



CalSWEC

California Social Work Education Center

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*A Partnership for Education, Student Support, Training, Evaluation, and Research*

# Title IV-E Stipend Program Annual Report

California Social Work Education Center (CalSWEC)

School of Social Welfare

University of California, Berkeley

<http://calswec.berkeley.edu>

**July 1, 2016–June 30, 2017**

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## STATISTICAL REPORT

Fiscal Year 2016-17 marked the graduation of the 25<sup>th</sup> cohort from CalSWEC's Title IV-E Stipend Program. A total of 933 students were projected to be served in the original budget presented to CDSS. Recruitment efforts were largely successful with our partner counties, and the contract enrolled a total of 875 students for the academic year: 786 MSW, 52 BASW, and 37 Pathways students. An additional 7 students went on leave (6 MSW, 1 Pathway). The resulting total was 882 students, 5% below the original projection.

### Enrollment

Of the 875 students enrolled, 395 graduated by the end of June 2017 (340 MSW, 48 BASW and 7 Pathway graduates). Another 7 MSW students were due to graduate, but did not complete their theses, classes, and/or exams by the end of June. Of the 48 BASW graduates, 18 planned to begin a Title IV-E MSW program in the fall.

The numbers for FY16-17 are reflected in the tables below, broken out by full- and part-time status, and enrolled students and graduates. Enrollment data exclude those who withdrew or are currently on leave, but may include continuing students enrolled from prior cohorts.

Table 1. Title IV-E MSW 2016-2017 Enrollment							
	Enrollment Status						
	1st Year		2nd/3rd Year		Graduates*		
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	
Northern Region							
CSU Chico	5			8	8		21
CSU Humboldt	7	11		1	10	3	32
CSU Sacramento	20	4		15	20	2	61
Full/Part Time Totals	32	15	0	24	38	5	
Northern Region Total	47		24		43		
Bay Area Region							
UC Berkeley	14				15		29
CSU East Bay	14			3	12		29
CSU Monterey Bay		5		2		1	8
San Francisco State	9				13		22
San Jose State	17	5		3	14	5	44
Full/Part Time Totals	54	10	0	8	54	6	
Bay Area Region Total	64		8		60		
Central Region							
CSU Bakersfield	8	12		1	13	4	38
CSU Fresno	15	5		5	17	8	50
CSU Stanislaus	18	4	1	6	16	4	49
Full/Part Time Totals	41	21	1	12	46	16	
Central Region Total	62		13		62		
Los Angeles Region							
CSU Dominguez Hills	8				6		14
CSU Long Beach (Home Campus)	7	10		10	11	13	51
CSU Long Beach (Distance Ed.)		18					18

CSU Los Angeles	10	10	1	10	7	3	<b>41</b>
CSU Northridge	8	9		8	9	8	<b>42</b>
UCLA	15				9		<b>24</b>
USC	12				19		<b>31</b>
<i>Full/Part Time Totals</i>	60	47	1	28	61	24	
<b>Los Angeles Region Total</b>	<b>107</b>		<b>29</b>		<b>85</b>		
<b><i>Southern Region</i></b>							
CSU Fullerton	10	3			17	8	<b>38</b>
Loma Linda University	5	7		4	7	2	<b>25</b>
CSU San Bernardino	16	7		6	17	6	<b>52</b>
San Diego State	17	3		8	17	3	<b>48</b>
San Diego State (Imperial Valley)						7	<b>7</b>
CSU San Marcos	6				6		<b>12</b>
<i>Full/Part Time Totals</i>	54	20	0	18	64	26	
<b>Southern Region Total</b>	<b>74</b>		<b>18</b>		<b>90</b>		
<b>Grand Totals</b>	<b>354</b>		<b>92</b>		<b>340</b>		<b>786</b>

<b>Table 2. Title IV-E BASW 2016-2017 Enrollment</b>					
	<b>Enrolled</b>		<b>Graduates</b>		
	Full Time	Part Time	Full Time	Part Time	
CSU Chico			4		<b>4</b>
CSU Fresno		3	9	4	<b>16</b>
CSU Humboldt	1		3		<b>4</b>
CSU Long Beach			5	1	<b>6</b>
CSU San Bernardino			15	1	<b>16</b>
San Diego State			6		<b>6</b>
<i>Full/Part Time Totals</i>	1	3	42	6	
<b>Grand Totals</b>	<b>4</b>		<b>48</b>		

<b>Table 3. Title IV-E Pathway 2016-2017 Enrollment</b>					
<i>Note: All Pathway students are part time.</i>					
	<b>Enrolled</b>		<b>Graduated</b>		
	<i>BASW</i>	<i>MSW</i>	<i>BASW</i>	<i>MSW</i>	
CSU Chico	3	9			<b>12</b>
CSU Humboldt	1	11		4	<b>16</b>
CSU San Bernardino		6		3	<b>9</b>
<i>BASW/MSW Totals</i>	4	26	0	7	
<b>Grand Total</b>	<b>30</b>		<b>7</b>		

## Employment

During FY16-17, several factors combined to stabilize employee hiring for the BASW and MSW graduates: (1) continued economic improvement; (2) stabilization of county budgets, causing counties to increase the number and frequency of recruitments; and (3) development and addition of positions by some counties to provide services to directly manage adoptions and programs for older foster youth. These factors maintained the need for new child welfare social workers by counties statewide. Counties continued to review personnel practices to begin their recruitments earlier in the hiring cycle and allow upcoming graduates to accelerate the selection process and become employed soon after graduation. Some counties moved to a “continuous filing” application process rather than establishing specific recruitment periods.

As of June 30, 2017, 193 (57%) of the 2017 MSW graduates and 11 (23%) of the 2017 BASW graduates reported that they had been hired to qualifying employment. Eighteen (38%) BASW graduates plan to enter a Title IV-E MSW program in the fall. All employed MSW and BASW graduates were hired by qualifying county or Tribal agencies. Since the 2017 graduates have a year to search for work, many are still in the hiring process and have not yet submitted verification of employment. Of the 381 Title IV-E MSW, BASW, and Pathway graduates in 2016, a total of 339 (89%) were hired, and 14 (4%) were BASW students who began the MSW program after graduation.

Table 4. Title IV-E MSW Hiring Status by Region & School — As of July 1, 2017												
	2015				2016				2017			
	Total Grads	Not Hired	Total Hired or Working		Total Grads	Not Hired	Total Hired or Working		Total Grads	Not Hired	Total Hired or Working	
Northern Region												
CSU Chico	18	0	18	100%	11	0	11	100%	8	2	6	75%
CSU Humboldt	11	0	11	100%	18	0	18	100%	13	2	11	85%
CSU Sacramento	40	0	40	100%	19	1	18	95%	22	8	14	64%
Northern Region Total	69	0	69	100%	48	1	47	98%	43	12	31	72%
Bay Area Region												
UC Berkeley	15	0	14	93%	16	0	16	100%	15	15	0	0%
CSU East Bay	19	1	18	95%	11	0	11	100%	12	1	11	92%
CSU Monterey Bay	1	0	1	100%	3	0	3	100%	1	0	1	100%
San Francisco State	12	0	12	100%	12	0	12	100%	13	2	11	85%
San Jose State	19	2	17	89%	12	0	12	100%	19	2	17	89%
Bay Area Region Total	66	3	62	94%	54	0	54	100%	60	20	40	67%
Central Region												
CSU Bakersfield	15	1	14	93%	20	7	13	65%	17	12	5	29%
CSU Fresno	25	1	24	96%	26	3	23	88%	25	4	21	84%
CSU Stanislaus	22	0	22	100%	16	0	16	100%	20	5	15	75%
Central Region Total	62	2	60	97%	62	10	52	84%	62	21	41	66%
Los Angeles Region												
CSU Dominguez Hills	7	2	5	71%	8	6	2	25%	6	6	0	0%
CSU Long Beach (Home Campus)	16	0	16	100%	19	0	19	100%	24	12	12	50%
CSU Long Beach (Distance Ed.)	0	0	0	0%	18	1	17	94%	0	0	0	0%
CSU Los Angeles	12	0	12	100%	17	0	17	100%	10	7	3	30%
CSU Northridge	15	0	15	100%	13	0	13	100%	17	8	9	53%
UCLA	11	1	10	91%	13	6	7	54%	9	9	0	0%
USC	17	0	17	100%	12	0	12	100%	19	15	4	21%
Los Angeles Region Total	78	3	75	96%	100	13	87	87%	85	57	28	33%
Southern Region												
CSU Fullerton	21	0	21	100%	10	3	7	70%	25	22	3	12%
Loma Linda University	11	0	11	100%	13	2	11	85%	9	0	9	100%

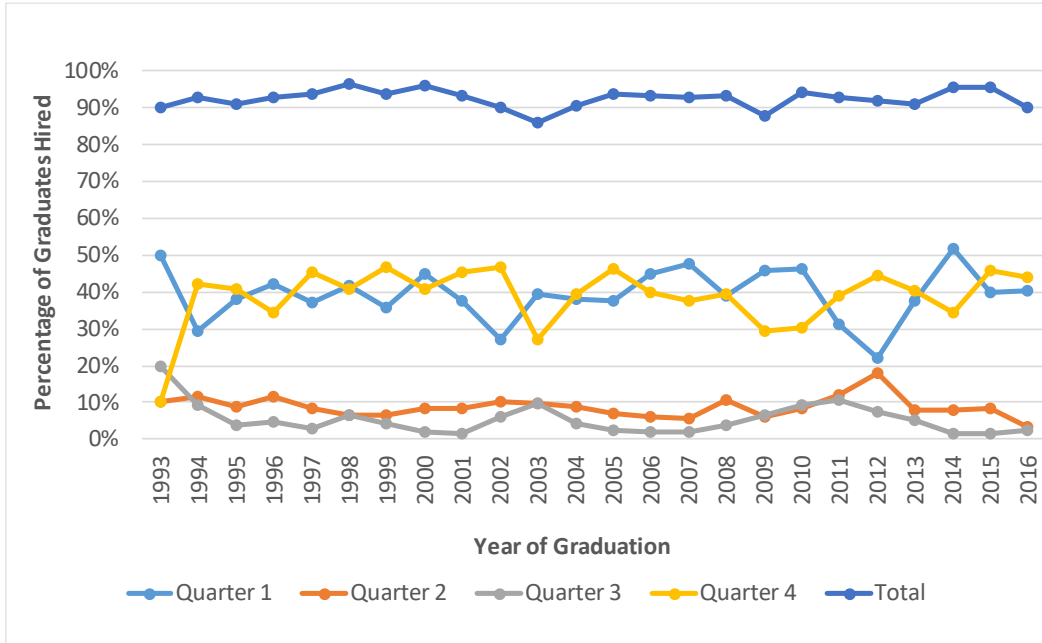
Table 4. Title IV-E MSW Hiring Status by Region & School — As of July 1, 2017												
	2015				2016				2017			
	Total Grads	Not Hired	Total Hired or Working		Total Grads	Not Hired	Total Hired or Working		Total Grads	Not Hired	Total Hired or Working	
CSU San Bernardino	19	0	17	89%	20	0	20	100%	23	0	23	100%
San Diego State	17	1	16	94%	20	0	20	100%	20	15	5	25%
San Diego State (Imperial Valley)	0	0	0	0%	0	0	0	0%	7	0	7	100%
CSU San Marcos	0	0	0	0%	4	0	4	100%	6	0	6	100%
Southern Region Total	68	1	65	96%	67	5	62	93%	90	37	53	59%
Grand Totals	343	9	331	97%	331	29	302	91%	340	147	193	57%

