

Withdrawal/Redaction Sheet

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. fax	From Betty Guhman To Carol Rasco; RE: SSNs [partial] (1 page)	12/05/1996	P6/b(6)
002. paper	Arkansas Collaborative Meeting; RE: address/phone number [partial] (1 page)	n.d.	P6/b(6)

COLLECTION:

Clinton Presidential Records
Policy Development
Lyn Hogan
OA/Box Number: 10043

FOLDER TITLE:

Ark [Arkansas] Collaboration

2011-1010-S

ms184

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Art Collaboration

Notes/qs on child writing

CLINTON LIBRARY PHOTOCOPY

These are the materials to
be sent. Pls. ask Chris or
Lauren to make the copies,
~~and~~ put in envelopes, and
red dot for mailroom. Since I
am in the WW it would be more
difficult for me to do. I will
speak with them now. Thanks!
Let me know if I can be of more
help. Khusaei

Lyn

THE WHITE HOUSE
WASHINGTON

Participants

From the Federal Departments

Jeff Evans, U.S. Department of Health and Human Services
National Institute of Child Health and Human Development

Ann Segal, U.S. Department of Health and Human Services
Office of the Assistant Secretary for Planning and Evaluation

Dan Lewis, U.S. Department of Health and Human Services
Children's Bureau

Reggie Robinson, U.S. Department of Justice

J.D. Hoye, School to Work Office —

Naomi Karp, U.S. Department of Education
National Institute on Early Childhood Development and Education

Doug Offerman, Corporation for National Service

From the Arkansas Collaboration

Beverly Jones, Director, Arkansas Division of Children and Family Services

Karen Ballard, Director, Mid-South Center For Education and Training

Betty Guhman, Associate Professor, Director, Social Work, University of Arkansas,
Fayetteville

Carolyn Deeter-Evans, Assistant Director, Division of Children and Families

Calvin Johnson, Manager, Local Reform Initiatives, U of A and Division of Children and
Family Services (joint position)

Joyce Shepherd, Division of Children and Families, Area Manager

Beth Walker, Title IV-E Coordinator, Instructor, Henderson State University

Ruth Kaplan, Assistant Director, Mid-South Center

Steve Minner, Director, Academy for Family Center Training

Partnership in Public Child Welfare

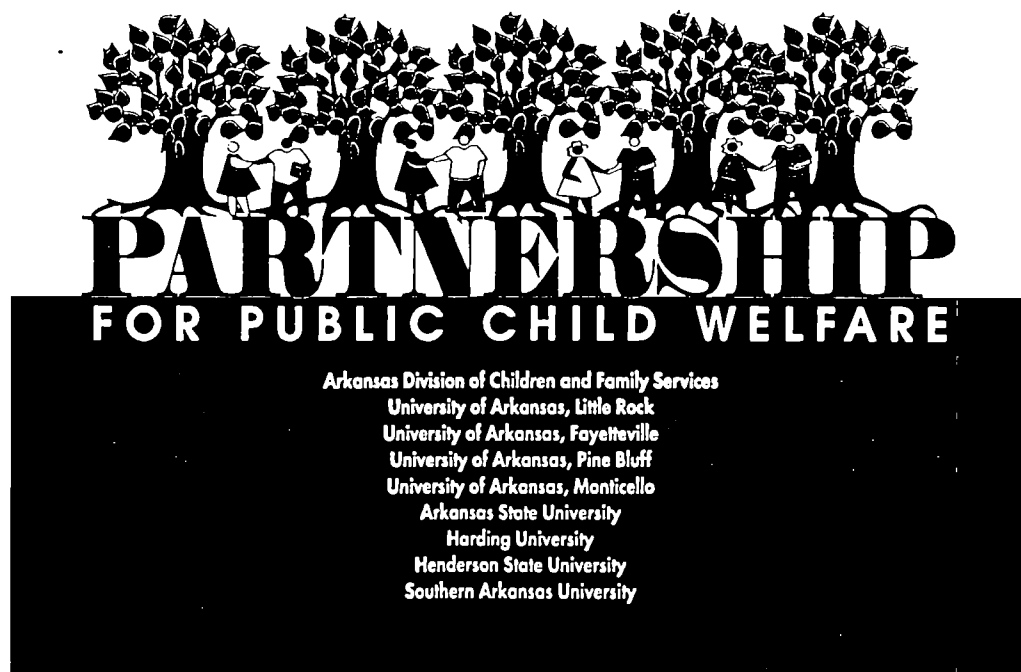
FY 96/97 Contract Summary

Mid-South Center

University of Arkansas at Little Rock

PROGRAM ABSTRACT

A multi-system, multi-disciplinary partnership project, coordinated by the Mid-South Center, in conjunction with the Division of Children and Family Services, the UALR School of Social Work, and ten colleges and universities state-wide. The project is responsible for academic reform, training, practice based research, technology support, and engagement in practice endeavors, in support of the overall staff development plan of DCFS. Diverse programs and activities will provide support for a comprehensive approach to the promotion and development of the Arkansas public child welfare system. This partnership project is committed to the promotion and development of family-centered casework, supervision, and management practice. Multi-disciplinary support and coordination across diverse academic disciplines will occur to facilitate reform in both the academic and child welfare settings.



Statewide Academic Preparation and Support of Students for Public Child Welfare Careers

Performance Indicators	Responsible Parties	Products/ Outcomes
Recruitment of DCFS employees into the graduate social work program.	School of Social Work	
Social work academic curriculum/course offerings infused with public child welfare practice content, emphasizing the value of a family centered focus for service delivery and system wide dual reform.	School of Social Work	
Social work graduate student mentoring, support, and professional development.	School of Social Work	
Multi-disciplinary academic resources accessed, developed, and/or purchased that support project activities for the development of IV-E educational products.	Mid-South Center - Professional Enhancement, Sheila Witherington	
Development, supervision, support, and evaluation of DCFS/MSW/multi-disciplinary field education units.	School of Social Work	
Statewide enhancement and expansion of family centered, interdisciplinary academic curriculum through the Professional Enhancement Program.	Mid-South Center - Professional Enhancement, Sheila Witherington	
Oversight and participation in a feasibility study for the collaborative development of a BSW program between Philander Smith College and UALR.	School of Social Work	

Statewide Academic Preparation and Support of Students for Public Child Welfare Careers (cont.)

Performance Indicators	Responsible Parties	Products/ Outcomes
Multi-disciplinary faculty/staff training and development related to public child welfare reform issues and priorities.	School of Social Work and Mid-South Center	
Infusion of child welfare/family centered content into existing multi-disciplinary programs and curriculum to facilitate strategic reform in higher education in support of the changes in public policy and the professional development of students preparing to work in diverse agencies, schools, institutions, and corporations regarding the needs of diverse families in contemporary American society and the shared responsibility for collectively addressing these needs.	Mid-South Center, Karen Ballard	

Statewide Student/Staff Recruitment and Retention

Performance Indicators	Responsible Parties	Products/ Outcomes
Public information, education, and recruitment materials jointly developed and approved by DCFS	Mid-South Center, Sheila Witherington	
On-site consultation, support, and mentoring for DCFS field staff as requested by DCFS	Mid-South Center, Ruthe Kaplan	

Multi-Disciplinary Competency Based Pre-Service Training for Child Welfare Staff

Performance Indicators	Responsible Parties	Products/Outcomes
FSW pre-service competency based classroom and on-the-job training will be jointly developed by designated DCFS, Mid-South Center, and Academy partners, and delivered jointly at Academy centers located in Little Rock, Jonesboro, Fayetteville, Arkadelphia, and Monticello.	Academy - Steve Minner	
Training database management coordination by Academy staff, as well as scheduling, curricula, revisions, development and production of training materials and evaluation activities.	Academy - Steve Minner	
Coordination of the development and implementation of a collaborative process for assessment of new FSWs' practice readiness.	Academy - Steve Minner	
Development and coordination of a training system evaluation process which will address regional training needs, trainer certification, supervisory satisfaction, and trainee outcomes.	Academy - Steve Minner	
Development of training products/curriculum that address the needs of other DCFS job classifications and/or providers as requested by DCFS.	Academy - Steve Minner	

Statewide Delivery of Multi-Disciplinary In-Service Training and Continuing Education for DCFS, DHS, and Public Child Welfare Providers

Performance Indicators	Responsible Parties	Products/Outcomes
In collaboration with DCFS, planning, development, and delivery of a curriculum for a certificate program in public child welfare management through the Mid-South Center.	Mid-South Center	
As prioritized by DCFS, statewide delivery of multi-disciplinary continuing education courses to include computer applications, professional writing, etc.	Mid-South Center and Academy	
Planning, coordination, and production of management and leadership training programs for DCFS employees.	Mid-South Center and Academy	
Planning and production of the 1997 SKY SCHOOL - Children And Family Services Program	Mid-South Center, Jamie Lowdermilk	

State and Local Planning and Resource Development

Performance Indicators	Responsible Parties	Products/Outcomes
Statewide coordination of IV-E partnership, research, and evaluation efforts by the Mid-South Center based on DCFS priorities.	Mid-South Center, Joe Bryan	
Child welfare/family resource center coordination.	Mid-South Center, Sheila Witherington	

State and Local Planning and Resource Development (cont.)

Performance Indicators	Responsible Parties	Products/ Outcomes
Development of computer conferencing linkages and training resources for DCFS and IV-E partnership personnel.	Mid-South Center, Nita Heatherly and Jamie Lowdermilk	
Statewide management and coordination of video-conferencing and distance education programs in support of DCFS and public child welfare reform needs.	Mid-South Center, Jamie Lowdermilk	
Development of a substance abuse training and resource network for FSWs by January 1, 1997.	Mid-South Center	
Pre-audit and fiscal monitoring of IV-E funds by budget categories.	Mid-South Center, Linda Burnett	

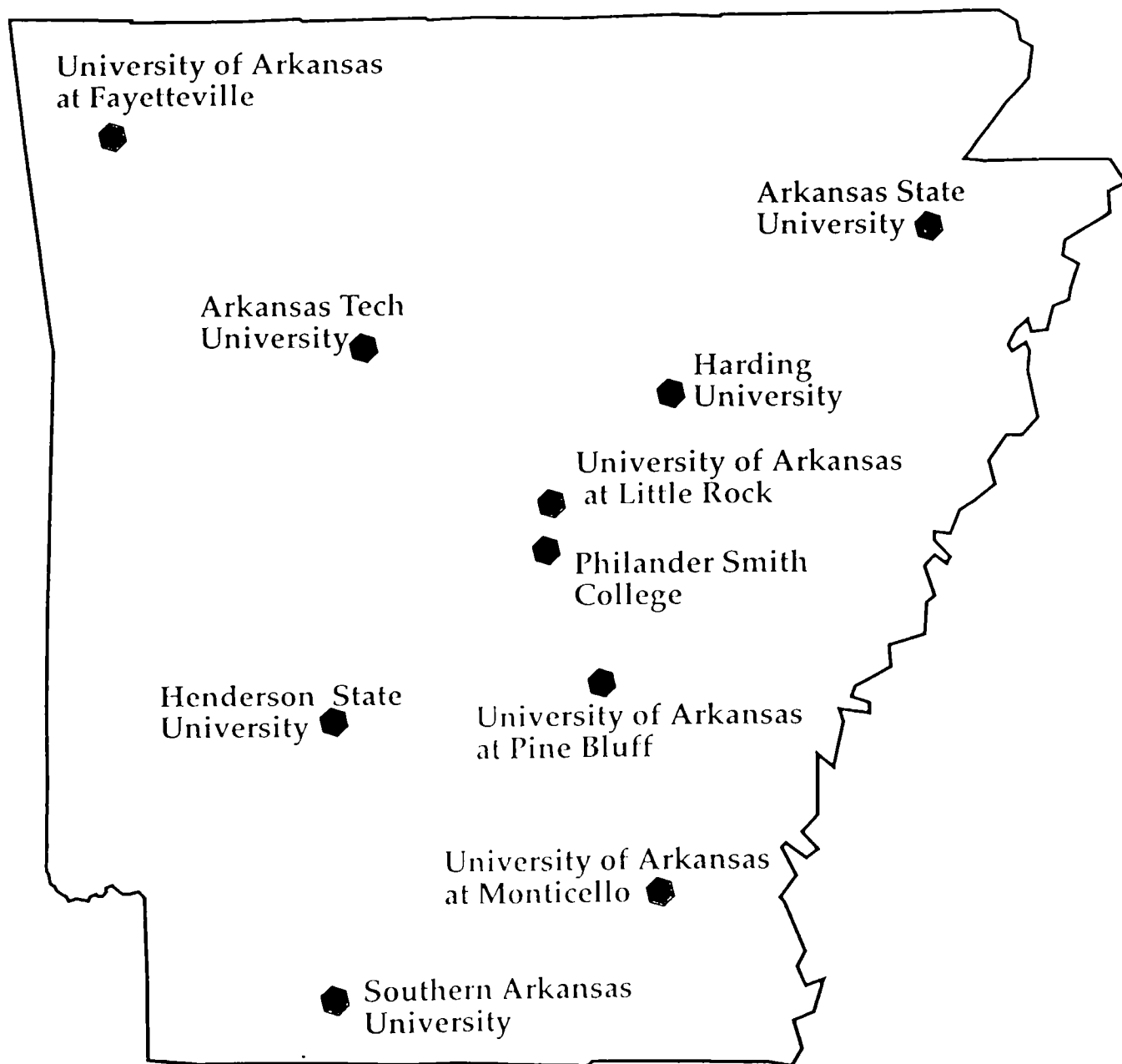
State and Local Child Welfare Reform Implementation

Performance Indicators	Responsible Parties	Products/ Outcomes
Collaborative planning between DCFS executive staff members, partner universities including UAF, UALR, ASU, UAM, UAPB, HSU/SAU, HU, ATU, and PSC, and UAF and UALR principle investigators to address statewide child welfare system reform needs.	Mid-South Center, Karen Ballard	
Management consultation with area managers.	Mid-South Center, Ruthe Kaplan	

**State and Local Child Welfare
Reform Implementation (cont.)**

Performance Indicators	Responsible Parties	Products/ Outcomes
Resource development and cross training between multiple agencies serving children and families statewide from July 1, 1996 through June 30, 1997.	Mid-South Center and Academy	
Training/mentoring/technical assistance regarding supervision and child welfare practice by UALR faculty/staff as requested by DCFS from July 1, 1996 through June 30, 1997.	Mid-South Center, Ruthe Kaplan	

*A Special Report Prepared for
the
The Legislative Committee on
Public Health, Welfare and Labor*



May 16, 1996





**Arkansas Partnership in Public Child Welfare
Arkansas Division of Children and Family Services
and Arkansas Universities**



PARTNERSHIP OVERVIEW

Partnership Goals/Objectives

Statewide collaboration among Arkansas Universities and Arkansas Division of Children and Family Services in support of family-centered systems reform in public child welfare and academic university programs.

