

CALIFORNIA SOCIAL WORK EDUCATION CENTER

FOCUSING ON PUBLIC SOCIAL SERVICES | 2007-2008 ANNUAL REPORT



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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

It is a pleasure to acknowledge the wonderful work of CalSWEC over the past year, which has been one of change and renewal for the organization. It is exciting to see the CalSWEC child welfare model expanded to mental health and aging, both of which have critical societal needs to address. I am optimistic that these efforts will fundamentally transform the delivery of social services in these areas in California, as CalSWEC did in child welfare. I am confident that the new mental health training program and the curriculum and evaluation efforts in all these fields will serve as models for other universities and social services agencies throughout the nation. The energy and dedication of CalSWEC's Executive Committee and Board of Directors along with its partners in state government, at NASW, and at private foundations is impressive. As dean, I am proud that UC Berkeley is a part of this remarkable partnership.

In the past year, CalSWEC worked with the research and practice communities in child welfare to develop a common agenda for research, particularly focusing on evidence-based practice. It co-sponsored the Evidence-Based Practice Leadership Symposium, which aims to develop a statewide research agenda in child welfare. It celebrated the sixth year of the Symposium on Fairness and Equity Issues in Child Welfare Training and Education and the 11th year of the National Human Services Training and Evaluation Symposium. It continues to innovate in the educational realm; in addition to symposia, it now offers web-based seminars, "webinars," on curriculum development and best practices, making its work accessible to a wider audience. Additionally, a white paper on the advantages and challenges of distance education was written, and the child welfare competencies have been revised and distributed. Finally, I am tremendously pleased that the MSW program at California State University, Dominguez Hills joined the Title IV-E program, bringing the total number of master's-level schools to 19.

Both the mental health and aging initiatives also emulate CalSWEC's mission to be a true partnership between schools of social work, public human service agencies, and the professional social work community.

I am pleased to report that we now have an approved three-year mental health contract with the state. To date, four mental health curriculum modules, addressing recovery, co-occurring disorders, children's transitional issues, and older adults, have been produced with funding from the Zellerbach Family Foundation. Evaluation of the Mental



Dean Lorraine Midanik

Health Stipend Program indicates that it is very successful in terms of student completion rates and their employment in community mental health agencies (*see page 36 of this report*). We are currently in the process of recruiting a director to oversee the Mental Health Stipend Program, as well as other efforts in this arena. I look forward to introducing the new mental health director in my next annual message.

For their hard work on this initiative, I would like to thank Dr. Steve Mayberg and Warren Hayes of the state Department of Mental Health. I especially would like to thank Dr. Jim Midgley, the former dean and now professor at UC Berkeley who is the principal investigator of the Mental Health Stipend Program. I would also like to thank Jim Steele and Crystal Nash of UC Berkeley's School of Social Welfare; Beverly Buckles of Loma Linda University; John Ryan, former director of Riverside County's Department of Mental Health; Teresa Morris of California State University, San Bernardino; Morgan Lloyd of UC Berkeley; and Inna Tysoe of the state Department of Mental health.

With generous support from the Archstone Foundation, the Aging Committee has undertaken a statewide survey project in collaboration with California State University, Long Beach. It has issued curriculum competencies and a report on the workforce thus far. It has also received a grant from Archstone to develop an adult protective curriculum. It has worked to promote loan assistance legislation for professionals and is pursuing operational funding support. Finally, it has worked to develop a sustainable funding source for a stipend program to train geriatric social workers. For their leadership on the Aging Initiative, I want to thank Margaret Tynan of California State University, Stanislaus; Mary Sawicki, county welfare director for Calaveras County; and June Simmons, president and CEO of the non-profit Partners in Care Foundation.

For their excellent work with CalSWEC, I would like to thank Jim Steele and John Momper of the Dean's Office. I am also very grateful to CalSWEC Board President Cecilia Espinola, Vice-President Anita Harbert, and Secretary/Treasurer Ken Patterson for their leadership, and the contributions of all the members of the board, the Executive Committee, and the subcommittees. Together, we are laying the foundation to meet the significant human service challenges of the state of California with an effective, culturally competent workforce.



Lorraine Midanik
CalSWEC, Principal Investigator
Dean, School of Social Welfare
University of California, Berkeley

FROM THE DIRECTOR

A look back at this past year gives us an opportunity to review our considerable and significant achievements and to put these into perspective as we look to our future. As I share the list with you, I find it difficult to believe the breadth of CalSWEC's accomplishments in child welfare.

Among our achievements:

- We shepherded our 19th school—California State University at Dominguez Hills—into the fold of schools in the Title IV-E stipend program.
- In collaboration with the County Welfare Directors Association's 20 Small Counties Committee, we engaged in a study to develop distance education delivery methods to California's most rural and remote regions. Along with this, we have been working to acquire the needed technology to move into e-learning and distance education modalities.
- We initiated a Retrospective Study of all our MSW graduates, going back as far as 1993, to assess the kinds of career pathways these graduates take.
- We continue to coordinate in-service training statewide with four Regional Training Academies and the Inter-University Consortium—L.A. Notably, a Common Core training is now being delivered to all child welfare workers throughout the state. Additionally, we assisted the state in writing California's statewide self-assessment and will be involved in the next Program Improvement Plan (PIP) and most assuredly will support the changes in child welfare services as a result of the PIP.
- We implemented a successful series of webinars on curriculum that were developed as a result of our statewide research agenda in child welfare.
- We held a Faculty Development Institute with a partner organization, Tribal STAR, on how to work more effectively with the tribal community to better serve tribal foster youth.

Along with these large-scale activities, which have set the stage for our work in the next five years, it is important to note the results of our ongoing activities.

- We continue to graduate more than 300 MSWs a year, with the numbers increasing each year. In the life of the program, we have graduated over 4,000 students.
- As a result of the evaluation of the Common Core training, we know that Title IV-E graduates are more knowledgeable as they enter in-service training, and they also leave training having acquired new knowledge.
- Our retention studies reveal that organizational culture/climate is a crucial in retention. Within this broad structure, several factors stand out, including supervision.
- In our collaborations with counties, we have found that counties need more access to field or agency-based education and training rather than the classroom.

In the years ahead, our work will be one of refining the significant accomplishments we have made and to deepen our work in collaboration with our state and county partners in several areas: infusing evidence and research into child welfare practice, developing a field placement infrastructure that better prepares our students, and, finally, creating more opportunities for universities and counties to dialogue through our numerous dissemination activities.

We at CalSWEC look forward to this deepening conversation in the years to come. In doing so, we can continue to reconnect with the roots and history of social work so that we can insure our profession's relevance to the public's need.



Chris Mathias
Director, CalSWEC



Chris Mathias

FROM THE DIRECTOR OF THE CHILD WELFARE IN-SERVICE TRAINING PROJECT

As California makes its way through another cycle of the Child and Family Services Review (CFSR) in child welfare, CalSWEC and our partners face some familiar questions: How do training and education ultimately affect outcomes? What should we as training and education entities take responsibility for in transforming the child welfare system? And for what should we be careful *not* to accept responsibility?

In this cycle of the CFSR, I have been more involved personally. I attended the on-site interview, and have served on various steering committees providing guidance to the statewide Self-Assessment and the Program Improvement Plan. This has convinced me more than ever that the CalSWEC partnership offers a unique means to guide a large ship toward a new course.

The new, more transparent, more accountable child welfare system still depends on human interactions and relationships as its primary technology. CalSWEC plays a role in the relationships and interactions at both a micro and a macro level. We prepare our students and trainees to practice compassionately and competently. We nurture a model of practice that asks less what the family and child are required to do, and more what the agency and social worker can do to engage the family in making changes. We evaluate our own training and educational efforts, modeling accountability and transparency for the system and families that we serve. And our partnership of the practice, research, and training communities provides a bridge between practice and outcomes. All of this allows for a more reflective, accountable system.

Yes, there are great challenges. We need to push ourselves to have more consumer involvement and more accountability to the students, youth, and families that we serve. We have forged bonds between practitioners and researchers, but these will have to be strengthened if the child welfare system is to provide the most compassionate, most effective services. But we need to do this together, in partnership—and CalSWEC is one partnership structure that allows us to move along this path.



Barrett Johnson

Director

Child Welfare In-Service Training Project



Barrett Johnson



CHILD WELFARE

The MSW/BASW Programs: Achievements and Challenges

The Title IV-E MSW/BASW Child Welfare Stipend Program has enjoyed a productive year. It graduated its 15th cohort, responded to issues raised by students and project coordinators, developed a plan for distance education for underserved counties, and continued the expansion of participating schools.

Field Placements

Field placements, the centerpiece of child welfare social work education, epitomize the nexus of the university/agency partnership that provides faculty and agency staff the mutual opportunity to learn about and exchange ideas and approaches that further students' education.

The challenges facing first-year placements is twofold: (1) to meet the regulatory criteria (100% Title IV-E-eligible caseload) and (2) to offer appropriate educational experiences to the students. Second-year field placements face an additional challenge, as counties are unable to offer sufficient placements to meet student demand. In response, the programs have streamlined the process for verifying caseload compliance as well as developed regional collaborative relationships with counties and schools to coordinate the timing of placements and the content for field trainers.

A survey of field placements across all the Title IV-E schools identified several areas in which their delivery could be improved. Most often mentioned as most useful was the practice of schools building relationships with county staff and attending regional meetings with county leaders. Some regions identified the highly successful method of convening ongoing placement meetings that advance partnerships and encourage the development of shared goals for field placement numbers, quality, and content.

The CalSWEC board's Child Welfare Committee, which continues to retain field placements on its agenda, reached a consensus that a group be convened to develop a proposal for field units within the program. Also planned for next year is the unification of learning agreements so that the field experience across schools is consistent to better prepare students for the work in the county.



Distance Education

Over the past 15 years, California has developed and refined the infrastructure of the Title IV-E stipend program to address the workforce development needs statewide in public child welfare.

