



CalSWEC

California Social Work Education Center

A partnership for Education, Student Support, Training, Evaluation, and Research

Title IV-E Program Final Report

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Statistical Report

Academic Year 2013–2014 marked the graduation of the 21st cohort from CalSWEC’s Title IV-E Stipend Program. A total of **947** students were projected to be served in the original budget presented to CDSS. While recruitment efforts were largely successful with our partner counties, the contract enrolled a total of 806 students for the academic year: 735 MSW, 51 BASW, and 20 Pathways students—15% below our original projection.

Of the 806 students enrolled, 338 were in their final year of study and graduated in June 2013: 293 MSW and 45 BASW graduates. Another 8 MSW students were due to graduate but must complete their theses, classes, or exams. Seven BASW students graduated and will enter the MSW program in the fall. Three of the Pathway students completed their BASW coursework and are now enrolled in the MSW program.

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

Table 1 – Pathway 2013–2014 Enrollment			
University	Status		Total
	BASW	MSW	
CSU, Chico	4	1	5
CSU, Humboldt	4	5	9
CSU, San Bernardino	1	5	6
Grand Total	9	11	20

Note: All Pathway students are part-time.

Table 2 – BASW 2013–2014 Enrollment			
University	Status		
	Full/Part	Enrolled	Graduated
CSU, Chico	Full		3
CSU, Fresno	Full		9
	Part	5	5
CSU, Humboldt	Full		2
CSU, Long Beach	Full		4
	Part	1	
CSU, San Bernardino	Full		16
San Diego State	Full		6
Subtotals	Full		40
	Part	6	5
Grand Total		6	45

Table 3 – MSW 2013–2014 Enrollment							
	Status						
University	Full/Part	1st Year	2nd Year	Graduates	Pending* Graduation	Subtotal	Grand Total
Northern Region							
CSU, Chico	AP			4		4	22
	Full	4		4		8	
	Part	1	9			10	
CSU, Humboldt	AP			2		2	21
	Full	7		5		12	
	Part	4	3			7	
CSU, Sacramento	Full	20	1	17		38	58
	Part	1	18	1		20	
Northern Totals	AP	0	0	6	0	6	101
	Full	31	1	26	0	58	
	Part	6	30	1	0	37	
Bay Area							
UC Berkeley	Full	15		15		30	30
CSU, East Bay	Full	19		14	1	34	36
	Part	1	1			2	
CSU, Monterey Bay	Part	1	2	1		4	4
San Francisco State Univ.	Full	13		11		24	24
San Jose State Univ.	Full	14		15		29	46
	Part	9	7	1		17	
Bay Area Totals	Full	61	0	55	1	117	140
	Part	11	10	2		23	
Central Region							
CSU, Bakersfield	Full	5		15		20	33
	Part	5	5	3		13	
CSU, Fresno	Full	13	2	17	1	33	59
	Part	8	12	5	1	26	
CSU, Stanislaus	Full	19		9	3	31	42
	Part	4	5	2		11	
Central Totals	Full	37	2	41	4	84	134
	Part	17	22	10	1	50	
Los Angeles Region							
CSU, Dominguez Hills	Full	8		9		17	17
CSU, Long Beach –home campus	AP			1		1	48
	Full	8	1	7		16	
	Part	9	10	12		31	
CSU, Long Beach - Distance Ed.	Full	1				1	18
	Part	17				17	
CSU, Los Angeles	Full	4		8		12	36
	Part	8	8	8		24	
CSU, Northridge	Full	9		6		15	33
	Part	6	7	5		18	

Table 3 – MSW 2013–2014 Enrollment							
	Status					Subtotal	Grand Total
University	Full/Part	1st Year	2nd Year	Graduates	Pending* Graduation		
UCLA	Full	11		13		24	24
USC	Full	11		12		23	23
Los Angeles Totals	AP	0	0	1	0	1	199
	Full	52	1	55	0	108	
	Part	40	25	25	0	90	
Southern Region							
CSU, Fullerton	Full	16		11		27	34
	Part	3	2	2		7	
Loma Linda University	Full	8		12		20	28
	Part	6	1	1		8	
CSU, San Bernardino	Full	15		15		30	44
	Part	7	4	3		14	
San Diego State	AP					1	50
	Full	14	1	18		34	
	Part	4	7	4	1	16	
San Diego State-Imperial Valley	Part			5	1	6	6
Southern Totals	Full	53	1	56		110	161
	Part	20	14	15	1	150	
Grand Totals	AP	0	0	7	0	7	735
	Full	234	5	233	6	477	
	Part	94	101	53	2	251	
		328	106	293	8	735	

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

Employment of Graduates in AY 2013–2014

During the AY 2013–2014, four factors resulted in an increased number of openings for MSW-level social workers. The factors were 1) the improved economy; (2) county budgets continuing to stabilize; (3) some counties added positions to handle adoptions and older foster youth; and (4) an unusually high number of retirees due to changes in retirement compensation benefits. These factors increased the number of new child welfare social workers needed by counties across the state.

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

- County Hiring Scans were prepared for the CalSWEC Board of Directors meetings in September, February, and May in order to track each county's anticipated hiring of BASW and MSW social workers. In the survey for the September Board meeting, all 58 counties responded to the request. For the nine-month period requested, there were over 800 planned new permanent hires in county child welfare statewide.
- A session was offered for all IV-E students attending the 2014 Student Day, as well as for PCs, to provide strategies and information on the county employment process used to recruit, examine, and hire child welfare social workers.
- The Workforce Development Coordinator participated in a technical review of the Merit Services System to streamline and improve the efficiency of hiring new Child Welfare workers in the 30 small counties
- 21 workshops were conducted at 16 different universities to advise IV-E BASW and MSW students of current hiring opportunities; prepare them for the recruitment, screening and examination process; and answer questions about hiring in their region and throughout the state.

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

As of July 1, 2014—less than three months after graduation—136, or 46%, of the 2014 MSW graduates were confirmed to be employed. Three BASW grads entered the MSW program. Of the remaining BASW 2014 grads, 2 (5%) are employed. We will update this during the next academic year to give CDSS a more recent accounting of the status of the 2014 graduates. The tables below display the hiring status over the last three years by region. The hiring of the graduates will continue to be monitored over the year to determine program adjustment for the coming year.

Table 4 – Title IV-E MSW Hiring Status by Region & School—As of July 1, 2014												
Universities	2012				2013				2014			
	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												
Chico	16		15	94%	15		13	87%	8	7	1	13%
Humboldt	10		7	70%	9	1	7	78%	7	5	2	29%
Sacramento	21		20	95%	16		16	100%	18	15	3	17%
Totals	47	0	42	89%	40	1	36	90%	33	27	6	18%
Bay Area Region												
Berkeley	19		17	89%	16		15	94%	15	1	14	93%
East Bay	16		14	88%	19	2	15	79%	14	9	5	36%
Monterey Bay	NA		NA	NA	NA		NA	NA	1		1	100%
San Francisco	4		3	75%	10		10	100%	11	10	1	9%
San Jose	19		13	68%	19		19	100%	16	4	12	75%
Totals	58	0	47	81%	64	2	59	92%	57	24	33	58%
Central Region												
Bakersfield	23	1	21	91%	19	4	15	79%	18	17	1	6%
Fresno	30		27	90%	21	1	20	95%	22	4	18	5%
Stanislaus	19		17	89%	18	2	15	83%	11	6	5	64%
Totals	72	1	65	90%	58	7	50	86%	51	27	24	51%
Los Angeles Region												
Dominguez Hills	8		7	88%	7	2	4	57%	9	4	5	56%
Long Beach	21		20	95%	20		18	90%	20	8	12	60%
Long Beach - DE	NA		NA	NA	18	1	17	NA	NA		NA	NA
Los Angeles	16		15	94%	18	1	17	94%	16	8	8	50%
Northridge	15		15	100%	20		19	95%	11	4	7	64%
UCLA	10		8	80%	13		9	69%	13	13	0	0%
USC	11	3	8	73%	11		11	100%	12	12	0	0%
Totals	81	3	73	90%	107	4	95	89%	81	49	32	40%
Southern Region												
Fullerton	17		17	100%	19	2	17	89%	13	10	3	23%
Loma Linda	25	3	14	56%	20	3	15	75%	13	12	1	8%
San Bernardino	17		23	135%	19	1	18	95%	18	1	17	94%
San Diego - IVC	NA		NA	NA	NA		NA	NA	5		5	100%
San Diego	23	1	22	96%	23	1	23	100%	22	7	15	68%
Totals	82	4	76	93%	81	7	73	90%	71	30	41	58%
Grand Totals	340	8	303	89%	350	21	313	84%	293	157	136	46%

NOTES: Graduates in monetary repayment or waived due to special circumstances are not included in the numbers. All graduates were hired by county agencies. 2014 Graduates have until June of 2015 to find employment, and most are still searching for county positions.

Table 5 – Title IV-E BASW Hiring Status by Region & School—As of July 1, 2014												
Universities	2012				2013				2014			
	Total Grads	Not Hired	Total Hired or Working		Total Grads	Not Hired	Total Hired or Working		Total Grads	Not Hired	Total Hired or Working	
Chico *	NA			NA	4	0	2	50%	4	4	0	0%
Fresno **	15	9	6	40%	17	6	11	65%	10	10	0	0%
Humboldt	4	0	4	100%	2	2	0	0%	2	1	1	50%
Long Beach	9	0	7	78%	11	4	6	55%	4	4	0	0%
San Bernardino	10	4	6	60%	14	6	8	57%	14	13	1	7%
San Diego	7	3	4	57%	6	6	4	67%	5	5	0	0%
Totals	45	16	27	60%	54	48	31	57%	39	37	2	5%

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

2014 Graduates have until June of 2015 to find employment, and most are still searching for county positions.

* 4 Chico grads (2 in 2012 and 2 in 2014) and 1 2014 Humboldt grad were granted approval to enter the MSW Program and postpone employment.

** 2 of the Fresno 2013 grads were hired by Non-Profit Agencies

Hiring Trends

Except for the problems in the economy, which affected the initial hiring of the graduates in 2003 and 2009–2012, more than 95% of the IV-E MSWs have found work in child welfare agencies since 1993. Among the IV-E BASWs, 74% were hired since the inception of that program in 2004. MSWs and BASW hiring both recovered fairly well overall, largely because those graduates unable to secure county employment were able to take advantage of the option to fulfill the repayment obligation at IV-E-eligible non-profits, which has kept the overall hiring percentages at reasonable levels. Some in the recent cohorts graduated late in their cohort year and are still searching for work, which would reduce the percentages for those years. The graphs below depict the hiring trends over the years.

