Synthesis: Training for Effective Child Welfare Practice in Rural Communities

The purpose of these projects was to develop, field test, revise, implement, evaluate, and disseminate competency-based training curricula and training plans to enhance frontline and supervisory staff capacity to provide effective child welfare services in rural communities. Six grants were awarded under this priority area to universities across the United States.

Summary of Projects

- Portland State University
- San Diego State University
- Sonoma State University/San Jose State University
- Southwest Missouri State University
- Texas State University-San Marcos
- University of North Carolina

Portland State University School of Social Work Child Welfare Partnership

Training for Excellence in Child Welfare Practice in Rural Oregon and Alaska

Award # 90CT0125
Principal Investigator: Katharine Cahn, cahnk@pdx.edu
Website: www.rtg.pdx.edu

Target Audience for the Training

- The project selected various rural sites in Oregon and Alaska.
  - Oregon: Originally five counties and the Confederated Tribes of Warm Springs, but eventually expanded to 24 counties and each of Oregon's nine federally recognized Tribes
  - Alaska: The Yukon Kushokwim Delta Region (58 villages)
- Within both States, the project targeted:
  - Tribal child welfare program staff and related individuals, such as direct service staff, family meeting facilitators, supervisors, program directors, family members, elders, and village leaders
  - State child welfare program staff and related individuals, such as direct service staff, supervisors, mid-level (district and program area) managers, state training program staff, foster parents (including kinship care providers), and Indian child welfare liaisons
  - Community partners, such as other social service agencies, treatment agencies, anti-poverty agencies, courts, and law enforcement.

Activities/Curriculum

- Conducted a needs assessment via focus groups with over 600 individuals, identifying possible training content and methods
- Reviewed relevant CFSR documents

- Developed curriculum activities in four areas:
  - o Standalone, multiday, onsite training institutes for rural and Tribal practitioners
  - o Distance training delivery, including synchronous training (i.e., participants interacting with an instructor at the same time via the Internet), undergraduate courses, and access to online National Indian Child Welfare Association (NICWA) training
  - o Collaborative development and support of culturally based training for Tribes and villages
  - o Inclusion of rural content into existing training

Evaluation Methodology

- For training institutes, participants completed evaluations immediately following the training and 30–45 days after; follow-up surveys were administered 3 months after the trainings to assess knowledge utilization.
- For distance learning, participants used an online survey tool (Survey Monkey).

Reported Key Findings

- Training institutes:
  - o 133 participants trained.
  - o 86 percent of participants rated the training as 4 or 5 on a 5-point scale.
  - o More than 80 percent of participants reported gaining substantial knowledge.
- Distance learning:
  - o 443 participated, including 375 for the synchronous training component.
  - o 100 percent of respondents to the evaluation of the synchronous training component evaluation (n=169) reported they gained knowledge in the targeted learning objectives.
- 440 individuals participated in the Tribal collaboration component.

San Diego State University School of Social Work

Tribal STAR: Addressing the Needs of Rural Native American Foster Youth

Award # 90CT0110
Principal Investigator: Anita Harbert, aharbert@mail.sdsu.edu
Website: http://theacademy.sdsu.edu/TribalSTAR/Welcome.htm

Target Audience for the Training

- Service providers who work with rural Tribal foster youth, including public child welfare workers (line staff, supervisors, and managers), community agency staff, court personnel (e.g., judges, attorneys), probation officers, and others.
- Initially only in San Diego County, but later conducted trainings in other counties

Activities/Curriculum

- Conducted focus groups to determine the training needs and issues

- Developed the Tribal STAR (Successful Transitions for Adult Readiness) Program and training model
- Developed two trainings:
  - The Gathering: 2-day training for line staff
  - The Summit: 1-day training for managers and supervisors
- Developed Creating Connections for Tribal Youth, a training for trainers that included The Summit training plus an additional day of training about how to implement this training in the local area
- Developed a training for M.S.W. students about services to Native Americans
- Provided technical assistance to agencies about meeting the needs of Tribal youth

