



California State University, Long Beach  
California State University, Los Angeles  
University of California, Los Angeles  
University of Southern California  
California State University, Northridge  
California State University, Dominguez Hills

**Inter-University Consortium  
Department of Children and Family Services  
Training Project**

**Year XVII Annual Report  
(2007-2008)**

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# The Inter-University Consortium Year XVII Annual Report (2007-2008)

## OVERVIEW

The Inter-University Consortium Department of Children and Family Services (IUC/DCFS) Training Project is a collaborative endeavor between the Los Angeles County Department of Children and Family Services and the graduate programs of social work at California State University Long Beach, California State University Los Angeles, University of California Los Angeles, University of Southern California, California State University Northridge, and California State University Dominguez Hills. The overall goal of this collaborative project is to increase the professional skills and knowledge of Los Angeles County public child welfare workers. Through specialized Training Centers located at four of the universities, the Training Project provides in-service training to newly-hired social workers, case-carrying social workers, supervisory social workers, supervisory clerks, supervisory eligibility staff, and management staff. The IUC also provides generous stipends and specialized training to up to 16 MSW students at each university who intern at DCFS, receive specialized Child Welfare training as part of their MSW course work, and commit to a year's employment at the Department upon graduation. To date, more than 659 individuals have received IUC stipends to support their MSW training. The IUC/DCFS Training Project is coordinated by a centralized staff that serves as the liaison between DCFS and the universities, conducts evaluation of training activities, operates the Training Project's data system, and coordinates activities affecting all four universities.

## ACCOMPLISHMENTS IN YEAR SEVENTEEN - SUMMARY

TABLE A

### Year seventeen Output Measure Highlights

57 New training modules were developed

284 presentations occurred

128,853 training presentation hours were provided

During the seventeenth contract year, 57 new modules were developed covering various topics which addressed a wide spectrum of target groups, and 284 separate training presentations in all were made to DCFS staff. DCFS staff attended the IUC/DCFS Training Project presentations generating a total of 7,370 registrations.

**TABLE B**

**IUC/DCFS Training Project  
Summary of Training for 2007-2008**

**IUC-Sponsored Training Presentations**

<u>Type of Training</u>	<u>Number of Presentations*</u>	<u>Staff Trained</u>	<u>Training Hours</u>
CSW Core Academy	10	263	67,247
SCSW Core Academy	2	37	3,885
Human Services Aides Core Academy	4	97	9,938
CSW Core Enhancement	35	923	5,342
CSW In-Service	93	2207	11,793
LOG In-Service	3	403	2,887
Management In-Service	11	231	1,474
SCSW In-Service	26	561	3,428
CSW Advanced	11	245	2,352
Point of Engagement	2	51	370
Management Training	2	64	467
Cross Level Training	4	345	2,415
Cross System Training	10	215	1,566
Specialized (Adoptions)	18	373	3,764
Specialized (BBS)	36	989	9,230
Specialized (Hot Line Core)	6	148	444
Specialized (Public Health Nurses)	4	126	573
Specialized (SCSW Program)	2	23	805
Specialized (Training Section)	5	69	875
<b>TOTAL</b>	<b>284</b>	<b>7,370</b>	<b>128,853</b>

\*Does not include presentations prepared and offered but canceled by DCFS

Through the efforts of the IUC/DCFS Training Project, 263 new workers received 67,247 hours of training in 10 CSW Core Training Academies during FY 2007-2008. Another 7,107 staff members received 61,606 hours of training through the various core, core enhancement, in-service, advanced, specialized and other training presentations. **Appendix A** lists modules developed in the 2007-2008 contract year, and **Appendix B** lists all presentations during the year. **Appendix C** includes the IUC Presentation Summary, which summarizes certified training hours.

## Core Training

**Core Training** is designed to provide each category of staff with basic knowledge, skills, values, and attitudes required to do their job. Below are brief descriptions of the various types of Core Training provided through the IUC/DCFS Training Project.

