

Theme:
Self-Care and Advocation

Inspiring
Visionary
Empowering

May 2022

Child and Family Journal of Innovative Practice and Research

Volume 3 Issue 1



Table of Contents

EDITORIAL BOARD	2
JOURNAL AIM	3
THIS ISSUE: CWOP and Caseworkers	4
INTERVIEW WITH A STATE EMPLOYEE IN TEXAS.....	5
CWOP SERIES: DIALOGUE INTRODUCTION.....	6
CWOP SERIES: ISSUE OVERVIEW	7
CWOP SERIES: DFPS CAPACITY CRISIS	9
RESOURCES FOR CHILDREN AND FAMILIES.....	14
CALLS FOR PAPERS	15

EDITORIAL BOARD

Editor-in-Chief

Monit Cheung, Ph.D., LCSW
Professor in Social Work
Mary R. Lewis Endowed Professor in Children & Youth
Graduate College of Social Work
University of Houston

Editorial Board Members

[Listed in alphabet order by the last name]

Yu-Ju Huang, MSW, Ph.D.
(Editorial Manager)
Graduate College of Social Work
University of Houston

Renita Laury, Ph.D.
Director, Child Welfare Education Project
Graduate College of Social Work
University of Houston

Juliet London, Ph.D., MBA, MSW
Kinship Worker IV, Children's Protective
Services
Texas Department of Family & Protective
Services

Virginia Martinez, MSSW-LCSW-S
Project Manager – Child Welfare Training
Collaborative
Department of Social Work
The University of Texas at El Paso

Sharon McNair, MSW, M.Ed.
Children's Protective Services
Texas Department of Family & Protective
Services

Theresa Comprelli McCutcheon, MSW
Managing Director, Institute for Families
Rutgers School of Social Work
Rutgers University

Monica Montoya, LCSW
College Asst. Professor, Project Director and
Principal Investigator
Child Welfare Scholar Program
School of Social Work
New Mexico State University

Hannah Spear, MSW Candidate
(Editorial Assistant)
Graduate College of Social Work
University of Houston

Patricia Taylor, Ph.D., LCSW
Curriculum Coordinator
Child Welfare Education Project
Graduate College of Social Work
University of Houston

Arnitia Walker, LMSW
Consultant, Child Welfare Education Project
Graduate College of Social Work
University of Houston

CFJ, May 2022 (Volume 3, Issue 1)

If you are interested in serving on the Editorial Board for *Child and Family Journal for Innovative Practice and Research*, please email Dr. Monit Cheung at mcheung@uh.edu with your curriculum vitae. We look forward to working with you as a team. **The first Volume** was published in May 2020 (Volume 1, Issue 1). All previous issues of this e-journal can be retrieved from this [LINK](#).

JOURNAL AIM

Child and Family Journal for Innovative Practice and Research

Child and Family Journal for Innovative Practice and Research ("CFJ") is a publication providing an integrated practice-research platform for all child and family programs, agencies, and institutions in the United States and globally to share child welfare innovative practice and research experiences. It aims to provide updated information, creative practice, and research to promote child and family well-being in the community, universities, and clinical or research centers. Our contributors are scholars and practitioners working with children and families to share knowledge, practice insights, service outcomes, and sources of professional development from local to international.

Background

The CFJ is sponsored by the Child and Family Center for Innovative Research (CFCIR) and the Graduate College of Social Work (GCSW) at the University of Houston (UH). The CFCIR is a research center that aligns with the UH-GCSW to improve youth and family well-being, strengthen interpersonal relationships, and promote social justice. Under the center branches, Child Welfare Education Project (CWEP) is a program in partnership with federal Title IV-E programs to prepare Master's level social work students to pursue a child welfare career and promote workforce effectiveness in public child welfare, as well as develop reliable systems and professional networks locally, statewide, nationally, and internationally. Furthermore, the CFCIR supports faculty and social work researchers in conducting innovative research and practice for children and families. These multilevel connections highlight the Center's commitment to providing innovative micro, mezzo, and macro practice to children and families, empowering students, faculty,

practitioners, and researchers to succeed in their careers, promoting social justice, and decreasing racial disparities in both local and global communities.