In CalSWEC's annual review process, its analysis of student retention data revealed that certain areas of the state have not benefited from this workforce development program. Over the past 15 years, the number of counties in which CalSWEC students have been employed has increased from 67% to 86%. However, the areas without CalSWEC graduates were consistently the same—the state's most rural and remote areas. Additionally, CalSWEC's experience with the BASW over the past four years has shown that students continue to be challenged by the articulation of community college degrees into a BASW program.

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

Over a 10-month period, CalSWEC researched the current challenges and needs of the state's 20 small counties, as well as means to improve the educational and training opportunities for child welfare workers in these counties. Ten focus groups were held with 17 participating counties. Groups typically ranged from two to six participants, primarily deputy directors, program managers, and supervisors. Four groups were hosted by participating counties; the remaining held conference calls. Counties also were asked to fill out brief surveys describing their current workforce (number of positions, education level, vacancy, and turnover rates).

The study yielded recommendations for next steps that were presented to the 20 Small Counties Committee in April and to the CalSWEC board in May 2008. An implementation plan, reviewed by the CalSWEC board's Workforce Development Funding Committee, was discussed with the California Department of Social Services in September. The CWDA committee supports this work and intends to collaborate with CalSWEC on implementation.

DISTANCE EDUCATION RECOMMENDATIONS

Phase One addresses the need to recruit a local potential workforce while simultaneously providing educational access and training opportunities. *Phase Two* addresses the retention of those who come to the county with advanced degrees or those who have advanced while employed in the county.

Phase One

Recommendation #1: Develop a part-time program for currently employed students that provides financial assistance, from the AA through the MSW.

The Program Each supported degree will have a work obligation/payback phase. The students go through an AA program at a designated community college that articulates with designated BASW programs. Once the students have completed the AA, they will begin the related work obligation phase. They can pursue the BASW while simultaneously entering the payback period by continuing to work in the county. Once they have completed the BASW, they will enter the next payback phase. After two years working in the county, they can begin a part-time MSW program while continuing to work. Once the students have completed the MSW, they will begin the final employment obligation payback.

Program Considerations: The payback options, which require further study, will need to balance four divergent needs: to insure the students' investment in moving up the "Ladder of Learning," to satisfy county needs, to give the students enough learning time on the job so they know whether or not the job is for them, and to satisfy the regulatory payback requirements.

Recommendation #2: Develop or acquire online BASW/MSW courses and make them available to any county/region/staff or person interested in pursuing the BASW/MSW in child welfare.

Recommendation #3: Develop a mixed-method design for delivering the BASW/MSW curriculum. This involves content delivered through classrooms in a regionally accessible location (i.e., community colleges, other county agencies); content delivered online (web-based); content delivered through integrated television access; and content delivered through the field via a traveling field instructor team. Competencies are attached to each method of content delivery.

Recommendation #4: Identify interested community colleges, BASW/MSW programs, and counties that are willing to pilot the program describe above.

Phase Two

Recommendation #1: Enhance ongoing training opportunities by developing more distance education training courses.

Recommendation #2: Undertake a comprehensive review of the classification system within the context of the "Ladder of Learning" with the goal of providing financial and programmatic incentives for employees with advanced degrees.

Recommendation #3: Link with universities to support regional workgroups for tenured staff that provide ongoing technical support.

Recommendation #4: Support attendance at conferences to enrich the knowledge of tenured staff.

Curriculum Enhancement Activities

NEW GRADUATE SURVEY

The results of this year's New Graduate Survey, similar to prior years, indicate that students want more content on substance abuse and more knowledge of court processes, report writing, and case management methods. Generally graduates find diversity education a strength along with the transfer of direct skills, practice-oriented teaching, and hands-on methods of applying knowledge. The intention of the survey, distributed annually to all graduates six months after they have graduated from the program, is to assess how well the curriculum prepares students for work in the county, as well as to elicit student feedback on program improvements.

CURRICULUM COMPETENCY REVISION

The revised MSW competencies integrate new practice initiatives and an explicit alignment to the content outlined in the Title IV-E regulations. As part of the process of revising the competencies, and as in prior revisions, each of the schools hosted local stakeholder meetings to solicit input, which was collected and synthesized. The revision was completed and approved by the CalSWEC board in September 2007.

CURRICULUM SNAPSHOT

Every two years each program conducts the Curriculum Snapshot to ensure that it is discharging the program's mission and goals. Each program must document how it implements activities in recruitment and admission, field placement, and program evaluation, as well as demonstrates the nature and extent of its partnerships with the county and other local child welfare agencies.

The Curriculum Snapshot also examines the elective and integrative seminars offered at the schools and provides clarification on how each school delivers electives and seminars.

In academic year 2007–2008, a small workgroup convened to retool this evaluation instrument. The goal was to facilitate the comparison of programs and to share useful practices among them. The workgroup noted that it would be especially valuable to learn more about how all programs deliver field curriculum as this is critical in learning transfer of the entire curriculum. Given that prior field evaluation has pointed to the need for more consistent student field experience, it will be important to learn more details about each program's field content, then enhance the programs.

As information is gathered from this revised format, issues will be more clearly identified so that improvements can be made. Preliminarily, the following issues have been identified:

- the development of a unified field program across program sites that has more resources,
- the development of recruitment efforts to attract more students of color and more county employees,
- the development of an integrated competency model with MSW/BASW/MH/Aging/Core components that defines what parts of the curricula each contains.

To effect these improvements, the consensus among program staff across programs is that more guidance and a greater presence of CalSWEC central personnel at sites are desirable. The results of the revised Curriculum Snapshot are being analyzed. The findings will be reported at the CalSWEC board's Curriculum Committee in February, when appropriate follow-up will be determined.

STUDENT DAY

The 2008 Title IV-E Student Day, with the theme “Emerging Trends: The Future of Child Welfare,” was held in March in Riverside and attracted more than 180 students, faculty, alumni, and presenters.

The annual spring conference is an opportunity for participants to network with peers and social work leaders, to forge and strengthen ties to professional organizations, and to deepen their knowledge of emerging strategies in child welfare practice. MSW student Liza Fimbres of California State University, San Bernardino served as coordinator.

Guillermo Henry, MSW, regional manager of Riverside County Children's Services, delivered a keynote address on generational changes affecting the public child welfare workforce and promising trends in service delivery and foster care in California. An experienced social work educator, Mr. Henry has taught at California State University, San Bernardino; the University of Southern California; and Loma Linda University. He also conducts training in child abuse and neglect reporting.

In addition:

- *Margaret Orrantia, Tom Lidot, and Dana Allen, members of Tribal STAR*, a project designed to improve outcomes for rural tribal foster youth, presented workshops on (1) behavioral considerations of history and culture in working with American Indians and (2) culturally sensitive social work practice with American Indians. Tribal STAR is a federally funded program of the Academy for Professional Excellence at San Diego State University.
- *Nanette Gledhill, MSW*, who provides expert testimony and consulting services for agencies throughout the state, conducted a presentation on cultural awareness and Indian child welfare expert witnessing.
- *A panel of transitional aged youth from San Bernardino County, together with student Stephen Morales of California State University, San Bernardino*, a former foster youth, related the challenges foster youth experience in care and in transition to adulthood.
- *Detective Brandi Swan of Riverside County and social worker Emilio Mendoza of Los Angeles County DCFS* discussed the operations of the Drug Endangered Children Task Force and Multi-Assessment Response Team in reducing child exposure to maltreatment and harmful drugs.
- *Forest Colestrom, MSW, and Lenwood Patterson, a Title IV-E MSW student at California State University, San Bernardino*, presented a program on the work of the family and youth social service organization GLASS (Gay and Lesbian Adolescent Social Services), which operates youth centers in Los Angeles, Long Beach, and Oakland.
- *Dianne Smith, MFT, of the Riverside County Department of Mental Health*, conducted a workshop on the mental health needs of traumatized children.
- *Edward Bielecki, LCSW, a supervising social worker with Los Angeles County*, conducted a workshop on enhancing child welfare services to siblings and the importance of the sibling relationship to children separated from their families of origin.
- *Points of Engagement*, a new multidisciplinary service delivery model utilized in Los Angeles County, was the subject of a panel presentation. The system is designed to encourage collaboration among child protective services, families, and communities through timely service delivery and the use of team decision making.

The National Association of Social Workers, California Chapter sponsored a reception at the close of the event.





TRIBAL STAR FACILITATES FACULTY DEVELOPMENT INSTITUTE

The Tribal STAR Project facilitated a Faculty Development Institute in April 2008 at the University of Southern California to advance the dialogue between California schools of social work and tribal communities and offer an opportunity for social work educators and trainers to experience curriculum content specifically for working successfully with tribal communities. A total of 42 faculty from across California attended the institute “Creating Connections between Social Workers and Tribal Communities.” The agenda included the following:

- Keynote speaker—*Building Bridges between Tribal Communities and Academia to Strengthen Effective Cross-Cultural Social Work Practice*: Iris Pretty Paint, Ph.D. (Blackfeet)
- Community Panel—*How to Participate in Academic Collaboration*: Robert White (San Diego County Indian Specialty Unit and MSW alumni), Misty Taylor (Iipay Nation of Santa Ysabel and current BASW student), Karan Kolb (Indian Health Council), and Trish Hilliard (Valley Oaks Foster Family Agency and MSW alumni)
- Overview of MSW Modules
- Faculty Panel—*Moving towards Successful Integration*: Ken Nakamura (Humboldt State University) and Tom Philips (California State University, Stanislaus)

AMERICAN INDIAN GRADUATE OUTREACH AND RECRUITMENT PROJECT

The activities of this project of California State University, Stanislaus and CalSWEC included several major accomplishments in 2007–2008.

