



# CalSWEC

California Social Work Education Center

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

# Title IV-E Program Final Report

California Social Work Education Center (CalSWEC)  
School of Social Welfare  
University of California, Berkeley  
<http://calswec.berkeley.edu>

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## STATISTICAL REPORT

Academic Year 2015-16 marked the graduation of the 24<sup>th</sup> cohort from CalSWEC's Title IV-E Stipend Program. A total of **908** 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 857 students for the academic year: 772 MSW, 53 BASW, and 32 Pathways students. An additional 12 students were on leave. The resulting total was 869 students — only 4% below the original projection.

Of the 857 students enrolled, 376 were in their final year of study and graduated in June 2016, (329 MSW, 43 BASW and 4 Pathway graduates). Another 13 MSW students were due to graduate but must complete their theses, classes, or exams. Thirteen (13) of the BASW 2016 graduates will enter the MSW program in the fall.

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

Table 1. Pathway 2015-2016 Enrollment					
University	Status				Total
	BASW		MSW		
	Enrolled	Graduated	Enrolled	Graduated	
CSU, Chico			9		9
CSU, Humboldt	3		8	2	13
CSU, San Bernardino			8	2	10
Grand Total	3		25	4	32

Note: All Pathway students are part-time.

<b>Table 2. BASW 2015-2016 Enrollment</b>					
University	Status				Grand Totals
	Full/Part	Enrolled	Graduated	Totals	
CSU, Chico	full		4	4	4
CSU, Fresno	full		10	10	20
	part	9	1	10	
CSU, Humboldt	full		4	4	4
CSU, Long Beach	full		5	5	6
	part	1		1	
CSU, San Bernardino	full		12	12	13
	part		1	1	
San Diego State	full		6	6	6
<b>Subtotals</b>	<b>Full</b>		<b>41</b>	<b>41</b>	<b>53</b>
	<b>Part</b>	<b>10</b>	<b>2</b>	<b>12</b>	
<b>Grand Total</b>		<b>10</b>	<b>43</b>	<b>53</b>	

Table 3. MSW 2015-2016 Enrollment							
	Status					Subtotal	Grand Total
University	Full/Part	1st Year	2nd or 3rd Year	Graduates	Pending* Graduation		
Northern Region							
CSU, Chico	Full	5		11		16	25-2
	Part	9				9	
CSU, Humboldt	AP			5		5	28
	Full	6		6		12	
	Part	1	3	6	1	11	
CSU, Sacramento	AP			2		2	56
	Full	19		16		35	
	Part	16	2	1		19	
Northern Totals	AP	0	0	7	0	7	109
	Full	30	0	22	0	52	
	Part	26	5	18	1	50	
	Totals	56	5	47	1	109	
Bay Area							
UC Berkeley	Full	15		16		31	31
CSU, East Bay	Full	12		10		22	26
	Part	1	2			4	
CSU, Monterey Bay	Part	3		3		6	6
San Francisco State Univ.	Full	13		12		25	25
San Jose State Univ.	Full	14		11		25 29	39
	Part	3	5	6		14	
Bay Area Totals	Full	54	0	49	0	103	126
	Part	7	7	9	0	23	
	Totals	61	7	58	0	126	
Central Region							
CSU, Bakersfield	AP	2		2		4 3	39
	Full	10		12		22 23	
	Part	5	2	6		13 14	
CSU, Fresno	Full	16	1	17		34	57
	Part	5	9	9		23	
CSU, Stanislaus	Full	17		9	4	30	44
	Part	6	4	4		14	
Central Totals	AP	2		2		4	140
	Full	43	1	38	4	86	
	Part	16	15	19		50	
	Totals	61	16	59	4	140	
Los Angeles Region							
CSU, Dominguez Hills	Full	8		8		16	16
CSU, Long Beach (home campus)	AP	1		1		2	52
	Full	9		9		18	

**Table 3. MSW 2015-2016 Enrollment**

	Status					Subtotal	Grand Total
University	Full/Part	1st Year	2nd or 3rd Year	Graduates	Pending* Graduation		
	Part	10	14	8		32	
CSU, Long Beach – Dist. Ed.	Part			19		19	19
CSU, Los Angeles	Full	7		7	1	15	38
	Part	10	3	10		23	
CSU, Northridge	Full	9		7		16	38
	Part	10	6	6		22	
UCLA	Full	10		13		23	23
USC	Full	19		12		31	31
Los Angeles Totals	AP	1	0	1	0	2	217
	Full	62	0	56	1	119	
	Part	30	23	43	0	96	
	Totals	93	23	100	1	217	
Southern Region							
CSU, Fullerton	Full	19		7		26	38
	Part	2	7	3		12	
Loma Linda University	Full	6		9		15	24
	Part	4	2	3		9	
CSU, San Bernardino	Full	17		15		32	52
	Part	4	9	4	3	20	
San Diego State	AP			1		1	49
	Full	14		19		33	
	Part	6	6		1	13	
San Diego State-Imperial Valley	Part		7			7	7
CSU, San Marcos	Full		4	4		8	8
Southern Totals	AP	0	0	1	0	1	180
	Full	56	4	54	3	118	
	Part	16	31	10	4	61	
	Totals	73	35	65	7	180	
Grand Totals	AP	3	0	11	0	14	772
	Full	246	5	219	8	478	
	Part	95	81	99	5	280	
	Totals	344	86	329	13	772	

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

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## Employment of Graduates in Academic Year 2015–2016

During AY 2015–2016, the following factors continued to improve the hiring outlook for the BASW and MSW graduates: (1) continued economic improvement; (2) stabilization of county budgets, causing counties to increase the number and frequency of recruitments; and (3) development and addition of positions by some counties to provide services to directly manage adoptions and programs for older foster youth. These factors increased the demand for new child welfare social workers by counties statewide. This year saw counties examining their personnel practices to determine if they could begin their recruitments earlier in the hiring cycle and allow upcoming graduates to begin the selection process prior to graduation so that they could begin employment soon after graduation. Some counties moved to a “continuous filing” application process, as opposed to setting up specific recruitment periods.

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, tracking any trends in hiring or lack of hiring twice this year; (2) meet with the IV-E staff on the campuses to provide support to the students as they prepared to begin their employment search; and (3) provide technical support to the PCs in tracking the graduates in that process. 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 and May. It was decided that statewide county-by-county scans would be collected twice annually so that future comparisons of hiring in six-month stretches could be examined. The survey, using Survey Monkey and then moving to Qualtrics, and was sent to all Social Service Agency and Child Welfare Directors to track each county’s anticipated hiring of BASW and MSW social workers and supervisors in Child Welfare. Survey results (with 39 of the 58 counties responding) indicated in May 2016 over 2,200 openings for BASW- and MSW-level child welfare social workers and 347 for Child Welfare Supervisors were expected for this fiscal year.
- A session was offered for all IV-E students, as well as for PCs, attending the 2016 Student Day to provide strategies and information on the county employment process used to recruit, examine, and hire child welfare social workers.
- The Workforce Development Coordinator continued to consult with the Merit Services System to streamline and improve the efficiency of hiring new child welfare workers in the 20 small counties.
- The Workforce Development Coordinator continued to oversee the gathering and posting of county recruitments for social workers to CalSWEC’s Twitter and Facebook pages.
- Twenty-three workshops were conducted at 17 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. These workshops provide updated information on changing procedures in the counties due to the increased use of technology and the county’s efforts to make the process more efficient while still hiring the best qualified candidates.
- Efforts were also increased to identify and support the “frontier” and rural counties in the state. The CWDA “20 Small Counties” monthly meetings were attended and site visits to these counties were made. Three of these counties requested the Workforce Development Coordinator visit and speak to their employees about the value and preparation needed to

advance their education, so that they meet the qualifications to promote to child welfare services. The Workforce Development Coordinator also attended the National Rural Social Worker Conference in South Dakota to learn about strategies and challenges faced by rural counties in other states.

- Additionally, the Workforce Development Coordinator continued to participate and consult with the Human Resources and County Personnel staff to: review the requirements and classifications in hiring social workers, make recommendations for modifications in the current process, and provide IV-E BASW and MSW graduates with up-to-date information about opportunities to work in the counties across the state.

### *The Graduates*

As of July 1, 2016, 175 (53%) of the 2016 MSW graduates have been hired. Among the 2016 BASW graduates, 3 (7%) are working and an additional 18 (42%) BASW graduates entered the MSW Program.

