

# Title IV-E Program Final Report

California Social Work Education Center (CalSWEC)  
School of Social Welfare  
University of California, Berkeley  
<http://calswec.berkeley.edu>

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## Statistical Report

Academic Year 2012–2013 marked the graduation of the 21<sup>st</sup> cohort from CalSWEC’s Title IV-E Stipend Program. A total of 951 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 enrolled a total of 805 students for the academic year: 743 MSW, 47 BASW, and 15 Pathways students—15% below our original projection.

Of the 805 students enrolled, 387 were in their final year of study; 349 MSW and 40 BASW students graduated in June 2013. Another 10 MSW students were due to graduate but must complete their theses, classes, or exams.

The numbers for this academic year are reflected in the tables below, broken out by full- and part-time status, and first-, and second-, or third-year students, as well as the number of graduates and those with graduation pending.

| <b>Table 1 - Pathway 2012–2013 Enrollment</b> |           |          |           |
|---|-----------|----------|-----------|
| University                                    | Status    |          | Total     |
|   | BASW      | MSW      |           |
| CSU, Chico                                    | 5         | 0        | 5         |
| CSU, Humboldt                                 | 8         | 1        | 9         |
| CSU, San Bernardino                           | 1         | 0        | 1         |
| <b>Grand Total</b>                            | <b>14</b> | <b>1</b> | <b>15</b> |

NOTE: All Pathway students are part-time.

| <b>Table 2 - BASW 2012–2013 Enrollment</b> |             |   |           |           |             |
|--|-------------|---|-----------|-----------|-------------|
| University                                 | Status      |   |           | Sub Total | Grand Total |
|  | Full/Part   | 1 <sup>st</sup> or 2 <sup>nd</sup> Year | Graduates |           |             |
| CSU, Chico                                 | full        | 0                                       | 4         | 4         | 4           |
| CSU, Fresno                                | full        | 0                                       | 11        | 11        | 19          |
|  | part        | 8                                       | 0         | 8         |             |
| CSU, Humboldt                              | full        | 0                                       | 2         | 2         | 2           |
| CSU, Long Beach                            | full        | 0                                       | 4         | 4         | 5           |
|  | part        | 1                                       | 0         | 1         |             |
| CSU, San Bernardino                        | full        | 0                                       | 14        | 14        | 14          |
| San Diego State Univ.                      | full        | 1                                       | 5         | 6         | 6           |
| <b>Subtotals</b>                           | <b>Full</b> | <b>0</b>                                | <b>40</b> | <b>40</b> | <b>50</b>   |
|  | <b>Part</b> | <b>10</b>                               | <b>0</b>  | <b>10</b> |             |
| <b>Grand Total</b>                         |             | <b>10</b>                               | <b>40</b> | <b>50</b> |             |

| Table 3 - MSW 2012–2013 Enrollment |           |          |                 |           |                     |          |             |
|------------------------------------|-----------|----------|-----------------|-----------|---------------------|----------|-------------|
|                                    | Status    |          |                 |           |                     | Subtotal | Grand Total |
| University                         | Full/Part | 1st Year | 2nd or 3rd Year | Graduates | Pending* Graduation |          |             |
| Northern Region                    |           |          |                 |           |                     |          |             |
| CSU, Chico                         | AP        |          |                 | 2         |                     | 2        | 30          |
|                                    | Full      | 5        |                 | 12        |                     | 17       |             |
|                                    | Part      | 10       |                 | 1         |                     | 11       |             |
| CSU, Humboldt                      | Full      | 7        |                 | 9         |                     | 16       | 19          |
|                                    | Part      | 3        |                 |           |                     | 3        |             |
| CSU, Sacramento                    | Full      | 18       |                 | 15        | 1                   | 34       | 52          |
|                                    | Part      | 17       |                 | 1         |                     | 18       |             |
| Northern Totals                    | AP        | 0        | 0               | 2         | 0                   | 2        | 101         |
|                                    | Full      | 30       | 0               | 36        | 1                   | 67       |             |
|                                    | Part      | 30       | 0               | 2         | 0                   | 32       |             |
| Bay Area                           |           |          |                 |           |                     |          |             |
| UC Berkeley                        | Full      | 18       |                 | 16        |                     | 34       | 34          |
| CSU, East Bay                      | Full      | 1        |                 | 18        | 2                   | 21       | 35          |
|                                    | Part      | 13       |                 |           | 1                   | 14       |             |
| San Francisco State Univ.          | Full      | 11       |                 | 10        | 1                   | 22       | 22          |
| San Jose State Univ.               | Full      | 16       |                 | 13        |                     | 29       | 43          |
|                                    | Part      | 8        |                 | 6         |                     | 14       |             |
| Bay Area Totals                    | Full      | 46       | 0               | 57        | 3                   | 106      | 134         |
|                                    | Part      | 21       | 0               | 6         | 1                   | 28       |             |
| Central Region                     |           |          |                 |           |                     |          |             |
| CSU, Bakersfield                   | Full      | 14       |                 | 14        |                     | 28       | 41          |
|                                    | Part      | 4        | 4               | 5         |                     | 13       |             |
| CSU, Fresno                        | Full      | 18       |                 | 18        | 1                   | 37       | 60          |
|                                    | Part      | 11       | 8               | 4         |                     | 23       |             |
| CSU, Stanislaus                    | Full      | 10       |                 | 14        | 3                   | 27       | 38          |
|                                    | Part      | 5        | 2               | 4         |                     | 11       |             |
| Central Totals                     | Full      | 42       | 0               | 45        | 4                   | 92       | 139         |
|                                    | Part      | 20       | 13              | 13        | 1                   | 47       |             |
| Los Angeles Region                 |           |          |                 |           |                     |          |             |
| CSU, Dominguez Hills               | Full      | 8        | 1               | 7         |                     | 16       | 16          |
| CSU, Long Beach –home campus       | AP        |          |                 | 2         |                     | 2        | 50          |
|                                    | Full      | 8        |                 | 8         |                     | 16       |             |
|                                    | Part      | 10       | 12              | 10        |                     | 32       |             |
| CSU, Long Beach - Distance Ed.     | Part      |          |                 | 19        |                     | 19       | 19          |
| CSU, Los Angeles                   | Full      | 8        |                 | 12        |                     | 20       | 42          |
|                                    | Part      | 9        | 7               | 6         |                     | 22       |             |
| CSU, Northridge                    | Full      | 6        |                 | 10        |                     | 16       | 39          |
|                                    | Part      | 13       |                 | 10        |                     | 23       |             |
| UCLA                               | Full      | 13       |                 | 12        |                     | 25       | 25          |
| USC                                | Full      | 12       |                 | 12        |                     | 24       | 24          |
| Los Angeles Totals                 | AP        | 0        | 0               | 2         | 0                   | 2        | 215         |

| Table 3 - MSW 2012–2013 Enrollment |           |          |                 |           |                     |          |             |
|------------------------------------|-----------|----------|-----------------|-----------|---------------------|----------|-------------|
| University                         | Status    |          |                 |           |                     | Subtotal | Grand Total |
|                                    | Full/Part | 1st Year | 2nd or 3rd Year | Graduates | Pending* Graduation |          |             |
|                                    | Full      | 55       | 1               | 61        | 0                   | 117      |             |
|                                    | Part      | 32       | 19              | 45        | 0                   | 96       |             |
| <b>Southern Region</b>             |           |          |                 |           |                     |          |             |
| CSU, Fullerton                     | Full      | 10       |                 | 14        |                     | 24       | 33          |
|                                    | Part      | 2        | 2               | 5         |                     | 9        |             |
| Loma Linda University              | Full      | 2        |                 | 16        |                     | 18       | 22          |
|                                    | Part      |          | 1               | 3         |                     | 4        |             |
| CSU, San Bernardino                | Full      | 16       |                 | 16        |                     | 32       | 39          |
|                                    | Part      | 4        |                 | 3         |                     | 7        |             |
| San Diego State                    | AP        |          |                 | 1         |                     | 1        | 54          |
|                                    | Full      | 18       | 1               | 16        |                     | 35       |             |
|                                    | Part      | 1        | 11              | 6         |                     | 18       |             |
| San Diego State-Imperial Valley    | Part      |          | 6               |           |                     | 6        | 6           |
| Southern Totals                    | AP        | 0        | 0               | 1         | 0                   | 1        | 154         |
|                                    | Full      | 46       | 1               | 62        | 0                   | 109      |             |
|                                    | Part      | 7        | 20              | 17        | 0                   | 44       |             |
| Totals                             | AP        | 0        | 0               | 5         | 0                   | 5        | 743         |
|                                    | Full      | 219      | 2               | 262       | 9                   | 491      |             |
|                                    | Part      | 110      | 52              | 83        | 2                   | 247      |             |
| Grand Totals                       |           | 329      | 54              | 349       | 11                  | 743      |             |

Note: Numbers do not include students who were on leave or withdrew during the year. \* Some students are from earlier cohorts. \*\* AP is Advanced Placement.

## Employment of Graduates in AY 2012–2013

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As the economy has improved and county budgets began to stabilize there was a marked increase in hiring that was also influenced by an increase in the number of early and planned retirements by child welfare staff and management. These changes have increased the number of new child welfare social workers needed by counties across the state.

CalSWEC's Workforce Development Coordinator continued to support students and graduates in their transition into the public child welfare workforce by working closely with the project coordinators (PCs) and counties to address the employment needs. Her role was to (1) complete the county hiring scan on a regular basis, tracking any trends in hiring or lack of hiring; (2) meet with the IV-E staff on the campuses to provide support to the students as they prepare to begin the employment search in public child welfare; (3) assist with the assessment of the need for a hiring option; and (4) provide technical support to the PCs in tracking the graduates in their search. The specific activities to support graduates in their hiring process are below:

- County Hiring Scans were prepared for the CalSWEC Board meetings in September, February, and May in order to track each county's anticipated hiring of BASW and MSW social workers.
- A session was offered for all IV-E students attending the 2013 Student Day, as well as for PCs to provide strategies and information on the county employment process used to recruit, examine, and hire child welfare social workers.
- 22 workshops at 16 different universities to advise IV-E BASW and MSW students of current hiring opportunities; prepare them for the recruitment, screening and examination process; and answer questions about hiring in their region and throughout the state.

Additionally, the Workforce Development Coordinator also participated in monthly meetings with representatives from the counties, CDSS, the state Personnel Board, and the Merit Services Systems agency (Consulting Personnel Services) to review the requirements and classifications in hiring social workers in the smaller counties and to make recommendations for modifications in the process used and to provide IV-E BASW and MSW graduates with up-to-date information about opportunities to work in the smaller, rural counties and remote areas of the state.

