



COUNCIL ON SOCIAL WORK EDUCATION

Report to the Board of Directors

March 2019 Board Meeting

DIVISION OF EDUCATION

Submitted by: Dr. Jo Ann Regan, Vice President of Education

The CSWE Division of Education includes the departments of accreditation, educational initiatives and research, SocialWorkCAS and student initiatives, member engagement and faculty initiatives and the Minority Fellowship Program (MFP). Each of these departments is led by a director/manager and a team that develops and implements key initiatives and activities related to the CSWE strategic plan. The education division directors and managers include Dr. Stacey Borasky, Director of Accreditation, Heather Marshall, Director, SocialWorkCAS & Student Initiatives, Dr. Duy Nguyen, MFP Director, Tabitha Beck, MFP Associate Director, Anastasia Pruitt, Manager, Member Engagement & Professional Development, Julie Rhoads, Director of Educational Initiatives & Research (DEIR) and Andrea Bediako, Associate Director of DEIR.

The following division initiatives are being highlighted under each CSWE strategic goal for the period between October 2018-February 2019:

1. Strengthen the position of social work within higher education, the national political environment, and in the perception of the public.

Annual Survey Plans: For decades, CSWE has collected valuable data that is used to inform policy, identify issues and trends, and assist in social work education research through the Annual Survey of Social Work Programs. Over the years, data collection strategies have changed. To adapt to these changes and the evolving landscape of social work education, CSWE plans to revamp the Annual Survey.

Instead of the traditional annual survey usually launched in November, CSWE will survey members in spring 2019 for feedback on CSWE's research initiatives. This survey—for individual and program members—will help us learn more about what members need and want from CSWE's research department. Programs will still be asked to report basic information, including enrollment and graduation numbers, to determine membership dues and provide links to assessment outcomes for accreditation. The survey's launch date is forthcoming.

CSWE is also planning to conduct a trend analysis of data collected for the past 10 years, which will provide an overview of multiyear data on social work education. This analysis will help determine emerging trends in social work education over the past decade. A report on the trend analysis will be released in 2019.

2. Strengthen social work through identification and dissemination of emerging technology and innovative models, pedagogies, and practices.

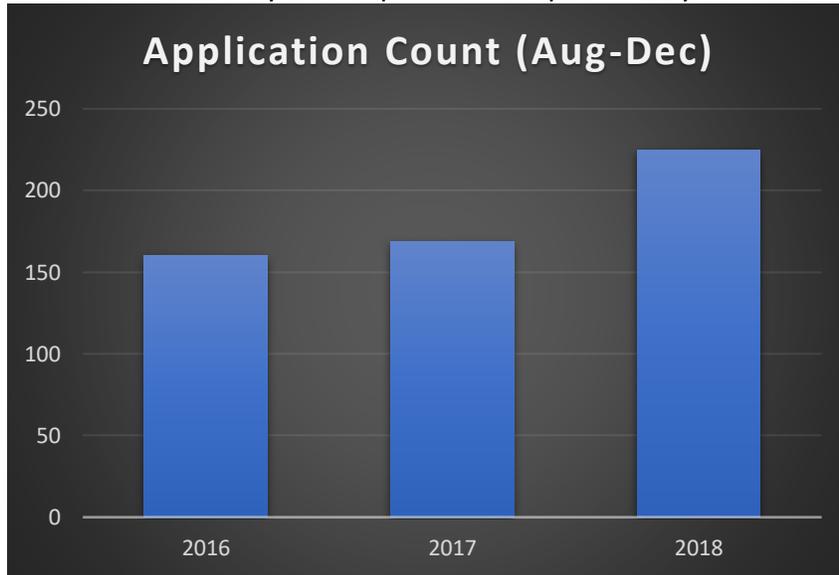
New Initiatives: CSWE has launched two new initiatives focused on innovative models and practices: *Integrative Approaches for Transforming Social Work Education* and *Intersecting Faith and Social Work in Education (draft working title)*. These initiatives are opportunities for CSWE and its members to gather and disseminate information about specific, poignant, relevant, contextual concepts influencing social work education.