Table 4. Title IV-E MSW Hiring Status by Region & School —As of July 1, 2016												
Universities	2014				2015				2016			
	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	8		6	75%	18		18	100%	11	2	9	82%
Humboldt	7		7	100%	11	1	9	82%	17	2	15	88%
Sacramento	18		18	100%	39		38	97%	19	17	2	11%
Totals	33	0	31	94%	68	1	65	96%	47	21	26	53%
Bay Area Region												
Berkeley	15		13	87%	15		14	93%	16	12	8	50%
East Bay	14		14	100%	19		18	95%	10	8	3	30%
Monterey Bay	1		1	100%	1		1	100%	3		3	100%
San Francisco	11		10	91%	12		11	92%	12	7	5	42%
San Jose	16		16	100%	19		17	89%	17	3	14	82%
Totals	57	0	54	95%	66	0	61	92%	58	30	33	57%
Central Region												
Bakersfield	18		16	89%	15	1	14	93%	20	17	1	5%
Fresno	21		19	90%	26		25	96%	26	1	24	92%
Stanislaus	12		9	75%	22	1	20	91%	13	4	9	69%
Totals	51	0	44	86%	63	2	59	94%	59	22	34	58%
Los Angeles Region												
Dominguez Hills	9		9	100%	6	2	4	67%	8	8	0	0%
Long Beach	20		19	95%	16		16	100%	18	9	9	50%
Long Beach - DE	NA		NA		NA		NA		19	6	12	63%
CSU-LA	16		16	100%	12		12	100%	17	11	6	35%
Northridge	11		10	91%	15		15	100%	13	6	7	54%
UCLA	13		12	92%	11	1	9	82%	13	13	0	0%
USC	12		10	83%	17		17	100%	12	10	2	17%
Totals	81	0	76	94%	77	3	73	95%	100	63	36	36%
Southern Region												
Fullerton	13		13	100%	21		21	100%	10	10	0	0%
Loma Linda	15	1	14	93%	12		12	100%	12	8	3	25%
San Bernardino	18		17	94%	19	2	17	89%	19		19	100%
San Diego - IVC	5		5	100%	NA		NA		NA		NA	
San Diego	23		21	95%	17		15	88%	20		20	100%
San Marcus	NA		NA		NA		NA		4		4	100%
Totals	76	1	72	95%	69	2	65	94%	65	18	46	71%
Grand Totals	296	1	275	93%	343	8	323	94%	329	164	175	53%

NOTES: Graduates in monetary repayment or waived due to special circumstances are not included in the totals. All graduates were hired by County or Tribal agencies. The 2016 graduates have until June 2017 to find employment, and most are still searching for work or have not submitted Employment Verification forms.

**Table 5. Title IV-E BASW Hiring Status by School —As of July 1, 2016**

Universities	2014				2015				2016			
	Total Grads	Began MSW	Not Hired	Total* Hired or Working	Total Grads	Began MSW	Not Hired	Total* Hired or Working	Total Grads	Began MSW	Not Hired	Total* Hired or Working
Chico	3	1		2 67%	4	2		2 50%	4	3	0	1 25%
Fresno	13	1	3	9 69%	10	3		7 70%	11	6	3	1 10%
Humboldt	2			2 100%	2			2 50%	4	1	1	1 25%
Long Beach	5	2		1 20%	4	1	1	2 50%	5	2	3	0 0%
San Bernardino	16	5	2	9 56%	15	8	2	5 33%	13	4	9	0 0%
San Diego	6	1	1	4 67%	6	2	2	2 33%	6	2	4	0 0%
<b>Totals</b>	<b>45</b>	<b>10</b>	<b>6</b>	<b>27 60%</b>	<b>41</b>	<b>16</b>	<b>5</b>	<b>20 46%</b>	<b>43</b>	<b>18</b>	<b>20</b>	<b>3 7%</b>
	<b>% Working or in MSW</b>			<b>82%</b>	<b>% Working or in MSW</b>			<b>88%</b>	<b>% Working or in MSW</b>			<b>49%</b>

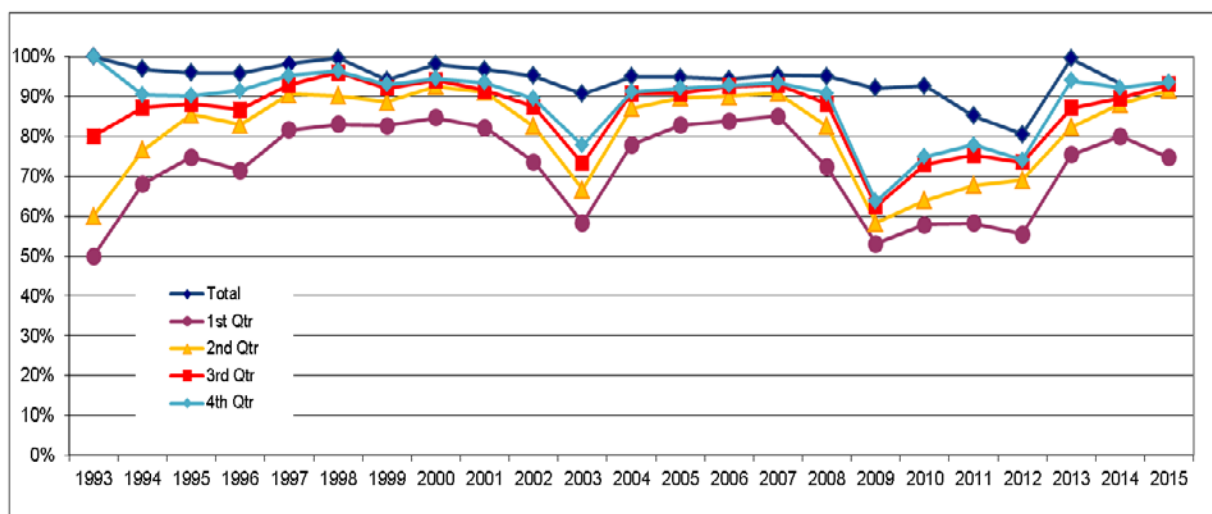
NOTES: Graduates in monetary repayment or waived due to special circumstances are not included in the totals. 2016 graduates have until June 2017 to find employment, and most are still searching for work or have not submitted Employment Verification forms.

\* Percentage does not include graduates who entered the MSW program.

### *Hiring Trends*

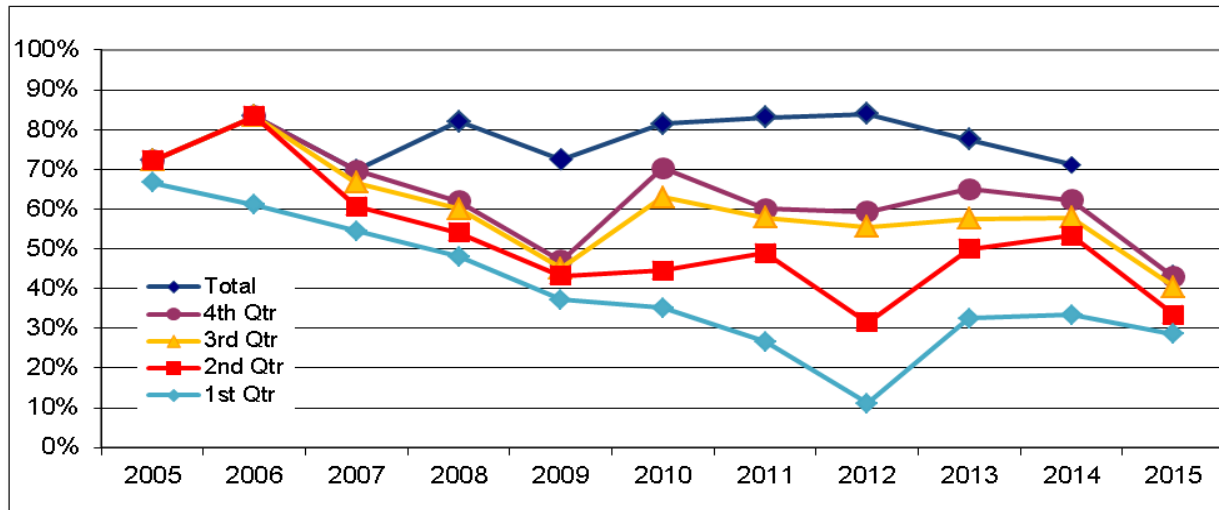
Except for the problems in the economy, which affected the initial hiring of the graduates in 2003 and 2009–2012, nearly 95% of the IV-E MSWs have found work in child welfare agencies since 1993. Among the IV-E BASWs, 78% have been hired since the inception of that program in 2004. MSWs and BASWs both 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 percentages at reasonable levels. Some graduates in the recent cohorts graduated late in their cohort year and are still searching for work. The graphs below depict the hiring trends over the years.

**Figure 1. Cumulative Percentages of CalSWEC IV-E MSW Graduates Hired by Cohort and Quarter of Hire By the First Year and Total Hired as of July 1, 2016**





**Figure 2. Cumulative Percentage of CalsWEC IV-E BASW Graduates Hired by Cohort and Quarter of Hire  
By the First Year and Total Hired as of July 1, 2016**

