

Child Welfare Scholar Handbook 2007- 2008

"Self Portrait" by Cynthia Holmes

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WELCOME

Dear Child Welfare Scholar,

Congratulations on receiving a Child Welfare Scholar Program stipend! The purpose of federal child welfare training funds is to strengthen staffing in public child welfare agencies. The Department of Social Work at UMD has become a partner in fulfilling this purpose through our Center for Regional and Tribal Child Welfare Studies. We have undertaken The Center initiatives in the areas of American Indian Projects, distance education, and curriculum development. By accepting this award, you have agreed to apply the strengths of your MSW to practice in one of the most demanding, challenging, and rewarding fields — public child welfare.

This handbook was developed as a resource to help guide you through the requirements of being a Child Welfare Scholar in the MSW Program at UMD. Hopefully it will be useful as you maneuver your way through the program.

Please use this handbook as a guide only! If you have questions, please contact the Child Welfare Office, your advisor, field coordinator, or whoever could best help clarify the issue.

An Overview: UMD CENTER FOR REGIONAL AND TRIBAL CHILD WELFARE STUDIES (CRTCWS)

The University of Minnesota Duluth (UMD) Department of Social Work provides support for a range of programs through the Title IV-E partnership, with the Children's Bureau and foundation funding, between the Minnesota Department of Human Services and the University of Minnesota. The UMD program, directed by UMD Professor Priscilla Day, has been developed and implemented in collaboration with St. Louis County Public Health and Human Services, the Fond du Lac Reservation, the Grand Portage Reservation, and local community agencies.

The UMD CRTCWS focuses on five component areas: Child Welfare Scholar Student Support, Curriculum Development and Delivery, Distance Education Program, and American Indian Child Welfare Projects. The objectives of the overall project are to:

- prepare advanced generalist practitioners with a focus on child welfare
- collaborate with practitioners to identify and address the child welfare training needs of the northern region of Minnesota
- recruit a cohort of professionals from county and tribal agencies across Northern Minnesota that serve families and children at risk
- provide support and advisement to child welfare scholars with an emphasis on American Indian scholars
- provide child welfare field placements and instruction in settings that serve diverse populations
- strengthen the MSW curriculum through the infusion of child welfare theory, practice, and research
- enhance cultural exchange and understanding of child welfare issues through the creation of workshops designed for tribal and county child welfare workers across the region

Center for Regional & Tribal Child Welfare Studies Staff

Student Support and Advisement

Becki Hornung
Sandy Maturi

Child Welfare Scholars Coordinator
Student Support Services Assistant

American Indian Projects

John Day
Muskadee Montano
Patty Samberg
Jeanne Nelson
Anne Tellett
Tamara Miskovic
Erin Geary
Trevor Swoverland

AIP Director
AIP Coordinator
Accounts Specialist & Administrative Assistant
Graduate Research Assistant, AIP
Cultural Competency Consultant
Graduate Research Assistant, Cultural Competence
Community Program Specialist
Community Program Specialist

Curriculum Development

Johanna Garrison
Kathy Heltzer
Stacy Seminara
Melanie Dowling

Curriculum Development and Delivery Coordinator
Field Coordinator
Graduate Research Assistant, Field
Graduate Research Assistant, Curriculum Development-First Witness

Administration

Mike Raschick
Priscilla Day
Rita Ohman
Karen Nichols

Department Head
Center Project Director
Senior Administrative Assistant
Associate Administrator

COMMUNICATION SYSTEMS & CAMPUS MAPS

Mail

All UMD Social Work faculty, staff, and all Duluth-based MSW students have mailboxes in the Social Work Department in 220 Bohannon Hall.

Telephone

CRTCWS faculty and staff phone numbers are listed below. If you live outside the local calling area, you may use the Child Welfare Project's toll-free number: **1-888-534-9734**. To contact faculty or staff from this line, enter the last four digits of the listed phone number.

Email

Please learn how to use your student email and access it regularly! A wide variety of student information will be sent to you via email. Faculty and staff may be contacted as listed. A group alias is available to contact all Child Welfare Scholars, all MSW Faculty and/or all MSW Staff.

You are responsible for the content of messages distributed through email regarding course materials, announcements, and graduate student timelines.

Name		Title	Room #	Tel (w)	E-mail
BYE (sabbatical 07-08)	Lynn	Associate Professor	218	8492	lbye@d.umn.edu
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UMD campus map

UMD's campus maps can be found at:

<http://www.d.umn.edu/maps/buildings.html>

ABOUT THE CENTER

The mission of University of Minnesota Duluth's Center for Regional & Tribal Child Welfare Studies is to promote the development of culturally competent advanced generalist social workers, practitioners, and leaders to serve at-risk children and their families through county and tribal agencies, focusing on Northern Minnesota.

The Child Welfare Scholar Program is an integral part of the UMD CRTCWS. The Center supports Child Welfare Scholars in a variety of ways. Background on the Center's development and evolution is offered below.

After four years of receiving Title IV-E funding in conjunction with the School of Social Work at the University of Minnesota in the Twin Cities, the Department of Social Work at the University of Minnesota Duluth (UMD) initiated an independent Child Welfare Program in 2001-02. The Department of Social Work received Children's Bureau for American Indian Family Preservation for 2003-2009 and Child Welfare Curriculum and Field Education (CWCAFE) for 2004-2009. The program received official Center designation early in 2005.

The achievements of the Center (in conjunction with American Indian Projects) to date include:

- Trained over 220 public child welfare workers, 100 of whom have completed their MSW and are working in public child welfare; about 10 additional scholars are expected to complete their MSW degree and work in public child welfare within the next six months.
- Created two new courses concentrating solely on child welfare issues and infused child welfare content into social work curriculum.
- Developed partnerships with 18 agencies and institutions as a result of ongoing community involvement activities.
- Hosted eleven child welfare conferences and offered child welfare learning opportunities through seminars, colloquia speakers, and field trips.
- Completed five cohorts of a distance education program serving students across Northern Minnesota.
- Developed Culture and Language Institute and Learning Circle curricula to prepare scholars to work effectively with American Indian children and their families.
- Created curricula focused on American Indian Child Welfare including the American Indian Family Preservation curriculum modules.

In the coming year, the Program will build on the strengths of past years and enhance activities in selected areas based on a systematic needs assessment undertaken in Northern Minnesota that began in January 2001 and continuing into the present with advisory committees and focus groups. The mission statement included above provides a general description of our focus for the next year. The activities of the Center will focus around five component programs, which focus solely on training for admitted MSW Child Welfare Scholars.

- The **Child Welfare Scholars component** recruits and selects Child Welfare Scholars; supports Scholars through advisement, financial support, seminars and orientations on specialized topics, and support for research project completion; and assures compliance with Scholar requirements.
- The **American Indian Student Support and Curriculum Development component** recruits and provides enhanced support specific to Child Welfare Scholars who are American Indian students, and develops curriculum assisting all Scholars in working with American Indian children and their families. American Indian Project (AIP) curriculum development efforts have produced all the cultural competence materials. All AIP activities emphasize a close relationship to the American Indian Community.

- The **Curriculum Development and Delivery component** brings the child welfare curriculum to Scholars; validates child welfare competencies; infuses child welfare content into the curriculum; supports faculty in achieving competencies; and develops a child welfare resource library.
- The **Distance Education component** was completed in the Spring of 2007 and successfully offered the MSW degree and Child Welfare Scholars Program at distance sites in Bemidji and Hibbing, assuring that students at distance sites had comparable opportunities to Duluth-based students.
- The **Administration component** supports other components in effectively accomplishing their goals; coordinates activities among the other components; and manages key aspects of the contract such as effort certification and budget monitoring.

Priority Initiatives for the coming year

Initiatives selected for emphasis during the upcoming program year run throughout the component areas. These initiatives were identified through consultation with constituent groups throughout Northern Minnesota. The first two priorities listed below will continue to be emphasized during the upcoming year, and the other priorities will be addressed to varying degrees.

- *Developing advanced generalist MSW social workers who are prepared to meet the needs of at risk children and their families while working with county and tribal agencies in Northern Minnesota*
- *Preparing culturally competent child welfare practitioners*
- *Promoting best practices in child welfare, including strength-based practice and program development to address unmet needs*
- *Addressing the special needs of providing child welfare services in rural areas*
- *Providing students and practitioners with direct experiences with the American Indian communities and other diverse groups*
- *Developing partnerships with other agencies/organizations*

History of American Indian Projects (AIP)

The American Indian Projects develops and oversees initiatives related to American Indians in the Master's of Social Work Program including student support, advocacy, outreach to the American Indian community, curriculum development, and other actions that support the recruitment and retention of American Indian students.

In an effort to support American Indian initiatives, American Indian Projects (AIP) was developed in 1971 and housed in the UMD School of Social Development. Throughout the years, AIP has changed with the availability of funding, and was temporarily suspended due to lack of funding in the early 1990's. The UMD Department of Social Work re-established AIP in 1999 to address the growing need for outreach to American Indian communities and to develop tribal child welfare initiatives in collaboration with the Center for Regional and Tribal Child Welfare Studies.

AIP formed an American Indian Advisory Board in 1972 to address the issues that faced the Projects' students, faculty, and staff. That advisory board clearly demonstrated the importance of involving the American Indian community. That board not only contributed to the AIP's success, but also continues to serve the entire campus today as the UMD American Indian Advisory Board. Due to the Board's proactive maneuvers it is a state mandated organization, as per the Minnesota State Legislature Statute, 1988.

