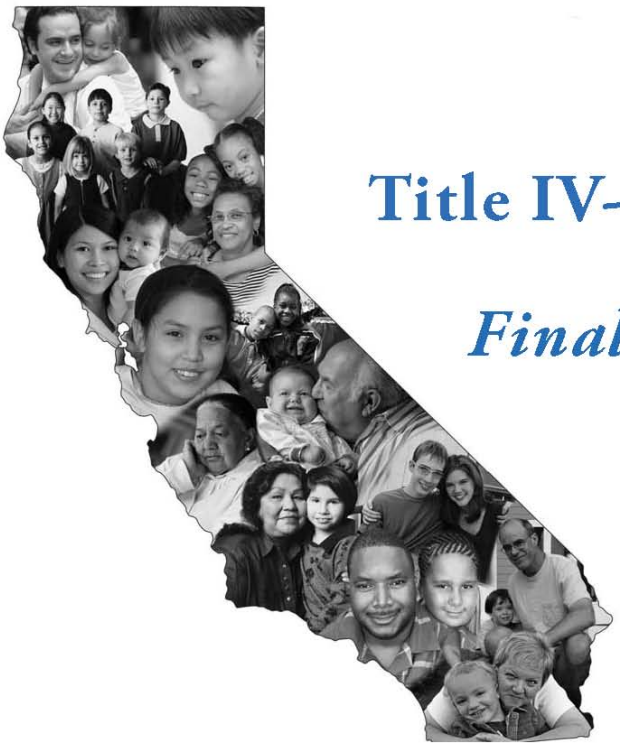
CalSWEC
California Social Work Education Center



Title IV-E Program

Final Report

July 1, 2009–June 30, 2010

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Statistical Report

Academic Year 2009–2010 marked the graduation of the 18th cohort from CalSWEC's Title IV-E Stipend Program. A total of 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 enrolled a total of 803 students for the academic year—20% below our original projection.

Of the 803 students enrolled, 353 were in their final year of study and graduated in June 2010. Another 34 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, and first-, and second- or third-year students, as well as the number of graduates and those with graduation pending.

BASW 2009-2010 Enrollment					
	Status			Sub Total	Grand Total
University	Full/Part	2nd or 3rd year	Graduates		
CSU, Chico	full		4	4	4
CSU, Fresno	full		15	15	16
	part	1		1	
CSU, Humboldt	full		2	2	2
CSU, Long Beach	full		10	10	10
CSU, San Bernardino	full	1	14	15	15
San Diego State Univ.	full		10	10	10
Subtotals	**Full**	**1**	**55**	**56**	**57**
	Part	**1**		**1**	
Grand Total		**2**	**55**	**57**	

MSW 2009-2010 Enrollment							
University	Status					Subtotal	Grand Total
	Full/Part	1st Year	2nd or 3rd Yr	Graduates	Pending* Graduation		
CSU, Bakersfield	AP				1	1	57
	Full	14		7	2	23	
	Part	20	6	7	1	33	
CSU, Chico	Full	18	2	14		35	35
CSU, Dominguez Hills	Full	4		8		12	12
CSU, East Bay	Full	14		15		29	44
	Part	6	9			15	
CSU, Fresno	Full	17	3	19	1	37	55
	Part	8	5	5		18	
CSU, Humboldt	AP	1		3		3	18
	Full	8		6		14	
	Part		1			1	
CSU, Long Beach - Distance Ed.	Part			11	5	16	16
CSU, Long Beach (home campus)	Full	8		9		17	52
	Part	20	6	5	4	35	
CSU, Los Angeles	Full	9		8		17	41
	Part	7	10	6	1	24	
CSU, Northridge	Full	12		5		17	23
	Part	1	4	1		6	
CSU, Sacramento	Full	17	1	21	3	41	60
	Part	7	2	7	3	19	
CSU, San Bernardino	Full	17		16		33	51
	Part	6	8	4		18	
CSU, Stanislaus	Full	8		10	10	26	36
	Part	1	4	5		10	
Loma Linda University	Full	14	1	12		27	40
	Part	7	6	1		13	
San Diego State Univ.	Full	14		16	1	31	51
	Part	11	3	6		20	
San Diego State - Imperial Valley	Part		5			5	5
San Francisco State Univ.	Full	9		13	1	23	23
San Jose State Univ.	Full	18		16		34	37
	Part	3				3	
UC Berkeley	Full	17		20		37	37
UC Los Angeles	Full	13		12		25	25
Univ. of Southern California	Full	14		10	1	25	25
Totals	AP	1	0	3	1	5	746
	Full	245	7	237	19	508	
	Part	97	64	58	14	233	
Grand Totals		343	71	298	34	746	

* Some students are from earlier cohorts.

Number of Students from AY 2009–2010 Already Working

As specified in their contract, the graduates of AY 2009–2010 have until December 2010 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 of Directors took steps to temporarily modify the job search and employment obligation requirements for three groups of Title IV-E graduates: (1) those laid off from qualified positions while still completing the employment obligation, (2) those in the 2008 graduation cohort, and (3) 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 2010.

As of September 2010, 200, or 64%, of the 2010 MSW graduates and only 16, or 30%, of the BASW graduates are currently confirmed to be working. We will update this report in December to give CDSS an updated count of the status of the 2010 graduates.

The following tables represent the above graphic by school.

Title IV-E MSW Graduates' Hiring Status by School & Region —As of September 2010

	2008							2009							2010						
Universities	Total Grads	Signed Addend	Not Working	Hired NP	Hired County	Hired Total		Total Grads	Signed Addend	Not Working	Hired NP	Hired County	Hired Total		Total Grads	Signed Addend	Not Working	Hired NP	Hired County	Hired Total	
Northern Region																					
Chico	12	0			11	**11**	**92%**	18	18			16	**16**	**89%**	13	0	3		10	**10**	**77%**
Humboldt	8	2		1	6	**7**	**88%**	11	0		1	8	**9**	**82%**	9	0	1		8	**8**	**89%**
Sacramento	23	19	2		6	**6**	**26%**	23	15	5	9	9	**18**	**78%**	27	17	11	1	15	**16**	**94%**
Bay Area Region																					
Berkeley	18	0			17	**17**	**94%**	18	17	2	7	9	**16**	**89%**	20	2	10	1	9	**10**	**50%**
East Bay	21	7	3	1	16	**17**	**81%**	22	19	4	8	10	**18**	**82%**	19	11	14		5	**5**	**45%**
San Francisco	17	0	2	2	11	**13**	**76%**	15	15	4	7	3	**10**	**67%**	13	5	7		6	**6**	**46%**
San Jose	15	3	0	3	11	**14**	**93%**	21	18	3	7	7	**14**	**67%**	16	15	14		2	**2**	**13%**
Central Region																					
Bakersfield	25	12	2	4	18	**22**	**88%**	32	22	0	4	26	**30**	**94%**	17	0	9		8	**8**	**47%**
Fresno	21	11	1	8	11	**19**	**90%**	18	18	0	6	12	**18**	**100%**	22	6	4	9	9	**18**	**82%**
Stanislaus	18	14		5	8	**13**	**72%**	16	16	3	8	5	**13**	**81%**	19	0	7	3	8	**11**	**58%**
Los Angeles Region																					
Dominguez Hills	NA							NA							8	0			8	**8**	**100%**
Long Beach	18	0			18	**18**	**100%**	29	10		2	26	**28**	**97%**	20	0	2		18	**18**	**90%**
Long Beach DE	NA							NA							11	0			11	**11**	**100%**
Los Angeles	28	0			27	**27**	**96%**	17	9			17	**17**	**100%**	15	0			15	**15**	**100%**
Northridge	5	0			5	**5**	**100%**	9	1		1	7	**8**	**89%**	6	0			5	**5**	**83%**
UCLA	12	0	1	1	10	**11**	**92%**	12	12			12	**12**	**100%**	12	0	2		10	**10**	**83%**
USC	0	0		0	0	**12**	**100%**	13	0			13	**13**	**100%**	11	5			11	**11**	**100%**
Southern Region																					
Loma Linda	14	0	1		13	**13**	**93%**	16	2	4		12	**12**	**75%**	12	6	6		6	**6**	**50%**
San Bernardino	17	0	1		16	**16**	**94%**	22	16		7	15	**22**	**100%**	22	10	5		17	**17**	**77%**
San Diego	20	0	1		16	**16**	**80%**	21	18	1	6	12	**18**	**86%**	22	11	17		5	**5**	**23%**
Totals	**292**	**68**	**14**	**25**	**220**	**269**	**88%**	**333**	**226**	**26**	**73**	**219**	**292**	**88%**	**314**	**88**	**112**	**14**	**186**	**200**	**64%**

NOTE: 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

NP = Non-profit agency

2008-2010 Title IV-E BASW Graduates' Hiring Status By School & Region—As of September 2010

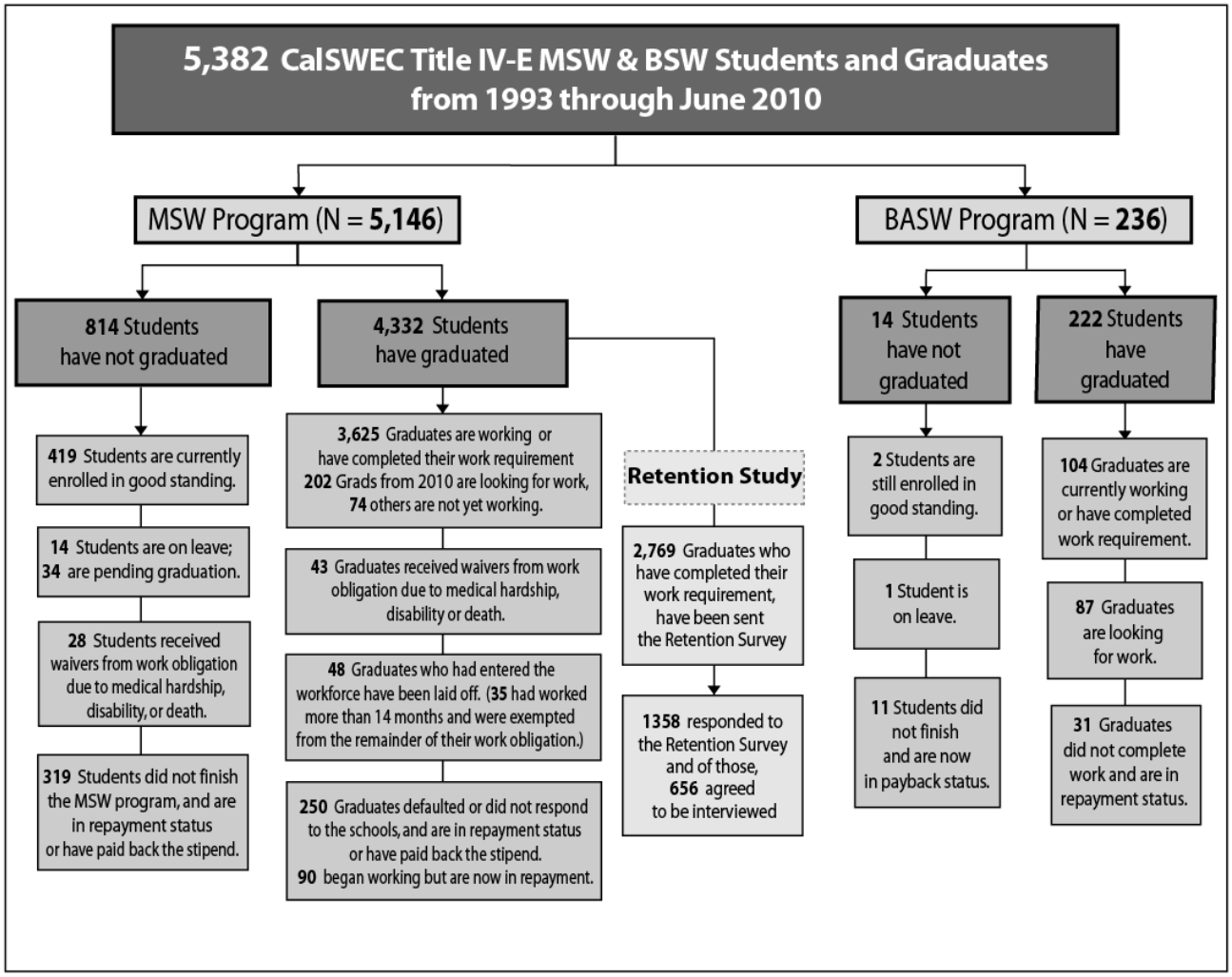
	2008							2009							2010						
				Hired							Hired							Hired			
Universities	Total Grads	Signed Addend	Not Working	NP	County	**Total**		Total Grads	Signed Addend	Not Working	NP	County	**Total**		Total Grads	Signed Addend	Not Working	NP	County	**Total**	
Northern Region																					
Chico	5	0			5	**5**	**100%**	2	2			2	**2**	**100%**	3	1	2		1	1	**33%**
Humboldt	1	0			1	**1**	**100%**	2	1	1			**0**	0	2	0	2			0	**0**
Central Region																					
Fresno	13	13			7	**7**	**54%**	13	13	7	1	5	**6**	**46%**	16	16	10		4	4	**25%**
Los Angeles																					
Long Beach	11	0			11	**11**	**100%**	11	7	7	4		**4**	**36%**	9	0			8	8	**89%**
Southern Region																					
San Bernardino	8	0	4	1	3	**4**	**50%**	6	6	3	3		**3**	**50%**	14	0	13	1		1	**7%**
San Diego	10	9	4		6	**6**	**60%**	11	10	4		7	**7**	**64%**	10	7	8		2	2	**20%**
Totals		22	8	1	33				39	21	8	14				24	35	1	15		
	49	45%	16%	2%	67%	**34**	**69%**	45	87%	47%	18%	31%	**22**	**49%**	54	44%	65%	2%	28%	16	**30%**

Total Population of CalSWEC 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 the program. 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 2010, the database has information on 5,382 students and graduates: 5,146 MSW and 236 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 2010



Retention of Title IV-E Students

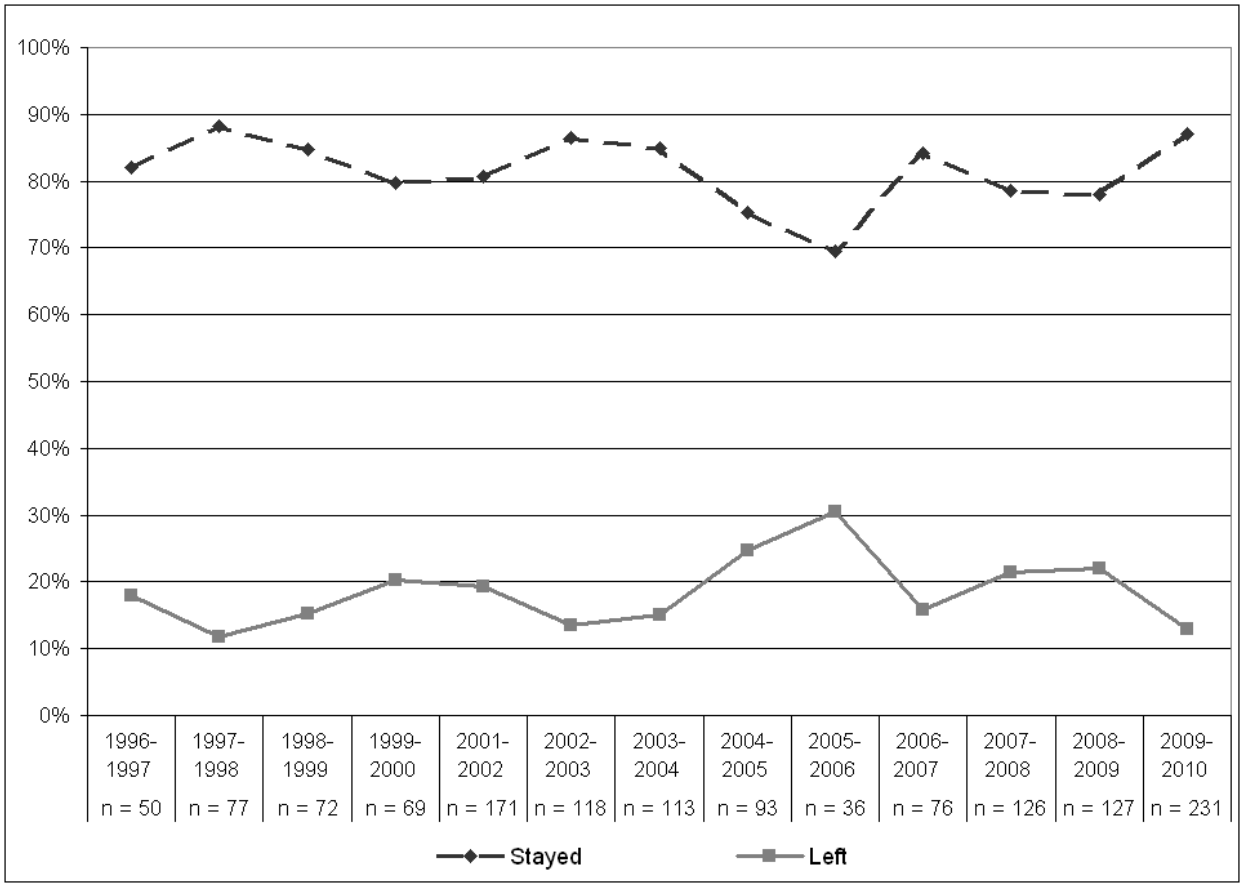
CalSWEC research specialists annually survey graduates of the Title IV-E Stipend Program about one year after they have completed their employment obligation in public child welfare services. This survey is intended to track the completion of work obligation and the retention of the graduates in public 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 15th year, the study aims to determine the factors that contribute to that high rate.

Highlights of the Survey for Fiscal Year 2009–2010

- 465 Title IV-E MSW graduates had completed their payback obligation, became eligible for the study, and were sent surveys.
- 231 graduates returned completed surveys; 143 responded to the online version and 88 completed the booklet of the Retention Survey.
- 100 of the 230 respondents agreed to the follow-up phone interviews.
- Of those who completed the survey, 201 (87%) reported they were still with their payback agency following the completion of their contractual obligation.
- The next cohort will be sent a survey in January.

FIGURE 2. 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 2010

With the addition of the 200 survey participants from fiscal year 2009–2010, the findings from the Retention Study from 1996–2010 are:

- To date, the total number of MSWs who completed their payback obligation and became eligible for the study is 2,769.
- The number of graduates who have participated in the Retention Study thus far totals 1358.
- 1,119 (82.4%) of the survey participants stayed with their payback agency after completing their work obligations.
- Of the 240 survey respondents who left their agency after completion of their work obligation in public child welfare:
  - 89 (37.1%) continued to work in other public or nonprofit child welfare agencies or worked in schools:
    - ❒ 45 (50.6%) were working in a different public child welfare agency;
    - ❒ 24 (27.0%) were at nonprofit agencies serving child welfare populations; and

- ❒ 19 (21.3%) were practicing in schools.
- 42 (17.5%) were at mental health agencies;
- 26 (10.8%) were working in other agencies such as aging, chemical/alcohol abuse, criminal justice, disabilities, policy/planning or occupational/industrial;
- 22 (9.2%) went into work "other" than the choices listed, including those who left the social work profession;
- 23 (9.6%) were working in the medical field;
- 15 (6.2%) reported they were either retired, parenting, back in school, or "not working" for an unspecified reason;
- 5 (2.1%) indicated some combination of categories for their new jobs;
- 2 (0.8%) indicated they were private practitioners;
- 2 (0.8%) had been laid off from their county positions;
- 12 (5.0%) were missing this information.

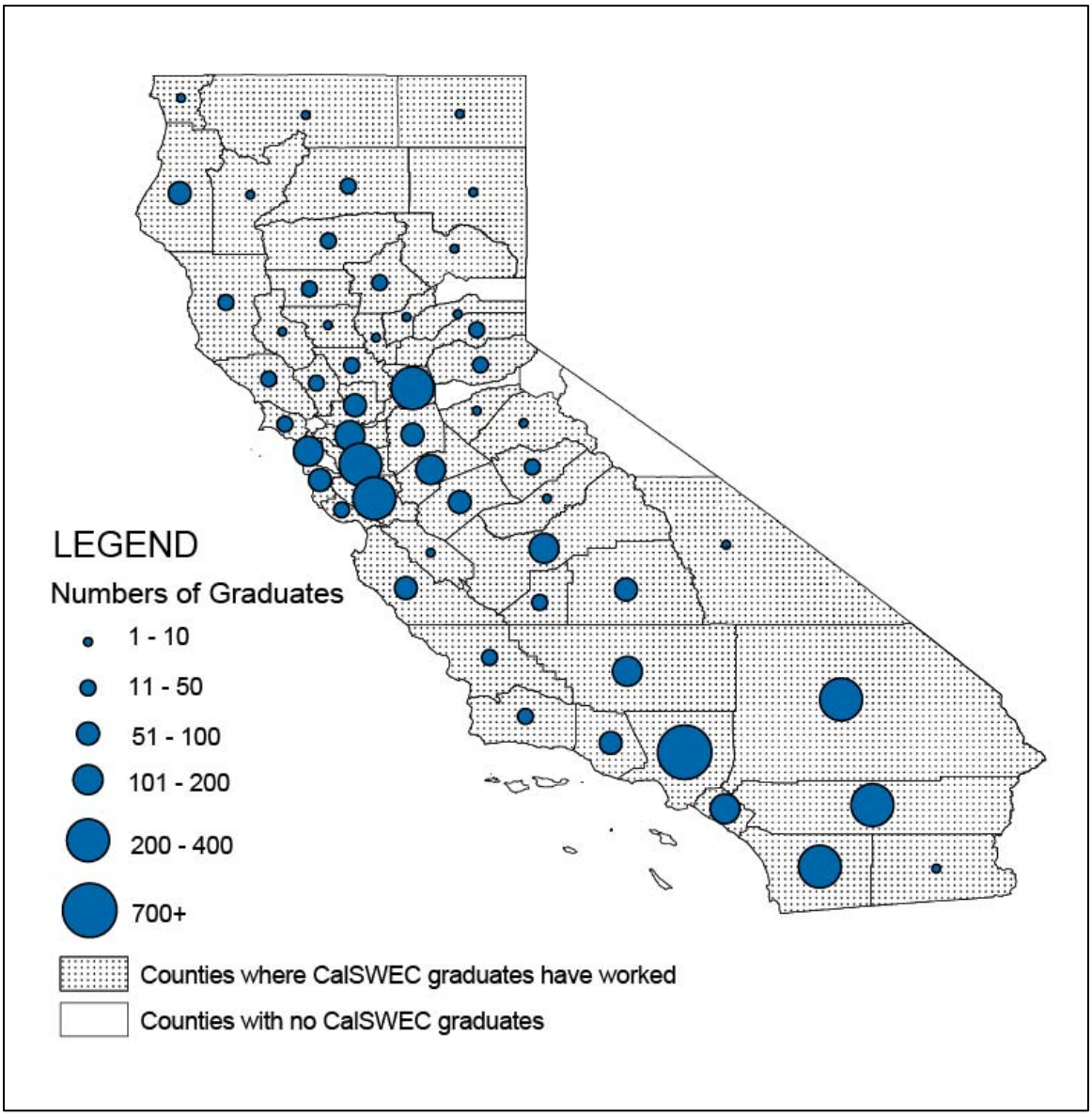
Geographic Dispersion of the Title IV-E Graduates

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 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
- 13 graduates have worked in California State Adoptions;
- 13 have worked for Tribal agencies; and
- 134 have worked in approved non-profit organizations.

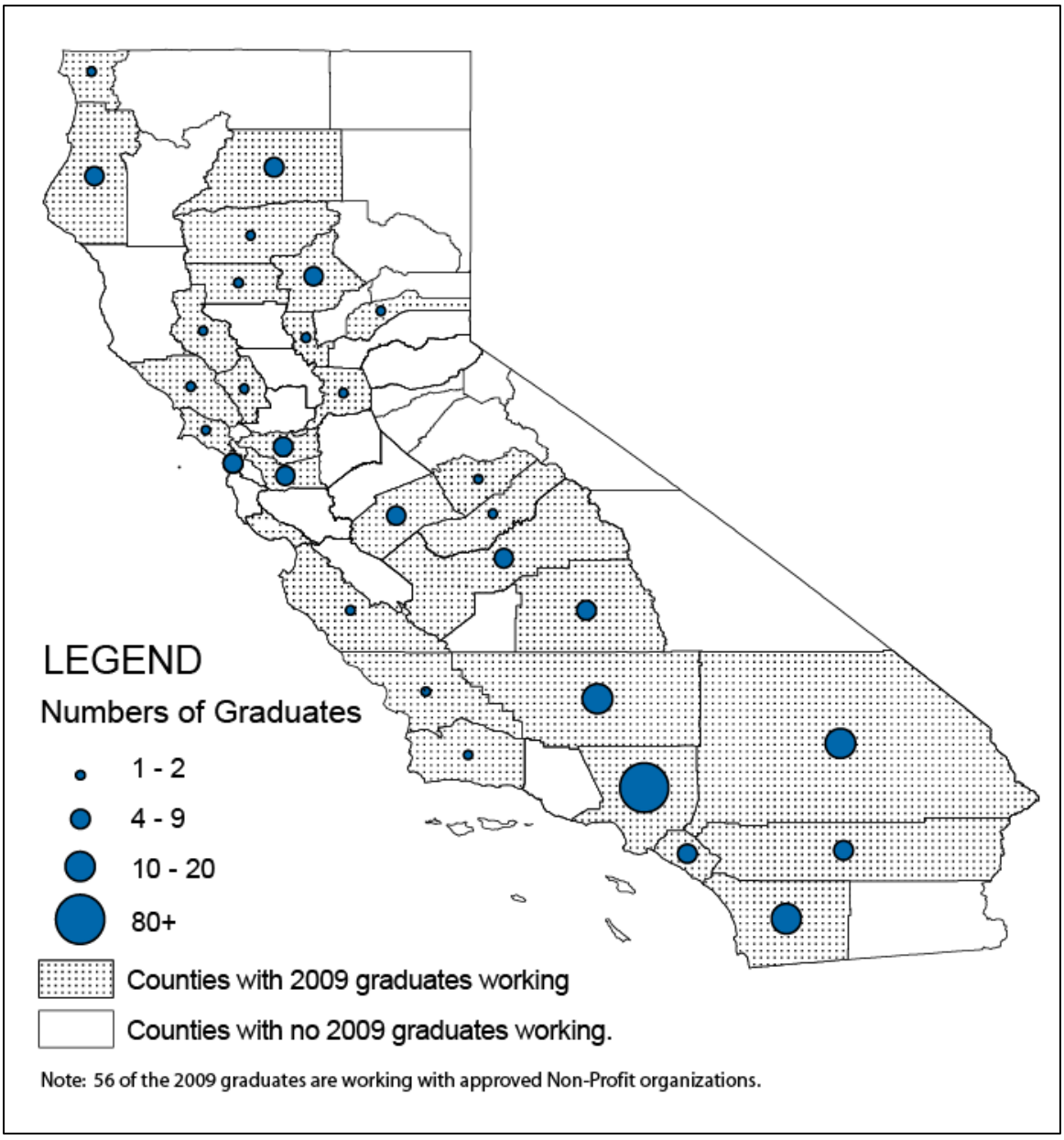
FIGURE 3. Density of Title IV-E MSWs and BASWs Employed by California Counties



The geographic dispersion of the 2009 MSWs and BASWs are documented below.

- 268 (84%) of the 318 Title IV-E MSW 2009 graduates are employed in 31 California counties.
- 15 (33%) of the 46 Title IV-E BASW 2009 graduates are employed in 8 California counties.