Evaluation Methodology

- Used a multilevel evaluation methodology based on Kirkpatrick's four-level evaluation schema (satisfaction/opinion, knowledge, behavior, and outcomes) plus two additional levels (tracking and formative)
- Included customer satisfaction surveys and pre- and posttraining tests with a 6-month follow-up

Reported Key Findings

- 439 people completed the Tribal STAR training.
- Participants rated the training 4.73 out of 5.00 for satisfaction.
- 77 percent of participants showed an increase in knowledge or maintained their previous knowledge level after the training.
- In the 6-month follow-up survey:
  - 97 percent agreed or strongly agreed that they better understood ICWA and how it affects their practice.
  - 97 percent agreed or strongly agreed that they were more aware of Native American culture, traditions, and approaches to child rearing.
  - 84 percent agreed or strongly agreed that they were more effective in delivering services to Native American children.
- The San Diego County Health and Human Services Agency reported an increase in successful placements of Native American foster children into relative care and stated this was a direct result of improved collaborations in the community that would not have occurred if not for the training and TA provided by Tribal STAR.

Sonoma State University/San Jose State University (initially awarded to Sonoma State University and transferred to San Jose State University October 1, 2007)

The R.U.R.A.L. Project (Resources to Address the Unique Needs of Rural Communities for Availability/Accessibility of Local Services)

Award # 90CT0144
Principal Investigator: Diane Nissen, dnissen@sonic.net

Target Audience for the Training

- Child welfare staff serving rural areas throughout California, including public agency child welfare line workers and supervisors, paraprofessionals providing direct services, and other community- and faith-based stakeholders in the child welfare system

Activities/Curriculum

- Sent a training needs assessment survey to 1,000 rural social workers and the 48 child welfare directors in rural California counties and received 202 completed surveys
- Selected working with rural drug-abusing families as the training topic based on the needs assessment
- Developed and conducted a 2-day training of trainers, who would then deliver the Working With Drug-Abusing Families curriculum to rural child welfare staff
- Conducted three 1-day pilot trainings of rural social workers and revised the training based on feedback
- Delivered 1-day trainings of Working With Drug-Abusing Families to rural social workers
- Conducted follow-up TA workshops on cognitive behavioral therapy for training participants

Evaluation Methodology

- Key evaluation tools include a posttraining satisfaction survey, pre- and posttraining tests of knowledge, and a 3-month implementation survey.

Reported Key Findings

- Among the nine participants in the training of trainers, the overall workshop was highly rated (4.5 out of 5).
- Among the 156 participants in three pilot training workshops in Year 1, the pilot training received overall high scores (4.5 out of 5 for overall workshop rating).
- Among the 1,850 participants in 32 trainings in Years 2–5, there were increases in knowledge after training for 90 percent of respondents. In the 90-day follow-up survey, 95 percent of respondents indicated that they had used the tools presented to them at the training with their clients.
- Among the 542 participants in 16 follow-up TA workshops, 27.8 percent showed a gain in knowledge from the workshops and, on a 1–5 scale, respondents indicated that they used the information from the seminar (3.97) and found the computer-based training helpful in improving their ability to serve families (4.23).
- The overall rating for the training and TA workshop for Years 2–4 was 4.7 on a 1–5 scale.

Southwest Missouri State University

Project Title: Missouri Training Program for Rural Child Welfare Workers

Award # 90CT0127
Principal Investigator: Mary Ann Jennings, maryannjennings@missouristate.edu

Target Audience for the Training

- Frontline workers, supervisors, and circuit managers from the Missouri Division of Family Services (DFS) in 31 rural counties in southwest Missouri
- Foster parents in need of continuing education hours

Activities/Curriculum

- The project conducted needs assessments with rural agency workers and staff and community stakeholders.
- Based on this feedback, staff developed training modules that covered a diverse range of topics, including poverty, domestic violence, conflict resolution, parent education, mental illness, and substance abuse.
- All the modules were created in collaboration with the DFS so that trainings would address areas that the State did not have the capacity to cover in its standard training system.
- The project trained child welfare specialists to deliver the training.
- They developed community collaborations and held events (e.g., foster parent appreciation dinners, child welfare summits).

