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SOCIAL
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CENTER





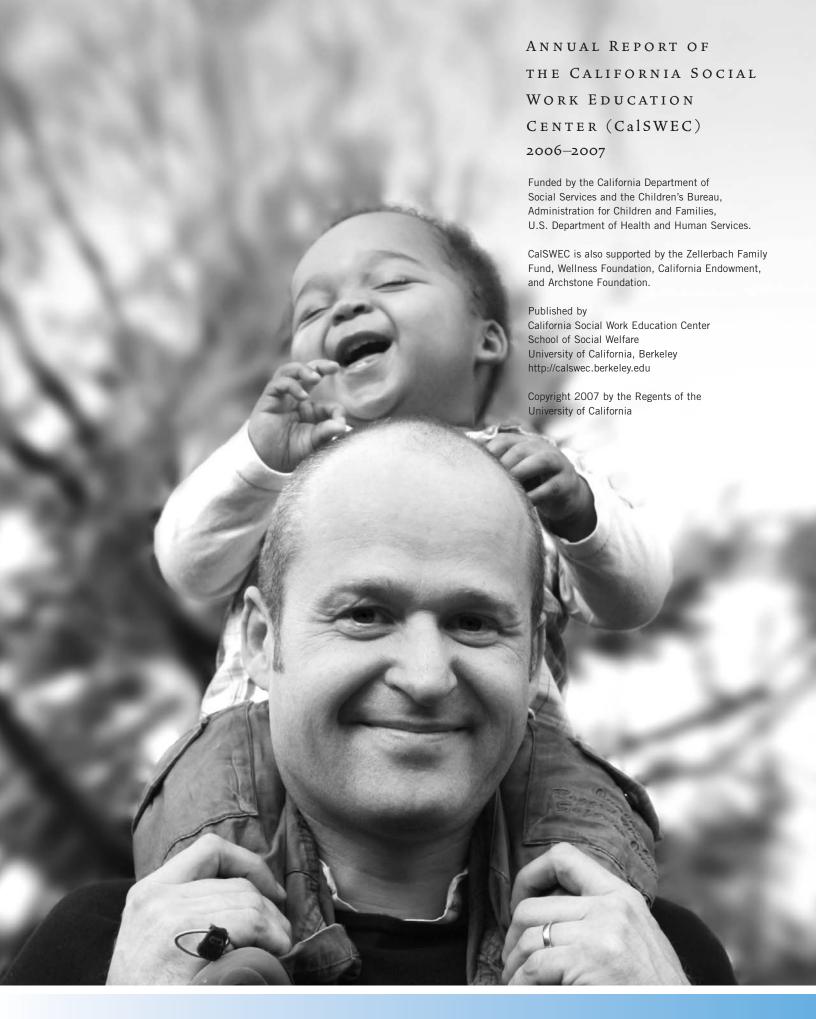
FOCUSING ON PUBLIC SOCIAL SERVICES



2006-2007 ANNUAL REPORT





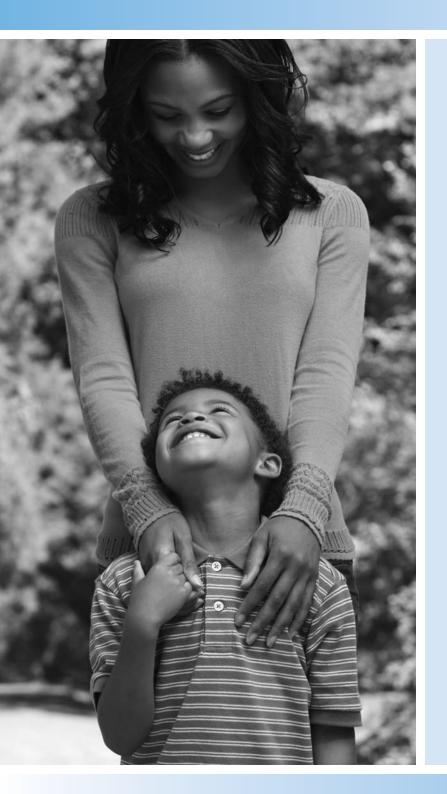


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## MISSION AND GOALS



#### **OUR MISSION**

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

#### **GOALS**

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

## MESSAGES



Dean Lorraine Midanik

CalSWEC's expansion
to mental health and
aging, following
its accomplishments
in child welfare,
will encourage
collaboration and
resource-sharing
among these fields.

#### FROM THE DEAN

It is a pleasure to be writing this column for the first time as the dean of the School of Social Welfare. I am honored to be in this position and to be part of CalSWEC. Last year, when I was the acting dean, I had the opportunity to learn more about this outstanding consortium and the remarkable work that it has done over the past 17 years among 18 universities throughout California. Clearly, CalSWEC has had a substantial impact on child welfare social work education not only within the state, but as a model across the country. I am very proud to be part of it.

In the past three years, there have been exciting developments at CalSWEC with the expansion of the program to the fields of mental health and aging. It is wonderful to look at CalSWEC's website and see the three subfields side by side. In May of 2006 the CalSWEC board voted to reorganize itself in recognition of this expansion and now consists of three committees—one in each field, with four subcommittees consisting of members of each area of practice. The subcommittees—Curriculum and In-Service Training, Research and Development, Workforce Development, and Funding—cut across the fields and will encourage opportunities to focus on their intersections and promote greater strategic collaboration and resource-sharing among them.

Recently, CalSWEC has further developed its work in the child welfare arena, as well as new fields of practice. In the past year, it has worked with the research and practice communities in child welfare to develop a common agenda for research in child welfare, particularly focusing on evidence-based practice. It has also completed a Common Core Curriculum for in-service child welfare workers. In addition, CalSWEC has added three BSW programs to the Title IV-E training program and is expanding the MSW training programs both as new programs are accredited and through innovative distance-learning partnerships. It also celebrated the fifth year of the Fairness and Equity Symposium and the tenth year of the National Human Services Training Evaluation Symposium. I particularly want to thank Chris Mathias, Barry Johnson, and the staff at CalSWEC central for their hard work and dedication. It is truly a pleasure to work with them. It has also been wonderful to work with Mary Ault, deputy director of the Children and Family Services Division at CDSS; she has been a tremendous support to CalSWEC's efforts.

Both the mental health and aging initiatives have made great strides since their inception just three years ago. Data compiled in August 2007 on the first cohort (2005–2006) of the Mental Health Stipend Program, supported by funds from the Mental Health Services Act, indicate that 99% of the students enrolled in the stipend program completed their MSW degrees and over 80% have either completed or are in the process of finishing their payback employment requirement. The 2006–2007 cohort of 187 students was very diverse—25% Latino, 19% Asian/Pacific Islander, and 10% African American. Nearly 60% speak a second language. This reflects CalSWEC's commitment to creating a workforce that will serve the needs of a diverse population.

The aging initiative, with support from the Archstone Foundation, has established three regional collaborative partnerships between counties and universities and is providing stipends for this demonstration project. Its goal is to develop a sustainable funding source for a stipend program to train geriatric social workers. The aging initiative also has undertaken a statewide Labor Force Survey, which is yielding important lessons for the state of geriatric social work in California. Finally, it has adopted and disseminated aging competencies to all 18 schools of social work.

Both of these new initiatives emulate CalSWEC's mission to be a true partnership between schools of social work, public human service agencies, and the professional social work community. I want to thank Beverly Buckles of Loma Linda University and John Ryan, former director of Riverside County's Department of Mental Health, for their leadership of the mental health initiative along with Jim Midgley, the former dean and now professor at Berkeley who is the principal investigator of the Mental Health Stipend Program; Teresa Morris of California State University, San Bernardino; and Morgan Lloyd; along with the California Department of Mental Health's director, Steve Mayberg, Warren Hayes, and his assistant, Inna Tysoe. I also want to thank Margaret Tynan of California State University, Stanislaus; Mary Sawicki, Calaveras County welfare director; and June Simmons, president and CEO of the non-profit Partners in Care Foundation, for their leadership of the aging initiative.