- A total of 18 American Indian students applied for application to 12 California MSW programs.
- The Third Joint Indian Child Welfare Conference/Summit held in June in Visalia attracted 275 participants, including MSW students from Fresno, Bakersfield, Stanislaus, Humboldt, Sacramento, Chico, San Diego, and Los Angeles; partners in County Counsel, Probation, Alcohol and Drug Abuse Programs; California Department of Social Services (CDSS); and tribal Indian Child Welfare Act (ICWA) and social service representatives. Conference sponsoring partners were Title IV-E programs at California State University campuses at Fresno, Bakersfield, and Stanislaus; California tribal Indian Child Welfare Programs; and CDSS.
- A collaborative was established with California Tribal TANF (Temporary Assistance to Needy Families) in the Central Valley and statewide to provide ongoing social work recruitment efforts in tribal communities. There are currently nine California tribal TANF contractors throughout the state.
- Work was conducted with the Los Angeles Indian Commission and the Office of Human Rights to coordinate and facilitate a comprehensive effort to identify and recruit American Indian leadership to enhance Native American input to pending ICWA amendments, California state legislation, and state/county social service agency recruitment efforts.
- American Indian Graduate Recruiter Tom Philips and Ken Nakamura of Humboldt State University presented at the Tribal STAR Faculty Institute “Creating Connections between Social Workers and Tribal Communities” (*see above item*).
- Mr. Philips continued his visitations and promoted social work education to California Tribal Councils and community-based American Indian organizations. He developed liaison strategies with California Tribal Liaison representatives and met with American Indian student associations and organizations on and off campuses throughout the state to continue the visibility and viability of the American Indian Graduate Outreach and Recruitment Project. He also visited eight California university social work and American Indian studies departments and student associations.

With the changes within social services and tribal communities statewide, the need continues for American Indian professionals to work in human services. Recognizing this need, the American Indian Graduate Outreach and Recruitment Project will continue to expand its recruitment efforts by increasing contact with departments of social work and providing the link to help tribal community members transition to higher education.



INTRODUCING A NEW DISSEMINATION MODE: WEBINARS

CalSWEC has initiated webinars to effect greater dissemination and increased awareness of library curriculum development products. These online presentations of the material allow participants to have auditory and visual links to presented materials through their personal computers. Thus, CalSWEC partners, including county and state agency staff, university faculty, and Title IV-E project coordinators, are able to participate in presentations by curriculum authors regardless of geographic location.

Products presented in 2007–2008 are listed below.

- **Improving Educational Services for Foster Youth in Group Homes: An Analysis of Interagency Collaboration**
(http://www.csulb.edu/projects/ccwrl/Ayasse_module.pdf)
Jill Duerr Berrick & Robert Ayasse (2005)
- **Factors Leading to Premature Terminations of Kinship Care Placements**
(http://www.csulb.edu/projects/ccwrl/Liles_Module.PDF)
Janet Chang, Ray Liles & Trang Hoang (2006)
- **Pathways to Collaboration: Factors that Help and Hinder Collaboration between Substance Abuse and Child Welfare Fields**
(http://www.csulb.edu/projects/ccwrl/Drabble_II.pdf)
Laurie Drabble, Kathy Lemon Osterling, Marty Tweed, & Carole Pearce (2008)
- **Pathways to Collaboration: Understanding the Role of Values and System-related Factors in Collaboration between Child Welfare and Substance Abuse Treatment Fields**
(http://www.csulb.edu/projects/ccwrl/Drabble_module.pdf)
Laurie Drabble, Marty Tweed, & Kathy Lemon Osterling (with Lisa Navarette, Carol Pearce, Priscilla Riberio, & Erin Twomey) (2006)
- **Mental Health Service Utilization and Outcomes for Children and Youth in the Child Welfare System: An Empirically Based Curriculum**
(http://www.csulb.edu/projects/ccwrl/Hines_module2.pdf)
Alice Hines, Peter Lee, Kathy Lemon Osterling, & Marty Tweed (2007)

NEW PUBLICATIONS BY CALSWEC STAFF

- Clark, S. (2007). Social work students' perceptions of poverty. In M.J. Austin (Ed.), *Understanding Poverty from Multiple Social Science Perspectives*. Berkeley: University of California, School of Social Welfare. Also published in *Journal of Human Behavior in the Social Environment* [Special Issue on Poverty]. (2008).
- Clark, S., & Gilman, E. (2007). Fairness and multicultural competence in the child welfare system. In N. Cohen, T.V. Tran, & S. Rhee (Eds.), *Multicultural Approaches to Caring for Children, Youth and Their Families*. Boston: Allyn & Bacon.
- Clark, S., Gilman, E., Jacquet, S., Johnson, B., Mathias, C., & Zeitler, L. (accepted, 2008). Supervisory practices and tasks in public child welfare social work. *Journal of Public Child Welfare*, 2(2).
- Curry, D., Johnson, B., & Mathias, C. (2007). What you need to know about human services training. *Policy & Practice*, 64(4), 22.
- Curry, D., Johnson, B., & Mathias, C., Eds. (2007). Training and development in the human services. *The Journal of the National Staff Development and Training Association*, 4(1). (November 1).
- Jacquet, S., Clark, S., Morazes, J., & Withers, R. (2007). The role of supervision in the retention of public child welfare workers. *Journal of Public Child Welfare*, 1(3), 27-54.
- Weaver, D., Chang, J., Clark, S., & Rhee, S. (2007). Keeping public child welfare workers on the job. *Administration in Social Work*, 31(2), 5-25.

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 to promote best practices and advocate for families and children in the child welfare system.

The following are highlights of fiscal 2007–2008:

- The module *Pathways to Collaboration: Factors That Help and Hinder Collaboration Between Substance Abuse and Child Welfare Fields* (San Jose State University) was posted online. For the third year, new modules were disseminated online for quicker availability and at no cost to CalSWEC partners or its clients.
- The reformatting and posting of older modules continued. The goal is to have all curriculum projects available online. The following were posted:
 - *Child Welfare Practice in the Legal System: A Curriculum Module*
 - *Child Welfare Practice: Keeping Children with Disabilities in Their Home*
 - *Choices: A Child Welfare Curriculum Module on Voluntary Services and Court-Mandated Services*
 - *Ethnic Sensitive Child Welfare Practice: Videotape Series Guide*
 - *Kinship Caregivers and Social Workers: The Challenge of Collaboration*
- The collection added 42 DVDs and 4 videotapes, among its acquisitions. The additions highlight the library's diversity in its broad range of topics, from family violence and internet child abuse, to social experiments in prejudice and welfare reform and the working poor.
- With the posting online of older curriculum modules for free unlimited access, dissemination of items at cost was expected to decline radically. However, this trend was reversed when the Florida Department of Children and Families acquired 60 copies of the *Interviewing Children in Child Welfare* CD-ROM—the first time a state agency adopted a CalSWEC product for statewide use.
- A total of 67 products were disseminated, including an additional 3 *Interviewing* CD-ROMs, 3 *First Response: Interviewing Young Children About Abuse and Neglect* videotapes (the material in the videotape also appears as segments on the *Interviewing* CD-ROM), and 1 *Culturally Sensitive Risk Assessment* module.
- As a books-by-mail service for the state's borrowing partners, the library fulfilled requests for materials from eight universities, one training academy, and one field placement agency for a total of 231 items borrowed.

The library also serves as a resource to all Californians by responding to requests for information about topics ranging from reporting suspected abuse to social work education opportunities. It will be moving to larger facilities at California State University, Long Beach that will allow the collection to be housed in one location and provide more work space.





RESEARCH-BASED CURRICULUM DEVELOPMENT PROJECTS

CalSWEC annually funds research-based curriculum development projects intended to enhance MSW/BASW curriculum. Priorities for these projects are identified through the New Graduate Survey and California's Statewide Child Welfare Research Agenda. The following is a summary of projects completed, presented, and in review, along with a progress report on currently funded projects.

Project Completed

In July 2007 one project was completed and the final report and curriculum were submitted.

Mental Health Service Utilization for Transition Age Youth in the Child Welfare System: Tracking the Early Implementation of Proposition 63 in Santa Clara County

(<http://calswec.berkeley.edu/CalSWEC/rd2006-1.html>)

- **Principal Investigators:** Drs. Alice M. Hines, Peter A. Lee, & Kathy Lemon Osterling, San Jose State University
- **Goal:** To examine mental health service utilization by transition-age youth in the child welfare system; to assess the impact of mental health service utilization on child welfare placement and youth functional status; and to identify factors that impede or enhance collaboration between the child welfare and mental health systems, prior to and during early implementation of Proposition 63.

Project Presented

The principal investigators of completed research-based curriculum development projects present their findings at the CalSWEC board meetings. At the February 2008 meeting the findings of these two related projects were presented.

Mental Health Service Utilization and Outcomes for Children and Youth in the Child Welfare System During Early Implementation of the Mental Health Services Act: Results From Two CalSWEC-Funded Studies.

- **Principal Investigators:** Drs. Alice M. Hines, Peter A. Lee, & Kathy Lemon Osterling, San Jose State University

Progress on Current Projects

These research-based curriculum development projects were in their final year of funding, with reports and curricula due in summer 2008.

An Assessment of Differential Response: Implications for Social Work Practice in Diverse Communities

- *Principal Investigators:* Dr. Jill Duerr Berrick & Amy Conley, UC Berkeley
- *Goal:* To examine agency processes and client experiences associated with Differential Response in Alameda County, along with preliminary outcomes and neighborhood factors.
- *Duration:* 2 years (until June 2008)

The Effects of Different Types and Patterns of Services on Successful Reunification (<http://calswec.berkeley.edu/CalSWEC/rd2007-1.html>)

- *Principal Investigator:* Dr. Amy C. D'Andrade, San Jose State University
- *Goal:* To describe the types and patterns of services delivered to parent clients of the child welfare system; to determine whether services ordered or utilized differ by parental characteristics; and to assess the effectiveness of services in increasing the likelihood of successful reunification.
- *Duration:* 1 year (until June 2008)

Evaluation of Contra Costa County's Differential Response System (<http://calswec.berkeley.edu/calswec/rd2006-2.htm>)

- *Principal Investigators:* Dr. Neil Gilbert and John Krall, National Abandoned Infants Assistance Resource Center, UC Berkeley.
- *Goal:* To assess the innovative Differential Response System developed by Contra Costa County Children and Family Service to address the needs of families with children under age 4 who are referred to the child welfare system and are in need of services and support, but do not warrant an open child welfare case.
- *Duration:* 2 years (until June 2008)

New Projects

In June 2007 CalSWEC's Research and Development Committee issued an RFP for research-based curriculum development projects. Of the four proposals submitted, the committee selected the following two for funding beginning in July 2008.

