressed an interest in having Human Service Programs that feed into the B.A.S.W. at CSUSB. The College of the Desert noted that "…We don't have an AA degree aimed at transfer, just a certificate and an AA in drug counseling and they are non transferable. However, we are motivated and think it is possible to move forward with an AA program that is transferable. We want to move in that direction.", while Cerro Coso College said that "At this point we are focusing on streamlining our program, and I know the Human Services program was just approved last year. It's not a quick process. It may be something- that if you wanted to offer through CSU the ability to accept the Human Service degree program as a transfer into a BSW, if you are building a new program, write into it that this entire AA program is an acceptable foundation and transfer into the BSW program". They also noted that "…State approval…the state is scrutinizing new degree programs. The current AA that we have is approved, my understanding from the industries and agencies locally is that we are providing the curriculum they need as broad based as possible to meet many needs. My understanding is that they would love to have the ability to get a bachelors or masters locally for some of their higher level or longer standing employees to be able to stay in the community and earn their bachelors or masters degree. So to have this program transferable and be able to deliver a bachelors program here locally, would be very attractive to the agencies."

Both Colleges noted that there are enrollment targets that have to be reached for a program to be viable and they mentioned that offering courses at a distance, to several sites, can address these enrollment issues. Both Colleges also noted that they routinely offer courses at several sites and faculty members rotate around those sites. There was an expressed

interest in a hybrid online/face to face format for courses. Budget and curriculum approval constraints on developing new courses were outlined and it appeared that the College of the Desert was willing to move forward with developing a new Human Service program while Cerro Coso College felt that they had just completed such a curriculum change progress and their current program meets local employer needs.

To sum up, both Colleges are interested in hybrid distance education programs. College of the Desert is interested in curriculum change, while Cero Coso has just completed an extensive curriculum change and is more interested in linking to four year institutions for undergraduate and graduate opportunities.

Curriculum Development

As noted above, Cerro Coso College felt that there was little need for curriculum development since they have the mix of general education and specialist courses needed by students interested in Human Services at the AA level in their community. College of the Desert noted that they have content on diversity, case management, law and ethics, and lifespan but it needs to packaged in a more general, human services way. The said that they need to develop a Foundation of General Education courses that would allow Human Services students to transfer to a B.A.S.W.

A major need for this Title IVE program will be for a field internship in a County Department of Children's Services. College of the Desert noted that they already have a required internship. They noted that, "We have a practicum internship; students go out for 100 hours on site per semester, with an instructor. They talk about their experiences and then, at the end of the practicum, they generate a paper covering the core competencies. They have twelve competencies that must be covered on site." Cerro Coso also noted that they have internship courses.

In summary, College of the Desert expressed an interest in curriculum development aimed at social work content in a general Human Service program. Cerro Coso College, having just completed curriculum change based on a local needs assessment and the advice of a community council felt that their current offerings met the needs of local Human Service employers. Both Colleges have field internship courses that could be adapted to offering Title IVE eligible field placement opportunities.

Distance Education Capability

Both Colleges routinely offer course as a distance, usually in a face to face mode at another community college, a high school, or other community site. College of the Desert noted that "We can simply send a faculty member to teach somewhere else. We have a number of locations around the valley set up where 10 to 35 people can come together. Also, we have the capability to set up other new locations. We have Indio Eastern Valley center in Indio. We have one that was just opened up in Mecca. We do a number of courses at local high schools, Coachella Valley High, Palm Springs High, and Desert Hot Springs". Cerro Coso College noted that many of their programs are offered jointly at the Bishop and Mammoth campuses.

Regarding distance education technology, College of the Desert uses Blackboard for online courses while Cero Coso College uses interactive television and online technology. Cerro Coso College noted that although there are some band width availability issues for new programs, they do have a large online program. They said "We have the largest online program in California. Most of our courses are offered online with the exception of lab classes, fieldwork classes, etc. We are starting to develop more hybrid courses, where students can do a large portion of the work online, and then meet for a shorter period of time face to face with an instructor or for field work. In general these courses are not specific to the Human Services program, but in general, our child development courses, all of them are available on online, psychology, many of them are available online." College of the Desert noted that "If you look at the AA program there is more GE and that is where we do have more on line content and we have recently had approval for the introduction to drug and alcohol course to be on line." They also noted that "Chris and Linda are working in the summer to become certified online instructors. Linda will be working on Developmental Psychology and Chris will be working on Human Services. Anne and Nicole are already online instructors, so we were planning to bring online content on the social work side because a lot of people work and it helps tremendously to have the course online and you can cover a broader area (geographical)."

Both colleges expressed an interest in partnering with other Community Colleges to deliver a Human Service Program at a distance. However, Cerro Coso College noted some technological difficulties with this, saying "We have not been able to link interactive television classes with other institutions yet. But we have three colleges in our district, Bakersfield College, Porterville College in Porterville, and then Cerro Coso and we have four sites. We do connect interactive television with sister colleges, but we haven't yet done so with agencies, or other Universities or colleges. And my understanding is that it would take some investigation from our IT department to figure out if the equipment is compatible. We found across our own college where we have upgraded some of the rooms, that there are compatibility issues and loss of functionality. So those are some things to consider if you are thinking about broadly linking multiple sites."

To sum up, both Colleges have experience with delivering courses at a distance, either by faculty teaching at various off campus sites or by using technology. There is interest in partnering to put a Human Service program together but there may be technological connectivity and compatibility problems with this.

Resource Needs

Of course the current budget situation was on everybody's mind. Cerro Coso College noted that "In this environment now with the budget concerns, we are really trying to cull and streamline our degree programs. That means we are going back to see how many students have graduated from various programs and trying to focus on our core programs. Similar enrollment issues were noted by College of the Desert who were concerned that small enrollments in specialized courses would not be viable without, outside funding. Also the limited number of faculty, staff and administrators available who have already been "stretched thin" was highlighted by both Colleges

Both Colleges noted a need to pay faculty members to develop online courses. The Community Colleges do have some funding for this. For example, at the College of the Desert, faculty members receive a stipend of $1500. However, they noted that this is a small amount for a major course development project and additional funding would be welcome, not to mention motivating. Cero Coso College noted that "The faculty member, the adjunct who wrote the program, was given a stipend for time to do research, do the industry study, write the program, and take the project to the state. We would need funding for her or someone else to write any new program and follow it though the process". Both colleges also noted a need for funding of IT support for this program. Also, the cost of any additional equipment needed to deliver, for example, online video content and any equipment students might need such as a lap top with the capacity to connect to courses would need to be funded. For example Cerro Coso College noted that "…in terms of delivering courses, we don't have a lot of IT support to explore the ability to link with other institutions. We would need support for that…" Funding for faculty professional development and training and travel would also be needed. Regarding costs to students, at community colleges, student fees are $20 per credit and two year programs tend to be approximately 60 credits.

College of the Desert mentioned a possible funding source for workforce development programs like this. They noted that "We have been able to tap into some federal funds this year and next year for technical education from what used to be called Perkins. But as we go further down this path, VTAE, (Vocational Technical Education Act) has one of their goals as to look at career technical programs, which this fits into, to integrate more general education into both courses and skills so that these programs, which have been much like our HSAD program, build in more transferable courses to make the programs more transferable. So as we look at a generic AA in Human Services or something that's social work oriented or child welfare oriented, that's another area that we might be able to tap for funds from VTAE."

To sum up, these are difficult budget times and people are already "stretched thin". There would definitely be a need to provide resources for any additional course development, faculty development or IT needs, and student fees. However there is a federal source of funding for workforce development and transfer programs like this through VTAE.

Conclusions
- Both Colleges have Human Service Programs in place that have the potential to provide the foundation needed for a student wishing to apply to the B.A.S.W. However, neither of these programs currently articulates with the CSUSB B.A.S.W. program

- Both Colleges are interested in hybrid distance education programs. College of the Desert is interested in curriculum change, while Cero Coso has just completed an extensive curriculum change. College of the Desert expressed an interest in curriculum development aimed at social work content in a general Human Service program. Cerro Coso College, having just completed curriculum change based on a local needs assessment and the advice of a community council feels that their current offerings meet the needs of local Human Service employers

- Both Colleges have field internship courses that could be adapted to offering Title IVE eligible field placement opportunities.

- Both Colleges have experience with delivering courses at a distance, either by faculty teaching at various off campus sites or using online or interactive TV technology.

- Both Colleges are interested in partnering with each other to put a Human Service program together but there may be technological connectivity and compatibility problems.

- These are difficult budget times and people are already stretched thin. There would definitely be a need to provide funding for any additional course development, faculty development or IT needs, and student fees.

- There is a potential federal source of funding for workforce development and transfer programs like this through VTAE.

Recommendations for Further Program Development

1. Develop AA opportunity for employees of Inyo County and the Eastern Regions of Riverside and San Bernardino Counties
   a. With CalSWEC
      i. Develop child welfare competencies needed at AA level in collaboration with employers and Community Colleges
   b. With Counties
      i. Meet with employers and employees in Inyo and Eastern regions of Riverside and San Bernardino to explain requirements of pilot program starting with AA opportunities and mapping out potential B.A.S.W. and M.S.W. opportunities in the future
      ii. Meet with potential employee candidates to review transcripts and enrollment status, and to develop academic plans.
      iii. Develop IVE selection process for AA level that includes Community Colleges and Employers
      iv. Select Candidates
      v. Advise and track candidates
   c. With Community Colleges
      i. Develop articulation agreements between College of the Desert, Cerro Coso College and CSUSB
      ii. Identify how Child Welfare competencies are offered
      iii. Develop Field Placements/internship
      iv. Negotiate offering of "Introduction to Social Work" course (CSUSB or Community Colleges?)

          v.   Identify and develop delivery mode for courses (online, interactive TV, face to face)

2. Develop B.A.S.W. hybrid online/face to face offerings
    a. Identify faculty who will develop B.A.S.W. content and start course development.
    b. Obtain CSWE permission to offer online B.A.S.W. (after site visit in Feb 2010)
    c. Obtain WASC permission to offer online B.A.S.W.
    d. Identify faculty who will teach online courses
3. Start planning for developing M.S.W. hybrid online/face to face program
    a. Obtain CSWE permission to offer online M.S.W.
    b. Obtain WASC permission to offer online M.S.W.

Appendix C

Title IV-E MSW New Graduate Survey Highlights 2008

Appendix C

Title IV-E MSW New Graduate Survey Highlights 2008

Each year, as part of its curriculum and program review process, CalSWEC distributes an online survey to recent MSW graduates. Graduates receive the survey several months after graduation, when most have begun work in public child welfare. The survey questions are organized around the graduate's perception of the IV-E program as preparation for child welfare employment.

To date, about 55% of the employed graduates have responded to the 2008 survey. Unlike previous years, the response this year was diminished by the fact that a substantial number of the graduates had not yet found employment at the time the survey was distributed. Typically, the graduates have been employed about 6 months when they complete our survey. Of those who responded, about 28% were county public child welfare employees before attending school, 8 % more than the previous year. About 80% were full-time students and 15% of the respondents were male.

Summary of Results

The graduates provided valuable feedback to the IV-E program in several areas. Many findings are generally consistent with prior surveys, with some changes noted in the response sections that follow:

- **Which classroom experiences best prepared them for their work in public child welfare**. First ranked by 89% of the graduates were *practical techniques[10]*, followed closely by *clinical education (81%).* Next in order were *vignettes/ role-playing* (74%) *and diversity education* (73%).

- **Which field experiences best prepared them.** As in previous years, nearly 99% of the responding graduates who were asked to indicate up to 3 experiences in field that best prepared them for CW reported that *hands-on direct practice experience* helped prepare them for their work. Next, in rank order, were *shadowing/observing (94%),* followed by *mentoring/guidance (85%) and supervision* (81%).

- **Topics their programs covered especially well**. Graduates most often noted *advocacy/social justice*, *child welfare policy, and diversity/sensitivity education,* and *relationship building/gaining client participation*, followed by *interviewing skills* and *making assessments*.

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[10] This is an increase from 66% the prior year. The figure for clinical education is higher too, up from 53%. Both vignettes/role playing and diversity education are also significantly higher. These were 38% and 37% respectively in 2007.

- **Areas that could have been done differently or were handled less than adequately by their programs**. Most often noted by respondents was W*orking with the court system* (82%), an increase of about 28% over last year's responses. Frequently cited were *Case management (78%), and Substance abuse education (76%)*, a substantial increase when compared with the 31% of 2007 respondents who cited these topics. *Clinical skills for assessment (75%),[11] and Field Placement Quality (70%)* were also noted as areas that were not handled adequately or could be strengthened.

- **Courses graduates wanted to take, but could not for varied reasons**. The largest number of respondents noted *mental health and clinical skills* -related topics as areas they had wanted to pursue, along with courses dealing with *substance abuse/addiction.* The main reasons students noted for not taking desired courses were *unavailability of the course*, *scheduling conflicts, and IV-E program restrictions.*

- **Suggestion of one new course or content area to better prepare MSW graduates for child welfare work.** Areas most frequently cited by 43 respondents were courses dealing with *Court and legal work, Substance abuse, mental health/ clinical skills and case management/time management.* As in 2007, some graduates expressed a desire for a course that captures a number of skills needed for success case management.

  - Echoing prior responses, several graduate responses to a question about **field placement experiences graduates wished they could have had** indicated a desire for *more exposure to diverse settings*, more *shadowing/ hands-on,* and *a greater range of experience* in the areas of public child welfare.

- **Graduates who reported what experiences in field were particularly important to their learning** most frequently cited *hands-on experience*, and the *quality of individual supervision* they received along with *exposure to different settings and areas of child welfare work*. As in previous years, the opportunity to *work directly with clients, with a caseload* was noted as important by several graduates.

- **Which aspects of their work they found most challenging**. About two-thirds of the respondents answered this question; at least half cited *time management/high caseloads/workload* as a most challenging aspect, followed by *paperwork* and *lack of resources*. Several noted that their high workloads and lack of resources hindered work with families.

- **Most satisfying aspects to graduates.** Consistent with previous years, a substantial number of graduates responded to this question, with the vast majority of responses

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[11] The notation of "Clinical skills for assessment" as area that could have been done differently is puzzling, in that 81% of respondents chose "Clinical education " as an area in which their school had *best* prepared them for work in public child welfare. The seeming contradiction may be explained by program differences.

clustered around *helping/working with families and children*, and *facilitating positive change/making a difference.*

- **Plans to learn more about their profession.** The largest number (98%) expressed the intent to seek licensure; an equal number noted plans to attend professional conferences. Nearly the same number (97%) [12] noted plans to seek on the job training or to learn from an experienced mentor (95%). A large number of responses (88%) indicated intent to learn more through earning CEUs.

Conclusions

Feedback gathered by the survey is a useful element in the curriculum evaluation and development process. This year's survey includes aspects to celebrate; a larger proportion of graduates noted their schools best prepared them across several areas in the classroom: *practical techniques, clinical education, diversity education, and vignettes/role-playing.* Also encouraging were the "best" field experiences graduates cited: *hands-on direct experience, shadowing/ observing, mentoring/guidance and supervision.* Several topics were noted as areas the programs covered especially well. These included *advocacy/social justice, child welfare policy, diversity/sensitivity education* and *relationship building/gaining client participation.*

Both heartening and discouraging were findings regarding what is most *satisfying* and *challenging* to graduates. While a large proportion of graduates report that working with clients and making a difference were the most satisfying aspects of their work, an equally large proportion noted that most challenging aspects had to do with time management/ workload, paperwork, and a lack of resources for clients.

A higher proportion of graduates expressed desire for additional preparation in the same topics that appear each year: working with the *court system, case management, and substance abuse*. Not surprisingly, these topics were also suggested as content areas for additional coursework.

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[12] These percentages show increases over the previous year, in which 78% indicated the intent to pursue licensure and 64 % expressed intent to seek on the job training. Among the 2007 responding graduates, 61 % planned to attend professional conferences and 50% indicated intent to learn more by earning CEUs.

Recommendations Based on Title IV-E MSW New Graduate Survey—2008

For the past several years, CalSWEC has surveyed the Title IV-E MSW graduates about their educational experience and its application to their child welfare work after graduation. The new graduates have been very consistent over the years in their responses, and in many cases, the schools have modified their curricula to meet stated student needs.

One conspicuous example has been the progress of diversity and multicultural education from the position of a perceived need to a recognized strength cited by graduates.

New graduates continue to cite three areas in which they wished they had received more preparation.

- **Graduates repeatedly note the desire for more or better preparation in a few specific areas.**
  - *Working with the Court/Legal system (cited by 82%)*
  - *Substance Abuse education (76%)*
  - *Case Management (78%)*

These topics are repeatedly mentioned as courses students "wish they could have taken" and "field experiences graduates wish they could have had" to prepare for child welfare work, as well as "topics that could have been done differently" or were handled "less than adequately."

- **Graduates also stress the topics above when asked to suggest one content area for new course work to better prepare students for child welfare work.**

- **Nearly 70% of students noted** *field placement quality* **as an area that their program "could have done differently" or was not adequately handled.**

  - **Worth noting again is the fact that graduates consistently report certain field experiences as important to their learning. These are:** *shadowing/observing, mentoring/guidance*, and *supervision.* As in previous years, nearly 99% of the responding graduates who indicated what experiences in field prepared them for CW reported that *hands-on direct practice experience* best helped prepare them for their work

Given the difficulty of adding any coursework to an already full two year curriculum, the following are recommendations to consider in addressing these needs.

1. **As the Child Welfare Committee Field Development Workgroup develops working models of the field curriculum, it might consider models for field that:**
   - **Incorporate some exposure to the whole process of PCW** and includes case management content
   - **Focus on the field component as part of a IV-E "practice model"** that establishes basic standards for field and links more clearly and directly to the competencies.

2. **We continue our efforts to develop or identify new learning modalities and resources for delivering specific curriculum content.** These may include modules or brief curricula webinar series for students who want to learn more about particular topics, such as substance abuse and court operations. For example, a recent online tutorial created by the Administrative Office of the Courts can be accessed by anyone wishing to learn about court process.

CalSWEC itself is engaged in both e-learning and distance learning initiatives that will result in educational and training content. Some schools already have courses and curricula in development that may be shared. Brief courses can be designed to dovetail with the Core Curricula that graduates will receive when they enter the workforce.

Through our ongoing efforts to refine field curriculum delivery and through creative use of our newer technologies we should be able to help students expand their learning without overburdening the two–year curriculum.

Another finding showing a significant increase in responses was graduates' expressed intent to continue their education, through licensure, on-the- job training, and CEUs.

Appendix D

Proposal Regarding CalSWEC Curriculum Competencies

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Introduction

Since the initial formulation of the California Curriculum Competencies for Public Child Welfare in 1991, the competencies and CalSWEC itself have undergone progress and change. The Child Welfare competencies have been revised several times to reflect changes in practice, reduce their number, and render them more readily usable, while integrating the guidelines and standards of CSWE. They were last revised in 2008. Meanwhile CalSWEC has added two additional MSW initiatives, Mental Health and Aging, each of which has developed its own specialized competencies for students at the foundation and advanced levels. The result is that member social work departments are now expected to insure that students within the three MSW specializations achieve mastery over one of three individual sets of competencies as they complete their programs, in addition to other requirements. The current system has become unworkable and confusing in both classroom and field settings. As a result, Project Coordinators and Board Committee members alike have argued for ways **to reduce the number of competencies** and to **integrate competencies** across the three practice areas to give them greater clarity and efficacy as part of an educational program and render them more workable to administer.

Timeliness of this proposal

University social work departments must adhere to the requirements and standards articulated by the CSWE in order to be accredited. For social work programs to be part of CalSWEC, they must be accredited by CSWE. In 2008, CSWE published a revision of its Educational Policy and Accreditation Standards (EPAS). As CalSWEC competencies should reflect the framework of the new EPAS in the near future, it is an opportune time to undertake a reformulation that achieves competency **reduction, integration, and conformity** with CSWE.

Proposal

The introduction to the new EPAS notes that it "permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate." [1] The explicit curriculum and competencies are divided into the ten core competencies, to which are added the advanced practice competencies specific to a concentration. It is noted that "Programs may add competencies consistent with their missions and goals." CalSWEC has followed this practice in formulating its child welfare, mental health, and aging competencies. The following proposal is designed to alleviate some of the confusion resulting from the proliferation of specialized competencies designated "foundation" and "advanced" across the three CalSWEC initiatives.

I. Across all CalSWEC initiatives, use the EPAS Core Competencies as the Foundation level competency framework

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[1] Council on Social Work Education (2008). Educational Policy and Accreditation Standards. Alexandria, VA: Author.

These ten reformulated competencies are consistent with the CalSWEC foundation level competencies used in the three initiatives and include substantially the same areas: professional practice and boundaries; use of ethical principles; critical thinking; engagement of diversity; advancement of human rights and social and economic justice; engagement in research-informed practice and practice informed research; human behavior and the social environment; policy practice; response to contexts that shape practice; and engagement, assessment, intervention and evaluation with individuals, families and other social units.

Use of the EPAS Core eliminates the need for Foundation competencies for each specialization and reduces both the redundancy and language inconsistency across the three competency sets.

II. For Advanced or Specialized Practice Competencies, use the EPAS framework as a basis for designating a limited number of advanced or expanded competencies specific to concentrated practice areas, focusing on the practice domains of Engagement, Assessment, Intervention, and Evaluation. "Limited number" would be defined as 1-4 competencies under each practice domain.

The four domain areas noted above are readily applicable to social work practice across the three CalSWEC initiatives of Aging, Child Welfare, and Mental Health. Examples of additional, advanced domains to consider, as appropriate, for specialized practice might be "participation in judicial process" or "policy, planning and administration."

CSWE utilizes a similar format in formulating advanced practice competencies. [2] NASW follows a similar format in its competency framework, using a basic core group of MSW competencies along with topical groups of competencies for specific areas they identify as "specialty practice" competencies.

Conclusion
This proposal affords a rational means of reformulating the current array of foundation and specialized competencies into a readily understood framework with a common, shared foundation. Such a model encourages the use of common language and practice domains usable in educational and training contexts and offers the potential for greater clarity of pedagogical expectations in classroom and field as well as more effective delivery and integration.

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[2] Council on Social Work Education (2009). *Advanced social work practice in the prevention of substance abuse disorders.* Alexandria, VA: Author.

CalSWEC Competency Intersection Diagram
(Not to scale)

Mental Health

Aging

MSW IV-E

Common Supervisor Core

BSW IV-E

Common Core
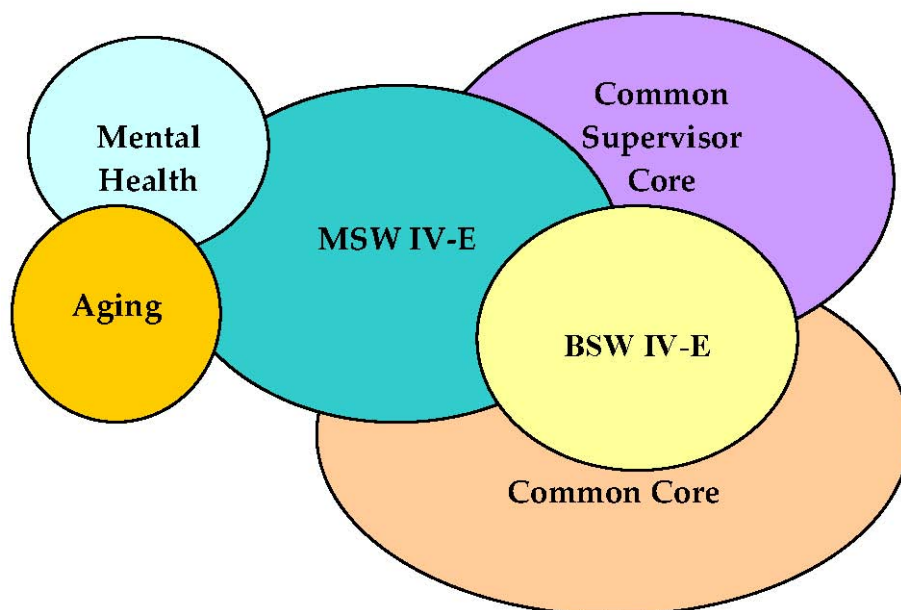
Appendix E

Preliminary Report on 2008–09 Curriculum Snapshot

Appendix E

Preliminary Report on 2008–09 Curriculum Snapshot

Overview

The Title IV-E Curriculum Snapshot is completed every two years by the Project Coordinator (PC) of member schools. In completing the snapshot, the PC consults with the IV-E and other faculty, as well as field directors, agency representatives, field liaisons and students. The template was revised for 2008–09 and completed by the CalSWEC member schools at the end of the 2008 academic year.