In addition, I would like to acknowledge and thank Jim Steele and John Momper of the dean's office for their excellent work with CalSWEC. I am also very grateful to CalSWEC Board President Cecilia Espinola, Vice-President Anita Harbert, and Secretary/ Treasurer Ken Patterson for their leadership, as well as the other members of the Executive Committee (Beverly Buckles, Robin Carter, Teresa Morris, John Oliver, Marvin Southard, Margaret Tynan, and Hub Walsh), the board, and all of the subcommittees for their service. Together, we are laying the foundation to meet the significant human service challenges of the state of California with an effective, culturally competent workforce.

Lorraine Midanik

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

Gorraine Mudanik



Chris Mathias

CalSWEC's past
success bodes
well for the future
development of the
state's human
services workforce.

#### FROM THE DIRECTOR

This has been a year for taking stock of CalSWEC's achievements while also pushing forward to meet the new challenges and opportunities resulting from our growth. After several years of expansion, it seems appropriate and timely to step back and review the organization's progress—where it has been and where it is heading. Preparing for a presentation I made in Florida in May 2006 prompted me to revisit CalSWEC's history and reflect on the forces that converged to provide the platform for the birth of this unique organization and its subsequent flourishing.

The initial vision for CalSWEC was to promote the re-professionalization of public human services in California. Since its inception in 1990, CalSWEC has strived to realize that vision. And over the years the program has made tremendous gains under CalSWEC's stewardship: the number of newly IV-E-trained social workers hired by child welfare agencies grew from 49 in 1993–1994 to 266 during fiscal 2005–2006; the number of California counties where IV-E MSWs have worked increased more than 12-fold, from 4 in 1993 to 50 over the course of the program; and the number of CalSWEC IV-E persons of color who have worked in the child welfare workforce has reached 1,881. All told, the program that started out with 8 graduates in 1993 now has more than 3,000 graduates.

Additionally, the completion of a common core training for child welfare workers was accomplished, and an evaluation framework to measure the efficacy of that training has been completed. With these developments, we are closer to realizing one of CalSWEC's goals: Defining and operationalizing a continuum of social work education and training.

In 2000, CalSWEC's Board of Directors undertook the major task of re-writing the organization's mission statement and goals. In the process, the board determined that the initial goals of the child welfare initiative had been realized. Given this success, they acknowledged it was time to focus on other disciplines within public human services. Consequently, initiatives in mental health and aging were introduced. Now in their third year of development, both are making significant inroads. Today, 285 graduates work in mental health services. In aging, three regional collaboratives have provided stipends to 32 students who will work in the field. These are indeed noteworthy successes. To reflect this expansion, the board took the step this fiscal year of reorganizing itself with the addition of aging and mental health initiative committees.

It is my view that CalSWEC, at its most basic, is a workforce development organization. If we are to effectively support the development of the public human services workforce in California, it is imperative that we include the full range of education and training within the three initiatives—public child welfare, mental health, and aging. The 2004 *Master Plan for Social Work Education in the State of California* supports this view as well for the state to meet the workforce demands of its human service agencies. Thus, our challenging course has been established and lies before us. Given CalSWEC's past performance, however, I am confident that we can successfully support the development of California's future human services workforce and help realize the full potential of this vital resource.

Chris Mathias

Director, CalSWEC

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



Barrett Johnson

With the 2003

CFSR nearly behind

them, the state's

training stewards

have a solid

foundation for 2008.

Even as we in the training community complete the final tasks of the 2003 Child and Family Services Review (CFSR), we have already begun planning for the upcoming 2008 review. With the next CFSR upon us, this is an opportune time to reflect on how far CalSWEC and the training system in California have come since we entered into the complex Program Improvement Plan with the federal government.

Significantly, we enter the new round of the CFSR with a much more systematized and transparent training system for in-service training. California has always had excellent training programs delivering a variety of content across the state for newly hired or promoted staff. We still have this; we now have standardized content that is delivered to every worker across the state—the Common Core Curricula. Where we once had no requirements for ongoing training, we now have pending regulations outlining the requirement to complete the Common Core and 40 hours of ongoing training every two years. Where we once had varying levels of training evaluation across the state, we now have a Framework for Child Welfare Training Evaluation, which has guided implementation of a sophisticated system to evaluate training. Perhaps most significantly, the Common Core Curricula is patently transparent; it is posted on CalSWEC's website, making it easily accessible to other partners and states.

All of this fits nicely into CalSWEC's efforts to promote thoughtful, insightful child welfare practice that considers research and evidence both in the content that is delivered and the methods of delivery. It has been a long road to get to this point, but as California completes the next CFSR, I am confident that we have laid a solid foundation for moving forward.

Barrett Johnson

Director

Child Welfare In-Service Training Project



# RE-VISIONING ACTIVITIES OF THE BOARD

## **Reorganization in Action**

CalSWEC's new governance structure debuted in fiscal 2006–2007, expanding its focus from child welfare to include aging and mental health, fields experiencing a growing need for competently trained social workers. Modifying CalSWEC's existing structure so that it reflects and could respond to the needs and demands of the social work workforce was the subject of discussions in fiscal 2005–2006. See CalSWEC's Governance Structure on page 10.

The revised structure provides each of the three fields with its own standing committee responsible for overseeing and leading curricula, stipend, and other social work education issues. Committee members include the board and community volunteers interested in the respective fields. As a result of this change, this *Annual Report* highlights each of the three initiatives—child welfare, mental health, and aging—in its own section. *Descriptions of each committee and its accomplishments begin on page 15.* 

Three other committees address specific needs across the fields—Curriculum and In-Service Training, Research and Development, and Funding. A fourth committee, Workforce Development, is responsible for overseeing implementation of the *Master Plan for Social Work Education in the State of California* and, as needed, addressing other appropriate social work workforce issues. *Descriptions of each committee and its accomplishments begin on page 11.* 

#### **Executive Committee**

The Executive Committee 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 Executive Committee activities include:

- Mental Health Stipend Program: CalSWEC provided input on the program to the California Department of Health about the pros and cons of limiting the program to one year or moving to two years. As of February 2007, 92% of the graduates from the first cohort had found jobs.
- Distance education: Together with the County Welfare Directors Association, CalSWEC will do a needs assessment of distance education in small, rural, and remote counties.
- Long-term evaluation of child welfare program: A long-term evaluation project for the Title IV-E stipend program was proposed that would extend the study of retention rates and graduates' career trajectory to 10 years.

- *Title IV-E policy reviewed:* Program policy changes were discussed in connection with CalSWEC's growth and capacity needs. Significant changes in policy were that new schools can only be public institutions of higher learning and that counties provide letters of support indicating field supervision support and resources.
- Growing child welfare program: In academic year 2007–2008, a new distance education program will begin at Sonoma State University. In 2008–2009, a full-time MSW program at California State University, Dominguez Hills and a part-time MSW program at the Imperial Valley Campus of San Diego State University will be implemented.
- Field placements: Discussion continues on issues affecting field placements, such as insufficient placements, quality of placements, and lack of clarity about school/county commitment to the Title IV-E stipend program. Board members were urged to communicate with the counties and get clarification of their commitment.

