

# Title IV-E Child Welfare Partnership

A Newsletter from the School of Social Work

May 2023

Editor: Rendi Nutt

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

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

We have been busy working on our contract renewal documents for 2023-2024, and we look forward to continuing to provide social work education, training, and stipends for current and prospective child welfare employees in Texas.

As you may know, we recently implemented a Licensed Clinical Social Worker (LCSW) Supervision group as a continued way to support graduates of the Texas State Title IV-E Child Welfare Partnership program. This group provides the clinical supervision that is required to move from Licensed Master Social Worker (LMSW) to LCSW licensure status in the state of Texas, and we are currently serving four graduates of the CWP program in this group. We have received very positive feedback from the participants, and we are excited about opening up the group to additional graduates of our program in Spring 2024. Stay tuned for details on the application process, and if you want to know more about the LCSW group, email [mw38@txstate.edu](mailto:mw38@txstate.edu).

We hope everyone has a wonderful summer!

—The CWP Team

The welfare  
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all.  
— Helen  
Keller

## Spring 2023 Ethics Trainings

The Title IV-E CWP program provided free online Ethics trainings to over 100 child welfare staff in the Austin/San Antonio Corridor in early 2023. Trainings covered Ethics, and sub-topics included Trauma-Informed Care and Incorporating Self-Care. Positive feedback was received, and below are some comments regarding what part of the training was most helpful:

- ⇒ “Great suggestions for awareness and incorporating self-care into our workday”
- ⇒ “I enjoyed having group discussions and being able to hear from others what they struggle with and what helps them”
- ⇒ “The connection between NASW code of ethics to Trauma Informed Practice”
- ⇒ “Conversations on what we can do better for clients and ourselves”

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.

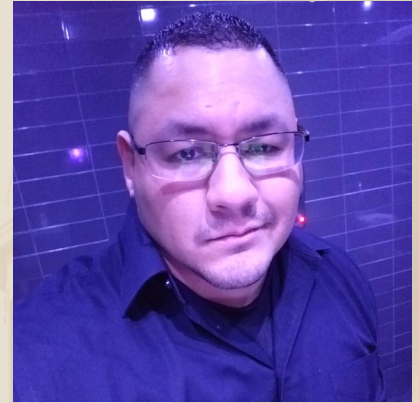
# Title IV-E CWP Highlights



Amanda Gonzalez, BSW Student

## Welcome to the Program

Two new pre-service students will start the Title IV-E CWP program in August 2023. These students will complete their final full-time internship at Child Protective Services (CPS) in San Antonio in the fall, and they will start working at CPS as caseworkers in January 2024. A warm welcome to Amanda and George!



George Zamarron, BSW Student

## Congratulations!

We are excited to announce the graduation of two of our employee students: **Jennifer Lewis** (not pictured) and **Janet Blair**. Jennifer and Janet both started the MSW program at Texas State in August 2019, and will be graduating in May 2023. Congratulations, Jennifer and Janet!



*"The past four years have been an awesome journey. I have grown both personally and professionally into a better version of myself. Completing the MSW program has made me a stronger and more effective supervisor for my team. I have enhanced my assessment and leadership skills. I am grateful to be a stronger advocate and a more empathetic leader."*

Janet Blair, Title IV-E Child Welfare Partnership MSW Graduate, May 2023



Bonnie Rushing, Title IV-E Alum

## Alumni Highlight

Bonnie Rushing, an alum of the Title IV-E Child Welfare Partnership program, was recently promoted to a Program Director in Region 7. Bonnie had the following to say about how the Title IV-E Child Welfare Partnership program has impacted her career:

*"I started my career with CPS in 2012 through the BSW Title IV-E program. This allowed me to have a career immediately upon graduation. I then decided to return and get my Masters degree and graduated in August 2019. The support I had during the program and throughout my career has been paramount. I had the support of my coworkers that were also going through the program that made all the difference in my being successful both in my education and career. The program has allowed me to grow in my career and in CPS."*



# Faculty Featured Study

## **Foster Care Liaisons in Higher Education: A Conceptual Framework for Supporting Post-secondary Success Among College Students with Experience in Foster Care**

### **Study Purpose:**

Students with experience in foster care (SEFC) often require specialized support and guidance in higher education, but are often overlooked within the first-generation student population. To address this issue, the Texas Education Code mandated that all state institutions in Texas accepting the tuition and fee waiver must have at least one university representative act as a foster care liaison, but no clear guidelines were given for the role.