Throughout the history of the School of Social Development and Department of Social Work, American Indian faculty has occupied faculty positions. Today, AIP consists of a Professor and an Assistant Professor, one professional staff member, a Grants and Retention Coordinator, and a Graduate Research Assistant. One additional American Indian faculty member from the Department of American Indian Studies has a 30% cross-appointment in the Department of Social Work. In the American Indian Projects, faculty members hold Doctorate and MSW degrees and the other staff members hold MSW degrees.

Historically, institutions of higher education have a poor record in reaching out to American Indian communities. A major strength of the American Indian Projects is its relationships with the American Indian tribal leaders and communities located in northern Minnesota. Specifically, Anishinaabeg elders along with members from the American Indian human service professions guide, direct, and assist the American Indian Projects in identifying the needs and values of American Indian communities. Those needs and values are the basis of AIP's student support, curriculum development, and outreach activities. In addition, when our tribal partners seek training and technical assistance that advances tribal social work practice, they call upon AIP.

In addition, AIP collaborates with other educational institutions. In doing so, AIP has established partnerships with Minnesota tribal colleges and four-year institutions to create pathways so that American Indian people can have access to a higher education through a number of routes. These partnerships are designed to increase the number of American Indian social workers with an overall goal to improve services that ultimately results in fewer American Indian children removed from their homes and, overall, healthier tribal communities.

Current Context for Center Activities

The UMD Center for Regional and Tribal Child Welfare Studies plans to continue to coordinate with the UMTC School of Social Work to systematically respond to the child welfare training needs of the state of Minnesota, while at the same time focusing on the unique needs of the northern part of the state.

Certain issues related to child welfare will be relevant across the state, and therefore will be addressed by both the UMD and UMTC partnerships. Demographic changes reflected in 2000 Census Reports indicated families of color make up a higher percentage of Minnesota families, and these families are over-represented in child welfare caseloads. Issues such as a potential increase in public partnerships with private providers, Alternative Response, Concurrent Permanency Planning, increased costs of out-of-home placements, and a decline in federal social service funds will also need to be addressed by both UMD and UMTC partnerships.

However, the Center's Training needs to respond as well to the unique needs of the child welfare system in Northern Minnesota. In serving this part of the state, we recognize that the population density of Northern Minnesota is 18.0 persons per square mile, compared with 106 persons per square mile for the rest of the state. The special needs of at risk children, families, and social service agencies in Clearwater County (population 8,423; density 8.5 persons per square mile) and Cook County (population 5,168; density 3.6 persons per square mile) are quite different from those of Hennepin County (population 1,116,200; density 2004 persons per square mile) or Dakota County (population 255,904; density 624 persons per square mile).

Other aspects of the demographic profile of Northern Minnesota also differ from the remainder of the state. Northern Minnesota includes a higher proportion of American Indian people than the rest of the state (3.4% in Northern Minnesota versus .5% in the rest of the state) and a lower proportion of every other racial or ethnic group. The poverty rate for households in Northern Minnesota (12.8%) and the poverty rate for children in Northern Minnesota (18.8%) are about 1.5 times greater than the rest of the state.

American Indian children and their families have special child welfare needs, both across the state and in Northern Minnesota. In 1998, American Indian children represented 11.1% of out-of-home placements even though only 1.8% of children in Minnesota were American Indian (Source: MN DHS 1998 Out-of-Home Placement Report). American Indian children also accounted for 989 (8.9%) of all determined maltreatment victims in 1999, which represents a rate of 43.3 per 1000 children compared to 5.3 per 1000 for white children (Source: MN DHS 1999 Child Maltreatment Report). A recent masters research study by two UMD Child Welfare Scholars found that American Indian children represented 3% of the child population in St. Louis County yet comprised 22% of all children in out-of-home placements (Merila, K & Bradley, L., 2000).

Efforts are underway to further distinguish the unique training needs of child welfare workers in our region and deliver them through the Center for Regional and Tribal Child Welfare Studies.

CHILD WELFARE SCHOLAR STIPEND REQUIREMENTS

Title IV-E of the Social Security Act and Children's Bureau provide funds to states for professional development of workers in public child welfare agencies. The UMD Department of Social Work contracts with the Minnesota Department of Human Services and Children's Bureau to award some of these dollars to MSW students. Child Welfare Scholars agree to seek employment after completing their degree in a public agency (county, state or other approved governmental agency) that provides child welfare services as defined by the federal legislation that makes the funding available.

Course Work

Child Welfare Scholars receive an MSW by meeting all of the requirements of the advanced generalist program at UMD. Particular training in child welfare practice is provided through narrowing elective options and requiring more child welfare specific curriculum.

Two courses have been developed specifically for Child Welfare Scholars: SW 8031 – Advanced Child Welfare Practice and SW 5032 - Child Welfare and the Law. In addition to these required courses, Scholars must take SW 8881 – Dynamics of American Indian Families. Examples of course schedules may be found on pages 16-18.

Field

Child Welfare Scholars must complete a primary child welfare field placement. This means at least one field placement must occur at a public agency in a unit where the focus is on child welfare. Public specifically refers to a county, state or other approved public agency. For Standard Program students, this placement must be completed to fulfill the Field I requirement. Since Advanced Standing students are involved only in Field II, they must meet the Center's requirements through Field II.

Special Professional Development Opportunities

Every year, the Center sponsors professional development opportunities, some of which are open to social workers throughout the region. As part of their specialized training with the Program, Child Welfare Scholars are required to attend two or three seminars this year, as well as attend the annual Center's Spring conference.

Cultural Competence

All MSW students are required to complete community-based experience that promotes cultural competency skills.

Masters Project

Finally, Scholars must complete their Masters Project related to child welfare concerns. Throughout the MSW coursework, Scholars may choose to address child welfare topics in papers required for any class, a strategy that prepares students for the Masters Project. Possible project options include one of the following: a Research Project, a Portfolio, a Personal Practice Model Project (PPM), or an Individualized Data Gathering & Analysis Project (IP) that meets the Social Work Department's criteria.

Child Welfare Scholars - 51 Semester Credit Program Course Requirements

Foundation Courses

SW 5101	Human Behavior in the Social Environment	(3)	
SW 8100	Social Work with Diverse Populations	(3)	
SW 5201	Social Welfare Policy	(3)	
SW 8101	Introduction to Research		(2)
SW 8111	Individual, Family & Group Practice I	(3)	
SW 8112	Organization & Community Practice I	(3)	
SW 8801	Field Placement I *	(6)	

Advanced Generalist Concentration Courses

SW 5235	American Indians and Social Policy	(2)	
SW 8102	Advanced Research	(3)	
SW 8441	Individual, Family & Group Practice II	(3)	
SW 8331	Organization & Community Practice II	(3)	
SW 8031	Advanced Child Welfare Practice	(3)	
SW 8881	Dynamics of American Indian Families	(2)	
SW 8802	Field Placement II*	(8)	
SW 5032	Child Welfare & the Law	(2)	
Electives		(2)	
Total		51	

**Make sure that you follow child welfare field placement requirements.*

Important: Always confirm your schedule with your faculty advisor and check to make sure you meet prerequisite requirements.

Child Welfare Scholars - Advanced Standing Program (34 Credits) Course Requirements

Foundation Courses

SW 8100	Social Work with Diverse Populations	(3)
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Advanced Generalist Concentration Courses

SW 5235	American Indians and Social Policy	(2)
SW 8102	Advanced Research	(3)
SW 8441	Individual, Family & Group Practice II	(3)
SW 8331	Organization & Community Practice II	(3)
SW 8031	Advanced child Welfare Practice	(3)
SW 8881	Dynamics of American Indian Families	(2)
SW 5032	Child Welfare & the Law	(2)
SW 8802	Field Placement II*	(8)
Electives		(5)
Total		34

**Make sure that you follow child welfare field placement requirements.*

Important: Always confirm your schedule with your faculty advisor and check to make sure you meet prerequisite requirements.

SAMPLE SCHEDULE OF COURSES *
Standard Program/51 Credits
Child Welfare Sample Schedule
Standard MSW Program

Full-Time Plan

Fall Semester		Spring Semester	
SW 5101 Hum Behav	(3)	SW 8100 SW Diverse Pop	(3)
SW 5201 Soc Wel Pol	(3)	SW 8101 Intro to Res	(2)
SW 8111 Ind,Fam,Gp Prac I	(3)	SW 8112 Org & Com Prac I	(3)
SW 8801 Field I*	(3)	SW 8801 Field I*	(3)
SW5032	(2)	SW 5235 Am. Ind. & Social Policy	(2)
Total	14	Total	13
SW 8102 Adv Research	(3)	SW 8031 Adv. Prac. In CW	(3)
SW 8441 Ind, Fam, & Grp II	(3)	SW 8802 Field II*	(4)
SW 8331 Org & Com Prac II	(3)	SW 8881 Dyn. Am Ind Fam	(2)
SW 8802 Field II*	(4)	Elective	(2)
Total	13	Total	11

Part-Time Plan

Fall Semester		Spring Semester	
SW 5101 Hum Behav	(3)	SW 8100 SW Diverse Pop	(3)
SW 5201 Soc Wel Pol	(3)	SW 8101 Intro to Res	(2)
SW5032 Child Welfare & the Law	(2)		
Total	8	Total	5
SW 8111 Ind,Fam,Gp Prac I	(3)	SW 8112 Org & Com Prac I	(3)
SW 8801 Field I*	(3)	SW 8801 Field I*	(3)
		SW 5235 Am Ind & Soc Pol	(2)
Total	6	Total	8
SW 8441 Ind, Fam, & Grp II	(3)	SW 8031 Adv. Prac. In CW	(3)
SW 8331 Org & Com Prac II	(3)	SW 8881 Dyn. Am Ind. Fam	(2)
Total	6	Total	5
SW 8102 Adv Research	(3)	Elective	(2)
SW 8802 Field I*	(4)	SW 8802 Field II*	(4)
Total	7	Total	6

**Make sure that you follow child welfare field placement requirements.*

Important: Always confirm your schedule with your faculty advisor and check to make sure you meet prerequisite requirements.