Table 5. Title IV-E BASW Hiring Status by Region & School — As of July 1, 2017															
	2015					2016					2017				
	Total Grads	Not Hired	Began MSW	Total Hired or Began MSW		Total Grads	Not Hired	Began MSW	Total Hired or Began MSW		Total Grads	Not Hired	Began MSW	Total Hired or Began MSW	
CSU Chico	4	1	0	3	75%	4	0	3	4	100%	4	2	2	2	50%
CSU Fresno	10	1	0	9	90%	12	3	3	9	75%	13	4	6	9	69%
Humboldt State	2	1	0	1	50%	5	0	0		0%	3	1	2	2	67%
CSU Long Beach	4	1	0	3	75%	5	2	2	5	100%	6	4	2	2	33%
CSU San Bernardino	15	2	4	13	87%	13	3	4	10	77%	16	4	4	12	75%
San Diego State	6	1	1	5	83%	6	2	2	4	67%	6	4	2	2	33%
Grand Totals	41	7	5	34	83%	45	10	14	32	71%	48	19	18	29	60%

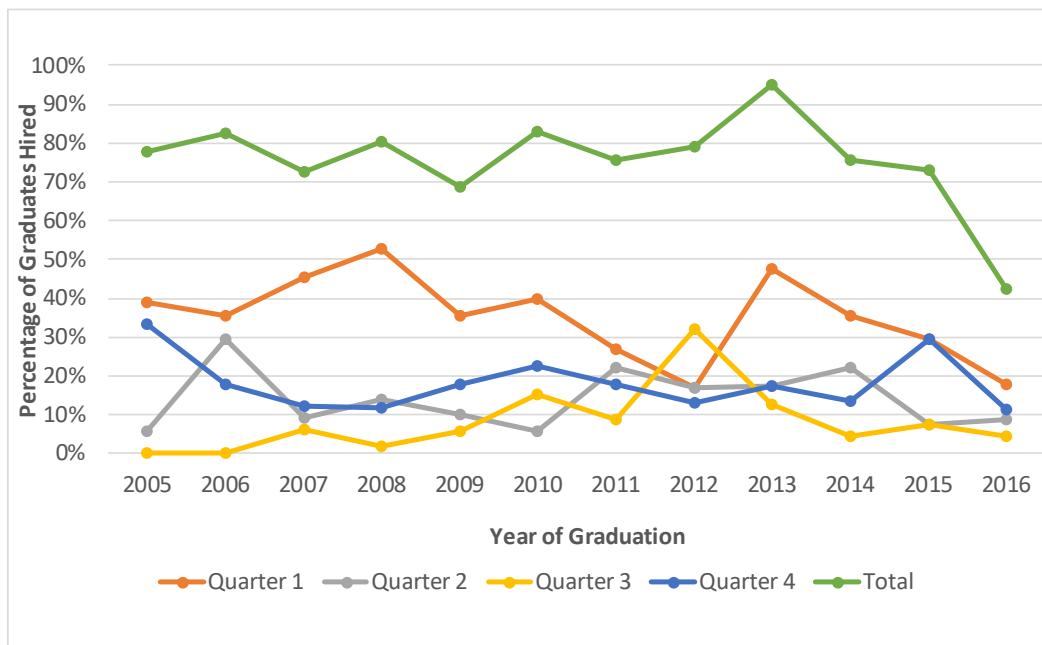
### Overall Hiring Trends

Despite problems in the economy that affected the hiring of the graduates in 2003 and 2009-2012, 95% of IV-E MSWs have found work in child welfare agencies since 1993. Among the IV-E BASWs, 75% of graduates have been hired by county or Tribal child welfare agencies since the inception of that program in 2004. The graphs below depict the hiring trends over the years.

**Figure 1. Percentage of Title IV-E MSW Graduates Hired by Quarter of the First Year and Total Hired by Year of Graduation, as of June 30, 2017**



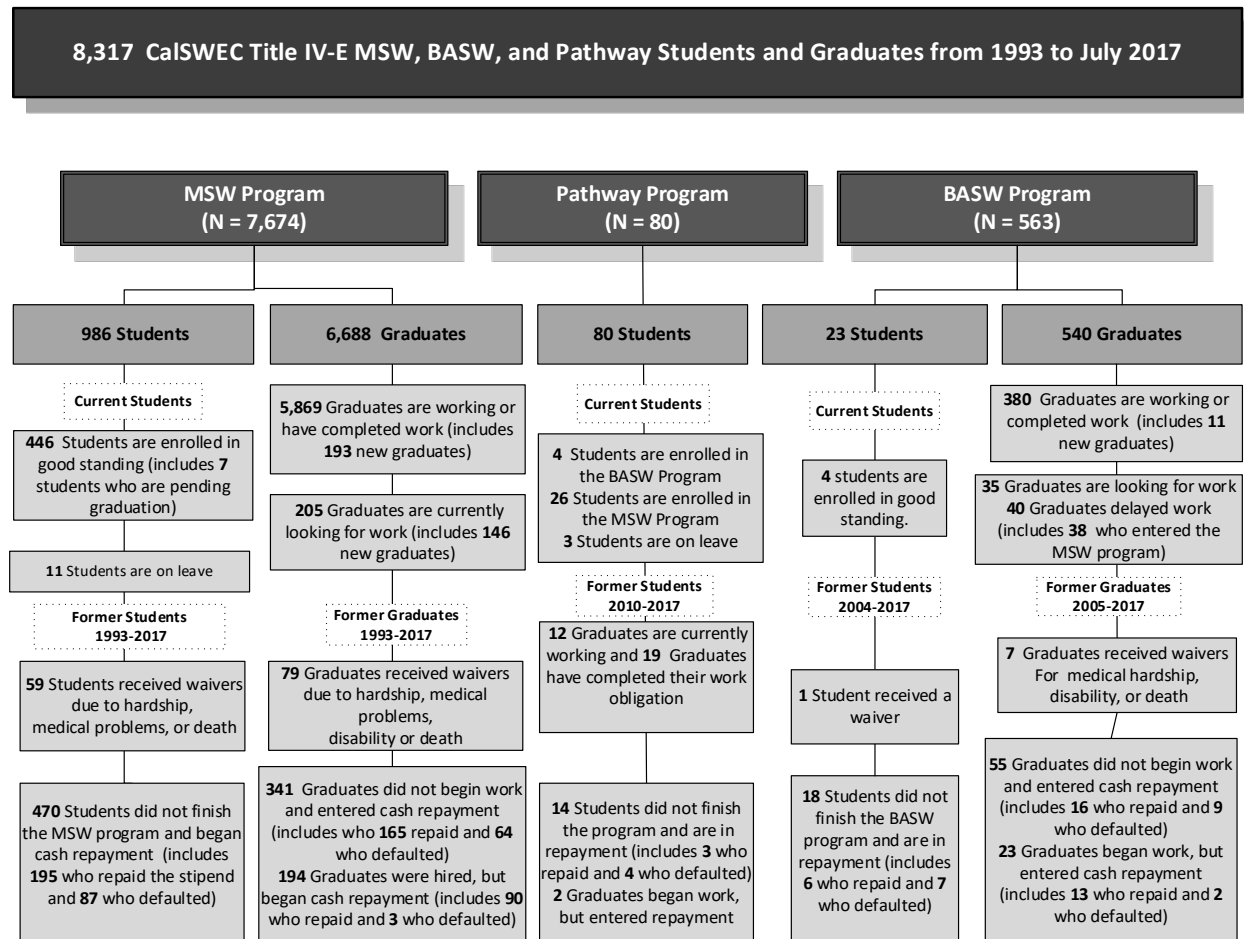
**Figure 2. Percentage of Title IV-E BASW Graduates Hired by Quarter of the First Year and Total Hired by Year of Graduation, as of June 30, 2017**



## Total CalSWEC Title IV-E Population

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. CalSWEC's central office receives and merges quarterly data from each participating school. As of June 30, 2017, the database has information on 8,317 students and graduates: 7,674 MSW, 563 BASW, and 80 Pathway students and graduates. An overview of the entire Title IV-E student/graduate population is presented in Figure 3 below.

**Figure 3. Title IV-E Students and Graduates, 1993–June 2017**



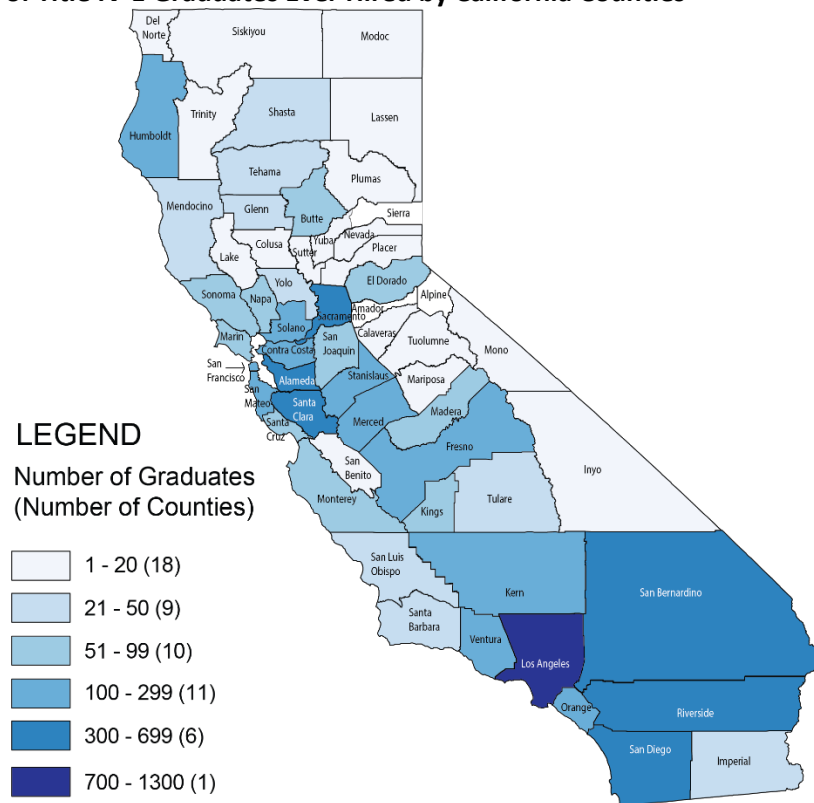
### Geographic Dispersion of Title IV-E Graduates