Aim and Scope

Along with the mission of the CFCIR and GCSW-UH, the CFJ aims to provide an information exchange platform for describing the multilevel partnerships in the child and family sector. It also delivers updates on child and family practices, creative research ideas and outcome data, policy summaries, and educational development reflections that aim to strengthen and expand the field of child and family across the United States and the world.

The CFJ values summaries or progress reports of any form focusing on child and family services, such as short stories, case studies, poems, personal or professional reflections, artwork, photos, book reviews, and other innovative work with a significant impact on children and youth. All publications must reflect the core values and ethics of social work. One volume, each with two issues, will be distributed annually. Submission and publication are made online without additional cost or compensation to the contributors. The contributors must include a statement with their submission that it is their original work, not considered or published in other sources. Please include cited references in [APA 7th Edition style](#).

Mission

- Develop bridges to build practice linkages on a cyberspace platform to share innovative works, updates, and experiences among professionals, faculty, staff, and students for use in the field to work with children and families.

Highlight the importance of child and family services through professional exchange among multilevel partnerships to promote social work practice and academic development.

THIS ISSUE: CWOP and Caseworkers

In the past few years, Texas has experienced a decrease in the number of licensed foster families and facilities, which has increased the pressure on the foster care system and the number of children without placement (CWOP) as a result (Texas Department of Family and Protective Services [DFPS], 2021). Child welfare workers, responsible for the case management and conservatorships of foster children, have absorbed much of the caretaking responsibility for CWOP children.

As professionals engaged in the issue of child welfare, it is important to remain invested in the way this issue impacts both the children in CWOP and their caseworkers. Child Protective Services is committed to protecting the safety of all children who have experienced abuse or neglect (DFPS, 2022). In the absence of a licensed placement facility or foster home, when a caseworker supervises a CWOP child, caseworkers fill the vacuum created by ensuring that the basic needs of CWOP children are met. This can be a complex service for caseworkers because they are limited by the scope of their role, their training, and their agency's capacity.

In this issue, we invited supervisors from the field to discuss the issue of fairness and mental health for caseworkers as it pertains to their support system. Many questions are being raised in the wake of the DFPS capacity crisis, such as; what is the most effective way to meet the needs of CWOP kids while still being cognizant of caseworker boundaries? What kinds of reactions are caseworkers having to the capacity issue? What is the best way to elevate stress and support caseworkers who supervise CWOP children? What is the most effective way to reduce the number of CWOP children? We would like to open this platform to people to share their experiences, observations, and suggestions on

these topics from different angles and perspectives.

It is essential to engage in a dialogue about how CWOP impacts the child welfare system, CWOP youth, and how social workers can be best supported. This perspective can be achieved by engaging with individuals directly involved in and impacted by the CWOP issue. This may include children in the foster system who have CWOP experience, caseworkers who have been responsible for CWOP children, and supervisors responsible for supporting CWOP caseworkers.

This *Child and Family Journal of Innovative Practice and Research* issue focuses on a systematic review of the rising CWOP population from policy and regulation perspectives and its direct impact on caseworkers' stress and well-being. We invited supervisors and educators to start up the conversation. Our next step will continue to gather experiences from different angles in the child welfare system. We believe expertise from the field is critical in understanding the holistic impact of this issue. The aim is to advocate for the workers and increase the welfare of the children.