This report is a preliminary summary of the most recent snapshot that was completed in summer 2008 and will address three topic areas of the snapshot that are central to the implementation of the Title IV-E Stipend Program. The topic areas are:

- **What are the components of field models used by the schools?**
- **How is the field curriculum supported and developed?**
- **To what degree are schools infusing the competencies into the curriculum?**

The following summary addresses each of these content areas in some depth. It should be noted that further analysis is currently underway and a more in depth report and analysis will be forthcoming in spring 2009.

Field models used by the schools

With a view towards a greater understanding of how field is delivered across the state's universities, schools were asked specific questions about their field programs, including the orientation of field instructors. Answers to this section are summarized in the pages that follow. A total of 17 out of 18 schools completed this section.

The following is a matrix of the types of models that are used in the school. Three types are considered:

- *Integrated*: In which IV-E students and other MSW students participate in the field program together
- *Dedicated*: In which the IV-E students participate in a field program made up exclusively   of IV-E students
-
- *Both:* In which both of the above models are used, usually at different points in the MSW program

Model Used		When does this model apply?	
What kind of model is used for field programs at your school?	6: Integrated (both IV-E and other students)	Foundation year	6
		Concentration Year	0
		Both	0
	3: Dedicated (IV-E students only)	Foundation year	0
		Concentration Year	0
		Both	3
		No answer	1
	6: Both (combination of the two models; usually means IV-E separated for part of field)	Foundation year	5
		Concentration Year	0
		Both	1
		No answer	1

Use of Field Units

| **Do the counties with which you work operate field units for IV-E students?**	Yes	4
	No	4
	Some do	9

Field Placement Assignment
The schools were asked to indicate how individual student field placement assignments are made. In the chart below, it is clear that most make these decisions through a collaborative process typically involving the field director, the student, the project coordinator, and the placement entity.

Student Field Placement assignment is completed through (please check one (1) only):	Exercise of student choice	0
	Collaborative decision making process	14
	Assignment	3
	Both*	1

* The school that marked both stated that it uses Assignment for 1st Year, Student Choice in 2nd year.

Processes used to assign IV-E students to first-year field placements.
Schools were asked to indicate components used in their first- year field assignment
process. The most frequently used components appear at the bottom of the chart below.
The number of schools using each component process appears along the left axis.

1st Year -- Most Frequently Used Processes of Field Placement Assignment
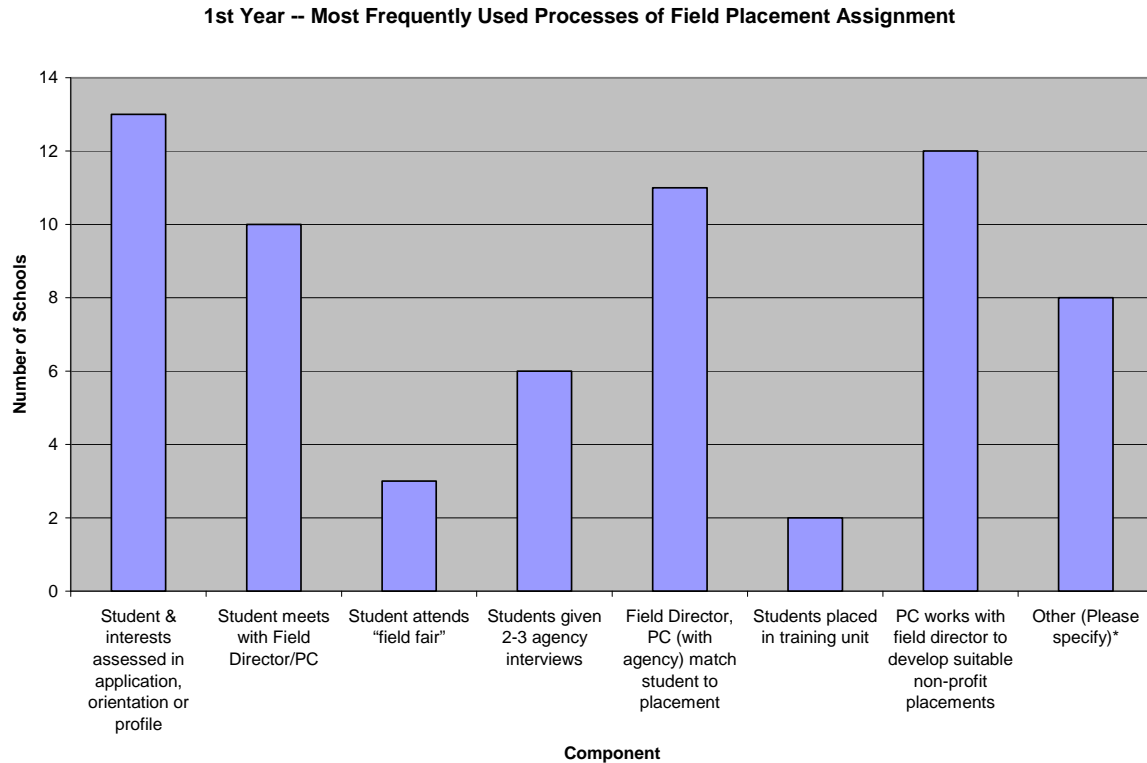
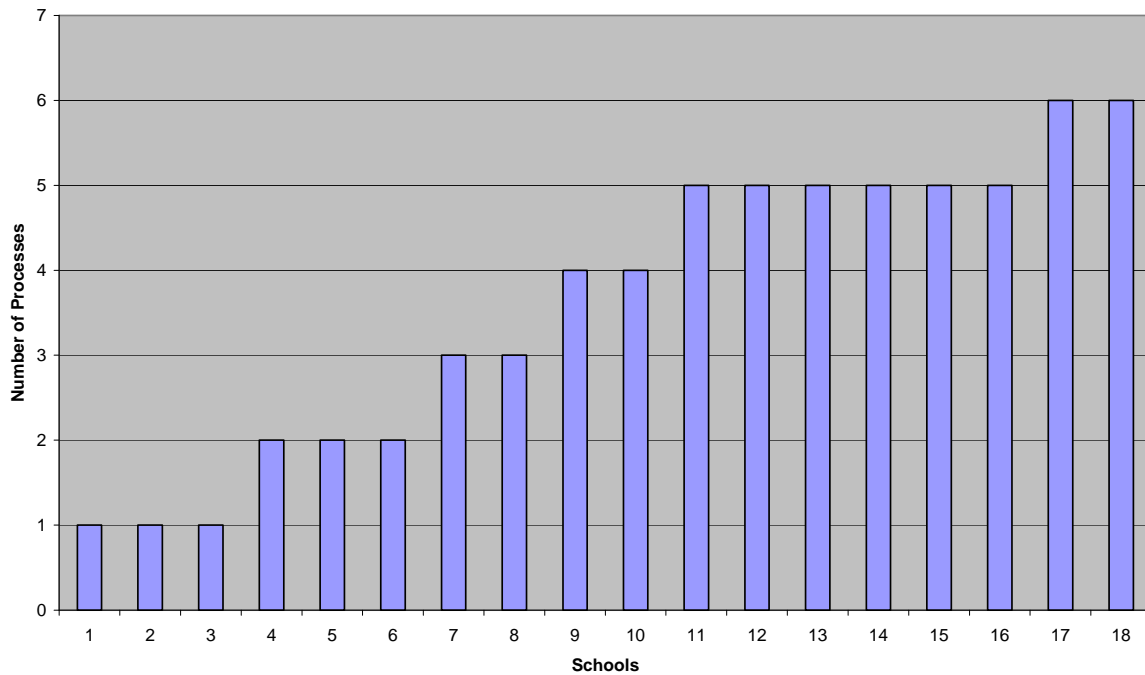**"Other" field placement processes**
The "Other" category of field placement process (eight schools on the graph above) is
typically a variant of the listed components. For example, in four schools the student
meets with the field liaison, field seminar instructor, or field faculty rather than directly
with the field director or PC. In another school, the field director is also the PC. Another
variant involves telephone conferencing between student and PC. In two other schools,
field faculty placement teams work together to effect placements.

Number of processes used to assign students to first year placements
Schools typically use a combination of placement processes that make up that school's placement model. The model usually includes a method of assessing and matching student characteristics & interests with the prospective placement, meetings between field faculty and student, a means of developing suitable non-profit placements, and an interview process. The number of processes used by schools to effect first-year placements is compared below. Across schools, the placement model consists of an average of 3.6 processes.

The number of processes used to assign *1st year* field placements to IV-E students, by school

Variation of No. of Processes Used to Assign 1st Year IV-E Students to Field Placement Across Schools

Processes used to assign IV-E students to second (or third) year field placements.
Schools were asked to indicate components used in their second- or third-year field
assignment process. The most frequently used components appear at the bottom of the
chart below. The number of schools using each component process appears along the
left axis.

2nd (or 3rd) Year -- Most Frequently Used Processes of Field Placement Assignment
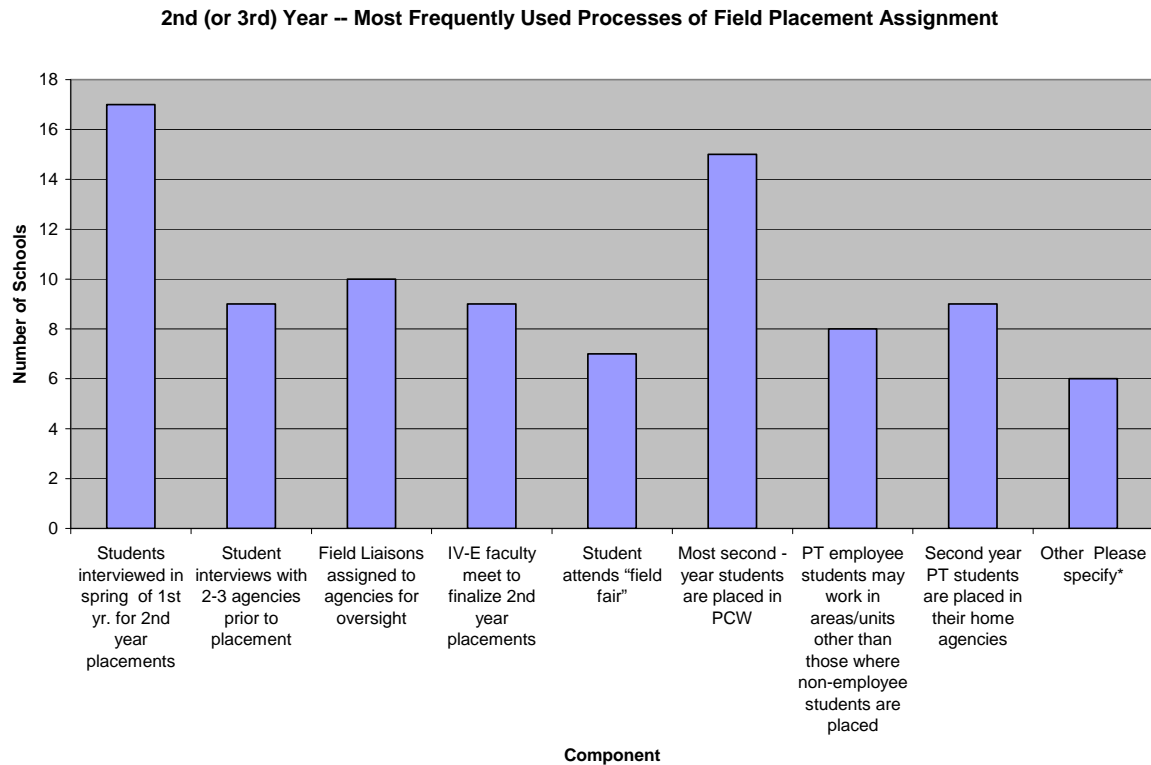
"Other" second- (or third-) year field placement processes
For second- (or third-) year placements, the "Other" category of field placement process
includes the coordinated Los Angeles County model for several responding schools. In
this model, the schools work closely with the county intern coordinator to develop
placements, match students, and effect placements (five schools on the graph above). A
sixth school participates in a regional collaborative in which area counties and schools
work together in coordinating the placement identification, application, interview, and
placement processes to enhance efficiency in making placements and reducing
competition between area schools.

Number of processes used to assign students to second (or third) year placements
Schools typically use a combination of placement processes that make up that school's placement model. The model usually includes a method of assessing and matching student characteristics and interests with the prospective placement, meetings between field faculty and student, establishment of oversight by field liaisons for PCW placements, and an interview process. The number of processes used by schools to effect second (or third) year placements is compared below. Across schools, the placement model consists of an average of 5.0 processes.

Variation of No. of Processes Used to Assign 2nd (or 3rd) Year IV-E Students to Field Placement Across Schools
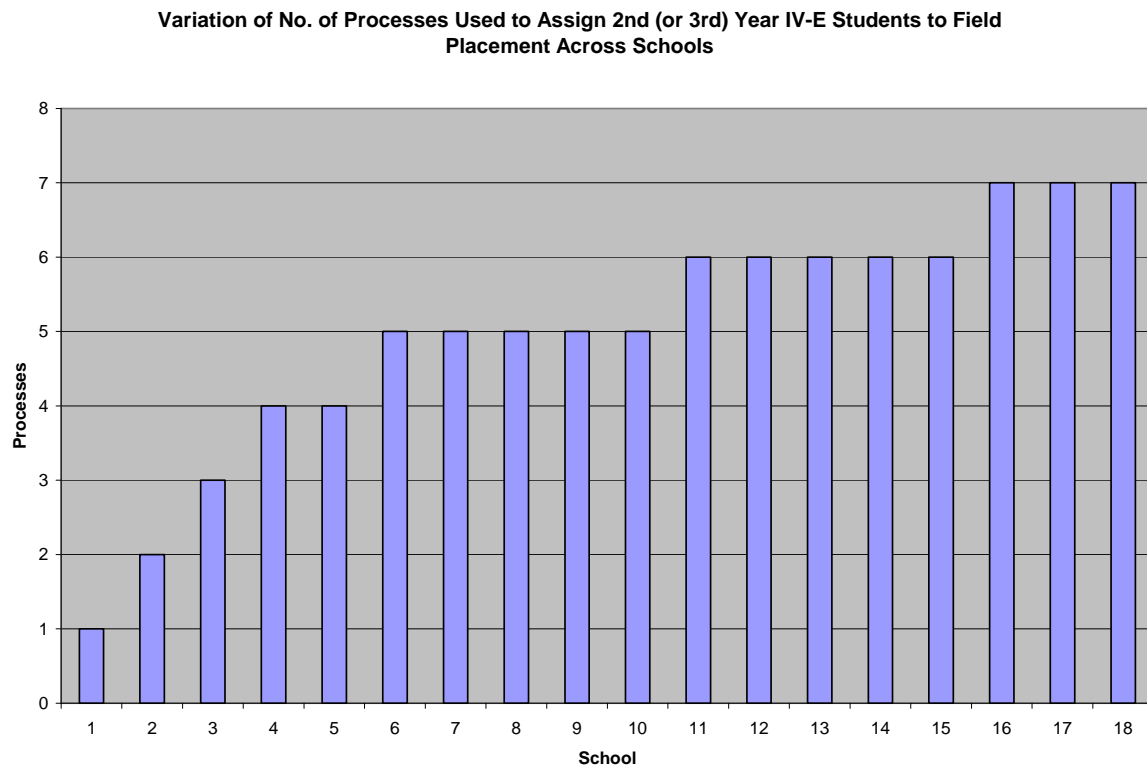
Tentative Findings
Although schools certainly use a range of strategies to implement their field programs, significant common areas of practice do exist. Most tend to use an integrated field model with both IV-E and non-IV-E students in the foundation year, with some form of IV-E-dedicated field seminar in the second year. Most schools perform field placement assignment through a collaborative process involving field faculty, PCs, students, and agency staff. In two schools, students are placed in a "training unit." All schools use a multi-step model to place students in the first year. The components typically include an assessment of student characteristics and interests, a student meeting with the field director or faculty member and PC, a student interviewing process, and a process of matching student with placement. Usually the PC works with the field director to develop first–year nonprofit placements.

Most schools place students in public child welfare settings for their second year. Students are usually interviewed for their second placements in the spring of the first year. In half of the schools, students have 2-3 agency interviews before placement. Agency field liaisons typically have oversight of the placed second year students, including the part-time students who are placed in their home agencies but in a different unit. For schools that belong to the Los Angeles Consortium, the schools work closely with the county intern coordinator to develop, coordinate, and make the placements.

Field Curriculum Support and Development
Field curricula are a cooperative enterprise shared by university faculty and field faculty, the project coordinator, the placement agency, and the agency-based field instructor who oversees the placed intern at the work setting. In the IV-E Program especially, it is critical for the field instructor to be familiar with the Public Child Welfare Competencies (to infuse competency use into the field experience) and to be proficient in developing learning agreements with the students.

Field Instructor Orientation and Training
Field instructors are agency staff who supervise the student as s/he completes the field placement. As a key element in the student's education, the field instructor must be well grounded in the educational goals of the IV-E program and the Public Child Welfare Competencies. Schools differ in the methods used to orient, train and support field instructors in their educational role. The responses listed in the tables below indicate some of these differences:

How do you do orientation of field instructors?	Regionally	8
	By county	5
	Both marked	3
	Neither marked	2

Is the IV-E orientation conducted separately from other MSW field?	YES	5
	NO	8
	Both marked	3
	Neither marked	2

Do you train instructors to use competencies in developing student learning agreements?	YES	14
	NO	2
	Both marked (*students* trained to use comps. in agreements)	1

Methods used to train field instructors in competency use
Training in use of the Curriculum Competencies is an important aspect of field instructor practice. Instructors are charged with the responsibility of imparting the

competencies to the students and infusing the competencies into the field curriculum. Schools utilize several methods for field instructor training, and reinforcement of that training, as seen below:

**Most Frequently Cited Methods for Field Instructor Orientation**
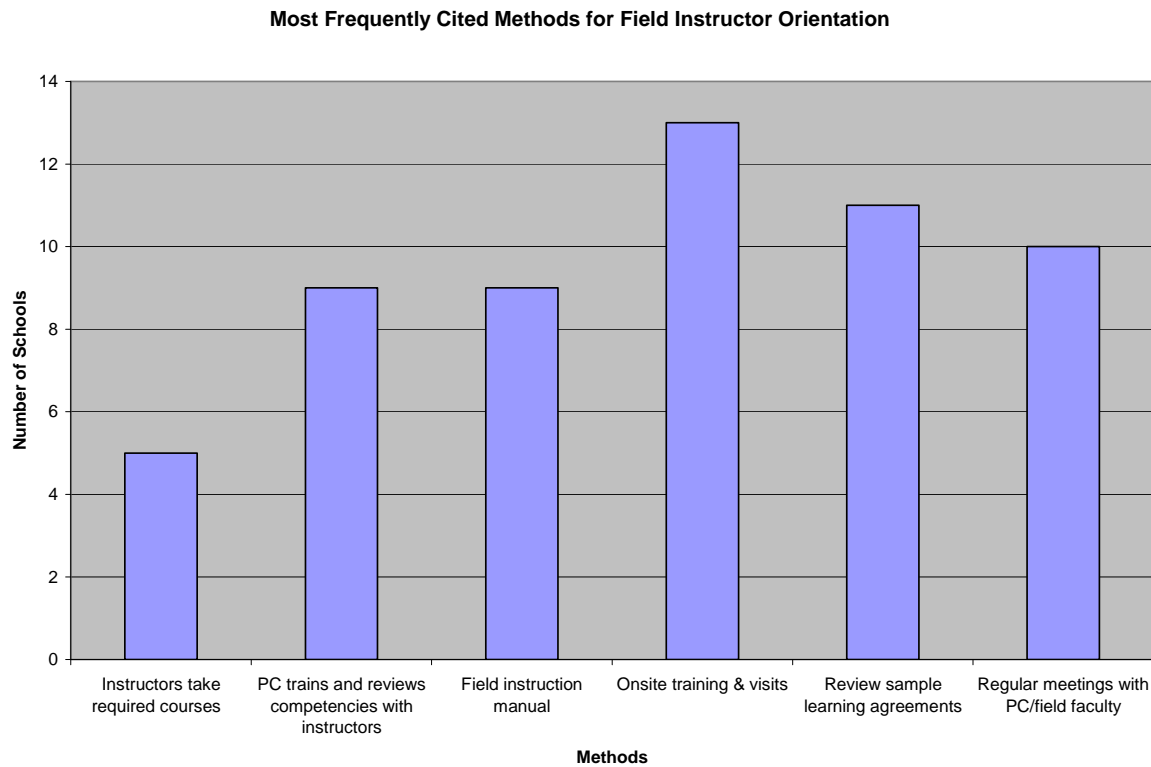
Two schools indicated they did not offer training for field instructors specifically in competency use. They describe their field instructor training as follows:

- *We give information about the competencies and explain that they are to be developed in the placement. Our program uses a standard generic learning agreement which in some ways interferes with the development of CalSWEC-specific competencies. This is a challenging internal departmental issue.*
- *IV-E faculty has offered training to field instructors. The training has covered: 1) the use of supervision, 2) learning styles with emphasis on adult learning styles, 3) teaching with a class of one....*

Integration of agency-based instructors
Because field instruction is an essential part of the curriculum, it is important to integrate agency-based field instructors into the curriculum development and implementation process at the school. Integration insures continuity across the whole of the curriculum: field and classroom. Moreover, it provides valuable interface between the practice and academic communities.

Integration of Agency-Based Instructors (FIs) into Curriculum Development and Evaluation Process
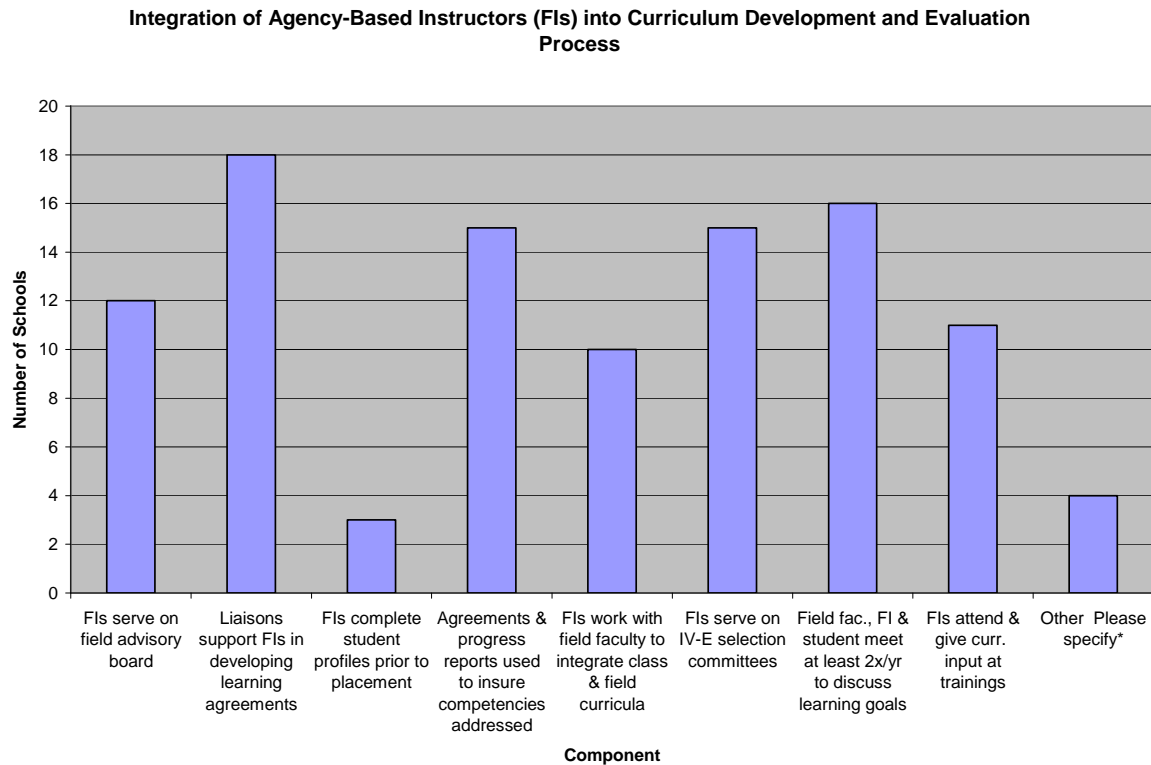
Variation in ways agency-based instructors (FIs) are integrated into curriculum development and evaluation process.