Community Representatives and Cultural Brokers in the Child Welfare System

- *Principal Investigators:* Dr. Salvador Montana, Dr. Virginia Rondero Hernandez, Dolores R. Siegel, LCSW, & Margaret Jackson, MSW, California State University, Fresno
- *Goal:* To assess the effect on African American families as a result of Cultural Broker participation during service planning and reunification efforts and to develop a curriculum designed to enhance social worker interactions with African American families in community-based child welfare practice.
- *Duration:* 2 years (until June 2010)

Worker Factors in the Overrepresentation of African Americans in the Child Welfare System

- *Principal Investigators:* Drs. Laurie Smith, Janet Chang, & Herb Shon, California State University, San Bernardino
- *Goal:* To examine the contribution of worker factors to the overrepresentation of African Americans in the child welfare system, to identify predictors of worker bias in the assessment of African American families, and to develop a research-based curriculum on cultural competency that addresses overrepresentation and is easily accessed.
- *Duration:* 1 year (until June 2009)



Program Evaluation

RETENTION STUDY

Since its inception the Title IV-E Child Welfare Stipend Program has tracked student retention by verifying completion of the employment obligation of graduates. The program's MSW Retention Study, now in its 13th year, surveys graduates 2.5 years after completing the program.

Over the years, results of the study have revealed that the overall retention rate of professionally trained graduates participating in the study has been high, at 82%. The study also aims to determine the factors that contribute to that high rate.

Highlights of the Survey: Fiscal Year 2007–2008

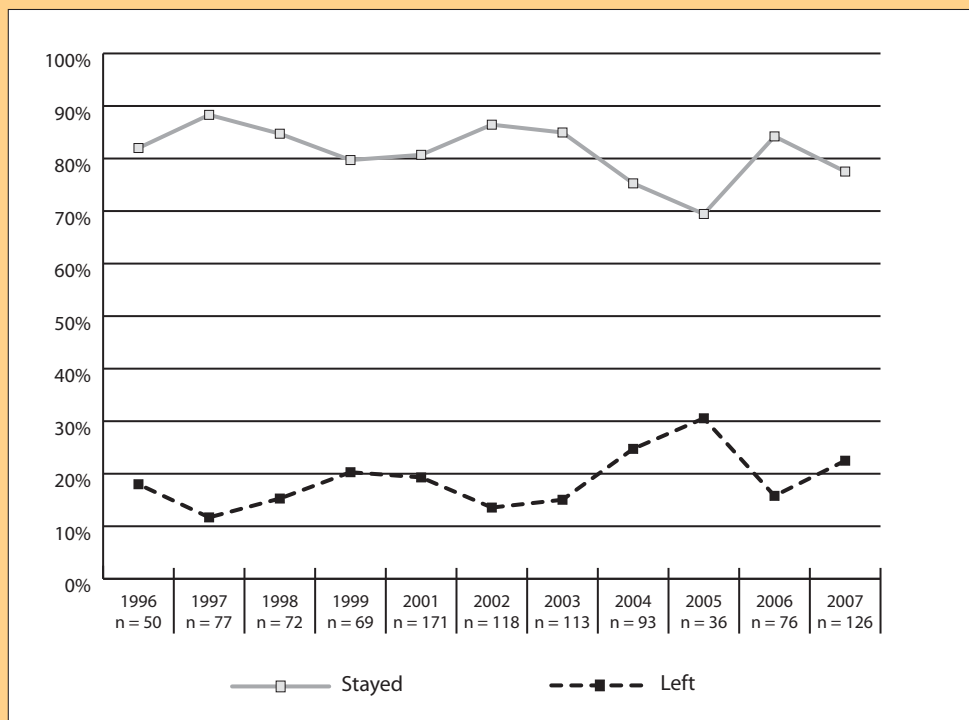
- 240 Title IV-E MSW graduates completed their payback obligation, became eligible for the study, and were sent surveys.
- 126 graduates returned completed surveys.
- 83 of the 126 respondents agreed to the follow-up phone interviews.
- Of those who completed the survey, 79% reported they were still with their payback agency following the completion of their contractual obligation.
- 365 additional MSWs will be eligible and will be sent the Retention Study in fall 2008.
- Eligible participants now have the option to receive an online version or hard copy booklet of the Retention Study.

Overall Findings: 1996–2008

With the addition of the 126 survey participants from fiscal 2007–2008, the Retention Study findings for 1996–2008 reveal:

- To date, the total number of MSWs who completed their payback obligation and became eligible for the study is 1,994.
- The number of graduates who have participated in the Retention Study thus far totals 1,001.
- 819 (81.8%) of the survey participants stayed with their payback agency after completing their work obligations.
- Of the 182 survey respondents who left their agency after completing their work obligation in public child welfare:
 - 67 (36.8%) continued to work in other public or nonprofit child welfare agencies or worked in schools:
 - 36 (53.6%) were working in a different public child welfare agency;
 - 16 (23.8%) were at nonprofit agencies serving child welfare populations; and
 - 15 (22.3%) were practicing in schools.
 - 29 (15.9%) were at mental health agencies;
 - 20 (11.0%) went into work “other” than the choices listed, including those who left the social work profession;
 - 19 (10.4%) were working in other agencies such as aging, chemical/alcohol abuse, criminal justice, disabilities, policy/planning or occupational/industrial;
 - 17 (9.3%) were working in the medical field;
 - 12 (6.6%) reported they were either retired, parenting, back in school, or “not working” for an unspecified reason;
 - 5 (2.7%) indicated some combination of categories for their new jobs;
 - 2 (1.1%) indicated they were private practitioners; and
 - 11 (6.0%) were missing this information.

FIGURE 1.
Percentage of Title IV-E MSWs
Remaining with Their Payback
Agency after Completion of
Their Contractual Work
Requirement
by Retention Status and
Year of Survey





RETROSPECTIVE STUDY

A new comprehensive evaluation of the Title IV-E stipend program was launched this year. After a year of planning, the CalSWEC Evaluation staff began its survey of all Title IV-E graduates from 1993 to 2003. The purpose of this Retrospective Study is to investigate the effect of Title IV-E education on graduates' career paths and job activities. Once this is complete, CalSWEC will implement an expanded version for all prospective graduates, ultimately obtaining 10 years of career data on all program graduates and perhaps gaining a better understanding of the overall impact the program has had and will have on California's child welfare workforce.

The Retrospective Study complements the work already completed with newly graduated Title IV-E MSWs and those who have completed their work obligation to the Title IV-E Child Welfare Stipend Program 2.5 years post-graduation. It examines how Title IV-E graduates apply the professional skills, knowledge, and values they acquired to (1) their commitment to working with disadvantaged families using child welfare services, (2) their ongoing desire for continuing education, (3) their professional ties to universities, and (4) their contributions to mentoring new social workers in the field. By studying career paths, CalSWEC is setting the stage for future inquiry into whether professionalization of child welfare services has directly improved services to families and children.

Some preliminary findings reveal the following:

- Many of the graduates remain committed to working with the poor and stay employed in public child welfare services.
- They report that they do move up the career ladder within public child welfare agencies.
- Because of their special education, these graduates are able to describe their practice in terms of professional social work skills.

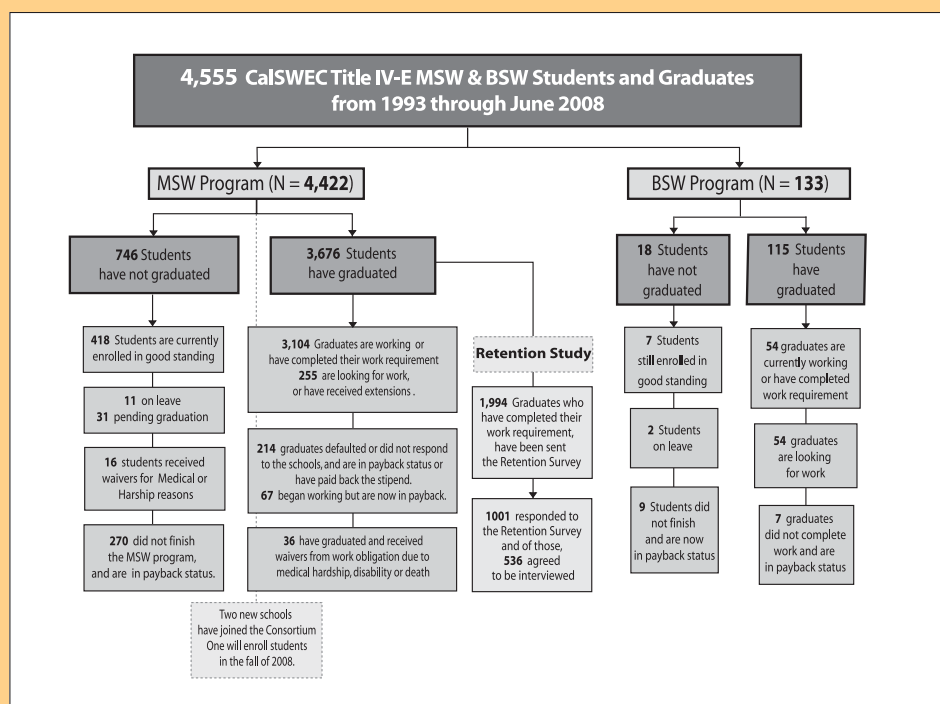
BY THE NUMBERS

Total Title IV-E Students and Graduates

CalSWEC's Student Information System (CSIS) tracks Title IV-E students and graduates from their initial enrollment in the MSW/BASW programs through the final year of their contract obligation in public child welfare, and beyond. CalSWEC's central office receives and merges quarterly data from each participating school. Since the inception of the Title IV-E stipend program, CalSWEC has tracked all the program participants. As of June 2008, the database has information on 4,555 students and graduates—4,422 MSW and 133 BASW students and graduates.

