

**“Quality Training
Leads to
Best Practice”**

TRAINING SCHEDULE

LINEWORKER CORE

Riverside -8/12-9/9
San Diego-8/13-10/10
San Bernardino-9/2-10/30
Regional #1-9/10-10/23
Regional #2-9/23-11/4

SUPERVISOR CORE

San Diego-8/12-13, 9/16-17,
10/14-15, 11/12-13, 12/9-10

Riverside-1/13-14, 2/10-11,
3/10-11, 4/7-8, 5/12-13

MANAGER CORE

San Diego-Spring 2015 TBA

ADVANCED TRAINING

Riverside County
Facilitation Skills for CFT Mtgs.
Coaching Institute for Managers

Orange County
Writing to Legal Scrutiny
Fatherhood Engagement

San Bernardino County
CFT and Facilitating a CFT Mtg.

San Diego County
Safety Enhanced Together (SET)
Withstanding Legal Scrutiny
At Risk Infants and Children
Knowing Who You Are

Imperial County
Team Facilitation

Los Angeles County
Maintaining Positive Morale
Warrior 101
Supporting Staff for the Future



PCWTA Newsletter

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EDITOR'S NOTES

Growing, expanding, serving our counties in new, flexible ways. These are exciting and fast-moving times in PCWTA.

We are expanding northward, as Ventura County wants us to provide advanced training to their staff. And we have just hired a Los Angeles and Ventura County Consultant. We are close to hiring a Los Angeles/Ventura Training Assistant, who you will see covering your training there.

We have also hired a County Consultant for Imperial, and brought on a new Practice Consultant who will provide coaching for Riverside and Imperial counties. You will meet all of these new staff “in person” in Mary’s column on page 3.

And speaking of coaching, many counties are requesting these services and noticing a difference in practice, as a result. This is but one of the valuable services our Practice Consultants provide. We expect to hire additional staff in this capacity over the next several months, as demand grows within our counties. If you know someone who might be good at this, please let us know.

We also hope that you took the time to respond to our Trainer’s Forum Survey. We value your feedback and want to provide the best possible Trainer’s Forum experience for you, as we move forward designing a new way to train new workers. See page 6.



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TRAINER'S CORNER

This quarter our featured trainer is Peter Dahlin, MS

Peter Dahlin is a private consultant, based out of Northern California, providing organizational development, training, and curriculum development services to a variety of organizations throughout the country. He is passionate about integrating creativity and fun in solving organizational challenges. He has created and taught social worker, supervisor, manager, executive and trainer courses and is a regularly invited presenter to regional and national conferences.

Peter has also helped to develop employee mentoring programs in the States of Washington & Oregon and the County of Los Angeles, as well as for the National Child Welfare Resource Center on Adoption. He has also helped to create training programs for new employees, supervisors and

managers, including respective trainer development programs to support these series. As a consultant with Casey Family Programs, he was one of the original co-authors of “Knowing Who You Are” and then created the 3-level certification process for this cultural diversity program.

One of Peter’s passionate topics is cultural diversity integration because he is aware that as a white man he can help as an ally. He brings stories about being a host family to international high school exchange students, with his 4th student arriving in a month and his 2nd year student recently visiting with his family.

Peter believes strongly that systems change begins one person at a time.



Peter Dahlin

PCWTA is a program of the *Academy for Professional Excellence* at San Diego State University School of Social Work and California State University San Bernardino Department of Social Work.