Integrative Approaches for Transforming Social Work Education will focus on the importance of integrative practices and interventions that address the bio-psychosocial and spiritual domains of the human experience. Consistent with social work's person-in-environment perspective, these new insights compel social work to move beyond the predominant focus on cognitive, behavioral, and affective interventions to include approaches that tap into human creativity, attend to the body as a source of wisdom and healing, and expand meaning-making, thus addressing the whole person. The *Integrative Approaches Initiative* will culminate in a pre-conference workshop at the 2019 APM in Denver. This pre-conference institute will explore integrative approaches, including body-mind-spirit, art-based, spiritually-based, and culturally-based holistic practices. Participants will receive state-of-the-art information on integrative approaches, have opportunities to experience integrative modalities, and learn how to infuse them in teaching and learning environments. Literature, other resources, exercises, and handouts will be shared with participants.

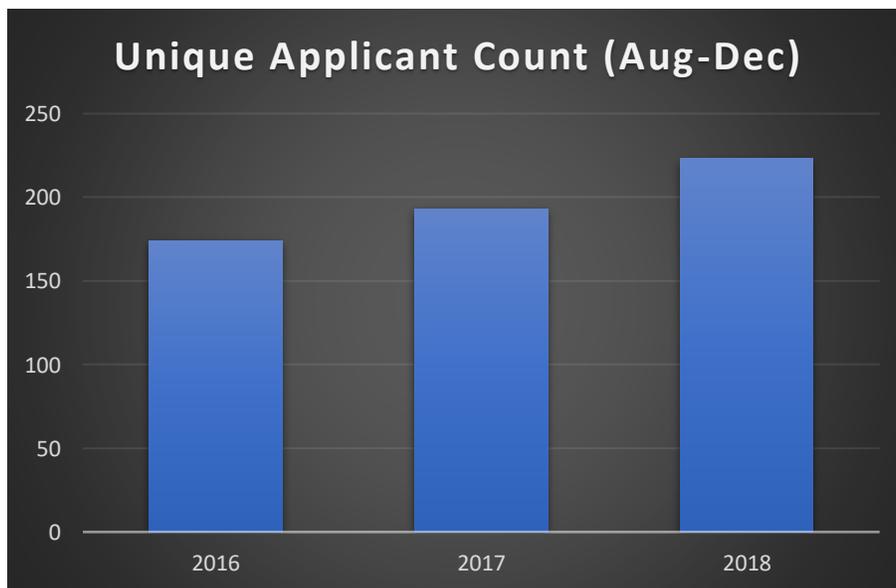
Intersecting Faith and Social Work in Education- Stemming from CSWE's previous work engaging the faith community through the Spirituality and Religion workgroup and Clearinghouse, this initiative will bring together thought leaders, CSWE members, and religious and institutional representatives for a facilitated interactive experience to examine the complexities of faith-based doctrines and practices and social work values, as described in the Social Work Code of Ethics. CSWE plans to host this summit in early Fall 2019 in Alexandria, VA. CSWE will gather information from the summit to produce a deliverable that will include a framework for further discussion and identify next steps.

SocialWorkCAS: The third cycle of SocialWorkCAS successfully opened on August 22, 2018, with the addition of four new [participating institutions](#): Missouri State University, Tennessee State University, University of Montana, and Western Michigan University. York College of the City University of New York and Winona State University also enrolled in the service and will start using CAS in the 2019–2020 cycle and 2020–2021 cycle respectively.

The number of applications being processed through SocialWorkCAS has significantly increased. When looking at data from each cycle, between the period of August and December, 33% more applications were processed in the 2018–2019 cycle compared to the previous cycle.



Similarly, the number of unique applicants* increased by 15% in the 2018–2019 cycle compared to the 2017–2018 cycle. A considerable amount of technical and customer support is provided to applicants and participating programs. Liaison International’s customer service performance scores in key areas like e-mail response time, call abandonment rates, call wait times, etc., continue to improve for SocialWorkCAS even with the aforementioned growth.



*Represents the number of unduplicated applicants in the system.

Finally, while observing adoption trends among multiple CASs in their infancy stage, SocialWorkCAS was found to be equal to or even higher in growth in comparison to its peer CASs. Globally, newer CASs face several challenges which contribute to slower adoption rates than those CASs which launched a decade or more ago. Those challenges include university structure (centralized or decentralized decision-making), limited IT/development support, growing options for technical admissions support (Slate, Salesforce, etc.). Despite these factors, SocialWorkCAS continues to experience strong growth and anticipates that growth to continue with each passing cycle.