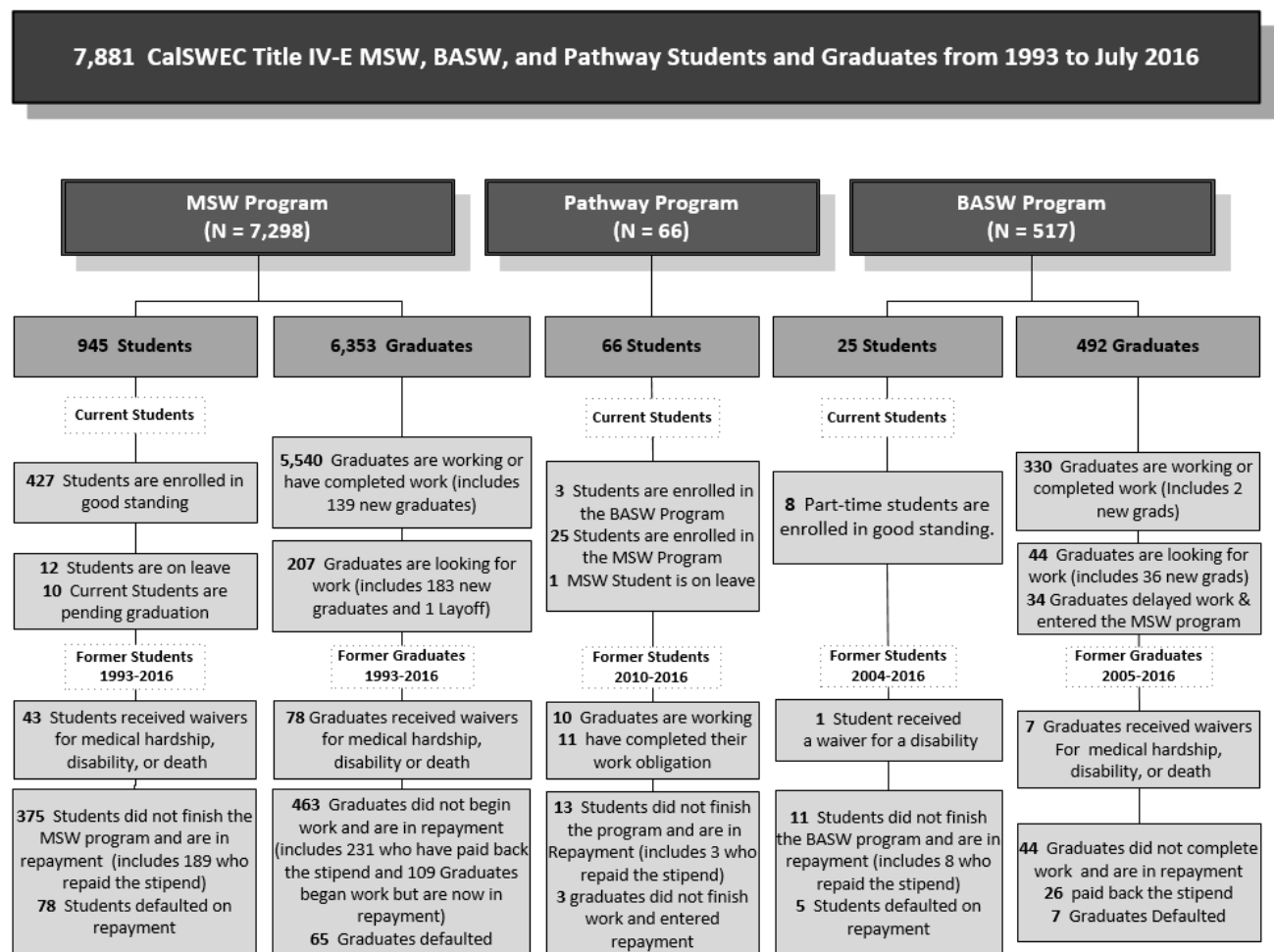


## Total Population of CalSWEC Title IV-E Students and Graduates

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, 2016, the database has information on 7,881 students and graduates: 7,298 MSW, 517 BASW, and 66 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 2016**



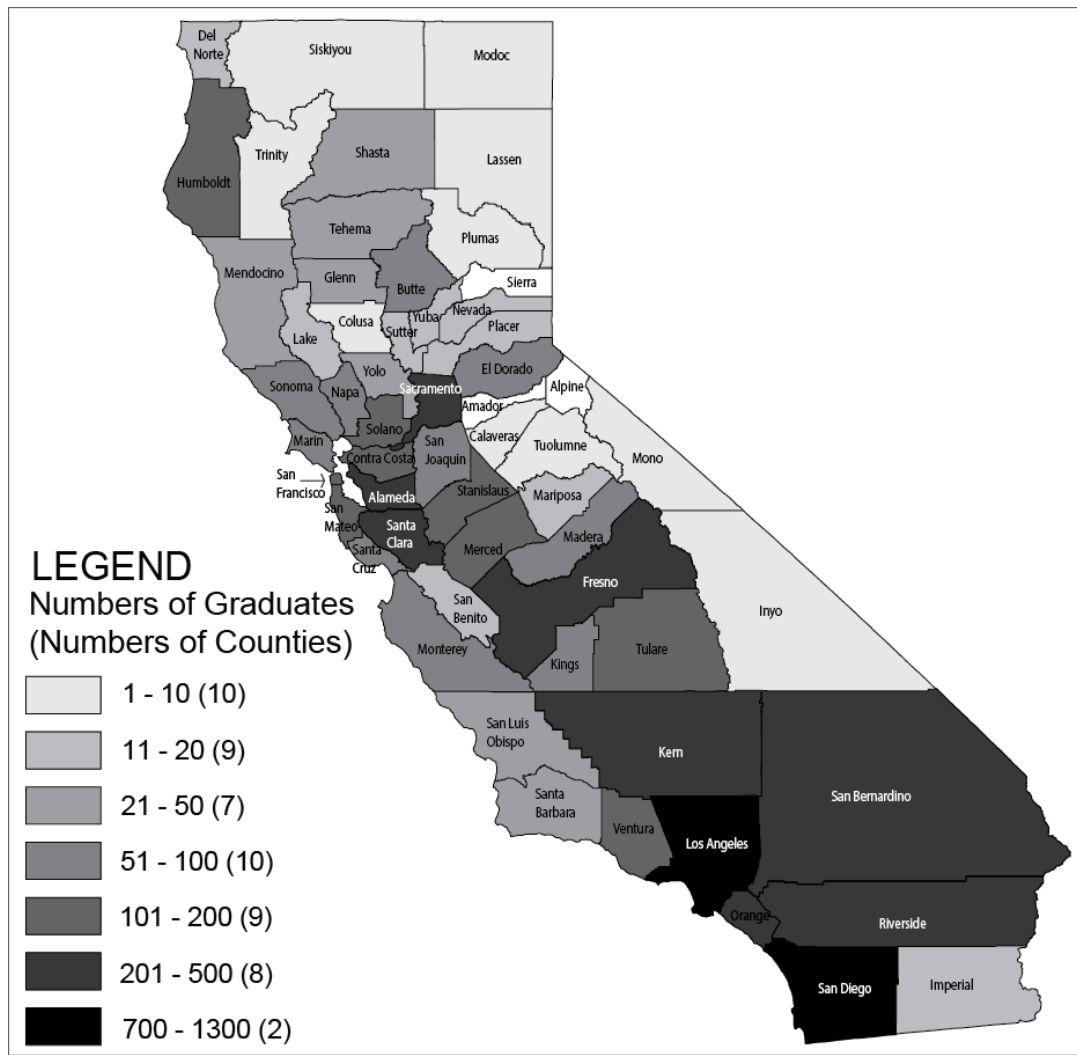
### *Geographic Dispersion of the Title IV-E Graduates*

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

The information below describes the hiring status of the graduates:

1. Collectively, the MSWs, BASWs, and Pathway graduates have been employed in 55 of California's 58 county child welfare agencies;
- Counties that have not employed IV-E MSWs or BASWs are Alpine, Amador, and Sierra;
  - 15 graduates have worked in California State Adoptions;
  - 21 have worked for Tribal agencies.

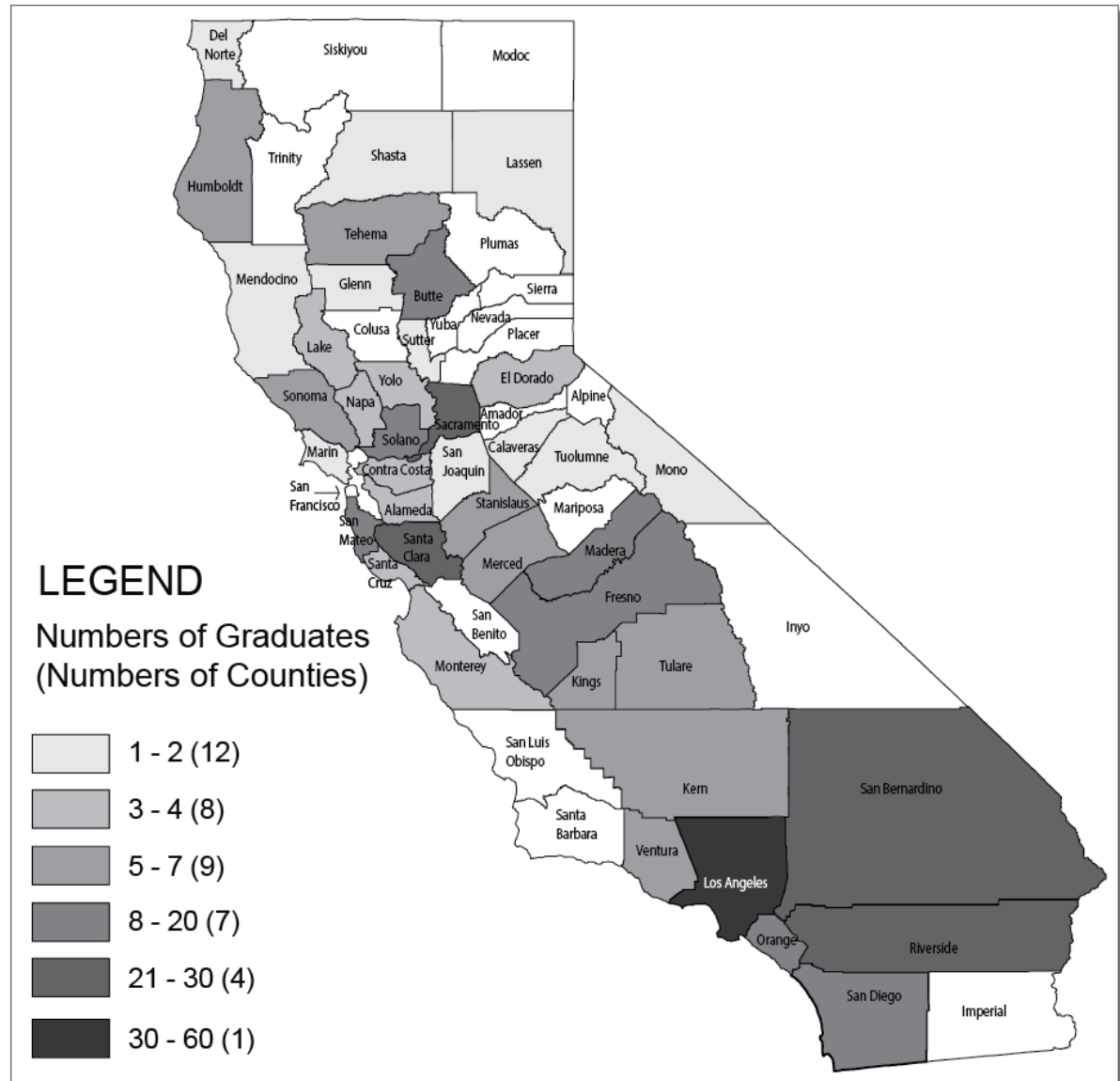
**Figure 4. Density of Title IV-E MSW, BASW and Pathway Graduates Ever Hired by California Counties**



The geographic dispersion of the 2015 MSW's and BASW's and Pathway grads is documented below.