SAMPLE SCHEDULE OF COURSES *
Advanced Standing Program/34 Credits

Fall Admission

Full-Time Plan

Fall Semester	Spring Semester	Summer Term
SW 5235 Am Ind & Soc Pol (2)	SW 8100 SW Diverse Pops (3)	SW 8802 Field II* (8)
SW 8102 Adv Research (3)	SW 8031 AdvPractice in CW (3)	
SW 8441 Ind, Fam, & Grp II (3)	SW 8881 Dyn of Am In Fam (2)	
SW 8331Org & Com Prac II (3)	Elective (5)	
SW 5032 CW & Law (2)		
Total 13	Total 13	Total 8

Part-Time Plan

Fall Semester	Spring Semester	Summer Term
SW 8441 Ind, Fam, & Grp II (3)	SW 5235 Am Ind & Soc Pol (2)	Taking courses during the May and summer term can Reduce the credit load during the academic year
SW 8331Org & Com Prac II (3)	SW 8100 SW Diverse Pop (3)	
Total 6	Total 5	
SW 5032 CW & Law (2)	SW 8031AdvPractice in CW (3)	
SW 8102 Adv Research (3)	SW 8881 Dyn Am Ind Fam (2)	
Total 5	Total 5	
SW 8802 Field II* (4)	SW 8802 Field II* (4)	
Elective (2)	Elective (3)	
Total 6	Total 7	

**Make sure that you follow child welfare field placement requirements.*

Important: Always confirm your schedule with your faculty advisor and check to make sure you meet prerequisite requirements.

SAMPLE SCHEDULE OF COURSES-continued *
Advanced Standing Program/34 Credits

Summer Admission

Full-Time Plan

Summer Semester		Fall Semester		Spring Semester	
SW 5235 Am Ind & Soc Pol	(2)	SW 8441 Ind, Fam, & Grp II	(3)	SW 8031 Adv. Prac. In CW	(3)
SW 8102 Adv Research	(3)	SW 8331 Org & Com Prac II	(3)	SW 8881 Dyn Am. In. Fam	(2)
SW 5032 CW & The Law	(2)	SW 8100 SW Diverse Pops	(3)	SW 8802 Field II*	(4)
Elective	(2)	SW 8802 Field II*	(4)	Elective	(3)
Total	9	Total	13	Total	12

Part-Time Plan

Summer Semester		Fall Semester		Spring Semester	
SW 8102 Adv Research	(3)	SW 8441 Ind, Fam, & Grp II	(3)	SW 8031 Adv. Prac. In CW	(3)
SW 5032 CW & The Law	(2)	SW 8331 Org & Com Prac II	(3)	SW 8100 SW Diverse Pops	(3)
Total	5	Total	6	Total	6
SW 5235 Am Ind & Soc Pol	(2)	SW 8802 Field II*	(4)	SW 8802 Field II*	(4)
Elective	(3)	Elective	(2)	SW 8881 Dyn Am. In. Fam	(2)
Total	5	Total	6	Total	6

**Make sure that you follow child welfare field placement requirements.*

Important: Always confirm your schedule with your faculty advisor and check to make sure you meet prerequisite requirements.

FIELD PLACEMENTS & SPECIAL REQUIREMENTS FOR CHILD WELFARE SCHOLARS

Child Welfare Scholars must complete at least one field placement* either, 1) at a Minnesota county department of social services in a unit with a focus on child welfare or else 2) at an American Indian human service agency with a focus on strengthening families and preventing out-of-home placements of at-risk children. For Standard Program students (those students who do not have a BSW), this placement must be completed for the Field I requirement. Since Advanced Standing students are involved only in Field II, they must meet these child welfare scholar requirements through Field II.

Examples of the above primary child welfare placements are: Itasca County Health and Human Services, Cass County Human Services, Carlton County Human Services, St. Louis County Social Services, Mille Lacs Reservation Health & Human Services, White Earth Tribal Services, Services, Lake County Social Services, Fond du Lac Human Services, and Leech Lake Social Services.

Standard Program students may complete their Field II in a secondary child welfare agency. This placement needs to involve working with children at risk for out-of-home placement. This could include preventative social work where the child clientele are not necessarily currently at risk for placement.

Possible examples of acceptable secondary child welfare placements include residential treatment facilities for children, elementary or secondary schools, and family service collaboratives. Community mental health clinics and hospitals are also possible if the clear focus is on serving children either individually or through family or community work. First preference is given to placement settings under contract by county agencies to provide child welfare services.

As previously indicated, standard program students must use Field I instead of Field II to satisfy their primary child welfare placement requirement (i.e., they must arrange to have their Field I placement at a county child welfare agency or American Indian child/family agency).

Exceptions to this need to be approved by the Field Coordinator or Associate Field Coordinator for Distance Education in consultation with the Child Welfare Project Scholars Coordinator.

In order to ensure that their proposed placements qualify under child welfare scholar requirements, students must get this specifically approved by the Field Coordinator or the Associate Field Coordinator for Distance Education.

* Those Child Welfare Scholars with 5 years of prior social work experience in a child welfare setting should consult the Child Welfare Scholars Coordinator for information regarding the waiving of this requirement.

For more detailed information of the Field process, see the *Field Manual* at:

<http://www.d.umn.edu/sw/field/fieldformspage.html>

How to Arrange a Field Placement

The field program maintains a list of potential field placements that, among other requirements, must provide one hour a week of MSW supervision. Students meet with the Field Coordinator or the Associate Field Coordinator for Distance Education (or, at the spring orientation, with the Field Coordinator, Associate Field Coordinator, or one of the Field Liaisons) to determine one or more agencies from this list that best fit(s) the student's interests, experiences, and talents. The student then contacts at least one of these agencies to arrange a screening interview. During this interview, the student and agency discuss the fitness of the match between the student's learning interests and needs and the agency's educational opportunities and expectations. As soon as a student and agency agree on a placement, the student submits a signed Agreement to Placement Form to the Field Coordinator or the Associate Field Coordinator for Distance Education. Refer to the *Field Manual* for a more detailed description of the field arrangement process.

YOUR EMPLOYMENT OBLIGATIONS

In keeping with the Center's goal to strengthen staffing in public child welfare agencies serving at-risk families and children, there is an employment requirement that you — as a recipient of a Child Welfare Scholar (Title IV-E) stipend created to meet that goal — must fulfill. The Minnesota Department of Human Services (DHS) and Children' Bureau awards and disburses the federal funds to the Center for Regional and Tribal Child Welfare Studies at the UMD Department of Social Work. In turn, the CRTCSWS supplies documentation to both you and the grantors showing that you have met the employment requirements.

Acceptance of this award requires you to graduate with an MSW and to seek and accept post-MSW employment in the field of public child welfare practice for at least the same length of time as you accepted your child welfare stipend. Whether you accepted support as a full-time or a part-time student, the obligation is to work in public child welfare services 4.5 months for each semester you received any Child Welfare Scholar (Title IV-E) stipends.

If the CRTCSWS has not received this documentation from you, you must repay the award, and, if necessary, your account may be turned over to the University Collection office or an agency of the federal government for collection. You are advised to be familiar with the requirements. If you are unsure about any part of the job requirements or about the job search documentation process, it is important that you ask for clarification.

> There are three steps to the process of completing your employment obligations.

1. JOB SEARCH

Included in this handbook is a copy of the Job Search Documentation form where you record your contacts with public child welfare agencies to demonstrate that you are attempting to secure full-time employment in child welfare upon graduation, as the grant stipulates. Please make several copies of this form so that you can keep a separate sheet for each of the counties you contact. Also, because some county agencies require your registration with the Minnesota Merit System, you may want to cite your involvement with that process as well. The documentation sheets must be submitted to the CRTCSWS Student Coordinator in the UMD Department of Social Work within three months of graduating or exiting from the MSW program, or when you accept a position, whichever occurs first. *If you do not find appropriate employment (i.e., in accordance with the terms of the Memorandum of Agreement, signed by you at the time of award acceptance) within three months of graduation, you must continue to submit documentation sheets at three-month intervals for a period of up to nine months or until such employment is obtained, whichever comes first.*

2. CONFIRMATION OF EMPLOYMENT

Once you have accepted a position, submit the Confirmation of Child Welfare Employment form to the Center for Regional and Tribal Child Welfare Studies Student Coordinator with a copy of the job description. It is a good idea to consult with the CRTCSWS Student Coordinator if you have any question about how the job will meet the requirements of the award. Following the submission of this form, also notify the Student Coordinator (218-726-7032) of any changes in home mailing address or phone number during the remainder of the job monitoring phase. If you change jobs during this period, submit a new form to the Student Coordinator.

3. COMPLETION OF EMPLOYMENT REQUIREMENT

When you have completed the required period of child welfare employment, submit the Completion of Child Welfare Employment Requirement form to the Center. It is important to note that your employment “payback” does not begin until after* you complete your MSW or exit the program. In other words, if you hold a position in a public child welfare agency while receiving a Child Welfare Scholar (Title IV-E) stipend, this employment cannot be counted toward fulfilling your post-graduate job obligations. The fulfillment of employment obligations will begin upon graduation or exit from the MSW program.