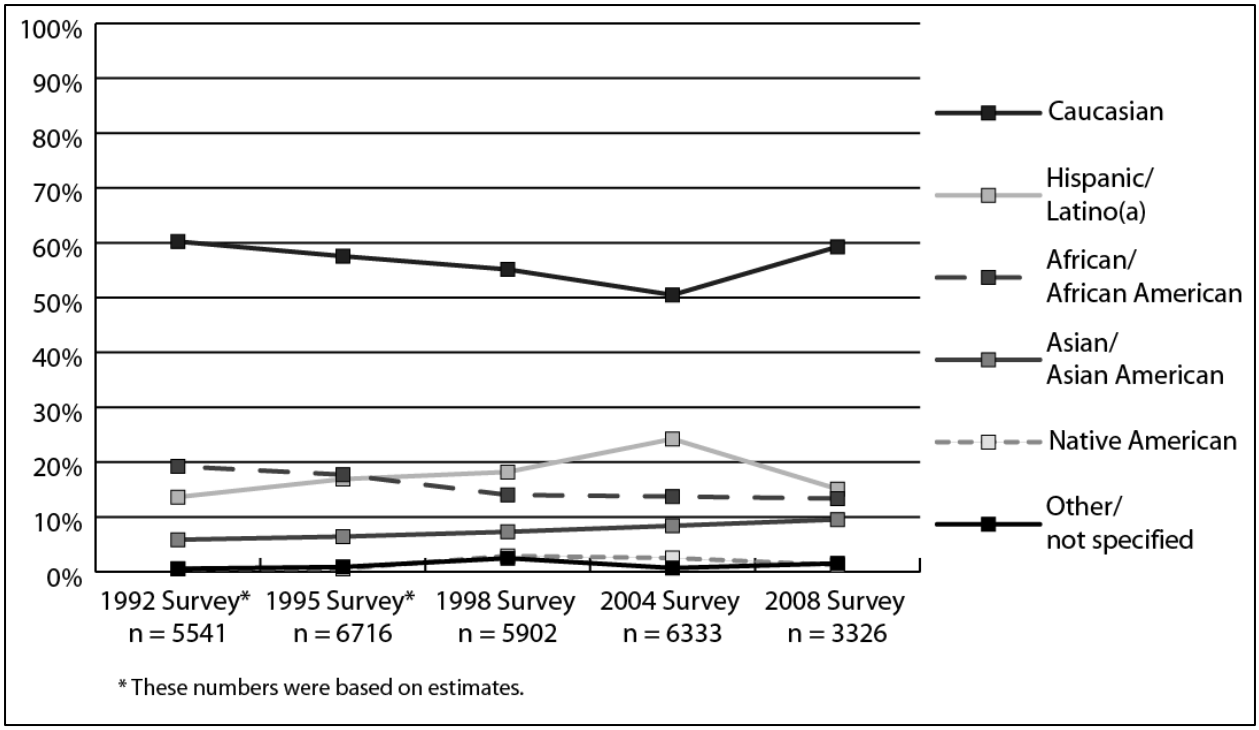
FIGURE 4. Density of Title IV-E 2009 MSW and BASW Graduates Employed by California Counties



Increased Diversity

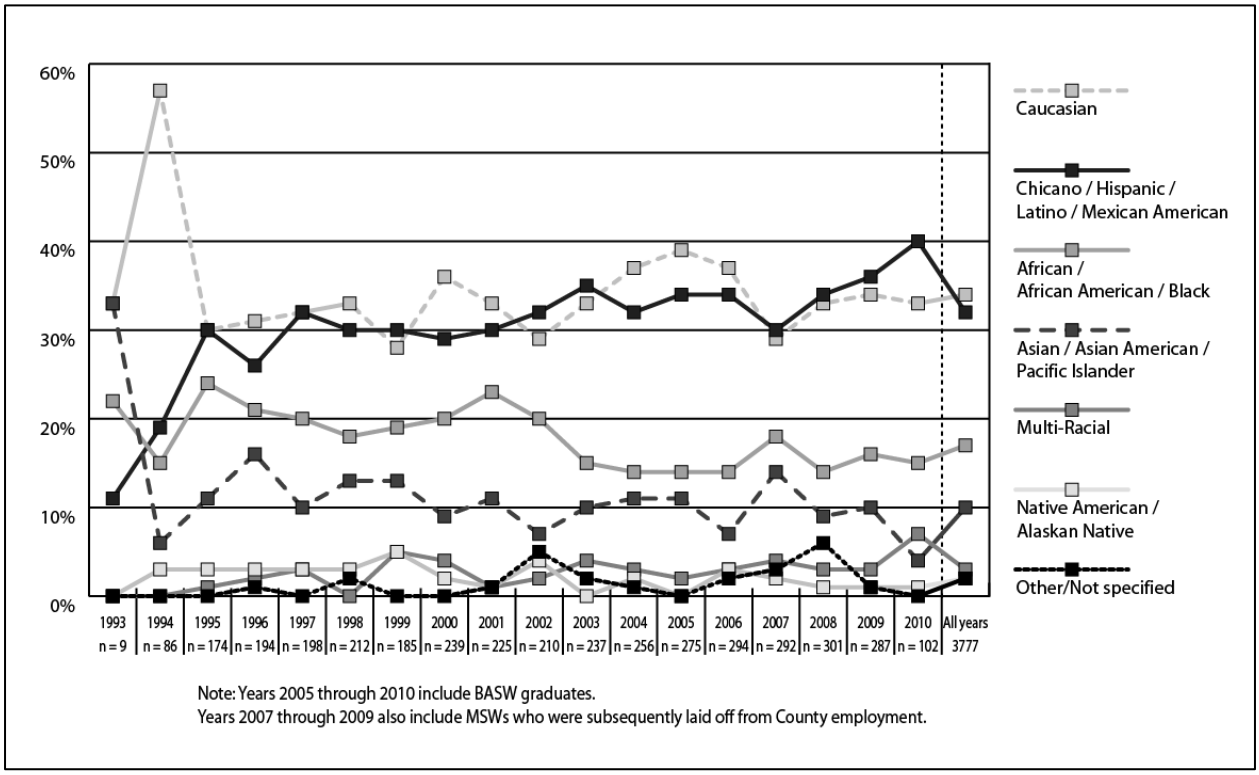
California's public child welfare workforce has become increasingly more representative of the system's clients than they were in the past—a goal of CalSWEC when the unique organization was conceived more than a decade ago. Figure 5 below is based on CalSWEC's Workforce Survey data from 1992, 1995, 1998,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

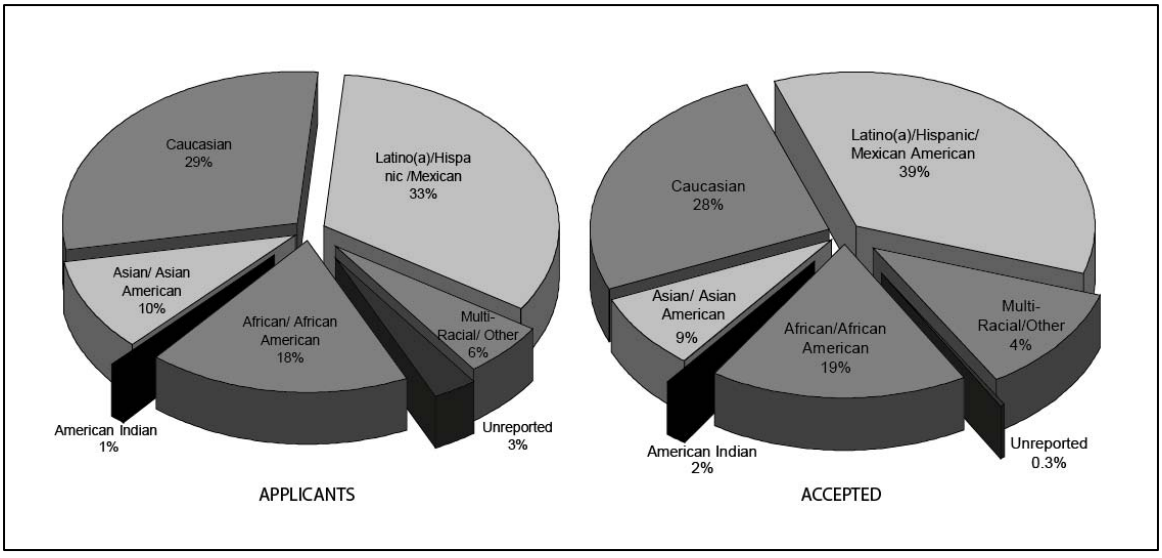


The MSW Applicants and New Students

In Academic Year 2009–2010, the CalSWEC Title IV-E Stipend Program continued to attract a diverse student body. A total of 768 students applied to the MSW program; of these applicants, 385 first-year students were accepted. The number of applicants and students accepted for fall 2009 by race/ethnicity are:

Race/Ethnicity	Applied	Accepted
African / African American	124	73
American Indian	9	6
Asian, Southeast Asian, or Pacific Islander	68	33
Caucasian	202	107
Hispanic, Latino, Mexican, or Latin heritage	226	149
Multi-Cultural/Other	40	16
Unreported	21	1
TOTALS	**690**	**385**

FIGURE 7. Racial/Ethnic Composition of Applicants and Students Accepted for the Fall 2009 Title IV-E MSWs Program

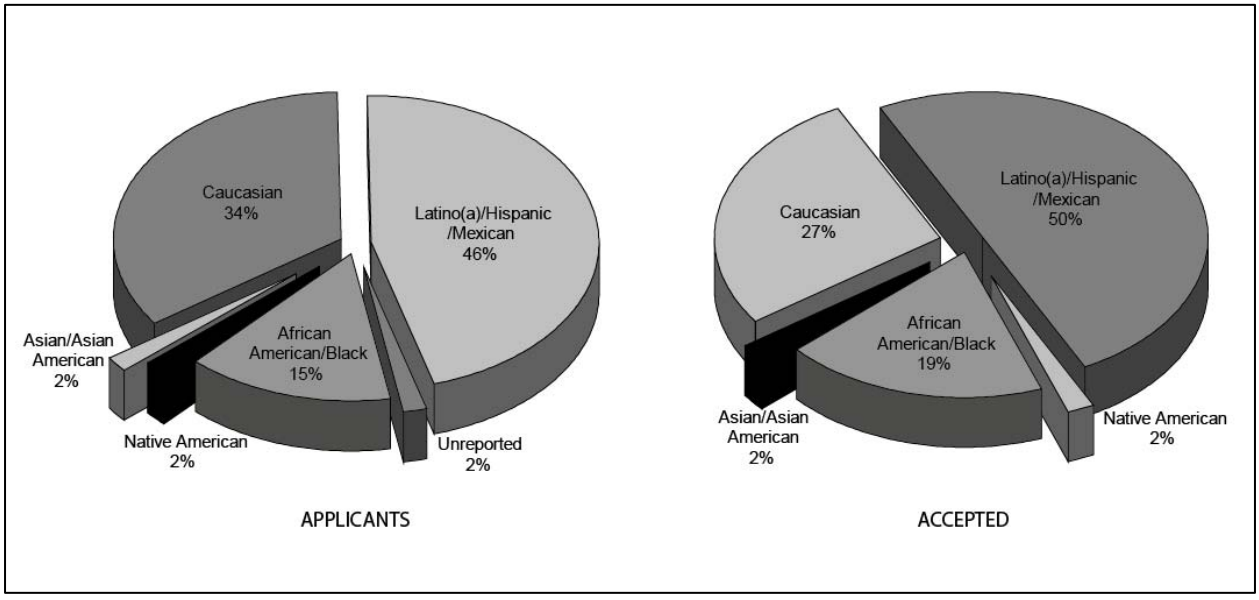


The BASW Applicants and New Students

Now in its sixth year, the Title IV-E BASW program has six participating schools. The programs received a total of 61 applications for the fall 2009 semester, and accepted 48 new students. The 2009 BASW applicants reflect the diversity of the Title IV-E program as evidenced in the chart below. The numbers of applicants and students accepted for fall 2009 by race/ethnicity are:

Race/Ethnicity	Applied	Accepted
African / African American	9	9
American Indian	1	1
Asian, Southeast Asian, or Pacific Islander	1	1
Caucasian	21	13
Hispanic, Latino, Mexican, or Latin heritage	28	24
Unreported	1	0
TOTALS	**61**	**48**

FIGURE 8. Racial/Ethnic Composition of Applicants and Students Accepted for the Fall 2009 Title IV-E BASWs Program



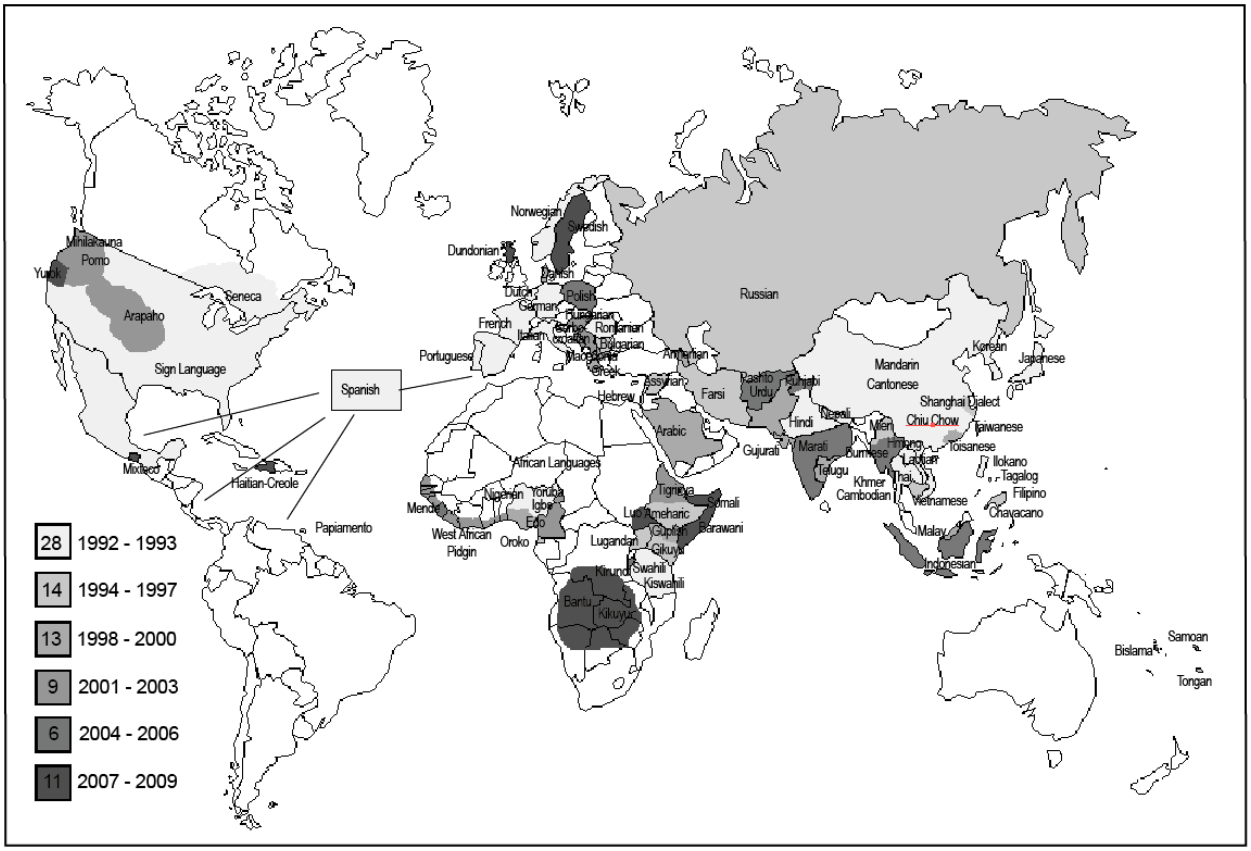
Strong Multilingualism

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 5,382 Title IV-E students and graduates:

- 2,241 (42%) speak, write, or sign a language other than English;
- 217 (4%) speak 2 or more additional languages; and
- 81 different languages are spoken in addition to English.
  - 75% of the bilingual students and graduates speak Spanish; and
  - 17% of the bilingual students and graduates speak Vietnamese or some other Southeast Asian language. This included 49 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, 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 (1993–2010)



Program Report

Program Enhancements

BASW Program

After six years of modest growth, the Title IV-E BASW program has been particularly challenged by the unfavorable hiring climate within the state. While the programs in the six participating schools have continued to engage actively in collaborations with county programs and personnel, the economic conditions have threatened county capacity to hire IV-E program graduates, and especially graduates at the BASW level. Nevertheless programs have continued to explore strategies to sustain and improve the delivery of the program, especially in terms of the career ladder and hiring profile for the graduates. Below is a summary of the program development activities over the past year.

Job Alignment to Education Level: Local programs have continued to work with their counties to develop specific county positions suited to Title IV-E BASW graduates. Although Los Angeles County has a social work position tailored to the BASW degree, the initial willingness of some counties to consider accepting IV-E BASW graduates from other counties into their workforce has been severely curtailed by present hiring conditions. The issue of appropriate job alignment remains an area of development for the program, with discussions with NASW and the County Welfare Directors Association continuing.

County Examinations: Efforts to improve the success rates for BASW graduates in passing county civil service examinations are also continuing, with some schools working with their counties to examine the possibility of modifying the examination to confront possible language barriers. The lack of alignment of some examinations with education course content or with tasks associated with the positions for which candidates apply remains a challenge. Merit Systems, which serves as a CPS human resources conduit for 30 counties, has begun to use a job-simulation type of exam which promises greater exam/position alignment. Action on all of these activities has slowed with current economic conditions. Some graduates who wished to apply for the limited available positions during AY 2009–2010 were assisted by Merit Systems' willingness to hold examinations nearer applicants' homes to partially defray transportation costs. The Board will continue to monitor these issues and possible solutions as the economic and hiring status of the counties begins to stabilize and improve.

Field Placements: The project coordinators have determined that counties differ in what they are able to offer as suitable learning experiences for BASW students. Given the special challenges counties faced in AY 2009–2010, appropriate field placements for both BASW and MSW students have been difficult to sustain at a high level. The project coordinators, working with the Field Initiative begun in AY 2009–2010, will be able to continue

developing more unified and innovative approaches to field experience at the BASW level, possibly through regional field consortia *(see Field Initiative in the MSW Program section).*

Transfer Issues: Students continue to be challenged by articulation of community college degrees into a BASW program. Information that has been available to students selecting appropriate course work at the community college level has been inconsistent, with the result that students often have the wrong credits for transfer into the BASW program. The issue has been resolved in some cases by encouraging students to select the Intersegmental General Education Curriculum (IGETC) course pattern approved by the California State University (CSU) campuses. General resolution may be provided through a bill introduced in spring 2010 by the Senate Education Committee (SB 1440, Padilla), which provides that all the CSUs will align their lower-division credit requirements for students transferring from community colleges. The issues are also being resolved through the Distance Education Pilot program at CSU, Chico; Humboldt State University; and CSU, San Bernardino *(see following section).*

MSW Program

Field Placements: Field practica have long been at the center of social work education. As explicitly acknowledged by the Council of Social Work Education (CSWE) in 2008, field placements are social work's *signature pedagogy*.[1] This is especially the case 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 from the other and to exchange ideas and approaches that further and enrich the education of the student. All the students in the Title IV-E program must have a caseload that is composed of Title IV-E-eligible children; consequently it is vitally important for all three partners (school, agency, and student) to understand and support the goals of the field placement.

Our programs continue to face two major challenges: first, the ability of first-year field placements to meet the regulatory criteria (100% Title IV-E-eligible caseload) while providing the students with an appropriate, high-quality supervision and educational experience. The second major challenge arose in part because of the sharp decline in counties' ability to offer quality second-year field placements due to reductions in workforce and hiring curtailments sustained across the state during AY 2009–2010. Student demand for professional supervision and any choice among placements could not be met. Similarly, due to a decrease in financial support for private non-profit agencies, a serious reduction among suitable first-year students also occurred. As in AY 2008–2009, the programs continued to utilize a streamlined process for verifying compliance of caseload and developed additional first-year placements by increasing networking and relationships with community organizations.

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

Continuing efforts are being made to strengthen relationships with county agency staff. Our programs are sustaining their 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.

Field Instruction Initiative

In FY 2009–2010, the CalSWEC Board's Child Welfare Committee continued to support the efforts of its Field Placement Subcommittee, now known as a the Field Instruction Initiative, to explore the issues surrounding field placement among the counties and schools, as well as to develop a limited number of field placement models to pilot in different regions of the state.

The initial members, Corinne Florez, Terrence Forrester, Bart Grossman, Stuart Oppenheim, and Valerie Peck, along with Title IV-E Stipend Program Director Chris Mathias and Curriculum Specialist Elizabeth Gilman, have been joined by Research Specialists Sherrill Clark and Susan Jacquet and Curriculum Specialist Carin Harkness and a small cadre of Title IV-E faculty, field faculty, county welfare directors, and project coordinators. The group has formed three subgroups or "teams," (1) Design, (2) Strategy, and (3) Resource Development, and has also invited several additional members to round out representation. In addition, the group drafted a Charter in spring of AY 2009–2010 and began recruiting Steering Committee members to assist with and consult to the project *(Appendix A-1—Title IV-E Social Work Field Instruction Initiative Charter).* As the work progresses, key informants will be identified and contacted to help with refining the models.

The initiative members elected to continue regular contact by phone conference and Webinar™ and to time their face-to-face meetings to correspond with the Board meeting calendar to conserve travel costs. The group held phone conferences and met over the spring of AY 2009–10. A rough work plan was developed with the intent of continuing the project over a two-to-three-year period, incorporating the design of a limited number of pilot model sites and an evaluation of the models. In addition, a literature review was drafted to assist in identifying the key elements of an effective field education experience. *(See Appendix A-2, Field Instruction Literature Review.)* As noted in the description of the *Curriculum Snapshot*, data from the various university program reports will be analyzed to contribute to the Field Instruction Initiative knowledge base. 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 designing, strategizing, and resourcing the models and evaluation will continue throughout FY 2010–2011.

Distance Education

Analysis of student retention data revealed that some areas in the state have been less able to benefit from CalSWEC's Title IV-E Stipend Program. As a result, in May 2007 CalSWEC's Board identified the need to better serve the small rural and remote counties in California. Additionally, since the program's inception, the number of counties in which CalSWEC students have been employed has increased from 67% to 93%. Despite these gains, further developing the distance education capacity of the Title IV-E Program continues to be part of CalSWEC's workplan.

During FY 2009–2010 the pilots sites (CSU, Chico; Humboldt State University; and CSU, San Bernardino) that were identified in FY 2008–2009 achieved all of the goals that were highlighted in last year's Annual Report. Specifically, they were to:

- *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 using a hybrid method of delivery.

- *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 using a hybrid method of delivery.

- *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 using a hybrid method of delivery.

To complete the design phase of the project, a program description was finalized in fall 2009. This document describes in detail the components of the program *(Appendix B—CalSWEC Pathway Program Program Description)*. To complete the development phase of the project each site worked within its region to establish the program components within their departments of social work and partnering agencies. The goals established at each site are below. *(See Appendix C—Pathway Program Final Reports from California State University Chico, Humboldt, and San Bernardino.)*

Chico
Objective 1: Create a distance education program plan that outlines AA options/articulation/prerequisites needed to transfer to CSU, Chico BASW program.
Objective 2: Review transcripts of students interested in pursuing higher-education degrees.
Objective 3: Create educational plans for those interested in participating in the program.
Objective 4: Identify those who are ready and committed to begin completion of AA courses for spring 2010.

Humboldt
Goal 1: Write a research report and recommend what the most feasible target group/geographic area and level of degree would be for the first Title IV-E distance education (DE) student cohort.
Goal 2: Establish a hybrid DE program.
Goal 3: Determine who the students are in this first cohort for the DE degree program.
Goal 4: Implement the first two courses in the course plan for the degree.
Goal 5: Create a mentoring network.
Goal 6: Develop a system for evaluating the processes and outcome of the Title IV-E DE program.

San Bernardino
Activity 1: Complete and submit needs assessment report.
Activity 2: Develop AA-level opportunities for the employees of Inyo County and the Eastern Regions of Riverside and San Bernardino Counties.
Activity 3: Develop BASW online/face-to-face hybrid courses.
Activity 4: Start planning for the development of hybrid online/face-to-face MSW courses.

As a result of the accomplishments noted above, implementation of the program began in winter 2010. As of June 2010, a total of 22 students were enrolled in the program, 5 of whom have a Tribal affiliation.

Additionally, the three sites were able to transform courses to an online format and connect with the community colleges' virtual campus to aid in delivery of needed courses in the program. The courses that have been transformed to date are indicated in the table below.

Past	Present 2009–2010	Future 2010–2011
Social Welfare Institutions (3) Multicultural Awareness for Human Services (3) Human Behavior Across the Lifespan (3) Human Behavior & the Social Environment (Macro) (3) Child Welfare (3) Social Work Research Methods (4) Introduction to Social Work (4)	Social Agency Experience (2) Children & Family Welfare or Mental Health (3) Social Work Internship & Seminar (7) Social Work Internship & Seminar (7) Psychopathology of Children (4) Social Welfare Policy I (4) Human Behavior and the Social Environment I (4)	Socialization into the Social Work Profession (3) Social Welfare Policy, Programs and Services (3) Social Work Practicum I (5) Social Work Practicum II (5) Seminar for Practicum I (1) Seminar for Practicum II (1) Social Work Methods I (4) Social Work Methods II (4) Social Work Research (4) Social Policy (4) Social Welfare Policy II (4) Social Work Research (6) Human Behavior and the Social Environment II (4)
Chico	Humboldt	San Bernardino

Integration Efforts: In June 2010, a site visit to CSU, Long Beach was made to get an in-depth update on the current distance education programs that are sited at CSU, Channel Islands and CSU, Sonoma. The purpose of this meeting was to begin discussions about how to integrate the distance education efforts of both the Pathway and CSU, Long Beach programs. It was acknowledged that each program serves different needs and that when a distance education specialist is hired at CalSWEC more discussions about integration would occur.

Project Coordinators and Principal Investigators Needs Assessment

In spring of AY 2009–2010, CalSWEC initiated a series of site visits to member schools and administered a needs assessment survey to project coordinators and principal investigators in an effort to respond to requests for additional contact with CalSWEC central. The goal was to elicit from members of both groups their perceived needs and their suggestions as to how best to address those needs.

Consultant Shaaron Gilson, a recently retired, experienced project coordinator from UC Berkeley, was hired to assist with the project.. Ms. Gilson, together with Title IV-E Stipend Program Director Chris Mathias and Curriculum Specialists Elizabeth Gilman and Carin Harkness, designed an online survey to be completed by the project coordinators and principal investigators at each of then-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 were analyzed by Ms. Gilson and presented in abbreviated, PowerPoint form at the fall 2009 project coordinators meeting. The full report was submitted by Ms. Gilson in spring 2010; the Executive Summary was completed by doctoral student Joanna Doran and Curriculum Specialist Elizabeth Gilman. *(See Appendix D—Title IV-E Project Needs Assessment: Findings from Project Coordinator and Principal Investigator Survey.)*

The survey results contained few surprises. There was broad agreement between the project coordinators and principal investigators regarding the relative importance of topics, such as curriculum, resources, field program, and preferred communication formats. The key implications and recommendations that emerged were:

- Both groups wanted CalSWEC to continue existing forms of communication and support, with preference for in-person contact. This group of recommendations included maintaining a schedule of meetings and possible regional meetings, with attention to sharing of research and expertise across schools. Another recommendation was to establish and maintain a regular schedule of orientation and

technical assistance for new and continuing project coordinators, principal investigators, and Title IV-E staff, as well as a schedule of routine site visits to identify regional resources and needs.

- A second cluster of recommendations formed around finding ways to advocate for and enhance shared resources to enrich the individual school programs. Suggested ways to accomplish this purpose included: relating research findings to child welfare curriculum development through a variety of formats; strengthening the interface between curriculum as delivered and CSWE program requirements; and enhancing field capacity and development of quality field programs.

The survey results will be utilized to inform future technical assistance and possible curriculum supplements for project coordinators and their programs. Several of the recommendations echo planning and initiatives that are already underway.

Technical Assistance

During AY 2009–2010 technical assistance to the sites were provided in two distinct areas. One area was to address the findings from the needs assessment (referenced in the previous section). The second was to provide support to the sites on the hiring challenges of the Title IV-E graduates.

This was accomplished by using the project coordinator meetings to develop program improvements. The winter and spring project coordinators meetings addressed the areas identified in the needs assessment. The meeting contents were:

- Needs assessment findings—Implications for Title IV-E program
- Workforce/Retrospective study
- Organizational Factors and Retention—Implications for Title IV-E program
- Field Initiative planning and project coordinator role
- New Grad Survey—preliminary report
- Child Welfare Resource Library—resource matching

Additionally, Title IV-E Stipend Program Director Chris Mathias provided enhanced technical assistance to all project sites via a series of Webinars™ on Title IV-E graduate hiring *(Appendix E—Title IV-E Graduate Search Requirements Implementation Guidelines).*

Curriculum Enhancement Activities

New Graduate Survey

Each year the New Graduate Survey is sent to all graduates, usually six months after they have completed the program. The intent of this survey is to assess how well the curriculum prepares the student for public child welfare work and to elicit the student's feedback on the perceived strengths of their individual program, including how the program can be improved.

The administration of last year's survey was somewhat hampered by the fact that many graduates were slow to be hired by counties due to economic conditions. In AY 2009–2010 the economic conditions grew more severe and counties suffered reductions in force and hiring freezes. As a result, graduates were hired more slowly and in fewer numbers than the prior year. The survey was therefore administered later than usual and graduates were encouraged to respond to the survey even if they had not been hired.

Due in part to the unusual labor market conditions, the response rate among the graduates was lower than the prior year. Nevertheless, the overall 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.
- Results regarding field education were also very similar to the previous findings. In field, 97 % 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.
- As in the prior survey, graduates most often noted diversity/sensitivity education, child welfare policy, and advocacy/social justice as areas their programs covered especially well. These areas were followed by making assessments and relationship-building and gaining client participation.
- 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.

CalSWEC has explored avenues for increasing availability of resources for supplementary curriculum content in these areas. Electronic delivery of content through entities such as NASW and the Administration on Children Families and the Courts has been made available to programs. Increasingly, distance education program models being developed by the schools are providing alternative modes of content delivery. In addition to the other content areas, a large percentage of graduates (85%) cited field placement quality as an area that their programs could have done differently or that was not handled adequately by their programs. This was an increase of 15% over the prior year's survey responses. It is likely that the economic downturn affecting the counties as well as non-profit agencies contributed significantly to the erosion of field placement opportunities.

The CalSWEC Field Initiative, formed largely to remedy the depletion of quality field placements across the state, plans to develop strategies that will endeavor to enhance the capacity, quality, and sustainability of field education in future. *(See Appendix F—Title IV-E MSW New Graduate Survey Highlights 2009–2010.)*

Curriculum Competency Integration

When the CalSWEC Mental Health and Aging initiatives joined the existing Child Welfare program, the newer specializations each developed its own set of competencies, leading to the unworkable situation of three sets of competencies that needed to be administered by the universities. To remedy the situation and streamline delivery of competency-based curricula for the three areas, the CalSWEC Board, through its Curriculum and In-Service Training Committee, decided in AY 2008–2009 to undertake the integration of all of the competency sets including CalSWEC's in-service training 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 was decided that one set of foundation competencies would be shared commonly among the three initiatives, to be complemented in each initiative by a set of advanced competencies to be used by the advanced students in the specialized 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 began the integration process in AY 2009–2010. The workgroup, headed by John Oliver, committee chair, is composed of members of the three CalSWEC initiatives, university faculty, project coordinators, and CalSWEC staff. Working from the CSWE core competencies and practice behaviors in matrix form, the workgroup reviewed the existing three sets of competencies and grouped them according to similarity to a given CSWE competency area. Working in teams, the group then developed a proposed competency and related practice behavior(s) intended to capture the essential concept of that competency. In this way, a completed foundation competency draft was developed over AY 2009–2010 and shared with two review panels. One panel consists of two university and field faculty appointees from each member university, and the other, a specialized regional review panel, is composed of university, Regional Training Academy (RTA), and county constituents from the Aging, Mental Health, Child Welfare, field education, and RTA practice communities.