**Board of Directors** (membership identified in Bylaws) **Executive Committee** (includes chairs of all committees and elected officers) **Mental Health Committee Aging Committee Child Welfare Committee** (includes members of board and (includes members of board and (includes members of board and community volunteers interested in community volunteers interested in community volunteers interested Aging social work) Mental Health social work) in Child Welfare social work) Curriculum and **Workforce Development Committee** In-Service Training Committee (Master Plan) (subcommittees for initiatives (subcommittees for initiatives when needed) when needed) Research and Development **Funding Committee** Committee (subcommittees for initiatives (subcommittees for initiatives when needed) when needed)

FIGURE 1. CalSWEC's Governance Structure (effective June 2006)

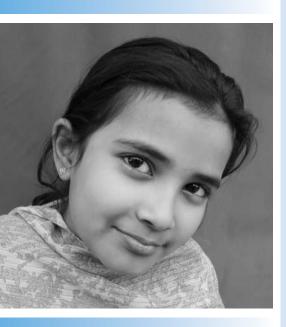
## **Curriculum and In-Service Training Committee**

CalSWEC's Curriculum and In-Service Training Committee, formerly the Curriculum Committee, monitors program standards and curriculum competencies and develops curriculum materials and resources used by the Title IV-E program. Together with members of the interdisciplinary Statewide Education and Training Committee (STEC) and the Regional Training Academies (RTAs), its purview also extends to the standardized core in-service training curricula for practicing social workers. In addition, the committee reviews curriculum issues arising under the mental health and aging initiatives.

Highlights of the Curriculum and In-Service Training Committee's primary activities and accomplishments are as follows:

- Public Child Welfare Curriculum Competencies revision: Last revised in 2002, the Curriculum Competencies are typically updated every five years. Over the last year, the committee has overseen an inclusive revision process in which academic, governmental, and organizational stakeholders reviewed and made suggested changes to the MSW and BSW competencies. The goals have been to incorporate advances in practice and to integrate the child welfare competencies with relevant competency frameworks including the state's recently completed in-service standardized core curriculum. Next steps involve final draft review and approval by the CalSWEC board.
- Title IV-E BSW Program: Given the need to increase availability of formal social work education in certain geographic regions, the committee recommended limited BSW program expansion. Priorities are to insure that the BSW program reflects the goals of the "ladder of learning" in the Master Plan for Social Work Education in the State of California as well as contributes to greater workforce diversity. In academic year 2006-2007, three schools were added (California State University campuses at Humboldt, San Bernardino, and San Diego), bringing to six the total number of IV-E BSW programs.
- Curriculum development: In collaboration with the Research and Development Committee, and after a competitive Request for Proposal (RFP) process, the Curriculum and In-Service Training Committee selected a project on workplace management for funding in the 2006–2007 academic year. This project, by authors Shaaron Gilson, Bari Cornet, and Catharine Ralph, is entitled Workplace Management and Child Welfare Policy, Planning and Administration and is now in press. Also in press is From the Bottom Up: How Training Affects Policy in Public Child Welfare Agency Practice by Colleen Friend.





### **Funding Committee**

The Funding Committee is responsible researching and seeking funding opportunities for social work education in California. It will create subcommittees focusing on child welfare, mental health, and aging funding issues as needed.

The committee held only one meeting during the year at which funding for the aging initiative was identified as a priority. The committee also discussed reviewing the membership of the committee to maximize future funding opportunities.

## **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:

Funded projects: In response to the reorganization, the Research and Development Committee decided to rethink and revamp research efforts. It developed a new research matrix of RFP options for various types of projects. Based on this matrix, the committee issued two RFPs for the coming year whose priorities are based on the research agenda generated at the evidence-based practice symposia co-sponsored by CalSWEC and the Child & Family Policy Institute of California. The RFPs are: (1) research-based curriculum development projects, which emphasize collaboration between university faculty and agency partners, and (2) structured literature review, which includes a cohesive and comprehensive literature review and analysis.

Showcasing completed projects: The committee invited the following principal investigators to present their findings to the CalSWEC board: Devon Brooks and Alice Kim from the University of Southern California presented "Structured Decision Making® (SDM®) and Child Welfare Service Delivery Project," completed in 2005, and Laurie Drabble from San Jose State University presented Phases 1 and 2 of her project, "Pathways to Collaboration: Understanding Factors that Help and Hinder Collaboration between Child Welfare and Substance Abuse Treatment Fields."

## **Workforce Development Committee**

The Workforce Development Committee is responsible for overseeing the implementation of the Master Plan for Social Work Education in the State of California and addressing other appropriate social work workforce issues as needed. The committee will review statewide workforce data annually to inform workforce development activities. It will create subcommittees focusing on child welfare, mental health, and aging curriculum and in-service training issues as needed.

The committee focused on the development of the *Master Plan for Social Work Education in the State of California* and began following up on the plan's recommendations. These activities centered on developing the "ladder of learning," connections with the community college system, and liaison with the California Board of Behavioral Sciences.

The February and May meetings of the Funding and Workforce Development Committees were combined because these committees often discuss similar issues, primarily exploration of new workforce development opportunities in other social work arenas.





## CHILD WELFARE

#### A YEAR OF TRANSITION

The Child Welfare Committee is responsible for leading and overseeing curriculum, stipend, and other issues of social work education pertaining to public child welfare. It includes members of the CalSWEC Board of Directors and community volunteers interested in child welfare social work.

With the reorganization of the CalSWEC Board of Directors, this has been a year of transition for the Child Welfare Committee. The committee, with its revised membership and role, essentially performs the functions that the entire CalSWEC board performed prior to the addition of the aging and mental health initiatives.

The committee has identified some key areas to address over the next year, with many focusing on improving access to CalSWEC's resources to facilitate workforce development in areas currently not served. Bringing IV-E education and training to the state's farthest, most rural counties presents many challenges, which the board will attempt to strategically address this coming year. Distance learning models will be examined to determine if they can be used effectively. In addition, the Child Welfare Committee, in conjunction with the Curriculum and In-Service Training Committee, will strive to build on the quantity and quality of field placements available for Title IV-E stipend recipients.

## Title IV-E MSW and BSW Education

The face of public social services in California has been steadily undergoing a transformation, especially in recent years, which has resulted in further professionalization, greater diversity, and an increase in the number of MSW and BSW graduates specially trained in public child welfare.

## **High Workforce Retention Rate**

The overall retention rate of professionally trained public child welfare workers who have participated in CalSWEC's Retention Study has remained high—more than 82%—over the course of the ongoing study. Now entering its 12th year, the study aims to determine the factors that contribute to that high rate.

#### HIGHLIGHTS OF THE FISCAL 2006-2007 SURVEY

- 169 Title IV-E MSW graduates completed their payback obligation, became eligible for the study, and were sent surveys.
- 84 graduates returned completed surveys.
- 46 of those 84 agreed to the follow-up phone interviews.

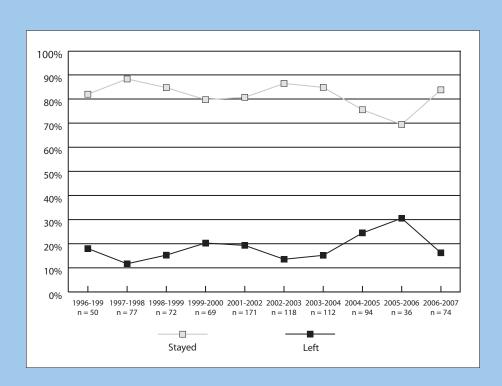
- Of those who completed the survey, 84% reported they were still with their payback agency following the completion of their contractual obligation.
- 240 additional graduates recently became eligible and were mailed the survey in late summer 2007.
- This cohort and future ones who have current e-mail addresses will receive an online version of the Retention Study.

