

*We Care & We Support*

Inspiring  
Visionary  
Empowering

May 2020, **Inaugurate Volume**

# Title IV-E Journal in Child Welfare

Volume 1 Issue 1

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

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## Editorial Board

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If you are interested in serving on the Editorial Board for *Title IV-E Journal in Child Welfare*, please email Dr. Monit Cheung at [mcheung@uh.edu](mailto:mcheung@uh.edu) with your curriculum vitae. We look forward to working with you as a team.

## **This Journal**

***Title IV-E Journal in Child Welfare (“IV-E Journal”)*** is a publication providing a practice-research integration platform for all participating Title IV-E programs in the United States to share their child welfare experiences. The IV-E Journal was initiated by Dr. Monit Cheung, Mary R. Lewis Endowed Professor in Children & Youth and Director of the Child and Family Center for Innovation Research at the University of Houston. It aims to provide updated information to promote Title IV-E partnerships between public child welfare and state universities and for scholars and practitioners to be our contributors who share practice insights, service outcomes, policy updates, and sources of professional and educational development, statewide and nationally. International scholars who study child welfare practices or policies based on a state-university partnership model are welcome to contribute their knowledge and experiences.

### **Background**

National Title IV-E is a segment of the Social Security Act (SSA) with significant financial support for public child welfare services. The Title IV-E policies aim to provide a safe and stable out-of-home care for children in maltreatment or other circumstances so that they can achieve permanency in their lives. Title IV-E partnerships in the field of practice and academia are established in most states to promote effectiveness of public child welfare and develop reliable systems and professional networks locally, statewide, and nationally. These multilevel connections not only highlight the law’s original intent in providing social work services to the targeted populations, but also empower and support BSW and MSW students to achieve their practice competencies to lead in the field of public child welfare.

### **Aim and Scope**

Along with the mission of Title IV-E education in child welfare, the IV-E Journal aims to provide an information exchange platform for describing the multilevel partnerships in child welfare, including community, schools, universities, agencies, local, state and federal government. It also delivers updates in child welfare practices, creative research ideas and outcome data, policy summaries, and educational development reflections that aim to strengthen and expand the Title IV-E partnerships across the 50 states in the United States.

The IV-E Journal accepts brief summaries or progress reports of any forms with a focus on public child welfare, such as short stories, case studies, poems, personal or professional reflections, artwork photos, book reviews, and other innovative work with significant impact on children and youth. All publications must reflect the core values and ethics of social work. One volume each with two issues will be distributed each year. Submission and publication is done online without cost or any compensation to the contributors. The contributors must include a statement in their submission that the submission is their original work which is not being considered or published in other sources. Cited references must be included with [APA 7<sup>th</sup> Edition style](#).

### **Mission**

- Develop bridges to build practice linkages on a cyberspace platform so that innovative works, updates, and experiences can be shared among professionals, faculty, staff, students, and clients in the field of child welfare.
- Highlight the importance of Title IV-E Child Welfare Agency/University Partnerships and encourage knowledge exchange among the participating universities for promoting practice and academic development.

## **This Issue: Positive and Reflective**

The acronyms we use to represent this journal are “IV-E”: Inspiring, Visionary, and Empowering. These three words highlight the importance of being positive and innovative through our experiences and reflections to guide child welfare future practices with a vision. This vision is to provide integrative services to vulnerable children, youth, and their families to build on their strengths, empower their expression of needs and rights, and help them remove unhealthy disparities in their life. One of the contributions of social workers to the field of child welfare is their flexible involvement in all facets of lives such that people across generations can receive proper support and continuous care for achieving healthy inter-generational relationships. The theme of Social Work Month 2020, “Social Workers: Generations Strong” highlights this uniqueness focusing on families. Besides, this intergenerational impact not only leads our clients to positive changes but also benefits social workers themselves for increasing practice wisdom. For example, a research project conducted by Dr. Patrick Leung at the University of Houston made a significant impact on salary raises for Child Protective Services (CPS) workers, effective immediately after the presentation of results to legislators. Its additional impact was the increases in salary and benefits for Adult Protective Services (APS) workers in the year following the CPS salary raise. Another story was shared by a mother-daughter duet with both being Title IV-E stipend recipients who are now social workers in CPS. These are astonishing facts shared with love and life experiences in this inaugural issue. We hope through sharing the works and stories our workers are empowered and our work is positively affirmed.