As of Sept, 30, 2013, 261, or 76%, of the 2013 MSW graduates and 14, or 45%, of the BASW graduates are currently confirmed to be employed. This data will be updated in February 2014 to give CDSS a more up-to-date account of the status of the 2013 graduates. The tables below display the hiring status over the last three years by region. The hiring of the graduates will continue to be monitored over the year to determine program adjustment for the coming year.

| Title IV-E MSW Graduates' Hiring Status by School & Region —As of September 2013 |                |                  |              |       |        |       |      |                |                  |              |        |       |       |      |                |              |              |      |
|--|----------------|------------------|--------------|-------|--------|-------|------|----------------|------------------|--------------|--------|-------|-------|------|----------------|--------------|--------------|------|
|  | 2011           |                  |              |       |        |       |      | 2012           |                  |              |        |       |       |      | 2013           |              |              |      |
| Universities   | Total<br>Grads | Signed<br>Addend | Not<br>Hired | Hired |        |       |      | Total<br>Grads | Signed<br>Addend | Not<br>Hired | Hired  |       |       |      | Total<br>Grads | Not<br>Hired | County hires |      |
|  |                |                  |              | NP    | County | Total | NP   |                |                  |              | County | Total | Total |      |                |              |              |      |
| Northern Region  |                |                  |              |       |        |       |      |                |                  |              |        |       |       |      |                |              |              |      |
| Chico  | 8              | 0                | 0            | 0     | 8      | 8     | 100% | 17             | 0                | 0            | 0      | 17    | 17    | 100% | 15             | 4            | 11           | 73%  |
| Humboldt   | 7              | 1                | 0            | 0     | 7      | 7     | 100% | 10             | 0                | 1            | 0      | 9     | 9     | 90%  | 9              | 3            | 6            | 67%  |
| Sacramento   | 22             | 20               | 0            | 8     | 14     | 22    | 100% | 21             | 0                | 1            | 1      | 19    | 20    | 95%  | 16             | 0            | 16           | 100% |
| Totals   | 37             | 21               | 0            | 8     | 29     | 37    | 100% | 48             | 0                | 2            | 1      | 45    | 46    | 96%  | 40             | 7            | 33           | 83%  |
| Bay Area Region  |                |                  |              |       |        |       |      |                |                  |              |        |       |       |      |                |              |              |      |
| Berkeley   | 14             | 0                | 0            | 1     | 13     | 14    | 100% | 19             | 0                | 1            | 0      | 18    | 18    | 95%  | 16             | 0            | 16           | 100% |
| East Bay   | 18             | 6                | 2            | 2     | 14     | 16    | 89%  | 14             | 6                | 1            | 0      | 13    | 13    | 93%  | 18             | 7            | 11           | 61%  |
| San Francisco  | 13             | 0                | 2            | 0     | 11     | 11    | 85%  | 3              | 0                | 0            | 0      | 3     | 3     | 100% | 10             | 1            | 9            | 90%  |
| San Jose   | 19             | 19               | 0            | 2     | 17     | 19    | 100% | 15             | 12               | 0            | 0      | 15    | 15    | 100% | 19             | 0            | 19           | 100% |
| Totals   | 64             | 25               | 4            | 5     | 55     | 60    | 94%  | 51             | 18               | 2            | 0      | 49    | 49    | 96%  | 63             | 8            | 55           | 87%  |
| Central Region   |                |                  |              |       |        |       |      |                |                  |              |        |       |       |      |                |              |              |      |
| Bakersfield  | 21             | 3                | 1            | 1     | 19     | 20    | 95%  | 23             | 0                | 2            | 0      | 21    | 21    | 91%  | 19             | 12           | 7            | 37%  |
| Fresno   | 21             | 21               | 1            | 1     | 19     | 20    | 95%  | 30             | 0                | 2            | 0      | 28    | 28    | 93%  | 21             | 3            | 18           | 86%  |
| Stanislaus   | 9              | 0                | 0            | 0     | 9      | 9     | 100% | 19             | 0                | 0            | 0      | 19    | 19    | 100% | 18             | 3            | 15           | 83%  |
| Totals   | 51             | 24               | 2            | 2     | 47     | 49    | 96%  | 72             | 0                | 4            | 0      | 68    | 68    | 94%  | 58             | 18           | 40           | 69%  |
| Los Angeles Region   |                |                  |              |       |        |       |      |                |                  |              |        |       |       |      |                |              |              |      |
| Dominguez Hills  | 7              | 0                | 0            | 0     | 7      | 7     | 100% | 8              | 0                | 1            | 0      | 7     | 7     | 88%  | 6              | 3            | 3            | 50%  |
| Long Beach   | 16             | 2                | 0            | 0     | 16     | 16    | 100% | 19             | 0                | 0            | 0      | 19    | 19    | 100% | 19             | 2            | 17           | 89%  |
| Long Beach DE  |                |                  |              |       |        |       | NA   |                |                  |              |        |       | 0     | NA   | 18             | 2            | 16           | 89%  |
| Los Angeles  | 18             | 0                | 0            | 0     | 18     | 18    | 100% | 15             | 1                | 0            | 0      | 14    | 14    | 93%  | 18             | 12           | 6            | 33%  |
| Northridge   | 13             | 1                | 0            | 1     | 12     | 13    | 100% | 15             | 0                | 0            | 0      | 15    | 15    | 100% | 19             | 4            | 15           | 79%  |
| UCLA*  | 12             | 0                | 0            | 1     | 11     | 12    | 100% | 8              | 0                | 2            | 0      | 6     | 6     | 75%  | 10             | 7            | 3            | 30%  |
| USC  | 13             | 2                | 0            | 2     | 11     | 13    | 100% | 11             |                  | 2            | 0      | 9     | 9     | 82%  | 12             | 0            | 12           | 100% |
| Totals   | 79             | 5                | 0            | 4     | 75     | 79    | 100% | 76             | 1                | 5            | 0      | 70    | 70    | 92%  | 102            | 33           | 69           | 68%  |
| Southern Region  |                |                  |              |       |        |       |      |                |                  |              |        |       |       |      |                |              |              |      |
| Fullerton  | 11             | 10               | 0            | 1     | 10     | 11    | 100% | 17             | 0                | 0            | 0      | 17    | 17    | 100% | 19             | 4            | 15           | 79%  |
| Loma Linda   | 16             | 6                | 1            | 0     | 15     | 15    | 94%  | 17             | 10               | 5            | 0      | 12    | 12    | 71%  | 19             | 12           | 7            | 37%  |
| San Bernardino   | 21             | 12               | 3            | 0     | 19     | 19    | 90%  | 25             | 14               | 2            | 0      | 23    | 23    | 92%  | 19             | 2            | 17           | 89%  |
| San Diego - IVC  | 5              | 0                | 0            | 0     | 5      | 5     | 100% | NA             |                  |              |        |       | NA    | NA   |                |              | NA           |      |
| San Diego  | 12             | 0                | 0            | 0     | 12     | 12    | 100% | 23             | 0                | 1            | 0      | 22    | 22    | 96%  | 23             | 1            | 22           | 96%  |
| Totals   | 49             | 18               | 4            | 0     | 46     | 46    | 94%  | 82             | 24               | 8            | 0      | 74    | 74    | 90%  | 80             | 19           | 61           | 76%  |
| Grand Totals   | 280            | 93               | 10           | 19    | 252    | 271   | 95%  | 329            | 43               | 21           | 1      | 306   | 307   | 93%  | 343            | 85           | 261          | 76%  |

NOTES: NP = Non-profit agency. Graduates in monetary repayment or waived due to special circumstances are not included in the numbers. Numbers for graduates hired by counties include MSWs who had been hired but then laid off and one who is volunteering. 2013 Graduates have until June of 2014 to find employment, and many are still searching for county positions.

\* Data are not available for 2013 grads hired.

| Title IV-E BASW Graduates' Hiring Status by School & Region —As of August 2011 |                |                  |              |       |        |       |      |                |                  |              |              |        |       |    |                |              |              |                 |    |      |
|--|----------------|------------------|--------------|-------|--------|-------|------|----------------|------------------|--------------|--------------|--------|-------|----|----------------|--------------|--------------|-----------------|----|------|
|  | 2011           |                  |              |       |        |       |      | 2012           |                  |              |              |        |       |    | 2013           |              |              |                 |    |      |
| Universities   | Total<br>Grads | Signed<br>Addend | Not<br>Hired | Hired |        |       |      | Total<br>Grads | Signed<br>Addend | Not<br>Hired | Began<br>MSW | Hired  |       |    | Total<br>Grads | Not<br>Hired | Began<br>MSW | County<br>Hires |    |      |
|  |                |                  |              | NP    | County | Total | NP   |                |                  |              |              | County | Total |    |                |              |              |                 |    |      |
| Northern Region  |                |                  |              |       |        |       |      |                |                  |              |              |        |       |    |                |              |              |                 |    |      |
| Chico  | NA             |                  |              |       |        |       | NA   | 4              | 0                | 0            | 2            | 0      | 2     | 2  | 100%           | 4            | 1            | 2               | 1  | 50%  |
| Humboldt   | 4              | 0                | 0            | 0     | 4      | 4     | 100% | 2              | 0                | 0            | 1            | 0      | 1     | 1  | 100%           | 2            |              | 1               | 1  | 100% |
| Central Region   |                |                  |              |       |        |       |      |                |                  |              |              |        |       |    |                |              |              |                 |    |      |
| Fresno   | 15             | 12               | 5            | 0     | 10     | 10    | 67%  | 17             | 16               | 3            |              | 2      | 12    | 14 | 82%            | 11           | 7            |                 | 4  | 36%  |
| Los Angeles Region   |                |                  |              |       |        |       |      |                |                  |              |              |        |       |    |                |              |              |                 |    |      |
| Long Beach   | 6              | 0                | 0            | 0     | 6      | 6     | 100% | 6              | 0                | 0            |              | 0      | 6     | 6  | 100%           | 4            | 3            |                 | 1  | 25%  |
| Southern Region  |                |                  |              |       |        |       |      |                |                  |              |              |        |       |    |                |              |              |                 |    |      |
| San Bernardino   | 10             | 10               | 0            | 0     | 10     | 10    | 100% | 13             | 0                | 2            | 1            | 0      | 10    | 10 | 83%            | 14           | 3            | 6               | 5  | 63%  |
| San Diego  | 6              | 1                | 2            | 0     | 4      | 4     | 67%  | 6              | 2                | 2            |              | 0      | 4     | 4  | 67%            | 5            | 3            |                 | 2  | 40%  |
| Totals   | 41             | 23               | 7            | 0     | 34     | 34    | 83%  | 48             | 18               | 7            | 4            | 2      | 35    | 37 | 84%            | 40           | 17           | 9               | 14 | 45%  |

NOTES: NP = Non-profit agency.

Graduates in monetary repayment or waived due to special circumstances are not included in the numbers.

2013 Graduates have until June of 2014 to find employment, and many are still searching for county positions.

\* 2 of the Chico grads in 2012 were granted waivers to enter the MSW Program and postpone employment.