#### THE FINDINGS OF THE RETENTION STUDY FROM 1996-2007

With the addition of the 74 survey participants from fiscal 2006-2007, the findings to date of the Retention Study are:

- To date, the total number of MSWs who completed their payback obligation and became eligible for the study is 1,754.
- The number of graduates who have participated in the Retention Study thus far totals 875.
- 720 (82.3%) of the survey participants stayed with their payback agency after completing their work obligations.
- Of the 155 survey respondents who left their agency:
  - □ 58 (37.4%) continued to work in other public or nonprofit child welfare agencies or worked in schools:
    - 33 (56.9%) were working in a different public child welfare agency;
    - 12 (20.7%) were at nonprofit agencies serving child welfare populations; and
    - 13 (22.4%) were practicing in schools.
  - □ 24 (15.5%) were at mental health agencies;
  - □ 18 (11.6%) went into work "other" than the choices listed, including those who left the social work profession;
  - □ 17 (11.0%) were working in other agencies such as aging, chemical/alcohol abuse, criminal justice, disabilities, policy/planning or occupational/industrial;
  - $\Box$  11 (7.1%) were working in the medical field;
  - □ 11 (7.1%) reported they were either retired, parenting, back in school, or "not working" for an unspecified reason;
  - □ 5 (3.2%) indicated some combination of categories for their new jobs;
  - □ 2 (1.3%) indicated they were private practitioners; and
  - $\bigcirc$  9 (5.8%) were missing this information.

FIGURE 2.
Percentage of Title IV-E
MSWs Remaining with
Their Payback Agency after
Completion of Their
Contractual Work
Requirement
by Retention Status and
Year of Graduation



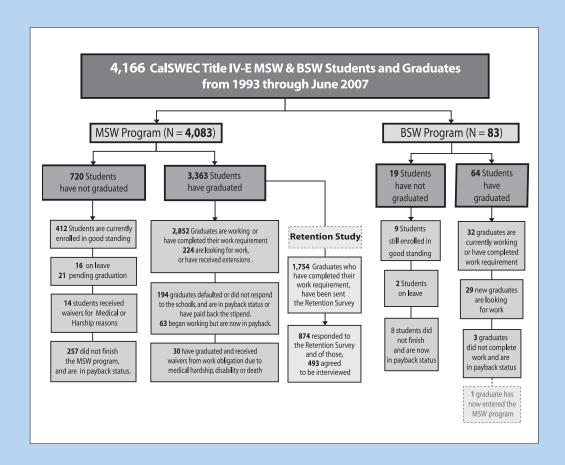
## **CalSWEC Student Tracking**

CalSWEC tracks Title IV-E students and graduates from their initial enrollment in the MSW program through the final year of their contract obligation in public child welfare and beyond. Its central office receives and merges quarterly data from each participating school into the CalSWEC Student Information System (CSIS). As of June 2007, the database has information on 4,166 students and graduates—4,083 MSW and 83 BSW students and graduates.

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

FIGURE 3.

Title IV-E MSW and BSW Students and Graduates,
1993–June 2007





#### **Greater Professionalization**

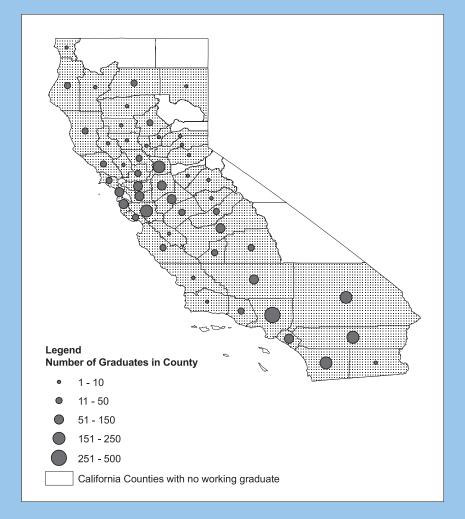
Nearly all of California's 58 counties have employed Title IV-E graduates—evidence of the program's successful efforts to reprofessionalize the state's public child welfare agencies and ultimately to enhance the quality of professional services for the children and families they serve.

Below is the hiring status of these specially trained graduates:

- The MSWs have been employed in 50 of California's 58 county child welfare agencies.
- 285 (90%) of the 318 Title IV-E MSW 2006 graduates are employed in 37 California counties.
- The BSW graduates have been employed in 8 of the 58 California county child welfare agencies.

FIGURE 4.

Density of Title IV-E MSWs Employed by California Counties
1993–2007



## **Increased Diversity**

California's public child welfare workers today are more representative of the system's clients than they were in the past—a goal of CalSWEC when the unique organization was conceived more than a decade ago.

The state's public child welfare workforce is increasingly culturally diverse, with a substantial number of Title IV-E MSW graduates continuing to join the state's public social services agencies and more BSW graduates following suit. Among MSW graduates especially, increasing numbers are occupying leadership roles across the state.

FIGURE 5.
Title IV-E MSWs by
Race/Ethnicity and
Year of Enrollment

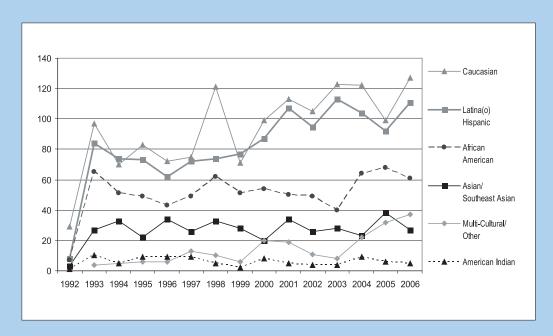
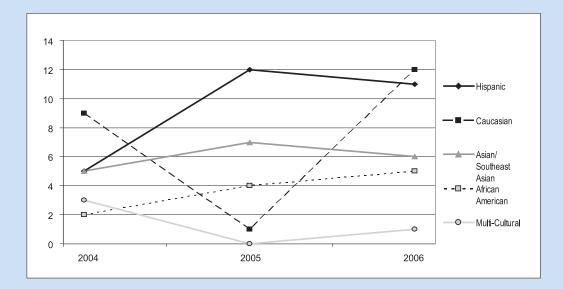


FIGURE 6. Title IV-E BSWs by Race/Ethnicity and Year of Enrollment



#### The MSW Applicants and New Students

In academic year 2006–2007, the CalSWEC Title IV-E program continued its trend of attracting a more diverse student body. A total of 716 students applied to the Title IV-E MSW stipend program; of these applicants, 368 first-year students entered the program. The ethnicities of the new students are:

- 34.5% Caucasian;
- 30.2% Hispanic, Latino, Mexican, or other Latin heritage;
- 16.6% African or African American;
- 10.0% Multi-Cultural, Other, or not specified;
- 7.3% Asian, Southeast Asian, or Pacific Islander; and
- 1.4% American Indian.

## The BSW Applicants and New Students

Now in its third year, the Title IV-E BSW program has six participating schools, double the amount in academic year 2005–2006. Those programs received a total of 57 applications in 2006–2007 and accepted and enrolled 35 new students. The 2006 BSW applicants reflect the diversity of the Title IV-E program, except for the lack of American Indian applicants.

The ethnicity of the fall 2006 IV-E BSW students are:

- 31.4% Caucasian;
- 31.4% Hispanic, Latino, Mexican, or other Latin heritage;
- 17.2% Asian, Southeast Asian, or Pacific Islander;
- 14.3% African or African American; and
- 5.7% Multi-Cultural and Other ethnic heritage.

FIGURE 7.