The contents in this first issue include:

- COVID-19 Information
- Faculty Research highlighting positivity: Preventing job turnover among child/family protection caseworkers: Implications for creating economic sustainability through policy advocacy
- Alumni & Student Spotlight
- Social Work Month (NASW)
- Reflective Poem: Listening to the Heart
- Policy Updates: Number of Children in Foster Care Decreased
- Professional Development: Evidence-based Practice
- National Child Abuse Prevention Month
- Tips from IV-E Staff

## COVID-19 Information: Stay Physical and Mental Healthy

Under the current hazard of Coronavirus disease (COVID-19) around the world, we are experiencing numerous stressful events and changes in our lives. Fears and anxiety about uncertainties of the disease could be overwhelming and depression associated with the crisis may cause strong emotions among adults and children. Coping with this outbreak with a positive and strong spiritual in mind become a significant competency to maintain our physical and mental health. Below is the World Health Organization's (WHO) step-by-step guidance to wearing masks:


1. Before putting on a mask, clean hands with alcohol-based hand rub or soap and water.
2. Cover mouth and nose with mask and make sure there are no gaps between your face and the mask. (Note: On the outward side of the mask, the pleats should be folded downwards to prevent viruses accumulated inside if folded upward.)
3. Avoid touching the mask while using it; if you do, clean your hands with alcohol-based hand rub or soap and water.
4. Replace the mask with a new one as soon as it is damp and do not re-use single-use masks.
5. To remove the mask: remove it from behind (do not touch the front of mask); discard immediately in a closed bin; clean hands with alcohol-based hand rub or soap and running water.

To respond to this huge environmental challenge, the Center for Disease Control and Prevention (CDC) provides guidance about things we can do to support our physical and mental health of ourselves, families, and communities.

- Maintain appropriate social distance with other people.
- Wear a face mask appropriately if you are sick or you must visit people who may potentially or are sick.
- Cover coughs and sneezes with a tissue, throw the tissue away, and wash hands right away.
- Wash your hands as needed with soap and water for at least 20 seconds or use alcohol-based hand sanitizer.
- Take breaks from watching, reading, or listening to news stories, including social media. Hearing about the pandemic repeatedly can be upsetting.
- Take care of your body: 1) take deep breaths, stretch, or meditate; and 2) try to eat healthy, well-balanced meals, exercise regularly, get plenty of sleep, and avoid alcohol and drugs.
- Take time to unwind. Try to do some other activities you enjoy.
- Connect with others. Talk with people you trust about your concerns and how you are feeling.

### Related materials

- [When to use a mask \(WHO-Video\)](#)
- [Use Mask Properly \(E-Booklet\)](#)
- [Preventing Getting Sick \(CDC\)](#)
- [Face mask drive \(University of Houston\)](#)



**Sign Up: Make or Donate Social Workers**

**COVID-19 UPDATES**

Social workers are often overlooked members of those on the frontline during the COVID-19 pandemic. They provide essential services to children and families who are especially vulnerable to both the health effects and economic consequences of the virus.

**GCSW COVID-19 RESOURCES**

We want to help and we need your help in supplying the critical and growing need for protective face masks for social workers providing face to face services and the clients they serve.

## **COVID-19 Information:**

### **We are all connected: Family Coping with Coronavirus Outbreak**

Yu-Ju Huang, MSW, Ph.D. Candidate  
Graduate College of Social Work  
University of Houston

We are experiencing a “new normal life” while facing coronavirus (COVID-19) pandemic. This includes working remotely while taking care of our clients and families. Uncertainties of the disease, and multiple losses (including loss of job, health, and some levels of happiness) may significantly influence our lives physically and psychologically. These stressful events may also produce different levels of depression, anxiety, or fear.