Evaluation Methodology

- Evaluation team members operated as full partners in the project.
- For each training:
  - Short-term gains/losses were assessed via retrospective pre- and posttraining self-reports.
  - Intermediate-term changes in skills and practice were assessed via focus groups, interviews, and written methods.

Reported Key Findings

- Developed and delivered 18 training modules
- Conducted 34 training sessions in 16 locations (322 workers and supervisors trained)
- Used trainee self-report measures to determine that the modules were highly successful in enhancing child welfare worker competencies

Texas State University—San Marcos

Training for Effective Child Welfare Practice in Rural Communities

Award # 90CT0126
Principal Investigators: Mary Jo Garcia-Biggs, mb56@txstate.edu; Dorinda Nobel, dn12@txstate.edu
Website: www.socialwork.txstate.edu/On-Line-Masters-Program.html

Target Audience for the Training

- Initially, training was targeted toward current public child welfare workers in rural areas throughout Texas who wanted to pursue an M.S.W. degree. The tuition for these students was paid by the project.
- The project later admitted additional advance-standing students who lived and worked in rural/remote and/or isolated areas and who paid for the program out-of-pocket.
- Students had diverse backgrounds in terms of location, past experience, age, gender, and race/ethnicity.
- Applicants had to meet the Texas State Graduate School standards and the School of Social Work admission criteria and obtain the endorsement and cooperation of their agency superiors.

Activities/Curriculum

- The existing Texas State University (TSU) M.S.W. curriculum was modified to be web-based and meet the needs of rural social workers.
- The only differences between project students and other TSU M.S.W. students were that the project students were required to take a course in rural social work instead of an elective and they took their courses online.
- The degree could be completed in 4 years on a part-time basis.
- Students took previously existing Administrative Leadership concentration courses (but in an online format) in their last 2 years.
- Teaching methods included video teleconferencing and electronic chat rooms.

Evaluation Methodology

- Review of the curriculum and teaching materials
- Administrative/school data
- Satisfaction surveys
- End-of-course evaluations, evaluations of student performance in field placements, and employer evaluations of students

Reported Key Findings

- 22 students graduated with an M.S.W. degree, including 15 from the original group that had their tuition paid by the project and 7 advance-standing students who paid their own tuition.
- 24 curricula were developed and/or amended, including the addition of technology-facilitated elements.
- The curricula were approved by local and national advisory groups.
- Most students reported they plan to continue their employment with their current agency.
- 100 percent of students reported they were more confident in their positions as a result of the training.
- 95 percent of students gave positive course evaluations.
- 100 percent of students' child welfare agency employers reported that the students improved their knowledge and performance.
- Faculty reported that they consider themselves better teachers as a result of the project.
- Interest in the program has grown, with more than 400 requests for information and 300 applications submitted for the Fall 2008 program.

University of North Carolina—Chapel Hill School of Social Work

North Carolina Rural Child Welfare Success Project

Award # 90CT0108
Principal Investigators: Lane Cooke, lgcooke@email.unc.edu; Gary Nelson, gmnelson@email.unc.edu
Website: www.ruralsuccess.org

Target Audience for the Training

- The project worked with two clusters of seven North Carolina counties each to gather information about rural child welfare practices.
  - The cluster in southwestern North Carolina is populated largely by people of White, Appalachian culture and also includes some American Indian populations.
  - The cluster in northeastern North Carolina has significant African-American populations.
- Within these counties, the team focused on public child welfare supervisors and caseworkers.

Activities/Curriculum

- The project team engaged the participating rural communities in a needs assessment to gather information that would help them build a curriculum focused on their needs, strengths, and challenges.
- Based on this needs assessment, the project team developed trainings, materials, and tools, including:
  - A media guide
  - A classroom-based training curriculum for teams of supervisors and their directors
  - Electronic learning courses for child welfare practitioners
  - Two rural summits that gave participants the opportunity to provide feedback, learn about project findings, and travel to the participating counties
  - A multimedia presentation about rural communities and social services

Evaluation Methodology

- The evaluation was originally designed to assess a conventional training intervention, but the team changed it to a focus on understanding and building upon the strengths of social work practice in rural communities.
- Due to the presence of other State and county initiatives, the project does not make any claims about the impact of this project.
- The evaluation was based on a variety of data sources, including satisfaction forms, pre- and posttraining tests, surveys, focus groups, community dialogues, and existing data sets (e.g., CFSR results).