At the close of AY 2009–2010, review of the completed foundation draft was underway with the review panels. Following review, a revised foundation draft is expected to be submitted to the Curriculum and In-Service Training Committee of the CalSWEC Board for approval in the fall of AY 2010–11. After approval and adoption of the foundation draft, work will resume with the development of the drafts of the advanced competencies for each of the three initiatives. Each of these efforts will be headed by members of the three individual initiatives, Child Welfare, Mental Health, and Aging. *(See Appendix G—Competency Integration Work Plan & Progress Report June 2010.)*

Curriculum Snapshot

The Curriculum Snapshot continues as a program evaluation tool 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 2007–2008, 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 would 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. Having re-tooled the instrument for the AY 2007-–2008 snapshot, CalWEC presented two reports to the Curriculum and In-Service Training Committee, the second in early AY 2009–2010. That report noted that schools appear to look to the field component as much as, if not more than, the classroom component to insure that competencies are delivered.

Given the continuing need to provide consistent field experience for the student, learning more details about each program's field content remained a focus as the program again refined its snapshot instrument for completion at the end of AY 2009–2010. Two factors played a major role in this focus: the emphasis of the Council of Social Work Education (CSWE) on field education as its "signature pedagogy," and the formation of the CalSWEC Field Placement Initiative, which has as its central goal the design, resourcing, implementation, and evaluation of field program models to better meet the needs of member universities and their students for consistently high quality field programs.

The snapshot instrument for AY 2009–2010 was redesigned once more, both to provide additional field program data to inform the field initiative project and to render the instrument itself clearer, easier to complete, and better adapted to data analysis. An additional goal was to gain better information about how various Title IV-E field programs are structured within their respective universities.

In this iteration, the instrument design should offer even more readily comparable program data than the prior version. For the first time, the instrument was designed to be completed online using the SurveyMonkey™. All the member programs completed their snapshots at the end of AY 2009–2010. Given the relative ease of analysis afforded by SurveyMonkey™, analysis of the program data should be a more straightforward process during early AY 2010–2011. The intent is that the more operationalized data will make comparison across the programs increasingly useful for curriculum delivery sharing and mutual program enhancement.

Faculty Development Institutes

In response to the Title IV-E faculty's desire for curriculum enrichment to assist schools in remaining current with the field, Faculty Development Institutes (FDI) were initiated in fall 2008. The series continued in 2009 with *Consumers as Educators in the Field of Child Welfare: Y.O.U.T.H. Training Project Theory and Practice* presented by Jamie Lee Evans, MSW, program coordinator of the Y.O.U.T.H. Project, Bay Area Academy, and several youth trainers. The all-day event, held on October 23, 2009, at UC Berkeley's Faculty Club, was well received by faculty and county partners. The presentation was amplified by a traveling exhibit, the Museum of Lost Childhoods, featuring artifacts and commentary from former foster youth. Due in part to budgetary restrictions on travel and the imposition of furloughs, a second FDI was postponed, and a variety of alternative delivery methods such as teleconference are being developed to meet Title IV-E faculty's and project coordinators' desire for curriculum content. CalSWEC plans to continue the series on topics based on responses to evaluation measures and on direct recommendations of project coordinators, faculty, or students.

Student Day

Over 200 students, faculty, alumni, and presenters attended the 2010 Title IV-E Student Day on April 23 at the Wyndham Hotel, San Jose. An annual spring event, the Student Day conference is an opportunity for students and other 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 2010 conference, with the theme "Positive Outcomes in Challenging Times," is described below:

- *Justian O'Ryan*, an MSW student from CSU, Stanislaus, served as the student coordinator. The National Association of Social Workers, California Chapter sponsored a reception at the close of the event.
- *Rose Monteiro, LCSW, BCD*, was the keynote speaker. Ms. Monteiro is an adjunct professor of Social Work at the University of Southern California with over 30 years of professional social work background and clinical practice spanning the fields of mental health, health, corrections and probation. Her experience includes clinical work employing individual, family, couples, and group modalities. She also maintains a private practice and performs training and organizational development consulting for public and private agencies..

In addition:

- *Chris Mathias, CalSWEC Title IV-E Stipend Program Director,* welcomed the group and spoke of the importance of the students' career choice of child welfare in a time of particular social service need. She congratulated them on their commitment to serve California's children and families during the current economic crisis. Ms Mathias also presented an afternoon discussion session for the graduating BASW and

MSW students on search strategies and hiring expectations in a time of statewide economic downturn.

- *Laura Pierce, B.A.S.W., M.S., Membership Director of NASW, California Chapter,* shared news regarding NASW legislative and advocacy activities, educational offerings, and other benefits of membership. She also conducted a workshop on securing social work licensure in California.
- *Eric Marts, M.P.A., Deputy Director, Department of Children and Family Services, Los Angeles,* presented a workshop on the Points of Engagement Service Delivery System. The system is designed to reduce the number of children removed from their homes by providing services to address and reduce risk factors, thereby promoting permanency. Referrals are made to address a range of factors, such as domestic violence, mental health issues, and substance abuse. Mr. Marts, who led the team that designed the project, is also the Division Chief for the Compton project, a model service office for DCFS in Los Angeles.
- *Mary M. Wiberg, M.A., Executive Director, State of California Commission on the Status of Women,* gave a workshop on the "California Budget Crisis: Implications for Safety Net Programs and the Future of Social Work." As executive director, Ms Wiberg works with the Commission to promote equality and justice for all women and girls by advocating on their behalf with the Governor, the Legislature and other public policymakers, and by educating the public in areas related to economic equity. In the workshop, she examined the proposed social service budget cuts in the context of historical California budget priorities and discussed the likely effects of the cuts on programs serving women and children. Among fiscal reports discussed were those of the California Budget Project under the direction of Jean Ross.
- In addition, Ms. Wiberg presented an overview of human trafficking. She discussed the trafficking industry as a whole, including the effects of the practice on victims, the extent of victims' rights, and the nature of the state's response to trafficking.
- *Rick Pero, Project Specialist, Strategies/Youth for Change,* presented a workshop on "Supporting Father Involvement (SFI) and Evidence-Based Services for Families." The workshop stressed the value and importance of becoming more inclusive of fathers in all family strengthening and family support efforts. Discussions included engagement and assessment tools and family supportive techniques available through the SFI initiative. Mr. Pero has extensive experience in training and presenting in a variety of settings. He has served in several public sector positions, including supervisor of CalWORKS and Workforce Investment Act case managers.
- *Michael Yellow Bird, M.S.W., Ph.D., Professor of Social Work, Humboldt State University,* presented a workshop on Mindfulness and Social Work Resiliency. He centered his workshop on mindfulness practices, which are used by a growing number of schools across the U.S. to increase concentration, memory, and self-management. These practices, which include meditation, are credited with curbing school dropout rates, improving attendance, and sparking interest in learning. The presentation focused on evidence-based research and professional practice that employs holistic, therapeutic, and mindfulness approaches in professional contexts. Mindfulness practices assist with stress and behavioral issues as well as with improving academic performance among students. These practices may be beneficial

to social workers and their clients who are coping with stress. Dr. Yellow Bird is a member of the Arikara (Sahnish) and Hidata nations of North Dakota. His scholarship and activism focus in part on indigenous peoples' cultural, land, and political rights; principles of just war; peacemaking; critical and intuitive thinking; and capacity building among tribal youth, families and communities,

- *April Flint, M.S.W., Child Welfare Worker, DCFS, Human Service Agency of San Mateo,* gave a workshop on disproportionality. A determination of disproportionality is made by assessing whether children of various ethnic and racial groups are overrepresented in the child welfare service population when compared with their numbers in the population at large. Disproportionality occurs when children of certain ethnic or racial groups appear in greater numbers than would be expected in various phases of child welfare process, especially in foster care. In this workshop, some of the possible causes for the situation were discussed, along with measures intended to reduce the likelihood of overrepresentation in the future.

American Indian Graduate Outreach and Recruitment Project

Over the course of AY 2009–2010, the American Indian Recruitment (AIR) program was asked to inform the Executive Committee of the CalSWEC Board of its activities in greater detail in four focus areas: (1) the number of students recruited into the program, (2) the number of trainings offered to the program sites, (3) the number of American Indian field placement opportunities that were developed, and (4) the program's contact with the schools of social work leadership.

A review of the materials presented to the Executive Committee revealed that while some of these areas had been addressed, they were mostly confined to the Central Valley and Bay Area region *(Appendix H—American Indian Graduate Outreach & Recruitment Project).* Little evidence was presented that the reach of the program was statewide, as was the program's original intent and design. With this information, it was determined by the Executive Committee to enhance the program by offering an RFP to three regions, North, Central and South, to ensure that the reach of the program was statewide *(Appendix I—CalSWEC Request for Proposals Title IV-E Stipend Program American Indian Recruitment Program).*

In Academic Year 2010–2011 the AIR program will continue at CSU, Stanislaus, but with one-third of the current funding, so that the program can continue to serve California's Central Region. In AY 2011–2012, the regional RFPs will be awarded to the social work Program which best meets the criteria delineated in the RFP.

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 through two primary ways: (1) the New Graduate Survey and (2) California's Statewide

Research Agenda. The following is a progress report on currently funded projects, as well as a summary of projects completed, presented, and in review.

Newly Awarded Project

In spring 2010, a project, "Understanding Models of Child Welfare Reunification Services Deliver in California Counties" by Amy D'Andrade from San Jose State University, was funded. The purposes of the project are to: (1) identify models of reunification services delivery currently in use in California; (2) determine whether any of these models or their elements are associated with improved reunification outcomes; and (3) provide an in-depth description and exploration of promising models. The project was due to start in July 2010; however, during the spring Dr. D'Andrade began the preliminary work of establishing relationships with the participating counties.

Ongoing Project

The project "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" by co-investigators Kathy Lemon Osterling and Meekyung Han at San Jose State University, will continue into AY 2010–11, with completion in late fall 2010. The study examines factors related to family reunification among Mexican and Vietnamese immigrant children, including promising practices, service availability, and effectiveness.

Recently Completed Projects

In 2009 the projects described below were completed, with final reports and curricula submitted to CalSWEC.

- "Worker Factors in the Overrepresentation of African Americans in the Child Welfare System," headed by Laurie Smith from CSU, San Bernardino, and completed in summer 2009, examined whether there are any worker factors that contribute to the overrepresentation of African Americans in the child welfare system and identified predictors of worker bias in the assessment of African American families. The curriculum developed on cultural competency that addresses overrepresentation will be available from the California Child Welfare Resource Library next year. The findings of the report were presented at the February 2010 CalSWEC Board.

- "Community Representatives and Cultural Brokers in the Child Welfare System," headed by Salvador Montana at CSU, Fresno, has been completed with the assistance of CalSWEC Research Specialist Sherrill Clark and is under review by Resource Specialist Cheryl Fujii. It assesses the effect on African American family outcomes as a result of Cultural Broker participation during service planning and reunification efforts. The project includes a curriculum designed to enhance social worker interactions with African American families in community-based child welfare

practice. Following CalSWEC review, the project will be presented to the CalSWEC Board and disseminated through additional presentations, the Child Welfare Library and the CalSWEC website.

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, such as through Webinars™, which allow participants auditory and visual links to presented materials through their personal computers.

Through this medium, CalSWEC partners, including county and state agency staff, university faculty, and Title 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. Webinars™ conducted in AY 2009–2010 included the following:

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

- From the Bottom Up: How Training Affects Policy in Public Child Welfare Agency Practice. *Author: Colleen Friend, Ph.D., California State University, Los Angeles.*

- Foster Care Re-entry and Placement Stability Outcomes in Child Welfare: Understanding California's Performance and Practices. *Author: Amy D'Andrade, Ph.D., San Jose State University.*

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

- Worker Factors in the Overrepresentation of African Americans in the Child Welfare System. *Author: Laurie Smith, Ph.D., California State University, San Bernardino.*

Other Dissemination Activities

CalSWEC's program staff have also 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.

A service developed in AY 2009–2010 by Resource Specialist Cheryl Fujii at the Child Welfare Resources Library extends the capacity of Title IV-E project coordinators and faculty to utilize not only the Title IV-E curriculum modules but all curricular materials available through the Child Welfare Resources Library. The service is Curriculum Resource Matching. When an instructor is preparing to offer a course, he or she contacts the library and submits a syllabus to Cheryl Fujii, who then reviews the library's offerings and suggests materials suited to the course content. The faculty member then selects from the suggested materials and the library orders the materials in time for their use in the class.

Program Evaluation

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. The critical points are when the graduate is: newly graduated and newly hired by the agency as a worker or supervisor at the beginning of Core training; when the work obligation is completed (~ 3 years); and at 5 years post-graduation. Discussion has taken place about the design of an 8–10 year study, which will begin in FY 2012–2013 by surveying the class of year 2003 10 years post-graduation. Ultimately we hope to have 10 years of career data on all program graduates, resulting in our understanding of the overall impact the program has had on California's child welfare workforce.

What We Accomplished in FY 2009–2010

Current Study Reports. During this fiscal year the Title IV-E program staff continued the Retention studies and analyzing the data from surveys and telephone interviews as well as data from the Retrospective study. Summaries of the results are reported here.

- *The Retention Study.* Amy Benton, graduate student researcher, completed her dissertation, *Why Do They Stay? Building a Conceptual Model to Understand Worker Retention and Turnover in Public Child Welfare*. This study used a voluntary sample of CalSWEC graduates who had completed their work obligation from 1996 through 2008 (N=1,121) who either left or stayed in public child welfare in California. The study used a mixed methods design, utilizing both CalSWEC's qualitative telephone interview data and quantitative survey data. Dr. Benton found that supervisor support significantly increases the odds of several types of job satisfaction, except client-related job satisfaction. Peer support increased the odds of client-, growth-, office-, and salary-related job satisfaction.

  Those who stay in child welfare differ significantly from those who leave after their work obligation is completed. Worker characteristics (being of mixed ethnicity and cohort) and previous county employment (except in the last model when county differences were controlled for) predicted retention. In addition to work characteristics, at least one variable from each of these categories predicts retention: extrinsic job factors (salary, hours, and supervisor support), intrinsic job factors (level

of success), and response-to-job factors (client-related stress). One worker characteristic (cohort) and two response-to-job factors (burnout-emotional exhaustion and visit-related stress) were significantly associated with leavers. Dr. Benton presented the results of her dissertation and implications for agencies, university programs, and further research to the CalSWEC Board on May 7, 2010. *(See Appendix J—Understanding Worker Retention and Turnover in Public Child Welfare.)*

- *Retrospective Study*. CalSWEC evaluation staff have completed the survey all our graduates from 1993 to 2003. The purpose of this retrospective study was to investigate the effect of Title IV-E education on graduates' career paths and job activities, especially with respect to retention in the field and how they may influence public child welfare practice, program and policy. Although child welfare worker retention is frequently studied, research is lacking on what is considered a "reasonable" expectation for an employee's length of service in a public child welfare agency. The first step in understanding retention is to treat length of service as a continuous variable, examine it for patterns over time, and construct more nuanced meanings for the terms "staying and "leaving."

  Title IV-E graduates' career paths were examined over 14 years to compare lengths of service of *first position* and *in the child welfare field (public or nonprofit child welfare agency)*, using web and mailed surveys sent to all Title IV-E-supported participants who graduated from 1993 to 2003. Their work histories were examined from the time of graduation to the time of the survey (2008–2009), calculating how long they worked in their first jobs and in the field of child welfare. Based on a non-random sample ($n_{job1} = 401$, $n_{child\ welfare} = 399$) of the Title IV-E graduates between 1993–2003, a pair of survival analyses (life table method) were conducted to estimate retrospectively the retention rates of the graduates in their first child welfare jobs as well as their employment in the child welfare profession across a period of 14 years (Selvin, 1991). The median survival time was 43.03 months for the first position and 168 months for the child welfare field. The comparison of both survival functions revealed there were sharp drops in "staying" between 24–36 months. At the 6-year marker, the cumulative proportion of survival was 35.3% for the first position and 70.2% for the child welfare field. At 10 years, the cumulative proportion of survival for the first position was 25.8%; for the child welfare field, 62%. The data showed distinct drop-offs in retention of Title IV-E graduates at 3, 6, and 10 years. Length of service is longer in the field of child welfare than in the first position.

New Evaluation Framework. Notably, we developed a new evaluation framework that looks at a long view of program evaluation and which links the newly admitted MSW students through 5-years post-graduation. Plans are underway to extend this to 8–10 years post-graduation. The retention study (now called the 3-year study) and the 5-year study are now part of the Career Path Study. The University's Committee for the Protection of Human Subjects (CPHS) approved our linking the 3-year and the 5-year studies. An in-school assessment is under development. *(See Appendix J—CalSWEC Evaluation Framework.)*

CalSWEC worked with the Statewide Training and Education Committee (STEC) to add variables of interest to the Common Core demographics questionnaire, including questions about the trainee's service orientation, expectations for the job, and career goals, giving us the ability to compare Title IV-E graduates with newly hired non-Title IV-E child welfare workers. These variables are included throughout the new evaluation framework's timeline. This effort replicates the theme of integration of CalSWEC activities, as does the modification and integration of the curriculum competencies.

The first round of 5-year post-graduation graduates were surveyed this year. The primary 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 are 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?

Plans for FY 2010–2011

Every three to 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 the number of workers in child welfare, demographics, education levels, turnover, and retention of the workforce. During this fiscal year we continued to present the results of the 2008 Workforce Study.

During FY 2010–2011 we plan to conduct the workforce study again. The 3-year post-work obligation study will begin collecting responses in January 2011 for the class of 2007. Demographic information will be collected during the Common Core trainings that will allow us to compare Title IV-E graduates with non-Title IV-E graduates on their career expectations, goals, and commitment to service. We expect that because the counties are not hiring as frequently as they did before the economic downturn, we may have an initial small sample.

New Publications by CalSWEC Staff

Benton, Amy. D. (2010). *Why Do They Stay? Building a Conceptual Model to Understand Worker Retention and Turnover in Public Child Welfare.* Unpublished Doctoral Dissertation. University of California Berkeley, School of Social Welfare.

Morazes, J., Benton, A., Clark, S. & Jacquet, S. (2009). Views of specially-trained child welfare social workers: A qualitative study of their motivations, perceptions, and retention. *Qualitative Social Work* OnlineFirst, published on November 20, 2009, as doi:10.1177/1473325009350671.

Mathias, C., & Benton, A. (In press). Social Justice through the Education of a Rural and Tribal Child Welfare Workforce. *Journal of Public Child Welfare.*

Presentations

Chenot, D., Kim, H., & Benton, A. (2009). Social Work Education, Title IV-E Participation, and Retention in Public Child Welfare Services. Council on Social Work Education Annual Program Meeting, San Antonio, TX.

Clark, S., & Smith, R.J. (2009). Progress towards Building a Professional, Transcultural Child Welfare Workforce: A Program Evaluation. Presented at the Council for Social Work Education Annual Program Meeting, San Antonio, TX.

Lee, C., & Hernandez, M.Y. (2009). November). Identification of Child Maltreatment: Public Child Welfare Worker Training Evaluation Outcomes. Presentation at the Annual Conference for the American Evaluation Association, Orlando, FL.

Mathias, C., & Benton, A. (2009a). Addressing the Workforce Needs of Rural Child Welfare Agencies though Educational Opportunities. Presented at the Council on Social Work Education Annual Program Meeting, San Antonio, TX.

Mathias, C., & Benton, A. (2009b). Addressing the Workforce Needs of Rural Child Welfare Agencies. Presented at the National Institute on Social Work & Human Services in Rural Areas, Duluth, MN.

Smith, R.J., & Clark, S.J. (2009). This Bridge Called My Web Survey: Collecting, Weighting, and Displaying Workforce Data. Presented at Skills Workshop for the Council for Social Work Education Annual Program Meeting, San Antonio, TX. November 9, 2009.

Smith, R., Jacquet, S., & Clark, S. (2009). Actors With(out) Agency: The Problematic Interface of Technology in California's Child Welfare System and Mongolian Telehealth. Presented at the Empowering Economic And Social Improvement, Monterrey, Mexico: International Consortium for Social Development. Retrieved from http://www.iucisd.org/

Jones, C., Mathias, C., Morris, T., & Ornelas, V. (2010). Pathway: An Intercampus, Social Work Distance Learning Program. Presented at the California State University 13th Symposium on University Teaching, San Bernardino, CA.

Brown, P., Jones, C., Mathias, C., Morris, & T., Ornelas, V. (2010). Pathway: An Intercampus, Social Work Distance Learning Program. Presented at County Welfare Directors Association 20 Small Committee, Sacramento, CA.

Appendix A-1

Title IV-E Social Work Field Instruction Initiative Charter

Title IVE Social Work Field Instruction Initiative Charter:
A path to practice excellence in public child welfare

Our Mission

The CalSWEC Field Instruction Initiative is a collaboration of agency, university, and state stakeholders dedicated to effective social work practice. The Initiative recognizes the merit of field instruction as a learning tool. Under the guidance of the steering committee and facilitated by the strategy, design, and resource development teams, the Initiative envisions positive, beneficial and effective field instruction experiences for all CalSWEC social work students.

Our Purpose:

- To develop, implement and evaluate groundbreaking models of field instruction to educate and train a strong effective workforce that supports core child welfare practice in order to promote better outcomes in the safety, permanency and well being for children and families and their communities.

Our Strategy:

- To shift the focus of field instruction to models that promote university agency cooperation and insure students have the skills, values, experience and personal qualities to work effectively in the public child welfare agencies in California.

What We Currently Know

Field education is:

- The primary interface between the school, the agency and the community within which both reside and the primary domain for informing curriculum and faculty of practice issues and needs, particularly practice effectiveness (Glassman, 2008).

The benefits are:

- High-functioning, agency-university field programs reverberate to the benefit of all involved: students, agency staff, faculty, and community.

- In the field practicum the student social worker begins to navigate the complexities and subtleties of assessment, engagement, intervention, and evaluation in social work, all within different social and organizational contexts.

- 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 and has a beneficial effect on workforce retention.

*CalSWEC's Contribu*tion

- For 20 years the university agency partnerships supported through CalSWEC have provided over 5000 graduates with specialized education for public child welfare consistent with evidence based practice, principles of learning organizations, and best practices.

What We Must Consider

- To prepare staff members in economically challenged agencies, university agency cooperation is needed to insure students have the skills, values, experience and personal qualities to work effectively in the agency (Reisch & Jarman-Rohde, 2000).

- 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).

- The hallmark of this specialized education is the delivery of MSW supervised fieldwork in the public child welfare agency which has traditionally been supported by providing release time for Field Instructors. 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).

Shifts in Field Education: The Way forward

- Our challenge and goal must be to create structures within the university agency partnership that support consistent, high quality, well supervised and sustainable fieldwork experiences.

- In recent years budget cuts, redeployment and higher caseloads have decreased the counties' ability to assist with field instruction.

- Recent budget cuts have resulted in an urgency to explore ways to create structures within the university agency partnership that are capable of supporting consistent, high quality, well supervised fieldwork experiences sustainable despite changes in the broader economy.

- Consequently, greater interface and field program development that involve all partners to the educational process are 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.

Our Plan

In order to develop a state wide, systematic and sustainable *structural change* that creates high quality field placement opportunities in public child welfare, non profits, community based organizations and tribal organizations serving Title IVE children and families, the initiative will:

1. *Engage* Agency Directors, Child Welfare Directors, and University Faculty in a dialogue that will examine regional needs and resources in order to develop field placement models that address the identify regional needs and resources. The goal of this dialogue is to create mutual responsibility, ownership and investment in the development of new field models

2. *Develop Field Instruction Models* that are coordinated with agency and university partners, at *pilot sites* designed to address particular regional needs.

3. *Test the efficacy of the models* through careful pilot development. Embedded in the pilot development will be a comparative research approach to identify best practices.

4. *Leverage the university/county/ non profit, CBO/CDSS partnership* to develop fiscal models that sustain the field placement models developed in the project.

Because the initiative involves the integration of very large organizational systems it will be necessary to focus on specific domains that need development at the same time or in sequential order so that pilots can be implemented at designated sites.

Consequently, the work of the initiative will be divided into 3 teams that have specific focus areas but will work in tandem with one another.
The teams are:

Strategy Team—the development of an engagement plan with existing partnerships to establish pilot sites to test the efficacy of new field instruction models.

Design Team—the development of the key components of field instruction models to be implemented at pilot sites.

Resource Development Team—working with key fiscal people within the university agency partnership to develop fiscal structures to support the field instruction model.

Once the teams have fully developed their plans, work will begin to implement new models at the pilot sites. Once the models have been implemented and evaluated for efficacy, they can then be spread to other sites as needed.

Appendix A

Field Instruction Initiative
Steering Committee Role and Function
June 2010

The CalSWEC Field Instruction Initiative is a collaboration of agency, university, and state stakeholders dedicated to effective social work practice. The purpose of the initiative is to develop, implement and evaluate groundbreaking models of field instruction to educate and train a strong effective workforce that supports core child welfare practice and promote better outcomes in the safety, permanency and well being for children and families and their communities. The strategy of the initiative is to shift the focus of field instruction to models that promote university agency cooperation and insure students have the skills, values, experience and personal qualities to work effectively in the public child welfare agencies in California.

The initiative has gathered a core group of individuals who are tasked with overseeing the initiative on behalf of the CalSWEC's Child Welfare Committee of the Board. This group is identified as the Steering Committee and its role and function in supporting the initiative is:

- to govern the development, pace and momentum of the project as a whole,
- to support and coordinate the work of the strategy, design and resource development teams,
- to evaluate the efficacy of the project as it moves forward,
- to hold and communicate the vision of the initiative,
- to create buy in with those identified as partners and stakeholders,
- to serve in an advisory capacity to the agency directors, school of social work directors and field directors

Appendix B

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Appendix C

Team Assignments

Strategy Team—CalSWEC Staff—Carin Harness
Stuart Oppenheim
Celeste Jones
Joy Rubin
Andy Anderson

Design Team—CalSWEC Staff—Elizabeth Gilman
Valerie Peck
Cathy Ralph
Jolene Swain
Patty Hunter

Resource Development—CalSWEC Staff—Sherrill Clark
Thom Reilly
Stephanie Coram
Carol Bittman
Ken Nakamura
Corrine Florez

Appendix A-2

Field Instruction Literature Review

Field Instruction Literature Review April 2010

Introduction

This literature search has been conducted on a broad level with the goal of identifying the major lines of inquiry taken by existing scholarship and the most significant scholarly work undertaken to date. The primary categories of scholarship include Key Overviews of Field Instruction and Evaluation of Specific Field Models.

Key Overviews of Field Instruction

Bogo, M. (2005). Field Instruction in Social Work: A Review of the Research Literature. *The Clinical Supervisor, 24*(1-2), 163-193.

A review of recent literature on field education revealed an extensive body of knowledge consisting of theoretical, educational, and empirical work. This paper reviews 40 studies on field education undertaken in the past five years. A number of relevant themes emerged from this review related to the context of field education, processes of field instruction, assessment of student learning and competence, training field instructors, and international practicum. Despite methodological limitations, these studies are building towards evidence-based field education practices. Adapted from the source document.

Raskin, M.S., Wayne, J., & Bogo, M. (2008). Revisiting Field Education Standards. Journal of Social Work Education, 44(2), 173-188.

This article examines the historical development, rationale, and implementation of selected field education accreditation standards. Those reviewed include the number of required field hours, the role of the field liaison, and employer-based placements. Archival data and field education literature from the Council on Social Work Education demonstrate a lack of empirical evidence to support the contribution of these standards to student outcomes. Programs are encouraged to develop new field models, test, and empirically evaluate student achievement of educational outcomes. The critical examination of the status of field education can lead to greater

effectiveness, an unfreezing of the status quo, and better experiences for students.

Evaluation of Specific Field Models

The search strategy utilized allowed us to review about 500 references. Of these, we have identified about 10 scholarly works that explicitly discuss field models; these are outlined below. There are many additional articles, most of which appear to be of secondary importance. Some articles, for example, examine the relationship between quality of supervision and student reported satisfaction, but do not critically evaluate existing models.

In general, it seems that quite a few models have been evaluated, but few have been evaluated systematically and consistently. These are arranged according to the following categories:

1. Bringing Precision to Practice

By far this is the largest category of field models. At issue is shaping field models that are more concrete and precise in application, as well as amenable to study and replication.

2. Process Models

Examination of process models forms the other large category, with highly diverse entries. These encompass modes of field program delivery, diversity education, and clinical supervision, most of which categories are compatible with competency use. In addition, Glassman's dissertation deserves special notice, as it is the only one to have evaluated the kinds of models we tend to think about for our field programs. Glassman (2000) compared a Work-Study Field Instruction Model with an Assigned Field Instruction Model, and found there was no difference in terms of student learning.

Models

Bringing Greater Precision to Practice

Boisen, L., & Syers, M. (2004). The integrative case analysis model for linking theory and practice. *Journal of Social Work Education, 40*(2), 205-217.

This article introduces a case analysis model and field seminar format

developed to enhance students' abilities to systematically integrate theory and practice in relation to their work with practicum clients. The authors draw upon learning theories and empirical research to explain the utility of the model and then describe specific components of the field seminar format including structured student assignments, associated classroom pedagogy, and an evaluation plan. The authors discuss the feasibility of implementing this model and offer considerations for further research.

Lam, D. (2004). *Problem-based learning: An integration of theory and field. Journal of Social Work Education*, 40(3), 371-389.

This article comments on the weaknesses of conventional field education models and presents a problem-based learning (PBL) model piloted at the University of Hong Kong. The PBL program has three components: paper cases, skills workshops, and field project. Its aim is to help students integrate social work theories with practice and build their competence in self-directed learning. Findings on the preliminary assessment of the students' learning are reported. The experience was generally positive. The tutors' opinions of how the PBL program can fit in a social work curriculum and contribute to student learning are included, and the author describes the types of support required for model implementation.

Caspi, J., & Reid, W.J. (1998). The task-centered model for field instruction: An innovative approach. *Journal of Social Work Education*, 34(1), 55-70.

Although the practicum is a central component of social work education, it is rarely offered in a clearly structured manner that systematically operationalizes the principles of effective field education. This article describes a task-centered model for field instruction that provides discrete guidelines for those who supervise students in the field. The model offers strategies for setting and achieving target goals through a collaborative teaching-learning process. Evaluation of the field trial, recommendations for future development of the model, and potential applications are also discussed.

Reid, W.J., Bailey-Dempsey, C., & Viggiani, P. (1996). Evaluating student field education: An empirical study. *Journal of Social Work Education*, *32*(1), 45-52.