**Core Children’s Social Worker (CSW) Academy Training** is designed for new hires prior to their assignment to a caseload. In the seventeenth contract year, 10 Core CSW Training Academies were provided and a total of 263 new CSWs were trained.

**Core Supervising Children’s Social Worker (SCSW) Academy Training** is a fifteen-day program. The training is mandatory for all newly promoted SCSWs and for experienced SCSWs. Two SCSW Core Training class was provided during this year and 37 SCSWs were trained.

**Core Human Services Aides Academy Training** is specially designed for newly hired Human Services Aides. Four HSA Core Training Academies were presented to 97 Human Services Aides.

**Appendix D** describes the CSW Core Training; **Appendix E** is the CSW Core Training Academy Evaluation Report for 2007-2008; and **Appendix F** is the Core Academy Assessments Annual Report update. SCSW Core Training is described in **Appendix G**, and Human Services Aides Core Training is described in **Appendix H**.

## Core Enhancement Training

**Core Enhancement Training** is an example of the “continuum of training” concept. Presentations are selected from among the subjects presented in the Core training and developed by the Work Groups for Enhancement Training. Attendance is mandatory for all graduates of the Core training.

**Core Children’s Social Worker (CSW) Enhancement Training** is designed for CSWs who have completed the Core CSW Training. Thirty-five presentations were given to a total of 923 CSWs.

**Appendix I** lists CSW Core Enhancement Training.

## In-Service and Advanced Training

**In-Service Training** and **Advanced Training** are provided to CSWs, SCSWs, and Management. In general, In-Service Training is voluntary unless individual supervisors or managers require staff under their supervision to attend. During this year, Ninety-three CSW In-Service and eleven CSW Advanced presentations were given to a total of 2,452 CSWs. There were three LOG-In-Service Training presentations given to 403 staff. Management In-Service Training was provided to 213 managers in eleven presentations. There were twenty-six SCSW In-Service presentations given to a total of 561 SCSWs.

**Appendix J** lists the CSW In-Service and Advanced presentations. **Appendix K** lists LOG In-Service presentations. **Appendix L** lists the Management In-Service presentations. **Appendix M** lists SCSW In-Service presentations.

## Point of Engagement

**Point of Engagement** Training is provided to CSW line staff and managers. This service delivery model is characterized by a seamless and timely transfer of responsibility from front end investigations to actual service delivery. The system utilizes a multi-disciplinary approach that includes DCFS social work staff, the family and community service providers in the decision making process. Two POE presentations were provided to 51 CSWs.

**Appendix N** lists Point of Engagement training.

## Management Training

**Management Training** includes values, knowledge and skills reflecting the competencies necessary to perform public service management functions within DCFS. Two presentations were provided for 64 managers. **Appendix O** lists Management Trainings.

## Cross Level Training

**Cross Level Training** is provided at multiple levels and across DCFS programs to align service delivery efforts and provide shared training opportunities for trainees to gain new knowledge or shared skills. Four presentations were provided to 345 staff. **Appendix P** lists Cross Level Trainings.

## Cross System Training

**Cross System Training** is designed specifically for a combined audience of DCFS staff and other County multi-disciplinary staff working with DCFS and/or Probation children to align service delivery efforts and provide shared environments for gaining shared knowledge and learning shared skills. There were ten presentations provided to 215 staff. **Appendix Q** lists Cross System Trainings.

## Specialized Training

**Adoptions Training** is designed to enhance the knowledge and skills of Adoptions staff. Eighteen presentations were provided to 373 CSWs and SCSWs.

**Board of Behavioral Sciences Training** is designed to meet the content requirements for California State Clinical Licensure for LCSWs and MFTs. Thirty-six presentations were given to a total of 989 CSWs, SCSWs, and Managers.

**Hot Line Core Training** is designed to enhance the knowledge and skills of Hot Line staff. Six presentations were given to 148 staff.