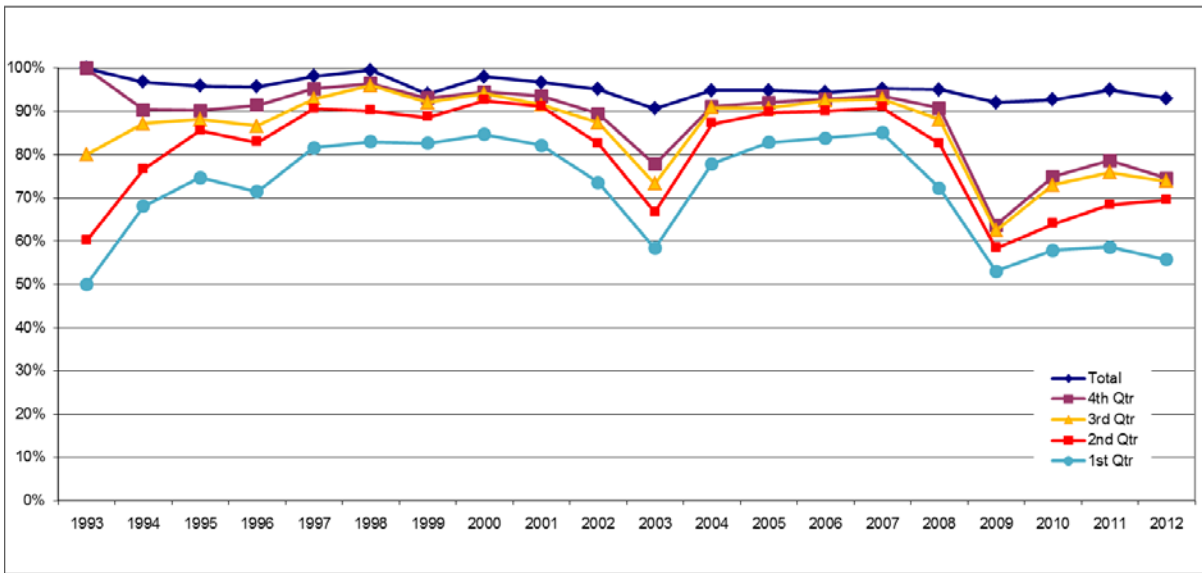


## *Hiring Trends*

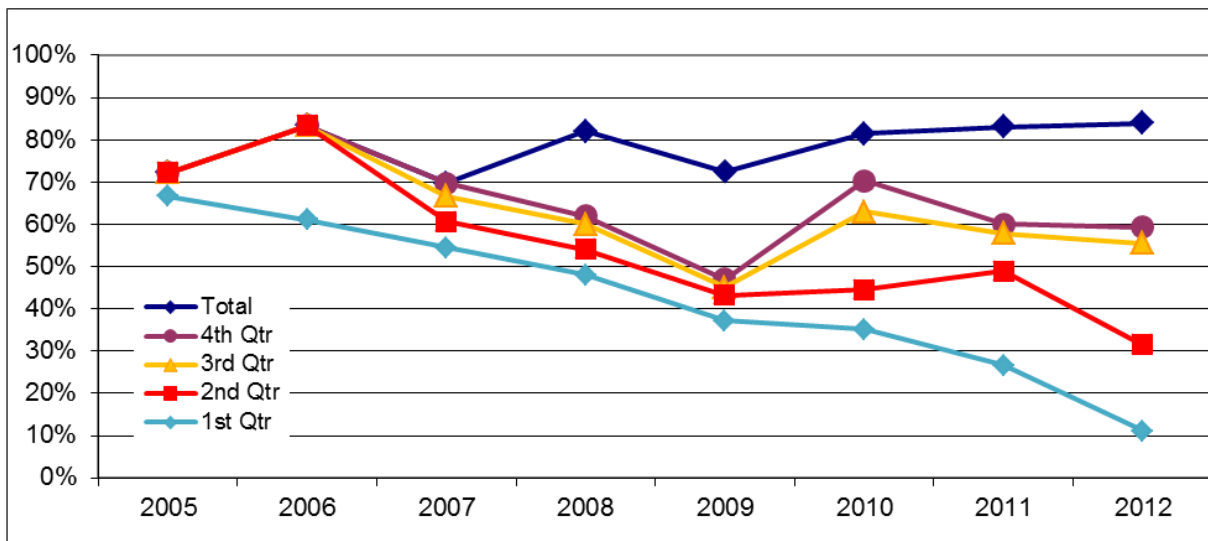
Except for the problems in the economy, which affected the hiring of the graduates in 2003 and 2008–2011, more than 95% of the IV-E MSWs found work in child welfare agencies since 1993. Among the IV-E BASWs, 79% were hired since the inception of that program in 2004.

The recent recession took its toll on the graduates looking for county employment. For those unable to secure county employment, the option to fulfill the repayment obligation at IV-E-eligible non-profits has kept the overall percentages at reasonable levels. These graphs below depict the hiring trends over the years.

**Figure 1. Percentage of CalSWEC IV-E MSW Graduates Hired by Cohort and Quarter of Hire in the First Year and Total Hired as of September 2012**



**Figure 2. Percentage of CalSWEC IV-E BASW Graduates Hired by Cohort and Quarter of Hire in the First Year and Total Hired as of September 2013**

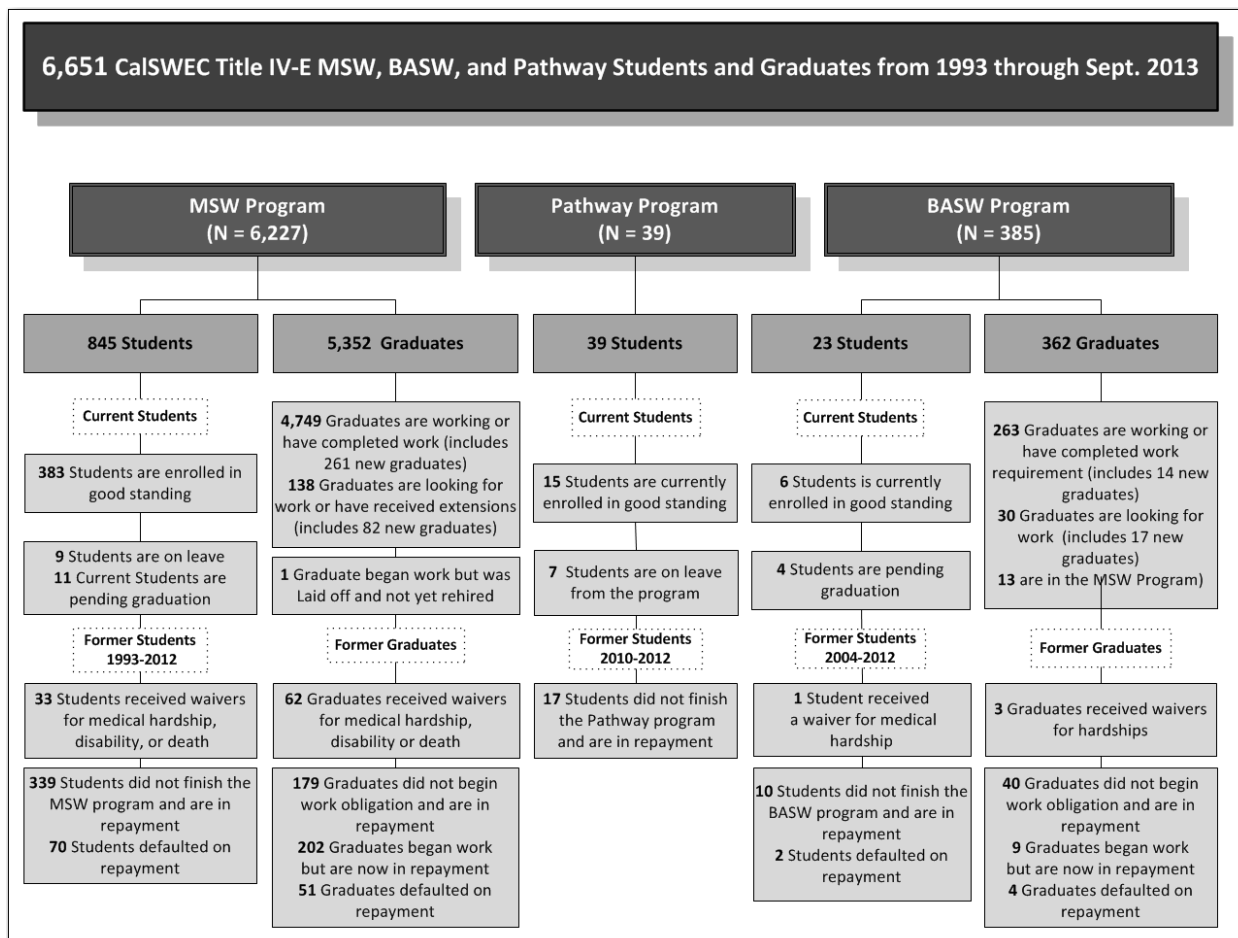


## Total CalSWEC Title IV-E Students and Graduates

Since the beginning of the Title IV-E Stipend Program, CalSWEC has tracked all student participants. 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 30, 2013, the database has information on 6,651 students and graduates: 6,227 MSW, 385 BASW, and 39 Pathway students and graduates.

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

**Figure 3. Title IV-E MSW Students and Graduates, 1993–September 2013**



### ***Retention of Title IV-E Graduates***

CalSWEC research specialists annually survey graduates of the Title IV-E Stipend Program within a year and a half after they complete 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 18th year, the study aims to determine the factors that contribute to that high rate.

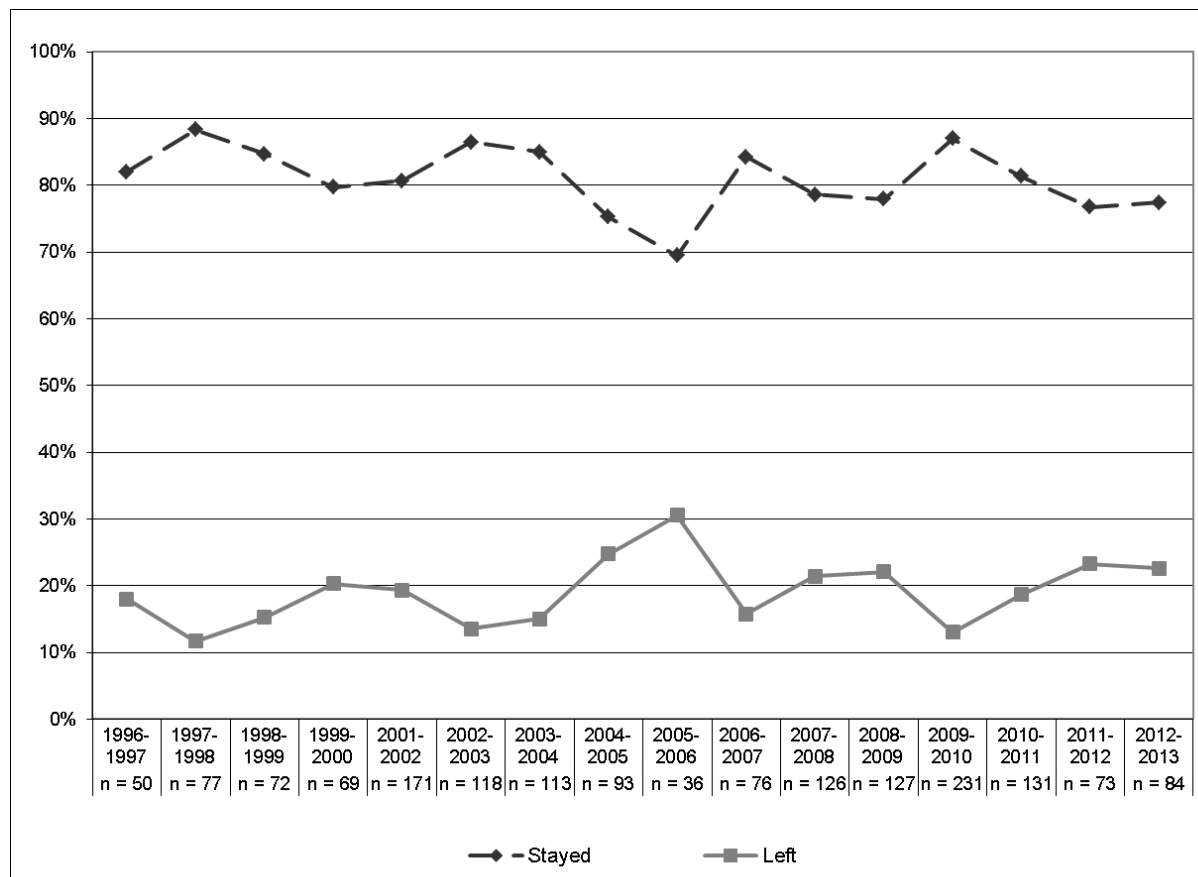
### **Highlights of the Survey for Fiscal Year 2012–2013**

A total of 294 Title IV-E MSW graduates had completed their work obligation, became eligible for the study, and were sent surveys in late spring 2012. In the study just completed:

- 84 MSWs completed the survey online for a response rate of 30%.
- Of those who completed the survey, 65 (77%) reported they were still with their payback agency following the completion of their contractual obligation.
- Among the 19 who were no longer with their payback agency, 1 had been laid off. The 19 reported the following:
  - 6 (31.6%) worked in Public Child Welfare
  - 1 ( 5.3%) worked in Child Welfare (Non-profit or Private)
  - 5 (26.3%) worked in Mental Health
  - 1 (5.3%) worked in Aging/Adult Services
  - 1 (5.3%) worked for a Family Law (Child Custody Mediation)
  - 1 (5.3%) worked for Medical/Health/Developmental Disabilities.
  - 1 (5.3%) worked in Schools (K-12)
  - 3 (15.8%) were Unemployed

*With the additional 6 who continued to work in public child welfare after leaving their payback agency, the percent working in child welfare is 85%.*

**Figure 4. Percentage of Title IV-E MSW Retention Survey Respondents 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 2013

*With the addition of the 84 survey participants from FY 2012–2013, the findings from the Retention Study from 1996–2013 are:*

- To date, the total number of MSWs who completed their payback obligation and became eligible for the study is 3,773.
- The number of graduates who have participated in the Retention Study thus far totals 1,647.
- 1,279 (78%) of the survey participants stayed with their payback agency after completing their work obligations.

