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| CALSWEC-Logo-Color-Vertical-NoByline-transparent | **Fairness & Equity Committee**  a subcommittee of the  Statewide Training and Education Committee (STEC)  **Charter**  Version 1.0 ⏐ December 2013 | CDSS_logo_2 |

This charter reflects the current status of the Fairness & Equity Committee. It will be adapted as the work of the committee evolves and changes. It is designed to provide a framework that:

* Clarifies membership and roles;
* Clarifies decision-making processes; and
* Clarifies the committee’s relationship to other groups and organizations affiliated with STEC.

**Mission Statement:**

It is the mission of the Fairness & Equity Committee to support the CDSS, CalSWEC, the schools of social work, the regional training academies, and counties of California to develop and deliver educational materials and training that reflects the latest information and research about fair and equitable treatment and service provision for all people who come into contact with the child welfare system.

**Guiding Principles:**

Several principles regarding cultural competence, social diversity, and bias have been excerpted from the National Association of Social Workers (NASW), Code of Ethics for Social Work professionals:[[1]](#footnote-1)

###### **1.05 Cultural Competence and Social Diversity**

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients’ cultures and be able to demonstrate competence in the provision of services that are sensitive to clients’ cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

###### **4.02 Discrimination**

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

In addition to the excerpts from the NASW Code of Ethics, the subcommittee’s purview also includes principles regarding social justice issues, disproportionality, and disparities:

1. Social workers should obtain education about the political and historical trauma and oppression of racial, ethnic, and immigrant groups represented in the child welfare system, and how such ancestral and contemporary experiences may influence relationship-building, engagement, and service planning.
2. Social workers should understand the economic context of families involved in the child welfare system, particularly in relation to poverty and inequality, and seek to improve the well-being, education, and life chances of disadvantaged children by facilitating access to quality services and opportunities for the development of cognitive, social, and emotional skills related to successful outcomes in adulthood.
3. Social workers should obtain education about and seek to understand factors regarding disproportional representation of ethnic and racial groups in the child welfare system and disparate access to services across these groups.
4. Social workers should obtain education and build self-awareness about personal biases, and how the power, privilege, and authority associated with their position may affect their relationships with families and children.

**Goals of the Committee:**

1. Promote the use of data and evidence-based research about fairness and equity issues for training and teaching purposes.
2. Build the competencies and leadership capacity of trainers and educators.
3. Identify and develop curriculum that advances fairness and equity.
4. Identify and develop field-based tools and strategies to improve practice related to fairness and equity issues.
5. Provide a forum for the exchange of ideas about training, education, and systems change related to fairness and equity issues.
6. Assist in planning the Symposium on Fairness and Equity Issues in Child Welfare Training and Education and other fairness and equity training events.
7. Promote collaboration about equity concerns across systems that serve children and families involved in the child welfare system.
8. As applicable, make recommendations to CDSS, CWDA, CalSWEC, the CalSWEC curriculum committee, and other partners regarding goals 1-7.

**Participating Organizations, Types of Representatives and Roles:**

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| Organization | Type of Representative(s) | Role |
| CDSS | Representative(s) from the training unit | Provide ongoing communication between CDSS and the Committee |
| CalSWEC/CalSWEC board representatives | Representative(s) from In-Service and Training and Title IV-E Stipend Programs | Chair meetings; produce meeting documents and  summaries; provide a statewide perspective on training |
| RTAs | Representative(s) who may be leading or participating in efforts in their region to address Fairness & Equity issues | Provide RTA perspective; create content and train workers; share relevant course content with statewide partners, as appropriate; provide ongoing communication between RTA and the Committee. |
| UCCF/LA DCFS | Representative(s) who may be leading or participating in efforts in their region to address Fairness & Equity issues | Provide UCCF/LA DCFS perspective; create content and train workers; share courses with statewide partners, as appropriate; provide ongoing communication between UCCF/LA DCFS and the Committee. |
| Title IV-E Program representatives/ representatives | Representative(s) that include directors, faculty or other staff who may be leading or participating in efforts to address Fairness & Equity issues in their university | Provide university perspective; create content and train students; share courses with statewide partners, as appropriate; provide ongoing communication between the university and the Committee. |
| County staff and intern development | Representative(s) that include directors/managers, social workers, technical staff or other staff who may be leading or participating in efforts to address Fairness & Equity issues in their county | Provide county perspective; create content and train workers; share courses with statewide partners, as appropriate; provide ongoing communication between the county and the Committee. |
| Tribal partners | Management or other staff from Tribal agencies who may be leading or participating in efforts to educate and train child welfare practitioners about Fairness & Equity issues concerning American Indian children and families. | Provide a Tribal perspective; create content and train workers; share training materials with statewide partners, as appropriate; provide ongoing communication between the Tribal agency and the Committee. |

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| Other training and educational partners concerned with fairness and equity issues | Management or other staff from partner organizations (e.g. Administrative Office of the Courts (AOC); community colleges; CASA; parent, youth, or caregiver agencies; etc.) that provide training and/or representative(s) who may be leading or participating in efforts to address Fairness & Equity issues in their organizations | Provide partner perspective; create content and train workers; share courses with statewide partners, as appropriate; Provide ongoing communication between the organizations and the Committee. |
| CWDA | CWDA – designated representative | Provide CWDA perspective, liaison with CWDA Children’s Committee |

**Meeting Logistics:**

* CalSWEC convenes and facilitates Fairness & Equity Committee meetings quarterly.
* The Committee may meet more frequently, as necessary.
* STEC will have a standing agenda item for guidance and reporting.
* When initiatives arise that might involve statewide training (development) efforts, these will be referred to/from the Curriculum Committee of the CalSWEC board and STEC to determine how best to address them.
* Smaller topical workgroups may operate for a particular topic area, and provide a summary to the Committee.

**Decision-making:**

* As outlined above, a central goal of the committee is to share information and make recommendations to CDSS, CWDA, CalSWEC and other participating partners.
* The CalSWEC Curriculum Committee is consulted about BASW/MSW curriculum.
* CDOG and/or STEC are consulted about decisions regarding specific curricula content and development, particularly related to Core curriculum topics.
* Decisions about evaluation of statewide training are referred to the Macro Evaluation Committee.
* Decisions that involve larger policy or resource questions are referred to CDSS and CWDA with STEC’s recommendations.

**Potential Projects/Activities:**

1. Participation in the development of curriculum and field-based tools for Common Core 3.0.
2. Webinars on topical training and education issues.
3. The bi-annual Symposium on Fairness and Equity Issues in Child Welfare Training and Education.

1. <http://www.socialworkers.org/pubs/code/code.asp> [↑](#footnote-ref-1)