- Excluding the 17 BASW current graduates who entered the MSW program, 343 (93%) of the 367 Title IV-E MSW, BASW, and Pathway 2015 graduates were hired in 41 California counties, 4 Tribal agencies, and one in State Adoptions.

**Figure 5. Density of Title IV-E 2015 MSW and BASW Graduates Hired by California Counties**



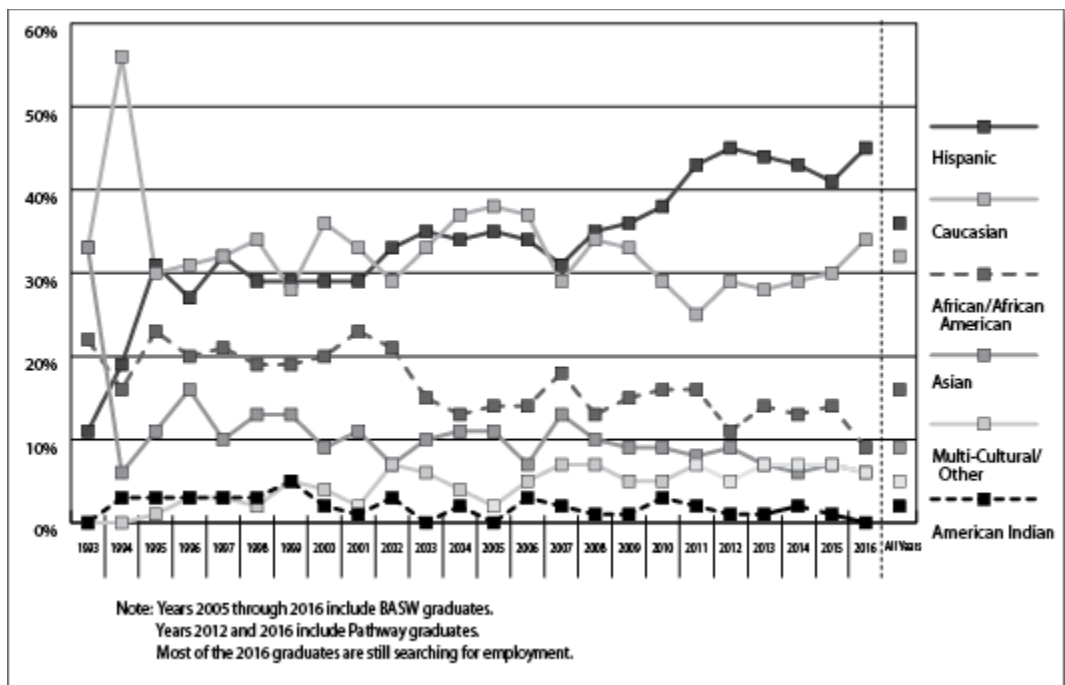
### ***Diversity***

Since its inception, CalSWEC has strived to transform the face of public child welfare in California with increased diversity. The efforts have been successful.

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

As the Title IV-E MSW, BASW, and Pathway graduates continue to join the state's public social services agencies, they add substantively to the diversity of the workforce, as evidenced by Figure 7 below. Each new CalSWEC Title IV-E cohort adds greater diversity to the workforce. In 2005, the first CalSWEC BASW graduates entered the workforce, and in 2012 the Pathway Graduates entered the workforce.

**Figure 6. Title IV-E MSWs, BASWs, and Pathway Graduates Who Entered the Workforce  
By Race/Ethnicity and Year of Graduation**

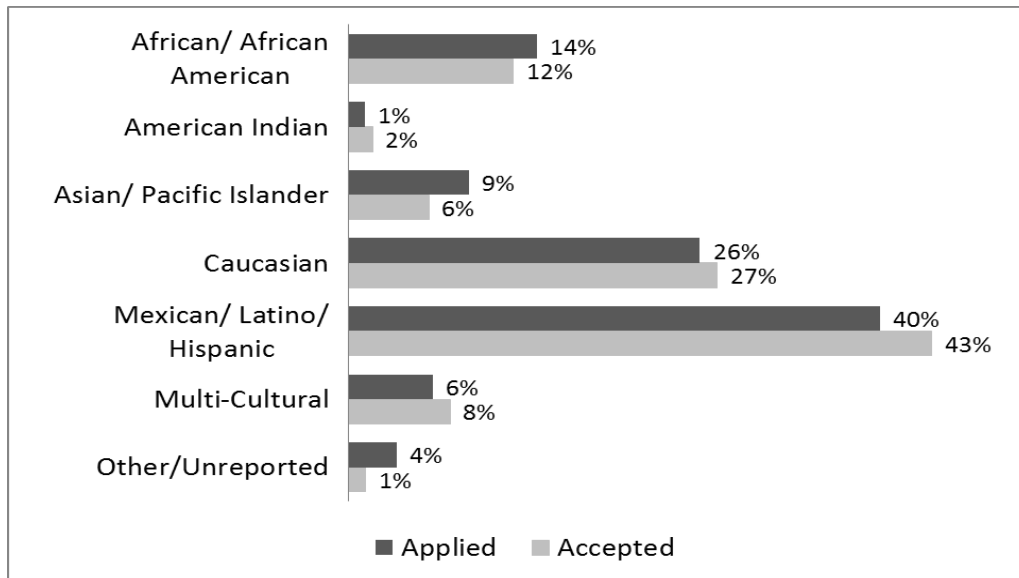


## The MSW Applicants and New Students

In AY 2015–2016, the CalSWEC Title IV-E Stipend Program continued to attract a diverse student body. A total of 745 students applied to the MSW program; of these applicants, 388 first-year students were accepted. The number of applicants and students accepted for fall 2015 by race/ethnicity are:

Race/Ethnicity	Applied		Accepted	
African/ African American	112	14.8%	47	12.3%
American Indian	9	1.2%	7	1.8%
Asian/ Pacific Islander	65	8.7%	23	6.0%
Caucasian	192	25.8%	105	27.5%
Mexican/ Latino/ Hispanic	296	39.7%	166	43.5%
Multi-Cultural	47	6.3%	29	7.6%
Other/Unreported	26	3.5%	5	1.3%
<b>TOTALS</b>	<b>745</b>	<b>100%</b>	<b>388</b>	<b>100%</b>

**Figure7. Racial/Ethnic Composition of Applicants and Students Accepted  
For the Fall 2015 Title IV-E MSW Program**

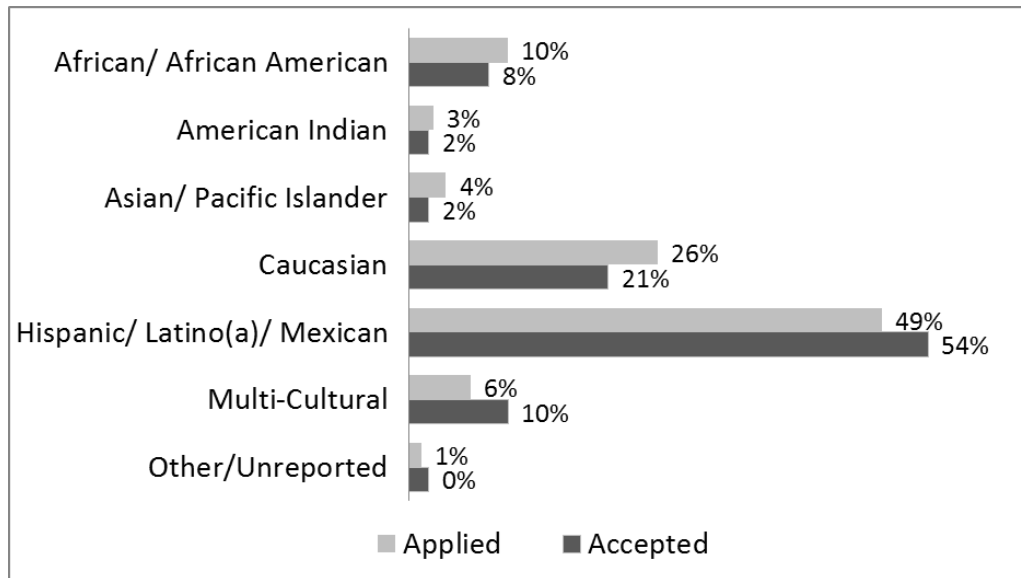


## The BASW Applicants and New Students

Now in its 12<sup>th</sup> year, the Title IV-E BASW program has six participating schools. The six IV-E programs at these schools received a total of 76 applications for the fall 2015 semester and accepted 50 new students. The 2015 BASW applicants reflect the diversity of the Title IV-E Stipend Program, as evidenced in the chart below. The numbers of applicants and students accepted for fall 2015 by race/ethnicity are in the table below.