*Of the 315 survey respondents who left their agency after completion of their work obligation in public child welfare:*

- 117 (37.1%) continued to work in other public or nonprofit child welfare agencies or worked in schools:
  - ☐ 63 (53.8%) were working in a different public child welfare agency;
  - ☐ 31 (26.5%) were at nonprofit agencies serving child welfare populations; and
  - ☐ 23 (19.7%) were practicing in schools.
- 60 (19.0%) were at mental health agencies;

- 36 (11.4%) were working in other agencies such as aging, chemical/alcohol abuse, criminal justice, disabilities, policy/planning or occupational/industrial;
- 29 (9.2%) were working in the medical field;
- 25 (7.9%) went into work “other” than the choices listed, including those who left the social work profession;
- 23 (7.3%) reported they were either retired, parenting, back in school, or “not working” for an unspecified reason;
- 5 (1.6%) indicated some combination of categories for their new jobs;
- 2 (0.6%) indicated they were private practitioners;
- 3 (1.0%) had been laid off from their county positions;
- 13 (4.1%) were missing this information.

*With the additional 63 who continued to work in public child welfare after leaving their payback agency, the percent of graduates that continued to work in public child welfare is 82% over the life of the program.*

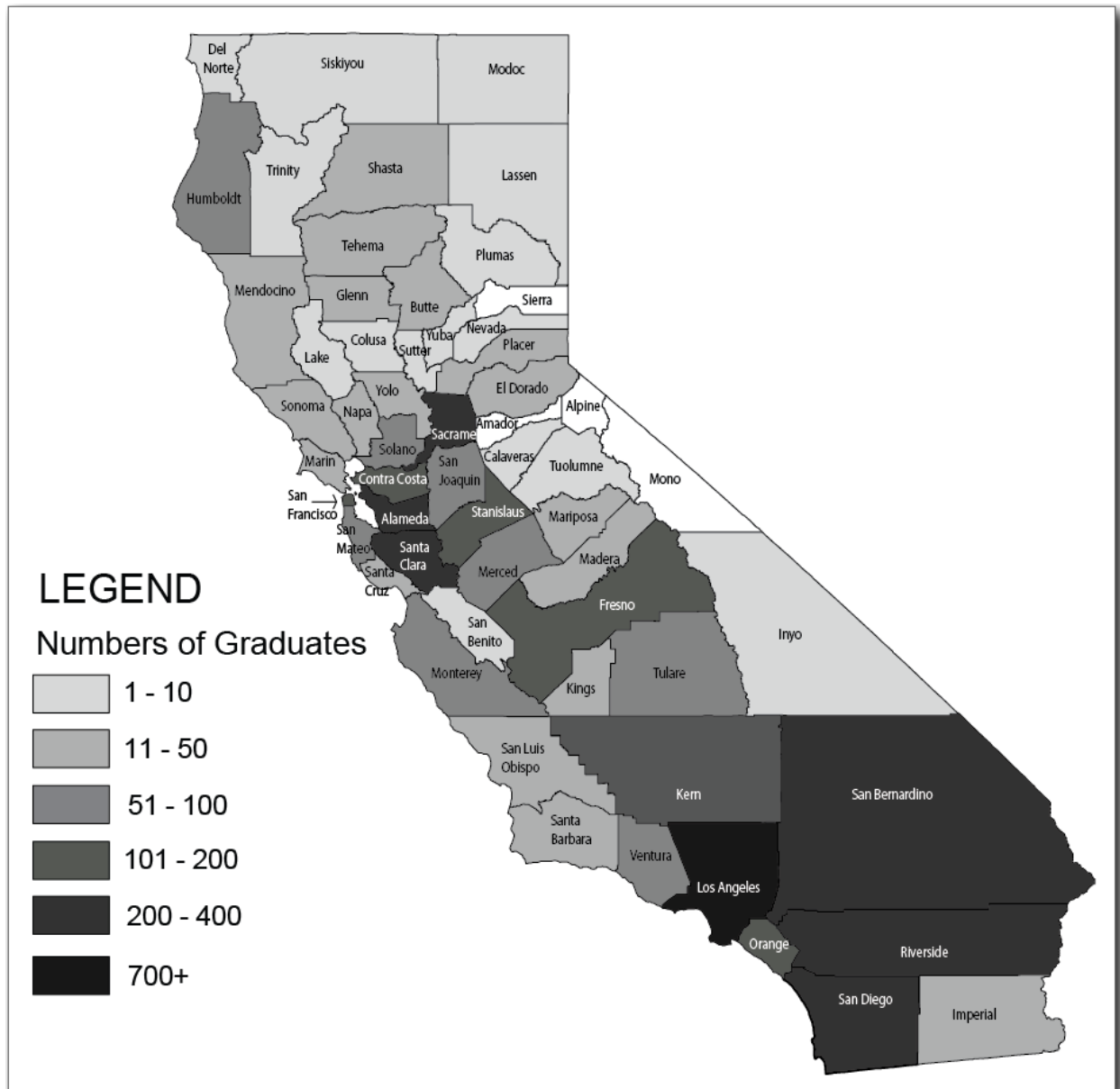
### ***Geographic Dispersion of the Title IV-E Graduates***

Nearly all of California’s 58 counties have employed Title IV-E graduates—evidence of the program’s successful efforts to re-professionalize 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 the hiring status of the graduates:

- Collectively, the MSWs and BASWs have been employed in 54 of California’s 58 county child welfare agencies.
- Counties that have not employed IV-E MSWs or BASWs are Alpine, Amador, Mono, and Sierra.
- 12 graduates have worked in California State Adoptions.
- 16 have worked for Tribal agencies.

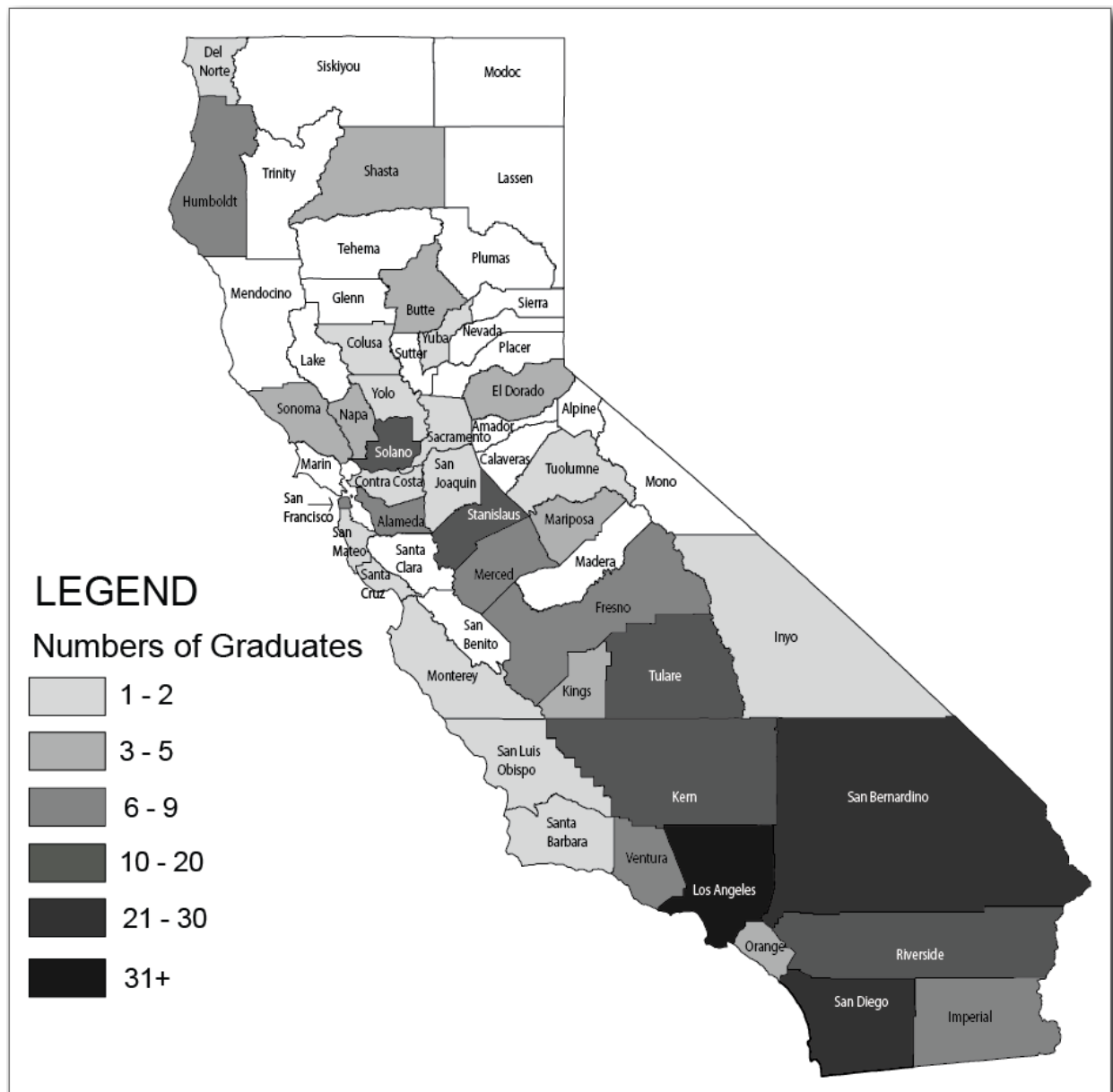
Figure 5. Density of Title IV-E MSWs and BASWs Employed by California Counties 1993 to 2012



The geographic dispersion of the 2012 MSWs and BASWs is documented below.

- 279 (85%) of the 330 Title IV-E MSW 2012 graduates were hired in 37 California counties.
- 32 (59%) of the 54 Title IV-E BASW 2012 graduates were hired in 9 California counties.
- 6 of the 2012 graduates were hired by IV-E eligible non-profits, and 6 were hired by Tribal agencies

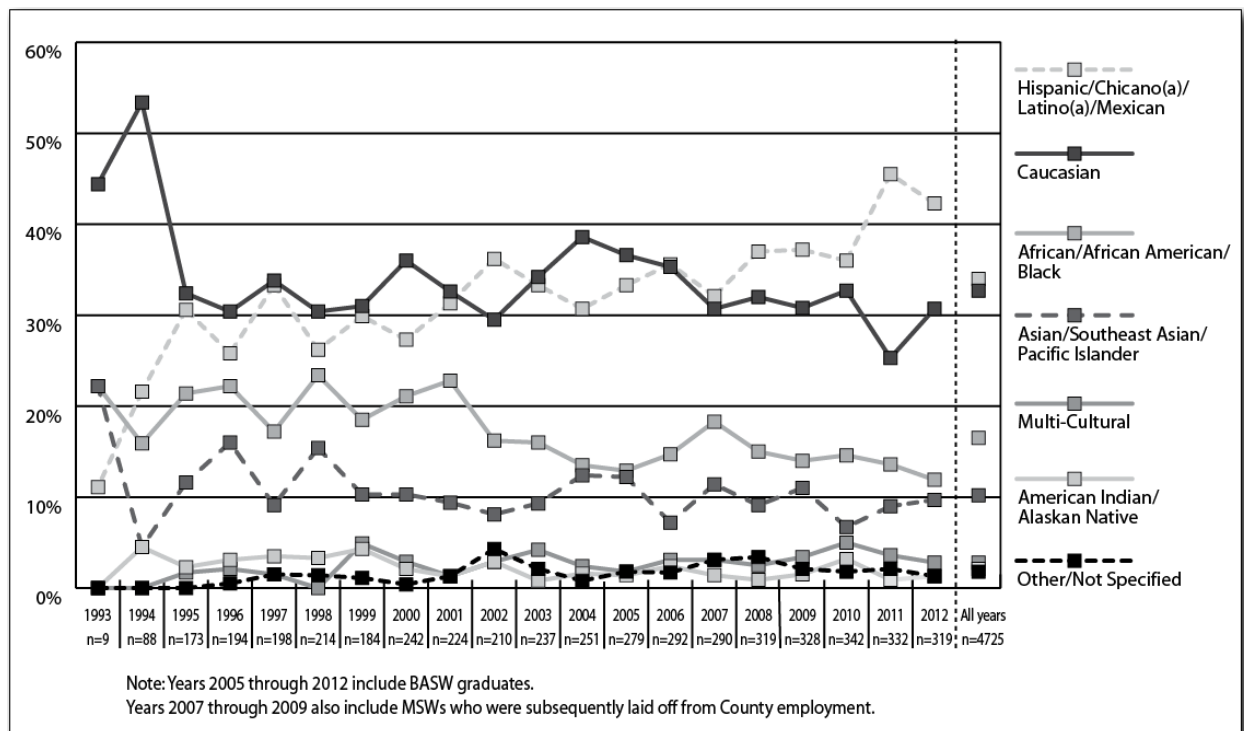
**Figure 6. Density of Title IV-E 2012 MSW and BASW Graduates Employed by California Counties**