References

- Texas Department of Family and Protective Services. (2021). *Children Without Placement*. https://www.dfps.state.tx.us/About_DFPS/Reports_and_Presentations/CPS/documents/2021/2021-09-14-DFPS_CWOP_Report.pdf
- Texas Department of Family and Protective Services. (2022). *What is a Conservatorship Specialist?* <https://www.dfps.state.tx.us/Jobs/cps/cvs.asp#:~:text=A%20CVS%20caseworker%20monitor%20children's,permanent%2C%20safe%20place%20to%20live>

INTERVIEW WITH A STATE EMPLOYEE IN TEXAS

Juliet London, Ph.D., MBA, MSW

Kinship Worker IV, Children's Protective Services DFPS

Dr. London interviewed a DFPS state employee who said,

I am a student currently in my second year of graduate education for social work. I am also participating in the Child Welfare Education Program (CWEP) through DFPS. This has been a very challenging last two years in the program, balancing work and school. My typical work week is Monday-Friday, but the hours can vary from 8 am to 7 pm, depending on family visits. An increase in CPS children without placement has forced me to work longer hours, including the weekends. I have now spent more time working with other families than I do with my own family. It has also made it difficult to participate in class group discussions. At times I have had to sit in my car outside of visits to participate in group discussions for class. Also, working long hours has taken away from the time I must work on my classwork.

As an employee with DFPS, I understand that my current work situation has now become the new normal. However, it is the new normal. I believe there is a lack of safety for workers, which adds to the stress of our day-to-day lives. Workers are being attacked as well as having their property damaged. Our justice system is failing workers as nothing or little is being done to hold the youth accountable. Due to the youth knowing they are not being held accountable, they continue to act out. I fear that I may be put in a position that could make me lose my job or my CWEP stipend due to either protecting myself or quitting due to the stress of the job. Knowing that something of that nature can happen causes more pressure as I need my job to be the caretaker for my father.

Currently, there is no solution for Children Without Placement with DFPS. This is not just a Houston issue but a statewide issue with no answers. I hope to figure out a way to effectively balance being a student in the CWEP program and working full time. Due to dealing with the stress of school and work, I have found myself being so consumed that I have not been able to practice self-care. This will also allow me to practice self-care, even for 30 minutes. Self-care will no longer be an option but a priority.

Dealing with the pandemic has also added to the stress of having class in person. In a meeting on campus, there is no social distancing being practiced. I believe some professors have been open to utilizing the option of a student attending virtually, which is helpful. When I could attend class virtually, I felt safer than going to the campus for classes. The new COVID variant has begun to cause some anxiety related to school resuming.

Due to being so consumed with work and school, I have not had the opportunity to use resources that may be available to me through GCSW and CWEP. If I am being honest, I am not aware of any resources through GCSW available to me. I do enjoy the CWEP check-in as it allows me time to decompress as well as a vent. With CWEP, it is helpful having the opportunity to speak with somebody who understands what you are going through and has been there. DFPS has a resource available to employees called the Employee Assistance Program (EAP), which is free. This is another program that I haven't had the opportunity to utilize because I have been so consumed with work and school.

CWOP SERIES: DIALOGUE INTRODUCTION

“Children without placement” (CWOP) is currently a hot topic in social work. There are many ongoing concerns, debates, and conversations from different perspectives in the field. These dialogues continue to evolve and grow as the issue is forming both in Texas and across the country. While there are many important angles from which to address this pressing issue, the wellness of caseworkers is of particular relevance to the topic of this journal. The following series contains two articles that address the experiences and observations from the field as they relate to the issue of CWOP.

CWOP SERIES: ISSUE OVERVIEW

Juliet London, Ph.D., MBA, MSW

Kinship Worker IV, Children's Protective Services DFPS

The following article provides a brief overview of the Texas Department of Family and Protective Services (DFPS) Child Without Placement (CWOP) situation and why it is so stressful for workers.

Current Issues with CWOP

The 2021 Texas DFPS reported that about 169 youth were in CWOP, including 57 in hotels, 53 in community-based lodging, 23 in leased spaces, and 36 in DFPS offices (CWOP, 2021). The same report also indicated that the average length of time a child remains in CWOP increased 1000% between December 2019, with a high of 1.6 days to 18.2 days in August 2021. Because youth have to be continuously monitored by DFPS employees for 24 hours, regions that require DFPS staff to work 4 hours would mean that youth in CWOP may have 12 workers in a 24-hour period. The phenomena showed a significant impact and concern on the welfare of the caseworkers.

