CALIFORNIA SOCIAL WORK EDUCATION CENTER



2005-2006 Annual Report



Focusing on Public Social Services











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MISSION AND GOALS



OUR MISSION

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

GOALS

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

MESSAGES

FROM THE DIRECTOR

On October 28, 2005, Jeff Jue passed away, marking a very sad time for all of us who had worked with him over the years. Because of Jeff's immense contributions to CalSWEC over the past eight years, we are dedicating CalSWEC's 2005–2006 annual report to him. Since 2001, when I began my tenure as director, I had the privilege of working with Jeff on several projects. I grew to value his perspective, the wisdom of his experience, and his ever-present and irreverent sense of humor. He made my freshman years as director more fun, helping me put into perspective whatever difficulty I was experiencing. I appreciated the late-night emails admonishing me about working too much. Jeff didn't know this but he was, for me, a personal compass. In hindsight I am fairly certain he was the same for many others he worked with.

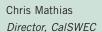
Jeff joined CalSWEC's Board of Directors in June 1997. At the time, he was the director of the Stanislaus County Community Services Agency and a leader within the County Welfare Directors Association. He brought a wealth of experience not only in child welfare but in the field of mental health as well. He was instrumental in taking CalSWEC to the next phase of its development, through the revision of its mission and goals in 1999. It should also be noted that during this same period, Jeff was transforming his agency in Stanislaus County to become one of the first in California to be COA certified. The result was a model agency that was cohesive and that clearly worked toward its mission, goals, and values to provide high-quality services to clients.

It now appears to be no accident that Jeff was instrumental in his behind-the-scenes work collaborating with Dean James Midgley, and many others, to help advance CalSWEC toward its mission to be a "partnership between the schools of social work, public human service agencies, and other professional organizations that facilitate the integration of social work education, practice, and values to assure effective, culturally competent service delivery and leadership to alleviate negative human conditions, such as racism and poverty, for the people of California."

In 2001, after retiring from the county, Jeff began working diligently on start-up activities to further CalSWEC's long-standing goal to encompass *all* social service sectors. Significantly, he worked to secure funding for CalSWEC II initiatives in mental health and aging.

In academic year 2005–2006, CalSWEC's 13th year of operation, we can proudly say we have achieved some of its original vision. CalSWEC's core work remains in child welfare, and most of what we chronicle in this year's annual report will be about the substantial achievements in education, training, and workforce development for child welfare services in California. However, it should also be noted that CalSWEC has now moved firmly into the first phase of fulfilling its original mission to help prepare "social workers for a wide variety of professional leadership and practice roles addressing the needs of oppressed and disadvantaged persons and communities through publicly supported services."

I would like to thank Jeff for helping us get here, with his grace, his good humor, and his joyful heart.



Malher



Director Chris Mathias



Jeff Jue

Jeff Jue's contributions to CalSWEC, as a member of its Board of Directors who was instrumental in advancing its mission and in furthering its aging and mental health initiatives, are a testament to the caring, prescient leader that he was.



RTA Coordinator Barrett Johnson

FROM THE REGIONAL TRAINING ACADEMY COORDINATOR

This has been a year of implementation for the RTA Coordination Project and its partners. As CalSWEC has assisted the state and counties in their response to the Federal Child and Family Services Reviews, much of the work over the last several years has involved careful planning and consensus building. In fiscal 2004–2005, CalSWEC and its coordinating partners developed the common core curricula for social workers and supervisors. This year we rolled up our sleeves and implemented the cores, along with several other major projects. These include:

- Implementation of the Framework for Training Evaluation, including systematic data collection on the core trainings, with tests to measure knowledge and skill acquisition.
- Revision of the common core curricula based on the preliminary analysis of the evaluation data.
- Further institutionalization of the Symposium on Fairness and Equity Issues in Child Welfare Training, with an exciting integration of legal themes and community partnership.

The evaluation and refinement of curricula has moved California's training community closer to an evidence-based model of training the workforce. This transition coincided with CalSWEC's efforts to further evidence-based practice (EBP) models throughout the state. In fiscal 2005–2006, CalSWEC and the Child and Family Policy Institute of California co-sponsored two statewide symposia on evidence-based practice. These unique events brought together the academic and practice communities in child welfare as never before, both to learn about EBP and to set a statewide research agenda that will inform future practice.

CalSWEC has helped to conceptualize training and education as the delivery system for promising and evidence-based practices. Stay tuned, as this topic promises to feature prominently in the future of California's training system.

Barrett Johnson RTA Coordinator



TRENDS IN TITLE IV-E EDUCATION AND IN-SERVICE TRAINING

- ➤ High Workforce Retention Rate
- ➤ Greater Professionalization
- ➤ Increased Diversity
- ➤ Growing Multilingualism
- ➤ BSW Program Expansion
- ➤ Advancement toward a Common Core Curriculum

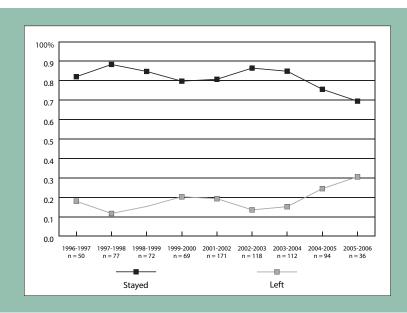
ore than a decade since CalSWEC's birth, Title IV-E education and training in California has evolved and expanded, leaving an indelible imprint on workforce development in CalSWEC's collaborating counties. The data about the MSW graduates that CalSWEC regularly collects (including their numbers, diversity, retention, and geographical locations) reveal an increasingly diverse and committed social services workforce in the counties that have hired them. While the BSW program is still in its infancy, county interest in it remains high, ensuring its future expansion.

In-service training has also seen significant advancement, as CalSWEC has assisted in moving the former regionally based system toward more uniform content, standards of delivery, and training outcomes statewide.

High Workforce Retention Rate

To determine who remains and who leaves their positions, CalSWEC has been tracking the Title IV-E MSW graduates with the Retention Study, a survey it sends to the MSWs within one to two years of completion of their contractual obligation in child welfare. Over the study's 10 years, the overall retention rate of the CalSWEC-trained public child welfare workers has remained high, at 82.1%. The respondents to the study, which is now entering its 11th year, provide information that helps determine the factors that contribute to MSW retention. Analysis of the data will help shed light on the slow decline in retention in recent years.

FIGURE 1.
Percentages of Title IV-E MSWs
after Completion of their
Contractual Work Requirement
by Retention Status and Fiscal
Year Survey Was Completed



HIGHLIGHTS OF THE FISCAL 2005-2006 SURVEY

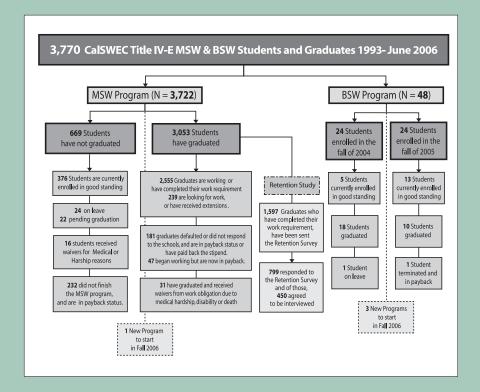
- 101 Title IV-E MSW graduates completed their payback obligation, became eligible for the study, and were sent surveys; of these, 36 returned completed surveys; 18 of the 36 also completed the follow-up phone interviews.
- Of those who completed the survey, 26 (74.3%) reported they were still with their payback agency following the completion of their contractual obligation;
- 105 additional graduates recently became eligible and were mailed the survey in summer 2006.

