



OCTOBER 2019

Child Welfare Education Project

CWEP NEWSLINE

Volume 24 Issue 1

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



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Director's Corner

CWEP IS 20!!



On May 2nd 2019, the Child Welfare Education Project celebrated its 20th year. The program “Celebrating CWEP” proved to be one of our greatest events to date. In attendance were many of our colleagues, students, CWEP alumni and former CWEP employees including Joe Papick who was the first CWEP director.

With the leadership of Dr. Monit Cheung, we have been able to sustain our program for two decades. She is a powerful leader who is responsible for this program becoming what it is today. Over 20 years ago she formed a work team and conducted extensive assessments to evaluate the child welfare education needs of CWEP students in the MSW program at UH Graduate College of Social Work (GCSW). Evaluative studies regarding UH-GCSW curriculum provided an opportunity for the CWEP program to promote child welfare curriculum and ensure quality of studies. Over the years we have managed to develop and maintain relationships with numerous GCSW and DFPS staff and community agencies.

A few of our major accomplishments:

- Several courses have been created and taught by CWEP staff.
- Since 1999, CWEP has provided faculty and students with child welfare resources.
- The CWEP Child Welfare Resource Library and the CWEP Resource Guide have both steadily grown over the last 20 years.
- The CWEP NewsLine periodical is published regularly and reports current child welfare issues and CWEP activities.
- A formal mentorship program named “LEO” or “Learning Enhancement Opportunities” was established to assign a doctoral associate to assist students with academic preparation.
- The CWEP website was established, which is available for faculty, staff, students, and other state and national agencies interested in locating resources to support IV-E programs.

Director's Corner

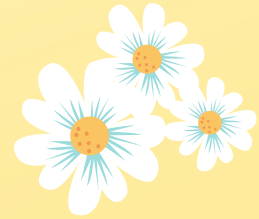
CWEP IS 20!!

- The program expanded into foster/adopt training activities and continuing education for CPS employees and foster parents.
- Our annual Celebrating CWEP event was designed to honor graduating students and field instructors.
- A Licensing prep course was developed for the CWEP students as well as the DFPS employees. A practice test lab was developed in an effort to assist them with the test format as well as to give them an opportunity to time their performance through an online version of LMSW prep test.
- The program was awarded a grant through the Advancing Community Engagement and Service Institute. Students from UH Main MSW Program and UH Downtown BSW Program delivered a community project in child welfare.
- Two hundred students have graduated from the program.

I would like to take this time to thank CWEP staff, GCSW faculty and staff and DFPS staff for helping us to make this program a huge success.



Welcome Newest CWEP Member



Danielle Puente

I come from a family of seven, the eldest of five children and first to pursue a career and actually attend a university. As a first generation student, I dreamed of entering the medical field by pursuing a degree in veterinary medicine. I attended the University of Houston pursuing this dream and after overcoming many challenges I will be obtaining a B.S. in Biology with a minor in Business Foundations in the Fall of 2019.

During my time at UH I have encountered many great mentors and made lifelong bonds with great people along the way, learning from each and every one of them. I was a member of the First Generation Coogs program and became a member of the Pre-Veterinary Student Association on Campus and later served as their event coordinator. It was fantastic, little did I know that four years ago I would find myself employed as a student worker at the Graduate College of Social Work.

I was the assistant to the Research Administrator of the college and with this position came challenges but also the opportunity to learn and grow. Improving my communication skills, multitasking, along with learning and understanding how research projects function financially were just a few of the skills that I was able to enhance during the four years I worked for the research department at GCSW.

Recently I was given the opportunity to continue growing professionally and was hired as the Financial Assistant to one of the biggest projects in the college. I joined the CWEP family and although I still hold the dream of pursuing a degree in veterinary medicine close to my heart, I am thrilled in this new role and hope to offer something meaningful to this project all while continuing to learn from those around me whom share a common goal: to enhance the welfare of children through child protective services.



Staff Tips

Field Instruction



Please speak with your field placement supervisor regarding what process you will need to follow in the event of an emergency. This could include a weather emergency, a personal emergency or an emergency with a client. Know who to contact and how to proceed. Let your supervisor know immediately and provide them with a plan to make up your missed hours.



