

Idaho Child Welfare Scholars Stipend Student Report Summary 1996 – 2002



Prepared By
Idaho Child Welfare Research and Training Center
Patty Gregory, LCSW, Director
and
Sandy Cobb, Operations Manager

A Partnership with Idaho Child Welfare Research & Training Center (EWU), Lewis-Clark State College, Northwest Nazarene University, Idaho State University, and Idaho Department of Health and Welfare

INTRODUCTION

Controversy and political pressure starting in the 1960's have led child welfare agencies to "progressively. . . confine their attention to abused and neglected children" (Schorr, 2000). Currently, the political climate seems to "blame the helping professions and their service systems for their failures demanding greater accountability and threatening reductions in these professions resources and supports" (Hooper-Briar & Lawson, 1996). As a result, whether in policymaking, program development, or direct practice, those providing services to the most vulnerable families and children do so in an environment of constant change, limited resources, competing and sometimes conflicting expectations from a multitude of stakeholders (Tracy & Pine, 2000).

Several factors have led to a child welfare workforce recruitment and retention "crises" in many states. Legislative changes include: 1) The enactment of Child Abuse Prevention and Treatment Act (CAPTA - 1964), which resulted in increases in reporting abuse and neglect without proportionate increases in resources, 2) In 1974, CAPTA increased workloads with many agencies unable to fill all needed positions; 3) The Adoption Assistance and Child Welfare Act (Pl 96-272 – 1980)) led to inadequately funded mandates and lawsuits against public agencies unable to meet the new legal requirements and 4) The passage of systems reform legislation in the Adoptions and Safe Families Act (1997). (Leighninger, L., & Ellett, A, 1998; Ellett, A. & Millar, K, 1996).

Imbedded in these legislative changes were other significant factors: 1) Development of specializations in child welfare; 2) Competing clinical opportunities in social work; 3) Application of allegation models, which direct a law enforcement standard to CPS; 4) Rationing of services by limiting eligibility and expanding criteria for discharge (Leighninger, L., & Ellett, A, 1998; Ellett, A. & Millar, K, 1996). Research conducted by Alwon and Reitz (2000) indicate that child welfare agencies are experiencing high turnover rates, low employee morale, competition from other human service sectors, longer work hours, heavier workloads, and exposure to dangerous situations without adequate compensation or opportunities for professional development.

In a recent workforce study (2000), Child Welfare League of America found that it takes five to seven weeks to fill a vacant position in most agencies, and the average vacancy rate in most states is 10%. Idaho has an escalating problem with recruitment and retention of social workers and clinicians (10% and 16% turnover respectively). Approximately 15% of supervisors are eligible for retirement over the next three to five years, with current turn-over figures at between 10% and 12%. (*figures from CFSR Idaho Statewide Assessment, section IV).

Hill and Graef (2000) found that there are three specific cost elements related to CPS turnover: separation costs, replacement costs, and training costs. The conservative estimate by the authors using 1995 dollars is \$10,000 per vacancy in child welfare turnover. Concern regarding potential increases in numbers of child protection referrals, and a "no growth" child welfare infrastructure heightened the importance for Idaho Department of Health & Welfare (IDHW) to develop partnerships with a broad range of community agencies, schools, informal sources of help, and family themselves (Waldfogel, 2000).

According to government publication GAO-03-357, a Report to Congressional Requesters (2003), there is evidence that recruitment and retention issues affect children's safety and permanency and that high turnover rates and staffing shortages leave remaining staff unable to do due-diligence to ensure child safety and make good decisions to ensure safe, stable, and permanent placements. The General Accounting Office notes that workforce turnover also disrupts the continuity of services. They state, "Our analysis of federal CFSRs corroborated caseworker accounts, showing that large caseloads and worker turnover delay the timeliness of investigations and limit the frequency of worker visits with children, thereby hampering agencies' attainment of some key federal safety and permanency goals."

**IDAHO CHILD WELFARE RESEARCH
AND TRAINING CENTER, AN
AGENCY/HIGHER EDUCATION**

HISTORY

In 1993, IDHW initiated relationships with university social work programs for the purpose of providing stipend support, for masters level social work (MSW) students committed to careers in child welfare. The School of Social Work at Eastern Washington University (EWU) agreed to participate in this endeavor, bringing together two organizations with similar missions – to improve service delivery to children and their families involved in the child welfare system. This traditional agency/university contract was funded by Title IV-E of the Social Security Act.

In 1996, IDHW was required to rapidly implement a package of state and federally mandated welfare reform policies and self-reliance supports. This reform movement coincided with a hiring freeze and other efforts to downsize state government, including a prohibition on financing stipends for employees.

With IDHW's emphasis on self-reliance and hiring restrictions, the IV-E stipend program did not reflect the current agency strategic direction. This led IDHW to request a renegotiation of their university contracts. In 1997, IDHW prioritized in-service training and innovative program development. Specifically the FACS Division interests in this redefined partnership were: staff development, including recruitment and retention; community development; research/program evaluation; and training to enhance supervisor and staff competencies.

The School of Social Work (EWU) and IDHW saw the continuation of this relationship as critical and redefined their agreement and relationship to:

1. Link social work education with practice by continuing to provide relevant field-based learning experiences for MSW students as a recruitment and retention strategy;
2. Provide training for agency staff and students on topics of significant importance to changing child welfare practice;
3. Explore new methods of service delivery to vulnerable children and families, particularly through community development in rural areas; and
4. Expand IDHW service capacities through the use of university student work-study resources and funded under TANF.

In 1997, The Idaho Child Welfare Research and Training Center (Idaho Center or ICWRTC) was established and administratively consolidated the partnership's existing training projects. A research/service evaluation infrastructure to support the Division's needs was also established under the umbrella of the Center operations.