<b>Table 7. Race/Ethnicity of the 2015 BASW Applicants and New Students</b>				
<b>Race/Ethnicity</b>	<b>Applied</b>		<b>Accepted</b>	
African/ African American	8	10.4%	4	8.3%
American Indian	2	2.6%	1	2.1%
Asian/ Pacific Islander	3	3.9%	1	2.1%
Caucasian	20	26.0%	10	20.8%
Hispanic/ Latino(a)/ Mexican	38	49.4%	26	54.2%
Multi-Cultural	5	6.5%	5	10.4%
Other/Unreported	1	1.3%	1	2.1%
<b>TOTALS</b>	<b>77</b>	<b>100%</b>	<b>48</b>	<b>100%</b>

**Figure 8. Racial/Ethnic Composition of Applicants and Students Accepted for the Fall 2015 Title IV-E BASWs Program**



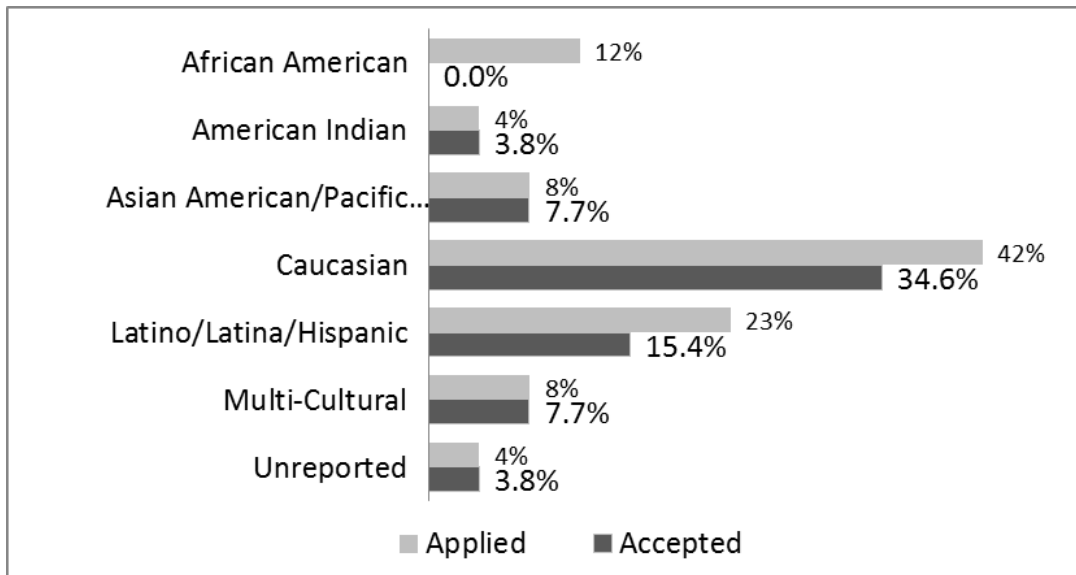


## The Pathway Program Applicants and New Students

AY 2015–2016 marked the sixth year in which students were enrolled in the Title IV-E Pathway program in three of CalSWEC California State University campuses: Chico, Humboldt, and San Bernardino. The program is a distance education social work program that addresses the needs of child welfare and Tribal agency employees from isolated areas who want to advance their education by obtaining BASW or MSW degrees. Students must be employees of a county or Tribal agency and have been accepted into an educational institution prior to being considered for the Pathway program. In this sixth year of the program, 26 applied and 19 new students were accepted, whose race/ethnicity are in the table below.

<b>Table 8. Race/Ethnicity of the 2015 New Pathway Applicants and New Students</b>				
Race/Ethnicity	Applied		Accepted	
African American	3	11.5%	0	0%
American Indian	1	3.8%	1	3.8%
Asian American/Pacific Islander	2	7.7%	2	7.7%
Caucasian	11	42.3%	9	34.6%
Hispanic, Mexican, or Latin heritage	6	23.1%	4	15.4%
Multi-Cultural	2	7.7%	2	7.7%
Unreported	1	3.8%	1	3.8%
<b>TOTAL</b>	<b>26</b>	<b>100%</b>	<b>19</b>	<b>100%</b>

**Figure 9. Racial/Ethnic Composition of Applicants and Students Accepted in the Fall 2015 Title IV-E Pathway Program**



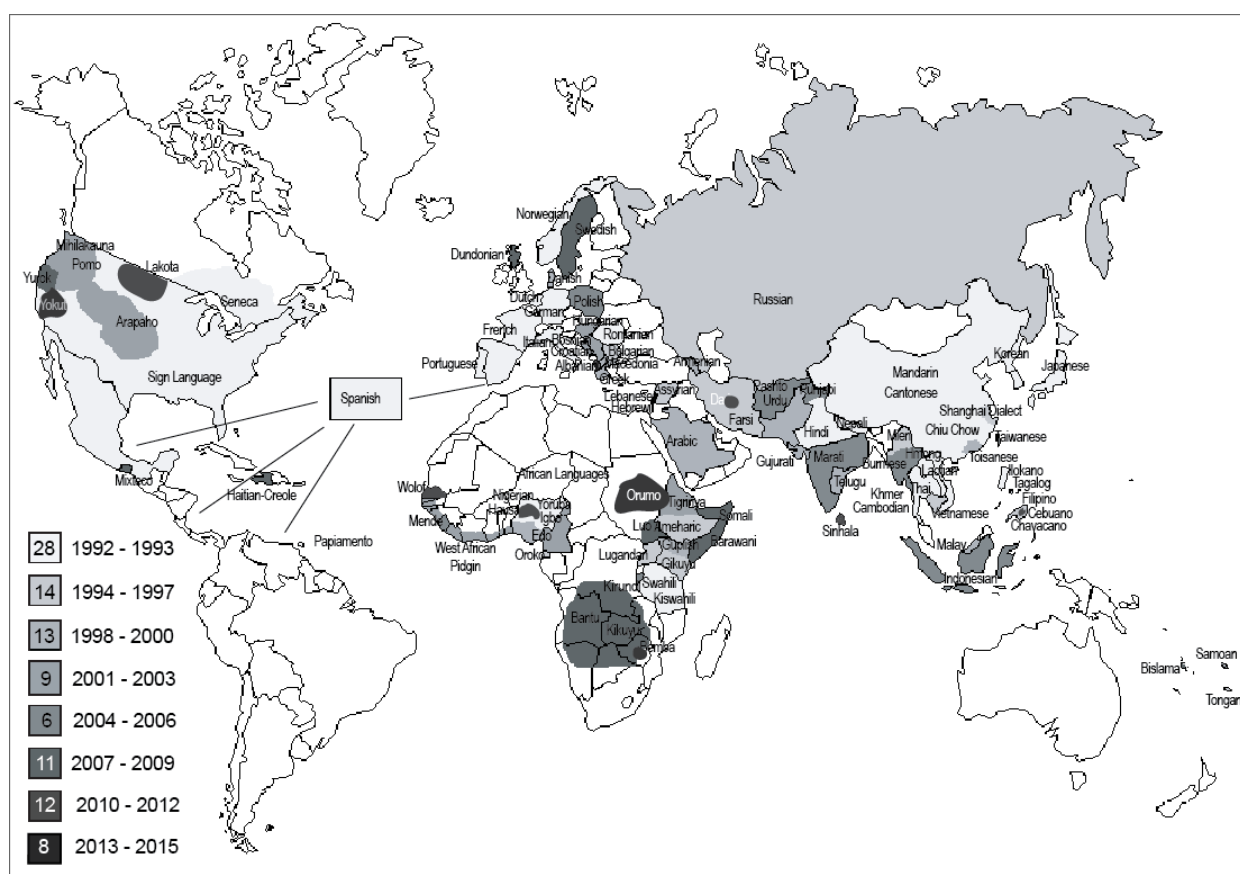
### *Strong Multilingualism*

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 7,881 Title IV-E students and graduates:

- 3519 (45%) speak, write, or sign a language other than English;
- 311 (4%) speak two or more additional languages; and
- 102 different languages are spoken in addition to English.
- 71% of the bilingual students and graduates speak Spanish, and 16% 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 10. Number of New Languages Spoken Each Year by Title IV-E Students and Graduates  
By Year of Enrollment (1993–2015)**



## **PROGRAM REPORT**

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### **Program Updates, Changes, and Technical Assistance**

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Over the course of each year CalSWEC's Child Welfare 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 2015–2016.

#### ***Program Guide***

The Program Guide revision that began with a program-wide user survey in FY 2014–2015 has continued into FY 2015–2016, with survey-suggested broad content updates, elimination of outdated materials, and reorganization of materials into fewer, more logical, and more readily searchable categories. Also per recommendations of the PC survey and workgroup, a table of contents has been added. Although IV-E staff sought the assistance of web development consultants in FY 2015–2016 to improve the entire Guide platform, including a reformatted and simplified landing page, bids received were considerably beyond budgetary limits. With the appointment of a CalSWEC Director of Technology and Instructional Design, the plan for the coming year is to initiate redesign of the entire website, including the Program Guide platform.

#### ***Petition and Appeals Processes***

From time to time, a student or graduate may wish to apply for an “exception” 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 last fiscal year. After one year's use, these procedures and forms were modified based on program site feedback; an orientation in the use of the modified forms was held as part of the IV-E Program Orientation and Refresher in October 2015. With further discussion among the program sites, additional clarifications were made, resulting in greater adoption by the site coordinators and fewer errors in form submission. This year, a Glossary of Terms was also created to improve communication between the schools and CalSWEC staff as to the employment obligation and monetary repayment requirements.

#### ***CalSWEC Student Information System (CSIS)***

CalSWEC Central continued efforts to develop an updated CSIS to better serve the needs of the contract and program, and to become current with technological advances that have occurred since its development in the 1990s. CalSWEC staff engaged in a thorough environmental scan of program needs and available technologies, drafting a CSIS Software Requirements Specifications (SRS) document, which served as the basis for selecting and beginning development on the new CSIS with Salesforce. Plans for development and implementation of the new CSIS are in process.

