

CALIFORNIA
SOCIAL
WORK
EDUCATION
CENTER

2004-2005
ANNUAL REPORT



FOCUSING ON
PUBLIC SOCIAL SERVICES





ANNUAL REPORT
OF THE
CALIFORNIA SOCIAL
WORK EDUCATION
CENTER (CalSWEC)
2004–2005

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MISSION AND GOALS



Our Mission

The California Social Work Education Center (CalSWEC) is a partnership between the Schools of Social Work, public human services agencies, and other related professional organizations that facilitates the integration of education and practice to assure effective, culturally competent service delivery to the people of California.

Goals

- Recruiting and preparing a diverse group of social workers for careers in public human service, with special emphasis on child welfare;
- Defining and operationalizing a continuum of social work education and training;
- Engaging in research and evaluation of best practices in social work;
- Advocating for responsive social policies and appropriate resources; and
- Exploring other models and structures of operation that provide maximum opportunity for accomplishing CalSWEC's mission.

MESSAGES FROM THE DEAN AND THE DIRECTOR

The nature of CalSWEC is unique. Since its inception, this organization has attempted to bridge the academic world of social work and the practice community, specifically in child welfare. It has been further compelled by its mission to focus on public social services and on how academia can assist in the evolution of the public sector.

Over the past decade, CalSWEC has grappled with the challenging task of maintaining a dialogue between both groups; to this day, it works diligently to reinforce the notion that neither is in charge. Both remain focused on educating and preparing social workers for careers of service to the public. Both strive to recruit, educate, and retain those who have a clear and observable intention to serve the public. Our university/county partnership shares equal responsibility in this venture; it is a true collaborative.



Dean James Midgley

Over the past year, we have taken stock of what we have accomplished since 1991. Now, we are moving into our next phase. We have a clear picture of where our graduates are working around the state and the numbers of them who stay beyond their initial commitment. We have ascertained through several years of systematic feedback from our students where the gaps are in the curriculum. These findings will enable us to make decisions about the future direction of the program. Already we are beginning to develop ways in which we can enhance our service to the areas of the state that do not have CalSWEC-educated students in the field. We are also beginning to direct our curriculum development activities toward content areas where gaps have been identified.



Director Chris Mathias

Additionally, each of our 17 university partners has worked hard to integrate recent policy and practice changes into our students' education. This is in part due to and the increased integration of the in-service training component by both central CalSWEC and its Board of Directors. The RTA Coordination Project serves as a conduit for the flow of information from the counties back to the university Title IV-E programs regarding policy and practice changes. With both groups working from the same framework of change, not only has the *conceptual* collaboration between the universities and the counties been enhanced, but the *tangible* relationships between them have been strengthened as well. This shift is significant.

Our university partners are also contributing to the practice knowledge base for the counties. Their recent research projects include the implementation of Structured Decision Making, collaborative decision making between child welfare and the drug and alcohol systems, improving educational services for foster youth, and factors leading to premature terminations of kinship care placements. CalSWEC continues to engage our county partners in helping us identify necessary areas of study.

We should also stress that the broader landscape in which we have worked has mobilized us to delve deeper into evaluating the outcomes of our programs. We are now solidly engaged in several projects that will provide some answers to the basic question: How does Title IV-E education impact child welfare services?

All in all, it has been a productive and rewarding year. By taking stock of our successes, we have been able to deepen and focus our efforts to serve our county partners, our students and trainees, and our university partners. In the year ahead, we will continue to provide leadership and direction to the state to professionalize our public sector workforce with the goal of ultimately transforming public social services. We thank all our partners, staff, and friends for helping us to achieve this goal.

A handwritten signature in dark ink that reads "James Midgley".

JAMES MIDGLEY
CalSWEC Principal Investigator
Dean and Specht Professor
School of Social Welfare
University of California, Berkeley

A handwritten signature in dark ink that reads "Chris Mathias".

CHRIS MATHIAS
Director, CalSWEC

FROM THE REGIONAL TRAINING ACADEMY COORDINATOR

CalSWEC takes its latest steps—involving greater integration of education and in-service training and further development of its successful university/county collaboration—to ultimately transform public social services in California.

This year, the RTA Coordination Project has been a statewide leader in integrating the work of our university and practice partners. Most significantly, the Statewide Training and Education Committee (STEC), co-chaired by CalSWEC and the California Department of Social Services, has developed statewide in-service curricula that will be delivered to all new child welfare workers and supervisors. This achievement is a testament to



*RTA Coordinator
Barrett Johnson*

the increased collaboration among the training community, the education community, and the practice community. Representatives from all of these groups participate in STEC, providing oversight and guidance for the curriculum.

Now that the curriculum is completed, we have opportunities for deepening the collaboration among these three groups. Statewide standardized content allows everyone to see what is covered during in-service training. This allows us to think more strategically about how to

enhance the knowledge and skills of the workforce at every step of the educational and training system; it embodies the goal of the “ladder of learning” outlined in the *Master Plan for Social Work Education in the State of California*.

This increased collaboration creates both challenges and opportunities. A more coordinated system is often a more complicated system, and making all the connections among all the players can be a daunting task. Nevertheless, I continue to believe we are at the cutting edge of a fundamentally transformed system of training and education—one that builds a workforce from the ground up through IV-E education and in-service training.

A handwritten signature in black ink, reading "Barrett Johnson". The signature is stylized and fluid.

BARRETT JOHNSON
RTA Coordinator

EDUCATION AND TRAINING: CULTIVATING AND REJUVENATING THE WORKFORCE



The Master Plan for Social Work Education in the State of California provides a multi-stage model, or ‘ladder of learning,’ of career development for how social work education can be organized to support public social services.

GOALS

Defining and operationalizing a continuum of social work education and training *and*

Engaging in research and evaluation of best practices in social work education

Master Planning for Social Work Education

Background: The *Master Plan for Social Work Education in the State of California*, published in July 2004, outlines a course of action to address California’s critical shortage of social workers to serve the state’s growing high-risk populations. It proposes an integrated plan for development and training, including a restructuring of social worker professional education.

As mandated by legislation (ACR 215, CA State Legislature), the master plan is a collaboration among the California Association of Deans and Directors of Schools of Social Work, CalSWEC, the California Community Colleges, the University of California, the California State University, the Association of Independent California Colleges and Universities, and other stakeholders. It was presented to Assemblywoman Lois Wolk, chair of the Human Services Committee, in September 2004. In February 2005, Dean James Midgley and Director Chris Mathias met with the committee’s current chair, Assemblywoman Noreen Evans, to discuss the next steps of implementation.

The goal of the *Master Plan for Social Work Education in the State California* is to address the statewide workforce shortage in social services by providing a *ladder of learning* that gives students a path to follow if they wish to pursue a career in social work—from high school through doctoral study. See Table 1, facing page.

Consequently, CalSWEC has begun addressing the workforce shortage in two ways. First, it is expanding educational efforts that support social work students in child welfare at the BSW and MSW levels and in mental health and aging. Secondly, the Curriculum and the Regional Training Academy (RTA) Coordinating Committees have developed a framework for how the competencies at different levels on the ladder interface with one another. This framework, when translated into programmatic implementation, demonstrates how the curricula can be organized to complement the ladder of learning. See Figure 1 on page 8.

TABLE 1. Social Work Education: A Ladder of Learning

Ladder Level	Description	Current Graduates Produced	Future Graduates Needed	Work Skill Sets Graduate Will Have	Job Classifications
1	High School Certificate	Unknown (survey needed)	Need to do workforce study and analysis	Interactive skills, introductory knowledge of theory and practice	Apprentice Social Worker
2 (optional)	AA degree	Unknown (survey needed)	Need to do workforce study and analysis	Introductory intervention skills, some basic assessment, screening, intervention planning under supervision	Assistant Social Worker
3 (optional)	Certificate	Not yet fully developed	Need to do workforce study and analysis	As above, plus knowledge of service delivery systems and community assets and services	Trainee Social Worker
4	BSW	300 per year	Need 18,700 combined MSW and BSW	Casework, community assessment, and knowledge of policy	Social Worker One
5 (optional)	Certificate	Not yet fully developed	Need to do workforce study and analysis	Advanced case management and community intervention skills	Social Worker Two
6	MSW	1,200 per year	Need 18,700 combined MSW and BSW	Sophisticated individual and group skills as well as casework expertise, supervisory and leadership skills, ability to evaluate practice and understand research	Social Worker Three
7a Practice	Various Licenses	At present only one kind of license: a clinical license. Currently 300 per year pass oral exam.	Need to do workforce study and analysis	As above but specialized	Licensed Social Worker
7b Education and Research	Doctorate	30 per year?	Need to do workforce study and analysis	Practice, research and teaching skills	Social Work Educator and Researcher



Assemblywoman Lois Wolk, chair of the Human Services Committee, accepted the Master Plan for Social Work Education in the State of California from John Oliver, director of the Department of Social Work at California State University, Long Beach and chair of CalSWEC's Curriculum Committee and Master Plan Committee, in Sacramento in September 2004.

Photo: Janlee Wong, NASW, California Chapter

The ladder of learning gives students a path to follow if they wish to pursue a career in social work—from high school through doctoral study.

Expanding the Competency Framework

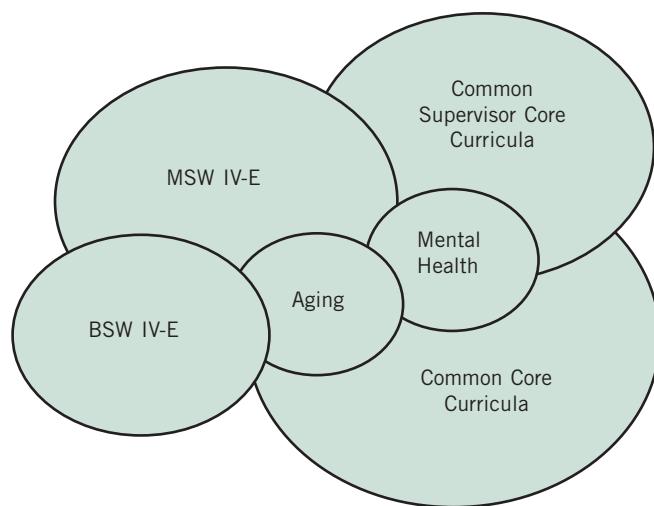
The high vacancy rate in public social services is well documented. Among social workers, the vacancy rate nationally and in California hovers around 10% (Clark & Fulcher, 2005; Pasztor, Saint-Germain, & DeCrescenzo, 2002; Alliance for Children and Families et al., 2001). When turnover rates are factored in, however, staffing challenges are greater in some sectors. In child protective services, for example, a study by the American Public Human Services Association (2005) found that the turnover rate was over 22%. With the aging of the U.S. population, the demand for social workers is expected to rise in several program areas, notably child welfare, disabilities, and mental health, as well as long-term care and adult protective services (Pasztor, Saint-Germain, & DeCrescenzo, 2002).