Once you have fulfilled your employment requirement, we hope that you will continue to keep the Center for Regional and Tribal Child Welfare Studies informed of your current address and phone number.

SUMMARY

Three forms are required to document your employment obligation is fulfilled and should be submitted by you to the Center as you complete each phase of the process:

- Job Search Documentation
- Confirmation of Child Welfare Employment
- Completion of Child Welfare Employment Requirement

CONFIRMATION OF CHILD WELFARE EMPLOYMENT

Upon securing approved child welfare employment, submit completed form to:

Child Welfare Training Project, Department of Social Work, University of Minnesota Duluth
240 Bohannon Hall, 1207 Ordean Court, Duluth, MN 55812-2496

Or, rhornung@d.umn.edu

Name _____

Address _____

Phone (____) _____ (____) _____
Street City State Zip
Daytime Evening

I verify that I am employed in the field of child welfare at:

Complete name of agency/county: _____

Name of **unit** within agency/county: _____

Brief description of position (**please include a copy of your job description**) _____

Job title: _____ (if your position is not
labeled as a Child Welfare position, please explain how it meets the child welfare employment
criteria as outlined in the Child Welfare Student Handbook)

Start date of employment: _____

Immediate supervisor: _____

Supervisor's phone number: _____

Is this the same county/agency in which you were employed when you were first awarded a IV-E
Scholarship? YES NO

Is this job at a higher level (promotion/position advancement) from the one held when you were first
awarded a IV-E Scholarship? YES NO

In the event of any change in job status, address, or phone number, I agree to notify the Child Welfare
Project Office at the UMD Dept. of Social Work (218-726-7032) and submit a revised Confirmation form.

Signature of Child Welfare Graduate

Date

Email _____

COMPLETION OF CHILD WELFARE EMPLOYMENT REQUIREMENT

Upon completion of employment requirement, submit this form to:

Student Coordinator, Center for Regional & Tribal Child Welfare Studies , UMD Dept. of Social Work,
220 Bohannon Hall, 1207 Ordean Court, Duluth, MN 55812-2496

Name _____

Address _____
Street City State Zip
Phone () () _____
Daytime Evening

As a Child Welfare Scholar, I agreed to commit to employment in the area of child welfare in a public agency in Minnesota, as first priority, for a period of time equal to the length of CWS support, quarter-for-quarter, semester-for-semester.

List semesters (semester and year) as recipient of Child Welfare funding:

Fall Spring May/Summer

4.5 months x _____ semesters + 3.0 months x _____ May/Summer Sessions

Total Payback = _____ **Months Employment Payback**

Summary of **post-MSW*** employment to meet requirements:

Agency & Position	Dates of Employment (Mo/Yr to Mo/Yr)	Number of months
-------------------	---	------------------

_____	_____	_____
_____	_____	_____
_____	_____	_____

TOTAL NUMBER OF MONTHS OF REQUIRED EMPLOYMENT COMPLETED
(must match or exceed total time as a CW Scholar (Title IV-E) recipient)

Signature of Child Welfare Graduate

Date

POLICY ON REPAYMENT OF CHILD WELFARE SCHOLAR STIPENDS

Certain obligations are specified in the Memorandum of Agreement for Child Welfare Scholars (CWS). As long as students are fulfilling the requirements of the CWS program, they will continue to receive stipend checks. Students may not receive any stipends after they exit the program through graduation, or, through an inability to meet all the conditions outlined in the Memorandum of Agreement signed by the student.

In situations where students cease fulfilling requirements due to various circumstances, repayment of stipends may be necessary. These circumstances could include (but are not limited to): not completing field placement requirements, dropping out of graduate school or “stopping out” for more than one semester, not enrolling for required course work, not attending classes or colloquium as scheduled, not seeking employment in child welfare services following graduation.

When a student does not fulfill CWS requirements, his/her stipend payment will not be issued. The amount of repayment owed will be assessed by comparing the percent of the stipend already dispersed with the percent of semester requirements completed. If the student has been overpaid for participating in the Center for Regional and Tribal Child Welfare Studies (CRTCWS), a bill will be issued for immediate repayment of a portion of that semester’s stipend.

If you withdraw from the MSW IV-E program or do not complete program or course requirements, you will be required to meet the IV-E stipend obligations detailed in the Memorandum of Agreement (and may also owe University tuition and fees). It is important that you consult with the Student Support Coordinator before withdrawing or canceling registrations at any point in the program.

Students who fail to meet the requirements for a “job payback,” will be obligated to repay the amount of their Child Welfare (Title IV-E) stipend to the UMD Department of Social Work.

FINANCIAL INFORMATION

Students are responsible to register for classes, to pay tuition and late fees, and to update the Child Welfare Scholars Coordinator about increasing or decreasing your credit load.

Fall Semester stipends will be released on mid-September of each year just prior to the first installment of Fall Semester tuition due in early October. Students who are enrolled for 10 credits or more will receive \$5,000. Similarly, students enrolled for 6-9 credits will receive \$4,000, and those enrolled for 4-5 credits will receive \$3,000. Students cannot receive their checks until they have completed registration at the level specified on their MOA.

Spring Semester checks are scheduled for distribution in a similar fashion on in early February each year.

Dropped/Canceled Course

You must notify the Center of any dropped or canceled courses. Any overpayment of CWS stipends due to miscommunication about final registration or credit load must be repaid to the CRTCWS by the student.

Stipend Checks

Patty Samberg (726-7854 or 1-888-534-9734, Ext. 7854) is Accounts Specialist for the Child Welfare Project. *If you have a question regarding stipend checks, please contact Patty.*

Taxes

The Internal Revenue Service (IRS) usually considers the value of tuition waivers, stipends, book stipends, and employment provided through the CWS Program as taxable income. You are responsible for ensuring that your taxes are filed accurately. Employees in the UMD Department of Social Work are not qualified to render tax advice. You may elect to withhold taxes from your award check, but it is not required. For more information about withholding, contact Mary Simon, Accounts Specialist. Further questions regarding your tax situation should be directed to the IRS or a professional tax advisor.

Related Web Sites

Search for IRS Publication 520: <http://www.irs.ustreas.gov>. This is the IRS homepage. Once there, click on "Forms and Pubs." At that page, click on "Search for Form of Publication." At the search page, use keywords "Scholarships and Fellowships."

IRS Tax Code by Section Number: <http://www.fourmilab.ch/ustax/www/sections.html>

IRS: Dependent Defined: <http://www.fourmilab.ch/ustax/www/t26-A-1-B-V-152.html>

Semester Tuition Rates, 2007-2008

Tuition and fee information can be found at:

http://www.d.umn.edu/registrar/tuition_and_fees.html

CULTURAL COMPETENCE

A primary focus of the Department of Social Work is to prepare culturally competent child welfare practitioners. Students, as well as faculty, staff and community advisors, have identified cultural competence as an area in which they would like students to gain deeper understanding. In partnership with American Indian Projects, community based experiences with diverse populations have been created for students. Scholars will also be provided with content through the Fall St. Louis County Public Health & Human Services conference.

All of our students face struggles with cultural differences and we have come to believe that we are uniquely prepared to address the great learning opportunity that lies within this struggle. Child Welfare Scholars have expressed the need for greater skill levels and for the experiential dimension of cultural competency. All scholars in Field I or II are required to reflect on their learning needs in this area and create a plan as part of their Field Learning Contract, under the learning areas of Diversity (Field I and II) and Cultural Competence (Field II). Each field placement requires students to focus 10% of their total hours in these learning areas.

Students are encouraged to take advantage of the wide array of community-based experiences available which will provide an opportunity to work with agencies (outside their placement agency) that can provide exposure to a broad level of diversity throughout the micro, mezzo and macro levels. Students will also have the opportunity to discuss their experiences in small group facilitated discussions during their field seminars.

We hope to improve our students' cultural competence by exploring the behaviors, attitudes, structures and policies that either enable or impede workers and agencies that work in cross-cultural situations.

Our continued focus on cultural competence represents the department's commitment to respond to this need. We hope to make a significant impact on the cultural competence of our own program and institutionalize cultural competence within the UMD Department of Social Work.

PROFESSIONAL DEVELOPMENT GRANTS

Scholars are eligible to apply for funding to attend regional conferences. Grants can be applied toward transportation, hotel or conference registration at events where the primary focus is on child welfare issues.

We will be able to offer a small number of professional development grants primarily for local and regional conferences this year. Our goal in offering these grants is primarily to enhance specialized knowledge and skills in the field of child welfare. Conference information will be forwarded to scholars on an ongoing basis regarding upcoming events that seem to fit our goals. We are willing to consider proposals for regional workshops or conferences that students may find as well.

The application process for travel grants is simple. Scholars should submit a letter of application to CWS Coordinator with the following information:

- 1) Name and location of conference
- 2) An expense budget
- 3) The amount requested for student travel
- 4) Purpose for attending this conference
- 5) Intentions for using the conference information or training in studies, field or employment
- 6) A copy of transcript demonstrating few, if any incompletes to date
- 7) The name of a faculty who will support the request

Applications will be reviewed by the Student Support Coordinator. Applications should be submitted at least 4 weeks before travel dates.

Criteria for granting requests will be:

- ◆ Student is making satisfactory progress in course work and has no more than one Incomplete.
- ◆ Request is cost-effective and within acceptable boundaries of funding sources.
- ◆ Conference, workshop, training is specific to child welfare practice and/or policy.
- ◆ There is other faculty support of student's purpose and intention for attending event.