Collaboration between GCSW and UH Downtown

In the summer of 2019 faculty and staff from the University of Houston GCSW joined forces with University of Houston Downtown campus BSW program to develop an Independent Study Course. Dr. Monit Cheung, Dr. Dawn McCarty, Dr. Trish Taylor and Arnitia Walker worked very hard on this project to ensure that it would be a success. The main focus of this partnership was to allow students to use their problem-solving, communication and inter professional skills to expand their child welfare knowledge. The MSW students mentored the BSW students through mock case interviews, community engagement projects and training of local foster/adoptive parents. This was a pilot program and the students' feedback was very positive.



Faculty Research

**Developing and Sustaining a
Kinship Navigator Program in Texas**



Faculty Research

Texas Department of Family & Protective Services

Developing and Sustaining a Kinship Navigator Program in Texas



Dr. Patrick Leung
Principal Investigator

Research Team

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Professor of Social Work
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Co-Investigator

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Health Consultant: Rachael Keefe, MD
Psychology Consultant: Dr. Carla Sharp
Research Associates: Lindamarie Olson, LMSW; John Bickel, LCSW
Research Assistants: Dr. Xin Chen, Yu-Ju Huang, and Karlyn Markaity

Faculty Research

Developing and Sustaining a Kinship Navigator Program in Texas

This is an interagency collaboration between the University of Houston (UH) and the Texas Department of Family and Protective Services (DFPS) to address what is needed to implement and sustain a Kinship Navigator Program (KNP) in the state of Texas.

History of Kinship Navigator Program

Family First Prevention Services Act

The **Family First Prevention Services Act (FFPSA)** was enacted on February 9, 2018. One of the main goals of FFPSA is to promote the involvement of kinship caregivers to ensure children do not have to live in foster care placements with people who are strangers to them. To accomplish this, the act makes kin eligible for new prevention services and treatment, provides model licensing standards for relative foster homes, and allows Title IV-E funding to be used for certain **Kinship Navigator Programs (KNP)**. Title IV-E funding became effective October 1, 2018 for the development, enhancement, or evaluation of a KNP. This funding can support services that do not include an income test and are open to any kinship family.

Definition of Kinship Navigator Programs

KNPs essentially provide information, referral, and follow-up services to grandparents and other relatives raising children to link them to needed benefits and services. KNPs also sensitize agencies and providers to the needs of relative-headed families, ensuring that the community is empowered with resources and support as opposed to the government being solely responsible.

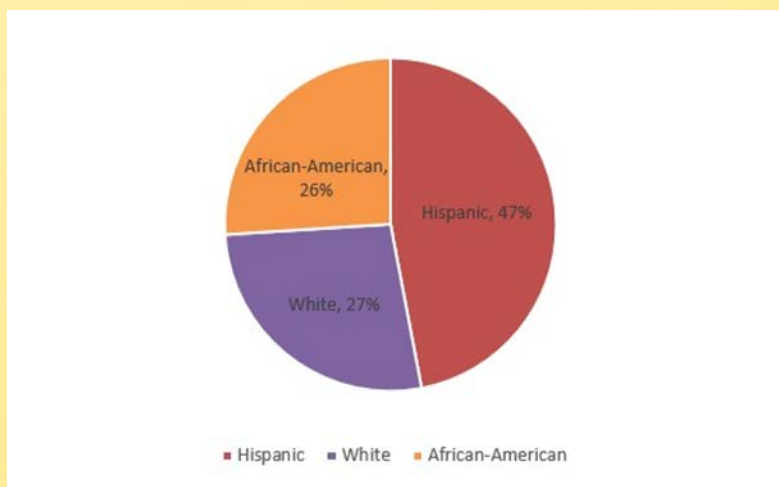
Establishing a Texas KNP

As of 2018, nearly 250,000 children were living in informal kinship care arrangements (Annie E. Casey Foundation, 2018). Over 70 percent of children with a kinship caregiver in Texas are living with a grandparent, and 46 percent are in low-income families that struggle to support these children. Among low-income kinship care households, 47 percent are Hispanic, 27 percent are White, and 26 percent are African-American (Figure 1). These families are not eligible for the funding and services available for a child in the custody of DFPS such as the monthly stipend (HB 4) the legislature adopted in the 85th session.