Figure 1. Percentage of CalSWEC IV-E MSW Graduates Hired by Cohort and Quarter of Hire in the First Year and Total Hired as of July 2014

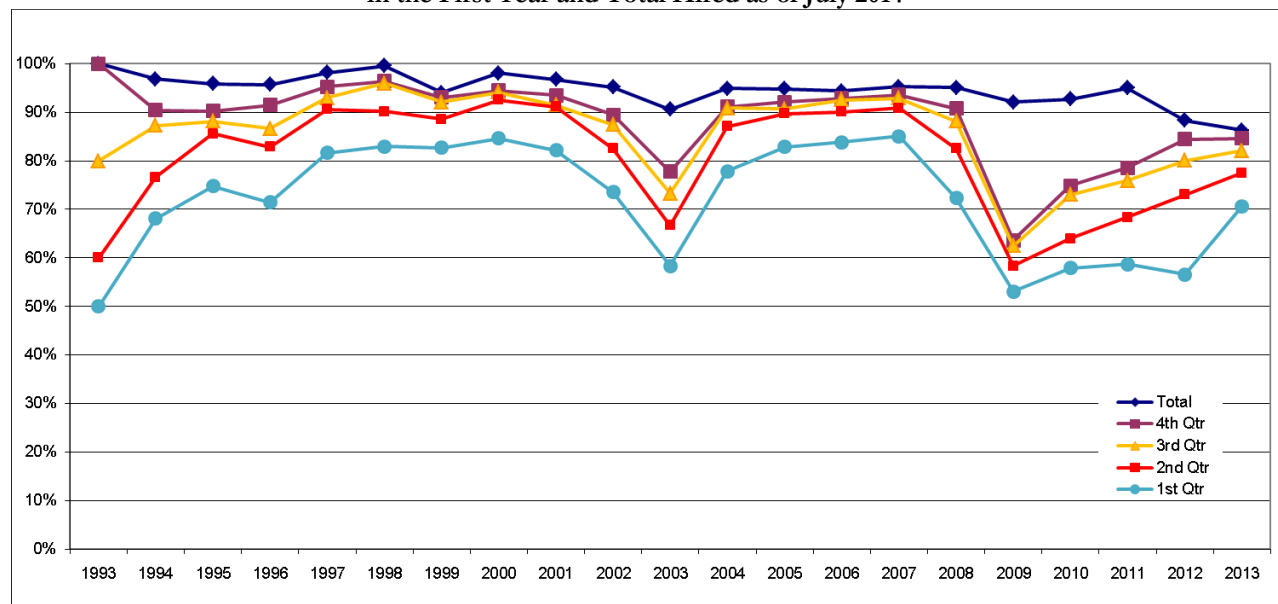
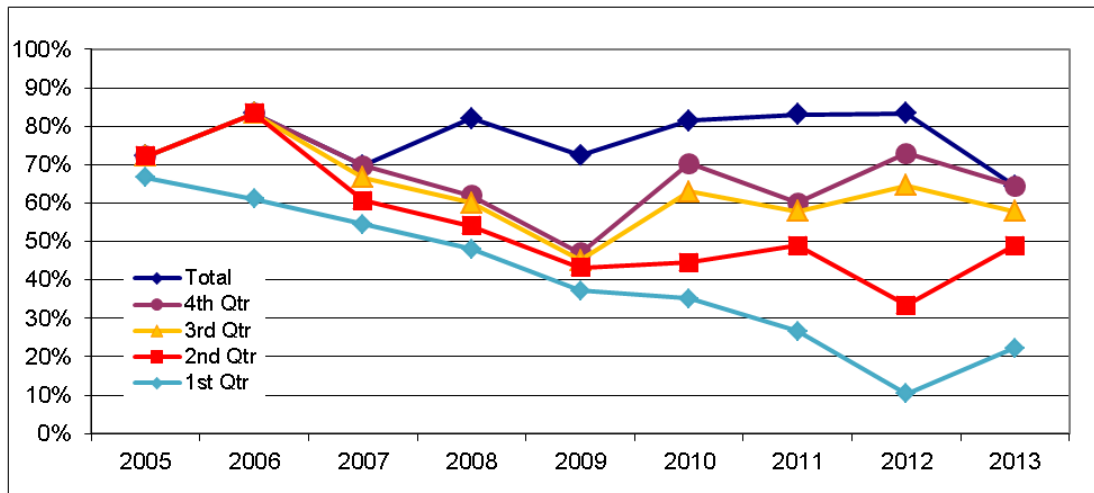


Figure 2. Percentage of CalSWEC IV-E BASW Graduates Hired By Cohort and Quarter of Hire in the First Year and Total Hired as of July 2014

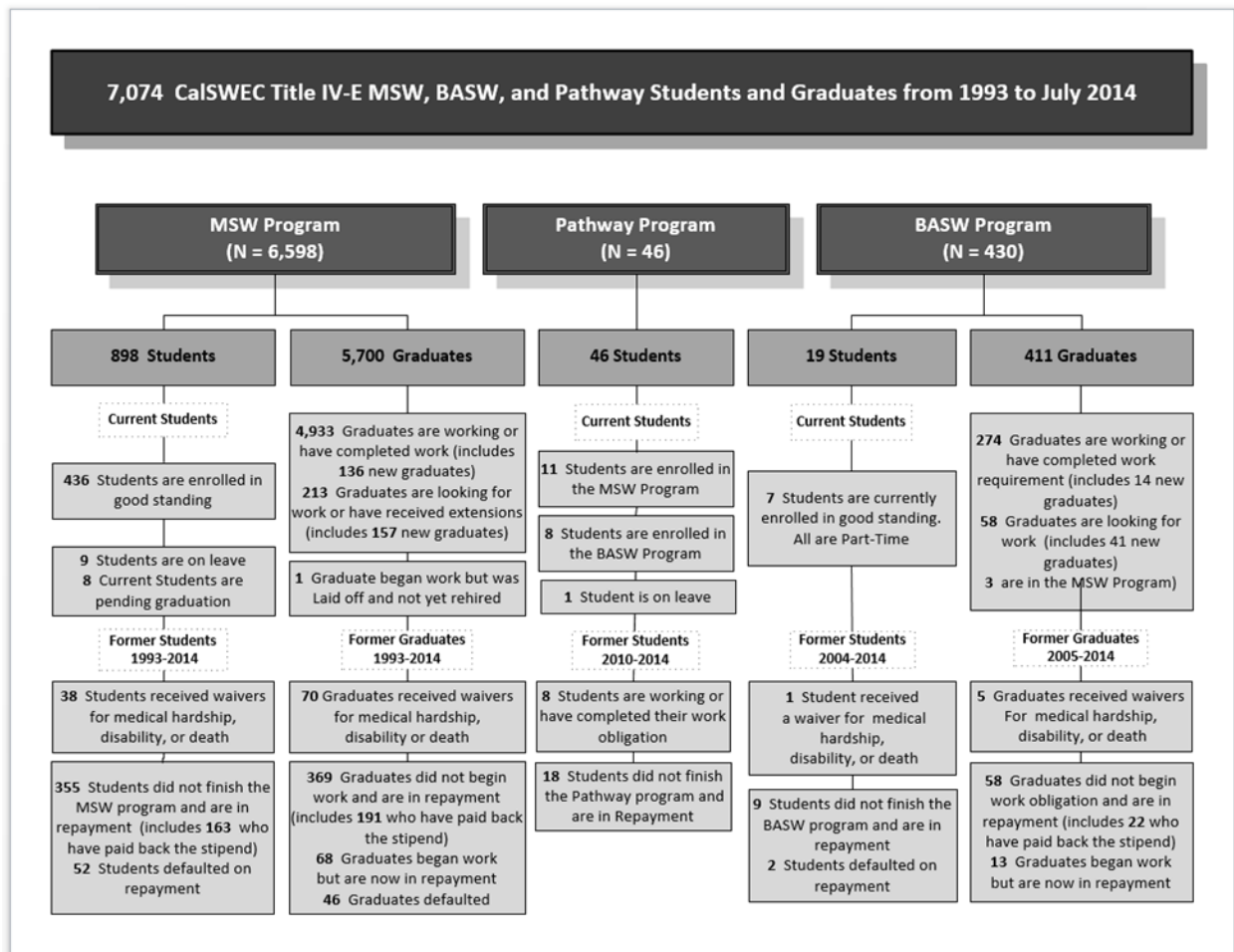


Total Population of CalSWEC Title IV-E Students and Graduates

Since the beginning of the Title IV-E Stipend Program, CalSWEC has tracked all student participants. CalSWEC's Student Information System (CSIS) tracks Title IV-E students and graduates from their initial enrollment in the MSW/BASW programs through the final year of their contract obligation in public child welfare and beyond. CalSWEC's central office receives and merges quarterly data from each participating school. As of June 30, 2014, the database has information on 7,074 students and graduates: 6,598 MSW, 430 BASW, and 46 Pathway students and graduates.

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

Figure 3. Title IV-E MSW Students and Graduates, 1993–July 2014



Retention of Title IV-E Graduates

CalSWEC annually surveys graduates of the Title IV-E Stipend Program within a year and a half after they complete their employment obligation in public child welfare services. This survey is intended to track the completion of work obligation and the retention of the graduates in public child welfare services. Because the evaluation of the workforce is being revised, this survey is currently on hold.

To date, the overall retention rate of professionally trained graduates who have participated in CalSWEC's Retention Study has averaged 81% over the course of the ongoing study. The 18 years of surveys aim to determine the factors that contribute to that high rate.