FUNDING DIVERSIFICATION

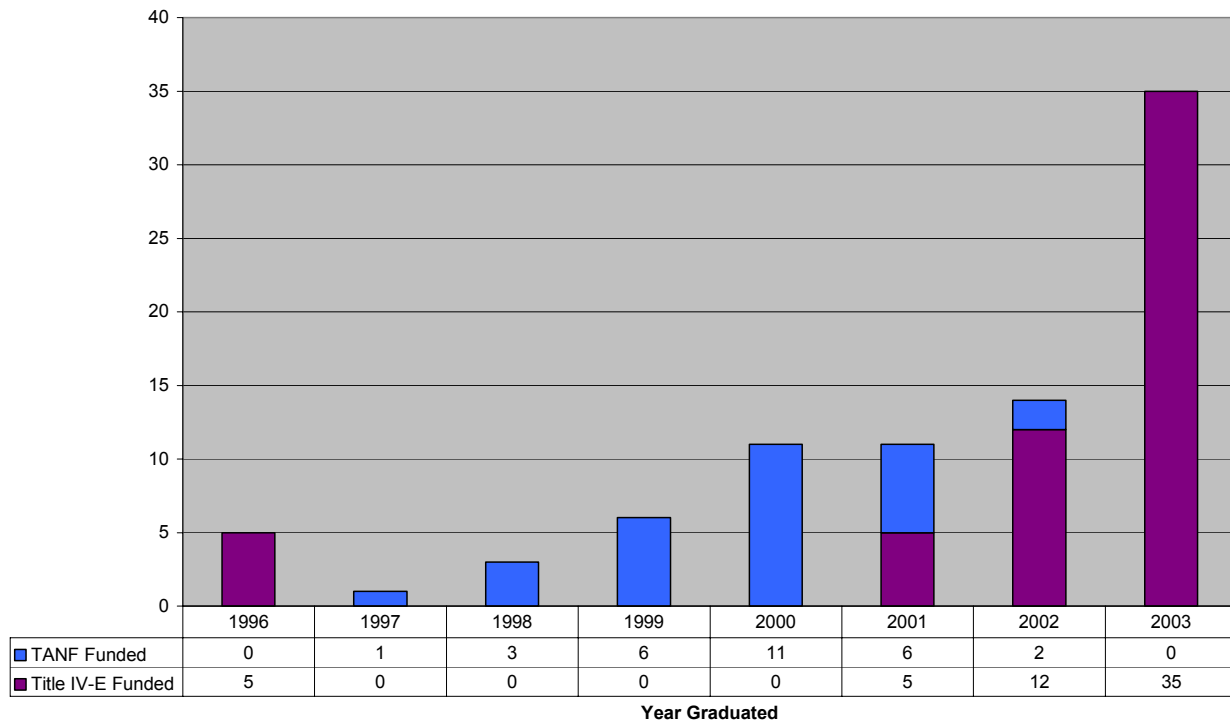
In a designated frontier state like Idaho, during the implementation of welfare reform, categorical funds disappeared, placing the need on community resources to fill the gap. Like other rural states, Idaho lacked the community resources to respond quickly and effectively to new policies.

Reliance on Title IV-E funding related to foster care and adoption with limits to knowledge and skill requirements for child welfare delivery created an obstacle for utilizing the university partnership and students in expanding service delivery in many communities in Idaho. EWU offered the university’s established student work-study mechanism as a vehicle for state wide activation of the delivery of community-based emergency assistance services. MSW students who were placed in agency programs (primarily schools) were paid through emergency assistance funding (Title IV-A, or later TANF) during their practicum. In the Community Resources for Families Project, MSW students were placed in school settings to work with families who fit the category of “at-risk” and provide services to prevent entry into the child welfare system. The agreement in the University Partnership was to replicate and evaluate the model.

Students who participated in a school placement and were funded through Title IV-A were required to sign contracts with IDHW within the same structure for obligation for employment (licensing and actively seeking employment with the state through placement on the register). This blended funding arrangement provided the Partnership with increased flexibility regarding the range of child welfare interventions in which students could participate and the skills that students could acquire.

In 2001, the Partnership returned to IV-E as a primary funding source for student stipends and a re-emphasis of placement and hiring in Children and Family Services (CFS) specifically in foster care and adoption. Providing pertinent field-based experiences for students who qualified for IV-E stipends continued to be a priority for non-employees (recruitment) as well as IDHW employees (retention).

Graph 1. Student Funding Source Distribution



Graph 1 illustrates the funding sources for Partnership social work student development over time.

UNIVERSITY PARTNERSHIP STRUCTURE

Other university departments of social work were added in 2001 to the development of this dynamic partnership. These new partners included Lewis Clark State College (BSW), Northwest Nazarene University (BSW and MSW) and Idaho State University (BSW). According to the *Idaho Federal Entitlement Revenue Maximization Analysis* (2002) completed by Don Schmid, “The advantages of contracting through a public education institution are that FACS (now know as CFS) could include the public schools federal indirect rate when calculating the IV-E federal claim.”

The Partnership operates under contract between IDHW and the Idaho Center (EWU). Participating universities receive funding through subcontracts with EWU. Each university receives funding for BSW stipends. In addition, Northwest Nazarene receives stipend support for MSW education. Faculty field instructors are hired in each of the participating universities to provide classroom and field education. The Partnership has quarterly conference calls and one face to face meeting per year. Annual child welfare scholar student conferences are planned in conjunction with Idaho’s NASW annual conference for students to prepare and deliver presentations which are relevant to current child welfare practice.

The Center Library housed at the ICWRTC office offers a collection of videos and resource materials that universities and agency staff can use for curriculum development. The library includes literature relevant to child welfare (focusing primarily on foster care and adoption) practice, substance abuse, kinship care, significant practice videos, state licensing practice tests, and training curricula. Acquisitions of new holdings for this year primarily target foster and adoptive parent literature to support the statewide Foster Parent Initiative. Holdings are available for check out on-line at the Center web-site, www.icwrtp.org. Also in process is a plan to incorporate IDHW child welfare literature and videos housed at Central Office to the web-site listing for ease of distribution of these additional resources.