Faculty Research

Developing and Sustaining a Kinship Navigator Program in Texas

Figure 1. Ethnicities among Low-Income Kinship Care Households



Many kinship caregivers, especially grandparents who make up the majority of the population, are overwhelmed and not aware of what community resources and other support they might be eligible for or how to access them. When asked what they need help with, one caregiver reported needing basic resources:

“Help to apply for [public assistance]. Paperwork that we’ll need to be able to take our grandchildren to doctors and enrolling them in school. Getting help finding organizations that might be able to help with beds/bedding for multiple children. School uniforms and supplies. Understanding the system! Some of the legalese can get very overwhelming. Explanations of options when it comes to possibly fostering and/or adoptions and any possible financial assistance with these processes.” - Texas Kinship Grandmother

This lack of information about service access leads to families struggling to provide a stable household for the children in their care. Disruption of the household can then lead to the child being in the custody of DFPS. The creation of a KNP would help kinship caregivers access the support they need to keep their relative children out of the foster care system.

Faculty Research

Developing and Sustaining a Kinship Navigator Program in Texas

Federal Funding Opportunities to Support and Increase the Number of Kinship Caregivers

As of October 1, 2018, the Family First Prevention Services Act (FFPSA) allows states to receive federal reimbursement for up to 50% of their expenditures to provide kinship navigator programs (KNPs) that meet certain evidence-based requirements of promising, supported or well-supported practices. To help obtain this federal reimbursement, DFPS has been granted federal funds with the intent to develop a Texas KNP and meet the evaluation requirements needed to fulfill the evidence-based standards in FFPSA.

Requirements of Kinship Navigator Programs under Federal Law

The FFPSA specifies that KNPs must meet the following requirements in order to receive federal funding:

- Must be coordinated with other state or local agencies that promote service coordination or provide information and referral services, including the entities that operate 2–1–1 or 3–1–1 information systems.
- Must be planned and operated in consultation with kinship caregivers and organizations representing them.
- Must establish information and referral (I&R) systems that link (via toll-free access) kinship caregivers, kinship support group facilitators, and kinship service providers to:
 - each other;
 - eligibility and enrollment information for Federal, State, and local benefits;
 - relevant training to assist kinship caregivers in caregiving and in obtaining benefits and services; and
 - relevant legal assistance and help in obtaining legal services.
- Must provide outreach to kinship care families, including establishing, distributing, and updating a kinship care website, or other relevant guides or outreach materials.

Proposed Texas Kinship Navigator Program Model Options

Based on an evidence-based analysis of KNPs in the nation, as well as an evaluation of the needs of kinship caregivers in Texas, three levels of Texas KNP models are proposed.

Faculty Research

Developing and Sustaining a Kinship Navigator Program in Texas

- Level 1: Enhanced 2-1-1 & Legal Assistance
- Level 2: Enhanced 2-1-1, Legal Assistance, Case Management & AMBIT
- Level 3: Enhanced 2-1-1, Legal Assistance, Case Management & Wraparound Services



The Texas State Legislature and DFPS have long recognized the positive outcomes of ensuring that children live in safe and stable environments with family members. The legislature can now utilize matching dollars from the FFPSA to not only keep children in state custody in the care of relatives with adequate training and support from KNP, but also prevent children from staying in less stable environments in foster homes.

This study supports DFPS to establish a statewide kinship navigator program (KNP) to build a platform that provides multi-level services that enhance kinship caregiver well-being through specific training and resource support with the aim to improve child well-being through effective kinship support. It will test the cost-effectiveness of utilizing federal-state funding to liaise and provide community resources to address the needs of the children in their care. An evidence-based KNP can strengthen both formal and informal kinship arrangements that can save the state significant expenditures. Texas has often led the way in the growth and support of kinship caregivers around the country. Assisting in the development and sustainability of a KNP will build and continue this family-oriented service network. It will increase the number of children living with family members who are capable and ready to be a part of this KNP initiative.

Faculty Research

Developing and Sustaining a Kinship Navigator Program in Texas

Advice from Dr. Leung to our current students and clinicians

How does the development of kinship navigator program may influence social workers' activities at the front line?

I think the influence is that they may see the effectiveness of the kinship navigator program regarding how it helps the kin families' effectiveness in helping children to stay in the safe environment. For example, the grandparents may be able to find appropriate legal assistance, health care, mental health services, as well as school information, childcare information to the children, which will help them to have a stable and safe environment.



