



Selection and Recruitment of an Ethnically Diverse Title IV-E Student Body

California Social Work Education Center
2018 National IV-E Roundtable for Child Welfare Training & Education
May 22, 2018 | 10:45am - 12:00pm | Portland, OR

Presenters

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Julie Gould, LCSW | California State University, Northridge
Michelle Rainer, LCSW | Humboldt State University
Carolyn Shin, LCSW | California Social Work Education Center
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Contributors

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CalSWEC Title IV-E Stipend Program Overview

Carolyn Shin, LCSW
Director, CalSWEC Title IV-E Stipend Program



CalSWEC Title IV-E Stipend Program Purpose

To increase the number of professional public child welfare (PCW) workers with MSWs and BASWs in California

- Program participant priority
 - Current public social services agency staff
 - Reflective of diversity in CA CW populations
- Program support components
 - Competency-based child welfare curriculum
 - Monetary support

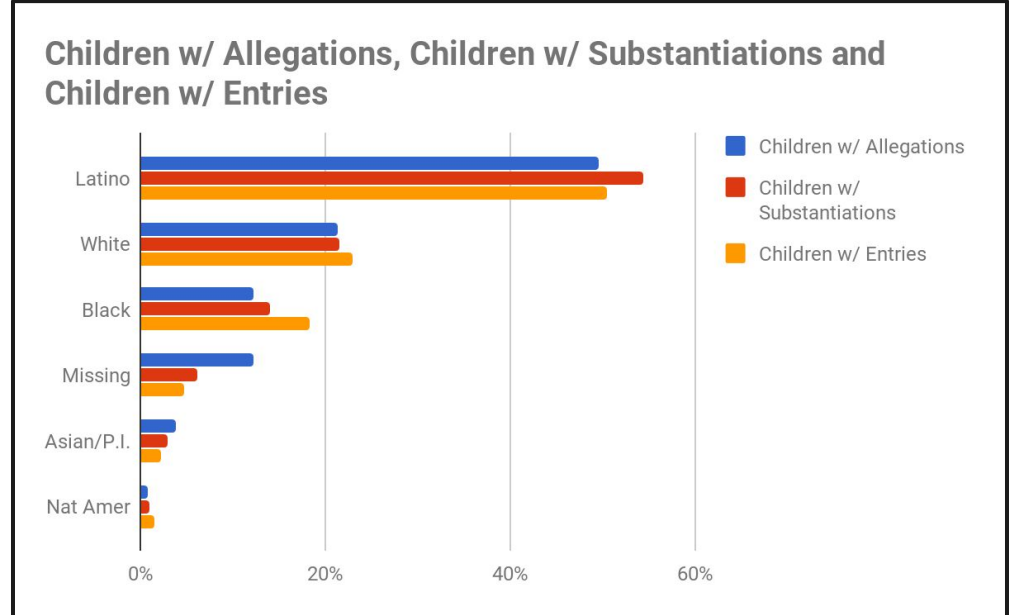
California's Child Welfare Population

- Data from the California Child Welfare Indicators Project (CCWIP)
- California Child Population (0-17) and Children with Child Maltreatment Allegations, Substantiations, and Entries
- Jan 1, 2017 to Dec 31, 2017

Ethnic Group	Total Child Population	Children w/ Allegations	Incidence per 1,000 Children	% of Tot Child Pop	Children w/ Substantiations	Incidence per 1,000 Children	% of Allegations	Children w/ Entries	Incidence per 1,000 Children	% of Substantiations
Latino	4,761,404	247,143	51.9	5.19%	37,364	7.8	15.12%	14,129	3	37.81%
White	2,444,815	106,444	43.5	4.35%	14,835	6.1	13.94%	6,430	2.6	43.34%
Asian/P.I.	995,844	18,964	19	1.90%	1,977	2	10.43%	632	0.6	31.97%
Multi-Race	496,254	0	0		0	0		0	0	
Black	475,527	61,145	128.6	12.86%	9,605	20.2	15.71%	5,124	10.8	53.35%
Nat Amer	29,835	3,860	129.4	12.94%	673	22.6	17.44%	400	13.4	59.44%
Missing	0	60,800			4,273		7.03%	1,304		30.52%
Total	9,203,679	498,356	54.1	5.41%	68,727	7.5	13.79%	28,019	3	40.77%