The U.S. Department of Labor estimated in 2001 that jobs for social workers would increase by 36% from 2001 to 2008, a rate much greater than the average increase in other jobs (Pasztor, Saint-Germain, & DeCrescenzo, 2002). The Title IV-E program has made the need for staff in child welfare less of an issue. However, in such sectors as mental health and aging, the need for trained professionals is significant. Over the next decade the national demand for mental health professionals is expected to grow considerably. In California, growth in the counseling professions is expected to average nearly 40% due to changes in the health care system and an aging population (McRee et al., 2003).

In line with other professions that have effectively used competency models to insure high standards of service delivery, CalSWEC has led efforts over the years to coordinate statewide education and training to enhance the practice of the public child welfare workforce. One goal of such coordination has been to insure consistent values and ethics, a shared vocabulary, and professional practice that adheres to best practice standards while adapting to local needs.

The competency model (*see below*) captures most rungs on the ladder of learning, moving from pre-service education programs (BSW, MSW) to in-service training systems (common core curricula). Advancing such a model for competency-based social work education, as CalSWEC is doing, provides the potential to more fully meet the workforce needs of child welfare agencies, as streamlined and clearly identified career ladders are provided for those wishing to work in public social services.

FIGURE 1. CalSWEC's Competency Model



The diagram illustrates the intersection of CalSWEC's programs for which competencies exist or are in development. Such a competency model ensures high standards of service delivery in public child welfare.

Coordinating Education, Training, and Practice: Statewide Training and Education Committee (STEC)

Since convening in 2003, the Statewide Training and Education Committee (STEC) has served as an effective vehicle for coordination among the state's education, training, and practice communities.

STEC, co-chaired by the California Department of Social Services (CDSS) and CalSWEC, includes broad statewide representation. When initiatives arise that might involve statewide training efforts, they are referred to STEC to determine how best to address them. Smaller workgroups also operate for a particular topic area and report back to STEC. Recommendations are then forwarded to CDSS and the County Welfare Directors Association (CWDA). STEC reports out monthly at CWDA's Children's Committee.

Beginning with the federal Child and Family Services Review in 2002, STEC has provided the primary oversight and coordination function to meet the training requirements of the Program Improvement Plan. Many of its accomplishments in fiscal 2004–2005, described below, relate to this function:

- *Final Baseline Training Assessment report:* STEC completed this survey of the core training content of California's 58 counties, the Regional Training Academies, and Inter-University Consortium. The results of the assessment were used to guide the development of the new common core curricula.
- *Recommendation for statewide standards:* STEC developed and approved comprehensive reports recommending statewide standards for initial and ongoing training for child welfare services line workers and supervisors.
- *Standardized core training:* STEC, with the assistance of its coordinating partners and its Content Development Oversight Group, developed six areas of standardized content for core training. CalSWEC was the lead in developing the content for Critical Thinking in Child Welfare Assessment: Safety, Risk, and Protective Capacity. It also helped to fund development of the other curricula by STEC's coordinating partners and provided research and technical assistance to develop the curricula content.
- *Statewide pilots and curricula revisions:* STEC coordinated the statewide pilots and the revisions of the standardized curricula, including development of evaluation instruments to inform the revisions.

The work of STEC is summarized on CalSWEC's Web page, <http://calswec.berkeley.edu/CalSWEC/STEC.html>.



CalSWEC is studying the potential and current child welfare workforce, as well as the work environment, to determine how to ensure the effective, competent delivery of services to the state's large and richly diverse population.

Determining the Effects of Specialized Education and Training: Evaluation, Research, and Outcomes

Since its inception, CalSWEC has surveyed and collected data on its Title IV-E MSW students and graduates, as well as the larger public child welfare workforce. This past year, several projects studying the outcomes of the Title IV-E program have provided some answers to the basic question: How does Title IV-E education affect child welfare services? They are summarized below.

The Title IV-E Graduate School Experience

Background: As part of its curriculum and program review process, CalSWEC annually surveys by mail all recent graduates approximately six months after graduation. By then, most have begun working in public child welfare. The graduate feedback is used to inform CalSWEC's curriculum evaluation and development process.

Because of the historically low return rate for the mailed surveys, CalSWEC has begun an online survey. This method yielded a 2004 response that exceeded previous return rates, as well as responses that were qualitatively much improved.

Summary of results

- Just over 30% of the graduates responded to the 2004 survey.
- About 49% had been county public child welfare employees while attending school.

The graduates provided valuable feedback to the IV-E program in several areas:

- While a majority of employee graduates reported their experience in the program deepened or enriched their knowledge, experience, and understanding, several noted a need for more advanced classes in some areas.
- Courses graduates most frequently listed as those they wanted to take, but could not for varied reasons, were substance abuse, mental health/clinical topics, and court/law topics.
- Asked to rank which classroom experiences best helped prepare them for their work in public child welfare, graduates ranked them as follows: (1) practical techniques, (2) clinical education, (3) policy knowledge, (4) role-playing, and (5) diversity education.
- In the area of field education, 92% of the responding graduates reported that hands-on, direct practice experience best helped prepare them for their work. Next, in rank order, were shadowing/observing, supervision, and mentoring.
- Asked which aspects of their work they found most challenging, many graduates reported a lack of resources and funding, difficult or resistant clients, high caseload, paperwork/documentation problems, and working with the courts.
- Most satisfying were helping/working with clients and children, and unifying and helping to strengthen families.

MSW Graduates' Profiles and Attitudes

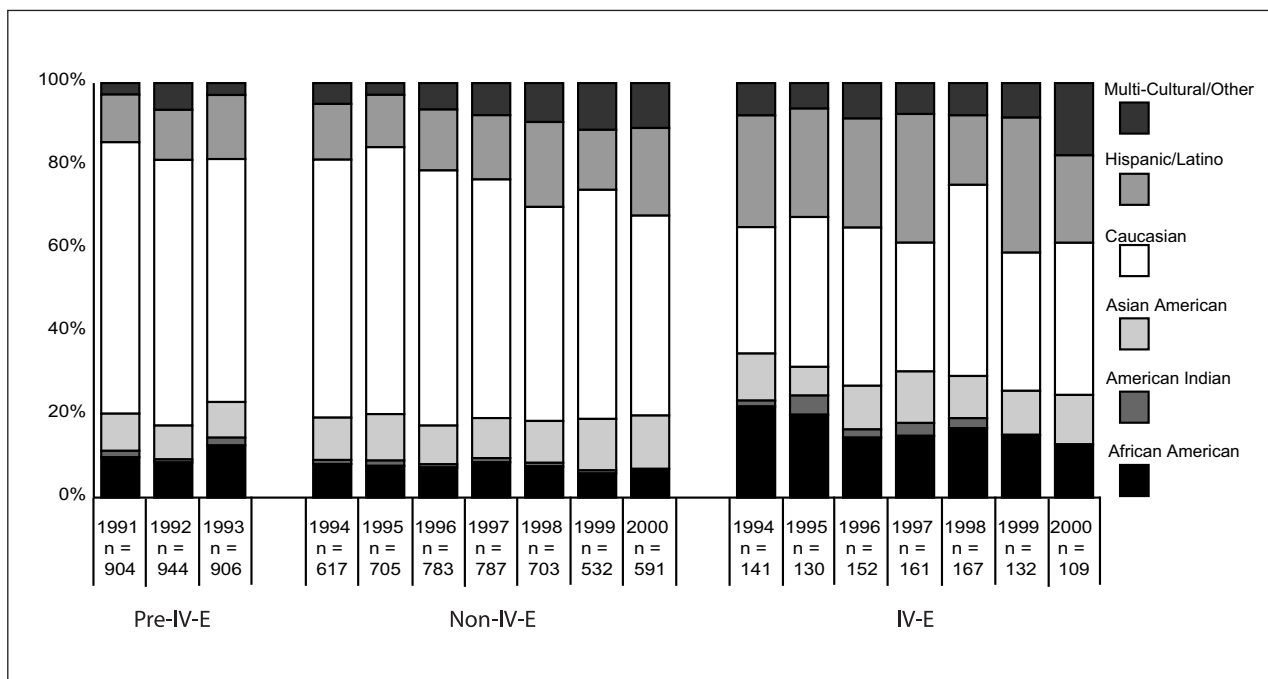
Background: CalSWEC initiated the Time-1/Time-2 study in 1991 as a survey of all students entering and graduating from the participating MSW programs. The survey examined students' opinions and values about the social work profession, ideas about poverty and the disadvantaged, career interests, past work experiences, and personal characteristics.

From 1991 through 2000, entering MSW students took the Time-1 survey. In the first year, 10 CalSWEC schools participated. From 1994 through 1998, three more schools joined the consortium. When the first Time-1 cohort graduated in 1993, CalSWEC administered a comparable Time-2 survey containing additional questions about the students' MSW field placements and forms of financial support. Subsequently each spring semester, the Time-2 survey was administered to the MSW graduates.

In 2000, CalSWEC concluded 10 years of the Time-1 data collection. Time-2 continued until all the year 2000 entering students had graduated. Its final administration occurred in 2004, when the part-time students who entered in 2000 graduated. In all, 8,871 students participated in Time-1, and 6,194 graduates participated in Time-2. CalSWEC researchers were able to match Time-1 and Time-2 data for 2,213 participants.

An analysis of Time-1 racial/ethnic composition by year of enrollment and Title IV-E status shows that despite a gradual decrease in the proportion of Caucasians and increase in the percentages of ethnic minorities in the MSW population, the IV-E students have been consistently more diverse throughout the study. See *Figure 2*.

FIGURE 2. Time-1 MSW Students' Racial/Ethnic Composition by Year of Entry and IV-E Status (1991-2000)



An analysis of student attitudes from Time-1 to Time-2 toward a social work approach to poverty as “individual adaptation” or “societal/institutional change” revealed the following:

- 65% did not change their view over the course of study. Of those, at both Time-1 and Time-2, 42% favored societal/institutional change, and 23% favored individual adaptation.
- Among those who did change their attitude, 22% changed from individual adaptation to societal/institutional change, while 13% changed from societal change to individual adaptation. See Figure 3 below.

Students’ attitudes about whether social work resources should be allocated either to “all groups equally” or “primarily to the poor” revealed the following:

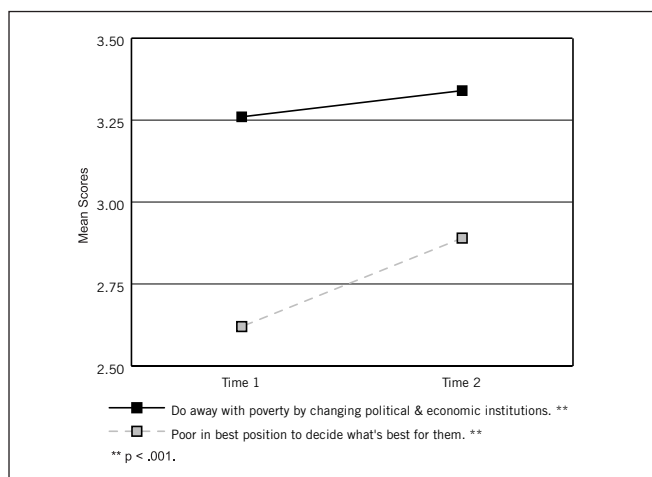
- 70% of the students did not change their preference over the course of their study. Of those, at both Time-1 and Time-2, 38% preferred an allocation of resources to “all groups equally,” and 32% preferred that resources go “primarily to the poor.”
- Among those who did change their attitudes, 20% changed their preference of allocation of resources from “all groups equally” at Time-1 to “primarily to the poor” at Time-2; 10% changed their preference in the opposite direction.