Our students of CWEP/MSW program (including clinical and Marco concentrations) may have interest in participating in working in the kinship navigator program or working with foster care families in the future. Would you please give our students advice for professional skills development to prepare themselves for their career?

If the CWEP students decide to work with kinship, they can participate as a kinship case worker and then they can use social work skills to help kin families. Ideally, I would like to see if the interventions, such as the one I proposed, called AMBIT (Adaptive Mentalization-Based Integrative Treatment) is effective. If so, they could help the kin families to mentalize what needs to be done rather than just tell them what to do. They have to change the minds of kin parents and children, so that they become more effective in addressing problems surrounding both the children and the kin parents. If they use this model, it changes the mindset of these families including the parents and the children which may lead to higher levels of family functioning.



Faculty Research

Developing and Sustaining a Kinship Navigator Program in Texas

Social work with foster care families can be challenging. However, their contributions are also significant for both children and their families. Could you give current social workers some encouragement and advice for their self-care?

The job for kinship workers could be very stressful because they handle a lot of cases. Therefore, in this model, we recommend reducing the case workload of the kinship workers. The model we proposed is that non-profits organizations will be contracted in different regions in Texas to coordinate support services including support groups for grandparents and other kinship caregivers to take care of the children. As the result, the stress may be relieved for workers. In addition, we propose one-stop services from each of these regional kinship non-profit organizations which may be able to address problems that the social worker did not have time to resolve. So, the load shifts from the workers to non-profit agencies. With different sites and different region offices, these families can go and meet periodically to address issues they have experienced and what resources they may need from the agencies. The sites may provide legal services referrals, health care and mental health information, how to cope within support groups, and how to engage the systems in effective collaboration (i.e. how to work with the child and the school to have comprehensive services).



CWEP Alumni Spotlight

Sahmahrah Smith

Saleeta Curl





YOU CAN DO IT!!

Sahmahrah Smith is currently employed by the Department of Family and Protective Services in the Foster Adoptive Home Development (FAD) unit as a child specialist IV.

Achievements in Work

“ I mostly work with relatives of children who are in foster care. I have helped many families become licensed to foster/ adopt, and achieved permanency for the children through adoption. I am also working to develop my own Non-Profit organization.”



How did CWEP or MSW program prepare you for your job?

“ The CWEP/MSW program helped me to gain new skills and strengthen the skills that I already had when working with my families. I love working with children and families, and enjoy assisting them in obtaining permanency for the children that are in foster care. I have always advocated for families on my caseload. Through the program I not only learned how to more effectively communicate the needs of my clients to stakeholders and management, but I also gained knowledge on how to strengthen and build the relationship between CPS and families. I graduated from the program with more community resources and business relationships that have and continue to help me be the best case manager that I can be to my families. I was also taught how to be a change agent within my department. During the CWEP/MSW program I was an adoption prep case manager. Shortly after graduation I left CPS to become a supervisor at a Non-Profit organization. In this capacity I was able to utilize the skills that I learned about community engagement, recruitment and being present in the community that I served.”

Advice for Our Current CWEP Students

“**You can do it!!!!!!** There will be times when the program, work and life itself may seem like too much to balance but do not give up. Communicate your needs to your professors, and try to have a support system to encourage you and vent to. It may also be a great idea to have a friend that has already gone through the program or is at least further than you in the program. They could provide greater insight on assignments, professors and what to expect. Lastly, do not put yourself in a box of what a social worker is supposed to look like. Use your degree to create your own lane if need be. Good luck!”



SELF-CARE!!

Saleeta Curl has worked as a PAL Specialist IV for almost 4 years (October 2015). Saleeta assists youth and young adults transitioning out of foster care and into adulthood.

Achievements in Work

" During the past few years, I have had the opportunity to successfully coordinate and lead PAL's Independent City and Steps to Success Events. Each event enabled me to network with other community outreach programs and ensured our youth learned financial literacy as well as health awareness."



How did CWEP or MSW program prepare you for your job?

I was fortunate enough to transfer into my present position during my last two semesters of CWEP. This offered me the opportunity to learn a new position that I was unfamiliar with. Teenagers and young adults have always been my primary focus while enrolled in GSCW. Therefore, I was more than eager to in cooperate learned skills, research and practices while working with this population. Effective communicative skills, problem solving techniques and advocacy promotion has been the key.