Current participating schools have reported how SocialWorkCAS has helped diversify their applicant pool (i.e., more out-of-state applicants), increased administrative support, enabled customized communications, and provided tools and data to evaluate applicants more strategically. One SocialWorkCAS user testified that “using a web-based platform that so conveniently houses all necessary information and documentation allows us to access, communicate, and disseminate applicant information amongst parties in the review process. This saves us and the applicant time throughout the application and decision-making process. The smooth handling of applications has made an impact in the number and quality of students we’re able to welcome into our program.” CSWE will launch the second program end-user survey in February to track members’ experience with SocialWorkCAS and use this data to inform future application enhancements. Quarterly calls are also held to collect on-going feedback and ensure that end-users have a great experience with the service.

3. Ensure the quality and sustainability of social work education through accreditation of baccalaureate and master’s degree programs, research, and responsive faculty development.

Accreditation-The Department of Social Work Accreditation through their work with the Commission on Accreditation (COA) focuses on development and interpretation of standards, training program faculty and staff regarding expectations for compliance with the EPAS, and networking with external partners in the accreditation world to stay abreast of major changes in higher education and social work practice that affect our programs and their graduates. Major initiatives include:

- Practice Doctorate update-A feedback website was launched in November 2018 prior to APM for public review, comment and feedback on Draft 1 of the practice doctoral program accreditation standards. The feedback site closed on December 31, 2018. CSWE received 13 feedback surveys and 3 letters/emails. An in-person feedback session was held at APM with approximately 100 persons in attendance. An online feedback session was also held in November 2018 with approximately 50 persons in attendance.

The practice doctorate committee met on January 11, 2018 to review the feedback and develop Draft 2 of the accreditation standards and accreditation process recommendations. Feedback sessions on Draft 2 and the process recommendations will be held at BPD, GADE and NADD meetings this spring. In addition, a second feedback website will be launched for public review, comment and feedback since we received few feedback surveys on the first draft. Also, a letter from NADD was sent to CSWE requesting additional time for feedback. The Commission on Educational Policy (COEP) and the Commission on Accreditation (COA) will also review and discuss the draft standards and process recommendations at their spring meetings. The practice doctorate

committee will review the feedback received this spring and make additional edits if needed based on the feedback. The final standards and process recommendations from the practice doctorate committee will be submitted to COA for review at their June meeting. Once the COA approves the accreditation standards and processes, CSWE will begin to accept pilot applications from practice doctoral programs.

- 2015 EPAS Site Visitor Training- At APM 2018, approximately 60 new site visitors attended training at APM. The training included a panel presentation and Q and A session with current members of the Commission on Accreditation: Andy Safyer, Chair, Sue Tebb, Lisa Clifton and Lyn Reitz. The training received positive feedback, and next year, plans for training include more role plays and use of sample letters of instruction from the COA to provide a more hands-on experience for trainees. We continue to recruit faculty to serve as site visitors and welcome the Board's assistance in these efforts.
- Membership and Accreditation Management System (MAMS)-The Accreditation Dept. continues to work with the vendor to build and test the MAMS system to support the online accreditation processes. Commissioner testing will commence when this phase is completed. Staff will work with the vendor to develop training materials for commissioners, site visitors and programs and will pilot the system with a sample of each group before launching the system for programs.
- 2022 EPAS update-At the CSWE Annual Program Meeting in November 2018, COEP Chair, Deb McPhee, COA Chair, Andy Safyer, VP for Education, Jo Ann Regan, and Director of Accreditation, Stacey Borasky presented two sessions on current plans for EPAS 2022 revision and sought feedback from participants. A joint committee of COEP and COA members selected five areas of focus for environmental scanning: Diversity, Field Education, Data-Driven Standards, Changing Resources in Higher Education and Technology. This spring, COEP will engage in several data collection activities for each area and present their findings to the Joint EPAS 2022 Committee in June 2019. The Joint Committee will use the results to begin work on the writing of the 2022 EPAS.
- Council on Higher Education Accreditation (CHEA) & Association of Specialized and Professional Accreditors (ASPA) Activities-Dr. Stacey Borasky has represented the Commission on Accreditation and CSWE at ASPA. CHEA launched its new standards in December of 2018, and the Commission on Accreditation has two reports due this year in response to those standards. The first report is due to CHEA in April of 2019, with a focus on compliance in the areas of transparency and keeping the public informed about accreditation decisions and the reasons for specific actions with programs. The COA must demonstrate compliance with standards in this area by April 30, 2019. The second report is due December 1, 2019 and will focus on compliance with all remaining standards. Our Directory of Accredited Programs will be updated to reflect requirements for public information and our staff is currently working on this project. Dr. Borasky also presented on competency assessment at the CHEA conference in Washington, DC in January as panelist along with two other ASPA member accreditors.