Students were asked to rate their level of agreement with two strategies regarding poverty: “Do away with poverty by changing political and economic institutions” and “The poor are in the best position to decide what is best for them.”

- Their overall mean scores were significantly higher than the midpoint of 2.5 for both Time-1 and Time-2, indicating that students are more likely to agree with both statements.
- Overall mean scores increased significantly from Time-1 to Time-2, indicating that by the time students graduated they had increased their level of agreement with both statements.

FIGURE 3.

Changes in Mean Scores
of MSW Students’
Attitudes Toward Poverty
from Time-1 Enrollment
to Time-2 Graduation



Retention of IV-E-Trained Workers Following Their Payback

Background: To determine the factors that contribute to the retention of professionally trained public child welfare workers, since 1996 CalSWEC has surveyed Title IV-E MSW graduates as they completed their work obligation in public child welfare. Administered approximately six months to a year after completion of graduates’ payback, a mail survey asks them whether they continued to work for their payback agency following the end of their contract obligation. It asks questions related to their work experiences, working conditions, and support systems. The participants who agree to a follow-up telephone interview are asked in-depth questions about their work and their reasons for staying or leaving the child welfare agencies.

Highlights of the fiscal 2004–2005 survey

- 223 Title IV-E MSW graduates completed their payback obligation and were sent surveys; of these, 93 returned completed surveys.
- Of those who completed the survey, 69 (74.2%) reported they were still with their payback agency following the completion of their contract obligation.
- 47 of the 93 survey participants also completed the follow-up phone interviews.

Retention data since 1996

With the addition of the 93 survey participants from fiscal 2004–2005:

- To date, the total number of participants in the Retention Study is 762.
- Over time, the retention rate of the participants has remained high—82.5%.
- Of the 127 who left their agency:
 - 51 (40.2%) stayed with other public or nonprofit child welfare agencies or worked in schools:
 - ✓ 31 (24.4 percent) were working in a different public child welfare agency;
 - ✓ 10 (7.9%) were practicing in schools; and
 - ✓ 10 (7.9%) were at nonprofit child welfare population-serving agencies.
 - 19 (15.0%) were at mental health agencies;
 - 14 (11.0%) were working in other agencies such as aging, chemical/alcohol abuse, criminal justice, disabilities, policy, or occupational/industrial;
 - 9 (7.1%) were working in the medical field;
 - 16 (12.6%) went into work “other” than the choices listed (including leaving the social work profession);
 - 4 (3.2%) indicated some combination of categories for their new jobs;
 - 2 (1.6%) were private practitioners;
 - 11 (8.7%) were retired, parenting, back in school, or “not working” for an unspecified reason; and
 - 6 (4.7%) were missing this information.

Over the course of the study, the percentages of IV-E MSWs who stayed with their agency after completing their work requirement has continually increased.

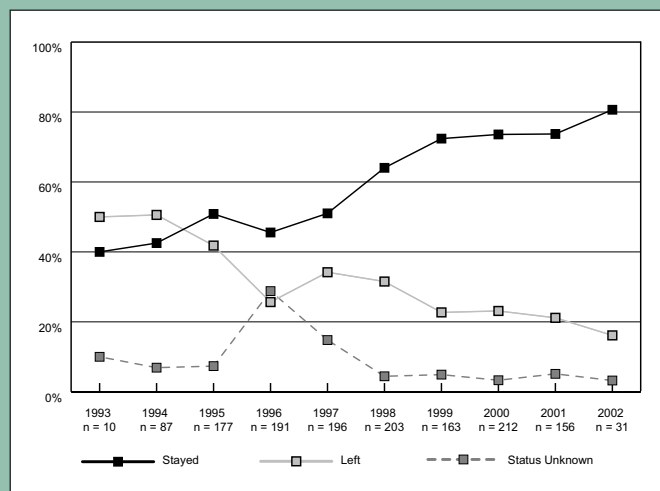
Graduate Student Projects

UC Berkeley social welfare graduate students using data from CalSWEC's studies to fulfill their research or evaluation course requirements produced projects that were also relevant to CalSWEC, including the following:

Caseload Size and Hours Spent on the Job as Factors Affecting the Retention of California Title IV-E Public Child Welfare Workers—
Sarah G. Colton, '05, M.S.W.
(Children and Families)

Findings: The average hours worked per week, degree of stress from working overtime, satisfaction with caseload size, and satisfaction with a flexible schedule were significant predictors of whether a IV-E MSW left or considered leaving the agency after completion of his or her payback obligation.

FIGURE 4.
Percentage of Title IV-E MSWs Remaining with Their Payback Agency after Completion of Their Work Requirements, by Retention Status and Year of Graduation



Graduate Student Projects

UC Berkeley social welfare graduate students using data from CalSWEC's studies to fulfill their research or evaluation course requirements produced projects that were also relevant to CalSWEC, including the following:

Evaluation of California Social Work Education Center's Research and Development Committee—Gingi Fulcher, Doctoral student

Findings include: Most principal investigators publish articles and present at conferences using data from their funded projects, and most of them said that funded projects created long-lasting university/agency relationships, but not partnerships.

Other Studies in the Works

Three studies are being planned to evaluate the effects of Title IV-E training on the child welfare system.

■ Exploratory Study of Effects of IV-E-Trained Social Workers on California Child Welfare Agencies

To date, no studies have been conducted to evaluate the impact of Title IV-E training on child welfare agencies in California. Taking an exploratory step in this direction, CalSWEC is undertaking a qualitative study to determine to what extent IV-E-educated child welfare social workers improve child welfare services. The study will use focus group and structured interviews to determine the impact and practice of IV-E graduates working in two counties.

The proposed study will involve key sources, including county administrators (director, manager), child welfare social work supervisors, child welfare workers who are *not* Title IV-E graduates, and child welfare workers who *are* Title IV-E graduates.

The results are expected to contribute to developing a testable definition of a competent child welfare worker. Competent practice may then be linked to improved child welfare services.

■ How Do University-County Partnerships Impact Child Welfare Practice?

Upcoming studies by several Title IV-E project coordinators will focus on the connection between a Title IV-E education and improved practice with children and families. The purpose of the studies is to reinforce the concept of university-agency partnerships in the improvement of child welfare practice, with research and evaluation informing the teaching of child welfare practice and by focusing upon skill development.

The project coordinators will map the CalSWEC child welfare guiding principles and competencies to the federal outcomes to determine if the competencies take into account the knowledge and skills needed to achieve the outcomes.

Current and former project coordinators involved in the studies are Sylvester Bowie, California State University, Sacramento; Corinne L. Florez, California State University, Fresno; Liz Knox, San Francisco State University; and Amy Okamura, San Diego State University.

■ Multi-State Child Welfare Outcome Study

Planning for a national survey is under way and is a first step toward advancing the current knowledge base of the longitudinal impact, if any, of professional education and IV-E training programs upon practice with children and their families served by child welfare systems in the United States.

The study will examine the influence, if any, of such specialized education and training of workers upon child welfare outcomes. It will look at the outcomes involving samples of children (and the families) and their assigned workers across a variety of states with different child welfare systems, including California, New York, Florida, Minnesota, Georgia, Oregon, and North Carolina.

The study will consider such outcomes as:

- the percentage of children moved to a permanent placement (including kin placements with legal guardianship but excluding children that age out);
- the number of substantiated reports of maltreatment within one year with the same family; and
- the number of different placements a child receives while in care.

The study results are expected to add to the social work literature that advances the assertion that Title IV-E-trained social workers make better child welfare workers.

Surveying the Child Welfare Workforce

Turnover at County Public Child Welfare Agencies

In conjunction with the California Department of Social Services (CDSS) and the County Welfare Directors Association, CalSWEC conducted a workforce study in spring 2004 that focused on (1) the organizational characteristics of the public child welfare agencies and (2) the education and tenure of the workforce. Information was gathered on turnover rates for child welfare workers and supervisors in each county, similar-sized counties, and each training academy region. These turnover rates were then compared with the turnover rates from CalSWEC's 1998 *Workforce Study*.

The 2004 *California Public Child Welfare Workforce Study* revealed the following:

- The statewide turnover rate for fiscal 2002–2003 for county child welfare workers was 9.5% (not including Los Angeles County).
- The statewide turnover rate for child welfare supervisors was 8.6% (7.5% including figures from Los Angeles County).

In comparison, the 1998 *Workforce Study* combined child welfare social workers and others to constitute a group called *direct service personnel*, which may differ from child welfare workers. That study reported a combined turnover rate of 12.14% for direct service personnel and supervisors.



Graduate Student Projects

UC Berkeley social welfare graduate students using data from CalSWEC's studies to fulfill their research or evaluation course requirements produced projects that were relevant to CalSWEC, including the following:

The Effect of Supervision on Retention of Public Child Welfare Workers—Jennifer Fauerbach, '05, M.S.W. (Children and Families)

Findings: Although the groups of workers who stayed at their payback agency and those who left did not differ significantly in most demographic variables, workers who had remained with their agencies (83.2%) were almost six times more likely to rate their supervisors more highly than those who had left their payback agency (16.6%).

The 2004 study indicates turnover is slowing down in California. Compared to a national sample in that same year, California's public child welfare turnover rate is less than half what other public agencies report and four times lower than that of non-public agencies (Cyphers, 2005). However, the 2004 study did not count internal agency turnover, which may impact case continuity and time spent in training and backfilling, as well as increasing the caseloads for those who remain to "cover."

According to the 2004 study, turnover rates could be important indicators of child welfare agencies' capability to deliver quality services.

- High turnover rates and vacancies contribute to high caseloads, which, in turn, delay timely responses to referrals for investigations, affect and disrupt the establishment of worker-family relationships, and limit the number of home visits workers are able to make. These factors can adversely affect the achievement of positive child welfare outcomes.
- The effect of turnover on case continuity notwithstanding, turnover in small and very small counties may have a greater effect on the agency itself than turnover in large counties.

Supervisory Practices and Roles

Between July 2003 and January 2004, CalSWEC administered the *Survey of Supervisory Practices and Roles* to a representative sample of 14 California counties, with returns of 1,000 completed surveys from 772 line workers, 186 supervisors, and 42 managers.

The purpose of the survey was to learn more about (1) the role of supervision in child welfare and current supervisory practices and (2) the kind of training and support supervisors need to perform their work effectively. The results are intended to inform the development of a competency framework that will be the basis for developing statewide educational and training resources for child welfare supervisors, and as a means of meeting the mandates of the California Program Improvement Plan involving statewide supervisor core training.