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

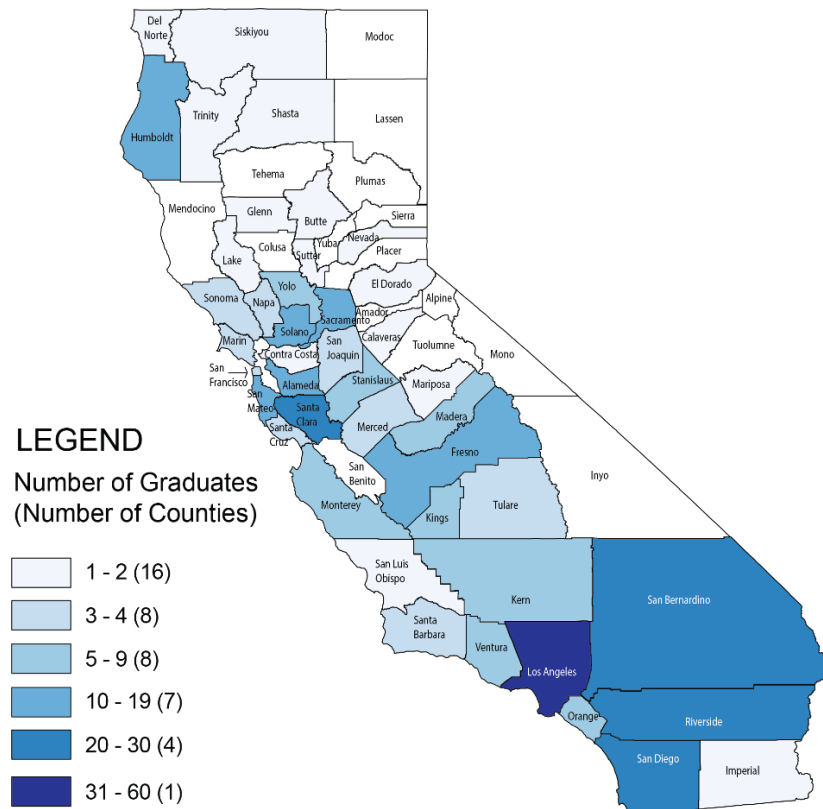
- Collectively, MSW, BASW, and Pathway graduates have been employed in 55 of California's 58 county child welfare agencies; counties that have not employed IV-E graduates are Alpine, Amador, and Sierra.
- Twenty-four graduates (24) have worked in California State Adoptions.
- Thirty-eight graduates (38) have worked for Tribal agencies.
- The 2016 graduates were employed in 43 California counties; 6 graduates were employed in Tribal agencies and 1 was employed in State Adoptions.



**Figure 4. Density of Title IV-E Graduates Ever Hired by California Counties**



**Figure 5. Density of Title IV-E 2016 Graduates Hired by California Counties**



## Diversity

The Title IV-E Stipend Program demonstrably accomplishes the program goal of increasing the diversity of the public child welfare workforce. With relatively small deviations, the racial/ethnic dispersion of the IV-E graduates has been consistent over the years.

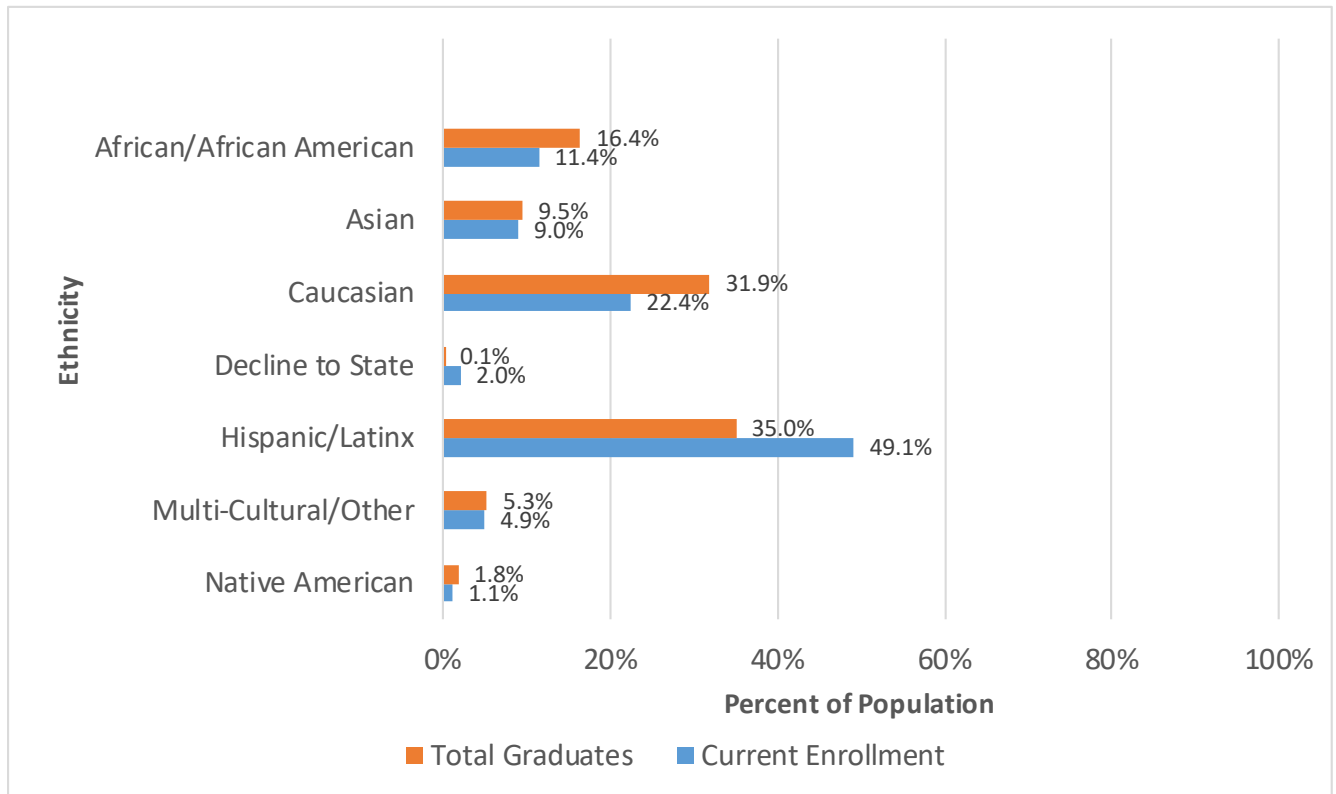
- Except for the 1994 graduates, the percentage of Caucasian IV-E students and graduates has been less than 40%; since 2007 the proportion of Hispanics has consistently surpassed that of Caucasians as the major race/ethnicity.
- The racial/ethnic composition of IV-E students and graduates provides a comparable match for the diversity of the consumers in California's child welfare system across the state and regionally.
- In CalSWEC's annual End of Year Survey to IV-E universities, all schools highlighted the critical importance of having a targeted recruitment strategy to enhance the diversity of their programs, considering the makeup of the local communities served, historically underserved communities, and the overall makeup of the student body. Each school also reported that their application collects and analyzes student demographic information (i.e., race, ethnic background, languages spoken, gender, gender identity, sexual orientation, socio-economic status, physical ability, religion, and other ideologies).

As the Title IV-E MSW, BASW, and Pathway graduates continue to join the state's public child welfare agencies, they add substantively to the diversity of the workforce, as evidenced by Figure 6 below. In 2005, the first CalSWEC BASW graduates entered the workforce, and in 2012 the Pathway Graduates entered the workforce.

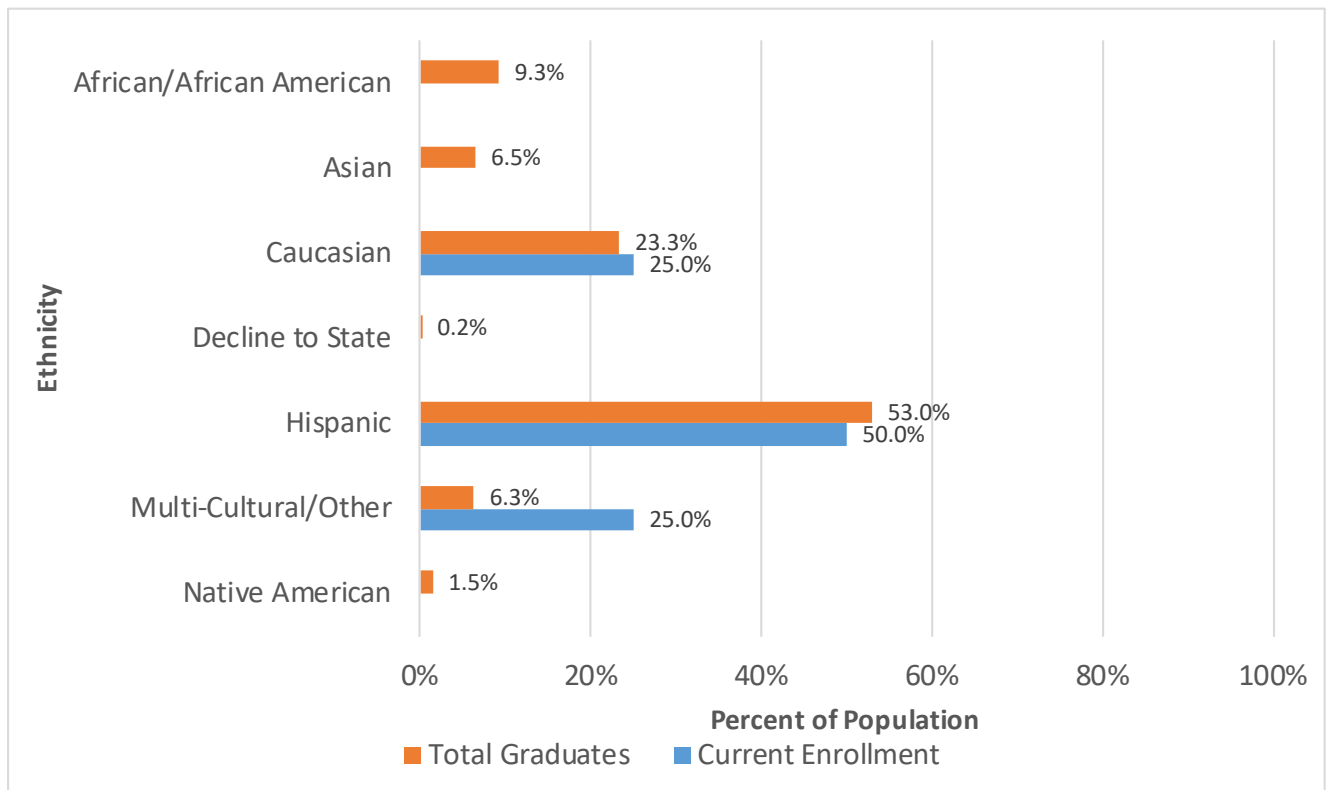
	<b>MSW</b>		<b>BASW</b>		<b>Pathway</b>		<b>All</b>
	<b>Currently Enrolled (%)</b>	<b>All Grads (%)</b>	<b>Currently Enrolled (%)</b>	<b>All Grads (%)</b>	<b>Currently Enrolled (%)</b>	<b>All Grads (%)</b>	<b>Grand Total (%)</b>
<b>African/African American</b>	<b>51</b> (11.4%)	<b>1099</b> (16.4%)	-	<b>50</b> (9.3%)	-	<b>2</b> (6.5%)	<b>1202</b> (15.5%)
<b>Asian</b>	<b>40</b> (9.0%)	<b>635</b> (9.5%)	-	<b>35</b> (6.5%)	<b>2</b> (6.7%)	-	<b>712</b> (9.2%)
<b>Caucasian</b>	<b>100</b> (22.4%)	<b>2132</b> (31.9%)	<b>1</b> (25.0%)	<b>126</b> (23.3%)	<b>15</b> (50.0%)	<b>18</b> (58.1%)	<b>2392</b> (30.9%)
<b>Decline to State</b>	<b>9</b> (2.0%)	<b>8</b> (.1%)	-	<b>1</b> (.2%)	-	-	<b>18</b> (.2%)
<b>Hispanic/Latinx</b>	<b>219</b> (49.1%)	<b>2341</b> (35.0%)	<b>2</b> (50.0%)	<b>286</b> (53.0%)	<b>7</b> (23.3%)	<b>7</b> (22.6%)	<b>2862</b> (37.0%)
<b>Multi-Cultural/Other</b>	<b>22</b> (4.9%)	<b>353</b> (5.3%)	<b>1</b> (25.0%)	<b>34</b> (6.3%)	<b>2</b> (6.7%)	-	<b>412</b> (5.3%)
<b>Native American</b>	<b>5</b> (1.1%)	<b>120</b> (1.8%)	-	<b>8</b> (1.5%)	<b>4</b> (13.3%)	<b>4</b> (12.9%)	<b>141</b> (1.8%)
<b>Grand Total</b>	<b>446</b> (100%)	<b>6688</b> (100%)	<b>4</b> (100%)	<b>540</b> (100%)	<b>30</b> (100%)	<b>31</b> (100%)	<b>7739</b> (100%)