Advice for Our Current CWEP Students

I encourage students to find their balance and continue to comply with their self-care plans.



Alumni News



Tribute to TOVIE DAVIS



" After 30 years of dedicated service to the State of Texas, Tovie Davis retired in July 2018 from DFPS. In her final tenure with the agency she retired as the 6A Children's Protective Service Foster/Adoption Program Director for Harris County. Ms. Davis was a pivotal influence in supporting the foster/adoption program to ensure children and families were supported while working with her team through the adoption and foster verification process. Ms. Davis was motivated in seeking a safe, nurturing, permanent placement for children in substitute care, along with relative connections. Her passion for her job and efforts were recognized by the State of Texas and The Texas Council of Child Welfare Board in 2018. Each year the Texas Council of Child Welfare Boards accepts statewide nominations from Regional Councils for individuals and organizations whose accomplishments positively impact the foster care community. Tovie Davis was selected as the Outstanding CPS Leader for 2018. She was honored and selected by the TCCWB Awards Committee during a luncheon in Austin, Texas."

- Kimley R Meredith

" Tovie worked for Children's Protective Services for 30 years and I was lucky enough to work alongside her for 25 of those years. She was very dedicated to the children we serve and to helping them achieve permanency. Tovie would go above and beyond to get a family licensed, especially relatives, so that a child could have a forever home. She was one of the most caring and compassionate people I have ever met. Tovie formed many close friendships with her coworkers and she was beloved by all. If you ever needed to talk, laugh or collaborate she was always there to listen and help. She will be truly missed." - Dalen Dilieto



PRAYER FOR LOVE AND PEACE



SENDING LOVE IN THE AIR TO TOVIE AND TOVIE'S FAMILY

Tribute to Tovie Davis



Message From Arnitia:

I would like to take the time out to honor one of our most dedicated CWEP students, Tovie Davis. Ms. Davis passed away in August 2019. Tovie was a mother, grandmother, mentor, leader, scholar and advocate and most of all our friend. She touched many lives and paved the way for others. She was very knowledgeable regarding the foster care system and was always willing to assist in any way possible. She understood the true meaning of social work. There was no task too large for her to assume. She was able to smile in even the most difficult situations. She will be missed by all of us.



*MEMORIES ARE A BLESSING, REMINDING US THAT
LOVE LIVES ON*

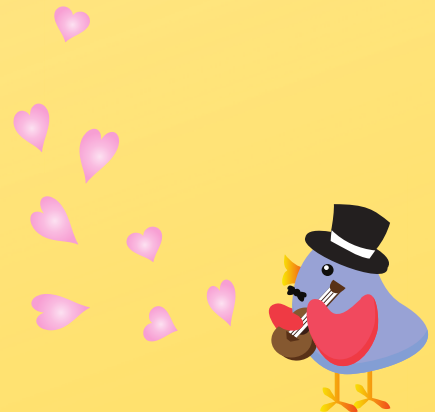


Sweet & Joyful News



On August 14, 2019 at 1:50AM Jamayne welcomed his second bundle of joy into this world. Parker Casey arrived weighing 5lbs and 14oz. Big sister Phoenix is thrilled with joy & loving her little sister to pieces! As viewed in the picture, Jamayne's arms will be full with loving his precious Angels!

" We were blessed at adopt Phoenix biological sister Parker at birth! These girls are gonna eventually run me crazy!!"



Welcome Our New Students



Our New Students

Sharon McNair is currently a Child Specialist IV-CVS.

Expectations of the GCSW and CWEP

Provide me with the theory, skills, and knowledge muddled to serve my community as a social worker.

Hope to achieve

Better skills to work with children and families in my career with CPS.



Tiffany Ferrell is currently a Foster/Adoption Specialist.

Expectations of the GCSW and CWEP

My expectation is to enhance my skills and expand my knowledge within my current career. I expect this new endeavor to be challenging as well as rewarding.

Hope to achieve

I hope to achieve additional skills as we as my master's in social work.



Laporsche Jefferson is currently a Adoption Prep Wroker, III.