**Public Health Nurses Training** offers training to nurses in their collaborative medical roles with DCFS social workers in identifying child abuse and neglect. Four presentations were given to 126 staff.

**SCSW Program Training** is designed to enhance the training provided to trainees under the SCSW Core Training and to support the implementation and oversight of key DCFS initiatives. There were Two presentations provided to 23 SCSWs.

**Training Section Training** is intended to provide specialized topics for training staff. Five presentations were given to 69 staff.

**Appendix R** describes the Specialized Training presentations.

### Other Training Activities

**Diagnostic Writing Examinations** evaluate the writing skills of new workers in CSW Core Academy Training. The goal is to inform Training Unit Supervisors of new workers' training needs related to writing. During the year, examinations were administered to new workers at ten academies.

### Stipends

A significant feature of the Training Project is the support provided for select students studying for an MSW degree at California State University Long Beach, California State University Los Angeles, the University of California Los Angeles, the University of Southern California, California State University Northridge, or California State University Dominguez Hills. This program provides basic financial assistance and living allowances, including tuition and fee support toward the MSW degree, with the requirement that at the conclusion of their studies, students agree to employment by DCFS for a minimum period of one year. Through the efforts of this program, 56 MSW students graduated and committed to employment at DCFS during the 2007-2008 fiscal year.

### New Modules in 2007-2008

Modules of training are basic units of service delivery in the IUC/DCFS Training Project and focus on the necessary information and new developments in an area, which are required for both basic competency and sufficient understanding of a topic. Each training module is developed under the auspices of one of the participating universities in collaboration with representatives from the Department of Children and Family Services. For 2007-2008, 57 new training modules were developed in the following areas by the IUC universities.

<u>New Modules Developed</u>	<u>CSULB</u>	<u>CSULA</u>	<u>UCLA</u>	<u>USC</u>	<u>JOINT</u>	<u>Total</u>
CSW Core	7	2	1	1	0	11
CSW In-Service	0	1	3	5	0	9
SCSW In-Service	2	0	3	0	0	5
Management In-Service	1	4	0	0	0	5
LOG In-Service	1	0	0	1	0	2
Management Training	0	2	0	0	0	2
Cross Level Training	0	0	0	0	1	1
Cross System Training	1	4	3	0	0	8
Specialized (Adoptions)	0	0	5	0	0	5
Specialized (BBS)	0	0	0	2	0	2
Specialized (Hot Line Core)	0	0	0	1	0	1
Specialized (Public Health Nurses)	1	0	2	0	0	3
Specialized (Training Section)	1	2	0	0	0	3
<b>TOTAL</b>	<b>14</b>	<b>15</b>	<b>17</b>	<b>10</b>	<b>1</b>	<b>57</b>

## ANNUAL TRENDS

The following chart (Table D) shows basic fifteen-year trends for presentations, staff registrations, and training credits awarded. Because the Training Data System was not operational until the 1992-93 contract year, data prior to February 1993 is not available.

<b>Table D</b> <b>Inter-University Consortium</b> <b>Fifteen – Year Trends in Output Measures</b> <i>(Excludes data prior to February 1993)</i>			
Categories of Data			
Contract Year	Number of Presentations	Number of Staff Trained	Training Hours Completed
1993-94, Year III	144	3,822	73,638
1994-95, Year IV	185	5,670	163,292
1995-96, Year V	169	5,161	106,534
1996-97, Year VI	96 *	4,454	134,748
1997-98, Year VII	129 *	5,180	173,352
1998-99, Year VIII	169	5,767	130,109
1999-00, Year IX	214	4,538	107,115
2000-01, Year X	269	6,971	155,174
2001-02, Year XI	256	6,521	134,018
2002-03, Year XII	267	7,093	115,372
2003-04, Year XIII	235**	5,625	84,964
2004-05, Year XIV	341	9,069	153,541
2005-06, Year XV	316	8,901	177,560
2006-07, Year XVI	317	8,479	137,638
2007-08, Year XVII	284	7,370	128,853
<p>* Number of presentations reduced due to redirection of funding of support training in CWS/CMS</p> <p>** Number of presentations reduced due to realignment of DCFS training priorities</p>			

The next chart (Table E) shows the number of new modules developed in each of the seventeen contract years.