Figure 4. Percentage of Title IV-E MSW Retention Survey Respondents Remaining with Their Payback Agency After Completion of Their Contractual Work Requirement By Retention Status and Year of Survey

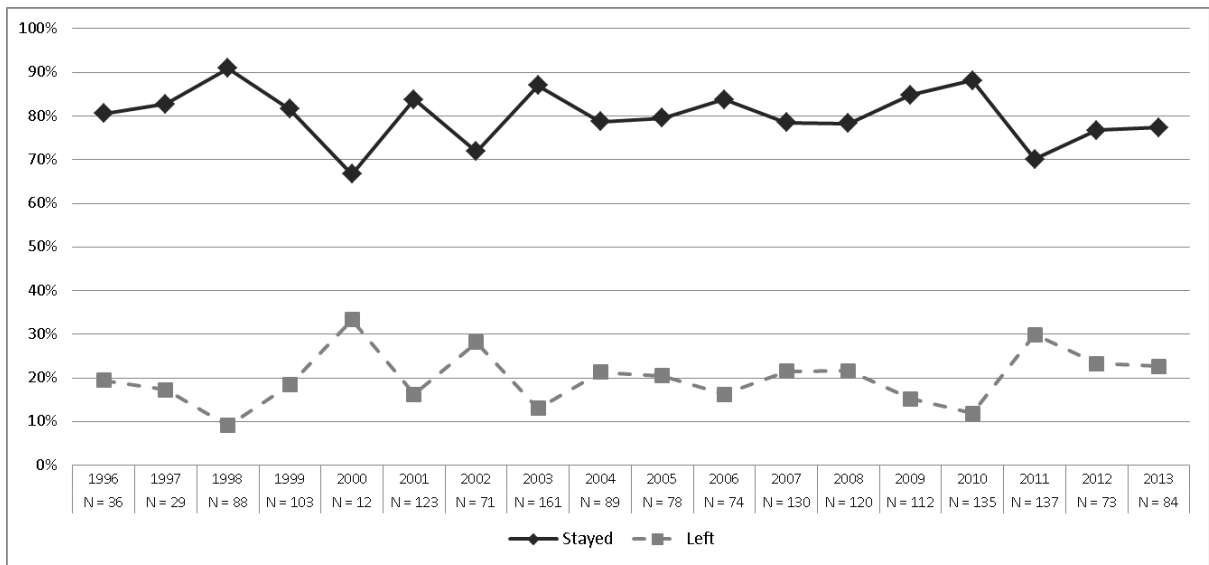


Table 6 –Overall Findings of the Retention Study from 1996 to 2013			
Survey results	#	%	
Surveys Sent	3,594		
Responses to Survey	1655	46%	
Retention	#	%	
Stayed with Agency	1340	81%	
Left Agency	315	19%	
New Job Focus		#	%
Child Welfare(public or NP)/Schools		118	37%
Mental Health		62	20%
Medical/Health/Disabilities		31	10%
Other agencies *		30	10%
Other Areas		28	9%
Unemployed/Parenting/Retired/ Back In School		26	8%
Combination of other work		5	2%
Private Practice		2	1%
Missing		13	4%

* Aging/Adult Services/Chemical/Alcohol Abuse/Corrections/Criminal Justice/Occupational/Industrial/Policy/Planning

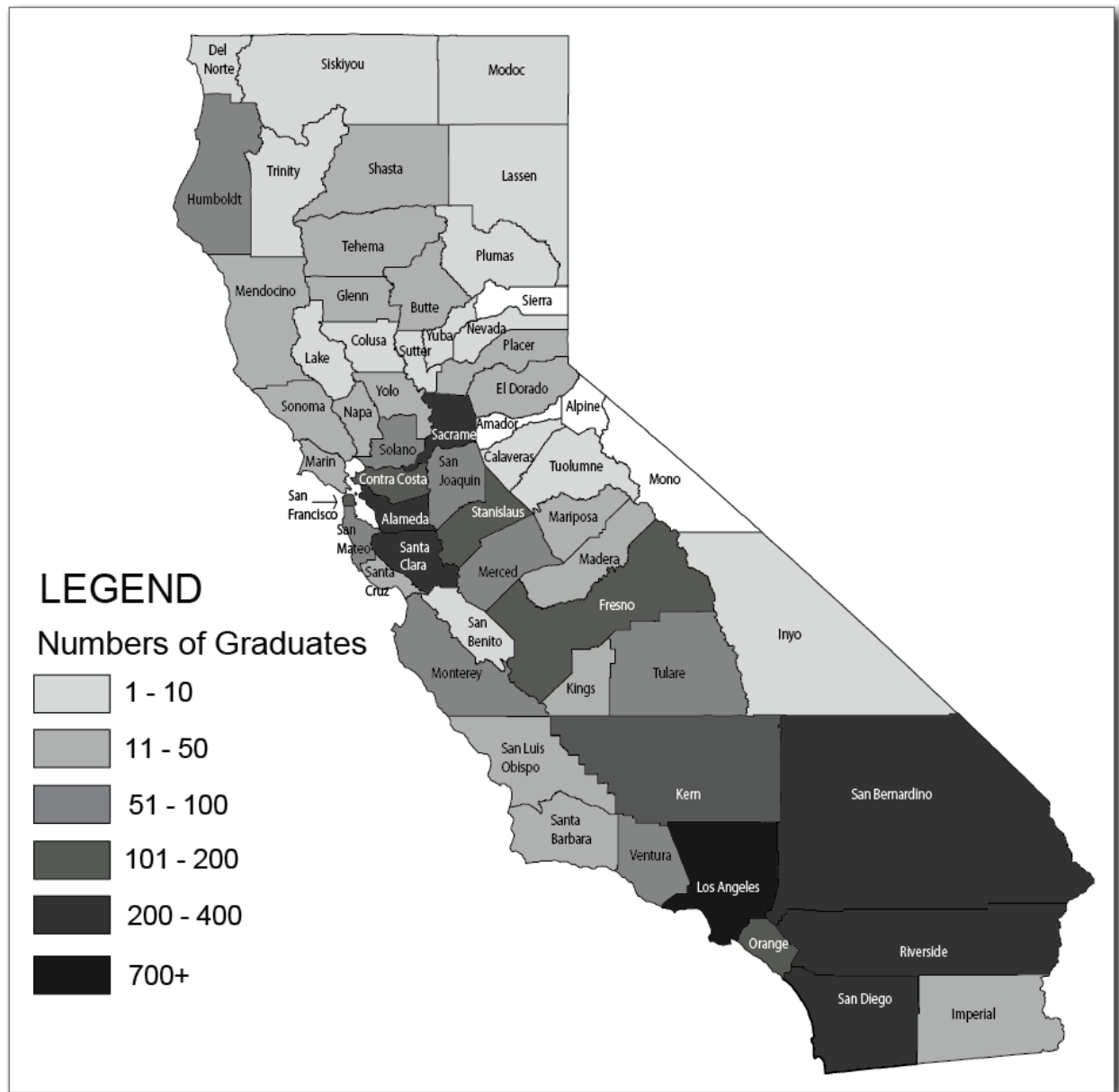
Geographic Dispersion of the Title IV-E Graduates

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

The next figure shows the hiring rate of the graduates by county:

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

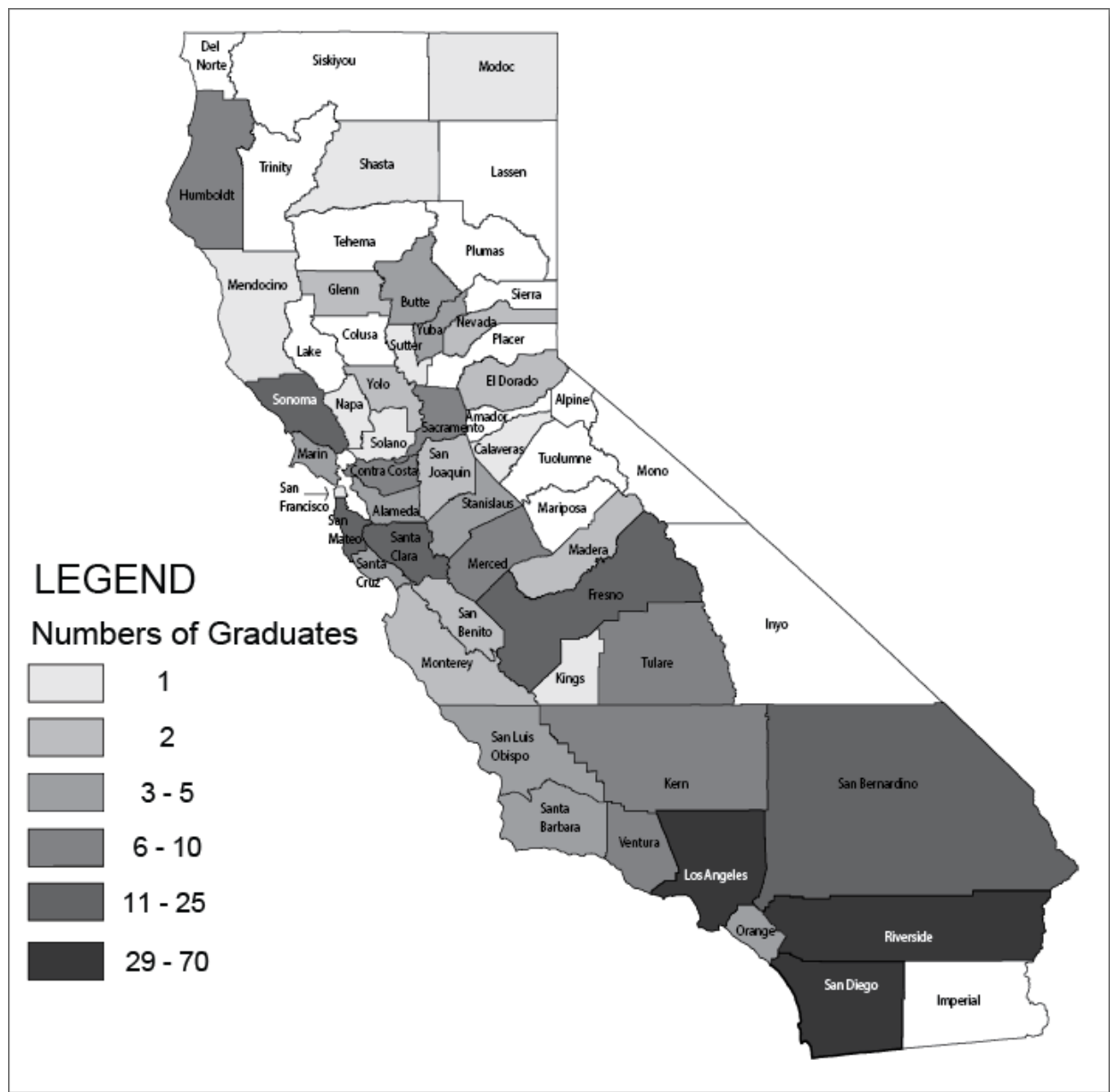
Figure 5. Density of Title IV-E MSW, BASW, and Pathway Graduates Hired by California Counties



The geographic dispersion of the 2013 MSWs and BASWs is documented below.:

- 313 (89%) of the 350 Title IV-E MSW 2013 graduates were hired in 40 California counties and 1 Tribal agency.
- 31 (57%) of the 54 Title IV-E BASW 2013 graduates were hired in 7 California counties, 1 IV-E-eligible non-profit, and 1 Tribal agency.