FOLLOW-UP RETENTION INTERVIEWS (1993-2006)

Those participants who agree to a follow-up telephone interview are asked in-depth questions about their work experiences and their reasons for staying or leaving the child welfare agencies. Of the 450 telephone interviews, 387 have been transcribed by CalSWEC graduate student researchers. The most recent interviews reveal:

- Over 97% felt their experience in the Title IV-E program was positive; among those who left their agencies this rate only dropped to 95%.
- Slightly more leavers identified *working with children* as their principal reason for entering the child welfare field, and slightly fewer identified *working with families* than did those who stayed at their agencies.
- Among those who stayed, more identified career opportunities most frequently for getting an MSW than did those who left (37% vs. 22%).
- Those who stayed reported having more supervisory responsibilities at the agency.
- Twice the proportion of those who stayed with their agencies compared to those who left viewed child welfare as the field meeting their overall career objectives (54% vs. 27%).

FIGURE 2.
Title IV-E MSW and BSW Students and Graduates, 1993–June 2006



CALSWEC STUDENT TRACKING

CalSWEC monitors the progress of the students in the Title IV-E program in order to show an accounting of the stipends issued and to collect relevant data that can be used to inform recruitment and retention efforts. It tracks the progress of all the Title IV-E MSW and BSW students with a database, the CalSWEC Student Information System (CSIS). As of June 2006, 3,722 MSW and 55 BSW students and graduates have been entered into CSIS.

Figure 2, *above*, provides a graphic representation of all the students who are currently in the program, have graduated from the program, or have completed their payback obligation. Also included are the numbers of waivers granted, withdrawals from the program, or delays in completion of the program.

With the addition of the 36 survey participants from fiscal 2005–2006, the total number of MSWs who completed their payback obligation and became eligible for the study is 1,597.

- The number of graduates who have participated in the Retention Study thus far totals 799.
- 86.1% of all the respondents work in child welfare, including 32 additional respondents who left their payback agency but continued to work in public child welfare.
- Among the 798 non-responders, 336 (42.1%) are employed in their agency; the status of 118 (14.8%) of those who have completed their work obligation is unknown.
- 656 (82%) of the survey participants stayed with their payback agency after completing their work obligations.
- Of the 143 who left their agency:
 - 56 (39.2%) stayed with other public or nonprofit child welfare agencies or worked in schools;
 - □ 15 (10.5%) were working in other agencies such as aging, chemical/alcohol abuse, criminal justice, disabilities, policy or occupational/industrial;
 - □ 16 (11.2%) went into work "other" than the choices listed, including those who left the social work profession;
 - □ 9 (6.3%) were working in the medical field;
 - □ 4 (2.8%) indicated some combination of categories for their new jobs;
 - □ 2 (1.4%) indicated they were private practitioners;
 - □ 11 (7.7%) reported they were either retired, parenting, back in school, or "not working" for an unspecified reason; and
 - 8 (5.6%) were missing this information.

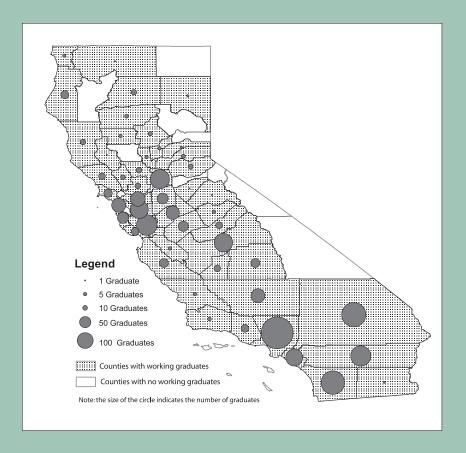
Greater Professionalization

The success of the Title IV-E MSW program's diligent efforts to reprofessionalize the state's public child welfare agencies, and ultimately to enhance the quality of professional services for the children and families they serve, is evidenced in the hiring status of these specially trained graduates, detailed below:

- The MSWs have been employed in 49 of California's 58 county child welfare agencies.
- 243 (86%) of the 310 *Title IV-E MSW 2005* graduates are employed in 37 of the 58 California counties.

FIGURE 3.

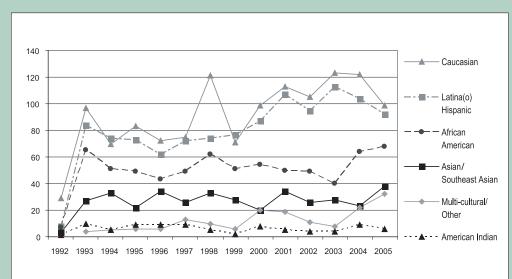
Density of Title IV-E MSWs Employed by California Counties (1993-2006)



Increased Diversity

CalSWEC has achieved substantial success in transforming the face of public child welfare in California—its goal when it was conceived more than a decade ago. Today's public child welfare workforce is increasingly culturally diverse, and a substantial number of Title IV-E MSW graduates have joined the state's public social services agencies. Today, these graduates are not only working and remaining in the field, but increasing numbers of them are occupying leadership roles across the state.

FIGURE 4.
Title IV-E MSWs by
Race/Ethnicity and Year of
Enrollment



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

THE MSW APPLICANTS AND NEW STUDENTS

For the 2005–2006 academic year the CalSWEC Title IV-E program continued its trend of attracting a more diverse student body. A total of 637 students applied to the Title IV-E MSW stipend program; of these applicants, 341 first-year students entered the program. The ethnicities of the new students are:

- 31% Hispanic, Latino, Mexican, or other Latin heritage;
- 28% Caucasian;
- 21% African American;
- 11% Asian, Southeast Asian, or Pacific Islander;
- 8% Multicultural/Other; and
- 1.4% American Indian.

THE BSW APPLICANTS AND NEW STUDENTS

In the second year of the program, the three Title IV-E BSW programs totaled 29 applicants, of whom 24 were accepted and enrolled. The new BSWs reflected the diversity of the MSW program, except for the lack of American Indian applicants. The ethnicity of the new Title IV-E BSW students are:

- 50% Hispanic, Latino, Mexican, or other Latin heritage;
- 29% Asian, Southeast Asian, or Pacific Islander;
- 17% African or African American; and
- 4% Caucasian.

FIGURE 5.

Racial/Ethnic Composition of Applicants to the
Title IV-E MSW Program

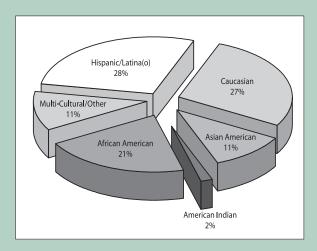
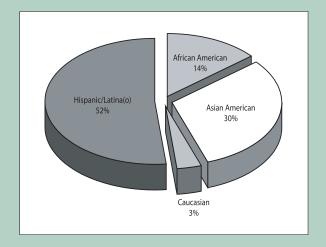


FIGURE 6.