<b>Table E</b> <b>Inter-University Consortium</b> <b>Sixteen Year Trends in New Module</b> <b>Development</b>	
Categories of Data	
<b>Contract Year</b>	<b>New Modules Developed</b>
1991-92, Year I	61
1992-93, Year II	47
1993-94, Year III	42
1994-95, Year IV	74
1995-96, Year V	76
1996-97, Year VI	20 *
1997-98, Year VII	24 *
1998-99, Year VIII	34
1999-00, Year IX	46
2000-01, Year, X	67
2001-02, Year XI	74
2002-03, Year XII	60
2003-04, Year XIII	67
2004-05, Year XIV	49
2005-06, Year XV	53
2006-07, Year XVI	58
2007-08, Year XVII	57
*New module development reduced due to redirection of funding to support training in CWS/CMS	

## EVALUATIONS

The IUC has developed a range of methods for evaluating the training that is offered to DCFS. At a minimum, all trainings are entered into the Training Data System for accountability and monitoring of deliverables under the contract. The IUC Training Data System (TDS) is the primary data management system used by the Consortium and DCFS and serves as the principal data source for coordinating and monitoring the performance of the IUC/DCFS Training Project. The IUC assesses participant reactions to training in almost all presentations, generally assessing satisfaction and trainees' perceptions of learning in the training and its applicability to the job situation. Assessment of knowledge learned by new workers in the CSW Core Academy has been conducted for many years; starting in 2004 the IUC initiated the assessment of knowledge learned by staff in system-wide training.

This annual report presents brief highlights of the IUC evaluation process. It is important to note that improving the quality and relevance of training is the primary purpose for collecting these data. Data from these evaluations are continually made available to DCFS, university Centers, instructors, training coordinators, and in some instances, trainees. This feedback allows the training community to gauge the effectiveness of the training that is offered, and to develop plans for improvement.

### New Worker Core Proficiency Examination

Since the initiation of the Core Academy, the IUC has, at DCFS' request, administered a 'final exam' to trainees. This exam is intended to provide information to trainees (how well they personally did, and what they know and do not know), to DCFS (to what extent have the trainees individually and as a class mastered the concepts presented in core training, and what are their strengths and weaknesses that should be addressed in supervision and further training), as well as to curriculum designers and trainers (to assess how well the Core Academy, and its component modules and trainers, transmit the body of knowledge and approaches that are embodied in the curriculum).

Building on the prior years' project of re-analyzing "old" test items, and conducting focus groups with DCFS line staff and supervisors to provide thematic direction to the testing enterprise, the entire test was revised. New items were written, vignettes and associated questions were developed, and old items were improved. Following piloting of pre and post tests, in 2005-06 the 80-item updated test has several new features, including the use of the vignette method to test trainees' ability to apply knowledge learned in the Core to realistic case scenarios, and a set of developmental items present in each exam, so that new test items can be readied and tested as curriculum and practice continuously evolve.

Table F list exam results for 2007-2008. A full narrative, including CSW Academy Pre/Post test results, academy module training evaluations, exam results, comparisons, and training reinforcement are summarized in Appendix E and F.

**Table F**  
**CSW CORE PROFICIENCY EXAM RESULTS**  
**2007-2008**

Class	Test Version	Date Tested	Number Tested	Mean Score
A 2007-2008	092305	08/09/07	39	73.0%
B 2007-2008	092305	09/13/07	43	76.9%
C 2007-2008	092305	10/04/07	29	79.9%
D 2007-2008	092305	12/14/07	34	69.0%
E 2007-2008	092305	01/08/08	31	74.2%
F 2007-2008	092305	02/01/08	28	73.1%
G 2007-2008	092305	03/16/08	21	70.6%
H 2007-2008	092305	05/22/08	23	72.4%
I 2007-2008	092305	06/26/08	36	74.6%
J 2007-2008	092305	08/07/08	41	70.9%

### Participants' Reactions To Training

This report summarizes data pertaining to trainees' reactions during the 2007-2008 contract year for the IUC. The full narrative, including descriptions of the types of training and the dimensions that were rated, is included in **Appendix S**.