TRAINER KUDOS



BIG 5 LIST

The following trainers have received perfect "5" scores for overall ratings of the trainer or course on trainee evaluations in this quarter:

**Holly Magana
Kim Giardina
Jennifer Burton
Tom Lidot
Michael Perry
Tonya Brown
Peter Dahlin
Michelle Runnels
Liz Quinnett
Deborah Fitch
Sherry Shockey-Pope
Rita Naranjo
Nancy Satterwhite
Susan Billock
Lilli Miles
Penny Davis
Raymond Cameron
Scott Johnson
Frank Tetley
Lisya McGuire Katsarov
Heidi Blue
Donna Pence
Sarah Kneeland
Anita Barbee
Daniel Dizon
Becki DeBont**

★ Curriculum and Video Star kudos go to **Judith Lefler** for writing an incredible curriculum regarding Assessing Risk in Infants and completing a recorded pilot of the training in San Diego County. She was willing to have the pilot recorded in order to use clips of the delivery in other training modalities such as eLearning. The training material was well-received and trainees expressed a high level of satisfaction in the training, and anticipated a high level of transfer of learning to their practice. The curriculum was so successful that the original 1/2 day delivery is being expanded to a full day delivery and will be delivered multiple times throughout this fiscal year in San Diego. Thanks, Judith!

★ Quality of training kudos go to **Sarah Kneeland** for strategizing ideas to increase activities and case examples in her delivery of the SOP 3 Day Overview and the SOP Modules. Satisfaction Surveys completed by trainees have demonstrated an increase in scores, indicating a higher

level of satisfaction in the training and an increase in the likelihood of transfer of learning. With this effort, Sarah is demonstrating the importance of continuing to improve training content and style, and her efforts are paying off in the training room! Thanks for your commitment to excellence, Sarah!

★ A huge thank you to the following trainers who traveled to El Centro in May and June for an Imperial County Core with very little notice and, in some cases, for the first time: **Deborah Fitch, Liz Quinnett, Donna Pence, Jennifer Elkins, Michelle Runnels, Tonya Brown, Jessica Newmyer, Kathy McCarrell, Sophia Williams, Frank Tetley, Michael Meyers, Sherry Shockey-Pope, Raymond Cameron, Sharon Morrison and Loraine Bailor**. Your dedication to providing quality training despite distance and time constraints is greatly appreciated and exemplifies the Academy's core values. A special thank you to Offsite Coordinator **Armida Celaya** who, while being

new to the Academy, skillfully managed each day of training and brought great energy to the classroom.

★ Never let them see you sweat kudos go to **Heidi Blue** who worked with Imperial County to create and deliver a 3 hour training focusing on Adoption Home Studies. Heidi traveled to El Centro in June and began her training day with technical difficulties that she handled calmly and masterfully. She created a training that was engaging and informative and exceeded the expectations of the trainees. We appreciate her dedication, professionalism and flexibility.

★ Chrystine says "It was a pleasure to observe one of the Academy's new trainers **Nicole Kelsay**. She was a breath of fresh air and an excellent trainer. She knew her subject and her confidence shone from her knowledge. She was genuine and you knew she wanted to be there. Her encouragement got the participants interested in the content she provided, and made the training a richer experience. Her engagement skills were effective. She used strategies like "tag you're it" for participants to read aloud and guessing which authors wrote the book on safety mapping. Sometimes trainers feel there is so much content to cover that they forget the niceties. Nicole remembers the niceties and the learners feel relaxed and part of the training, and actually learn. She did a great job and I hope we see her return soon as a trainer for the Academy."

ORANGE COUNTY PARKING

As we do more training there, **Orange County Training and Career Development** has designated reserved parking spots for our trainers and offsite coordinators in the front of their building, next to the disabled stalls.

When you train in Orange County, look for the orange (how appropriate) cone marked "Reserved Parking for PCWTA".

Please move the cone to the back of the parking spot when you arrive and if you need to leave for lunch the spot will be there when you return.

We just **LOVE** the special treatment and commend Orange County's thoughtfulness!



T4T CERTIFICATES

The following trainer earned a certificate in our T4T series:

Donna Flint

MESSAGE FROM MARY...

By Mary Garrison



NEW VENTURES IN A NEW FISCAL YEAR & WELCOME TO NEW STAFF!