Similarities To Other States

It should be noted that Texas is not the only state that has issues with CPS children sleeping in offices. Although this interviewer attempted to get an out-of-state employee to go on record with a testimonial, the interviewer could only ascertain off-the-record comments. The recounted experience was similar to that of the Texas employee's testimonial, except that the worker emphasized that she was adamant that non-medical DFPS workers should not be administering psychotropic medications to the youth in care. Furthermore, states like California, Tennessee, and Florida have been experiencing the same issues with their children who need placement. In 2019 there were 93 children in offices in three Tampa Bay counties, which eventually were reduced to 63 youth sleeping in offices (Buteau, 2021). In Tennessee, 15 teenagers were staying overnight on couches in

state offices or churches on a nightly basis (Wadhvani, 2017)

Background

Sixty-five foster care operations were shut down for safety reasons in Texas over the past two years, which resulted in a loss of 2,100 beds (McKinley & Harris, 2021). Hence, this forced Texas to place CWOP youth in temporary, unlicensed facilities, with caseworkers as monitors. McKinley and Harris further indicated that the number of children in CWOP increased from 47 in 2020 to 400 by August 2021, and the number decreased to 235 in November 2021. To respond to the presented challenge, Governor Gregg Abbott signed Senate Bill 1896 in June 2021 to prohibit children from sleeping in DFPS offices. However, this has also led to increased caseworkers being monitors for these children in many unlicensed facilities (e.g., offices, motels, and churches).

Stressors

One should mention that caseworker stress is also exacerbated by workers being attacked by youth while working CWOP. There are dozens of physical altercations and sexual advances made on caseworkers. This CWOP situation has been dubbed the 'Texas foster care capacity crisis,' and tenured state workers are leaving (Travis, 2021). Johnson (2021) stated that a proportion of the state caseworkers were asked to work an extra 36 hours per month on top of their regular casework. She further addressed that DFPS hired 319 CVS caseworkers, and during that time, 309 caseworkers terminated their employment. Among the workers who quit their job, 86% of them cited work-related stress as the reason between February and July 2021, which was up from 40% in 2020; 43% cited safety concerns, which was up from 23% in 2020; and 35% cited inadequate training, which was up from 14% in 2020. As of September 2021, DFPS reported 236 CVS caseworker vacancies.

References

- Buteau, W. (2021, March 25). Tampa Bay foster kids still sleeping in offices as the care agency looks for answers. *WFLA*. Nextstar Media Inc. <https://www.wfla.com/8-on-your-side/tampa-bay-foster-kids-still-sleeping-in-offices-as-care-agency-looks-for-answers/>.
- Johnson, B. (2021, November 19). State Workers Cite Stress as Main Reason for Leaving Job During 'Children Without Placement' Crisis. Child welfare workers say the ongoing crisis of children without placements, known as CWOP, is creating another crisis. broadcast, *NBCDFW*. <https://www.nbcdfw.com/news/local/texas-news/state-workers-cite-stress-as-main-reason-for-children-without-placement-crisis/2821499/>
- McKinley, E., & Harris, C. (2021, December 13). Foster care crisis is 'out of control' in Texas, with both children and staff in danger. *Houston Chronicle* <https://www.houstonchronicle.com/politics/texas/article/Foster-care-crisis-is-out-of-control-in-Texas-16692544.php>
- Texas Department of Family and Protective Services. (2021). *Children Without Placement* https://www.dfps.state.tx.us/About_DFPS/Reports_and_Presentations/CPS/documents/2021/2021-09-14-DFPS_CWOP_Report.pdf
- Travis, A. (2021, June 24). Attacks on workers spike with more foster care children sleeping in Texas CPS offices. Child mental health expert emphasizes the importance of trauma-informed care and training. *KXAN-TV*. <https://www.kxan.com/news/texas/attacks-on-workers-spike-with-more-foster-care-children-sleeping-in-texas-cps-offices/>
- Wadhvani, A. (2017, May 4). Kids sleep in state offices as DCS struggles to find placements. *Tennessean* <https://www.tennessean.com/story/news/2017/05/04/kids-sleep-state-offices-dcs-struggles-find-placements/101296060/>