The survey asked the following questions:

1. What skills, attitudes, and knowledge do line workers, supervisors, and managers think are essential for excellent supervisory practice in the field of child welfare?
2. What are the current practices of supervisors?
3. In what type of trainings do supervisors and managers want supervisors to participate?
4. What level of involvement do/should supervisors have in training line workers?
5. What is the ideal role of a supervisor with regard to mentoring line workers?

The results of the survey were analyzed between January and September 2004. The final report was completed in November 2004. *The report is available at <http://calswec.berkeley.edu/CalSWEC/SupervisorStudy.pdf>.*

Highlights of the findings

- A high percentage of respondents with MSWs participated in the Title IV-E MSW program. Overall, 61% of all respondents reported IV-E participation; 70% of line workers participated in the IV-E program, 42% of supervisors, and 28% of managers.
- Line workers, supervisors, and managers differed significantly on which tasks or practices they reported as most essential to excellent supervisory practice. Supervisors and managers tended to agree with each other, but line workers tended to disagree with both. This was especially true in areas that involved accountability and advocacy.
- Supervisors consistently indicated that they currently perform the surveyed tasks or practices more than managers (and line workers) indicated that they do. Line workers and managers were more likely to agree on current supervisory practice.
- Supervisors and managers identified three tasks or practices for which they particularly wanted supervisors to have training: help staff apply learning to social work practice; establish expectations and standards; and know state and federal compliance requirements.
- Line workers reported wanting significantly less involvement from supervisors than supervisors or managers reported.

Baseline Training Assessment

In winter 2004, CalSWEC conducted the Baseline Assessment for Child Welfare Training in all 58 counties and the five Regional Training Academies (RTAs)/Inter-University Consortium, with the goal of establishing a baseline of training that is currently delivered.

Data analysis occurred during summer and fall 2004. The final report, completed in November 2004, outlines the results of the survey and provides an overview of the current training offerings in California's public child welfare training system, including county and RTA training. *The report is available at <http://calswec.berkeley.edu/CalSWEC/BaselineAssessmentReport.pdf>.*



Diversity Trends in Title IV-E

GOAL

Recruiting and preparing a diverse group of social workers for careers in public human service, with special emphasis on child welfare

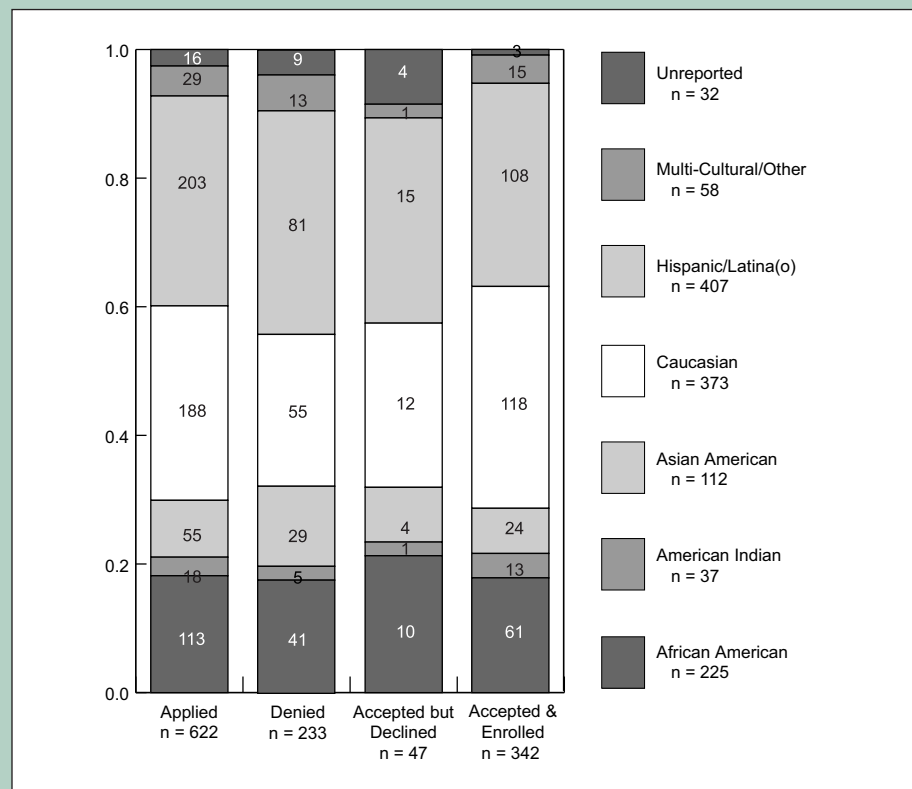
Background: The Title IV-E MSW program addresses the shortage of social workers in the public child welfare workforce by providing specialized training and focusing on the recruitment of a racially and ethnically diverse student body.

CalSWEC tracks data on the program's students and graduates from their first year through their final year of contract obligation in public child welfare, and beyond. Participating schools submit quarterly data updates to CalSWEC's central office, where they are merged into the CalSWEC Student Information System (CSIS). To date, CSIS has information on 3,394 students and graduates.

The MSW Program (2004-2005)

Our Applicants

FIGURE 5.
Fall 2004 Title IV-E MSW
Applicants by Status and
Ethnicity

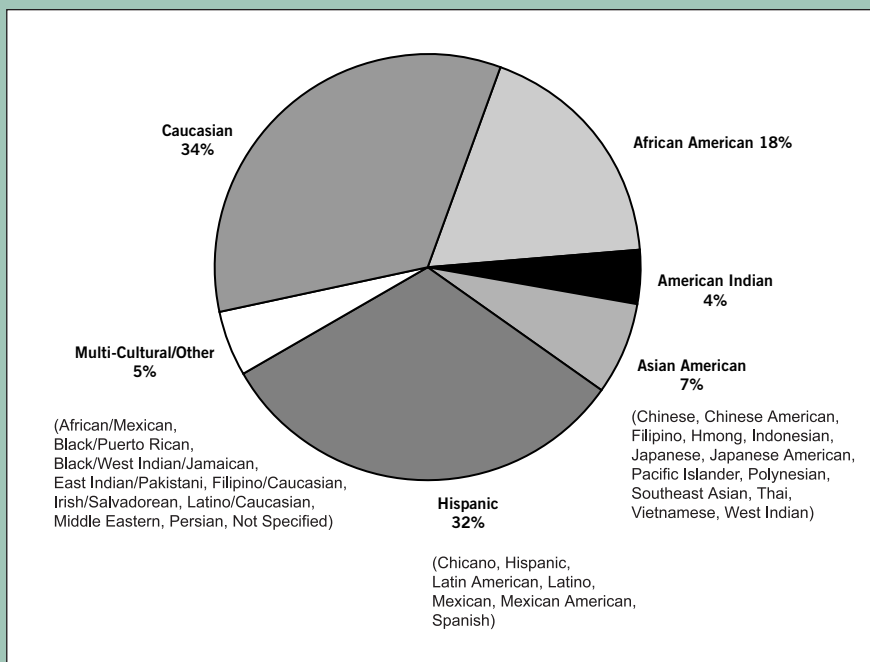


As in past years, the Title IV-E program attracted a number of diverse prospective students for academic year 2004–2005, reinforcing the program's trend.

Our Incoming Students

FIGURE 6.

Racial and Ethnic Composition
of the Fall 2004 First-Year
Title IV-E MSW Students

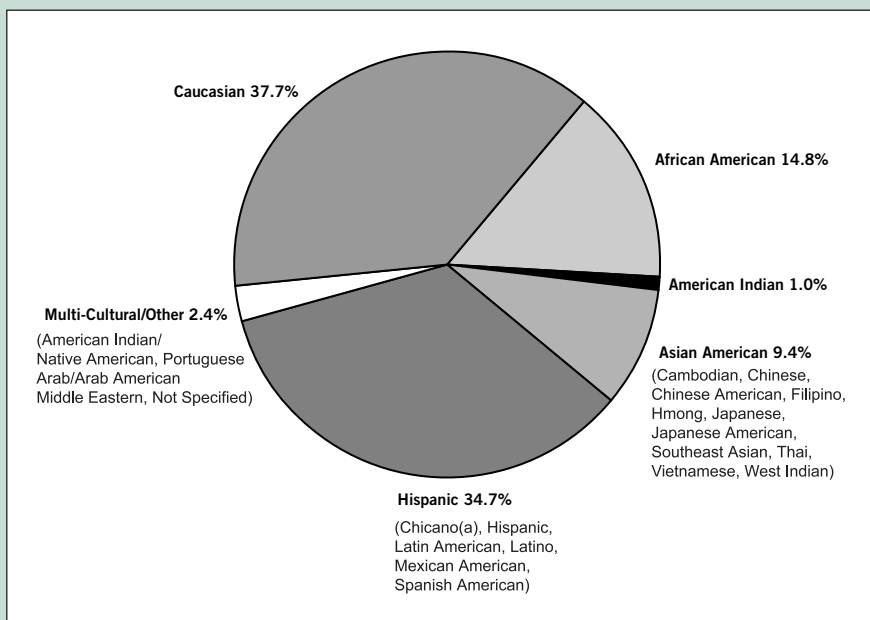


As in prior years, the fall 2004 Title IV-E students reflected a broad diversity. The majority of first-year students represented racial and ethnic groups other than Caucasian.

Our Graduates

FIGURE 7.

Racial and Ethnic Composition
of the Spring 2005 Title IV-E
MSW Graduates



Title IV-E MSW graduates continue to reflect the broad diversity of California's population.

The BSW Program (2004-2005)

The Title IV-E BSW Project completed its first full year of Phase I implementation, with the assistance of the BSW Taskforce, which serves as its advisor. A smaller BSW Planning Group is composed of the faculty, field coordinators, and project coordinators of the three BSW project schools—the California State University campuses at Chico, Fresno, and Long Beach.

Progress

Highlights of the Title IV-E BSW Project are as follows:

- *Steady interest:* Significant numbers of county employees are expressing interest in a Title IV-E BSW program, according to CalSWEC's 2004 *California Public Child Welfare Workforce Study*.
- *Student success and satisfaction:* The three BSW programs report that current students are doing well and expressing great satisfaction in their studies.
- *Fulfillment of regulations and mission:* The project coordinators report that the program is fulfilling both the intent of the Title IV-E regulations and the overall mission of the CSU system by educating those who may not otherwise be exposed to higher education.