Racial/Ethnic Composition of Applicants to the
Title IV-E BSW Program





Growing Multilingualism

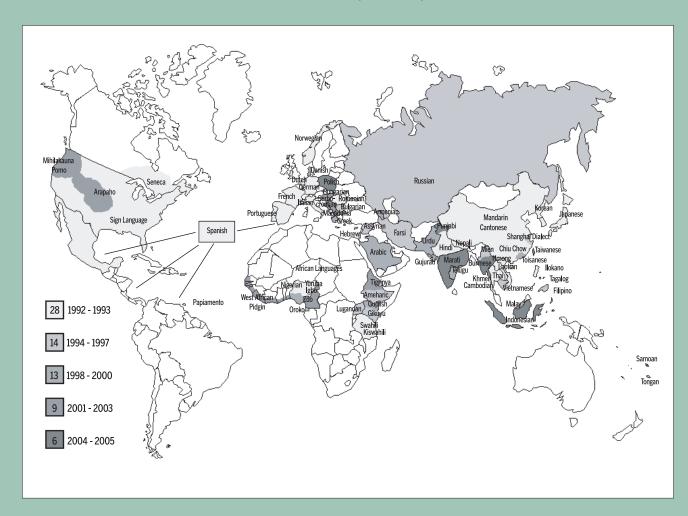
The Title IV-E MSW and BSW students and graduates who are conversant in languages besides English are better able to communicate with the diverse child welfare population, which includes a large number of non-English-speaking clients. Among the more than 3,700 Title IV-E students and graduates:

- 1,517 (40%) speak, write, or sign a language other than English;
- 156 (4%) speak 2 or more additional languages; and
- 69 different languages are spoken in addition to English.

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

FIGURE 7.

Number of Languages Spoken Each Year by Title IV-E Students and Graduates by Year of Graduation (1991–2005)





BSW Program Expansion

Implementation of the Title IV-E BSW Project has moved into its second year following graduation of its first cohort. Based on a needs survey of county partners, the program will double in 2006–2007, adding three new schools—California State University campuses at Humboldt, San Bernardino, and San Diego—to the existing three, CSU campuses at Chico, Fresno, and Long Beach. A BSW Planning Group composed of the faculty, field coordinators, and project coordinators of the six schools will continue to guide the program.

PROGRESS

Highlights are as follows:

- Current county employees continue to be highly interested in a Title IV-E BSW program.
- The Phase I programs reported that a majority of the 2005 graduates have found employment in public child welfare.
- Phase I graduates responding to a brief survey reported overall satisfaction with their studies; about half expressed the desire to complete an MSW or other graduate degree.
- The Phase I project coordinators reported that the program is fulfilling both the intent of the Title IV-E regulations and the CSU system's overall mission by educating those who may not otherwise be exposed to higher education.

CHALLENGES

Granting educational leave and flexible work hours to public child welfare employees, for whom the Title IV-E BSW was largely designed, is proving to be a challenge for some counties. Many graduates and incoming students are preparing for employment in public child welfare. Other challenges include:

- The recruitment process:
 - ☐ Mismatches occur between student academic preparation and timing of program entry in the undergraduate junior and senior year.
 - □ Recruitment of non-child welfare social services employees is a challenge, due to graduates later taking employment in a the child welfare department. For this reason, departments may be less motivated to support their staff.
 - □ Recruitment of part-time employee students may be influenced by the part-time structure requiring three or more years of employment obligation for those in the program.
- Scheduling: For part-time students, balancing work hours with class times is difficult within an undergraduate course schedule.

- Program readiness and lack of community college classes: Course availability has improved in some regions, but prospective students still report difficulty in completing general education requirements before program entry.
- Lack of testing/curriculum congruence between BSW program content and county testing requirements. A greater connection is needed between county civil service testing content and BSW curriculum content.

Advancement toward a Common Core Curricula

CalSWEC continues to co-chair (with the California Department of Social Services), the Statewide Training and Evaluation Committee (STEC), which is the vehicle for coordination among California's education, training, and practice communities. Fiscal 2005–2006 was a period of implementation for CalSWEC and its coordinating partners in STEC, as they revised and refined the common core curricula, based on a systematic review of the trainings using the Framework for Training Evaluation.

In fall 2006 CalSWEC will release the revised versions of the common core, along with two new curricula, Child Maltreatment Identification, Part II: Sexual Abuse, and Child and Youth Development in a Child Welfare Context. STEC has also expanded coverage of competencies and learning objectives to 12 new content areas that, together with the revised and new curricula, will provide a comprehensive foundation for practice.

FUTURE TRENDS

With each step of planning, development, and implementation, more opportunities emerge to improve and enhance in-service training and education throughout the state. Activities in fiscal 2006–2007 will include:

- the establishment of a statewide pool of trainers familiar with California's child welfare training system;
- training opportunities to develop future California curriculum writers; and
- further development of training tools to assist trainees to transfer to their workplace the skills they learn in training.

THE BENEFITS OF STANDARDIZATION

In its work, STEC continually reaffirms the central intention of standardization through its emphasis on the quality, scope, and equity of statewide training, as follows:

- The curricula reflect the experience and knowledge pooled from subject matter experts and trainers from all regions of the state, using the best information and skills that educators and practitioners have to offer.
- The curricula's training content integrates current research findings and evidence-based practices. STEC's provision for flexible and routine revisions of training content ensures the incorporation of significant advances and new directions in the field.
- The standardized curricula for new supervisors is coordinated with the new child welfare worker curricula so that supervisors can reinforce and enhance the in-service training received by their staff.
- Providing each new child welfare worker with the same information increases the likelihood that children, youth, and families will receive equitable and informed assessments and treatment in all the state's counties and regions. It also conserves resources, by assuring that child welfare workers trained in different regions have all received the same training, should they transfer to another county or region.



IMPROVING ACCESS TO KNOWLEDGE

- ➤ Developments in Research to Curriculum
- ➤ Enhanced California Child Welfare Resource Library
- ➤ More Evidence-Based Training Resources
- ➤ Promoting Fairness and Equity in the Child Welfare System
- ➤ New Graduate Survey

Cademic year 2005–2006 brought some significant advances to increasing the accessibility of CalSWEC's work products to schools, counties, and its other partners. Dissemination activities of curriculum development projects were augmented, with CalSWEC's website making strides toward becoming a major training resource and the online California Child Welfare Resource Library debuting as an open-access resource. All these efforts were infused with the latest evidence on practice to ensure that users were accessing the most up-to-date, effective information.

Additionally, for the in-service training community, CalSWEC reinforced education and training in fairness and equity. For new MSW graduates who had recently joined the workforce, it refined its methodology to obtain feedback for evaluating and developing meaningful curricula.



Developments in Research to Curriculum

NEW CURRICULUM DEVELOPMENT PROJECTS

CalSWEC's Research and Development Committee selected three research-based curriculum development projects for funding beginning in July 2006.

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

Principal Investigators: Jill Duerr Berrick, Ph.D., and Amy Conley, M.S.W., UC Berkeley *Project Goal:* To examine agency processes and client experiences associated with differential response in Alameda County, along with preliminary outcomes and neighborhood factors.

Project Duration: 2 years (until June 2008)

■ Evaluation of Contra Costa County's Differential Response System

Principal Investigators: Neil Gilbert, Ph.D., and John Krall, LCSW, UC Berkeley

Project Goal: To assess the differential response system developed by Contra Costa

County Children and Family Service for families with children under age 4 who are

referred to child welfare.

Project Duration: 2 years (until June 2008)

The above two projects will collaborate to produce one curriculum that delineates differential response in California and compares applicable findings across both studies. The results will provide stronger and more useful products for the MSW programs and for use with the Regional Training Academies.

Mental Health Service Utilization for Transition-Age Youth in the Child Welfare System: Tracking the Early Implementation of Proposition 63 in Santa Clara County Principal Investigators: Alice M. Hines, Ph.D., and Peter A. Lee, Ph.D., San Jose State University; Kathy Lemon, M.S.W., UC Berkeley Project Goal: To examine mental health service utilization by transition-age youth in the child welfare system; to assess the impact of mental health service utilization on child welfare placement and youth functional status; and to identify factors that impede or enhance collaboration between the child welfare and mental health systems, prior to and during early implementation of Proposition 63.