STUDENTS

The Partnership stipends a total of forty-eight students for the 2002-03 contract period/academic year. Students who receive IV-E stipends are financed year by year for a set tuition reimbursement amount. BSW’s are eligible for the program in their senior year. For MSW’s, the agreement covers the time that they are pursuing graduate education.

After being admitted to a participating social work program, students complete an application packet, with supporting documentation, for stipend consideration. Students employed at IDHW also provide a document from their direct supervisors and regional Program Managers ranking the students on attributes of leadership capacity, ethical behavior, and commitment to the field of child welfare.

Once selected, students sign an annual contract agreeing to provide one year of service in public child welfare for each academic year for which they receive support. The contract specifically defines the student obligation (non-employees and IDHW staff attending school) to actively seek employment or honor a commitment to remain employed with IDHW upon graduation. This obligation includes meeting with an IDHW human resources representative, obtaining relevant licensure, completing required paperwork for placement on hiring registers, and following through on interviews with IDHW.

The advantages of hiring graduates who have completed their social work degree are well documented. Ellet (1999) found that states that require BSW’s and MSW’s have lower turnover rates.

Entry level professionals with bachelor's degrees in social work are well suited for case management services (Abramczyk & Liberman, 1994). Education, specifically an MSW, was the best predictor of overall performance (Booz-Allen & Hamilton, 1987). However, once hired, Bernatovicz (n.d.) found that employees are likely to stay if they already have stayed for more than two years, have prior experience, have relevant education, are committed to the mission, and feel that their work is making a difference.

In 2002-03, the Partnership has funding up to 24 BSW stipends and 24 MSW stipends. Sixteen student slots were allocated for ICWRTC, 12 for NNU, 12 for ISU and 8 for LCSC, and, through a special arrangement, another four for Walla Walla College are allocated. Partnership schools in the 2002-03 contract pooled unused slots in order to provide those Regions with higher demand for students an opportunity to meet the need.

FIELD EDUCATION/PRACTICUM PLACEMENTS

Field education provides students a forum to test academic knowledge with practice application, integrate theory and practice, and develop skills related to child welfare. Field placement is vital to the interface of academia and practice. Specifically, Partnership faculty support and facilitate achievement of child welfare standards in the development of social work students interested in public child welfare careers, through specialized child welfare education, supervision, and assignment to child welfare practicum placements. Agency staff members volunteer as on-site instructors, which is critical to the education process.

Faculty located at each of the Partnership universities provide placement development, classroom education in the form of seminars, and field instruction. Field placement at the MSW level includes a monthly seminar totaling 22 hours in the student's foundation year and 60 additional seminar hours in their second, or advanced, year. Seminars are essential to the integration of knowledge and skills into more explicit child welfare practice issues.

Practicum placement settings throughout the state have been utilized for student field learning, with the majority in Child & Family Services (CFS). The BSW programs require at least 400 hours in practicum. At the graduate level, twenty-two hours per week of agency placement is mandatory in the student's foundation or first year, for a total of 242 hours. Students in the two-year program participate in both the foundation and advanced practicum totaling 726 hours. Advanced practicum is also a requirement for students accepted into the advanced standing MSW program (students who have a BSW degree and a 3.5 grade point average).

Table1. Includes 2003 partnership graduates in June 2003.			
Student Program	Number of Students in Program	Number of Practicum Hours for Program	Practicum Hours Worked
BSW	20	400	8,000
MSW Advanced Standing	34	726	24,684
MSW Part Time	11	968	10,648
MSW Full Time	35	968	33,880
Total	100	3,062	77,212

Table 1 illustrates that over 77,200 hours of practicum work have been completed by 100 students in ICWRTC Partnership programs since 1996. These hours were accumulated by students completing child welfare practicums prior to graduation in the social work programs offered at EWU, NNU, ISU, LCSC, and Walla Walla College.

Practicum placements provide an additional benefit in the form of unpaid child welfare social worker labor.

The 77,212 child welfare scholar practicum hours shown in Table 1 equates to over 37 years in practicum hours in service to IDHW and partner agencies. Based on an entry-level social worker wage of \$15.25 (as posted on a current IDHW opening on Infonet), this amounts to \$1,177,483 of child welfare social worker labor provided to IDHW through this program.

Appendix A provides additional information about field placement locations, including those funded under TANF during 1996 to 2001.

FIELD SUPERVISION

Delivery of Partnership educational services relies significantly on adequate and sufficient supply of field placements. Agency investment in student learning includes: provision of supervision, student work space, and working together with the student and the faculty field instructor to meet learning needs through assignments that challenge students to grow and develop their skills.

FIELD INSTRUCTOR TRAINING

In fall 2001, ICWRTC held a day-long training for Regions I and II on agency field instruction. Agency staff and faculty were able to discuss strategies and share ideas to strengthen the quality of the context for learning in agency practice for non-employees as well as employees.

In January 2003, Dr. Lawrence Shulman was sponsored under the Partnership to provide training on child welfare field instruction and supervision. Trainings were held in Coeur d'Alene and on the campus of Northwest Nazarene University. Field education training events will continue to be offered in support of supervisors who have students placed within their units.

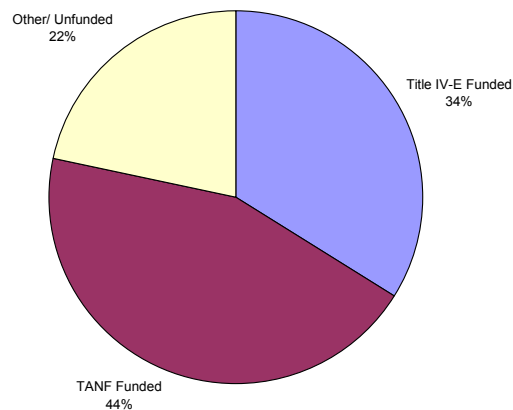
RECRUITMENT OUTCOMES

The Partnership represents an intensive statewide effort to address professional education to prepare social workers for practice in public child welfare. Identification and recruitment of students who express interest in child welfare and commit to employment serves as one strategy. Outreach to IDHW employees who are interested in furthering their education for promotional purposes or job satisfaction is another strategy. This “grow your own” methodology is a way to retain qualified, motivated employees who have expressed commitment to children’s services through sustained employment.