CWOP SERIES: DFPS CAPACITY CRISIS

Hannah Spear, MSW Candidate
Graduate College of Social Work
University of Houston

Introduction

The Texas Department of Family and Protective Services (DFPS) has been experiencing a child placement crisis that has caused turmoil for both foster children and CPS caseworkers. When a professional assessment confirms a child to be experiencing abuse or neglect in the home to the degree to which removal is required, CPS appoints a Conservatorship caseworker to "monitor children's care while they are in [the] CPS conservatorship. This means working with the parents, extended family, and legal parties to help children find a permanent, safe place to live," (DFPS, 2022). When no licensed foster placement is available to take the child, the child becomes a Child Without Placement (CWOP). While rare, temporary emergency care for youth in the child welfare system is not a new practice. Texas has seen exponential growth in this emergency care in the past two years. As seen in the graph below, there were 61 CWOPs (approximately 0.02%) in the Texas child welfare system as of July 2020; by July 2021, there were 416 (approximately 1.44%) (DFPS, 2021). This increase has been caused by a domino effect of policy changes and pandemic challenges, leaving child welfare workers with increased responsibilities.

Texas DFPS released a strategic plan in 2022 to respond to FFPSA, which includes reducing the use of IV-E funds for congregate care placements (DFPS releases strategic plan for FFPSA, 2022). FFPSA's Qualified Residential Treatment Programs (QRTP) required sites to update their quality standards in order to qualify for Title IV-E funding. Texas DFPS (2021) reported the standards included:

- have a trauma-informed treatment model designed to address the clinical and other needs of children with severe emotional or behavioral disorders or disturbances
- have registered or licensed nursing staff and other licensed clinical staff
- facilitate the participation of family members in the child's treatment program as appropriate
- facilitate and document outreach to family members, including siblings, and maintain contact information for any known biological family and fictive kin
- document how family members are integrated into the treatment process, including post-discharge, and how sibling connections are maintained
- provide discharge planning and family-based aftercare support for at least six months post-discharge

Texas delayed the implementation of FFPSA until 2021. In FY21, Texas lost 1,454 General Residential Option (GRO) beds citing standards deficiencies (DFPS, 2021). While DFPS opened new contracts during the same period, the result was a net loss of their residential capacity.

Another contributor to the capacity crisis has been the increase in placement facilities and shelter closings due to ethical criticisms and DFPS payments (Bohra & Oxner, 2021). There has been a lawsuit against the Texas DFPS for many years that came to a head in 2015 when Judge Janis Jack required at least one supervising adult to remain awake at all times in group foster homes with six or more children (Travis, 2021). Travis further addressed that this increased the pressure and demands on public child welfare workers, and many did not comply. In September 2020, DFPS was threatened with legal action if they did not comply with the mandate, which resulted in additional facility

closures. Between September 2020 and August 2021, Texas experienced a net loss of 426 Group and Residential Care – Residential Treatment Center (GRO-RTC) beds (CWOP, 2021).

Around this time, the CWOP issue grew into a crisis; reports are made of CWOP kids sleeping in the offices of caseworkers, hotels, or other available locations that do not meet the standards

Observations and Experience from the Field

To explore the phenomena being experienced in the issue of children without placements, we conducted dialogues with mentors who have engaged in clinical training, supervision, and support of social work students and caseworkers in the field of child welfare.