California's Child Welfare Population by Ethnic Group

Ethnic Group	Children w/ Allegations	Children w/ Substantiations	Children w/ Entries
Latino	50%	54%	50%
White	21%	22%	23%
Black	12%	14%	18%
Missing	12%	6%	5%
Asian/P.I.	4%	3%	2%
Nat Amer	1%	1%	1%
Multi-Race	0%	0%	0%



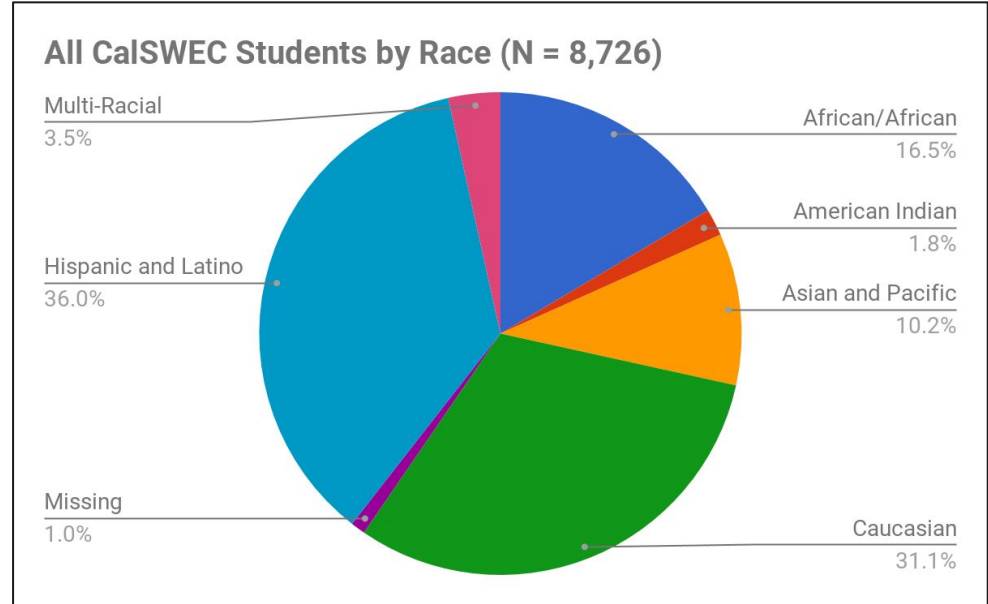
CalSWEC Title IV-E Stipend Programs

Program	Data	Full-/Part-Time	# of Schools
MSW	n = 8,015 Entry years 1993 - 2017	Full-Time	22 Schools
		Part-Time	16 Schools
BASW	n = 615 Entry years 2004 - 2017	Full-Time	6 Schools
		Part-Time	3 Schools
Pathway/Distance Education (MSW & BASW)	n = 96 Entry years 2010 - 2017	Part-Time	4 Schools
	N = 8,726		
SERVE: Indigenous Social Workers for Change			3 Regions

All part-time students are current public social services (state, county, Tribal) employees at the time of application to the program.