Figure 6. Density of Title IV-E 2013 MSW and BASW Graduates Hired by California Counties



Diversity

As the Title IV-E MSW and BASW graduates continue to join the state's public social services agencies, they add substantively to the diversity of the workforce. Figure 7 below shows the number of IV-E graduates by ethnicity over time. Figure 8 shows the percentage of children in care by ethnicity and compares IV-E graduates by ethnicity. Each new CalSWEC Title IV-E cohort adds greater diversity to the workforce.

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

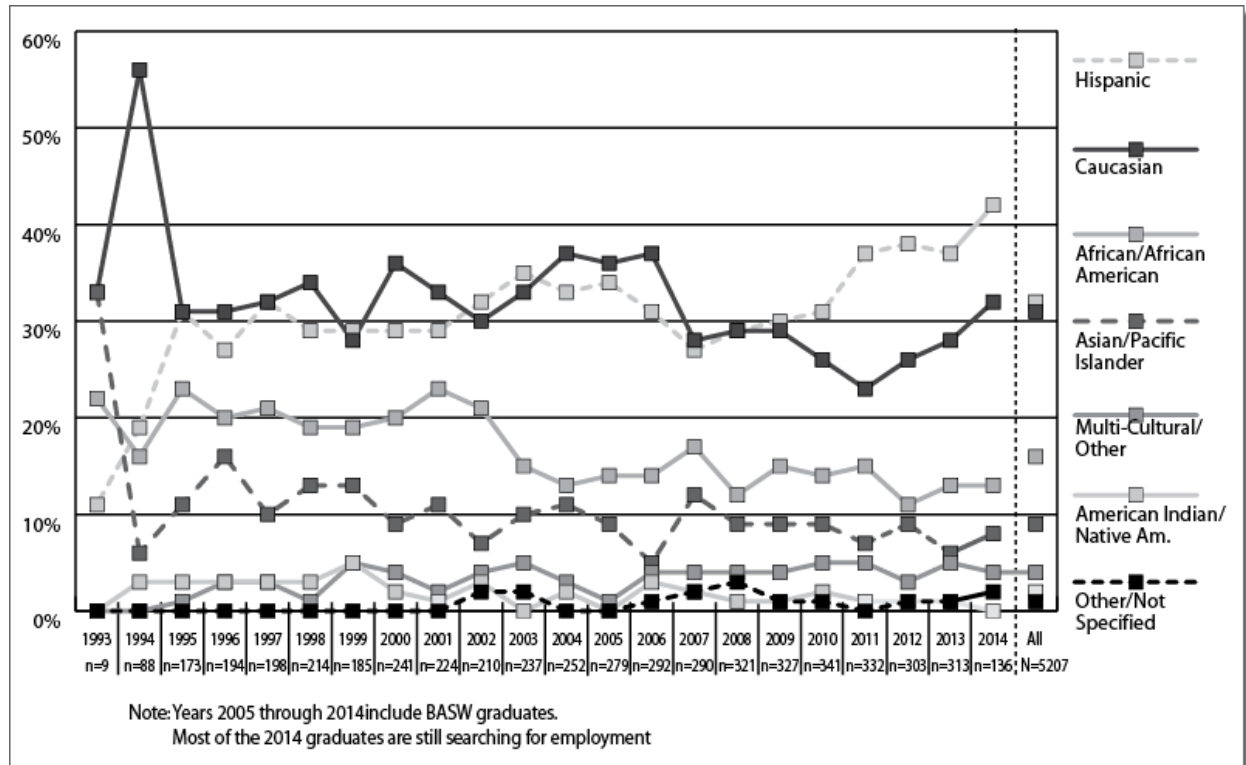
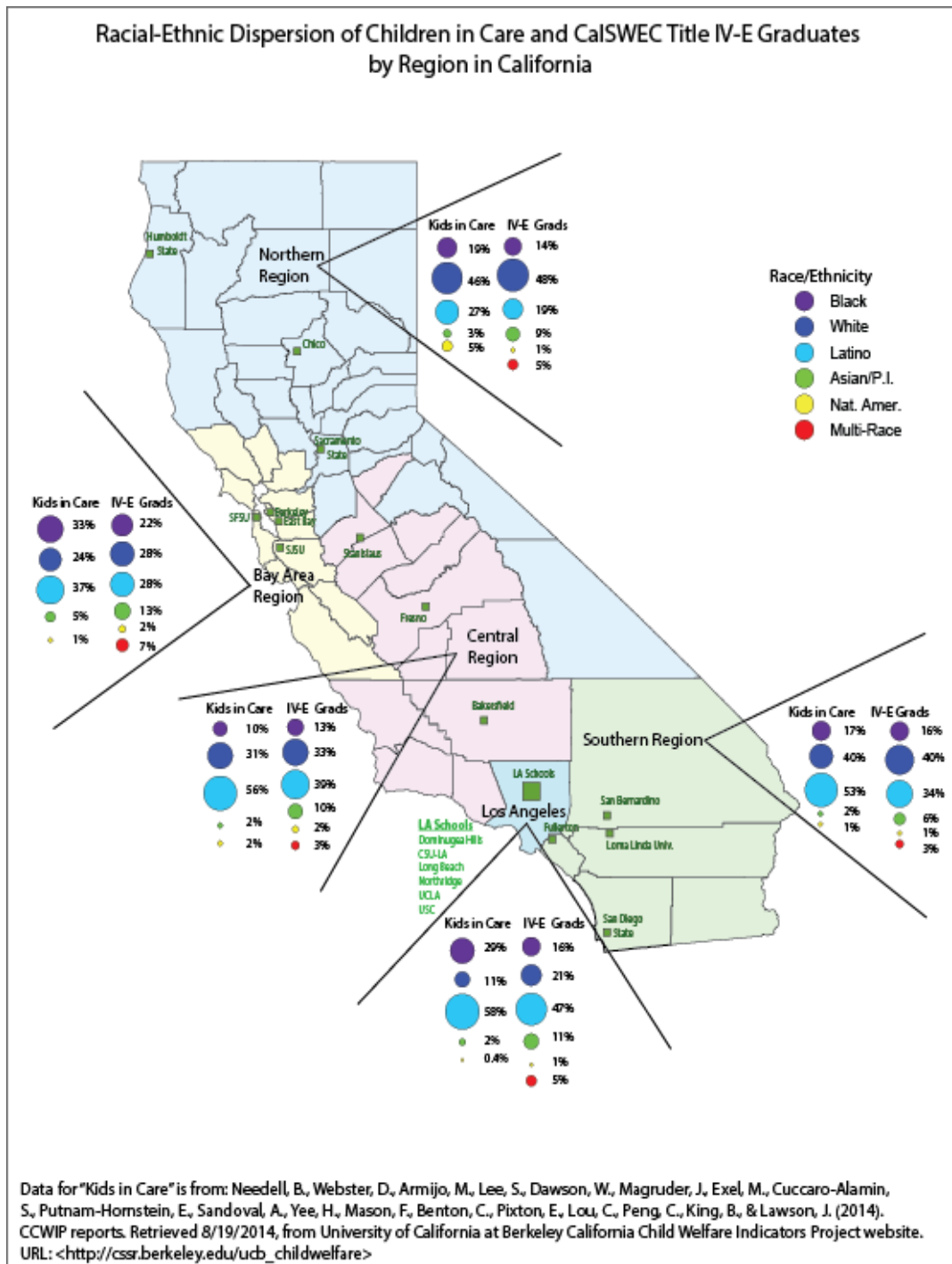


Figure 8. Percentage of Children in Care by Ethnicity and IV-E Graduates by Ethnicity



The MSW Applicants and New Students

In AY 2013–2014, the CalSWEC Title IV-E Stipend Program continued to attract a diverse student body. A total of 791 students applied to the MSW program; of these applicants, 346 first-year students were accepted. The number of applicants and students accepted for fall 2013 by race/ethnicity are:

Table 7 – Race/Ethnicity of the 2013 MSW Students				
Race/Ethnicity	Applied		Accepted	
	#	%	#	%
African/ African American	106	13%	50	14%
American Indian	11	1%	7	2%
Asian/ Pacific Islander	67	8%	29	8%
Caucasian	190	23%	75	22%
Mexican/ Latino/ Hispanic	329	40%	153	44%
Multi-Cultural	63	8%	22	6%
Other/Unreported	49	6%	12	3%
TOTALS	815	100%	348	100%

The BASW Applicants and New Students

Now in its 10th year, the Title IV-E BASW program has six participating schools. The programs received a total of 75 applications for the fall 2013 semester, and accepted 44 new students. The 2013 BASW applicants reflect the diversity of the Title IV-E Stipend Program as evidenced by the chart below. The numbers of applicants and students accepted for fall 2013 by race/ethnicity are:

Table 8 – Race/Ethnicity of the 2013 BASW Students				
Race/Ethnicity	Applied		Accepted	
	#	%	#	%
African/ African American	8	11%	5	11%
American Indian	2	3%	2	5%
Asian/ Pacific Islander	4	5%	2	5%
Caucasian	32	42%	19	43%
Mexican/ Latino/ Hispanic	25	33%	15	34%
Multi-Cultural	2	3%	1	2%
Other/Unreported	3	4%	0	0%
TOTALS	76	100%	44	100%

The Pathway Program's New Students

The academic year 2013–2014 marked the fourth year in which students were enrolled in the Title IV-E Pathway program in three California State University campuses: Chico, Humboldt, and San Bernardino. The program is a distance education social work program that supports students at different phases of their education, from BASW through MSW, and addresses the needs of child welfare and Tribal agency employees in isolated areas. Students must be employees of a county or Tribal agency and have been accepted into an educational institution prior to being considered for the Pathway program. In this fourth full year of the program, six new students were accepted, whose race/ethnicity are listed below:

Table 9 – Race/Ethnicity of the 2013 New Pathway Students		
Race/Ethnicity	Enrolled	
African/African American	2	33%
Caucasian	3	50%
Hispanic, Mexican, or Latin heritage	1	17%
TOTALS	6	100%