Partnership Activities

Statewide recruitment, preparation and support of students for public child welfare

- 1. DCFS traineeships for 40 undergraduate BSW/human service students**
- 2. Specialized training and consultation for DCFS field instruction units**
- 3. Regional DCFS staff recruitment and recruitment of high school and college students**
- 4. Internship units demonstrating integrated family service models (schools, courts)**

Enhancement and expansion of family-centered interdisciplinary academic curricula

- 1. Multi-disciplinary curriculum planning on each university campus**
- 2. Expansion of family-centered practice/public child welfare related course offerings**
- 3. University faculty development (family-centered practice and public child welfare)**
- 4. Integration of academic curriculum, Academy training and DCFS priorities**

Pre-service training and continuing education for child welfare workers

- 1. In service training and continuing education in coordination with Academy**
- 2. Regional child welfare resource information centers**
- 3. Pre-service training for DCFS family service workers and other child welfare staff**
- 4. Professional Enhancement courses (graduate level)**

Research, evaluation and technology support for child welfare systems reform

- 1. University course work re: information technology and human services**
- 2. Computer training for child welfare staff, in coordination with training Academy**
- 3. Distance education planning and implementation activities on each campus**
- 4. Research and evaluation projects in coordination with local and state DCFS offices**

Development and expansion of DCFS-University partnership

- 1. Quarterly statewide partnership meetings**
- 2. Collaborative resource development**
- 3. Statewide models for integrated service delivery systems**
- 4. Statewide model for access to social work education**

For more information about the Partnership, call

Betty Guhman, University of Arkansas at Fayetteville
Beverly Jones, Department of Children and Family Services
Karen Ballard, University of Arkansas at Little Rock

(501) 575-3205
(501) 682-8772
(501) 569-8462

Arkansas Partnerships in Public Child Welfare

Local Partnership Activity Highlights **FY 95/96**

Provided consultation to UA Monticello, Philander Smith college, and UALR in development of BSW curriculum design and accreditation proposal

Placed 50+ undergraduate students and 15 graduate students in DCFS county offices as social work interns, including 40 BSW-DCFS and MSW trainees with commitments to DCFS employment

Developed and distributed recruitment posters, brochures, and DCFS job information designed to encourage consideration of careers in public child welfare

Developed county/area-based community resource directories, including model for computerized resource information system

Provided monthly in-service training for DCFS and other child welfare staff to each Academy site (Little Rock, Fayetteville, Jonesboro, Arkadelphia, Monticello)

Initiated multidisciplinary field units (student internships) within several local school and juvenile court programs settings

Sponsored local Child Welfare conferences to recognize DCFS staff, recruit potential applicants, and provide child/family-related continuing education.

Provided computer training to DCFS/DHS staff and offered "Information Technology and Human Services" college courses statewide

Facilitated distance education (compressed video) classes, meetings, training sessions and conference statewide

Established multidisciplinary curriculum committees on each campus, to expand child welfare courses and enhance child/family content in existing courses

Analyzed and revised academic curricula to better reflect family-centered practice, and preparation for DCFS family service worker positions

Developed resource libraries with child welfare-related books, videos, and other resource materials in each area of the state

Developed strong ties with other local collaborative efforts, including Break the Mold and Governor's Family Partnership Council

Developed and initiated demonstration models using information technology to link DCFS and other child welfare agencies through computer networks

Developed and produced Leadership Institutes and Quality Management training to upgrade leadership skills for DCFS and University Partners.

Arkansas Partnerships in Public Child Welfare FY 95/96

Undergraduate Social Work Education in Arkansas

<u>University</u>	<u>Degree</u>	<u>Aver# Majors</u>	<u>Aver# Graduates</u>	<u>Aver# DCFS Interns</u>
University of Ark, Fayetteville	BA Social Work	200	35	10
University of Ark, Pine Bluff	BA Social Work	120	18	6
Arkansas State University	BA Social Work	154	35	8
Harding University	BA Social Work	75	20	3
University of Ark, Monticello	BA Psyc/Hum Serv	30	15	6
*Henderson State University	BA Human Services	65	18	6
*Southern Arkansas University	BA Psyc/Soci	98	19	2
*Arkansas Tech University	BA Rehab Science	70	15	4
*Philander Smith College	BA Sociology	116	20	(3)
*University of Ark, Little Rock	BA Sociology	130	40	(5)

*Social Work-related degree programs considering collaborative BSW

Undergraduate DCFS Traineeships Social Work/Human Service Degrees

Purpose

Recruitment and preparation of undergraduate students, with majors in social work and related fields for careers in public child welfare, e.g. DCFS family service workers

Selection criteria/Commitments

Demonstration of ongoing commitment to public child welfare through specialized coursework, volunteer work, workshops and conference:

Completion of specified coursework in child welfare/family practice

Student receive \$2,000 stipend for 1-2 semester in DCFS internship

Commitment to work for DCFS for minimum of 1 year after graduation

	<u>BSW/BA - DCFS Traineeships</u>			
	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996 *est</u>
UA Fayetteville	8	11	12	10*
UA Pine Bluff	2	6	6	6*
Arkansas State		6	8	8*
Harding		3	3	3*
Henderson State			6	6*
Southern Arkansas			2	3*
UA Monticello			5	6*
Ark Tech			3	5*
Philander Smith				5*
UALR				5*
<u>Total Trainees</u>	<u>10</u>	<u>26</u>	<u>40</u>	<u>50</u>

UALR/Mid-South Center Partnership in Public Child Welfare Educational Summary
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• **UALR School of Social Work**

IV-E MSW Educational Leave Students

1995-1996

1st Year, Educational Leave.....	4
Financial Assistance	3
2nd Year, Educational Leave.....	8
Financial Assistance	7

MSW Students

# of Educational Leave and Stipend Students.....	22
# of Educational Leave Students	12
# of Stipend Students.....	10
# of 1st Year Students	7
# of 2nd Year Students.....	15

• **Professional Enhancement Program**

Enrollment Analysis

	# of Classes	# of Students	# of Locations
Fall, 1995	4	60	9
Spring, 1996	8	74	15
Summer, 1996 (current #'s)	6	19	2

• **The Leadership Institute**

Quality Management for Public Programs	(25 participants)
New Work Habits	(257 participants)

• **Academy for Family Centered Training**

PRE-SERVICE TRAINING

Foundations Series

Family-Centered Services - 2 days	(146 participants)
Cultural Diversity - 3 days	(164 participants)
Individual & Family Development - 3 days	(137 participants)
Communication, Assessment & Planning - 3 days	(138 participants)
Legal Issues - 1 day	(132 participants)
Substance Abuse - 2 days	(41 days)

FSW Specific Series

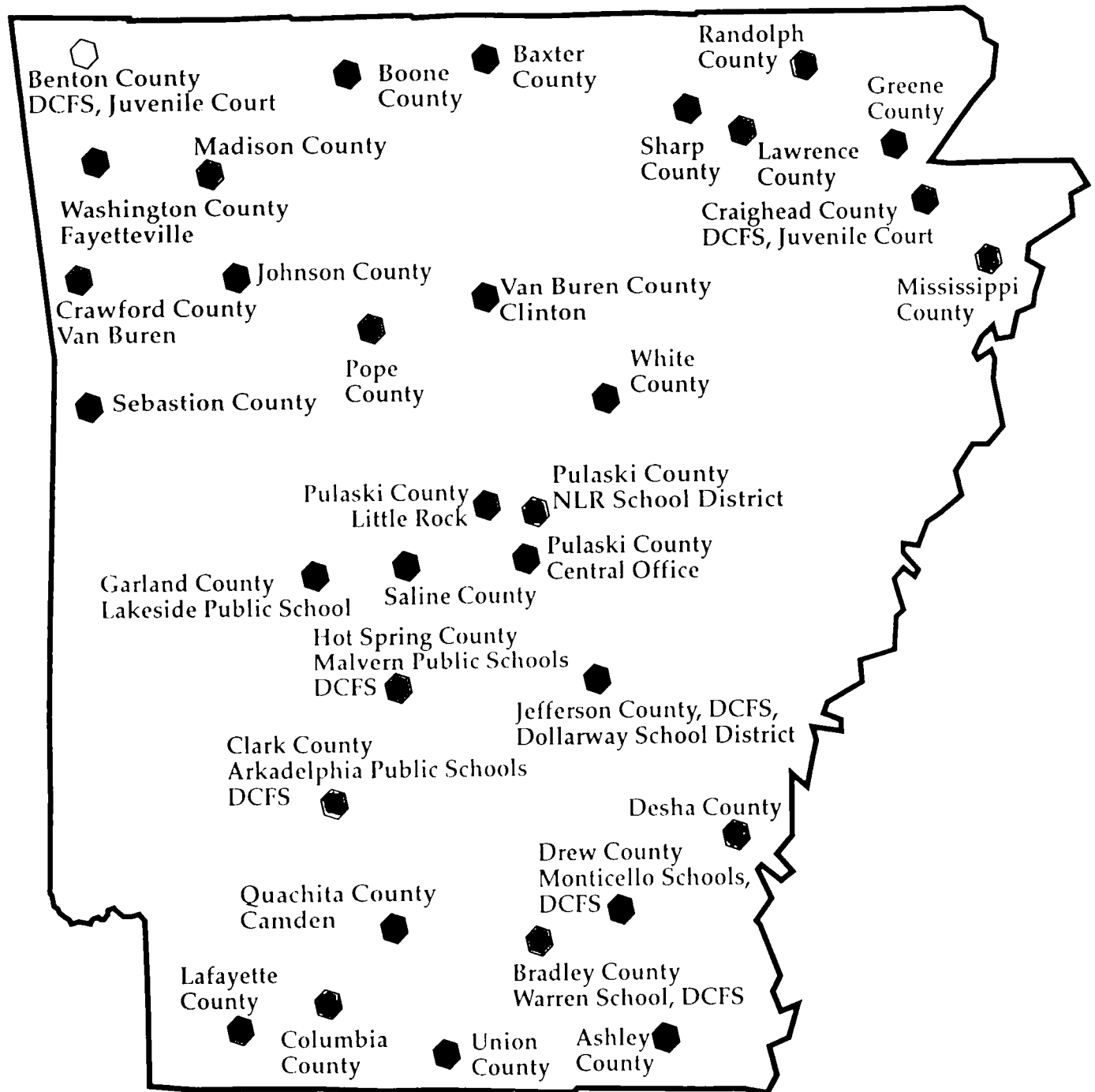
Protective Services - 4 days	(129 participants)
Sexual Abuse - 4 days	(118 participants)
Foster Care - 4 days	(118 participants)