**Note:** Current enrollment does not include students on leave or students who withdrew. Total graduates include all graduates from 1993 through June 30, 2017.

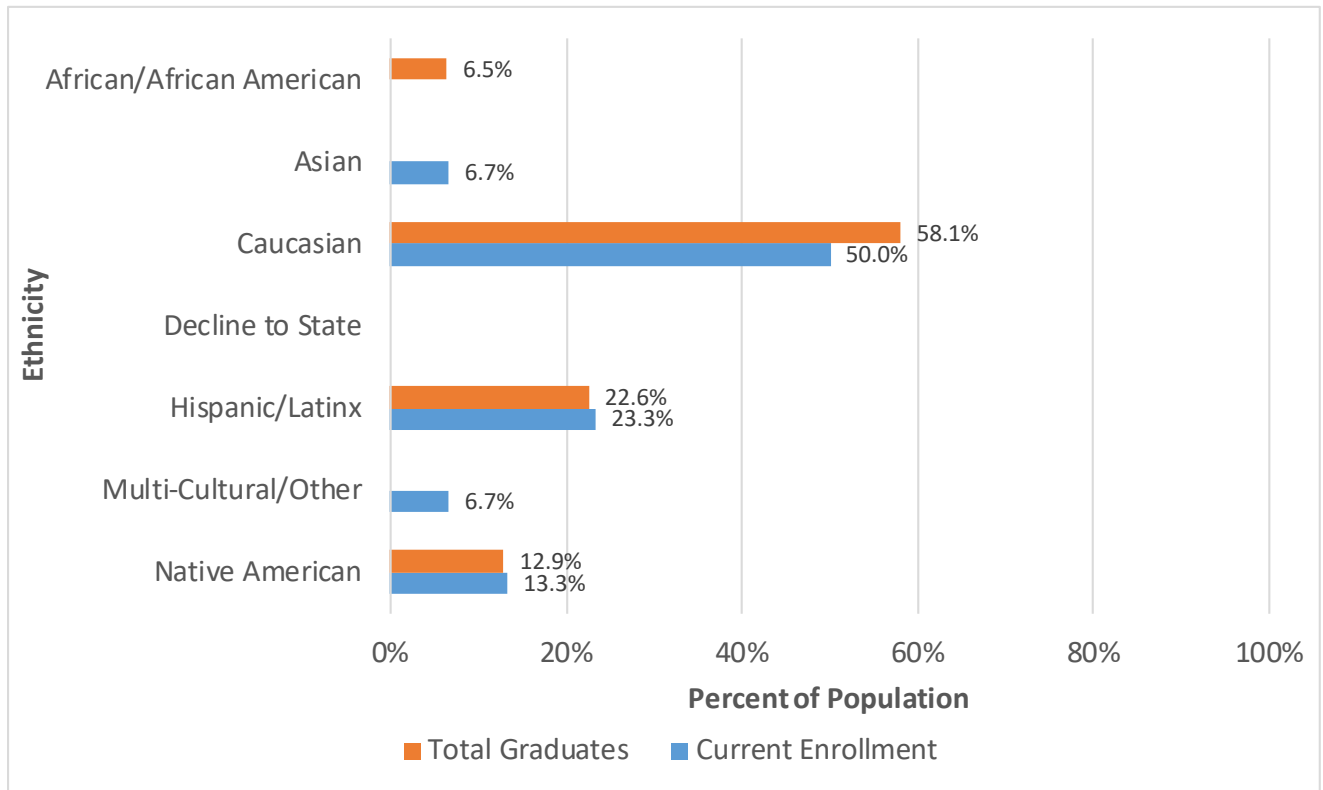
**Figure 6. Ethnicity of the Title IV-E MSW Graduates and Current Students**



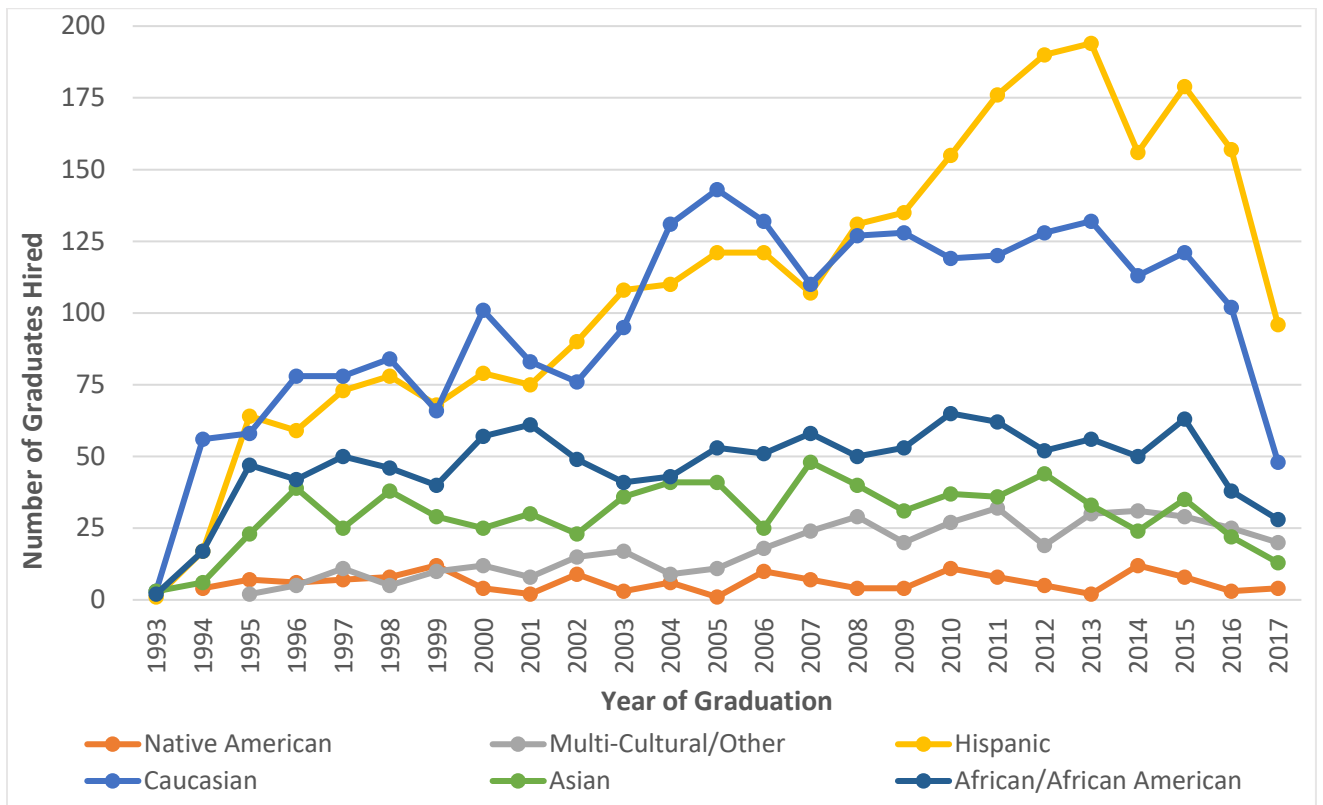
**Figure 7. Ethnicity of the Title IV-E BASW Graduates and Current Students**