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

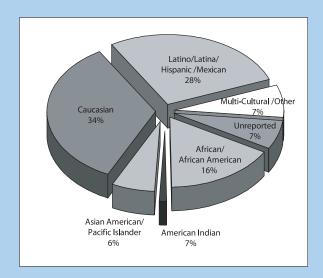
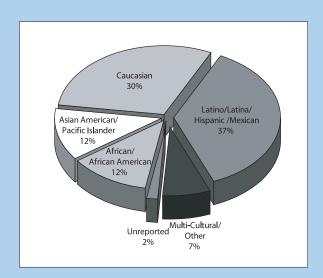


FIGURE 8.

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



## **Growing Multilingualism**

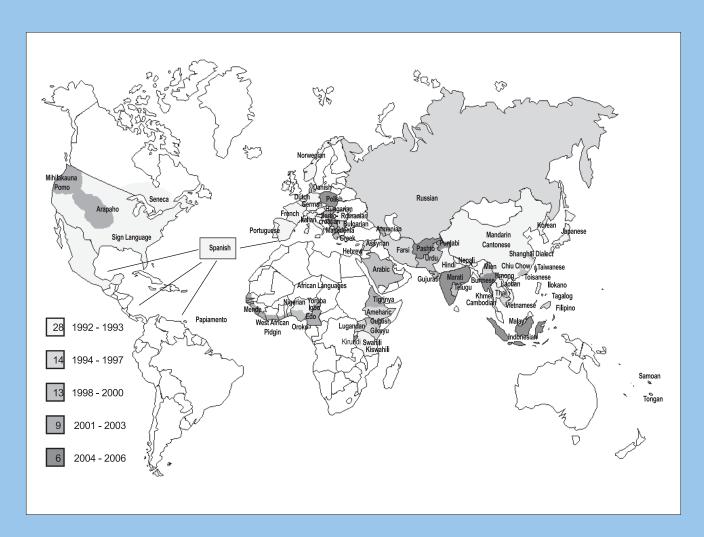
The Title IV-E MSW and BSW students and graduates who speak languages besides English facilitate communication with the state's diverse child welfare population, which includes a large number of non-English-speaking clients. Among the nearly 4,200 Title IV-E students and graduates:

- 1,683 (40%) speak, write, or sign a language other than English;
- 171 (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 9.

Number of Languages Spoken Each Year by Title IV-E Students and Graduates by Year of Graduation (1991–2007)



#### **BSW Program**

The CalSWEC Title IV-E BSW Project implementation is now in its third year. Based on a program needs survey of county partners, the program expanded to three additional schools in 2006–2007: California State University campuses at Humboldt, San Bernardino, and San Diego. A BSW Planning Group composed of the faculty, field coordinators, and project coordinators of the six BSW schools guides the program.

#### **PROGRESS**

The program graduated and placed two cohorts, as interest in the project remains strong. Program highlights are as follows:

- County interest in the program continues, especially in areas lacking many MSW-level staff. Current county employees are interested in completing a Title IV-E BSW program.
- The programs report 94% of the graduates have found employment in public child welfare.
- Phase I graduates responding to a brief survey reported overall satisfaction with their studies. About half the graduates expressed the desire to complete an MSW or other graduate degree.
- The IV-E BSW project coordinators report that the program is continuing to fulfill the intent of the Title IV-E regulations as well as the overall mission of the California State University system by educating those who may not otherwise be exposed to higher education.

#### **CHALLENGES**

Challenges vary considerably across counties, but in many cases, their impact has diminished, largely due to growing county familiarity with the program requirements and goals. Much of the credit for this strengthened partnership with counties can be attributed to the efforts of the involved project coordinators.

In some counties without straightforward job descriptions and career paths for relatively inexperienced baccalaureate-level staff, placing graduates in appropriate work roles can be demanding. Some counties have addressed this issue by creating suitable descriptions and positions designed for beginning social workers. Other ongoing recruitment and enrollment issues are described below:

- The recruitment process continues to be challenging for several reasons:
  - □ Because non-child welfare social services employees will seek employment in departments other than their own when they graduate, departments are often less motivated to support their staff who want to complete the BSW.
  - □ Recruitment of part-time employee students may be influenced by the part-time structure that requires three or more years of employment obligation for those in the program.
- Academic and scheduling issues: Although these problems persist, program staff, faculty, and community college representatives in some regions are working together more closely to alleviate difficulties.
  - □ *Scheduling:* For part-time students, balancing work hours with class times is troublesome 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 being able to enter the program.
  - ☐ *Timing issues*: A mismatch occurs between the completion of student academic preparation and the timing of program entry in the undergraduate junior and senior year, especially for non-traditional students.

## Student Day 2007: Strengthening Title IV-E

Student Day 2007, with the theme "Strengthening the Many Facets of Title IV-E: Program and Practice," attracted over 225 students, faculty, alumni, and presenters to San Diego on April 27.

Held annually, Student Day encourages participants to network with peers and social work leaders, forge and strengthen ties to professional organizations, and deepen their knowledge of emerging strategies in child welfare practice.

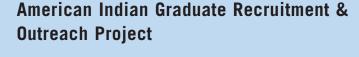
The event included a keynote address on recent advances in understanding human resilience and its limits by Mark Katz, Ph.D., a practicing psychologist and director of Learning Development Services, an educational, psychological, and neuropsychological center in San Diego, and the author of *On Playing a Poor Hand Well*.

#### In addition:

- A panel of current and former foster youth from the California Youth Connection related the difficulties experienced by foster youth in care and in transition to adulthood;
- Heidi Stern-Ellis, LCSW, and Al Killen-Harvey, LCSW, led a workshop on effective practice with gay, lesbian, bisexual, and transgender youth;
- Mark Morales, M.S.W., led a workshop on substance abuse and child welfare, and Detective Brandi Swan of Riverside County discussed the topic of drug-endangered children;
- Principal Investigator Barbara Needell, Ph.D., of the UC Berkeley Child Welfare Research Center, presented on the use of administrative and outcome data in child welfare;
- Okeema Polite, M.A., LMFT, led a workshop on the mental health needs of children in foster care;
- Burnout prevention was addressed by Riverside County CPS Supervisor Karin Atkins and by San Diego Child Welfare Services Manager Ruth Supranovich;
- Napa County Probation Officer Sh've Case offered a workshop on collaborating with CPS staff to benefit foster youth; and
- Natalie Thoreson, M.Ed, led a workshop on overcoming barriers to providing effective services.

Brenna Carney, an MSW student from Sacramento State University, was the event coordinator. The National Association of Social Workers, California Chapter sponsored a presentation by Lindsay James, NASW Membership Services director, and hosted a reception following the event.





The American Indian Graduate Recruitment & Outreach Project, initiated as a special year-long project by CalSWEC in 1999 at California State University, Stanislaus, today continues its mission of identifying and recruiting Indian college students for MSW studies.

The highlights of project activities include:

- First California State University Joint Indian Child Welfare Summit. Partners in this effort included Title IV-E projects at California State University campuses at Fresno, Bakersfield, and Stanislaus. The summit, held in Visalia, included more than 200 participants and MSW students from the partner schools as well as IV-E projects at California State University campuses at Sacramento, Chico, and San Diego; county counsel, probation, and social services representatives; California Department of Social Services and Alcohol and Drug Abuse Program representatives; and Tribal ICWA and social service representatives.
- Collaborative with California Tribal TANF (Temporary Assistance to Needy Families). The project is working with TANF in the Central Valley and statewide to provide ongoing recruitment in Tribal communities. Although existing Tribal TANF contractors—currently nine throughout the state—have been recruiting qualified employees to implement the family services, the collaborative provides opportunities for ongoing assistance and MSW recruitment services to Tribal TANF programs.
- Indian Child Welfare—Central Valley California State University Summit.