Family coping refers to an ongoing and dynamic process of managing a stressful event or situation by the family members as a team with no detrimental effects on an individual in the family ([Boss, Bryant & Mancini, 2016](#)). The tension caused by COVID-19 is a disturbance in the steady state of our family from a systematic perspective. As we can see, our family routines and patterns of social interactions have been changed due to social distancing. Under these circumstances, people still need to perform instrumental and expressive functions to maintain the resilience and survival of our family. We are trying to seek sense-making coherence before the outbreak while handling all distresses and related events in a calm manner. Even though each family has a unique unity of its own, the familial bonds must be functional to connect members who share memories, successes, failures, and aspirations. With healthy family coping, our families learn to balance our lives with physical, psychological, and spiritual resources. These resources, though limited, will enable us to respond to current challenges and be strong for going through these new challenges.

During the pandemics, although we need to maintain social distances with people by all means, we are encouraged to use alternative ways to stay connected with our loved ones and with those in our network systems. The [Healthy Families America®](#) and the [Prevent Child Abuse America®](#) provide tips for staying connected and actively engaged as a family, managing stress & anxiety, and maintaining communication with children and others.

For Parents:

- [Coronavirus Resources & Tips for Parents, Children & Others](#)
- [Here's How to Qualify for Paid Leave for Coronavirus](#)
- [Handling Your Kid's Disappointment When Everything Is Canceled](#)
- [Resources for Supporting Children's Emotional Well-being during the COVID-19 Pandemic](#)
- [Love in the time of Coronavirus: A HOPE-informed guide for parents](#)
- [Coronavirus and Parenting: What You Need to Know Now](#)

For Children:

- [Step by Step Handwashing with Elmo](#)
- [Coping After a Disaster \(Ready Wrigley Books\), Centers for Disease Control and Prevention](#)
- [A Germ-fighting Superhero, Daniel Tiger's Neighborhood/PBS Kids](#)

## Faculty Research: Positive Impact

Preventing job turnover among child/family protection caseworkers: Implications for creating economic sustainability through policy advocacy

Principle Investigator:

Patrick Leung, M.A., M.S.W., Ph.D.

Gerson and Sabina David College Endowed Professorship for Global Aging



### Immediate Impact of Policy Research

*Recommendation 1: Increase Average Base Salary: Provide salary increases for workers and supervisors.*

Scenario A: Immediately offer an \$11,808 annual base salary increase to all workers, supervisors, and managers based on the salary on September 1, 2016 to provide a competitive market value salary so that the average Annual Base Salary will total \$55,642 in 2017.

Rationale for Scenario A: Average competitive salary for similar positions of workers and supervisors is on average \$55,642/year based on 2016 data, but the average DFPS salary in 2016 was only an average of \$43,834/year. (Note: A similar version of this recommendation was adopted by DFPS for a select group of CPS employees for salary increases up to \$12,000 on the base salary effective December 1, 2016.)

*Immediate Increase in Salaries:*

#### CPS

The outcome of this policy intervention is *an annual US\$12,000 salary increase, from 2017*, for each frontline specialist in the child protection division.

A Texas legislative panel is recommending an infusion of **\$75.3 million** in emergency funding for the Department of Family and Protective Services to allow for caseworker raises and hire more people. But agency Commissioner Hank Whitman won't get everything he requested.

The five-member special workgroup made up of Senate Finance Committee members has decided to recommend giving Whitman the money he asked for to increase salaries for Child Protective Services workers, but not enough to hire 550 new workers as he originally hoped. The funding would include \$67.6 million in state general funds, while the rest would be federal money.

The panel's plan would allow the agency to **boost salaries by \$12,000** and hire 136 new workers, including 50 new special investigators, 50 new investigative caseworkers and 36 new support staff members. Whitman had originally wanted to hire an additional 200 investigative caseworkers and an additional 100 special investigators.

**THE TEXAS TRIBUNE** OUR PICKS

### Senate panel proposes \$75.3 million to start fixing Child Protective Services

A workgroup of the Texas Senate Finance Committee was willing to give Child Protective Services caseworkers \$12,000 raises but balked at hiring all the new workers Commissioner Hank Whitman requested.