Reported Key Findings

- 264 hours of classroom-based training was provided to 79 individuals.

- 30 hours of training was provided to the 31 individuals who participated in the electronic learning courses.
- A review of CFSR data showed that rural counties performed just as well, if not better in some categories, than their urban counterparts.
- Supervisors who completed the classroom-based training showed a modest increase in self-rated ability of their understanding and use of management data.
- 84 percent of participants in the electronic learning courses increased their knowledge and skills.
- 85 percent of participants in the first rural summit believed that they had a better understanding of rural child welfare in North Carolina.
- In addition to anecdotal evidence of the informal nature of collaboration in rural settings, rural counties are involved in substantial formal collaboration across agency and unit lines.

Overarching Themes

The following is a compilation of recommendations, successful strategies, lessons learned, and challenges from the grantees in this cluster, organized into the following categories:

- Relationships and Working With Rural or Tribal Communities Technology
- Recruitment
- Technology
- Curriculum Planning, Development, and Revision
- Curriculum/Activity Implementation
- Evaluation

Relationships and Working With Rural or Tribal Communities

- It is important to establish productive working relationships, including building consensus and trust (PSU), with Tribes (PSU) and rural communities. (PSU, SMSU). One way to do so is to consult Tribal community leaders, partners, and gatekeepers on local protocol and integrate their input and participation at all levels of program development, implementation, and evaluation (SDSU). Additionally, project staff should be transparent (SDSU), honor their word (SDSU), establish clear communication (SMSU), and engage the community with purpose and transparency (SDSU).
- To help obtain buy-in, project staff and other stakeholders should become familiar with and respect local traditions (SDSU), cultures (UNC, SMSU), and history (SDSU) and know which Tribes reside in their service area (SDSU).
- Engaging and building relationships with a rural or Tribal community can be difficult for a nonrural or non-Tribal (SDSU) entity. Having a team that includes some community members can assist with this process but, overall, relationship-building may still take longer than expected (SMSU, SDSU).
- Project staff in rural and Tribal areas should allow for longer response times across all areas of communication (SDSU).
- When collaborating with Tribes, the project manager should take a support role rather than trying to establish the university as the expert (PSU).
- Project staff should make an effort to meet Tribal representatives in person rather than connecting solely by email or phone (SDSU). Meeting on Tribal lands may facilitate these

meetings since people are often more comfortable on their own "turf" (SDSU). Staff from one project attended ICWA Quarterly Advisory Meetings, which helped develop good working relationships with the State ICWA manager and Tribal child welfare leadership (PSU).

- It was helpful to have close ties to Indian child welfare units (SDSU).
- Projects in rural communities should begin the community collaboration process with small steps and be patient (SMSU).
- Before taking on the work of building collaborations in rural communities, projects should make sure that they have identified committed leadership and that they support those leaders in moving forward with collaborative work (SMSU). Project staff should also keep in mind that individuals in rural communities often wear multiple hats, which helps establish additional connections but may also mean that it is more difficult to contact or schedule meetings with them (UNC). Additionally, there is often a gatekeeper in rural communities who is the key to developing relationships with others in a group (SDSU).
- Strategies to assist rural communities need to reflect what is important to the people within those communities (e.g., self-reliance, informal support, a desire to stay in those communities). Additionally, rural communities will not buy into activities if they do not see the benefit or if it does not logistically or conceptually make sense for their community (UNC).
- Projects in rural settings should ensure that trainees have the time to develop relationships and create a sense of community. They should also recognize that being able to process the material and build relationships are critical to having rural grantees gain skills (PSU).
- It is helpful to plan community meetings as a part of existing meetings in rural areas rather than convening new meetings (UNC).
- One of the first activities at one rural project's training was a full-morning talking circle, which allowed participants to introduce themselves, helped create relationships in the large group, and facilitated implementation of small-group activities (PSU).
- Rural counties wanted their voices to be heard and be recognized for what they are doing well. They also wanted to know more about their performance (UNC).
- One project team used the Appreciative Inquiry approach when collecting information and building relationships with rural counties. This approach enabled the counties to talk extensively about themselves and to reflect and discuss how and why they are successful (UNC). Another stated that a strengths-based outreach approach had proven to be most effective in rural communities (SDSU).
- Mid-level agency management support for rural students broke down initially when employees began working on degrees not yet attained by their supervisors or district administrators (TXSU).
- The travel distance required for project staff to visit rural communities may hinder the ability to have face-to-face meetings with participants and stay involved at the highest possible level (UNC, SJSU). Long distances may also keep trainees, students, or project staff from being in the same location on a regular basis (UNC), and so it may be useful to set up periodic campus visits so students in distant rural locations can meet with each other and faculty in person (TXSU).