Interim Pre-Service Series

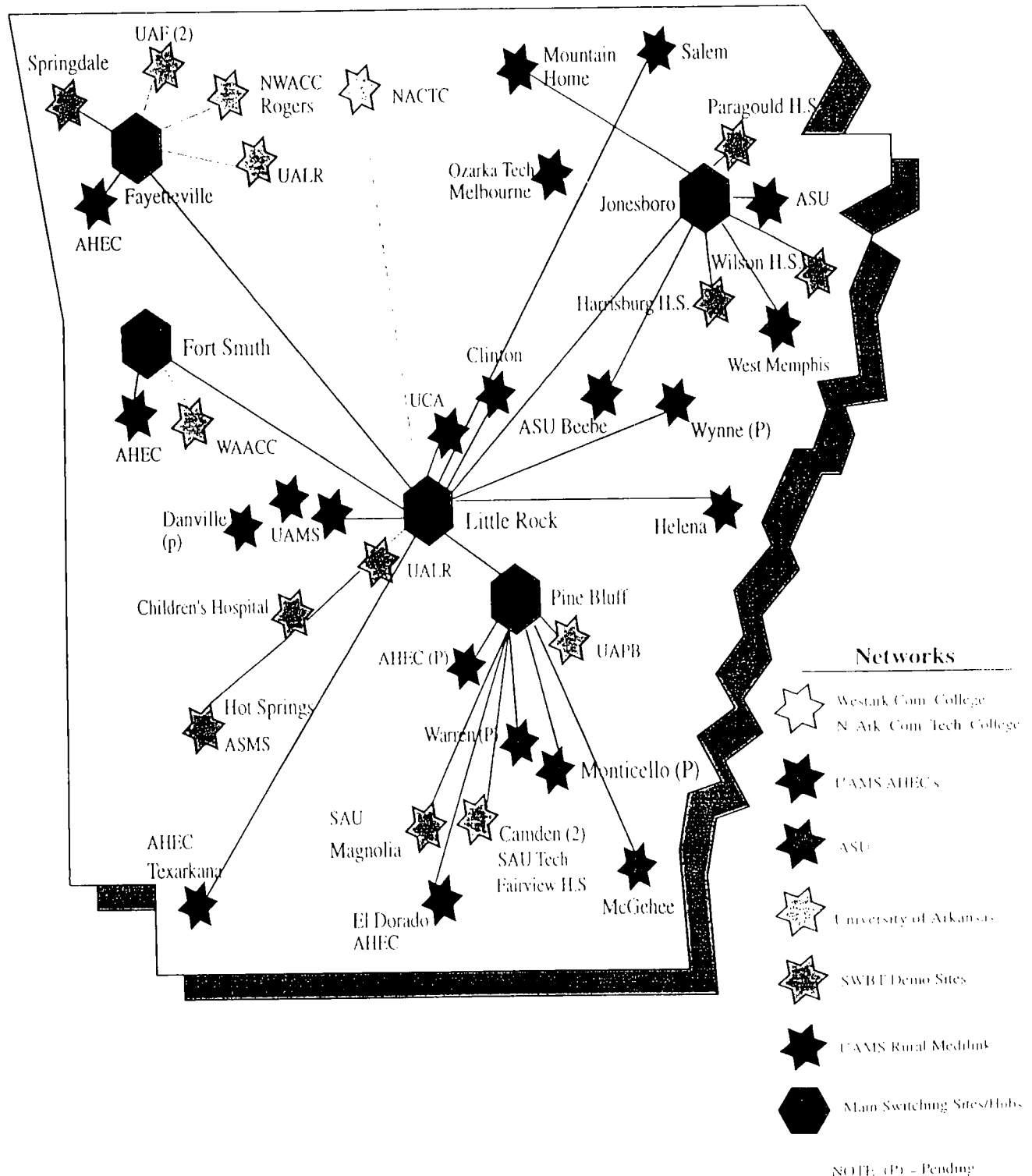
Module 1 - 5 days	(31 participants)
Module 2 - 5 days	(31 participants)
Module 4 - 5 days	(31 participants)
Module 5 - 5 days	(31 participants)

Partnership in Public Child Welfare

DCFS/University Field Education Sites January, 1995 - May, 1996



Arkansas Video Network



Arkansas Partnerships in Public Child Welfare

FY 96/97 BSW/BA-IVE

Program Abstract

The BSW-IVE program is a partnership among ten Arkansas universities and the Division of Children and Family services in support of collaborative family-centered systems reform in BOTH academic and child welfare practice settings. The program is designed to enhance the capacity of universities/colleges to prepare and recruit students for effective child welfare practice and to assist DCFS in meeting agency staffing needs (e.g. recruitment, training, and retention) and local reform implementation. Activities will include academic curriculum revisions , staff/student recruitment and retention, training and continuing education, statewide planning and resource development, and support for local child welfare systems reform.

Program Activities

1. Academic Preparation
 - a. BSW/BA Curriculum Expansion and Enhancement
 - b. Multidisciplinary Course Development
 - c. Faculty/Staff Development (related to family-centered practice)
 - d. BSW/BA Student Field Experiences With DCFS
2. Staff Recruitment, Retention
 - a. BSW/BA-DCFS Traineeships
 - b. Student/Staff Recruitment, Public Relations
 - c. Local DCFS Staff Retention Support
3. Pre-Service Training For New Staff
 - a. Assessment of New Worker Practice Readiness
 - b. Coordination of academic and in-service training curricula
4. In-Service Training And Continuing Education
 - a. Collaborative area-based planning to address training/education priorities
 - b. Information technology consultation, computer training
 - c. Distance education coordination and linkages
5. Local Child Welfare Reform Implementation
 - a. Collaborative planning for local reform initiatives
 - b. Multidisciplinary, Integrated Service Field Units
 - c. Local Research, Evaluation, and Resource Development
6. Planning and Resource Development (STATE)
 - a. Statewide IVE Contract Administration, Program Development,
 - b. Statewide Coordination Of Partnership Activities
 - c. Statewide Access To Social Work Education
 - d. Statewide BSW-DCFS Educational Leave program
 - e. Collaborative Research To Evaluate Partnership Activities

Arkansas Partnerships in Public Child Welfare

FY 96/97 BSW/BA-IVE Program Goals and Activities

Note: The following discussion provides a general overview of each program goal and related activities. Specific area-based plans will be developed by University IVE coordinators and DCFS Area Managers. Individual university subcontracts will detail specific activities and performance indicators to be completed. Area workplans and subcontracts may not address all of the activities described below.

1. Academic Preparation of Students for Public Child Welfare Practice *Partner universities will provide both classroom and field/internship experiences which prepare students for family-centered practice within public child welfare agencies.*

a. BSW/BA Curriculum Analysis/Development

Overall curriculum design (e.g. degree requirements, core/elective courses offered, etc) will be analyzed by university faculty/staff and reviewed by DCFS staff. Specific procedures will be planned and coordinated through the Partnership Curriculum Workgroup, with results presented to the partnership Council. Universities will continue to revise/expand current courses and develop new courses as needed to address DCFS priorities. Faculty will provide curriculum consultation and resource materials to community colleges within each area. Funding for community college curriculum and course offerings will be subcontracted through UAF.

b. Multidisciplinary Course Development

Each partner university will establish a multidisciplinary, child welfare-focused curriculum planning committee. Social work faculty will facilitate the involvement of academic disciplines which prepare students for child welfare/family service careers (specifically including sociology, psychology, human/child development, criminal justice, health, and education). Committees will analyze current course offerings (in relation to family-centered practice and public child welfare content, as well as current DCFS priorities. Activities will be coordinated through the Partnership Curriculum Workgroup.

c. IVE Faculty/staff development

All faculty/staff receiving support from the IVE contract will be provided opportunities to enhance skills/knowledge related to family-centered practice and public child welfare. University IVE coordinators will work with DCFS area managers to develop (unobtrusive) opportunities for university faculty/staff teaching child welfare related courses to observe current child welfare practice.

d. Student Field Experiences with DCFS

Partner universities will work collaboratively with area/county DCFS staff to select and develop appropriate county office site(s) for BSW/BA field units, develop plans for on-site supervision/support for field students and DCFS field instructors. Field experiences will be available to both stipend and non-stipend students.

2. *Staff Recruitment, Retention Support*

Partner universities will work collaboratively with local DCFS staff to develop and implement area-based staff recruitment and retention plans.

a. BSW/BA-DCFS Traineeships

Partner universities will collaborate with local/area DCFS staff to screen and select students for DCFS-BSW traineeships. Standardized traineeship program policies and agreements will be developed through the Student Support Partnership Workgroup, approved by the Partnership Council and utilized by all universities.

b. Student/Staff Recruitment, Public relations

Partner universities will work collaboratively with local/area DCFS staff to develop and implement local staff recruitment plans, including both ongoing, continuous recruitment as well as targeted recruitment for specific position vacancies. Partner universities will work collaboratively with local/area DCFS staff to develop and distribute public information materials (e.g. brochures, videos, psa's, newspaper articles, etc) related to public child welfare practice and DCFS/DHS services. Activities will be coordinated through the Student Support Partnership Workgroup

c. Local DCFS Staff Support and Retention

Partner university faculty and staff will work with DCFS Area Managers to identify and address local staff retention issues. Retention support will respond to specific requests from area DCFS staff and may address individual and group support for workers and supervisors.

3. *Pre-Service Training For Child Welfare Staff*

Partner universities will work collaboratively with local DCFS and Academy staff to provide follow through with recent university graduates and other newly hired family service workers.

a. Assessment of New Worker Practice Readiness

University faculty will collaborate with DCFS supervisors and Academy trainers to "follow through" with recent graduates and assess readiness of new workers to assume independent casework responsibilities. Procedures will be developed/coordinated through the partnership curriculum workgroup. Area-based plans/subcontracts will describe specific activities. University faculty may also serve as trainers in selected pre-service core modules .

b. Coordination of academic and in service training curricula

Coordination of university curriculum and Academy training will ensure content compatibility, sharing of resource materials and avoidance of content redundancy. Specific activities will be coordinated through Partnership workgroup and will be detailed in area-based subcontracts/plans.

4. *In-Service Training And Continuing Education*

Partner universities will work collaboratively with local DCFS and Academy staff to address local training and continuing education priorities.

a. Collaborative planning to address local priorities

University faculty/staff will collaborate with area DCFS and Academy staff to identify and address local training and continuing education needs. Activities may include classroom training, individual or group case consultation, mentoring or other appropriate educational activities as requested by DCFS. Area-specific subcontracts/plans will describe specific activities.

b. Information technology consultation, computer training

University faculty/staff will provide both classroom and on-site computer training and consultation. Computer training will be coordinated with area DCFS and Academy staff, DCFS central office units e.g. MIS/QA units., and Technology Partnership workgroup.

c. Distance education planning and coordination

Distance education planning and facilitation will be coordinated through the Mid-south Center and partnership workgroup. Statewide and area-specific distance education plans will be developed. Each university will develop distance education policies and procedures, in coordination with the Partnership Technology Workgroup

5. *Child Welfare Reform Implementation (LOCAL)*

Partner universities will work with DCFS area managers and county supervisors to address local reform initiatives, and to enhance local university-agency partnerships.

a. Collaborative planning, support for local reform initiatives

University faculty/staff will work with area DCFS supervisors and staff in support of 96/97 DCFS Child Welfare Reform Implementation Plan, targeting objectives related to: *Family centered practice; Staffing standards, recruitment, retention; Local Resource, Service Development; Training, mentoring, technical assistance; Foster parent, caseworker support; Local and statewide planning; Information Technology*

b. Multidisciplinary, Integrated Service Field Units

University faculty/staff will work with local DCFS Area Administrator and Supervisor to develop multidisciplinary field units. Other appropriate parties, e.g. courts, schools, health departments and related fields of study, may be included in the planning and staffing of field units. These units will demonstrate integrated family service delivery models within education, health and court settings.

c. Local Research, Resource Development and Information Gathering

University faculty/staff and DCFS local Area Administrator and Supervisors will work collaboratively to identify areas in need of research on the local level. An initial contact will be made by the local university partner with the Area Administrator to establish research priorities and then regular meetings to review progress will occur. Universities will provide support, evaluation and information/data collection, as requested by DCFS Area Administrator. Statewide program evaluation will be coordinated through the Partnership workgroup. Area-based subcontracts/plans will detail staff support for local/state research/evaluation. Local research/evaluation projects will be identified/prioritized collaboratively with area DCFS staff.

6. Planning and Resource Development (Statewide)

In collaboration with UALR-Mid South Center, and DCFS Professional Development Unit, UAF faculty/staff will ensure statewide coordination and continued development of partnership goals, activities, and working relationships.

a. Statewide IV-E Contract Administration, Program Development

Contract administrator and principal investigator will work closely with DCFS central office to develop plans for addressing child welfare reform issues and to ensure financial and programmatic compliance with the terms of the BSW Title IV-E contract. Activities will include development, planning and monitoring of sub-contracts and budgets with each partner university, providing technical assistance and consultation on contract activities, and serving as a liaison between DCFS and the university partners regarding completion of contract objectives. Resource development activities will occur at both the state and local level in coordination with Partnership Council. Research on state/local needs and interests and available sources for funding will be completed and grant applications written for possible future funding.

b. Statewide Coordination of Partnership Activities

Coordination of partnership activities will ensure open and complete communication between DCFS and university partners. Staff support, in coordination with UALR-MSC will be provided for Partnership Council, including coordination and dissemination of workgroup information. Regular contact will be made with DCFS staff, university partners, and workgroups to update information on activities.

c. Statewide Access to Social Work Education

University partners, through partnership Council and workgroup, will work jointly to expand access to (undergraduate and graduate) Social Work education statewide. Activities will include a collaborative BSW model, providing consultation to new partners and community colleges on program development, curriculum and standards.

d. Statewide BSW-DCFS Education Leave Program

University staff will work jointly with DCFS state and local staff to develop and implement a statewide educational leave program for DCFS employees to complete the BSW degree. Activities will include reviewing DCFS needs and interviewing interested staff, developing individualized educational plans, reviewing existing programs in other states, writing policy and procedures for the program, and promoting the program with DCFS.

e. Collaborative Research to Evaluate Partnership Activities

University faculty/staff will work with DCFS QA and MIS staff and the partnership Council to jointly identify research issues and to develop research strategies to evaluate identified issues and the impact of partnership activities on educational preparation, recruitment and retention of child welfare workers. Activities will be coordinated through the Partnership Research/Evaluation Workgroup.