#### ***Technical Assistance (TA)***

During AY 2015–2016, program technical assistance was provided in a variety of formats to address content and program needs

- *Hot Topics Webinars:* A series of topical TA webinars has continued to address identified concerns of project coordinators and principal investigators. Included were a webinar on *Student Repayment and Collections* to familiarize PIs, PCs, and project staff who are charged with identifying students or graduates in default of their agreements and who participate in or supervise the repayment or collections process. A webinar was also presented on *Native Americans: PL 280 and ICWA in California*, which reviewed the history of California Native Americans and reviewed the rights of

Native children and their families involved with child welfare. To assist the work of project coordinators, principal investigators, and program evaluators, a webinar was presented on *Program Evaluation and Data Presentation*, with a focus on how best to represent data for maximum clarity with a mixed audience. In addition, to apprise project coordinators and other social work educators of recent innovative teaching modalities, a webinar was presented on *Utilizing Technology in Social Work Education*, which introduced a new technological tool for teaching assessment criteria to student or beginning social workers charged with evaluating family environments and risk to children. The tool imparts layered information in segments, enabling the user to re-evaluate child circumstances and risk in a cumulative manner that emulates the acquisition of case information to workers in the field. A testing method allows the student and instructor to assess progress.

- *Title IV-E Digest*: For FY 2015–2016, the monthly digest became more focused on specific topics affecting children, families, and youth. Due to the large amount and variety of information and materials being produced, the wiser course appeared to be narrowing the emphasis somewhat on specific populations and/or resources for each issue. The *Digest* continues to distribute notice of events, conferences, webinars, curricula, and federal and state resources to member schools, faculty, project and mental health coordinators, and county partners.
- *New Project Coordinator and Principal Investigator Orientation*: In order to ensure proper program administration, an orientation was held in October 2015 to provide project coordinators, principal investigators, and other subcontract university staff with the information needed to run the program at their site.
- *Graduate Hiring Support*: Support continued to be provided to students and graduates in their transition into the public child welfare workforce by working closely with the PCs and counties to address employment conditions. This year saw an increase in the number of county Human Resources and Personnel offices that contacted the Workforce Development Coordinator to request their recruitments be posted on the CalSWEC Facebook and Twitter pages. These requests were also conveyed through emails to the PCs and in presentations during the Employment Preparation Workshops presented by the Workforce Development Coordinator.
- *Hiring Workshops*: The Workforce Development Coordinator conducted 23 workshops at 17 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 in their region and throughout the state.
- *Workforce Development Coordinator's Site Support*: The Workforce Development Coordinator consulted with schools on specific issues regarding petitions and appeals for students or graduates requesting a delay or waiver in their employment obligation or repayment. Technical support on site was also provided to the newest school in the program and in locations where there have been new project coordinators and or county internship/field staff hired.
- *Partnership*: Data from CalSWEC's annual End of Year Survey to IV-E universities indicate that all schools meet with county partners at minimum once a year to discuss placement. Well over a majority of schools (68%) also report meeting with local tribal/indigenous and community-based partners for the same reason. The success of this highly collaborative and engaged approach between CalSWEC staff, universities, and hiring agencies is evident in the YOY hiring trends mentioned above.

## Curriculum Enhancement Activities

### *2016 CalSWEC Curriculum Competencies Revision Project*

The CalSWEC team is currently updating the CalSWEC Competencies to align with current policies, standards, and trends in social work education and practice. Through a collaborative and iterative process that incorporates feedback from Public Child Welfare, Behavioral Health, and Aging stakeholders from universities, counties, Tribal/indigenous agencies, and other partner organizations, the team aims to develop an accessible, useful reference document for participating CalSWEC universities to support the education of future social workers. The revision process plan is as follows:

- CalSWEC developed a draft for review, based on crosswalks of CSWE EPAS 2008 and 2015, past CalSWEC Competencies, and the California Child Welfare Core Practice Model.
- This draft is reviewed by content experts via an online review tool. Following the September 15, 2016 review deadline, CalSWEC will analyze and incorporate feedback into a new draft during the fall of 2016.
- A workgroup will meet to review and revise the second draft.
- A third draft will be shared out for an open comment period; this feedback will be incorporated into a final version.
- The final version will be shared and implemented in 2017-18.

### *Field Instruction Initiative*

The Fourth Annual Title IV-E Summer Field Institute hosted over 130 university and county partners—the highest number of registrants since the institute's inception. The theme was *Cultivating Partnerships to Support Implementation of the California Child Welfare Core Practice Model*. Goals were for participants to be able to:

- Identify main elements of the Core Practice Model at the base of Child Welfare Social Work practice, education and training
- Clearly articulate connections between the Title IV-E Program and the Core Practice Model
- Identify specific action steps to support successful implementation of the Core Practice Model

The Opening Plenary Fishbowl featured six speakers, with Dean Jeffrey Edleson of UC Berkeley's Social Welfare Department as the moderator. Howard Himes, Director of the Health and Human Services Agency in Napa County, gave a moving keynote address that underscored the importance of community-based engagement and collaboration. Workshops by university and county partners and students were offered on a variety of topics relating to the Core Practice Model, including cultural humility, engaging Tribal/Indigenous families, simulation labs, writing courses, and ethical decision-making. The institute received positive evaluation results, with 93% of respondents giving it a rating of good or excellent. *The 2016 Institute program is available on the CalSWEC website at: <http://calswec.berkeley.edu/2016-summer-field-institute>*

### *Distance Education*

Project implementation and evaluation were the salient themes of distance education projects at CalSWEC in AY 2015–2016. The Network Hub, a major educational resource dissemination project, was brought online, as was the Writing Skills course. In each case, technical assistance in accessing and using these resources was provided. Long-standing projects, such as the Pathway Program (established in 2008) and the California Child Welfare Resource Library (established 1995), implemented program evaluations. Summaries of continuing and new distance education activities are provided below.

## Pathway Program

Pathway programs reached growth and graduation milestones in AY 2015–2016, and implemented and completed data collection for the first program evaluation. Enrolled Pathway students progressed through their academic programs with few exceptions. The total numbers of students attending each school reflect that nearly all stipends were awarded. Chico State had 9 students enrolled, all MSW, with plans to admit 3 BASW students in AY 2016–2017. Humboldt State had 10 students: 7 MSW and 3 BASW. CSU, San Bernardino had 10 MSW students. Only one BASW student attending Humboldt State exited the program because a county agency withdrew support for attendance. That stipend was filled in the same academic year by an MSW student. By the end of the academic year, 7 students had graduated (4 from Humboldt State, 3 from CSU, San Bernardino), all at the MSW level, with the exception of one BASW student at Humboldt State who has been accepted into the MSW program as a Pathway student for AY 2016–2017.

By the end of AY 2015–2016, of the 29 Pathway students, 26 internships were in county agencies and 3 were Tribal placements. Students were placed in 11 counties and 3 Tribes throughout California<sup>1</sup>.

In Q3–4 of AY 2014–2015, a committee of Pathway program administrators and coordinators began planning the evaluation by determining a viable focus, scope, and instruments<sup>2</sup>. The proposed evaluation seeks to review progress of the Pathway program in meeting program objectives<sup>3</sup>, and identify potential areas for future improvement.

Program evaluation instruments were implemented in AY 2015–2016. All documentation was reviewed for IRB approval at UC Berkeley in fall 2015, and final approval was granted in February 2016. Data were collected from current and former Pathway students, staff, faculty, and county contacts via online survey in Q4, closing at end of June 2016. Respondents included 7 faculty/staff and 34 current and former students. The student response rate was 52%. Data will be analyzed and reports published in Q1 of AY 2016–2017 and included in the next annual report.

### *The CalSWEC Network Hub*

The CalSWEC Network Hub<sup>4</sup>, located at <http://oercommons.org/hubs/calswec>, was launched in Q1 2015–2016. The site enables the sharing, reuse, and remixing of educational content created by CalSWEC

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<sup>1</sup> The counties in which students were placed in AY 2015–2016 were: Del Norte, Butte, Shasta, Lake, Riverside, Plumas, San Bernardino, San Diego, Yuba, Glenn, and Colusa Counties. Students were also placed in the following Tribes: Cloverdale Rancheria, Klamath-Trinity Joint USD, Tolowa Di-Nee Nation (Smith River Rancheria).

<sup>2</sup> Between January 2015 and August 2015, the evaluation planning committee completed the following: (1) an evaluation plan outlining an implementation timeline, study target and sample (graduating students, continuing students, new students, project managers, and county agency supervisors), and variables of interest including independent, dependent, and control variables; (2) data collection instruments (to be administered online) consisting of 1 survey administered to students, 1 survey administered to project managers, and 1 survey administered to agency supervisors; and (3) a proposal describing the Pathway program and planned evaluation, submitted for institutional review by UC Berkeley's Committee for the Protection of Human Subjects.

<sup>3</sup> Program objectives include: (1) to increase the recruitment and retention of new social work professionals by reaching out to students unable to attend a campus-based program to meet their educational goals, and also community members from rural and Tribal regions in California; (2) to provide an accredited, rigorous social work education curriculum that helps students develop into competent social workers; and (3) to create an inter-campus collaboration that provides/facilitates distributed social work education throughout California.