**Figure 8. Ethnicity of the Title IV-E Pathway Graduates and Current Students**



**Figure 9. Ethnicity of Title IV-E MSW, BASW, and Pathway Graduates Who Entered the Workforce**



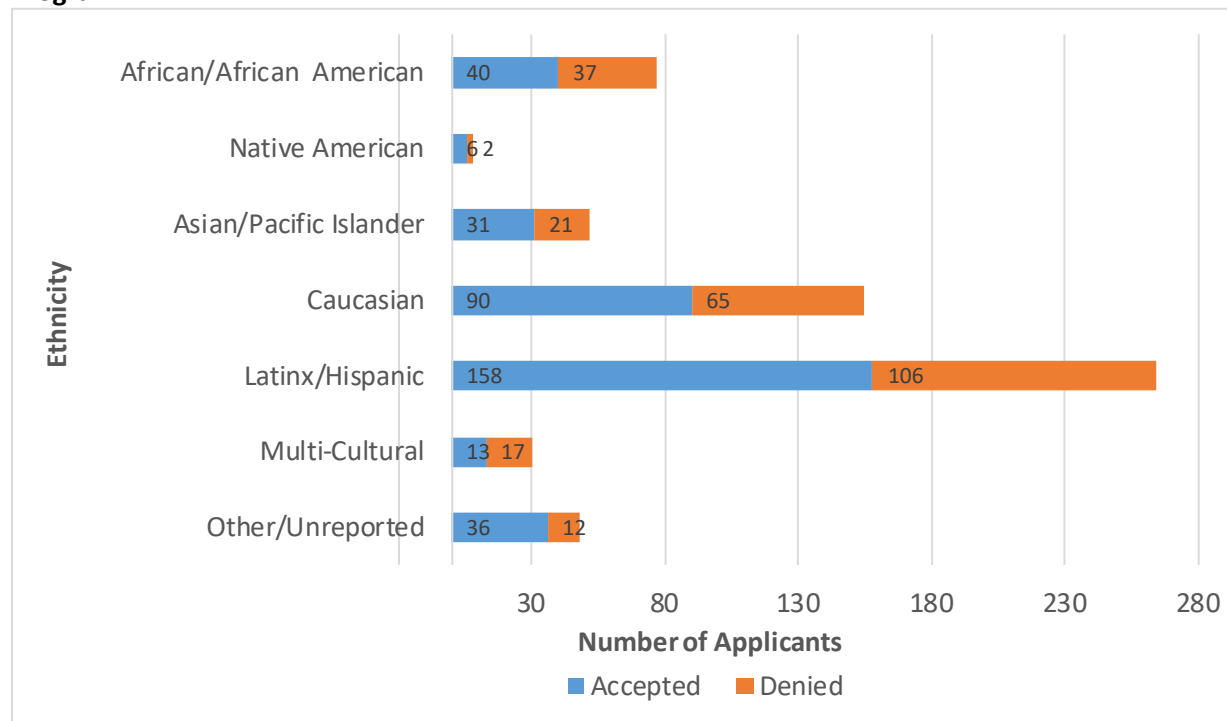
*Applicant and Accepted Student Diversity*

All applicants must first be accepted into the school's social work program before being considered for acceptance into the CalSWEC Title IV-E Stipend Program

In FY16-17, the CalSWEC Title IV-E Stipend Program continued to attract a diverse student body. A total of 634 students applied to the Title IV-E MSW program; of these applicants, 374 (59%) were accepted. The number of applicants and students accepted for fall 2016 by race/ethnicity are shown in Table 7.

<b>Table 7. Race/Ethnicity of the 2016 MSW Applicants and New Students</b>				
<b>Race/Ethnicity</b>	<b>Applied</b>		<b>Accepted</b>	
African / African American	77	<b>12%</b>	40	<b>11%</b>
Asian / Pacific Islander	52	<b>8%</b>	31	<b>8%</b>
Caucasian	155	<b>24%</b>	90	<b>24%</b>
Latinx / Hispanic	264	<b>42%</b>	158	<b>42%</b>
Multi-Cultural	30	<b>5%</b>	13	<b>3%</b>
Native American	8	<b>1%</b>	6	<b>2%</b>
Other / Unreported	48	<b>8%</b>	36	<b>10%</b>
<b>Total</b>	<b>634</b>	<b>100%</b>	<b>374</b>	<b>100%</b>

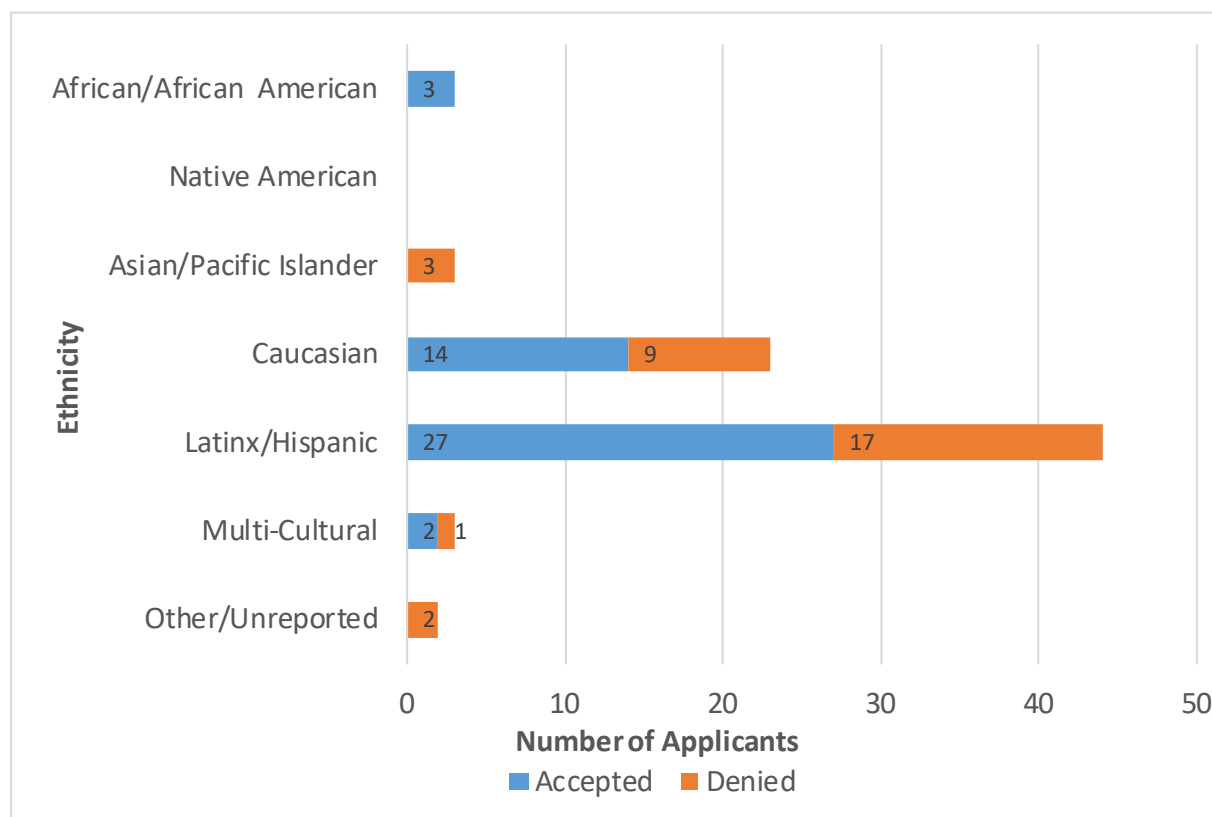
**Figure 10. Race/Ethnicity of Applicants and Students Accepted for the Fall 2016 Title IV-E MSW Program**



Now in its 13<sup>th</sup> year, the Title IV-E BASW program has six participating schools. The six IV-E programs at these schools received a total of 78 applications for the fall 2016 semester and accepted 46 new students. The 2016 BASW applicants reflect the diversity of the Title IV-E Stipend Program, as evidenced in Table 8 below.

<b>Table 8. Race/Ethnicity of the 2016 BASW Applicants and New Students</b>				
<b>Race/Ethnicity</b>	<b>Applied</b>		<b>Accepted</b>	
African / African American	3	4%	3	7%
Asian American / Pacific Islander	3	4%	0	0%
Caucasian	23	29%	14	30%
Latinx / Hispanic	44	56%	27	59%
Multi-Cultural	3	4%	2	4%
Native American	0	0%	0	0%
Other / Unreported	2	3%	0	0%
<b>Total</b>	<b>78</b>	<b>100%</b>	<b>46</b>	<b>100%</b>

**Figure 11. Race/Ethnicity of the Applicants and Students Accepted for the Fall 2016 Title IV-E BASW Program**

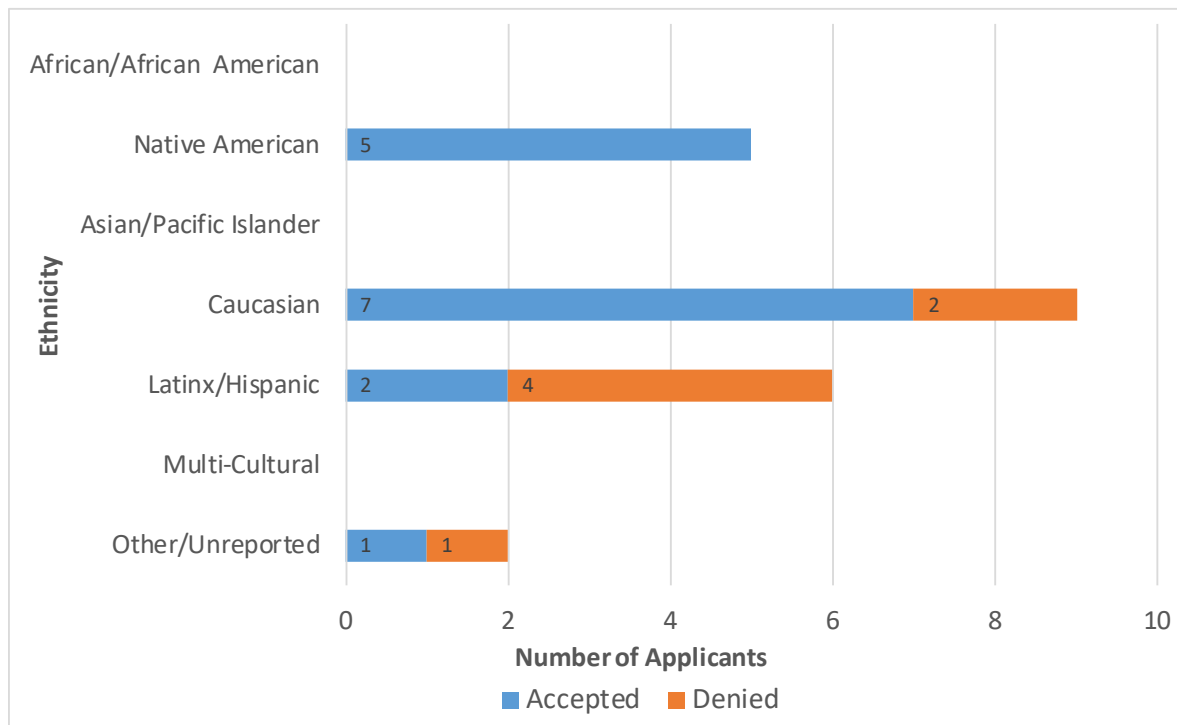


FY16-17 marked the seventh year in which students were enrolled in the Title IV-E Pathway Program in three of CalSWEC's California State University campuses: Chico, Humboldt, and San Bernardino. The

program is a part-time, distance education social work program that addresses the needs of child welfare and Tribal agency employees from isolated areas who want to advance their education by obtaining BASW or MSW degrees. Students must be employees of a county or Tribal agency and be accepted into an educational institution prior to being considered for the Pathway Program. In this seventh year of the program, 22 applied and 15 new students were accepted, whose race/ethnicity are in the table and figure below.