Conferences of interest are often posted on the web by sponsoring organizations or through a clearinghouse. Some examples are listed below, but are by no means exhaustive. Students may apply for travel grants to any conference that deals with child welfare related topics.

www.cwla.org/cwla.advertising.html

www.calib.com/nccanch/calendar/index

www.nicwa.org

RESOURCE LIBRARIES

Child Welfare Library

The Child Welfare Library is a free lending library available to MSW students. Its location is in the Dept of Social Work.

The library is supplied with current resources to assist Child Welfare Scholars access reliable information from the field of child welfare for research and study.

Books, videos, and audio tapes are organized into four categories:

- Clinical Practice, Micro skills and Ethics
- Novels, Newsletters, Forums and Journals
- Policy, Administrative Issues, Macro Practice and Training
- Resource Directories and Research

AIP Library

The American Indian Projects' Library is a free lending library available to all MSW students. It is located in the administrative offices for American Indian Projects. A detailed list of resource materials is available in the AIP offices and staff there will help you arrange to check out materials.

The resource library holds a variety of videos, CD's/cassettes, articles, research papers and publications, and informational directory documents. The subject matter of the resources include, but is not limited to:

- American Indian child welfare
- American Indian family
- Tribal sovereignty
- Current and historical policy themes
- Traditional and contemporary American Indian worldview regarding issues
- Importance of culture and language

Library acquisition is ongoing to meet the diverse needs and desires of the MSW students with an interest in American Indian topics.

UMD HEALTH SERVICES

As part of the Student Service Fee, UMD Student Health Services provides services to registered students. This fee does not cover health insurance and hospitalization, and scholars who are not graduate assistants (who receive health insurance/hospitalization coverage as part of their assistantship) must pay their own costs of the Student Health Insurance available through the University, or show that they have health insurance coverage through their job or other source.

UMD Health Services offers a variety of services as part of the basic Student Service Fee. Information can be found on the Health Services web site off the UMD Home Page at: <http://www.d.umn.edu/hlthserv/>

COUNTY JOB SEARCH RESOURCES

Minnesota Merit System

The Minnesota Merit System (MMS) is a human resources system serving 75 Human Service agencies in greater Minnesota (outside the metro area). If you are interested in county employment in greater Minnesota, you must obtain an employment application form and submit it to the Minnesota Merit System

Website: Exams currently open for application, application process information, printable exam applications, and links to non-Merit system county employment sites, and more, can be found at this site.

www.dhs.state.mn.us/agencywd/jobs/merit

Procedure: MMS is an experience and training rating system. After graduation, Child Welfare Scholars are required to register with the Merit System as part of their job search, unless they have already secured a child welfare position. Generally, you must complete an Application for Examination to be placed on the MMS list. *If you apply at the bachelor's level, you will have to pass the MMS employment examination or, be licensed as an LSW by the Minnesota Board of Social Work through that licensing exam process. Or, you can qualify for the MMS by completing your MSW. Seventy points are given for an MSW degree; additional points are added for relevant experience.*

CWS are not required to take the licensing exam; however, if you are interested in applying for a job at a level other than a Master's, for example at the Bachelor's level, you must complete the exam. Many entry-level jobs are listed at the bachelor's level only. MMS provides the names from their register to counties, generally the fifteen top-rated persons appropriate for the position. When you apply with MMS, you must indicate the counties in which you are interested in seeking employment.

Contact: For more information or to request an application, call MMS at (651) 296-3996.

Minnesota Department of Jobs and Training

Procedure: The Regional Workforce Centers have resource rooms that contain postings of jobs throughout Minnesota. These rooms are open to the public. The Duluth Office is located in the Government Services Building, 320 West 2nd Street. Phone: 218-723-4730.

Website: www.MNWorkForceCenter.org

Minnesota County Agencies

General information on contacting all Minnesota counties is available through the Department of Human Services website: www.dhs.state.mn.us/infocenter. From this location, you can go to County and Regional Offices and find links to all county agencies that have internet access.

In addition, DHS Infocenter offers employment information at www.dhs.state.mn.us/infocenter/employt. You can access County and Regional Social Services Info here as well as Employment Opportunities.

Finally, the state government web page provides a link to Minnesota counties as well at www.state.mn.us/local/index.

It is possible that not every county is online yet in Minnesota, but information about how to contact the agency will be offered if that is the case.

Other Resources

There is a lot of information about Minnesota Tribes in “Minnesota Anishinaabe: Nations & People, An Information & Resource Manual”, authored by UMD Professors, Dr. Priscilla Day and Dr. Anne Tellet. This manual can be found off of American Indian Projects’s website at:

<http://www.d.umn.edu/sw/aminp/PDF/annishinabeeManual.pdf>

A map of Minnesota counties can be found at:

<http://county-map.digital-topo-maps.com/minnesota.shtml>

A map of Minnesota tribes can be found on page 7 of the above mentioned Resource Manual by Day and Tellet at:

<http://www.d.umn.edu/sw/aminp/PDF/annishinabeeManual.pdf>

TRIBAL JOB SEARCH RESOURCES

Agency	Phone	Fax
Ain dah Yung	651-227-4184	651-224-5136
Bois Forte Band of Chippewa	218-757-0111	218-757-0109
Center for American Indian Resources (CAIR)	218-726-1370	218-726-0501
Fond du Lac Band of Chippewa	218-879-1227	218-879-8378
Grand Portage Band of Chippewa	218-475-2453	218-475-2455
Indian Child Welfare Law Center	612-879-9165	612-879-0323
Leech Lake Band of Chippewa	218-335-8270	218-335-8309
Lower Sioux Indian Community	507-697-6185	507-637-4380
Mille Lacs Band of Ojibwe	320-532-4755	320-532-4354
Minneapolis American Indian Center	612-879-1714	612-879-1795
The Minnesota Chippewa Tribe	218-335-8581	218-335-8187
Minnesota Indian Affairs Council	651-284-3567	651-284-3573
Bemidji Indian Affairs Council Office	218-755-3825	218-755-3739
Minnesota Indian Women's Resource Center	612-728-2008	612-728-2039
Prairie Island Indian Community	651-385-2554	651-388-1576
Red Lake Band of Chippewa	218-679-2122	218-679-2929
Indian Education	218-723-4657	218-722-1321
Shakopee Mdewakanton Sioux Community	612-496-6165	612-445-8906
Upper Midwest American Indian Center	612-522-4436	612-522-8855
Upper Sioux Indian Community	320-564-4900	320-564-3264
White Earth Reservation Social Services	218-935-5554	218-935-2593

Please contact tribal agencies for email addresses and employment contacts.

APPENDIX A
Key Terms and Policies

DEFINITIONS OF TERMS PERTINENT TO THE IV-E GRANT

1. What is Title IV-E?

The Title IV-E Program is a federal entitlement program established by Congress and administered by the U.S. Department of Health & Human Services. This program provides financial support and best practice guidance for State's work with children in foster care and adoption.

The financial support covers some of the direct service and administration costs associated with these child welfare programs. Title IV-E reimbursement of foster care costs can be claimed in three different areas:

- Care of the child in foster or preadoptive home or child care institution,
- Administration of the foster care system and
- Training of staff, providers and foster and adoptive parents.

In 1980, P.L. 96-272 (Adoption Assistance and Child Welfare Act) was a major amendment to the Social Security Act of 1935 and resulted in the creation of Title IV, part E of the Social Security Act (the Act). P.L. 96-272 was passed by Congress in large part due to the following concerns:

- Children were removed from their families too frequently, without good reason and without adequate placement prevention efforts being made.
- Efforts were not being made to reunite children with their families and often permanently lost contact with their families.
- Children spent years in temporary foster care, adrift in foster care without a real sense of family or permanency.

This Act sets forth a complex set of requirements that define the circumstances under which a State may claim reimbursement. These requirements are based in best practices from the 1980 Adoption Assistance and Child Welfare Act and the 1997 Adoption and Safe Families Act. The Act establishes federal authority to conduct Child and Family Services Review to assess States performance in achieving substantial conformity in the areas of safety, permanency and well being for children in child welfare. Title IV-E of the Social Security Act is read together with the 1978 Indian Child Welfare Act for American Indian children in the foster care system.

2. How does a child become Title IV-E eligible?

Eligibility for this program is dependent upon the circumstances of the individual child, timely judicial determinations and the child's placement in a specific family foster home or child care institution. Initial eligibility must be established and ongoing compliance with continuing eligibility requirements must be maintained throughout the entire time the child remains in out-of-home placement in order to access federal reimbursement. Compliance is required every month the child remains in foster care. These requirements apply to all children who enter foster care regardless of the reasons that necessitated out-of-home-placement.

3. What is "public" child welfare?

In Minnesota, public child welfare refers to services provided by the county social services agency or by the MN Department of Human Services, funded by public funds from the local, state, and federal level.

For the Title IV-E program, public child welfare refers to work units or divisions within the county social services agency that provide direct services to children in child protection, foster care or adoption or to the Child Safety and Permanency Division at the Minnesota Department of Human Services.

For purposes of field placements and employment, recognized American Indian Tribes are also considered public social services providers as they are sovereign governmental entities.

In Minnesota, public social services are delivered by a state-supervised, county-administered system. This means that the Minnesota Department of Human Services (DHS) oversees all services funded by public funds, i.e., tax dollars (county, state, and federal), delivered to MN citizens. DHS established policies and rules, monitors, plans, evaluates, and makes appropriations of funds, and requests funds from the state legislature and federal government (e.g., IV-E funds). The services themselves are nearly all administered and delivered by county social services units. Each county in Minnesota has an elected county board which oversees all county funding and services; social services are a large part of county business. Each county is responsible for hiring social service workers and delivering social services.