The Ratings: The IUC Training Data System allows trainees to rate trainings on certain dimensions on a one to five scale. "One" is defined as very poor, while "five" is defined as very good. These individual ratings are entered into the data system, and averages of ratings for each training and each dimension are calculated.

**Table G**  
**Core Trainings**

Dimension	CSW Core	SCSW Core	HSA Core
Number of Trainings	10	2	4
Number of Trainees	263	37	97
Number of Ratings	2272	343	166
Opportunity to Practice	4.15	N/A	N/A
Balance of Skill Development & Learning	4.30	N/A	N/A
Organization of Training	N/A	4.64	N/A
Applicability	N/A	4.73	N/A
Personal Learning	N/A	4.70	N/A
Overall Reaction to Training/Week	4.39	4.71	4.61

1=Very Poor; 5=Very Good

**Table H**  
**Core Enhancement Trainings**

<b>Dimension</b>	<b>CSW Core Enhancement</b>
Number of Trainings	35
Number of Trainees	923
Number of Ratings	784
Organization of Training	4.75
Applicability	4.78
Personal Learning	4.66
Overall Reaction to Training	4.72

1=Very Poor; 5=Very Good

**Table I**  
**In-Service and Advanced Trainings**

<b>Dimension</b>	<b>CSW In-Service</b>	<b>CSW Advanced</b>	<b>LOG In-Service</b>	<b>Management In-Service</b>	<b>SCSW In-Service</b>
Number of Trainings	93	11	3	11	26
Number of Trainees	2207	245	403	231	561
Number of Ratings	1984	232	250	185	500
Organization of Training	4.57	4.55	4.53	4.65	4.73
Applicability	4.59	4.47	4.48	4.58	4.74
Personal Learning	4.46	4.44	4.36	4.50	4.65
Overall Reaction to Training	4.57	4.54	4.37	4.57	4.68

1=Very Poor; 5=Very Good

**Table J**  
**Specialized Trainings**

<b>Dimension</b>	<b>Adoptions</b>	<b>BBS</b>	<b>Hotline Core</b>	<b>Public Health Nurses</b>	<b>Training Section</b>	<b>SCSW Program</b>
Number of Trainings	18	36	6	4	5	2
Number of Trainees	373	989	148	126	69	23
Number of Ratings	342	847	139	156	60	20
Organization of Training	4.74	4.74	4.82	4.83	4.44	4.85
Applicability	4.75	4.71	4.80	4.83	4.50	5.00
Personal Learning	4.62	4.66	4.76	4.76	4.25	4.85
Overall Reaction to Training	4.66	4.70	4.75	4.84	4.47	5.00

1=Very Poor; 5=Very Good

**Table K**  
**Other Trainings**

<b>Dimension</b>	<b>Point of Engagement</b>	<b>Cross Level</b>	<b>Cross System</b>	<b>Management</b>
Number of Trainings	2	4	10	2
Number of Trainees	51	345	215	64
Number of Ratings	46	269	179	52
Organization of Training	4.59	3.90	4.57	4.49
Applicability	4.65	3.84	4.51	4.46
Personal Learning	4.47	3.70	4.47	4.46
Overall Reaction to Training	4.46	3.85	4.54	4.49

Results: The findings in Tables G, H, I, J and K reveal that IUC trainings are well received by trainees. All training evaluations score near the top of the rating scales. Given the scope of subject matter and the range of target groups, the high ratings across all measures are a significant achievement.