<b>Table 9. Race/Ethnicity of the 2016 Pathway Applicants and New Students</b>				
<b>Race/Ethnicity</b>	<b>Applied</b>		<b>Accepted</b>	
African / African American	0	0%	0	0%
Asian / Pacific Islander	0			
Caucasian	9	41%	7	47%
Latinx / Hispanic	6	27%	2	13%
Multi-Cultural	0	0%	0	0%
Native American	5	23%	5	33%
Other / Unreported	2	9%	1	7%
<b>Total</b>	<b>22</b>	<b>100%</b>	<b>15</b>	<b>100%</b>

**Figure 12. Race/Ethnicity of the Applicants and Students Accepted for the Fall 2016 Title IV-E Pathway Program**



#### *Multilingualism and Linguistic Diversity*

The Title IV-E MSW, BASW, and Pathway students and graduates who speak languages other than English facilitate communication with the state's diverse child welfare population, which includes many non-English-speaking consumers. Among the 8,317 Title IV-E students and graduates:

- 3,694 (44%) speak, write, or sign a language other than English;
- 311 (4%) speak two or more languages other than English;
- 102 different languages are spoken in addition to English;
- The most common languages spoken in addition to English are Spanish (35%), Vietnamese (2%), and Chinese (2%);
- Spanish is spoken by 2,872 (78%) of the multilingual students and graduates.

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



## PROGRAM REPORT

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CalSWEC's Title IV-E Stipend Program staff engaged in updates, changes, and technical assistance to ensure program delivery as described in the contract. Described below are the activities that occurred in FY16-17.

### Program Guide

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Based in part on a prior user survey, Program Guide revisions for FY16-17 primarily included programmatic, contract, and forms updates and a Frequently Asked Questions (FAQs) section to facilitate user searches. As the full CalSWEC website redesign is undertaken, the Program Guide platform will be among the sections undergoing revision.

### Student/Graduate Compliance Monitoring

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Periodically, a student or graduate may need to apply for an exception to completing program requirements. CalSWEC tracks these compliance issues through a petition process. This process was simplified during FY14-15 and again modified during last fiscal year to incorporate feedback received from the schools. Timelines were shortened and the duplicative appeal process was eliminated. Petitions and responses were moved from USPS mail to email. Adoption of the changes has been satisfactory.

### CalSWEC Student Information System (CSIS)

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CalSWEC Central continued efforts to update the database to better serve the needs of the contract and program, and to become current with technological advances that have occurred since its development in the 1990s. Based on the initial Software Requirements Specification (SRS) document that informed the choice of technology for the new CSIS, CalSWEC staff proceeded with acquiring licenses for the Salesforce enterprise database platform and appointed a new Database Analyst to lead the development efforts. The Database Analyst worked in conjunction with a local Salesforce consulting team to conduct a more detailed technical requirements assessment and analyze the functional needs of each CSIS user. In addition, new business processes and data collection methods were devised by the IV-E program staff to improve data management practices and reporting capabilities. All system changes and feature enhancements to CSIS were incorporated into a technical design document, leading to implementation of a new database schema within the Salesforce CSIS. The migration of all student data from the old system to the new Salesforce-based platform and schema is expected to occur in the fall of 2017 with the assistance of a new Salesforce consulting partner. Implementation will continue into 2018 as partner schools are trained and prepared for the change in technology and data collection processes.

### Technical Assistance (TA)

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During FY16-17, program technical assistance was provided in a variety of formats to address content and program needs.

- *Workforce Development Activities.* The Workforce Development Coordinator (WDC) continued to work closely with Project Coordinators (PCs) and counties to support students and graduates in their transition into the public child welfare workforce until her retirement in May 2017.
  - A County Hiring Summary was prepared for the CalSWEC Board of Directors meeting in February 2017. The survey was sent via Qualtrics to all Child Welfare Directors to track each county's expected hiring of BASW and MSW line workers and supervisors in child welfare. Thirty-six of the 58 counties responded; those counties reported 1,838 BASW- and MSW-level expected hires of line workers and 306 supervisors for this fiscal year.
  - The WDC continued to consult with the Merit Services System with the goal of rendering the application and hiring process for new child welfare workers more efficient among the 20 small counties.
  - The WDC conducted 20 job preparation workshops at 17 universities. The workshops serve several purposes: to advise IV-E BASW and MSW students of current hiring opportunities; to

- prepare them for the recruitment, screening, and examination process; and to answer questions about regional and statewide hiring.
- Efforts continued to identify and support the rural and remote counties in the state. The WDC attended the CWDA 20 Small Counties monthly meetings and made site visits to some of these counties.
- The WDC continued consultation with human resources and county personnel staff to review the requirements and classifications for social worker hiring, make recommendations for modifications in the current process, and provide IV-E BASW and MSW graduates with current information about county employment opportunities.
- The WDC worked with the Title IV-E Summit Student Exhibitor Committee to create a “Resource Zone” in which social work staff from several regions were available to distribute materials and to speak with IV-E students about hiring opportunities in their counties.
- *Title IV-E Digest*: At the start of FY16-17, the monthly Digest continued to focus on specific topics affecting children, families, and youth. After a utilization analysis, the decision was made that staff resources would be better spent on other projects. As a result, the Digest was discontinued after the November/December 2016 issue. Resources and other information continue to be shared to participating schools through other methods, including email, conferences, meetings, and the Network Hub.
- *Title IV-E Stipend Program Orientation and Refresher*: To ensure consistent, informed program administration, a program orientation and refresher session was held in September 2016 to provide project coordinators, principal investigators, and other subcontract university staff with the information needed to administer all aspects of the program.
- *Regular Program Meetings*: CalSWEC continued to support technical assistance activities through regular convenings of Title IV-E Project Coordinators, board committees, and fiscal and administrative support webinars and trainings.

## Curriculum Activities

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### *2017 CalSWEC Curriculum Competencies*

The 2017 *CalSWEC Curriculum Competencies for Public Child Welfare, Behavioral Health, and Aging in California* were disseminated in August 2017. The competencies are intended for use by the CalSWEC consortium schools to support the preparation of stipend recipients in child welfare, integrated behavioral health, and aging for work in their respective fields. The 2017 version, which reflects a comprehensive revision and reorganization aligned with the Council on Social Work Education’s (CSWE’s) Educational Policy and Accreditation Standards (EPAS), is the result of two years of extensive review and input.

- *Comprehensive Revision Process*:
  - CalSWEC began the competency revision process in January 2016 after CSWE released its revision of EPAS for Baccalaureate and Masters Social Work Programs, which sets national standards for the identification and assessment of competencies in the education of social work students.
  - In July 2016, the CalSWEC competencies work group invited review and comment on the initial draft of the competencies by a large group of CalSWEC stakeholders, including representatives from university, county, Tribal, training, and other CalSWEC partner entities, with expertise in the fields of public child welfare, behavioral health, and aging. To facilitate this process, CalSWEC created and distributed an online review tool to all work group participants. After the end of the 10-week review period, CalSWEC Central staff analyzed and incorporated the feedback to produce the next draft Curriculum Competencies document.
  - In the winter of 2016, a smaller work group of CalSWEC partners with knowledge and experience in the identified subject areas spent six weeks redlining the document. After

incorporating this work group's edits, a final draft was released for a public comment period over four weeks in the spring of 2017.

- CalSWEC Central staff reviewed and incorporated feedback and produced this final version in the summer of 2017.
- *Reorganized and More Inclusive:* The 2017 CalSWEC Curriculum Competencies document presents generalist practice behaviors and specialized practice behaviors for public child welfare, behavioral health, and aging in a single document. The 2017 CalSWEC public child welfare competencies are each linked to behaviors from the California Child Welfare Core Practice Model, strengthening the links between pre- and in-service training, education, and practice. Prior to this latest revision, the MSW Curriculum Competencies for Public Child Welfare in California, Curriculum Competencies for Mental Health in California, and Curriculum Competencies Aging in California were revised in 2011; the MSW Curriculum Competencies for Public Child Welfare in California were revised in 2013.
- *Wide Dissemination:* CalSWEC's Mental Health Services Act and Title IV-E Stipend Programs widely disseminated the competencies via email, its website, and its social media channels to their partner schools and associated project coordinators, principal investigators, and child welfare instructors. CalSWEC's Board and Committees and the California Department of Social Services are among others also received copies of the competencies. Once the competencies are implemented, CalSWEC will also continue to gather information from participating schools on how they are being integrated and about student learning outcomes for evaluation purposes.

### ***CalSWEC Title IV-E Summit***

After a year of collaborative planning, the Title IV-E Summit Partner Planning Committee and Title IV-E Student Planning Committee supported CalSWEC executing a successful inaugural CalSWEC Title IV-E Summit, an event that combined what were previously Title IV-E Student Day and Title IV-E Summer Institute. The rationale for combining the two events included: enhancing networking opportunities; broadening statewide perspectives; streamlining logistics and event implementation; and reducing costs. The event generated overwhelming positive feedback from its 350 participants, who included Title IV-E students, university faculty and staff, and county, and Tribal and community child welfare agencies. Fully 98% of attendees reported feeling the event was both effective and a good use of their time. New features introduced at the Summit included the "StoryCorps" video booth for participants to share their IV-E experiences and the Public Child Welfare Resource Zone, which offered enhanced tabling opportunities for practice partners to share organizational, practice, hiring, and other relevant information with the statewide audience of students and professionals.

- *Theme and Goals:* *Social Justice in Child Welfare Today: Enhancing Equity for Tomorrow* was the event theme, and the following event goals guided the keynote address and 18 workshops offered at the event:
  - To enhance equity for diverse communities by supporting skill building for holistic practice, addressing implicit bias, and working with intersectionality.
  - To learn from individuals impacted by the child welfare system and their perspectives on creating change to enhance equity.
  - To support implementation of the California Child Welfare Core Practice Model.
- *Keynote Speaker:* Dr. Rita Cameron Wedding, Sacramento State University Department of Women's Studies chair and professor of Ethnic Studies, delivered the high-energy keynote address. Dr. Cameron Wedding is a nationally recognized authority on implicit bias, and developer of the widely used *Implicit Bias—Impact on Decision-Making* curriculum.

### ***Distance Education***

As CalSWEC continues to explore and adopt technology to provide value-added, cost-effective solutions, emphasis was placed on building an even stronger foundation for educational technology in FY16-17. In August 2016, CalSWEC hired a Director of Technology and Instructional Design to coordinate the strategic use and implementation of educational technology, distance education, and online resources. The September

2016 findings from the Pathway Program evaluation showed that this distance education program was proving successful. Entering the school year, the program had its highest number of student enrollments to date. March 2017 saw the official launch of the CalSWEC Network Hub, a learning objects repository of open educational resources. The following month, a new version of the Academic Writing in Social Work course was developed at the request of Title IV-E Project Coordinators.

### **Pathway Program**

The Pathway Program supports California public and Tribal child welfare employees from rural, remote, and educationally underserved communities in their pursuit of Title IV-E BASW and MSW degrees. Findings from the program evaluation report (September 2016) indicate that the Pathway Program is successful in meeting its goals:

- The program provides access to BASW/MSW education for child welfare workers from rural areas.
- 26% of Pathway students report that they are Native American or part Native American, as compared to 2% the total IV-E student and graduate population.
- Only a third of survey respondents report that they would have acquired a degree without the Pathway Program.