Fulbright College of Arts and Sciences
Department of Sociology
Social Work Program

211 Old Main
Fayetteville, Arkansas 72701
(501) 575-5039
(501) 575-7981 (FAX)

November 27, 1996

Ms. Carol Rasco
Domestic Policy Council
The White House
Washington D.C., 20500

Dear Carol,

In preparation for our upcoming meeting I am enclosing several background documents for your review. The information provides an overview of the *Arkansas Partnership* and detailed descriptions of current project activities. I have, no doubt, attached more information than you will need, but decided to offer a variety of information options. We are in the process of finalizing a comprehensive program report which will be available by the time of our visit. I will make sure your staff gets copies of the report as soon as they are printed. A brief description of the enclosed documents follows.

Attachment 1: Letter to Daniel Lewis, Children's Bureau (10/18/96)

This letter was drafted by the Executive Committee of the *Arkansas Partnership* in response to proposed changes in Title IVE regulations. Executive Committee Members include Beverly Jones, DCFS Director; Karen Ballard, Mid-South Center Director; Carolyn Deeter-Evans, DCFS Assistant Director for Child Welfare Reform; and Betty Guhman, UAF Social Work Program Director. Although focused primarily on Title IVE, the letter provides a brief overview of the *Partnership* history, goals, activities and priorities, and highlights the relationship among Partnership activities, Arkansas's State Plan for Child Welfare Services, and Title IVE funding. The attachment to the letter provides detailed examples of how the Partnership is being used to support both ongoing services and system reform initiatives.

Attachment 2: Special Report for Legislative Committee (May 1996)

This 7-page briefing report includes a map showing the location of partner universities, an outline of the FY 96/97 *Partnership* Goals and Activities, highlighted *Local Partnership* activities, statistics related to multidisciplinary graduate and undergraduate education; DCFS counties with MSW/BSW/BA student interns; and a map showing Arkansas Video Network (used for compressed video access to training and staff conferences).

Attachment 3: FY 96/97 UAF/BSW-IVE Contract (July 96)

This 5 page BSW-IVE Contract Summary describes the program goals and activities coordinated through the UA Fayetteville Social Work Program, Betty Guhman, PI. As one of two major statewide IVE contracts, the BSW-IVE contract provides for *area-based subcontracts*, with each of the ten participating universities and corresponding DCFS area managers, as well as several *statewide* initiatives. The BSW contract is closely coordinated with the UALR-IVE contract described below in Attachment 4.

Attachment 4: FY96/97 Contract UALR-Mid South Center (July 96)

This 7-page document describes the six major goals and related performance indicators included in the FY 96/97 UALR-IVE contract, Karen Ballard, PI. The UALR Contract provides funding for training, consultation, research and evaluation activities of the Mid South Center and Academy for Family Centered Training, as well as graduate social work education through the UALR Graduate School of Social Work.

I hope that the attached information provides an accurate introduction to our *Partnership*. During our meeting we can focus on issues of greatest interest to you and your staff. As you will see, our *Partnership* addresses outcomes related to both academic and practice settings, and involves a wide range of project activities. From our collective "lessons learned" about collaboration, we are striving to create a lasting partnership built on a foundation of inclusiveness, respect for diversity and uniqueness among members, participatory decisionmaking, balanced state-local leadership, shared responsibility for systems reform, creative, non-defensive problem solving, and, perhaps above all, patience and persistence!

As you review our program information you will note that many of the described activities are common to many agency-university collaboratives. There are, however, a number of unique aspects of the *Arkansas Partnership* which we can discuss in more detail when we meet, e.g.

- *Statewide Coverage, with focus on both local and state levels
- *Inclusion of both public and private universities
- *Focus on DUAL system reform (academic and practice)
- *Multidisciplinary approach, with social work recognized as lead discipline rather than primary or exclusive discipline
- *Comprehensive range of activities, (academics, training, research, evaluation, information technology, and resource development)
- *Comprehensive analysis of academic curriculum in relation to DCFS priorities, and family-centered practice principles
- *Flexible funding to address changing priorities and local reform initiatives
- *Training focus on managing change as well as family-centered practice skills

The process of selecting individuals to participate in our December 13th meeting was quite difficult. There are many individuals whose contributions are critical to the success of this *Partnership*, and who could represent us very well!. Since we were not able to include everyone, we have selected a group which represents various aspects of the *Partnership*. Some members of our group can speak to the day-to-day, local partnership activities, while others are involved with state level initiatives and political oversight and support. As I discussed with your staff, we plan to have 10-12 persons in our group, including the *Partnership* Executive Committee, a local DCFS Area manager and University representative from Southeast Arkansas, and representatives of the Mid-South Center and Academy for Family-Centered Training. In addition we have also invited a Governor's office representative, a member of the Legislative Committee on Children and Youth, and the Director of the Department of Human Services. We recognize the critical contributions of these policymakers to both academic and public child welfare systems reform.

I will fax a list of names and social security numbers to you early next week. Let me know if you want additional background information on any of the participants.

Over the past few years, the Children's Bureau has provided valuable leadership and much needed funding, consultation, and training support for public agency-university partnerships. Their efforts, along with the Council on Social Work Education (CSWE), the National Association of Public Child Welfare Administrators (NAPCWA), and the National Association of Social Workers (NASW), have been effective in developing and disseminating valuable resource materials which describe various collaboration models. We appreciate and applaud this collaborative approach to supporting state and local partnerships. Although we have not received direct funding from the Children's Bureau, we have certainly benefited from the resource information and national leadership which they provide.

Again, I am looking forward to our meeting on the 13th. We all have much to gain from discussions which bring together national, state and local state perspectives. Thank you again for the opportunity.

Sincerely,

A handwritten signature in cursive script that reads "Betty Guhman". The signature is written in dark ink and is positioned above the printed name and title.

Betty Guhman, LCSW
Social Work Program Director
University of Arkansas, Fayetteville



Arkansas Department of Human Services Division of Children and Family Services

626 Donaghey Plaza South
P.O. Box 1437
Little Rock, Arkansas 72203-1437
Telephone (501) 682-8767 TDD (501) 682-1442 Fax (501) 682-8666

October 18, 1996

Daniel H. Lewis
Deputy Associate Commissioner
Children's Bureau
P.O. Box 1182
Washington, D.C. 20012

Dear Mr. Lewis:

It is with pleasure we, as the Executive Committee of the Arkansas Partnership in Public Child Welfare, respond to the Children's Bureau's request for comments on Child Welfare Training under Title IV-E and the related Federal Financial Participation (FFP). We appreciate having this opportunity prior to the issuance of any clarifying policy or regulations. We encourage the Bureau to continue to engage with the field (states, universities, and child welfare agencies and professionals) in the collaborative development and implementation of regulations.

The state of Arkansas has committed itself to public child welfare services which are child-centered, family-focused through which children and families receive what they need, when they need it. The success of this effort is dependent upon the recruitment, professional development and the continuous upgrading of our work force.

In support of this commitment, a collaborative partnership was formed between the Division of Children and Family Services (DCFS) and social work educators. This partnership, which began in 1990, continues to focus on professional development as a change intervention to reform both the child welfare delivery system as well as academic curricula. The partnership has evolved over time and now includes DCFS, ten state universities, three private universities and is beginning to involve a number of two-year colleges, statewide. The collaboration promotes family-centered practice in child welfare services and the principle of permanency for all children. The Adoption Assistance and Child Welfare Act of 1980 (PL 96-272) provides the programmatic direction for the partnership and the enhanced FFP through Title IV-E is the major financial resource to operationalize the collaborative. As set forth in Arkansas' State Plan for Child Welfare Services, a number of innovative projects have been developed and implemented to meet the overall professional and organizational development needs of the child welfare system. (See attached excerpts).

1.1

The four goals for the Arkansas Partnership for Public Child Welfare are:

1. Recruitment and academic preparation of students committed to careers in public welfare
2. Enhancement and expansion of family-centered, interdisciplinary academic curricula
3. Multi-disciplinary pre-service training and continuing education for child welfare
4. Research, evaluation, and technology/support for the Division and academic systems reform

GOAL 1 RECRUITMENT AND ACADEMIC PREPARATION OF STUDENTS COMMITTED TO CAREERS IN PUBLIC WELFARE

The Partnership in Public Child Welfare, involving DCFS and numerous universities and colleges throughout the state, have been very active in support of this goal. The universities involved in the partnership have all developed plans to assist in the recruitment of social workers and others with relevant human services credentials to serve as Family Service Workers.

- Development of a communications system including DCFS, the universities, and Employment Security Division offices to ensure greater awareness of DCFS vacancies and other human services related employment opportunities.
- Providing colleges, universities, and high schools with information about careers in social work with a focus on child welfare.
- Collaborations between DCFS and the schools to ensure greater availability of DCFS job application materials.
- Development of DCFS contractual traineeships for students interested in careers in public child welfare.

Educational leave and educational stipend programs continue to build the numbers of social work prepared DCFS staff serving families. (Source: State of Arkansas Child and Family State Plan, August 1996, page 11)

Additional activities include DCFS traineeships for 40 undergraduate BSW/human service students, internship units demonstrating integrated family service models (schools, courts), and model for statewide access to social work education.

GOAL 2 ENHANCEMENT AND EXPANSION OF FAMILY-CENTERED, INTERDISCIPLINARY ACADEMIC CURRICULA

Through the collaborative efforts of DCFS and numerous educational institutions around the state, several universities and colleges have developed or are developing interdisciplinary plans for the enhancement and expansion of family-centered curriculum. These plans involve many varied disciplines including, but not limited to social work, psychology, sociology, nursing, criminology, education, gerontology, and home economics. Collaborative efforts will continue to

ensure the successful implementation of these plans. (Source: State of Arkansas Child and Family State Plan, August 1996, page 14)

Additional activities include expansion of family-centered practice/public child welfare related course offerings, university faculty development (family-centered practice and public child welfare), and integration of academic curriculum, Academy training and DCFS priorities.

GOAL 3 MULTI-DISCIPLINARY PRE-SERVICE TRAINING AND CONTINUING EDUCATION FOR CHILD WELFARE

Development of individual training plans for each employee and the provision of relevant, competency-based, family-centered training experiences that not only prepare employees to perform their job, but also contribute to their personal and professional growth and development, are well-integrated in all of the Partnership's efforts.

Activities in this area include the following:

- Individual Training Needs Assessment process has been developed and implementation will continue in 1996 and 1997. The assessment process engages both the supervisor and worker in an assessment the worker's ability to perform specific job competencies, identifying, where improvement is needed and to planning for the provision of appropriate training.
- Since 1992, pre-service training of county-based family service workers has been provided through a five-site training academy, using a core curriculum and emphasizing the practice principles delineated in Public Law 96-272.
- The leadership enhancement efforts of the last two years focused on the assessment for leadership potential among the Division's managers, and fostering demonstrated potential in individual supervisors and those aspiring to supervision. In addition, managers in Southeastern Arkansas have been trained by a special consultant and managers in Southwestern Arkansas are now being trained. (Source: State of Arkansas Child and Family State Plan, August 1996, page 57)

Additional activities include regional child welfare resource information centers, in-service training and continuing education, and professional enhancement courses (graduate level)

GOAL 4 RESEARCH, EVALUATION TECHNOLOGY/SUPPORT FOR THE DIVISION AND ACADEMIC SYSTEMS REFORM

The Division is committed to becoming a self-informed and self-correcting agency. To this end, the Partnership in Public Child Welfare has established a standing workgroup to assist the Division with research needs. As an example, at the Division's request, the Research workgroup planned and conducted focus groups to evaluate the effectiveness of pre-service training. The results of the focus groups were compiled, analyzed and recommendations were presented in a

final report. Through its association with the partnership, the Division is building and enhancing its internal capacity to evaluate its programs. For example, through the partnership the entire staff of the Quality Assurance Unit received specialized training in conducting program evaluation in human services. As partnership work continues, many new opportunities for shared research projects are anticipated.

Technical assistance is also available through staff who are employed by the Universities of Arkansas at Little Rock and Fayetteville and are placed in DCFS to provide technical assistance and to function as an integrated part of the Division. Two such staff are now at work within the child welfare Reform Section--one as an organizational development specialist and the other as a quality assurance expert. (Source: State of Arkansas Child and Family State Plan, August 1996, page 58)

Additional activities include university course work regarding information technology and human services, computer training for child welfare staff, in coordination with the Training Academy, distance education planning and implementation activities on each campus, and research and evaluation projects in coordination with local and state DCFS offices.