Despite the importance given to student field performance evaluations in

social work education, little empirical evidence has supported their validity. In the study described in this article, field supervisors' ratings of student performance in the field were compared to an independent judge's content analyses of tape recordings of their performance. The results revealed significant positive correlations between the supervisors' and the judge's ratings, providing evidence for the validity of the supervisors' evaluations. It is argued that the validity of these evaluations may have been enhanced by the students' use of a well-specified intervention model and of structured recording forms.

Process Models

Tourse, R.W.C., Mooney, J.F., Kline, P., & Davoren, J. (2005). A collaborative model of clinical preparation: A move toward inter-professional field experience. *Journal of Social Work Education*, *4*(3), 457-477.

This article proposes a model for interprofessional collaboration within the context and process of field experiences in public schools. The model evolved out of a collaborative venture between the schools of social work and education at Boston College. The placement of pairs of social work and education interns in urban schools provided an opportunity to identify the nature of collaboration that is transdisciplinary and not parallel practice. This transdisciplinary practice model is based on a common goal, discipline-specific objectives, and co-facilitated activities. The discussion includes issues of project design and implementation as well as the advantages and challenges of interprofessional field work.

Walters, G., Strom-Gottfried, K., & Sullivan, M. (1998). Assembling pieces in the diversity puzzle: A field model. *Journal of Social Work Education*, *34*(3), 353-363.

Schools of social work have long struggled with issues of diversity and how best to train students to work effectively with diverse populations. This article offers a model that infuses multicultural content into the field curriculum and enhances faculty diversity. It describes how diversity has become one of the major objectives of one school's field practice seminars through three unique features: (1) the pairing of community facilitators with faculty facilitators to increase instructors' awareness of diversity, (2) the use of ongoing workshops to train facilitators to address issues of diversity, and

(3) the conscious inclusion of diversity content in the seminar curriculum through a variety of methods. This article describes the initiative, its development and key features, evaluation methods, and implications for its adoption at other schools of social work

Turnbull, J.E., & Dietzuhler, B. (1995). The Boulder Model: Lessons from clinical psychology for social work. *Research on Social Work Practice*, *5*(4), 411-429.

The integration of practice and research concepts into a distinctive social work practice research model has generated considerable interest in our field The rationale for a practice research model has been well articulated in the social work literature, with an emphasis on the development of methods for practitioners to evaluate their practice, and more recently, the emergence of preliminary guidelines for a model of practice research. This article extends the discussion of a social work practice research model by introducing a preliminary model for training research practitioners in social work. Beginning with a summary of the Boulder Model from clinical psychology, other related practice research models that can contribute to a social work practice research model are highlighted and applications for the field of social work are outlined.

Strand, V.C. & Badger, L. (2005). Professionalizing child welfare: An evaluation of a clinical consultation model for supervisors. *Children and Youth Services Review*, *27*(8), 865-880.

This article describes a clinical consultation model that was developed and tested with child welfare supervisors in a large urban municipality over a three-year period. Carried out within the framework of an existing university-child welfare partnership, the project involved faculty from six schools of social work and a large child welfare system. The evaluation methodology included a pre-post self-assessment measure, a consumer satisfaction questionnaire, and follow-up at 3- and 15-month post-program participation. Findings revealed significant increases in scores on the self-assessment scale from years 1 (the pilot study) to 2. Fidelity of the intervention was consistent across years 2 and 3, with statistically significant changes in self-assessment scores in each year as well. This consultation program offers one tool for professional development that links faculty from schools of social work with MSW-level supervisors in the field, and yields

encouraging results for professional decision-making in the provision of direct service. The model is transferable to other large cities and to many statewide child welfare systems with comparable numbers of staff and clients. © *2005 Elsevier Ltd. All rights reserved.*

Glassman, U.E. (2000). Comparing a Work-Study Field Instruction Model with an Assigned Field Instruction Model. School of Social Work, Adelphi University dissertation

This study compared the work-study field instruction model, in which field work takes place at students' employing agencies, and the traditional assigned field instruction model, in which field work takes place at agencies selected by the school. Student field assignments and field instruction were examined. The Yeshiva Field Instruction Assessment Questionnaire obtained information from 136 field instructors about graduate students' assignments and field instruction practices during 1998–1999 at one urban graduate school of social work. The responding field instructors provided information about 137 students—65 work-study and 72 assigned. Chi square was used to analyze the data. The work-study field instruction model and the assigned field instruction model yield similar assignments and field instruction. The important implication is that strengths and deficits in field assignments and field instruction are evident in both models. Therefore, the work-study field instruction model should not be thought of as a deficit model. This view supports the current literature. Further research of existing work-study programs is needed.

Next Steps

We are still in the process of gathering some of the less accessible references, notably Glassman's dissertation and some journal articles which are available only through interlibrary loan. After reviewing these, we may also contact one or two recognized experts, such as Marion Bogo at the University of Toronto, to insure that we have not missed any important sources.

Joanna Doran
Elizabeth Gilman

Appendix B

CalSWEC Pathway Program
Program Description

CalSWEC Pathway Program

Program Description

The program:
This program is intended to address the social worker educational needs of employees working in county child welfare agencies in remote, rural and/or not in proximity to a university that has a BSW/MSW program. This is a distance education social work program designed to support students at different phases of their education from the Associate of Arts to Bachelor of Arts in Social Work to the Master of Social Work. It supports the student via tuition assistance, travel reimbursement, hands on agency instruction, in field supervision, and web based course work to provide the student with access to social work education at most levels of educational need.

The content of the programs will be accredited social work program content. However, the focus of the social work education will be rural social work practice. Its content will be driven by principles rural practice, this content will run throughout the programs described below.

How it works:
AA degree: A current employee of a county is admitted to community college that has the appropriate AA-DE degree in Human Services. During the time in which the employee/student is taking courses, s/he receives financial assistance in the form of tuition, fees, books and travel reimbursement. The county provides the appropriate release time that allows the employee/student the ability to work and fulfill the requirements of the educational program. Once the student has graduated with an AA degree the employee works in the county a time equal to the amount of time spent in school.

BASW degree: If an employee with an AA degree or is currently enrolled in a CSU* and has completed the lower division coursework to satisfy the BASW-DE program s/he may apply to this program, if accepted the employee/student will take coursework in classroom, agency, on line and via field and will receives financial assistance in the form of tuition, fees, books and travel reimbursement. The county agency provides a letter of support and the appropriate release time that allows the employee/student the ability to work and fulfill the requirements of the educational program. Once the student has graduated with a BASW degree the employee works in the county a time equal to the amount of time spent in school.

MSW degree: Once the student has completed the appropriate amount of employment obligation to the county, s/he may apply to the MSW-DE program if the student is admitted the employee/student will take coursework in classroom, agency, on line and via field and will receives financial assistance in the form of tuition, fees, books and travel reimbursement. The county agency provides a letter of support and the appropriate release time that allows the employee/student the ability to work and fulfill the requirements of the educational program. Once the student has graduated with a MSW degree the employee works in the county a time equal to the amount of time spent in school.

Admission Criteria

Employment status
To be considered for the program, the student must be an employee of the county or tribal agency and have an agency letter of support.

Student status
Must be accepted into the educational institution prior to being considered for the program and go through a secondary application process to be accepted into the Title IVE program.

Employment obligation

AA program
Employment obligation is calculated on a per unit method which is 6 months employment obligation for every 15 units earned; the employment obligation can be done concurrently with being in the BASW program.

BASW program
Employment obligation is calculated on a per unit method which is 6 months employment obligation for every 15 units earned; the employment obligation must be completed before entering the MSW program.

MSW program
Employment obligation is calculated on a per unit method which is 6 months employment obligation for every 15 units earned.

Transition to higher program
Employment obligation must be met along with other requirements of program entry already in place for current Title IVE BASW and MSW programs.

Hybrid Delivery Design:
As is indicated above, the coursework will be delivered in a variety of methods that range from face to face classroom, in agency classes, ITV classes, on line classes, and field instruction.

A key difference between this and other distance education social work programs is that the community college and university *faculty* will establish and maintain connection to the employee/student by taking the coursework either to the worksite or within close proximity of the work site;thereby increasing access to education, reducing travel time away from agency/home and increasing the connection between the college/university and the employee/student.

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Appendix C

Pathway Program Final Reports from California State University Chico, Humboldt, and San Bernardino

SPECIAL PROJECT FINAL REPORT

Instructions: Please complete this form online, save the form, and send the completed version electronically as an attachment to your CalSWEC contact. All boxes will expand to the amount of text inserted. Please answer briefly but completely. Retain a copy for your records.

DATE: July 26, 2010 REPORT DUE ON: July 30, 2010

FROM: California State University, Chico PROJECT TITLE: Title IV-E Pathway Project

NAME AND TITLE OF PERSON COMPLETING REPORT TELEPHONE NUMBER AND E-MAIL ADDRESS

Celeste A. Jones, PhD, Director of the School of Social Work 530-898-6204/cajones@csuchico.edu

Vince Ornelas, PhD, Project Co-Coordinator 530-898-6204/vornelas@csuchico.edu

FOR THE PERIOD: FROM July 2009 TO July 2010

TOTAL GRANT AMOUNT: $116,396

PROJECT ACCOMPLISHMENT(S): Describe the progress you have made toward completing the stated project goals. Include what has been accomplished for the students, faculty, community and the CalSWEC partnership as a whole? These accomplishments should be consistent with the goals articulated in the original proposal.

Goal 1: Establish a cohort of at least 8 county Children Service employee students at the AA level to begin their career pathway plan in Spring 2010.

Objective 1: Create a distance education program plan that outlines AA options/articulation/prerequisites needed to transfer to CSU, Chico BSW program.

Outcome: Marketing and information packet

Outcome: Information meetings on sites of employment

Outcome: Outline of AA articulated courses needed to transfer to CSU, Chico BSW program

Objective 2: Review transcripts of Students interested in pursuing higher education degrees

Outcome: Status of student readiness to enroll in an AA, BSW, or MSW degree program..

Objective 3: Create educational plans for those interested in participating in the program.
Outcome: Individual educational plans.

Objective 4: Identify those who are ready and committed to begin completion of AA courses for Spring 2010.
Outcome: Cohort of at least 8 students to begin Spring 2010.

An information packet consisting of a PowerPoint and handouts were developed and disseminated to county social services Directors and/or their respective administrative teams per their respective preferences. Outlines of articulated prerequisite social work courses and General Education (GE) courses for California State University, Chico (CSUC) were also developed for community colleges within and adjacent to the CSUC catchment area including Butte, Shasta, Lassen, Mendocino and Yuba Colleges. The information packets and course outlines were disseminated and discussed with employees and potential Pathways Program students at Butte County Department of Employment and Social Services, Glenn County Human Resources Agency, Lake County Department of Social Services, Lassen County Family and Children Protective Services, Modoc County Department of Social Services, Shasta County Department of Social Services and the Tehama County Department of Social Services. Transcript reviews were completed at information meetings on site with employees who brought unofficial transcripts from in-state and out of state educational and training institutions. In addition, similar review sessions were completed at CSUC via telephone and email with transcripts provided by employees who attended and/or were interested in the Pathways Program but were not able to attend scheduled information meetings at respective work sites. Employees were informed of the number and type of CSU transferable units inclusive of prerequisites that had been completed at time of transcript review. Detailed individual educational plans were provided for each employee who indicated their continuing interest in the Pathways Program. Six students were identified and contracts completed from Glenn, Lake, Shasta and Tehama Social Services.

Goal 2: Establish more Tribal and Rancheria connections that will invite discussion on higher educational opportunities;

Objective 1: Meet with Tribal and Rancheria leaders to establish a shared understanding of this project and CalSWEC's commitment.
Outcome: Meet with at least 5 regional Tribal and Rancheria Elders to discuss this project for higher education.

Objective 2: Schedule visits and focus groups with the Tribal and Rancheria communities to assess eligibility, readiness, and /or interest in the child welfare educational program.

Outcome: List of names of those interested and their educational needs as one aspect of baseline data to be collected.

Objective 3: Create educational plans for those interested in participating in the program.

Outcome: Individual educational plans.

Objective 4: Access the technology readiness of the Tribal and Rancheria communities.

Outcome: Inventory of technology available and the technology needs.

There were several attempts made to connect with Tribal communities. The goal of visiting and recruiting from 5 Tribal Communities and Rancherias was not complete met. We meet with the several representatives from the Mechoopda and Maidu tribal communities at Feather River Tribal Health. I did a recruitment radio show at the Maidu radio station in Oroville. There are several employees who were interested in this program and some have sent transcripts and are currently contemplating courses for the fall 2010. We visited with Grindstone Rancheria representative at Northern Valley Indian Heath and discussed the program . We tried on several occasions to meet with Redding Rancheria. There seemed to be interest in the program but need to delay a visit until they had hired some administrative positions. We contact the Karuk Tribe in Happy Camp and they were interested as well in our program but were also experiencing some administrative shifts and wanted to wait until this fall for a visit.

From our conversations with the tribal communities mentioned above, there was a clear need to build a relationship and build trust among the tribes. It was important to listen and hear the reasons for apprehension with higher education and anything connected with child welfare. We discussed ways that our distance education pathway program could collaborate more in the future. We did complete an academic plan for one tribal member and it is included for review. Due to the focus on building relationships much of the inventory discussions were placed on hold.

Goal 3: Create a distance education BSW part-time program with a goal of beginning August 2010 with at least 8 county employee students.

Objective 1: Create a DE Advisory Group made up of CSU, Chico Admission, RESP and RCE distance education staff, social work faculty and county/tribal child welfare staff.

Outcome: Format on site or video conferencing to evaluate the overall plan, curriculum and course plan, student admissions process, unintended impact, unexpected needs, external funding sources and so on.

Objective 2: Establish regular meetings of the Advisory Group for on-going assessment of the DE course of study, technology needs and potential external funding sources.

Outcome: Infrastructure for DE plan and for potential external grant application.
Outcome: DE plan that reflects the diverse needs and capacities of county child welfare and tribal services for children and families.
Outcome: Web site with information and application packet.

Objective 3: Meet with Shasta College to discuss a part-time BSW Title IV-E only program.

Outcome: Plan BSW Title IV-E only Distance Education program and establish a MOU between CSU, Chico and Shasta College.

Objective 4: Gain commitment from CSU, Chico for a distance education BSW part-time program.

Outcome: Meet with Dean of BSS and Dean of RCE to discuss the BSW Title IV-E only Distance Education program to gain commitment.

Objective 5: Establish MOU for technology accessibility between county agencies and Shasta College.

Outcome: MOU's between county agencies and Shasta on video conferencing and technology for the DE program.

Collaborative relationships have been established with Butte and Shasta Community College staff and faculty, CSU, Chico Admission staff, School of Social Work faculty, School of Social Work staff and county child welfare staff to review the Pathways Program goals and objectives; however, no formal DE Advisory group per se has been established to date. Formal MOUs have not been established between CSU Chico and Shasta College; however, Shasta College staff and faculty have indicated their continuing interest and support of the Pathways Program at individual and collective meetings held to discuss the development and review the implementation of the Pathways Program Formal MOUs have not been established between county agencies and Shasta College regarding video conferencing and technology issues; however Shasta College staff and faculty have indicated their capability and interest in partnering with county agencies in this regard. Discussions have been initiated with the Dean of BSS and the Dean of RCE regarding the College , University and community mutual interest in establishing a BSW part-time program hosted in part at the Shasta College Health Sciences and University Center and/o Shasta College satellite campuses.

Goal 4: Develop and implement the Mentoring program.

Objective 1: Finalize the development of the mentoring program.

Outcome: Mentoring program established and monitored by the Project Coordinator.

Objective 2: Identify potential former or current students in the CSUC BSW or MSW programs that would participate in the mentoring program.

Outcome: List of former or current students as mentors.

Objective 2: Identify potential community college and agency mentors.

Outcome: List of regional and academic mentors.

Objective 3: Develop a mentoring group.

Outcome: Match mentors with mentees to create a community of support.

Potential former students have been identified in each service area county social service agency in collaboration with the CSUC Title IV-E Program Coordinator. Discussions have been held with potential mentors and agency administration regarding the current and anticipated role of the mentors. County social service administrators have indicated their willingness to have CSUC graduates serve in this capacity; however they have also indicated that this role must not interfere with the mentor's current job responsibilities. In addition, agency administrators have also indicated their preference to be consulted in advance of discussions with potential mentors and that no one mentor be assigned more than two mentees. One mentor relationship has been established to date and recurring contact with the mentor and mentee pair regarding the nature of the relationship and issues have been established.

Goal 5: Develop a system for evaluating the processes and outcome of the IV-E DE program.

Objective 1: Obtain feedback from IV-E students and child welfare directors about the processes and outcome of their participation in the initial DE course delivery.

Outcome: Revisions made in the course delivery and/or mentoring structure/processes based on feedback

Outcome: Develop an evaluation plan for Phase II project that includes agency, tribal and rancheria, community college and student feedback.

Objective 2: Review the long-term plan in light of the student's and director's feedback

Outcome: Recommendation by the IV-E DE Advisory Group.

Outcome: Report summarizing the findings from one semester's course delivery and recommendations for AY 2010-2011.

Meetings have been held individually and collectively with child welfare directors, deputies and program directors regarding the progress of the Pathways Program to date generally. Those Directors and/or designated administrative team members with employees currently in the Pathways Program have been kept informed regarding their specific employees' academic status and likely progression through established academic plans. Discussions have also been held with these same personnel regarding a second wave of outreach efforts initiated Summer 2010 to identify those employees with an interest in commencing the Pathways Program Fall 2010.

Discussions have been held with current Pathways Program students regarding their continuing concerns as students and employees as they relate to the Pathways Program.

PROJECT MODIFICATION(S): Describe any modifications made in carrying out the project in response to unforeseen circumstances. Please indicate how you selected the modification(s), and whether they were beneficial or detrimental to the overall project and its goals.

Outreach efforts to local Native American tribal social service agencies have been altered to include adjunct faculty with direct and indirect Native American contacts. The modifications were made when previous efforts to outreach to Native American tribal social service agencies proved to be unsuccessful. Modified efforts have resulted in face-to-face meetings with staff of tribal social service agencies and referrals to potential Pathway Program participants.

Another modification was a shift in focusing on technology and curriculum work. We hired a consultant introduced the department to learning management system such as Wimba and Second Life. Our consultant is not only an expert in technology but also has been and educator. She helped in the course transformation and has worked diligently to train our faculty on Second life, a virtual world that has a great deal of potential for our courses. This shift was extremely beneficial for program develop.

LESSONS LEARNED: (Please be brief but attach additional sheets if needed).
1. What are the most important lessons learned from this project?

A) Regular contact with both Pathway Program participants and their county administrative personnel must be maintained to ensure communications regarding the employment status, academic status and continuing support of county social service agency administration is maintained.

B) Outreach to Native American tribal social service agencies should take into account cultural differences and proceed at a slower pace relative to county social service agencies.

2. What factors contributed to the project's success?

A) The interest and enthusiasm of county social service administration is critical to maintaining or generating the interest of current and potential Pathway Program participants.

B) The support of CSUC Admissions staff is critical to ensure accurate review of potential Pathway Program participants' transcripts and discuss ongoing concerns regarding the admissions process.

3. Were there unexpected outcomes or benefits?

A) Unexpected outcomes include current and potential Pathway Program participants' fear of mathematical curricula generally and statistics specifically.

B) Unexpected benefits include unofficial outreach and referral efforts by county employees who are CSUC graduates or current Pathway program participants to their colleagues in the workplace.

4. What might you do differently if you were to complete the project again?

A) Consult in advance with University faculty and staff regarding best practices for outreach to Native American population in the CSUC catchment area. Consult with community college faculty and staff regarding best practices for outreach to Native American population in the CSUC cachement area.

B) Review roles and responsibilities of county social service administration and University personnel relative to communications with Pathway Program participants/employees.

C) Investigate whether hiring a mentor to monitor and support students is a better option than having the co-project director mentor the students.

5. Were there significant challenges encountered? If so, how did you address the challenges?

A) Significant challenges encountered to date include: 1) current and potential Pathway Program participants' concerns regarding mathematics curricula; and 2) slow progression in our outreach efforts to Native American tribal social service agencies.

LIST THE PROJECT MATERIALS OR DELIVERABLES HERE:
Please provide list of students in the program and where they are in the Pathway program.
Please provide the counties, community colleges, agencies and tribes you are *actively* working with.
Attach any other materials or deliverables associated with the project you feel would be important for us to have.

Active and Inactive Spring 2010 students:

Shannon Cartwright Glenn County (inactive – quit County job due to personal reasons)
Mary Pagan Lake County (active - successful completion of first semester)
Tamira Park Shasta County (inactive – County no longer supports this employee)
Rachelle Rasmussen Tehama County (active - successful completion of first semester)
Cynthia Reyes Glenn County (active - successful completion of first semester)
Camille Young Lassen County (active - successful completion of first semester)

Active Community Colleges:

Butte Community College
Lassen Community College
Mendocino Community College
Shasta Community College

Active Social Services Agencies:
Butte County Department of Employment and Social Services
Colusa County Department of Health and Human Services
Glenn County Human Resources Agency
Lake County Department of Social Services
Lassen County Family and Children Protective Services
Modoc County Department of Social Services
Shasta County Department of Social Services
Tehama County Department of Social Services

Materials Important to Project:
Information associated with ASSIST. ASSIST is an online student-transfer information system that shows how course credits earned at one public California college or university can be applied when transferred to another. ASSIST is the official repository of articulation for California's public colleges and universities.

Information associated with the California Virtual Campus. This site provides a way to find online courses available at various California schools. The site does not offer courses directly; rather it provides information about specific distance learning courses and the appropriate school's websites and contact information.

DISSEMINATION: What are potential uses of this project? Please identify specific ways in which the knowledge gained during the past year can be shared with Title IV-E students, agency colleagues, faculty or special populations? Please provide your ideas for how you envision the growth of your program as well as the growth of the Pathway Program in general.

The information derived from the development and implementation of this project to date has been shared with public child welfare administrators, public mental health administrators, tribal social services staff, University personnel and social work faculty. This information could also be shared with undergraduate and graduate social work students, public officials and admissions staff at community colleges and the CSU system via classes, conference presentations and peer-reviewed publications.

The development of an online mentor community accessible by Pathway Program participants and mentors not enrolled in the CSU system is essential to establishing and enhancing communications and support of these persons.

OPTIONAL: Is there anything else you want CalSWEC to know about the project?
Rural areas of California are in great need of access to higher education. This project has allowed our university to build collaborative relationships and create a program that will begin to meet the needs of our region.

SPECIAL PROJECT FINAL REPORT

Instructions: Please complete this form online, save the form, and send the completed version electronically as an attachment to your CalSWEC contact. All boxes will expand to the amount of text inserted. Please answer briefly but completely. Retain a copy for your records.

DATE: JUNE 15, 2010 REPORT DUE ON: July 30, 2010

FROM: HUMBOLDT STATE UNIVERSITY PROJECT TITLE : TITLE IV-E PATHWAY PROGRAM

NAME AND TITLE OF PERSON COMPLETING REPORT TELEPHONE NUMBER AND E-MAIL ADDRESS

Pamela Brown, Professor/Project Coordinator 707/599-5404 and pb4@humboldt.edu

FOR THE PERIOD: FROM July 2009 TO June 2010

TOTAL GRANT AMOUNT: $100,695.00

PROJECT ACCOMPLISHMENT(S): Describe the progress you have made toward completing the stated project goals. Include what has been accomplished for the students, faculty, community and the CalSWEC partnership as a whole? These accomplishments should be consistent with the goals articulated in the original proposal.

Goal 1: Write a research report and recommend what the most feasible target group/geographic area and level of degree would be for the first IV-E DE student cohort.

Accomplishment: All county welfare directors, HSU faculty and College of the Redwoods and Mendocino College human service program leaders received a copy of the report. There were no suggested revisions from either of these groups. Del Norte County and tribal social service programs were in most need of AA and BA degree programs delivered on site.

Goal 2: Establish a hybrid distance education (DE) program.

Accomplishment: Considerable progress has been made in transforming the BA courses into an online format. By the end of AY 2011, the BA degree program will be available online in collaboration with CSU Chico. Presently, five courses are online and the remainder are funded for transformation in 2010-11 AY. Conversations continue with MOU development with College of the Redwoods (CR) and Mendocino College (MC) with regard to videoconferencing. HSU has an articulation agreement with CR. MC built a new curriculum proposal that includes a human service course and skill-building courses which is currently under review for approval.

Goal 3: Determine who the students are in this first cohort for the DE degree program.

Accomplishment: E-mail messages about the Pathway Program went out to all DHHS staff in Del Norte County. Two information meetings were held over the lunch hour and in the evening. Approximately 23 staff attended. An information packet with the requirements was distributed. Some staff who could not attend one of the meetings, contacted me directly. Flyers were posted in various locations in social services and mental health. An admissions committee in Del Norte County consisted of county and tribal social service directors. This county/tribal committee met to design the admissions process (e.g. content of the application, interview questions), review the applications, conduct interviews and decide which applicants would be admitted.

Goal 4: Implement the first two courses in the course plan for the degree.
Accomplishment: Out of ten applications, five staff were selected to be in the program. Four of the staff completed two courses each at CR that met prerequisites to the social work major. The fifth student met all but one prerequisite that he completed in spring as well. Two tribal staff had been admitted to the program, but dropped out before beginning any courses due to workload, family commitments and tribal issues. The mentor for the Pathway Program was asked to talk with staff in the Yurok Tribe in Del Norte County to see about interest. The Director of Yurok Social Services was very supportive. In spring 2010, five staff who are members of the Yurok Tribe were admitted to the program, for a total of ten students.
All courses at this point have been delivered either on-site where staff live/work or online. All ten staff are registered for two courses for fall 2010 and some are also taking anywhere from one to three summer courses. Since all but one of the prerequisites were scheduled courses, no funding for teaching has been needed, with one exception (*see below). Funding has covered tuition, books and supplies, some travel, a mentor and course transformation. A summer workshop on math was offered to those students who did not pass the placement test. That faculty was paid out of the grant.

Goal 5: Create a mentoring network.
Accomplishment: An HSU MSW graduate was hired as a mentor for the students. She also worked part-time for the Yurok Tribe which created a natural connection with potential staff there. The mentor met weekly with the staff throughout the spring providing guidance, support, encouragement and trouble shooting.

Goal 6: Develop a system for evaluating the processes and outcome of the IV-E DE program.
Accomplishment: Regular conversations and email contact has offered ongoing feedback from the students. A more formal process needs to be developed which is expected to happen this summer. Anecdotally, the response from directors, admissions counselors, teachers and students has been very positive.

PROJECT MODIFICATION(S): Describe any modifications made in carrying out the project in response to unforeseen circumstances. Please indicate how you selected the modification(s), and whether they were beneficial or detrimental to the overall project and its goals.

1. The Introduction to Social Work course at CR which is a prerequisite to the SW major was being taught in the spring by a untrained newly hired teacher. There were serious concerns on the part of the students and the mentor who sat in on the first weeks of the course. *Due to the level of lecturer incompetence and the importance of this course to the degree, another seasoned faculty from HSU taught the course onsite for the

students in the program. They withdrew from the other course and enrolled through extended education at HSU.

2. The lack of skill/knowledge in math prerequisites for Statistics became evident for 5 of the students who would need to take 1-2 math courses. These are only offered during the day, and this is impossible for full-time staff to take. This was solved with the summer math workshop now being offered, but all will not have come far enough in their skills to go straight into statistics this fall. Additional tutoring will be needed, and some arrangement with a math teacher to offer either online or evening math courses, i.e. beginning and/or intermediate algebra. The majority of the students taking this workshop will pass the math placement test and be able to take Statistics.

LESSONS LEARNED: (Please be brief but attach additional sheets if needed).

1. What are the most important lessons learned from this project?

The collaboration with the community college academic counselor and Dean of instruction was critical this first semester of the program, and it is key to our inter-institutional relationships and student success over time. As reflected in the needs assessment (8/2009), more than 1/3 of Del Norte County staff and staff in tribal social services indicated needing to work on the AA in order to meet the prerequisites for a BA degree and close to 90% were interested in online courses. Del Norte County also saw the need for courses to be offered online or onsite in evenings if their staff were going to be able to participate. The long term goal for Del Norte County and the tribes is to have MSW level staff. This first cohort of ten staff is paving the way for the future of education of professional social workers in Del Norte and the tribes, as they have all successfully completed two prerequisites online courses, some taking summer courses and all are registered for fall semester. Serving tribal staff is equally as vital here, since both they and the county CWS staff have disproportionate numbers of Native families in their systems. Common educational experiences builds a shared perspective, skill set and knowledge base that has the potential to strengthen the quality and relevance of child welfare services to these communities.

2. What factors contributed to the project's success?

The role of the mentor was pivotal in supporting staff who have been out of school for many years. The PC's support and guidance of the mentor assured that she was on track with the cohort. Certainly the motivation and commitment of the students has made any success possible. Encouraging program directors have played a small, but important role. The funding support is something the students have mentioned several times as making a big difference, things like financial support for tuition, calculators, the summer math workshop, supplies and so on. The role of the community college academic counselor was critical.

3. Were there unexpected outcomes or benefits?

Poor teacher preparation was certainly unexpected, and how to negotiate this with the community college while preserving our relationship with them. There is an increasingly tighter relationship between SW

Dept and the tribes in the area, as well as with Del Norte County. This helps in drawing a better connection between curriculum and field components with the practice communities.

4. What might you do differently if you were to complete the project again? Nothing at this point.

5. Were there significant challenges encountered? If so, how did you address the challenges?

Recruiting and maintaining tribal staff in the program was a challenge. Keeping the 5 now in the program will be important to do, but will continue to be a challenge. The mentor in the program stays on close and frequent contact, for some weekly and others as needed. She is proactive, which makes the difference in sustaining the vision for the students.

LIST THE PROJECT MATERIALS OR DELIVERABLES HERE:
Please provide list of students in the program and where they are in the Pathway program.

The following students are taking general education and major prerequisites at the community college: Sheila Davis, Cindy Farren, Crystal Nielsen and Michelle Malloroy (Del Norte County DHHS staff); Lisa Bates, Ron Bates, Trish Carlson and Merris Obie (Yurok Tribal Members working in social services)

Roy Lee Jackson begins his BA major courses at HSU in Fall 2010. He has completed all general education and major prerequisites.