A new fiscal year has begun and we are looking forward to supporting the southern region in a variety of ways. We will be piloting stakeholder engagement for the Statewide Core Practice Model which is intended to be a practice model that is broad enough that each county's values, principles, and internal core practice models will fit with seamlessly.

We are also gearing up to support the statewide awareness building on Commercially Sexually Exploited Children. Additionally, we will be ramping up further on CORE 3.0 assisting counties in figuring out how to mesh an entirely new design into existing structures. Finally, we are looking at how best to support the region in Continuous Quality Improvement. As always, your role in training is critical in helping our region move best practices forward. Thank you for helping us help our counties!

I would like to announce new staff coming on board with PCWTA. We have a new Imperial County Consultant, Darlene Hill, who is coming to us from a very similar role in Bay Area. She is a Point Loma Graduate so she is excited to be returning to San Diego. Also, Tricia Pegues, from Riverside, is joining the staff in the role of Practice Consultant for Imperial and Riverside Counties. Amy Jaffe, is joining our staff as a county consultant for Los Angeles and Ventura counties. We have a few assistant positions posted and anticipate an additional practice consultant for Orange County. Stay tuned!



WHO DOES WHAT AT THE ACADEMY?

As we have added staff and changed some roles, we thought it might be helpful to give trainers a "Practical Guide for Who to Contact, And Who I Might Hear From or See"

County Consultants do training needs assessment with their assigned counties and you may hear from them if you possess a training topic expertise that fits their county's request. PCWTA County Consultants are **James Coloma** (San Bernardino), **Dawn Schoonhoven Scott** (San Diego), **Anzette Shackelford** (Orange), **Nancy Satterwhite** (Riverside), **Darleen Hill** (Imperial), **Amy Jaffe** (Los Angeles and Ventura).

Training Coordinators work on scheduling, contracting, advertising and curriculum development. **Anita Aldrich** schedules for Orange, Riverside, San Bernardino and Regional county needs and **Renee Duci** does the same for San Diego, Imperial, Los Angeles and Ventura counties. **Nancy Kail** does orientation of new trainers and works with trainers around curriculum issues and approving trainer outlines.

Curriculum Coordinator, Irene Becker, sits on the State Training and Education Committee (STEC) and is leading our effort in transitioning to Core 3.0. She also does a fabulous T4T series for Academy and County trainers that is very popular. **Val Ryan** is our eLearning development/instructional design guru.

Training Assistants/Site Coordinators cover training in county or PCWTA sites and will be the people trainers will see most. They include **Cynthia Ebron** (PCWTA Riverside Training Site Coordinator), **Susan Phay** (Riverside and San Bernardino), **Christine Zamudio-Snow** (Orange), **Luz Orozco** (San Diego), and **Chris King** (San Diego). We are in the process of hiring a Los Angeles and Ventura Training Assistant, plus another Training Assistant to help out our Riverside Training Center staff, since they are covering so many trainings in the Inland Region. You may also see **Lisbeth Ensley**, **Sophia Batronie** or one of our contract offsite coordinators, **Dedra Ireland**, **Mae Bosley** or **Rita Naranjo** cover training you may do.

Practice Consultants coach and mentor staff in counties and in the field. PCWTA Practice Consultants are **Jenni Ah Sing**, **Wayne Rutledge**, **Bill James**, **Tricia Pegues** and **Dawn Schoonhoven Scott**.

Program Coordinator Lisbeth Ensley is the glue that holds us all together and who does pretty much everything to keep us on track and running smoothly! She is ably assisted in doing her super-human feats by **Sophia Batronie**, her right-hand gal.

STATE INITIATIVES IN ACTION REGIONALLY

By Dawn Schoonhoven Scott



UPGRADES TO THE SAFETY-ORGANIZED PRACTICE MODULES

PCWTA has continued to support the implementation of Safety-Organized Practice (SOP) across the Southern region. Our counties are at various stages of implementation and are using a number of methods to support their workers and supervisors in learning and integrating the values, principles and tools into their practice.