  Following the success of the first summit, planning began for a second one, with significant Tribal community input expected in its planning, development, and implementation.
- Strategic planning. With the Los Angeles Indian Commission and the Office of Human Rights, the project is involved in developing a planning strategy to coordinate and facilitate organization efforts and to identify and recruit American Indian leadership for enhancing Native American input to pending Indian Child Welfare Act amendments, California legislation, and state/county social service agency recruitment efforts.
- Recruitment and outreach. Project Coordinator Thomas C. Phillips was a panelist at the fifth annual Symposium on Fairness and Equity Issues in Child Welfare Training and Education at the University of California, Berkeley, where he discussed the 2006 California State University Joint Indian Child Welfare Summit. He also made presentations to California Tribal Councils and community-based American Indian organizations, developed strategies with California Tribal Liaison representatives, and met with American Indian student associations and organizations throughout the state.



## **In-Service Training and Continuing Professional Education**

Statewide coordination and standardization of in-service training and education are changing the landscape of county staff development across California by providing consistent application of best and evidence-based practice in all 58 counties.

## **Expanding and Revising the Common Core Curriculum**

Two new standardized curricula and a comprehensive array of foundational topic areas—standardized at the level of competencies and learning objectives—were added to the Common Core Curricula for Child Welfare Workers. The curricula, Child and Youth Development in a Child Welfare Context and Child Maltreatment Identification (CMI), Part 2: Sexual Abuse and Exploitation, were released in June 2007 and will be further refined in winter 2008 based on systematic feedback from trainers and training academies. Additionally, revisions to five existing core curricula were finalized in 2006–2007 based on feedback from the field. Prior to the implementation, a series of web-based trainings were held to inform trainers of the changes.

With the California Department of Social Services, CalSWEC continues to co-chair the Statewide Training and Education Committee (STEC), which is responsible for developing and/or recommending standards for statewide public child welfare training and coordinating their implementation. In the year ahead, CalSWEC and STEC will coordinate the dissemination of training resources with all regions and counties involved in developing content for the broad spectrum of new core topic areas. CalSWEC will also help STEC design the structure and process for three-year revision cycles of the common core's standardized content areas for new workers.

## Training Evaluation for California's Common Core Curricula

The administration of knowledge tests for three content areas and one skill area, and the development of evaluation materials for two new content areas were CalSWEC's major evaluation activities involving the Common Core Curricula for Child Welfare Workers in fiscal 2006–2007.

Knowledge testing was completed for the following content areas:

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

One content area, Child Maltreatment Identification (CMI), Part 1: Neglect, Emotional Abuse, and Physical Abuse, incorporated an embedded evaluation, which tests the application of knowledge and skill acquisition as part of the learning experience.

During fiscal 2006-2007, evaluation materials were developed for:

- Child & Youth Development in a Child Welfare Context, and
- Child Maltreatment Identification (CMI), Part 2: Sexual Abuse and Exploitation.

The *Child & Youth Development* course includes pre- and post-knowledge tests. The evaluation in CMI, Part 2 features an embedded evaluation.

The tests were administered by the Regional Training Academies (RTAs) and the Inter-University Consortium (IUC). Staff from these academies sent completed forms to CalSWEC for data entry and analysis. Subsequent reports that CalSWEC

#### **ONGOING TRAINING**

In addition to common core training, STEC regularly reviews current legislation to identify implications for ongoing training. In 2006–2007, two new curriculum tools were developed to respond to new legislation, A Training Resource on the Reasonable & Prudent Parent Standard and A Training Resource on the SB500 & Shared Responsibility Plans for Whole Family Foster Homes. These brief modules can be used by child welfare supervisors in their staff unit meetings.

#### TRAINING FOR TRAINERS

Trainer development moved to the fore-front in fiscal 2006–2007 with the debut of a series of four introductory trainings intended to recruit new child welfare trainers for regional and county training needs. These attracted more than 100 participants. Additionally, a series of two intermediate-level curriculum writing trainings were offered to approximately 80 trainers to build statewide capacity in this area.

Next fiscal year, more advanced skillbased trainings will be offered for promising new trainers identified by the regional training academies and counties. Opportunities for additional mentored training in small groups will be offered. generated systematically reviewed the evaluation findings, including whether the evaluation items appear to be functioning properly, and whether those valid items indicate an increase in trainee knowledge or skills.

All new child welfare workers and supervisors across California receive the Common Core Curricula, resulting in the collection of voluminous data. Thus far, CalSWEC has entered and cleaned nearly 12,000 pages of training evaluation data.

CalSWEC expects these numbers to increase in the future, so with the RTAs and IUC it has transitioned to answer sheets that can be read electronically. This is expected to enhance CalSWEC's efficacy in performing the necessary analyses.

Initial analysis has shown significant improvements for curricula where training content is evaluated at the knowledge level. Trainees also appear to leave the classroom with the skills that are evaluated via the embedded evaluation. Preliminary results for these will be available in 2008. Nearly all of the items appear to be valid. Items that are validated are kept as part of a knowledge item bank, which allows for multiple items to measure the same areas and improves the security of the testing process.

Also in fiscal 2006–2007, the RTAs and IUC continued their implementation of a pilot embedded evaluation for the Casework Supervision segments of the Common Core for Supervisors. This evaluation has undergone several revisions and will be finalized for statewide use in fiscal 2007–2008.

CalSWEC also convenes and chairs the Macro Evaluation Team, which is charged with making recommendations on training evaluation for California's child welfare services. The team is also responsible for implementing the statewide Framework for Child Welfare Training Evaluation, which CalSWEC developed according to California's 2005 federal Child and Family Services Review. Via the team, counties and the RTAs and IUC can also access technical assistance from CalSWEC and national training evaluation experts.

## Promoting Fairness and Equity in the Child Welfare System

The year 2007 marked the fifth anniversary of CalSWEC's Symposium on Fairness and Equity Issues in Child Welfare Training and Education, convened on the Berkeley campus.

At the 2007 symposium, keynote speaker Dr. Ruth McRoy outlined areas of knowledge, practices, and values specific to addressing fairness and equity concerns through training and workforce development.

Additionally, the symposium featured:

- A briefing on the progress of the Disproportionality Project, which will assist counties across the state to address the complex issues of disproportionality and disparity;
- Course materials and strategies of community mental health trainers that address similar disparities in mental health care delivery;
- Examination of the psychology of intergroup bias and strategies for minimizing its effects;
- Effective training exercises that examine the origins of personal biases and intensive training methods to "undo" racism;
- Analysis of the socioeconomic power dynamics operating within an impoverished community;
- Analytical reflections on the collaborative process between tribal training representatives and a regional training academy to create a successful ICWA Summit: and
- An inside look at the personal and professional experiences of training academy staff that truly embraced the challenge of intercultural communication within their agency.

The annual symposium affords university educators and training development staff the opportunity to discuss cultural differences, social justice, and equity of services in the child welfare system in a frank, safe, and productive manner. Attendees also address common challenges related to training and educating child welfare professionals to identify and combat personal and institutional biases. Presenters and participants alike strive to create collaborative training solutions to advance fair and equitable practice and policy in child welfare. Over the years, attendance has grown to approximately 130.

#### **FUNDED RTA PROJECTS**

CalSWEC also funded the following two regional projects to address Fairness and Equity issues:

- The Bay Area Academy used the funds to co-sponsor a session of "Undoing Racism™" by The People's Institute West, an intensive training experience that helps people to examine their own perceptions and biases within a cultural and historical context. Bay Area region participants included county staff, RTA staff, and university partners.
- The Public Child Welfare Training Academy used the funds to develop the curriculum "Beyond ICWA" to address practice issues that support effective work with Indian children and families and their tribes. The curriculum was designed through a highly collaborative and interactive process with academy, county, and university partners.