Given the importance of involving field instructors in the curriculum development and evaluation process, it is not surprising that most schools appear to integrate the field instructors in a variety of ways. As seen in the previous chart, the schools frequently give support to instructors in developing learning agreements, ask instructors to serve on IV-E selection committees and field advisory boards, and arrange meetings with field faculty and students and least twice each year. It may be reasonable to assume that more reported ways that integration occurs at a school indicates greater *actual* integration of instructors into the program. If so, the average number of integration methods or techniques among the schools (5.8) is encouraging.

Variation in No. of Ways FIs are Integrated into School Curriculum Development and Evaluation Process
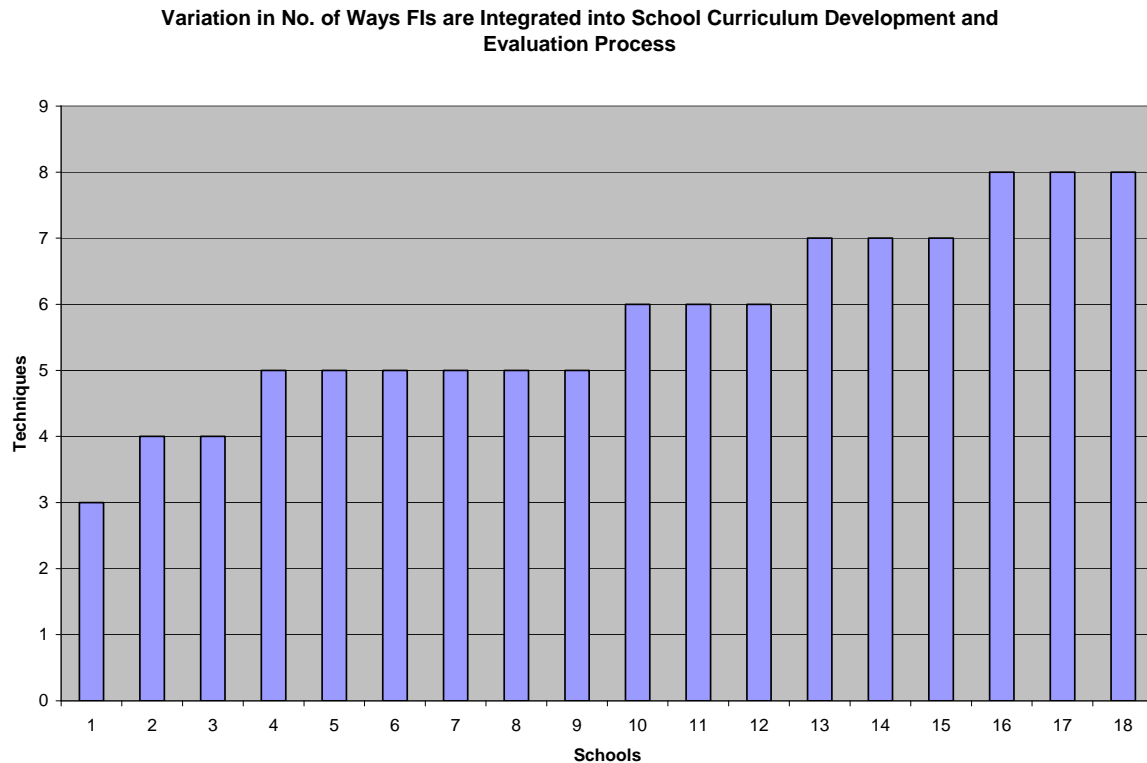
Tentative Findings

Several encouraging signs appear within the responses to the Field Curriculum support section of the snapshot instrument. Some of the schools are making a strong effort to support field instructors and to integrate them consistently into the whole IV-E program. However there remain some schools at which supports appear to be at a minimum, and at least two schools in which training in competency use is cursory at best. The program will likely benefit from efforts to strengthen field instructor support and development and render it more consistent across schools.

Infusion of the competencies into the curriculum

Schools were asked to self report the ways competency infusion is evaluated in the curriculum and the primary paths through which the Title IV-E competencies are infused into the larger MSW program and curriculum. The stakeholders who reported on the evaluative aspect of infusion were the project coordinators, faculty, field faculty, agency staff and students. This is a report of frequencies, i.e., the number of instances in which infusion to curriculum is evaluated or reported , rather than a report of the *quality* of infusion, which our measure is not refined enough to capture. For this section, all 18 schools responded.

Evaluation of Competency Infusion

In the table below, the numbers along the top correspond to the 10 possible types of classroom curriculum evaluation listed on the tool and the 9 listed types of field curriculum evaluation (see appendix). The confidence column reflects the responding

school's stated degree of confidence regarding full integration of competencies into the curriculum. It ranges from 1 (very confident") to 7 ("very unsure"). Schools are numbered along the left column.

Evaluation Methods Schools Use to Assess Competency Infusion (see Key below)

school * →	classroom										field									confidence						
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**1**	**2**	**3**	**4**	**5**	**6**	**7**
1								X		X				X	X			X				X				
2	X	X		X		X	X	X			X	X	X	X	X		X				X					
3	X	X	X	X			X				X	X	X			X	X	X	X		X					
4	X	X	X	X	X		X		X		X	X	X	X	X	X	X		X		X					
5	X					X		X	X	X	X	X	X	X	X			X	X		X					
6	X		X			X		X	X		X	X		X	X	X	X				X					
7	X		X	X		X		X			X	X		X	X	X	X	X		X						
8	X		X					X	X	X	X	X	X	X	X		X	X	X		X					
9	X		X	X		X	X	X	X		X	X	X				X	X	X		X					
10	X			X							X					X				X						
11	X	X				X					X			X	X					X						
12	X						X	X			X	X		X			X	X			X					
13	X								X			X	X					X				X				
14		X							X		X	X						X					X			
15	X	X	X	X	X	X	X		X		X	X	X	X	X	X	X	X	X		X					
16						X		X			X			X					X	X						
17	X	X		X			X				X	X		X	X	X	X	X			X					
18								X	X	X		X						X	X		X					

Key to Table:

Classroom

1. Curriculum committee meets 2-4 x a year to review curriculum

2. PC reviews syllabi each term/semester for competency content

3. PC & faculty meet 1-2 times a year to review curriculum

4. PCW representatives review curriculum with PCs, faculty

5. Non-profit representatives review curriculum with PCs, faculty

6. Specific forms are used to assess curriculum content

7. Student focus groups are used for course feedback

8. Students complete course evaluation forms

9. Exit interviews are conducted with students

10. Other

Field

1. Competencies are reviewed & identified in Integrative Seminar

2. Field Learning Agreements identify competencies

3. Students complete field learning

5. Consultants/Liaisons complete field assessment forms

6. PC uses form for agency & placement assessment

7. PC and/or field director gives feedback to

assessment forms	agency
4. PC assesses overall agency & placements 1-2x per year	**8.** Competencies are included in the final field evaluation
9. Other	

How confident are you that the competencies are fully integrated into the curriculum?

1**.** Very confident	5. Somewhat unsure
2.Moderately confident	6. Moderately unsure
3. Somewhat confident	7. Very unsure
4. Neither confident nor unsure	

Tentative findings:

- The most reported method for evaluating classroom competency infusion (12 schools) was the meeting of the school curriculum committee 2–4 times per year. All 12 schools noted that the PC is a part of the process; the same number of schools reported the use of student course evaluation forms.
- The relationship between the degree of confidence in the integration of the Public Child Welfare Competencies into IV-E curriculum as a whole and the number of occasions for infusion evaluation appears quite weak.
- Findings regarding confidence in infusion may be unreliable due to social desirability.
- Schools generally appear to look to the field component at least as much if not more than the classroom to insure that competencies are infused in the curriculum.

It is unclear whether schools with the higher reported numbers of evaluative "occasions" are necessarily those with higher competency infusion. It may be, however, that the greater the number of stakeholders concerned with and evaluating infusion, the greater the likelihood that infusion will be emphasized and addressed. Greater accuracy in reporting may result from a larger number of observers.

Curriculum Integration

The seven main Curriculum Content areas (CSWE) in which competencies are delivered in a school are : Diversity, HBSE, Social Work Practice, Policy & Services, Populations at Risk, Research, and Field. Schools are asked to indicate where the Child Welfare Curriculum Competencies are *primarily* delivered among the content areas. School responses reflect the number of primary content areas in which each school reports it is delivering certain child welfare competency sections. *The competency integration form used appears in the Appendix.*

Tentative Findings

This section of the instrument is still under analysis. An apparent relationship between the level of confidence and the average number of curriculum areas where the

competencies are reported to be embedded may be worth noting. While those who report the most confidence about competency infusion were not necessarily the schools with the highest number of infusion areas, 2 of the 3 who expressed the least confidence were in fact from schools with the lowest number of reported infusion areas.

A low number of reported areas does not necessarily mean that competency infusion is low; it may indicate that the school concentrates its delivery of certain competencies to certain courses. The sole conclusion that can be drawn thus far from this section of the snapshot, as well as from the types of competency evaluation used by the schools, is that there is variation in how each school believes it is delivering the competencies and how it evaluates that delivery. Examination of other sections of the instrument and additional comparisons may yield greater insight. Analysis will continue, particularly with regard to integration. Once the analysis is complete a further report will follow.

APPENDIX
Field Program Components & Delivery

Please describe, by answering the following questions, how the CalSWEC competency-based child welfare curriculum is being developed and maintained **in the field** and how connected the field curriculum is to classroom content.

A. What kind of model is used for field programs at your school? Please check appropriate response.

☐ Integrated (both IV-E and other students)
☐ Dedicated (IV-E students only)
☐ Both

If **integrated,** when does this model apply?   If **dedicated,** when does this model apply?
☐ Foundation year   ☐ Foundation year
☐ Concentration year   ☐ Concentration year
☐ Both   ☐ Both

Please comment briefly on how your model works:

_____

_____

B. How do you do orientation of field instructors?   Is IV-E field orientation conducted separately from other MSW field?

☐ Regionally   ☐ YES
☐ By county   ☐ NO

Do you train instructors to use competencies in developing student learning agreements ?
☐ YES
☐ NO

If YES, how are they trained ? (Please check all that apply):

☐ Instructors take required courses   ☐ Onsite training & visits
☐ PC trains and reviews competencies   ☐ Review sample learning agreements
with instructors   ☐ Regular meetings with PC/field faculty
☐ Field instruction manual

If NO, how will field instructor training in competencies be developed?

_____

_____

Do the counties with which you work operate field units for IV-E students?
☐ Yes   ☐ Some do
☐ No

C. Process by which IV-E students are assigned to appropriate field placements *(Please check all that apply.)*
First Year

☐ Student & interests assessed in
    application, orientation or profile
☐ Student meets with Field Director/PC
☐ Student attends "field fair"
☐ Students given 2-3 agency interviews
☐ Other *Please specify:* _____

☐ Field Director, PC (with agency) match
    student to placement
☐ Students placed in training unit
☐ PC works with field director to develop
    suitable non-profit placements

Second (or third) Year
☐ Students interviewed in spring of 1st yr.
    for 2nd year placements
☐ Student interviews with 2-3 agencies
    prior to placement
☐ Field Liaisons assigned to agencies for
    oversight
☐ IV-E faculty meet to finalize 2nd year
    placements
☐ Student attends "field fair"
☐ Other *Please specify:* _____

☐ Most second -year students are placed in
    PCW
☐ PT employee students may work in
    areas/units other than those where
    non-employee students are placed
☐ Second year PT students are placed in
    their home agencies

Student Field Placement assignment is completed through *(please check one (1) only)*:
☐ Exercise of student choice
☐ Collaborative decision making process
☐ Assignment

D. How are agency-based field instructors (FIs) integrated into your curriculum development and evaluation process? *Please check all that apply.*
☐ FIs serve on field advisory board
☐ Liaisons support FIs in developing
    learning agreements
☐ FIs complete student profiles prior to
    placement
☐ Agreements & progress reports used to
    insure competencies addressed
☐ Other *Please specify:* _____

☐ FIs work with field faculty to integrate
    class & field curricula
☐ FIs serve on IV-E selection committees
☐ Field faculty, FI & student meet at least
    2x per year to discuss learning goals
☐ FIs attend & give curr. input at trainings

Competency Integration

The purpose of the following section is to determine how the competency-based child welfare curriculum is being delivered and developed in your school .

A. Using the table below, place an X in the column of the curriculum content area(s) in which each public child welfare competency section is substantially delivered in your curriculum. **FOR EXAMPLE,** i**f the competency section on the left is primarily delivered in field and also in HBSE, please indicate by an X in the field column, as well as in the HBSE column.**

Child Welfare Competency Sections	*Curriculum Content Areas (CSWE)*						
	Diversity	Human Behavior (HBSE)	Social Work Practice	Policy & Services	Populations at Risk/ Social Justice	Research	FIELD
FOUNDATION							
I. Ethnic Sensitive and Multicultural Practice—Foundation Competencies							
Assessment and Referral							
Family engagement and case plan development							
ADVANCED (CONCENTRATION)							
II. Culturally Competent Child Welfare Practice—Advanced Competencies							
Case management, placement, and supervision							
Policy and Participation in Judicial Process							
FOUNDATION							
III. Core Child Welfare Practice—Foundation Competencies							
Assessment and referral							
Family engagement and case plan development							
Case management, placement and supervision							

Policy and participation in judicial process							
ADVANCED (CONCENTRATION)							
IV. Advanced Child Welfare Practice—Advanced Competencies							
Assessment and referral							
Case plan development and case management							
Policy and participation in judicial process							
FOUNDATION							
V: Human Behavior and the Social Environment—Foundation Competencies							
Assessment and referral, case plan development, and case management							
VI: Human Behavior and the Child Welfare Environment—Advanced Competencies							
Assessment and referral, case plan development, and case management							
FOUNDATION							
VII: Workplace Management—Foundation Competencies							
Assessment							
Case management and supervision							
Policy, data collection, and planning							
ADVANCED (CONCENTRATION)							
VIII: Child Welfare Policy, Planning, and Administration—Advanced Competencies							
Case management and planning							
Supervision							

Policy, data collection, planning and participation in judicial process							

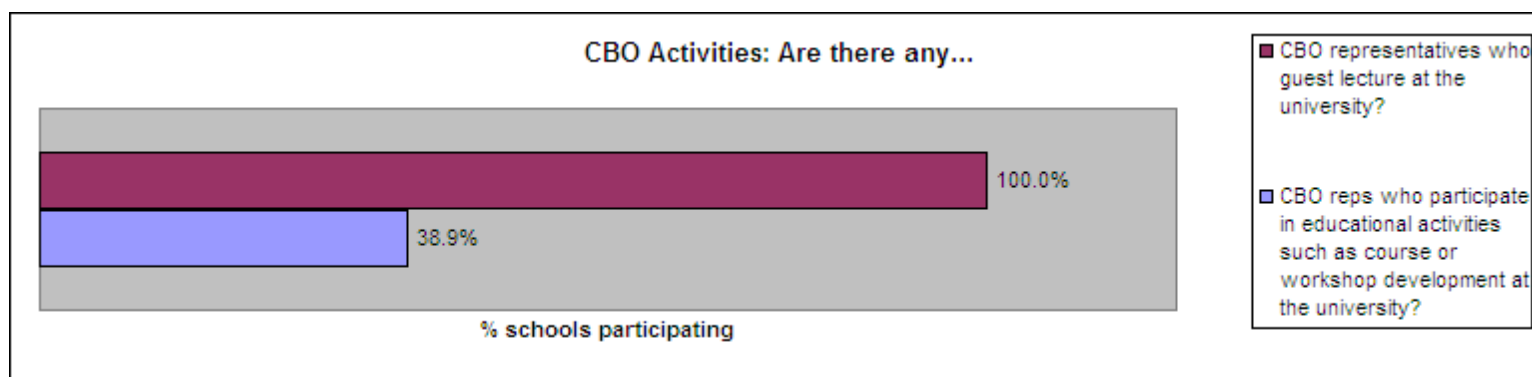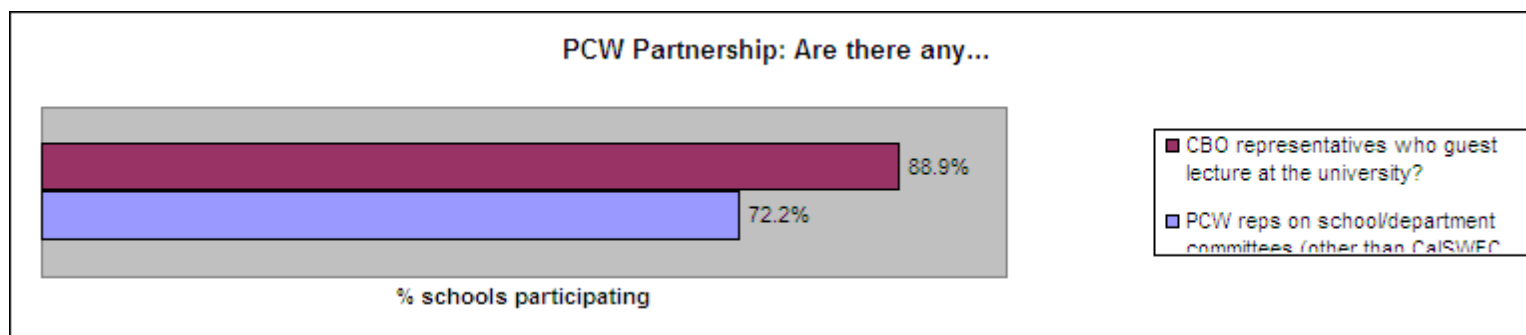**Curriculum Snapshot Supplementary Report**

Introduction: The IV-E Curriculum Snapshot is completed by the Project Coordinators at member schools every two years. In the previous report, several major areas of the 2008-09 Snapshot were presented. These included Field models, including field instruction training & field curriculum support; Placement processes, and Curriculum competency infusion. The present, Supplementary report will present four additional areas: Faculty/ Agency partnership, Program strengths, challenges and plans for enhancement; Topic workshops, and Program development participation. [16]

1. Faculty/Agency partnership

Faculty Partnership: Do IVE and other faculty members regularly...

- confer with the local public child welfare agency? — 100.0%
- conduct research with the local public child welfare agency? — 61.1%
- offer in service training to the local public child welfare agency? — 72.2%
- Do faculty offer training to intern supervisors? — 94.4%

% schools participating

Faculty Service Activities: Are any...

- faculty serving on PCW committees or boards? — 72.2%
- faculty on leave to work at PCW agencies? — 5.6%

% schools participating

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[16] Many thanks are due to UC Berkeley doctoral student Joanna Doran, who did excellent work in analyzing and reporting this information.
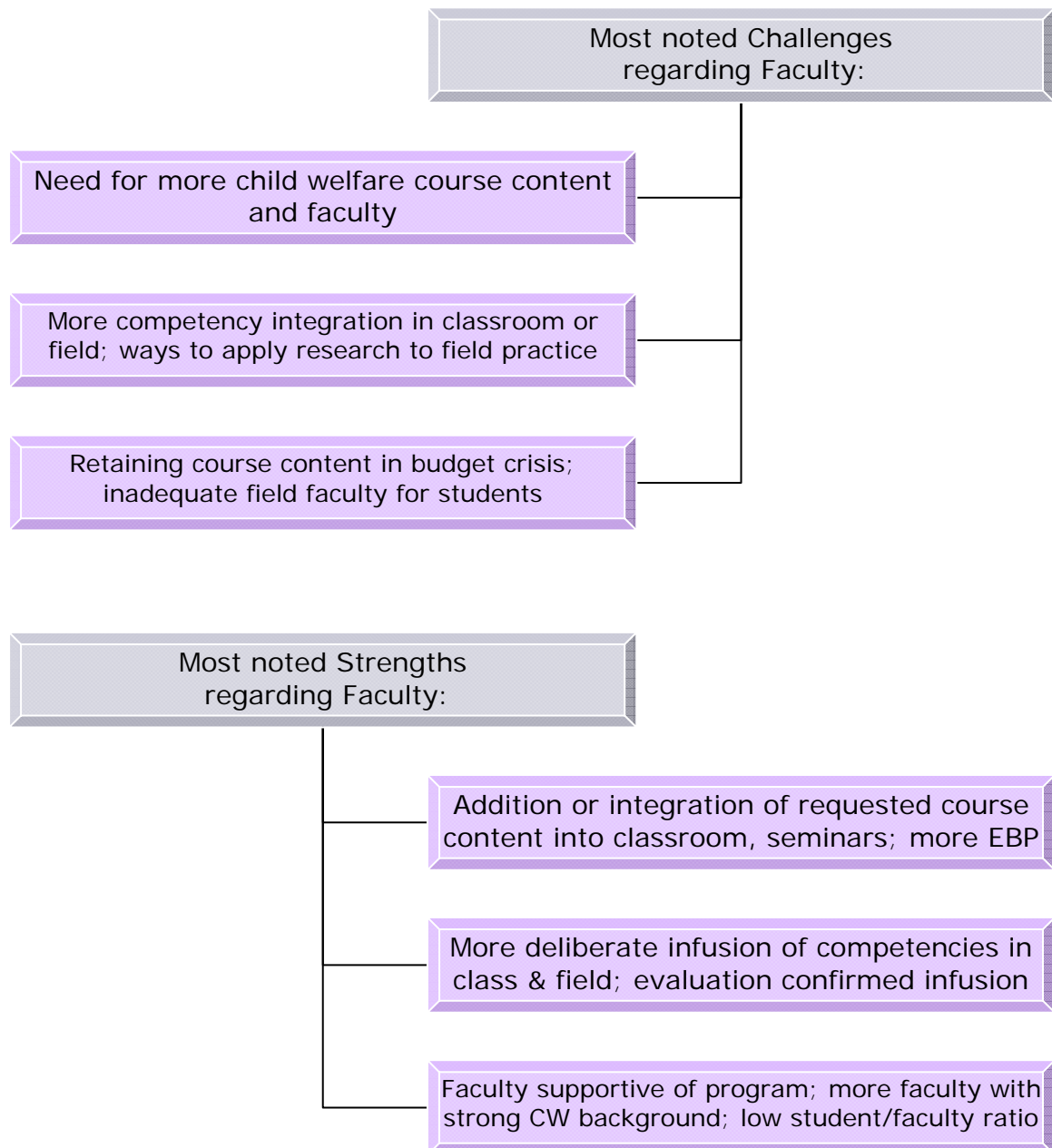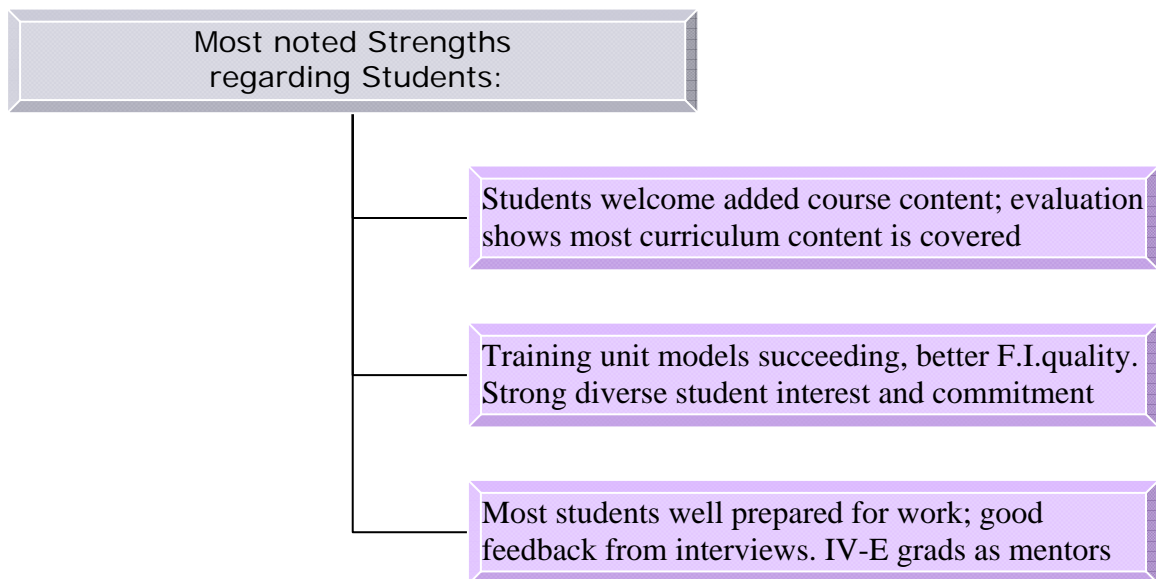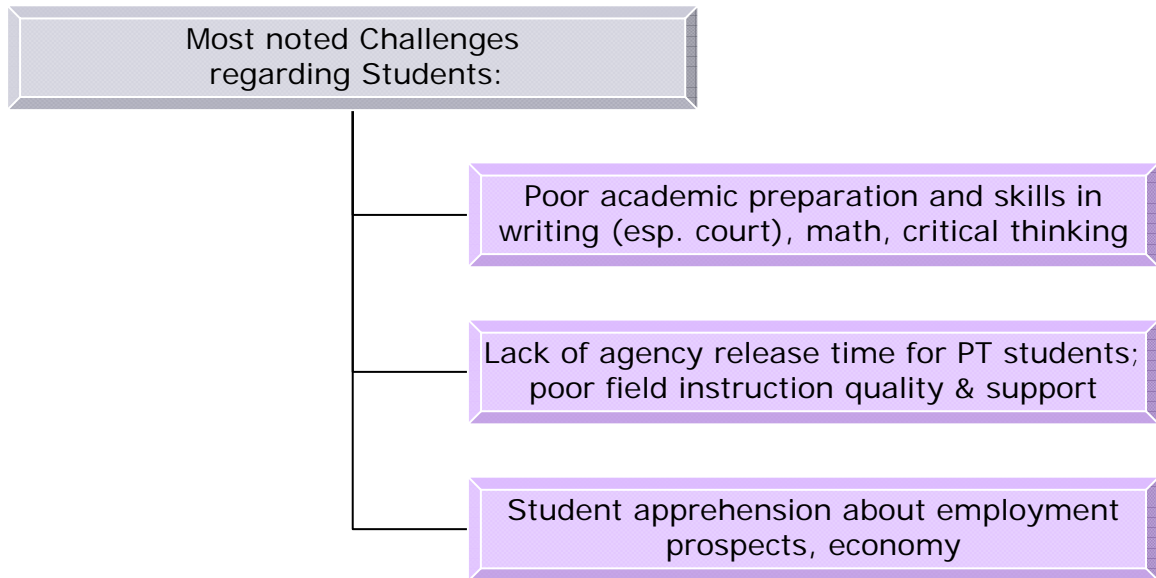
PCW Partnership: Are there any...