BY MARISSA EVANS NOV. 7, 2016 7 PM

Hank Whitman, former head of the Texas Rangers and new chief of the Texas Dept. of Family and Protective Services, speaks to a guest at the House Committee on Human Services meeting July 12, 2016 prior to his plans for the troubled agency's future. © Bob Daemmerich/Texas Tribune

Source: <https://www.texastribune.org/2016/11/07/senate-recommends-676-million-emergency-funds-child-protective-services/>

#### APS

12K raises for APS workers was proposed on 9/17/2018. Finally, the salaries were finally approved for 9K.

**TEXAS STANDARD** THE NATIONAL DAILY NEWS SHOW OF TEXAS

### News Roundup: Texas Proposes \$12K Raises To Retain Adult Protective Services Workers

Our daily look at Texas headlines.

By Becky Pogor | September 17, 2018 1:22 | Texas News Editor

### After \$9,000 pay raises, more Adult Protective Services caseworkers stick to job

Doctor of Acupuncture  
American College of Acupuncture  
Train to become a licensed acupuncturist while obtaining your Doctorate

Sources I: <https://www.texasstandard.org/stories/texas-proposes-12k-raises-to-retain-adult-protective-services-workers/>

Source II: <https://www.statesman.com/news/20200203/after-9000-pay-raises-more-adult-protective-services-caseworkers-stick-to-job>

## **IV-E Alumni & Student Spotlight** **“Mother-Daughter IV-E Duet: Intergenerational Connections”**

**Vivian Clark** (left) is a social worker in an inpatient unit at Texas Children’s Hospital working with children with complex medical needs and their families.

### Achievements in Work

“I graduated from what is now known as the GCSW in 2003, and I have utilized my degree to gain experience in many areas of social work. After CPS, I worked as a family clinician for the Children’s Crisis Care Center, I conducted adoption home studies, and I performed mental health assessments on individuals reporting suicidal ideation. With my LCSW, I have done individual therapy with women experiencing anxiety related to pregnancy and/or grief and loss, I conducted individual therapy with adolescents with behavior issues and I have facilitated group therapy with families of children with special health care needs. I have been a field instructor for MSW interns for 10 years and a volunteer for a grief support organization for over 5 years. I have grown personally and helped many people while on this journey, and I have loved every minute of it!”



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

“Participating in CWEP allowed me to obtain my MSW, and obtaining my MSW gave me the knowledge, skills and credentials to work in various settings and with various populations.

### Advice for Our Current CWEP Students

“Be present with the people you come in contact with and enjoy the journey! Often students are so focused on graduating they miss the excitement of being where they are. Explore the opportunities. The MSW is a versatile degree and you can work in so many different areas, find the agency or the population that brings you joy. Remember, you did not choose social work for the money, so find a job that you love!”

**Kirbi Clark** (right) is currently a CPS Conservatorship Specialist II.

### Achievements in Work

I have been working in Child Welfare for 3 years and I have become more confident in my role as a caseworker. I feel that I am better able to assess children and families and provide the appropriate resources to meet their needs.”

### What motivated you to join the MSW program?

“I was motivated to join the MSW program because after working at CPS, I realize that the opportunity to gain more knowledge about people in social issues would allow me to be of more service to my clients.”

### Advice for Our Current CWEP Students

“I just wanted to say how truly thankful I am for the CWEP program. Although I have only completed one semester, I already feel that I am able to integrate what I have learned in my work with families.”

### ***Beauty of Inheritance***

Vivian influences her daughter Kirbi’s life by passing on social work’s values and missions. For years, Kirbi has witnessed Vivian’s contributions to the field of social work, specifically in public child welfare. Kirbi is now applying the social work values and missions at her job at Children’s Protective Services and is preparing herself to be a master’s level social worker.



**Social Work Month 2020!!**  
**Theme: “Social Workers: Generations Strong”**

It is Social Work Month!! The theme for Social Work Month 2020 is Social Workers: Generations Strong. The NASW highlights that "The theme has various meanings. As we enter a new decade it is important to look back and honor the powerful, positive impact the social work profession has had on our society for generations. We also want to spotlight the life-affirming work that social workers from all generations — from the Greatest Generation to Generation Z are doing.