Some of our counties are using creative tools including: coaching, the SOP Mobile App, Supervisor Learning Circles, advanced trainings that support the values of SOP, and portable easels to display the SOP definitions during mappings. In addition to these tools, some counties are introducing new line workers to SOP by embedding the SOP 3 Day Overview in line worker core.

As a result of this early exposure to the material, trainees requested that we update the material in the module series to meet their advanced understanding when they begin the series. An update was also warranted as we planned to embed two new modules on Reunification and Visitation and on Permanency in the series. In order to respond to the changing needs of our Southern counties the series has been revised and upgraded resulting in the changes depicted in the chart below.

An overview of the changes includes:

- ◆ Modules 1 and 2 were combined to create a merged version of Interviewing for Safety and Danger & Three Questions to Organize Our Practice.
- ◆ Modules 5 and 7 were combined which collapsed an Introduction to Mapping and Mapping with Families into one module.
- ◆ The Reunification and Visitation module has been embedded after the module on Safety Planning.
- ◆ The Permanency module has embedded after Reunification and Visitation.

Please see the chart below for further details.

ORIGINAL MODULES

Module 1: Interviewing for Safety and Danger
Module 2: The Three Questions
Module 3: Keeping Children at the Center of the Work
Module 4: Solution Focused Inquiry
Module 5: Introduction to Safety Mapping
Module 6: Harm Statements, Danger Statements and Safety Goals
Module 7: Safety Mapping with the Family
Module 8: Safety Networks
Module 9: Safety Planning
Module 10: Landing Safety Organized Practice in Everyday Work
Module 11: Organizational Environments: Reflection, Appreciation and Ongoing Learning
Module 12: Series Conclusion

NEW MODULES

Module 1: Interviewing for Safety and Danger and Three Questions to Organize Your Practice
Module 2: Small Voices, Big Impact: Keeping Children at the Center of Our Work
Module 3: Solution Focused Inquiry
Module 4: Mapping with Families
Module 5: Harm Statements, Danger Statements and Safety Goals
Module 6: Safety Networks
Module 7: Safety Planning
Module 8: Reunification and Visitation
Module 9: Permanency
Module 10: Landing Safety Organized Practice in Everyday Work
Module 11: Organizational Environments: Reflection, Appreciation and Ongoing Learning
Module 12: Summary and Looking to the Future



TRAINER TIPS...



This is an ongoing series of excerpts taken from a book titled **The Trainer's Handbook for Participative Learning** by Fredric Margolis and Bonnie Swan

CHAPTER 6: MANAGING THE REPORTING PROCESS (continued)

To continue our discussion on additional trainer techniques that enhance the report out process, we will focus on paraphrasing, reflecting the meaning and extending.

Paraphrasing

The goal of paraphrasing is to demonstrate that you are listening and understanding what is being reported. Trainees appreciate knowing that they have been heard accurately. There are four types of paraphrasing.

1. Restatement: You state, in your own words, a condensed version of what has just been said. (Restating in the trainee's words is simply parroting; it communicates that you heard the statement, but not that you understood it.)
2. General to specific: If the trainee's statement is general, you paraphrase it by stating a specific part of the statement or an example. By stating the specific, you show that you understood the general.
3. Specific to general: If the trainee's statement is specific, you paraphrase by stating a generalization or principle. By formulating a broader response, you indicate not only that you understood the trainee's statement, but also that the trainee's statement can, in fact, be generalized.
4. Restatement in opposite terms: You convey that you understood the meaning of the trainee's statement by restating it in terms that are opposite to those used by the learner. For example, if the learner says that a manager should do something, you could restate the trainee's comment by saying, "In other words, don't...."

Consider the following statement: "Auditory really requires the auditor to have a special kind of cautious optimism." You might paraphrase this statement in any of the following ways:

Restatement: "You mean that the auditor should be open but still careful."

General to specific: "An auditor should carefully check every entry."

Specific to general: "Sounds as though you think auditing is complex."