Expectations of the GCSW and CWEP

I expect to receive the necessary steps in order to be successful in the social work field from the GCSW. In terms of CWEP, I am hoping to receive the financial freedom in order for me to obtain my MSW degree.

Hope to achieve

I would like to eventually own my own practice that help the parents of children that suffers from mental health. Many times, resources are just provided fro the children while the parents needs are overlooked. I would like to be that support/resource for that type of group.



Our New Students

Sabrina Saldivar is currently a Conservatorship Worker III

Expectations of the GCSW and CWEP

i would like to utilize the CWEP program aid in helping fruitful concepts learned at the GCSW.

Hope to achieve

My goal is to finish my degree plan on time. In addition to master all concepts so that I can apply them in practice.



Shantel Lundy is currently a Foster/Adoption Specialist.

Expectations of the GCSW and CWEP

My expectation are to obtain the skills and learn to be a social worker and to apply the skills to my work. I have to gain all of the knowledge and experiences needed to pass the license exam and to obtain my clinical license.

Hope to achieve

I hope to learn more about mental health and trauma as it is important to my field of work and benifit to my families.



Our New Students

Other Students...

Expectations of the GCSW and CWEP

" I expect to learn knowledge in how to better help children who have traumatic history. It is important for me to learn how to better serve the community in order for families to be together in a healthy manner."

- Esmeralda Lule-Vega

" To ultimately achieve my licenses as a clinical social worker. Enhance my leadership skills to engage and influence others in a more positive way. I will also enhance a bigger prospective with diverse options and broader cultural background. " - Keverlyn Walker

" I hope to have support and guidance thought my adventure working towards a LMSW." - Sharon Tallent

" My expectations of the GCSW & CWEP is to become a guide for me as I learn more about social work and the importance of the profession." - Brandi Matthews

Hope to achieve

" Graduate with not just a degree, but with knowledge, experience, and to actually make a difference in lives." - Ebony Johnson

" What I hope to achieve is a better understanding of how my role as a caseworker shape and mold families lives after their case is closed. I also hope to achieve a better understanding if social ethics issues that impact society. " - Crystal Portis

" I hope to achieve a multitude of knowledge that will make me a better social worker, create advancements in my career and a network of social workers that i can connect with long term across various fields." - Amy Obot

" I hope to graduate and obtain my MSW. i would like to become a licensed clinical social worker. " - Kirbi Clark

Upcoming Training



Upcoming Training for CPS Staff

UNIVERSITY of **HOUSTON**

GRADUATE COLLEGE of SOCIAL WORK

CONTINUING
EDUCATION

**Proactive vs. Reactive:
Helping CPS Staff and
Reporters/Community Members
Work Toward a
Better Understanding**

(3 CEU's)

Upon concluding this course,
participants will be able to:

- ❑ Define proactive and reactive communication skills
- ❑ Provide an overview of the history of CPS and Community Members (CPS Boards, law enforcement, schools, etc.)
- ❑ Discuss which laws regulate CPS involvement and some of the misconceptions.
- ❑ Discuss the good, the bad, and the ugly perceptions of CPS and why they exist.
- ❑ Identify resources to support CPS staff and community members in meeting the needs of children and families.

WHEN

Wednesday
October 16, 2019
9:00am - Noon

WHERE

Youth Service Center
Room B-204, 2nd Floor
6300 Chimney Rock
Houston, Texas 77081