2018 APM -Four pre and post conference faculty development opportunities were offered at the 2018 APM with over 450 participants. These opportunities included:

Teaching Institute for Early Career Faculty

CSWE presented a new, full-day faculty development institute at the 2018 APM to develop teaching skills of new faculty. The Institute took place as a preconference event on Thursday, November 8, 2018 with 69 registrants. Topics included strategies for working with adult learners; teaching with technology; and how to navigate challenging classroom conversations on questions of racism, identity, and other social justice issues. Sessions were presented by the following speakers:

- “Let’s Talk About Learning”, Dana Grossman Leeman, PhD, MSW; Provost Faculty Fellow for Online Education at Simmons University
- “Sustaining Classroom Conversations on Racism, Identity, and Our Mutual Humanity”; Mohan Vinjamuri, PhD, LMSW, Assistant Professor at Lehman College (CUNY) Department of Social Work; Steve Burghardt, PhD, Professor at Hunter College, City University of New York; Linda Lausell Bryant, PhD, Clinical Assistant Professor at the NYU Silver School of Social Work; Kalima DeSuze, MSW, Assistant Director of Field Education at Hunter College, Silberman School of Social Work
- “Teaching with Technology”; Jonathan Singer, PhD, MSSW, Associate Professor at Loyola University Chicago School of Social Work; Founder and Host of the *Social Work Podcast*; Melanie Sage, PhD, LICSW, is an Assistant Professor at the University at Buffalo School of Social Work, Nancy Smyth, Professor and Dean, University at Buffalo School of Social Work

Feedback about the event was overwhelmingly positive with many participants requesting that the event be presented again and/or as a more advanced track for more experienced faculty. CSWE plans to present the event again at the 2019 APM as a series of three, two-hour faculty development institutes selected through a call for proposals. Topics will address the same themes as the 2018 Institute.

Leadership Institute

A four-hour institute was held at the 2018 APM to develop leadership skills of associate deans, program director academy participants, and those interested in leadership development. The institute took place as a pre-conference event on Wednesday, November 7, 2018 with 80 registrants. Session speakers are outlined [here](#) and sessions focused on “The Current State of Graduate Enrollment in the U.S.: Understanding the Changes and Their Impact on MSW Programs” (offered by the National Deans and Directors of Social Work Admissions) and Expanding Women’s Leadership in Social Work Education and Beyond”(offered by CSWE's Council on Leadership Development). The feedback about this event was very positive as indicated by the evaluations. CSWE plans to present the event again with new topics at the 2019 APM as a series of two-hour faculty development institutes.

Field Education Institute

A full day institute at the 2018 APM focused on how interprofessional education can be infused into field education settings. This institute was open to field directors, field educators, and those interested in learning more about IPE education into field education settings. The institute took place as a pre-conference event on Thursday, November 8, 2018 with 201 registrants. The workshop themes were developed based on a tier-level such as beginner, intermediate, and advanced. Our keynote speaker was Dr. Daniel Fischer, LMSW, Assistant Dean and Director for Field Instruction, University of Michigan School of Social Work. Four one-hour workshops were offered that focused on a variety of topics listed

[here](#). The feedback about this institute was very positive. Attendees especially appreciated the pedagogical content at the intermediate and advanced levels. Respondents also indicated that the event offered great value for the price of attendance and that the event allowed them to make more than 4 professional connections. CSWE plans to offer this at the 2019 APM both in-person and virtually.

Interprofessional Education Summit

Building on the 2018 APM theme, "Expanding Interprofessional Education to Achieve Social Justice," CSWE hosted an all-day post-conference Interprofessional Education (IPE) Summit on Sunday, November 11, 2018. The IPE Summit brought together over a 100 leaders and educators focused on advancing interprofessional team-based practice and education across a broad range of practice areas to foster collaborative practice.

The IPE Summit included an opening plenary address from [Marsha Johnson](#), chief learning officer of the [Camden Coalition of Healthcare Providers](#) and thought partner in the development and growth of the [National Center for Complex Health and Social Needs](#). Four one-hour sessions were offered that focused on beginner, intermediate and advanced levels. The agenda and speakers for the IPE Summit are outlined [here](#). Feedback to this event was overwhelmingly positive.