- CBO representatives who guest lecture at the university? — 88.9%
- PCW reps on school/department committees (other than CalSWEC — 72.2%

% schools participating

CBO Activities: Are there any...

- CBO representatives who guest lecture at the university? — 100.0%
- CBO reps who participate in educational activities such as course or workshop development at the university? — 38.9%

% schools participating

2. Program Challenges, Strengths, and Plans for Enhancement

Cautionary Note: *These data were taken from individual reports and do not represent the characteristics of school programs generally. In each category below, the items that appeared most frequently are included, but* **at most** *they represent comments made by 3-6 of a total of 18 schools. In some cases a noted enhancement has been adopted due to a cited challenge.*

Program Challenges and Strengths reported by Project Coordinators:
Faculty Issues

Most noted Challenges regarding Faculty:

Need for more child welfare course content and faculty

More competency integration in classroom or field; ways to apply research to field practice

Retaining course content in budget crisis; inadequate field faculty for students

Most noted Strengths regarding Faculty:

Addition or integration of requested course content into classroom, seminars; more EBP

More deliberate infusion of competencies in class & field; evaluation confirmed infusion

Faculty supportive of program; more faculty with strong CW background; low student/faculty ratio

Program Challenges and Strengths reported by Project Coordinators:
Student Issues

Most noted Challenges
regarding Students:

Poor academic preparation and skills in writing (esp. court), math, critical thinking

Lack of agency release time for PT students; poor field instruction quality & support

Student apprehension about employment prospects, economy

Most noted Strengths
regarding Students:

Students welcome added course content; evaluation shows most curriculum content is covered

Training unit models succeeding, better F.I.quality. Strong diverse student interest and commitment

Most students well prepared for work; good feedback from interviews. IV-E grads as mentors

Plans for Program Enhancement/Modification as reported by
Project Coordinators

Program Recruitment

Recruit F. I. committed to good supervision; explore super. models; intensive agency work

Enhance visibility to PT students, engage & partner them w/ mentors; more recruitment of PT

More PT recruitment, reduce county system resistance in some regions

Curriculum Content

Add social work writing, mandatory writing workshop w/emphasis on court writing, process

Assess student progress better; fully integrate comps, revise course offerings based on findings

Plan to enhance course offerings; add faculty w/strong CW background

Plans for Program Enhancement/Modification as reported by Project Coordinators, cont.

Field Component Development

Enhancements: Develop EBP field unit, more collaboration w/DCFS; establish training units.

Co-teaching of field seminars; develop IV-E field evaluation for field instructors; expand 1st yr. plan

PC, field liaison participate in school curriculum committee to focus on competency infusion.

3. Topic Workshops

Do you do additional Topic Workshops at your school?

33% No

67% Yes

■ Yes ■ No

Topic Workshops, cont.

If YES, how many are offered in a typical year?

(bar chart showing values: 1 to 3 ≈ 0.33; 4 to 6 ≈ 0.33; 7 to 8 ≈ 0.25; 9 to 10 = 0; over 10 ≈ 0.08, with x-axis 0, 0.1, 0.2, 0.3, 0.4)

In the chart above, we can see that about 33% of the schools offer 1 to 3 workshops and an additional 33% offer 4 to 6 workshops; while 25% offer 7 to 8. *Thus about 60% of member schools that do offer workshops typically offer 4 to 8 topic workshops each year*, and some (about 8%) offer more than 10 of these.

These schools were also asked **if their topic workshops were mandatory** for IV-E students. Most said they were mandatory (75%) while 17% stated they were voluntary. About 8 % gave no response.

4. Program Development Participation

Question A. How are IV-E faculty members integrated into IV-E program development into your school?

To analyze these data, we took a model-based approach. That is, the schools were not separated across the method. For instance, one school reported teaching, field and meetings. This school is not listed with the schools that only reported meetings; it is presented separately under the wider "teaching" category.

44% (8/18) schools made **no distinction** between IV-E and regular faculty

Of the schools that did make a distinction between IV-E and other faculty:

> IV-E Faculty participate in **Meetings and Committees**:
> 5/18 (28%)
>
> IV-E Faculty **work with PC or Field Director,** e.g. review syllabi 2/18 (11%)
>
> **Teaching** was another method of integration, with 3/18 schools (17%) having it as at least one aspect; 2/3 of these schools combined it with other methods
>
>> 1/18 (5.5%) teaching
>>
>> 1/18 (5.5%) teaching and field
>>
>> 1/18 (5.5%) teaching, field, meetings

Findings

Overall, it seems that Title IV-E faculty members participate in developing the IV-E programs in their schools. Almost half (44%) were integrated into the curriculum development structure of their schools as would any other faculty member.

This percentage could be seen to be even greater, since of those that were treated differently, another 28% are involved in the meetings and committees. In addition, one school (5.5% of total) had a truly robust system of integration, involving IV-E faculty in teaching, field *and* meetings. If this calculation method is reasonable, it appears 77.5% of the IV-E faculty have the capacity to make substantial contributions.

Question B. How are Non-IV-E faculty members integrated into IV-E program development in your school?

A model based approach (described above) is used here as well.

> 8/18 schools (44%) made **no distinction** between IV-E and regular faculty
>
> Of the schools that did make a distinction:
>
> 6/18 (33%) participate in **meetings and committees**

Mixed models:
> 2/18 (11%) **teaching and meetings**
> 1/18 (5.5%) **reports and teaching**

1/18 (5.5%) **work with PC and *ad hoc***

Findings

On the whole, it appears that the IV-E faculty and the non-IVE faculty have a similar level of engagement with the program development of their schools. In large part, this is because almost half of the schools reported no distinctions between the categories. At the same time, it is worth noting that non-IVE faculty are slightly *more* likely to participate in the relevant meetings or committees regarding IV-E program development (33% versus 28%, a difference of one school).

While the difference might result from one additional school's having the non-IVE faculty serve in the committees (while not having IVE faculty serve), this was not the case. It was two schools that had this pattern (IVE not included, non-IVE in committees), but one school had the opposite (IVE in, non-IVE not in committees) pattern, meaning that in aggregate, it looks like a change of one school.

The amount of **participation through teaching** is the same for the two groups (16.5%).

Question C. How are IV-E and non-IV-E students integrated into IV-E program development into your school?

The data here did not fall into ready categories as for the faculty above. Due to variety of integration activities, the results are presented by form of integration. Therefore schools will appear multiple times under multiple activities. For each form of integration, the amount for IV-E and non-IV-E students is reported separately.

Form of Integration	*IVE (N=18)*	*non-IVE (N=18)*
Not integrated	1 (5.5%)	5 (28%)
Program or course evaluation solicited from all students (e.g. focus groups, course evaluations, exit interviews)	11 (61%)	4 (22%)
*As participants in classes, special projects, training	5 (28%)	6 (33%)
Students or their representatives meet with key personnel (e.g. PC, MSW Director)	9 (50%)	2 (11%)
Students or their representatives invited to participate in faculty meetings and committees	6 (33%)	5 (28%)
Students take part in snapshot completion	1 (5.5%)	0
**Students given access to program development information (on web, newsletter)	0	1 (5.5%)

- *The fact that more non-IVE students are invited to participate in classes is likely a reporting problem. IV-E students are undoubtedly mandated to attend training intended for them and those who filled out this instrument are unlikely to have reported it.*

*** Note that IV-E students had other ways they were integrated. Moreover, it is unlikely that IV-E students were denied the same access.*

Additional findings:

- Although only 2/18 schools (11%) reported that they did not distinguish between the two student groups, an additional 4/18 schools (22%), or a total of 6/18 (33%) had the same methods of integrating the students into the curriculum development of the IVE program.

- Of the schools that reported integrating their students in some way, Title IV-E students had an average of 1.9 ways of being integrated into the curriculum planning. By contrast, non IV-E students had 1.4 ways of being integrated.

Conclusions

The results here are generally positive. There is considerable partnering among the universities, the child welfare agencies, and the CBOs. While schools reported challenges, particularly with regard to field & retaining course content, faculty & students during present economic conditions, many are taking steps to address these issues and report genuine strengths as well. Most schools are active in offering topic workshops to enhance curricula.

Many (44%) fully integrate their IV-E and Non-IV-E faculty in terms of program development and most, but not all, schools find several ways to include both faculty groups, often through meeting and committee participation. Both IV-E and non IV-E students often have some role in program development, most often through program and/or course evaluation. Among the schools that do integrate students into program development, IV-E students were more likely than other students to have a role in the process.

These findings will be combined with those of the prior report to inform the process of Snapshot tool development. In the first year of this form's use, we have noted areas needing refinement. As we revise the form and its questions, the intent is to make the form increasingly easier to use as well as more useful.

Appendix F

Preliminary Results from the Retrospective Career Path Survey

Appendix F

PRELIMINARY RESULTS FROM THE RETROSPECTIVE CAREER PATH SURVEY

The CalSWEC researchers sent out surveys to all CalSWEC graduates who graduated five or more years ago (from 1993 through 2003) and who completed their work obligation. There were 1890 eligible graduates initially. We could not locate 452 of them; however 494 have responded, a response rate of 34.4%. This preliminary analysis includes 312 responders.

We wanted to know about CalSWEC graduates' career paths. The primary research question was, "How long did they stay in public child welfare?" "What job responsibilities do they have?" We wanted to know about their commitment to the social work profession, to their agencies, and to the field of child welfare.

Additionally we wanted to ascertain whether they are still working with directly with children and families, or assuming supervisory and/or management positions within public child welfare. Finally we asked about their continuing university-agency relationships: roles in hiring, field instruction, and with the Title IV-E programs.

Sample Demographics

Graduates from all 16 programs (counting the Long Beach distance education program separately from Long Beach home campus) responded.

The demographic information obtained included race, gender, bilingual capability, county employee; job locations; highest education level, school; and year graduated.
- Forty percent are Caucasian; 26.3 percent Hispanic, 18.5 percent African American, 6.8 percent Asian American, 4.2 percent are American Indian/Native American, and 3.7 percent "other".
- Eighty-four percent are female.
- Forty percent are bilingual.
- Thirty-nine percent were county employees while in graduate school.
- Graduates reported working in 44 counties and for CDSS. More than three percent reported working out of state after their first job.
- For 97.4 percent, the MSW is their highest level of education achieved. Four respondents (1.3 percent) went on to get a PhD or other doctorate.

We are currently comparing this sample to the sampling frame of eligible graduates (1993 – 2003) to determine the representativeness of this sample.

Tenure

With regard to tenure in public child welfare, we found that
- 63.4 percent of the graduates responding stayed in child welfare. Another 4.2 percent left and returned to that setting. 18.6 percent left public child welfare and did not return. 13.5 percent are not currently practicing social work.
- Taking a break from social work to parent (n=18) was the most frequently cited reason for not practicing social work, followed by those who plan to return to the profession in

the future (n=16)[1]. This sample included 5 graduates who have retired, two who are unemployed but looking for a social work job, and 16 who are working in a non-social work job.

- Only 12 (out of 281) participants indicated that they have a full- or part-time private practice now. Not surprisingly, most of those who stayed do not have a private practice.

Total length of time spent in the first county
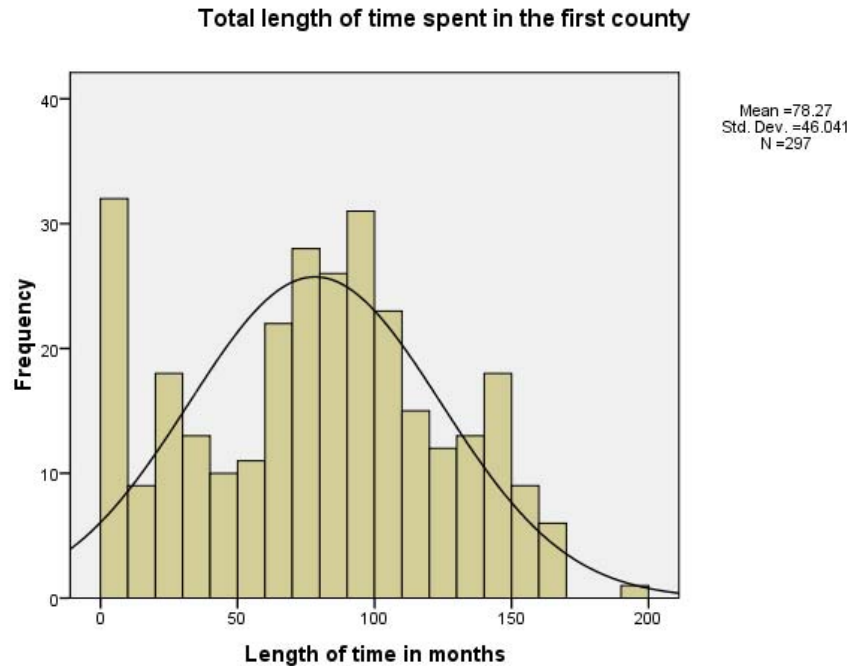
The chart shows two important results:

- 60% of the respondents stayed at least 32 months up to 124 months in their first county agency
- The most frequent interval of months stayed was 0 – 10 months.

The preliminary conclusion is that the most vulnerable time for IV-E graduates is the first 10 months. Since this is a sample of those who completed their work obligation, the chart above indicates they left their first agency but not public child welfare.

Definition of job tenure: For most analyses we grouped those who stayed with their public child welfare agency as having "stayed" and those who left, those who left and returned to the agency, and those who are not practicing as "other".

Initial analysis of tenure by demographics showed some differences:

- In this sample (of 304 valid responses) more African Americans and Asian Americans stayed in child welfare and fewer American Indians/Native Americans and Hispanic/Latinas stayed. With the exception of the American Indians/Native Americans over half of each group stayed in the public child welfare agency. A fairly high percentage of American Indians (15.4 percent) are not practicing social work; only Caucasians scored higher on not practicing social work (19.7 percent), this association was not significant.

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[1] This question allowed respondents to check any choice that was applicable. So those who are taking a break from social work to raise families may be the same persons who plan to return in the future.

- There were no differences in the numbers staying or leaving by gender, bilingual capability, or whether they had been county employees during school.
- Significantly more of those whose agencies helped them obtain their social work licenses stayed with those agencies (Fisher's exact test, p=.023, one-sided).

Including all cohorts, the mean percentage length of employment in child welfare out of total length of employment is 82.5% (SD 28.9%). 187 respondents (37.9%) have worked in child welfare 100% of their post-MSW careers.

Employment Characteristics

- Most graduates reported 5 or fewer different jobs.
- The mean length of respondents' first jobs was slightly over four years (50.97 months; range 1 to 162 months); for the second job 39.4 months (range 0 to 150 months).
- Setting: Over half of the jobs reported by title IV-E graduates (54.4 percent) were in child welfare. Mental health setting garnered 8.7 percent as the second-most frequently cited setting. One person worked in a tribal social services setting.
  - Population served: This category is somewhat ambiguous. As can be seen by the chart below, the most frequently checked responses reflect categories that can be associated with child welfare. The last four categories are not usually associated with child welfare. It is clear that this group of Title IV-E graduates have remained with the population they intended to serve while in graduate school.
  - Auspice: Eighty-six percent of the jobs these respondents worked were in the public sector. Those in the non profit sector were 10.4% and in the for-profit sector, 2.8 percent.

CLIENT POPULATIONS ASSOCIATED WITH RESPONDENTS' JOBS

Populations associated with child welfare	Percent
Children & adolescents	14.1
Families	13.1
People with behavioral, emotional and/or mental health problems	11.3
People who are abusing substances	10.5
People involved with domestic violence	10.2
People with medical/health or developmental disabilities	10.0
People involved with the prison system/corrections/probation	8.5
School children (K -12)	9.7
Populations NOT usually associated with child welfare	
Adults, elderly	5.1
Social work students	3.4

Employees of an organization	2.8
Other population	1.4
Total	100.0

Job Tasks & Responsibilities

This category contained 20 items (not including other), but respondents performed the following four tasks most frequently. Respondents were allowed to check all that apply. . They are (in rank order, highest first):

- Conduct safety, risk and/or family assessments   11.0 percent
- Obtain agency or community resources   10.8 percent
- Provide crisis intervention   10.5 percent
- Provide case management for ongoing clients   9.7 percent

Providing traditional counseling ranked fifth at 4.8 percent.

Among this group of IV-E graduates, the most frequently cited job responsibilities are all direct services. The most frequently cited indirect service category was "mentoring new social workers" at 4.2 percent, which can be done as a supervisor, as a senior social worker, or as a direct services worker field instructor.

Almost one third of respondents (31.8 percent) state they have a role in hiring new social workers at their agencies.

Professional Identity

To find out how respondents described how they felt about their current professional social work career now, we asked them to *entirely agree* or *entirely disagree* (on a scale of 1 to 6) with 11 statements.

Professional Identity Scale development (attitudes): By performing an exploratory principal components analysis on this set of 11 statements, we were able to find three components to fit the data. Two items were eliminated from the scales. The three components are:

- Committed to social work
- Prefer advancement not direct services
- Intend to leave social work

Out of the above three components, three subscales were created and their mean values were calculated for stayers and others (leavers, returnees, and non-practicing people). The differences of the means between the two groups for each subscale were tested for statistical significance using independent t-tests. None of the differences were significant.

22 respondents out of 252 (8.7%) agreed that they plan to retire within 2-3 years.

	Retention Status	N	Mean	t	df	sig. (2tailed)	Mean diff	SE diff
Committed to Social Work	Stayed	187	2.081	.611	268.054	.542	.0551	.0902
	Other	107	2.026					

Prefer Indirect Services	Stayed	185	3.586	-.822	288	.412	-.1183	.1439
	Other	105	3.705					
Intend to leave Social Work	Stayed	88	5.205	.886	119	.377	.1591	.1795
	Other	33	5.045					

Licensure: Forty-seven percent (n=148) of respondents stated the either have or are in the process of obtaining a BBSE approved license; 119 stated that their agencies will or did help them obtain their licenses. All of these are LCSW or LCSW interns. No respondent noted s/he was seeking or had an MFT. Among those without a license, 101 more respondents plan to obtain one in the next five years. [Make sure this is just those who don't have licenses already]

Professional organizations: The most frequently cited professional member ship organization was NASW. Thirty percent (n=94 out of 297) of the respondents belong to NASW. Other organizations were mentioned very infrequently.

Attitudes toward Agency Commitment Scale Development

Since there seems to be a difference between whether these graduates are committed to child welfare as opposed to the public child welfare agency, we have begun development of an *Attitudes toward Agency Commitment Scale.* To find out whether the respondents were committed, conditionally committed, or not committed to staying with their current agency, we used the same scale as above with 13 statements. Two items were eliminated from the scale.

By performing an exploratory principal components analysis on this set of 11 statements, we were able to find 3 components to fit the data. The components are:
- Committed to the agency
- Conditionally committed to the agency
- Employment alternatives

Out of the above three components, three subscales were created and their mean values were calculated for stayers and others (leavers, returnees, and non-practicing people). The differences of the means between the two groups for each subscale were tested for statistical significance using independent t-tests. Only being "committed to the agency" is significantly and negatively related to staying, using a one-tailed t-test: t=-1.799, df =160, p= .037. The other measures do not show statistical significance.

Factors associated with staying in the public child welfare agency

Two aspects of these social workers' careers are significantly related to longer tenure at their agencies: The availability of training and support for seeking a clinical social work license

Help with licensure

Among those who received support for licensure, almost two-thirds stayed in public child welfare. 44.7% of 312 CalSWEC grads are interested in obtaining a clinical license. This percentage is close to the percentage of respondents to the 2008 Workforce Study who state they are in the process of obtaining their licenses. Among those who already have their licenses or who are in the process of obtaining one, 55.6% stated that their public child welfare agency helped them obtain licensure.

Fisher's exact test was conducted to examine the association between the two binary variables: help with licensure and retention of title IV-E graduates. The test result indicates that agency support for license is positively correlated with retention (p=.035 two-tailed).

		Retention		
		other	stayed	Total
help with licensure	no	45	48	93
	yes	40	78	118
	Total	85	126	211

Training availability

Mann-Whitney test was conducted to examine the association between training availability (ordinal variable) and retention of title IV-E graduates (binary variable). The test result indicates that availability of training by child welfare agencies is positively correlated with retention (Mann–Whitney $U = 9456.000$, $n_{other} = 111$, $n_{stay} = 188$, $p = 0.04$ one-tailed).

Access to training is a known retention factor. Research has found training positively associated with retention, unless the worker is disaffected. Transfer of learning is enhanced by supervisor support especially with new workers. Almost 100 percent of our respondents have obtained more training since graduation, usually more than once or twice a year.

University-Agency Connections

These graduates report continuing roles with their local universities. Several respondents indicated they have been guest lecturers or have presented their own courses in child welfare at the university level. One person noted s/he was a title IV-E Coordinator. Twenty respondents have helped choose IV-E students on the IV-E selection panels as interviewers or application screeners.

The most frequently noted university-agency connection was as a field instructor. 50.6% of the respondents had been or were field instructors. They supervised a mix of undergraduate and graduate students, mostly graduate students.

The rewarding aspects of field instruction ranged from mentoring, giving back, teaching, helping students integrate theory into practice.; seeing individual student growth, student excitement, enthusiasm for the work, learning how to navigate the child welfare system; to "keeping my own skills sharp", learning about new developments in the field of social work.
Examples:

- Encouraging others, helping them identify and expand their strengths and address their weaknesses, setting a clearly articulated and high standard for child welfare practice.
- I enjoyed the students as they discovered the true potential of letting client discover their options. I also liked the connection between theory and field and how the students became more aware of how every system is connected.

- When working in X County, I was not a supervisor, I was assigned one or two graduate students each year and I acted as a mentor. I shared my cases with the students and guided them through the court process. I LOVED working with the students because it was a chance to share and discuss cases and to help the students develop their best practice techniques.