This study aimed to provide a theoretical framework for the role of foster care liaisons in post-secondary education, with a focus on supporting students with experience in foster care (SEFC) to achieve their educational goals.

### **Methods:**

The study used a pragmatic, problem-driven content analysis approach inspired by grounded theory coding. Key informants from professionals working as foster care liaisons with SEFC in post-secondary education across multiple states were selected. The study collected eight information/resource guides and eight foster care liaison job descriptions from these informants.

### **Findings:**

The study identified three main task categories of foster care liaisons: functional, relational, and transformational. Foster care liaisons perform administrative tasks alone or collaboratively, build confidence and a sense of belonging among SEFC through relationship-based support, and empower SEFC for a successful transition from school to career.

Foster care liaisons are crucial in positively impacting SEFC's success and career outcomes in higher education. However, paid professionals are needed to support SEFC's educational success, and the presented model requires further testing with liaisons and SEFC to refine and challenge it.

### **For Further Information:**

Bustillos, S., Norton, C. L., & Tamplin, E. (2022). Foster care liaisons in higher education: A conceptual framework for supporting post-secondary success among college students with experience in foster care. *Child And Adolescent Social Work Journal*. <https://doi.org/10.1007/s10560-022-00903-y>

## About the Author

**Christine Lynn Norton**, PhD, LCSW-S, CCAT, CET, CCTP, is a Professor in the School of Social Work at Texas State University. Her research areas include adolescent mental health, outdoor therapy, international social work, and foster care support in higher education. She is the current Foster Care Liaison and helped found the FACES campus support program (Foster Care Alumni Creating Educational Success).

# Strategies for Change:

## Evidence-Based Practices with Children and Families

The Title IV-E Prevention Services Clearinghouse selected two evidence-based practice models (EBPs) that are well-supported for strengthening family functioning and supporting family reunification, respectively:

### Healthy Families America

**Aim:** Healthy Families America (HFA) is a home visiting program for new and expectant families with children who are at -risk for maltreatment or adverse childhood experiences.

**Dosage and Delivery:** Services are usually delivered in the family's home and begin as early as prenatally and continue for a minimum of three years.

**Education, Certifications, and Training:** HFA home visiting staff must have at least a high school diploma or equivalent, experience providing services to families, and knowledge of child development.

### **Program and Service Documentation:**

Healthy Families America. (2018) *Best Practice Standards*. Prevent Child Abuse America.

Healthy Families America. (2018). *State/multi-site System Central Administration Standards*. Prevent Child Abuse America.

**For Further Information:** <https://preventionservices.acf.hhs.gov/programs/387/show>

### Intercept

**Aim:** Intercept®, formerly known as Youth Villages (YV) Intercept, provides intensive in-home services to children and youth at risk of entry or re-entry into out-of-home placements or who are currently in out-of-home placements

**Dosage and Delivery:** For convenience of the families, Family Intervention Specialists provide services in participants' homes and in community settings. Family Intervention Specialists meet with children and their families of origin an average of 3 times per week, on-call to provide crisis support 24/7. Prevention lasts 4 to 6 months. Reunification lasts 6 to 9 months.

**Education, Certifications, and Training:** Family Intervention Specialists must have a master's degree in a related field or a bachelor's degree in a related field with at least one year of experience.

### **Program and Service Documentation:**

Goldsmith, T. (Ed.). (2007). *Youth Villages clinical protocols treatment manual*. Youth Villages.

**For Further Information:** <https://preventionservices.acf.hhs.gov/programs/331/show>

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