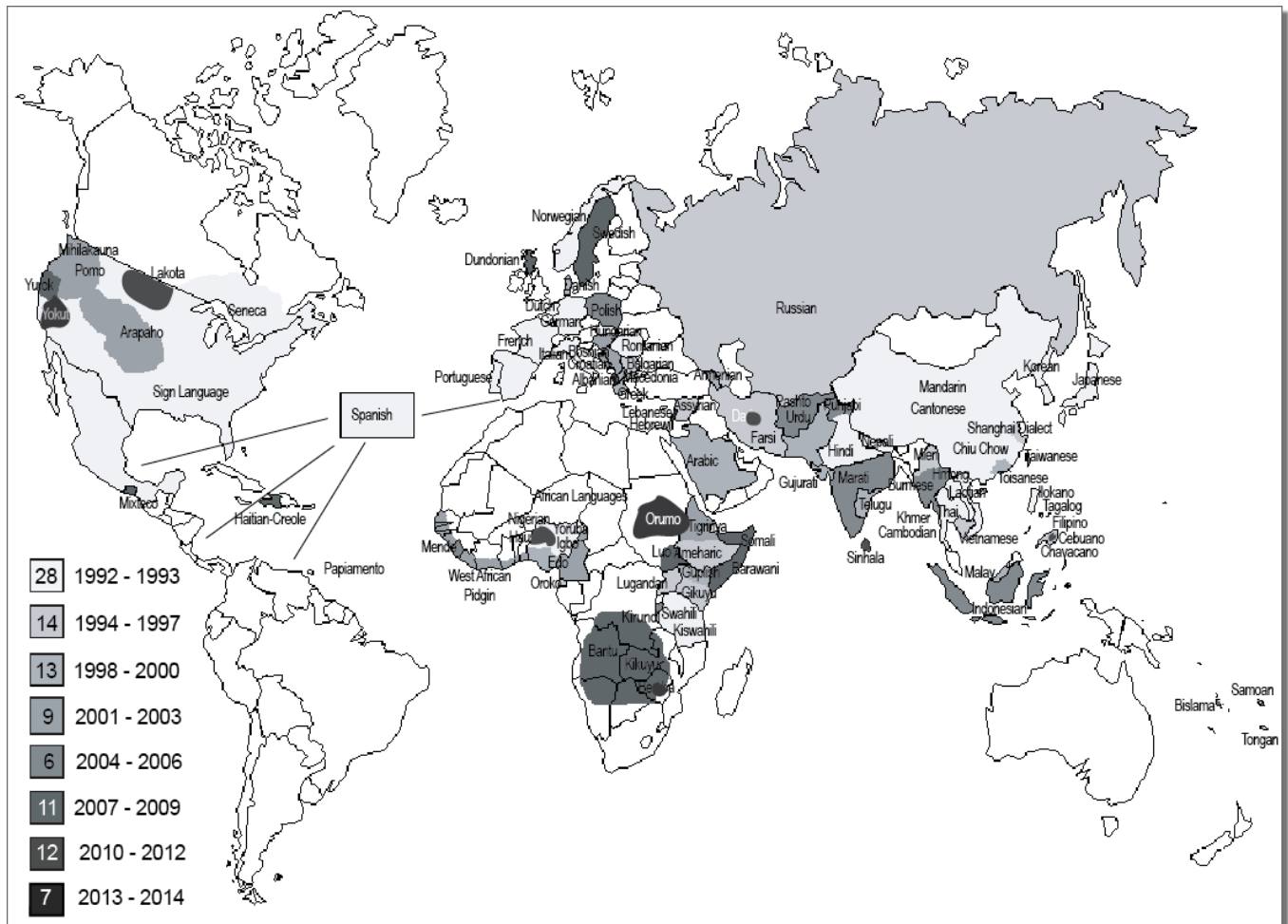
Strong Multilingualism

The Title IV-E MSW, BASW, and Pathway students and graduates who speak languages other than English facilitate communication with the state's diverse child welfare population, which includes many non-English-speaking clients. Among the 7,074 Title IV-E students and graduates:

- 3,140 (44%) speak, write, or sign a language other than English;
- 374 (4%) speak 2 or more additional languages; and
- 105 different languages are spoken in addition to English.
 - 76% of the 266 bilingual students and graduates speak Spanish; and
 - 18% of the bilingual students and graduates speak Vietnamese or some other Southeast Asian language.

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

Figure 9. Number of New Languages Spoken Each Year by Title IV-E Students and Graduates by Year of Enrollment (1993–2014)



Program Report

Program Updates, Changes, and Technical Assistance

Over the course of each year 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 FY 2013–2014.

Program Guide

The Title IV-E Program Guide was last fully revised at the beginning of the prior fiscal year. Because significant content has been added since the last restructuring, particularly with regard to the Field Model and the Fiscal and Student Petitions processes, another restructuring will be undertaken in the FY 2014–2015. A primary goal for the revision will be to render the guide more usable and intuitive both in terms of organization and user search tools. The Guide continues to be available to all program sites and is hosted on our website. This year a webinars section was added to include webinar and PowerPoint content from recent orientation sessions. The planned format will encourage greater use of the Program Guide to afford project sites a better understanding of the overall workings of the program as well as an accessible means for site staff to find answers to their routine program operation questions.

Petition and Appeals Processes

Under certain conditions, a student or graduate may wish to apply for a delay or waiver with regard to completing program requirements. The process of applying for such “exceptions” to the ordinary program course was clarified and simple forms designed during the prior fiscal year. After a year’s use, these procedures and forms were modified based on program site feedback, and an orientation in use of the modified forms was held in July 2014.

BASW Graduate Transfer to MSW Program

In FY 2012–2013, the CDSS approved a request previously approved by the CalSWEC Board’s Workforce Development Committee and the full Board to allow full-time BASW students who want to pursue a IV-E MSW to directly enter that program prior to completing the BASW employment obligation. Any BASW students applying to the full-time Title IV-E MSW program are required to meet program criteria and must complete three years in employment obligation following the awarding of the MSW. Graduates failing to do so must repay all stipend monies received. In AY 2013–2014, the first year the option was available, seven students used this option.

Rural Stipend Program

In 2013–2014, CalSWEC continued the planning and implementation of the Rural Stipend Program (RSP) to address the lack of MSWs in child welfare in the rural/remote counties that do not have IV-E graduates. In designing components of the program, CalSWEC has focused on the following key elements affecting RSP applicants, university programs, and county partners:

- Evaluating rural applicant access to education
- University/County understanding of financial challenges specific to rural applicants
- Designing appropriate applicant recruitment and screening methods for RSP
- Designing effective field instruction methods for rural programs

In recognition of the greater geographic distances that rural students must negotiate in rural areas, this program allows participating universities to offer travel support funds in addition to the IV-E full-time stipend. This structure affords an opportunity for selected students to complete their MSWs and to focus after graduation on the needs of the children and families in these remote communities. Current efforts include:

- The following are counties that will be targeted: **Alpine, Amador, Mono, Sierra, Calaveras, Modoc, Siskiyou and Trinity**. According to the latest CSIS data, these counties have had 0 or 1 MSW hired since the inception of the CalSWEC Stipend Program.
- The following California universities will be convened in FY 201–2015 to develop an implementation plan: CSU Humboldt, CSU Chico, CSU Sacramento, CSU Stanislaus, CSU Fresno, and CSU Bakersfield.

Selected students will be required to complete the concentration MSW year in one of the targeted counties and then to complete a two-year employment obligation in one of the targeted communities

This past year, the Workforce Development Coordinator presented the program to the entities and individuals who will be most involved in the initial planning. This included presentations and discussions with stakeholders such as the CWDA 20 Small Directors in Sacramento, the Project Coordinators meeting in Los Angeles, CalSWEC Workforce Development Committee meetings and site visits to some of the schools and counties involved.

Technical Assistance

During AY 2013–2014 technical assistance to the program was provided in a variety of formats and subject matter in order to meet program needs.

- *Hot Topics Webinars*: Continued monthly series of technical assistance webinars to address emerging concerns of Project Coordinators. Highlights included *Appeals and Waivers*, a review of petition/appeals processes and simplified forms; and *Fiscal Essentials*, technical assistance on the post-award management of the contract, including Title IV-E regulations and allocation, and expenditures of funds.
- *Program Guide Tip of the Month*: Continued selected monthly tip from IV-E Program Guide to familiarize newer PCs with details of the program and to encourage greater use of the Guide.
- *Title IV-E Digest*: Instituted compilation of monthly digest to capture events, webinars, curriculum modules, and new federal and state resource materials available to support the IV-E program. Distributed widely to member schools, faculty, project coordinators, CalSWEC Board members and county partners.
- *Partnership Activities*: To support continuing development of the IV-E Field Initiative, facilitated in-person meetings, provided webinars, ongoing technical assistance, and monthly newsletters to support constituents' implementation of the field model.
- *New Project Coordinator Orientation*: In order to ensure proper program administration, an orientation was held in August of 2013 to provide all new project coordinators with the information needed to run the program at their site.
- *Data Tracking and Management*: Provided technical assistance to new and interested staff at sites to ensure timely data entry and management of the CalSWEC Student Information System (CSIS) to yield accurate, current data.

- *Graduate Hiring Support:* Continued to support students and graduates in their transition into the public child welfare workforce by working closely with the PCs and counties to address employment conditions.
- *Hiring Workshops:* The Workforce Development Coordinator conducted 22 workshops at 16 different universities to advise IV-E BASW and MSW students of current hiring opportunities; prepare them for the recruitment, screening, and examination process; and answer questions regarding hiring.

Field Instruction Initiative

The Field Instruction Initiative (FII), launched in 2010 with four pilot projects, completed its first full year of implementing a comprehensive, integrated model of field instruction at 13 participating universities in FY 2013–2014.

The [Title IV-E Field Model](#) is premised on CalSWEC's mission as a partnership between schools of social work and the practice communities to advance the integration of education and practice to improve public service delivery to all Californians. The Model is comprised of two major elements: (1) increasing partnership activities between universities and public child welfare agencies; and (2) enhancing and establishing more consistency in field instructor trainings, IV-E field seminar/courses, and instructional supports. The Field Model posits that through these methods, Title IV-E students will gain increased knowledge and awareness of social work practice expectations within public child welfare agencies and therefore competency and retention of IV-E graduates in public child welfare will increase. The Model has four components: Mutual Partnership Activities; Field Instructor Recruitment and Support; Placement Selection and Process; and Field Curriculum. These components work in concert to provide support for the field experience from all levels of both the agency and university, creating a robust community of learning.

To support the implementation of these four components, CalSWEC Central offered an array of support resources and technical assistance. These included: online resources and tools; monthly webinars; monthly newsletters; a Title IV-E Summer Field Institute; regional partnership meeting convening and support; and evaluation support.

The Field Model is closing its first year, and post- surveys are currently being collected. Based on preliminary anecdotal feedback, the Field Model has been successful in enhancing university/county partnerships, and bringing all levels of these organizations to the table to support Title IV-E field instruction. Partners have been receiving and supporting the message that field instruction is an important strategy for a strong and committed public child welfare workforce.