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

FIGURE 2.
Title IV-E MSW Students and Graduates,
1993–June 2008



Geographic Dispersion of the Title IV-E Graduates

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

Below is the hiring status of the graduates:

- Collectively, the MSWs and BASWs have been employed in 52 of California's 58 county child welfare agencies.
 - Counties that have not employed IV-E MSWs include: Alpine, Amador, Inyo, Mono, Sierra, Trinity
 - 9 have worked in California state adoptions; and
 - 7 have worked for tribal agencies.

The geographic dispersion of the 2007 MSWs and BASWs is as follows:

- 261 (89%) of the 294 Title IV-E MSW 2007 graduates are employed in 39 California counties.
- 21 (64%) of the 33 Title IV-E BASW 2007 graduates are employed in 7 California counties.

FIGURE 3.
Title IV-E MSW and BASW Graduates
Employed by California Counties, 1993–2007

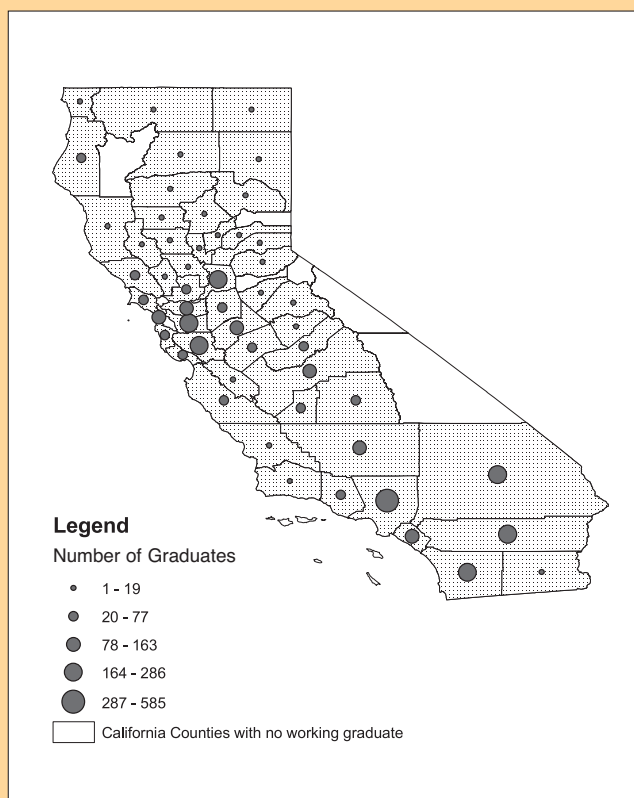
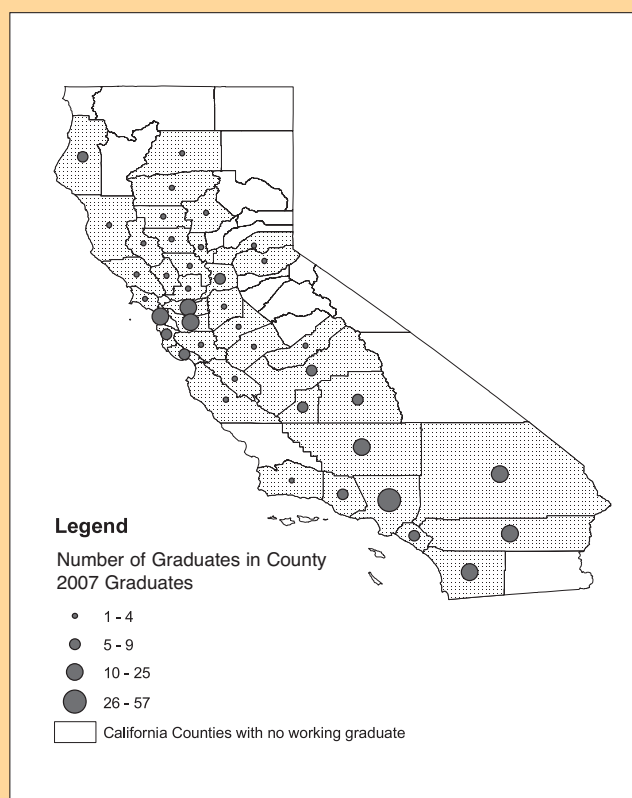


FIGURE 4.
Title IV-E 2007 MSW and BASW Graduates
Employed by California Counties



Diversity of the Public Child Welfare Workforce

Relative to the past, California's public child welfare workforce has become increasingly more representative of the system's clients—fulfilling a goal of CalSWEC when it was conceived more than a decade ago. The graph below is based on CalSWEC's Workforce Survey data from 1992, 1995, 1998, and 2004.

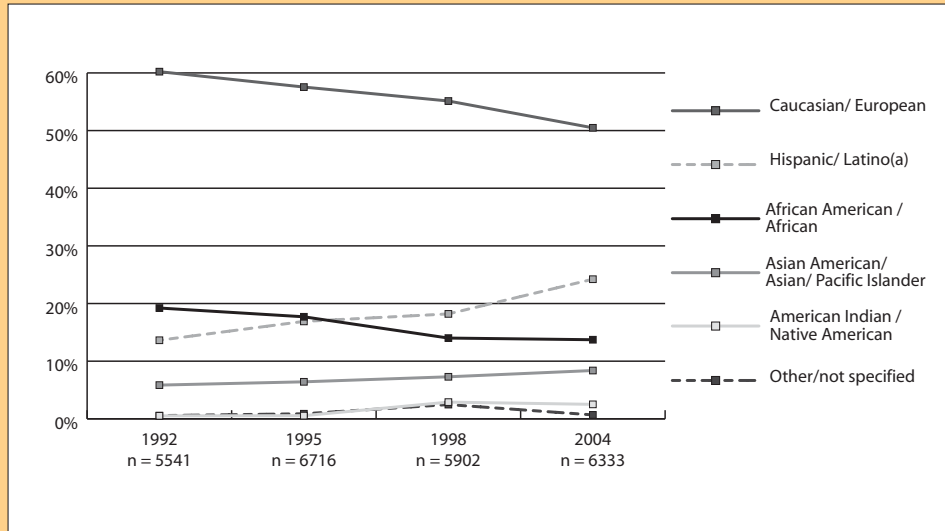
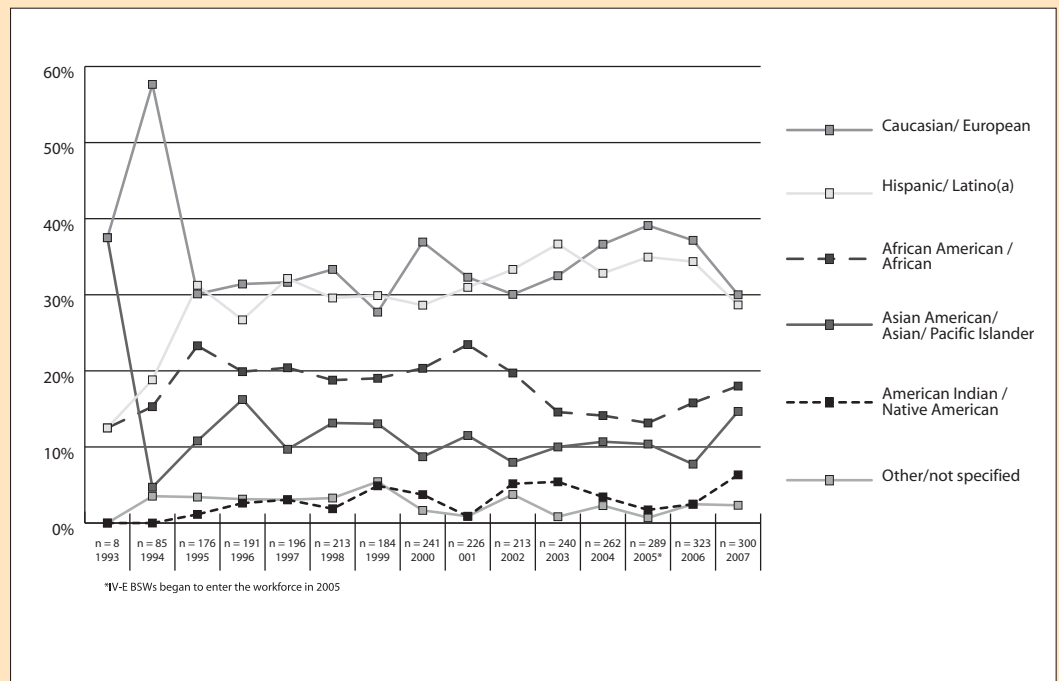


FIGURE 5.
Child Welfare Workforce by
Race/Ethnicity and Year
Surveyed

As the Title IV-E MSW and BASW graduates join the state's public social services agencies, they add substantively to the diversity of the workforce, as evidenced in Figure 6, below.