Anita Barbee, left, and Dana Sullivan, both of the University of Louisville, presented "Measuring Transfer of Learning: Behavioral and Case Review Methods" at the National Human Services Training Evaluation Symposium.

### Marking a Decade of Training Evaluation

In 2007, CalSWEC celebrated a decade of hosting the National Human Services Training Evaluation Symposium on the campus of the University of California, Berkeley, and bringing together training evaluators from across the nation who are working toward improving child welfare training.

With 10 years under its belt, the invitation-only event was appropriately themed "Looking Back and Moving Forward." Participants marked the occasion by looking back at the inception of the symposium and reflecting on the extent to which the group has progressed in comprehending the complexities of evaluating training. The three-day symposium also presented an opportunity for participants to look ahead, toward the development of training evaluation as a profession and the creation of methods to collect data that helps link training more closely with organizational and client outcomes.

In addition to this year's keynote and endnote speakers, Peter Watson (Director, National Child Welfare Resource Center for Organizational Improvement, University of Southern Maine) and Katharine H. Briar-Lawson (Dean, School of Social Welfare, State University of New York—Albany), the symposium featured:

- Findings from the National Evaluation of Child Welfare Grants: Lessons and Implications;
- Measuring Transfer of Learning: Behavioral and Case Review Methods;
- Evaluation of Training Content by Expert Judgment: The North Carolina Curriculum Project;
- Revisiting Level I: Selected Conceptual and Methodological Issues in Evaluating Reaction to Training;
- A National Certification Exam for Child & Youth Care Workers: Preliminary Results of a Validation Study; and
- Using Tests to Predict Job Performance: Panel Discussion.

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

## **Building and Applying Evidence**

The movement toward evidence-based practice (EBP) has been gaining a following in the field of child welfare, with its incorporation of best research evidence, best clinical experience, and consistency with family and client values.

In the context of CalSWEC, EBP provides instructors and trainers with the assurance that what they are teaching is supported by research and informs the students/trainees of the best evidence available for practice. EBP is taught in the Regional Training Academies and promoted in the MSW and BSW programs.

## **Developing Research in Child Welfare**

CalSWEC continued its EBP efforts this year, maintaining its focus on both building and applying research. Research priority questions, with a focus on outcomes, were formulated from topics generated at the evidence-based practice symposium sponsored by CalSWEC and the Child & Family Policy Institute of California in February 2005.

With its partners in the Research and Training Network, CalSWEC furthered implementation of the Child Welfare Research Agenda for California established in 2006. This year, as in the past, Requests for Proposals for CalSWEC's Research and Development Committee reflect the statewide research agenda. CalSWEC will also fund some smaller projects that systematically analyze the research literature for other topics on the agenda.

With the Child & Family Policy Institute of California (CFPIC), CalSWEC, continues to sponsor events that promote the application of research to practice. In June 2007, CalSWEC and the CFPIC convened the Leadership Symposia on Evidence-Based Practice—the Summer Research Sessions. At the event in Davis, over 125 participants wrestled with how to apply the research that is already available, as well as how to promote additional research in their regions. The presentation of CalSWEC-sponsored research and curriculum projects offered practitioners the chance to integrate the findings into their practice, and instructors and project coordinators the chance to integrate them into their teaching.

Future and continuing EBP activities include further revision of the statewide research agenda and research-based curriculum development projects. Highlights of those projects follows.

#### **NEW CURRICULUM DEVELOPMENT PROJECTS**

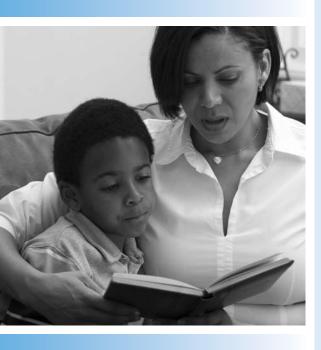
CalSWEC's Research and Development Committee selected one research-based curriculum development project for funding beginning in July 2007:

The Effects of Different Types and Patterns of Services on Successful Reunification

Principal Investigator: Amy C. D'Andrade, Ph.D., San Jose State University

*Project Goal:* To describe the types and patterns of services delivered to parent clients of the child welfare system; determine whether services ordered or utilized differ by parental characteristics; and assess the effectiveness of services in increasing the likelihood of successful reunification.

Project Duration: 1 year (until June 2008)



#### **PROJECTS IN PROGRESS**

- An Assessment of Differential Response: Implications for Social Work Practice in Diverse Communities Principal Investigators: Jill Duerr Berrick, Ph.D., and Amy Conley,
  - Principal Investigators: Jill Duerr Berrick, Ph.D., and Amy Conley, UC Berkeley
  - *Project Goal:* This research-based project will 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, National Abandoned Infants Assistance Resource Center, UC Berkeley Project Goal: To assess the innovative Differential Response System developed by Contra Costa County Children and Family Service to address the needs of families with children under age 4 who are referred to the child welfare system and are in need of services and support, but do not warrant an open child welfare case. Project Duration: 2 years (until June 2008)
- 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; and Kathy Lemon Osterling, M.S.W., UC Berkeley

Project Goal: To examine mental health service utilization by transitionage 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)

#### **NEW PUBLICATIONS BY CALSWEC STAFF**

- Jacquet, S.E., Clark, S.J., Morazes, J.L., & Withers, R. (in press). The role of supervision in the retention of public child welfare workers. *Journal of Public Child Welfare.*
- Clark, S., Gilman, E., Jacquet, S., Johnson, B., Mathias, C., Jeroslow, P., & Zeitler, L. (in press). Supervisory practices and tasks in child welfare social work. *Journal of Public Child Welfare*.

## California Child Welfare Resource Library

The California Child Welfare Resource Library provides up-to-date educational materials to the state's schools of social work, county public child welfare agencies, and regional training academies and centers to promote best practices and advocate for families and children in the child welfare system.

The following are highlights of fiscal 2006–2007:

- Four new modules were posted online. This was the second year that new modules were disseminated in this manner, which makes materials available sooner and at no cost to either CalSWEC or to interested academicians or practitioners. The modules are:
  - ☐ Factors Leading to Premature Terminations of Kinship Care Placements.

    Janet Chang, Ray E. Liles, and Trang Hoang, California State University,
    San Bernardino.
  - ☐ Mental Health Service Utilization and Outcomes for Children and Youth in the Child Welfare System: An Empirically Based Curriculum. Alice M. Hines, Peter Allen Lee, and Kathy Lemon Osterling, San Jose State University; and Marty Tweed, California State University, Monterey Bay.
  - ☐ Pathways to Collaboration: Understanding the Role of Values and
    System-Related Factors in Collaboration between Child Welfare and
    Substance Abuse Treatment Fields. Laurie Drabble, Marty Tweed, and Kathy
    Lemon Osterling, with Lisa Navarrette, Carol Pearce, Priscilla, Ribeiro, and
    Erin Twomey, San Jose State University.
  - ☐ Retention of California Child Welfare Workers. Dale Weaver and Mona Gil de Gibaja, California State University, Los Angeles; and Janet Chang, California State University, San Bernardino.
- Thirty-six videotapes and 16 DVDs were added to the collection. These continue to highlight the library's diversity by covering a broad range of topics, from bullying and compassion fatigue, to family violence with multicultural populations, and narrative and collaborative therapies
- As more curriculum modules are posted online at no cost, product dissemination of items at cost was expected to decline radically. This year, product dissemination included 6 different products totaling 9 units. The most popular item for the third year in a row was the videotape First Response: Interviewing Young Children about Abuse and Neglect.
- Operating as a books-by-mail service for the state's borrowing partners, the library received requests for materials from 11 universities and colleges, 1 county, and 1 training academy for a total of 297 items borrowed.