Please provide the counties, community colleges, agencies and tribes you are actively working with.

Del Norte County DHHS, Yurok Tribe Social Services, College of the Redwoods and Mendocino College

Attach any other materials or deliverables associated with the project you feel would be important for us to have.

DISSEMINATION: What are potential uses of this project? Please identify specific ways in which the knowledge gained during the past year can be shared with Title IV-E students, agency colleagues, faculty or special populations? Please provide your ideas for how you envision the growth of your program as well as the growth of the Pathway program in general.

We have done three formal presentations this AY at CalSWEC and Deans and Director's meetings, workforce sub-committee meetings, a DE conference at CSUSB, and 20 Small County Welfare Directors. The latter two were presented with a power point presentation. In addition to the statewide context, monthly reports are provided at the HSU SW Dept meetings and twice to the HSU College Dean, Provost and President. There is a plan to develop a web site with information. Some modified report or update will go out this summer to the counties and tribes that participated in the study.

OPTIONAL: Is there anything else you want CalSWEC to know about the project?

Isolated rural areas in the state are easy to forget, as the voices of the people living and working there tend to be unheard or overshadowed by the numbers and access that people have in the more urban centers. It can't be emphasized enough how grateful everyone is up here to have this commitment to higher education for employees in social services that would like a career in child welfare, many who already work there. One student in the Pathway Program has been employed in CWS for 10 years and is a Supervisor. This is the first time he has had the chance to work toward his BA and MSW without having to leave his job and home. This is one example, but there are many.

The other great resource that comes out of the CalSWEC commitment is that Social Work will be the first major to be a fully hybrid degree at HSU. This will serve any staff in Child Welfare that wants to increase their skill and knowledge to better serve families and their communities.

Lastly, there is considerable gratitude to CalSWEC for the acknowledgement that tribal social service staff are a critical part of the mix in serving our communities. They are a full partner in our efforts along the north coast to improve children's and families well being.

SPECIAL PROJECT FINAL REPORT

Instructions: Please complete this form online, save the form, and send the completed version electronically as an attachment to your CalSWEC contact. All boxes will expand to the amount of text inserted. Please answer briefly but completely. Retain a copy for your records.

DATE: 7/30/2010 REPORT DUE ON: July 30, 2010

FROM: CSU, SAN BERNARDINO PROJECT TITLE: Pathway, Distance Learning Project

NAME AND TITLE OF PERSON COMPLETING REPORT TELEPHONE NUMBER AND E-MAIL ADDRESS

Professor Teresa Morris, Ph.D. 909 537 5561, tmorris@csusb.edu

FOR THE PERIOD: FROM 7/1/2009 TO 6/30/2010

TOTAL GRANT AMOUNT: $108,000

PROJECT ACCOMPLISHMENT(S): Describe the progress you have made toward completing the stated project goals. Include what has been accomplished for the students, faculty, community and the CalSWEC partnership as a whole? These accomplishments should be consistent with the goals articulated in the original proposal.

Activity 1: Complete and submit needs assessment report
Accomplishment: completed and submitted

Activity 2: Develop AA level opportunities for the employees of Inyo County and the Eastern Regions of Riverside and San Bernardino Counties

Accomplishments:
With Counties

1. AA competencies were developed and submitted (see attached). They were modified from the curriculum portion of the Community College and Employer needs assessment survey instruments. They were then submitted to the faculty of the Human Services programs at the College of the Desert and Cero Cosso College for review. Both Colleges felt that these competencies were appropriate and being addressed by their programs. These were circulated to our Pathway partners and CalSWEC via email.
2. We had conference calls with the Director of Inyo County Dept of Children's Services, Jean Turner, and her staff on October 7th to discuss the details of the project. This led to a face to face meeting with County administrators on October 30th. Employees were scheduled to attend this meeting but were unable to be there because of work requirements. However, as a result of these activities 3 employees of Inyo county worked with our program coordinator, Julia Poirier, and submitted applications to the "Pathway" program. We had additional contact with the staff of Inyo County on day-to-day issues throughout the grant period. We had

another more formal conference call on February 25th to clarify the employer's preference regarding AA educational objectives. Did they want the employees to get the Human Services AA degree or would they prefer that their employees were working on getting the prerequisites for a B.A.S.W.? The first option was adding a year to employees' academic plans. The County chose option 2, the completion of B.A.S.W. prerequisites.

3. We had a conference call with Sayori Baldwin, Deputy Director of Riverside County Department of Social Services, and a staff member to discuss the details of the project. Five students from Riverside County have shown interest in the Pathway program and plans were made for Julia to work with them on their applications and academic plans. This work was carried out and 3 of the 5 employees submitted applications to the program. Julia has continued to work with these students to develop their academic plans.
4. We had a face-to-face meeting on campus with Chuck Bruington from the San Bernardino County Department of Children and Families and Steven Couchot, the Director of the Transitional Assistance Program (TAD) for San Bernardino County to discuss the details of the Pathway project. They thought that this would a useful program for employees in the County's eastern communities such as Yucca Valley and 29 Palms. However, Mr. Couchot was concerned that this program would take staff from the TAD program. An information session was set up for employees in Cathedral City and Mr. Bruington agreed to plan to attend. However, the overall conclusion of the meeting was that San Bernardino County would probably not be interested in the Pathway program but would be interested in "online" program for the B.A.S.W. and M.S.W. The information session was carried out at Cathedral City in October and 30 employees attended. However, we did not receive any applications to the Pathway program from San Bernardino County employees.
5. We held meetings with employees to review transcripts and develop academic plans. This allowed us to evaluate where employees were in their educational process and what courses were needed to obtain the BASW. These meetings were informative for us, in addition, because it helped conceptualize the "pathway" to the degree we were supporting. Initially we thought an AS degree in Human Services would precede the BASW degree, however, we found that that would actually be an additional year (at least) or non-transferable courses. It would ask students to spend additional time and money to obtain the degree.
6. A selection process was developed that included letters of support from agency Directors and the development of an academic plan with a community college advisor. The application for this process is attached.
7. Six candidates were selected, 3 from Inyo County and 3 from Riverside. Their names are listed below
8. Advising and Tracking was carried out by taking phone calls and answering emails from prospective students. Contacts made with the support staff of the county programs has been essential in tracking the identified students who are enrolled in the program. Follow-ups on a regular basis have ensured that the students are in compliance with program rules, college deadlines, etc. Special trips to make face to face contact have been helpful in advising and tracking in the initial stages of this program.

With Community Colleges

9. As noted in the proposal and attached chart, we had planned to develop articulation agreements with the Community Colleges. However, it soon became clear that this was not a viable option. The lower division courses that CSUSB would accept are general education courses, not specialist courses such as those offered by Human Service programs at Community Colleges. The only way to get articulation agreements would be to lobby the faculty senate to accept education in Human Services as appropriate general education. This would be a long term project and not likely to succeed. The other strategy is the current legislation being considered by the State Legislature, AB 1440, which will allow Community College students with AA degrees to transfer to a CSU regardless of the content that AA degree.
10. We reviewed the Competencies with Palm Desert and Cerro Coso Community Colleges and they provided charts of the courses in which these competencies were offered. (See Attached)
11. Since none of our 6 students enrolled during the 09/10 academic year, we were unable to move forward with developing field placement opportunities for AA students. Also, since these field courses are not prerequisites for the B.A.S.W., these field opportunities may not be necessary.

12. We have developed an online SW200 "Introduction to Social Work" course internally and are currently offering it during the summer session. This is a prerequisite for the B.A.S.W. and 3 of our students (2 from Inyo and 1 from Riverside) are currently taking that course.
13. Given the discussion above we have not moved forward with course development and course delivery modes for the AA level at Community Colleges.

With Students

14. Employee Academic Advising on transcripts and needed courses- as mentioned above, we took phone calls and answered emails from prospective students regarding transcripts and needed courses. Follow-ups on a regular basis have ensured that the students are in compliance with program rules, college deadlines, etc. Special trips to make face to face contact have been helpful in advising and tracking in the initial stages of this program.
15. Selection of Employees- we worked with the county administrators and supervisors to help us determine the selection of employees. We did this because we needed the support of the county to allow the employee to not only participate in the current program but also support the student employee after graduation so that he or she would move to a position in Child Welfare. .
16. Facilitate Enrollment – Constant communication with prospective students was an important factor in facilitating enrollment. In addition, communication with the county support staff was essential, especially in our work with Inyo, a smaller county. The employees there relied on support and encouragement of their county to move from a desire to take classes, to actually enrolling.
17. Facilitate Field Placement- Students have not yet begun field placement
18. Supervise Field Placement- Students have not yet begun field placement.
19. Provide Student Support on Academic and Field Issues Students have not begun field placement yet and academic advising has been discussed above.
20. Facilitate Progress toward next year of program and transfer to B.A.S.W. In the initial meeting and review of transcripts, students were given information on the prerequisite classes for entrance into the BASW program. While they are working on their General Education courses, they are encouraged to take classes to satisfy the requirements for the BASW program as well. 4 of the 6 students enrolled are currently enrolled in the SW 200 class, which is a prerequisite for the BASW program.

Activity 3: Develop B.A.S.W. online/face to face hybrid courses

Accomplishments:

1. Three Faculty members were identified and agreed to develop B.A.S.W. courses:

a. Dr Margaret Hughes who teaches the SW 300A, Social Welfare Policy I course on campus, has developed an online version of that course. This course is being finalized and will be delivered to CalSWEC immediately upon completion

b. Ms. Lori Brown M.S.W., who teaches the SW 302, Human Behavior and the Social Environment I course on campus, has developed an online version of that course. This course is being finalized and will be delivered to CalSWEC immediately upon completion.

c. Dr Ray Liles who teaches micro practice in the M.S.W. program has developed an online version of Psych 391"Psychopathology of Childhood" which is required in the B.A.S.W. and is usually taught by the Department of Psychology. The Psychology Department has given us permission to develop an online version of this course to be offered by the School of Social Work.

2. The B.A.S.W. program offered on campus was fully accredited at the June meeting of CSWE. The report informing CSWE of the proposed online B.A.S.W. has been forwarded to CSWE (see attached)
3. CSUSB has been given a "fast track" status by WASC for online programs. This meant that CSUSB does not have to apply to WASC for permission to develop an online program but must simply send WASC a list of any proposed online programs. The Social Work B.A.S.W. and M.S.W. is on that list.
4. The faculty who have developed the online courses are currently planning to teach those courses.

Activity 4: Start planning for the Development of hybrid online/face to face M.S.W. courses

Accomplishments: Since the M.S.W. program taught on campus at CSUSB is beginning the reaffirmation of accreditation process with a 2012 due date, all work on this activity has been suspended. The online proposal will be integrated with the M.S.W. self study documents.

PROJECT MODIFICATION(S): Describe any modifications made in carrying out the project in response to unforeseen circumstances. Please indicate how you selected the modification(s), and whether they were beneficial or detrimental to the overall project and its goals.

1. The biggest modification that we made was in relation to Human Service programs at the AA level. We had been committed to developing this level of education as part of the ladder of learning in the Master Plan for Social Work Education in California. However, very quickly, it became clear that this is not a level of education required by Child Welfare employers. It also became clear that the CSU is not interested in articulating with such programs because they are too specialized for the lower division general education requirements of 4 year degree. Thus the only role for community colleges was to offer general education and lower division prerequisites for the B.A.S.W.
2. The next modification was realigning are expectations regarding the readiness of employees to begin an academic program. When we became aware of the barriers faced by employees such as financial hardships that made it impossible to front the money for tuition and books, we developed a procedure that would allow students to enroll and get their books. Invoices will be sent directly to the Pathway Program. The other barrier was release time to actually take the courses offered. Some courses were offered online via the community college, however, others that were part of the academic plan (and prerequisites for BASW program) were offered at times that the employee (student) could not get away. It became clear that we are offering the pilot program at a time when not all classes are available at a distance. We will need to continue to facilitate the development of these courses.

LESSONS LEARNED: (Please be brief but attach additional sheets if needed).

1. **What are the most important lessons learned from this project?** To get and retain students, we must attend to their needs in ways that work for them. This means that we need to offer continual mentoring and support for these students to be successful. This implies, for the students, a need for instant response to requests at any time. It also means that students have a need for constant reassurance that they can indeed complete this program. This can be a surprising, added demand on the program coordinator.
2. **What factors contributed to the project's success**? We were well organized and so we were able to communicate with the countries and students quickly and effectively on program issues, usually via phone and email. We had the support of faculty and so we were also able to develop 3 new courses during the year. We built good relationships with the counties, community colleges, and on campus personnel and this really facilitated student enrollment. We persisted with the development of clear academic plans and this really helped students understand the whole process of the pathway program.
3. **Were there unexpected outcomes or benefits**? The positive response from County administrative staff was unexpected and makes it easy and encouraging to work with the employees. The strong positive emotional response from students when we are available and helpful has been a nice outcome. It makes us feel that we are making a difference.
4. **What might you do differently if you were to complete the project again**? We could have been better prepared for understanding and knowing about all components of distance learning including virtual alternatives in learning-virtual campuses, second life, etc. Really immerse myself in the virtual education movement.
5. Were there significant challenges encountered? If so, how did you address the challenges? Students, who were interested in the program, were not enrolling or following up. Once we addressed the financial issues and were able to get tuition and fees paid for up front with no cost out of the student's pocket, we were able to move forward and students were excited about participating in this program. I made a face to face visit to discuss these changes. I had with me the contracts and information about Virtual Campus and registration for the SW 200 class offered online. From that visit, 3 employees from Inyo signed the contract, committed to the pathway to earn a BASW and are now enrolled in the SW 200 class.

LIST THE PROJECT MATERIALS OR DELIVERABLES HERE:

Please provide list of students in the program and where they are in the Pathway program.

Name	Address	Phone	County	Comments
Holly DeVincent	7 Montana St. Bishop, 93514	(760) 937-3414	Inyo	Will enroll in the fall
Linda Durbin	2314 Loch Lomond Bishop	760-920-5139	Inyo	Will enroll in the fall
Susan Sipes	415 Hanby Ave. Bishop	760-937-6613	Inyo	Will enroll in the fall
Donna Scott	62593 S. Starcross Dr. Desert Hot Springs 92240	760-408-1321	Riverside	May apply to BASW
Joann Koons	55561 Haugen-Lehman Way, Whitewater, 92282	760-774-0466	Riverside	Wants to transfer
Irene Lomeli	46095 Mesa Verde, Indio, CA 92201	760-574-2193	Riverside	May apply to BASW

Please provide the counties, community colleges, agencies and tribes you are *actively* working with.

Inyo County Department of Children's Services
Riverside County Department of Children's Services and TADD program
San Bernardino County Department of Children's Services
Cerro Coso Community College, Bishop, Inyo County
College of the Desert, Palm Desert, Riverside County

Attach any other materials or deliverables associated with the project you feel would be important for us to have.

One page chart of the proposed Activities and Timeline
AA competencies
Pathway application packet
Charts of Competencies matched with Community College Courses
CSWE request for B.A.S.W. distance education program

DISSEMINATION: What are potential uses of this project? Please identify specific ways in which the knowledge gained during the past year can be shared with Title IV-E students, agency colleagues, faculty or special populations? Please provide your ideas for how you envision the growth of your program as well as the growth of the Pathway program in general.

1. Presentations at a CalSWEC training day for other Title IVE campuses
2. A virtual online orientation for students
3. Presentations at County and State staff meetings
4. Presentations at Community Colleges
5. A resource web site that guides employers and employees through the program
6. Presentations and proposals to collaborate with Mental Health and perhaps Criminal Justice.

Our vision for our program is for it to grow into a complete B.A.S.W. and M.S.W. online program for all social work students who live too far from campus to attend the on campus programs. We hope that the Pathway program will expand to other social work employees in Mental Health and other arenas of social work.

OPTIONAL: Is there anything else you want CalSWEC to know about the project?

There is clearly a need for this program. We have employees who only have High School diplomas who now have a vision for completing an M.S.W. These are older employees that, until now, never saw higher education as a possibility.

Appendix D

Title IV-E Project Needs Assessment:
Findings from Project Coordinator and Principal Investigator Survey

Title IV-E Project Needs Assessment: Findings from Project Coordinator and Principal Investigator Survey

Shaaron Gilson, MSW,LCSW
CalSWEC, Spring 2010

In spring 2009, CalSWEC interviewed PCs on site about their programs. The interview included the following questions:

- The 2 most important contributions of their program
- How best to share this info. with other schools
- The 3 most challenging elements for IV-E in the coming 3 years
- How best to share PC expertise
- Particular strengths of PCs and how best to share across programs
- Challenges faced as a PC
- How CalSWEC may assist with challenges

Survey: **PCs & also PIs completed a written survey about their technical assistance or consultation needs in several domains:**

1. Fiscal
2. Curriculum
3. Field
4. Students
5. Staff/faculty
6. Resources
7. Professional development
8. Communication formats

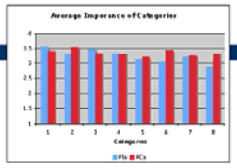
Survey format

- For each domain, participants were asked to rank questions on a 4-point scale:
  1. Not important
  2. Slightly important
  3. Somewhat important
  4. Very important

Participants

- 22 Project Coordinators (20 schools, some w/ BASW PCs; completed survey and interview)
- 15 Principal Investigators (20 schools; completed survey only)

Findings: PC & PI Agreement across all domains



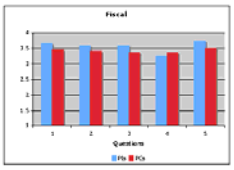
- PCs and PIs agree for most domains (5 of 8), within the ***Somewhat Important*** (3) category and upward (near 3.5)
- Exceptions: Domains of ***Curriculum*** (2), ***Resources*** (6), and ***Communication Formats*** (8) showed slight variation

Fiscal questions

1. Understanding the process by which CalSWEC budget is developed, submitted and approved
2. Understanding how to compute the match.
3. Defining the "allowable" expenses
4. Understanding the repayment process
5. Understanding the state and federal audit systems and process

Fiscal

- Similar ranking for both groups. P.I.s generally ranked fiscal topics higher than did the PCs
- Both PCs & PIs ranked state & federal *audit systems* (Q5) as important, with *budget process* (Q1), and *computing match*(Q2) equally important for PCs . For PIs, *computing match* (Q 2) and (Q3) *defining allowables* were of equal importance

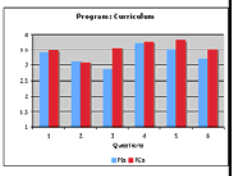


Program domain: Curriculum questions

1. Integration/interface of CalSWEC IVE/Federal IVE requirements with CSWE program
2. Various formats which have been developed in meeting curriculum goals
3. Current research pertinent to the delivery of child welfare curriculum
4. Application of research findings to IVE curriculum development
5. Formats for delivering current curriculum requirements

Program: Curriculum

- For PCs, important areas were: first, *curriculum delivery formats* (Q5) and second, *application of research findings to curriculum*(Q4)
- P.Is reversed the order, ranking Q4 first & Q5 second.
- PCs ranked *current research pertinent to delivery of CW curr.* (Q3) as next in importance. This topic was "somewhat important" to PIs.

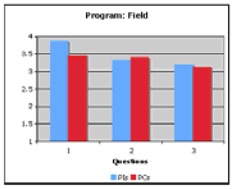


Program: Field questions

1. Identification, development and retention of placements for IVE students
2. Development and retention of IVE field instructors.
3. Problem solving field instructor issues

Program: Field

- The PIs accorded the highest importance to *identifying & retaining placements* (Q1), a topic PCs also ranked most important
- Both PCs and PIs ranked *developing and retaining field instructors* (Q2), as second in importance



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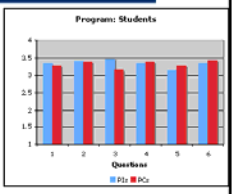
Program domain: Student questions

1. Identifying potential applicant pools
2. Successful student recruitment approaches
3. Problem solving techniques to address common student issues
4. Effective approaches in providing postgraduate follow-up
5. Ways to utilize the CalSWEC data base
6. Methods to maintain long-term contact with graduates for CalSWEC program evaluation purposes

Program: Students

- PCs and PIs agreed about the relative importance of some topics. For both, *student recruitment approaches* (Q2) ranked high, along with *methods to maintain student contact* (Q6) & the similar *approaches to student follow-up* (Q4)
- PIs and PCs disagreed on relative importance of *problem-solving techniques to address common student issues* (Q3), & *ways to utilize CalSWEC data base* (Q5)

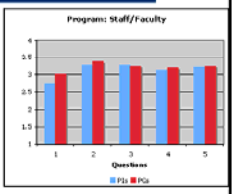


Program domain: Staff/Faculty questions

1. **Working within University/School procedures in the selection of Child Welfare instructors.**
2. **CalSWEC IV-E program orientation for new and existing faculty.**
3. **Ways to enhance CalSWEC/faculty interface.**
4. **Orienting faculty to the roles and responsibilities of the IVE Project Coordinator.**
5. **Ways to recognize the contribution of faculty/staff to the IVE program.**

Program: Staff/Faculty

- Both groups ranked *IV-E program orientation for faculty* (Q2) as most important and *ways to enhance CalSWEC/faculty interface* (Q3) second. Next in importance was *ways to recognize contribution of faculty/staff* (Q5).
- Very close agreement on relative importance of most topics

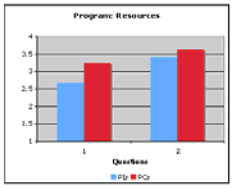


Program domain: Resources questions

1. Utilizing IV-E Library resources.
2. Utilizing or collaborating with CalSWEC research resources

Program: Resources

Both groups found *utilizing or collaborating with CalSWEC research resources* (Q2) quite a bit more important than *utilizing the IVE library resources* (Q1)

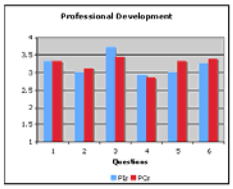


Professional Development questions

1. **Program development**
2. **Strategic planning approaches**
3. **Program evaluation methods**
4. **Supervision of Title IVE program staff**
5. **Development of Project Coordinator role**
6. **Advocacy at the local, state, and federal levels**

Professional Development

- Similar pattern, with *program evaluation methods* (Q3) deemed most important by both groups
- Considered important by both: *program development* (Q1) and *advocacy* (Q6)
- Separation on relative importance of Q5: PCs considered *development of PC role* more important than did PIs

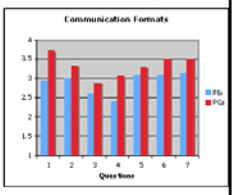


Communication formats questions

1. Project Coordinator meetings
2. Participation in CalSWEC Board Committee meetings
3. Webinar sessions
4. Conference calls
5. Faculty Development institutes on selected topics
6. Onsite visits
7. Regional/cluster meetings

Communication Formats

- **PCs considered all the topics more important than did the PIs**
- **PCs saw *PC meetings* (Q1) as the most important format, with *Regional/cluster mtgs* (Q7) & *Onsite visits* (Q6) next in importance**
- **PIs ranked Q6 and Q7 highly, with *faculty development institutes* (Q5) third by a slight margin**



Follow-up Question 1. What are the two most important contributions of your program?

- Capacity to respond to local community needs & outreach to client groups within those communities
- Recruitment of students who reflect the community population

Follow-up Question 2. How to share program contributions & information with other schools ?

- **Exchange:**
  - **Clearinghouse: Syllabi stored online**
  - **Time in PC meetings**
- **Disseminating program information:**
  - **CSWE/APM and NASWCA conference presentations**
  - **Feature program issues on CalSWEC site**
- **Showcasing student work:**
  - **Student Day presentations**
  - **Compendium of nominated student projects; present to agency directors**

Follow-up Question 3. What are the three most challenging elements for IV-E in the coming three years?

- Employment opportunities for Title IVE grads
- Field issues: agencies, placements, & field instructors - including students with special needs
- Orientation for new PCs and PIs
- Cost of tuition and recruitment of students of color

Follow-up Question 4. How to share Project Coordinator Expertise

- Professional development as part of PC meetings and as Professional Development Institute within local Academy
- Formal mentoring program/orientation
- Use of more current technology

Follow-up Question 5. Particular strengths of PCs and how best to share across programs

- Significant experience in Public Child Welfare at line, supervisory, management and administrative levels
- Community organization, community partnership, collaboration skills
- Experience in other service delivery systems
- Budget preparation
- Grant writing

Follow-up Question 6. Challenges faced in carrying out responsibilities as PC

- Impact of the economy on: budget, students, jobs, morale, program and self
- Orientation, role and job definition
- Interface with the overall social work program

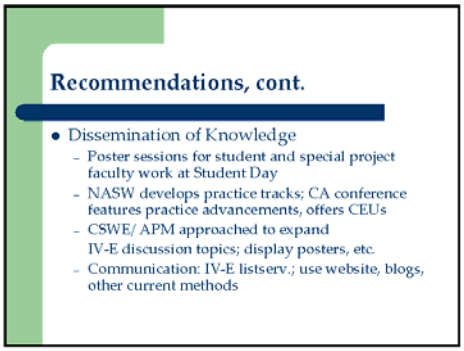
In what ways could CalSWEC assist in meeting the challenges?

- Advise how to develop priorities and balance time commitments
- Provide ongoing technical assistance on budget issues/questions

Recommendations

- Orientation
  - Develop expanded orientation program for PCs, PIs, and new & existing faculty
  - Shape more formal mentor system among PCs
  - Use current technology to increase reach
- Training /Professional development
  - Regional fiscal training (PCs, PIs, Foundation)
  - Program development, application of research to program & evaluation
    - Expand Student Day to include PC track
    - PC, PI and CW faculty participation in Training and Evaluation Symposium
    - Designate annual PC meeting for professional development

5


Recommendations, cont.
Dissemination of Knowledge
Poster sessions for student and special project faculty work at Student Day
NASW develops practice tracks; CA conference features practice advancements, offers CEUs
CSWE/ APM approached to expand IV-E discussion topics; display posters, etc.
Communication: IV-E listserv.; use website, blogs, other current methods

6

Title IV-E Program Project Coordinator and Principal Investigator Needs Assessment

EXECUTIVE SUMMARY

INTRODUCTION

Sixteen years have passed since the graduation of the first cohort of Title IV-E stipend students from the first accredited MSW programs in the CalSWEC program. From its beginning, the staff from the Central CalSWEC office has provided support, coordination, and oversight to the Project Coordinators (PCs) and Principal Investigators (PIs) of the schools. Yet in recent years the size of the program has doubled, growing from an original five, then to ten, and finally to 20 member schools incorporating 20 MSW and 6 BSW programs.

In response to the administrative complexity of integrating several relatively new PCs and PIs across the state and with the need to provide consistent support across the schools, the Central CalSWEC Title IV-E staff, along with consultant Shaaron Gilson, conducted a PC and PI needs assessment, the results of which are summarized in this report. The goal was to identify consulting and technical support needs among the CalSWEC Title IV-E member schools, as perceived by their PCs and PIs. The results will be used to help structure onsite visits and future consultation.

ASSESSMENT OVERVIEW AND METHODS

Information was collected from 22 PCs and 15 PIs during onsite visits to their schools. Two schools with both MSW and BASW programs had two PCs reporting. Both PCs and PIs filled out a written closed-answer survey. In addition, the PCs were separately interviewed in person, using a semi-structured interview schedule that permitted open-ended answers. Both were administered on site by CalSWEC staff in spring 2009.

The **written survey** asked participants to rate the importance of types of technical assistance CalSWEC Central could provide. The instrument was created using topics PCs and PIs had previously raised with Central CalSWEC staff as important. These topics were organized according to the components of the program within the schools: fiscal, program (curriculum, field, students, staff/faculty, resources), professional development, and communication formats. The participants used a four point Likert scale to report the degree of importance they accorded to a given item. Possible answers were 1-not important, 2-slightly important, 3-somewhat important and 4-very important. See Appendix A for a full list of the questions.

The **interview** asked the PCs to consider their own individual strengths, and the contributions of their school's program. PCs were asked to report the challenges they face in fulfilling the duties of their position, and to forecast challenges they anticipate the Title IV-E program will face in the next three years. Finally, the PCs were also asked to state how information about strengths could best be disseminated among the schools and how CalSWEC could help the PCs meet the challenges they identified. See Appendix B for a full list of the questions.

The answers PCs and PIs reported in the **written survey** were summed and averaged for each domain and the topics within. The responses of the two groups were ranked and compared to identify areas of agreement and disagreement. Answers obtained from the **interviews** with the PCs were thematically coded.

In comparing PC and PI assessment of topic importance within and across Title IV-E program domains to the themes that emerged from the PC face to face interviews three general findings emerged. These are outlined below.

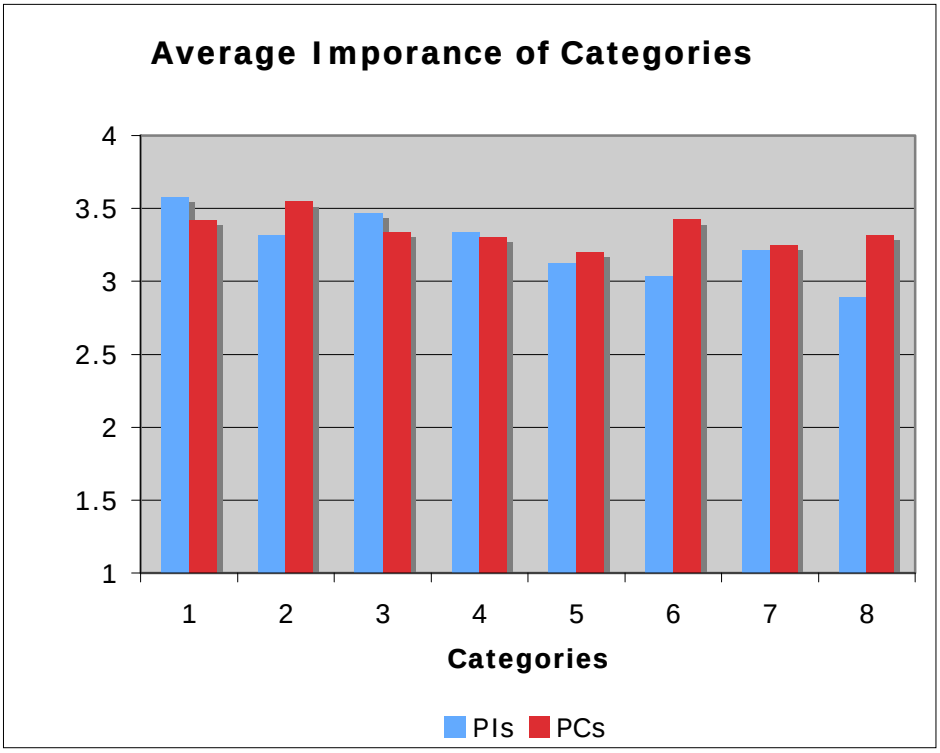
FINDINGS

* **General alignment of perspectives.** This alignment occurred between the PCs and PIs and between the participants and Central CalSWEC researchers who developed this instrument. The relative value PCs and PIs ascribed to topics mostly rose and fell in tandem, even if at times the absolute value diverged. Participants deemed almost all topics to be at least somewhat important. The implication of this finding is that Central CalSWEC staff should continue to attend to the existing program support elements, rather than spending resources pursuing radical realignment of current approaches. Perspectives are more consistent than might be expected given the variety of participants' experience in the Title IV-E program and in public child welfare system.