Restatement in opposite terms: "So, an auditor should not be negative and overly suspicious."

Paraphrasing encourages trainees to say more because they know that they have been understood. One more important point to remember is to look for a sign that the trainee agrees with the paraphrasing. If no sign is given, either verbal or nonverbal, ask the trainee whether the statement has been paraphrased accurately. If you make mistakes without checking, then you are demonstrating misunderstanding and even a lack of caring. This will, in turn, have the opposite effect on the learning climate from that which you intended when you paraphrased the response.

Reflecting the Meaning

Reflecting the meaning is a technique that is similar to paraphrasing, but with a slight difference. The goal of paraphrasing is to mirror the meaning to check for understanding, whereas the goal of reflecting is to synthesize to check for understanding. You synthesize by condensing the meaning of the learner's comments into a sentence of two (or, if the comments were lengthy, into a paragraph) and repeating the synthesized information in a summary. Reflecting the meaning typically begins with such phrases as the following:

"In other words....."

"What you're saying is that..... and...."

"So you think that"

So, for example, if a trainee told you all her reasons for liking her job, you might reflect the meaning by saying, "It sounds like your job gives you lots of contact with people and you like that."





TRAINER TIPS (CONTINUED)...



Be careful about the use of certain phrases when reflecting. For example, too many uses of a phrase such as “What I hear that you’re saying” can begin to sound mechanical and condescending.

Extending

The purpose of extending is to add scope or depth to a trainee’s comments. You may do it to state or illustrate a principle, restate or reemphasize a concept introduced earlier, or add information. If the addition matches the spirit of the initial statement, it not only communicates understanding but, also, enriches. Either technical information or information about personal feelings can be extended.

Technical information refers to what a trainee reports after completing a task. In this case you add to the report with additional data. “You make a good point about the auditor’s role in analyzing the financial statement of a corporation. In addition, the auditor needs to ensure that all current regulations are met.”

Information about personal feelings refers to what a trainee offers about himself or herself during the course of a training session. You can add to this kind of information, but you must be careful in doing so. Extending in this way requires you to empathize strongly with the learner. It is a very powerful method for demonstrating deep understanding, but it is also quite difficult to do convincingly and effectively. Here are two examples of what a trainer might say when extending personal information:

“So you advised your boss to sue. That is a difficult position to take. Many people who sue find that.....”

“I agree. The loss of a loved one often causes feelings of loneliness and anger as well.”

Extending is a valuable tool when used skillfully. You may find it difficult to extend spontaneously at first, particularly the first few times you deliver a session. As you become more comfortable with the material and with extending, you will find opportunities to extend more readily. But be careful: If you extend on everything the trainees may begin to feel that they never can get anything completely right.

Next time, we will continue the discussion on managing the reporting process by focusing on logistical details and managing yourself.

TRAINER'S FORUM SURVEY...



The Academy for Professional Excellence; Public Child Welfare Training Academy (PCWTA) facilitates quarterly trainer’s forums to update and connect trainers. Over the last couple of years PCWTA has undergone a variety of changes in efforts to address the continuous and fast paced changes in child welfare at the state and regional level.

PCWTA recognizes that our trainers are a critical and invaluable resource as they support our mission of providing effective, cutting edge, state of the art training for child welfare staff in the Southern California region. Trainer’s forums serve as an opportunity for trainers to network and provide the PCWTA program with feedback and ideas.

Since inception, these forums have focused on a variety of issues that impact training including; updates to the California Core curriculum, changes within the Academy, changes in training methodology, and efforts to bring trainers together to share their own challenges and solutions in training.

We recently invited all trainers to participate in a survey to help shape the focus, content, and delivery of future Trainer’s Forums (I hope many of you completed it!). We are in currently in the process of developing topics for and scheduling the next trainer’s forum so look for additional information soon.

If you would like more information on Trainers Forums or would like to present on a topic to your colleagues please contact Anzette Shackelford (ashackelford@mail.sdsu.edu), or Nancy Kail (nkail@mail.sdsu.edu).