As illustrated by the above and attachments, the Partnership in Public Child Welfare serves to support system reform in both public child welfare and academia. The funds from Title IV-E have provided the resources to facilitate and promote this dual change process.

The issuance of any policy implementation guidelines related to Title IV-E training funds must support reform of state child welfare service system targeting professional development initiatives. From the perspective of the state child welfare agency and universities, the best approach would ensure the following:

- Maximum flexibility in the use of funds
- The use of private matching funds
- The allocation of funds based on state training plans for workers without regard to the percentage of IV-E eligible cases.

Sincerely,

Beverly W. Jones, Director
Division of Children and Family Services

Karen K. Ballard, Director
Mid-South Center for Research,
Education, and Training

Betty Guhman, Director
Social Work Program
University of Arkansas

Carolyn Deeter-Evans, Assistant Director
Child Welfare Reform
Division of Children and Family Services

**** DESCRIPTIONS OF (IV-E) PARTNERSHIP**
ACTIVITIES AND PLANS ARE CIRCLED
ON THE ATTACHED EXCERPTS FROM
THE FY 96-97 STATE PLAN.

STATE OF ARKANSAS
CHILD AND FAMILY STATE PLAN



*Submitted to
Administration for Children and Families
U.S. Department of Health and Human Services*

by

Arkansas Department of Human Services
Division of Children and Family Services
P.O. Box 1437
Little Rock, Arkansas 72203-1437

/A

II. SUMMARY OF PROGRESS AND ACCOMPLISHMENTS

The goals and objectives set forth by the Division of Children and Family Services in the five year Child and Family State Plan reflect the agency's commitment to serving the needs of children and families and to child welfare reform. Agency renewal and growth are anticipated consequences as division goals and objectives are met.

The Child and Family State Plan 1996 goals and objectives meet the requirements of Title IV-B subparts I and II and the 1994 Child Welfare agreement. Six goals were established to give direction for a five year plan. The objectives that accompany each goal express essential activities for better service delivery and division operation.

Goal one highlights the implementation of a fiscal strategy that allows use of state and federal funds on an inter-divisional basis for the provision of family preservation services. The division has increased its in state residential resources, resulting in a 40% reduction in the number of children placed out-of-state and a reduction in expenditures. Collaborative efforts such as the Governor's Partnership Council for Children and Families and Empowerment Zones and Enterprise Communities, have created additional avenues for service delivery and financial support to communities.

Goals two and three identify staffing and training issues. Through the Division's Partnership in Public Child Welfare, a collaborative effort between the Division and numerous universities and colleges throughout the state, there are various contract components that are underway. These include: recruitment and preparation of students committed to careers in public child welfare; enhancement and expansion of family centered interdisciplinary academic curricula; multi-disciplinary pre-service training and continuing education for child welfare; and research, evaluation, and technology/support for the Division and academic systems reform.

The Division's capacity to monitor and evaluate the delivery of family centered services is the theme of goal four. The quality assurance unit selected the Foster Parents Recruiter/Trainer contracts as a pilot for implementing contract performance monitoring to help realize this goal. Goals five and six address collaboration in family centered service delivery and expansion of community based family support and family preservation services. The development of community based resource centers and placement of human services workers in schools are two projects underway to support these goals.

GOAL 1: Implementation of a fiscal strategy that allows use of state and federal funds on an interdivisional basis for the provision of Family Preservation Services.

OBJECTIVES	ACCOMPLISHMENTS
<i>1.1 Redirect expenditure of funds on an inter-divisional basis for the provision of family preservation.</i>	● 7% reduction in expenditures for out-of-state residential contracts. 40% reduction in the number of children placed out-of-state. ● Increase in services for prevention, diversion and early intervention; no increase in expenditures. a. Parenting education and support in 24 counties. b. Support groups in 16 counties. c. IFS contracted services in 10 counties. d. 13 counties have added a SCAN contract for support groups and parenting education. ● Increase in service expenditures generated from cross agency resources. a. \$430,638 in grants for Governor's Partnership Intervention and Prevention program. b. 2.95 million awarded to St. Francis, Mississippi, and Pulaski counties for Empowerment Zones/Enterprise Community programs.
<i>1.2 Transfer fiscal responsibility from Central Office to local areas for flexible use of funds dedicated to meet specific families needs.</i>	● Family support funds are available and accessible to all 75 counties. ● Seventy-five percent of SSBG funded services provided to families through the "Together We Can" program are approved at the local level \$861,160 SSBG funds along with \$60,000 in SGR funds was allocated for SFY 1996.
<i>1.3 Implementation of a system of incentives that rewards local areas that demonstrate progress towards family centered practice in direct work with families and children and sustained system reform.</i>	● Leadership roundtable for workers--January 1996--December 1996, 10 participants selected from across the state. ● Leadership roundtable for supervisors--January 1996--December 1996, 20 participants selected from across the state.

Goal 2: The Division of Children and Family Services will recruit, hire, and retain qualified staff in sufficient numbers in order to meet family-centered caseload and supervisory standards.

OBJECTIVES	ACCOMPLISHMENTS
<i>2.1 The development and implementation of targeted recruitment plans for those areas of the state with high vacancies in Family Service Worker positions.</i>	• DCFS supervisors, managers, and program specialists worked with the Mid-South Center to determine staffing needs and vacancies. The recruitment and retention plans were carried out by posting vacancy notices, sending mail-out notices to colleges informing them of vacancies and application procedures. Staff attends career fairs, participates in community activities to promote employment with Division. The agency continues to conduct ongoing advertisements for qualified staff.
<i>2.2 Increase the capacity of family and children serving agencies to respond to families after normal work hours.</i>	• To increase the capacity of workers to respond to families after normal work hours, county workers are allowed and encouraged to utilize a flex time schedule. Assessment teams in some areas are on-call 24 hours per day. The Central Registry Hot Line is available 24 hours per day, seven days per week. County workers use a rotating schedule to provide families with service within the county 24 hours each day.
<i>2.3 Provide immediate area-wide access to job applicant screens for continuously advertised positions by classifications.</i>	• DCFS Personnel Office has acquired on-line access to several personnel screens that contain job applicant data from the DHS Skills Bank. This information will be provided to DCFS county supervisors upon request. The county offices are on-line with access to the Position Disposition Listing (PSRL) screen
<i>2.4 Ensure probationary periods of sufficient duration (1 year) to determine employee ability to adequately perform job.</i>	• To date, DCFS has not received approval to proceed with the plan from OHR. The new plan is that individuals in family service worker positions would serve a one-year probation while other employees would have a six month probationary period
<i>2.5 Have staff hired and trained prior to a position becoming vacant.</i>	• "Extra Help" positions may be utilized to accomplish this objective. These positions can be used for grades 1 to 16 anywhere in the state for a length of 1000 work hours. When the supervisor is aware of a position soon to be vacant and there is an 'extra help' slot available, then this mechanism can be utilized.

Goal 3: The Department of Human Services will promote family-centered casework, supervision, and management practices through inter-divisional education and training opportunities.

OBJECTIVES

3.1 Development and implementation of community education plans designed to inform the public of the agency's move from intervention and placement to family support and family preservation.

3.2 Collaborative development and implementation of pre-and in-service training reflecting family-centered practice for the department and other family servicing agencies.

3.3 Collaborate with colleges, universities, and vocational/technical schools in the development and implementation of interdisciplinary core courses with a strengths-based family perspective.

ACCOMPLISHMENTS

• The Division has begun its community education effort with the judiciary. For the past year, there have been, at least, quarterly meetings between the local DCFS staff and their respective juvenile judge and staff. In addition, the Division, with the assistance of the Mid-South Center at the University of Arkansas at Little Rock and the strong guidance of the Communications Officer for the Department of Human Services, have developed a number of public service announcements (PSA's), aimed at public education. These PSA's are scheduled to air on the three Arkansas major television networks in September, 1996.

• Pre-service training of all newly hired family service workers continues to be provided. In addition, certain trainings have been made available to other Division staff and community providers.

• In the FY 1996 contract, each of the colleges and universities in the Arkansas Partnership for Public Child Welfare reviewed their academic curricula and began to revise their course offerings. This activity will continue in this year's contract. To accomplish the breadth of reform in academy, several activities took place: (1) Students from an undergraduate marketing class at UALR, in conjunction with the Division, developed specific university course projects related to public child welfare; (2) the Division worked closely with an undergraduate English writing class at UALR so that the content of this course begins to address the written communication needs of public child welfare; and (3) through the use of interactive video technology, an undergraduate course in Conversational Spanish was delivered throughout the state. The course content emphasized public child welfare.

OBJECTIVES

ACCOMPLISHMENTS

3.4 Improve recruitment of qualified staff and continuing educational opportunities for current staff to pursue a professional degree.

- Students graduating from the 9 participating colleges/universities of the Arkansas Partnership for Public Child Welfare automatically meet the minimum qualifications for a family service worker I position. The agency has expanded the array of degrees, which are related to the field of social work, to augment recruitment efforts. Through these recruitment efforts 34 BSW and MSW stipend students graduated in May, 1996. Continuing educational opportunities for current staff include professional enhancement graduate and undergraduate classes offered at various statewide sites. In addition, each of the participating college/university offer monthly training seminars for current staff at various sites throughout the state.

3.5 Increase the number of workers with training in family-centered casework, supervision, and management.

- During 1995-1996 approximately 164 people successfully completed the pre-service training curriculum. 129 staff members successfully completed the current job-specific modules.

3.6 To review and revise, as necessary, the pre-and in-service training components for staff to ensure that they are non-deficit, and culturally competent.

- All curricula used to train family service workers have been reviewed for content which conveys family-centered, strengths-based values, and revisions have been made accordingly.

3.7 To continue pre-and in-service training to foster/adoptive parents that is coordinated, consistent, family-centered and provided jointly with other staff trainings when possible.

- Foster Pride/Adopt Pride Implementation Phase II has been completed this year. Foster parents are invited to attend any of the training opportunities that are offered through the Academy on Family-Centered. They receive advanced written notice regarding upcoming workshops.

3.8 Service providers will be educated in the philosophy of family-centered practice.

- Approximately 125 people completed the continuing education seminar for mandated reporters; 40 individuals participated in the training seminars on the effects of separation and placement on children and families; and 1,529 individuals participated in training seminars that were offered by the Partnership for Public Child Welfare.

GOAL 5: *DHS, in collaboration with other child and family serving agencies, will implement a family-centered approach to service delivery adhering to the principles of prevention, family preservation, permanency, and least restrictive environment for children and families who request or require services.*

OBJECTIVES	ACCOMPLISHMENTS
<i>5.1 Services needed to preserve families will be provided in the home or community based settings within 24 hours to 72 hours of identification of families needing services.</i>	● Respite care, one of the services identified as "needed to preserve families" has not been developed to the point where it can be consistently provided to foster, adoptive, or biological parents. Efforts to identify resources to provide respite care were complicated by a state settlement with the Internal Revenue Service. Simply stated, the Internal Revenue Service only permits the purchase of this service from a business entity and not an individual. A request for proposals is being developed so that respite care will be available statewide by October 1, 1996.
<i>5.2 Intensive Family Preservation services will be available statewide by June 30, 1996 to all families determined appropriate for such services without regard to the family's point of entry into the human services system.</i>	● IFS contracted services are available in ten (10) of the 75 counties and three (3) counties through DCFS staff. By October 1, 1996, IFS is expected to be available in 24 of the 75 counties, representing those areas of the state with the highest placement rates.
<i>5.3 Family support funds will be available and accessible at the area level within seventy-two (72) hours for at least 75% of families receiving such funds by June 30, 1996.</i>	● Family support funds are available and accessible to all counties. Approval of the use of funds rests with the county supervisor. Policy is non-restrictive. The needs of the family determines the amount of assistance and the items for assistance. Use of cash assistance funds is integral to the overall service plan for the family and is not a service unto itself. ● A pilot project has begun to establish local cash accounts. Washington, Clay, White, Clark, St Francis, and Pulaski Counties have been identified as locations to pilot this project. Statewide establishment of local Family Support Funds (FSF) accounts is targeted for July 1, 1997.

OBJECTIVES

5.6 DCFS will develop a system that will ensure that each family is assigned a primary caseworker, thereby promoting continuity of services.

5.7 DCFS services will be provided to families and children that take into account cultural, racial, ethnic, and religious needs and differences.

5.8 DCFS services will be located in at least one community school in each DCFS service area.

5.9 DCFS will improve the coordination of services related to the judicial review process.

ACCOMPLISHMENTS

- Each child protective services or foster care case is assigned a primary caseworker. Assessment of the family's strengths and needs forms the basis for developing a case plan. That caseworker remains the primary point of contact and works with the family and all related service providers until case closure.
- Cultural diversity is one of the topics covered in the core curriculum for new DCFS county staff and supervisors. Sensitivity to these differences is recognized as an ongoing casework practice issue and is monitored by supervisors.
- Currently, Drew County has a caseworker assigned to an elementary school. Recently grants were awarded to Bradley, Ashley, Clark, and Hot Spring Counties to have a worker placed for the upcoming school year. The Division anticipates awarding four other grants to cover the remaining areas of the state, and plans to have these workers placed by the fall semester.
- The University Partnership continues to use public schools as placement settings for MSW candidates, and is offering technical assistance to communities to develop collaborative placements.
- DCFS combined two reports formerly produced by caseworkers: the attorney's report and the court report. This report is sent to DHS attorneys and juvenile court judges 7 to 10 days prior to court hearings.
- Quarterly meetings between judiciary and county staff within the district court areas have been ongoing since 1995.