## Diversity

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 by Figure 7 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 7. Title IV-E MSWs & BASWs Who Entered the Workforce by Race/Ethnicity and Year of Graduation**



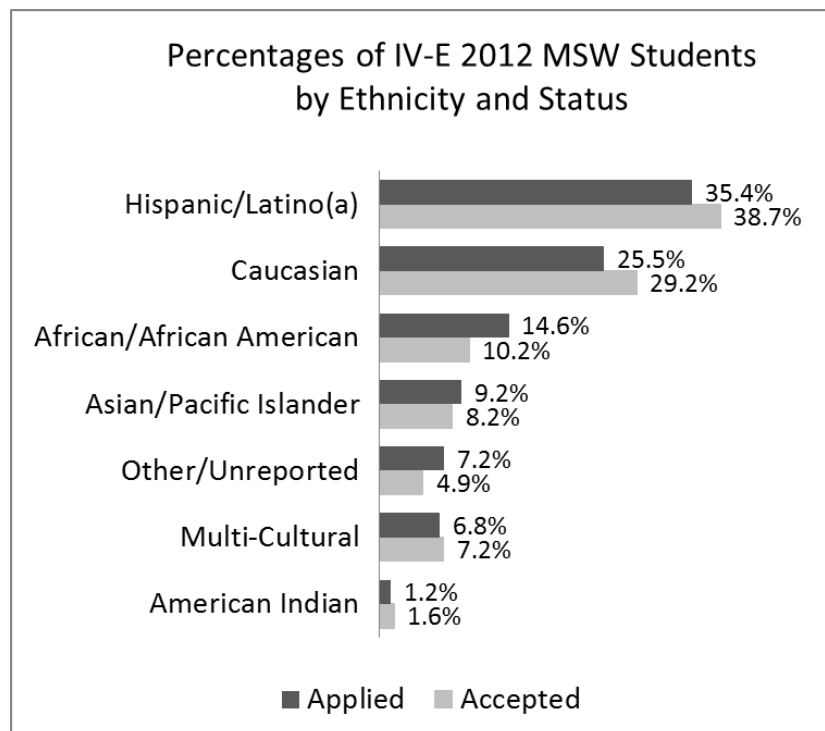


### The MSW Applicants and New Students

In AY 2012–2013, the CalSWEC Title IV-E Stipend Program continued to attract a diverse student body. A total of 741 students applied to the MSW program; of these applicants, 358 first-year students were accepted. The number of applicants and students accepted for fall 2012 by race/ethnicity are:

| <b>Table 6 – Race/Ethnicity of Fall 2012 Incoming MSW Students</b> |         |          |
|--|---------|----------|
| Race/Ethnicity   | Applied | Accepted |
| African/ African American  | 114     | 43       |
| American Indian  | 9       | 5        |
| Asian/ Pacific Islander  | 66      | 28       |
| Caucasian  | 199     | 113      |
| Mexican/ Latino/ Hispanic  | 260     | 132      |
| Multi-Cultural   | 45      | 22       |
| Other/Unreported   | 48      | 15       |
| TOTALS   | 741     | 358      |

**Figure 8. Racial/Ethnic Composition of Applicants and Students Accepted for Fall 2012 Incoming Title IV-E MSWs Program**

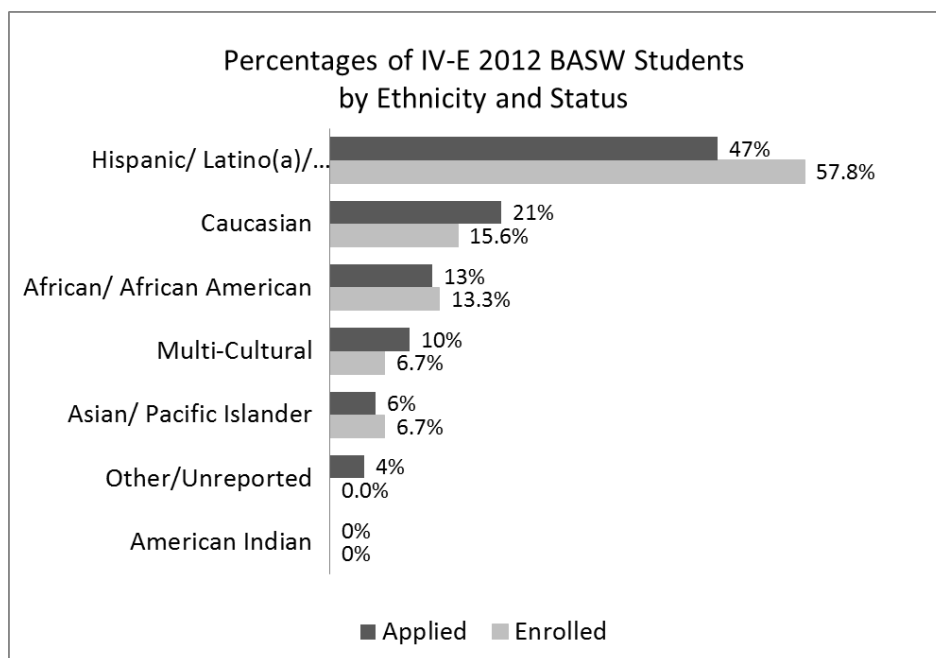


### The BASW Applicants and New Students

Now in its ninth year, the Title IV-E BASW program has six participating schools. The programs received a total of 72 applications for the fall 2012 semester, and accepted 45 new students. The 2012 BASW applicants reflect the diversity of the Title IV-E Stipend Program as evidenced in the chart below. The numbers of applicants and students accepted for fall 2012 by race/ethnicity are:

| <b>Table 7 – Race/Ethnicity of Fall 2012 Incoming BASW Students</b> |         |          |
|---|---------|----------|
| Race/Ethnicity  | Applied | Accepted |
| African/ African American   | 9       | 6        |
| American Indian   | 0       | 0        |
| Asian/ Pacific Islander   | 4       | 3        |
| Caucasian   | 15      | 7        |
| Mexican/ Latino/ Hispanic   | 34      | 26       |
| Multi-Cultural  | 7       | 3        |
| Other/Unreported  | 3       | 0        |
| TOTALS  | 72      | 45       |

**Figure 9. Racial/Ethnic Composition of Applicants and Students Accepted for Fall 2012 Incoming Title IV-E BASWs Program**



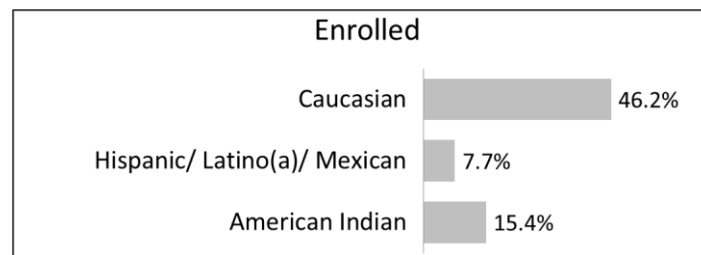
### The Pathway Program's New Students

The year 2012 marked the third year in which students were enrolled in the Title IV-E Pathway program in three of the California State University campuses: Chico, Humboldt, and San Bernardino. The program, a distance education social work program, supports students at different phases of their education from BASW through MSW and addresses the needs of child welfare and Tribal agency employees in rural and isolated areas in California.

Students must be employees of a county or Tribal agency and are accepted into the educational institution prior to being considered for the Pathway program. In its third full year, the program accepted 13 students. The numbers of students accepted for fall 2012 by race/ethnicity are:

| Table 8 – Race/Ethnicity of the 2012 Pathway Students |          |
|---|----------|
| Race/Ethnicity  | Enrolled |
| American Indian                                       | 2        |
| Caucasian   | 6        |
| Hispanic, Mexican, or Latin heritage                  | 1        |
| TOTAL   | 13       |

**Figure 10. Racial/Ethnic Composition of Students Enrolled in the Fall 2012 Title IV-E Pathway Program**



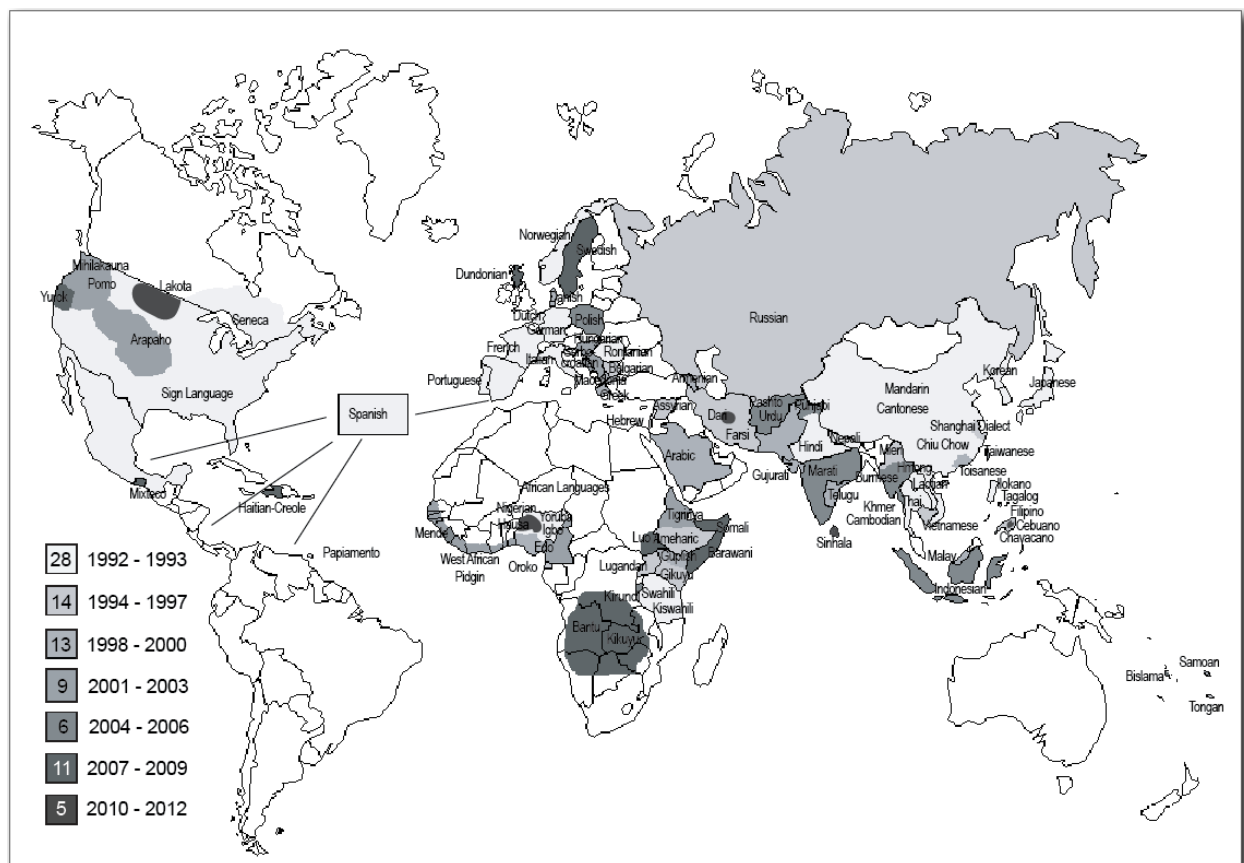
## Strong Multilingualism

The Title IV-E MSW, BASW, and Pathway students and graduates who speak languages other than English facilitate communication with the state's diverse child welfare population, which includes a many non-English-speaking clients. Among the 6,651 Title IV-E students and graduates:

- 2,732 (41%) speak, write, or sign a language other than English;
- 266 (4%) speak 2 or more languages besides English; and
- 86 different languages are spoken in addition to English.
  - 78% of the 266 bilingual students and graduates speak Spanish; and
  - 18% of the bilingual students and graduates speak Vietnamese or some other Southeast Asian language. This included 63 students who speak 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, especially those who speak Spanish, Vietnamese, and other Far East and Southeast Asian languages.