WEST COAST TRAINERS CONFERENCE NEWS...

By Bill James

Several folks attended the West Coast Child Welfare Trainers' Conference this last July. One session that sparked intense interest was about Team Based Learning. Now, this seems like a simple concept and that we all do this in classes when we use breakout sessions or group activities. But this is VERY different!

This model restructures the training process to support the learners in getting the "knowledge" Learning Objectives in the first 1/3 of the time allotted, and then applying those concepts to complex problems, as a team, for the other 2/3's of the time allotted. These problems are set up to encourage progressively deeper levels of understanding and skills application, so that the learner has had an engaging experience of all three types of Learning Objectives.

The challenge is in designing the Readiness Assurance process and in designing the activities, but after the learners show up for the class, **THEY DO ALL THE WORK!!!** (And they do all the learning in the process). How great is that?

You can learn more at teambasedlearning.org - and look for Safety Organized Practice modules that are structured in this modality if you would like to experience it yourself.



AFTER 18 LEARNING DAY...

By Nancy Satterwhite



The After 18 Learning Day has had three southern region collaboration meetings since November 2013.

The meetings offer a forum for county Child Welfare staff and their partners to share ideas on interventions, resources, and lessons learned while serving Non-Minor Dependents (NMD's) also known as those who are in Extended Foster Care (EFC).

Participants include all levels of Child Welfare staff, Mental Health, Probation, Youth Partners, and other community stakeholders.

At the June meeting, there were representatives from the state who provided an overview on the National Youth in Transition Database (NYTD), Foster Youth Credit Reports, Measure A-Well-Being, Extension of Medi-Cal, and CalFresh. The representatives provided clarity regarding state mandates and offered resources the group could access.

This is a quarterly county led meeting facilitated by PCTWA. The location is rotated between counties in the Southern Region.

The next meeting is scheduled at the Public Child Welfare Training Academy site in Riverside on September 4, 2014.

ROADMAPPING...

By Jenni AhSing



In May 2014 San Diego County hosted a three-day training by Sonja Parker called "Building Safety in Partnership with children, parents and their networks". It was a fun filled three days deepening our thinking around Safety Planning and one tool that Sonja has created to facilitate the critical thinking process around safety is "The Family Roadmap".

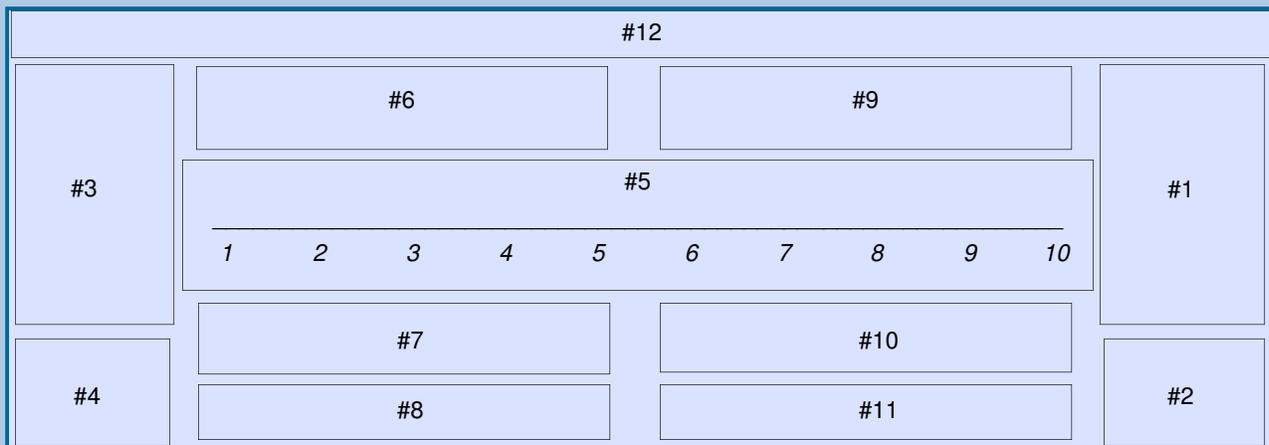
The Family Roadmap "process is a dynamic, participatory and collaborative process that has been designed to help professionals and parents/family members work together to develop effective and detailed safety plans for children."