The [Second Annual Summer Field Institute](#) hosted approximately 120 attendees from universities and counties. This year's Institute goals were: to advance public child welfare workforce development and retention using strategies such as field instruction and the Title IV-E Field Model; and to promote partnering among universities, public agencies, Indigenous organizations/Tribes, and community-based organizations. Workshops by university and county partners were offered on a variety of topics including: building partnerships to support field instruction; field instructor training; and use of simulation in field education. Professor Marion Bogo, of the University of Toronto Factor-Inwentash Faculty of Social Work, provided the keynote address and also presented a workshop on the use of simulation in evaluating students' field experience. The Institute received positive evaluation results, with 97% of respondents giving it a rating of good or excellent.

Distance Education

Pathway Program

Pathway programs in AY 2013–2014 grew in numbers of students enrolled and retained, demographic diversity, and program milestones. Outreach activities to county agencies by Humboldt State, CSU Chico, and CSU San Bernardino resulted in the awarding of all remaining of the 10 stipends to each (HSU: 7 BASW, 3 MSW; CSU Chico: 5 BSW, 5 MSW; CSUSB: 10 MSW). Of the Pathway students at Humboldt

State, 6 held positions at Del Norte County and 4 at Tribal sites. CSU Chico's Pathway students represent a mix of counties and remote locations, covering Lake, Tehama, Shasta, Butte, Yolo, Mendocino, and Lassen counties. CSU San Bernardino's Pathway program admitted its first cohort to the MSW program at the end of AY 2012–2013; those students have just completed the first year of their MSW program. All Pathway sites have maintained full, 100% retention rates (i.e., *no attrition*), with Humboldt State graduating 3 BASW students and CSU Chico graduating 2 BSW students in AY 2013–2014. All of the BSW Pathway graduates are continuing on to MSW programs.

Two main challenges were shared by multiple sites in AY 2013–2014: a lack of stipends and/or lack of prerequisite completion for (BSW) Pathway candidates. These issues are discussed below.

Pathway sites report that MSW program growth, in terms of number of qualified students enrolled, is currently hindered by a lack of stipends. CSU Chico is the one exception, having received an increase, from 10 to 14 stipends, with 8 current Pathway students in AY 2014–2015. Humboldt and San Bernardino report increasing interest in and readiness to apply to Pathway from both county and Tribal employees in their regions. Having each awarded all 10 Pathway stipends, the schools are unable to enroll the additional prospective qualified students interested in participating in the programs. Humboldt State will be able to award more stipends in the coming academic year as it graduated 3 students in AY 2013–2014. CSU San Bernardino anticipates awarding stipends again in AY 2016–2017.

Humboldt State and CSU Chico reported that their outreach and enrollments efforts for the BSW Pathways program have been hindered by a lack of county employee candidates meeting the undergraduate transfer prerequisites. Both schools report that these candidates are otherwise qualified and interested, but require additional community college coursework. These prerequisites include general education courses and specific courses required by the schools of social work. Outreach efforts by both schools have included academic counseling, planning services and continual contact with candidates to monitor progress. Attention in AY 2014–2015 will focus, in part, on addressing these challenges to increase Pathway program expansion.

Learning Object Repository

In the third quarter of AY 2013–2014, CalSWEC contracted the services of the [Institute for the Study of Knowledge Management in Education](#) to help construct a website through which CalSWEC and its partner institutions can share, find, and communicate about educational materials serving consortium constituents. This type of website, known as a Learning Object Repository (LOR), is a database which allows digital educational material to be indexed, reviewed and commented upon, customized, shared, and tagged. The goal of the LOR is to collect, share, and make easily searchable the educational resources produced by CalSWEC and its partners, including universities, agencies, and the California Child Welfare Resource Library. The LOR will also enable the creation of communities of practice around shared educational content.

Once complete, the LOR will be referred to as the CalSWEC “network hub” on the [OERcommons](#) website. Design and development activities began in the fourth quarter of AY 2013–2014. The site will be built and tested in Quarter 1 of AY 2014–2015, utilizing stakeholder input, with an expected launch date in Quarter 2. Campaigns aimed at encouraging adoption of the network hub and providing technical assistance are planned for Quarters 3 and 4 of AY 2014–2015.

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

conferences included further integration of technology. Summaries of continuing and new distance education activities are provided below.

Curriculum Modules and Resources

With the expanding scope of CalSWEC's activities and initiatives, a Curriculum Enhancement Plan was first instituted for FY 2011–2012 to address the planned growth of particular curriculum areas. The initial plan, many elements of which have been completed, has allowed for expansion into emerging curriculum areas as well as the coordination of related domains. One example is the emerging emphasis on care coordination in both social services and in medicine. In addition, the continuing multidisciplinary development of *Katie A.* curricula, involving inclusion of mental health services within child welfare, is an example of the kind of content that is being integrated into curriculum for Title IV-E students.

To stay abreast of emerging content needs CalSWEC conducted an online stakeholder survey among the sites and county partners to determine the highest curriculum content priority and also the most preferred type of curriculum format. The curricular area selected by the most respondents was Trauma—Informed Practice. Their preferred format was brief, drop-in modules that could be integrated into existing coursework, student seminar sessions, or staff development meetings. Over the coming year, informed by the work connected with the *Katie A.* stakeholder group, CalSWEC will begin developing a Trauma-Informed module.

In the case of this forthcoming module, as with other developing curricula, CalSWEC's Distance Education Specialist will help to extend the program's reach, to support and supplement IV-E classroom learning, and to serve the needs of CalSWEC's broader statewide constituency.

Curriculum resources developed or continued this fiscal year include:

- The Enhanced Case Management module, entitled *Strengths-Based Case Management: Moving Beyond Service Brokering to Care Collaboration*, was developed in preliminary form in AY 2011–2012 and presented in mini symposia to several regional audiences of school faculty, field instructors, and county partners to permit additional feedback and discussion. The module was revised to include feedback from the symposia participants and is now hosted on the CalSWEC website. The module was presented at a special child welfare welfare-oriented annual meeting of the National Council on Crime and Delinquency (NCCD) in spring 2014.
- An online *Writing Skills for Child Welfare Social Work Course*: was finalized in AY 2013–2014 and will be piloted in the first quarter of AY 2014–2015. The course consists of two separate blocks of content: (1) academic English writing and (2) writing for professional child welfare practice. Section 1 covers English language fundamentals (e.g., grammar, sentence structure, vocab and diction) together with academic writing skills (e.g., citation and referencing, essay and thesis statement structure, drafting, editing and proofreading). Section 2 covers the skills needed for professional writing tasks (e.g., case notes, investigation narratives, case plans, court reports) and the linkages between those tasks based upon these writing skills. The online course is being provided in two formats, instructor-led and self-guided. The instructor-led format is designed to be taught by a subject matter expert, allows for peer-to-peer discussions, and individual and group assignments. The self-guided format contains less content, can be completed by a student independent of an instructor, and was developed solely for student-to-content interaction.

Five universities were selected via an RFP process in the final quarter of AY 2013–2014 to pilot the online writing course. During that same period, pilot planning and technical assistance took place. Each of the five universities (CSU campuses at Humboldt, San Jose, San Bernardino, Fresno, and Stanislaus) will pilot the online writing course during the fall semester of AY 2014–2015 to a total of approximately 70 BASW and MSW Title IV-E students. Both formats of the course will be piloted, and student and instructor feedback will be used as input for a final round of revisions to course content in the second

quarter of AY 2014–2015. The course will then be made available to all CalSWEC university and agency partners to use in part or in full. Technical assistance will be provided to universities and agencies utilizing the online course in that same academic year.

Curriculum Development Product Dissemination

Although curriculum development products are made available online and circulated by the California Child Welfare Research Library, http://www.csulb.edu/projects/ccwrl/CalSWEC_curriculum_products.htm, CalSWEC strives to reach a wider audience for these products by hosting online presentations of the material on the CalSWEC website. Currently available on the CalSWEC website, <http://calswec.berkeley.edu/iv-e-curriculum-enhancement-based-program-evaluation>, are the following IV-E Curricula:

- Enhanced Case Management
- Family Engagement in Child Welfare (video series)
- Substance Abuse
- Writing Skills for Social Work

Student Day

The annual Title IV-E Student Day was organized around the theme *Progressive Social Work Practice: Emerging Issues in Our Communities*. The event, a full-day educational conference, was held on April 18, 2014, at the Mission Inn Hotel in Riverside and was attended by over 220 Title IV-E students, faculty, and state and county representatives. The MSW student coordinators were Deanna Navarro, California State University East Bay; Julian F. Garza and Laura Flores, California State University Fresno; Bre Ramsay, Humboldt State University; and Nicole Chavarria, California State University, San Bernardino. NASW, California Chapter and CASA of Riverside County staffed information tables at the conference.

The conference program is described in detail below.

- The keynote address was given by *Estella Saldivar*, who earned her MSW in 1996 from Fresno State University's Title IV-E program. Ms. Saldivar reflected on how her life experiences in social work have influenced her to become the professional and positive change agent she is today. While an undergraduate earning her BASW from Fresno State, Ms. Saldivar was president of the social work student organization *Trabajadores de la Raza*. After receiving her MSW, Ms. Saldivar became a social worker for an adolescent group home, after which she served for three years as a social worker for Stanislaus County, where she worked in family reunification and family preservation, and served as part of a multi-disciplinary team in a program called "Families in Partnership." Subsequently, Ms. Saldivar broadened her experience by serving as a family social worker in a hospital setting and worked with families with HIV/AIDS. She also became a field base trainer for Central California Training Academy, mentoring county social workers. Since 2011, Ms. Saldivar has served as field liaison/instructor with the Title IV-E BASW Program at Fresno State. In this role, she provides academic counseling to students and serves as lecturer for the Introduction to Social Work course.
- *Christine Mathias*, Director of the Title IV-E Stipend program, and *Julie Griffin*, of the California Chapter of NASW, addressed the audience regarding current opportunities and challenges in social work.

Workshops and other sessions included:

- *Emily Putnam-Hornstein*, MSW, PhD, Assistant Professor, USC, prepared a presentation on the topic of *Disproportionality in California's Public Child Protection System*. Ms. Putnam-Hornstein, who is also

Director of the Children's Data Network, utilizes population-based data to examine racial/ethnic disparities among entries into foster care, reports received by CPS, and rates of report substantiation. Race and ethnicity is widely viewed as a marker for a complex interaction of economic, social, political, and environmental factors that influence the health of individuals and communities. In this workshop, differences in children's risk of child protection involvement by race/ethnicity, socioeconomic indicators, and maternal nativity were examined. Using population-based data from California, this presentation described and discussed possible explanations for racial/ethnic disparities in the rates of reports received by CPS, as well as disparities in rates of substantiation and entries to foster care. In addition, the presentation included county-specific racial disparity indices published on the UC Berkeley California Child Welfare Indicators site.