APM Continuing Education

CSWE continued to offer CE credit for 240 eligible 2018 APM sessions, which included preconference workshops, panels, and interactive workshops. 2018 saw the highest participation in the CE program to date with approximately 570 attendees registering for CEs. For the 2019 APM, CSWE has made minor changes to the format of oral presentations to make these sessions CE-eligible, thereby expanding the number of opportunities participants will have to earn credit.

2019 Annual Program Meeting

The call for proposals for the 2019 APM was released on January 16, 2019. The conference theme is "Social Work Education: Looking Back, Looking Forward". The theme will focus on honoring and celebrating the history of social work education and examining the nexus of immense opportunities and challenges we face in preparing the next generation of social workers. The theme was also chosen to coincide with the work of CSWE's strategic planning process and the Futures Task Force. Proposals will be accepted through February 13, 2019. CSWE staff are also investigating the option of a virtual conference component per the recommendation of CSWE's Commission on Membership and Professional Development and the Council on Conferences and Faculty Development. Preliminary plans include a live-stream of the preconference Field Education Institute as a pilot to assess the resources needed and interest from CSWE members.

Additional Faculty Development Opportunities

The CSWE Leadership Scholars in Social Work Education Program (LSSEP) is designed to attract a cohort of future leaders each year and provide them targeted education, training, and mentoring. CSWE applicants who were selected to be co-sponsored by CSWE for the Harvard Institutes of Higher Education (HIHE) Summer Program include:

- Joanna Bettmann Schaefer, Associate Dean for Academic Affairs, University of Utah
- Joan Blakey, Associate Dean of Academic Affairs, Tulane University
- Viola Vaughan-Eden, Associate Professor & PhD Program Director, Norfolk State University
- Patricia Desrosiers, Acting Department Head, Associate Professor, Western Kentucky University

CSWE Applicants selected to be co-sponsored by CSWE for the HERS Bryn Mawr Summer Institute in 2019 include:

- Joanne Corbin, Professor, Director of PhD Program, Smith College
- Dorie Gilbert, Professor and MSW Program Director, Norfolk State University

Free CE Course on Women and Risky Drinking

In fall 2018, CSWE launched an on-demand continuing education (CE) course, “Women, Risky Drinking, and Alcohol-Exposed Pregnancies: A Framework for Field Instructors”. This course was produced in partnership with the University of Texas at Austin through cooperative funding agreements with the Centers for Disease Control and Prevention, and it is available for free registration. The course describes current patterns of alcohol use among women; risk factors for alcohol-exposed pregnancy; fetal alcohol spectrum disorders (FASD); and what social workers can do to support/deliver alcohol screening and brief intervention and other preventive services in social work clinical practice. Case study and clinical practices that support social work field instruction and supervision are also discussed. Since the course launched, 36 individuals have registered and 25 have received CE certificates.

2019-2020 Program Director Academy

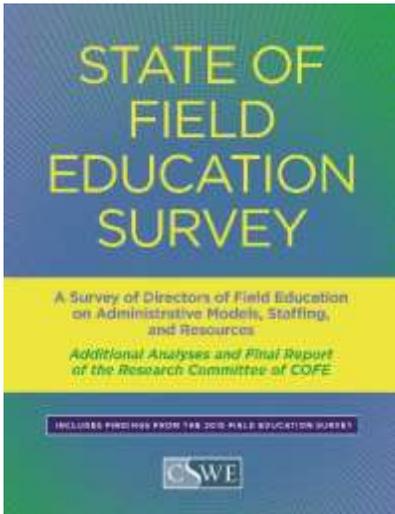
The Program Director Academy will resume in summer 2019. The Academy is a certificate program for new program directors of baccalaureate and master’s social work programs, which focus on developing leadership and management competencies. An advisory group composed of representatives from CSWE’s Council on Leadership Development, Council on Conferences and Faculty Development, and past program participants is supporting CSWE staff in retooling the program for the next cohort. A call for applications will be released in March 2019.

CSWEducation Connections: Real-time Conversations on Pressing Issues in Social Work Education

CSWE launched the live webinar series, *CSWEducation Connections*, in September 2018 to provide a platform for engagement with CSWE members and constituents about education hot topics. The series included:

- “The Future of Teaching with an MSW: Regional and Program Accreditation Perspectives”, on September 19, 2019. CSWE staff and representatives from the Higher Learning Commission and Southern Association of Colleges and Schools Commission on Colleges discussed how changing regional accreditation standards might impact MSWs’ ability to continue teaching at the graduate level. Over 100 participants viewed this inaugural webinar.