In order to show the return on the investment that IDHW has made in developing a ready workforce in child welfare, statistics will be used to demonstrate the impact of students assisted through the Center and their employment. The statistics reflect subsequent employee recruitment for IDHW and for community partners including Idaho schools, psycho-social rehabilitation agencies, family advocacy agencies, Juvenile Corrections and Idaho Youth Ranch.

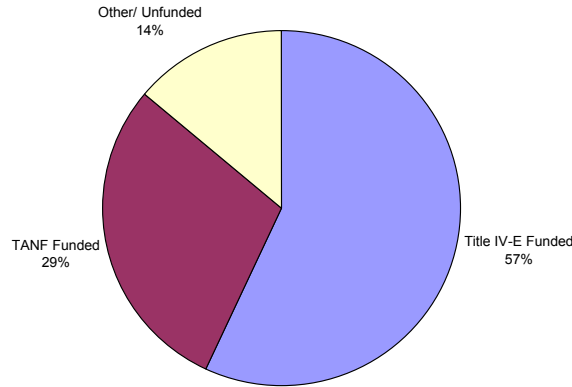
During 1996 – 2002, the IDHW goal for building and sustaining community partnerships was supported by ICWRTC through student placements in Community Resources for Partnerships participating schools and in community partner settings that contract with IDHW. Students in the school settings qualified for work study funding (TANF). In addition, students placed in IDHW child welfare who were non-employees also qualified for work study funding until the re-implementation of stipend funding in 1999.

Graph 2. Student Funding Breakdown 1996 - 2002



Graph 2 depicts funding sources utilized by students in Partnership degree programs between 1996 and 2002.

Graph 3. 1996 - 2003 Student Funding Breakdown



Graph 3 includes 2002 – 2003 student data and reflects the increased utilization of Title IV-E funds for social work student development.

Table 2. Includes funded and unfunded students assisted and placed through the Center.

Year Graduated	Title IV-E Funded	TANF Funded	IV-E & TANF Funded Students	Other	Students Supported by Center	Recruited or Retained by the Department	Community Partner Employment	Total Employment
1996	5	0	5	1	6	6	0	
1997	0	1	1	1	2	1	1	
1998	0	3	3	1	4	3	1	
1999	0	6	6	3	9	4	5	
2000	0	11	11	2	13	5	3	
2001	5	6	11	3	14	6	6	
2002	12	2	14	3	17	7	4	
Total	22	29	51	14	65	32	20	52
						63%	39%	102%

Table 2 illustrates employment outcomes of students who were placed in IDHW CFS and community partner settings from 1996 through 2002. These figures reflect student placement from EWU only. Future reports will include recruitment and retention statistics from ISU, NNU and LCSC.

As Table 2 illustrates, Idaho agencies have served as practicum placement for 65 students. Of those students 63%, have been recruited and retained (maintain current employment or fulfilled their stipend obligation) by IDHW. Community Partners have recruited a total of 20 students.

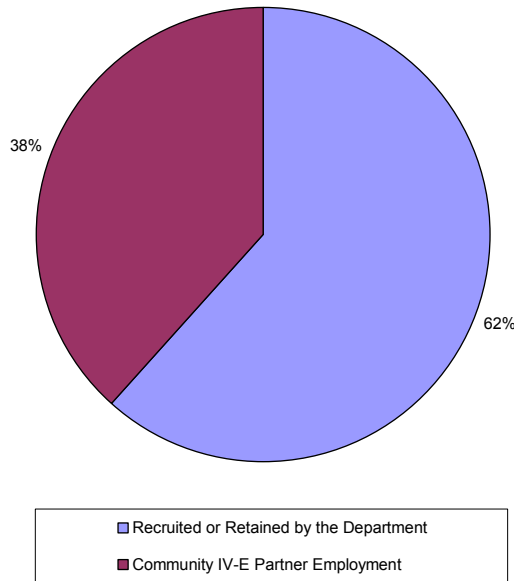
Student stipends with commitments for employment with IDHW were available in 1996, 1999, 2001, and 2002. In 1997 – 1998, IDHW staff who completed their graduate coursework did not receive

financial support in the form of stipend or work study for their education. Student stipends with commitments for employment with IDHW were available in 1996, 1999, 2001, and 2002. In Table 2 these students are reflected in the “other” column. Further, there were students selected to complete practicums in Idaho in IDHW contracted agencies. These students did not, for a variety of reasons, choose to receive either TANF or IV-E funding. These students, supported by ICWRTC staff in Idaho practicum placements, are also reflected in the “other” column.