- *Brianne Baker*, a Licensed Marriage and Family Therapist, received her MA in Counseling Psychology from the University of San Francisco. Her presentation subject was *Human Trafficking and Commercial Exploitation of Children*. Ms. Baker works with a special collaborative team that included a non-profit, Department of Family and Children Services, local law enforcement, and mental health services to address the needs of Commercially Sexually Exploited Children (CSEC) in the community. Children are sexually exploited for profit, victims of a modern form of slavery. Many such children have previously left home due to neglect or physical abuse. This workshop presented the common myths of human trafficking and explored the lives of commercially exploited children. In addition, the workshop presented methods of control used by perpetrators and discussed engagement strategies and interventions.
- *Dakota Draconi, MSW*, presented a workshop entitled *Transgendered Youth: Demystifying the "T" in LGBT+*. Ms. Draconi earned her MSW with Distinction from Fresno State, as well as the Student Affairs Graduate Dean's Medal. In 2008, she earned a BA in Women's Studies, also from Fresno State. She is a member of the National Coalition Building Institute International Fresno State Affiliate Team, a Peer Counselor with Fresno State's Violence Prevention Project, a Cultural Broker for Fresno County specializing in the Lesbian, Gay, Bisexual, and Transgender (LGBT+) community, and a Certified Domestic Violence Crisis Counselor with Marjaree Mason Center. Her workshop presented the issues that confront Transgendered foster youth while in the care of public child welfare and provided information regarding the culture and identity of a Transgendered individual.
- *Steven Hale, MSW*, and *Wandalyn Lane, M.A.*: *Steven Hale* received his BA in psychology and worked for eight years in residential programs for SED boys before returning to school in 2008 to complete his MSW at Azusa Pacific University in 2010. Hale has worked as a clinician for youth affected by trauma and as Case Manager and Program Coordinator for the IYRT mentoring program at Valley Star Community Services. *Wandalynn Lane* earned her BA in Behavioral Science and first Master's degree in Human Behavior. She also obtained a second Master's, in Psychology with a Marriage Family Therapist emphasis. Their workshop, *Trauma Informed Practice*, presented an overview of the origins of child traumatic stress and the physical and emotional responses of a child to threatening events. Trauma may overwhelm a child's capacity to cope and may evoke intense emotional and physical reactions that impair the psychological sense of safety. This workshop presented how trauma affects children and families, and ways to integrate trauma awareness and care into social work practice.
- *BarbaraFacher, MSW*, is a social worker for the Alliance for Children's Rights in Los Angeles She works collaboratively with the Department of Children and Family Services to improve services and outcomes for pregnant and parenting teens living in foster care. She holds a BA from the University of California, Berkeley and an MSW from San Francisco State University. In her workshop, *Teen Pregnancy and Foster Youth*, the Ms. Facher shared her experiences. A major goal of the program is to

reduce the intergenerational cycle of entry into the child welfare system. The workshop also discussed procedures, resources, and legislative knowledge that all social workers should have to better advocate for this at-risk population.

- *Michael Yellowbird, PhD*, presented a workshop entitled *Decolonizing Social Work and Healing through Neurodecolonization*, a conceptual framework he created, that uses mindfulness research to facilitate an examination of the ways in which the human brain is affected by the negative effects of colonization and how traditional, Indigenous cultural activities can positively change neural networks and enable individuals to overcome the traumas associated with colonialism. Dr. Michael Yellow Bird is a citizen of the Three Affiliated Tribes, the Mandan, Hidatsa, and Arikara. He is Professor and the Director of Graduate Education in the Department of Social Work at Humboldt State University. He is the author of numerous scholarly articles and the co-editor of four books: *For Indigenous Eyes Only: The Decolonization Handbook*, 2005 (with Dr. Waziyatawin); *For Indigenous Minds Only: A Decolonization Handbook* (2012); *Indigenous Social Work around the World: Towards Culturally Relevant Education and Practice*, 2008, 2010 (with Professors Mel Gray and John Coates); and *Decolonizing Social Work* (2013).
- A workshop on *Immigration* explored the issues and barriers affecting undocumented children and families, with a focus on the benefits of California's Reuniting Immigrant Families Act (SB 1064), a model being replicated in other states that improves child welfare services to this population. Panelists included *Anna Ruiz*, Fresno County Social Work Supervisor; *Consul Santiago Cortes Alcocer*, Mexican Consulate in Fresno; *Ilze Earner, PhD*, Associate Professor at the Silberman School of Social Work, Hunter College; *Maggie Armistead, MSW*, Faculty Lecturer and Title IV-E Field Liaison, Fresno State University; and *Ida Ruiz, MSW* student intern at the Consulate of Mexico and immigration liaison of the Fresno County Department of Social Services.
- *Donna Thoreson*, CalSWEC Workforce Development Coordinator, offered a Job Preparation and Hiring Skills workshop to assist graduates with the job search, including the hiring process, interviewing, and written and oral examinations.
- *The Title IV-E Alumni Panel*, a feature of Student Day for the last three years, affords the opportunity for future Title IV-E MSW graduates to learn from the experiences of MSW alumni, many of whom have risen to supervisory and administrative positions in public child welfare. The panelists for 2014 were: *Nicole Stiving*, San Mateo County; *Cassandra Gregory*, Imperial County; *Angelene Porter-Musanwir*, Contra Costa County; and *Kimberly Giardina*, San Diego County.

The 2014 Student Day program is available on the CalSWEC website at:

<http://calswec.berkeley.edu/sites/default/files/uploads/2014-sd-prgm-final.pdf>

SERVE: Indigenous Community Social Workers for Change

SERVE: Indigenous Community Social Workers for Change (formerly the American Indian Recruitment (AIR)) continued operating under its new mission and vision developed in the prior year: (1) to focus on social work curriculum and pedagogy to integrate Native American content; (2) to create a more relevant program for Indigenous students by better understanding the history and needs of Indigenous populations; and (3) to strive to shape child welfare services to better serve Indigenous children and families.

SERVE faced some challenges and barriers to further developing the program this year. The Northern Region's work was delayed due to extensive hardship of experienced by the Northern Region SERVE Project Coordinator. Data and reporting for the Northern Region were limited due to these extenuating

circumstances. The Central Region also faced some challenges as the its Project Coordinator retired this year after a long tenure in the program, and the Central Region looked for a new location to host the program. After an RFP process, Fresno State was selected as the new site of the Central Region's SERVE. CalSWEC Central continues to work with Fresno State during this transition to establish the program there.

As SERVE continues to develop and adjust to the new program structure, roles and responsibilities and scope of work will continue to be clarified in AY 2014–2015.

As indicated in the statistical data in Tables 6 and 7, recruitment efforts for Native American students have been successful given the overall population. However, more needs to be done to support the larger statewide efforts of Tribal engagement. Toward this end, in May CalSWEC's Board of Directors approved a proposal to have a representative of a California Tribe sit on the CalSWEC Board.

Program Evaluation

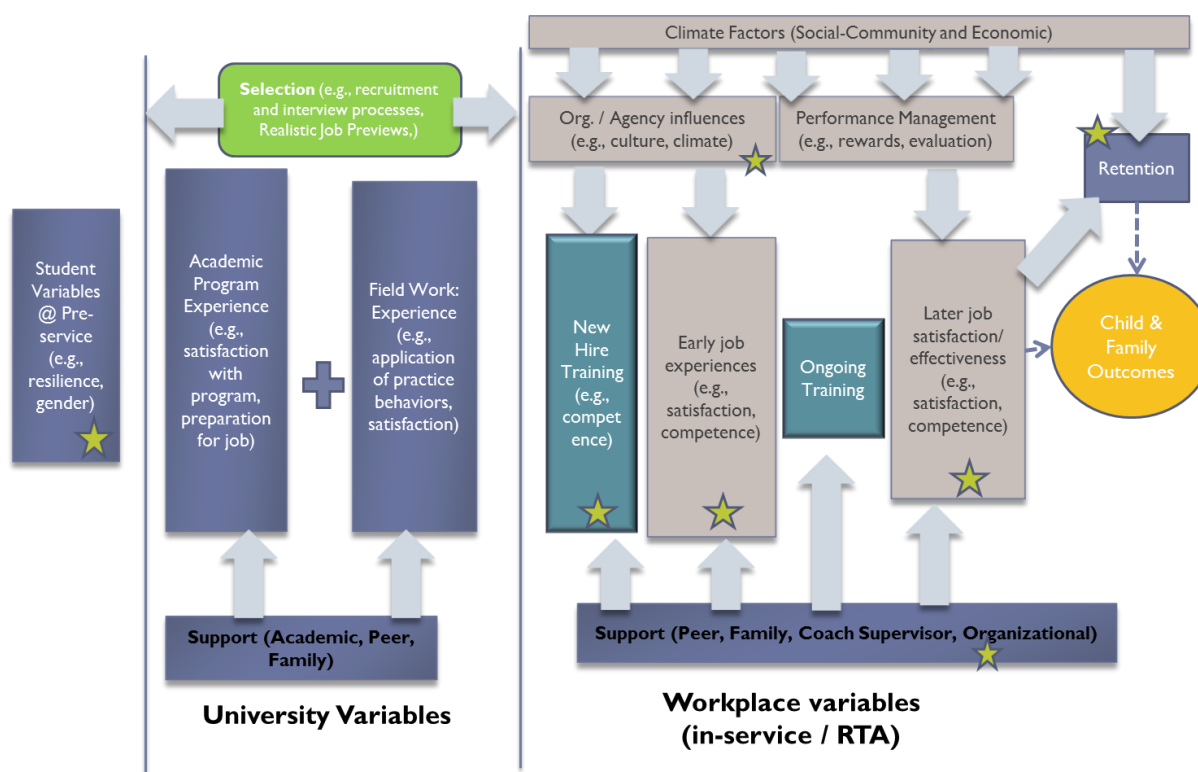
In FY 2013–2014 CalSWEC developed an Ecological Model for Workforce Development (see Figure 1). It is intended to guide our workforce development evaluation and research activities¹. This longitudinal model attempts to incorporate the various contributions of education, in-service training and organizational supports among 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.