Per the statistical report above, the 37enrolled Pathway students represent the highest number since the program's inception, and a 28% increase over the previous year.

### **CSU, Long Beach Distance Education Program**

The School of Social Work at California State University, Long Beach (CSULB) offers a three-year, part-time MSW degree program through the Distance Education Program at two sites—Santa Rosa Junior College and Ventura County Community College. Classes are held on Saturdays over three academic years and two summers. Most classes are offered via teleconferencing (synchronous, two-way audio and video transmission) with frequent in-person visits by experienced CSULB faculty. There is some online content, and courses requiring intensive hands-on instruction are taught in-person by local faculty. Two field placements (during the second and third years of the program) are arranged locally. A local Site Coordinator attends all classes, provides in-person support and advisement, and generally serves as an additional link between Distance Education students and the Long Beach campus.

### ***The CalSWEC Network Hub***

The CalSWEC Network Hub, located at <https://www.oercommons.org/hubs/calswec>, officially launched on March 29, 2017. Prior to this, the Network Hub was in “soft launch” status (i.e., in beta release to a limited audience) during which time we added online resources and conducted testing on the Hub and its usability. The Network Hub enables the sharing, reuse, and remixing of educational content created by CalSWEC consortium universities, county and Tribal agencies, Regional Training Academies, and community partners. A highlight of the official launch was the inclusion of the Common Core 3.0 online curriculum, which itself had been launched the prior month.

A four-part promotional email marketing campaign to 440 targeted recipients, starting in March and finishing in June 2017, supported the official launch. Analytic results from the official launch date to June 30, 2017, suggest that the CalSWEC Network Hub is proving to be a successful means of sharing educational materials. During that period, the Network Hub data were as follows:

- 683 page views
- 95 resources viewed
- 171 resources in 7 Collections (“collections” are curated resources compiled as curricula and topics)
- 153 resources in 10 Groups (“groups” are groupings of professionals who are in a community of practice or have a shared interest or affiliation).

The overall bounce rate of 66% during that period is something that we would like to see reduced to closer to 40%. The bounce rate metric is the percentage of visitors who depart the site after only visiting a single page, which in the case of the Network Hub, suggests that there is an opportunity to entice visitors to do more exploring of the various resources found on the hub.

### ***California Child Welfare Resource Library (CCWRL)***

The California Child Welfare Resource Library was established to provide resource and curriculum sharing for the CalSWEC consortium and beyond. The library is administered by and located at the School of Social Work at California State University, Long Beach.

The library had low and uneven utilization of its holdings. Digitalization of the holdings was explored in FY15-16, and decided against in 2016 based on the findings and recommendation of a third-party consultant (ISKME). Key findings from their report included the following:

- CCWRL is a dated circulating library with an average title age of 18 years;
- circulation of the holdings has been poor, and 2,130 items (78%) in the collection had never circulated;
- use of the library is unevenly distributed across the consortium, with 67% of use occurring at the host campus (CSULB);
- majority of rights are held by commercial publishers and carry All Rights Reserved terms of use;
- 13% of the CCWRL multimedia content and 52% of books in the collection are now available from publishers in digital format under an array of subscription licensing options.

In FY16-17, the decision was made by CalSWEC, and agreed to by CDSS and CSULB, to close the library at the end of FY17-18.

After researching allowable methods to disperse the holdings (e.g., books and DVDs) and assets (e.g., bookshelves), the dispersal plan was approved in March 2017 by CalSWEC and CSULB, and approved by CDSS in April. Implementation of the dispersal plan started in May. CCWRL is on schedule to close at the end of FY17-18.

CCWRL piloted an online streaming video service through Alexander Street Press in FY16-17 for CalSWEC consortium stakeholders. The pilot provided web-based access to videos (48,000 approximately) and librarian support services to locate or use relevant videos. An impetus for the pilot project was to assess the extent to which the CalSWEC consortium stakeholders need/benefit from digital video resources to supplement education and training activities, and in part as an effort to explore a potential solution to justify continuation of the library.

During the pilot year, video-based resources were accessed 473 times. This figure largely represents a surge in the first month of the offering (resources accessed 151 times in July 2016, including internal project staff access), with utilization soon tapering off (24 uses in August 2016). The pilot contract concluded at the end of June 2017.

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

A new version of an existing online course was developed and deployed in April 2017, per a request from the Title IV-E Project Coordinators. This new, shorter online course, Academic Writing in Social Work, was offered to all campuses in two formats: (1) as a freely available but untracked online course on CalSWEC's learning management system (e.g., Humboldt State offered the course this way to potential incoming students to prepare them for the rigors of academic writing), or (2) as source files that could be uploaded into a school's LMS, which would allow for tracking of student completion of the course (e.g., in fall 2016, a version of the earlier course was customized for CSUEB and loaded onto their instance of the BlackBoard LMS).



***SERVE: Indigenous Community Social Workers for Change***

SERVE: Indigenous Community Social Workers for Change (formerly the American Indian Recruitment Program, AIR) continued operating within a regional framework.

- A new SERVE project coordinator, Tamara Strohauer, was hired at San Diego State University for the Southern Region. Ms. Strohauer's appointment brings the SERVE regional coordinating staff to full capacity. In FY16-17, SERVE continued to build on regional efforts to magnify innovation and greater dissemination of promising practices in Tribal public child welfare, recruit qualified Tribal and indigenous students, and build relationships with partner Tribes.
- A Tribal representative, Vita Casteneda (Title IV-E graduate), continues as a member of the CalSWEC Board of Directors to contribute an Indigenous perspective to statewide board-level conversations.

As indicated in the statistical data in Figures 7, 8, and 9, recruitment efforts for Native American students have been ongoing. The Pathway Program has been successful in recruiting and matriculating Native American workers/students into the Title IV-E Program. The Title IV-E Program will continue to seek ways to address the needs of Tribal and Indigenous communities around the state.

In June 2017, the SERVE webpage on the CalSWEC website was revised and further enhanced with a new interactive map of campuses.

## Program Evaluation

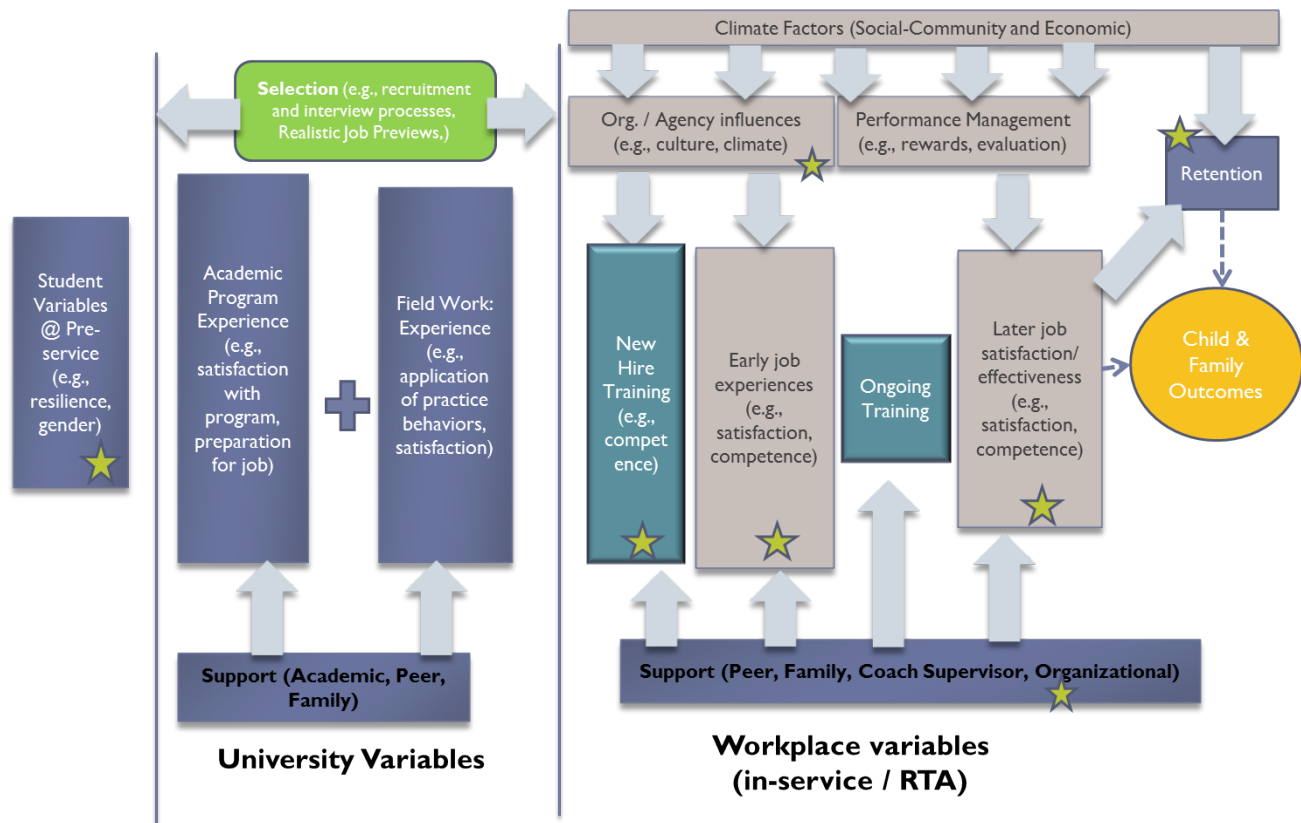
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In FY14-15 CalSWEC began Phase 1 of the County Workforce Study, in alignment with the Ecological Model for Workforce Development, which guides CalSWEC's evaluation and research activities (see Figure 13).<sup>1</sup> This longitudinal model attempts to delineate the various contributions of worker education, in-service training, organizational supports, and other factors (e.g., student and worker characteristics) in understanding the effectiveness of the social work workforce in providing high-quality service to the children and families they serve.

Until 2013, data have been gathered through surveys and interviews at critical time points after Title IV-E stipend students' graduation to monitor compliance of students' employment obligation, assess graduates' preparation for public child welfare work, identify the length of their tenure in the public child welfare field, and determine factors that enhance and detract from optimal retention in the field. These check-ins with students typically occurred three and five years after the students' graduation. With the introduction of the County Workforce Study (described later in this report), these follow up surveys were discontinued. The County Workforce Study answers some questions that were posed by previous studies but attempts to go further by diving more deeply to understand the complex inter-relationships between worker and organizational characteristics, and ultimately to link those factors to case outcomes.

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<sup>1</sup> Previously, CalSWEC organized its evaluation efforts in two tiers. Tier 1 focused on program evaluation activities at certain critical time points (e.g., 3 and 5 years after graduation), and Tier 2 focused on practice improvement and implementation research. The tiers suggest a hierarchical nature, which is not a true depiction of CalSWEC's evaluation activities. With the development of the ecological model for workforce development, we have eliminated these tiers, calling our research and evaluation activities (1) Workforce Development Evaluation & Research and (2) Program-related Evaluation Activities.

