



National Child Welfare  
Workforce Institute

LEARNING, LEADING, CHANGING

# Building and Maintaining a Strong IV-E Partnership for Child Welfare Education, Training, and Professional Development

Sharon Kollar, Alexis Howard, & Mary McCarthy  
Title IV-E Roundtable 2019

# Agenda



2 Partnership  
Elements

3 Gallery Walk

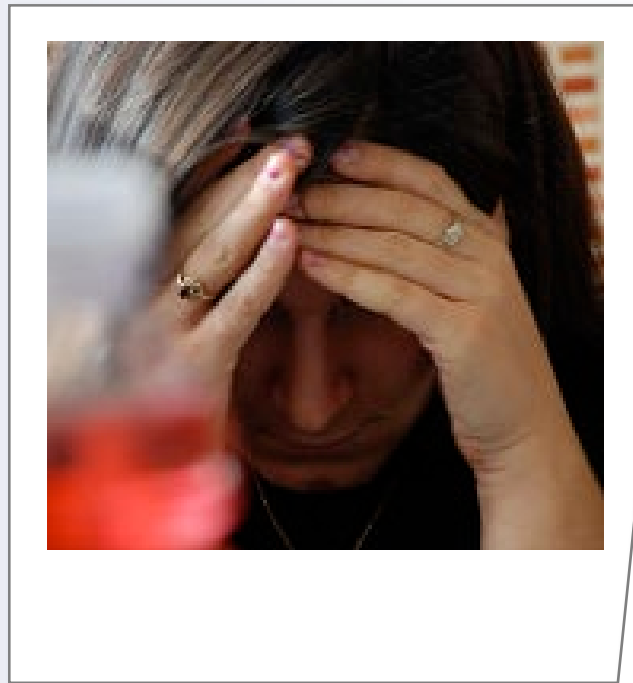
1 Welcome, Introductions,  
& Overview

4 Resources



# Strengthening the Child Welfare Workforce

RACIAL EQUITY



OVERBURDENED STAFF

HIGH TURNOVER



LACK OF  
SOCIAL WORKERS

SUPPORT FOR  
MILLENNIAL STAFF





# About Us





# NCWWI Priorities

## Learning



Fostering continuous learning that is interactive, reflective, and relevant