The not-so-enjoyable aspects of field instruction ranged from the extra time commitment with no reduction in workload; the paperwork, evaluations, having different evaluations from different schools; to lazy, dishonest, unreliable, unmotivated, entitled students.

Examples:
- Difficulties balancing work responsibilities and the added work of being a field instructor. Lack of a "road map" or set job responsibilities for intern. Possible mismatch between my setting and the intern's area of concentration. It might have been better suited for a policy and planning student than a direct practice student.
- I did it as a supervisor and it was difficult to meet the expectations of level of supervision, ensuring adequate field experience in different areas, completing the learning plans, evaluations, etc. with having to supervise units of social workers as well.
- Some of the tedious requirements of the field instruction program. Not always having the same level of commitment or desire to learn from students. Some were so eager & willing & some did the bare minimum.
- Really, not very much support at all. During the last year we were given something like 5 hours of comp-time for the whole year... not very supportive. There was also a monthly meeting for field instructors, but it was unstructured, unfocused and unhelpful.

Respondents noted how their agencies supported them for doing field instruction. Some report that field instructors are given comp. time for student supervision (not those who are managers or supervisors, however), allowed social workers to recruit their own students; felt generally very supported with praise, encouragement; acknowledgment; held group meetings for field instructors. Some have organized activities for students in addition to the field supervision which helped take some of the burden on activities such as orientation to the agency; one respondent noted she had help from the agency to develop an intern unit. Some mentioned entire programs that run on the premise that they will have students to do the work; some see interns as extra help.

Examples:
- I was able to find other staff who were willing to let my intern shadow them and who provided clients for direct service.
- My caseload was not reduced, so I was taking on an intern above and beyond my regular workload. The interns themselves received support in the form of work space and group supervision, but I don't think there was ongoing support to the field instructors.

- Working at the school setting, we came together as field instructors often to discuss intern program & how we could maximize field instructor-student relationship/learning. Discussed commonalities, problems, strengths. We developed our own agency intern program. Very supportive, very hands on.
- Set up group interviews for interns and provided support for extra paperwork, contacts etc through county resources.

Respondents had many suggestions for improving field instruction, suggesting changes at the agencies as well as at the universities. They generally felt that field instruction should be better acknowledged at the agency. The most frequently noted improvement was to reduce caseload responsibilities in order to allow for time to supervise interns. They also suggested concrete incentives from the universities such as parking passes and library privileges.

Examples:

- Have a field instructor that has a rich and diverse background to offer insightful engagement/intervention practices. Need more diversity of color, background and bilingual.
- Perhaps create more structure around the field instruction - a simplified version of the competencies, so instructors and interns both know what is being taught/learned. It sounds like another document, but the competencies are very broad.
- Provide more hands on training and support to field instructors. I basically had to learn on my own how to be a field instructor...especially when it came to the day to day issues; e.g., what kind of work to give interns, how many cases to assign to them, etc.
- They should give field instructor some type of compensation. It could either be comp time, stipend or so many days off a year.
- Title IV-E programs should contain more practical and forensic information on child welfare.

Desire to return to the university for further education: Seven respondents have gone on already to achieve other degrees: JDs, PhDs. One almost has his/her PhD. Forty-eight respondents indicated they were interested in returning to school for another degree. Most frequently noted degree was a PhD. Three of those indicated a clinical degree (DSW, Clinical Psych) would be desired. Six wanted to pursue a law degree. Public policy, public health, MBA and teaching at the university level were also mentioned. .

Career Path

There is a wealth of additional information in the telephone interview portion of this study which we are starting to analyze now. Over 85% of the respondents requested a telephone interview. It is in this data that we will be able to determine whether and when these graduates moved into supervisory and management positions.

Appendix G

2008 California Public Child Welfare

Workforce Study Report

Appendix G

**2008 California Public Child Welfare
Workforce Study Report**

May 2009

**Sherrill Clark
Rick Smith
Chris Mathias**

Table of Contents

Overview

This survey, conducted since 1992, is a statewide study of the child welfare workforce, otherwise known as "The Workforce Study". Done Iin collaboration with CWDA and CDSS, the California Social Work Education Center surveys the 58 California counties and their child welfare staff. The data gathered from these surveys helps to ensure that we have the best information possible upon which to guide resources for meeting the short- and long long-term educational needs for all child welfare workers in California.

Every 3– – 5 years CalSWEC surveys the public child welfare workforce to determine the extent to which the state meets its requirements for master's Master's-level social workers among the child welfare social work staff. The completed study describes the child welfare workforce and agency agency-level arrangements for child welfare service delivery in California. An initial baseline study was conducted in 1992, then repeated in 1995, 1998, and 2004.

The study has 2 surveys designed to capture workforce data from 2 sources. One is from county administrative data and the other is data from individual workers.

The Agency Characteristics Survey (ACS) is a compilation of administrative data from the 58 counties and asks county administrators to answer questions centered on:
- The number and type of child welfare positions
- Current vacancies, expected vacancies
- Turnover rate
- Need for bilingual workers
- Need for MSWs
- Structure of worker caseload
- Contracted services
- After-hours and weekend coverage
- Compensatory time and overtime
- Caseload size
- Caseload composition

The Individual Worker Survey (IWS) is intended to survey all individual county child welfare workers and CDSS adoptions workers and asks individual workers to answer questions centered on:
- Educational level attained
- Length of service in current position, in child welfare, in county
- Program assignment
- Licensure
- Age, race, ethnicity
- Second language
- Participation in Title IV-E Stipend Program
- Interest in further education

Study Population and Response Rates

The study population for the *Agency Characteristics Survey* consists of the 58 county child welfare agencies in California. The study population for the *Individual Worker Survey* consists of all public child welfare social work assistants, non non-case-carrying social workers, case-carrying social workers, supervisors, managers/program managers, and administrators who work for county public child welfare agencies in the state of California.

Both surveys were conducted between June and December 2008. CalSWEC staff and graduate student researchers worked with designated contact persons in each of the 58 counties to collect the county and individual individual-level data by using the two instruments.

Administrative data from the *Agency Characteristics Survey* from all 58 counties was received, although not all were able to answer all the questions.

All county public child welfare social work assistants, social workers, supervisors, managers/program managers, and administrators were given the opportunity to respond to the *Individual Worker Survey*. From the entire population of the workforce, 4207 usable individual responses from workers (social work assistants, child welfare social workers, supervisors, staff analysts, and managers) from 56 counties were received *(see table below).* Two hundred twenty-two (222) responses were not included n the analysis because there was no county indicated.

TABLE 1. RESPONSE RATES TO THE *INDIVIDUAL WORKER SURVEY* BY POSITION

	Social work assistants	NON case-carrying social workers	Case-carrying social workers	Supervisors	Managers/ Program managers	Administrators	No position cited	Total
Total Population of workers	1283	1027	8289	1761	410	113		11794
Responses	180	527	2027	564	144	84	681*	4207
Response Rate	14%	51.3%	24.5%	32%	35.1%	74.3%		35.7%

 *Calculation of the overall response rate included 681 respondents that did not cite their positions for a total number of valid individual worker responses of 4207.

Population vs. Sample

As indicated above, the *Individual Worker Survey* was sent to individual child welfare staff by the county welfare directors to social work assistants, non non-case-carrying social workers, case-carrying social workers, supervisors, managers, and administrators. It was open from June to December 31, 2008. We received 4,207 valid responses to the web-based survey, which used the CDSS survey application in order to make it equally available to all county and state social workers.

It was found that not every respondent answered all the questions. Consequently sample sizes differ from question to question and, where appropriate, missing numbers are reported. We were unable to determine the county location of 221 responses regarding educational level.

Additionally, the response rate varied by position and by county. In order for the sample to truly represent the population, each individual worker response is weighted by the proportion of each county's workers as reported in the *Agency Characteristics Survey*. The weight is the proportion of the workers in a given county in the state population.

For example, using information from the *Agency Characteristics Survey*, the number of child welfare staff from Los Angeles County represents approximately 30% of all child welfare staff in the state but only 20% of *the Individual Worker Survey* responses. We have to multiply each response from LA County by 1.5 to accurately represent that county.

It is important to note that weighting does not capture any patterns in non-response. In other words, even though this is a representative sample of the child welfare workforce by numbers and region, it remains unclear if this sample accurately reflects other demographics such as ethnicity, education level, age, etc. Given the sample size, it is possible that the findings from the *Individual Worker Survey* can be

generalized to the rest of the child welfare workforce population. However, given that this sample may be subject to bias, at this time it is only possible to report the results as representative of the sample and not the entire population. A methodological review of this portion of the study is currently underway.

Agency Staffing

Key results: The number of case case-carrying social workers from 1998 to 2008 has not significantly grown if Los Angeles is counted separately. If Los Angeles is included, from 2004 to 2008 the number of case-carrying social workers has increased by approximately 13%.

There has been a noticeable increase in the number of social work assistants: their numbers grew nearly 65%; the number of supervisors grew 24% from 2004 to 2008.

From the *Agency Characteristics Survey* data were collected on full-time, part-time, and extra/temporary help. Additionally, data were collected in the job categories of social work assistants, Case case-carrying social workers non non-case case-carrying social workers, supervisors, managers, and administrators *(see Glossary for the definitions)*.

Since some counties report that each case-carrying social worker has intake and ongoing duties, these categories were collapsed into one for purposes of comparing the data regionally and from the 1998 and 2004 *Workforce Studies*. This survey was almost identical to the one distributed in 2004. The study we did in 1998 did not obtain population figures for Los Angeles County.

The table below represents the population of child welfare staff in California as reported by the CDSS and the 58 counties.

TABLE 2. 2008 Population of Child Welfare *Workforce,* BY POSITION

Position	Social work assistants	NON NON-case-carrying social workers	Case-carrying social workers*	Supervisors	Managers/ Program managers	Administrators	Total
Full time	1256	987	8289	1733	407	108	12780
Part time	27	40	194	28	3	5	297
Extra hire/ temporary	88	20	61	4	4	0	177
CDSS adoptions	N/A	N/A	86	15	7	N/A	108
Total	1371	1047	8630	1780	421	113	13362

*Includes all intake and ongoing case-carrying social workers and 4 MSWs not yet assigned to a unit because they are still in core training.

Professional Staff: The data in the next table is used to represent the population for most of the analyses in the *Individual Worker Survey*. Specifically, extra-hire staff were excluded because there was the possibility of double-counting if they were included. Social work assistants are also not included because they are not primary case managers and generally have fewer years of education than do child welfare social workers. However, these data are important because they are one factor used to determine interest in education, specifically Title IV-E.

Thirty-four (34) counties obtained these workforce numbers from March 1, 2008 (point in time data). Twenty-two (22) others picked points in time between June 1, 2008, and September 1, 2008. One county drew the numbers from September 1, 20079-01-2007. One county did not report the date.

TABLE 3. 2008 Population of Child Welfare *Professional staff*, BY POSITION

Position	Non-case-carrying social workers	Intake case-carrying social workers	Ongoing case-carrying social workers	Supervisors	Managers	Administrators	Total
Full time	987	5096	3193	1733	407	108	11524
Part time	40	141	53	28	3	5	270
Total	1027	5237*	3246	1761	410	113	11794

*Los Angeles and Fresno Counties combined their intake and ongoing social workers; these are reported in the Intake columns in table above.

Figure 1. Comparison of Child Welfare Workforce Professional Staff—2004 & 2008
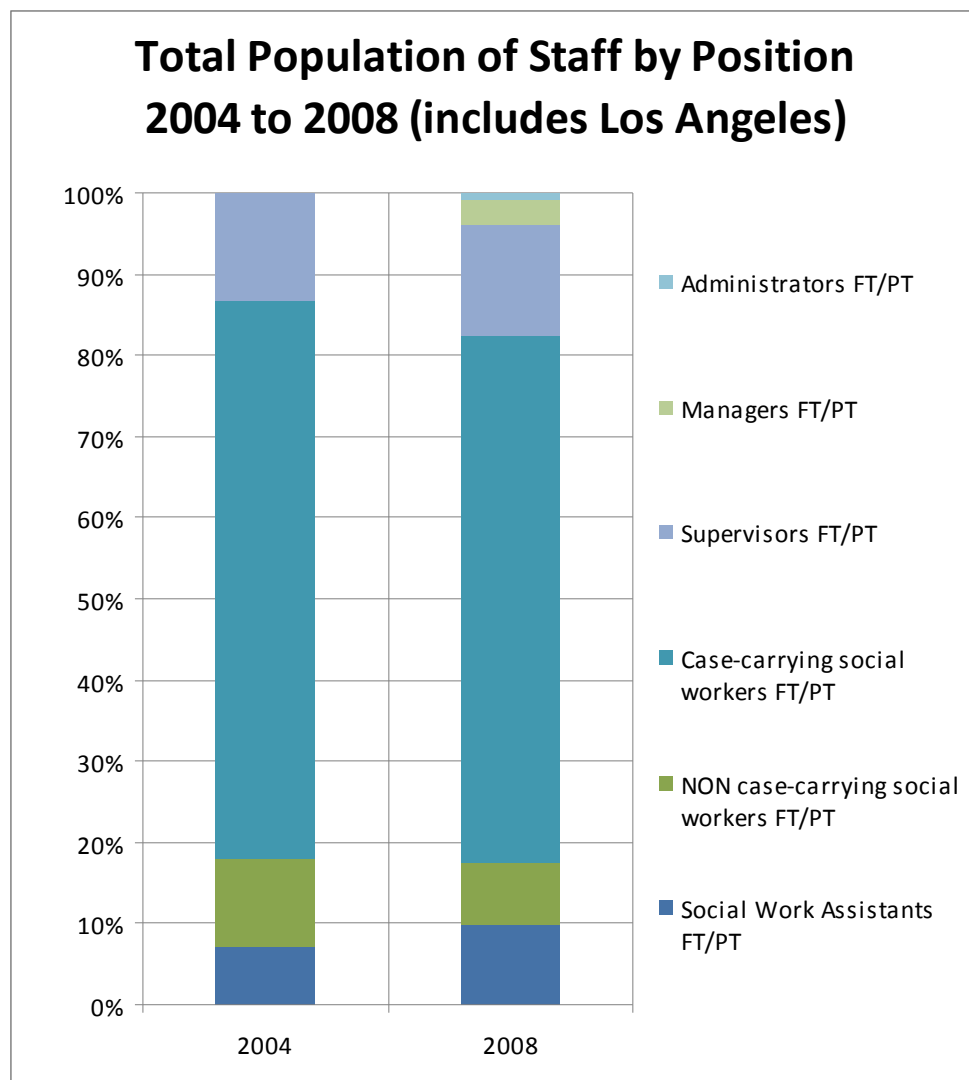
Limitations: There are several limitations to this data. First, there are no common definitions across counties for the child welfare staff positions. To facilitate common ground, we included definitions for

the *Agency Characteristics Survey* respondents *(see Glossary in the back of this document)*; however, we may not have captured all the variations. Secondly, clerical staff were not included in this year's study. However, some clerical staff may be considered by their agencies to be social work assistants. So this number may represent an undercounting of responses for social work assistants.

Counts from year to year may not be comparable because of varied definitions of child welfare worker in different versions of the *Individual Worker Survey*. . In 1998 we called them "direct services practitioners"; in 2004 we counted child welfare social workers; in 2008 we labeled them case-carrying. Some workers in intake do not identify themselves as "case-carrying," which may explain an apparent decrease from 2004 to 2008.

In 2004 Los Angeles County had recently reassigned many supervisors and others (shelter care workers, for example) to direct services positions. While the 2004 survey was in process, many of those were in training and not yet assigned cases. This may account for the increase in the number of supervisors, as those LA County positions were vacant at the time.

Demographics

Key results: As the 2004 survey discovered, more Spanish-speakers are needed in nearly all counties. However, in 2004 the highest percentage of workers who spoke Spanish reached only 39.4%.

Thirty-five (35) counties need more bilingual workers; in particular, more Spanish speakers are needed. One county needs more Punjabi speakers; one mentioned Russian; one mentioned Mixteco (one respondent from the individual worker survey reported speaking this Indian dialect). American Sign Language is also an expressed need in some counties. Several want workers with Southeast Asian language skills: Hmong, Vietnamese, Mien, and Laotian.

Of the survey respondents, more than one in four of these child welfare staff speaks a language other than English, primarily Spanish. Los Angeles County has the highest proportion of Spanish-speaking staff. By comparison of the 510 Title IV-E participants, 68.4% (349) state they speak another language besides English on the job.

The following is demographic information was taken from the *Individual Worker Survey* and captures a representative geographical sample of the child welfare workforce but does take into account other demographics and for the portion of the workforce that did not respond.

Age

The following table delineates the overall age of the workforce, showing that supervisors are significantly older than social workers (non non-case case-carrying, intake and ongoing case case-carrying) and that there are two modes for supervisors indicate that some are very new and some are nearing retirement.

TABLE 4. AGE by Social Worker/Supervisor

|	Social Workers	Supervisors
Mean	40.59	46.87
Median	38	47
Mode	33	37 & 56
Std Dev.	11.71	9.313

Race and Ethnicity

Race and ethnicity were handled separately on the survey. On the chart below, Hispanic is noted as a category because it was written in by those respondents who consider it race. The next more accurately captures the number of Hispanic people in the workforce as it is more typically referred to as Ethnicity. Races distribute among positions as follows and with Caucasian being the most prevalent in most positions with African Americans being the second highest in the Ongoing Case-Carrying category.

Figure 2. RACE BY ALL POSITIONS

Social Worker Race: All Positions

Legend:
- Social Work Assistants
- Intake case carrying
- Ongoing case carrying
- Non case carrying
- Supervisors
- Managers
- Administrator
- Clerical staff
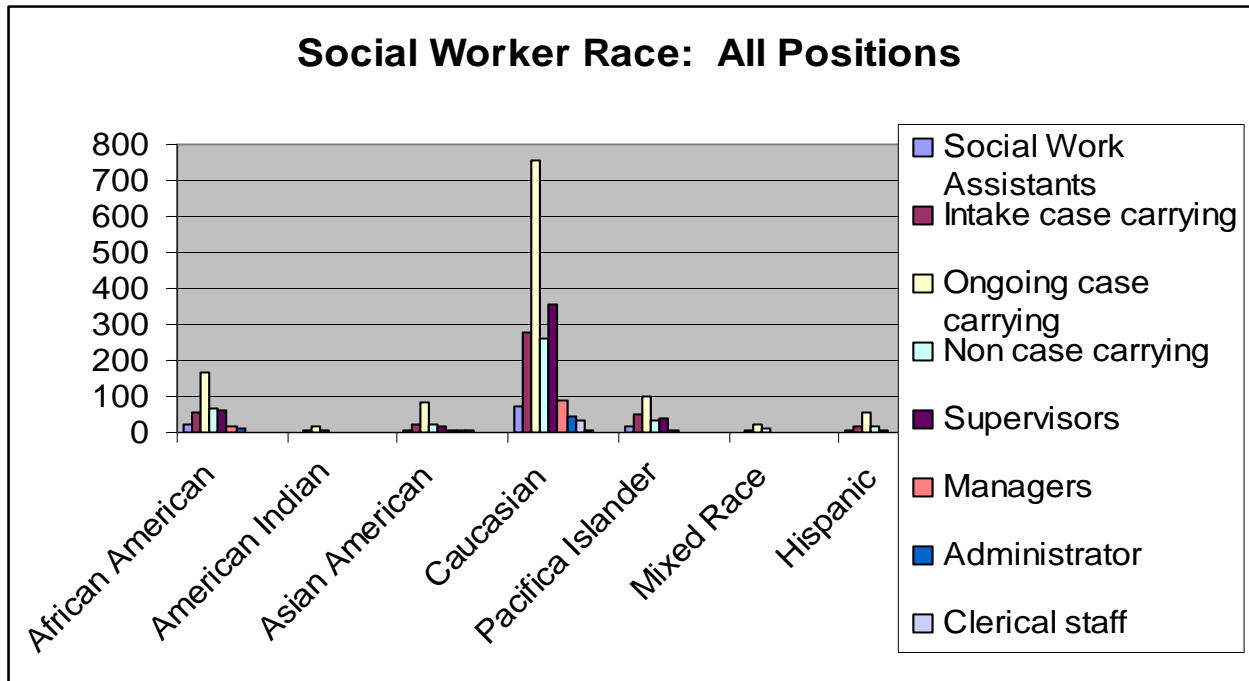
The following chart is representative of the breakdown of ethnicity of the respondents. Again, Caucasian is most prevalent, with Hispanic the second most prevalent.

Figure 3. PERCENTAGE OF CASE-CARRYING SOCIAL WORKER RESPONDENTS BY ETHNICITY & YEAR

Child Welfare Social Worker Ethnicity by Year

Legend:
- 1998
- 2004
- 2008
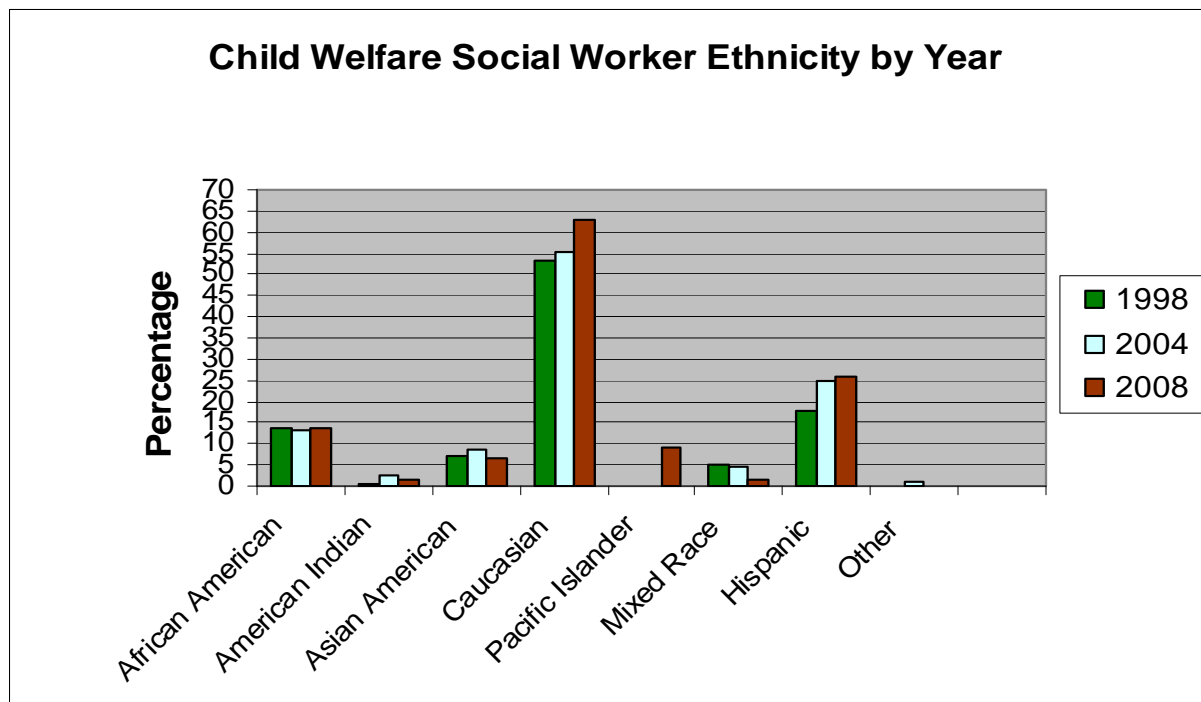
Needs for Bilingual Workers

Among the number of bilingual workers reported, the most commonly spoken language, in addition to English, is Spanish. Eleven (11) counties report no bilingual speakers among child welfare staff. Data is unavailable or missing for four counties.

Due to difficulties recruiting bilingual speakers and qualified child welfare workers in general, if the choice is between hiring a qualified worker without bilingual skills and no worker, clearly the counties go with the English speaker.

TABLE 5. PERCENTAGES OF BILINGUAL WORKERS IN THE COUNTIES 2008

Language	Number of counties	Percentage of workers who speak this language
Spanish	44	61% - 0 (range)
Vietnamese	8	< 3%
Hmong	10	<3%
Filipino	10	<2%
Cantonese	6	<2%
Mandarin	5	<1%
Russian	3	<1.3%
American sign language (ASL)	9	<2.3%

Languages

Based on the fact that there is a need for bilingual workers, the *Individual Worker Survey* gathered more information on languages spoken by the survey respondents.