Project Duration: 1 year (until June 2007)

PROJECT IN PROGRESS

The following project was in the final year of funding during fiscal 2005–2006:

Mental Health Service Utilization and Outcomes for Children and Youth in the Child Welfare System

Principal Investigators: Alice M. Hines, Ph.D., and Peter A. Lee, Ph.D., San Jose State University; Kathy Lemon, M.S.W., UC Berkeley.

Project Goal: To examine mental health service utilization by children and youth in the child welfare system; to assess the impact of mental health service utilization on system-related and child functional outcomes; and to identify factors that impede or enhance collaboration between the child welfare and mental health systems.

Project Duration: 1 year (until June 2006)

SUBMITTED PROJECT REPORTS

Two following project reports were submitted in 2005–2006:

- Structured Decision Making (SDM) and Child Welfare Service Delivery Project
 Principal Investigators: Devon Brooks, Ph.D., University of Southern California
 Project Goal: To examine the implementation and impact of the Structured Decision Making (SDM) model on child welfare service delivery and outcomes in the Los Angeles County Department of Children and Family Services.
 Project Duration: 2 years (until June 2005)
- Factors Leading to Premature Terminations of Kinship Care Placements

 Principal Investigators: Janet Chang, Ph.D., M.S.W., Ray E. Liles, D.S.W., LCSW, and Trang Hoang, Ph.D., LCSW,

 California State University, San Bernardino

 Project Goal: To investigate the reasons for premature termination of kinship care placements in two California counties (San Bernardino and Riverside).

Project Duration: 2 years (until June 2005)

CURRICULA SUBMITTED

The following curriculum projects have been submitted to the California Child Welfare Resource Library and are available *online:*

- Improving Educational Services for Foster Youth Living in Group Homes
 Authors: Jill Duerr Berrick and Robert Ayasse
- Child Abuse: Characteristics and Patterns among Cambodian, Chinese, Korean, and Vietnamese American Families
 Authors: Siyon Rhee and Janet Chang
- Retention of California Child Welfare Workers Authors: Dale Weaver and Janet Chang

These following curriculum projects have been submitted to the California Child Welfare Resource Library and are in press:

- Factors Leading to Premature Terminations of Kinship Care Placements
 Authors: Janet Chang, Ray E. Liles, and Trang Hoang
- Pathways to Collaboration: Understanding the Role of Values and System-Related Factors in Collaboration between Child Welfare and Substance Abuse Treatment Fields

Authors: Laurie Drabble, Marty Tweed, and Kathy L. Osterling

NEW CURRICULUM MODULE

The Curriculum Committee selected the following curriculum module proposal for funding beginning in July 2006:

Workplace Management and Child Welfare Policy Authors: Shaaron Gilson, Catherine Ralph, and Bari Cornet Completion date: July 2007

NEW PUBLICATIONS BY CALSWEC STAFF

- Clark, S. (in press). Students' perceptions of poverty. *Journal of Human Behavior in the Social Environment, Special Issue on Poverty.* M. J. Austin (Ed.).
- Weaver, D., Chang, J., & Clark, S. (in press). Keeping public child welfare workers on the job. *Administration in Social Work, 31.*
- Clark, S., & Gilman, E. (2006). Fairness and multicultural competence in the child welfare system. In N. Cohen, T. Tran, & S. Rhee (Eds.), *Multicultural Approaches in Caring for Children, Youth and their Families*. Boston, MA: Allyn Bacon.



Enhanced California Child Welfare Resource Library

The California Child Welfare Resource Library, under Resource Specialist Cheryl Fujii, instituted a number of major reforms, listed below, to increase library access and circulation of materials. The library, administered by California State University, Long Beach, provides current educational materials and CalSWEC curriculum modules to schools of social work, public child welfare agencies, and regional training academies and centers statewide.

- Website makeover: The website has been completely reconfigured to promote ease of use by patrons. Linked to the main CalSWEC website, the new site is now easier to navigate.
- Revision of Curriculum Module Style Guide: To insure high quality, usefulness, and stylistic consistency among CalSWEC curriculum products, the Curriculum Module Style Guide was revised and expanded by Resource Specialist Cheryl Fujii and Curriculum Specialist Elizabeth Gilman. The style guide is now available online.
- Curriculum Products available online: To promote greater circulation of newly completed CalSWEC curriculum products, the library now makes these curricula available online, furthering CalSWEC's mission to widely disseminate knowledge. In addition, recent and frequently used curricula in the catalog are being made available electronically. Several curricula were posted in 2005–2006, including:
 - ☐ Child Abuse: Characteristics and Patterns among Cambodian, Chinese, Korean, and Vietnamese American Families (2006);
 - ☐ Improving Educational Services for Foster Youth Living in Group Homes (2006);
 - ☐ Non-Violent Conflict Management: Conflict Resolution, Dealing with Anger, Negotiation and Mediation (2000);
 - □ Pathways to College: Understanding the Psychosocial and System-Related Factors that Contribute to College Enrollment and Attendance among Emancipated Foster Youth: An Empirically-Based Curriculum (2002); and
 - ☐ The Retention of Public Child Welfare Workers (2006).

More Evidence-Based Training Resources

Human services has become increasingly transparent and accessible both to consumers and evaluators of the services; training is no exception. Each content module of the common core curricula is designed to enable trainers to deliver a training after reviewing the Trainer's Guide. All curricula with trainee content are available on the CalSWEC website.

Similarly, the training and education system will become more transparent and accessible as the child welfare system moves toward a more evidence-based method of practice (EBP). To promote this, CalSWEC dedicated a section of its website to EBP resources and its work in this area (http://calswec.berkeley.edu/CalSWEC/EB_Practice.html).

CalSWEC also posted information on the data that it collects on the workforce, along with links to relevant publications and studies. This site could potentially disseminate research on child welfare practices, including research conducted by MSW students completing their research requirement.

Promoting Fairness and Equity in the Child Welfare System

CalSWEC continued to reinforce education and training regarding fairness and equity issues. With its coordinating partners, CalSWEC sponsored two symposia on the subject, attended by university educators and researchers, county and staff development personnel, regional training academy staff, and other significant stakeholders from the community and the training system. Additionally, it funded three regional training projects and collaborated with the Statewide Training and Education Committee to assure that in-service training curricula help to promote a fair and equitable child welfare system.

LEADERSHIP SYMPOSIUM ON FAIRNESS AND EQUITY IN CALIFORNIA'S CHILD WELFARE SYSTEM

In November 2005, CalSWEC, the County Welfare Directors Association, and the Child and Family Policy Institute of California co-sponsored the second Leadership Symposium on Fairness and Equity in California's Child Welfare System.

Deputy Director Mary Ault of the California Department of Social Services welcomed county and state leaders in child welfare and a diverse audience of management and senior staff. Two keynote speakers framed the discussion, which was aimed at promoting fair and equitable organizations to serve children and families:

- Rita Cameron Wedding, Ph.D., Department of Women's Studies, California State University, Sacramento, led a discussion on the need for fairness and equity issues to be integrated into an agency's infrastructure and to be reflected in its mission statement, hiring practices, performance evaluations, and ongoing policy review.
- Carol Spigner, Ph.D., University of Pennsylvania School of Social Policy and Practice, provided an historical context for the treatment of minorities in the child welfare system since its origins in the 19th Century.

Other highlights of the symposium included workshops on management tool applications; coaching; promoting the healthy development of foster youths' racial and ethnic identities; and addressing the needs of immigrant and LGBT youth in care.

Keynote speaker Dorothy Roberts spoke on "The Community Impact of Racial Disproportionality" at the Fourth Annual Symposium on Fairness and Equity Issues in Child Welfare Training at UC Berkeley, which attracted over 130 people from California universities, regional training academies, and counties.