Mentor Experience

The supervisors we engaged with were individuals who had decades of experience working in DFPS but were no longer employed by CPS. Their role now consists of supporting Title IV-E students completing their Master of Social Work degrees. The Title IV-E stipend program requires the students to fulfill field hours as CPS caseworkers. This requires balancing both the draining and rewarding demands of work in child welfare with the challenges of an MSW program. As this issue impacts all other caseworkers in Texas, Title IV-E stipend recipients are required to take CWOP shifts. Title IV-E mentors can draw on experience as a caseworker, an investigator, and

Scope of Caseworker Role

Mentors expressed concern for the growing expectations of caseworkers as the CWOP population has increased. Mentors also shared their worry about the ever increasing expectation placed on the child welfare system. They described the intention of the child welfare system as a process of investigating alerts of

of a legal child placement (Tiano, 2022). Texas DFPS incident reports document 8 physical alternations between a child and a caseworker in 2019; this number has risen to 49 in 2021 (Travis, 2021). Travis notes that these reports range from a child slapping a public child welfare worker, to making inappropriate advances on a caseworker to violently assaulting a child welfare worker.

These dialogues aimed to collect observations on caseworker stress related to children without placement, the support offered to strengthen the workforce among child welfare caseworkers, and perception about the support and training that ought to be delivered to the child welfare field.

a supervisor in CPS to offer guidance and support to students as they navigate this issue.

Each mentor noted the CWOP issue had increased in severity since their time in DFPS. One supervisor commented that she did not recall being unable to secure placement for children during her time as a caseworker. She theorized that increased challenges for families may have increased the number of children in foster care and decreased the number of people able to accept foster children; this may have contributed to the CWOP issue. Other supervisors recall CWOP during their time in DFPS, but not to the current extent.

child neglect or abuse and determining their validity through investigations. If a child removal is determined to be necessary, then the child welfare system is responsible for finding the child a new safe placement. The mentors were sure to clarify that the child welfare system

is *not* designed to be a safe placement for children to reside in the case of abuse or neglect.

With this design in mind, the mentors explained that standard caseworker training does not always prepare caseworkers for the challenging work of supervising CWOP children. When asked about factors that contribute to a child being difficult to place, the mentors noted both policies that have led to a decrease in licensed foster care placements and the child's needs that might make it challenging to find them a safe placement. For example, the age of adoptive children may be a factor in this, as some foster families are more eager to take babies and toddlers than children and adolescents. Additionally, depending on the child's history and behaviors, their placement needs might require specific medical or behavioral care.

Impact on Caseworkers

The mentors noted that supervising CWOP kids has taken a toll on the Title IV-E students that they meet with. Students reported feeling more fatigued in class and having less time and energy for their own families and friends.

Supervision requires vigilance on the part of caseworkers and the kids who are not afforded a permanent residency within which to build a sense of safety. One mentor raised the question of liability when pointing out a difference between the experiences of student caseworkers vs. her own experience working with DFPS. This mentor shared that it was her experience for CWOP children to be housed in the CPS office and that they would not be permitted to stay in hotels or Airbnb. She shared her concerns about the safety of CWOP children to be sleeping in unlicensed facilities.

One mentor addressed the flexibility present in the caseworkers who are tasked with

In the event of a child not being placed with family or in a foster placement, the caseworker takes on the responsibilities of a foster placement. This means the caseworker is responsible for meeting all of the needs of the CWOP child. This may include transportation to school, counseling appointments, or after-school activities. This also includes ensuring the child is fed, clean, and has taken all medications. The mentors also noted that there are restrictions limiting the caseworker's approved contact with the CWOP child for the child's safety and the caseworker. For example, a caseworker cannot touch or physically restrain a child in their custody unless the child will hurt themselves or someone else. This makes it difficult for a caseworker to stop a CWOP child from leaving a facility, hotel room, or agency. Moreover, if the child assaults the caseworker (spitting on, shoving, or hitting), there is little the caseworker can do in self-defense.

responding to the CWOP issue. She mentioned how caseworkers could place limits on their time, such as not coming to work following an evening of supervising a CWOP child. This is possible with some taskwork in child welfare and some classwork. It depends on the nature of the work and the schedules of other child welfare workers.