Overall, from the *Individual Worker Survey*: 26.1% of all responding staff (n = 1098) speak languages other than English. A total of 22% of all respondents speak Spanish. Of the 510 Title IV-E participants, 68.4% (349) state they speak another language besides English on the job.

TABLE 6. LANGUAGES SPOKEN BESIDES ENGLISH—ALL STAFF

LANGUAGE SPOKEN BESIDES ENGLISH--ALL STAFF	Frequency	Percent within the entire sample	Percent within those who are bilingual
Spanish	956	22.7	87.1
Vietnamese, Hmong, or Lao	29	.7	2.6
Russian	24	.6	2.2
Chinese	12	.3	1.1
Other	77	1.8	7.0
Total other languages	1098	26.1	100.0
English only	3109	73.9	
Total	4207	100.0	

TABLE 7. LANGUAGES SPOKEN BESIDES ENGLISH—SOCIAL WORKERS AND SUPERVISORS ONLY

	Frequency	Percent within the entire sample	Percent within those who are bilingual
Spanish	741	23.3	87.3
Vietnamese, Hmong, or Lao	22	.7	2.6
Russian	19	.6	2.2
Chinese	10	.3	1.2
Other	57	1.8	6.7
Total	849	26.7	100.0
English only	2330	73.2	
Total	3184	100.0	

FIGURE 4. PERCENTAGES OF PROFESSIONAL BILINGUAL CHILD WELFARE STAFF RESPONDENTS BY RTA REGION
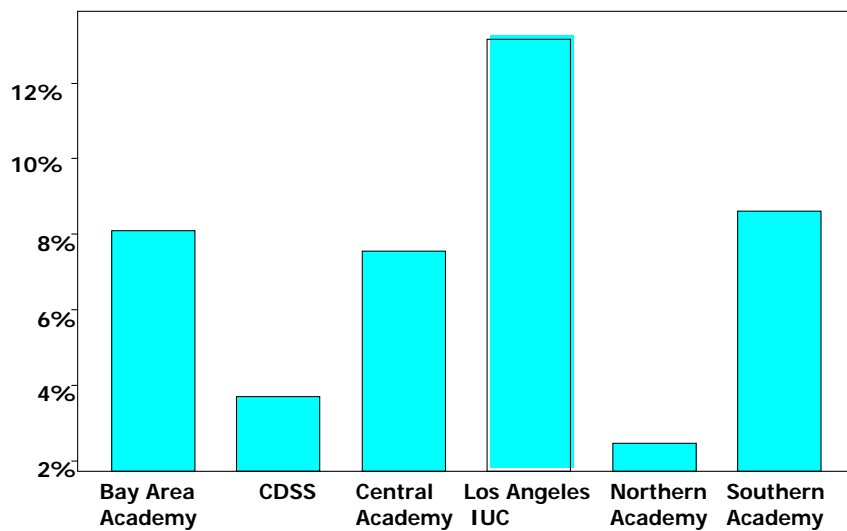
Education Level of Workforce

Key results: Of the respondents, 34.3% intake and ongoing case-carrying social workers have MSWs. The proportions for supervisors, managers and administrators are higher: 44.16%, 45.58%, and 37.08% respectively.

Those with a baccalaureate are likely to be placed in Intake/ER/Dependency Court or are non-case-carrying social workers. While the MSW is the preferred degree in child welfare, the second most frequent degree is a general baccalaureate degree.

The proportion of MSW workers differ by region. For example, in the Central region, the baccalaureate is the preferred degree. The Bay Area leads the state with the highest proportion of MSWs, while Los Angeles has the highest proportion of BASWs and those with doctoral degrees.

In 2008 there are more MSWs (and more masters' master's degrees total) in the services that require MSWs or the equivalent in education/experience than there were in 2004.

Educational Attainment

The following charts represent educational attainment levels for case-carrying and non-case-carrying social workers, supervisors, managers, and administrators. Social work assistants and clerical staff are not included. The first chart shows the proportionate distribution of educational attainment levels by positions, weighted by the population from the *Agency Characteristics Survey*. The second chart shows the respondents' educational levels attained by region.

Figure 5. Respondents' Educational Level by Position

Social Worker Education
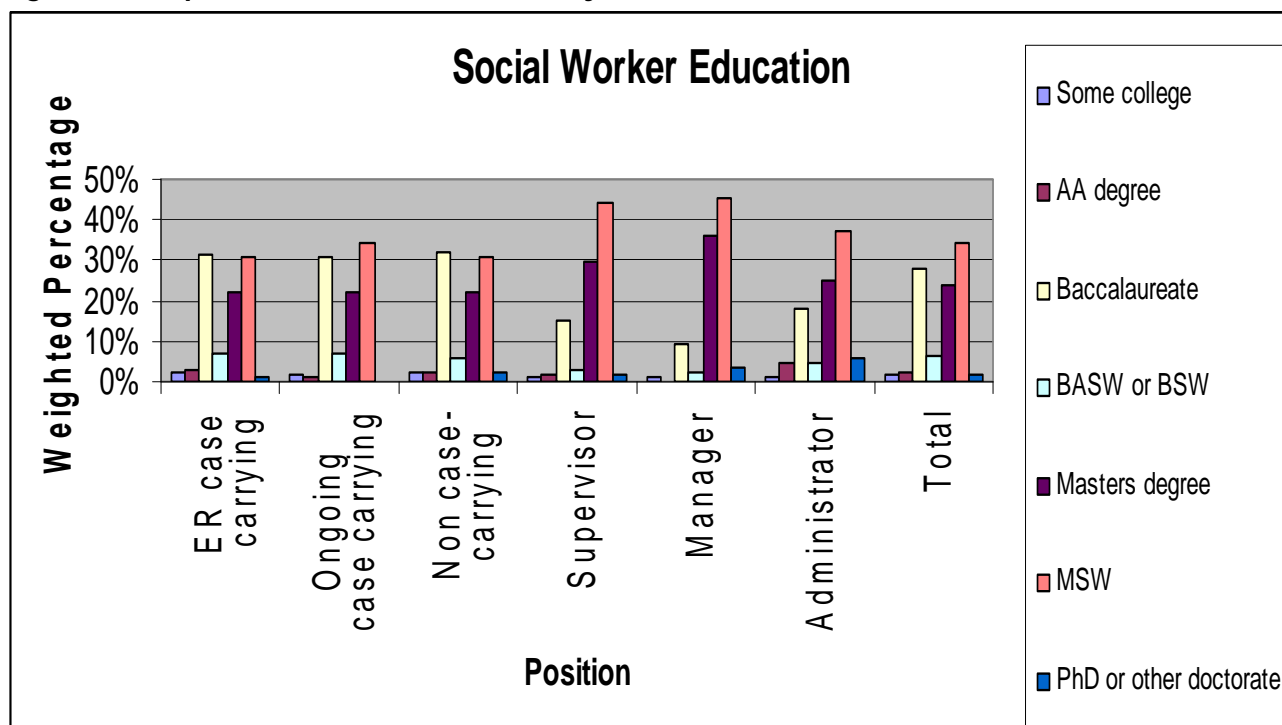
Figure 6. RESPONDENTS' EDUCATIONAL LEVELS BY REGIONAL TRAINING ACADEMY

Social Worker Education by Regional Training Academy
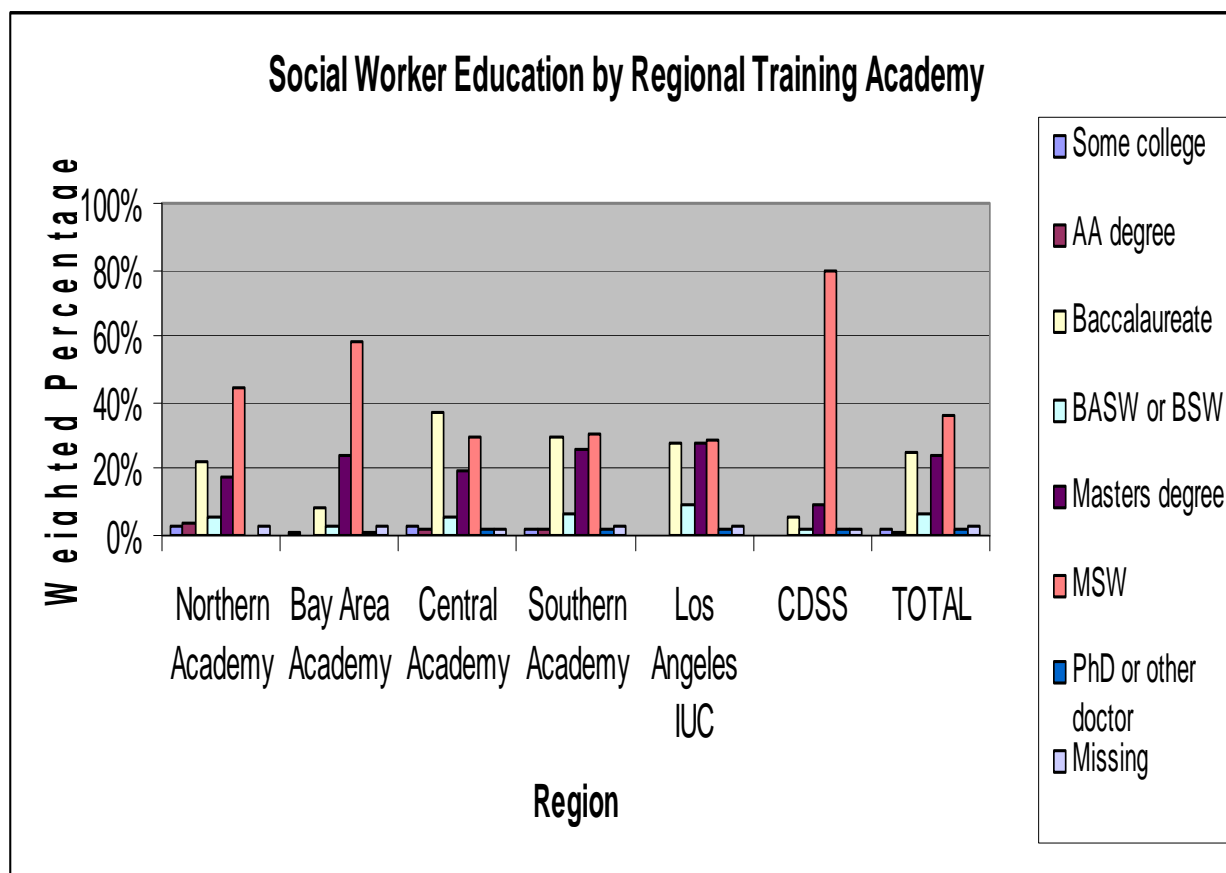
Comparison of MSW Responders: 1992-, 1998-, 2004-, 2008

When comparing the workforce studies with regard to educational attainment, we are able to better understand how the state is progressing in raising the educational level of the child welfare workforce. The 1992, 1995, and 1998 surveys estimated the percentage of MSWs using administrative data. The 1998, 2004, and 2008 surveys used the *Individual Worker Surveys* to estimate the percentage of MSWs.

Since different methods (different definitions of workers, different number of counties responding, and different categories combined) were used, the comparisons between years may not be reliable. However, the percentage of MSWs in the case-carrying social worker population appears to have grown from 1998 to 2008.

Figure 7. PERCENTAGES OF CHILD WELFARE SOCIAL WORKERS AND SUPERVISORS COMPARISON BETWEEN 1992,- 1998,- 2004, -2008
*2004 includes supervisors and manager
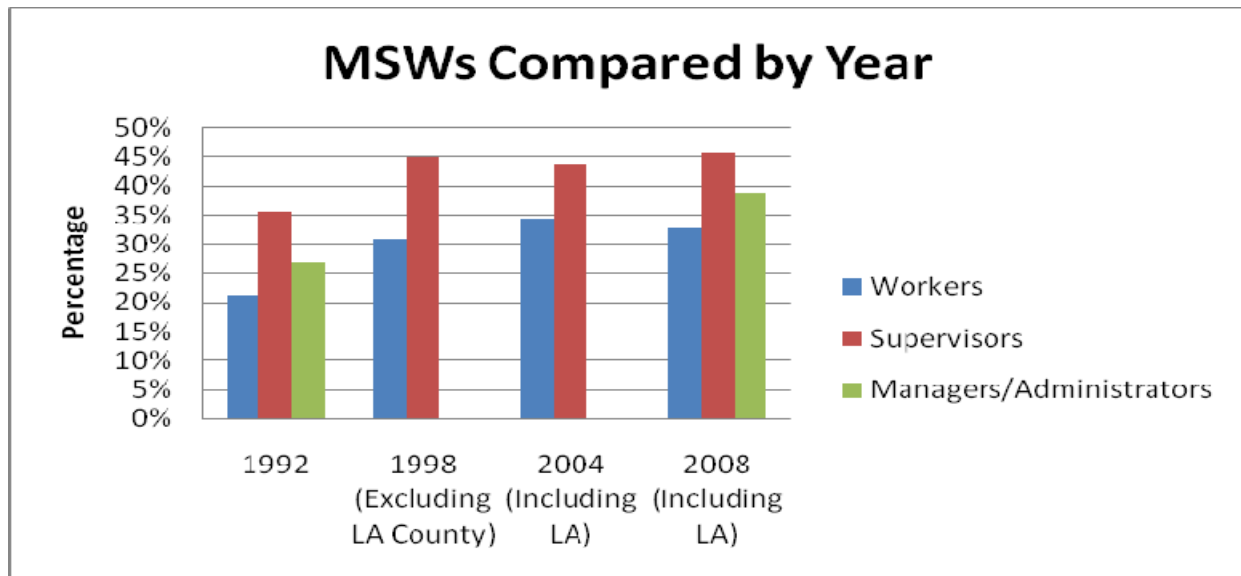
Figure 8. LEVEL OF EDUCATION FOR CASE-CARRYING SOCIAL WORKER RESPONDENTS COMPARISON BETWEEN 1998-, 2004,- 2008, PROPORTIONATE DISTRIBUTION
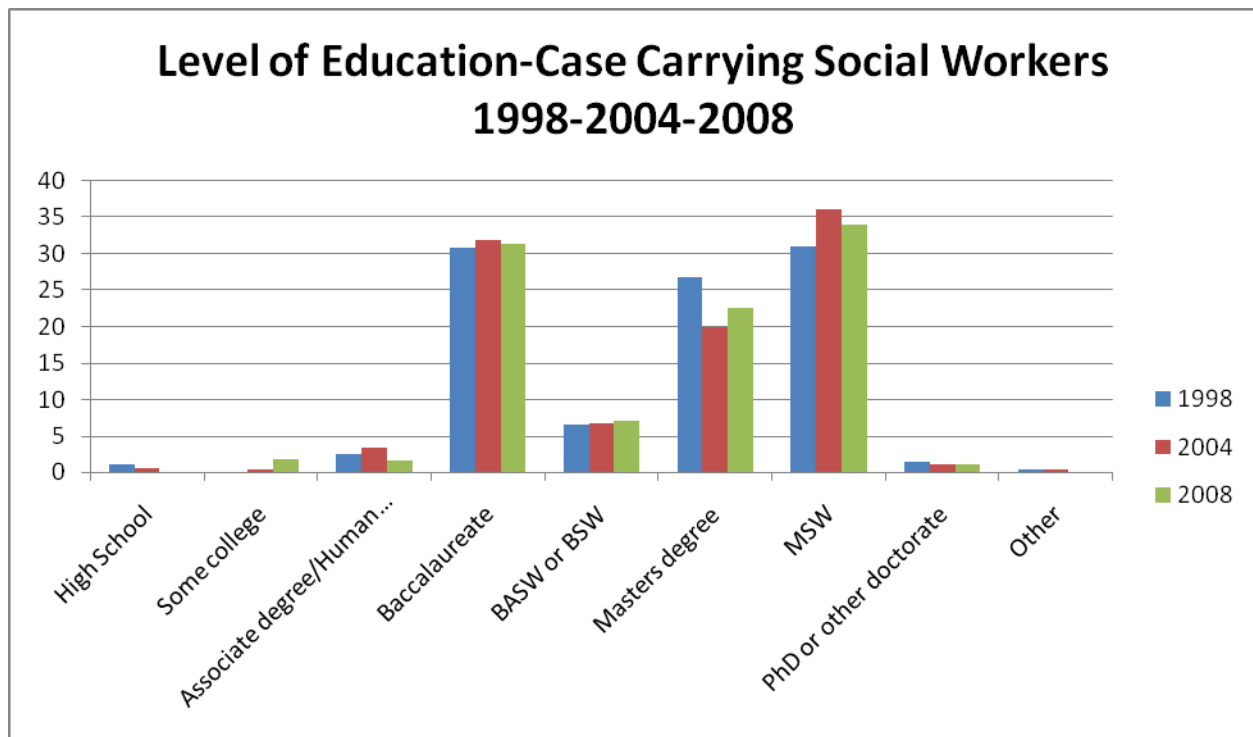
Education by Case Assignments

From *the Individual Worker Surveys 2008*, there is a majority of masters' Master's-degreed workers in the mandated services:

(1) 54.4% of those respondents assigned to family maintenance have Master's degrees or MSWS; **(2)** 55.5% of those respondents in family reunification have Master's degrees or MSWs; **(3)** 54.9% of those respondents in permanency planning have Master's degrees or MSWs.; **(4)** 76.1% of all respondent supervisors have a Masters' degree *or* an MSW. This is up from 72.7% in 2004.

Figure 9. SOCIAL WORKER EDUCATION LEVEL BY SERVICE--2008
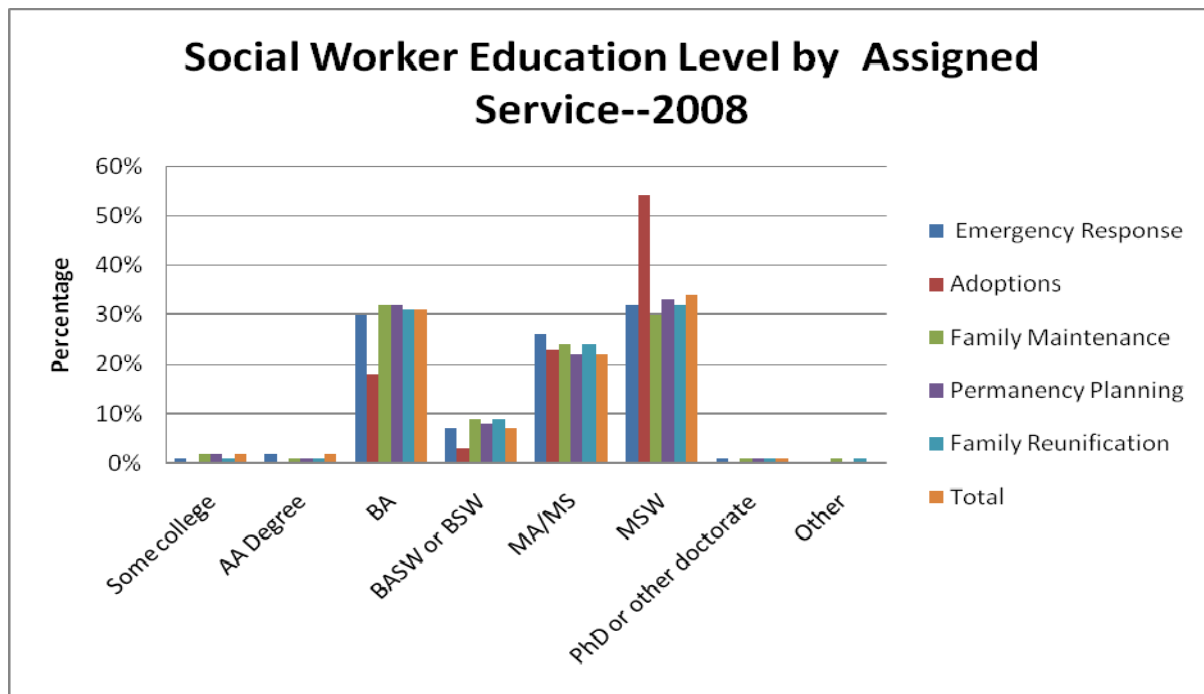
Figure 10. SOCIAL WORKER EDUCATION BY SERVICE—2004

Social Worker Education Level by Assigned Service--2004
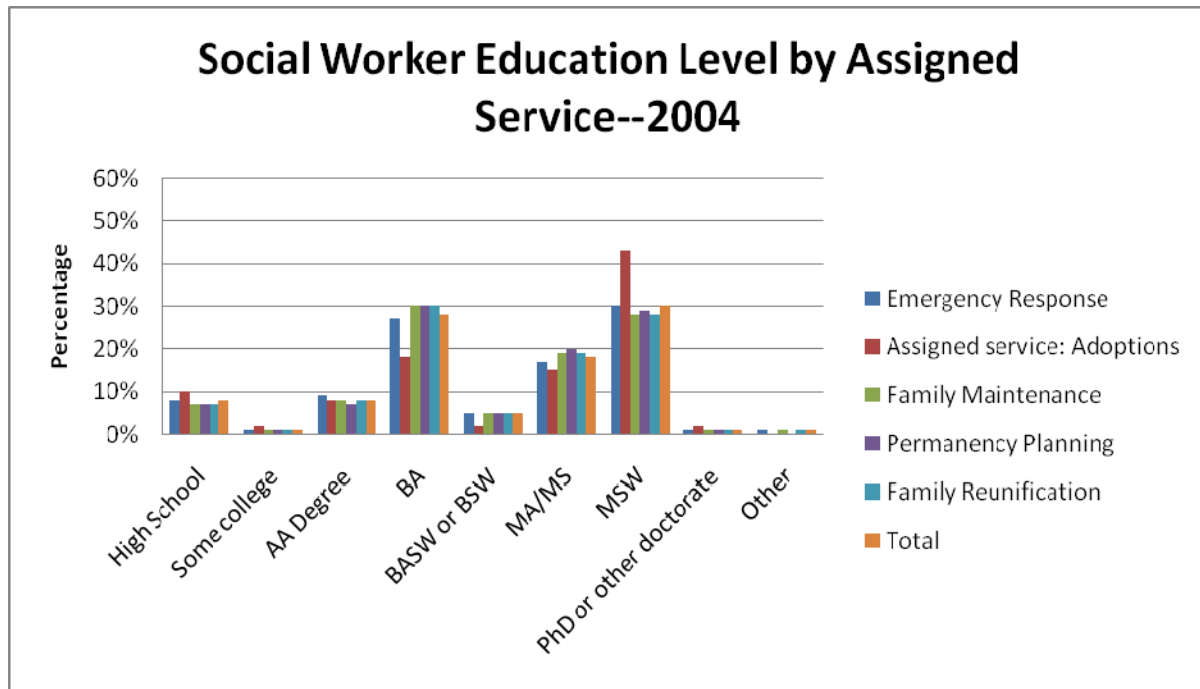
Caseload

Key Result: In 2004, 35 out of 58 (58.6%) counties reported having some form of combined caseload structure.

In 2008, 40 out of 56 (71.4%) reporting counties have some combination of service components.

Smaller counties tended to combine core ongoing service components more frequently than did larger counties. In general large counties reported more complicated arrangements.
Los Angeles had both separate special units and combined caseloads.

Case Assignments [18]

Discussion

All 58 counties replied to this question; they and were asked how they assign cases and were able to respond to all that apply. As a result, the data show that most counties assign cases in a variety of ways. Counties having special units such as ethnic family units assign cases vertically. Counties with geographic challenges and out out-stationed social workers also may assign cases vertically. Eight counties, including Los Angeles County, use all four ways to assign cases, depending on the circumstances such as client characteristics.

No counties report they have a policy to change workers' assignments on a regular basis. However, 76% of the 58 counties responding to this question stated that workers' assignments are changed based on needs due to caseload size fluctuation, because of more referrals, or because of staff vacancies and caseloads that need to be covered.

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18 This information was obtained from the *Agency Characteristics Surveys,* which were completed by administrators or their representatives. How individual workers see their service component case assignments is described below in the *Individual Worker Survey* section. It should be noted that adoptions services are not included because counties usually contract with the state or another county.