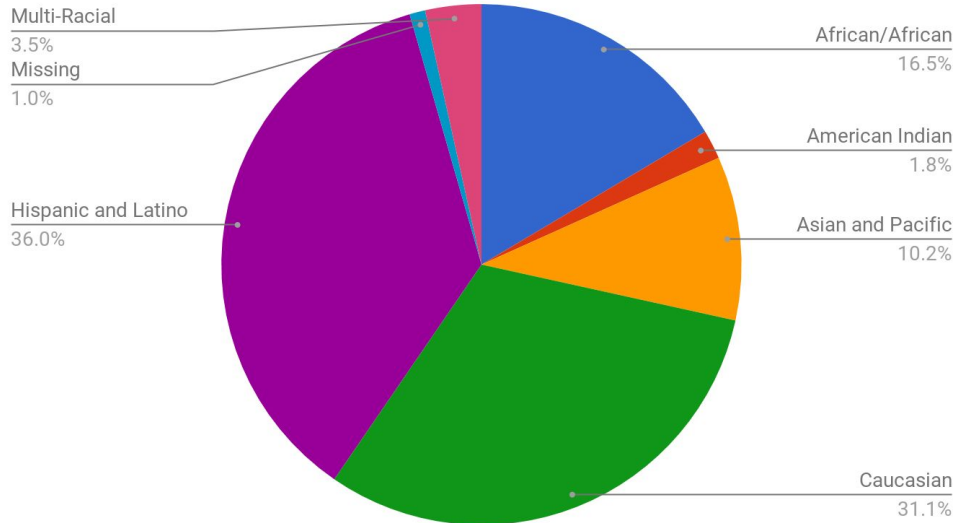
CaISWEC Students by Race - All Programs

Ethnicity Group	MSW	BASW	Pathway	Total
Hispanic and Latino	2883	321	23	3227
Caucasian	2495	141	46	2682
African/African American	1321	58	4	1383
Asian and Pacific Islander	815	44	3	862
Multi-Racial	279	35	3	317
American Indian	144	8	15	167
Missing	78	8	2	88
Total	8015	615	96	8726

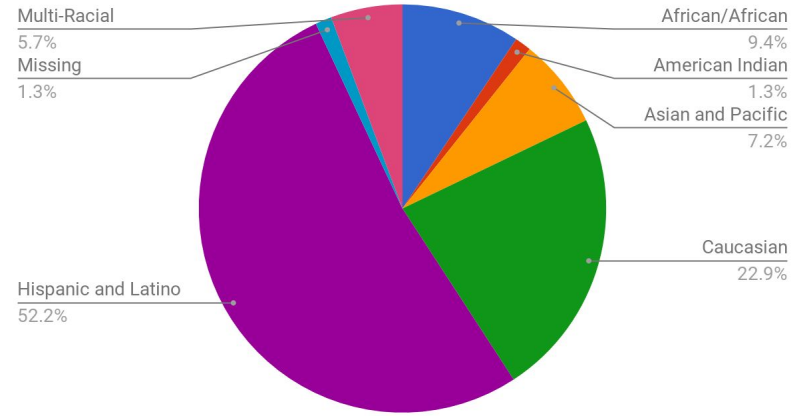


CalSWEC Students by Race - by Program

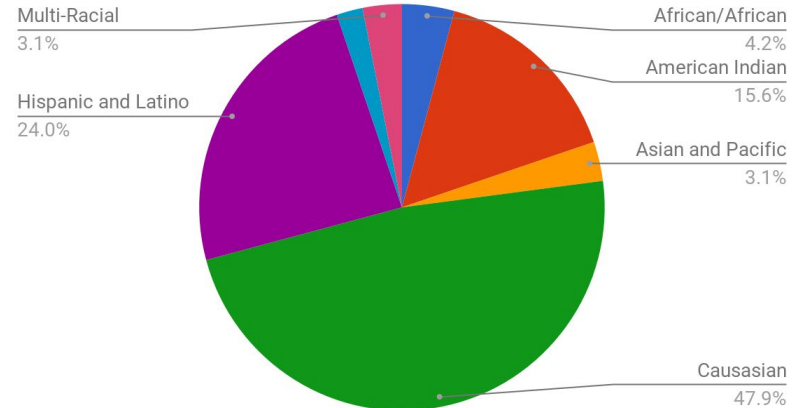
MSW Students by Race (n = 8,015)



BASW Students by Race (n = 615)



Pathway Students by Race (n = 96)