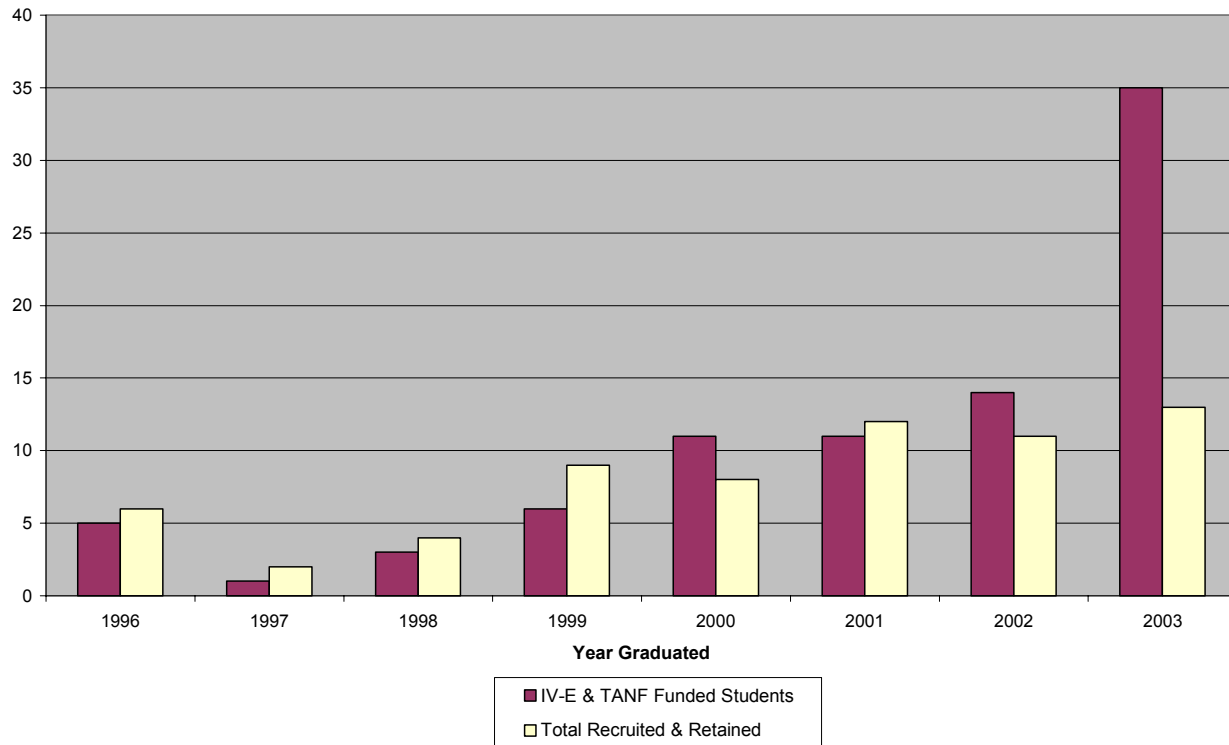
Relevant to this review was the fact that many of these unfunded students were either subsequently retained by IDHW or hired by a community agency realizing a 102% return on the investment made in MSW students through these programs.

In 2002, IDHW experienced budget shortages and hiring freezes, which impacted recruitment of child welfare stipend recipients.

**Graph 4. Employment Breakdown of 1996 - 2002
ICWRTC Students Recruited or Retained**



Graph 4 shows the hiring distribution of employment between the department and community resource agencies for ICWRTC students.

Graph 5. Funded Students In Relation To Students Employed

Graph 5 illustrates the employability of students receiving support from the ICWRTC partnership.

Most of the 2003 graduates complete their academic program in June, and have until the end of August to complete their employment criterion of meeting with the IDHW recruiter, licensure, getting placed on all appropriate hiring registers, and participating in the interview process. Therefore, employment data for 2003 graduates are somewhat premature. In spite of this, a larger number of graduates have been recruited and retained than in any year past, with a large number still to pull from for future hiring opportunities. Graph 5 clearly depicts a trend toward more qualified students available for hire by the Department in support of quality child welfare in social work.

CHALLENGES AND EMERGING ISSUES

FUNDING

Stabilization and expansion of the funding base is critical to achieving the mutually established goals of IDHW and the partnership universities. According to Don Schmid after review of the current university/agency contract he stated, “I believe the costs are being properly allocated. It may be possible for FACS to claim more IV-E reimbursement for some of the activities, but that would result in less Emergency Assistance funds and the net could be less total federal funds. There is a lot of detail in the . . . billing. Some of the detail could be summarized in the billing as long as the work papers are retained. . . . It is acceptable to have all of the components in one contract. FACS could also consider having separate contracts that deal with specific funding formulas.” This is the model that the contract currently is moving toward.

Grant proposals and awards that expand the potential efforts and funding of a university/agency partnership. In October 2002, *Building on Each Other's Strengths*, a federal NIMH grant was awarded to the state of Idaho, and in November 2002, a substance abuse expansion grant was awarded to the state of Idaho. In each case, Center faculty members were integral to the proposal writing, which included training and evaluation of this six-year grant. Locating funding streams that contribute to practice with Idaho's vulnerable children and families will expand the potential for this committed relationship.

CONCLUSION

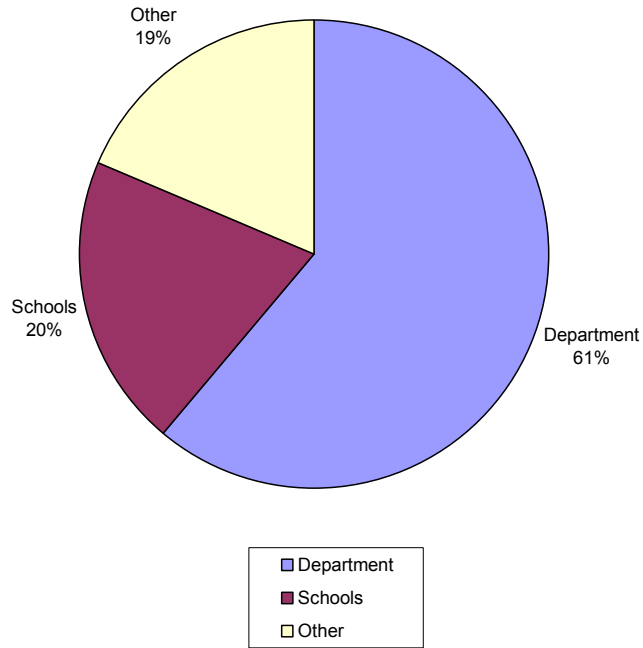
In order to report on student outcomes and employment by the Department and Partners, the Center has mechanisms in place to track four critical areas leading to recruitment. These actions include student application for temporary licensure, meeting with the IDHW recruitment specialist, application for applicable hiring registers, and subsequent employment by the Department.

The data demonstrates that the Idaho Child Welfare Scholars Stipend program and the University Partnership with IDHW supports the development of a highly employable and knowledgeable workforce in support of child welfare programs in Idaho. In addition, ICWRTC programs and faculty are supporting agency needs and fostering community partnerships in child welfare, while providing large, incremental child welfare labor resources to the state in the form of practicums worked by child welfare scholars.