SYMPOSIUM ON FAIRNESS AND EQUITY ISSUES IN CHILD WELFARE TRAINING

Over 130 people from California universities, regional training academies, and counties attended the Fourth Annual Symposium on Fairness and Equity Issues in Child Welfare Training in April 2006 at UC Berkeley. Symposium highlights included:

- A keynote address by Dorothy Roberts of the Northwestern University School of Law and Institute for Policy Research and author of the definitive work *Shattered Bonds: The Color of Child Welfare*;
- A discussion of racial disproportionality mirrored in the juvenile justice system, and consideration of coordinated cross-training in fairness and equity for judges, lawyers, and child welfare staff;
- Sobering and inspiring autobiographical video documentaries presented by former foster youth;
- Community and foster parent representatives and Los Angeles County Department of Children and Family Services staff describing how the county agency is collaborating with stakeholders to match its vision and goals to the needs of the community;
- A workshop on writing curriculum that successfully integrates fairness and equity concepts and concerns; and
- A CalSWEC-led discussion on evaluating the effectiveness of fairness and equity training, which established initial parameters and proposed new methodologies.

FUNDED RTA PROJECTS

In addition to the symposia, CalSWEC sponsored the following regional projects:

- A Bay Area Academy-led training project for Sonoma County that included Title IV-E university partners in an assessment and training plan on culture and disproportionality;
- A new curriculum developed by the Academy for Professional Excellence on Diversity in Placement; and
- A comprehensive program completed by Central California Child Welfare Training Academy to develop trainer competency and improve supervisors' abilities to address cultural issues.

New Graduate Survey

CalSWEC uses its survey of MSW Title IV-E graduates who have recently begun work in public child welfare to obtain valuable feedback in its curriculum evaluation and development process.

To increase the New Graduate Survey's historically low response rate, CalSWEC called upon county directors for help in contacting recent graduates, which resulted in 46% of graduates responding to the 2005 survey, nearly 20% over the previous year. About 37% had been county public child welfare employees before attending school. Previously, an online format for the survey improved the 2004 response rate over that of the prior year.

SUMMARY OF RESULTS

Survey findings are generally consistent with prior survey responses:

- Asked to rank the classroom experiences that best helped prepare them for their work in public child welfare, 63% of the graduates listed practical techniques first, followed by clinical education and vignettes/role-playing.
- Nearly 94% of the respondents reported that the hands-on direct practice experience of field education best helped prepare them for their work; shadowing/ observing was next, followed by mentoring/guidance and supervision.
- Asked to identify topics their programs covered especially well, graduates most often cited relationship building/gaining client participation, followed by diversity education, child welfare policy, and clinical skills for assessment.
- Graduates most frequently noted courses handled inadequately by their programs (or could have been taught differently) as working with the court system, use of the data management system CMS/CWS, and substance abuse education.
- Graduates most frequently listed the courses they wanted to take, but could not for varied reasons, as substance abuse, mental health/clinical topics, and school social work.
- Asked which aspects of their work they found most challenging, graduates most often cited difficulty with agency bureaucracy, paperwork, and policies; high caseloads; a lack of community resources; and working with the courts. Most satisfying aspects were helping/ working with families and children, and unifying and helping to strengthen families.



Black Bear Crossing Native American Drum Group were among the performers at the Ninth Annual Title IV-E Student Day, "Keeping the Vision for Title IV-E: Promoting Strength and Well-Being for Children and Families," in April 2006 in Fresno. Over 250 Title IV-E students, faculty, and alumni throughout the state convened to attend workshops, network with experienced professionals, and learn the latest in child welfare practice.



ADVANCING THE FIELD

- ➤ Evidence-Based Practice—Moving Toward a Statewide Research Agenda
- ➤ In-Service Training Evaluation
- ➤ Evaluation of Changes in Attitudes, Values, or Beliefs
- ➤ Multi-State Child Welfare Outcomes Study
- ➤ Evaluation of CalSWEC's Long-Term Effects

As CalSWEC evolves, it continues to play a crucial role in child welfare by helping the field to advance and improve outcomes. As such, it is committed to furthering practices that have the best evidence of effectiveness, by integrating these practices into training and social work education. Further, it is committed to the infusion of social work as a profession into service of the public good. The following pages illustrate CalSWEC's focus on evidence, evaluation, and outcomes to assist the child welfare practice field in serving children in the foster care system.

Evidence-Base Practice—Moving Toward a Statewide Research Agenda

A comprehensive child welfare research agenda has emerged from the ongoing efforts of California's practice and research communities to identify, refine, and prioritize areas important for research, and promote evidence-based practice (EBP). The agenda is divided into the areas of safety, permanence, and well-being to reflect the broad federal and state outcomes for child welfare. (See below.)

Throughout fiscal 2005–2006, CalSWEC collaborated with the Research and Training Network (RTN) (see page 36) to inform and attain a deeper discussion about EBP. Beginning in July 2005, a series of symposia and related activities, including focus groups, were held for practitioners, researchers, and consumers of the child welfare system to learn about EBP and how to move toward a system in which research statewide reflected the priorities of the practice community and consumers.

Ongoing efforts will be made to include these varied stakeholders in developing and refining the agenda, a "living" document that is expected to change with new research and priorities. The priorities are intended to guide child welfare research at all levels throughout the state, including graduate student research, CalSWEC-sponsored research to curriculum projects, and other independent and university-based research.

SAFETY

Priority questions:

- 1. What is the relationship between the use of assessment tools and outcomes for children?*
- 2. What organizational factors influence the decision to remove children?
- 3. What is the impact of Differential Response implementation on safety outcomes?

PERMANENCE

Priority questions:

- 1. Are permanency outcomes influenced by the number of social workers assigned to the case over time?
- 2. What constellation of services and interventions is most effective in attaining reunification? Adoption? Guardianship?*

WELL-BEING

Priority questions:

- 1. What is the impact of long-term foster care placement (vs. guardianship and adoption) on child well-being (includes analysis of kin vs. non-kin placement on outcomes)?
- 2. Are there differences in child well-being based on level of training of service providers (BSW, MSW, MFT, etc.)?
- 3. What is the impact on child well-being when foster parents work with biological parents?*

*These areas were deemed of highest priority by the CWDA Children's Committee, and were identified as research priorities for CalSWEC's 2006–2007 Request for Proposals.

In-Service Training Evaluation

The California Framework for Training Evaluation, developed last fiscal year, was implemented by CalSWEC and its coordinating partners in fiscal 2005–2006.

The components below signify a major change in training evaluation:

- All new child welfare workers statewide complete knowledge tests for three standardized core modules: Critical Thinking in Child Welfare Assessment, Family Engagement in Case Planning and Case Management, and Permanency and Placement.
- Trainees are further tested on their application of knowledge during Child Maltreatment Identification, Part I: Neglect, Physical Abuse, and Emotional Abuse.
- All new child welfare supervisors are tested on application of knowledge for the Casework Supervision curriculum.

The completed test forms are sent to CalSWEC for data entry and analysis. Based on the data, regional reports on each curriculum module were generated. Additionally, results were paired with demographic data and analyzed to ensure that the training and the evaluation produced equitable results across different demographic groups. The data collected on test items and analyzed indicated that most items had validity, providing valuable information to help California improve its curricula.

In fiscal 2006–2007, two additional training evaluations will be developed for the remaining areas of the common core curricula, with standardized content for line workers: Child Maltreatment Identification, Part II: Sexual Abuse, and Child and Youth Development in a Child Welfare Context.





Evaluation of Changes in Attitudes, Values, or Beliefs

The disproportionality of Black and Native American children in child welfare cannot be examined without also reflecting upon and researching the connections between individual workers' beliefs and the effect these might have on outcomes for children and families. CalSWEC has begun to examine this, by assessing the ability of training evaluation techniques to measure changes in attitudes, values, or beliefs.