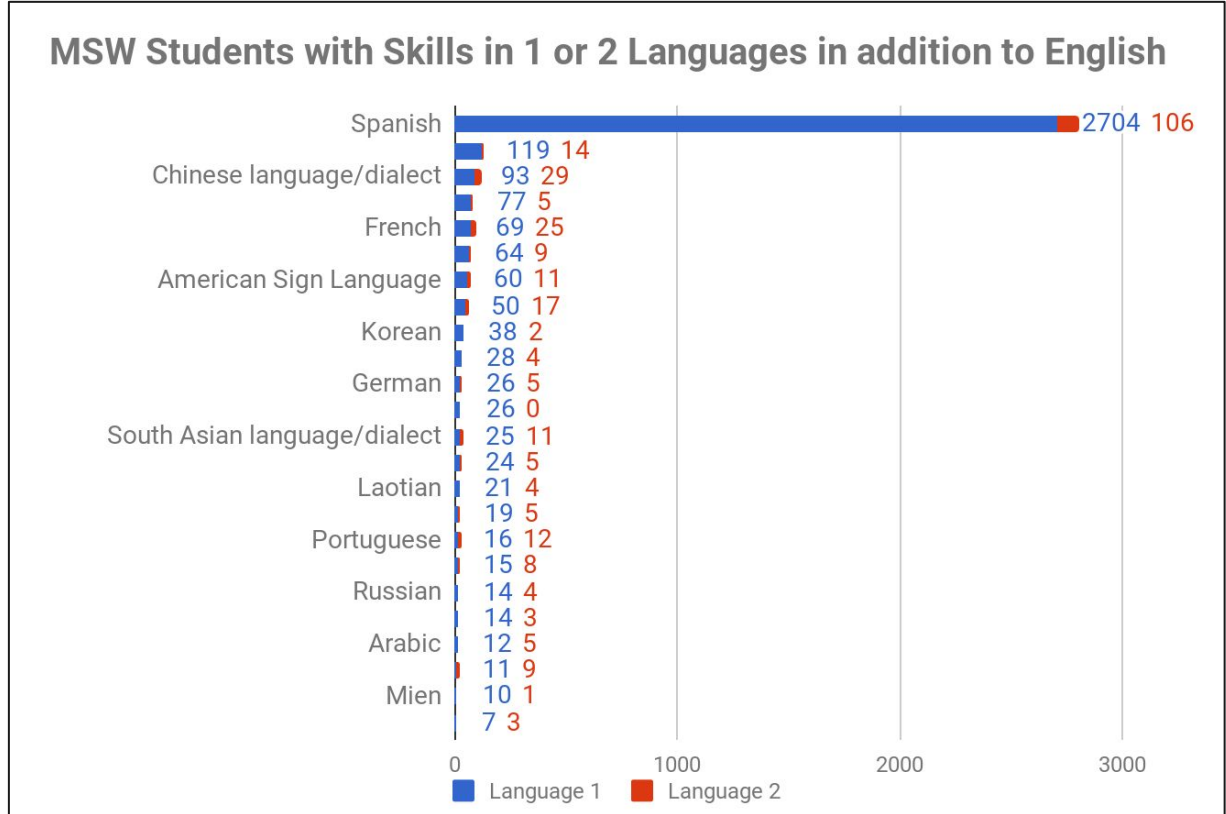
CalSWEC Students by Language Ability



Language	MSW		BASW		Pathway		TOTAL	% of total # of students
	Lang 1	Lang 2	Lang 1	Lang 2	Lang 1	Lang 2		
Spanish	2704	106	252	6	15		3083	35.33%
Vietnamese	119	14	3				136	1.56%
Chinese language/dialect	93	29					122	1.40%
Hmong	77	5	15				97	1.11%
French	69	25	1	1			96	1.10%
Filipino language/dialect	64	9	1	1			75	0.86%
American Sign Language	60	11	4				75	0.86%
African language/dialect	50	17	2	2			71	0.81%
Korean	38	2			1		41	0.47%
Armenian	28	4					32	0.37%
German	26	5	1				32	0.37%
Cambodian	26	0	9	1			36	0.41%
South Asian language/dialect	25	11	2		1		39	0.45%
Farsi	24	5	1				30	0.34%
Laotian	21	4					25	0.29%
Total	3582	306	295	13	19	1	4216	
% of students in each program	44.69%	3.82%	47.97%	2.11%	19.79%	1.04%		

CalSWEC Students by Language Ability - MSW

% of total # of MSWs who speak at least 1 additional language	44.69%
% of total # of MSWs who speak at least 2 languages	3.82%