<sup>4</sup> 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 via which CalSWEC and its partner institutions can share, find, reuse, and adapt educational materials. This space also enables the creation of communities of practice around shared educational content. Design and development activities began in the fourth quarter of AY 2013–

consortium universities, county agencies, Regional Training Academies, and community partners. While work on the site and associated communication and adoption campaigns were postponed due to a forthcoming needs assessment and technology strategy at CalSWEC, minor promotion and technical assistance for university and training academy partners in Quarters 3–4 of AY 2015–2016 resulted in increased use.

Website traffic monitored from October 2015–June 2016 revealed that the site is achieving the goal of facilitating greater access to consortium-created child welfare educational resources. The data evidences: (1) a substantial group of users, a small percentage of which continually returned, frequently exploring the resources through organic- and branched-searching; and (2) macro-level accomplishments in terms of exposure and use of the Network Hub.

Visitors to the site either began searching for resources organically or explored the resources via the home page. The latter group were fewer visitors in volume (~100), yet this group stayed on the site longer and viewed a greater amount of content (~2,600 items) via navigating through the thematic collections and community-of-practice-grouped resources. The second group of visitors went directly to specific items located in the Network Hub and represented a far larger volume of total site traffic (> 2,800 unique visitors). Most visitors in this group on average were new (i.e., non-returning). Interestingly, this group had a high total page view count, bounce rate, and average pages per session<sup>5</sup>. Considering that the vast majority of site visitors come from the U.S., this usage data indicate that within the U.S.:<sup>6</sup>

- hundreds of visitors returned directly to multiple resources (>700)
- thousands of visitors viewed 17 or more resources (~21,000 in total) via organic- or branched-searching<sup>7</sup>

At the macro level, resources featured in the Network Hub have witnessed remarkable exposure. A snapshot of these accomplishments can be seen below:

- 54,634 total page views
- 2,941 total unique visitors
- 77% of all visitors to the site were new, on average, month-by-month
- Over half of all site visitors explored more than one page per session, while more than 33% viewed 20 plus pages
- While evidence suggests that links to direct resources had driven site traffic initially, organic search now drives the greatest portion of visitors to finding resources in the Network Hub<sup>8</sup>

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2014. The site was built and tested by Quarter 3 of AY 2014–2015, utilizing stakeholder input, and was launched publicly in November 2015.

<sup>5</sup>Respectively, the numbers are: (total page views) 52,039; (bounce rate) 59%; (average pages per session) 17.

<sup>6</sup>Visitors to the home page are on average predominantly from the US (>90%), whereas visitors to individual resources has moved between 60-80% over the past year. Several countries regularly comprise 10-20% of the international visitors: Australia, Canada, United Kingdom.

<sup>7</sup>Approximately 20-35% of traffic on average is using search terms or tags to navigate the site.

<sup>8</sup>The dynamics of new visitors and new sessions from direct referrals versus search traffic sources have flipped over time. Both of these sources have together accounted for >80% of traffic to specific resources on average. However, in Q1-2 of AZY 2015–2016, visitors coming to look at site content were coming most frequently (approx. 50% of new visitors/new sessions) by using a direct link to an item, group, collection, likely indicating that links were being shared with them by others. In Q3–4, the percentages dramatically flipped to where nearly 90% of traffic to specific items was coming from organic search (e.g., Google search), indicating that resources in the Network Hub are increasingly more discoverable via simple search in a web browser.

- 151 new resources were shared by CalSWEC central and consortium partners

This data substantiates the notion that the approach used to facilitate greater access to- and sharing-of educational resources developed by- or for- the consortium, vis-à-vis the Network Hub, has been successful.



### ***Project Open Access: Digital Access to Child Welfare Resource Library Holdings***

To expand the California Child Welfare Resource library's (CCWRL) usership and ensure its future relevance in the digital age, the "Open Access" project was initiated in Q4 of AY 2014–2015<sup>9</sup>. The main project goals were met and deliverables completed by end Q2 2015–2016<sup>10</sup>. The final documents are available upon request. The key findings, taken directly from the report, were:

- **Collection Age:** CCWRL is a dated circulating library with an average title age of 18 years.
- **Collection Formats:** The library is a physical collection of books, VHS/DVDs, booklets, and curriculum. Current research, white papers, professional journals, open access data, government reports, conference proceedings are almost entirely missing.
- **Collection Circulation:** Circulation of the holdings has been poor and 2,130 items (78%) in the collection have never circulated. Videos in DVD or VHS format have been the most used resources.
- **Collection Use:** Use of the library is unevenly distributed across the consortium with 67% of use by CSULB faculty and 33% by others.
- **Collection Rights Holders:** The majority of rights are held by commercial publishers and 99% of the collection carries All Rights Reserved terms of use and 1% is openly licensed or in the public domain.
- **Digital Rights Available:** 13% of the CCWRL multimedia content is now available from publishers in digital format and 51.8% of the books are digitally available under an array of subscription licensing options.

In summary, an independent third party of experts in library and information management sciences surveyed existing holdings and advised against efforts to offer digital access to existing holdings<sup>11</sup>. Instead, an outline of strategic considerations for collection development and enabling open, digital access to that collection in the future was submitted by the consultant. Acting on this information, the CCWRL staff at CSULB will no longer be procuring physical hard copy materials and, instead, have decided to pilot privately owned and licensed streaming video collections in AY 2016–2017.

In the previous annual report (AY 2014–2015), it was reported that the deliverables from the "Open Access" project would be circulated for feedback among consortium members in preparation for the February 2016 CalSWEC Board and committee meetings, and that a decision about which digital access strategy to implement moving forward will be made by Q4 2015–2016 following those meetings. A decision was made not to circulate the documents given the need to focus on the strategic planning process underway at CalSWEC, and given the somewhat invective nature of the final project reports. In AY 2016–2017, CSULB and CalSWEC staff will design a plan addressing reduction of physical holdings of the CCWRL. It is

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<sup>9</sup> The California Child Welfare Resource Library has provided mainly physical copies of instructional media to social work educators and practitioners throughout California since its inception in 1995. The library, physically located at CSU, Long Beach, was established as a mail order facility to fulfill CalSWEC's mission by: (a) "purchasing new materials to expand the scope of resources available to (CalSWEC) partners..."; and (b) to be the central dissemination point for curriculum developed through CalSWEC.

<sup>10</sup> The project's ultimate goal was to provide open access to the greatest amount of resources as is advisable or allowable vis-à-vis copyright considerations. The project has three main deliverables: (1) an inventory of current library holdings clearly indicating the IP status, and digital access concerns and opportunities across several aspects on a per-item level; (2) an executive summary of the findings of the inventory process; and (3) a high-level strategy for providing digital access to library holdings vis-à-vis copyright considerations.

<sup>11</sup> The third-party group conducting the assessment was the Institute for the Study of Knowledge Management in Education. The project team included University Librarians, Information Management experts and renown Intellectual Property Law faculty from throughout the country.

currently unclear whether, or to what extent, a digital content repository will take the place of the CCWRL in the post-physical holdings future.

### *Curriculum Modules and Resources*

#### **Curriculum Development Product Dissemination**

- An online Writing Skills for Child Welfare Social Work course was implemented in AY 2015–2016. Course development and testing spanned AY 2013–2014, 15–16<sup>12</sup>. Technical assistance was provided to any university, county agency or community partner requesting to implement the full course locally, within their local institution. Assistance provided included technical support or troubleshooting either installation or access, training and pedagogic support for teachers and trainers, and direct support in customizing course contents to ensure relevancy and accuracy to local county contexts in which the course was implemented. Additionally, open access to specific component elements of the course has been provided via the CalSWEC Network Hub for use as professional development resources. To date, multiple schools, county and training partners, and community organizations have implemented some or all of the course contents<sup>13</sup>. Several formal evaluations of learner satisfaction and performance improvement have been conducted by at least one partner<sup>14</sup>, noting positive learner experience feedback and increases in knowledge and competence.

#### *Student Day*

Title IV-E Student Day 2016 was organized around the theme *Empowerment Within*. The full-day educational conference was held on April 8, 2016, at the Westin Los Angeles Airport. Over 230 Title IV-E students, faculty, and state and county representatives attended. The MSW student coordinators were Marya Edgar, California State University East Bay; Joanna La Torre, California State University, Sacramento; and Alex Lesniak, San Diego State University. Janlee Wong, Executive Director, NASW, California Chapter; Riverside Child Service Division, San Bernardino County Children and Family Services; California State University, San Bernardino Social Work Student Association; Keynote Speaker Chadwick Sapenter; and Children Striving Together staffed information tables at the conference. *The 2016 Student Day program and addendum are available on the CalSWEC website at: <http://calswec.berkeley.edu/2016-student-day>*

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

SERVE: Indigenous Community Social Workers for Change (formerly the American Indian Recruitment Program, AIR) continued operating within a regional framework, with the Central region's host site moving to CSU, Fresno.

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<sup>12</sup> Initial course development began in AY 2013–2014, with committees of educators, trainers, county managers and curriculum specialists collaborating to identify learning objectives and share existing resources. Several distinct areas of need were identified: (1) fundamentals of college-level English language writing; (2) academic essay writing processes; and (3) case documentation, planning, and reporting skills for child welfare. A beta version of the course was piloted in Q1 2014–2015 to approximately 100 Title IV-E students and staff at five Schools of Social Work throughout California. Evaluation data from the pilot was used to revise the course in Q2–3.

<sup>13</sup> It has been communicated to CalSWEC staff that the following University partners are implementing the course: Fresno State University, San Jose State University, CSU East Bay, San Francisco State University, The University of Southern California, and CSU San Bernardino. Additionally, the Bay Area Academy, San Francisco and Shasta Counties have implemented the course for professional child welfare workers, as has the community partner Seneca Family of Agencies. There are publicly accessible versions of the course and component course content that CalSWEC consortium members have been made aware of but use of these resources is currently not being monitored.