CalSWEC staff presented on this topic at the Ninth Annual National Human Services Training Evaluation Symposium to generate ideas on this area of training evaluation.

A literature review compiled by graduate student researchers revealed that researchers in the mental health field are attempting to evaluate clinicians' attitudes, values, or beliefs at the level of self-report and observer report, but indicated that much work still needs to be done.

CalSWEC plans to pursue this further by convening several focus groups in fiscal 2006–2007 for trainings to address these issues.

OTHER APPLICATIONS OF TRAINING EVALUATION DATA

The extensive data (over 7,000 pages of tests) that CalSWEC and its coordinating partners collected and analyzed have great potential to advance the field of training evaluation. Since each trainee establishes a confidential identification code, results from common core tests can be compared over time and across modules.

Once the test items are fully validated, a great deal of information can be compared using these codes. For example, future studies may be able to determine the impact of the trainee's satisfaction with the training on knowledge and skill acquisition. Since Title IV-E MSW students will use the same identification codes, the potential exists to track trainee knowledge and skill acquisition over time, or compare performance of particular curricula on worker performance in the field.

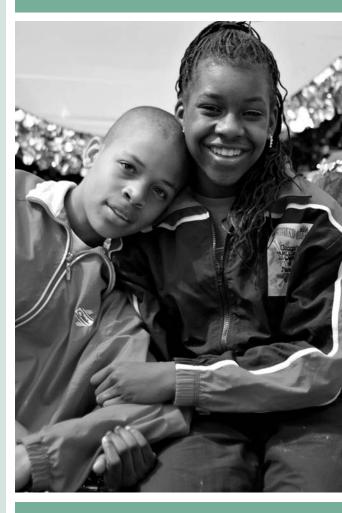
Multi-State Child Welfare Outcomes Study

Studying the effects of child welfare worker education on outcomes for consumers of the child welfare system was the subject of a series of teleconferences CalSWEC hosted with Title IV-E coordinators and researchers nationwide. Eight states (California, Florida, Georgia, Kentucky, Minnesota, New York, North Carolina, and Washington) agreed to collaborate on the multi-state study of outcomes for child welfare services. In spring 2006 representatives from Florida, New York, and North Carolina met with project staff at the Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, to explore submitting the study as a field-generated proposal.

Although the Child and Family Services Reviews list safety, permanency, and well-being outcomes for children, the language of child welfare services varies widely among states. Furthermore, states count different phenomena in child welfare and define outcomes according to what they count.

While existing literature about the effects of worker education on case outcomes indicates that specially educated child welfare social workers are better prepared and remain longer on the job than others, these early studies do not compare the specially educated social workers with others; nor do they use random samples.

The proposed study is structured as a quasi-experimental design using available retrospective administrative data. Its primary hypothesis is that the cases of Title IV-E social workers have better outcomes than those of other child welfare workers. The study plans to draw from each participating state a random sample of child welfare workers with and without social work education (BSW or MSW) who have been on the job at least two and a half years. These workers' cases with a full two years of child welfare services in foster placement or in child protective services will be examined. Title IV-E students will be distinguished from other social workers in states where this is possible.



Evaluation of CalSWEC's Long-Term Effects

EVALUATION TOOLS

Two tools were created to help inform the long-term evaluation of the MSW Title IV-E project.

Mapping: The MSW competencies and Guiding Principles were mapped onto the Child and Family Services Reviews outcomes. Additionally, the outcomes listed by the state in the enhanced review process were mapped onto these competencies.

Logic model: A logic model of the CalSWEC evaluation components was developed that clarifies the differences between outputs and outcomes. Based on the analysis of existing data, a preliminary long-term evaluation survey was developed. (See the California Social Work Education Center Evaluation Plan on page 31.)

Efforts next year will focus on integrating these tools to assess the short-term and medium-term outcomes of the program. The Career Trajectory Study (below) is one form of this integration.

CAREER TRAJECTORY STUDY

While the Entry-Graduation Study and the Two-Year Retention Study form the basis of CalSWEC's long-term evaluation, a decision was made to additionally conduct five-year and eight-year surveys. Further exploration will determine if these efforts can be coordinated with those of the schools to survey their alumni. In this Career Trajectory Study of the long-term effects of CalSWEC participation, preliminary evidence, like that from the Retention Study, indicates that many CalSWEC graduates have stayed in public child welfare services, moving into supervisory, staff development, and management positions.

ENTRY-GRADUATION STUDY

This year, for the first time, the Entry-Graduation Study design and variables were made available on CalSWEC's website for secondary data analysis by outside researchers.

The now-complete data set for the study encompasses all entering and graduating MSW students in California from 1991 through 2000 (and through 2004 for part-time students entering in 2000).

Highlights of this study revealed the following:

- Entering students expressed preferences for societal/institutional change methods to address poverty, as opposed to methods of individual adaptation. Upon graduation, more students were so inclined.
- The receipt of a public child welfare stipend had a small positive effect on increasing the numbers of students who desired to work with the poor.
- Those students who preferred management, planning, and administrative methods were more likely than others to favor societal/institutional change over helping individuals adapt to their situation to better the lives of the poor.

TABLE 1.

California Social Work Education Center Evaluation Plan

Situation statement (1989): When the poor need services they have to access public services. Public policies do not support the poor. Professional social workers are not serving the poor. They all want to go into private practice. Social workers are educated to understand the problems of poverty and hold values that help the poor, but they do not work in public social services. Most of the social workers that do work in public social services work in child welfare, but this number has decreased over the years. Consequently there needs to be more professional social workers working with the poor.

Inputs → Resources What is invested?

Stipends or tuition, books and some travel for individual students to obtain MSWs and work in public child welfare.

All universities receive funding for staff support.

Time to create and maintain a statecounty-university partnership.

Central agency staff support for educational policy, contracts, and curriculum development.

State monitoring of master contract between the federal government and CalSWEC.

→ Outputs Activities/Participation: What is done?

Central agency (CalSWEC) is created which provides support (guidelines, funding) for empirically-based curriculum development and evaluation of program.

Central advisory board is created which includes university-state-county-foundation partners.

Joint development of curricula for child welfare practice based on 1) knowledge & skills competencies and 2) guiding principle for values.

Field placements are developed for child welfare practice—counties find supervisors who provide their time to supervise students.

Field placement criteria include opportunities for learning and applying the knowledge skills and values. Schools provide training to field instructors about the classroom and field curricula

Opportunities are made available for stakeholders to review and modify the competencies at regular intervals.

Areas that are not developed or underdeveloped are reviewed by the Board. (e.g., Gathering, information & implementing distance education programs).

Annual joint local county-university recruitment and screening of applicants.

Targeted students attend: County employees and students from underrepresented groups.

Graduates go to work at the county or state or tribal agencies for child welfare.

Graduates identify continuing education needs.

More MSW programs are created in California to prepare social workers for careers in public social services.

→ Outcomes Short Term: What results? What are the changes or benefits?

Students increase practice knowledge values and skills of child welfare and social work.

Counties hire graduates who have payback obligations for receiving financial assistance.

Graduates stay in the public system at least two years.

→ Outcomes Medium Term

Title IV-E graduates apply improved child welfare practice.

Title IV-E graduates are able to evaluate their own practice.

Title IV-E graduates require less supervision than others due to their MSW preparation (efficiency).

Title IV-E graduates seek out education and training to improve their practice (professional value).

Title IV-E graduates stay on the job longer and may move up the career ladder to become managers and supervisors.

Children and families who rely on child welfare social workers in the public child welfare system receive needed resources & professional services.