Continuing challenges

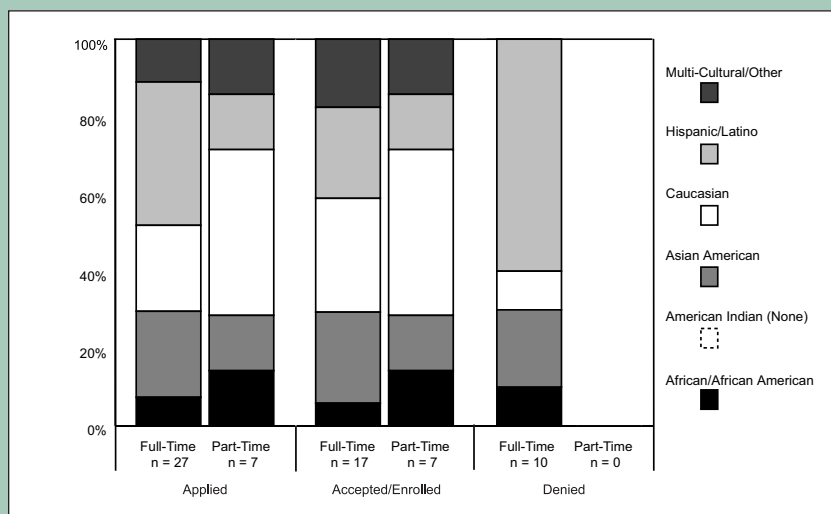
Although many county child welfare service leaders indicated a need for the IV-E BSW Project, the counties found it challenging to grant educational leave and flexible schedules to their child welfare employees, for whom the program was largely designed. Additional challenges are described below:

- *Recruitment of current employees:* This process can be complex and time-consuming due to variable preparation and timing related to program entry in the junior and senior year.
- *Lack of community college classes:* Diminishing availability of community college courses makes it more difficult for prospective students to meet program enrollment requirements.
- *Recruitment of non-child welfare social services employees:* This is challenging because graduates will not be returning to their original department, which may be less motivated to support them.
- *Recruitment of part-time employee students:* It is unknown if the part-time structure requiring three or more years of employment obligation will be a deterrent to recruitment.

Applicants

The three Title IV-E BSW programs attracted 34 applicants, of which 24 were accepted and admitted. They reflected the diversity of the MSW program, except for the lack of American Indian applicants.

FIGURE 8.
Percentages of
Applicants to the
2004 Title IV-E BSW
Program by
Application Status
and Full- and
Part-Time Status



The first cohort of IV-E BSW students was 33% Caucasian and 67% from other racial and ethnic groups.

American Indian Graduate Recruitment & Outreach Project

Background: The primary focus of the American Indian Graduate Recruitment & Outreach program is to locate, identify, and encourage prospective and potential graduate students in the Native American Indian communities throughout California to consider a career as an MSW in public child welfare services.

During fiscal 2004–2005, Recruitment Coordinator Tom Phillips, based at California State University, Stanislaus, engaged in numerous activities to increase both the visibility of the Title IV-E MSW program among tribal communities and the enrollment of IV-E Indian graduate students. The following are highlights:

- *Promoting MSW enrollment:* Contacted 15 tribal communities, including those not previously contacted, with recommendations for developing and strengthening the infrastructure of tribal social service delivery systems by offering potential students the resources for graduate studies, especially MSW programs.
- *Liaison and networking:* Worked with existing state tribal liaison efforts of the California Department of Social Services and Child Welfare Stakeholders and organized a statewide American Indian Social Work Network of enrolled MSW students and graduates.
- *Student tracking and assistance:* Developed and maintained enrollment statistics of American Indians who are entering, currently enrolled, and recent MSW graduates, and provided students assistance in the application process.
- *Training:* Attended and participated in 26 conferences, training sessions, and tribal events, including as a presenter at the 12th Annual California Indian Child Welfare State Conference.

FIGURE 9.

Comparison of the Percentage of the California American Indian Population with the Title IV-E MSW Students by Year of Enrollment (1992–2004)

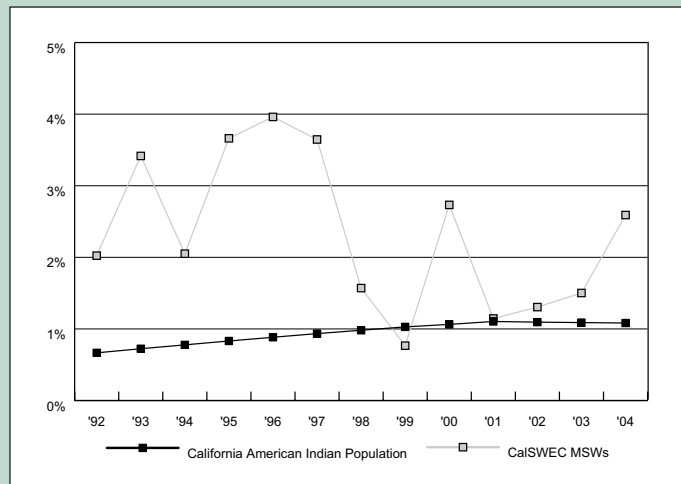
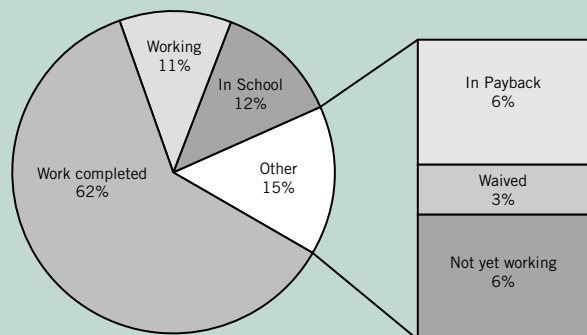


FIGURE 10.

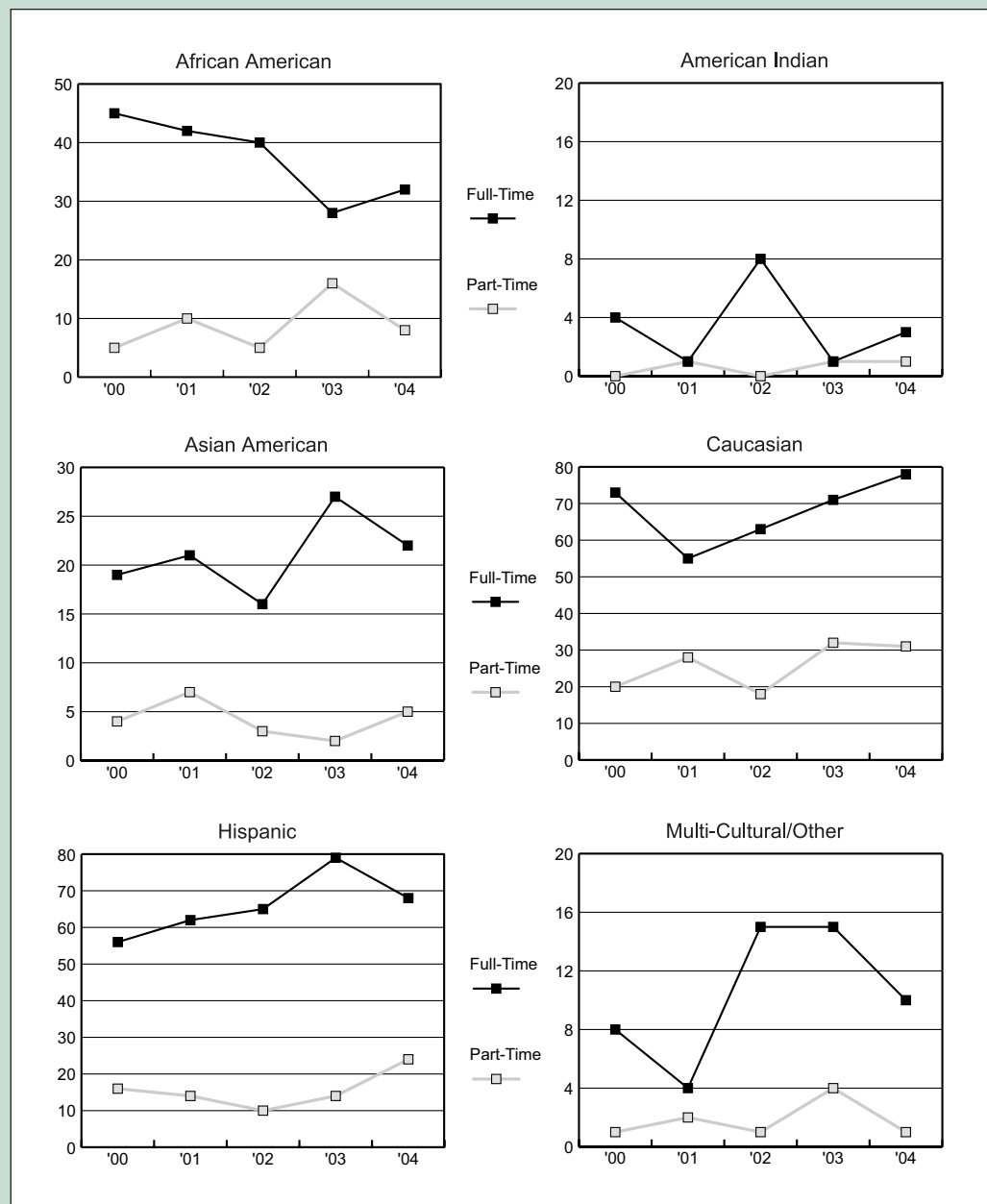
Status of the American Indian Title IV-E Students and Graduates (1993–2005)



Racial and Ethnic Composition of Graduates (2000-2004)

Since its inception, CalSWEC has strived to transform the face of public child welfare in California as well as to increase the number of social workers and enhance their level of professionalism. Through its efforts, the public child welfare workforce has become increasingly culturally diverse, and a substantial number of the Title IV-E graduates have joined the state's public services agencies.

FIGURE 11.
Racial and Ethnic
Composition of the
Title IV-E
Graduates
by Full- and
Part-Time Status
and Year of
Graduation
(2000-2004)



Over the last five years the Title IV-E MSW graduates have reflected the racial and ethnic diversity that fulfills CalSWEC's goal to "recruit and prepare a diverse group of social workers."