**Figure 11. Number of New Languages Spoken Each Year by Title IV-E Students and Graduates by Year of Enrollment (1993–2012)**



## **Program Report**

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### **Program Updates, Changes, and Technical Assistance**

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Over the course of each year Program Staff engaged in updates, changes and technical assistance to insure that the program is being delivered as described in the contract. Below are the activities that occurred in FY 2012/2013.

#### ***Program Guide***

In the first quarter of the fiscal year the CalSWEC staff undertook a revision and restructuring of the Title IV-E Program Guide. The Guide continues to be available to all program sites and is hosted on our website. It was restructured to provide a more comprehensive context and description of the program and its requirements. The new sections are: Auspice and Governance, Program Structure and Budget Guidelines, Required Program Components, Duties and Responsibilities of Project Staff and Students and Subcontracting Sites, Reporting Requirements and Associated Policies, Program Evaluation, Special Projects and Initiatives, Templates and Forms. This new format has given Project Sites greater knowledge, awareness and access to the materials needed to run the program.

#### ***Appeals Process***

Under certain conditions, a student or graduate may apply for a waiver or delay in completing program requirements. The process by which a student may apply for such delay or waiver or to appeal a decision at the subcontracting sites has not always been well understood among member schools. To clarify these processes more clearly defined procedures and simple, standard forms were developed and disseminated to and used by all program sites. The initial feedback from these improvements has been positive. We will continue to refine the documents, procedures and forms after a year of use by program sites and will improve as necessary.

#### ***BASW Graduate Transfer to MSW Program***

The CDSS reviewed a request that was approved by the Workforce Development Committee and the full CalSWEC Board to allow BASW students that want to pursue an MSW to be allowed to do so. Any BASW students applying to the Title IV-E MSW program would need to meet the program criteria and would be required to repay three years in employment obligation or to repay all stipend monies received. Academic Year 13/14 will be the first opportunity that Title IV-E students will be able to avail themselves of this option.

#### ***Rural Stipend Program***

The CDSS also reviewed a request from the Workforce Development Committee also approved by the CalSWEC Board and supported by the 20 Small Committee of the County Welfare Directors Association (CWDA) to implement a Rural Stipend Program. This program would obligate students by contract to work in the rural and remote regions of California for a time equal to the period for which financial assistance is granted. The program would provide field placements in rural agencies to prepare students for work in these regions. The program will be implemented in FY 2014/2015.

### ***Technical Assistance***

During AY 2012–2013 technical assistance to the program was provided in a variety of formats and subject matter in order to meet program needs.

- *Hot Topics Webinars:* Continued monthly series of technical assistance webinars to address emerging concerns of Project Coordinators.
- *Program Guide Tip of the Month:* Instituted selected monthly tip from IV-E Program Guide to familiarize newer PCs with details of program and to encourage greater use of the guide.
- *Focus Groups and Stakeholder Meetings:* To support development of the IV-E Field Initiative, held regional focus groups and stakeholder meetings to familiarize constituents with the purposes of the initiative and to gather feedback.
- *New Project Coordinator Orientation:* In order to insure proper program administration, an orientation was held in September of 2012 to provide all new project coordinators with the information needed to run the program at their site.
- *New Board Member Orientation:* Provided guidance on the role and purpose of CalSWEC's Board of Directors including responsibilities for policy and procedures related to the Title IV-E Stipend Program.
- *Fiscal Essentials:* Provided specific technical assistance to all sites on the post-award management of the contract. This included content on the Title IV-E regulations and allocation, and expenditures of funds.
- *Data Tracking and Management:* Provided multiple webinars to sites to ensure the CalSWEC Student Information System (CSIS) is current and accurate so that timely data management and tracking are occurring.
- *Support to Graduate Hiring :* Continued to support students and graduates in their transition into the public child welfare workforce by working closely with the PCs and counties to address employment conditions.
- *Hiring Workshops:* The Workforce Development Coordinator conducted 22 workshops at 16 different universities to advise IV-E BASW and MSW students of current hiring opportunities; prepare them for the recruitment, screening, and examination process; and answer questions regarding hiring.

### ***Field Instruction Initiative***

Recognizing the importance of field instruction as a cornerstone of social work education, CalSWEC began developing the Field Instruction Initiative (FII) in 2010 to strengthen field instruction as a learning tool for all Title IV-E students. The goal of the FII is to create structures that support consistent, high-quality, sustainable field experiences for social work students in the Title IV-E Child Welfare Training Program.

The past year has been one of tremendous growth and synthesis for the FII. After two successful years of pilot project implementation at four schools across the state—CSU, Chico ; CSU, Dominguez Hills ; San Jose State University; and University of Southern California—CalSWEC began a year-long, iterative development process for a new field model that incorporated best practices from the pilots and included several stages of stakeholder feedback. This included surveys, webinars, focus groups, and in-person stakeholder meetings. During this process, a wide variety of invested parties, including deans, field directors, project coordinators, field liaisons, county directors, supervisors, intern coordinators, field instructors, and community partners, came together to give input and help shape a unified model that ultimately resulted in the Title IV-E Field Model, launched at CalSWEC's First Annual Summer Field Institute in July 2013.

The Summer Field Institute hosted approximately 90 attendees from the 13 implementing sites and their partner agencies, and presented information on the four pilot projects as well as the framework of the Title IV-E Field Model. The foundation of the model is built upon strong partnership development among universities, county agencies, Tribal agencies and community-based organizations to ensure optimization in the following areas of field: field instructor recruitment and support; placement selection and process; and field curriculum. For more information on the model and its components, please refer to the [Title IV-E Field Model](http://calswec.berkeley.edu/field-instruction-initiative) section of the CalSWEC website: <http://calswec.berkeley.edu/field-instruction-initiative>

### ***Distance Education***

In AY 2012–2013, CalSWEC deepened support of existing Distance Education-related initiatives and began integrating educational technology into new strategic directions on an initiative and organizational level. Continued, enhanced support was given to the Pathway program and the Technology and Learning Committee (TLC). Meanwhile, existing and emerging initiatives such as the Title IV-E Field Instruction Initiative, the Child Welfare Resource Library, and several conferences saw further integration of technology. Summaries of continuing and new distance education activities are provided below.

Pathway program sites continued their development of course transformations for online education, with one site (San Bernardino) welcoming the first Pathway MSW students. The sites continued to work with their county partners on student recruitment, with Humboldt State and CSU, Chico combining outreach efforts to reach as many county workers as possible. CalSWEC supported the Pathway program with monthly web conferences focusing on site progress, planning discussions, and knowledge sharing. In-person meetings held at CalSWEC explored pedagogic approaches to and technology for teaching Field seminars online, administrative considerations, and best practices to foster student and alumni retention and engagement. In the last quarter, initial discussions about an evaluation agenda were initiated. The evaluation agenda will be solidified and implemented in AY 2013–2014, facilitated by CalSWEC's Evaluation and Research Manager.

The Title IV-E program launch of the new Field Model integrated educational technology tools to support partners' understanding and implementation of the model. The first of these tools was an interactive implementation timeline, which provides a visual interface for partners to map their implementation of the model's component activities and access all necessary supporting documentation. Second, ongoing technical

assistance was provided via webinars, video tutorials, and an online discussion forum. Each webinar and video tutorial covered model activities in depth and demonstrated use of available supporting resources. The discussion forum will act as the main channel in AY 2013–2014 for answering questions about the Field Model implementation and for creating a virtual community where best practices can be discussed and indexed. All of the resources described can be found at <http://calswec.berkeley.edu/field-instruction-initiative>.

The Child Welfare Resource Library, located at CSU, Long Beach, and the CalSWEC's Distance Education Specialist began exploring new means of publicizing and opening access to the library's holdings. Software will be acquired in AY 2013–2014 that will enable the library to host communities of practice and provide tools to distribute and customize content to community members' needs. Additionally, at the end of AY 2012–2013, an evaluation of current library activity was initiated. Data from the evaluation will be used as input for the design and implementation of new library features in the next academic year.

In quarter four, CalSWEC conference proceedings for [Title IV-E Student Day 2013](#) and [Fairness & Equity](#) were recorded in video format and offered as educational products. Presentations, panels, keynote speeches, and workshops were captured and provided as supplementary instructional materials for use by lecturers and instructors at partner institutions.

Development of an online course, *Writing for Professional Social Work Practice*, began in the last quarter of AY 2012–2013. Two versions of the course are being developed, one for pre-service (i.e., university) audiences and the second for in-service (i.e., county agency or regional training) audiences. Content for the course was in large part sourced from partner institutions (i.e., University consortium, Regional Training Academies, and county agencies). While the pre-service and in-service course content does differ, both courses have materials in common and have thus greatly benefited from agency-university cross-pollination. Pilots of both courses are planned for small groups of students in the first quarter of calendar year 2014.

The final area of Distance Education activity at CalSWEC in AY 2012–2013 was the development of a Strategic Plan for the use of technology. An internal needs assessment conducted in the second and third quarters highlighted current organizational needs for new ways to organize and manage, and publish and share educational content asynchronously and synchronously, and to create virtual communities of practice. In AY 2013–2014, CalSWEC plans to acquire software to provide robust access to the Child Welfare Resource Library and other educational materials, including research that it currently holds. Learning Management System (LMS) software will also be acquired to share curriculum developed at partner institutions and to allow CalSWEC to host courses. Lastly, acquisition of additional synchronous web conferencing technologies is being considered in an effort to further support partners via virtual classrooms, provide more robust webinars, and offer live webcasting of events for those who cannot attend conferences or institutes in person.

### ***Curriculum Modules and Resources***

As the scope of CalSWEC's activities and initiatives has continued to expand, the Curriculum Enhancement Plan was instituted to more systematically address the planned growth of particular curriculum areas. The plan has allowed for expansion into emerging curriculum areas as well as the coordination of related domains, such as the relatively recent care coordination trend in both social services and in medicine. The developing *Katie A.* curricula, involving inclusion of mental health services within child welfare, is an example in which existing and emerging curricula must be integrated into BASW/MSW curriculum for Title IV-E students. With the expertise of CalSWEC's Distance Education Specialist, the program's capacity continues to grow, not only to supplement classroom learning for IV-E students, but also to reach a CalSWEC's broader statewide constituency.



