

## 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! We are excited to be starting our 29th year of the Title IV-E Child Welfare Partnership, and we look forward to continuing to provide social work education, training, and stipends for current and prospective child welfare employees in Texas. One of our projects this spring has involved partnering with UT-Arlington on a research project evaluating the effectiveness of the Title IV-E program. We are hoping to share the results of the study in an upcoming newsletter. We are also excited to welcome Dr. Mi Jin (MJ) Choi to the Title IV-E Child Welfare Partnership Team! We hope everyone has a safe and productive summer.

—The CWP Team



### Meet Dr. Mi Jin Choi: The New Principal Investigator of the Title IV-E Child Welfare Partnership Program

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. She has taught Human Behaviors and Social Environment, Research Methods, and Child Welfare.

## Title IV-E Alumni Survey

Are you an alumni of the Title IV-E Child Welfare Partnership program? If so, you should have already received a link to the Title IV-E Evaluation survey and an opportunity for a \$20 Amazon gift card. If you graduated from the CWP program but did not receive the survey, please email [mw38@txstate.edu](mailto:mw38@txstate.edu). Thank you!

## Thank You, Dr. Kim!

At the end of May, Dr. Jangmin Kim will leave the Title IV-E CWP program at Texas State University to move to a faculty position with the School of Social Work at the University at Buffalo. Dr. Kim has been the Principal Investigator of the Title IV-E Program for over four years, and has been invaluable in promoting evaluation efforts and helping the Title IV-E CWP program grow through strategic planning. We will miss him and wish him luck and success with his new position at the University at Buffalo!



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



Rebekah Van Over,  
BSW Student



Nina Burkett,  
MSW Student



Howard King,  
BSW Student



Josefina Rozelle,  
BSW Student

Four new pre-service students will start the Title IV-E CWP program in August 2022. These students will complete their final full-time internship at Child Protective Services (CPS) in the fall, and start working at CPS as caseworkers in January 2023. A warm welcome to these new CWP participants!

## Congratulations!

We are excited to announce the graduation of two of our employee students: **Stacy Russell Bauer** and **Shanik Pipkin**. Stacy and Shanik both started the MSW program at Texas State in August 2018, and will be graduating in May 2022. Stacy was also named the recipient of the “MSW Outstanding Field” award by the School of Social Work at Texas State University this semester. Congratulations, Stacy and Shanik!



Stacy Russell Bauer

*"The MSW program at Texas State was a rewarding experience. The social work program at Texas State was an enriching journey that has forever changed myself and the way I view social work. I highly recommend this program!"*

*"This experience has been quite the journey and I am beyond excited about this achievement. I have further developed my skills as a caseworker and can identify how I utilize the social work competencies in every aspect of my job. Today I am a more competent, confident worker and can't wait to share what I have learned with my peers."*



Shanik Pipkin

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](mailto:CWPartnership@txstate.edu).

# Faculty Featured Study

## “Child and state factors in positive permanency: a multi-level survival analysis”

### Study purpose

Positive permanency, such as reunification, adoption, or kinship care or guardianship, is one of primary case goals for children in care. However, there are barriers to achieving permanency, such as racial bias, lack of family-centered services, and lack of family engagement. In particular, racial disparities, or inequitable outcomes experienced by one race group compared to another group in the child welfare system, has been found in permanency outcomes. This study examines how child and state factors impact permanency outcomes, with a particular focus on racial disparities.

### Methods

Data came from the 2016 Adoption and Foster Care Analysis and Reporting System (AFCARS;  $n = 208,742$ ). A series of multi-level survival analyses were conducted to examine child and state system factors associated with positive permanency, with a focus on child race/ethnicity.

### Findings

Results revealed that child race/ethnicity was associated with permanency outcomes. Black and Hispanic children had increased likelihood of the positive permanency occurring. It might be related to the racial disparities in removal rates, which families of color experience removals at lower thresholds compared to White families. In addition, state poverty rate and state removal rate for children in poverty positively impacted positive permanency outcomes, inferring that children in states with higher levels of poverty and removal rates may enter child welfare system with fewer risk factors compared to their counterparts in states with lower poverty and removals.

Given the ongoing racial disparities for children of color in care, multi-level strategies are needed to address internalized, interpersonal, institutional, and structural biases. Training to address implicit biases influencing caseworkers' decision making process, nurturing racially, ethnically, and culturally diverse workforce, engaging families of color in the decision making process, and assessing child welfare policies, practices, and tools, will be recommended to reduce racial disparities and improve positive permanency outcomes.

For further information: Catherine A. LaBrenz, Sreyashi Chakravarty, Marian S. Harris, Mi Jin Choi, Jangmin Kim, Jandel Crutchfield & Rong Bai (2021): Child and state factors in positive permanency: a multi-level survival analysis, Journal of Public Child Welfare, DOI: 10.1080/15548732.2021.2004967

To link to this article: <https://doi.org/10.1080/15548732.2021.2004967>



# 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 substance abuse and mental health: Familias Unidas and Mindfulness-Based Cognitive Therapy.

### Familias Unidas

- Aim: Familias Unidas is a family-centered intervention that aims to prevent substance use and risky sexual behavior among Hispanic adolescents (12—16 years) and their families.
- Dosage and Delivery: Familias Unidas is typically delivered over the course of 12 weeks and delivered in a variety of settings, including community-based organizations and schools.
- Education, Certifications, and Training: It is recommended that facilitators have at least a bachelor's degree and can speak Spanish. Facilitators must complete a 32-hour training (four 8-hour days) to become certified.
- Program or Service Documentation: Estrada, Y., Pantin, H. M., Prado, G., Tapia, M. I., & Velazquez, M. R. (2020). UM-Familias Unidas Program: For the families of Hispanic adolescents: Intervention manual. University of Miami.

### Mindfulness-Based Cognitive Therapy

- Aim: Mindfulness-Based Cognitive Therapy (MBCT) aims to treat adults with depression symptoms and prevent depressive relapse through mindfulness practices.
- Dosage and Delivery: MBCT is delivered over 8 weeks and can be delivered in a clinic, hospital, or community-based setting.
- Education, Certifications, and Training: Instructors should have accredited training in counseling or psychotherapy or should be a mental health professional with experience in mood disorders. Formal MBCT instructor training is available and recommended, but not required.
- Program or Service Documentation: Segal, Z., Williams, M., & Teasdale, J. (2013). Mindfulness-Based Cognitive Therapy for depression (2nd ed.). Guilford Press.

Visit these links for more information about

Familias Unidas: <https://preventionservices.acf.hhs.gov/programs/315/show>

MBCT: <https://preventionservices.acf.hhs.gov/programs/350/show>

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