## TRAINING DATA SYSTEM

The IUC Training Data System (TDS) is the primary data management system used by the Consortium and DCFS and serves as the principal data source for coordinating and monitoring the performance of the IUC/DCFS Training Project. The system offers, among other features, internet-based components including calendaring of all scheduled training for DCFS staff, online registration and cancellation features, staff training records, reports, and participant evaluations.

# THE ORGANIZATION IN ACTION

2007-2008

## Training Centers

Each university has a Training Center whose Director reports to the individual Dean/Director at each university's program in Social Work. Each Center Director provides leadership for the planning, implementation, and accountability of Training Center activities, has responsibility for the administration of each Training Center, and for curriculum development and training. The IUC/DCFS program at **California State University, Northridge** became effective July 1, 2006. **California State University, Dominguez Hills** began their program on July 1, 2007. Primary training and administrative staff (not including work-study, part-time, and others) in 2007-2008 at each of the four training centers included:

### **California State University, Long Beach**

#### **Child Welfare Training Centre:**

- James Ferreira, Director
- Therese Pekala, Trainer
- Monica Malin, Trainer
- Pamela Walker, Trainer
- Stella Corrales, Centre Administrator
- Julie O'Donnell, Director of Research
- Sandra Kirkner, Research Associate
- Marian Klemek, Director of Field Education
- Vanetta Campbell, IUC Field Coordinator
- Rashida Crutchfield, IUC Field Consultant
- Sherman Harrison, Field Unit Clerk
- Estela Tucker, Field Unit Clerk
- Chuck Hulsey, Office Manager

### **California State University, Los Angeles**

#### **Center on Child Welfare:**

- Linda Liu, Director
- Pam Davis, Director of Field Education
- Peggy Neiman, Administrative Assistant
- Marc Mendoza, Staff Trainer
- Phil Stein, Staff Trainer
- Luis Franco, Management Analyst
- Oswaldo Pena, Program Assistant
- Nelly Carillo, Field Clerk
- Kekeh Granberry, Field Clerk
- Tasha Willis, Field Consultant
- Nayiri Nahabedian, Field Consultant
- Dale Weaver, Director of Research

## **University of California Los Angeles**

### **Center on Child Welfare:**

- Carole Bender, Director
- Melody P. Fountain, Associate Director
- Shawn McCurdy, Trainer-Consultant
- Monica McCurdy, Trainer-Consultant
- Lianne Urada, Trainer-Consultant
- Larthia Dunham, Field Education Consultant
- Michelle Talley, Field Education Consultant
- Selena Lu-Witt, Administrative Analyst
- Lemoyne Fooks, Program Assistant
- Eunice Horton, Administrative Assistant
- Phyllis Marshall, Administrative Assistant

## **University of Southern California**

### **Center on Child Welfare:**

- Paul Carlo, Director
- Donna Toulmin, Director, USC/DCFS Training Project
- Sarah Novak, Business Manager
- Maria Chavez, Secretary (*until 2/2008*)
- Susana Hernandez, Receptionist/Secretary
- Cheryl Jackson, Program Assistant
- Alberto Reynoso, Trainer-Consultant
- Ana Sufuentes, Trainer-Consultant
- Michalle Mor-Barak, Research Director
- Harold Pyun, Research Assistant
- April Newman, IUC Field Consultant
- Akita White, USC/DCFS Field Unit Assistant
- Heather Halperin, Field Education Coordinator

## **IUC Central Office**

The IUC Director reports directly to the IUC Executive Committee, which is composed of the Principal Investigator from each of the four participating universities and the Director of the Department of Children and Family Services. The IUC maintains a central office, housed on the UCLA campus, to provide coordination and evaluation support for the overall consortium.