GOAL 6: Continue to expand the availability of the array of community based family support and family preservation services.

OBJECTIVES	ACCOMPLISHMENTS
6.1 Implementation of an approach to local resource delivery which builds alignment among DHS staff, service providers, and the community at large based on local service needs and the principles of family support.	• Pulaski, Dallas, Jackson, Newton and Woodruff Counties were selected as sites for family resource centers. • Southeast Arkansas was selected as the pilot for the local reform initiative. • Two resource developers were hired as part of the area service support team as well as a personnel specialist.
6.2 Begin development of a system in which comprehensive mental health assessments and ongoing mental health treatment are secured timely.	• A contract with UAMS is being utilized to provide comprehensive health assessments for foster children.
6.3 Parenting education will be available in 50% of Arkansas counties and will be responsive to the needs of the individual families.	• As of January, 1996, parenting education was available in twenty-four (24) counties through purchase of service agreements; four (4) counties through grants; nine (9) counties through existing community resources. Seventeen (17) additional counties now have access to parenting education.
6.4 The Department will begin development of a network of transportation providers where transportation is a substantial barrier to service delivery to families.	• A county needs assessment was conducted in January, 1996. Ten (10) of the fifteen (15) service areas cited transportation as a barrier. • A questionnaire was mailed to each county in February, 1996 to assess the current level of transportation resources. 89% of the counties responded.
6.5 Revise current contract language to reflect family-centered principles as delineated by the agreement.	• The Division's contracts for family preservation and family support services were reviewed for congruence with family-centered principles and revised accordingly.

OBJECTIVES

ACCOMPLISHMENTS

6.6 Implement a process for contract performance monitoring that will report the extent to which performance criteria in the contract have been met.

6.7 Begin development of an integrated worker-based information system.

6.8 Have a sufficient number of adequately trained placement resources to ensure that the needs of the child (as determined by the initial family assessment) are appropriately matched to the level of care to be provided by the placement.

- Software and forms were developed for reporting contracted provider's performance.
- Fifteen (15) contractors participated with the following results:
Five (5) contractors with a 100% compliance rating;
Five (5) had compliance ratings of 80%, 82%, 83%, 85% and 86%
Two (2) had a 87% compliance rating; and
Three (3) had 89%, 95% and 98% compliance ratings.

- The Oklahoma KIDS system is being transferred to Arkansas.
- Technical assistance has been provided through a contract.
- Structured walk-through sessions are underway.
- Subcommittees have been established to review issues related to conversion, training, security/access, and public relations activities.

- The Division has established a work group regarding levels of care for foster children. This activity builds upon the Foster/Adopt Pride Curriculum for foster parents, matching children's needs and foster parent's competencies. During the next several months, the work group will examine the number of level of care, will develop a compensation schedule, as well as a recommended time frame for implementation.

OBJECTIVES

6.9 To Review and revise, as necessary, the home study process for foster and adoptive parents so that no substandard homes are approved.

6.10 DHS shall ensure that services are provided through non-categorical funding.

6.11 Ensure accurate and consistent information from the Division's Quality Assurance System.

ACCOMPLISHMENTS

- Evaluation of home study process by the Quality Assurance Unit has begun and is due to be completed December 12, 1996.
- Service definitions to the Title IV-A Emergency Assistance State Plan have been revised
- State definitions to the SSBG State Plan are being reviewed.
- Medicaid Eligibility forms are being revised.
- Statewide training for Title IV-A and the Random Moment Time Study has been initiated for direct service staff.
- Case reviews for Child Protective Service and Foster Care Programs.
- The DCFS Quarterly Performance Reports are submitted to the Legislature.
- Annual evaluation of IFS.
- Third party reviews of child protective assessments for those counties with the lowest substantiation rate.
- Evaluation of the Adoption Program.

PROFESSIONAL DEVELOPMENT

The Division believes that professional growth and development is a continuous process and learning is ongoing.

The Division is committed to the goal of child welfare reform through the promotion of family-centered casework, supervision and management practices. The recruitment, professional development and the continuous upgrading of our work force is a major approach to child welfare reform. Development of individual training plans for each employee and the provision of relevant, competency-based, family-centered training experiences that not only prepare employees to perform their job, but also contribute to their personal and professional growth and development, are well-integrated in all of the Division's efforts.

The Division also recognizes and accepts its responsibility to plan learning opportunities not only for its staff but for other child and family service entities. As such, it has and will continue to involve community providers, the judiciary, law enforcement, schools, colleges, and universities in the recruitment, planning, development and provision of training to agency staff, providers of services to our customers, and the community.

The Division has validated the importance of professional development to its reform process through the allocation of resources and the provision of direction and vision. The Division continues to strengthen and improve the training opportunities for all staff as well as its approaches to ongoing training.

Several training related initiatives have begun and are still under way. Among the most notable are:

- Improving the skill, knowledge and value base of existing child welfare workers;
- developing relevant, competency-based, family-centered training curricula for all categories of staff and the development of individual training needs assessments and individual training plans for all staff;
- upgrading the competencies of the pool of potential child welfare employees;
- increasing the numbers of master level social workers entering the public child welfare field; and
- redesigning the foster parent recruitment and training program so that each foster parent would have an individual training plan that addresses their training needs and is responsive to their stated preferences for the characteristics of the children placed in their homes.

The Arkansas Partnership in Public Child Welfare

The Child Welfare Partnership in Arkansas is a collaborative effort between the Division of Children and Family Services (DCFS) and the University of Arkansas system. Through the use of Title IV-E funds, both training and educational opportunities for staff have been greatly expanded. Through its contract with the University of Arkansas at Little Rock and Fayetteville campuses, the Division is better positioned to meet its goal of a well-trained professional work force.

This collaborative has evolved into the Arkansas Partnership for Public Child Welfare. Components of the Partnership include such programs as the Academy for Family-Centered Education and Training, the Professional Enhancement Program, the Academic Enrichment Program, and the Master of Social Work Program. The Partnership's goals have been expanded and included the following:

1. Recruitment and preparation of students committed to careers in public welfare;
2. Enhancement and expansion of family-centered, interdisciplinary academic curricula;
3. Multi-disciplinary pre-service training and continuing education for child welfare; and
4. Research, evaluation, and technology/support for the Division and academic systems reform.

The University of Arkansas at Little Rock, through the Mid-South Center for Social Work Education, Training, and Research, administers the Academy for Family-Centered Education and Training, the Professional Enhancement Program, and the Master of Social Work Program components.

The University of Arkansas at Fayetteville administers the Academic Enrichment component and has agreements with all of the Bachelor of Social Work Programs in the state. These include programs at Arkansas State University in Jonesboro, University of Arkansas at Pine Bluff, Henderson State University in Arkadelphia, University of Arkansas in Monticello, and Harding University in Searcy.

The Foster Pride/Adopt Pride Program

In 1993, in an effort to redesign its foster parent training program so that each foster parent would have an individual training plan, the Division became a charter member in a multi-state collaboration. The collaboration was led by the Illinois Department of Children and Family Services in conjunction with the Child Welfare League of America. Its purpose is to develop a comprehensive foster parent training program. The resulting product is a comprehensive, competency-based, training and development program for foster and adoptive parents called Foster Pride/Adopt Pride (FP/AP).

X. Future Training, Technical Assistance, Research and Evaluation, and Management Information Activities

Looking to the future, DCFS is emphasizing the professional development of managers at the county, area, and central office levels. The information age holds out great promise for managers in human services. With enhanced federal funding, Arkansas is developing a SACWIS compliant management information system which is scheduled to be fully implemented in January 1998. The worker-based Children's Reporting and Information System (CHRIS) offers powerful information to the local manager, which has never before been possible. Training in 1996 and 1997 will emphasize preparing managers to manage in an agency where decision making is being moved to the lowest possible organizational level. The following 1996-1997 activities represent the Division's commitment to leadership and management development.

Leadership Enhancement

The leadership enhancement efforts of the last two years focused on the assessment for leadership potential among the Division's managers, and fostering demonstrated potential in individual supervisors and those aspiring to supervision. In addition, managers in Southeastern Arkansas are being trained by a special consultant in conjunction with a local child welfare reform initiative, the first of six planned phases for statewide implementation.

Future activities will escalate and broaden efforts from selected staff to statewide training and technical assistance. Building on a division-wide change readiness workshop, New Work Habits for a Radically Changing World (Price Pritchett, Dallas Texas), the Division's Executive Staff and Area Managers has, in the past year, completed a two-day leadership development seminar based on the principles of Total Quality Improvement, and five days of training in Investment in Excellence (Lou Tice, Seattle, Washington), a program which builds the skills necessary to build strong, cohesive teams and be advocates for change. All training, seminars and programs have been tailored to reflect family-centered values. Options for division-wide training in Investment in Excellence are now being explored.

Local Partnership Plans

Local DCFS staff will continue to work collaboratively with their local Partnership in Public Child Welfare university to develop and implement area-based staff recruitment and retention plans.

Partner universities, Academy staff and local DCFS staff will also continue to work together to identify and address local training and continuing education priorities. One commitment, in anticipation of the implementation of CHRIS, is to develop information technology/computer training plans for each DCFS area and area-based distance education plans, to make the best use of compressed video technology, now available throughout the state.

Individual Training Needs Assessment (ITNAs)

An ITNA process has been developed and implementation will continue in 1996 and 1997. The assessment process engages both the supervisor and worker in assessing the worker's ability to perform specific job competencies, identifying where improvement is needed and to planning for the provision of appropriate training. An individual training plan will be developed for each employee, which prioritize the most needed training from the competencies in the ITNA.

An important benefit of the ITNA process is that aggregate data allows for identifying and planning for training activities to address statewide needs.

Pre-Service Training

Pre-service training of county-based family service workers is currently provided through a five-site training academy, using a core curriculum. With social work prepared applicants coming to the Division in greater numbers, many having graduated with an obligation to work for DCFS, pre-service foundation modules are under re-consideration. Several options for changes in pre-service training are being explored, all with an emphasis on practical applications of family-centered principles and experiential learning. The Academy for Family-Centered Training and Education continues to collaborate with the Division to design the most effective pre-service training for entry level staff. The Division is also in discussions with representative from the American Humane Association regarding training to build skills in assessing risk in a family, as an integral part of the child maltreatment assessment.

Training Needs Assessments and Training Plans on Foster Parents

The Division will continue to require that training needs assessments be completed on foster parents to identify training needs. During last fiscal year (FY 1995 - 1996) training plans were initiated statewide on foster parents. It is expected that training plans will be developed on all foster parents this year. The Division has available 66 hours of in-service skill-based curriculum (foster pride/adopt pride) to address their needs.

Educational Leave and Stipend Programs

The Division is continuing its educational leave program via contract with the University of Arkansas for the Master Degree in Social Work (MSW). Six more DHS employees are entering this program in the fall semester of 1996.

This fiscal year (1996 - 1997) a statewide Bachelor of Social Work (BSW) educational leave program for DCFS will be designed and implemented through a contract with the University of Arkansas. A pilot program will begin in January 1997.

Partner universities, in coordination with the DCFS Professional Development Unit and DCFS area managers, will provide DCFS traineeships, including stipends, for fifty (50) senior BSW/BA students committed to employment with DCFS upon graduation.

Research and Evaluation

The Division is committed to becoming a self-informed and self-correcting agency. To this end, the Partnership on Public Child Welfare (Arkansas' Title IV-E funded partnership with the Arkansas University System) has established a standing workgroup to assist the Division with research needs. As an example, at the Division's request, the Research workgroup planned and conducted focus groups to evaluate the effectiveness of pre-service training. The results of the focus groups were compiled, analyzed and recommendations were presented in a final report. Through its association with the partnership, the Division is building and enhancing its internal capacity to evaluate its programs. For example, through the partnership the entire staff of the Quality Assurance Unit received specialized training in conducting program evaluation in human services. As partnership work continues, many new opportunities for shared research projects are anticipated.

Technical Assistance

Technical assistance is also available through the Partnership in Public Child Welfare through staff who are employed by the Universities of Arkansas at Little Rock and Fayetteville and are placed in DCFS to provide technical assistance and to function as an integrated part of the Division. Two such staff are now at work within the Child Welfare Reform Section--one as an organizational development specialist and the other as a quality assurance expert.

