

Child Welfare Education Project

CWEP NewsLine



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UNIVERSITY of **HOUSTON**
GRADUATE COLLEGE of SOCIAL WORK

Director's Corner

Amitia Walker



CHILDREN AT RISK sponsored their 2014 Education Reform Conference: Best Practices from Early Education to 3rd Grade in November 2014. There were multiple presenters dedicated to meeting the educational needs of the children of Texas.

Kristen Poindexter, 2014 National Shell Science Teacher Award Recipient, gave the keynote address entitled: STEM Education in the Early Years. Ms. Poindexter, a Kindergarten teacher in the state of Indiana shares her love of science with her students. She explained how the integration of STEM (Science, Technology, Engineering and Math) with preschoolers can have a great impact on their ability to learn. The students participate in various projects throughout the school year which are designed to enhance their knowledge.

Bob Sanborn, President and CEO of CHILDREN AT RISK, reported that although Texas has the largest Pre-K program, there is inadequate funding and no policy regulating class size. He is advocating for a full day for Texas preschoolers as well as additional funding for the program.

Jennifer Blaine (Spring Branch ISD), **Julie Booth** (Small Steps Learning Center) and **Christina Triantaphyllis** (Collaborative for Children) all discussed Early Education. They discussed how critical it is to address children's social and emotional needs during their early years. Positive interaction between parents and teachers are necessary to promote this partnership.

Matt Barnes and **Robert Rivera**, FACE Specialists discussed the Family and Community Engagement program that they are a part of. FACE is a consulting program that works with schools and families.

All of the presenters focused on how important an education is for a child. Early intervention was identified as the key to identifying and addressing issues and concerns.

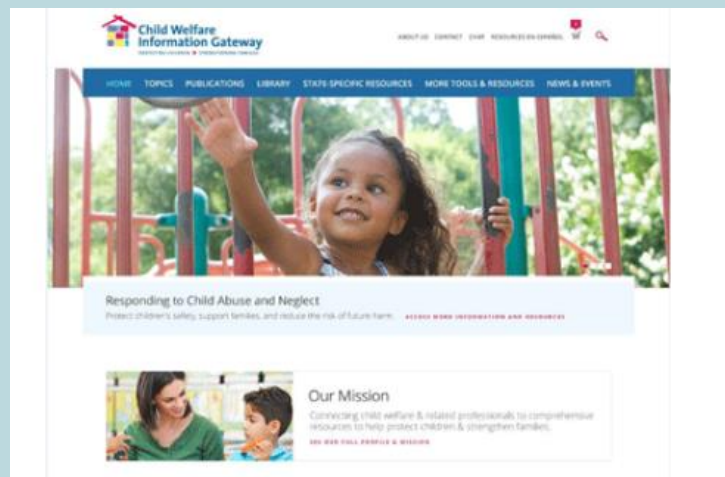
The relationship between Children's Protective Services and educators within the local Independent School Districts is a critical one. Both agencies are committed to ensuring that all children receive appropriate educational services. It is quite common for these agencies to serve the same clients simultaneously. DFPS has amended its policy to strengthen requirements to help ensure a child is maintained in their school or at least within the same school district whenever a removal or a change in placement takes place. Educational specialists are available in each region to assist in improving educational outcomes by advocating for all children in foster care. These specialists work with foster children, their families and foster care providers so that children can maintain school stability while meeting their educational goals.

Announcement

Child Welfare Information Gateway has launched a new website:

<http://listserve.icfi.com/t/602023/2736587/36133/0/>

According to the Child Welfare Information Gateway, “The changes were implemented in response to audience feedback and improve access to resources, publications, and services on child welfare topics from prevention to permanency support and a range of systemic and organizational topics.”



Field Tips

Vanessa Shippard

- ✓ Research the history of your field placement
- ✓ Take notes
- ✓ Ask questions

- ✓ Students: Always double check your fee bills to aid in a smooth transition from fall to spring semester.