Technology

- Having technical assistance and information technology support available to users of distance-learning tools is essential to ensure the process is as user-friendly as possible

(SDSU, TXSU, PSU). This may include having local individuals (e.g., agency supervisors) who are familiar with the online system so they can provide technical support, if needed (PSU).

- Matching the available and preferred technologies in target communities is very important. In remote areas, broadband Internet access might not be available, and dial-up connections may be sporadic or too slow (PSU). Also, the technology, even if participants can obtain or connect to it, may be too complicated for them to use (PSU). In some cases, the phone may be the best delivery tool (PSU). One project told prospective students what types of technology they would need to participate, which allowed them to make sure they had what they needed prior the course start (TXSU).

- It is often beneficial for trainees or students to be able to use their work computers to access online training or other classroom materials (TXSU, UNC) and to be given the same protection of their time as they would have for traditional classroom training (i.e., the agency allows the individual to use work time to take an online training or class in the same manner as they would for onsite training) (UNC). One project developed an agreement with the students' agencies to allow them to use their office computers for school. Some students initially had problems accessing certain course websites from their work computers due to firewall issues. This was eventually fixed through extensive negotiations with the agency (TXSU).

- One challenge of conducting online classes and trainings is fostering a sense of community among the participants. Projects used different techniques to do so, including asking students to create their own websites (TXSU), creating Cyber Lounges so students could communicate and discuss issues via the Internet (TXSU), and convening local participants at a central rural site so they could learn together (PSU).

Recruitment

- To increase enrollment at trainings, grantees offered training in locations accessible to participants and kept staff schedules in mind when setting times for the training (SMSU). One project chose training sites where advisory group members were located so they could help promote and host the events (SJSU). Two grantees noted that it was important to offer follow-up training soon after the initial training in order to maintain momentum (SDSU, SJSU).

- To increase attendance of enrolled participants at trainings, grantees provided lots of reminders (PSU), overenrolled or established waiting lists to make up for frequent last-minute cancellations (PSU, SJSU), and garnered the support of participants' agencies, supervisors, and/or other employers (PSU, SMSU).

- To increase the recruitment of students for an online program, one project ensured that students had multiple points of contact at the school for assistance (e.g., faculty advisor, administrative assistant, student assistant) and provided students access to resources within the university library system, including online materials and publications. The State library program allowed students to check out materials at any State-supported university library. The school also used project funds to pay for students' tuition, books, and other materials, as well as a stipend (TXSU).

- Turnover among agency supervisors affected attendance for one project. The previous supervisor had mandated that people attend the training, but the new one did not (SMSU).

- One of the difficulties in recruiting for and having participants attend training in rural and Tribal areas is that crises at the office can greatly affect staff availability due to agencies' small staff sizes and the length of time often needed to attend (PSU).