* **Importance of research and leveraging technology for information exchange.** All participants consistently ascribed relatively strong importance to items related to research across the domains. In addition, considerable feedback obtained in the interviews related to expanding systemic capacity to share research knowledge. The linkages were proposed between agencies and schools, as well as with the wider academic community. The desire to share research is related to broader consideration of how knowledge should be shared. Although use of technology warrants further study, broadly speaking it appears PCs would like using existing channels to increase communication of best practices. Some of their suggestions can be implemented with relative ease, such as using the CalSWEC website as a clearinghouse for syllabi, or perhaps to serve as a link to PCs' blogs. Others might take more careful planning, such as using Student Day to present student research or setting aside time at PC meetings for professional development.

* **Striking the right balance**. While the results of this study evidence surprising harmony, it was possible to discern a desire to maintain operational boundaries between the functioning of the Central Title IV-E staff and that of the Title IV-E staff within the schools. PCs display little interest in CalSWEC's getting involved in details of schools' functioning. For instance, "selecting Child Welfare instructors" or "evaluating Title IV-E staff" were topics that were reported to have particularly low value for both PCs and PIs. Conversely, importance was attributed to maintaining the existing support forms and meeting schedule. Where Central CalSWEC involvement seemed most desired was in advocating for additional resources and developing the program. Such advocacy could help schools and agencies overcome challenges associated with the economic crisis, identified by the PCs as one of the central challenges facing the Title IV-E program in the near future. A table showing the perceived relative importance of the program components to PCs and PIs appears below.

DETAILED FINDINGS: WRITTEN SURVEY



*Categories:

(1) Fiscal

Program: (2) Curriculum
(3) Field
(4) Students
(5) Staff/Faculty
(6) Resources

(7) Professional Development
(8) Communication Formats

DISCUSSION OF FINDINGS

1. Fiscal

There was broad agreement between the PCs and PIs as to the fairly high importance of understanding various aspects of the financial functioning of the Title IV-E program, with PIs tending to attribute more importance across the categories than the PCs. Financial aspects of the program that were external to the school (understanding the CalSWEC budget and the state and federal audit systems) were perceived to be slightly more important than fiscal functions that were handled entirely within the school. These financial areas may be less familiar to both the

PCs and PIs, and thus understanding them could be seen as more important. Nevertheless, of the more internal fiscal processes, the two groups considered understanding how to compute the match and defining "allowable" expenses almost as important. The category deemed least important was "understanding the repayment process," perhaps because this is a relatively straightforward aspect of the fiscal functioning of the program. Given that all participants attributed all aspects of the financial process as at least *somewhat important*, CalSWEC should continue to pay attention to the transmission of information in this domain, with greater emphasis on areas to which the PCs and PIs receive less regular exposure.

2. Program: Curriculum

Within the administration of the program itself, curriculum was one of the few domains where some disagreement between PCs and PIs occurred, and where one group considered a category not even to be at the level of "somewhat important." First, both groups agreed that relating research to the child welfare curriculum delivery and to the CalSWEC Title IV-E curriculum requirements are most important. They also agreed that the interface between the Title IV-E Program (CalSWEC/federal requirements) and the CSWE requirements is a more important concern than the interface between CalSWEC Title IV-E and their school's mission and goals. This suggests that CalSWEC should invest more time to align the Title IV-E requirements with those of CSWE, than those of the school. Formats used to deliver the curriculum requirements was the aspect of the curriculum where PCs and PIs disagreed most. The PCs judged these to be quite important, as they did all the categories except the already mentioned interface between CalSWEC and school mission and goals. The PIs did consider the "formats for delivering content curriculum requirements" to be at least somewhat important, somewhere in the middle of all the other things they considered important among the items in this domain. However, the PIs did not report that "various formats which have been developed in meeting curriculum goals" were even somewhat important. The divergence of their opinion regarding topics that seem so similar is puzzling. The similarity of the two items may have been confusing.

The implications are that CalSWEC needs to maintain its commitment to creating and disseminating research to inform the development and delivery of child welfare curriculum. In addition, to the extent that CalSWEC is seeks to improve its interface with the school and CSWE program requirements, it should focus on the latter.

3. Program: Field

Both groups agreed that all the topics related to field were at least somewhat important. However, the PIs indicated, in an uncharacteristically strong fashion, that the identification, development and retention of placements for IVE students is quite important, especially relative to the development and retention of IVE instructors and problem-solving issues that arise in relation to IVE field instructors.

This suggests that additional efforts be made to increase and maintain field placement capacity. As progress is made by these efforts, CalSWEC should be certain to include the PIs and enlist their cooperation.

4. Program: Students

With little variation, all aspects of the domain related to program student concerns were deemed at least somewhat important. The PIs tended to attribute slightly more importance to topics related to the students' lifecycle through the program (identification, recruitment, management, and post-graduate follow up) than did the PCs. The slight trend reversed when it came to post-graduate work with the students, whether it dealt with program follow-up or enhancing program evaluation. The utilization of the CalSWEC data base was considered about as important as the other topics.

This suggests that CalSWEC should stay the course regarding all the ways that it assists PCs and PIs in working with students.

5. Program: Staffing/Faculty

In the staffing/faculty domain of the program, only one topic stands out as being considered relatively *less* important than the rest: working within University/School procedures in the selection of Child Welfare instructors. The remaining topics were considered at least somewhat important. Namely, the conduct of orientation of new faculty to the Title IVE program and to PC roles and the enhancement of CalSWEC/faculty interface. Also deemed somewhat important were *ways to recognize contributions of faculty/ staff to the IV-E program*.

These results suggest that CalSWEC should continue to be attuned to the different aspects of the staff/faculty domain, with perhaps slightly less emphasis on being involved in university selection procedures for Child Welfare instructors.

6. Program: Resources

Both groups deemed using or collaborating with CalSWEC research resources a more important resource than its IV-E Library resources, although the Library was noted as a conduit for information.

Perhaps prominent posting of research abstracts in various stages of progress, combined with electronic alerts to those interested would enhance collaboration.

7. Professional Development

Both groups see program evaluation methods as the most important, with PIs giving the topic especially high marks. In contrast, the within-school supervision of Title IV-E staff is deemed not even somewhat important – an unusually low value for this survey. It also appears that both groups are interested in CalSWEC's using resources to enhance the scope of the program, with program development and advocacy at the local, state and federal levels perceived as at least somewhat important. However, it may be they do not feel a strong need to be involved in the process, as strategic planning approaches were evaluated as barely somewhat important. Finally,

group differences did emerge in relation to the development of the PC role, with PCs understandably deeming this more important than the PIs.

The main implication for Central CalSWEC is that it should continue to leverage its unique position as intermediary between schools and state to enhance the effectiveness the program through research and advocacy. At the same time, survey findings indicated that CalSWEC should maintain autonomy of the spheres: using its resources to supervise Title IV-E staff was not deemed important; similarly, involving PCs and PIs in strategic planning approaches was also not considered an important part of professional development.

8. Communication Formats

The domain of communication formats is one of the few where PCs' and PIs' perceptions of absolute value clearly diverge. Although the PCs rated all topics as considerably more important than the PIs, the two group's assessments of the items rose and fell roughly in tandem. The PIs gave relatively low rankings to all topics. Two topics, webinar sessions and conference calls, they considered even more unimportant. PCs agreed these were relatively unimportant topics. Nevertheless, PCs gave an enthusiastic endorsement to the value of the PC meetings. In fact, with the exception of the precise amount of importance each group attributed, all participants appeared to value face to face meetings (CalSWEC Board Committee meetings, onsite visits, regional/cluster meetings) more highly than the remote versions. All participants indicated that Faculty Development Institutes on selected topics are at least somewhat important, but for PCs this development and communication medium was deemed less important than site visits or regional/cluster meetings.

It is not certain whether the participants were reacting to the technology of the communication formats or to the types of meetings that tended to occur using a given technology. For instance, would the CalSWEC Board Committee meetings be deemed less important if held over conference call? Nevertheless, it is clear that the meetings that are established, as well as the onsite visits, are considered valuable communication formats. It is also uncertain whether the difference in each group's topic assessment has to do with an attempt to weigh the value of these communication formats within the Title IV-E program as a whole, or as related to the roles participants play as members of their groups. The strong difference between the two groups regarding the PC meetings – in which only the PCs take part – suggests that the latter interpretation is more sound. In other words, for the PIs, the PC meetings are *relatively* unimportant, which is not to suggest that PIs believe they are unimportant overall.

FOLLOW UP INTERVIEWS WITH PCS

Question 1: Two most important contributions of your program?

Across the schools, the programs shared the desire and ability to respond to the needs of the local community and the client groups within the communities. It was this commitment to the clients and social environment that PCs identified as the most important contributions of their programs.

Question 2: How to share this information with other schools?

The CalSWEC website could be used to enhance communication between schools (e.g. syllabi archive, feature section on program successes). A broader academic exchange could be fostered for the students (e.g. students could present research at the Student Day or through a compendium of student projects that could also be distributed to agency directors). The PC meetings could have time set aside for exchange (e.g. Cracker Barrel). Finally, the CalSWEC model itself could be promoted in such venues as CSWE or NASW-CA.

Question 3: Three most challenging elements in the coming three years.

The PCs' prediction of the most challenging elements in the near future reflected the surrounding economic crisis. They were concerned about obtaining resources to meet their students' needs and to fulfill the CalSWEC mission, ranging specifically from the cost of tuition and recruitment of students of color, to meeting challenges relating to field placement, to ultimately finding employment for the Title IV-E students. They also foresaw the orientation of the new PCs and PIs as an additional challenge.

Question 4: Expertise of PCs and how to share

PCs identified formal mentoring or orientation as a direct way of sharing expertise. In addition, technology could be leveraged to facilitate more immediate communication (e.g. blogging, conference calls). It is worth noting that in the written survey both the PCs and the PIs indicated that conference calls are not an important communication format. Perhaps the context in which they may have been thinking affected their responses. It is also possible that the PCs here were indicating what *could* be used to share experience, rather than what they necessarily believe should be used. Endorsement for any actual changes of technology used for established venues should be first assessed more closely. However, it is possible that additional venues that allow the posting of information that could be perused as desired, would be seen as beneficial. Finally, PCs reported ways their expertise could be deepened still. For instance, time could be set aside for professional development either in PC meetings or through Professional Development Institutes (similar to those used by the Academies).

Question 5: Particular strengths as PC and how this may be shared with CalSWEC staff and other PCs.

The PCs bring with them significant experience in public child welfare and other service delivery systems. In addition to experiential and managerial knowledge in the field, many are capable of organizing communication, writing grants, and balancing budgets.

CONCLUSIONS

The goal of this assessment was to identify consulting and technical support needs among the CalSWEC Title IV-E member schools, as perceived by their PCs and PIs. Given the dramatic increases in the size and complexity of the CalSWEC program, what may seem surprising is the relatively un-dramatic nature of the findings. There was general agreement between the PCs and PIs about the relative importance of the topics presented. That the topics were judged by both groups to be at least somewhat important overall suggests Central CalSWEC staff has been able to successfully identify areas of concern.

Although it seems that Central CalSWEC staff appears to be striking the proper balance in general, two areas stand out as worthy of particular attention for future communication and effective support. The first is schools' seeming preference that Central CalSWEC maintain operational boundaries between itself and the more internal functioning of the school programs, while keeping and expanding upon existing forms of support and contact. The second is an active interest in developing and promoting evidence based practice. Together, these themes suggest that Central CalSWEC staff needs to maintain sensitivity to local differences as it seeks to promote more systematic administration of the Title IV-E program. Clearly university PC and PI representatives are interested in contributing to and benefiting from research initiatives and curricular enhancements, but want attention paid to the schools' retaining some operational autonomy.

Implications and Recommendations

The following recommendations emerge explicitly and implicitly from the assessment as a whole:

1) Continue existing forms of communication and support, with added emphasis on face-to face contact.
    - Maintain schedule of meetings and possible regional/cluster meetings, with attention to professional development and sharing of research and expertise.
    - Establish and maintain a schedule of orientation and technical assistance for new and continuing PCs, PIs and IV-E staff, with emphasis on internal fiscal processes and specialized content added as needed.
    - Establish a schedule of routine annual site visits to identify site and regional resources & needs
2) Find ways to advocate for and enhance shared resources as well as ways to further develop the individual school programs
    - Relate research findings increasingly to development of the child welfare curriculum through a variety of formats, including presentations at meetings, research institutes, and through the Child Welfare Resource Library and the CalSWEC website.
    - Strengthen the interface between the curriculum as delivered and CSWE program requirements

- Enhance field capacity and development of quality field programs

The findings from this survey contained relatively few surprises, beyond the degree of agreement between the two categories of respondents, project coordinators and principal investigators. Despite appreciation voiced for the current curriculum and field placement enrichment efforts, as well as improved communications across the programs, there is a clear message that more inter-program communication and in-depth, research-based program enhancements are desired. Recent technical assistance and site visit efforts have been well received, raising expectations that more of this kind of direct contact, coupled with consensus-based curriculum/ resource development and professional development measures will reap considerable rewards.

APPENDIX A: WRITTEN SURVEY QUESTIONS

This survey is intended to help identify perceived consulting needs among the CalSWEC Title IV-E member schools. We expect variation, given differences in Project Coordinator (PC) and Principal Investigator (PI) program tenure as well as prior public child welfare systems knowledge. Please answer candidly Information provided will help structure onsite visits and future consultation.

Potential Consultation Areas

Please prioritize how important each area and sub-area is to you by checking:

4 -Very Important
3- Somewhat Important
2- Slightly Important
1- Not Important

1. **Fiscal**

    1. Consultation on understanding the process by which CalSWEC budget is developed, submitted and approved
    2. Consultation on understanding how to compute the match.
    3. Consultation on defining the "allowable" expenses
    4. Consultation on understanding the repayment process
    5. Consultation on understanding the state and federal audit systems and process

2. PROGRAM: **Curriculum** Section

    1. Integration/interface of CalSWEC IVE/Federal IVE requirements with CSWE program.
    2. Various formats which have been developed in meeting curriculum goals
    3. Current research pertinent to the delivery of child welfare curriculum
    4. Application of research findings to IVE curriculum development.
    5. Formats for delivering current curriculum requirements.

3. PROGRAM: **Field** Section

1. Identification, development and retention of placements for IVE students
2. Development and retention of IVE field instructors.
3. Problem solving field instructor issues

4. PROGRAM: **Students** Section

1.Identifying potential applicant pools
2. Successful student recruitment approaches.
3. Problem solving techniques to address common student issues.
4. Effective approaches in providing postgraduate follow-up.
5. Ways to utilize the CalSWEC data base.
6. Methods to maintain long=term contact with graduates for CalSWEC program evaluation purposes.

5. PROGRAM: **Staff/Faculty** Section.

1. Working within University/School procedures in the selection of Child Welfare instructors.
2. CalSWEC IVE program orientation for new and existing faculty.
3. Ways to enhance CalSWEC/faculty interface.
4. Orienting faculty to the roles and responsibilities of the IVE Project Coordinator.
5. Ways to recognize the contribution of faculty/staff to the IVE program.

6. PROGRAM: **Resources** Section

1. Utilizing the IVE Library resources.
2. Utilizing or collaborating with CalSWEC Research resources

7. **Professional Development**

1. Program development.
2. Strategic planning approaches
3. Program evaluation methods.
4. Supervision of Title IVE program staff.
5. Development of Project Coordinator role.
6. Advocacy at the local, state, and federal levels.

8. **Communication Formats**

1. Project Coordinator meetings
2. Participation in CalSWEC Board Committee meetings
3. Webinar sessions
4. Conference calls
5. Faculty Development institutes on selected topics.
6. Onsite visits
7. Regional/cluster meetings

APPENDIX B: FOLLOW-UP INTERVIEW SCHEDULE

Question 1: Two most important contributions of your program?

Question 2: How to share this information with other schools?

Question 3: Three most challenging elements in the coming three years.

Question 4: Expertise of PC and how to share

Question 5: Particular strengths as PC and how this may be shared with CalSWEC staff and other PCs.

Appendix E

Title IV-E Graduate Search Requirements Implementation Guidelines

Title IV-E Project Needs Assessment: Findings from Project Coordinator and Principal Investigator Survey

Shaaron Gilson, MSW,LCSW
CalSWEC, Spring 2010

In spring 2009, CalSWEC interviewed PCs on site about their programs. The interview included the following questions:

- The 2 most important contributions of their program
- How best to share this info. with other schools
- The 3 most challenging elements for IV-E in the coming 3 years
- How best to share PC expertise
- Particular strengths of PCs and how best to share across programs
- Challenges faced as a PC
- How CalSWEC may assist with challenges

Survey: **PCs & also PIs completed a written survey about their technical assistance or consultation needs in several domains:**

1. Fiscal
2. Curriculum
3. Field
4. Students
5. Staff/faculty
6. Resources
7. Professional development
8. Communication formats

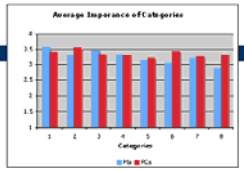
Survey format

- For each domain, participants were asked to rank questions on a 4-point scale:
  1. Not important
  2. Slightly important
  3. Somewhat important
  4. Very important

Participants

- 22 Project Coordinators (20 schools, some w/ BASW PCs; completed survey and interview)
- 15 Principal Investigators (20 schools; completed survey only)

Findings: PC & PI Agreement across all domains



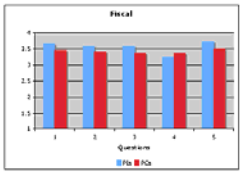
- PCs and PIs agree for most domains (5 of 8), within the *Somewhat Important* (3) category and upward (near 3.5)
- Exceptions: Domains of *Curriculum (2), Resources (6),* and *Communication Formats (8)* showed slight variation

Fiscal questions

1. Understanding the process by which CalSWEC budget is developed, submitted and approved
2. Understanding how to compute the match.
3. Defining the "allowable" expenses
4. Understanding the repayment process
5. Understanding the state and federal audit systems and process

Fiscal

- Similar ranking for both groups. P.I.s generally ranked fiscal topics higher than did the PCs
- Both PCs & PIs ranked state & federal *audit systems* (Q5) as important, with *budget process* (Q1), and *computing match*(Q2) equally important for PCs . For PIs, *computing match* (Q 2) and (Q3) *defining allowables* were of equal importance

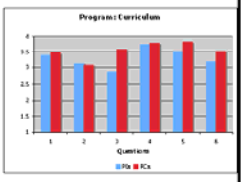


Program domain: Curriculum questions

1. Integration/interface of CalSWEC IVE/Federal IVE requirements with CSWE program
2. Various formats which have been developed in meeting curriculum goals
3. Current research pertinent to the delivery of child welfare curriculum
4. Application of research findings to IVE curriculum development
5. Formats for delivering current curriculum requirements

Program: Curriculum

- For PCs, important areas were: first, *curriculum delivery formats* (Q5) and second, *application of research findings to curriculum*(Q4)
- P.Is reversed the order, ranking Q4 first & Q5 second.
- PCs ranked *current research pertinent to delivery of CW curr.* (Q3) as next in importance. This topic was "somewhat important" to PIs.

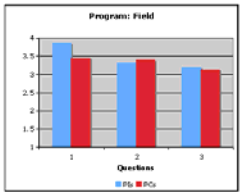


Program: Field questions

1. Identification, development and retention of placements for IVE students
2. Development and retention of IVE field instructors.
3. Problem solving field instructor issues

Program: Field

- The PIs accorded the highest importance to *identifying & retaining placements* (Q1), a topic PCs also ranked most important
- Both PCs and PIs ranked *developing and retaining field instructors* (Q2), as second in importance



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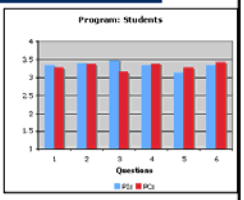
Program domain: Student questions

1. Identifying potential applicant pools
2. Successful student recruitment approaches
3. Problem solving techniques to address common student issues
4. Effective approaches in providing postgraduate follow-up
5. Ways to utilize the CalSWEC data base
6. Methods to maintain long-term contact with graduates for CalSWEC program evaluation purposes

Program: Students

- PCs and PIs agreed about the relative importance of some topics. For both, ***student recruitment approaches*** (Q2) ranked high, along with ***methods to maintain student contact*** (Q6) & the similar ***approaches to student follow-up*** (Q4)
- PIs and PCs disagreed on relative importance of ***problem-solving techniques to address common student issues*** (Q3), & ***ways to utilize CalSWEC data base*** (Q5)

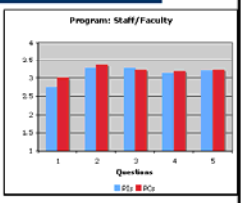


Program domain: Staff/Faculty questions

1. **Working within University/School procedures in the selection of Child Welfare instructors.**
2. **CalSWEC IV-E program orientation for new and existing faculty.**
3. **Ways to enhance CalSWEC/faculty interface.**
4. **Orienting faculty to the roles and responsibilities of the IVE Project Coordinator.**
5. **Ways to recognize the contribution of faculty/staff to the IVE program.**

Program: Staff/Faculty

- **Both groups ranked** *IV-E program orientation for faculty* (Q2) **as most important and** *ways to enhance CalSWEC/faculty interface* (Q3) **second.** Next in importance *was ways to recognize contribution of faculty/staff* (Q5).
- Very close agreement on relative importance of most topics

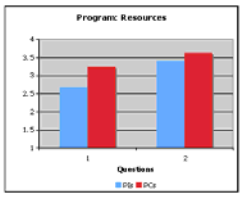


Program domain: Resources questions

1. Utilizing IV-E Library resources.
2. Utilizing or collaborating with CalSWEC research resources

Program: Resources

Both groups found *utilizing or collaborating with CalSWEC research resources* (Q2) quite a bit more important than *utilizing the IVE library resources* (Q1)

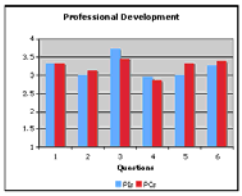


Professional Development questions

1. **Program development**
2. **Strategic planning approaches**
3. **Program evaluation methods**
4. **Supervision of Title IVE program staff**
5. **Development of Project Coordinator role**
6. **Advocacy at the local, state, and federal levels**

Professional Development

- Similar pattern, with *program evaluation methods* (Q3) deemed most important by both groups
- Considered important by both: *program development* (Q1) and *advocacy* (Q6)
- Separation on relative importance of Q5: PCs considered *development of PC role* more important than did PIs

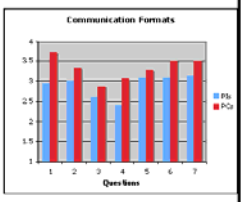


Communication formats questions

1. Project Coordinator meetings
2. Participation in CalSWEC Board Committee meetings
3. Webinar sessions
4. Conference calls
5. Faculty Development institutes on selected topics
6. Onsite visits
7. Regional/cluster meetings

Communication Formats

- **PCs considered all the topics more important than did the PIs**
- **PCs saw *PC meetings* (Q1) as the most important format, with *Regional/cluster mtgs* (Q7) & *Onsite visits* (Q6) next in importance**
- **PIs ranked Q6 and Q7 highly, with *faculty development institutes* (Q5) third by a slight margin**



Follow-up Question 1. What are the two most important contributions of your program?

- Capacity to respond to local community needs & outreach to client groups within those communities
- Recruitment of students who reflect the community population

Follow-up Question 2. How to share program contributions & information with other schools ?

- **Exchange:**
  - **Clearinghouse: Syllabi stored online**
  - **Time in PC meetings**
- **Disseminating program information:**
  - **CSWE/APM and NASWCA conference presentations**
  - **Feature program issues on CalSWEC site**
- **Showcasing student work:**
  - **Student Day presentations**
  - **Compendium of nominated student projects; present to agency directors**

Follow-up Question 3. What are the three most challenging elements for IV-E in the coming three years?

- Employment opportunities for Title IVE grads
- Field issues: agencies, placements, & field instructors - including students with special needs
- Orientation for new PCs and PIs
- Cost of tuition and recruitment of students of color

Follow-up Question 4. How to share Project Coordinator Expertise

- Professional development as part of PC meetings and as Professional Development Institute within local Academy
- Formal mentoring program/orientation
- Use of more current technology

Follow-up Question 5. Particular strengths of PCs and how best to share across programs

- Significant experience in Public Child Welfare at line, supervisory, management and administrative levels
- Community organization, community partnership, collaboration skills
- Experience in other service delivery systems
- Budget preparation
- Grant writing

Follow-up Question 6. Challenges faced in carrying out responsibilities as PC

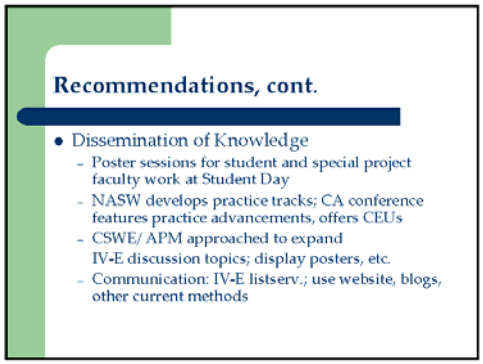
- Impact of the economy on: budget, students, jobs, morale, program and self
- Orientation, role and job definition
- Interface with the overall social work program

In what ways could CalSWEC assist in meeting the challenges?

- Advise how to develop priorities and balance time commitments
- Provide ongoing technical assistance on budget issues/questions

Recommendations

- Orientation
  - Develop expanded orientation program for PCs, PIs, and new & existing faculty
  - Shape more formal mentor system among PCs
  - Use current technology to increase reach
- Training /Professional development
  - Regional fiscal training (PCs, PIs, Foundation)
  - Program development, application of research to program & evaluation
    - Expand Student Day to include PC track
    - PC, PI and CW faculty participation in Training and Evaluation Symposium
    - Designate annual PC meeting for professional development


Recommendations, cont.
Dissemination of Knowledge
Poster sessions for student and special project faculty work at Student Day
NASW develops practice tracks; CA conference features practice advancements, offers CEUs
CSWE/ APM approached to expand IV-E discussion topics; display posters, etc.
Communication: IV-E listserv.; use website, blogs, other current methods

Frequently asked Questions
Policy clarifications to February 5, 2010 CalSWEC Board motion
Updated June 15, 2010

Q1. Is the graduate required to sign the addendum?
No, the graduate may pursue employment under the terms of the current student contract if they wish.

Q2. May a graduate delay the decision to sign or not sign the addendum?
Each sight is responsible for setting the deadline for signing the addendum with the students or informing the students of the deadline. Each site can determine which process works best. As such, CalSWEC has set no specific date by which the graduate must sign because it is determined by local circumstances.

Q3. What non profit agencies meet the employment obligation requirement?
In order to maintain the spirit of the Title IVE Stipend program in so much that it is intended to serve *public child welfare services*, the approval for a graduate to work in a private non profit is contingent upon verification that the county has a *relationship or affiliation* (a contract is not required) with that agency whereby it is understood that the agency serves Title IVE clients—defined as services for children in foster care (voluntary or involuntary) or emancipated foster youth.

Q4. When can non profit employment obligation begin?
If a graduate secures employment in a private non profit before the six month statewide CWS search has elapsed and the six month statewide CWS search requirement has been satisfied, the graduate's employment obligation period may begin at the time of hire in the non profit (retroactive).

Q5. What if a graduate claims they cannot travel to an interview because of finances?
If a graduate wishes to pursue a hardship for this reason, the current waiver policy applies.

Q6. Can CalSWEC graduates apply for Case Aides in county child welfare services and have it count towards their employment obligation?
CalSWEC graduates are not obligated to apply for case aides, however if they wish to and secure employment as a case aide serving Title IVE clients, it will count towards their employment obligation.

Q7. Can CalSWEC graduates apply for Eligibility workers and have it count as their employment obligation?

Eligibility worker positions usually do not count towards employment obligation but can be considered if the graduate's six month statewide CWS search requirement has been met.

Q8. Do the Case Aide and Eligibility Worker stipulations apply to all Graduates whether or not they have signed the Addendum?

Yes, both those who did and did not sign the addendum can have they stipulations for the Case Aide or Eligibility Work apply if they wish.

Q9. If a graduate wishes to repay his or her stipend can the repayment plan be extended so that there are lower monthly payments?

Yes, changing the repayment terms can be done through an administrative process. This can involve an extension of the repayment time period beyond 5 year. Each school can set up a repayment plan that best works for the graduate that requires this option.

Q10. Do the new policies apply to the 2008 and 2009 cohorts as well?

Yes they do, however given that these cohorts have already signed an addendum and the search period has already elapsed the review and approval will rest at the subcontracting schools as is explained in the implementation guidelines document.

Q11. What is the search obligation of the graduates whether they sign the addendum or not?

Both the contract and the addendum specify that the graduate must engage in "reasonable search efforts" and maintain "satisfactory documentation" of the search efforts. The definition of these terms is specified below.