FIGURE 6.
Title IV-E MSWs &
BASWs Who Entered the
Workforce
by Race/Ethnicity and
Year of Graduation

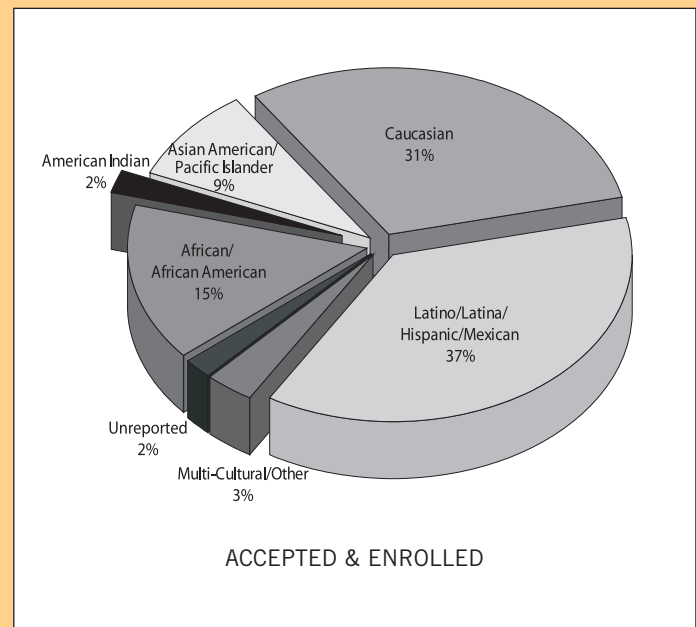
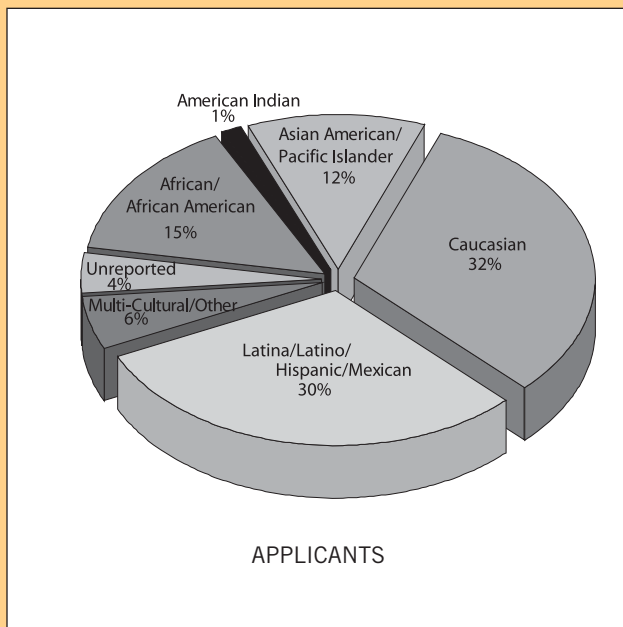


MSW Applicants and New Students

In academic year 2007–2008, the Title IV-E program attracted a diverse student body, as it did in previous years. A total of 684 students applied to the MSW stipend program. Of these, 325 first-year students entered the program. The number of applicants and Title IV-E MSW students accepted and enrolled in fall 2007 by race/ethnicity are listed below:

Race/Ethnicity	Applicants	New Students
African/African American	100	50
American Indian	10	7
Asian, Southeast Asian, or Pacific Islander	82	30
Caucasian	217	100
Hispanic, Latino, Mexican, or Latin heritage	208	121
Multi-Cultural/Other	38	11
Unreported	29	6

FIGURE 7.
Racial/Ethnic Composition of Applicants and Title IV-E MSWs
Accepted and Enrolled in Fall 2007

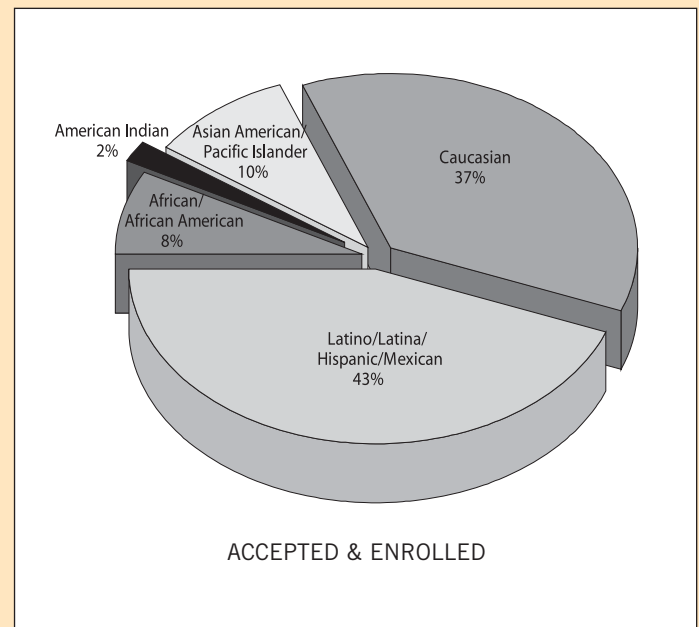
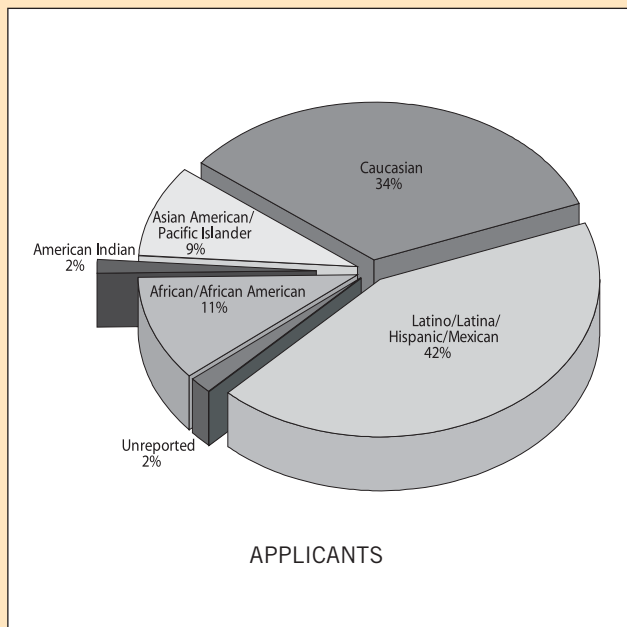


BASW Applicants and New Students

Now in its fourth year, the Title IV-E BASW program has six participating schools. The programs received 65 applications in 2007–2008 and accepted and enrolled 52 new students. The 2007 BASW applicants were diverse, as the graph below indicates. The number of applicants and BASW students accepted and enrolled in fall 2007 by race/ethnicity are listed below:

Race/Ethnicity	Applicants	New Students
African/African American	7	4
American Indian	1	1
Asian, Southeast Asian, or Pacific Islander	6	5
Caucasian	22	19
Hispanic, Latino, Mexican, or Latin heritage	28	23
Multi-Cultural/Other	0	0
Unreported	1	0

FIGURE 8.
Racial/Ethnic Composition of Applicants and Title IV-E BASWs
Accepted and Enrolled in Fall 2007



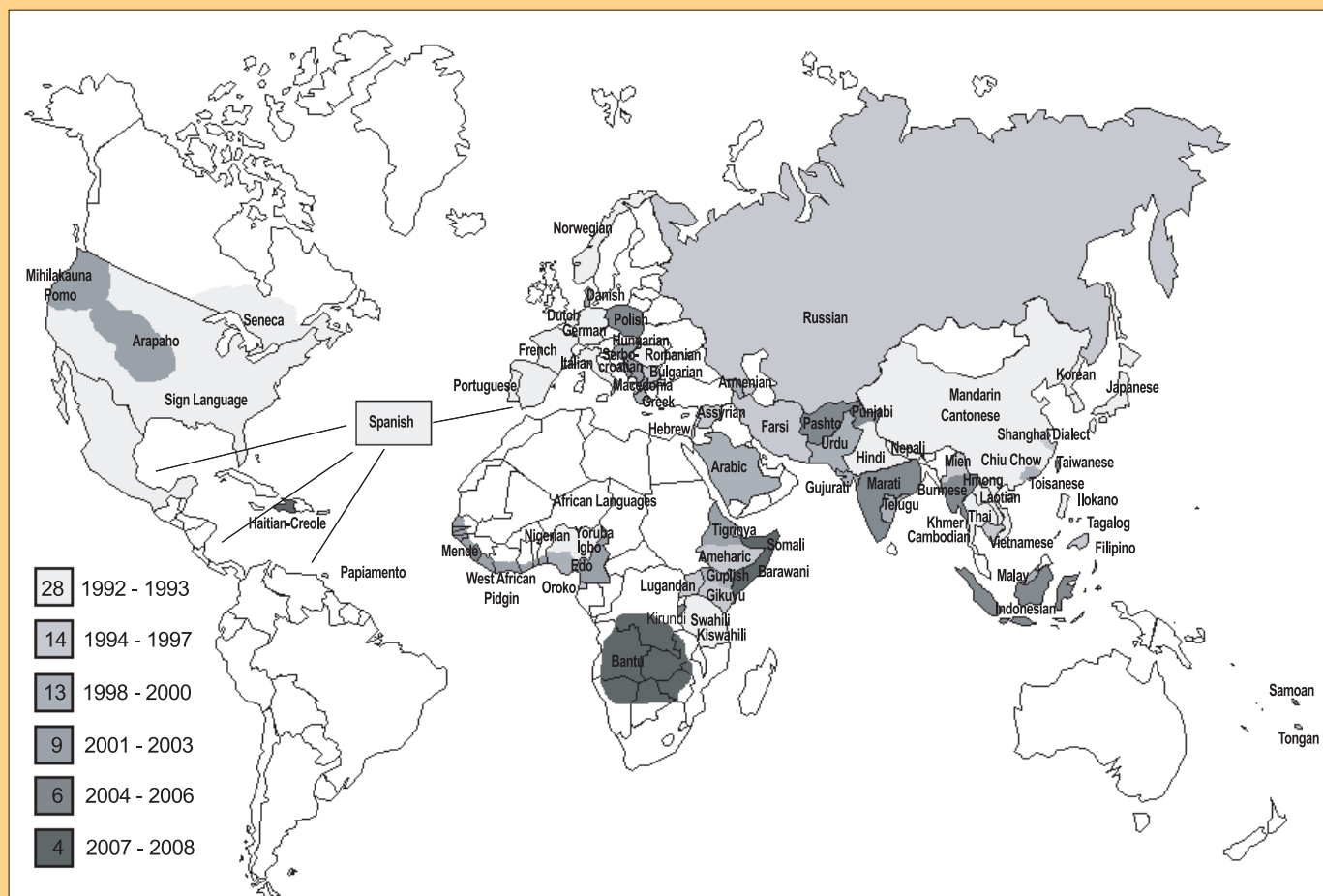
Multilingualism of Title IV-E Students and Graduates

Students and graduates who speak languages besides English facilitate communication with the state's diverse child welfare population, which includes a large number of non-English-speaking clients. Among the 4,555 Title IV-E MSW and BASW students and graduates:

- 1,870 (41%) speak, write, or sign a language other than English;
- 185 (4%) speak 2 or more additional languages; and
- 74 different languages are spoken in addition to English.
 - 73% of the bilingual students and graduates speak Spanish; and
 - 19% of the bilingual students and graduates speak Vietnamese or some other Southeast Asian language.