Curriculum Planning, Development, and Revision

- Needs assessments provide an important mechanism for obtaining initial input from the community, agency staff, or other target audiences. They also help the curricula be relevant to child welfare staff and their workload (SMSU, UNC, SDSU, SJSU, PSU).
- Having agency staff provide feedback on the training helped with buy-in and added local expertise. Project staff should also consult the agency to ensure that the curriculum incorporates—and does not contradict—agency regulations, rules, and priorities (SMSU).
- The course for the online M.S.W. program incorporated the same curriculum, learning goals and objectives, and types of assignments and was taught by the same core faculty as the onsite program, which is accredited by the Council on Social Word Education (CSWE) (TXSU).
- Taking time to research the curriculum can help prevent duplicating existing work or materials; however, relevant materials may not exist. One grantee could not find well-accepted, standardized competencies for rural child welfare workers, so the project had to develop them as a basis for the curriculum and to support the evaluation (SMSU).
- It can be difficult to train both child welfare workers and foster parents in the same training event (SMSU).
- Trainings about statistical analysis and other highly technical topics may have been more outside the existing knowledge base and comfort zone of county supervisors than other trainings offered (UNC).
- Long travel distances posed a problem for some participants and staff (SMSU, UNC). One grantee considered whether it would have been better to have conducted fewer modules in more locations so that people would not have to travel as much or as far. It also may have been better to do training over 2 half-days rather than 1 full day so agency staff would not miss an entire day (SMSU).
- Faculty at academic institutions may need additional training or support in developing and implementing online curricula, which may be a new method and require more planning and different techniques than traditional methods. Some faculty may be resistant to online learning and instruction. To help make the transition easier at one university, faculty who participated in the online initiative received a two-semester, one-course release to give them additional time to develop online courses (TXSU).

Curriculum/Activity Implementation

- The trainer's credentials and abilities are an important component to the training's success. Trainers should have presented similar curricula (SDSU), be able to effectively engage the audience and inspire them to put the information to use (SJSU), know child welfare (SMSU), be attuned to workers' needs (SMSU), and have relevant and significant rural and/or Tribal experience (PSU). A strategy that one project used and deemed effective was to use agency child welfare specialists to deliver the training because they had advanced degrees and experience relevant to the trainings (SMSU).
- Trainers should allow participants time for processing and discussion, including allowing time to talk about practical application (SMSU, PSU). Additionally, trainers should devote significant time, especially at Tribal trainings, to meaningful introductions of both staff and themselves (PSU).

- For online training or classes, the lessons should be interactive and, if possible, include some face-to-face components (PSU).
- Projects should try to get people to change their actions with respect to cultural competency and not just learn about the issues (SDSU).
- Trainers and project staff should recognize the diversity of participants in areas such as learning styles (PSU, SMSU), strengths (PSU), and levels of experience (SMSU). Accordingly, they should establish methods and timelines that are flexible for different learning styles and circumstances (PSU). Additionally, trainers should affirm the value of participants' skills, knowledge, and experiences (PSU) while also acknowledging that young social workers and recent M.S.W. graduates may be limited in their life experiences, which can affect their ability to grasp the depth of issues of grief, loss, and historic trauma (SDSU).
- Trainers should value and validate the resources participants and their communities have and help participants recognize and share their own expertise (PSU).
- Community coalition members were more enthusiastic and productive when they were actively working toward a goal. Additionally, the success of the community coalitions appeared to be dependent on successful leadership, overall vision, and commitment of members (SMSU).

Evaluation

- Evaluation was devalued by some participants (relative to the training itself). The staff had little patience for participating in the evaluation beyond brief focus groups, brief interviews, and brief written evaluations. Evaluators also encountered issues of confidentiality when they asked to view personnel and case files (SMSU).
- Some projects cited agency staff turnover as a challenge to the evaluations (SMSU, SJSU). To address this, one project used online surveys and newsletters and email outreach to encourage participants to complete follow-up evaluation materials (SJSU).

Grantee Recommendations

Grantee recommendations were integrated into the Overarching Themes section of this report.