**Other Social Work Month Related Links from NASW**

1. [Theme Rationale](#)
2. [Proclamation](#)
3. [Logos & Infographics](#)
4. [Social Workers: This is Who We Are \(Video\)](#)



Source: National Association of Social Workers (NASW) <https://www.socialworkers.org/News/Social-Work-Month/>

**National Foster Care Month is May 2020!!**

<https://content.govdelivery.com/accounts/USACFCWIG/bulletins/280623b>

**Reflective Poem**  
**“Listening to the Heart”**

The heart bleeds ..... So it bleeds  
The heart cries ..... In silence and in depth  
The heart speaks ..... Softly in the dark  
The heart listens ..... Behind closed doors  
The heart feels ..... As it pours and finds love  
The heart connects ..... To purpose and to life  
The heart thrives ..... As it opens up new paths  
The heart transcends ..... Releasing and closing old wounds  
The heart no longer bleeds .....

*Virginia L. Martinez, MSSW-LCSW*  
El Paso  
December 2019

*Virginia Martinez* is a native of El Paso, the third of nine children, born to immigrant parents. She completed a Bachelor of Social Work (BSW) degree from the University of Texas at El Paso (UPEP) in 1980 and Master's degree of Science of Social Work (MSSW) from the University of Texas at Austin in 1992. She is a licensed clinical social worker (LCSW). Virginia has an extensive professional work history in social services in areas related to health care and management. She is the recipient of numerous awards and is recognized for her leadership capacities in working with the diverse levels of social work.

## Policy Updates

### “New AFCARS Data Show the Number of Children in Foster Care: Decreased for the First Time Since 2011”

From the Adoption and Foster Care Analysis and Reporting System (AFCARS) report, the number of adopted children has increased to over 63,100 in FY 2018 compared to 59,500 in FY 2017. This increase reflects that the number of permanency homes has also risen. Since 2011, the number of children and youth in foster care has decreased (Figure 1 & 2). Lynn Johnson, an assistant secretary of the U.S. Department of Health and Human Services, Administration for Children & Families, highlighted with these statistics that “This administration has focused on primary prevention and adoption, and we are starting to see some better results.” (source: [Child Welfare Information Gateway](#))