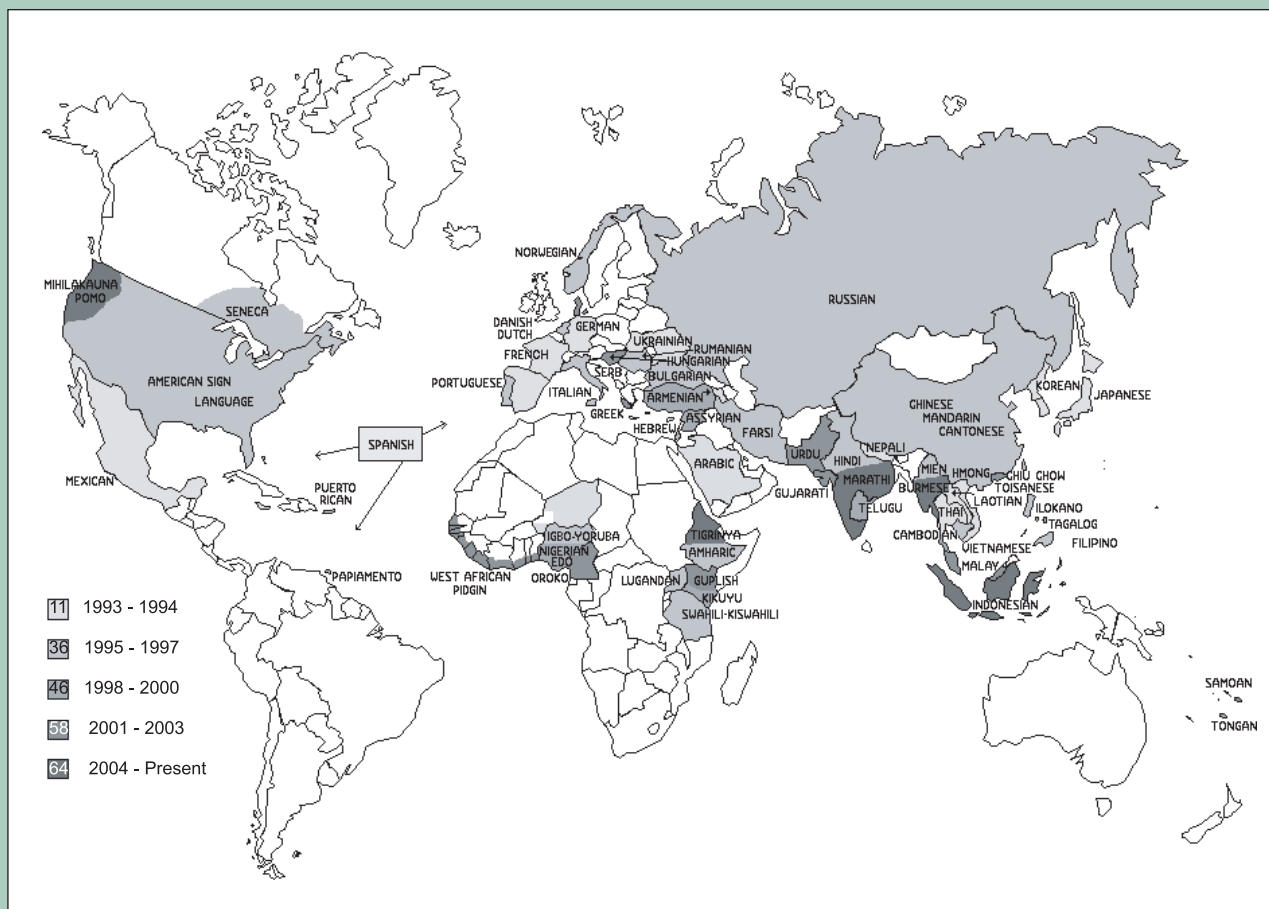
Multilingualism of Students and Graduates (1991–2004)

Since the program's first year, the Title IV-E MSW students and graduates have demonstrated their ability to communicate with the diverse population of child welfare clients, many of whom are non-English-speaking. The multilingualism of the Title IV-E students and graduates facilitates their ability to communicate effectively. Among the over 3,000 Title IV-E students and graduates:

- 1,327 (39%) reported speaking and/or writing a language other than English;
- 137 (4%) reported speaking 2 or more additional languages; and
- 64 different languages are spoken in addition to English.

The majority of the non-English-speaking child welfare clients speak Spanish, Vietnamese, and other Far East and Southeast Asian languages. The IV-E graduates have met this need over the course of the program.

FIGURE 12.
Number of Languages Spoken Each Year by Title IV-E Students and Graduates
by Year of Graduation (1991–2004)



Title IV-E students from 1993–2005 have spoken 64 languages.

Professionalizing the Workforce

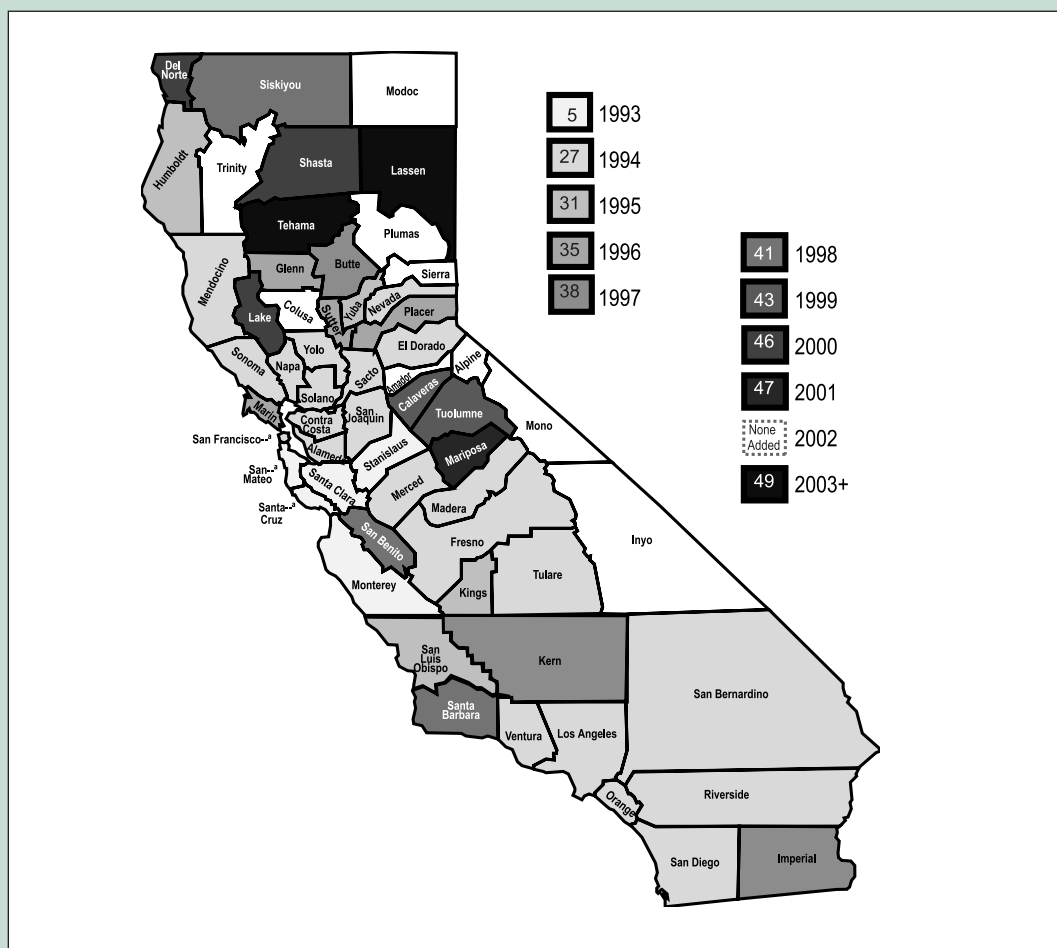
Counties Employing IV-E Graduates (1993–2003)

The Title IV-E MSW program exerts great effort to reprofessionalize the state's public child welfare agencies and ultimately to enhance the quality of professional services offered to the children and families they serve. The specially trained IV-E MSW graduates provide evidence of these endeavors in their hiring status:

- The MSWs have been employed in 49 of the 58 California county child welfare agencies.
- A total of 268 (89%) of the 302 Title IV-E MSW 2004 graduates are employed in 38 of the 58 California counties.
- As of June 30, 2005, 17% of the 2005 graduates had begun working; according to the CalSWEC contract, they have until December 1, 2005, to find employment that fulfills their payback obligation.

FIGURE 13.

Number of California Counties Employing Title IV-E MSWs by
Year of Graduation (1993-2003)



Over the course of the stipend program, increasing numbers of California counties have hired the Title IV-E MSW graduates. In 1993, five counties hired the first nine graduates. To date, the MSWs have been employed in 49 of the 58 California county child welfare agencies.

Title IV-E MSW Alumni: Various Paths to Success

While the *Master Plan for Social Work Education in the State of California* is designed to supplement the number of professional social workers in the public sector, it is also intended to create paths to foster career growth and development. The following are paths two IV-E graduates have taken.



*Brenda Carrillo,
B.S.W., M.S.W.*

Brenda Carrillo grew up in a small rural community where Spanish was the primary language. Because her parents were among the few Mexicans who could speak English, many people “would come to our house when they needed assistance with navigating the complex world of medical and educational systems, as well as immigration and social services agencies,” she says. “My parents were the social workers in this community.”

Ms. Carrillo’s own desire “to help people” took shape when she talked to a counselor at her local community college. In suggesting studying social work at San Jose State University, he “gave me a name and direction for what had previously been an idea of what I wanted to be ‘when I grew up’.” She earned her BSW at San Jose State, followed by her MSW. As a IV-E student, she had an internship with Santa Clara County “that allowed me to practice my child welfare skills and knowledge”; she participated in relevant child welfare seminars; and she gained “a sense of community” with others in child welfare.

Ms. Carrillo has been practicing social work at the MSW level since 1995. Many of her positions have involved working directly with children and families, as a child protective social worker and as a school social worker. Since 2003, she has been using her skills and experience to be a social worker, a teacher, and a mentor. She is a social worker at Santa Clara’s Department of Family and Children’s Services; a professor in the College of Social Work at San Jose State, her alma mater; and the coordinator of the school’s Title IV-E project, which she credits for preparing her for the career in which she continues to grow.



*Ruth Supranovich,
M.S.W., LCSW*

Ruth Supranovich always knew she wanted to work for the county as a child protective services worker. Since earning her MSW in 1995, much of her career has been as a social worker and protective services worker. Today, she is an Administrator III in Children’s Services in San Diego’s Health and Human Service Agency, a position she’s held since 2004.

As a student in the Title IV-E MSW program at San Diego State University, Ms. Supranovich didn’t aspire to management. She recalls, “I was fascinated by the clinical aspects of the work and elected for the clinical rather than the administrative track.” Now, “In retrospect, had I been exposed to more middle-management and upper-management social workers during graduate school, I might have had a better understanding of their jobs.” She says the Title IV-E program offered a key ingredient: “the people—the professors, my peers, and the professional connections.” The bonds developed with those people have endured. She also has found that “I have an affinity for the Title IV-E student ‘coming up.’ I really value the student who has made a commitment to public child welfare. It is my passion and so I am drawn to others who feel the same.”

Ms. Supranovich calls her career path “a combination of timing and serendipity. It is hard to know how it may have played out absent Title IV-E, but I think I had the passion and commitment to the field before I applied to the program, and this was the motivation for me to apply. Title IV-E was a tool for me to get there.”

ADVANCING THE FIELD



CalSWEC aims to ensure the development of a social work workforce that is culturally competent, that meets the needs of the state's growing at-risk populations, and that has opportunities and resources to learn and promote best practices.

GOALS

Advocating for responsive social policies and appropriate resources, *and* Exploring other models and structures of operation that provide maximum opportunity for accomplishing CalSWEC's mission

Fairness & Equity

The inequities faced by children of Color who enter the child welfare system reveal the overwhelming need to develop effective strategies for trainers, administrators, and leaders so that they are equipped to improve the situation. Thus, CalSWEC has focused and continues to focus on this area.

Third Annual Symposium on Fairness and Equity Issues in Child Welfare Training

This invitational symposium provides a forum for trainers, educators, and county staff developers statewide to discuss and develop concrete strategies for positive change in the *content* and *process* of child welfare training.

Participants are afforded opportunities for self-reflection and cultivation of a frame of reference that supports the training of fair and equitable practice. This year's symposium was held April 4–5 at UC Berkeley's Clark Kerr Campus.