→ Outcomes Long Term

Children and families who rely on child welfare social workers in the public child welfare system receive needed resources & professional services.

Child well being, health, and educational needs are appropriately assessed and met.

Professional social work values have greater influence on public policy and the public social services system in California to improve the lives of poor children & families.

→ Impacts (on society)

Children are safe in their own homes.

Children have permanent families.

Children's well-being is addressed.

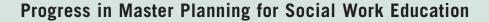
Youth transition to adulthood is supported.



EXPANDING SOCIAL WORK EDUCATION

- ➤ Progress in Master Planning for Social Work Education
- Competency Framework and Future Revision
- ➤ Mental Health Initiative
- ➤ Aging Initiative
- ➤ Collaboration with the Child and Family Policy Institute of California
- ➤ Collaboration with Tribal STAR

CalSWEC continues to advance and fulfill its mission, having made strides in addressing the expanding role of social work education and in coordinating the state's education and training in the areas of mental health and aging as well as devising competency frameworks for these initiatives. CalSWEC also continues to forge partnerships integral to its work, this year establishing unions with the Child and Family Policy Institute of California and Tribal STAR, which connects Tribal rural foster youth to their culture, community, and resources throughout their transition to adulthood.



CalSWEC has made considerable strides both in planning and realizing major components of the framework for the expanding role of social work education in supporting public social services that are detailed in *The Master Plan for Social Work Education in the State of California*.

Positions in social services throughout California, many of which can be filled by social workers, continue to show a high vacancy rate, and the Master Plan, issued in 2004, is designed to address this workforce shortage. The Master Plan's "ladder of learning" provides students a path—from high school through doctoral study—in pursuing a social work career.

For over a decade, the Title IV-E program has been addressing the child welfare shortage by producing qualified social workers, first at the MSW level and more recently at the BSW level. In the last year, CalSWEC has made major progress toward addressing staffing needs in mental health and aging, its most recent initiatives. Both initiatives have developed competency frameworks reflecting the central skills, values, and knowledge essential for each practice area, while maintaining consistency with the fundamental tenets of the social work profession. (For more information about the mental health and aging initiatives, see page 35.)

CalSWEC's Curriculum and RTA Coordinating Committees continue to collaborate on developing a framework to support the interface of competencies and consistency across practice areas. Translating the conceptual framework into program implementation is a challenge being met through the use of the competency model and the ladder of learning itself, which shows how curricula at various educational levels can be organized and connected with practice.

Competency Framework and Future Revision

As in other professions, competency frameworks in social work are used to insure consistent values and ethics, a shared vocabulary, and best practice standards at all employment levels. The CalSWEC Title IV-E BSW and MSW programs have adopted sets of competencies in use statewide.

CalSWEC's coordination of the state's social work training and education has expanded to include the areas of mental health and aging, as well as the development of in-service public child welfare competencies under the federal Program Improvement Plan requirements. Through the Statewide Training and Education Committee, CalSWEC and its county partners have developed and field-tested a competency-based, standardized, in-service core curriculum that is being implemented in agencies throughout the state. In 2006, the Mental Health and Aging Initiatives each devised sets of competencies to reflect the standards of their respective fields. Both are developing curriculum consistent with the levels in the Master Plan career ladder.

Typically, competency frameworks are revised periodically to incorporate advances in practice. Given the recent addition of practice areas, CalSWEC and its county partners plan to revisit the MSW and BSW public child welfare competency frameworks to insure currency of practice standards and consistency with the recently promulgated mental health, aging, and in-service competencies.



Mental Health Initiative

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

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

Competencies:

The Mental Health Competencies were finalized and published. They include competencies that are delivered to students during their first year of the MSW program and competencies that are delivered during students' second or advanced/specialization year.

Stipend Program:

CalSWEC entered into a one-year contract with the California Department of Mental Health to provide stipends to full-time second-year MSW students enrolled in one of the 17 schools/departments of social work throughout the state and planning to train as social workers in the mental health system. During 2005–2006, approximately 190 students received the mental health stipend.

Aging Initiative

Co-chair: Margaret Tynan, Director, Social Work Department, California State University, Stanislaus, and Ken Patterson, Director, Stanislaus County Community Services Agency; *coordinator:* Kathy Sniffen.

The Aging Initiative accomplished the following in its four designated domains:

- Curriculum Development:
 - The CalSWEC Aging Competencies were finalized and adopted by CalSWEC's Board of Directors in February 2006. Students who acquire the competencies will be better equipped to practice, advocate, and set policy for the impending "age-boom" in California.
- Capacity Building and Sustainability Development:
 - Three regional collaborative pilot sites were identified in northern, central, and southern California to develop claiming strategies for allowable Medicaid/MediCal reimbursement costs for training in aging services. Five of the 17 universities with MSW programs are involved, as are 11 of the state's 58 counties. Stipends for students in aging will be established through Archstone Foundation funding with match contributions from collaborative partners.
- Workforce Development:
 - In collaboration with the Curriculum Development Workgroup a draft survey was prepared to be administered to all accredited California MSW programs to gather various aging-related data about curriculum content, field placement, faculty specialization, aging programs, etc. The methodology also is being developed for a statewide workforce survey designed to identify geriatric social work jobs within human service settings, as well as current and future labor force needs.
- Archstone Foundation Funding:
 - In July 2005 the Aging Initiative received a three-year \$655,000 grant to further many of the initiative's goals. The foundation has provided funding for the competency project, the university survey, development of collaboratives, and the statewide workforce survey.

Collaboration with the Child and Family Policy Institute of California

The purpose of the Child and Family Policy Institute of California (CFPIC) is to "advance the development of sound public policy and promote program excellence in county Human Services Agencies through research, education, training, and technical assistance." It is a private non-profit organization incorporated in 2004 as a 501(c)(3) entity under the auspices of the County Welfare Directors Association (CWDA).

Since its beginning, CFPIC has worked to carry out its mission in partnership with a number of organizations, including CalSWEC. During the past year, the two organizations have worked on projects that include the leadership symposia in fairness and equity and evidence-based practice.

Other CFPIC collaborators include the County Welfare Directors Association; California Department of Social Services; California's Regional Training Academies; California Institute of Mental Health; U.S. Department of Health & Human Services, Region IX; UC Berkeley Performance Indicators Project; California Evidence-Based Clearinghouse for Child Welfare; Alcohol and Drug Policy Institute; California Center for Research on Women and Families; research faculty at California universities; The Resource Center for Family-Focused Practice; and philanthropic partners, including Casey Family Programs, Zellerbach Family Foundation, Stuart Foundation, and Annie E. Casey Foundation.

RESEARCH AND TRAINING NETWORK

The Child and Family Policy Institute of California and its collaborators were also instrumental in developing the Research and Training Network, whose mission, goals, and objectives are described below, along with a list of participants.

Mission

To advance the development of sound public policy and promote program excellence for safe and stable families living in supportive communities through coordination of research, education, training, consultation, and technical assistance.

Goals

- To identify practice-oriented research priorities at the county, regional, and statewide levels;
- To coordinate addressing these priorities in order to assure that research is relevant to practice;
- To ensure that research is conducted, disseminated widely, and integrated into county practice.

Objectives

- To build capacity for practice-oriented research at the county and university levels;
- To increase the relevance and potential application of research to improve practice;
- To develop common understanding and language about evidence-based, promising, and best practice to ensure practice-oriented research is written with administrators and practitioners in mind: clear, brief, and specifically including implications for practice and policy as appropriate;
- To increase dissemination of practice oriented research; and
- To more fully infuse social work education and training with relevant research.