Reasonable search efforts: Is defined as making applications to all public CWS or CDSS agencies within the required area and keeping satisfactory documentation of the employment search. Further, the search must be intensive, ongoing and documented in a coherent manner in order to present a reliable picture of employment search.

Satisfactory Documentation: Entries must include names of all agencies contacted during the search period, positions and level of positions applied for, date of application, name, telephone number and email of persons contacted during the entire employment search period. All responses from counties-response card, test notification, score, and place on list, interview dates, and job offer must also be documented. Copies of written and/or electronic correspondence are necessary as supporting documentation and must be attached to search forms.

CalSWEC's central office will work with all Project Coordinators as a group to review cases to insure the requirements are applied in a uniform and standardized manner across all of the programs. We are receptive to examples of instances of non-compliance. This will be an ongoing review process and if adjustments need to be made based on new information and data we will review and make adjustments as necessary.

Q12. How often must a graduate search for employment?
The definition of reasonable efforts (defined above) as "intensive, ongoing and documented in a coherent manner in order to present a reliable picture of employment search" indicates that a graduate must search until s/he has secured employment. Identifying a minimum number of searches would likely result in the graduate missing application and therefore employment opportunities. Therefore the reasonable search effort standard as referenced above which relies on the graduates' professional efforts and documentation will apply.

Q14. Under the addendum, once a graduate has fulfilled their statewide search obligation how long must they search for employment in a qualified non profit?
The graduate must search for another 6 months for employment in a qualified non profit.

Q13. Will CalSWEC continue to do county hiring scans?
Yes, CalSWEC will forward the county hiring scans to all Project Coordinators once a month. We will strive to disseminate this by the 2nd Friday of each month beginning in June 2010.

Q14. Will CalSWEC do a hiring scan for private not profits?
At this time, we are gathering information on this. We will discuss this with the Project Coordinators in upcoming meetings and conference calls.

Appendix F

Title IV-E MSW New Graduate Survey Highlights 2009–10

Title IV-E MSW
New Graduate Survey Highlights 2009-10

Introduction

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 45% of the graduates have responded to the 2009-10 survey. We believe the response rate was significantly affected by the fact that many graduates took longer to find employment than is typical. Usually, the graduates have been employed about 6 months when they complete our survey. We asked graduates to respond to the survey even if they were not yet employed. Of those who responded, about 30 % were county public child welfare employees before attending school, 2 % more than the previous year. As in the previous year, about 80% were full-time students and about 15% of the respondents were male.

Summary of Results

The graduates provided valuable feedback to the IV-E program in several areas. The sections below reflect the survey question topics. 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 about 91% of the graduates were *practical techniques*[2], followed closely by *clinical education (85%).* Next in order were *vignettes/ role-playing* (79%) *and diversity education* (69%).

- **Which field experiences best prepared them.** As in the 2008 survey, over 97% of the responding graduates were asked to indicate up to 3 field experiences 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 (93%)*, followed by *mentoring/guidance (84%) and supervision* (83%). *Prior experience* was also noted by *83%.*

[2] This percentage is up slightly from 2008. The other responses are similar to the previous year.

- **Topics their programs covered especially well**. As in the prior survey, graduates most often noted *diversity/sensitivity education, child welfare policy* and *advocacy/social justice*, followed by *making assessments* and *relationship building and gaining client/family participation.*

- **Areas that could have been done differently or were handled less than adequately by their programs**. Most often noted by respondents was *Field Placement Quality* at nearly 85%, an increase of 15% over last year's survey. Next noted was W*orking with the court system* (82%), similar to the prior year's responses. Also similar were the frequently cited *Case management (76%), and Substance abuse education (nearly 79%*). *Clinical skills for assessment (73%),*[3] was also noted as an area that was not handled adequately or could be strengthened, followed by *Selecting appropriate intervention models (71%*).

- **Courses graduates wanted to take, but could not for varied reasons**. Of the 120 responses, the largest number noted *mental health and mental health disorders* -related topics as desired areas to pursue, along with courses dealing with *substance abuse/addiction.* The main reasons graduates noted for not taking desired courses were *unavailability of the course, scheduling conflicts, and IV-E program restrictions*

There were 120 responses. Many respondents mentioned wanting to take courses about special populations, such as working with teens. Responses are reported below, from the most to the least frequently mentioned.

22	Adult mental health, foster youth mental health, mental health, DSM Mental health disorders, psychopathology, child psychopathology
17	Substance abuse, alcohol dependency, drug and alcohol
10	Clinical social work, interventions with adolescents, intervention skills, family therapy, play therapy, psychodynamic social work Macro classes: Policy, organizations, grant writing, immigration policy, administration
6	Forensic social work, working with the courts, criminal justice courses Trauma, grief and loss
5	PPSC and school social work Domestic violence
4	Assessment and diagnosis
3	Diversity, cultural competence, anti-racist classes Spanish language classes, Spanish for child welfare workers Crisis intervention and management Psychopharmacology

[3] The notation of "Clinical skills for assessment" as area that could have been done differently is puzzling, in that 85% 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 or the relative lack of assessment emphasis. The high percentage for "Selecting intervention models" (71%) may argue for the latter interpretation.

The following responses were marked **once** each: Advanced child maltreatment, case management specifics, communications skills, community practice, conflict resolution, CWS/CMS, death and dying, class about the elderly, health concentration courses, human sexuality, hypnosis, issues in social work, LCSW prep, veteran courses.

- **Suggestion of one new course or content area to better prepare MSW graduates for child welfare work.** Areas most frequently cited among the 72 responses to these questions were courses dealing with *Court and the legal system.* As in the prior years, graduates also expressed a desire for a course or experiences that capture a number of skills needed for success case management. [4]

Other prominent content areas included:

- *Interviewing techniques*, e.g., forensic interviewing; assessment techniques; more intervention techniques, e.g., active listening or de-escalating skills; ; more direct practice, group work around racism issues; better diversity education;

- *Case management skills*; more work on the front end aspects of child welfare; case modeling;

- *Working with community agencies: networking, team building, relationships*: how to work in an agency; e.g.: "addressing disproportionality and systemic or contextual factors affecting families involved with Child Welfare";

- *Macro-practice; courses that deal with systemic issues and advocacy* ;

- *Self awareness, stress and burnout issues; PTSD and trauma*;
  - "I think all MSW students should have an opportunity to have their own therapy as part of the MSW program. So much is stirred up internally when going through the program, and there were extremely limited resources available to students for mental health services."

  - "Getting mental health counseling/assessments prior to being admitted to an MSW program."

[4] "Portray realistic job experiences in child protective services"; "more real experiences, more frequently would be better help" [than a "course"]; "A realistic overview of Public Child Welfare. It is so abstract until your second year placement in the field"

- **Field placement experiences graduates wished they could have had.** As they have in prior years, graduates noted the desire to rotate into different areas of practice and to experience a case from beginning to end. The 58 responses are summarized below:

  - *Opportunity to follow a case* from entry into the child welfare system to exit.
  - *Rotation in different child welfare areas*: ER, FM, FR, Adoptions. Experience in Emergency Response was specifically noted by several respondents.
  - *More exposure to court, court report writing, the court process*.
  - *Opportunities to shadow workers* in other units to learn their part in the child welfare process.
  - *Medical social work*, where the student is charged with identifying child abuse and how this is handled in the referring agency.
  - *Better supervision*.
  - *More opportunities to practice clinical skills*, including interviewing skills and techniques.
  - *More opportunities to work in mental health, substance abuse and domestic violence*. County mental health was mentioned more than once.
  - *More administrative and/or planning experiences, macro practice.*

- **Graduates who reported what experiences in field were particularly important to their learning** again cited *exposure to different departments through rotation and/or shadowing/observing*, and the *quality of individual supervision* they received. As in previous years, the opportunity to *work directly with clients*, *with a caseload* was noted as important by several graduates. The 54 responses are summarized below:

  - Direct practice, hands-on experience, being able to carry cases. Opportunities to carry challenging small cases start to finish.
  - Exposure to different departments through rotation, following clients throughout the life of a case, and/or shadowing and observing workers in other departments.
  - Supervision: high quality, regular, "confrontational clinical supervision", attentive supervision that led to introspection on my part.
  - Opportunity to work with management in the field placement; develop a new program; analyze policies.
  - Time management workshop, self care workshop.
  - Working with diverse populations, and in communities.
  - Some respondents commented on the relationship between their first and second year placements and how these arrangements contributed to their overall learning.
  - Many respondents felt they benefited from having 2 different public child welfare placements.
  - Others noted that working in another system (e.g. the school system) gave them good perspectives on the connections between systems.
  - At least one respondent noted s/he liked working in differential response with its accompanying community work.

- **Which aspects of their work they found particularly challenging**. There were 180 responses to this question. Many cited *politics and excessive bureaucracy,* followed by *time management/high caseloads/workload* as a most challenging aspect. *Paperwork and lack of resources* were also cited frequently. Several noted that their high workloads and lack of resources hindered work with families.

  The top two challenges concerned the agency culture:

  - *Politics; excessive bureaucracy* that is overly complicated, inflexible and more concerned about liability than good practice (44 respondents). [5]

  - *Time and workload management; high caseloads*; lack of time for self care; paperwork/documentation (31 responses).

  Closely followed by:
  - *Economic stresses in the agency*: The problems with the budget were frequently mentioned by this group who are feeling no job security—facing layoffs;

  - *Lack of/limited resources for drug and alcohol treatment, mental health and other community resources*; child welfare system politics; time limits on biological parents with substance abuse problems or who are incarcerated-- "Budget cuts and lack of services";

  - *The court and the process of working with it*: court report writing, and working with attorneys—"Not enough time to do a really good job on the court reports";

- **Which aspects of their work they found particularly satisfying.** Consistent with previous years, a substantial number of graduates responded to this question, with the vast majority of responses clustered around *helping/working with families and children*, and *facilitating positive change/making a difference*.

  There were 176 responses to this question. The way graduates responded to this question makes it clear that satisfaction with child welfare is directly connected to

[5] One example: "The nature of the work is so subjective; it's difficult to know if our efforts have a cumulative positive or negative effect. It's also frustrating to work with others that justify their decision-making to fit their need of security, not necessarily the best interest of the children or families they work with. (It's really an un-natural social position to not rest in alignment with your team-mates. Better decisions are made when questions are raised and several heads collaborate to examine all the angles of the situation. But this is looked down upon -at least it was in X County - as being poor behavior. Yet, many workers have not been updated with current best practices). This is particularly challenging for me."

professional growth: applying MSW skills, evaluating those skills, enhancing practice skill, then seeing how this practice positively affects clients.

The majority of responses can generally be categorized as satisfaction with 1) providing direct services, 2) having the opportunity to apply the skills/knowledge—generic descriptions and specifically child welfare system related, and 3) relationships with others—foster parents, other professionals, supportive co-workers.

Fully one-third of the responses fall into the category of satisfaction derived from general "direct services with /working with families and/or children." Face-to-face contact is especially satisfying for this group.

Some respondents cited *skills/knowledge they are able to utilize on the job* as satisfying: case planning, interviewing, using a strengths-based approach, conducting home visits, working with the community resources, working with other disciplines/teamwork, giving families tools for long term improvement.

- **Plans to learn more about their profession.** The largest number (nearly 99%) expressed the intent to attend professional conferences; nearly as many noted plans to seek on the job training. A high number (92%) noted plans to pursue licensure or to learn from an experienced mentor (95%). A total of 94% indicated intent to learn more through earning CEUs.

- **For county employees: How your school program did or did not address your needs to learn something new about child welfare practice.** There were 31 responses, most of them positive.

Positive Comments: "I am still excited at the prospect of a social work position…the education I received bolstered my dreams; it did not detract from them."

- Learned about the Code of Ethics, working ethical dilemmas (wanted more of this).
- Made me a better social worker: Professional growth, more confidence in my work, promotion possibilities.
- Provided opportunities to work in other departmental programs .
- Provided "A professional lens": Broad perspective, understanding systemic factors, macro perspective, and the politics of child welfare agencies.

Most frequently noted comments concerned the *acquisition and application of new skills:* assessment skills, strengths-based practice, solution focused practice, use of clinical interventions, use of evidence-based practice, skills to stabilize a crisis, and learning ways to work with families in the small amount of time allotted.

Critical comments:

- More practice, more field experiences needed: CW practice seminar was only marginally connected to child welfare; instructors lacked CW knowledge (but improved SW practice as whole).
- Program didn't adequately present how to establish a family coordinated care management program
- Not taught how to address court and court procedures.
- Too basic for seasoned workers; remedial and frustrating.
- Theoretical content not integrated with the reality of social work practice.

Conclusions and Recommendations

Feedback gathered by the survey remains a useful element in the curriculum evaluation and development process. This year's survey includes positive signs; a large 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 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,* followed by *making assessments, relationship building,* and *gaining client participation.*

As in prior years, the findings on what is most *satisfying* and *challenging* to graduates working in child welfare are both heartening and disturbing. A large proportion of the 176 responses make it clear that *providing direct services, being able to apply knowledge and skills, and relationships with others* were the most satisfying aspects of their work. Many of the 180 responses regarding challenging aspects centered on two areas, *politics and excessive, inflexible bureaucracy* and *time deficits /high caseloads/ workload management,* as most challenging. Other topics included economic stress within the agencies and lack of services/resources for clients.

A high proportion of graduates expressed desire for additional preparation in topics that recur each year: working with the *court system, case management, mental health, and substance abuse. Field placement quality* was also a major concern. Not surprisingly, these topics were also suggested as content areas for coursework. While the program as a whole has taken steps to enhance some of these areas, notably through the Field Placement Initiative, further course enrichments are recommended. Through ongoing work with short, e-learning courses and other emerging modalities, many of the perceived gaps may be addressed without adding hours to the academic calendar. As to noted difficulties arising from workplace characteristics, it is hoped that improved economic conditions, strengthening of the CalSWEC partnership, and continued in-service training among staff and supervisors may work to remedy at least some of the challenges.

Appendix G

Competency Integration Work Plan & Progress Report June 2010

Competency Integration Work Plan & Progress Report June 2010

Competency Integration Sub-committee Membership

NAME	CONTACT INFORMATION	
John Oliver	(562) 985-1878	joliver@csulb.edu
Elizabeth Gilman	(510) 642-9273	egilman@berkeley.edu
Gwen Foster	(510) 643-9086	Gwen77f@berkeley.edu
Melissa Connelly	(510) 643-9067	mconnelly@berkeley.edu
Beverly Buckles	(909) 379-7572	bbuckles@llu.edu
David Cherin	(657) 278-8481	dcherin@fullerton.edu
Celeste Jones	(530) 898-6204	cajones@csuchico.edu
Nancy Meyer-Adams	(562) 985-4658	nmeyerad@csulb.edu
Kathy Sniffen	(209) 605-3875	kasniffen@sbcglobal.net
Corrine Florez	(559) 278-2910	corrinef@csufresno.edu
Wanda McIntosh	(559) 278-6485	wandam@csufresno.edu

1) Initial Assignment: Draft of Core/Foundation Competencies

The initial integrated draft of core/foundation competencies was developed in two phases. The first phase focused on five of the ten Educational Policy Accreditation Standards (EPAS). The second phase included the remaining five standards to complete phase one of the core/foundation draft. The competency integration sub-committee membership was divided into teams and assigned primary responsibility for one of the five EPAS competencies (e.g., 2.1.1. – Identify as a professional social worker and conduct oneself accordingly). The team(s) completed their assigned responsibility by:

- Identifying child welfare, aging and mental health competencies related to the practice behaviors associated with the assigned EPAS competency. Each team excerpted all competencies from the three CalSWEC practice domain (i.e., Child Welfare, Mental Health, Aging) associated with each EPAS competency practice behavior.

  Elizabeth distributed a matrix to facilitate the categorizing task. Each competency transferred from the current practice domain competencies was entered on the matrix verbatim, and placed to the right of the listed EPAS practice behavior in the appropriate (Foundation or Advanced) column. The transferred competency was typed in the color depicting the specialized domains (i.e., red = Child Welfare (CW), green = Mental Health (MH), blue = Aging (AG).

- Developing a revised, integrated draft of a *single competency* for a given practice behavior, as opposed to the multiple entries produced in the three existing sets of domain competencies.

Phase One Assignment

EPAS COMPETENCY	COMMITTEE ASSIGNMENT
2.1.1 – Identify policy and professional social worker and	Nancy Meyer-Adams

conduct oneself accordingly	John Oliver
2.1.2 – Apply social work ethical principles to guide professional practice	Gwen Foster Melissa Connelly Elizabeth Gilman
2.1.3 – Apply critical thinking to inform and communicate professional judgment	John Oliver Nancy Meyer-Adams
2.1.4 – Engage diversity and differences in practice	Corrine Florez Wanda McIntosh
2.1.5 – Advance human rights and social and economic justice	John Oliver

EPAS COMPETENCY	COMMITTEE ASSIGNMENT
2.1.1 – Identify policy and professional social worker and conduct oneself accordingly	Nancy Meyer-Adams John Oliver
2.1.2 – Apply social work ethical principles to guide professional practice	Gwen Foster Melissa Connelly Elizabeth Gilman
2.1.3 – Apply critical thinking to inform and communicate professional judgment	John Oliver Nancy Meyer-Adams
2.1.4 – Engage diversity and differences in practice	Corrine Florez Wanda McIntosh

2.1.5 – Advance human rights and social and economic justice	John Oliver

Completed phase one assignments were completed and reviewed in a Webinar meeting on January 21, 2010. Additional work outlined above was completed in March, 2010. The Full Foundation draft is now complete and ready for review by the University Draft Review Dyads.

2) University Draft Review Dyads

The competency integration process requires the involvement of university faculty who are intimately involved in curriculum development. Each university draft review dyad will include one faculty member who is assigned departmental/school curricular responsibility and one member whose primary assignment entails field education activities/tasks (i.e. field seminar instructor, Director/Coordinator of Field Education).

The university draft review dyads will be asked to assist the competency integration group by:

- Reviewing the foundation and advanced integrated competency drafts
- Insuring compatibility between the integrated drafts and the department/schools conceptualization of EPAS
- Insuring compatibility between the integrated drafts and the department /schools curriculum and projected curricular learning outcomes

To initiate the process of identifying the department/school dyad members, the competency integration group members contacted the Director/Dean of the assigned university. A collaborative process endorsed by the school's chief administrator not only sets an appropriate tone for our work but will likely determine the quality of dyad members' involvement in the entire draft review process.

Committee and University Draft Review Groups

COMMITTEE MEMBER	UNIVERSITY ASSIGNMENT
John Oliver	CSULB UCLA CSULA
Elizabeth Gilman	CSUSJ CSUS
Gwen Foster	UCB
Melissa Connelly	CSUSF
Beverly Buckles	Loma Linda CSUSD
David Cherin	Fullerton USC
Celeste Jones	CSUC CSUH
Nancy Meyer-Adams	CSUN CSUDH

Corrine Florez	CSUF CSUEB
Wanda McIntosh	CSUSB

3) Specialized Regional Draft Review Panels

The competency integration structure will include three specialized regional draft review panels. Each region (South, Central, North) will be represented. The panels will include membership from the three CalSWEC domains (Child Welfare, Aging, Mental Health), university Field Education faculty, and Regional Training Academies. The exception to this membership pattern is the Central draft review panel. The Central panel's membership will include a member representing Corrections.

REGION	CALSWEC DOMAINS/SPECIALIZED INTEREST	SUGGESTED REPRESENTATIVE(S)
North	Aging Mental Health Child Welfare Field Education RTA	Seema Sehrawat Gwen Foster Elizabeth Gilman Patty Hunter Melissa Connelly
Central	Aging Mental Health Child Welfare Field Education RTA Corrections	Robin Ringstad Celeste Jones Corrine Florez Jane Yamaguchi David Foster Bruce Friedman
South	Aging Mental Health Child Welfare Field Education RTA	David Cherin Beverly Buckles Lisa Shiner Joy Rubin Liza Quinnett

Review Panel Tasks

- Review foundation and advanced competency drafts
- Insure comprehensiveness and compatibility between competency drafts and best practice
- Insure relationship between required competencies and emerging practice problems, issues, and trends.

Following panel review by the two panels over the summer of 2010, adoption of a final Foundation Draft will likely occur in the Fall. The process of developing Advanced competency drafts will then be undertaken, each effort headed by members of the individual initiatives: Child Welfare, Mental Health, and Aging. On completion, these drafts will also be reviewed by the university and regional panels.

Appendix H

American Indian Graduate Outreach & Recruitment Project

CALIFORNIA STATE UNIVERSITY, STANISLAUS

SOCIAL WORK
CHILD WELFARE TRAINING PROJECT · AIR PROGRAM

April 27, 2010

Chris Mathias, Director
California Social Work Education Center
UC Berkeley, School of Social Welfare
Marchant Building, Suite 420
6701 San Pablo
Berkeley, CA 94720-7420

Re: American Indian Graduate Outreach & Recruitment Project
Report to Executive Committee

Dear Ms. Mathias:

Please accept the American Indian Graduate Outreach & Recruitment Project Executive Committee Report as per your request. Should you have any questions please feel free to contact me at (209) 667-3860.

Thank you.

Thomas C. Phillips

Thomas C. Phillips, American Indian Graduate
Outreach & Recruitment Project Coodinator
California State University, Stanislaus/CalSWEC
(209) 667-3860

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CALIFORNIA STATE UNIVERSITY, STANISLAUS

SOCIAL WORK
CHILD WELFARE TRAINING PROJECT · AIR PROGRAM

AMERICAN INDIAN GRADUATE OUTREACH RECRUITMENT PROJECT

ACTIVITY REPORT

CalSWEC Executive Board

For the Report Period

July 1, 2009 thru June 30, 2010

Prepared By: Thomas C. Phillips
American Indian Graduate
Outreach & Recruitment
Project

Submitted: April 28, 2010

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CALIFORNIA STATE UNIVERSITY, STANISLAUS

SOCIAL WORK
CHILD WELFARE TRAINING PROJECT - AIR PROGRAM

American Indian Graduate Outreach & Recruitment Project

PROGRAM REPORT

C. Schools contacted, who was contacted and outcome of discussion.

1. Loma Linda University
   Beverly Buckles, Director/Chair
   Outcome: Forwarded request to Terry Forrester to schedule
   Time/date to meet discuss Recruitment/outreach.

2. CSU Sacramento Division of Social Work
   Robin Carter, Director
   Outcome: Met with Robin/Title IV-E Faculty on 04/12/10
   Will coordinate assistance to IV-E Student in post grad placement
   Will provide future ICWA Seminar/training

3. CSU Fullerton Social Work Department
   David Cherin, Director & Professor
   Outcome: Telephone contact to schedule a meeting.

4. CSU, Los Angeles School of Social Work
   Karin Elliott-Brown, Director
   Outcome: Telephone contact pending availability

5. University of Southern California School of Social Work
   Marilyn Flynn, Dean
   Outcome: Met with Janine Luzano to discuss recruitment strategies.
   Referred Native American Indian student to apply for MSW Admission.

6. CSU Bakersfield Department of Social Work
   Bruce Friedman, Director
   Outcome: E-mail contact. No response at present.

7. San Jose State University School of Social Work
   Alice Hines, Director
   Outcome: E-mail contact. No response at present.

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8. CSU Chico School of Social Work
   Celeste Jones, Director
   Outcome: E-mail contact. No response at present.

9. CSU Northridge Department of Social Work
   Amy Levine, Chair
   Outcome: E-mail contact. Called and will schedule telephone Interview.

10. University of California Berkeley School of Social Welfare
    Lorraine Midanik, Dean & Professor
    Outcome: E-mail contact. No response at present.

11. CSU Fresno Department of Social Work Education
    Jane Middleton, Director
    Outcome: Met with and will schedule a future meeting as schedule Allows.

12. CSU Long Beach Department of Social Work
    John Oliver, Director
    Outcome: E-mail contact. No response at present.

13. CSU Dominguez Hills College of Health & Human Services
    Larry Ortiz, Director
    Outcome: E-mail contact. No response at present.

14. San Diego State University School of Social Work
    Thom Reilly, Director
    Outcome: E-mail contact. No response at present.

15. CSU East Bay Department of Social Work
    Dianne Rush Woods, Chair
    Outcome: E-mail contact. No response at present.

16. University of California Los Angeles Department of Social Work
    Robert Schilling, Chair
    Outcome: Telephone meeting to discuss recruitment strategies for Assisting in increasing Native American application to program.

17. CSU San Bernardino Department of Social Work
    Laurie Smith, Director
    Outcome: Responded to contact and referred scheduling to IV-E Program Faculty.

18. Humboldt State University Department of Social Work
    Ronnie Swartz, Chair
    Outcome: Scheduled meeting and will discuss strategies for Recruitment of potential Native American Indian students into Program.

19. San Francisco State University School of Social Work
    Rita Takahashi, Director
    Outcome: E-mail contact. No response at present.

1. The number and name of students recruited, enrolled and graduated.

American Indian Students Recruited to CalSWEC Title IV-E Program

Name	Entry Year	Current Year	Tribe	Employment	Tribe
CSU, FRESNO					
Larry Herrieda	2006	GRADUATED	Chippewa	Kings County Child Protective Agency	
Mokalee McDonald	2006	GRADUATED	Flathead/Kootenai	Not Available	
Jessie Moore	2006	GRADUATED	Yokut	Not Available	
Julie Johnson	2008	GRADUATED	Big Sandy Rancheria	Not Available	
Laneice Clausell	2009	GRADUATED	Mono	Not Available	
Beverly Tovar	2009	GRADUATED	White Mountain Apache	Tribal Employment White Mtn. Apache	
SAN FRANCISCO STATE UNIVERSITY					
Michele Maas	2002	GRADUATED	Chippewa	Native American Health Center of San Francisco	
Glenda Petoskey	2002	GRADUATED	Menominee	Employed	
Sandra Beauchamp	2003	GRADUATED	Assinaboine	Deceased	
Darilyn Tsosie	2003 (Non-Title IVE)	GRADUATED	Navajo	American Indian Child Resource Center, Oakland	
Janet King	2004	GRADUATED	Abaneki	Employed	
CSU, STANISLAUS					
Peggy Gann	2005	GRADUATED	Western Cherokee	San Joaquin H S A, Stockton, CA	
Sean Osborne	2005	GRADUATED	Cherokee	Merced County H S A	
Martina Little Cook	2008	Thesis Pending	Omaha/Winnebago	Thesis Pending	
LOMA LINDA UNIVERSITY					
Julie Andrews	2007	GRADUATED	Apache	Not Available	
MSW STUDENTS CURRENTLY ENROLLED					
1. David Granados	2009	1st year	Washoe	California State University, Stanislaus	
2. Mandy West	2008	2nd year	Shoshone	California State University, Fresno	

CALIFORNIA STATE UNIVERSITY, STANISLAUS

SOCIAL WORK
CHILD WELFARE TRAINING PROJECT · AIR PROGRAM

American Indian Graduate Outreach & Recruitment Project

2. The number & type of field placements developed with agency name & contact person.

PLACEMENT SITES
Tribal/Urban/Rural Agency Graduate Placement Sites
Practicum/Employment

Washoe Tribal TANF Field Office
306 E. Main Street, Suite 300
Stockton, CA 95205
Contacts: David Falls/Tina Goodwin
Current MSW Intern Placement: D.Granados
(209) 461-6304

American Indian Child Resource Center
522 Grand Avenue
Oakland, CA 94610
(510) 208-1870
Memorandum of Agreement as Placement Site
In Service Training Provided
Contact: Mary Trimble-Norris

Indigenous Nations Child & Family Agency
1436 Clarke Street
San Leandro, CA 94578
510) 667-6950
Memorandum of Agreement as Placement Site
Contact: Glenda Dillingham

Friendship House Association for the American Indian, Inc.
56 Julian Avenue
San Francisco, CA 94103
(415) 865-0964
In Service Staff Training provided
Memorandum of Agreement as Placement Site
Contact: Helen Waukazoo

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Maritime Academy • Monterey Bay • Northridge • Pomona • Sacramento • San Bernardino • San Diego • San Francisco • San Jose • San Luis Obispo • San Marcos • Sonoma • Stanislaus

Indian Health Center of Santa Clara Valley
1333 Meridian Avenue
San Jose, CA 95125
(408) 445-3400
In Service Training to be provided
Contact: Helen Hunt

Native American Health Center
3124 International Boulevard
Oakland, CA 94601
Memorandum of Agreement as Placement Site
(510) 535-4400
Contact: Martin Waukazoo

Native American Health Center/San Francisco
160 Capp Street
San Francisco, CA 94103
(415) 621-8051
Memorandum of Agreement as Placement Site
Contact: Martin Waukazoo

Sacramento Native American Health Center, Inc.
2020 J Street
Sacramento, CA 9
(916) 341-0575
In Service Training to be provided
Contact: Britta Geurreo

United American Indian Involvement, Inc.
1125 West 6th St., Suite 103
Los Angeles, CA 90017
(213) 202-3970
Memorandum of Agreement as Placement Site
In Service Training Provided
Contact: Kendra Valdez

CALIFORNIA STATE UNIVERSITY, STANISLAUS

SOCIAL WORK
CHILD WELFARE TRAINING PROJECT · AIR PROGRAM

AMERICAN INDIAN GRADUATE OUTREACH & RECRUITMENT PROJECT

PROJECT REPORT

3. The number of trainings offered to the social work schools within The consortium or county agencies. This list should include dates, Title of training and contact person.