THE WHITE HOUSE

WASHINGTON

M E M O R A N D U M

To: *Pauline* ~~Pauline~~ Abernathy, Office of the First Lady/DPC
~~Jeremy Ben-Ami, DPC~~
~~Lester Cash, OMB~~
~~Mike Cohen, DPC~~
~~Diana Fortuna, DPC~~
~~Beverly Godwin, NPR~~
~~Nancy Hoit, Office of the Vice President~~
~~Elaine Kamark, Office of Vice President/NPR~~
~~Nicole Rabner, Office of the First Lady~~
~~Leanne Shimabukura, DPC~~
~~Melanne Verveer~~

From: Carol Rasco

Donna Muller, NPR

Date: December 6, 1996

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THE WHITE HOUSE
WASHINGTON

FAX COVER SHEET

OFFICE OF THE ASSISTANT TO THE PRESIDENT FOR DOMESTIC POLICY
SECOND FLOOR, WEST WING
THE WHITE HOUSE
WASHINGTON, DC 20500
(202)456-2216 PHONE
(202)456-2878 FAX

TO: Lyn

FAX #: 6-7028

FROM: CAROL H. RASCO

NUMBER OF PAGES (including cover sheet): 2

COMMENTS: _____

If you have any problems with the fax transmission, please call _____ at
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001. fax	From Betty Guhman To Carol Rasco; RE: SSNs [partial] (1 page)	12/05/1996	P6/b(6)

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Lyn Hogan
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FOLDER TITLE:

Ark [Arkansas] Collaboration

2011-1010-S
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- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
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- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

[001]

FAX TRANSMISSION

UNIVERSITY OF ARKANSAS
SOCIAL WORK PROGRAM

DEPARTMENT OF SOCIOLOGY

211 Old Main

Fayetteville, AR 72701

501-575-3205

Fax: 501-575-7981

To: Carol Rasco Date: December 5, 1996
 Fax #: 202-456-2878 Page: 1 (including cover sheet)
 From: Betty Guhman
 Subject: Social Security Numbers

COMMENTS:

The following nine persons will be attending the Arkansas Partnership in Public Child Welfare briefing session scheduled for December 13, 1996 10:00 am. I will check with your staff early next week to confirm meeting details and determine whether any additional information is needed. Thanks for everything.



Betty Guhman

Beverly Jones

Carolyn Dester

Calvin Johnson

Joyce Shepherd

Beth Walker

Karen Ballard

Ruth Kaplan — I know her but what is current job?

Steve Minner

✓ — don't know — what is their role?

Dec 05 '96 17:39 No. 004 P. 01

TEL:



Fulbright College of Arts and Sciences
Department of Sociology
Social Work Program

211 Old Main
Fayetteville, Arkansas 72701
(501) 575-5039
(501) 575-7981 (FAX)

December 5, 1996

To: Jeanine Smartt, Lynn Hogan *Beth*
From: Betty Guhman
Subject: Arkansas Partnership in Public Child Welfare

As a followup to our conversation this afternoon, I am submitting a few written questions/issues which the Arkansas Partnership Delegation would be interested in discussing with the Domestic Policy Council staff (morning session) and with federal agency representatives (afternoon meeting).

We are delighted with the opportunity to come together with DPC and agency staff to *SHARE* information about our respective initiatives and to begin what we hope will become an ongoing working relationship. As we discussed over the phone, the best way to facilitate this dialogue might be to allow time for brief introductions and project overviews, followed by more specific questions/responses. I am sure we would all prefer to speak to the issues which are of greatest interest to those present, rather than present/listen to formal presentations. We want to be as flexible as possible and will look forward to an informative and lively exchange. I will plan to talk with you again on Tuesday or Wednesday to finalize the actual agenda and meeting format.

Issues/Questions for Discussion:

1. In support of developing and strengthening our future working relationships, we are interested in hearing about current initiatives and projects within the Domestic Policy Council and other federal agencies, e.g. Health and Human Services, Education, Justice, etc
2. Relative to future direction and initiatives within the Arkansas partnership, we are interested in hearing about current or proposed federal initiatives which address various models and activities related to partnership models and activities, public child welfare systems reform, interdisciplinary education and training,
3. From both an academic and practice perspectives, we are interested in discussing the types of *action research* which would be most useful to federal and state policymakers, including target issues, useful data, methodology, etc.

An overriding issue should be the discussion of ways to enhance communication and collaboration among local, state and federal agencies. Although we are certainly excited about the chance to "showcase" our project, we also view this meeting as an opportunity to offer our support for initiatives or projects you would like to see implemented at a state level.

Again, we appreciate for the opportunity for this exciting exchange. I personally appreciate all the support and assistance we have received from the Domestic Policy council staff and look forward to finally meeting you in person next week. Let me know if you have questions or concerns about this list of issues. If the information is unclear, we can discuss it further by phone. Please feel free to edit these questions/issue as much as needed!

Cc: Arkansas Partnership Delegation

Lynn
This got a little
lost in the shuffle!
ES

TEL: DEC 06, 96 9:30 NO.001 P.01

FAX TRANSMISSION

UNIVERSITY OF ARKANSAS, FAYETTEVILLE SOCIAL WORK PROGRAM

211 Main
Fayetteville, AR 72701
501-575-3205
Fax: 501-575-7981

Date: December 5, 1996

To: Jeanine Smartt, Lynn Hogan

Fax #: 202-456-5581

From: Betty Guhman

Subject: Arkansas Partnership - 12/13/96 Meeting

Pages: 2 (including this cover sheet)

COMMENTS:

*Sorry this didn't go
through last night -
Call me if you need
more -*

THE WHITE HOUSE

WASHINGTON

M E M O R A N D U M

To: Pauline Abernathy, Office of the First Lady/DPC
Jeremy Ben-Ami, DPC
Lester Cash, OMB
Mike Cohen, DPC
Diana Fortuna, DPC
Beverly Godwin, NPR
Nancy Hoit, Office of the Vice President
Elaine Kamark, Office of Vice President/NPR
Nicole Rabner, Office of the First Lady
Leanne Shimabukura, DPC
Melanne Verveer

From: Carol Rasco

Date: December 6, 1996

It is my pleasure to invite you to a presentation and discussion on the Arkansas Partnership in Public Child Welfare. Members of the Executive Committee of the Arkansas Partnership will discuss the partnership on Friday, December 13 from 10:00 a.m.-11:00 a.m. in the Roosevelt Room of the West Wing of the White House.

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Distribution

To: Terry Peterson
Counselor to the Secretary
Department of Education

Duane Alexander
Director
Nat'l Inst. of Child Health and Human Development

Olivia Golden
Commissioner
Administration for Children, Youth and Families

Reggie Robinson
Deputy Assistant Attorney General
Department of Justice

Ann Rosewater
Deputy Assistant Secretary for Human Service Policy
Office of Ass't Sec. for Planning and Evaluation

J.D. Hoyer
School to Work Office
400 Virginia Ave. SW Room 210

436 -
608409

I wanted to update all of you on the details for Friday's meeting w/ the Arkansas Collaborative on child welfare.

- 10:00-11:15 - Meeting w/ Ark group & internal WH staff

 Roosevelt Room (Lyn please let me know the final #s & if we need place cards)
- 11:20-11:55 - Private lunch w/ Ark group & CHR in CHR's office.
 (Staff can have a break at this point)
- 1200-1:30 - Ark group & various departmental reps. (I need final
 #s) (Who is clearing these folks in?)

I think that is all of the updates I have on this one.

After the last session, the group will be given a WH tour.

Let me know if there are any questions.

M E M O R A N D U M

To: Distribution Attached

From: Carol Rasco
 Assistant to the President
 For Domestic Policy

Date: December 6, 1996

At the request of the President, it is my pleasure to invite you to a presentation and discussion on the Arkansas Partnership in Public Child Welfare. Members of the Executive Committee of the Arkansas Partnership will discuss the partnership on Friday, December 13 from 12:00-1:30 in room 472 OEOB.

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**Arkansas Partnership in Public Child Welfare
Arkansas Division of Children and Family Services
and Arkansas Universities**



PARTNERSHIP OVERVIEW

Partnership Goals/Objectives

Statewide collaboration among Arkansas Universities and Arkansas Division of Children and Family Services in support of family-centered systems reform in public child welfare and academic university programs.

Partnership Activities

Statewide recruitment, preparation and support of students for public child welfare

- 1. DCFS traineeships for 40 undergraduate BSW/human service students**
- 2. Specialized training and consultation for DCFS field instruction units**
- 3. Regional DCFS staff recruitment and recruitment of high school and college students**
- 4. Internship units demonstrating integrated family service models (schools, courts)**

Enhancement and expansion of family-centered interdisciplinary academic curricula

- 1. Multi-disciplinary curriculum planning on each university campus**
- 2. Expansion of family-centered practice/public child welfare related course offerings**
- 3. University faculty development (family-centered practice and public child welfare)**
- 4. Integration of academic curriculum, Academy training and DCFS priorities**

Pre-service training and continuing education for child welfare workers

- 1. In service training and continuing education in coordination with Academy**
- 2. Regional child welfare resource information centers**
- 3. Pre-service training for DCFS family service workers and other child welfare staff**
- 4. Professional Enhancement courses (graduate level)**

Research, evaluation and technology support for child welfare systems reform

- 1. University course work re: information technology and human services**
- 2. Computer training for child welfare staff, in coordination with training Academy**
- 3. Distance education planning and implementation activities on each campus**
- 4. Research and evaluation projects in coordination with local and state DCFS offices**

Development and expansion of DCFS-University partnership

- 1. Quarterly statewide partnership meetings**
- 2. Collaborative resource development**
- 3. Statewide models for integrated service delivery systems**
- 4. Statewide model for access to social work education**

For more information about the Partnership, call

Betty Guhman, University of Arkansas at Fayetteville
Beverly Jones, Department of Children and Family Services
Karen Ballard, University of Arkansas at Little Rock

(501) 575-3205
(501) 682-8772
(501) 569-8462

GOALS FOR THE ARKANSAS PARTNERSHIP FOR PUBLIC CHILD WELFARE

The four goals for the Arkansas Partnership for Public Child Welfare are:

1. Recruitment and academic preparation of students committed to careers in public welfare
2. Enhancement and expansion of family-centered, interdisciplinary academic curricula
3. Multi-disciplinary pre-service training and continuing education for child welfare
4. Research, evaluation, and technology/support for the Division and academic systems reform

GOAL 1 RECRUITMENT AND ACADEMIC PREPARATION OF STUDENTS COMMITTED TO CAREERS IN PUBLIC WELFARE

The Partnership in Public Child Welfare, involving DCFS and numerous universities and colleges throughout the state, have been very active in support of this goal. The universities involved in the partnership have all developed plans to assist in the recruitment of social workers and others with relevant human services credentials to serve as Family Service Workers.

- Development of a communications system including DCFS, the universities, and Employment Security Division offices to ensure greater awareness of DCFS vacancies and other human services related employment opportunities.
- Providing colleges, universities, and high schools with information about careers in social work with a focus on child welfare.
- Collaborations between DCFS and the schools to ensure greater availability of DCFS job application materials.
- Development of DCFS contractual traineeships for students interested in careers in public child welfare.

Educational leave and educational stipend programs continue to build the numbers of social work prepared DCFS staff serving families. (Source: State of Arkansas Child and Family State Plan, August 1996, page 11)

Additional activities include DCFS traineeships for 40 undergraduate BSW/human service students, internship units demonstrating integrated family service models (schools, courts), and model for statewide access to social work education.

GOAL 2 ENHANCEMENT AND EXPANSION OF FAMILY-CENTERED, INTERDISCIPLINARY ACADEMIC CURRICULA

Through the collaborative efforts of DCFS and numerous educational institutions around the state, several universities and colleges have developed or are developing interdisciplinary plans for the enhancement and expansion of family-centered curriculum. These plans involve many varied disciplines including, but not limited to social work, psychology, sociology, nursing, criminology, education, gerontology, and home economics. Collaborative efforts will continue to

ensure the successful implementation of these plans. (Source: State of Arkansas Child and Family State Plan, August 1996, page 14)

Additional activities include expansion of family-centered practice/public child welfare related course offerings, university faculty development (family-centered practice and public child welfare), and integration of academic curriculum, Academy training and DCFS priorities

GOAL 3 MULTI-DISCIPLINARY PRE-SERVICE TRAINING AND CONTINUING EDUCATION FOR CHILD WELFARE

Development of individual training plans for each employee and the provision of relevant, competency-based, family-centered training experiences that not only prepare employees to perform their job, but also contribute to their personal and professional growth and development, are well-integrated in all of the Partnership's efforts.

Activities in this area include the following:

- Individual Training Needs Assessment process has been developed and implementation will continue in 1996 and 1997. The assessment process engages both the supervisor and worker in an assessment the worker's ability to perform specific job competencies, identifying, where improvement is needed and to planning for the provision of appropriate training.
- Since 1992, pre-service training of county-based family service workers has been provided through a five-site training academy, using a core curriculum and emphasizing the practice principles delineated in Public Law 96-272.
- The leadership enhancement efforts of the last two years focused on the assessment for leadership potential among the Division's managers, and fostering demonstrated potential in individual supervisors and those aspiring to supervision. In addition, managers in Southeastern Arkansas have been trained by a special consultant and managers in Southwestern Arkansas are now being trained. (Source: State of Arkansas Child and Family State Plan, August 1996, page 57)

Additional activities include regional child welfare resource information centers, in-service training and continuing education, and professional enhancement courses (graduate level).