During AYs 2011–2012 and 2012–2013, three major categories of curriculum content were designated, each derived from different sources. The categories are:

- Curriculum Gaps Identified from Program Evaluation
- State and Federal Priorities
- Policy and practice updates as identified by Curriculum Committee

For AY 2012–2013 several curricular enhancements were developed and/or presented and are posted and available for use on CalSWEC’s website at <http://calswec.berkeley.edu/child-welfare-education-curriculum-resources-0>:

- The Enhanced Case Management module, entitled *Strengths-Based Case Management: Moving Beyond Service Brokering to Care Collaboration*, was developed in preliminary form in AY 2011–2012 and presented in mini symposia to several regional audiences of school faculty, field instructors, and county partners to permit additional feedback and discussion. The final two symposia were presented at San Jose State University and Fresno State University in fall 2012. The module was revised to include feedback from the symposia participants and is now hosted on the CalSWEC website. The module will also be presented at a special child welfare welfare-oriented annual meeting of the National Council on Crime and Delinquency (NCCD) in spring 2014.
- *Over 18* (AB 12) curricula have been developed and adapted from varied sources for use in IV-E social work education. These materials are now hosted on the CalSWEC website.
- *Katie A.* curricula continue to be developed as county learning collaboratives are forming in furtherance of the litigation settlement. Instructional materials have been posted on the CalSWEC website, to be augmented as the curricula are further developed. Material on the topic was also the subject of a workshop at Student Day 2013 with a video of this presentation at <http://calswec.berkeley.edu/videos-and-recordings>.
- California Partners for Permanency (CAPP) materials on reducing long-term foster care have been added to the website. These include teaching resources and a number of previously produced CalSWEC-supported curricula relevant to reducing disproportional representation of minority children in the child welfare population.
- An online *Writing Skills for Child Welfare Social Work* course is nearing completion, as an adjunct to the writing resources hosted on the IV-E “Curriculum Resources” section of CalSWEC’s website. This on-demand course is being developed with the assistance of the IV-E Distance Education Specialist to meet the need for additional writing resources to prepare students for their work in child welfare. The course, which focuses on the preparation of child welfare-related communications, case plans and reports, is the result of collaboration with the Project Coordinators and with social work faculty at CSU, Chico. It will be piloted during AY 2013–2014.
- *Title IV-E Research Coursework*: In collaboration with the Center on Social Services Research (CSSR), CalSWEC developed a year-long research curriculum for second-year IV-E MSW students. The curriculum utilizes data from CSSR. The course, entitled *Using Publicly Available Data to Engage IV-E Students in Research and Statistics: Instructional Modules (2013)*, has now been completed and was presented to CalSWEC’s Board in May 2013. The authors are: Emily Putnam-Hornstein MSW, PhD; Barbara Needell, MSW, PhD; Brigitte Lery, PhD; Bryn King, MSW; and Wendy Weigmann, MSW.

### ***BASW Curriculum Competencies***

Following the adoption of the IV-E MSW competencies during AY 2011–2012, BASW competencies were developed to be used among the six Title IV-E BASW member schools. The MSW Integrated Foundation competencies were used as a base to craft competencies reflecting that foundation in the child welfare context. The CSWE requires that content in a BASW program is necessarily generalist; thus the workgroup was required to develop competencies with application in public child welfare settings.

The BASW competency workgroup collaborated several times, via conference call and webinar, and developed a draft shared with the other BASW Project Coordinators (PCs) at the June 2012 BASW PC meeting. At the meeting, the decision was made to finalize the draft over the summer and to begin work on Practice Indicators for each competency, taking care to make the indicators clear, measurable, and easily utilized in student learning agreements and in field evaluations. The workgroup collaborated with their county partners and field instructors in the process to ensure the practice applicability and clarity of the indicators. The final draft was completed and approved by the CalSWEC Board of Directors at its fall 2013 meeting. The BASW competencies may be accessed in the CalSWEC website at:  
<http://calswec.berkeley.edu/sites/default/files/uploads/basw-comps-final-011513.pdf>

### ***Student Day***

Held on April 12, 2013, the annual Title IV-E Student Day was organized around the theme: *Evolving Social Work Practice: Social Reform in Action*. Over 220 Title IV-E students, faculty, and state and county representatives attended the full day educational conference at the Sheraton Grand Hotel in Sacramento. The student coordinators were MSW students Edgar Guerrero and Maribel Magallanes, California State University Fresno; Brittany Isbell, San Diego State University; and Meashline Titus, UC Berkeley.

The conference program is described in detail below.

- The keynote address was given by *Danna Fabella*, who earned her MSW from the University of California, Berkeley in 1980. Ms. Fabella has served in many roles in public child welfare, beginning as a social worker and holding positions as supervisor, manager, and director. Ms. Fabella was the Child Welfare Director in Contra Costa County for 11 years and became Interim Agency Director before she retired. Since 2007, Ms. Fabella has worked for the Child and Family Policy Institute of California as a Senior Project Consultant. She is responsible for managing the statewide Linkages Project, a collaboration between CalWORKs and Child Welfare, and consults on other projects such as the CalSWEC Aging Initiative.
- *Rebecca Gonzales*, Director of Government Relations and Political Affairs for the California Chapter of NASW, addressed the audience regarding current legislative priorities for the organization.

Workshops and other sessions included:

- *Howard Himes*, Director of Fresno County Department of Social Services, presented on the California Partners for Permanency (CAPP) project, part of a multi-site federal initiative to reduce long-term foster care. Fresno County is among the implementation sites for the project.
- *Irene Chu*, a Human Services Program Specialist for Sacramento County for Child Protective Services (CPS), presented a workshop on Forensic Interviewing. She is the director of the SAFE (Special Assault Forensic Evaluation) Center, which assists children and dependent adults who are suspected victims of sexual, physical abuse, or witness to violent crimes.

- *Michelle Guymon*, Director of the Specialized Enforcement Operations unit of the Los Angeles County Probation Department, presented on *Commercial Exploitation of Children*. According to a recent Child Welfare Council (CWC) report, California has emerged as a center for commercial sexual exploitation of children. LA County has implemented a multiagency response to identify and treat young victims.
- *Jennifer Rodriguez*, Executive Director of the Youth Law Center, presented on the AB 12/After 18 projects. These projects are based on recent legislation permitting foster youth to continue as dependents of Juvenile Court and to access resources through child welfare services beyond age 18. Ms. Rodriguez presented on utilizing the legislation to ensure the well-being of young adults who access child welfare services.
- *Vida Casteneda*, Court Services Analyst, and *Ann Gilmour*, Attorney, both of the Tribal Project Unit, Administrative Office of the Courts, Center for Children, Families and the Courts, presented a workshop on understanding and utilizing the Indian Child Welfare Act (ICWA). ICWA was designed to address the alarming numbers of Indian children who were being removed from their homes by public and private agencies.
- *Dr. Greg Lecklitner*, a clinical psychologist who is the Clinical District Chief overseeing the Child Welfare Division of the LA County Department of Mental Health, presented a workshop on *Katie A.*, a child welfare reform initiative designed to address the mental health service needs of children and youth involved in the public child welfare system.
- A workshop on Immigration and SB 1064 introduced the issues and barriers affecting undocumented children and families, with a focus on the benefits of California's Reuniting Immigrant Families Act (SB 1064), a model being replicated in other states, that improves child welfare services to this population. Panelists included *Yali Lincroft*, Child & Family Policy Consultant; *Anna Ruiz*, Fresno County Social Work Supervisor; *Sandra Patricia Mendoza Duran*, Consul for the Protection Department of the Consulate of Mexico; and *Helen Chavez-Oliva*, Immigration Liaison of the Fresno County Department of Social Services.
- *Donna Thoreson*, CalSWEC Workforce Development Coordinator, offered a Job Preparation and Hiring Skills workshop to assist graduates with the job search, including the hiring process, interviewing, and written and oral examinations.
- *The Title IV-E Alumni Panel*, a feature of Student Day for the last two years, affords the opportunity for future Title IV-E MSW graduates to learn from the experiences of MSW alumni, many of whom have risen to supervisory and administrative positions in public child welfare. The panelists for 2013 were: *Leo Clark*, Ventura County; *Alice White*, Monterey County; *Cassandra Gregory*, Imperial County; *Angelene Porter-Musanwir*, Contra Costa County; and *Stephanie Lynch*, Sacramento County.

*The 2013 Student Day program is available on the CalSWEC website at:*

[http://calswec.berkeley.edu/sites/default/files/uploads/2013-sd-prgm-final-040413-web\\_0.pdf](http://calswec.berkeley.edu/sites/default/files/uploads/2013-sd-prgm-final-040413-web_0.pdf).

Video resources of 2013 Student Day can be found at:

<http://calswec.berkeley.edu/videos-and-recordings>.

### ***American Indian Graduate Outreach and Recruitment Project***

The American Indian Recruitment (AIR) Program underwent a major restructuring during AY 2011–2012, resulting in a regional model of program delivery. As a result of the restructuring, a need was identified to clarify a scope of work for the program and the AIR Project Coordinators (PCs) that was reasonable and

responsive to the populations the program serves. On August 6 and 7, 2012, AIR convened a group of stakeholders in Berkeley from universities, Tribes, Indigenous organizations, and counties across the state for a strategic planning meeting to address these issues. As a result of this meeting and subsequent discussions at Title IV-E PC meetings, CalSWEC Board committee meetings, and AIR PC meetings, several goals emerged. All concluded that the program should 1) focus social work curriculum and pedagogy to integrate Native American content, 2) create a more relevant program for Indigenous students by better understanding the history and needs of Indigenous populations, and 3) strive to shape child welfare services to better serve Indigenous children and families.

A need to change the name of the program to better reflect the new focus also resulted from these program planning discussions. Community, university, county, and Tribal partners were involved in renaming the program to SERVE: Indigenous Community Social Workers for Change to better reflect the scope of work.

The Northern Region's work was delayed due to extensive hardship of experienced by the Northern Region SERVE PC. Data and reporting for the Northern Region were limited due to these extenuating circumstances.

As SERVE continues to develop and adjust to the new program structure, roles and responsibilities and scope of work will continue to be clarified.

The three AIR sites continue to submit interim progress reports and an annual final report.

#### ***Program Numbers at a Glance: 2012–2013***

The following table provides a sample of the work that has been conducted in the three AIR regions from July 2012 to June 2013.

|                 | <b>Student Recruitment</b>  | <b>Tribal, Off Reservation, Urban Indian Field Placement Development</b>                                      | <b>Training</b>  |
|-----------------|---|---|--|
| <b>Northern</b> | Provided outreach at 3 college/university Motivational Events   | Met with Chico State, Humboldt State, and Sacramento State to discuss expanding field placement opportunities | Conducted 2 web-based meetings with Northern region IV-E PCs and 1 in-person meeting at the IV-E PC meeting (February 2013) regarding strategic planning and to develop Northern region work plan;<br>Conducted two trainings in November and January at Humboldt State, and one in August at Chico State. |
| <b>Central</b>  | Outreach to 10 Tribal communities;<br>14 Urban/off reservation AI organizations;<br>7 of 9 universities | Met with 14 Urban AI organizations to sustain field placement relationships                                   | Facilitated 7 cultural competency trainings at county agencies;<br>Participated in CalSWEC stakeholders meeting;<br>Presented at: ICWA Statewide Conference & Indigenous Voices in SW Conference<br>Attended 8 Pow Wows to enhance program   |

|                 |   |  |   |
|-----------------|---|--|---|
|                 |   |  | <p>visibility</p> <p>Attended 2 conferences: Statewide Behavioral Health Wellness &amp; California Reducing Health Disparity Conference</p>   |
| <b>Southern</b> | <p>Met with 11 students including 2 high school, 5 undergraduate, and 4 graduate AI/AN students to assist with the admissions process;</p> <p>Conducted outreach presentations to 100 AI students</p> | <p>Developed 2 new AI field placements</p> | <p>Presented at 6 statewide/regional conferences: Tribal Education Summit at CSUSM</p> <p>Administration for Native Americans and the local San Diego AIR program; ICWA State Conference</p> <p>All My Relations Conference; ICWA State Conference, CSU Pomona</p> <p>Facilitated 1 Training: Southern Region for Title IV-E PCs on Child Welfare and Mental Health Program</p> |

## Research-Based Curriculum Development Projects

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In May 2013 the CalSWEC Research and Development (R&D) Committee issued a Request for Letters of Intent for long-term partnerships to develop practice (i.e., county or Tribal)/university partnerships that support the evaluation of emerging practices as identified in California's Statewide Child Welfare Research Agenda. The goal for this request required that partnerships address rural issues and include rural county or Tribal agencies as partners. Once one of the Letters of Intent is selected among the submissions, the R&D Committee intends to work with the partnership authors to complete a full proposal. Once the proposal is complete, the committee will review it to determine whether funding is warranted.