Advising Tip

Brunessia Lewis

CPS Staff Spotlight

Kathy White



1. What is your current position with CPS?

I am a CWEP Preceptor and have been for the last 8 years. I am the Training Academy Manager and have been in this position for 9 years

2. What prior experience(s) did you bring with you to this position?

I have been a part of CPS for the for 29 plus years, I started out as a CPS Investigator in the Sexual Abuse Program, then I moved on to the FBSS Program where I was a caseworker, clinical consultant and an FBSS Supervisor. I enjoyed FBSS and then coached my team into training at the Family Preservation Conference focusing on Secondary Trauma. We were such a hit at the conference that we were invited back three years in a row. Then my RD (Randy Joiner) at the time asked that I move into the Training Institute to support new caseworkers in learning to do this work.

3. What have been the greatest rewards working in the CPS family?

The greatest reward in working with the CWEP Program has been to be a part of helping to mold and shape the next generation of Social Workers and to impart the practical knowledge of doing this most rewarding work with families.

4. What advice do you have for our CWEP students?

Be open to learning and exploring outside of their concentric circle of influence. I would advise them further that as they seek to re-build the lives of those in our community, their efforts make the community a better place to live and the legacy of Social Work will live on through them. So, all those who are hurting and need assistance can dip from their well, so that they can live beyond surviving, but move into a thriving life experience.

Student Spotlight

Jaysa Curry



Phone interview by Arnitia Walker

Jaysa is currently a Master's of Social Work Student at the Graduate College of Social Work and works as a CPS Specialist IV, Adoption Prep Worker at the Murworth Office. She has been with the agency for 8 years and has held the following positions: Adoption prep supervisor, CPS Investigative Supervisor, and Investigative Worker. She has a Bachelor's Degree in Sociology from the University of Wisconsin-Parkside and a Master's degree in Human Services from Springfield College.

Motivation

Jaysa always knew she wanted a Master's Degree in Social Work but kept running away from the degree. She wanted to enhance her skills. She would like to one day be in charge of an agency and feels that both the Human Services and Social Work Degrees would benefit her. She also feels that having a MSW will allow her to utilize her clinical skills to effect change. The stipend was also a huge motivator. She has several mentors with MSW degrees who have encouraged her to pursue the advanced degree.

Achievements

She feels that she is committed to helping children achieve permanency. In the past as an Investigator, she removed children from their homes. Now as an Adoption Prep Worker she is seeing some of the same families from her former caseloads. She has been able to reunify some of these same clients. She feels that now she is able to think outside the box and work more intently with families. She feels that families do change over the years, which makes it possible for children to return home. She is currently working with families whose parental rights have been terminated and are now having their children return home to them. She feels that through her studies she is making better casework decisions from a clinical viewpoint. She even sees a difference in the way she conducts her home visits with children as she is asking more open-ended questions and focusing more on the child's experiences and needs.

Jaysa is looking forward to graduating in May. She is proud of herself in that she completed the program in 2 ½ years. She has been able to network with other professionals in her classroom and feels that she has many additional resources for her clients. She feels that she has had tremendous support from her CPS supervisors during her time at the GCSW.

CWEP Staff Spotlight

Claire Crawford



1. What is your current position with CWEP?

I am currently a Graduate Research Assistant for CWEP at the Graduate College of Social Work, and I am in my first year of my Master's of Social Work Program.

2. What prior experience(s) did you bring with you to this position?

Last year, I was a research assistant at the Social Science Research Center at Mississippi State University last year, where I facilitated focus groups with community college women and conducted interviews with low-income teenage mothers for our research projects. Additionally, I have worked for many years with children who were born with cleft lip and palate, a facial deformity that requires many surgeries over the course of childhood and adolescence. My work with this population has led me to work in China, India, the Philippines, and Ireland with children, their families, and compassionate student leaders.

3. What have been the greatest rewards working in the CWEP family?

I love the warmth of the CWEP staff; they make me feel appreciated and validated. I have also enjoyed being immersed in the innovative research taking place at the GCSW and working for the dedicated individuals behind CWEP.

4. What advice do you have for our CWEP students?

Be a sponge during your brief time at the GCSW. This is your time to make mistakes in a safe environment, ask all the pressing questions you have, and utilize your professors' specialties and skills as experienced social workers and educators.

Home Visit Programs in Texas

By Claire Crawford

Texas is currently spending **\$56.8** million on prevention per year and **\$6.25** billion on consequences of child abuse per year. Forty percent of Texas children grow up experiencing one or more adverse childhood experiences. All information compiled and presented by Sophie Phillips, LMSW, and Diana Martinez, JD.