Products

The following products have been developed by the grantees under this priority area and are available to the field:

- Curricula
- Tools
- Videos
- Presentations
- Other

Curricula

- *Celebrating and Enhancing Competency in the Dynamics of Rural Practice*: Series of activities to support practitioners in appreciating and further refining the competencies required in effective rural and Tribal child welfare practice. (PSU)
- *Community Resources*: An activity that provides practitioners with an opportunity to brainstorm and share local and traditional resources. (PSU)
- *Create a Brochure*: A get-acquainted activity to help different rural communities to get to know each other to discuss what is special, valuable, unique, and empowering about working in a rural community. (PSU)
- *Expert Consultants*: An activity that provides an opportunity for experienced practitioners to lend their expertise to training participants about important dynamics to master in rural and Tribal child welfare practice. (PSU)
- *Something From Your Culture Talking Circle*: A get-acquainted activity that can be used to open a conference or training on rural and Tribal social work practice (PSU)
- *Your Definition of Permanency*: An activity that helps practitioners discuss permanency for children. (PSU)
- *The Collaborative Curriculum*: Training intended for Tribal and non-Tribal directors, managers, supervisors, and frontline workers in order to increase positive outcomes for Tribal foster youth. (SDSU)
- *The Collaborative Workbook*: Booklet given to participants in The Collaborative training; provides an overview of the issues facing Tribal and non-Tribal child welfare workers and includes recommendations, tips, and other resources to enhance cross-cultural relationships. (SDSU)
- *The Collaborative PowerPoint*: PowerPoint presentation that accompanies The Collaborative curriculum. (SDSU)
- *The Contributions PowerPoint*: Provides overview of contributions of Native American/Alaska Native culture to mainstream western society. (SDSU)
- *The Gathering Curriculum: Trainer's Manual*: Training that provides in-depth information that supports frontline staff of programs that serve Tribal youth. (SDSU)
- *The Gathering Workbook*: Booklet given to participants in The Gathering training; provides an overview of the issues facing child welfare and Indian Child Welfare workers

and includes recommendations, tips, and other resources to enhance cross-cultural relationships. (SDSU)

- *The Gathering PowerPoint*: PowerPoint presentation that accompanies The Gathering training. (SDSU)
- *M.S.W. Modules*: Three modules designed to increase MSW students' awareness of American Indian history, values, and culture as they relate to human behavior, generalist practice, and policy. (SDSU)
  - *Understanding the Effects of History Upon Culture and Behavior of American Indians* (module guide and PowerPoint presentation): Intended to expand M.S.W. students' awareness of cumulative collective trauma and the influence of culture that affects human behavior in Tribal populations. (SDSU)
  - *Considerations for Culturally Sensitive Social Work Practice With American Indians* (module guide and PowerPoint presentation): Addresses the disproportionality of American Indians in child welfare programs; supports the development of stronger practice skills when serving American Indians. (SDSU)
  - *The Impact and the Limitations of the Indian Child Welfare Act (ICWA)* (module guide and PowerPoint presentation): Addresses M.S.W. students' awareness of the history, impact, and limitations of ICWA. (SDSU)
- *Reflections Journal*: Small booklet designed to help participants remember core Native American values. (SDSU)
- *The Resiliency PowerPoint*: Presents factors that lead to resiliency for Tribal youth. (SDSU)
- *The Summit Curriculum: Trainer's Manual*: Training curriculum for managers and supervisors of programs that serve Tribal youth. (SDSU)
- *The Summit Workbook*: Booklet given to participants in The Summit and Creating Connections trainings; provides an overview of the issues facing Tribal and non-Tribal child welfare workers and includes recommendations, tips, and other resources to enhance cross-cultural relationships; can also be used with the Creating Connections Curriculum. (SDSU)
- *The Summit PowerPoint*: PowerPoint presentation that accompanies the Summit curriculum. (SDSU)
- *Training for Trainers Creating Connections Curriculum*: Agenda for training intended for individuals who want to conduct trainings on The Gathering or The Summit. (SDSU)
- *Tribal STAR Training Model*: Explains the training model used by Tribal STAR. (SDSU)
- *Cognitive Behavioral Therapy for Drug Abusing Families*: Follow-up technical assistance workshop to the *Working with Drug-Abusing Families* training. (SJSU)
- *Working With Drug-Abusing Families*: Core curriculum for the RURAL Project. (SJSU)
- *Missouri Training Program for Rural Child Welfare Workers*: Seventeen training modules intended to help frontline child welfare workers and supervisors better meet the unique needs of southwest Missouri's rural population. (SMSU)
- *Working With Outcomes by Building on Partnerships: Participant Guide*: Classroom-based curriculum to help child welfare supervisors track and evaluate outcomes. (UNC)
- *Working With Outcomes by Building on Partnerships: Trainer Guide*: Classroom-based curriculum to help child welfare supervisors track and evaluate outcomes. (UNC)
- *Working With Outcomes by Building on Partnerships: PowerPoint Presentation*: Classroom-based curriculum to help child welfare supervisors track and evaluate outcomes. (UNC)