## **IUC Central Office:**

- William Donnelly, Director
- Kelly Charlton, Project Analyst
- Rick Posten, Training Data System Administrator
- Andy Sanchez, Programmer Analyst
- Anita Jones, Training Registrar
- Gillian Sweat, Training Registrar
- Todd Franke, Associate Professor
- Walter Furman, Evaluation Project Director
- Marcia Berris, Administrative Specialist
- Sofya Bagdasaryan, Graduate Research Assistant

## Oversight and Approval

The IUC Executive Committee is comprised of the Dean/Director from each of the four participating universities' program in social work and the DCFS Director. The IUC Director provides staff support to the Committee.

## Work Groups

Work groups operate at the heart of the training process by providing a channel for DCFS staff input into the development of new training, as well as evaluative input regarding past training efforts. Comprised of representatives of the Department and the IUC, work groups develop strategies and plans for addressing current pressing needs for those receiving training. The following work groups were active in 2007-2008:

- Adoptions Work Group
- Board of Behavioral Sciences Work Group
- CSW Core Academy Redesign Advisory Group
- CSW Core Academy Work Group
- CSW In-Service/Advanced Work Group
- Clerical Support Core Training Work Group
- Court Report Writing Work Group
- Deaf Services Unit Work Group
- Hotline Work Group
- Legal Permanency Work Group
- Management Work Group
- SCSW In-Service/Advanced Work Group
- Training Data System Work Group
- Training Unit Supervisors Work Group

## PLANNING PRINCIPLES FOR YEAR XVIII

The goals of DCFS, in collaboration with other County departments, focus on a small number of overall County Strategic Goals. They included Service Excellence, Workforce Excellence, Organizational Effectiveness, Fiscal Responsibility, Children and Families' Well-Being, Health and Mental Health, Community Services, and Public Safety.

In the furtherance of those goals, the Mission and Vision of DCFS is, “...with our community partners, provide a comprehensive child protection system of prevention, preservation, and permanency to ensure that children grow up safe, physically and emotionally healthy, educated, and in permanent homes.”

This Training Project has as its overall goal improving DCFS' ability to provide protective, preventive, foster care, permanency and adoptive services to families through training and academic programs that enhance the skills of DCFS professional staff, and to increase the number of professionally trained social workers employed by DCFS. Findings from a broad range of sources have helped to guide identification of training needs and plans for the 2005-2006 Fiscal Year and beyond.

Sources of information are not limited to the following but included:

- Training Needs Requests from all sections of DCFS via the Budget Process for FY 2003/04
- Strategic Planning (reference: DCFS Strategic Plan 2000 and Strategic Plan, Phase II - Goals for FY 2001-2002)
- IUC/DCFS Planning Committee
- IUC/DCFS Workgroups
- SCSW Training Preferences Study
- CSW Training Needs Survey
- Management Directives

Highlights for this contract period (2006-2009) included:

1. Provide DCFS leadership and managers with a coherent program of ongoing enhancement and in-service training, thereby building on the training and experience already acquired during the previous contract period (during which over 500 DCFS managers completed Management Core Training and enhancements).

Provide separate training for new managers that will impart the basics of core management skills. The training should include, but not be limited to:

- Leadership
- Strategic Planning
- Client and Community Partner Focus
- Information and Analysis
- Human Resource Focus
- Process Management
- Organizational Results