<sup>14</sup> A team of faculty and lecturers at San Jose State University have formally evaluated multiple instances of the course. The results of these studies were presented at the 2016 Title IV-E Summer Institute.

- A new SERVE project coordinator, Zach Zukovsky, was hired through this site with the retirement of Tom Phillips, long-time SERVE PC.
- After a year of uncertainty and challenges in 2013–2014, SERVE took the 2015–16 year to rebuild and continue programming and relationship building with partner Tribes.
- CalSWEC appointed a Tribal representative, Vita Casteneda, to its Board of Directors to incorporate an Indigenous perspective to statewide board level conversations.

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

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## Program Evaluation

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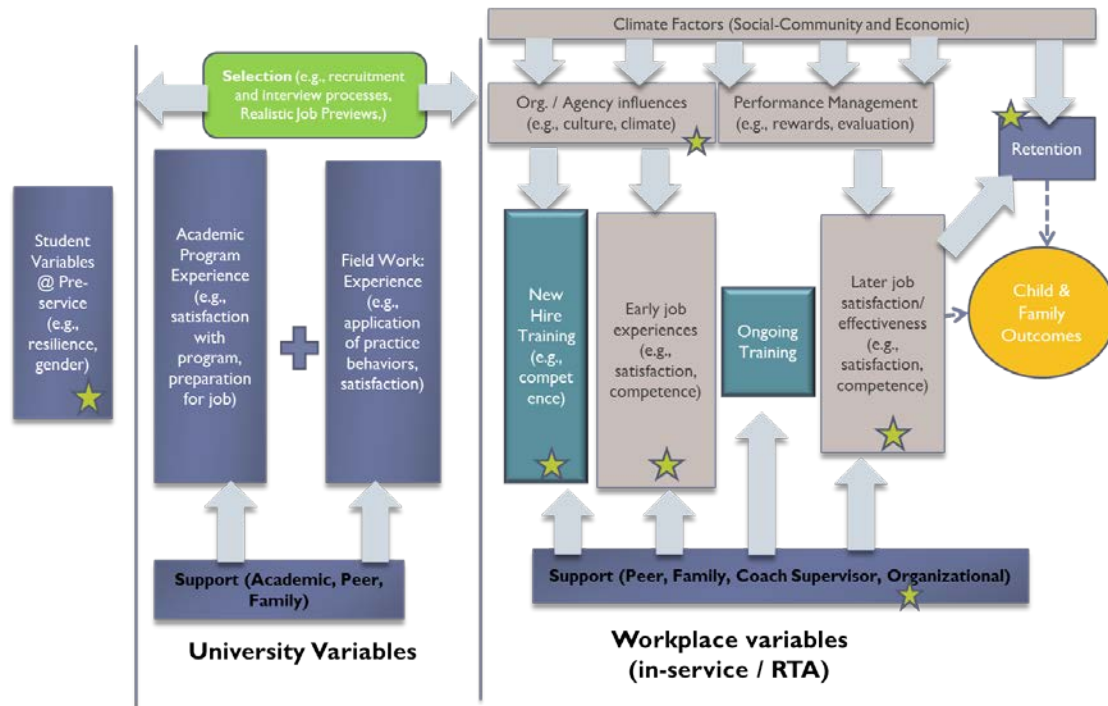
In FY 2014–2015 CalSWEC began Phase 1 of the County Workforce Study, in alignment with the Ecological Model for Workforce Development, which guides CalSWEC’s evaluation and research activities (see Figure 10)<sup>15</sup>. This longitudinal model attempts to incorporate the various contributions of education, 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, to identify the length of their tenure in the public child welfare field, and to determine factors that enhance and detract from optimal retention in the field. The County Workforce Study (described later in this report) attempts to answer questions that were posed by previous studies and dive deeper to understand the complex inter-relationships between worker and organizational characteristics and case outcomes.

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<sup>15</sup> Previously, CalSWEC organized its evaluation efforts in two tiers. Tier 1 focused on program evaluation activities at certain critical time points (e.g., 3 and 5 years after graduation), and Tier 2 focused on practice improvement and implementation research. The tiers suggest a hierarchical nature, which is not a true depiction of CalSWEC’s evaluation activities. With the development of the ecological model for workforce development, we have eliminated these tiers, calling our research and evaluation activities (1) Workforce Development Evaluation & Research and (2) Program-related Evaluation Activities.

**Figure 11. 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)**

Data gathering for Phase 1 of the County Workforce Study is now complete. The goal for the study was to further understand ways to enhance the effectiveness of the child welfare workforce across select California counties and to understand the specific needs and characteristics of each county's workforce within the broader context outcomes. Data were collected from a mix of small, medium, and large counties that were recruited to test CalSWEC's ecological model of workforce development. Child welfare staff ( $N = 600$ ) from nine participating counties responded to a staff survey, which covered 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, respondent gender, Title IV-E status). Currently, data from administrative systems (CWS/CMS) and any accessible data from counties' HR systems are being gathered from participating counties. Data analysis for Phase 1 will be completed by Dec 2016. Two additional counties and one county from Phase 1 are participating in Phase II of the study, which is already underway.

#### **Career Path Study Analysis**

CalSWEC evaluation and research staff continue to consolidate, clean, and analyze data from the Common Core and the 3- and the 5-Year Surveys. Title IV-E and RTA In-Service Training Coordination staff are working together to merge the demographics data with the Career Path surveys from past years. The Common Core 2.0 demographics forms contain questions about service commitment, job expectations, and career goals which are also part of the 3- and 5-Year Surveys. The data from the 3 surveys have been analyzed and a manuscript on the analyses will be submitted for publication in fall 2016. In the coming year, data from

past offerings of the Supervisor Core, which contains similar data, will be compared with the common core data as well as the 3- and 5-year data, but with a focus on those with IV-E educational background.

### ***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 2.0 Demographics Survey:* A survey of workers who received a Title IV-E stipend and those who did not will be conducted in the areas of worker expectations, social commitment, goals or the job and test scores and published in FY 2015–2016. This will be the last report from Common Core 2.0. All reports going forward will be tracking new Common Core 3.0 data.
- *Common Core 3.0 Evaluation Plan:* Currently, Common Core 3.0, the revised new-hire training, is underway. The new training includes components that deepen skills practice in newly hired social workers (e.g., giving workers an opportunity to practice learning in structured field activities) and also expands the delivery of learning to other modalities (e.g., online learning). CalSWEC has currently proposed quarterly reporting of 3.0 data to provide more timely and useable data to its RTA and CDSS stakeholders. Additionally, item analysis reports, which evaluate the rigor and validity of 3.0 tests, and demographic reports will be completed annually.

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### **Practice/University Partnerships**

#### **Practice/University Partnership**

In the Final Year of Funding, “Transforming Child Welfare Practice through Collaborative Research and Training” 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 streamlined the process for determining which agencies have openings available to serve clients and matching client referrals with service providers. The intent is to develop similar Needs Portals for other counties. 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>

#### **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.

Funded by CADD, the five winning projects are awarded \$500 each, in addition to the \$250 each receives for being among the 10 finalists in the two-tiered award process. Finalists for the 2016 research awards of \$250

each are listed in Table 9. The Final Awards of \$500 each were based on the students' Executive Summaries. The authors and projects are listed in Table 10.

**Table 9. 2016 CalSWEC and CADD sponsored Student Research Award Finalists**

 <div>CalSWEC Research and Development Committee (R&amp;D) California Association of Deans and Directors (CADD) 2016 Student Research Award Finalists</div>				
Student	Project Title			Faculty Supervisor
Representing UC Berkeley				
Sophia Baptista Melissa Beckles Jia Broussard Genesis Ibarra	<i>"Reducing the Effects of Exposure to Child Death through Enhanced Debriefing Practices for Pediatric Hospital Workers "</i>	Amy Warner	UCSF Benioff Children's Hospital, Oakland	Neil Gilbert, Ph.D.
Representing CSU Fullerton				
Jessica Alvarado	<i>"Factors Impacting Perceived Control and Depression in Older Adults"</i>	Karin Little	Family Caregiver Resource Center of Orange County	Juye Ji, Ph.D.
Representing CSU Northridge				
Charvie Kong Claudia Ochoa	<i>"Program Evaluation of Valley Care Community Consortium's Community Health Program Using KP-Kids Curriculum"</i>	Patricia Ochoa	Valley Care Community Consortium	Jodi Brown, Ph.D.
Representing San Diego State				
Rachel Ruiz	<i>"The Reduction of the Juvenile Justice Population and Changing Mental Health Needs"</i>	N/A		Melinda Hohman, Ph.D.
Representing San Jose State				
Karly Comfort	<i>"Thinking Positive, Being Connected, and Staying Active: The Impact of Mental Illness Stigma on Caregiving, Well-Being, and Self-Care's Role as a Buffer "</i>	N/A		Meekung Han, Ph.D., M.S.W.

**Table 10. 2016 CalSWEC and CADD-Sponsored Student Research Awards**

 <p><i>CalSWEC Research and Development Committee (R&amp;D)</i>  <i>California Association of Deans and Directors (CADD)</i>  2016 Student Research Award Recipients</p>		
Student	Project Title	Faculty Supervisor
<b>Representing San Diego State</b>		
Rachel Ruiz	<i>"The Reduction of the Juvenile Justice Population and Changing Mental Health Needs"</i>	Melinda Hohman, PhD
<b>Representing San Jose State</b>		
Karly Comfort	<i>"Thinking Positive, Being Connected, and Staying Active: The Impact of Mental Illness Stigma on Caregiving, Well-Being, and Self-Care's Role as a Buffer "</i>	Meekung Han, Ph.D., M.S.W.