Tools

- *Bringing Them Back: A Tribal Perspective on Returning Youth*: Summary of points brought up at the 2003 NICWA conference about assisting Tribal youth in returning to their communities. (SDSU)
- *Checklist for Judges When Placing Indian Youth in Non-Indian Homes*: Overview of current issues facing Tribal youth. (SDSU)
- *Tips for Cross Cultural Training*: Provides an overview of the challenges trainers may face when training both Tribal and non-Tribal participants. (SDSU)
- *Tips for Following Protocol when Working with Tribal Communities*: Tip sheet to assist service providers working with Tribal foster youth in cultivating successful long-term relationships between Tribal and non-Tribal partners. (SDSU)
Media Guide for Rural Child Welfare Agencies: Resource to help directors, administrators, and supervisors from rural child welfare agencies assess and expand their ability to use the media to communicate with community stakeholders. (UNC)

Videos

- *Audio Clips*: Audio clips of interviews with child welfare workers on topics covered in the PSU videos. (PSU)
- *Bias Against Families*: Explores the biases that rural families and child welfare workers might have toward each other. (PSU)
- *Boundaries*: Discussion of establishing personal and professional boundaries in rural child welfare practice. (PSU)
- *Entering a Tribal Community*: Overview of how child welfare workers should be aware of the cultures and attitudes in Tribal communities with which they work. (PSU)
- *Entering the Small Community*: Overview of how child welfare workers should be aware of the culture and attitudes in rural communities with which they work. (PSU)
- *Ethical Challenges*: Discussion of the ethical challenges faced by rural child welfare workers. (PSU)
- *In Celebration of Rural Practice: Alaska Slideshow*: Music, images, and descriptions of rural child welfare work in Alaska. (PSU)
- *In Celebration of Rural Practice: Oregon Slideshow*: Music, images, and descriptions of rural child welfare work in Oregon. (PSU)
- *Introductions*: Participants in the videos from the PSU project introduce themselves. (PSU)
- *Multiple Roles*: Discussion of the multiple roles held by child welfare workers in rural communities. (PSU)
- *State-Tribal Collaboration*: Discussion of issues involved in developing better State-Tribal relationships in child welfare practice. (PSU)
- *Supervision*: Overview of the role and importance of supervision in rural child welfare practice. (PSU)
- *Tribal STAR Digital Stories*: Firsthand accounts by Tribal youth. (SDSU)
- *Rural Families in Transition*: Includes stories and photographs from the 14 counties involved in the Rural Success project. (UNC)

Presentations

- *Children of Chaos: Identifying and Assisting Young Children Living in Substance-Abusing Homes*: presented at the 2007 National Conference on Substance Abuse, Child Welfare, and the Courts; is an abbreviated (2-hour) version of the *Working with Drug-Abusing Families* training. (SJSU)
- *Capturing Successful Child Welfare Practice in Rural, North Carolina Communities*: Presented at the 31st Annual National Institute on Social Work and Human Services in Rural Areas (2006); describes child welfare outcomes and resources in rural North Carolina communities. (UNC)

Other

- *Tribal STAR Drumbeats*: Archive of the Tribal STAR newsletter. (SDSU)
- *Values and Ideals*: List of the values and ideals of the Tribal STAR program. (SDSU)
- *Core Competencies*: Core competencies developed for the SMSU project training modules. (SMSU)
- *Rural Child Welfare Practice: A Literature Review*: Literature review of rural child welfare practice. (UNC)