The first of the Practice/University Partnership proposals was issued in June 2011; the proposal submitted by the Bay Area region was funded. The second RFP was issued in June 2012; a Los Angeles Area partnership was funded. The 2013 Letter of Intent especially encouraged proposals focusing on rural areas and issues. The funding for the Practice/University Partnerships supports the development of the partnerships during the first six months beginning in January of the funding year. Products and projects proposed by the partnerships are then funded for up to three additional years, and must demonstrate long-term sustainability.

### *County/University Partnerships*

The 2012 Practice/University Partnership submission that was selected, "Transforming Child Welfare Practice through Collaborative Research and Training," proposed a sustainable partnership between the UCLA Luskin School of Public Affairs, Department of Social Welfare and the Torrance Regional Office of the Los Angeles County Department of Children and Family Services. They proposed to use web-based technology to create a more streamlined process for determining which agencies have openings available to serve clients, then matching client referrals with service providers.

The first (2011) of the funded Practice/University Partnership, "The Child Welfare Partnership for Research and Training (CW-PART)," has created a sustainable partnership between two Bay Area child welfare systems—Santa Clara and Santa Cruz—and the San Jose State University School of Social Work. The purposes of the partnership is (1) creating a structure for responding to county research priorities by mobilizing teams of faculty, Title IV-E and other interested MSW students, and agency partners in a collaborative effort to answer questions critical to improvements in the child welfare system, and (2) conducting two research studies via the developed research team structure, one in each county, focused on (a) mental health and substance abuse services, and (b) permanency practices for older youth. A two-page description of the project is on the CalSWEC website: [http://calswec.berkeley.edu/files/uploads/cw-part\\_overview.pdf](http://calswec.berkeley.edu/files/uploads/cw-part_overview.pdf)

### *Disseminating Curriculum Products*

During the AY 2012–2013, the California Child Welfare Research Library made the following Curricula available on their website: [http://www.csulb.edu/projects/ccwrl/CalSWEC\\_curriculum\\_products.htm](http://www.csulb.edu/projects/ccwrl/CalSWEC_curriculum_products.htm)

- Osterling, K. L., & Han, M. (2013). Family Reunification Among Mexican and Vietnamese Immigrant Children in the Child Welfare System: Toward an Understanding of Promising Practices to Improve Service Availability and Effectiveness.
- Smith, L. A., & Shon, H. (2010). Curriculum for the Worker Factors in the Overrepresentation of African Americans in the Child Welfare System Research Project.

In addition to the curriculum development products 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 on the CalSWEC website. Currently available on the CalSWEC website, <http://calswec.berkeley.edu/iv-e-curriculum-enhancement-based-program-evaluation> and at

<http://calswec.berkeley.edu/resources> are many curricular resources and learning object that have been developed that address current trends in child welfare in the State.



## Program Evaluation

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CalSWEC's primary evaluation activities are to assess, at critical points, whether graduates are prepared for practice and to discern whether they are retained in the public child welfare field, which includes studying factors that enhance or present barriers to retention. Briefly, the CalSWEC Evaluation Framework is organized around two tiers:

- Tier 1—Workforce Development
  - Evaluation intervals for Tier 1 are:
    - 1) A study of the California Public Child Welfare Workforce every three years, and done in 2011; due to be repeated in 2014;
    - 2) Newly hired by the agency as a workers or supervisors at the beginning of Core in-service training;
    - 3) When their IV-E work obligation is completed (~ 3 years); and
    - 4) At 5 years post-graduation when many professionals are looking for career changes.
- Tier 2—Practice improvement and implementation research for the improvement of client outcomes
  - Strategies for implementation of collaborative models, best practice models, and innovative practice, including evidence-based practice implementation, research to practice efforts, and professional training and education. These activities are enumerated in the previous section.

### *Tier 1 Activities*

#### **BASW Evaluation 2012**

The CalSWEC BASW program was developed in response to rural counties' needs to provide child welfare social workers with the values and practice skills of professional social work. Since 2005, there have been 265 BASW CalSWEC graduates from 6 universities with accredited BASW programs.

With recent reports from the field that BASWs were having difficulty getting hired as child welfare social workers, the CalSWEC Board Workforce Development Committee requested an evaluation to re-assess the need. The key evaluation question was: *Should the BASW be seen as the beginning practice degree in public child welfare or as a pre-cursor to the MSW?*

Between October 12 and December 3, 2012, 53% of the CalSWEC BASW graduates responded to a survey developed and pre-tested by CalSWEC staff and the BASW project coordinators to learn how the graduates assessed their preparation for the California child welfare social services job market.

- The majority of respondents were grateful for having the support for obtaining a baccalaureate.
- More than half would like to obtain an MSW.
- The CalSWEC work obligation conditions were problematic for those who were not satisfied with what they were doing in their careers.
- 64% of the respondents have child welfare social work job titles.
- 52% of the respondents are working in public child welfare agencies (including tribal agencies).
- 35% do not have child welfare social work job titles, including nearly 15% who do not have social work jobs at this time.
- Almost two-thirds of the BASW graduates are satisfied that they are doing what they were educated to do and what they expected to do.



- The jobs described by those who were satisfied indicated that, rather than the traditional child welfare social work job, many connect other social services with prevention and child welfare, such as transition-aged youth stabilization, aftercare services provision, and eligibility determination and resource finding for at-risk families.

Starting with the 2008 graduates, many have had difficulty getting jobs and have been required to go outside their home area to fulfill the BASW work obligation. BASW graduates had difficulties finding jobs in the central and southern regions of California and to some extent in Los Angeles County. Competition with MSWs for the same jobs was also an issue.

Based on uncertainties in the public agency institutional environment that are not under anyone's control, (e.g., realignment), the results of this study raised significant questions which has prompted the need for program adjustments. Currently under review is the recommendation to shift to primarily a part time program that would draw on current county employees in order to support the workforce development efforts of the counties.

The complete report along with suggestions for program improvement is available on the CalSWEC website at: <http://calswec.berkeley.edu/need-basw-program-being-re-assessed>.

The CalSWEC Board has been actively involved in planning and monitoring the results of the BASW stipend program and will continue to do so in order to complete the needed adjustments.

### **Career Path Study**

- *New Graduate Study*: Currently assessing the need for the continuation of this survey.
- *Common Core Demographics Survey*: The macro evaluation committee of the In-Service Training Coordination Project is spearheading data collection. The Regional Training Academies began to collect data on our new questions about worker expectations, social commitment, and goals for the job, and to compare new hires who participate to those who did not participate in a Title IV-E Stipend Program while in school. A report on the findings from this data will be forthcoming in the coming year.
- *Key Results of the 3-Year Study*
  - The response rate was nearly identical to the 2012 response rate (31.5%).
  - 84.5% of the respondents are still working in public child welfare jobs.
  - At 3 years post-graduation about 14% are supervisors.
  - No statistical association was found between leaving the first agency/job and the perception that one's caseload was too high.
  - Appearing in court is NOT the most stressful situation encountered on the job.
  - Almost all are somewhat or very interested in obtaining their license and half are interested in becoming supervisors.
  - Continuing education is routinely offered on the job and the IV-E graduates expect it. Respondents report that there is some variation in the conditions that agencies will support continuing education.
  - The most frequently reported tasks that respondent perform on the job correspond with the basic CalSWEC competencies that USC and CSU, Dominguez Hills are testing for in their field instruction initiative evaluations and have been incorporated into the new Title IV-E Field Model.
- *Career Path Study Analysis*

- Staff continue to consolidate, clean, and analyze the data from the Standardized Core, the 3- and the 5-Year Surveys. Title IV-E and In-Service Training Coordination staff are working together to merge the Common Core demographics data with the Career Path surveys. The Common Core demographics forms contain questions about service commitment, job expectations, and career goals which can be matched on the 3- and 5-Year Surveys, given the large enough sample of newly hired workers to analyze. We expected to produce interim reports beginning in December 2012; however, the data were not ready until May 2013.

## **The 2011 California Public Child Welfare Workforce Study**

*The following is from the CalSWEC website , <http://calswec.berkeley.edu/workforce-study>, and summarizes what has been done this year to disseminate and further analyze the 2011 Workforce Study data.*

CalSWEC surveys the state's public child welfare workforce every three to five years in collaboration with the [County Welfare Directors Association](#) and the [California Department of Social Services](#) to determine the extent to which the state is meeting its requirements for Master's-level social workers among child welfare social work staff. An initial baseline study was conducted in 1992 prior to the [Title IV-E Child Welfare Training Program](#)'s inception. The study was repeated in 1995, 1998, 2004, 2008, and 2011. It consists of two sources:

1. Administrative data from the counties about the population of public child welfare workers *and*
2. Information from individual workers about their educational levels, interest in further education, and service assignments among other things.

The study reports describe the individual-level child welfare workforce and agency-level arrangements for child welfare service delivery in California.

From the initial baseline estimates in 1992, the proportion of MSWs among California child welfare social work staff has grown from 21% to nearly double that proportion in 2011 with 40.5% of the public child welfare workforce being MSWs.

- 2011 California Public Child Welfare Workforce Study Data Briefs
  - [Overview of the Available Reports](#)
  - [Population Demographics & Educational Levels](#)
  - [BASWs in the Workforce](#)
  - [American Indian/Native American Staff](#)
  - [Child Welfare Training from the Individual Worker Perspective](#)
  - [Turnover in California's Public Child Welfare Agencies](#)
  - [The Effects of the Economic Recession on Child Welfare Services and Staff](#)
  - [Latinos and the California Child Welfare Workforce](#)
  - [Child Welfare Supervisors](#)
- [2008 California Public Child Welfare Workforce Study Report](#)
- [2004 California Public Child Welfare Workforce Study Report](#)

## **Regional Workforce Studies**

CalSWEC has completed a series of California regional reports, listed below, based on the 2011-2012 Public Child Welfare Workforce Study.

Five of these reports provide data on child welfare workforce demographics within California's five training regions, defined by Regional Training Academy (RTA) boundaries as the state's Northern, Bay Area, Central, Los Angeles, and Southern regions. (View or download the [RTA map](#).) The sixth report was compiled for the Southern Area Consortium for Human Services.

- [Northern Region Workforce Study 2011-12](#)
- [Bay Area Region Workforce Study 2011-12](#)

- [Central Region Workforce Study 2011-12](#)
- [Los Angeles Region Workforce Study 2011-12](#)
- [Southern Region Workforce Study 2011-12](#)
- [Southern Area Consortium of Human Services Workforce Report 2011-2012](#)

### **New Publications**

Grossman, B., & Clark, S. (2013). The Children's Bureau's influence on the social work curriculum: One state's experience. In Lieberman, A., & Nelson, K. (Eds.) *Women and Children First: The Contribution of the Children's Bureau to Social Work Education*. Washington D.C.: CSWE.

Clark, S.J., Smith, R.J., & Uota, K. (accepted for publication June 2013) Professional development opportunities as retention incentives in child welfare. *Children and Youth Services Review*.

Morris, T., Swartz, R., Jones, C., Mathias, C., Klunkevet-Morano, M. The Pathway Program: how a collaborative, distributive learning program turned us into social work education innovators, *Journal of Teaching in Social Work* (In Press)