Figure 1. Foster Care by the Numbers

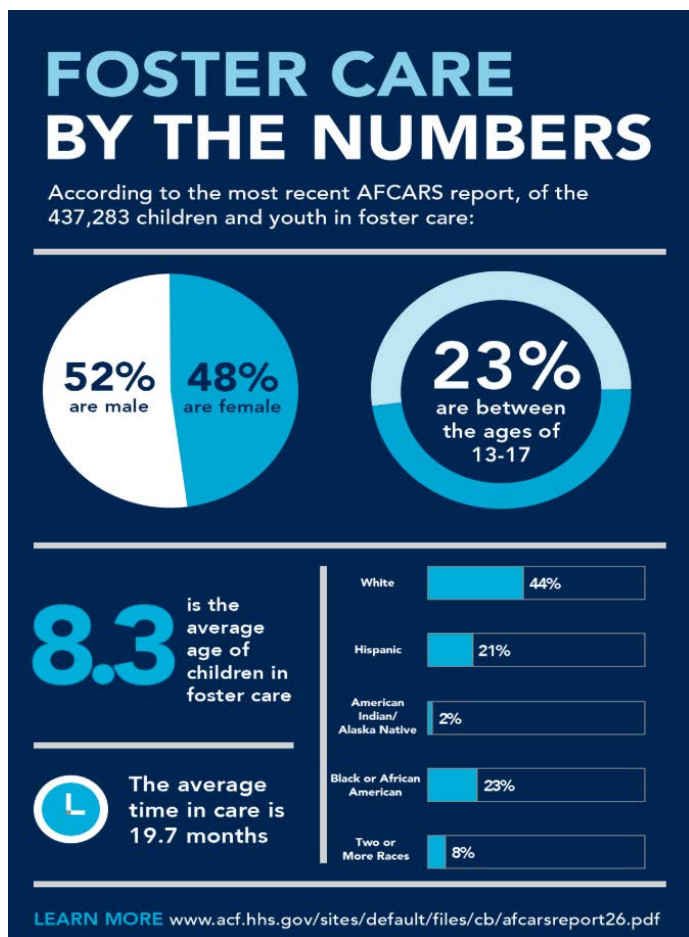
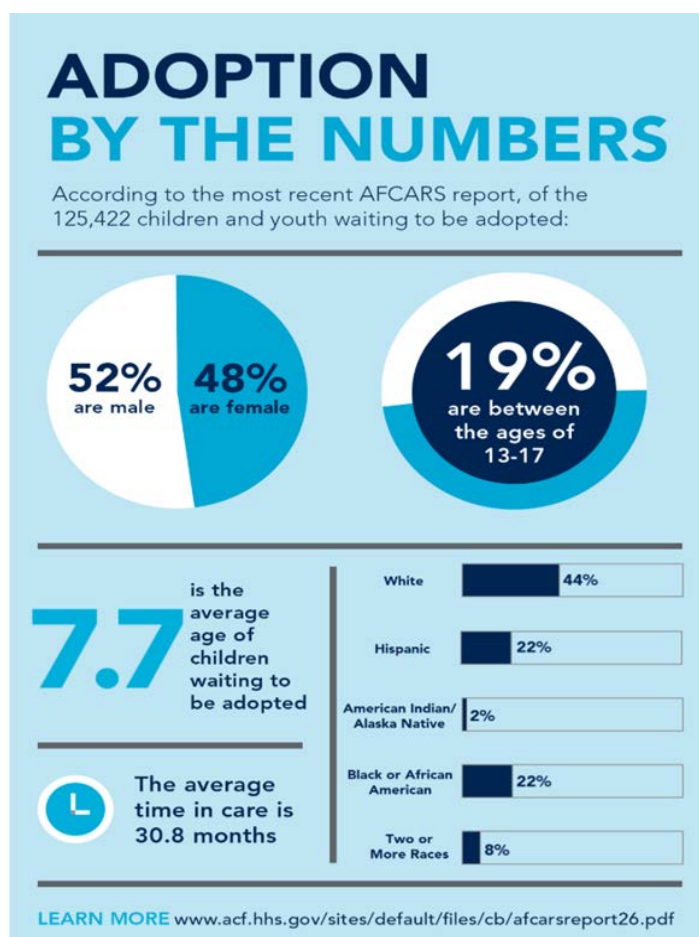


Figure 2. Adoption by the Numbers



#### Related Links

[AFCARS report](#)

[Foster Care Statistics 2017](#)

[Working with the Courts for Permanency](#)

## **Professional Development Evidence-Based Practice**

The concept of Evidence-Based Practice (EBP) was first established by Sackett and colleagues (2000) specifically focusing on practice in medicine. McNeece and Thyer (2004) adopted this concept to social work and magnified “treatment” to “intervention,” a broader term more applicable to the social work profession which addresses both micro and macro issues. Their study highlights the functions of EBP to effect changes in diverse fields such as clinical practice and policy advocacy with two components of EBP: 1) the best research evidence with clinical expertise, and 2) values of clients in merging in practice decisions.

\*\*\*\*\*

Child Welfare Resources: Annie E. Casey Foundation  
<https://www.aecf.org/work/evidence-based-practice/>

According to Annie E. Casey Foundation, EBP is an important step for planning and delivering services and programs to individuals, dyads, families, groups, communities in both micro and macro settings. Multiple learning sources are listed at <https://www.aecf.org/> and summarized below.