COST

FREE to CPS STAFF
FREE PARKING

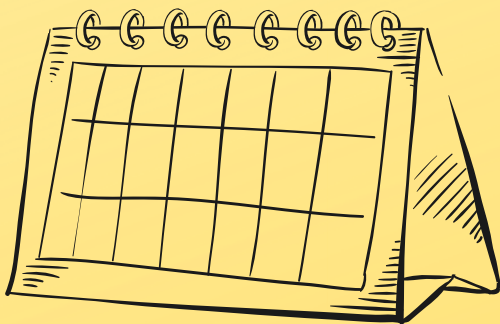
INSTRUCTOR

Gwendolyn Franks Carter,
LMSW

Retired, CPS Supervisor
with over 30 years of
experience in practice

CWEP Calendar

2019-2020



UNIVERSITY of HOUSTON

GRADUATE COLLEGE of SOCIAL WORK

CWEP CALENDAR 2019-2020

MONTH	DATE	TIME	PLACE	EVENT
JULY 2019				
	13 th	9 – 4	GCSW BUILDING	GCSW NEW STUDENT ORIENTATION
	29 th	9 – 4	YSC 6300 CHIMNEY ROCK, HOUSTON, TX	CWEP SEMINAR "MOTIVATIONAL INTERVIEWING TRAINING"
	30 th	9 – 3	CPS 2525 MURWORTH, HOUSTON, TX	CWEP ORIENTATION
AUGUST 2019				
	1 st			Field Forms Due: Evaluation Phase
	5 th			Session 4 Ends
	7 th			Last Day of Field Session 1 ENDS
	10 th			Session 1 & 4 Grades Due
	16 th	12 - 1	SW BUILDING	GCSW Open House
	17 th	9 – 1	110 HA – SW BUILDING	GCSW ALUMNI ASSOC. ANNUAL MEETING
	17 th		UH Hilton	50th Anniversary Celebration
	28 th			Field FaceTime: Open Meeting (Zoom Meeting, 430PM-530PM)
SEPTEMBER 2019				
	2 nd			F2F Foundation Cohorts start
	3 rd			Field Practicum I
	7 th			Class- Hybrid 19
	19 th			Labor Day Holiday
	21 th			Class- Hybrid 17, 18, 19
	26 th			Concentration Meeting F2F 19
	27 th			
	27 th			last day for grad app- FA 19
OCTOBER 2019				
	1 st - 5 th			NASW TX Conference
	11 th			Applications for specializations due
	16 th	9 -12	YSC 6300 CHIMNEY ROCK, HOUSTON, TX	CWEP SEMINAR "PROACTIVE VS REACTIVE"

UNIVERSITY of HOUSTON

GRADUATE COLLEGE of SOCIAL WORK

CWEP CALENDAR 2019-2020

MONTH	DATE	TIME	PLACE	EVENT
	19 TH			Class- Hybrid 17, 18, 19
	23 RD 27 TH			CSWE APM Conference
	28 TH			Last day to submit agency information for students who live outside the Greater Houston Area
NOVEMBER 2019				
	1 ST			Last day to get a W (session 1)
	2 ND			Class- Hybrid 18, 19, *17optional
	7 TH	Noon – 1pm	TBA	Brown Bag
	11 TH			Veteran's Day
	16 TH 26 TH			Class- Hybrid 17, 18, 19 Last day to start Agency Affiliation process for Spring Semester start (outside Greater Houston Area)
	27 TH -29 TH			Thanksgiving Break
	30 TH			Field Forms Due: Evaluation Phase
DECEMBER 2019				
	1 ST			Mandatory Field Orientation Due – Hybrid and Online
	11 TH			Last day of field
	25 TH – 1 ST			Winter Holiday
JANUARY 2020				
	9 TH	Noon – 1pm	tBA	Brown Bag
	14 TH - 20 TH			SSWR Conference
	18 TH 22 ND			Class- Hybrid 17, 18, 19 Class- Hybrid 17, 18, 19
FEBRUARY 2020				
	8 TH			Field Forms Due: Contracting Phase
				Optional Class- Hybrid 17, 18, 19

UNIVERSITY of HOUSTON

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CWEP CALENDAR 2019-2020

MONTH	DATE	TIME	PLACE	EVENT
	22 ND			Class- Hybrid 17, 18, 19
	28 TH			Field Agency Marketplace - 10AM to 2PM
MARCH 2020				
	9 TH – 13 TH			Spring Break
	20 TH			Applications due for specializations
	28 TH			Class- Hybrid 17, 18, 19
APRIL 2020	4 TH			Optional Class- Hybrid 17, 18, 19
	8 TH			Marketplace preference forms due
	15 TH			Last day to submit agency information for students outside the GHA
	25 TH			Field Forms Due: Evaluation Phase
				Class- Hybrid 17, 18, 19
	30 TH			Last day to start affiliation Agreement process for Summer/Fall 2020 Start
MAY 2020				
	5 TH	6 – 8pm	ROCKWELL PAVILLION IN MD ANDERSON LIBRARY	Celebrating CWEP
	6 TH			GCSW GRADUATION
JUNE 2021				
	1 ST			CWEP APPLICATION DEADLINE

Child Welfare Education Project

A CPS-GCSW Partnership

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