Participants—Statewide

CalSWEC

Child and Family Policy Institute of California

California Evidence-Based Clearinghouse for Child Welfare

Performance Indicators Project, Center for Social Services Research (CSSR), UC, Berkeley

California Department of Social Services

Philanthropic partners

Participants—Regional
Center for Human Services, UC Davis
Bay Area Social Services Consortium
Central Area Social Services Consortium
Southern Area Consortium of Human Services
Inter-University Consortium, Los Angeles

Collaboration with Tribal STAR

Tribal STAR provides comprehensive, competency-based, interdisciplinary training and technical assistance. It is a five-year program of the Academy for Professional Excellence, a project of San Diego State University's School of Social Work, and is funded by the Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services.

Tribal STAR's mission is to ensure that Tribal rural foster youth are connected to culture, community, and resources throughout their transition to adulthood. Its goal is to develop and implement a training program to enhance the skills of frontline and supervisory staff, as well as MSW students' capacity to provide effective child welfare services in rural Native American communities across the state. The result of these efforts will be increased positive outcomes for Tribal rural foster youth who are transitioning to adulthood.

Tribal and non-Tribal communities, organizations, and entities are offered technical assistance throughout the grant period to assist with collaborative partnership development, supporting positive outcomes for Tribal rural foster youth.

In year 5 of the Tribal STAR project CalSWEC will work with the program to integrate its content into the MSW/BSW and in-service training competency framework.

Tribal STAR is a collaborative effort between the Academy for Professional Excellence and Indian Child & Family Services (Temecula), Indian Health Council, Inc., Indian Specialty Unit (Department of Health and Human Services), and Southern Indian Health Council, Inc.

Timeline (2003–2008):

- Year 1: Develop a curriculum for supervisors and frontline workers to enhance their competency in working with Tribal rural foster youth.
- Year 2: Offer training to the rural Native American tribes and Native American child welfare service providers in San Diego and Imperial Counties.
- Year 3: Offer training in the rural southern regions of California.
- Year 4: Provide statewide training for trainers in rural areas across the state, and continue technical assistance efforts to rural communities that were trained in years 2 and 3.
- Year 5: Provide modified training to social work students attending accredited California MSW programs.





HIGHLIGHTS OF BOARD ACTIVITIES

Executive Committee

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

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

- County hiring: In tracking the issue of county hiring of Title IV-E graduates, the committee found hiring had returned to normal, with many jobs now available to graduates.
- Policy review: Discussion and review of policy issues included
 (1) a new school's proposal for entry into the consortium and
 (2) part-time tuition variance by school.
- Field placements: Programmatic issues that affect the students' educational experience were reviewed. Specifically, field placements have become an issue in most areas of the state, with increasingly fewer possibilities occurring each year, placements not providing students with necessary experience/supervision, and release time for field supervisors not always being given. The committee agreed to review the provisions of the Master Contract for guidance.
- BSW Project: The previous year's needs assessment was completed and three new schools were designated for start-up for fiscal 2006–2007. Payback for BSW students remains on the agenda for fiscal 2006–2007.
- New board structure: Following continuing discussions by the board and committee, the board adopted a new governance structure in May 2006.



The Executive Committee of CalSWEC's Board of Directors is composed of, left to right, Hubert (Hub) Walsh, treasurer; Teresa Morris, president; Cecilia Espinola, vice-president and Regional Training Academy (RTA) Coordinating Committee chair; John Oliver, Curriculum Committee chair; Robin Carter, Research and Development Committee chair (not pictured); and Dean James Midgley, principal investigator (not pictured).

Curriculum Committee

CalSWEC's Curriculum Committee monitors program standards and curriculum competencies and develops curriculum materials and resources used by the Title IV-E program. It has oversight of the Mental Health and Aging Initiatives. To more effectively coordinate pre-service curriculum and planning activities with those of the in-service, job training arena, the Curriculum Committee maintains representation from the Regional Training Academy (RTA) Coordinating Committee.

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

- BSW Project: To help with program expansion planning, the committee conducted a statewide BSW needs survey; over 60% of the counties responded. The committee recommended expansion, and CalSWEC member schools along with existing accredited BSW programs were invited to apply for the Title IV-E BSW. The committee recommended further that the BSW program continue to reflect the goals of the social work Master Plan ladder of learning and that of increasing workforce diversity. Three schools were added for academic year 2006–2007: California State University campuses at Humboldt, San Bernardino, and San Diego.
- Curriculum development: In collaboration with the Research and Development Committee, the Curriculum Committee circulated a Request for Proposals for small grants to develop curriculum in critical areas of identified need. A project on workplace management and child welfare policy was selected for funding in the 2006–2007 academic year.
- Planned Child Welfare Curriculum Competencies revision: Last revised in 2002, the curriculum competencies are typically updated every five years. The committee has begun to oversee an inclusive revision process in which academic, governmental, and organizational stakeholders will review and make necessary revisions to the MSW and BSW competencies. The goals are to incorporate advances in practice and to integrate the child welfare competencies with relevant competency frameworks and with the state's in-service Standardized Core Curriculum.
- New Graduate Survey: Noting the relatively low response rate on the annual survey of Title IV-E graduates, the committee recommended enlisting the help of county directors to encourage their staff to complete the survey. Through the cooperation of county directors, a much higher response rate was achieved for the 2005 survey.
- Standards and Values for Public Child Welfare Practice in California: The committee, along with county partners and faculty of member schools, revised and distributed this document to member schools, RTAs, and county child welfare agencies statewide.

Research and Development Committee

The Research and Development Committee promotes agency-university collaborative program development and evaluation and engages in, sponsors, and directs evaluative and other research projects pertaining to social work education and social work practice in the public and not-for-profit social services.

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

■ Collaborative research between universities and county public agencies: The committee continues to reinforce its efforts to develop a collaborative research agenda between the universities and the county child welfare agencies through the annual Request for Proposals (RFP). The priorities for the funded projects were selected from the research agenda generated at the evidence-based practice symposia co-sponsored by CalSWEC and the Child and Family Policy Institute of California.

- Showcasing completed projects: The committee continued its effort to showcase completed funded projects, with project presentations to CalSWEC's board. During the September 2005 board meeting, principal investigator Robert Ayasse presented "Improving Educational Services for Foster Youth Living in Group Homes: An Analysis of Interagency Collaboration," completed in 2004.
- Committee collaboration: The committee and the Curriculum Committee collaborated to reinstitute the RFP for Curriculum Module proposals. The committees' purpose is to sponsor curriculum projects that build curricula for graduate or advanced undergraduate social work coursework or agency training programs. The intent is also to fill any gaps in the existing CalSWEC curricula and to update those modules that may be outdated

Regional Training Academy (RTA) Coordinating Committee

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

Fiscal 2005–2006 was the final year for the RTA Coordinating Committee. Under CalSWEC's new governance structure, the in-service training representatives will attend the Child Welfare Committee and relevant subcommittees.

Since its inception in 2002, the committee has served a great strategic purpose, by highlighting the importance of in-service training in meeting CalSWEC's mission and goals. The committee has accomplished this by:

- Promoting symposia and curricula developed by CalSWEC and the Regional Training Academies to increase university-based educator involvement;
- Working collaboratively with the County Welfare Directors Association, the California Department of Social Services, and the Child and Family Policy Institute of California to promote in-service training excellence and advocate for a high-quality, well-resourced in-service training system;
- Providing an opportunity for CalSWEC board members to discuss "hot topics" related to practice and training and fostering greater knowledge about the in-service training system statewide.



BOARD OF DIRECTORS

- Board President
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CalSWEC gratefully acknowledges its staff and graduate student researchers whose stellar and tireless efforts enable it to accomplish its important work.

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