## Leading



Cultivating diverse leadership at multiple levels within child welfare systems

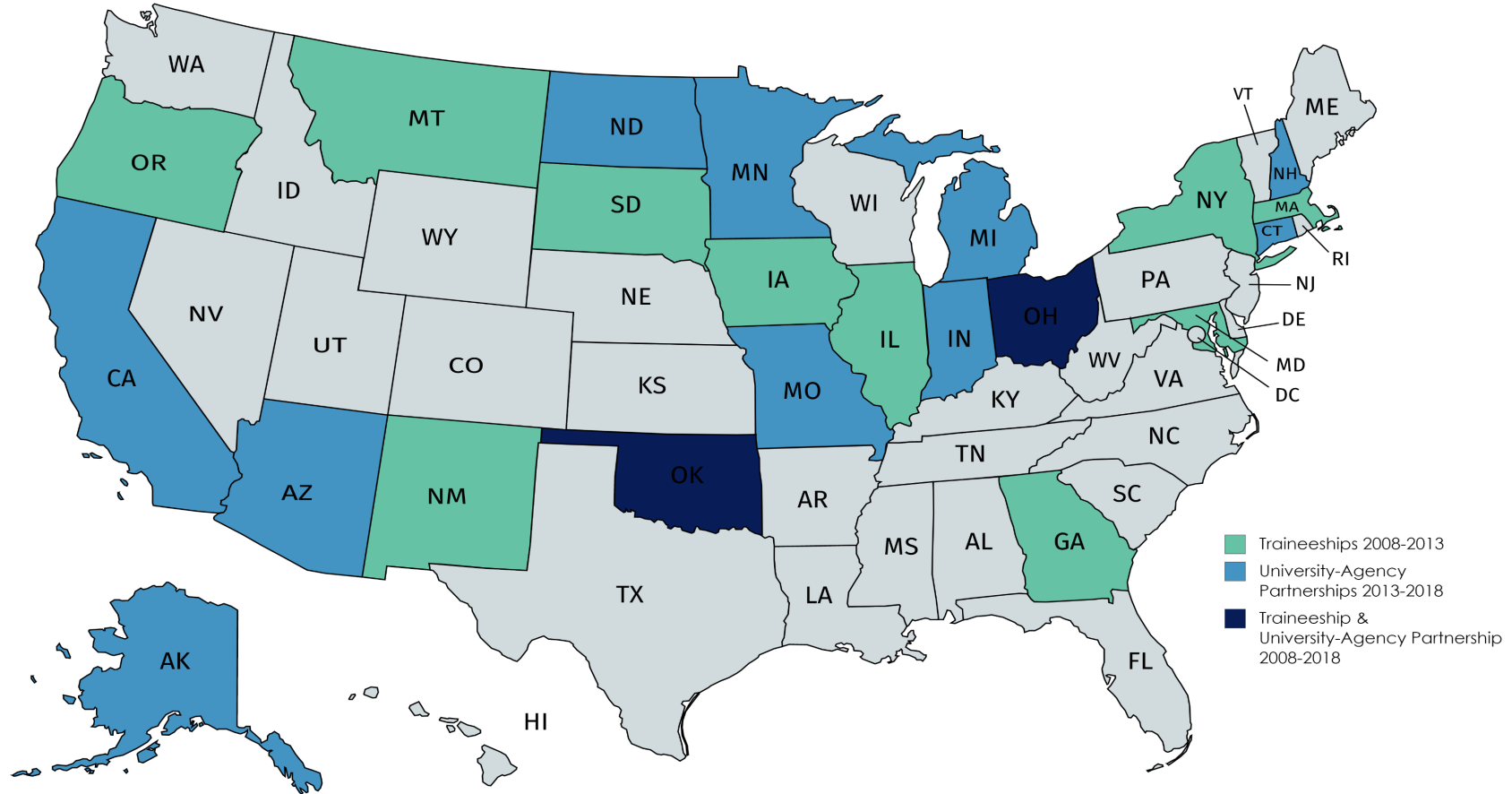
## Changing



Supporting change through workforce development and organizational capacity building



# Traineeships and University-Agency Partnerships 2008-2018



Created with mapchart.net ©

# NCWWI Workforce Excellence Sites 2018-2023

## TRIBAL/UNIVERSITY

Leech Lake Band of Ojibwe/University of Minnesota Duluth

Muscogee Creek Nation/University of Oklahoma

Mandan, Hidatsa, & Arikara Tribes (MHA Nation)/University of North Dakota

## COUNTY/UNIVERSITY

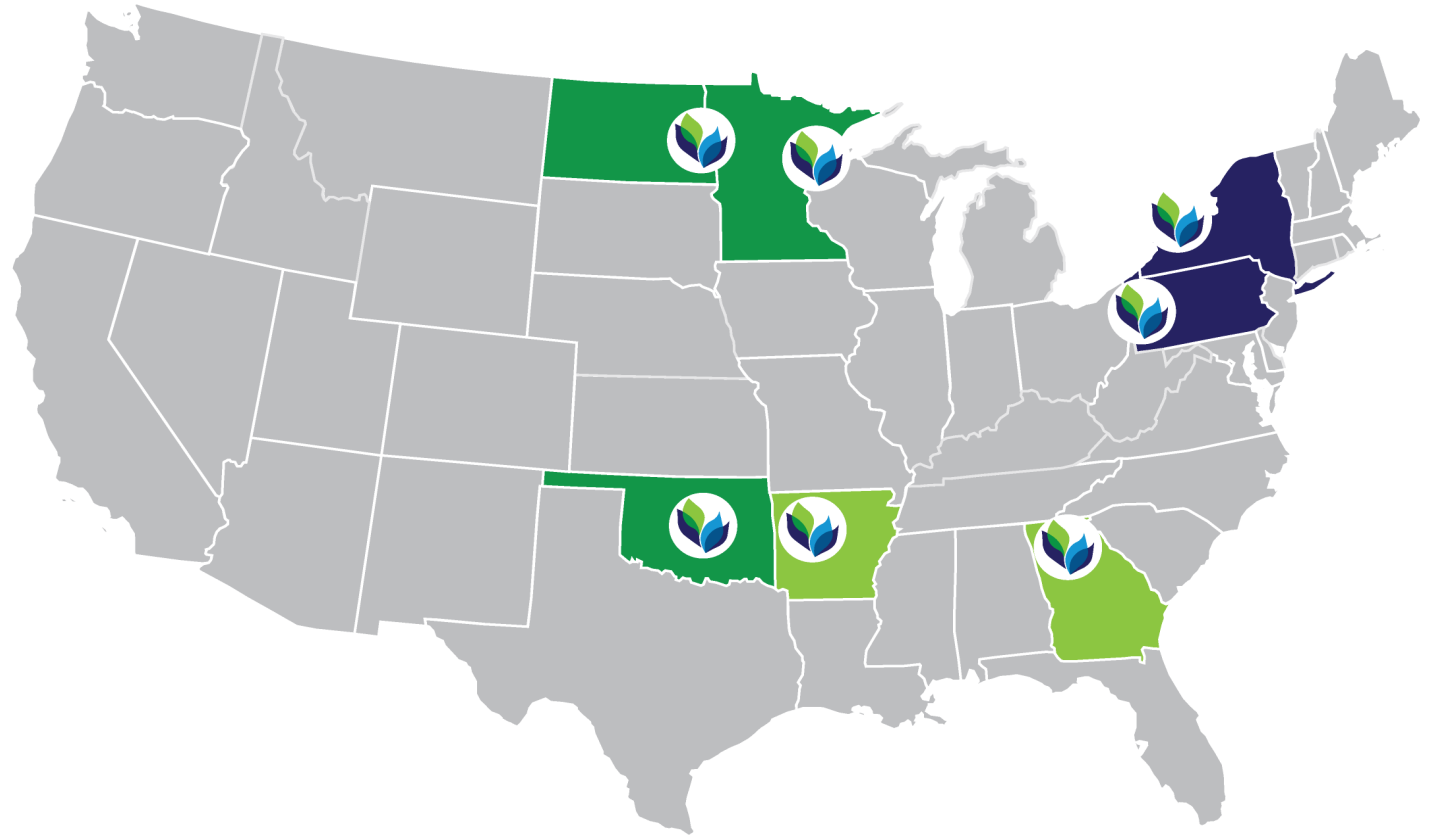
Allegheny County DHS, PA/University of Pittsburgh