Highlights included the following:

- A keynote presentation by Dr. Robert B. Hill provided insights and recommendations gleaned from his life's work in social research and social policy devoted to African Americans and other People of Color.
- A number of the other presentations focused on two themes: Building Training Skills and Addressing Training Issues for Specific Populations.
- CalSWEC's coordinating partners presented their progress since last year's symposium.

Leadership Symposium on Fairness and Equity for California's Child Welfare System

Co-sponsored by CalSWEC, the County Welfare Directors Association, and the Child and Family Policy Institute of California, the symposium offered senior county management and other leaders across the state an opportunity to discuss and address fairness and equity issues.

Highlights included:

- Dr. Peter Nwosu of California State University, Northridge delivered the keynote address and led an illustrative exercise.
- Presentations were made by counties that have taken innovative approaches to assessing and addressing the issue of disproportional representation and disparate outcomes for children and families of Color in the child welfare system.

Another leadership symposium is planned for fiscal 2005–2006.

Regional Fairness and Equity Workgroups

CalSWEC annually underwrites and assists regional workgroups that convene throughout the year. Headed by a Regional Training Academy, the teams consist of educators, trainers, and county administrators from each region who focus on that region's training needs.

This year's projects included:

- A comprehensive assessment of disproportionality of children of Color in the Southern Region, and
- A series of trainings for educators, trainers, and staff development professionals in the Bay Area.

Further information on the RTA Coordination Project's efforts in this area is available on CalSWEC's Web site, <http://calswec.berkeley.edu/CalSWEC/FESymposium.html>.

Student Day 2005: 'Fostering Fairness: Tipping the Scales of Social Justice'

Background: Each year, Student Day brings together Title IV-E students, faculty, and alumni throughout the state for an opportunity to network with peers and social work leaders, to make and strengthen ties to professional organizations, and to learn more about emerging strategies in child welfare practice.

The 2005 Student Day organizers chose the theme "Fostering Fairness: Tipping the Scales of Social Justice" in light of the substantial racial disproportionality in the

In California, African American children face an especially difficult road in the child welfare system. According to a "Summary of Disproportionality Data" from 2003, (Needell, 2005):

- African American children are referred because of maltreatment proportionally more than any other group: They compose 7% of the total child population, but account for 16% of referrals.
- African American children are the most likely to enter foster care: They enter care at a rate of 7 per 1,000 and Native American children enter care at a rate of 5 per 1,000, compared to 3 per 1,000 for White children and Latino children, and 1 per 1,000 for Asian American children.
- African American children are less likely to be reunified:
 - After 5 years, 44% of African American children with kin and 51% with non-kin were reunified.
 - For Native American children, 52% with kin and 55% of those with non-kin were reunified.
 - For White children, 61% with kin and 59% with non-kin were reunified. For Hispanic children, 55% with kin and 62% of those with non-kin were reunified.

California child welfare service population. The April 1 event in San Jose attracted over 225 students, faculty, alumni, and presenters. San Jose State University MSW student Erin Twomey served as coordinator. A reception and network session was hosted by the National Association of Social Workers, California Chapter.

Dr. Rita Cameron Wedding, noted diversity scholar and educator, delivered the keynote address. Presenters included a panel of current and former foster youth from the Bay Area Academy Youth Training Project who have authored a social work curriculum on working effectively with youth like themselves. Other workshop topics included strategies in working with immigrant and undocumented families, presented by representatives of the Consulate of Mexico in San Jose and Los Angeles and Santa Clara Counties; with lesbian, gay, bisexual, transgender, and questioning youth involved in foster care, presented by the Out of Home Youth Advocacy Council; and with children of incarcerated parents, presented by Friends Outside.

In-Service Training Evaluation

The California Macro Evaluation Team, a subcommittee of the Statewide Training and Education Committee (STEC), is charged with making recommendations about statewide child welfare services training evaluation. This includes development of a statewide training evaluation framework, as mandated by California's Program Improvement Plan.

CalSWEC's coordinating partners participate in the Macro Evaluation Team. Counties and the Regional Training Academies/Inter-University Consortium can also access technical assistance from CalSWEC and national experts in training evaluation via the team.

In December 2004, the Macro Evaluation Team completed the *California Training Evaluation Framework Report*, which lays the groundwork for CalSWEC and its coordinating partners to begin evaluating California's new common core curricula in fiscal 2005–2006. The framework represents a giant leap forward for the field of human services training evaluation by providing a guide to strategically plan for current and future training evaluation projects. Components of the plan include the development of an item bank to test knowledge of training participants and the development of embedded evaluation. *See boxes below and on page 29.*

Item Bank

In order to test knowledge, the training evaluation framework calls for development of testing questions for the new common core curricula. These test items will be used statewide to determine if the new curricula is effective in imparting knowledge. With the assistance of national experts in training evaluation, CalSWEC staff develops and evaluates items for the item bank.

During fiscal 2004–2005, approximately 250 multiple-choice items were reviewed and researched in five priority content areas. CalSWEC also selected and purchased item banking software to manage the test construction, validation, and administration processes.

Embedded Evaluation

Testing the application of knowledge and/or skill acquisition is often time-consuming and costly because ideally an observer must evaluate each participant as he or she performs a particular skill. Embedded skills evaluation helps to solve this problem by structuring classroom activities that allow trainees to learn, discuss, practice, and perform specific skills. The skill evaluation is embedded in the training and used to reinforce learning.

Embedded evaluation tools and protocols were developed for two content areas in fiscal 2004–2005: Child Maltreatment Identification, Part I in the line worker common core and Casework Supervision in the supervisor common core. Both evaluations will be implemented with CalSWEC's coordinating partners in fiscal 2005–2006.

National Human Services Training Evaluation Symposium (NHSTES)

CalSWEC has hosted the annual NHSTES since 1998. This invitational symposium provides a unique environment for training evaluators in the human services field who are invited from around the country to discuss emerging issues in the field of training evaluation. This year's symposium featured a keynote address by Dr. Eileen Gambrill of the School of Social Welfare at UC Berkeley, who presented an overview of evidence-based practice in human services. Discussions focused on the role of training and training evaluation in developing evidence-based models and practices.

National Human Services Training Evaluation Listserv

Based on requests from participants at the 2004 National Human Services Training Evaluation Symposium, CalSWEC resurrected the listserv that was initiated two years ago. The goal of the listserv is to encourage scholarly discussion among researchers in the field of human services (child welfare) training evaluation.



Professor Lorna Bell, of St. George's Hospital Medical School at Kingston University, Surrey, England, was a presenter at the Eighth Annual National Human Services Training Evaluation Symposium during the discussion of Developing Instruments to Measure Trainees' Acquisition of Specific Skills.

Research to Curriculum

CalSWEC's Research and Development Committee selected the following research-based curriculum development project for funding beginning in July 2005:

- *Mental Health Service Utilization and Outcomes for Children and Youth in the Child Welfare System*
Principal investigators: Alice M. Hines, Ph.D., Peter A. Lee, Ph.D., San Jose State University; and Kathy Lemon, M.S.W., University of California, Berkeley
Project goal: To examine mental health service utilization by children and youth in the child welfare system; to assess the impact of mental health service utilization on system-related and child functional outcomes; and to identify factors that impede or enhance collaboration between the child welfare and mental health systems.
Project duration: 1 year (until June 2006)

The following three projects were in their final funding year in fiscal 2004–2005:

- *Phase 2: Pathways to Collaboration: Understanding the Role of Values and System-Related Factors that Contribute to the Adoption of Promising Practices Between Child Welfare and Alcohol and Drug Systems*
Principal investigator: Laurie Drabble, Ph.D., M.S.W., M.P.H., San Jose State University
Project goal: To examine specific factors that help or hinder evolving collaborative efforts between the fields of child welfare and the alcohol and drug system.
Project duration: 1 year (until June 2005)
- *Structured Decision Making (SDM) and Child Welfare Service Delivery Project*
Principal investigator: Devon Brooks, Ph.D., University of Southern California
Project goal: To examine the implementation and impact of the Structured Decision Making (SDM) model on child welfare service delivery and outcomes in the Los Angeles County Department of Children & Family Services.
Project duration: 2 years (until June 2005)
- *Factors Leading to Premature Terminations of Kinship Care Placements*
Principal investigators: Janet Chang, Ph.D., M.S.W., Ray E. Liles, D.S.W., LCSW, and Trang Hoang, Ph.D., LCSW, California State University, San Bernardino
Project goal: To investigate the reasons for premature termination of kinship care placements in San Bernardino and Riverside Counties.
Project duration: 2 years (until June 2005)

The following project reports were submitted in 2004–2005:

- *Pathways to Collaboration: Understanding the Role of Values and System-Related Factors that Contribute to the Adoption of Promising Practices Between Child Welfare and Alcohol and Drug Systems*
Principal investigator: Laurie Drabble, Ph.D. M.S.W., M.P.H., San Jose State University
Project goal: To investigate the role of values and other system-level factors in facilitating or impeding the development of collaborative models for improved intervention and shared case planning with substance-abusing families.
- *From the Bottom Up: How Training Affects Policy in Public Child Welfare Agency Practice*
Principal investigators: Colleen Friend, Ph.D., LCSW, California State University, Los Angeles, and Linda G. Mills, Ph.D., LCSW, New York University
Project goal: To examine systematically how child welfare agencywide training impacts practice and policy.
- *Improving Educational Services for Foster Youth Living in Group Homes: An Analysis of Interagency Collaboration*
Principal investigators: Jill Duerr Berrick, Ph.D., and Robert H. Ayasse, LCSW, PPSC, University of California, Berkeley
Project goal: To examine the barriers that foster youth newly placed in group homes face while receiving timely and appropriate educational services, and to observe the way that the various systems support the educational needs of foster youth.

The following comprehensive study of turnover among newly hired public child welfare workers in California was completed.

■ *The Retention of California's Public Child Welfare Workers*

Principal investigators: Dale Weaver, Ph.D., M.S.W., California State University, Los Angeles, and Janet Chang, Ph.D., M.S.W., California State University, San Bernardino

Project goal: To identify the relative influence of personal, job, agency, and local economic factors that contribute to increased retention of public child welfare workers. Based on these factors, to identify specific actions that can be taken by administrators, supervisors, and workers to increase retention of child welfare workers.

This study surveyed 1,165 participants between July and December 2001. Of those surveyed:

- 33% (386) had left the job.
- A total of 240 provided reasons for leaving the job, as follows:
 - 21% (50) cited job-related reasons: 26 transferred to other social service departments/units in the same county, 16 were fired or could not complete probation, 8 took similar jobs in nearby counties (although 2 returned).
 - 10.4% (25) cited reasons unrelated to the job: 11 moved out of the area, 8 went back to school, and 6 left for personal reasons (e.g., pregnancy).

Aging Initiative

■ Ken Patterson, Director, Stanislaus County Community Services Agency, *Co-Chair*

■ Margaret Tynan, Chair, Social Work Department, California State University, Stanislaus, *Co-Chair*

In October 2004, the Aging Services Committee held its inaugural statewide summit, bringing together 109 delegates and establishing a database of 305 key stakeholders and resources in the aging field. Successful models for training were presented and a consensus was developed in: image, funding, curriculum, and workforce.