- “Update on Accreditation of Practice Doctoral Programs in Social Work”, was presented on December 5, 2018 with approximately 50 participants. CSWE staff and the chairs of CSWE’s Commission on Accreditation and Commission on Educational Policy provided an update on the practice doctorate accreditation process and invited feedback on the draft accreditation standards.
- The third presentation is scheduled for March 27, 2019 to share updates about CSWE’s National Workforce Initiative.



State of Field Education Survey: In Fall of 2018, CSWE released a final report, *State of Field Education Survey: A Survey of Directors of Field Education on Administrative Models, Staffing and Resources*. The 2015 survey was an initiative of the Council on Field Education under the leadership of past chairs, Jo Ann McFall and Rebecca Brigham. This seminal survey of field directors addressed several important issues.

An executive summary of the 2015 survey provided a broad overview of the findings. This second report provides additional information related to the field director/coordinator experience and how it relates to field education. The report helps answer many critical questions about how our field education programs are organized, who is leading them, and various resources needed.

4. Develop partnerships with organizations, agencies, corporations, and foundations both within and external to social work to enhance collaboration on issues critical to social work education.

Health Professions Week and Student Website

For the third year, CSWE participated in Health Professions Week (HPW), a free week-long event of interactive activities for high school and college students interested in the health professions. A CSWE staff member served on the executive planning team for the event, helping to streamline and promote HPW to over 10,000 registrants. CSWE staff chatted virtually with more than 80 students about the social work profession and contributed to topics related to health advocacy and financial preparedness.

CSWE’s new [student website](#) was also a very effective tool for highlighting basic information about the social work profession, degree paths, and a variety of work settings during the HPW event. In general, CSWE continues to receive positive feedback about the student site from our members, citing its use in social work courses and other informational events to provide students and prospective students with a basic understanding of the field.



Social Work HEALS- For the fourth year, The Council on Social Work Education and the National Association of Social Workers collaborated on Social Work Healthcare Education and Leadership Scholars (HEALS) program, funded by New York Community Trust. The goal of HEALS is to educate and train social work leaders from BSW to post-doctoral levels to strengthen the delivery of health care services in the United States. The HEALS Program provides scholarships for students at all levels along with supplemental training and support.

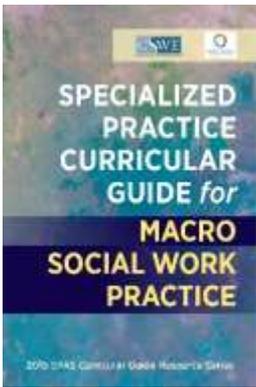
The ten schools making up the HEALS Consortium met at the 2018 APM to talk about their projects and share ideas. A Pre-Summit Student Webinar is scheduled for February 12 at noon. During this webinar, the HEALS Scholars will receive training from Lewis Burke in policy advocacy, learn about which legislation, relevant to social work and HEALS, they will be advocating for. The HEALS Policy Summit will be held on March 12-13, 2019 in Washington D.C. The HEALS Scholars have received their travel accounts and CSWE staff is working with them to secure their travel, hotel, and travel stipends.

Policy Practice in Field Education Initiative – Through generous funding from the New York Community Trust and Casey Family Foundations, CSWE provided grants to programs to seed innovation in developing the policy skill set of all undergraduate and graduate level social work students, regardless of specialization.

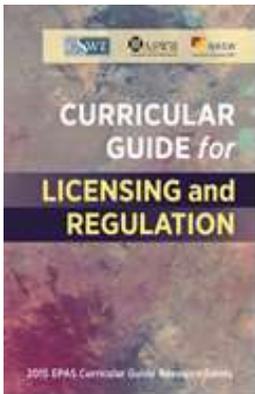
The nine schools selected for the third cycle of funding are currently working on their projects which will end in April 2019. The projects address topics such as voter engagement and empowerment, voter registration, racial inequality, housing and development, and child welfare. We are planning to compile their summary reports into a second case study booklet for our programs. We are currently meeting with the New York Community Trust to discuss the possibility of future funding opportunities.