2. Continue to integrate training into the daily operation of the Department through the training of SCSWs. SCSWs participate in training programs that provide a continuum of training from entry level to advanced training. Through SCSW Core Training and Core Enhancement Training, new SCSWs will develop knowledge, skills, and values related to core competencies required to perform successfully at this level. The focus of their training will be on how to supervise and manage staff in a way that maximizes the philosophy and practice being imparted by DCFS. These include, but are not limited to:
  - Permanency for all children under DCFS care
  - Strength-Based orientation in dealing with and assessing employees, service providers, care providers, families and children
  - Consistency in Decision-Making, most specifically using:
    - Structured Decision-Making as a guide to professional decisions
    - Team Decision-Making for children and families
  - Wraparound Services
  - Effectively Managing Crisis Situations
  - Improving Supervision, Human Resources Management, and Leadership Skills
  - Performance Based Management
  - Advancement Toward Licensure
3. Provide a training program that delivers a continuum of training for entry level CSWs by integrating and strengthening the supervised field experience. New CSWs will continue to be provided with CSW Core Training and Core Enhancement Training to develop knowledge, skills, and values related to the core competencies required to perform the various social work assignments in DCFS. Effective and meaningful approaches to transfer of learning, mentored case management, and coordination of classroom and field experiences will be offered. Training will incorporate agency mission, vision, philosophy and practice.
4. Continue to provide Enhanced, In-Service, and Advanced Training that builds upon the knowledge, skills, and values introduced in the Core Trainings. Topics may include, but are not limited to:
  - Abuse and Neglect Investigation
  - Advanced Interviewing Techniques
  - Case Conferencing
  - Court Report Writing
  - Domestic Violence
  - Early Childhood Development
  - Forensic Interviewing
  - Medically Fragile Children
  - Normal Sexual Development
  - Parenting
  - Quality Management
  - Risk Assessment
  - Safety Assessment
  - Strength-Based orientation in dealing with and assessing employees, service providers, care providers, families and children
  - Structured Decision-Making as a guide to professional decisions
  - Team Decision-Making for children and families
  - Wraparound Services

5. Increase contact and communication between DCFS staff and community-based agencies serving DCFS families and children by offering Inter-Agency Training through the development and provision of training designed for inter-disciplinary and inter-agency training audiences. These may include County Departments of Mental Health, Health Services, Education, and Probation, along with Regional Centers for the Developmentally Delayed and other public health agencies.
6. Continue to provide Specialized Training to specific organizational units within DCFS, and on specialized topics that are deemed critical to the mission of DCFS and which will enhance the professionalization of DCFS. Moreover, new initiatives will require specialized training to enhance practice skills and/or to add new skills.
7. Continue to integrate CWS/CMS training into the CSW Core Academy and into In-Service training at all levels.
8. Continue MSW graduate programs that teach core competencies related to public child welfare practice and provide field training that exposes MSW students to DCFS practice.
9. Enhance evaluation projects, services, and outcomes, through the involvement of skilled and knowledgeable expertise customary to University-based enterprises.
10. Collaboratively develop strategic business plans for the design and implementation of a Distance Learning project for DCFS staff. This plan would include, among other approaches, online computer-based training (CBT) courses, teleconferencing capability, and ultimately multimedia training presentations available at all DCFS and at IUC sites.

## Inter-University Consortium Web sites

### California State University, Long Beach

Department of Social Work:  
[www.csulb.edu/colleges/chhs/departments/social-work/](http://www.csulb.edu/colleges/chhs/departments/social-work/)

Child Welfare Training Centre:  
[www.csulb.edu/colleges/chhs/departments/social-work/child-welfare/](http://www.csulb.edu/colleges/chhs/departments/social-work/child-welfare/)

### California State University, Los Angeles

School of Social Work:  
[www.calstatela.edu/dept/soc\\_work/](http://www.calstatela.edu/dept/soc_work/)

### California State University, Northridge

Department of Social Work  
[www.csun.edu/csbs/departments/social\\_work/](http://www.csun.edu/csbs/departments/social_work/)

### California State University, Dominguez Hills

Department of Social Work  
[www.csudh.edu/hhs/sw/](http://www.csudh.edu/hhs/sw/)

### University of California Los Angeles

Department of Social Welfare:  
[www.spa.ucla.edu](http://www.spa.ucla.edu)

Center On Child Welfare:  
[www.spa.ucla.edu/acad/sw/ccw/](http://www.spa.ucla.edu/acad/sw/ccw/)

### University of Southern California

School of Social Work:  
<http://sowkweb.usc.edu/>

Center On Child Welfare:  
<http://sowkweb.usc.edu/about/ccw/index.html>

### IUC/DCFS Training Project

<https://iuc.spa.ucla.edu/tdsoperation/>