The committee engaged in the following strategic priorities:

- *Competencies:* To develop core competencies in geriatric social work, identified best practice models in social work education and training in this area and compared existing competencies within geriatric social work education and practice.
- *Workforce development strategies:* Identified gaps in descriptive and evaluation research on the social work labor force devoted to aging as well as in the job market, wages, standards, practices, and requirements. The Workforce Development Workgroup plans to support efforts to promote the image of social workers in aging; survey all accredited schools on aging content or curriculum expertise, placements, faculty, and capacity; and conduct workforce surveys on wages, vacancy rates, cost, and related labor market information.
- *Capacity building and sustainability strategies:* Developed cost proposals based on a cohort of 400 new students. The workgroup in this area plans to develop funding strategies that leverage and blend funds from different sources, and seek foundation support for the initiative's infrastructure and work plans. It also will develop long-term strategies targeting training funds from Medicaid, and legislation to support training in geriatric social work.

Mental Health Initiative

- Beverly Buckles, Chair, Department of Social Work and Social Ecology, Loma Linda University, *Co-Chair*
- John J. Ryan, Director, Riverside County Department of Mental Health, *Co-Chair*
- Janet Black, Professor Emeritus, California State University, Long Beach, *Consultant*

The following are highlights of the Mental Health Initiative Committee's activities:

- *Competencies:* The primary work of the Mental Health Initiative Committee was the revision, development, and publication of the Mental Health Curriculum Competencies, originally developed by CalSWEC in the mid-1990s. Designed to further mental health curriculum development at the schools, they are scheduled for implementation in academic year 2005–2006.
- *Statewide summit:* In July 2004, the committee sponsored a statewide Mental Health Summit that attracted national and state mental health leaders; deans, directors, and faculty from social work education programs; and other interested stakeholders and individuals with mental health expertise.
- *Regional meetings:* Initially proposed to review the draft curriculum competencies and to ensure their implementation, the regional meetings also facilitate collaboration between the counties and schools in developing strategies to support staff who return to school for their MSW as well as strategies for the mental health initiative. The first meeting was held in November 2004 in the Central Valley.
- *Student stipends:* The committee, working with the California Department of Mental Health, has proposed that a one-year stipend program be introduced for academic year 2005–2006 for students who wish to train as social workers in the mental health system. The funding is tied to the Mental Health Services Act.

California Child Welfare Resource Library

The California Child Welfare Resource Library provides up-to-date educational materials to the state's schools of social work, county public child welfare agencies, and Regional Training Academies and centers. It is administered by the Department of Social Work at California State University, Long Beach and managed by Resource Specialist Cheryl Fujii.

The following are highlights:

- *New cataloging program and Internet server:* The library unveiled a comprehensive holdings cataloging program and new Internet server so patrons can more easily navigate its Web site. The site, <http://www.csulb.edu/projects/ccwrl/index.html>, the primary tool for disseminating information, logged 1,463 visitors.
- *Expanding resources:* A total of 50 videotapes were added, many of which deal with diversity issues, including American Muslim teenaged girls, transracial adoption, biracial and multicultural families, counseling Asian Americans, teenagers aging out of foster care, multicultural communication, gender differences, and disability awareness. Besides videotapes, nearly 75 other resources, such as books, booklets, journals, and CD-ROMS, were added.
- *Product dissemination:* This was up 225% over last fiscal year. The most popular product was the videotape *First Response: Interviewing Young Children about Abuse and Neglect*.
- *Books-by-mail:* The library filled requests for 438 items from the state's borrowing partners: 14 universities and colleges, 3 counties, 2 training academies, and 1 field supervision site. Borrowers increased 25% and items borrowed were up nearly 15% from last fiscal year.

Following a decade of operation, the library this fiscal year conducted an internal services review, which concluded that increasing the use of technology will enable it to more efficiently disseminate its products. During the next fiscal year, the library plans to begin implementation of changes.

HIGHLIGHTS OF BOARD ACTIVITIES



The Board of Directors and its committees work to enhance the Title IV-E experience for students and graduates, develop and improve curriculum, and coordinate child welfare training in California.

Executive Committee

The Executive Committee, one of four standing committees of CalSWEC's Board of Directors, serves as the coordinating body between the board and its standing and ad hoc committees. Its members are the elected officers and the chairs of the standing committees.

Highlights of the committee's primary activities are described below:

- **County hiring:** The committee closely followed the issue of county hiring of Title IV-E graduates and determined it was not necessary to develop job options for graduates because hiring has returned to normal, with many jobs now available to the graduates.
- **Policy review:** The committee discussed and reviewed a number of policy issues during the year, including (1) revision to the book allowance for part-time students to provide for a per annum amount rather than a per semester/ quarter amount, (2) part-time student employment status while in the program, (3) county educational leave policy, (4) entry of new schools into the consortium, and (5) fiscal protocols for curriculum projects.
- **Field placements:** The committee grappled with programmatic issues that affect the students' educational experience. For example, field placements have become an issue in some areas of the state, with schools finding fewer and fewer possibilities each year, making it more difficult to place students. The committee agreed that this should be monitored as a statewide issue in the upcoming year.
- **BSW Project:** The committee determined that another needs assessment was required to determine the rate and location of program expansion. It discussed issues related to the payback terms for BSW students who wish to go through the MSW program, but no changes were made to these provisions. However, some minor revisions to the BSW project coordinator role were found to be necessary because of the need to develop long-term student recruitment strategies. These changes will take effect in academic year 2005–2006.
- **Board structure:** The committee began discussion about a new board structure to accommodate CalSWEC's expected future growth and new initiatives. This discussion will continue into academic year 2005–2006.

Curriculum Committee

CalSWEC's Curriculum Committee is charged with monitoring standards and developing curriculum materials and other resources used by the Title IV-E program. It also has oversight of the mental health and aging initiatives. To achieve greater coordination between the activities of the pre-service, academic realm and those of the in-service, job training arena, the committee also meets jointly with members of the Regional Training Academy (RTA) Coordinating Committee.

Highlights of the Curriculum Committee's primary activities and accomplishments are as follows:

- *Title IV-E BSW Curriculum Competencies for Public Child Welfare:* The committee completed and published the competencies, which were distributed to BSW programs, county partners, and the Regional Training Academies (RTAs).
- *Standards and Values for Public Child Welfare Practice in California:* The committee, along with county partners and faculty of member schools, reviewed and revised this document, which will be distributed to member schools, RTAs, and county child welfare agencies statewide.
- *BSW Planning Group:* As the group's advisor, the committee reviewed BSW program implementation challenges: recruitment, changing county policies, availability of educational leave, and student capacity to meet academic prerequisites. It will conduct a county needs assessment to inform further planning.
- *Curriculum development:* The committee discussed small grants to develop curriculum in discrete areas where Board of Directors and county partners have identified needs, as well as areas identified in the Curriculum Snapshot and New Graduate Survey.

Research and Development Committee

The Research and Development Committee fosters agency-school collaborative program development and evaluation activities in an effort to support and involve faculty and staff in improving the current Title IV-E curriculum.

Highlights of the Research and Development Committee's primary activities and accomplishments are as follows:

- *Collaborative research between universities and county public agencies:* The committee issued a Request for Proposals to the faculty of the participating IV-E MSW programs and the directors of all the county agencies for sponsored projects using applied research methods to advance the knowledge of best practice in public child welfare. The projects result in research-based curricula for the Title IV-E MSW and BSW programs, child welfare agency staff development, and California's Regional Training Academies.
- *Showcasing completed projects:* In the first of its series to highlight funded projects, the committee invited principal investigators to present their projects to the CalSWEC Board of Directors. In May, Siyon Rhee presented "Child Abuse among Immigrant Asian Families: Characteristics and Intervention Strategies," and Jan Nissly presented "Enhancing Positive Outcomes in Transracial Adoptive Families."

Regional Training Academy (RTA) Coordinating Committee

The Regional Training Academy (RTA) Coordinating Committee serves as an oversight body on behalf of the state's Regional Training Academy/In-Service Training System, advising, representing, and coordinating with all the entities involved in the increasingly coordinated system of child welfare training in California.

In fiscal 2004–2005, the committee continued its work to coordinate in-service training with pre-service MSW and BSW education.

Highlights included:

- *Restructuring the committee process:* This was done so that the committee members could attend meetings of the Curriculum and the Research and Development Committees to focus attention on in-service training throughout the CalSWEC organization.
- *Transforming in-service training:* The committee strategized about how to transform the in-service training system to reflect CalSWEC's expansion toward the aging and mental health initiatives.
- *Integrating a new partner:* The Child and Family Policy Institute of California, which works closely with CalSWEC on a number of initiatives related to child welfare research and policy, was integrated into the committee.
- *Hot topics:* The committee discussed hot topics related to the child welfare training system, including CalSWEC's *Survey of Supervisory Practices and Roles*, evidence-based practice, and the pending training regulations that arose from the Program Improvement Plan.





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■ John Oliver, Director
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- John J. Ryan, Director
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* These schools offer part-time programs.
† CSU, Long Beach coordinates distance-education sites for other CSU campuses.

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- Bill Donnelly, Director
Inter-University Consortium
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- Barrett Johnson, *Regional Training Academy Coordinator (RTA)*
- Leslie Zeitler, *Training and Evaluation Specialist (RTA)*

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- Monica H. Asfura, *Events Coordinator*
- Erika Cain, *Administrative Assistant/Fiscal*
- Deborah Grantz, *Sr. Administrative Analyst (through March 2005)*
- Terry A. Jackson, *Office Administrative Assistant*
- John Momper, *Business Manager (from May 2005)*
- Karen Ringuette, *Sr. Publications Coordinator*
- Anita Trent, *Administrative Specialist/Program*

California Child Welfare Resource Library

(located at the Department of Social Work, California State University, Long Beach)

- Cheryl Fujii, *Resource Specialist*

Graduate Student Researchers

Graduate student researchers provide valuable research assistance on CalSWEC projects while also working on their MSW or doctorate.

The following students worked with CalSWEC during academic year 2004–2005:

- Gingi Fulcher, Ph.D. in progress
- Maayan Greene, '05, M.S.W. (*Management and Planning*)
- Michelle Henderson, '05, M.S.W. (*Management and Planning*)
- Ericka Lear, '05, M.S.W. (*Management and Planning*)
- Kate Miller, '06, M.S.W. (*Management and Planning*)
- Rebecca Paris, '05, M.S.W. (*Management and Planning*)
- Loraine Park, '05, M.S.W. (*Management and Planning*)
- Fang Fang Yao, Ph.D. in progress

* Title IV-E refers to the Title IV-E Child Welfare Training Project. RTA refers to the Regional Training Academy Coordination Project.

Reports Published by CalSWEC

- 2004 *California Public Child Welfare Workforce Study*, April 2005
- *Survey of Supervisory Practices and Roles*, November 23, 2004
- *Master Plan for Social Work Education in the State of California*, July 2004
- *Supervisory Practices and Tasks in Child Welfare Social Work*. (in press). *Journal of Public Child Welfare*

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