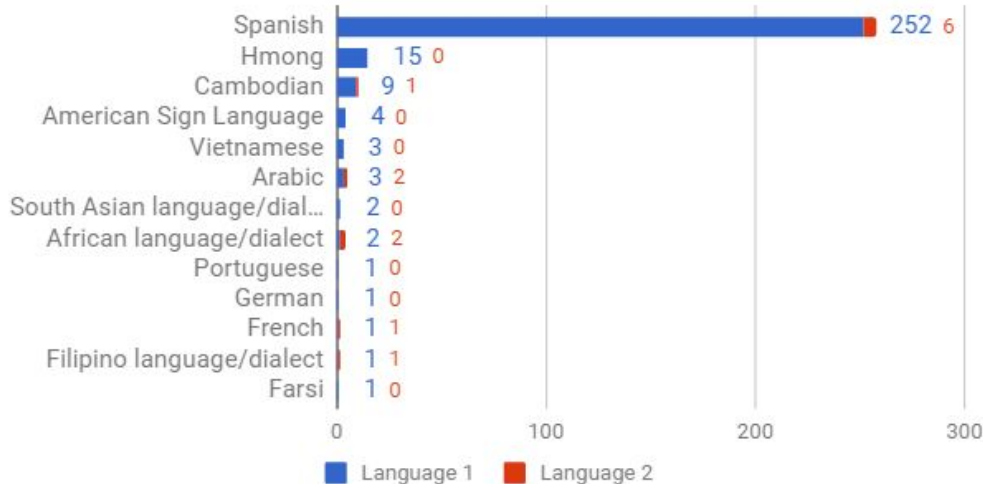


CalSWEC Students by Language Ability - BASW and Pathway

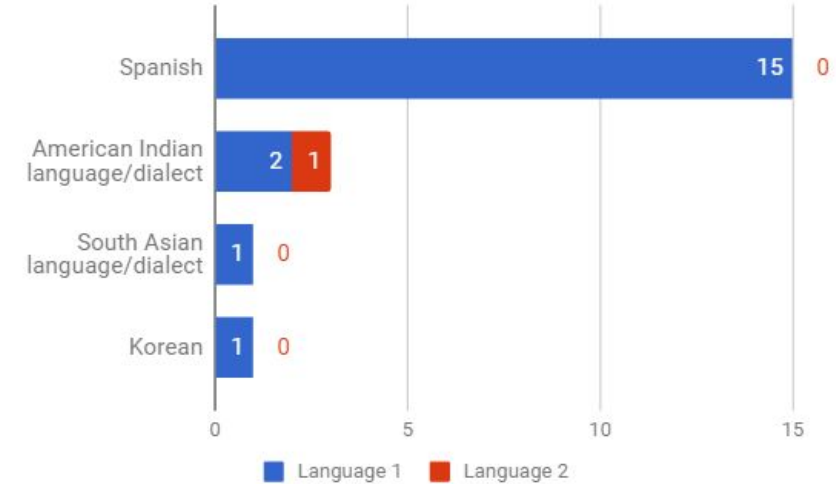
% of total # of BASWs who speak at least 1 additional language	47.97%
% of total # of BASWs who speak at least 2 additional languages	2.11%

% of total # of Pathway students who speak at least 1 additional language	19.79%
% of total # of Pathway students who speak at least 2 languages	1.04%

BASW Students with Skills in 1 or 2 Languages in addition to English (n = 295)



Pathway Students with Skills in 1 or 2 Languages in addition to English (n = 19)



Round Table Discussion

Gabriela Fischer, LCSW

San Francisco State University

Bay Area Region

Siang Sin Goh, MSW, M.Ed.

CSU East Bay

Bay Area Region

Julie Gould, LCSW

CSU Northridge

Los Angeles Region

Bruce Hartsell, LCSW

CSU Bakersfield

Central Region

Michelle Rainer, LCSW

Humboldt State University

Northern Region

Cheryl Whittle, PhD, LCSW,
PPSC

Fresno State University

Central Region

How are your CalSWEC IV-E program's recruitment efforts for diversity influenced by the community/ communities in which your school is located?

How are systems (such as local partner agencies (county, tribal, community), university admissions processes, etc.) set up to recruit a IV-E student body that is reflective of the child welfare populations served in California? What did it take to set up the system this way? and/or What improvements could be made in this area?

Program recruitment strategies include both identifying and properly vetting potentially successful future child welfare workers, as well as making the program attractive and appropriate for them while they are in school. How has your program been designed to support the learning experience of particular groups before, during, and after the program?

Please describe special challenges for program participants from multilingual/multicultural populations/backgrounds.



Strategies for Enrollment of a Diverse Student Body

- Localized recruitment from diverse areas (i.e., neighborhoods, Tribal agencies, reservations, Tribal events, county and other public agencies, military bases, local community and other colleges, job/career fairs) surrounding university campuses
- Annual consultation with county agency and other community partners to ensure recruitment/enrollment is aligned with workforce need
- Point system and ranking of applicants
- Awards committees aware of and committed to diversity
- Curriculum designed to address specific populations (e.g., Humboldt's emphasis on Native communities, Fresno's emphasis on Southeast Asian communities)
- Language support
- General professional development support



Challenges to Enrollment of a Diverse Student Body

- Gentrification, high cost of living
- Homelessness
- Problems with data collection not accurate and representational
- Readiness and preparation of potential applicants
- University clusters vs. remote universities (geography)

Questions?

**Closing thoughts
and**

thank you for your kind attention!