Erie County DSS, NY/University of Buffalo, School of Social Work

## STATE/UNIVERSITY

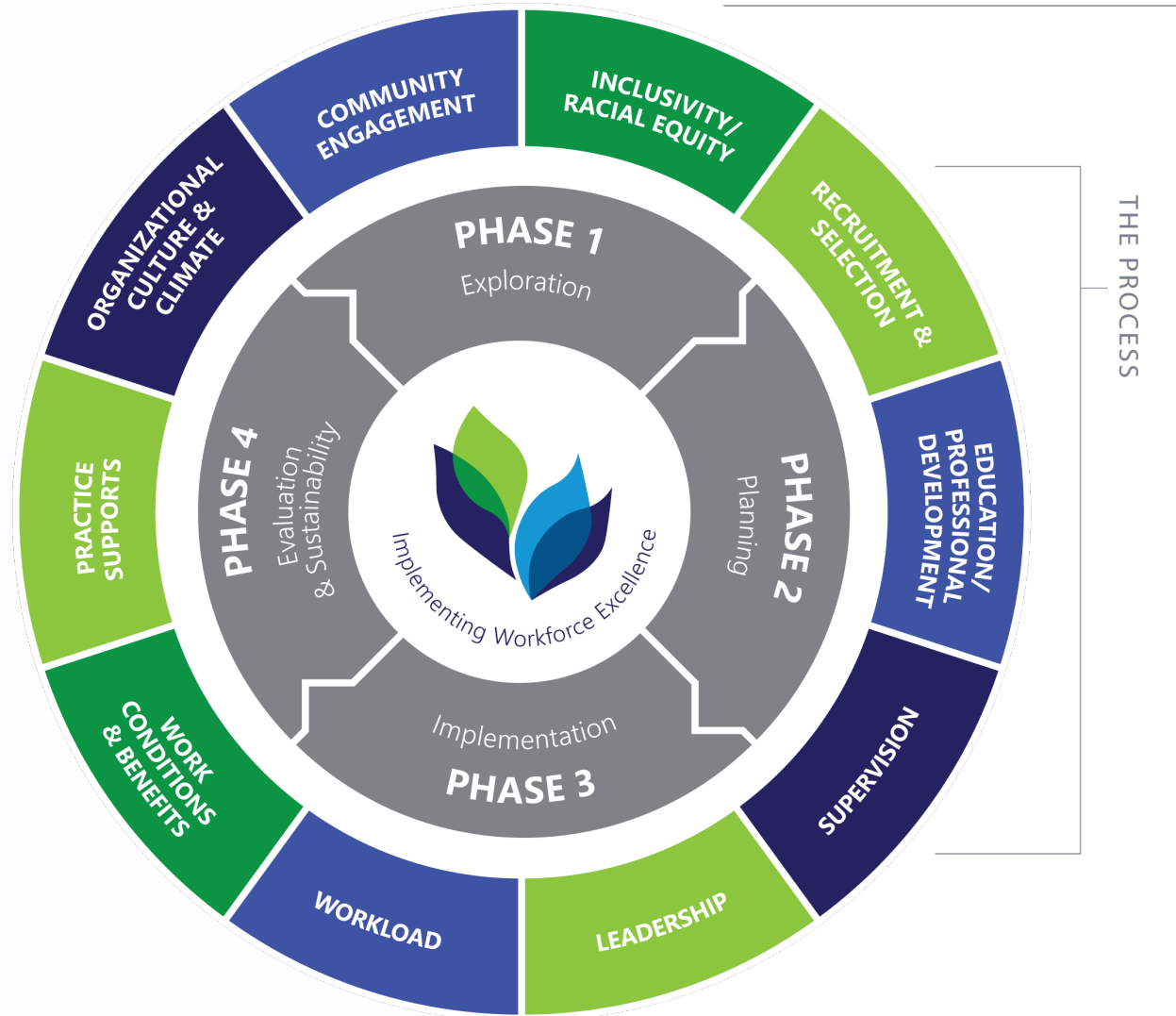
Arkansas DCFS/University of Arkansas, Little Rock