Family Support Home Visiting:

- Trained personnel (often social workers) provide information, guidance, risk assessment, and family support for at-risk children and their families
- Return on investments: \$5.70 per \$1 spent
- Texas DFPS is experiencing a 38% case worker turnover—good social workers are needed!
- Parenting improvements and child improvements:

Increased	Decreased
Breast feeding rates	Emergency Room visits
Child health	Subsequent pregnancies
Birth weights	Parent and child arrests
Mothers' work force rates	Injuries from inter-partner violence
Father involvement	Months on welfare & Medicaid
Child behavior	Child abuse & neglect
School readiness	Child injuries
Academic and cognitive development	Parental harshness

Program Models:

1. Nurse Family Partnership (NFP)

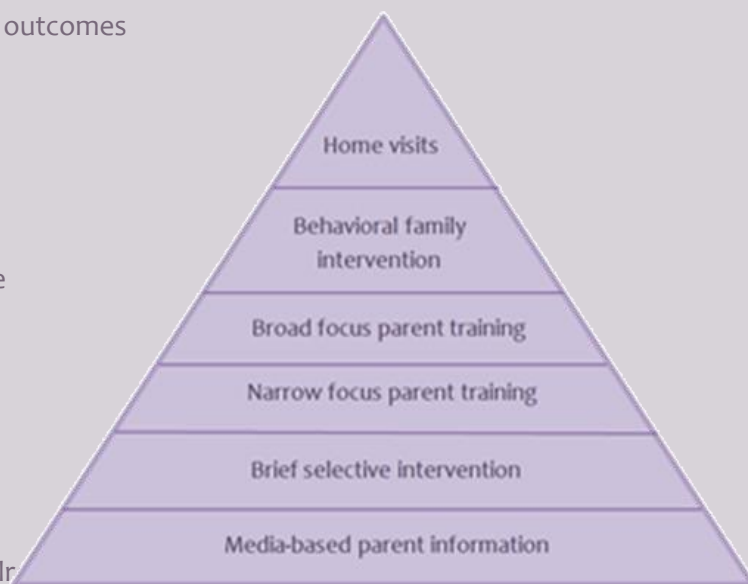
- An Evidence-Based Practice model that has proven to be very effective; one study supporting the model followed up with children and families 15 years after beginning the program and found positive results.
- Targets first-time at-risk moms
- Focuses on improving maternal and child health outcomes
- Promotes father involvement
- Uses bachelor-level nurses
- Implemented in pregnancy and infancy

2. Positive Parenting Program (PPP)

- Each level of service (see pyramid) focuses more specifically on smaller client populations
- Children at Risk has endorsed this model and trains many people for implementation.

3. The Safe Care Model

- Focuses more specifically on abuse/neglect
- Works exclusively with recidivism and children already in the system
- In 5 years, 20% of Texas children who have been abused will be re-abused
- Program creates 26% fewer recidivism cases
- Recently received renewed funding



Child Welfare Outcomes 2009-2012

Report to Congress



Child Welfare Outcomes 2009-2012 is now available online

Child Welfare Outcomes 2009-2012: Report to Congress is the thirteenth in a series of reports from the U.S. Department of Health and Human Services (the Department). The publication is designed to inform Congress and professionals related to the child welfare field about national and state performance on several measures of outcomes for children served by child welfare systems throughout the country. The outcomes address the safety, permanency, and well-being of the children, and focus on widely accepted performance objectives for child welfare practice.

Child Welfare Outcomes 2009-2012 is solely available in electronic format. You can find the full report, along with a 12-page Executive Summary brochure, on the Children's Bureau website:

<https://www.acf.hhs.gov/programs/cb/resource/cwo-09-12>

Report data also can be found on the Child Welfare Outcomes data site, which makes the latest data available for you to view in a variety of ways according to your needs: <http://cwoutcomes.acf.hhs.gov/data>

For more information, contact Child Welfare Information Gateway at info@childwelfare.gov or 1.800.394.3366.



U.S. Department of Health and Human Services
Administration for Children and Families
Administration on Children, Youth and Families
Children's Bureau



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