

Title IV-E Child Welfare Partnership

A Newsletter from the School of Social Work

December 2021

Editor: Hannah Nguyen

A Message from the Title IV-E Child Welfare Partnership Team

Dear Title IV-E CWP alumni, students, and friends,

We hope you are staying healthy and safe this fall! As we begin the 28th year of the Title IV-E Child Welfare Partnership, we look forward to continuing to provide social work education, training, and stipends for current and prospective child welfare employees in Texas.

One new initiative that we are launching this year is the LCSW Supervision Group for CWP Alumni. As a continued way to support child welfare employees and graduates of the Title IV-E Child Welfare Partnership program, this free LCSW Supervision group is available to CWP Alumni who are still currently working at DFPS/SSCC and seeking supervision to become a Licensed Clinical Social Worker in Texas. We are excited to partner with Dr. KeriAnne Moon, Senior Clinical Lecturer at the School of Social Work and Board Approved Clinical Supervisor in Texas, who will be providing the clinical supervision for the group. At this point, the initial group is full, but if you are interested in being added to a waiting list for the group, or have any questions about the group, please reach out to Martha Wildberger (mw38@txstate.edu).

We hope you have a relaxing and safe holiday break. Take care!

-The CWP Team

Ethics Trainings

The Title IV-E CWP program will be offering free online Ethics trainings in January and February:

Title IV-E Ethics: Trauma Informed Ethical Case Management (9:00 - 12:00)

Friday 1/21/22

Thursday 1/27/22

Title IV-E Ethics: Building Resilience & Promoting Self Care (9:00 - 12:00)

Tuesday 2/1/22

Thursday 2/10/22

To find out more and to register for a training, please email:

CWPpartnership@txstate.edu

Thank You, Rich!

In August 2021, Mr. Richard Brooks left the Title IV-E CWP program to start a new position as a full-time Lecturer with the School of Social Work. He is now teaching Professionalism to help prepare our BSW students to transition from the classroom to a professional site. He looks forward to helping to inspire them and unlock their potential and their leadership. He is also teaching Field Seminar. He looks forward to this class being the sounding board of the student's journey through their hands on learning as they put of all the practices, theories, and academic knowledge into practice. We will miss him and wish him luck and success with his new teaching position.



The mission of the Title IV-E Child Welfare Partnership is to enhance the values, knowledge, and skills of the child welfare workforce in Texas through social work education, financial assistance, ongoing training, and career support.

[Title IV-E Child Welfare Partnership Program Website](#)

Title IV-E CWP Highlights

Welcome to the Program



Haley Grissom
MSW Student

Two of our new employee participants had great updates to share with us about their progress:

"It has been an exciting first semester and I am proud of my education progress, as well as the skills I gained in balancing work/school and life balance!" -Marjorie Miller

"As I finish up my first semester in the graduate program at TSU, I feel so blessed. I have grown more knowledgeable and have been able to apply what I am learning to my work with children and families at DFPS. I have also been able to connect with other students who have contributed to my learning through discussions and group work. I am excited to keep learning and growing next semester!" -Haley Grissom



Marjorie Miller
MSW Student

In addition to Haley and Marjorie, five other CPS employees joined the Child Welfare Partnership and started the MSW program in August 2021: Lori Dingrando, Jennifer Lopez, Monica Tobias, Amanda Whisenhunt, and Katlynn Young. A warm welcome to these seven new CWP participants!

Spotlight on Marlena

Marlena Roberts, a Conservatorship Supervisor in Temple, Texas, started with the Child Welfare Partnership program in Fall 2019 and graduated with her MSW degree in August 2021. She had the following to say about the program:

"I am very grateful for the opportunity to have participated in the Title IV-E program. When I first learned of the program, I considered it, but did not think I would actually work for the Department long enough to participate. However, after almost ten years passed, I figured I would accept the opportunity to obtain a second Master's degree. I have no regrets. This program is amazing and the support received is second to none. I would encourage anyone to take this opportunity to advance their education."



Congratulations!