APPENDIX A
Practicum Placements for Various Funding Sources

Funding Source - Title IV-E	Funding Source - Work Study - TANF	Funding Source - None/ Other
CFS - Central Office Adoptions	Boise Alternative School	CFS CDA
CFS Blackfoot	Boise School District	CFS Kellogg
CFS Boise	CFS Boise	CFS Lewiston
CFS Caldwell	CFS Bonners Ferry	CFS Moscow
CFS Coeur d'Alene	CFS CDA	CFS Nampa
CFS Central Office	CFS Central Office	CFS Sandpoint
CFS Idaho Falls	CFS Lewiston	CFS St. Maries
CFS Lewiston	CFS Sandpoint	Children's Village
CFS Moscow	CFS St. Maries	Coeur d'Alene School District
CFS Mt. Home	CFS Twin Falls	CRC Crisis Response Unit – Adult Mental Health
CFS Nampa	Idaho Child Welfare Research and Training Center	Department of Juvenile Corrections
CFS Orofino	Idaho Youth Ranch	Head Start
CFS Pocatello	Lapwai School District	Idaho Child Welfare Research and Training Center
CFS Rexburg	North Idaho College	IDHW Adult Mental Health
CFS Sandpoint	Independent Living Contract	Kootenai County Juvenile Probation
CFS St. Maries	Post Falls School District	Lapwai School District
CFS Twin Falls	Sandpoint School District	Lewiston School District
	Twin Falls School District	Lutheran Social Services
		Nez Perce Social Services
		North Idaho Behavioral Health – Adolescent Unit
		Northwest Children's Hospital
		Opportunities Unlimited
		Post Falls School District
		Powder Basin Associates
		Priest River Alternative School
		Road To Recovery
		Rogers Counseling Center
		SL Start & Associates
		St. Lukes Boise
		State Hospital North - Orofino
		Susan Call's Case Management
		Tri-State Health & Rehabilitation
		Women's Center

Graph 6. Agencies Utilized for Practicum Placements



Graph 6 shows the distribution of students across different categories of agency type. This variety provides a wide experience base to draw from, and illustrates the strength of community partnerships in place.

APPENDIX B
ICWRTC Partnership Child Welfare Scholars Included In
Report Findings

Last Name	First Name	University	Degree Program	Year Graduated	Funding Source	Current Employment	Position	Program	Recruited or Retained by the Department	Community IV-E Partner Employment **
Cotton	Jack	EWU	MSW	1996	Title IV-E	IDHW-Mental Health	Clinical Supervisor	PT	YES	
Crawford	Kathy	EWU	MSW	1996	Title IV-E	Idaho CFS	Clinician	PT	YES	
Owens	Phil	EWU	MSW	1996	Title IV-E	IDHW-Mental Health	Clinician	PT	YES	
Seibler	Marie	EWU	MSW	1996	Title IV-E	Idaho CFS	Supervisor	PT	YES	
Smith	Teresa	EWU	MSW	1996	None/Other	IDHW	Clinician	FT	YES	
Stockdale	Julie	EWU	MSW	1996	Title IV-E	Idaho CFS	Clinician	PT	YES	
Brooks	Christine	EWU	MSW	1997	Work Study - TANF	Post Falls School District	Drug Prevention Specialist	FT	NO	YES
Doughty	Vicky	EWU	MSW	1997	None/Other			FT	YES	
Delgado	Marilyn	EWU	MSW	1998	Work Study - TANF	IDHW	Regional Program Specialist	FT	YES	
Kenwood	Jamie	EWU	MSW	1998	None/Other			FT	NO	YES
Lawrence	Anna	EWU	MSW	1998	Work Study - TANF	IDHW	Children Mental Health Clinician	FT	YES	
Schaffeld	Mark	EWU	MSW	1998	Work Study - TANF	St. Als	Outpatient Therapis	FT	YES/TEMP	
Burch	Linda	EWU	MSW	1999	Work Study - TANF	Idaho CFS	Clinician	FT	YES	
Faulk	Susan	EWU	MSW	1999	Work Study - TANF		Private Practice	FT	NO	YES
Fordham	Kim	EWU	MSW	1999	Work Study - TANF	ICWRTC/ EWU	Title IV E Cordinator	PT	NO	YES
Kast	Laura	EWU	MSW	1999	Work Study - TANF	Post Falls School District	Elementary School Counselor	FT	NO	YES

Idaho Child Welfare Research and Training Center

Student Report Summary, 1996 – 2002

June 13, 2002

Last Name	First Name	University	Degree Program	Year Graduated	Funding Source	Current Employment	Position	Program	Recruited or Retained by the Department	Community IV-E Partner Employment **
Maus	Virgina	EWU	MSW	1999	Work Study - TANF	N.I. Children's Mental Health	Clinician	FT	NO	YES
Mikolajczyk	Kim	EWU	MSW	1999	None/Other	Idaho CFS	Clinician	PT	YES	
Smith	Bonnie	EWU	MSW	1999	Work Study - TANF	Post Falls School District	Mental Health Clinician	FT	NO	YES
Sylvester	Barbara	EWU	MSW	1999	None/Other	Idaho CFS	Supervisor	PT	YES	
Williams	Jeffrey	EWU	MSW	1999	None/Other	Alternative Community Enrichment Services	Director	PT	YES	
Anderson	Michelle	EWU	MSW	2000	None/Other		PSR Provider	FT	NO	YES
Boyle	Barbra	EWU	MSW	2000	Work Study - TANF		Unemployed	AS	NO	
Edmunds	Ross	EWU	MSW	2000	Work Study - TANF	Idaho CFS	Program Specialist	FT	YES	
Keiner	Claire	EWU	MSW	2000	Work Study - TANF	Family Advocate	Director	FT	NO	
Leighton	Shawna	EWU	MSW	2000	Work Study - TANF	Lapwai School District	School Social Worker	AS	NO	YES
Lemelin	Charise	EWU	MSW	2000	Work Study - TANF			FT	NO	
Malone	Fred	EWU	MSW	2000	Work Study - TANF		PSR Provider	FT	YES	YES
Meehan	Lynn	EWU	MSW	2000	None/Other	IDHW	Human Services Supervisor	AS	YES	
Pope	Brian	EWU	MSW	2000	Work Study - TANF	Idaho CFS	Clinician	FT	YES	
Rist	Mark	EWU	MSW	2000	Work Study - TANF	CEDU		FT	NO	
Thompson	Tony	EWU	MSW	2000	Work Study - TANF	Panhandle Behavioral Health	Therapist	AS	NO	
Wolf	Margo	EWU	MSW	2000	Work Study - TANF	NIBH		FT		
Woods	Marian	EWU	MSW	2000	Work Study - TANF	DHW-ISSH	Clinician	AS	YES	
Baird	Lynn	EWU	MSW	2001	Title IV-E	Idaho CFS	Social Work Chief	AS	YES	