Child welfare services are “mandated” (must be provided to eligible MN residents) by federal and state laws. Therefore, each county (a few of Minnesota’s smaller counties have combined to provide social services) has its own child welfare units to provide child protection, foster care, adoption, and family services. Different counties may organize child welfare units differently; e.g., in a small county a social worker may do both foster care placements and adoptions, or a larger county may have a special unit to work with adolescent parents or addicted parents. Counties have adopted different names for their social services function, e.g., St. Louis County Social Services, Carlton County Public Health and Human Services.

All mandated child welfare services are public social services funded by local, state, and federal tax dollars. Some counties may get special grants, (e.g., from a foundation) to provide a special service, (e.g., a counseling program for children), but all counties must provide basic child welfare services from the tax base, as outlined in child welfare laws.

IV-E Child Welfare Scholars must have at least one field placement in a county child welfare unit or the Minnesota Department of Human Services (DHS), and must seek and accept, if offered, a job in county or state (DHS) social services after graduation.

4. Tribal Social Services

The Indian Self-Determination and Education Act (P.L. 93-638) of 1975 provides a framework through which American Indian tribes could assume governing authority to set program priorities according to local needs and to develop and manage tribal programs. With its design to reverse paternalism and federal dependency, the act encourages tribes to develop the human resources necessary to support social and educational services. As such, P.L.93-638, laid the groundwork for tribes to organize family and child welfare systems that could be staffed with tribal members.

The passage of the 1978 ICWA enhanced the capacities for development of tribal programs. Among other things, it provides titled child welfare funds through which the Bureau of Indian Affairs makes direct grants to tribes and Indian organizations for development of social programs and the delivery of services to Indian children and families.

As sovereign nations, Indian tribes throughout the U.S. set the priorities and develop social service programs to address the needs of their tribal communities. Services may include programs that focus on family

preservation, ICWA advocacy, family unity programs and culturally based programs to meet the needs of their families and communities.

RESOURCE: National Indian Child Welfare Association: Web Page Address: www.nicwa.org

5. What is a “contracted agency”?

County or tribal social service agencies and the Minnesota Department of Human Services contract with non-profit and for-profit agencies to provide child welfare services to children in foster care and waiting for adoption. In other words, the county or state can provide funds to an agency to provide a specific service, for example, a home-based family counseling program to American Indian clients or a program for Southeast Asian children in a school. However, the employees who deliver these services are not county employees; the program is a contracted program or agency, not “public social services” as defined above.

Therefore, a field placement in a contracted agency may or may not meet the criteria for an approved Title IV-E field placement. Contact Kathy Heltzer if you are considering a field placement in a contracted agency.

A job in a contracted agency does not meet the Title IV-E requirements for post-degree employment (unless you have documented at least 3 months of rigorous job search activities and have not been able to secure employment in a public child welfare agency).

6. How will I know if a position in the second or third “priority” (see Memorandum of Agreement) meets the definition of “child welfare employment payback”?

For the purposes of defining the area of practice that we are supporting for the second and third “priority” employment payback, we are using the U.S. Department of Health and Human Services definition of child welfare services that appears in the Adoption Assistance and Child Welfare Act of 1980, Part B:

Section 425 (a) (1) For the purposes of this title, the term “child welfare services” means public social services which are directed toward the accomplishment of the following purposes: (A) protecting and promoting the welfare of all children, including handicapped, homeless, dependent, or neglected children; (B) preventing or remedying, or assisting in the solution of problems which may result in the neglect, abuse, exploitation, or delinquency of children; (C) preventing the unnecessary separation of children from their families by identifying family problems, assisting families in resolving their problems, and preventing breakup of the family where the prevention of child removal is desirable and possible; (D) restoring to their families children who have been removed, by the provision of services to the child and the families; (E) placing children in suitable adoptive homes, in cases where restoration to the biological family is not possible or appropriate; and (F) assuring adequate care of children away from their homes, in cases where the child cannot be returned home or cannot be placed for adoption.

In order for your second or third priority employment payback to qualify as child welfare, please use the above definition as your guide and contact the Student Support Coordinator.

7. What is child protection?

The following is directly quoted from: Faller, K.C. (1987). “Protective Services for Children.” In A. Minahan (Ed.), Encyclopedia of Social Work, 18(2), Silver Spring, MD: NASW, pp. 386-391.

Today protective services for children are provided by the public sector, although programs may use services from agencies in the private sector. The structure of the current system of child protective services can be divided into four parts: reporting, investigation, intervention, and termination. When a report is received, it must be promptly investigated by a protective services caseworker. Typically, the investigation begins with a visit to the family's home [but] in certain cases, the alleged victim may first be interviewed away from the family—for instance, at school. If the allegations are determined to be true, the caseworker will open a child protective case, unless the maltreatment is minor. Interventions can generally be categorized as (1) concrete services, (2) supportive services, and (3) therapy. Concrete services may include...food stamps, emergency food and clothing, and housing and transportation. Examples of supportive services are homemaker services, day care, employment and education services, medical care—including visiting nurses, parent aides, and parenting classes. Therapy is another type of intervention used in child protection. In the child protection field, however, there is agreement that most maltreating parents are better served by nontraditional forms of treatment. Parent aides, usually considered a supportive service, are one of these. The central function of the protective services caseworker in the intervention process is to be a case manager. Based on a caseworker's assessment and input from the family, a treatment plan is drawn up. The caseworker mobilizes services for the family and mobilizes the family to make use of the services. In addition, the caseworker's role is to coordinate services, seeing that they meet the family's needs without service gaps or overlaps. Child protective services are designed to provide short-term, crisis-oriented intervention. In actual practice, cases are often open longer than anticipated.

8. Foster Care

The following is directly quoted from: Stein, T.J. (1987). "Foster Care for Children." In A. Minahan (Ed.), Encyclopedia of Social Work 18(1), Silver Spring, MD: NASW, pp. 639-650.

Foster care refers to full-time, substitute care of children outside their own homes. All states operate foster care programs as one type of child welfare service. Substitute care may be provided directly by the state's public welfare agency, purchased by the state from a voluntary agency's foster care program, or both. Foster caretakers may be related or unrelated adults other than a child's biological parents. Foster care of children occurs in family homes, group homes, and institutions.

Children may be placed in foster care through a voluntary contract between a parent and a child care agency or involuntarily by court order. Federal policy has a significant effect on state actions on behalf of dependent, neglected, and abused children. The Adoption Assistance and Child Welfare Act of 1980 (PL 96-272) is the major federal policy affecting children in substitute care.

9. Permanency Planning

The following is directly quoted from: Pecora, P.J., Whittaker, J.K., Maluccio, A.N, Barth, R.P., & Plotnick, R.D. (1992). The Child Welfare Challenge: Policy, Practice, and Research, New York: Aldine de Gruyter, pp. 43-44.

Permanency planning incorporates a basic and non-revolutionary idea: namely, that every child is entitled to live in a family—preferably his or her own biological family—in order to have the maximum opportunity for growth and development...The goal of permanency for each child is...reflected in federal legislation, namely, the Adoption Assistance and Child Welfare Act of 1980 (PL 96-272)...Permanency planning has been defined as:

the systematic process of carrying out, within a brief time-limited period, a set of goal-directed activities designed to help children live in families that offer continuity of relationships with nurturing parents or caretakers and the opportunity to establish lifetime relationships (Maluccio et al., 1986, p.5).

10. Family-Centered Home-Based intervention

The following is directly quoted from: Heffernan, J., Shuttlesworth, G., & Ambrosino, R. (1992). Social Work and Social Welfare: An Introduction, 2nd ed., St. Paul: West Publishing Co., pp. 225-226.

Recently, in the United States there has been increased attention to the provision of “home-based family-centered services,” or services delivered to children and families in their own homes, with a focus on preserving the family system and strengthening the family to bring about the needed change. Comprehensive services, which are usually overseen by a single case manager assigned to the family, include homemaker services, respite care, child care, crisis intervention, financial assistance, substance abuse treatment, vocational counseling, and help with various concrete services, such as locating housing or transportation. Most home-based service programs include the following features (Lloyd & Bryce, 198):

- ❖ A primary worker or case manager who establishes and maintains a supportive, nurturing relationship with the family;
- ❖ Small caseloads of 2-6 families with a variety of service options used for each family;
- ❖ A team approach with team members providing some services and serving as a backup to the primary worker/case manager;
- ❖ The home as the natural setting, with maximum use of natural support systems, including the family, extended family, neighborhood, and community;
- ❖ Parents remaining in charge of and responsible for their families as educators, nurturers, and primary caregivers;
- ❖ A willingness to invest at least as much in providing home-based services to a family as society is willing to pay for out-of-home care for their children.

Most families receiving home-based family-centered services are multi-problem families who have received fragmented services for long periods of time from a number of agencies. Many children from these families have also previously spent time in substitute care. However, due to the chronic and severe problems and the repeated crises such families often experience, past efforts have largely been ineffective.

Home-based family-centered services are based on a systems/ecological approach to family intervention, viewing the entire family as the focus of treatment. Intervention is short-term and goal-oriented, focused on behavioral change. Intensive services are usually provided to families for sixty to ninety days, which averages out to the same number of families a worker providing traditional child welfare services carries during a one-year period.

However, the ability to focus on a limited number of families intensively has important benefits. First, it gives workers a chance to stabilize more families so that they can function either independently or with fewer services while allowing children to remain in their own homes. Second, it allows workers to make a better determination more quickly and with more documentation that the family cannot be stabilized, allowing children to be placed more quickly in adoptive homes rather than remaining in limbo in either a dysfunctional life-threatening family situation or in the instability of foster care.