Figure 11. CASE ASSIGNMENT METHODS

Methods for Assigning Cases

Social worker matching-expertise,language, 41

Rotation: First up, first assigned, 45

Supervisor assigns, 37

Geographic location, 35
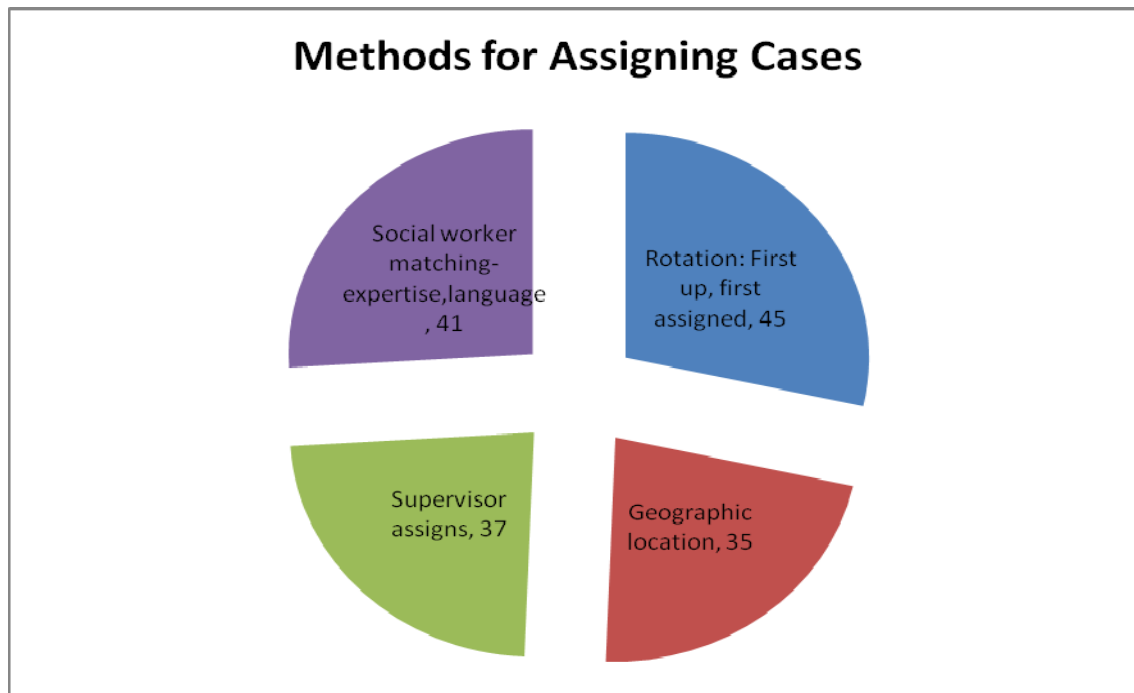
Organization of Service Components

The organization of the county child welfare service components within the agency can be viewed from three stakeholders' standpoints: the state/federal perspective, the children and families who use the service, and from the training and education stakeholders. In the actual process of delivering child welfare services, these service components overlap. Given the three varying perspectives counties reported the organization of their services components in a variety of ways

    a. **Intake and Ongoing:** The most common division (22 counties report this type of organization) is to have intake units and ongoing units which parallels Title IV-B and Title IV-E funding.
    b. **Core Case Components:** Sixteen (16) divide caseloads even further into a separate unit for each core case component (ER, FM, FR, and PP). FM and FR are usually combined, however.
    c. **Vertical Caseloads:** Only seven (7) counties report that the workers carry vertical caseloads. These are all small counties in the northern region.
    d. **Combination:** The remaining 10 counties report more complicated organizations based on family characteristics or needs.

    Note:
    e. Two (2) counties did not report their caseload organization. One of these reports four4 social workers in its child welfare department and one reports having 16.
    f. This year several counties are disbanding their court units and combining them with intake/emergency response/dependency investigation.

TABLE 8. Organization of Worker Caseloads—-2008

Ways services are organized	Number of Counties by Training Academy Region					
	Northern Academy	Bay Area Academy	Central Academy	Southern Academy	Los Angeles IUC	Total
Core Case Components	3	7	5	1	0	16
Vertical caseloads	7	1	0	0	0	8
Intake and ongoing units	11	4	5	2	0	22
Combination: core case component units and some intake and ongoing—different offices	6	0	0	2	0	8
Combination: of core case component, vertical and intake/ongoing	0	1	0	0	1	1
Combination: System of care	1	0	0	0	0	1
Total Number of counties responding in each region	28*	12	10*	5	1	56

*1 missing

The Northern California counties that carry vertical caseloads are: Alpine, Amador, Colusa, Inyo, Mono, and Plumas. In addition, in Marin County, the one social worker stationed in West Marin carries a vertical caseload

TABLE 9. Organization of Worker Caseload—-2004

Ways services are organized	Number of Counties by Training Academy Region					
	Northern Academy	Bay Area Academy	Central Academy	Southern Academy	Los Angeles IUC	Total
Core service Programs (ER/FM/FR/PP/Adoptions) are SEPARATE UNITS	6	11	5	1	1	24
Core service programs are COMBINED UNITS	23	1	6	4	1	35
Total number of counties responding in each region	29	12	11	5	1	58

Discussion

There are no comparable data from the 1998 *Administrative Survey* on service component responsibilities. However, individual respondents were asked to check the service areas/departments to which they were assigned.
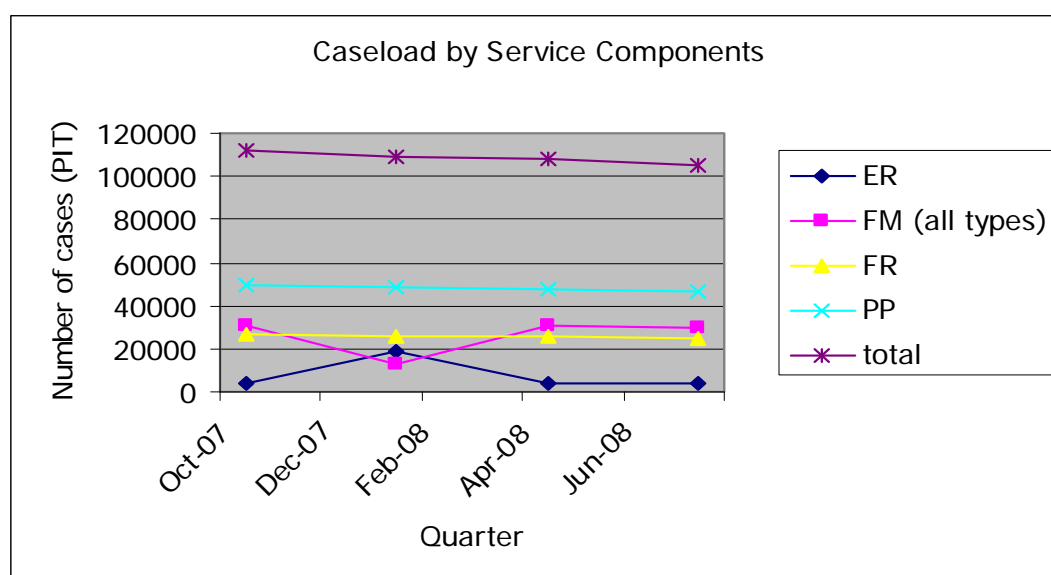
Caseloads for Case-Carrying Social Workers

In determining caseloads carried by social workers in each service component category, it was found that there were several data and methodology issues that affected our ability to do a straightforward analysis of caseloads. They were:

1. Different Reporting periods were used: Counties reported the number of case-carrying social workers by service components for different periods of time.
2. Los Angeles County's caseload data are computed separately from others. Many counties combine intake and ongoing case-carrying social worker job functions. For example, Los Angeles County, which provides 27% percent of all case-carrying social workers in the state, does this. To include Los Angeles would bias a state or regional estimate data towards the proportions found in Los Angeles.

3. Counties submitted the number of case-carrying social workers in each service component defined by CWS/CMS: Due to the reasons mentioned above, it was not possible to come up with a clear division of labor for caseworkers by service component. Since counties also combine the intake and ongoing functions, it was also not possible to determine how many cases emergency response social workers carry.

Given these limitations, the method used to estimate the caseload per worker involved reviewing number of children in CWS/CMS at the Center for Social Services Research (CSSR) from October 2007 to July 2008 (the latest summary report**19**). This review indicated that the proportion of ER, FM, FR, and PP cases have remained flat during the survey period, although the total number of child welfare cases in all service components has decreased by 6.8% percent overall. The overall number of children in the system dropped from 111,000 to 104,000, but the proportion in each service component remained the same *(see graph below)*. The proportion of cases from Los Angeles County as compared to the rest of the state has also remained flat.

Figure 12. SERVICE COMPONENTS OF CASELOADS

Calculation of Caseload
Using the total number of case-carrying social workers reported by the counties (8,484) and dividing that into the total number of cases in the CWS/CMS report, an approximate number of cases per worker per service component can be estimated.

Due to the influence of Los Angeles, the 3,270 reported case-carrying social workers and the corresponding cases (37,109) in CWS/CMS were removed from the equation.
The remaining number of cases in CWS/CMS (71,335) was divided by the remaining number of reported case-carrying social workers (5,214). This gave an average caseload of 13.68 statewide (minus Los Angeles). For Los Angeles, 3,166 case case-carrying social workers carry an average of 11.35 cases (37,109).

Note: This methodology for determining caseload requires further study. Due to the fact that many counties report higher social worker caseloads, it is conceivable that our methods for collecting caseload data needs development.   As a result, further review of existing data

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[19] Needell, B., Webster, D., Armijo, M., Lee, S., Dawson, W., Magruder, J., Exel, M., Glasser, T., Williams, D., Zimmerman, K., Simon, V., Putnam-Hornstein, E., Frerer, K., Cuccaro-Alamin, S., Winn, A., Lou, C., & Peng, C. (2009). *Child Welfare Services Reports for California*. Retrieved April 4, 2009 from University of California at Berkeley Center for Social Services Research website. URL: <http://cssr.berkeley.edu/ucb_childwelfare>

and methodology is required to develop an improved methodology for determining caseloads.

TABLE 10. NUMBERS OF CASE-CARRYING SOCIAL WORKERS REPORTED BY 58 COUNTIES, 2008

Case-Carrying Social Workers	Total
Statewide (minus Los Angeles)	5214
Los Angeles	3166
Total	8484

TABLE 11. NUMBER OF CHILDREN/CASES, OCT 1, 2007–JULY 1, 2008

	1-Oct-07	1-Jan-08	1-Apr-08	1-Jul-08	Average number
Total number of children/cases statewide (minus Los Angeles)	111,815	109,406	107,855	104,698	108,444
# of children/cases Los Angeles	38,367	37,372	36,734	35,961	37,109

Vacancy Rates

Key results: Counties are anticipating a greater number of position losses in 2008–-2009, than in the previous fiscal year. However, as compared to 2003–-2004, they anticipate fewer vacancies due to budget cuts and hiring freezes.

Consequences of vacancies noted by agency administrators include: lower levels of client services, less travel and training for staff, elimination of extra hire staff, reduction or inability to staff new programs such as differential response.

There is the perception that training newly hired workers increases the length of time vacancies remain open, or at least until the workers can carry cases.

The total number of vacancies reported statewide by 58 counties for 2008 was 920 (not including CDSS and clerical). This is up from the both the 1998 study and the 2004 study. Of the 920 vacancies noted for the 2008 study, 225 are MSW or equivalent positions. When MSWs or the equivalent degree cannot be recruited, waivers may be sought by the counties.

TABLE 12. VACANCIES STATEWIDE COMPARISON BY YEAR—1998, 2004, and 2008

YEAR OF SURVEY	1995	1998	2004	2008
Total number of vacancies	345*	463*	806*	920*
Number requiring an MSW	88	185	n/a	225
Number Bilingual	n/a	n/a	n/a	44

With regard to the vacancies for professional staff, there has been an increase in vacancies for these positions has occurred since 2004. For supervisors, we see a decrease in the number of vacancies since 2004.

Figure 13. VACANCIES FOR PROFESSIONAL STAFF: COMPARISON 2004 & 2008

Vacancies: Professional Staff by Year

—— Social workers   —— Supervisors

577

461

136

109

2004   2008

To better understand why vacancies are occurring, agencies were asked a series of open open-ended questions.   In response to open-ended questions, counties gave reasons for why these positions remain unfilled:

Uncertain Funding: The majority noted that uncertain funding hiring slowdowns or freezes or intentionally not filling vacant positions, anticipating the 2008–2009 state budget will be unfavorable to child welfare/counties. Some counties are holding positions open to account for those persons laid off in other county departments (i.e., having to hire from in-house first). Some delays appear to be planned and strategic due to concern over the budget.

Hiring Process: Some respondents indicated that there may be issues with length of the hiring process and/or the approval system such as delays due to long or cumbersome recruitment, losing candidates, and having to start over.   Included in this category are delays due to training.

Lack of Qualified Candidates: Isolated rural locations and comments such as, "MSWs don't want to work here", contributed to the perception that there is a lack of candidates. Fewer respondents noted a lack of qualified candidates than have in the past. Considering the increase in the number of schools with accredited/in candidacy social work programs, there are still regions of the state that do not see enough qualified candidates applying for child welfare social work jobs.

Low Salaries: Salaries were cited as a reason for vacancies, specifically: low salary range compared to neighboring counties and nonprofits in the same area and competition with higher salaries in mental health and other jobs, such as probation. **For additional information about current salary ranges for child welfare social workers, refer to the Appendix, Supplemental Report II.**

Retention and Attrition: Counties are seeing workers leave the jobs more quickly and the regular hiring process, due to normal attrition, leaves vacancies open until new employees can complete training, even when counties move ahead with normal hiring.

Finally, in comparing vacancies due to budget cuts by year, it was found that overall the number of vacancies attributed to budget cuts have decreased since 2004. However, the estimate for 2008 was determined prior to the state budget crises and may rise in the future.

Figure 14. VACANCIES/BUDGET CUTS 2003-2004, 2007-2008; 2008-2009
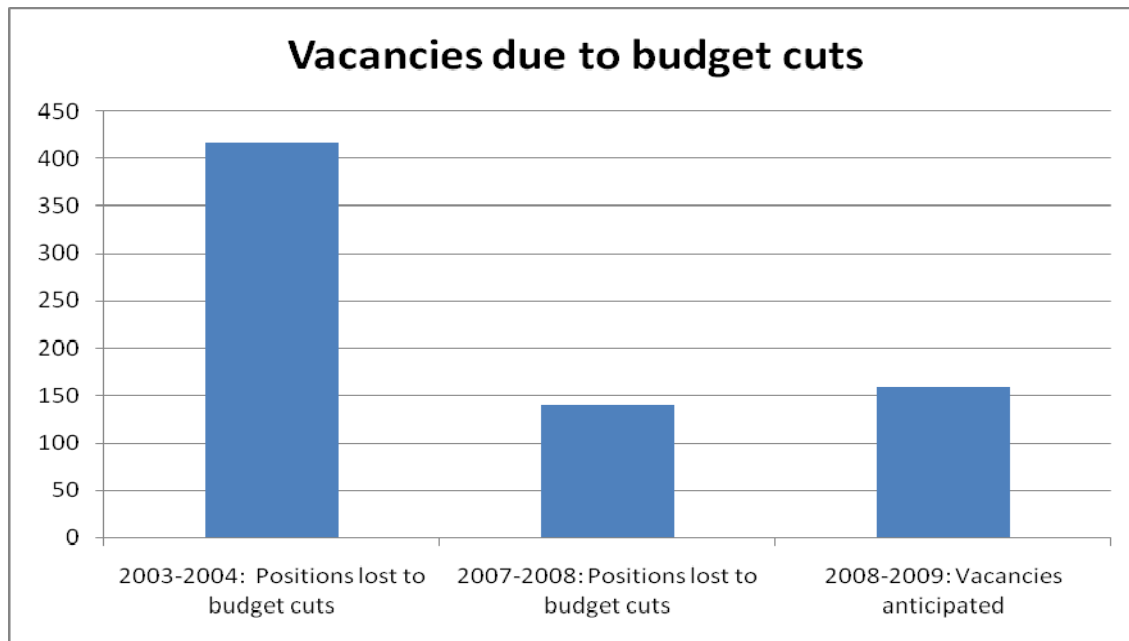
Turnover

Key Results:
The *statewide case-carrying social workers* turnover rate is up from 2004, but has not reached 1998 levels. The statewide *supervisor* turnover rate is down from 2004.

There are significant regional differences in turnover. The Southern region (without San Bernardino County) has the highest reported turnover rate for ongoing case-carrying social workers (23.2%). Los Angeles has the lowest (7%).

In this section, we were concerned with how many employees have left their positions for other jobs. For this section, data were drawn from the last complete fiscal year, 2006–-2007. Responses were received from 49 counties.

Three options for describing turnover were offered (Complete definitions of each type of turnover are located in the Glossary):
- Internal turnover within child welfare
- Internal turnover when the worker leaves child welfare services but not the agency
- External turnover when the worker leaves the agency

Five counties did not submit any turnover rates (Tulare, Santa Clara, Alameda, San Mateo, and San Bernardino). One county did not submit *external turnover* numbers (Madera) but did have *internal turnover—left child welfare but not the agency*. Two counties did not report *internal turnover—left child welfare, but the not the agency*.

Combined turnover rates are expressed for intake and ongoing social workers together because several counties combine intake and ongoing social workers in their population staffing reports. In fact, many child welfare social work jobs combine intake and ongoing case management.

In the table below, the population numbers statewide consist of the full full-time plus the part part-time staff. Extra hire staff are excluded from this analysis.

TABLE 13. TURNOVER RATES BY POSITION STATEWIDE—FY 2006-2007

|	Social work assistants	NON Case-carrying social workers	Case-carrying social workers	Supervisors	Managers	Administrators	Total
EXTERNAL TURNOVER: left the agency	5.1%	4.7%	8.6%	4.5%	3.9%	11.5%	7.3%
INTERNAL TURNOVER: left child welfare but not the agency	1.2%	1.5%	0.8%	0.8%	0.2%	0	0.9 %
INTERNAL TURNOVER: changed positions within child welfare	3.7%	6.2%	7.5%	4.5%	7.6%	8.%	6.6%
Combined turnover rates for **external turnover and internal turnover leaving the department**	6.3%	6.1%	9.4%	5.3%	5.1%	11.5%	8.2%
Combined turnover rates reported in 2008	10.05%	12.4%	17%	9.8%	12.7%	19.5%	14.8%

This year with 48 counties reporting external turnover numbers, the table below indicated the external turnover rates are given for the counties that responded by position and by region.
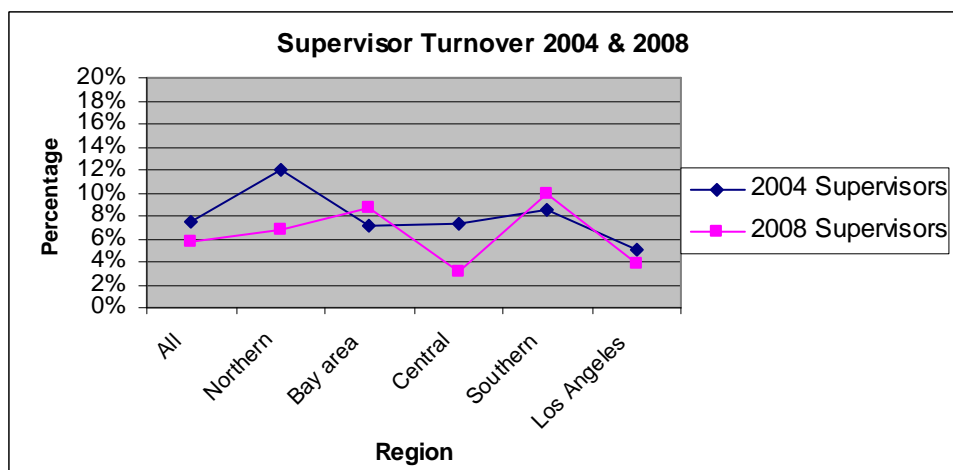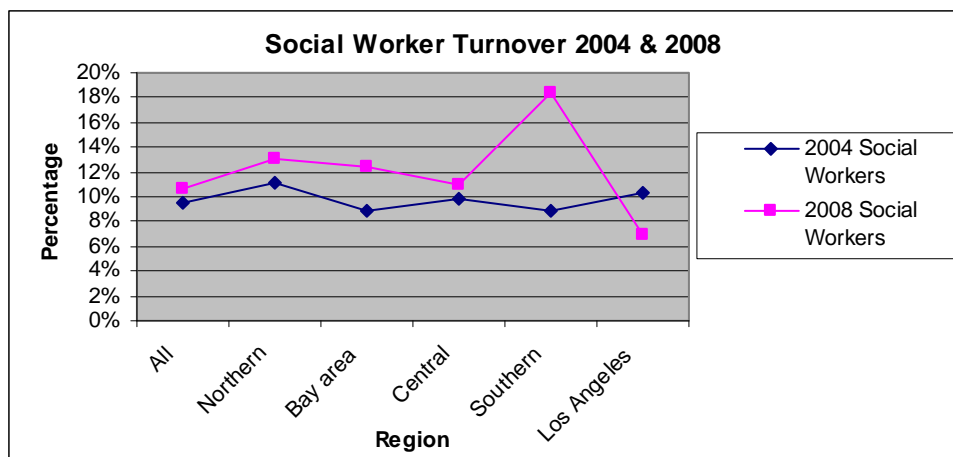
Figure 15. EXTERNAL TURNOVER FOR ALL POSITIONS BY REGION FOR FY 2006-2007
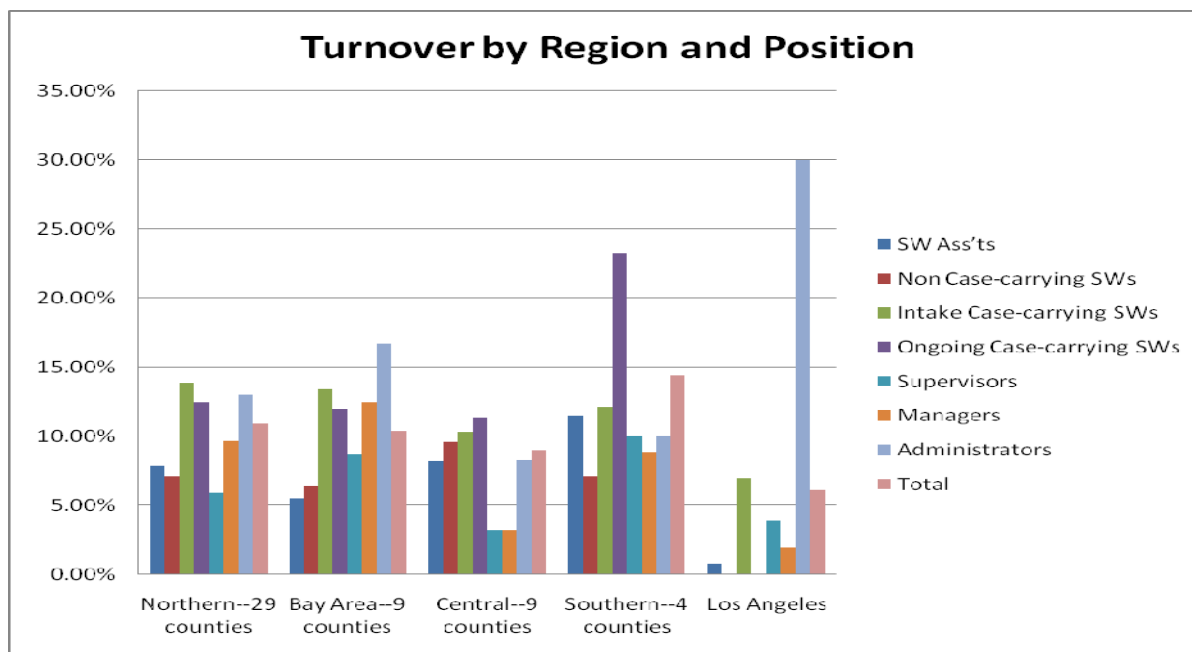
The charts below compare external turnover rates between 1998, 2004, and 2008 for child welfare social workers and supervisors.