In previous years, data have been gathered at critical time points after Title IV-E stipend students' graduation to assess if graduates are prepared for child welfare social work practice, the length of their tenure in the public child welfare field and factors that enhance and detract from optimal retention in the field. The proposed County Workforce Study (described later in this report) will answer questions that were posed by previous studies and also dive deeper to understand the complex inter-relationships between worker and organizational characteristics and case outcomes.

In addition to conducting workforce development research and evaluation, CalSWEC also conducts several child welfare services-related evaluation activities. These include practice improvement and implementation research for the improvement of client outcomes.

¹ 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 was 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 10. CalSWEC's Ecological Model for Workforce Development



Note: Stars indicate past data gathering efforts by CalSWEC

Workforce Development Evaluation & Research

County Workforce Study (2014–2015)

The County Workforce Study replaces the study of California’s Public Child Welfare Workforce and the 3- and 5-year follow-up surveys of Title IV-E stipend holders. In the first phase of this study, CalSWEC is recruiting five to six counties (a mix of small, medium, and large) to test CalSWEC’s ecological model of workforce development. Child welfare staff from participating counties will respond to a staff survey, which will cover a number of attitudinal, organizational, and demographic questions (e.g., commitment to the agency and child welfare, perceptions of organizational culture and climate, respondent age, gender, Title IV-E status). Data from administrative systems (CWS/CMS) and any accessible data from counties’ HR systems will also be gathered.

These three sources of data (i.e., staff survey, administrative and HR data) will be integrated to examine the relationships between worker attitudes and perceptions (e.g., perceptions of organization culture, job satisfaction) and outcomes at the level of children and families. The proposed timeline for the completion of Phase 1 of this study is July 2015.

Career Path Study Analysis

CalSWEC research personnel continue to consolidate, clean, and analyze data from the Common Core, the 3- and the 5-Year Surveys. Title IV-E and In-Service Training Coordination staff are working together to merge

the demographics data with the Career Path surveys from past years. The Common Core demographics forms contain questions about service commitment, job expectations, and career goals which can be matched on the 3- and 5-Year Surveys, given the large enough sample of newly hired workers to analyze. We expect to produce reports by May 2015.

Previously conducted evaluation projects

- A study of the California Public Child Welfare Workforce previously done every three to four years;
- A 3-year follow-up study of Title IV-E stipend graduates (on completion of their work obligation);
- A follow-up study of those same graduates at 5 years post-graduation.

These studies are currently on hold as we conduct our County Workforce Study.

Child Welfare Services-Related Evaluation Activities

Post MSW In-Service Training Evaluation

CalSWEC is tasked with the evaluation of newly hired workers and supervisors by public agencies at the beginning of Common Core in-service training. At the start of training, new trainees complete a survey that includes demographic questions and questions around worker expectations, social commitment, and goals for the job. They also complete knowledge tests for select topic areas. The following studies are underway for the In-Service Training Project.

- *Common Core Demographics Survey*: Differences between workers who received a Title IV-E stipend and those who did not in the areas of worker expectations, social commitment, and goals for the job will be conducted and published in FY 2014–2015.
- *Common Core 3.0 Evaluation Plan*: Currently, a major revision is underway to the Common Core new hire training. The new training will include components that deepen skills practice in newly hired social workers (e.g., giving workers an opportunity to practice learning in structured field activities) and will also expand the delivery of learning to other modalities (e.g., online learning). CalSWEC is tasked with creating an evaluation plan for the Assessment block of the training, which will also be used as a template for the remaining blocks of the Common Core 3.0.

Practice/University Partnerships

Funding for the Practice/University Partnerships supports the development of the partnerships during the first six months beginning in January of the funding year. Products and projects proposed by the partnerships are then funded for up to three additional years, and must demonstrate the ability to sustain the partnerships long term. The first of the Practice/University Partnership proposals was issued in June 2011 and funded the proposal submitted by the Bay Area region. The second RFP was issued in June 2012 and funded a Los Angeles Area partnership. Priority for the 2013 Letter of Intent especially encouraged proposals focusing on rural areas and issues. However, no new proposals were funded for this academic year.

- *Second Year of Funding* Now in its second year of funding, the Practice/University Partnership “Transforming Child Welfare Practice through Collaborative Research and Training” has produced a sustainable partnership between the UCLA Luskin School of Public Affairs, Department of Social Welfare and the Torrance Regional Office of the Los Angeles County Department of Children and Family Services. The web-based technology has streamlined the process for determining which agencies have openings available to serve clients and matching client referrals with service providers.

For more information about the project see the article: <http://newsroom.ucla.edu/stories/ucla-professor-connects-l-a-social-workers-and-service-providers-through-new-website>

- *Third Year of Funding* In the final year of funding, the Practice/University Partnership “The Child Welfare Partnership for Research and Training (CW-PART)” has created a successful and sustainable partnership between two Bay Area child welfare systems (Santa Clara and Santa Cruz) and the San Jose State University School of Social Work, with the dual purposes of: (a) creating a structure for responding to county research priorities by mobilizing teams of faculty, Title IV-E and other interested MSW students, and agency partners in a collaborative effort to answer questions critical to improvements in the child welfare system, and (b) conducting two research studies via the developed research team structure, one in each county, focused on: (1) mental health and substance abuse services, and (2) permanency practices for older youth. A two-page description of the project is on the CalSWEC website: http://calswec.berkeley.edu/files/uploads/cw-part_overview.pdf. The project also produced a student research showcase, which is now available for viewing by clicking here (1.5 hours in all): <http://www.sjsu.edu/at/atn/webcasting/events/TitleIV-showcase/index.html>

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 to encourage and support 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.

Students from California State University, Northridge and San Jose State University are the recipients of the first Research Award for MSW Students. The child welfare-related research award winners for 2013 are:

- Michelle Lewis, CSU, Northridge, *The Impact of Children with Separation Anxiety on Parental Stress*
- Katherine Litchfield, San Jose State, CalSWEC Title IV-E Stipend Program student, *Predicting Reentry Rates in California's Child Welfare System Based on Type of Parental Substance Abuse*
- Makenzie Gallego, Xochitl Muñoz, and Ivette Rodriguez, CalSWEC Title IV-E Stipend Program student, San Jose State, *The Impact of the Family Strengths and Needs Assessment (FSNA) on Reunification, Re-entry, and Caseworker Decision Making in the California Child Welfare System*
- Yesenia Salinas and Lillybeth Solorio, both CalSWEC Title IV-E Stipend Program students, San Jose State, *Process Evaluation of Trauma Informed Systems Change Initiative*

Funded by CADD, the five winning projects were awarded \$500 each, in addition to the \$250 each received for being among the 10 finalists in the two-tiered award process:

- Initial applications were based on proposed research. From among proposals submitted, 10 finalists were selected, each of which received an award of \$250.
- The finalists then completed their research and submitted an Executive Summary of their research results. From among the finalists, the five completed projects/theses were selected.

Finalists for the 2014 child welfare-related research awards are listed below in Table 10. Currently, their executive summaries are being reviewed for the final awards.

Table 10 – 2014 Child Welfare Related Student Research Award Finalists

CalSWEC Research and Development Committee (R&D) California Association of Deans and Directors (CADD) 2014 Student Research Award finalists				
Student(s) Name	Project Title	Internship Supervisor	Agency	Faculty Supervisor
Representing Loma Linda University				
Elysse Farnell	<i>Emotional Intelligence: How it Impacts Depression Levels and Perception of Role Fulfillment Among Caregiver Foster Parents</i>	Wendy Torres	San Bernardino County	Victoria Jackson
Representing San Diego State				
Sara Anne Fillmore	<i>Attitudes toward substance use treatment models</i>		Kaiser Permanente	Melinda Hohman
Representing San Jose State				
Sarah Castro, Naomi Miller Wave, Jason Peng	<i>Exploration of Effective Trauma-Informed Practices Across Systems</i>	Taylor Tran	Santa Clara County	Laurie Drabble
Representing UC Berkeley				
Kelly Cavolo	<i>A Comparison between Justice-involved and Non-Justice-Involved Commercially Sexually Exploited Foster Youth in Alameda County</i>	Jason Johnson	Alameda County	Julian Chow
Carly Devlin	<i>Commercially Sexually Exploited Minors' Experience with Community-Based Services in Alameda County</i>	Janet Hailer	Alameda County Behavioral Health Care Services	Julian Chow
Representing UCLA				
Dorothy Chien	<i>The Impact of School and Family Effectiveness (SAFE) Program</i>	Anita Kwan	Foothill Family Service	Jene Moio
Representing USC				
Claudia Alvarez Perez, Karla Arnold and Erinn McCarthy	<i>Project Access, Inc. Longitudinal Research Study</i>	Sara Wall	Project Access Resource Centers	Juan Carlos Araque

Evidence-based Webinar Series

Through its Research & Training Network (RTN) a collaborative network of California university and Human Services Agency representatives, CalSWEC offers webinars on practice-based research. In FY 2013, the following webinars were offered to highlight the work being done in California:

1. Child Welfare Outcomes for Mexican and Vietnamese Immigrant Children
2. Implementation Science 101
3. California's Most Vulnerable Parents: A Population-Based Examination of Youth Involved with Child Protective Services
4. The Real Meaning of Fidelity in Implementation Science
5. Implementation Teams
6. Peer Mentors in Child Welfare: A Promising Practice toward Reunification
7. Child Welfare Workers' Views on Physical Punishment of Children
8. Promoting Highly Effective Foster Care: A Research Review

Archived webinars are available for replays on CalSWEC's website: [Evidence-Informed Webinar Series \(http://calswec.berkeley.edu/evidence-informed-webinar-series\)](http://calswec.berkeley.edu/evidence-informed-webinar-series)

New Publications

Clark, S.J., Smith, R.J., & Uota, K. (2013). Professional development opportunities as retention incentives in child welfare. *Children and Youth Services Review*, 35, 1687–1697.

Drabble, L., Lemon-Osterling, K., D’Andrade, A., Donoviel, B., & Le, J. (2013). Child welfare partnership for research and training: A Title IV-E university/community collaborative research model. *Journal of Public Child Welfare*, 7(4), 411-429.

Fitzgerald, C.S., & Clark, S.J. (2013). Work locus of control and perceptions of practice. *Journal of Public Child Welfare*, 7(1), 59–78.

Morris, T., Mathias, C., Jones, C.A., Swartz, R., & Klungtvvet-Morano, M. (2013). The Pathway Program: How a collaborative, distributed learning program showed us the future of social work education. *Journal of Teaching in Social Work*, 33 (4-5) 594–606.