Policies Impacting Child Welfare Services

Federal Legislation

1974: Child Abuse Prevention and Treatment Act

Legislation provided federal grants to states for services and programs to respond to the large numbers of suspected abused and neglected children and families identified by these laws.

1978: Indian Child Welfare Act (25 USC)

Requires every county to make “active efforts” to both prevent out-of-home placements and to reunite families if placement occurs.

1980: Adoption Assistance and Child Welfare Act (PL 96-272)

Establishes federal guidelines for permanency planning for the child welfare system. “Reasonable efforts” must be made to prevent the unnecessary removal of children from their own homes. If removal of children is unavoidable, “reunification efforts” must be initiated to return children to their own homes as quickly as possible with continuing efforts made to strengthen families. If reunification is not possible, permanent out-of-home placement must be arranged.

1997: Adoption and Safe Families Act

Puts into place legislative provisions to ensure that child safety is the paramount concern in all child welfare decision-making, shortens the timeframes for making permanency planning decisions, and promotes the adoption of children who cannot safely return to their own homes. ASFA makes changes and clarifications in a wide range of policies established under the Adoption Assistance and Child Welfare Act of 1980, some of which have been very controversial for practitioners.

Minnesota Legislation

1975: Mandatory Reporting, Chapter 221, Minnesota Laws of 1975

This law has been amended at every legislative session since 1975, except for the years 1976 and 1992. The law deals with privacy of records, access to records, the persons who shall be mandated to report and how these reports shall be handled. Language is also specified: social workers “assess,” and police officers “investigate.”

1991: Family Preservation Act (Minnesota Statute 256F)

Establishes state policy and identifies goals which direct services to strengthen families. Assures that all children, regardless of minority, racial, or ethnic heritage, live in families that offer a safe, permanent relationship with nurturing parents or caretakers.

1992: The Minnesota Heritage Preservation Act

Amended original Act to strike the word “minority,” ruling that all children should have heritage and ethnicity as consideration in placement and adoption.

1993: Amendments to the Minnesota Heritage Preservation Act

Authorized child-placing agencies to ensure the child's best interests are met giving due, not sole, consideration to the child's race or ethnic heritage in making a foster care placement. Restricts time frames for decisions in permanency planning for children in foster care placements and adoption. Indian Child Welfare Policy

Indian Child Welfare Policy

1978: Indian Child Welfare Act (25USC)

Prior to 1978, Indian children were being placed in foster care at a nationwide rate 10-20 times that for non-Indian children. These children often lost all connection with their families, extended families, tribes, and cultural heritage. Public Law 95-608, the Federal Indian Child Welfare Act of 1978 (codified at 25 U.S.C. 1901 *et. seq.*) (ICWA) was passed to remedy this problem of disproportionately large numbers of Indian children being placed in foster care. The law recognized "that there is no resource... more vital to the continued existence and integrity of Indian tribes than their children" and that there has been a failure by non-Indian agencies "to recognize the essential tribal relation of Indian people and the culture and social standards prevailing in Indian communities and families."

In passing the Indian Child Welfare Act, Congress stated:

The Congress hereby declares that it is the policy of this Nation to protect the best interests of Indian children and to promote the stability and security of Indian tribes and families by the establishment of minimum Federal standards for the removal of Indian children from their families and the placement of such children in foster or adoptive homes which will reflect the unique values of Indian culture, and by providing for assistance to Indian tribes in the operation of child and family services.

(1998, Minnesota Tribal/State Agreement)

1985: Minnesota Indian Family Preservation Act (MN Statutes 257)

Minnesota established the above concept as state policy and passed the Minnesota Indian Family Preservation Act (Minn. Stat. 257.35-257.3579) (MIFPA) in 1985 to strengthen and expand parts of the federal act (ICWA). The Minnesota law and its amendments emphasize the State's interest in supporting the preservation of the cultural heritage of Indian children and recognize tribes as powerful resources in doing so.

These two laws (ICWA & MIFPA) apply specifically to the provision of child welfare services to Indian children. Indian children are entitled also to all rights granted other children under any other federal, or state law when those rights are not in conflict with federal law and when the state statute provides greater protection for the preservation of Indian family unity, extended family members and continued tribal affiliation. The federal Indian Child Welfare Act takes precedence over all state laws and all other federal laws regarding Indian child welfare cases, unless the state law or other federal law provides a higher standard of protection for the rights of the parent(s) or Indian custodian(s). 25 U.S.C. 1921. (1998, Minnesota Tribal/State Agreement)

1998: Minnesota Tribal/State Agreement

This agreement was developed to provide a mechanism for maximizing the participation of tribes in decisions regarding Indian children, especially in the provision of Indian child welfare services in addressing barriers to implementing those services for the protection of Indian families and children and for preventing foster

placements and non-Indian adoptions. The Agreement is directed at child welfare activities of the State through its local social services systems and attempts to impact the state's judicial systems.

This Agreement state the policies and procedures agreed to by both the Tribe(s) and the State and specifies the role/duties of each in the implementation of child welfare services to Indian children and families. The State agrees to apply the protections of the Agreement to all Indian children in Minnesota who are covered by the Indian Child Welfare Act.

The purpose of this Agreement is to protect the long term interests of Indian children and families, as defined by the tribes and their social service agencies, by maintaining the integrity of the Indian family, extended family and tribal community ties.

A primary concept regarding Indian children, which is a belief of most Minnesota Indian people, and has been state by many other Indian groups and individuals, is that Indian children are the future of Indian tribes, the most important resource that Indian people have. The child is seen as a "sacred being, close to the creator with strong spiritual ties."

The trust responsibility of the federal government and the status of tribes as sovereign governments together provide the basis for treating Indian children differently from non-Indian children for child welfare purposes. As a government, tribes have an investment in and the authority to make decisions regarding tribal members and their children.

(1998, Minnesota Tribal/State Agreement)

APPENDIX B
Memoranda of Agreement

Memorandum of Agreement, 2007-2008
UMD Department of Social Work Child Welfare Training Award

Contingent upon continuation of funding, the UMD Center for Regional & Tribal Child Welfare Studies will provide an educational stipend for Child Welfare students. As a recipient of this award distributed by the UMD Department of Social Work, I agree to the following conditions associated with acceptance of this award:

1. I agree to complete at least one field placement in a county, state, or tribal child welfare agency. An exemption will only be granted in the case of students who have substantial (5 years or more) experience in county, state or tribal child welfare services. Students in the 51-credit program are required to complete Field I in a county, state or tribal child welfare setting and Field II in a setting that serves children at risk of out-of-home placement.
2. I agree to register for the number of credits associated with my award:
 - a. 10 or more credits = \$5,000
 - b. 6-9 credits = \$4,000
 - c. 4-5 credits = 3,000
 - d. less than 4 credits = \$0 (except for May/Summer session)
 - e. May/Summer session = actual cost of courses & fees (budget permitting)
3. I will complete all child welfare curriculum and cultural competency requirements and consult with my academic advisor each semester.
4. Upon exit from the MSW program at UMD, I agree to seek employment in a county, state, or tribal child welfare agency and to accept such a position if one is available and offered within 3 months. I agree to remain employed in the area of public child welfare services for a period of time equal to the length of time I receive support, semester for semester. (A semester equals 4 & 1/2 months)

I agree to document my job search and file required documentation with the Center's Student Support Coordinator according to the following guidelines:

- a) I agree to register with the Minnesota Merit System and other state registration systems as appropriate, and to document that process as well.
- b) The job search is limited to a reasonable distance (50 miles or less) from your residence.
- c) The first priority is to accept a job, if offered in a county state or other approved public child welfare agency, preferably in the State of Minnesota. It is my legal obligation to search for three months immediately after I have exited/graduated for a child welfare position in a county, state, or tribal child welfare agency working with or on behalf of Title IV-E eligible children. Usually this means a child welfare unit in foster care, adoptions, child protection or a combination of those services. I am also legally obligated to accept such a position, if offered to me.

After three months, if jobs are unavailable in the above-mentioned sector and with approval from the Child Welfare Student Support Coordinator:

- d) The job search may be expanded to include contracted agencies or tribal social services serving IV-E children. After six months, if jobs are unavailable in above mentioned sectors and with approval from the Child Welfare Student Support Coordinator:
- e) The job search should be expanded to schools and community agencies serving IV-E families and children who are at risk of out-of-home placement and who represent a diverse racial/ethnic population.

Typically, the fulfillment of employment obligations begins with my actual graduation date from the MSW program. However, I understand that failing to graduate from the program does not postpone or eliminate employment or monetary payback (including any collection fees) to the grant. I understand that I may begin searching for employment (described above) prior to graduation and that I may hold such employment while

receiving grant support, but that such employment may not be counted towards the fulfillment of my obligation to the grant until my actual graduation date or exit from the MSW program.

To summarize the job search:

Register with the Minnesota Merit System unless you have secured an approved child welfare job. Upon exit from the MSW program (typically graduation), a documented search for employment in the area of child welfare in a public (county, state, or tribal), agency is required, preferably in Minnesota. Such a position must be accepted if one is available and offered within 3 months of graduation or exit. If no such position is secured within 3 months, documentation must be submitted and with approval, the job search can be expanded for an additional 3 months to agencies that are contracted with the State, County, or Tribe to provide services to IV-E children. If no such position is secured within 6 months, updated documentation must be submitted, and the job search may be expanded even further to the third and final priority to community agencies that serve IV-E families and children who are at risk of out-of-home placement and who represent a diverse racial/ethnic population.