Opioid Activities - On January 31, 2019, CSWE completed the first year of a two-year project with the American Association of Addiction Psychiatry (AAP) as part of SAMHSA's State Targeted Response Technical Assistance Program Consortium. We are currently working to identify speakers and reach out to speakers for upcoming trainings and webinars. To support this work, AAP provided funding to CSWE to launch a task force to develop a curricular guide on substance use. Drs. Anthony Estreet, Bowie State University and Rebecca Gomez, Our Lady of the Lake University, will serve as co-chairs of the taskforce.

5. Promote the preparation of social work graduates who can practice effectively in an increasingly diverse and global practice environment.



Curricular Guides: To enhance understanding and implementation of the 2015 EPAS competencies for areas of specialized practice, The Department of Educational Initiatives and Research continues to expand its offerings of curricular resource guides. Ahead of the 2018 APM, the Specialized Curricular Guide for Macro Social Work Practice and the Curricular Guide for Licensing and Regulation were released. These guides are available for download on the [CSWE website](#) and printed copies can also be ordered. Macro guide outlines three primary focus areas: organizational administration and management, community organizing, and policy practice. A unifying framework identifies commonalities while honoring the unique differences of each focus area. This guide was developed through a partnership between CSWE and the Special Commission to Advance Macro Practice, with generous support from the Fund for Social Policy Education and Practice.



The Licensing and Regulation guide provides social work educators and students content information and strategies for educating students about social work licensure and regulation. The guide is designed to facilitate the integration of licensure and regulation education throughout social work curricula and programming. It can also be used as a resource to build student knowledge and reduce apprehension about the licensing process and social work regulation. This guide was developed with support from CSWE, the Association of Social Work Boards (ASWB) and the NASW Insurance Company Risk Retention Group.

This spring, the homelessness guide will be completed in addition to the SBIRT educational resource. The latest curricular guide to launch is the Substance Use Curricular Guide. This guide has received a record response to CSWE's call for participants. This taskforce has been formed and will meet at CSWE in April 2019.

Katherine A. Kendall Institute for International Social Work Education: The KAKI Advisory Board met at the 2018 APM and created several sub-committees for focused work on the KAKI grants program, IASSW, and Social Work Day at the United Nations.

Grants Program-The KAKI grants team has written its 2019 call for proposals with an emphasis on the need for projects to bring the global context into the American classroom and be transferable across institutions. The call is scheduled to go out in mid-February, and awards announced in mid-June. KAKI will award three grants, up to \$10,000 each.

To provide peer support, share expertise, and foster an opportunity for networking, the 2019 KAKI grantees will participate in a cohort model. Grantees will join a cohort Zoom call each year of the grant cycle, as well as virtually present their final projects to one another and the CSWE staff. The cohort will have the opportunity to engage with other KAKI grant recipients at the CSWE Annual Program Meeting.

To initiate the cohort format, KAKI will host an informational webinar in late February, following the announcement of the 2019 call for proposals, as an opportunity for interested applicants to speak with the grant administrators and one another about their proposed projects. The webinar will serve as an opportunity for the grant administrators to engage with potential grantees even before the selection process.

International Association of Schools of Social Work- Katherine A. Kendall believed strongly in the importance of international collaboration, particularly through the International Association of Schools of Social Work (IASSW). KAKI is exploring opportunities to collaborate with the Commission on Global Social Work Education to engage members in IASSW's work, especially as the Joint World Conference on Social Work Education and Social Development in 2020 approaches.

International Social Work Leader Review- In partnership with CSWE's Commission on Global Social Work Education, KAKI is developing a new quarterly feature called the International Social Work Leader Review, which will be hosted on the KAKI website. In the spirit of Katherine A. Kendall's life and work, these highlighted leaders are influencers in the global social work community and their efforts have made profound impacts on social work education and practice. The first installment, highlighting Sattareh Farman Farmaian, will be published in early March.

Minority Fellowship Program: In October and December 2018, the MFP closed out the 2014-2018 grant cycle for the doctoral and master's fellowships. For each year of SAMHSA funding, the MFP supported 24 doctoral fellows and 40 master's fellows. Fellows have gone on to leadership positions in practice, policy promulgation, research, and social work education.

In October 2018, separate Orientation webinars and introductory zoom calls were held for 25 doctoral and 41 master's fellows. These events introduced the fellows to CSWE and the MFP, and to begin forming professional network connections to support the program's effort to prepare social work leaders to address the mental health and substance abuse needs of historically underrepresented groups.