The mentors stressed that caseworkers are initially trained for this situation because child welfare workers are prepared primarily for case management, abuse/ neglect investigations, and finding child placements. One mentor shared that she asks her students what additional training they would like to receive, with feedback to grow Title IV-E education by scheduling relevant training. She noted that her Title IV-E students are interested in de-escalation training to better prepare for how to respond in instances with children with challenging behaviors.

Summary

The objective of this project was to gain a bird's eye perspective of how the CWOP issue has impacted child welfare caseworkers. In this phase of the project, we engaged with educators and mentors of Title IV-E Master of Social Work students who have experience with the CWOP population. This gave us an understanding of how Title IV-E students describe their experiences to their educators and how their experiences are being received. We hope to have more opportunities to speak directly with caseworkers who have had experience with CWOP supervision in the last three years (See Calls for Papers).

The mentors engaged in dialogue on the CWOP issue for this project highlighted a couple of essential elements that were consistent across each of their conversations. The first was that there had been a boundary violation caused by the CWOP crisis that was affecting caseworkers.

Mentors pointed out that CPS caseworkers' function was to act as bridgebuilders between abused and neglected children and foster licensed foster care facilities. The reduction of licensed foster care facilities has created a vacuum of needs wherein child welfare workers are fulfilling the

parental role of caregiver to an increasing number of children.

This creates a problem for caseworkers because it instigates a large and burdensome increase in their expected taskwork. Mentors reported that their caseworkers had experienced an imbalance in their workplace and personal lives as their work expectations increased.

The mentors we spoke with reported that this is an issue that is causing a lot of stress for caseworkers. While self-care is a helpful tool in managing workplace stress and maintaining work-life balance, this stress of the CWOP issue extends beyond what could be addressed by caseworker self-care alone.

DFPS is aware of the CWOP issue and attempts to remedy the crisis with structural solutions. To reduce caseworker anxiety, training such as de-escalation is available to better equip caseworkers with the challenges faced during CWOP supervision. In addition, DFPS is working on initiatives to get more foster families licensed to decrease the expected workload for caseworkers.

References

- Bohra, N., & Oxner, R. (2021). Texas foster care crisis worsens, with fast-growing numbers of children sleeping in offices, hotels, Churches. *The Texas Tribune*.
<https://www.texastribune.org/2021/07/19/texas-foster-care-crisis/>
- Texas CASA. (2020, November 12). *DFPS releases strategic plan for the family first prevention services act (FFPSA)*. <https://texascasa.org/2020/10/09/dfps-releases-strategic-plan-for-the-family-first-prevention-services-act-ffpsa-2/>
- Texas Department of Family and Protective Services. (2022). What is a Conservatorship Specialist? *Texas Department of Family and Protective Services*.
<https://www.dfps.state.tx.us/Jobs/cps/cvs.asp#:~:text=A%20CVS%20caseworker%20monitors%20children's,permanent%2C%20safe%20place%20to%20live>

- Texas Department of Family and Protective Services. (2021). *Children Without Placement*. Texas Department of Family and Protective Services. https://www.dfps.state.tx.us/About_DFPS/Reports_and_Presentations/CPS/documents/2021/2021-09-14-DFPS_CWOP_Report.pdf
- Tiano, S. (2022, January 13). Texas to lower rate of Foster Kids sleeping in hotels, offices. *The Imprint*. <https://imprintnews.org/top-stories/texas-to-decrease-rate-of-foster-kids-sleeping-in-offices-hotels/61961>
- Travis, A. (2021, May 4). 'A catastrophe': More than 200 kids sleeping in CPS offices as need for foster care intensifies. *KXAN-TV*. <https://www.kxan.com/news/texas/237-children-sleeping-in-cps-offices-as-texas-foster-care-capacity-crisis-worsens/?ipid=promo-link-block1>

RESOURCES FOR CHILDREN AND FAMILIES

Child Welfare Information Gateway

An important aspect of child welfare work is the engagement of youth and teen voices who have experienced the adoption and foster care system. The Child Welfare Information Gateway provides an avenue for incorporating these voices and perspectives into the professional discussion.