The majority of the non-English-speaking child welfare clients speak Spanish, Vietnamese, and other Far East and Southeast Asian languages.

FIGURE 9.
Number of Languages Spoken Each Year by Title IV-E Students and Graduates by Year of Graduation, 1991–2008



In-Service Training Coordination

Fairness & Equity

SIXTH ANNUAL SYMPOSIUM HELD

CalSWEC hosted the Sixth Annual Symposium on Fairness and Equity Issues in Child Welfare Training and Education on the University of California, Berkeley campus in April 2008. The symposium annually affords university educators and training development staff the opportunity to discuss in a frank, safe, and productive manner cultural differences, social justice, and equity of services in the child welfare system. Attendees also share the challenges related to training and educating child welfare professionals in identifying and combating personal and institutional biases.

Child well-being was the focus and featured:

- A keynote address by *Oronde A. Miller*, senior director, *Strategic Consulting, Casey Family Programs*, on issues of child well-being and drawing from his personal experience;
- A keynote address by *Felice Yeskel*, founder and executive director of *Class Action*, illustrating the training issues that arise from biases related to social class and economic opportunity;
- An update on the latest analysis of California's child welfare data by *Barbara Needell*, principal investigator for the *Performance Indicators Project at UC Berkeley's Center for Social Services Research*;
- A panel presentation from *Los Angeles County* about its training efforts since implementation of the IV-E Waiver;
- A presentation by the *Public Child Welfare Academy—Southern Region* on a new curriculum that addresses the unique situation of African American fathers involved in the child welfare system;
- A panel discussion by *Central California Training Academy* on the implementation and evaluation of its unique program that uses cultural brokers to work with child welfare staff and the community in the region
- Breakout sessions on training staff to work with incarcerated parents, the *Y.O.U.T.H Training Project's* training staff on advocating for the well-being of foster youth, and the successful integration of fairness and equity issues into curriculum.



In a panel title “Love Matters: Former Foster Youth Talk about Wellness, Relationships, and the Things that Matter Most,” former foster youth shared their stories about overcoming adversity, inadequate attachment, abandonment, and loss. Speakers were, left to right, Meribe Martinez, former president of Contra Costa County CYC; Salonje Rochell, senior trainer at the Y.O.U.T.H. Training Project, Bay Area Academy; Mercedes Calixtro-Nuñez, trainer at Y.O.U.T.H. Training Project, Bay Area Academy; and Whitney Rhodes, youth leader at the Independent Living Program. Not pictured is Jamie Lee Evans, M.S.W., project director of the Y.O.U.T.H. Training Project, Bay Area Academy.



TWO PROJECTS FUNDED

CalSWEC funded two fairness and equity-oriented projects for its coordinating partners.

- The Public Child Welfare Training Academy—Southern Region developed a curriculum, *Working with the African American Father, the Forgotten Parent*.
- The Bay Area Academy sponsored a region-wide event, convened in San Francisco, featuring keynote speaker Ruth McRoy, Ph.D.

Training

COMMON CORE CURRICULA

Revision of the new standardized curricula, *Child and Youth Development in a Child Welfare Context* and *Child Maltreatment Identification, Part 2: Sexual Abuse and Exploitation (CMI-2)*, continued during 2007–2008. Data, collected on the previous versions that were already delivered, were used to inform the new curricula. Training of the final curricula will begin in 2008.

CalSWEC continues to collect and systematically share curriculum and training resources from around the state with all regions and counties involved in developing content for the broad array of new core topic areas. Data was also systematically collected in fiscal 2007–2008 to assist in creating new versions of the Common Core Curricula in the areas of case planning and fiscal essentials (for supervisors).

ONGOING TRAINING

In addition to core training, the Statewide Training & Education Committee regularly reviews current legislation to identify implications for ongoing training. In 2007–2008, curriculum tools were developed to respond to new legislation, including training resources on:

- Permanency Planning Options,
- Formulating a Transitional Independent Living Plan, and
- Legal Residency for Juveniles within the Child Welfare System.

These brief modules can be used by child welfare supervisors in their staff unit meetings.

TRAINER DEVELOPMENT ACTIVITIES

Trainer development activities continued in 2007–2008 with intermediate-level courses for both trainers and curriculum developers. Additionally, a series of two intermediate-level trainings were offered to approximately 80 trainers to build statewide capacity in curriculum writing. Next year's work will further professionalize the field of child welfare training through more advanced skill-based trainings for promising new trainers identified by the Regional Training Academies and counties, with opportunities for additional small-group mentored training.

Evidence-Based Practice

CalSWEC continued its work in fiscal 2007–2008 integrating the research and practice communities in partnership with the Research and Training Network, which it led with the Child and Family Policy Institute of California.

Highlights this year included:

- Planning and sponsoring the Fifth Leadership Symposium on Evidence-Based Practice in San Diego in January 2008.
- Re-formulation and revision of the Statewide Child Welfare Research Agenda, which guides CalSWEC's curriculum-focused research projects as well as all other child welfare research conducted across California.
- Initiation of a brief, intensive research project in conjunction with San Jose State University and the California Department of Social Services, which examines what practice changes may contribute to better performance in the areas of foster care re-entry and placement stability.

The newest version of the Statewide Child Welfare Research Agenda, along with other information related to CalSWEC's work in evidence-based practice, can be found at:

http://calswec.berkeley.edu/CalSWEC/EB_Practice.html



The Child and Family Services Review

As California heads through its second round of Child and Family Services Reviews, CalSWEC and its partners have helped to assess and reform the state's child welfare system. CalSWEC's participation included convening the technical writing team of Ray Liles, Ph.D., and Cathy Cimbalo, M.S.W., to assist in writing the Statewide Self-Assessment, as well as by participating in the steering committees for the Self-Assessment and the Program Improvement Plan.

Training Evaluation

COMMON CORE CURRICULA

CalSWEC's major evaluation activities involving the Common Core Curricula in fiscal 2007–2008 were the administration of knowledge tests for four content areas and two skill areas.

Knowledge testing was completed for the following:

- Critical Thinking Skills in Child Welfare Assessment: Safety, Risk, and Protective Capacity;
- Child & Youth Development in a Child Welfare Context;
- Family Engagement in Case Planning and Case Management; and
- Placement and Permanency.

Two content areas, Child Maltreatment Identification, Part 1 (Neglect, Emotional Abuse, and Physical Abuse) and Child Maltreatment Identification, Part 2 (Sexual Abuse and Sexual Exploitation), incorporated an embedded evaluation, which tests the application of knowledge and skill acquisition as part of the learning experience.

The tests were administered by the Regional Training Academies (RTAs) and the Inter-University Consortium (IUC), which sent completed forms to CalSWEC for data entry and analysis. Subsequent reports generated by CalSWEC systematically reviewed the evaluation findings, including whether the evaluation items appear to be functioning properly, and whether those valid items indicate an increase in trainee knowledge or skills.

All new child welfare workers and supervisors across California receive the Common Core, resulting in the collection of voluminous data. In fiscal 2007–2008, CalSWEC processed approximately 24,000 pages of training evaluation data from across the following tests and forms:

- Demographics: N=1127
- Critical Thinking Skills in Child Welfare Assessment: Safety, Risk, & Protective Capacity: N=616
- Child & Youth Development in a Child Welfare Context: N=713
- Child Maltreatment Identification, Part 1, v1.1/1.2: N=1097
- Child Maltreatment Identification, Part 2, v1.0: N=749
- Family Engagement in Case Planning & Case Management: N=1966
- Placement & Permanency: N=2146



Initial analysis has shown the following:

- There are significant improvements for curricula where training content is evaluated at the knowledge level.
- Trainees appear to leave the classroom with the skills that are evaluated via the embedded evaluation.
- Nearly all the items tested appear to be valid. Items that are validated are kept as part of a knowledge item bank, which allows for multiple items to measure the same areas, and improves the security of the testing process.

Also in fiscal 2007–2008, the RTAs and IUC continued their implementation of a pilot embedded evaluation for the Casework Supervision segments of the Common Core for Supervisors. This evaluation has undergone several revisions and will be finalized for statewide use in fiscal 2008–2009.

Charged with making recommendations on training evaluation for California's child welfare services is the Statewide Training and Education Committee's Macro Evaluation Team, which includes CalSWEC's coordinating partners. The team is also responsible for implementing the statewide training evaluation framework, which CalSWEC developed according to California's 2005 federal Child and Family Services Review. Via the team, counties and the RTAs/IUC can also access technical assistance from CalSWEC and national training evaluation experts.

NATIONAL HUMAN SERVICES TRAINING EVALUATION SYMPOSIUM

"Controversial Issues in Training Evaluation" was the theme of the 11th Annual National Human Services Training Evaluation Symposium held in May on the University of California, Berkeley campus. The invitation-only event brought together training evaluators from across the nation who are working toward improving child welfare training.

The symposium included presentations of and discussions about organizational culture and climate, how these factors affect staff, and the implications for staff development/training efforts. Additional presentations included design of an evaluation of a "walk-through museum" training piece by the Y.O.U.T.H. Training Project, evaluation of an "Undoing Racism"™ training as well as another type of cultural competence training, and introduction of a stereotype threat as a factor for consideration when analyzing trainee performance. Also, for the first time this year, a Pre-Conference Institute was held, which allowed participants to consider other statistical models for evaluation.