Georgia DCFS/University of Georgia/Georgia State University



# Workforce Development Framework

**Interactive Framework:**  
[www.bit.ly/NCWWI\\_WDF](http://www.bit.ly/NCWWI_WDF)





# Partnership Elements

1. Preparing graduates for effective practice
2. Aligning social work curriculum (including field placements) and the child welfare agency's workforce development needs
3. Providing case consultation, skill building workshops, and ongoing professional development of staff

# Gallery Walk

## **THINK:**

What does this partnership domain look like for you?

## **WRITE/DISCUSS:**

What strategies could you employ for this domain?

What barriers have you encountered?

What are the indicators of success (e.g. evaluation strategies)?

# NCWWI Resources

**Resources for Social Work  
Educators:**

<http://bit.ly/SWEdResources>

Tool Kits

1-Pagers

Infographics

Webinars

Videos and Podcasts

Online Learning

Resource Library

Social Media

eUpdates

# Q & A







# Leadership and Organizational Partnership Initiatives

## Leadership

---

- Dean/Director and other key faculty of the school of social work and child welfare agency leadership have relationships
- A strong leader/champion serves as liaison between the school and agency
- The partnership invests in a long-term perspective toward collaboration
- Agency and university champions support the partnership to promote sustainability

## Shared Initiatives

---

- Social work faculty actively engage with the agency to support agency initiatives by sharing expertise and supporting agency initiatives with research and evaluation
- State licensure impacts are understood and considered and when licensure presents barriers to retention, the partnership considers active advocacy to address these barriers
- The partnership demonstrates an exchange perspective, including:
  - A dialogue to shape research questions and methodology
  - Integration of research evidence with child welfare practice
  - Ongoing multi-directional exchange to support goals of both partners
- The partnership recognizes the impact of the public perception of child welfare work on the workforce and develops strategies to impact the public perception, as well as recognize the contributions of social work and the child welfare workforce toward positive outcomes for children and families
- The agency and university invest in addressing sustainability through the lifetime of their joint projects