Four pre-service students are graduating from the Title IV-E CWP program this December, and will start working in Conservatorship positions at Child Protective Services in Central Texas starting in January 2022. Congratulations to **Mae Beckmann** (MSW, Austin), **Delaney DeSpain** (BSW, San Marcos), **Paulina Elizondo** (MSW, San Antonio), and **Maddie Oines** (MSW, San Antonio)!

We are also excited to congratulate two CWP Alumni who were recently promoted at CPS: **Amy Clynes** (Program Administrator, Region 7) and **Catie Hammond-Perry** (CVS/FAD Program Director, Region 7). Congratulations, Amy and Catie!

We would love to know what our Title IV-E Alumni are up to! If you have exciting career news to share, please send it to CWPartnership@txstate.edu.

Faculty Featured Study

“Racial Disparities in Assignment to Alternative Response”

Study purpose

Alternative Response (AR) refers to an assessment-focused, family-centered, and strength-based approach to Child Protective Service allegations for families with low to moderate risk while diverting them from a traditional investigation. AR has been identified as a beneficial strategy for promoting the self-sufficiency of families, as well as connecting families to community-based services.

However, less is known about whether the AR was equitably provided for families of color with low-income status. As such, this study examined the relationship among neglect allegations, family poverty, and child race on the AR assignment.

Methods

Data came from the 2016 National Child Abuse and Neglect Data System. Cases were selected within the five regions of Texas (n=119,389). Logistic regression models were constructed. Conditional process analysis was also employed.

Findings

Children involved in a report that alleged neglect were less likely to be assigned to AR (odds ratio = 0.37) compared to their counterparts without a neglect allegation. Children whose families received public assistance were less likely to be assigned to AR (odds ratio = 0.74) than children in families who did not receive public assistance. Children of color were less likely to be assigned to AR (odds ratio = 0.85) than white children.

Most importantly, receiving public assistance amplified the effect of neglect allegations in reducing the likelihood of AR assignment only for children of color. This finding indicates that children of color from low-income families experienced double disadvantages in receiving AR, leading to being marginalized from equal opportunities for promoting family self-sufficiency. Providing well-informed guidelines and training for applying AR and building effective strong community partnerships will be recommended to promote equitable child welfare service provision.

For further information: Choi, M. J., Kim, J., Roper, A., LaBrenz, C. A., & Boyd, R. (2021). Racial disparities in assignment to alternative response, *Children and Youth Services Review*, 125. 105988. <https://doi.org/10.1016/j.childyouth.2021.105988>

About the Author

Mi Jin Choi is an Assistant Professor in the School of Social Work at Texas State University. Her research areas include child maltreatment, child developmental outcomes, disparities in the child welfare service provision, and child welfare workforce development (child welfare training and trauma-informed self-care). She has taught Human Behaviors and Social Environment, Research Methods, and Child Welfare.



Strategies for Change:

Evidence-Based Practices for Mental Health and Substance Use

The Title IV-E Prevention Services Clearinghouse selected two evidence-based practice models (EBPs) that are well-supported for mental health and substance abuse, respectively: Family Check-Up and Motivational Interviewing. Both EBPs involve interviewing and training of the provider.

Family Check-Up

- A strengths-based intervention aimed to improve child outcomes through improving family management practices and parenting skills for families with children aged 2-17
- Delivery: Duration flexible and based on family's availability.
- Family Check-Up consists of three intervention components:
 - 1) An initial interview that covers parental strengths and challenges and builds rapport
 - 2) Ecological family assessment
 - 3) Tailored feedback involving parental assessment and discussion of follow-up services
- Providers of Family Check-Up must participate in training in order to become qualified.

Motivational Interviewing

- A method of counseling clients designed to promote behavior change and improve physiological, psychological, and lifestyle outcomes
- Delivery: typically over one to three sessions, sessions last roughly 30 to 50 minutes
- Motivational interviewing increases motivation by identifying ambivalence to change throughout the five stages of change.
- Providers of Motivational Interviewing are not required to receive training, but there are training resources available to those interested.

Visit these links for more information about

Family Check-Up: <https://preventionservices.abtsites.com/programs/261/show>

Motivational Interviewing: <https://preventionservices.abtsites.com/programs/256/show>

Other programs and services: https://preventionservices.abtsites.com/program?combine_1=&prograting%5B1%5D=1&progarea_filter%5B1%5D=1

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