The National Human Services Training Evaluation Symposium is co-sponsored by CalSWEC, the California Department of Social Services, the American Humane Association, and the National Staff Development and Training Association of the American Public Human Services Association.





MENTAL HEALTH

Stipend Program

With the signing of a three-year contract with the California Department of Mental Health, the Mental Health Stipend Program has now entered its fourth year. The program provides stipends and programmatic support to 17 schools of social work within the CalSWEC consortium to prepare graduate social workers for professional practice in California's community mental health system.

During the last three years, the program has graduated more than 500 master's-level social workers who have accepted professional positions within California's community mental health system, either in a county mental health agency or in a nonprofit agency contracting with the local county agencies. The program requires that the graduates work in the community mental system for one year in return for the stipends they received.

When the program began in fall 2005, it had an initial cohort of 174 MSW students.

- The vast majority of these students (99%) have completed their professional education.
- In 2006, another 188 students enrolled in the program; 96% of them completed their professional education within the required time limit.
- The third cohort of 184 students, who enrolled in fall 2007, have completed the program; the completion rate is currently 97%.
- The few students who have not been able to complete the program within the required time limit have submitted appeals, which have been approved by the state.

Diverse, Multilingual Students

The participating social work schools have made a determined effort to enroll minority and multilingual students in the stipend program. In the most recent cohort (2007–2008), 48% of the students were ethnic minorities:

- 24% of the students self-reported their ethnic affiliation as Hispanic, Chicano, or Latino;
- 13% as Asian or Pacific Islander;
- 10% African American; and
- 1% Native American.



Of the 184 students enrolled in the 2007–2008 cohort, 93 students, or about 50%, spoke at least one language in addition to English.

- Other than English, the most commonly spoken language was Spanish, with 56, or 31%, of the 184 students speaking Spanish.
- The next most common category of spoken languages was Asian and Pacific Island languages, with 23 students, or 13%, speaking an Asian language. Asian languages were defined as, but not limited to, Mandarin, Cantonese, Vietnamese, Tagalog, Korean, Hindi, Urdu, Farsi, and Arabic.
- A smaller percentage of students (8%) were identified as speaking a European language, including, but not limited to, French, Russian, German, and Portuguese.
- Three students, or 2%, spoke African languages. Additionally, 2 students, or 1%, reported knowing American Sign Language.

Employment, Retention Rates High

Employment rates of graduates in the community mental health system are high.

- A total of 95% of the first cohort (2005–2006) have completed their one-year employment commitment.
- Of the second cohort (2006–2007), 78% have now completed their one-year employment requirement. However, students are still in the process of completing their employment requirement, so that figure is expected to increase.

A preliminary survey of the graduates from the first cohort (2005–2006) found the following:

- 71% remained in the community mental health system *after* completing the one-year employment requirement.
- 54% are working in county mental health agencies, while approximately 25% are working in nonprofit agencies contracting with local counties.
- Approximately 56% of the cohort has continued to work in the agency where they were originally employed.
- Although 24% moved to another agency, only a small proportion of the cohort for which information was available moved out of the community mental health system and found employment in another field. However, most are now working in related fields such as child welfare or medical social work.
- Unfortunately it was not possible to track approximately 19% of the original 2005–2006 cohort.

The Mental Health Stipend Program operates as an Interagency Agreement between the Department of Mental Health and the Regents of the University of California. It is managed by CalSWEC at UC Berkeley by Professor James Midgley, principal investigator, under the direction of Dean Lorraine Midanik and with the assistance of Crystal Nash, program representative until September 2008, then her successor, Linda Harrison.

A subcommittee of the CalSWEC Executive Committee (consisting of Dr. Beverly Buckles, Dr. Teresa Morris, Mr. Alan Rawlins, Dr. Marvin Southard, Warren Hayes, and Dean Midanik) advises Dean Midanik and Professor Midgley. It works closely with the CalSWEC Executive Committee and the Mental Health Committee, co-chaired by Dr. Buckles and John Ryan, assisted by Jan Black and including members of the CalSWEC board and community volunteers interested in mental health work.

Mental Health Committee

The Mental Health Committee has experienced an active year in its continuing efforts to implement the Mental Health Curriculum Competencies and support the workforce education and training of MSW students for California's public mental health system.

ZELLERBACH GRANT

Funding was received from the Zellerbach Family Foundation for the grant *A Model for Implementation of the Mental Health Competency Curriculum*, which provided support for several important events during the past year.

Two Curriculum Infusion Seminars have been held to date, with two additional ones planned for December 2008. The first, held in February, dealt with recovery. Presenters were *Chad Costello, MSW, director of Public Policy, Mental Health of America, Los Angeles*, and *Heather Martin, consumer and member of the MHA Village*. The second, held in April, was on Co-occurring Disorders, with presenter *Dr. Tomas Freeze* and staff of the *UCLA Integrated Substance Abuse Programs and Pacific Southwest Addiction Technology*.

New Curriculum Modules

Four curriculum modules have been developed, which, when finalized, will be posted on the CalSWEC website and the Loma Linda University Mental Health Curriculum Resource website. Each module contains nine hours of lecture content with accompanying exercises and reference materials. It can be used as a total course or as "drop-in" lectures in a variety of courses. The modules are as follows:

- Recovery written by *Betty Dahlquist, MSW, executive director, CASRA*;
- Co-Occurring Disorders by *Dr. Sally Mathiesen, professor, San Diego State University, School of Social Work*;
- Specialized Interventions for Older Adults with Mental Illness by *Dr. Michael Johnson, professor, California State University, Stanislaus Department of Social Work*; and
- Specialized Interventions for Children and Transitional-Aged Youth with SED by *Dr. Sigrid James, professor, Loma Linda University, Department of Social Work and Social Ecology*.

Other Activities

Other committee activities during the year included participation in a number of collaborative partnerships, consultation with other social work programs throughout the state and across the country involving the mental health initiative and the curriculum supports, and a detailed survey of implementation strategies of the Mental Health Curriculum Competencies utilized by the schools participating in the CalSWEC Mental Health Stipend Program.





AGING

In 2007, the Aging Committee appointed Anita Harbert, former director of San Diego State University School of Social Work, chair of the Aging Committee. Mary Sawicki, director of Calaveras County Works and Human Services Agency, continues as co-chair. Margaret Tynan and June Simmons, former chair and co-chair, respectively, stepped down after several years of exemplary service.

The California Welfare Directors Association (CWDA) continues to endorse and support the work of the Aging Initiative as it has done since its inception. Generous contributions for fiscal year 2007–2008 are sustaining the Aging initiative as it seeks other avenues for funding our upcoming projects.

Aging Initiative projects that were successfully completed this year are described in this section.

Statewide Labor Force Survey

The response rate to the statewide Aging Services Labor Force Survey was 77.6% from the 58 counties submitting either Adult Protective Services (APS), In-Home Support Services (IHSS), both programs separately, or combined APS/IHSS). A sample of 29 APS, 32 IHSS, and 12 combined APS/IHSS programs resulted in a response rate of 42.4% for Area Agencies on Aging (AAA), 14.4% for AAA subcontractors, and 10.3% for Adult Day Health Care Centers (ADHCs).

The survey, conducted in 2008, is the first statewide study of its kind to collect comprehensive data on current and projected labor force needs for services to older adults/families focused on these programs. It offers baseline information for planning and evaluation of labor force expansion and development.

A final survey report is under way. A separate report on CWDA data is also in progress, while a second report will deal with AAA/AAA subcontractor and ADHC data. A three-year grant (2005–2008) from the Archstone Foundation, with matching funds from California State University, Long Beach Department of Social Work and CWDA provided support for this work.

MSW Stipends

During 2006–2008, 65 students benefited from Archstone Foundation and community match stipends. The foundation distributed 28 stipends of \$4,000 each to master's-level gerontology social work students. Additionally, regional collaborative partners were free to use various methods to provide 37 match stipends. These included county agencies providing match funds for currently employed students; GSWEC (Geriatric Social Work Education Consortium) stipend students serving as match; mental/behavioral health stipends serving as match; and students serving in mental health and aging traineeships being paid for their internships. In addition, Stanislaus County's pilot to obtain MediCal funding for student training resulted in nine stipends.

University Survey

The Aging Initiative released the report of its University Survey, conducted in 2006, which collected baseline information on the aging content offered to students in their MSW programs in 2005–2006. The complete University Survey Report is available on the Aging website, http://calswec.berkeley.edu/CalSWEC/UniversitySurveyReport_Rev_071408_Final.pdf.

The survey goals were to:

- Describe the current status of social work education in aging within the curriculum in California schools of social work.
- Provide baseline data for CalSWEC to use in assessing the level of competency-based social work in aging curriculum of both infusion and aging specialization.
- Provide data for comparison of social work in aging in California with national surveys.

Among the survey findings:

- **Faculty:** All social work programs had at least one classroom faculty with expertise in aging; 76% had 2 or more gerontology faculty. The average number of full-time faculty in aging was 3. Schools were less likely to have full-time field faculty with aging expertise, with 33.3% reporting having no such faculty.
- **Content:** In Human Behavior and the Social Environment (HBSE) courses, 40% of the responding schools reported 11–20% exposure to aging content. Practice classes appear to be one of the higher levels of exposure, with 26.7% of the schools reporting 21–30% and 13.3% reporting more than 30%. Policy and research were the lowest areas reporting, with 60% and 71.4%, respectively, with 10% or less exposure. Diversity/social justice reported 63.7%, with 10% or less exposure.
- **Barriers to California social work aging curricula:** The biggest barriers were: “existing curricula too full” (60%); “lack of student interest” (60%); and “not a priority population” (26.7%). Also of note, schools rated: “lack of faculty with aging specialization” (20%); “resistance on the part of faculty” (20%); and “field placement issues” (6.7%)



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*CalSWEC gratefully acknowledges its staff and graduate student
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