# Curriculum Development

## Child Welfare Competency Based Curriculum

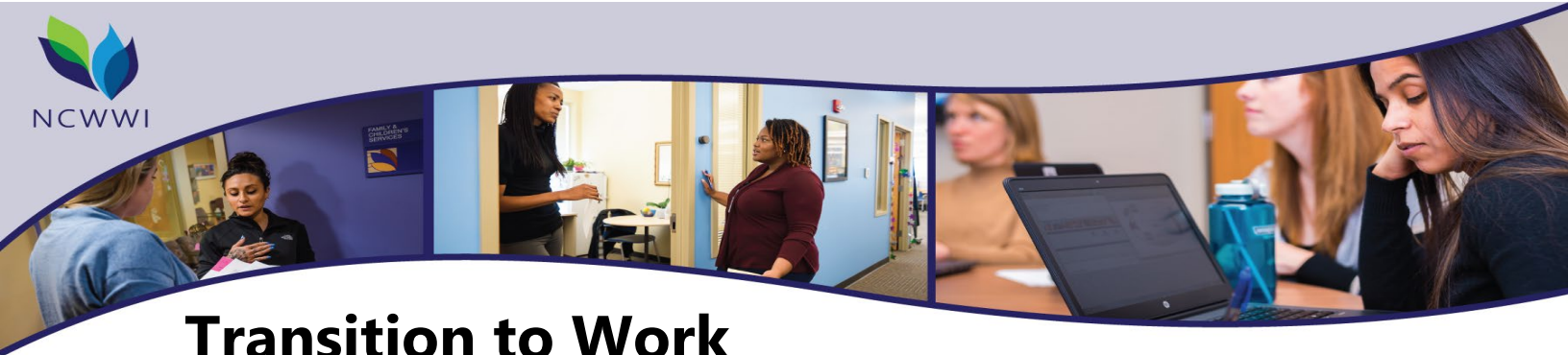
---

- The competency based curriculum and courses offered:
  - Infuse child welfare content and include child welfare–focused courses
  - Intentionally connect theory to practice
  - Support students in developing a working understanding of Child and Family Services Review (CFSR) processes and IV-E funding patterns
  - Include classroom experiences that reinforce appropriate expectations for child welfare work

## Curriculum Content

---

- Culturally responsive practice
  - Activities and assignments use local jurisdictional data about disparities, disproportionality, and equity
  - Content addresses history and status of oppressed populations and implicit bias
- Indian Child Welfare Act
  - Exhibits clear competencies and specific knowledge, skills, and values related to Indian Child Welfare
  - Offers a policy overview
  - Provides practice implications and presents locally relevant issues and data
- Evidence-based practice
  - Students have exposure to the evidence base of the local practice models
- Trauma-informed practice
  - The school’s curriculum offers clear competencies and specific knowledge, skills, and values related to resilience and secondary traumatic stress
- Leadership
- Families First Prevention Services Act
  - The school’s curriculum:
    - Offers an understanding of this policy
    - Highlights the importance of delivering trauma-informed and evidence-based practices
    - Describes the rationale for placement prevention, family engagement, and expanded partnerships



# Transition to Work

## Job Placement

---

- All students who successfully complete their social work field placements and academic programs have a path to enter the workforce that includes clearly identified career ladders with opportunities for professional development, leadership development, and advancement
- University and agency partners have clearly articulated strategies to support transition to work that begin during the field placement and continue to early stages of employment
- University develops strategies to track graduate employment outcomes

## Supports

---

- Mentors support transition to work
- Graduates engage with a cohort of others to foster learning, peer connections, and mutual support that is ongoing.
- Professional development activities allow graduates to interact with colleagues within the agency and school of social work to continue to reinforce social work knowledge in their work
- New employees have opportunities to:
  - Use the skills they learned in their social work programs
  - Work toward social work licensure
  - Engage in leadership development opportunities
- Specific supports include:
  - Access to needed training, individual and group supervision, attention to workplace stress and trauma, and opportunities to engage with community resources to support clients.



# Field Placements

## Planning and Development

---

- Child welfare placements provide:
  - Preparation for practice in areas where agency job opportunities exist
  - Experiences and opportunities allowing for exposure to child welfare competencies and the agency's work
  - Enough depth to develop skills in preparation for practice

## Field Instructor Development and Support

---

- Field instructors have support and protected/released time for:
  - Learning the curriculum and developing strategies to integrate classroom learning into the placement experience
  - Student supervision
  - Ongoing professional development
  - Leadership Academies
  - Participation in agency Workforce Excellence efforts

## Student Learning and Support

---

- Individual and group supervision:
  - Includes, at a minimum, one hour per week of individual contact with field instructor
  - Focuses on developing clearly articulated, competency focused knowledge and skills for child welfare practice (e.g. safety, agency practice model, culturally responsive practice, etc.)
  - Focuses on personal and professional development
- The student's field experience intentionally and proactively addresses professional resilience and exposure to secondary traumatic stress

## Integrative Seminars and Experiences

---

- Students participate in seminars that allow them to incorporate classroom learning with their experiences in field placements
- Students and field instructors have opportunities to learn together
- Students have opportunities to participate in professional conferences about child welfare practice