[Child Welfare Information Gateway](#)

[Resources for Child Welfare Professionals](#)

Resources for Indigenous and Native College Students

There is a multitude of challenges facing students attempting to further their education. Still, there are Indigenous, and Native American College students who face a particular set of representation, financial, mental health, and mentorship challenges. The following is a compilation of resources designed to bridge the gap and make college entrance and success more attainable for Indigenous and Native students.

[College Guide for Indigenous and Native American Students](#)

This is a guide put together by Best Colleges, and it organizes resources that support Indigenous learners.

[Bureau of Indian Education](#)

The BIE has information on schools, college preparatory courses, and education events.



U.S. Department of the Interior

Bureau of Indian Education

[National Indian Education Association](#)

The NIEA works to advance culture-based educational opportunities for American Indians, Alaska Natives, and Native Hawaiians.



[American Indian College Fund](#)

There are many scholarship opportunities available. The AICF has a scholarship application that is open to any full-time student Native American U.S. citizen who is a member or descendant of a state or federally recognized tribe with at least a 2.0 grade point average.



CALLS FOR PAPERS

The Child and Family Journal of Innovative Practice and Research ("CFJ") aims to build a platform for sharing innovative ideas in the field of child welfare. We invite scholars and practitioners to submit manuscripts, practice notes, case studies, teaching/educational notes, stories, personal or professional reflections, and other innovative works that share clinical experiences in child welfare. The past year has brought dynamic social change by way of the pandemics which have significantly influenced child and family services. The *Child and Family Journal for Innovative Practice and Research* would love to hear experiences from the field to share with the audience to advocate for our workers, clinicians, clients, and their families. We invite articles with the following focuses to publish in the coming issues.

The *Submission Guidelines for Authors* can be found [here](#) or on the journal [webpage](#).

CWOP

The next issue of the Child and Family Journal of Innovative Practice and Research will be a continued look at the issue of Children Without Placement and its impact on foster children and caseworkers. Suggested topics include but are not limited to –

- 1) experiences of public child welfare workers working with children without placement
- 2) experiences of children in the foster care system who have experienced a lack of placement
- 3) experiences of public policy professionals with experience working with the issue of children without placement
- 4) recommendations of what social workers can do to support and advocate for children without placements
- 5) explorations of how and why the children without placement population in Texas increased and how this trend compares nationally

- 6) recommendations of what agencies can do to support and advocate for social workers working with children without placements
- 7) recommendations of what policymakers can do to support social workers working with children without placements

Refugees

There has been an influx of international refugee children who do not speak English settled into schools in the U.S. Some are being placed in international schools, and some are being mainstreamed, negatively influencing children's learning and development and introducing new traumatic experiences. In addition, the inappropriate placements are causing social workers and caseworkers to experience more challenging scenarios while working with this population, their families, and schools. Topics include but are not limited to-

- 1) experiences of social workers or caseworkers working with refugee children
- 2) recommendations on how to prepare schools to accept international refugee children
- 3) observations and lessons learned globally
- 4) ethical considerations for both schools and caseworkers

Supporting Social Work Students

There has been an increase in the academic discourse surrounding the topic of abolishing the child welfare system, which led to a decrease in the support offered to public child welfare workers and students pursuing a career in child welfare. Suggested topics include but are not limited to-

- 1) experiences of public child welfare workers and the support of the field impacts their work
- 2) experiences of social work students, especially those who are interested in going into the field of child welfare
- 3) recommendations of what social workers can do to support and advocate for child welfare workers.
- 4) an analysis of how/if the role of child welfare workers is changing and how to support them