GOAL 4 RESEARCH, EVALUATION TECHNOLOGY/SUPPORT FOR THE DIVISION AND ACADEMIC SYSTEMS REFORM

The Division is committed to becoming a self-informed and self-correcting agency. To this end, the Partnership in Public Child Welfare has established a standing workgroup to assist the Division with research needs. As an example, at the Division's request, the Research workgroup planned and conducted focus groups to evaluate the effectiveness of pre-service training. The results of the focus groups were compiled, analyzed and recommendations were presented in a

final report. Through its association with the partnership, the Division is building and enhancing its internal capacity to evaluate its programs. For example, through the partnership the entire staff of the Quality Assurance Unit received specialized training in conducting program evaluation in human services. As partnership work continues, many new opportunities for shared research projects are anticipated.

Technical assistance is also available through staff who are employed by the Universities of Arkansas at Little Rock and Fayetteville and are placed in DCFS to provide technical assistance and to function as an integrated part of the Division. Two such staff are now at work within the child welfare Reform Section--one as an organizational development specialist and the other as a quality assurance expert. (Source: State of Arkansas Child and Family State Plan, August 1996, page 58)

Additional activities include university course work regarding information technology and human services, computer training for child welfare staff, in coordination with the Training Academy, distance education planning and implementation activities on each campus, and research and evaluation projects in coordination with local and state DCFS offices.



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Arkansas Division of Children and Family Services
and Arkansas Universities**



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Development of individual training plans for each employee and the provision of relevant, competency-based, family-centered training experiences that not only prepare employees to perform their job, but also contribute to their personal and professional growth and development, are well-integrated in all of the Partnership's efforts.

Activities in this area include the following:

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- The leadership enhancement efforts of the last two years focused on the assessment for leadership potential among the Division's managers, and fostering demonstrated potential in individual supervisors and those aspiring to supervision. In addition, managers in Southeastern Arkansas have been trained by a special consultant and managers in Southwestern Arkansas are now being trained. (Source: State of Arkansas Child and Family State Plan, August 1996, page 57)

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final report. Through its association with the partnership, the Division is building and enhancing its internal capacity to evaluate its programs. For example, through the partnership the entire staff of the Quality Assurance Unit received specialized training in conducting program evaluation in human services. As partnership work continues, many new opportunities for shared research projects are anticipated.

Technical assistance is also available through staff who are employed by the Universities of Arkansas at Little Rock and Fayetteville and are placed in DCFS to provide technical assistance and to function as an integrated part of the Division. Two such staff are now at work within the child welfare Reform Section--one as an organizational development specialist and the other as a quality assurance expert. (Source: State of Arkansas Child and Family State Plan, August 1996, page 58)

Additional activities include university course work regarding information technology and human services, computer training for child welfare staff, in coordination with the Training Academy, distance education planning and implementation activities on each campus, and research and evaluation projects in coordination with local and state DCFS offices.

There is a partnership that has been formed in Ark. between universities/colleges and the child welfare network. I have at request of POTUS invited them to come and brief us. The date is to be Dec. 13.

Key contact: Betty Guhman, University of Arkansas, Fayetteville, Division of Social Work (not sure right title for division)

Assignments:

JILL: Has this been confirmed with them?

CLAUDIA: Once confirmed I need for you to be the logistics coordinator. I believe Jill has a room for the discussions but if not (I just can't remember if we have gotten that far) room can be obtained as soon as "Next steps" undertaken (see below). I have talked with them about two discussions:

a. 10 a.m. to 11:30 a.m.: meet with appropriate DPC, OMB?, NPR? First Lady's office? other? folks internal to White House to learn about the project, how they see federal government working with them

b. 12 noon to 1:30 p.m. : working lunch with perhaps a limited number (DPC folks only perhaps) from morning meeting and adding people from appropriate departments having discussed initially HHS, Justice (juvenile work), Education...perhaps others.

c. Afternoon: see if Robyn Dickey (Assistant Social Secretary, is Arkansan) can arrange a tour of decorated White House for them

JEANNINE/LYN: Plan program.

Next steps as I see it:

Claudia: call Betty and tell her we need to know number of persons coming, tell her timeline we are working on...(I have already volunteered to her we will try on tour but that she shouldn't say anything to others as we have no idea if it can be worked out. But they will need to know that part fairly soon as they will need to make return flight reservations.) She also should send you written materials about the project. Explain to her we can't plan most productive program until we have the materials.

Jeannine/Lyn: When written materials arrive you all can work with Betty to plan agenda for the two meetings.

Thanks.

We have received a packet (sending a copy to each of you) which I think will give you information to use in setting up the two sessions with this group next week. Claudia can fill you in on details of logistics.

I see the purpose of these meetings which the President asked us to do to be a sharing by the Partnership of their program and how they feel the federal government can be a better partner; from our side we should be prepared to ask feedback on our five areas of Partnerships project as at conference this week as well as the type child welfare questions we've been asking of persons, Lyn. However, I do want us to nudge them to think about how this fits with welfare reform as well.

I would suggest for the morning meeting the following to be invited:

Lyn, Jeannine, me

Cohen: due to higher ed nature as well as school aged kids being served)

Dennis or Leanne (I think Dennis is giving a speech that day I got him into): Due to juvenile justice part of child welfare

Diana: welfare reform

NPR folks as you see appropriate: Elaine? Bev? others?

Nancy Hoit (courtesy invite, realize she can't be here all the time)

OMB person if they wish

First Lady's office

Invitations should be from me, include materials from Partnership

For the meeting with agencies I would see:

Lyn, Jeannine, me

Dept of Education

HHS

Justice

Other departments?

You all should decide in looking at room, etc. how many to allow from each dept. Invitations should be from me to Secretary inviting Sec. to send rep(s), should include some of the materials outlining the Partnership

I would like for invitations to go out tomorrow if at all possible.

You all should talk through structure of meetings, content with Betty Guman, there may be background material(s) you wish to send the Ark. delegation such as the child welfare questions or the Partnerships papers or questions....I leave it to you all to plan the meetings in a way you feel will be most productive for all.

Let me know if questions.

Thanks.

Withdrawal/Redaction Marker

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
002. paper	Arkansas Collaborative Meeting; RE: address/phone number [partial] (1 page)	n.d.	P6/b(6)

COLLECTION:

Clinton Presidential Records
Policy Development
Lyn Hogan
OA/Box Number: 10043

FOLDER TITLE:

Ark [Arkansas] Collaboration

2011-1010-S

ms184

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

Freedom of Information Act - [5 U.S.C. 552(b)]

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

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RR. Document will be reviewed upon request.

b(1) National security classified information [(b)(1) of the FOIA]
b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

[002]

P6/(b)(6)

Regarding the Arkansas Collaborative meeting on Dec. 13th:

I have spoken to Betty Guhman. She has 12 people at the moment, but plans to cut it to 10, since this is the # you suggested.

I'm confirming our previous request for the Roosevelt Rm today.

I have asked Betty for materials a # of times & told her we need it so that staff can plan an appropriate agenda/program. She first indicated she would get it here on the 9th. I pushed her to the 2nd of December, & she said that is the earliest she'd be able to get it here.

I have been working with Ann McCoy (at Robyn Dickey's suggestion) on the tour. She has informed me that the best she could do would be to put this group with the OPL special group tours that occurring between 1pm & 3pm on the 13th. She wondered if that was o.k. with us. Betty is happy. If you think it is fine, I'll confirm with Ann.

The box lunches have not yet been ordered through the mess. I'll do that today/tomorrow.

That's the update. Who will be choosing the appropriate OMB, NPR, DPC, First Lady's office & other federal government folks?

P6/(b)(6)

~~CONFIDENTIAL~~

2011-1010-S

DETERMINED TO BE AN
ADMINISTRATIVE MARKING
INITIALS: MA DATE: 10-12-11

*Decide on the
report at early -
don't want to get ahead
of (6/10)*

The mtg on the 13th is now as follows:

10-11:15am - Roosevelt Room

Internal meeting

DPC, OMB, NPR, First Lady people, etc. staff

11:20-11:55am - casual/cozy lunch in Carol's office w/ Arkansas people & few DPC staff only

12:00 - 1:30 pm - Room 472 OEOb

Add people from agencies: HHS, Justice, Education, etc...

I am redotting the materials that were sent to CHR to Lyn & Jeanine.

The lunch will be a box lunch provided by the mess & each will have to pay their share. I will let you know what that fee will be as soon as I have it.

Following the last meeting, the Arkansas group will be given a tour of the decorated White House.

I am awaiting a list of attendees & SSN #s. I'll let you know when I get it, so you can see who they are bringing. It was supposed to have been part of the info packet.

Anyway, we're almost all set!



**Arkansas Partnership in Public Child Welfare
Arkansas Division of Children and Family Services
and Arkansas Universities**



PARTNERSHIP OVERVIEW

Partnership Goals/Objectives

Statewide collaboration among Arkansas Universities and Arkansas Division of Children and Family Services in support of family-centered systems reform in public child welfare and academic university programs.

Partnership Activities

Statewide recruitment, preparation and support of students for public child welfare

- 1. DCFS traineeships for 40 undergraduate BSW/human service students**
- 2. Specialized training and consultation for DCFS field instruction units**
- 3. Regional DCFS staff recruitment and recruitment of high school and college students**
- 4. Internship units demonstrating integrated family service models (schools, courts)**

Enhancement and expansion of family-centered interdisciplinary academic curricula

- 1. Multi-disciplinary curriculum planning on each university campus**
- 2. Expansion of family-centered practice/public child welfare related course offerings**
- 3. University faculty development (family-centered practice and public child welfare)**
- 4. Integration of academic curriculum, Academy training and DCFS priorities**

Pre-service training and continuing education for child welfare workers

- 1. In service training and continuing education in coordination with Academy**
- 2. Regional child welfare resource information centers**
- 3. Pre-service training for DCFS family service workers and other child welfare staff**
- 4. Professional Enhancement courses (graduate level)**

Research, evaluation and technology support for child welfare systems reform

- 1. University course work re: information technology and human services**
- 2. Computer training for child welfare staff, in coordination with training Academy**
- 3. Distance education planning and implementation activities on each campus**
- 4. Research and evaluation projects in coordination with local and state DCFS offices**

Development and expansion of DCFS-University partnership

- 1. Quarterly statewide partnership meetings**
- 2. Collaborative resource development**
- 3. Statewide models for integrated service delivery systems**
- 4. Statewide model for access to social work education**

For more information about the Partnership, call

Betty Guhman, University of Arkansas at Fayetteville
Beverly Jones, Department of Children and Family Services
Karen Ballard, University of Arkansas at Little Rock

(501) 575-3205
(501) 682-8772
(501) 569-8462

GOALS FOR THE ARKANSAS PARTNERSHIP FOR PUBLIC CHILD WELFARE

The four goals for the Arkansas Partnership for Public Child Welfare are:

1. Recruitment and academic preparation of students committed to careers in public welfare
2. Enhancement and expansion of family-centered, interdisciplinary academic curricula
3. Multi-disciplinary pre-service training and continuing education for child welfare
4. Research, evaluation, and technology/support for the Division and academic systems reform

GOAL 1 RECRUITMENT AND ACADEMIC PREPARATION OF STUDENTS COMMITTED TO CAREERS IN PUBLIC WELFARE

The Partnership in Public Child Welfare, involving DCFS and numerous universities and colleges throughout the state, have been very active in support of this goal. The universities involved in the partnership have all developed plans to assist in the recruitment of social workers and others with relevant human services credentials to serve as Family Service Workers.

- Development of a communications system including DCFS, the universities, and Employment Security Division offices to ensure greater awareness of DCFS vacancies and other human services related employment opportunities.
- Providing colleges, universities, and high schools with information about careers in social work with a focus on child welfare.
- Collaborations between DCFS and the schools to ensure greater availability of DCFS job application materials.
- Development of DCFS contractual traineeships for students interested in careers in public child welfare.

Educational leave and educational stipend programs continue to build the numbers of social work prepared DCFS staff serving families. (Source: State of Arkansas Child and Family State Plan, August 1996, page 11)

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Participants for 12-1:30 meeting in Room 472

Terry Petersen - *Counselor to the Secretary* 600 Ind. Ave. SW Rm. G133
Department of Education WDC 20002
(Mike Cohen will send you correct title and address)

Carol Williams
-I think you just said she is going to be out next week -

Duane Alexander
Director
National Institute of Child Health and Human Development
Building 31, Room 2A03
31 Center Drive, MSC2425
Bethesda, Maryland 20892
(301)496-3454

Olivia Golden
Commissioner
Administration for Children, Youth and Families
Mary Switzer Building, Room 2026
330 C Street, SW
Washington, DC 20201

Reggie Robinson
Deputy Assistant Attorney General
Department of Justice
633 Indiana Ave. NW Rm 742
Washington, DC 20530
(202)307-5933

Ann Rosewater
Deputy Assistant Secretary for Human Service Policy
Office of the Assistant Secretary for Planning and Evaluation
200 Independence Ave. SW
Washington, DC 20201
(202)401-6673

J.D. Hoyer
School to Work Office
400 Virginia Ave. SW Room 210
Washington, DC 20024
(202)401-6222

I'm not sure how large/small a meeting this is supposed to be - but I think this is enough. Lyn, I'll call you in the morning.

Betty is supposed to fax to you some guiding discussion question that I thought could be the basis of the letter.