Idaho Child Welfare Research and Training Center

Student Report Summary, 1996 – 2002

June 13, 2002

Last Name	First Name	University	Degree Program	Year Graduated	Funding Source	Current Employment	Position	Program	Recruited or Retained by the Department	Community IV-E Partner Employment **
Burleson	Karla	EWU	MSW	2001	Title IV-E	Idaho CFS	Social Worker	FT	YES	
Bybee	Travis	EWU	MSW	2001	Title IV-E		PSR Provider	FT	YES/TEMP	
Deetz	Alexia	EWU	MSW	2001	Title IV-E	Magic Valley Counseling Service	Therapist	AS	YES	
Hille	Paula	EWU	MSW	2001	Work Study - TANF	Idaho Youth Ranch		PT	NO	YES
Lea	Judy	EWU	MSW	2001	Work Study - TANF	North Idaho College	Social Science Instructor	FT	NO	
Lehman	Susan	EWU	MSW	2001	Work Study - TANF	Competency Development Center	Superintendent	AS	NO	YES
Moore	Gary	EWU	MSW	2001	Work Study - TANF	Area 4 Agency on Aging	Case Manager	AS	YES/TEMP	
Moser	Melissa	EWU	MSW	2001	None/Other	Idaho Dept. of Juvenile Corrections	Quality Assurance	FT	NO	YES
Penkert	Heidi	EWU	MSW	2001	None/Other	Idaho CFS	Social Worker	AS	YES	
Poulsen	Stefanie	EWU	MSW	2001	Title IV-E			AS	NO	
Reynolds	Alyssa	EWU	MSW	2001	Work Study - TANF	Easter Seals of Idaho	Supervisor of PSR	AS	NO	YES
Schaffer	Tinka	EWU	MSW	2001	Work Study - TANF	Children's Village	Development Director	PT	NO	YES
Sherman	Karri	EWU	MSW	2001	None/Other	Family Support Services	Counselor and PSR provider	AS	NO	YES
Bear	Michele	EWU	MSW	2002	Title IV-E	Idaho CFS	Social Worker	AS	YES	
Daychief	Sylvia	EWU	MSW	2002	Title IV-E		Adult Mental Health	FT	YES	
Dempsey	Julia	EWU	MSW	2002	Work Study - TANF			FT	NO	
Dilello	Misty	EWU	MSW	2002	Title IV-E		Director	AS	NO	
Eustice	Trena	EWU	MSW	2002	None/Other		PSR Provider	As	NO	YES
Goodman	Crystal	EWU	MSW	2002	None/Other		PSR Provider	AS	NO	YES

Idaho Child Welfare Research and Training Center

Student Report Summary, 1996 – 2002

June 13, 2002

Last Name	First Name	University	Degree Program	Year Graduated	Funding Source	Current Employment	Position	Program	Recruited or Retained by the Department	Community IV-E Partner Employment **
Harris	Honor	EWU	MSW	2002	Title IV-E		HOSPICE	AS	NO	
Jaynes	Becky	EWU	MSW	2002	Title IV-E	Twin Falls School District	Social Worker	AS	NO	YES
Klein	Linda	EWU	MSW	2002	Title IV-E	IDHW	Social Worker	As	YES	
Loftus	Kelli	EWU	MSW	2002	Title IV-E	IDHW	Social Worker	AS	YES	
Marks	Becky	EWU	MSW	2002	Work Study - TANF		Unemployed	As	NO	
Oswald	Cynthia	EWU	MSW	2002	None/Other	Children's Village	Staff	AS	NO	YES
Plowman	Brian	EWU	MSW	2002	Title IV-E	IDHW	Clinician	FT	YES	
St. Louis	Jamie	EWU	MSW	2002	Title IV-E			AS	NO	
Topps	Kathleen	EWU	MSW	2002	Title IV-E	IDHW	Social Work Investigator	AS	YES	
Waskoviak	Troy	EWU	MSW	2002	Title IV-E			AS	NO	
Young	Jennifer	EWU	MSW	2002	Title IV-E	Idaho CFS	Clinician	AS	YES	
Anderson	Suzi	LCSC	BSW	2003	Title IV-E	Idaho CFS	Social Worker	FT	YES	
Baillie	Jamie	EWU	MSW	2003	Title IV-E	Idaho CFS	Social Worker	AS	YES	
Black	Alexander	ISU	BSW	2003	Title IV-E			FT	NO	
Bloxham	Stefanie	ISU	BSW	2003	Title IV-E			FT	NO	
Braniff	Robert	EWU	MSW	2003	Title IV-E	Idaho CFS	Temp	AS	NO	
Breshears	Lorrie	NNU	MSW	2003	Title IV-E	Idaho CFS	Clerical Assistant	FT	YES	
Channer-Puckett	Tylene	NNU	MSW	2003	Title IV-E	Idaho CFS	Social Worker	FT	YES	
Christenson	Brian	EWU	MSW	2003	Title IV-E	Idaho CFS	Social Worker	AS	YES	
Courville	Deven	ISU	BSW	2003	Title IV-E			FT	NO	