Figure 16. PERCENTAGES EXTERNAL TURNOVER BY REGION COMPARISON 1998, 2004, & 2008

Social Worker Turnover 2004 & 2008

Supervisor Turnover 2004 & 2008
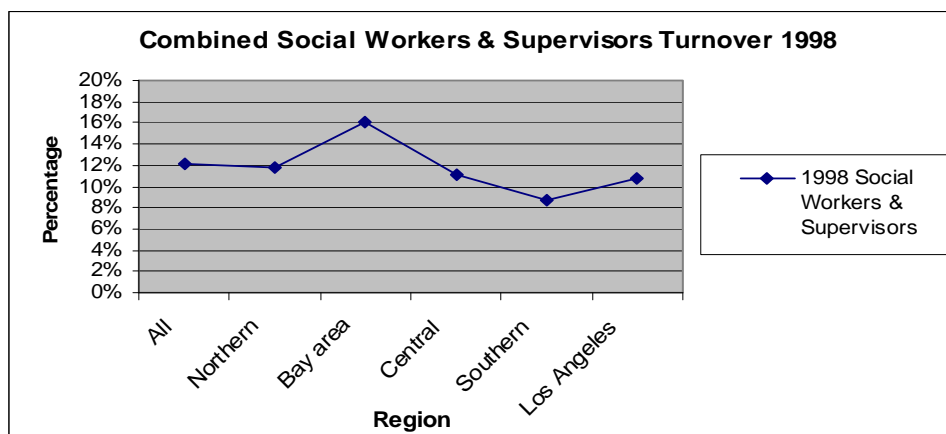
In 2004 the external20 turnover rate for child welfare social workers statewide was 9.8Q% percent and for supervisors it was 7.5% percent, compared to a combined rate of 12.14% percent for direct service personnel and supervisors for 1998. In 2004 the northern region counties tended to have higher turnover rates than counties in other parts of the state.

Discussion

In 2008 (FY 2006–-2007 FY)) internal turnover rates equaled external turnover rates. This could be expected because counties prefer to hire from within.

The 2008 rate for external turnover is highest for administrators and for case-carrying social workers. Social work assistants, supervisors, and managers/program managers have the lowest rates of turnover.

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20 For purposes of the 1998 and the 2004 studies, external turnover rates were defined as the number of workers who left the agency by resigning, terminating, or who were terminated (during fiscal year July 1, 2002–June 30, 2003, for 2004) divided by the total number of positions for each staff category. Respondents were instructed not to include those workers who moved from one child welfare services unit to another (e.g., from adoptions to emergency response). Although we recognized that internal assignment changes have implications for time spent in orientation and training, increased caseloads for the social workers who stay and for continuity with families, we did not measure internal turnover in 1998 or 2004.

Overall, it appears that child welfare social worker turnover rates have increased for most regions and most positions from 1998 to the present.

Limitations: The 2008 results should be viewed with caution because the 6 counties that did not report external turnover have 2,611 staff not included in this analysis. The year year-to to-year comparisons should be viewed with caution because different *Workforce Study* years defined "child welfare workers" differently: child welfare employees, some combined supervisors with workers or supervisors with managers; some reported the numbers for each position separately. The 1998 data from Los Angeles are from 5 of 8 service planning areas within Los Angeles County.

Retention Factors

In a separate and forthcoming report, an analysis of job retention factors will be done. The preliminary factors that have emerged from the data fall into the broad categories of:

> Job Tenure
> Licensure
> Alternative Work Arrangements
> Compensatory time and overtime
> Union Participation
> Support for Professional Development
> Interest in obtaining additional degree

Preliminarily these areas are congruent with many factors currently identified in the child welfare workforce literature. Based on the findings of this analysis recommendations will be forthcoming to address current retention issues in the California child welfare workforce.

Closing Analysis: Where We Are Now

State Educational Qualifications for Child Welfare Staff in California

The primary initial reason for conducting the *Workforce Study* was to gauge how well the state met the qualifications for child welfare staff noted below. The first *Workforce Study* took place in 1992 prior to the inception of the CalSWEC Title IV-E program. The CalSWEC Title IV-E program was initiated in part to facilitate meeting the state's needs for qualified professional child welfare social workers. The *Workforce Study* measures progress every three or four years.

The *Manual of Policies and Procedures, Division 31 Child Welfare Services Program, Regulation 31-070* states that "County staff who provide emergency response and family maintenance services shall meet the following qualifications:
> ".11 At least 50 percent of the professional staff providing emergency response services, and at least 50 percent of the professional staff providing family maintenance services, shall possess a master's degree in social work, or its equivalent in education and/or experience as certified by the State Personnel Board or a county civil service board."

> ".12 One hundred (100) percent of the supervisors of staff providing emergency response and family maintenance services shall possess a master's degree in social work, or its equivalent in education and/or experience as certified by the State Personnel Board or a county civil service board."

To determine whether the state is meeting its needs for Master's social workers in the critical services of emergency response; , family maintenance/reunification and permanency planning; , and adoptions, an analysis was conducted only for case-carrying social workers:

- Of the 732 case-carrying respondents assigned to emergency response, 58% have Master's degrees or MSWs.
- Of the 941 case-carrying respondents assigned to family maintenance, 54.4% have Master's degrees or MSWs, 30.2% of which are MSWs.
- Of the 851 case-carrying respondents assigned to family reunification, 54.8% have Master's degrees or MSWs, 31.5% of which are MSWs.

- Of the 913 -carrying respondents assigned to permanency planning, 55.5% have Master's degrees or MSWs, 32.8% of which are MSWs.
- Of the 384 case-carrying respondents assigned to adoptions, 77% of those have Master's degrees or MSWs.

These numbers appear to indicate that the state is coming closer to meeting the requirements of the Division 31 regulations.

An additional analysis was conducted for all supervisors (n = 564) responding to the survey:

- Among the 195 supervisors assigned to emergency response services, 75.4 % have Master's degrees or MSWs; among those with Master's degrees, 61.2% are MSWs.
- Among the 227 supervisors assigned to family maintenance services, have 74.4 % Master's degrees or MSWs; among those with Master's degrees, 57.4% are MSWs.
- Among the 226 supervisors assigned to family reunification services, 73.9% have Master's degrees or MSWs; among those with Master's degrees, 56.3% are MSWs.
- Among the 222 supervisors assigned to permanency planning services, 74.8% have Master's degrees or MSWs; among those with Master's degrees, 61.4% are MSWs.
- Among the 77 supervisors assigned to adoptions, 85.7 % have Master's degrees or MSWs; among those with Master's degrees, 63.6 % are MSWs.

Recommendations

Methods

In order to gather valid and reliable data about the public child welfare staff, the data counties submit needs to be easily gathered, comparable among counties, and timely.

- *Agency Characteristics Survey* already exists in some centralized state database, or in annual (quarterly) reports from the counties to the state and using this information for the *Workforce Study.*
- Explore the possibility of creating a mechanism at the state level to examine existing county reports to the state and develop a centralized database of human resources information gathered from the *Individual Worker Survey*. Allow survey evaluators access to this database.
- Jointly (CDSS, CWDA, counties, CalSWEC, other stakeholders) develop definitions of worker positions among stakeholders and use those definitions in the next *Workforce Study.*
- Explore the feasibility of attaching worker data (demographics, service component assignments, educational levels, IV-E participation, etc.) to the CWS/CMS system in a way that can be analyzed when a workforce study is needed.
- Use a random stratified sample of workers
- Coordinate the timing of the workforce surveys to coincide with county self-assessments schedules.
- Add a question about intent to stay/leave in the *Individual Worker Survey* next time, include an option for those who plan to retire.

Retention and Turnover

This year we have made progress in defining different kinds of turnover, internal (lateral or promotional turnover), within the agency (outside of child welfare), and external turnover (leaving the county).

External turnover continues to be a problem in the state. Within the agency turnover may be a problem in so far as workers may needing training for their new service areas. External turnover among regions seems to be comparable between regions by position, except for the Southern region which has had an exceptionally high rate of turnover this time. Los Angeles seems to have a grip on external turnover; their rate has decreased since the last study took place. Overall, external turnover is up from 2004 levels but have not reached 1998 levels.

The *Workforce Study* in its present form does not obtain information about why this is so. Furthermore, this study was completed before the beginning of the 2009 calendar year when a fair number of child welfare workers were laid off from their positions and counties were hesitant to fill other positions, due to the state budget.

Diversity
The sample of child welfare staff responding to the *Individual Worker Survey* indicates that the workforce is becoming more diverse ethnically, racially, and by language spoken. The CalSWEC *Annual Report* shows that CalSWEC graduates are more diverse than the general state MSW student population. This is a good thing from the standpoint of the families who represent the child welfare clients. However, a diverse staff and in particular among worker-supervisor relationships may be problematic.

- Obtain a population figure for the diversity of child welfare staff.
- Focus attention on diversity issues in supervisor training.

Caseloads
The usual method for defining caseload size is not working. One reason for this is that over time case assignments evolve to meet the clients' needs and, as a result, counting cases by the core service component does not capture what the workers do. This is because the tasks performed do not take the same amount of time and the combination of tasks each worker has to complete for a family are different each time.

In the past we have asked administrators to submit this information or their best estimate. We have asked workers to self-report the number of cases they carry. Neither method is reliable because caseload size is tied to budget allocation, measuring it is hazardous and sensitive.

- Modernize the method for determining caseload size. This may mean examining how workers spend their time, and developing a task-based system similar to nursing acuity levels. Although social work does not have a predominance of concretely measurable tasks, it may be possible to do this.
- The 2030 study offers some ideas about what tasks to measure and how to measure them. There is literature about this as well in the child welfare field.

Training and Education
Progress has been made over time to meet the Division 31 requirements for child welfare social workers to possess masters' Master's degrees/MSWs. In fact from the increase in supervisors with MSWs, it looks like having an MSW is a promotional career path. There needs to be an effort to retain the case-carrying masters' social workers as they move up the career ladder.

CalSWEC has some information from its Career Path Study and previous Retention Studies which may inform the field about incentives for social workers to stay in the public child welfare agency.

Some counties may still not have professionally trained staff. In spite of the fact that there are nearly double the number of active MSW programs in the state as there was when CalSWEC began, some regions in the state are still inaccessible to them.

- Implement the distance education alternatives discussed at the CalSWEC Board for child welfare workers to obtain advanced degrees in social work.

- Survey the counties (CWDA Human Resources Committee, perhaps) for creative incentives other than increased salaries, such as sanction of job sharing, offer licensing hours and the cases to go

along with them; promotion of education and training, assignment of special projects and reduced caseloads for mentoring new workers or students. Or include questions about incentives in the next *Workforce Study*.

- Do further analysis of where BASWs are located and what jobs they are doing. Then find out which counties have need for them.

Glossary

POSITIONS DEFINED:

SOCIAL WORK ASSISTANTS have supporting jobs such as, homemakers, transportation workers, community services aides, parent partners, case aides.

INTAKE CASE-CARRYING SOCIAL WORKERS are those who handle, for example, intake, emergency response, court only child welfare cases.

ONGOING CASE-CARRYING SOCIAL WORKERS are those who carry ONGOING cases in areas such as family maintenance, family reunification, adoptions, permanency planning.

NON CASE-CARRYING SOCIAL WORKERS are those who have responsibility for staff functions, such as family-to-family, multidisciplinary team meeting qualify to be case-carrying social workers but presently do not carry cases or supervise. These non case-carrying social workers may also be those who are assigned "special projects".

SUPERVISORS are social workers who supervise other social workers in their units. They may or may not carry cases as well.

MANAGERS/PROGRAM MANAGERS are those who have line responsibility for managing two or more units or programs with more than one unit. These workers may be social workers but do not carry cases.

ADMINISTRATORS have responsibility for departments and can be directors, assistant directors or deputy directors.

TURNOVER:
EXTERNAL TURNOVER: How many child welfare staff have left your agency to work outside the organization?

INTERNAL TURNOVER/within the agency: Left child welfare department/division but not the county agency

INTERNAL TURNOVER/within child welfare: Changed positions within child welfare. This category is included because it has training implications and vacancy implications. (Example: A line worker becomes a supervisor. Due to budget cuts, his former position cannot be filled.)

WEIGHTING:
The response rate to the survey varied by position and by county. To truly represent the number of persons with specific degrees in the statewide report, for example, each response is weighted by the proportion of each county's workers represented in the state.

The assumptions are that 1) personnel policies about hiring child welfare workers with different levels of education differ by county and, 2) availability of applicants with different levels of education differ by county. The weight is the proportion of the workers in a given county in the state population (numbers reported in the *Agency Characteristics Survey* 2008) over the proportion of respondents in a given county to the total respondents in the state.

For example, using information from the *Agency Characteristics Survey,* the number of child welfare staff from Los Angeles County represents approximately 30% of all child welfare staff in the state but only 20% of the *Individual Worker Survey* responses. We have to multiply each response from LA County by 1.5 to accurately represent that county. Weighting does not take care of any patterns in non response.

Appendix—Supplemental Reports

I. Supplemental Report #1--Other Services Assigned o Non-Case-Carrying Social Workers

During our May 2008 meeting with CDSS, Greg Rose posed the following question: To what extent are the non-case carryingcase-carrying social workers assigned to analyst positions or client-focused positions?

This is an abbreviated list of what 325 non case carryingcase-carrying social workers checked in addition to the usual client-associated services (emergency response, family maintenance, family reunification, permanency planning, adoptions). Less than 5% of these responses remain unclassified (due to acronym use, etc.):

Figure I-A. NON CASE CARRYING SERVICES
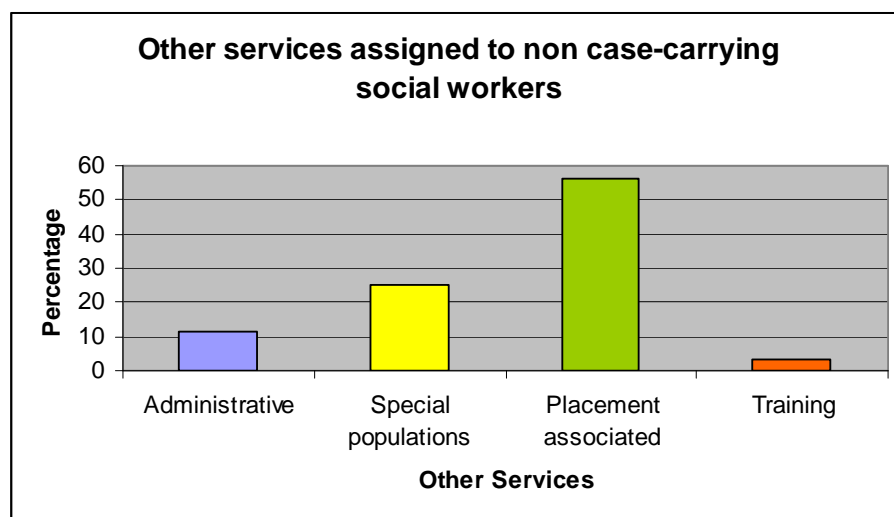
Administrative services/analyst services (n=36, 11.3% of the services listed):
- Contracts & procurement
- CWS/CMS help, instructor, support team, policy, IT team
- Database management, research, reporting, reviewing'
- Program and policy development, quality assurance & development
- Resource utilization management

Service provision/coordination for special populations of foster and adoptive children (n=81, 24.9%):
- Child abuse registry and hotline
- Court officers, writers, reviewers
- Concurrent planning
- Domestic violence
- Dual status children (241.1 Unit)
- Emancipation services/ILP services for youth, teens
- Forensic Interviewing
- Liaison to special needs homes, shelter care, intensive behavioral care, educational system
- Medical/health needs (services for deaf foster parents, for medically fragile children, health care, Katie A, mental health, early intervention)

- Multidisciplinary consultation team
- Post-adoption services
- Sexual abuse treatment

Services associated with placement process, resource families and licensing (n=183, 56.3%):
- Home finding (also combined with resource family support, foster parent training, retention, and/or recruitment)
- Rate coordinator
- Recruitment--Family to Family projects also: ASFA Division, adoptive home recruitment & background checks, foster care homes
- Foster parent resources
- Licensing (foster homes, ICPCs, relative homes, group homes & FFAs)
- Placement assessment, coordination, diversion, & support)
- Relative Approval/Assessment/Grievances (consumer liaison)

Training (n=10, 3.1%)

II. Supplemental Report #2--Child Welfare Social Workers' Salaries

Salary survey
The data gathered for this survey is current as of June 2009 and was gathered in telephone interviews by graduate student researchers. A total of 52 counties self-reported their salary ranges. The remaining 6 were taken from county websites. In some counties, workers with master's degrees are designated Social Worker IIIs; so this category was included. Not all classifications are utilized by a given county. Different counties classify social workers differently. CalSWEC placed these ranges in the closest matching column.

The table below gives the averages and ranges for entry-level social workers, senior social workers and supervisors by regional training academy region. The Bay Area has the highest salaries, but there is great salary variability within and between all regions.

Discussion
: Satisfaction with one's salary has been associated with retention (Jayaratne and Chess 1984; Ellett, Ellett et al. 2003; Gonzalez, Faller et al., 2009; McGowan, Auerbach et al., 2009) or found not important to retention (Alliance for Children and Families, et al., 2001)21. Some rural counties still express the feeling that low salaries are contributory to their recruitment of new social workers.

Table II-A SALARIES & RANGES 2008

	Social Worker III	(Senior) Social Worker IV	Supervisor
Northern	Average = $3920 Range = $2966 - $5026	Average = $4513 Range = $3028 - $5551	Average = $4853 Range = $3396 - $7263
Bay Area	Average = $5946 Range = $5252 - $7219	Average = $5897 Range = $4106 - $7788	Average = $6610 Range = $5727 - $8112
Central	Average = $4466 Range =$3765 - $5485	Average = $4804 Range = $4002 - $5896	Average = $5483 Range = $4083 - $7363
Los Angeles	Range = $4400 - $6431		Range = $4828 - $7203
Southern	Average = $4182 Range = $3601 - $5061	Average = $5685 Range =$3710 - $5710	Average = $5536 Range = $4039- 7011

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21 Alliance for Children and Families, American Public Human Services Association, & Child Welfare League of America (2001). The Child Welfare Workforce Challenge: Results from a Preliminary Study. Finding Better Ways. Dallas, Texas, American Public Human Services Association (APHSA).

Ellett, A., C. Ellett, et al. (2003). A study of personal and organizational factors contributing to employee retention and turnover in child welfare in Georgia. A Report to the Department of Human Resources, Division of Family and Children's Services. Athens, Georgia, University of Georgia.

Jayaratne, S. and W. Chess (1984). "Job Satisfaction, Burnout, and Turnover: A National Survey." Social Work 29(5): 448 - 453.

Gonzalez, R. P., K. C. Faller, et al. (2009). "Exit interviews with departed child welfare workers: Preliminary findings." Journal of Public Child Welfare 3(1): 40 - 63.

McGowan, B. G., C. Auerbach, et al. (2009). "Turnover in the child welfare workforce: A different perspective." Journal of Social Service Research 35(3): 228 - 235.

III. Supplemental Report #3—Comparison of Ethnicities, Child Welfare Social Workers and Child Entries into the Child Welfare System, by Year

This supplemental report compares the proportion of different ethnicities among the children who entered the California public child welfare system with the ethnicities of the social workers who responded to the Individual Worker Surveys in 1998, 2004, and 2008.

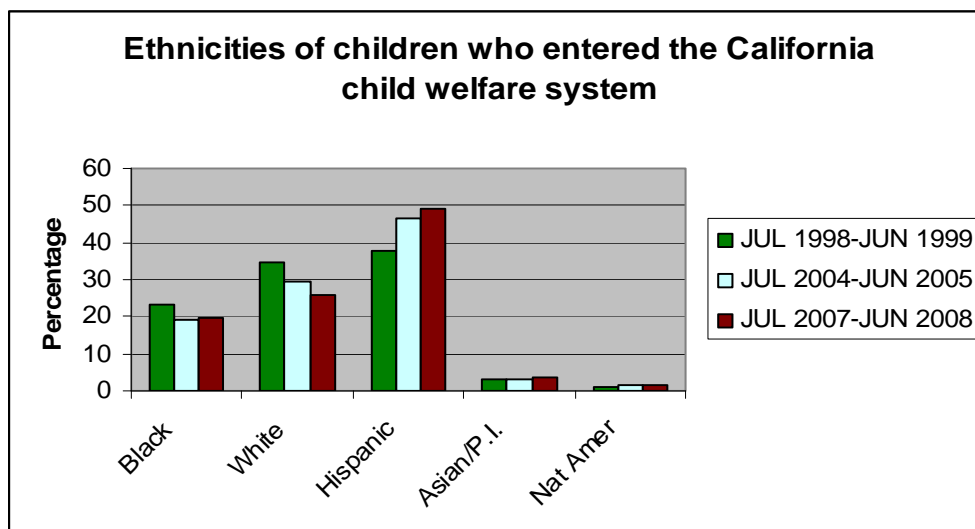**Figure III-A. ETHNICITIES OF CHILDREN ENTERING CARE**

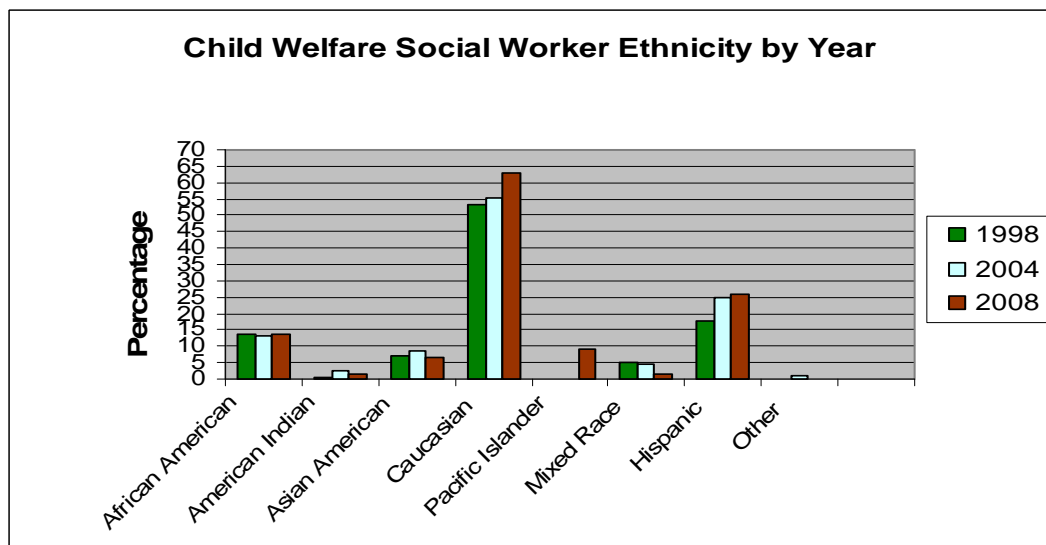**Figure 3. ETHNICITY OF CASE-CARRYING SOCIAL WORKERS BY YEAR (From page 108)**

Table III-A. PERCENTAGES OF CHILD ETHNICITIES AMONG THOSE WHO ENTERED THE CALIFORNIA PUBLIC CHILD WELFARE SYSTEM22

Percentages of children who entered into the child welfare system by ethnicity	JUL 1998-JUN 1999	JUL 2004-JUN 2005	JUL 2007-JUN 2008
Black	23.2	19.3	19.8
White	34.5	29.6	26.1
Hispanic	37.8	46.6	49
Asian/P.I.	3.3	3.2	3.5
Native American	1.2	1.3	1.5

Table III-B. PERCENTAGE OF CASE-CARRYING SOCIAL WORKER RESPONDENTS BY ETHNICITY & YEAR

Percentages of child welfare social workers by ethnicity	1998	2004	2008
African American	13.6	13.2	13.8
American Indian	0.6	2.4	1.5
Asian American	7.2	8.5	6.7
Caucasian	53.3	55.5	63
Pacific Islander			9.1
Mixed Race	5.2	4.7	1.7
Hispanic	17.7	25	26.1
Other		0.8	

Trends can be seen by comparing Table III-A with Table III-B, although the categories do not coincide exactly. It looks as if the percentage of minority social workers is decreasing, while the percentage of minority children in the child welfare system is increasing, particularly among Hispanic children. The percentages of Hispanic and Pacific Islander social workers are also steadily increasing. The percentages of African American children entering the system fell, then rose slightly; the percentage of African American social workers has followed the same trend.

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22 This information is from: Needell, B., Webster, D., Armijo, M., Lee, S., Dawson, W., Magruder, J., Exel, M., Glasser, T., Williams, D., Zimmerman, K., Simon, V., Putnam-Hornstein, E., Frerer, K., Cuccaro-Alamin, S., Lou, C., Peng, C. & Holmes, A. (2009). *Child Welfare Services Reports for California*. Retrieved 9/10/2009 from University of California at Berkeley Center for Social Services Research website: http://cssr.berkeley.edu/ucb_childwelfare