The library also serves as a resource to people throughout California who are not academicians, practitioners, or students who want to know about topics as far-ranging as reporting suspected abuse to social work education opportunities.





## MENTAL HEALTH

With its governance restructuring (see page 10) and the creation of standing committees devoted to the previous initiative-level fields of aging and mental health, CalSWEC now embodies, including public child welfare, three high-risk areas in which competently trained social workers are in increasing demand in California.

The initiatives were launched in fiscal 2003–2004 to increase the number of trained social workers in public mental health and aging services. Previously subcommittees of CalSWEC's former Curriculum Committee, the two initiatives are now committees in their own right, with their development driven by CalSWEC board members and community stakeholders.

## EARLY SUCCESS AND CONTINUING COLLABORATION

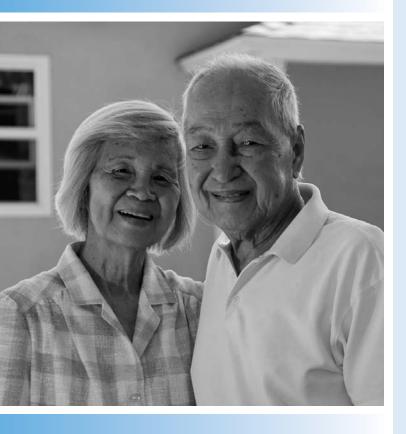
The Mental Health Committee is responsible for overseeing and leading curricula, stipend, and any other social work education issues in the mental health field. It includes members of the board and community volunteers interested in mental health social work.

Even as a fledgling project, the two-year-old Mental Health Stipend Program has proved to be successful. Of the original 188 enrollees in the 2006–2007 cohort—the program's second so far—179 completed their MSWs at 17 CalSWEC consortium schools and of those, 177 are on track to complete their employment requirement. This compares favorably with the 2005–2006 cohort, the first class, which originally had 176 enrollees, of whom 172 graduated. In that class, 108 graduates have completed their employment requirement.

In the future, a rigorous evaluation system is planned to get feedback from students and employers and to obtain information about the program's effectiveness in preparing students for employment in the state's community mental health system and its impact on the quality of client services.

Other highlights of the Mental Health Committee's primary activities and accomplishments include:

Curriculum development and implementation activities: The committee received funding support from the Zellerbach Family Foundation for "A Model for Implementation of the Mental Health Competency Curriculum." The grant will support critically needed curriculum development and implementation activities, as identified in the CalSWEC Mental Health Curriculum Implementation Survey completed in summer 2006. These activities involve collaboration and system sustainability; regional, statewide, and national collaboration; curriculum development and infusion; curriculum-related development; and evaluation.



- Collaboration activities: The committee engaged in a number of collaboration activities—regionally, statewide, and nationally—throughout the year.
  - □ Regional discussions and meetings with local mental health departments and social work schools throughout the state continued, including some involving multiple disciplines and educational and agency partners such as community colleges and the Department of Vocational Rehabilitation. Schools are also participating in the regional activities coordinated by Toni Tullys, project director of Regional Workforce Development from the California Institute of Mental Health.
  - □ Several joint projects focusing on employment were identified at a Bay Area regional meeting of 11 county mental health directors and representatives from 5 schools of social work. In May 2007, a Bay Area Mental Health Job Fair was held to highlight employment opportunities for graduating MSW students. The fair attracted over 40 agencies, including both county mental health and county contract agencies. Another project is underway to utilize the Network of Care program to identify Bay Area contract mental health agencies and to develop a system for posting available jobs from all of the listed agencies.
  - □ At the Sixth Annual Mental Health Older Adults System of Care Conference in May 2007, committee Co-chair Dr. Beverly Buckles made a joint presentation with Dr. Margaret Tynan, chair of the CalSWEC Aging Committee, for the workshop on MHSA Education and Workforce Development. The two presented on the development and current work of both committees, development of curriculum competencies in the two areas, and implementation of those competencies in MSW programs across the state.

- □ The Behavioral Health Field Instructor and Supervisor
  Workshop in May 2007 included a presentation by
  committee Consultant Jan Black about the mental health
  initiative and stipend program as well as the development
  and implementation of the Mental Health Competency
  Curriculum. This event involved collaboration in the Inland
  Empire with the Departments of Social Work at Loma
  Linda University and California State University, San
  Bernardino; Riverside County Department of Mental Health;
  and San Bernardino County Department of Behavioral
  Health. Ms. Black also presented on the competency
  curriculum and workforce development activities at the
  California Institute of Mental Health Retreat in April 2007.
- CalSWEC Mental Health Stipend Program Coordinators Manual: A six-member taskforce will review and revise the draft of the Mental Health Stipend Program Coordinators Manual, which is expected to be ready for final review by September 2007.
- CalSWEC Mental Health Competency Curriculum Implementation Survey: A survey on the implementation of the Mental Health Competency Curriculum was designed and disseminated to participating schools during academic year 2006–2007. The survey was intended to build upon the first survey completed in summer 2006 and identify strategies utilized by the schools to provide the competency curriculum in both classroom and field settings.





## AGING

#### PLANNING FOR A WELL-PREPARED LABOR FORCE

The Aging Committee is responsible for overseeing and leading curricula, stipend, and any other social work education issues in the aging field. It includes members of the board and community volunteers interested in aging and social work.

The Aging Committee appointed two co-chairs to work in collaboration with Chair Margaret Tynan, director of the Master of Social Work Program at California State University, Stanislaus. They are President & CEO June Simmons of Partners in Care Foundation and Director Mary Sawicki of Calaveras County Works and Human Services Agency. The committee also revised its Mission and Goals and adopted them in February 2007.

Other highlights of the committee's primary activities and accomplishments are as follows:

- Inaugural Aging Interns: Through the Regional Collaborative Pilot sites, the committee enlisted its first cohort of 32. CalSWEC Aging Initiative Interns. The students participate in a match-funded stipend process to identify sustainable sources for social work education. Stanislaus County, although not identified as a pilot site, also participates.
- Surveying the status of aging curriculum: The University Survey describes the current status of social work education in aging within the curriculum and will provide baseline data to assess the level of competency-based aging curriculum that is infused and/or in aging specialization courses. The final report is due in October 2007.
- Legislative education and advocacy: Through a series of strategic retreats, the committee developed a plan for legislative education and advocacy to inform policy makers about the need for a care coordination system for older Californians and a well-prepared geriatric social work labor force to address the need.
- Labor Force Survey: Field testing began for the statewide Labor Force Survey with representatives from all agencies that will be participating. The survey collects comprehensive statewide data on current and projected labor force needs for services to older adults. Survey participants include all county In-Home Supportive Services and Adult Protective Services programs, Area Agencies on Aging and contractors, and selected health services, specifically hospices and Adult Day Health Care centers.
- New in-service training: The committee initiated a county social services in-service training opportunity through the Regional Collaboratives for a Certificate in Geriatric Social Work from Boston University's Institute of Geriatric Social Work (IGSW). Employees complete the five accredited, CEU-approved, interactive on-line courses offered by the IGSW to achieve the certificate.



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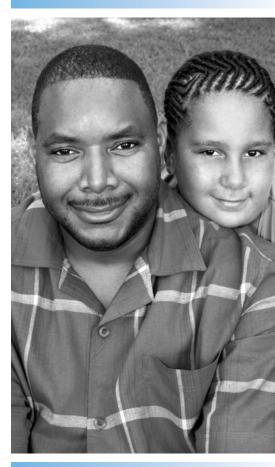
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