1. 11/09/07- California State University, Los Angeles
   "Implications of the Indian Child Welfare Act of 1978;
   PL 95-608 to Social Work Practice in California Today"
   54 MSW Students & 4 Faculty
   Contact: Yolanda Montoya

2. 04/08/08- University of Southern California/Tribal Star
   "Culturally Competent Social Work Practice with American
   Indian Populations in California"- Faculty Institute
   37 Participants & 5 Faculty
   Contact: Marilyn Flynn, Tom Lidot

3. 08/23/08- California State University East Bay- Concord Campus
   "Cultural Competency in Social Work Practice with American Indian
   Families"
   42 MSW Students & 3 Faculty
   Contact: Kilolo Brady

4. 11/27/08- California State University East Bay- Hayward Campus
   " Race, Gender, Inequity in Social Work"
   25 MSW Students & 1 Faculty member
   Contact: Mayling Chu

5. 01/13/09- California State University, Northridge
   "Social Work Implications of the Indian Child Welfare Act of 1978"
   30 MSW Students & 4 faculty members
   Contact: James Decker, Katie Mortimer

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Maritime Academy • Monterey Bay • Northridge • Pomona • Sacramento • San Bernardino • San Diego • San Francisco • San Jose • San Luis Obispo • San Marcos • Sonoma • Stanislaus

6. 05/08/09- Los Angeles County Mental Health Services/United Indian Involvement, Inc.
   "American Indians Thriving in the Los Angeles Community"
   60 participants
   Contact: Kendra Valdez, Avril Cordova

7. 05/14/09- California State University Fresno & California State University, Stanislaus & Central California Social Work Academy
   "In the Spirit of the ICWA Law; Moving Towards Social Justice Summit"
   145 Participants
   Contact: Corinne Flores, Soledad Gammage

8. 02/24/10- Alameda County SSA/DCFS; San Francisco County HAS/FCS
   "Cultural Competency- Social Work in American Indian Communities"
   24 Participants
   Contact: Mary Trimble-Norris, Michele Love, Mari Solis

9. 03/11/10- California State University, Fresno Title IV-E Program
   "Social Work Practice with Native Populations"
   26 MSW Students, 3 Faculty
   Contact: Corinne Flores, Bee Yang

10. 03/15/10- University of California, Berkeley Title IV-E Program
    "The Indian Child Welfare Act; Social Work Practice in California"
    22 MSW Students, 1 Faculty member
    Contact: Catherine Ralph

Appendix I

CalSWEC Request for Proposals Title IV-E Stipend Program American Indian Recruitment Program

CalSWEC Request for Proposals

Title IV-E Stipend Program

American Indian Recruitment Program

Date of Issue: September 8, 2010
Due Date: November 30, 2010

The California Social Work Education Center (CalSWEC) is seeking proposals for the regional implementation of the American Indian Recruitment ("AIR") Program from the accredited schools of social work in California. This program operates under the auspices of CalSWEC's Title IV-E Program and has been in effect since 1995. From 1995 to 2000 the program was supported at UC Berkeley; in 2000 the program moved to CSU Stanislaus. The program's primary activities have been:

1) to recruit American Indian students into the Title IV-E program,
2) to develop field instruction sites for our those students, and
3) to deliver seminars and in-service training to schools of social work, tribal agencies and child welfare agencies.

These activities are delivered through ongoing liaison efforts of a project leader, most recently based at California State University, Stanislaus. However, in the past year it was determined that a regional approach to providing this service is needed. As a result, CalSWEC is requesting proposals from schools of social work within each of the following three (3) regions:

1. **Southern Region**—CSU, Dominguez Hills; CSU, Fullerton; CSU, Long Beach; CSU, Los Angeles; CSU Northridge; CSU San Bernardino; Loma Linda University; San Diego State University; UCLA; University of Southern California
   (Counties/area served: Imperial, Inyo, Los Angeles, Orange, Riverside, San Bernardino, San Diego, Santa Barbara, Ventura)

2. **Central Region**—CSU Bakersfield; CSU East Bay; CSU Fresno; CSU Stanislaus; San Francisco State University; San Jose State University; UC Berkeley
   (Counties/area served: Alameda, Calaveras, Contra Costa, Fresno, Kern, Kings, Madera, Mariposa, Marin, Merced, Monterey, Napa, San Benito, San Francisco, San Joaquin, San Luis Obispo, San Mateo, Santa Clara, Santa Cruz, Solano, Sonoma, Stanislaus, Tulare, Tuolumne)

3. **Northern Region**—CSU Chico; Humboldt State University; Sacramento State University
   (*Counties/area served: Alpine, Amador, Butte, Colusa, Del Norte, El Dorado, Glenn, Humboldt, Lake, Lassen, Mendocino, Modoc, Mono, Nevada, Placer, Plumas, Sacramento, Sierra, Shasta, Siskiyou, Sutter, Tehama, Trinity, Yolo, Yuba)*

The ***overarching goal*** of the AIR Program is to support the Title IV-E graduate and undergraduate social work programs currently operating within the CalSWEC consortium by assisting with capacity and relationship building with tribal entities and organizations within their region.

Eligibility Criteria

A maximum of three (3) schools of social work within CalSWEC's consortium, one (1) from each region, will be selected to deliver the AIR Program. The social work school/department must be able to demonstrate that they meet ***ALL*** the following criteria:

1. The social work program/department must demonstrate an ongoing commitment, experience, and relationships with tribal agencies and organizations.
2. The social work program/department must be fully accredited by CSWE in California.
3. School must demonstrate the ability to generate the required match independently or in partnership with tribes and/or counties.

Program Criteria

Recruitment: The AIR Program will identify and recruit qualified American Indian students capable of and interested in pursuing an MSW/BASW degree through the Title IV-E stipend program with the requirement that they commit to work in tribal or public child welfare services one (1) year for every year they receive a stipend. The selected program will publicize the AIR Program at tribal locations, in county agencies, and at tribal conferences within the region.

Field Placement and Employment Opportunities: The AIR Program will develop field placement and potential employment opportunities in both tribal agencies and county agencies that work with a high concentration of the Native American population. The AIR Program will maintain and monitor these placement sites to ensure successful placements.

Educational support/in-service training: The AIR Program will offer special seminars to schools of social work within their region to assist faculty in curriculum development activities pertaining to Native American populations. Additionally, the AIR Program will support the delivery of seminars, training, and resource materials to the students in the Title IV-E program in specific Native American content. Finally, the AIR Program will develop and deliver training and disseminate resource materials to county agencies as requested in collaboration with the Regional Training Academies (RTA).

Partnership and Collaboration: The AIR Program will develop collaborative relationships that provide assistance to the social work school/department within the region in relationship building and the development of field placement sites with the tribal agencies and organizations. Additionally, the AIR Program will work with each social work school/department in the region to assess curricular needs for faculty and students and develop plans for delivery and dissemination with each school in the region. The AIR program will partner with the RTAs in the region when appropriate to share resources, curricula, etc.

Proposal Contents

In order to compete successfully, applicants should use the following format when submitting proposals:

1. Application Cover Sheet (Attachment A)

2. Title page:
Include Project Title, Project Faculty/Staff Names, School(s), Address(es), Telephone and Fax Number(s), E-mail Address(es), and Date of Submission

3. Project Narrative

The Project Narrative:

- Describes the specified region and provides evidence (quantitative and qualitative) of the need that will be addressed by the AIR Program and how this need would be addressed by the proposed program.
- Describes in detail the ways in which the applicant meets the *eligibility criteria*, the stated goals, and activities of the AIR Program.
- Describes in detail the ways in which the applicant plans to meet the *program criteria*. The plan should document specifically and technically how, when, where, and by whom, the project will be carried out.

The narrative should be relatively brief and written in clear and concise language and must be no more than 10 pages, double-spaced, with standard 1-inch margins and 12-point fonts.

4. Budget (Attachment B)

A detailed budget and justification should be submitted *(see attached templates).* **The maximum amount that can be allocated to the program is $51,500.**

If awarded, the AIR Program will become an additional line item within the school's existing Title IV-E budget. Therefore, the match obligation for items that are 75% reimbursable is 28% of *total project costs* (total direct costs + match = *total project costs*) or 0.388888 of *total direct costs.* The match obligation for items that are 50% reimbursable is 50% of *total project costs* or 1.0 of *total direct costs***.** The budget should show the amount of federal costs and total non-federal costs (match) and their sources, including money, in-kind contributions, and indirect foregone.

Applicant must describe their staffing and the activities they will perform and can use only the categories listed below. FTE's may be apportioned among several staff members.

Project Coordinator: .25 to 1.0 FTE (12-month)
Responsibilities include recruitment, development of field placement sites, curriculum development, student advisement, teaching seminars in region, agency (tribal and county) in- service training in region, student tracking, agency liaison, report writing.

Travel:
This line item includes expenses for allocated staff to travel to sites (tribal, university and agency) within region and to attend CalSWEC project coordinators meetings and other CalSWEC sponsored events.

Attachment B includes the Budget template and justification template that must be used.

5. Appendices

Supporting documentation will include:

- Letters of support from tribal organizations, other universities and counties in the region. All letters of support from the partner agencies should indicate the extent of the commitment of the agency to the program and the importance of the program to the agency.
- Curriculum vitae of the Project Director (PI) and affiliated staff or faculty.

Proposal Evaluation Criteria

Each proposal will be rated on the following criteria, with a maximum score of 100 points. These criteria will be used in conjunction with the overall goal of the CalSWEC Title IV-E program. You are strongly encouraged to use the outline below**.**

A) Eligibility Criteria (maximum of 25 points)

Applicants will be evaluated on the extent to which the proposal:

1. Describes their experience and commitment to working with tribal entities within their region.
2. Addresses their cost share responsibility.

B) Program Criteria (maximum of 25 points)

Applicants will be evaluated on the extent to which the proposal:

1. Addresses the overarching goal of building capacity within the social work programs within their region;
2. Describes how the program will accomplish recruitment activities;
3. Describes how the program will develop Field Placement and potential job sites;
4. Describes how the program will provide educational support, training, and curricular support to social work programs, and tribal and county agencies within the region; and
5. Describes how the program will develop meaningful partnerships with the social work schools, tribal agencies and organizations, county agencies and RTAs to further the goals and activities of the program.

C) Organizational Capability and Collaborative Arrangements (maximum of 20 points)

Applicants will be evaluated on the extent to which the proposal:

1. Presents a sound, workable, and cohesive plan of action that demonstrates how the work will be carried out on time, within budget, and with a high degree of quality;
2. Includes a reasonable schedule of target dates and accomplishments;
3. Presents a sound administrative framework for maintaining quality control over the implementation;
4. Presents a sound plan for the coordination of activities with all identified partners within the specified; and
5. Describes the organizational capacity of the social work program/department to ensure that unanticipated problems can be resolved in a timely manner and the program can be delivered as planned.

D) Fiscal Resources and Project Budget (maximum of 10 points)

Applicants will be evaluated on the extent to which the proposal:

Justifies the project costs and clearly explains the activities of the personnel who are described in the proposal;

Describes the fiscal capacity within the organization to ensure that unanticipated problems can be resolved; and

Describes how the matching funds are sufficient (i.e., the proper percentage of the total budget) and reliable (i.e., from legitimate non-IV-E sources).

E) Staff Qualifications and Commitment (maximum of 20 points)

Applicants should provide evidence that project staff have the experience, expertise, and the commitment of sufficient time to carry out the proposed project with a high degree of quality. Applicants will be evaluated by the extent to which the proposal:

1. Identifies all staff positions, the requirements for each position, and the time commitment for each staff position; and
2. Provides evidence that individuals proposed for key positions have the necessary technical skill and experience to successfully carry out the assigned roles.

Required Reports

Awarded projects will be responsible for a *Semiannual Progress Report* and a *Final Report*. The specific dates will be determined at the point of award and will be specified in the contract. The contract will be renewed annually upon review of contract deliverables.

The Selection Process

CalSWEC will convene a committee to review the proposals submitted. Applicants will ***NOT*** be provided the opportunity to make a presentation or speak about their proposal to CalSWEC.

Proposals will be funded based on: (1) the rank order of applicants *from each region* using a competitive review process that will evaluate the proposal against the criteria stated in this RFP and (2) the availability of funds.

Timeline

~~ Timeline for the RFP selection process ~~					
September 8, 2010	November 30, 2010	November 2010 to January 2011	February 2011	March 2011	July 1, 2011
RFP Posted	Proposals Due	Proposal Review	Schools notified	Submit to CDSS	Subcontract Awarded

Application Submission

All proposals must be submitted by **5:00 p.m. on November 30, 2010.**
Send to:

Chris Mathias
Director, Title IV-E Stipend Program

California Social Work Education Center (CalSWEC)
UC Berkeley, School of Social Welfare
Marchant Building, Suite 420
6701 San Pablo
Berkeley, CA 94720-7420
(t) 510-642-7490
(f) 510-642-8573
(e) cmathias@berkeley.edu
(w) http://calswec.berkeley.edu

Attachment A

CALSWEC American Indian Recruitment Program

PROPOSAL COVER SHEET

Title of Project:_____

_____

Principal Investigator (Contact Person):_____ Title: _____

Affiliation:_____

Address:_____

_____

Telephone:_____ Fax:_____ E-mail:_____

Collaborating Institution(s), Agency(s), Organization(s): _____

_____

Funds Requested for funding year 2011- 2012: $_____ **Amount of Match: $_____**

This proposal complies with all the guidelines and Post Award Obligations/Deliverables including the copyright issues outlined in the CalSWEC June, 2009 RFP.

…… Principal Investigator (Print)	…… Collaborating Agency Rep (Print)	…… Fiscal Agent (Print)
…… Title	…… Title	…… Title
…… Date	…… Date	…… Date
…… Signature	…… Signature	…… Signature

Attachment B

Please provide the requested information in the provided boxes. The boxes will expand to fit the content.

PERSONNEL COSTS

Please indicate the duties of the program coordinator duties. If you are using more than one person to fulfill these duties, please indicate the FTE % as well as a description of each person's duties. See example below:

Employee #1: Joe Forbes – 0.70 FTE – recruits students for IV-E program and assists admission committee. Teaches seminars and does training at partner sites
Employee #2: Jane Valentine – 0.20 FTE –Provides agency liaison for 5 of the field placement agencies. Develops curricular resources for partner sites.

TRAVEL

Please identify proposed travel expenditures and provide justifications for each of the following categories:

Attachment B

(School Program) AIR PROGRAM	# FTE	Annual Salary	Fringe (percentage)	Fringe (amount)	Total Direct Costs	Total Reimbursed at 75%	Match at 75% (0.388888)	Total Reimbursed at 50%	Match at 50% (1.00)
Personnel Costs									
Project Coordinator					0		0		0
					0		0		0
					0		0		0
AIR Personnel Subtotal	0.00	0		0	0	0	0	0	0
AIR Program Travel						0	0	0	0
AIR PROGRAM DIRECT COST TOTAL					0	0	0	0	0
Federal Financial Participation @ 75% Match Rate					0				
Federal Financial Participation @ 50% Match Rate					0				
Match Total					0				
TOTAL PROJECT COSTS					0				

Appendix J

Understanding Worker Retention and Turnover in Public Child Welfare

Understanding Worker Retention and Turnover in Public Child Welfare

CalSWEC Board of Directors Meeting
May 7, 2010

Amy D. Benton, MSSW
Doctoral Candidate
University of California, Berkeley

Current Retention Research

- There is a workforce crisis in child welfare
- Little use of theoretical frameworks in child welfare retention literature
- Inconsistent definitions and findings

2

Dissertation Research

- Build a conceptual model based on:
  - Organizational behavior theories,
  - Child welfare retention research, and
  - Qualitative analysis of CalSWEC interview data
- Using CalSWEC's large Title IV-E sample:
  - Test the conceptual model, and
  - Determine factors important for the retention of public child welfare workers

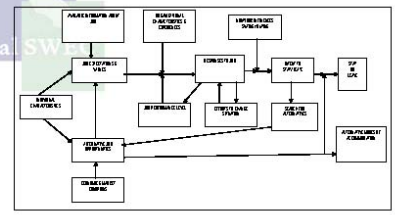
3

Relevant Theories

- Social Exchange
- Perceived Organizational Support
- Motivation-Hygiene
- Professional-Organizational Conflict
- Integrated Turnover Model

4

Integrated Turnover Model



Mowday, Porter, & Steers, 1982

5

Worker Retention Literature

- Supervisor support and quality supervision are predictive of retention (Jacquet et al, 2008, Scannapieco & Connell-Carrick, 2007; Smith, 2005)
- Mixed results for many other variables such as:
  - -- Peer support
  - -- Hours worked
  - -- Job satisfaction
  - -- Gender
  - -- Age
  - -- Salary
  - -- Caseload
  - -- Job stress

6

Study Methods & Sample

- Online/mail surveys & phone interviews
- Mixed methods: Use qualitative data to inform model which is then used to analyze quantitative data
- All California Title IV-E graduates who have completed contractual obligation, 1996-2008, n=2,242
- Quantitative sample, n= 1,129, 50% response rate
- Qualitative sample, n= 465, 21% response rate, or 41% of those who completed survey

7

Qualitative Analysis

- 365 stayers and 100 leavers
- Sample is representative of population except in regards to ethnicity, age, and school
- Analyze select questions for common themes
  - What were you best prepared for?
  - What were you not prepared for?
  - Why do you stay?
  - Why did you leave?
- Assess similarities and differences between stayers and leavers, how do their experiences differ?

8

What were you best prepared for?

- Stayers
  - Field/internship
  - Court
  - Working with clients
  - Cultural diversity/ competence
  - Assessment/risk assessment
  - Reality/nature of job
  - Family systems
- Leavers
  - Field/internship
  - Court
  - Working with clients
  - Cultural diversity/ competence
  - Assessment/risk assessment

9

What were you not prepared for?

- Stayers
  - Theory/research vs. practice
  - Time management/ prioritizing skills
  - Clinical skills
  - Stress
  - Reality/nature of job
  - Court
  - Caseload/workload
  - Substance abuse
- Leavers
  - Theory/research vs. practice
  - Time management/ prioritizing skills
  - Clinical skills
  - Stress
  - Reality/nature of job
  - Court
  - Caseload/workload
  - Substance abuse

10

Why Do You Stay?

Theme	Frequency
FINANCIAL	104 (29%)
EXTRINSIC JOB	135 (37%)
INTRINSIC JOB	264 (72%)

11

Why Do You Stay?

Financial Factors ⇒ Salary & benefits
- Also: Stability, Retirement

Extrinsic Job Factors ⇒ Lateral transfer
- Also: Flexibility, Supervisor, Job environment

Intrinsic Job Factors ⇒ Enjoy/love job
- Also: Commitment, Rewarding, Competent

12

Why Did You Leave?

Theme	Frequency
• NON-WORK	57 (58%)
• EXTRINSIC JOB	70 (71%)

13

Why Did You Leave?

Non-work Factors ⇒ Family issues
- Also: Other opportunities, More education

Extrinsic Job Factors ⇒ Lack of support
- Also: Management, Caseload, Unable to transfer

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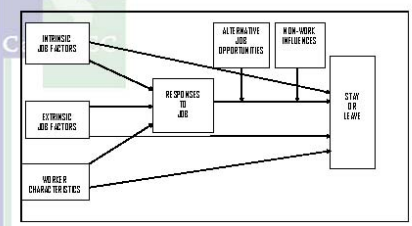
Qualitative Assessment

- *Best/not prepared* questions indicate many similarities between stayers and leavers
  - For example, both groups report being prepared for working for clients but not prepared for high caseloads.
- *Stay/left* questions point to the importance of positive intrinsic job factors for stayers, and negative extrinsic factors for leavers.
  - Extrinsic factors: salary, supervision
  - Intrinsic factors: client success, child abuse

15

Conceptual Model



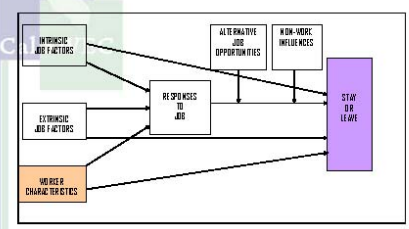
16

Quantitative Analysis

- 940 stayers and 162 leavers.
- Sample is representative of population except in regards to ethnicity and retention status.
- Determine the usefulness of conceptual model by running a series of logistic regression models.

17

Quantitative Analysis: Model 1



18

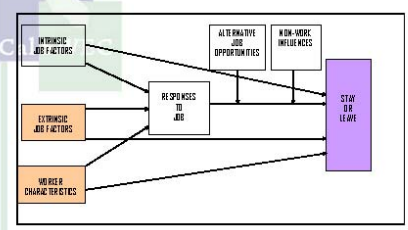
3

Quantitative Analysis: Model 1

Worker Characteristics
- Prior County Employment
- Gender
- American Indian
- Asian American
- White
- Hispanic/Latino
- Other/Mixed
- Age
- Cohort

19

Quantitative Analysis: Model 2



20

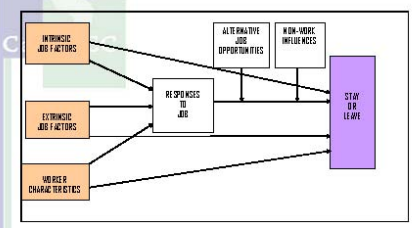
Quantitative Analysis: Model 2

Worker Characteristics
- Prior County Employment
- Other/Mixed
- Cohort

Extrinsic Job Factors
- Salary
- Hours
- % Time Spent in Various Tasks
- Caseload Size
- Supervisor Support
- Peer Support

21

Quantitative Analysis: Model 3



22

Quantitative Analysis: Model 3

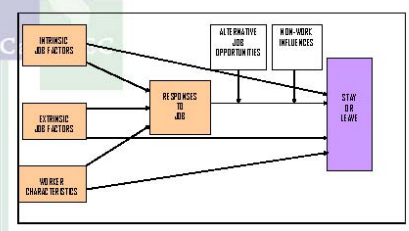
Worker Characteristics
- Prior County Employment
- Other/Mixed
- Cohort

Extrinsic Job Factors
- Salary
- Hours
- Supervisor Support

Intrinsic Job Factors
- Worked in Adoptions
- Level of Influence
- Level of Success

23

Quantitative Analysis: Model 4



24

Quantitative Analysis: Model 4

Worker Characteristics
- Prior County Employment
- Other/Mixed
- Cohort

Extrinsic Job Factors
- Salary
- Hours
- Supervisor Support

Intrinsic Job Factors
- None were significant

Response to Job Factors
- Burnout-Emotional Exhaust.
- Burnout-Personal Accomp.
- Burnout-Depersonalization
- Job Satisfaction-Client
- Job Satisfaction -Growth
- Job Satisfaction -Office
- Job Satisfaction -Salary/Ben.
- Job Satisfaction –Case/Paper
- Job Stress-Client
- Job Stress-Visits
- Job Stress-Work

25

Implications for Child Welfare Agencies

- Explore more opportunities to connect current employees with Title IV-E MSW programs.
- Make efforts to enhance consistent, effective, and supportive supervision to all workers.

26

Implications for Child Welfare Agencies

- Increase support mechanisms for supervisors.
- Support worker-department fit.

27

Implications for Title IV-E Program

- Target more Title IV-E MSW slots to existing employees.
- Explore how to enhance job preview structure provided for those new to public child welfare.
  - Coursework
  - Field instruction

28

Implications for Research

- The comprehensive conceptual model offers a framework for studying retention and turnover behaviors of public child welfare workers.
  - Use to compare Title IV-E with non Title IV-E.
  - Replication with other samples.

29

Implications for Research

- Prior county employment
- Supervisor support
- Intrinsic and extrinsic job factors

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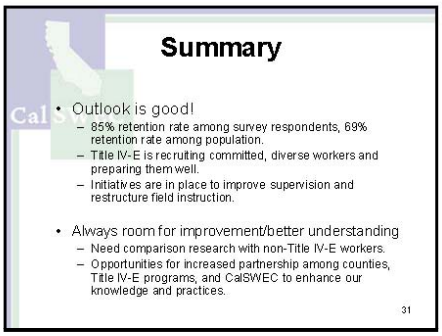
Summary
• Outlook is good!
– 85% retention rate among survey respondents, 69% retention rate among population.
– Title IV-E is recruiting committed, diverse workers and preparing them well.
– Initiatives are in place to improve supervision and restructure field instruction.
• Always room for improvement/better understanding
– Need comparison research with non-Title IV-E workers.
– Opportunities for increased partnership among counties, Title IV-E programs, and CalSWEC to enhance our knowledge and practices.
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Appendix K

New Evaluation Framework

Length of tenure	In School	6 months to 2 years post graduation (collected at Core Training)	~3 years	5-6 years	8 years to 10 + years
Research Questions	**Stem: Are the IVE competencies infused into the MSW curriculum?** **Q2.** Does use of the student competency assessment raise degree of infusion of competencies in school curriculum? **Q3.** To what extent do the schools models reflect adherence to CalSWEC's program requirements?	**Is graduate still working in public child welfare?** **Stem: To what extent are the IVE MSWs prepared for work in public child welfare?** **Q2.** Are they able to practice what they learned? (core) **Q3.** What are the graduates' expectations for the job? **Q4.** What are the graduates' career goals? **A.** Do IV-E trainees' knowledge levels skill acquisition differ from non-IV-E trainees? (core) **Demographics:** **A:** How do IV-E MSWs' demographics compare to non-IV-E child	**Is graduate still working in public child welfare?** **Stem: What factors contribute to retention of public child welfare workers?** **Q2**. Are they able to practice social work skills, knowledge & values? **Q3.** Are job expectations being met? **Q4**. Does agency/organization support graduates career path/goals? **A**. Do IV-E graduates stay longer than non IV-E. Why or why not? Educational levels, expectations,	**Is graduate still working in public child welfare?** **Stem: What are the career paths of public child welfare workers?** **Q2.** Are they able to practice social work skills, knowledge & values? **Q3.** Are job expectations being met? **Q4**. Does agency/organization support graduates career path/goals? A. Do IV-E graduates stay longer than non IV-E? Why or why not? Educational levels, expectations, goals, career paths?	**Is graduate still working in public child welfare?** **Stem: To what extent do public child welfare workers perceive an influence on policy, organization and/or program development/evaluation?** **Q2**. To what extent have graduates career goals been realized in public child welfare? **Q3.** What are the graduate's future goals? A. Do IV-E graduates stay longer than non IV-E? Why or why not? Educational levels,

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		welfare workers? **A:** Do IV-E trainees' job expectations differ from those of non-IV-E trainees? **A:** Do training attitudes differ between IV-E and non-IV-E trainees? **A:** How does commitment to service profession vary among: IV-E MSWs, non-IV-E MSWs, non-MSWs?	goals, career paths? A. Is supervisory/agency support adequate? A. Have they been promoted and/or recognized?	A. Has graduate been promoted and/or recognized? A. Is graduate doing private work? A. What are the graduate's future goals? Have they changed? A. What role does professional development play in retention?	expectations, goals, career paths? A. Has graduate been promoted/career path? A. Is graduate doing private work?
Suggested theories for analysis	• reactivity in research design • effects of feedback • adult learning theories • Education Models of the schools.	• CalSWEC mission & program objectives • Control theory (Buckley, Fedor, Veres, Wiese, & Carraher, 1998) Occupational sociology (Landsman, 2001) o Role theory o Expectancy theory o Locus of Control Theory	• Social Exchange Theory (Emerson, 1981) • Perceived Organizational Commitment (Rhoades & Eisenberger, 2002) • Organizational Social Context (Glisson) • Integrated Turnover Model (Mowday, Porter, & Steers,	Professionalism Bureaucracy Organizational citizenship behavior Goodness of fit Social exchange	Psychological Theories: Locus of Control (Spector and Michaels (1986), Learning Theory (Miller, 1996), Organizational Turnover Theory (Hom et al., 1992). Sociological Theories: Social Comparison Theory (Geurts et al., 1998). Social Exchange Theory (Miller, 1996).

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			1982) • Intrinsic/Extrinsic Job Factor Theory (Benton, in progress) • Locus of Control Theory • Stress Theories; Conservation of Resources		Social Ecological Theory (Moos, 1979). Economic theoretical: Human Capital, Dual Labor Market Models, (Miller, 1996).
Design	I: Pretest-posttest control group design with random assignment of matched schools II: Non-experiment, observational	Observational/quasi-experimental comparison groups: IV-E vs. non-IV-E	Mixed methods, quasi-experimental with comparison groups IV-E and non IV-E	Compare IV-E graduates to professionals in other fields, social workers in other domains, and non-IV-E public child welfare workers	Observational/quasi-experiment. Eligible cohorts matched to persons with similar tenure without IV-E
Sample	All certified MSW schools under CalSWEC (treatment and control) All C&F MSW students (IV-E and non-IVE)	*Population*: all trainees who undergo Common Core training for public child welfare workers	Public child welfare workers in the state of California, with range of educational backgrounds: MSW(IV-E and non IV-E), other MA, BSW (IV-E and non IV-E), BA, AA	IV-E graduates Professionals in other fields Social workers in other domains Non-IV-E PCWW	Need a balance of IV-E, Non-IVE, supervisors of IVE, Supervisees of IVE. Purposive sample of counties, randomly sample within eligible cohorts and regions. Ideally sample from administrative data & coordinate with workforce study.

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Organizational Constructs, Factors, and Variables	demographic: size, age, model Title IV-E instituted curricula (workshops, field class) vs. pre-existing curricula (core classes, field placement)	Attitudes/preparation for training?	▪ Salary ▪ Caseload/workload ▪ Job stressor & job satisfier occurrences: ∗ Resources ∗ Client death/problems ∗ Client success ∗ Phys. environment ∗ Org responsiveness ∗ Role conflict ▪ Organizational culture & climate ▪ Supervisor support/ quality supervision	Promotion Organizational culture and climate Organizational politics Compensation Available resources Edifice infrastructure Work schedules Mentorship Organizational responsiveness Supervisor support Continuing Ed/training	Organizational culture and climate Organizational politics Available resources Work schedules Mentorship Organizational responsiveness Supervisor support Continuing Ed/training
Individual and Personal Constructs, Factors, and Variables	demographic: previous experience in CW, race, gender, etc.	• Knowledge level/acquisition • Demographic characteristics • Skill mastery • Job expectations • Commitment to a service profession	Individual factors: ▪ Demographics, including prior county employment (IV-E); county; job title ▪ Work Locus of Control Response to job factors: ▪ Job satisfaction ▪ Met expectations ▪ Attempts to change conditions/office	Demographic Self-efficacy Work locus of control Autonomy Learning style	Survival time to leave Survival time to promotion Compensation Demographic Self-efficacy Work locus of control Autonomy Learning style

Length of tenure	In School	6 months to 2 years post graduation (collected at Core Training)	~3 years	5-6 years	8 years to 10 + years
Measurement	self-assessment & core pre-test	• Tests & embedded evaluations • Demographic survey • Field observation • Interviews • Scales & questions	▪ Surveys ▪ Semi-structured interviews	Surveys Interviews Focus groups Field/participant observation	Focus groups Semi-structured phone interviews E-Survey/Mail survey sampling Administrative data