**Figure 13. CalSWEC's Ecological Model for Workforce Development**

*Note: Stars indicate past data-gathering efforts by CalSWEC.*

### **County Workforce Study (2014–2015)**

Data gathering for Phase 1 of the County Workforce Study is now complete. The goal for the study was to further understand ways to enhance the effectiveness of the child welfare workforce across select California counties and to understand the specific needs and characteristics of each county's workforce within the broader context outcomes. Data were collected from a mix of 10 small, medium, and large counties that were recruited to test CalSWEC's ecological model of workforce development (i.e., Contra Costa, Glenn, Lassen, Madera, Napa, Orange, Shasta, Siskiyou, Ventura, and Yolo). Child welfare staff ( $N = 600$ ) from 10 participating counties responded to a staff survey, which covered several attitudinal, organizational, and demographic questions (e.g., commitment to the agency and child welfare, perceptions of organizational culture and climate, respondent age, respondent gender, Title IV-E status). Retention data (i.e., whether survey participants of the Workforce Study were still retained at the agency) were provided by county agencies. Additional case-level data from administrative systems (CWS/CMS) are still being sought. Initial data analysis for Phase 1 has been completed and results are currently being written up.

In FY16-17, Phase 2 of the County Workforce Study began. Currently, we have gathered data from two counties (i.e., Contra Costa and Santa Barbara) and recruited two additional counties to participate (i.e., Los Angeles and Mariposa).

### **Career Path Study Analysis**

CalSWEC Evaluation and Research staff continue to consolidate, clean, and analyze previously collected data. Title IV-E and RTA In-Service Training Coordination staff worked together to merge Common Core 2.0 demographics data with the Career Path surveys, which both contain questions about service commitment, job expectations, and career goals. A report from analysis of data from the three surveys has

been accepted by the *Journal of Public Child Welfare* (Jacquet & Rao Hermon, 2017). Another paper examining longitudinal stress levels of former Title IV-E stipend recipients based on data from the 3- and 5-year surveys is pending publication in the *Journal of Social Work* (Rao Hermon & Chahla, 2017). In the coming year, data from past Supervisor Core trainings, which contains similar data around expectations of new supervisors, will be submitted, as will manuscripts based on findings from the Workforce Study.

### ***Program Evaluation Plan Development***

In FY16-17, an expansion of the CalSWEC program evaluation plan was undertaken. This expansion includes increased evaluation assessment of all components of the Title IV-E Stipend Program. Specifically, the goal is to have a more integrated evaluation plan to include data from university partners, field and employment agency partners, and students. The program evaluation plan is designed to assess how the different partners in the Title IV-E program work together to achieve the Title IV-E program goals. The Title IV-E program has four categories of partners including (1) Title IV-E students, (2) university IV-E programs, (3) employment and field placement agencies, and (4) others including CDSS, CalSWEC Board, etc. By collecting feedback from all partners using multiple evaluation methods (e.g., survey, key informant interviews, focus groups, etc.), information can be gathered from diverse perspectives to determine perceived strengths, gaps, and future needs to improve the overall effectiveness of the Title IV-E Stipend Program. Data from these different partners will start to be systematically incorporated beginning September 2017, with a goal of complete implementation by June 2019.

### ***Student Survey Evaluation Development***

In FY16-17, one new student retrospective survey was developed (i.e., CalSWEC 27-Year Retrospective Study Survey) and the four core student surveys (i.e., Baseline, New Graduate, and the two Career Path Surveys) were revised to better fit the expanded program evaluation design. These surveys are described below.

*CalSWEC 27-Year Retrospective Survey of Former Title IV-E Stipend Recipients Study.* The 27-Year Retrospective Study is a special evaluation project that will be undertaken in late 2017. The survey will be sent to all Title IV-E graduates who have participated in the stipend program over the last 27 years. The survey includes questions on demographics, education and work history, and reasons for transitions in their careers. Data from this survey will be used to assess the career paths of Title IV-E graduates and the continued value and impact of the Title IV-E Stipend Program across California since its inception. One important goal of this study is to develop a more nuanced understanding of retention and turnover in public child welfare (e.g., to differentiate between departure from a given county agency as compared to a departure from public child welfare). This survey will be deployed at the end of 2017.

*The Baseline Survey.* The Baseline Survey will be sent annually to all new Title IV-E students about a month after their acceptance into the Title IV-E Stipend Program. The survey includes information on demographics (ethnicity, languages spoken and written) prior education, prior experience in public child welfare, application and selection process experiences. This information will be used to better understand the prior education and experiences in the field, as well as how the recruitment and selection processes influence entry into the Title IV-E Stipend Program. This survey will also provide CalSWEC with the ability to study if any gathered demographics or variables on the survey are predictive of later success in public child welfare. This survey is expected to be deployed in July 2018.

*The New Graduate Survey.* The New Graduate Survey will be sent annually to all Title IV-E graduates approximately six months after graduation. This survey is designed to capture stipend recipients' reflections on their educational experiences. It includes information on curriculum content, field placement, job search, and early job-related experiences. The New Graduate Survey will assess how well Title IV-E graduates were prepared for their new jobs, what aspects of their jobs gave them satisfaction, and what they identified as challenges. This survey is expected to be deployed in July 2018.

*The Career Path Study Survey.* When Title IV-E graduates complete their employment obligation, they will be sent the Career Path Study Survey. This survey collects information about experiences related to their job



search, job expectations, employment obligation experiences including supervision, training, opportunities for advancement, agency culture and climate, and job satisfaction. This survey is intended to capture overall experiences of their employment obligation and their future career goals. This survey is expected to be deployed in July 2018.

*The Career Path Follow-up Survey.* About two years after Title IV-E graduates complete their employment obligation they will be sent the Career Path Study Follow-up Survey. This survey collects information about experiences related to job changes, if any, supervision, continued training, opportunities for advancement, agency culture, climate, resources, as well as job satisfaction and career path expectations and goals to capture overall experiences of their employment and their future career path. This survey is expected to be deployed in July 2018.

Through these surveys, it is expected that a robust understanding of Title IV-E stipend recipients' experiences will be captured from commencing in the program through post-employment obligation. Data from other CalSWEC partners (e.g., counties, universities) will also be gathered annually, and these data will be used to complement student findings and provide a holistic view of the Title IV-E Stipend Program.

## Practice/University Partnerships

### Student Research Awards


CalSWEC's Research and Development (R&D) Committee, in conjunction with the California Association of Deans and Directors (CADD), established the Research Award for MSW Students (renamed the Research Capstone Award for MSW Students beginning in 2017) to encourage student research that will contribute to the evidence base for policy and practice in public human services.

Goals of the award include:

- Fostering interest in applied, practice-oriented research for MSW students;
- Promoting student research that is relevant to agency practice;
- Creating a forum for students to share their research results with agencies that will benefit from it.

Funded by CADD, each of the 10 finalist proposals, listed in Table 10, were awarded \$250. The winning projects, listed in Table 11, are each awarded an additional \$500.

**Table 10. 2017 CalSWEC and CADD sponsored Student Research Award Finalists**

	<i>CalSWEC Research and Development Committee (R&amp;D)</i> <i>California Association of Deans and Directors (CADD)</i> <i>2017 Student Research Award Finalists</i>			
Student	Project Title		Faculty Supervisor	
Representing Azusa Pacific University				
Brooke Caouette	<i>“Foster Parent Marketing and Recruitment: A Qualitative Outcomes Assessment”</i>	Christina LaMonica	Serenity, Inc.	Regina Trammel
Representing CSU Fullerton				
Megan Maurer	<i>“Cultural Socialization Practice and Participation in Postadoptive Services and the Effect on Family Relationship Quality Among Transracial Adoptive Families”</i>	Shelley Manzer	Orange County Social Services Agency	Juye Ji, Ph.D.
Representing CSU Los Angeles				
Rebecca Hirsch	<i>“Dually Adjudicated Youth And Educational Risk: An Evaluation of Cross System Collaboration In the Educational Sphere”</i>	Jorge Ortiz	LA County, Department of Children and Family Services	Carly Dierkhising
Representing CSU Northridge				
Valerie Stroud	<i>“Understanding Support Needs of Families of Hospital Patients at End of Life”</i>	Justina Hale	Vibra Hospital of Northern California	Susan Love

Representing San Diego State				
Chelsea Geyer	<i>"Do Domestic Violence Services Mediate the Relationship between Maternal Domestic Violence and Infant/Toddlers' Emotional Regulation? Findings from the National Survey of Child and Adolescent Well-Being, II (NSCAW II)"</i>	Jessica Angeles	San Diego County HHSA, Child Welfare Services	Ijeoma Nwabuzor Ogbonnaya
Anastasia Beloshapko	<i>"Understanding the Experiences of Cancer Diagnosis and Coping: Perspectives of Rural Latino Cancer Patients on the USA -Mexico Border"</i>	Kelly Rein	Alzheimer's San Diego	Eunjeong Ko
Representing San Francisco State				
Yoly Magallanes, Celina Rivas	<i>"Welfare Workers' Readiness to Support Foster Youth in Developing Healthy Intimate Relationships"</i>	Massiel Gonzalez	San Francisco county Human Services Agency	Jocelyn Hermoso
Representing UC Berkeley				
Joyce Lee, Kylin Navarro, Rachel Schwartz, Elizabeth Wilmerding	<i>"Factors Associated with Employee Retention at Seneca Family of Agencies"</i>	Leticia Galyean	Seneca Family of Agencies	Neil Gilbert
Kate Mallula	<i>"Pregnant, housed -- but barely: The Association between Levels of Residential Instability and Low Birth Weight among Pregnant Clients at Homeless Prenatal Program in San Francisco"</i>	Yelena Nedelko	Homeless Prenatal program	Sylvia Guendelman
Rafi Fadda, Elena Guffafson, Brittany Schmitt, Niki Severson, Jake Tomlitz	<i>"Contraceptive Access in California Pharmacies"</i>	Danielle Storer	James Morehouse project	Anu Gomez

**Table 11. 2017 CalSWEC and CADD-Sponsored Student Research Awards**

	<b>CalSWEC Research and Development Committee (R&amp;D)</b> <b>California Association of Deans and Directors (CADD)</b> <i>2017 Student Research Award Recipients</i>	
Student	Project Title	Faculty Supervisor
Representing CSU Fullerton		
Megan Maurer	<i>"Cultural Socialization Practice and Participation in Postadoptive Services and the Effect on Family Relationship Quality Among Transracial Adoptive Families"</i>	Juye Ji
Representing UC Berkeley		
Kate Mallula	<i>"Pregnant, housed -- but barely: The Association between Levels of Residential Instability and Low Birth Weight among Pregnant Clients at Homeless Prenatal Program in San Francisco"</i>	Sylvia Guendelman