At APM 2018, MFP held training and networking activities for the 25 doctoral fellows from Wednesday through Saturday. Trainings covered topics around Interprofessional Education and Identity and Self-Care, as well as a writing workshop, and mentoring roundtables. In all, 13 presenters and mentors participated in the training activities. Networking activities included an introductory meeting on Wednesday afternoon, Friday evening reception, and a Saturday lunch meeting. With support from program sponsors, 12 doctoral fellows attended the post-APM Interprofessional Education Summit. As of February 1, two current doctoral fellows have secured tenure-track faculty positions for the 2019-2020 academic year, and one fellow has finalized a post-doc position.

At the SSWR Annual Conference in San Francisco, MFP hosted two events. Fourteen current doctoral fellows and 11 alumni attended a workshop on early career decision making, which was led by an MFP-alumnus. In addition, the MFP hosted a Meet and Greet in San Francisco, which was attended by 6 current doctoral fellows and alumni.

In February 2019, the MFP submitted a non-competing continuation grant application to SAMHSA for 2019-2020 program funding. The MFP requested funding to support 25 doctoral fellows and 40 master's fellows in the next grant year. To complement SAMHSA-funding, MFP raises funds to support training and professional development activities which are not covered by the grant award. With the support of CSWE's Communications and Marketing department, MFP raised more than \$15,000 from 7 social work programs to cover APM 2018 costs. MFP received \$450 in donations from alumni and supporters from a Giving Tuesday appeal in November 2018. These unrestricted funds support MFP activities. In support of costs associated with the doctoral fellows and alumni workshop at SSWR, MFP raised \$5000 from three program sponsors. An additional \$8000 has been raised from 4 program sponsors for the master's fellows' 2.5-day training that will take place in March 2019.

The MFP staff conducted outreach, recruitment and education at APM 2018 and SSWR conferences to reach doctoral and master's students who are eligible to apply for MFP funding. At APM 2018, MFP staff and doctoral fellows conducted direct outreach in the Exhibit Hall, as well as responding to questions at the MFP booth. At the SSWR conference, Duy Nguyen conducted a pop-up information session to answer questions from students and faculty. In addition to CSWE membership, 589 individuals received information about the MFP doctoral application cycle in January 2019. Thus far, 666 have requested to be contacted with information about the MFP master's application cycle that will open in Spring 2019. MFP staff have conducted direct outreach to affiliated ethnic minority social work educator groups and GADE to recruit MFP doctoral applicants. During the doctoral application cycle, Duy Nguyen will hold 5 online Q & A sessions to answer applicant questions. Additional sessions are planned for the MFP master's application cycle.

Recognition of Social Work Fellowship Programs-Staff are continuing to work on development of standards and a process for recognition of post-graduate fellowships for social workers. We are completing the standards for recognition and policies and procedures manual, as well as creating a review committee who can pilot the fellowship program next year. We plan to open pilot applications this spring.

- 6. Develop and maintain a healthy, viable organization by ensuring effective management; strong leadership; diversity of the staff; and open communication among the staff, Board of Directors, commissions, councils, and other governance and programmatic entities.**

Staffing Transitions

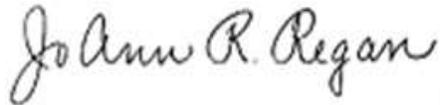
Our research specialist position remains open. We are continuing to conduct interviews and hope to have someone in the position by March.

Adrienne Walters, program associate in the Division of Educational Initiatives & Research will be leaving in February to begin a new position at the Fairfax-Falls Church Community Services Board. Adrienne has been with CSWE for over 5 years and has supported numerous projects and initiatives including The Center for Diversity and Social & Economic Justice, Integrated Healthcare, SBIRT, HEALS, Recovery to Practice, Policy Practice in Field Education, Policy Coalition, Homelessness, and our opioid initiative

with AAAP along with serving as a liaison to the Commission on Diversity & Social Economic Justice, Women's Council, and CRECD. We will begin recruiting for this position.

The division of education team continues to develop and enhance innovative educational initiatives and programs to promote quality social work education for our individual members and accredited social work programs. I appreciate the dedicated team within our division who work hard to make these initiatives move forward. We will look forward to sharing with the Board the outcomes of each of these education division initiatives and projects this coming year!

Respectfully submitted,

A handwritten signature in cursive script that reads "Jo Ann R. Regan". The signature is written in black ink on a white background.

Jo Ann R. Regan, PhD, MSW
Vice President of Education