Idaho Child Welfare Research and Training Center

Student Report Summary, 1996 – 2002

June 13, 2002

Last Name	First Name	University	Degree Program	Year Graduated	Funding Source	Current Employment	Position	Program	Recruited or Retained by the Department	Community IV-E Partner Employment **
Deboi	Jessica	NNU	BSW	2003	Title IV-E			FT	NO	
Duerre	Amanda	NNU	MSW	2003	Title IV-E			FT	NO	
Farmin	Kristina	LCSC	BSW	2003	Title IV-E			FT	NO	
Grafe	Amanda	EWU	MSW	2003	Title IV-E			AS	NO	
Hauser	Ronda	ISU	BSW	2003	Title IV-E			FT	NO	
Howell	Pamela	ISU	BSW	2003	Title IV-E			FT	NO	
Jacobia	Jason	EWU	MSW	2003	Title IV-E	Idaho CFS	Social Worker	FT	YES	
Litchfield	Lisa	ISU	BSW	2003	Title IV-E	Idaho CFS	Social Worker	FT	YES	
McConnel	Todd	NNU	BSW	2003	Title IV-E			FT	NO	
McCullough	Lana	NNU	MSW	2003	Title IV-E			FT	NO	
Miller	Jeffrey	ISU	BSW	2003	Title IV-E			FT	NO	
Moore	Kristine	NNU	MSW	2003	Title IV-E	Idaho CFS	Human Services Supervisor	FT	YES	
O'Banion	Sarah	ISU	BSW	2003	Title IV-E			FT	NO	
Paulsen	Hazel	ISU	BSW	2003	Title IV-E			FT	NO	
Porter	Nathan	ISU	BSW	2003	Title IV-E			FT	NO	
Powers	Connie	NNU	MSW	2003	Title IV-E	Idaho CFS	Social Worker	FT	YES	
Renner	Tiffany	EWU	MSW	2003	Title IV-E	Idaho CFS	Social Worker	AS	YES	
Roberts	Melanie	ISU	BSW	2003	Title IV-E			FT	NO	
Romrell	Eric	ISU	BSW	2003	Title IV-E			FT	NO	

Idaho Child Welfare Research and Training Center

Student Report Summary, 1996 – 2002

June 13, 2002

Last Name	First Name	University	Degree Program	Year Graduated	Funding Source	Current Employment	Position	Program	Recruited or Retained by the Department	Community IV-E Partner Employment **
Sheffield	Jenny	EWU	MSW	2003	Title IV-E	Idaho CFS	Social Worker	AS	YES	
Shrum	Mary	WWC	MSW	2003	Title IV-E	Idaho CFS	Social Worker	AS	YES	
Smith	Debbie	EWU	MSW	2003	Title IV-E			AS	NO	
Snell	Cassie	ISU	BSW	2003	Title IV-E	Idaho CFS	Social Worker	FT	YES	
Tensel	Cheri	ISU	BSW	2003	Title IV-E			FT	NO	
Tomkinson	Sean	ISU	BSW	2003	Title IV-E			FT	NO	
Wainaina	Erika	ISU	BSW	2003	Title IV-E			FT	NO	

Red "YES" designates that student now works for the Department

** Partners include schools, PSR providers, advocacy agencies, juvenile justice, private contract agency providers.

APPENDIX C
ICWRTC Partnership 2003 Graduate Employment by University

2003 Graduate Employment – All Partner Universities								
All 2003 Graduates: All IV-E Funded	MSW	MSW Recruited or Retained by the Department	MSW Percent Employed	BSW	BSW Recruited or Retained by the Department	BSW Percent Employed	Total Recruited or Retained by the Department	Total Percent Employed
35	15	10	66.67%	20	3	15.00%	13	37.14%

2003 Graduate Employment – Eastern Washington University								
EWU 2003 Graduates: All IV-E Funded	MSW	MSW Recruited or Retained by the Department	MSW Percent Employed	BSW	BSW Recruited or Retained by the Department	BSW Percent Employed	Total Recruited or Retained by the Department	Total Percent Employed
8	8	5	62.50%	0	0	0.00%	5	62.50%

2003 Graduate Employment – Idaho State University								
ISU 2003 Graduates: All IV-E Funded	MSW	MSW Recruited or Retained by the Department	MSW Percent Employed	BSW	BSW Recruited or Retained by the Department	BSW Percent Employed	Total Recruited or Retained by the Department	Total Percent Employed
16	0	0	0.00%	16	3	18.75%	2	12.50%

2003 Graduate Employment – Lewis Clark State College								
LCSC 2003 Graduates: All IV-E Funded	MSW	MSW Recruited or Retained by the Department	MSW Percent Employed	BSW	BSW Recruited or Retained by the Department	BSW Percent Employed	Total Recruited or Retained by the Department	Total Percent Employed
2	0	0	0.00%	2	1	50.00%	1	50.00%

2003 Graduate Employment – Northwest Nazarene University								
NUU 2003 Graduates: All IV-E Funded	MSW	MSW Recruited or Retained by the Department	MSW Percent Employed	BSW	BSW Recruited or Retained by the Department	BSW Percent Employed	Total Recruited or Retained by the Department	Total Percent Employed
8	6	4	66.67%	2	0	0.00%	4	50.00%

2003 Graduate Employment – Walla Walla College								
WWC 2003 Graduates: All IV-E Funded	MSW	MSW Recruited or Retained by the Department	MSW Percent Employed	BSW	BSW Recruited or Retained by the Department	BSW Percent Employed	Total Recruited or Retained by the Department	Total Percent Employed
1	1	1	100.00%	0	0	0.00%	1	100.00%

I C W R T C

IDAHO CHILD WELFARE RESEARCH & TRAINING CENTER

Idaho Child Welfare Research and Training Center

2005 Ironwood Parkway, Suite 130

Coeur d'Alene, ID 83814

Phone: 208-676-1186

Toll Free: 800-745-1186

Fax: 208-676-0435

Web Site: www.icwrte.org