- [Data Governance for Two-Generation Programs includes:](#)
  - Accomplish a data governance plan;
  - Cultivate higher stakeholder buy-in for a proposed data governance plan;
  - List the responsibilities of a data governance planning team;
  - Create a disaggregated data strategy.
- [Watch Webinar: Three Fiscal Elements for Using the Family First Act](#)
  - Approach three important considerations in financing prevention services under the Family First Prevention Services Act;
  - Focus on implementing evidence-based practices in child welfare.
- [The Family First Prevention Services Act](#)
  - Costs of evidence-based programs, case management and other administrative support;
  - Revenues to offset costs, including projecting the Title IV-E revenue that a state can draw down and considering other potential sources of revenue, such as Medicaid;
  - Projected cost savings in spending on out-of-home placements and related administrative costs generated by successful implementation of prevention services.
- [Role of Technology in Evidence-Based Interventions](#)
  - Enhance data access for program developers and community members to examine interventions and services within large public systems;
  - “Uniting technology” as a method to manage and organize evaluations of programs and services.

### **Other Related Links**

- [Evidence2Success](#)
- [KIDS COUNT](#)
- [Community Change](#)
- [Leadership Development](#)
- [Research and Policy](#)
- [Equity and Inclusion](#)

### **References**

- McNeece, C. A., & Thyer, B. A. (2004). Evidence-based practice and social work. *Journal of Evidence-Based Social Work, 1*(1), 7-25.
- Sackett, D.L., Strauss, S.E., Richardson, W.S., Rosenberg, W., & Haynes, R.B. (2000). *Evidence-based medicine: How to practice and teach EBM*. Churchill-Livingstone.

## National Child Abuse Prevention Month is April 2020! Strong & Thriving Families

Source: [Child Welfare Information Gateway](#)



National Child Abuse Prevention Month webpage:

[https://www.childwelfare.gov/topics/preventing/preventionmonth/?utm\\_campaign=ncapm20&utm\\_medium=email&utm\\_source=ncapmweblaunch020620](https://www.childwelfare.gov/topics/preventing/preventionmonth/?utm_campaign=ncapm20&utm_medium=email&utm_source=ncapmweblaunch020620)

### Related activities and resources

- [Multimedia Gallery](#)
- [Tip Sheets](#)
- [Activity Calendars](#)
- [Adverse Childhood Experiences \(ACEs\)](#)
- [Protective Factors in Practice Vignettes](#)
- [2019/2020 Prevention Resource Guide](#)
- Other Publications
  - [Addressing the Needs of Young Children in Child Welfare: Part C—Early Intervention Services](#)
  - [Chronic Child Neglect](#)
  - [How You Can Help Someone Who Is Being Abused or Neglected](#)
  - [Leaving Your Child Home Alone](#)
  - [Parent Education to Strengthen Families and Prevent Child Maltreatment](#)
  - [Parent-Child Interaction Therapy: A Primer for Child Welfare Professionals](#)
  - [Preventing Child Abuse and Neglect](#)
  - [Trauma-Focused Cognitive Behavioral Therapy: A Primer for Child Welfare Professionals](#)
  - [What Is Child Welfare? A Guide for Educators](#)
  - [What Is Child Welfare? A Guide for Health-Care Professionals](#)
- [WE CAN – Work to End Child Abuse and Neglect](#)
- [Preventing Child Abuse & Neglect](#)



### **Tips from Title IV-E Staff: Field Instruction**

Organize and prioritize. ...  
Use the buddy system: develop relationships and work with student cohorts. ...  
Be proactive about orienting your classes and fieldwork assignments to your career interests. ...  
Reach out for help if your fieldwork assignment does not feel right. ...  
Take care of yourself.  
Take Advantage of Campus Resources. ...  
Make Connections Between Your Assignments and Work. ...  
Manage Your Time Effectively.

*Vanessa Shippard, MSW*  
CWEP Field Coordinator  
Graduate College of Social Work  
University of Houston

### **Inspiring Training for CPS Staff and IV-E Faculty**

#### **Training I.**

2020 National Title IV-E Roundtable

Location: Bowling Green, KY

Date: May 19-21, 2020

Event Website: <https://www.wku.edu/lp/treps/nat-ive/index.php>

#### **Training II.**

De-escalating clients and how to advocate for them even when they are being difficult

Location: Youth Services Center

(6300 Chimney Rock Road, Houston, TX)

Date/Time: Has been postponed due to COVID-19, future date: TBD

### **The IV-E Journal Contact Information**

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