IV-E students must commit to employment in an approved area of child welfare (see 4a-e) for a period of time equal to the length of grant support, semester for semester; a semester is defined as 4 and ½ months. If you fail to submit the required documentation/fulfill the employment obligations described above, you, the award recipient, must repay the award. Accounts may be turned over to either the University Collection office or another agency for collection. You would be responsible for any related collection fees.

Forms are provided in the Child Welfare Scholars' handbook to document job search progress and must be filed with the Center's office through the Student Support coordinator.

5. I understand that if I should be released from employment either voluntarily or due to wrongdoing on my part during my period of obligation, I will still be required to fulfill the total employment obligation. Failure to do so will require the repayment of the award. Repayment will be determined by calculating the award amount, prorated by how much time is remaining in my employment obligation.
6. I agree to attend all Child Welfare Scholar meetings, seminars, and conferences sponsored by the Center each year. I will participate in the Center's annual evaluation process.
7. I agree to send updated employment information every six months, for the duration of my payback obligation, to the Child Welfare Student Support Coordinator.
8. I agree to continue to provide the UMD Department of Social Work with my address and work place information after graduation or exit from the MSW program.
9. If I am unable to maintain a 3.0 grade point average or if I accrue six or more semester-credits of incompletes at any given time, I understand a hold will be placed on my registration and I will be required to submit a written remediation plan to my advisor. I understand that I may lose my Child Welfare Training Award if I do not follow the remediation plan.

I accept this award for the 2007-2008 academic year and agree to all conditions as outlined in this agreement. I further agree to repay any award I receive if I do not complete the employment obligation as above.

The award is contingent upon continuation of federal funds.

I understand that this signed document supersedes any UMD Center for Regional & Tribal Child Welfare Studies (formerly known as the Child Welfare Training Project) Memoranda of Agreement previously signed by me.

Signature

Name—please print

APPENDIX C
Biographical Sketches of Child Welfare Program Staff

Center Staff

Priscilla A. Day is a Professor in the Department of Social where she has worked since 1993. She is a Co-Principal Investigator for the American Indian Child Welfare Certificate Program .Currently, her areas of research are American Indian Family Preservation and Cultural Competence. During the summer of 2002 she made site visits to the Fort Berthold Reservation in North Dakota to conduct focus groups and interview tribal members about their very successful family preservation programs. As a member of the National Indian Children's Alliance (NICA), she will be co-writing a research report on this project. NICA is a national group of professors that conduct research on American Indian child welfare issues. In her other area of research, cultural competence, she helped create a new model of diversity training that is used in the Department of Social Work. Priscilla is an Anishinabe and an enrolled member of the Leech Lake reservation. She is the mother of three adult children.(one in the navy-one off at college, one "working")

Mike Raschick is the Department Head for the MSW program. Mike has a variety of teaching and research interests. He is especially interested in child welfare, gerontological social work, ecologically-based models of social work practice and clinical social work. Having completed postdoctoral work in aging, he now has special expertise in gerontological social work, especially in family caregiving for elders. Mike likes the relatively small size of our department. He believes that this facilitates individualized attention to students, as well as a spirit of camaraderie and collaborative learning between students.

Kathy Heltzer, Field Coordinator , is a faculty member in the Department of Social Work. She joined the Department on a part-time basis in 1996 and full-time in 1998. She is also an Instructor, primarily teaching in the Field component of the program. Kathy is active in the community and is the Past-Chair for the [Duluth Area Family YMCA](#) Board of Directors. She serves on the Board of Trustees for the [First Unitarian Church](#) of Duluth and is also a mentor through the [Mentor Duluth Program](#) as well as a licensed foster parent with St. Louis County Social Services. She is also a Board member of the [Human Development Center](#) in Duluth.

John Day is the Director for American Indian Projects in the Department of Social Work. In this capacity he is responsible for developing curriculum and outreach activities. John also oversaw the design and establishment of an American Indian Child Welfare Certificate Program for Indian Child Welfare workers, human service providers, and social workers. John is an enrolled member of the Leech Lake Band of the Minnesota Chippewa Tribe. He has 25 years of experience working in Indian education, Health and Human Service areas.

Sandy Maturi is the Student Support Services Assistant for the Department of Social Work. She is the main contact person for current and prospective MSW students. She has been with the Dept. of Social Work since 1998 and has worked for the Minnesota College System since 1982. If you have a question and don't know where to start, give a call or stop by her desk in 240 Bohannon Hall. She will help you find answers or direct you to someone who can.

Muskadee L. Montano is the Coordinator for American Indian Projects in the Department of Social Work. She is responsible for the planning of AIP activities as well as for recruiting and retaining American Indian MSW students. She began working for American Indian Projects part time in the Fall of 2005 as an assistant and was hired on in her current capacity in October of 2006. For the Spring 2007 Semester she also served as an adjunct instructor for the department. Muskadee holds an Associate of Arts Degree from [Gogebic Community College](#), a Bachelor of Social Work Degree from [Northern Michigan University](#), and a Master of Social Work Degree from the [University of Minnesota-Duluth](#). She is also a Certified Alcohol and Drug Counselor, Level I through the [Upper Midwest Indian Council on Addictive Disorders](#). Her professional areas of interest include chemical dependency, mental health, and program administration. Muskadee is an enrolled member of the Red Cliff Band of Lake Superior Chippewa Tribe. She currently resides in Duluth with her

significant other and their young daughter. When not working, Muskadee enjoys spending time with family, attending [powwows](#), and participating in other cultural events.

Patty Samberg is an Accounts Specialist for the Child Welfare Project and Administrative Assistant for AIP. She handles child welfare stipend payments for child welfare scholars and other accounting duties for the Child Welfare grant. Patty joined the Department of Social Work in August 2006.

Karen Nichols began working in December, 2000, as the Title IV-E Associate Grant Administrator. She is responsible to keep the Center for Regional and Tribal Child Welfare Studies on track according to federal and university policies and procedures. Although she is a crackerjack administrator, Karen is really looking forward to participating in a Learning Circle next year.

Karen graduated from the University of Minnesota with a degree in mechanical engineering, and used that training in Kenya, East Africa, as a research intern at the University of Nairobi's Department of Mechanical Engineering. Then she joined the US Peace Corps which took her back to East Africa, this time to Zanzibar, Tanzania. She later completed a Masters degree in Intercultural Administration at the School for International Training in Brattleboro, Vermont, and worked for 7 years as the Executive Director of the Foundation for the Peoples of the South Pacific (FSP) Vanuatu, a *non-profit* NGO which supports the needs of indigenous people of Vanuatu.

Johanna Garrison has worked in the human services and child welfare for the past 20 years in both private and governmental agencies. She is also a trainer for First Witness Child Abuse Resource Center providing a multidisciplinary training course in the investigating interview process for child protection workers, law enforcement agents and prosecuting attorneys.

As the Outreach and Curriculum Development Coordinator, Johanna works with the UMD Social Work faculty and staff in developing and implementing the Title IV-E Child Welfare curriculum, and maintaining and enhancing relationships with regional human service agencies. She also provides technology support and teaches in the areas of child welfare and computers/technology in human services.

Anne Tellett is an Assistant Professor and is also responsible for the cultural competence objective for the Department of Social Work. She received her MSW from the University of Wisconsin in Madison and recently completed her doctorate in education from the University of Minnesota in the Twin Cities. Anne has worked as a social worker in Northeastern Minnesota for the past 20 years and has been associated with the Department as an adjunct instructor and community advisory committee member for many years. She now teaches Human Services Administration, Social Work with Diverse Populations, and Field. Her areas of interest include cultural competence, racial identity development, systems thinking, leadership development, gerontology, planning, transformational learning, critical thinking, grant writing, and program development.

Melanie Shepard is a Professor in the Department and has taught practice, field, policy and family violence courses. She has written extensively in the field of domestic violence, as well as, other areas of social work practice. She has practiced as a social worker in child welfare and clinical settings. She is on sabbatical during the 2005-2006 academic year.

Becki Hornung is the Student Support Coordinator for Child Welfare Scholars. Her role is to provide support to all scholars as they complete their degree and fulfill their employment payback requirements. She is the primary contact for current and potential students interested in learning more about child welfare fellowships. Becki graduated with her MSW Degree from Temple University in Philadelphia, PA. She began her employment with UMD as an adjunct instructor in September 2003 and soon thereafter was hired as the Child Welfare Scholar Coordinator in October. Prior to her work at UMD she had been the Executive Director for two non-profit agencies whose work revolved around serving the needs of low-income community members. She has worked in the field of child welfare in Philadelphia and Montgomery Counties in Pennsylvania. Becki spent two years completing her undergraduate work in Central America with her

primary focus on human rights for refugees who were forced to leave their countries of origin due to political torture. Becki loves being outdoors hiking, canoeing, fishing, and backpacking especially in the Boundary Waters Canoe Area Wilderness.

APPENDIX D
2007-2008 Child Welfare Scholars

Laura Alvar	Susan Anderson
Maya Blickenstaff	Micheal Bryant
Sara Carlson	Ryan Conlan
Melanie Dowling	Dani Dunphy
James Ellingson	Gina Farrell
Heather Halonie	Marlene Hart
Claudia Herrera	Lisa Humphrey
Katana Jackson	Laura Knight
Jessica Lewerke	Anthony Marsh
Suzanne Merrill	Lesa Mrdutt
Jeanne Nelson	Sheila Peterson
Trista Seitzer	Dana Stroschein
Emily Suga	Sandra Van den Bosse
Lee Yang	