Sonja recommends that the family be clear about the harm and danger and having concise Danger Statements and Safety Goals written with the family is one way for the family to be clear on why CWS is involved.

This piece of work is usually done on large sheets of paper up on wall but can be done on smaller pieces at a table. The most important thing is that everyone is able to see what is put on the map at all times. The process of the family Roadmap is explained below. I have used the Roadmap several times and find it to be an engaging process and that it moves the family forward in a team-based collaborative approach.

Starting with question and box #1 you move through the map with the family by asking solution focused questions to gather behaviorally specific information. The questions should generate items which the family is already doing to create safety, items or action steps the family needs to do to get to safety, their support network and how to monitor their progress. All of this information can then be used to create a detailed behaviorally specific safety plan.

THE FAMILY ROADMAP



1. Describe in detail your family on the best day.
2. What would CWS also need to see on this list?
3. Describe in detail your family on the worst day.
4. What would CWS also need to see on this list?
5. On a scale of 1 (worst) and 10 (best) where are you currently?
6. Describe your behaviors and actions that got you to your number
7. Who or what program helped you get to your number?
8. Has anyone in CWS who helped you get to your number?
9. What do you need to get yourself up one point?
10. In addition to the people you already listed are there any additional people you need to contact to help you move up one point?
11. Is there anything or anyone you need from CWS to help get you up one point?
12. How will I know all of these good things are happening? What will I see?

EVALUATION...

By James Coloma



During Fiscal Year 2013-2014, PCWTA received 11,280 training satisfaction surveys and 6,512 eLearning satisfaction surveys. Overall, trainees are very satisfied with our trainers (average score of 4.68), with our trainings (average score of 4.59), and with our eLearnings (average score of 4.35). Thank you to all of our trainers for providing high quality and well received trainings and eLearnings.

In addition, PCWTA also surveys our trainers after every training that is provided through an online survey that is sent out with the training satisfaction survey reports. Results from these surveys are used to track how well we are partnering with our trainers and where we need to upgrade any services that we provide.

During FY 2013-2014, we received 84 responses to our Trainer Response Survey. Overall, trainers are very satisfied with the overall support that has been received from the Academy Staff (average score of 4.81) and trainers are very satisfied with how the Academy staff respond to our trainer's needs (average score of 4.82). We thank you for completing the Trainer Response Survey and we encourage you to continue completing this survey.

TRAINING/ELEARNING SATISFACTION SURVEY RESULTS	#	MEAN SCORE
Overall, I am satisfied with the trainers.	12,614	4.68
Overall, I am satisfied with this training.	10,868	4.59
Overall, I am satisfied with this eLearning.	6,612	4.35

TRAINER RESPONSE SURVEY RESULTS	#	MEAN SCORE
How satisfied were you with the overall support you received from the Academy Staff?	80	4.81
How satisfied were you with how the Academy staff responded to your needs?	79	4.82

Mean scores on these surveys are based on a scale of 1 to 5, where 5 is the highest rating.



TRAINER TIDBITS...

**** PRESS RELEASE! ****

NEW SDSU RESEARCH FOUNDATION POLICY: TRAINERS NO LONGER HAVE TO SIGN INVOICES!

This means you can email your invoice to us as you sign and mail your contract back. Since we submit your signed contract with your invoice for payment, the Foundation concluded that your signature on the contract was sufficient, and didn't need to also be on the invoice.

So, save a tree and start emailing!



HOW COME EVERYONE IS ASKING ME FOR MY TRAINING MATERIALS?

In our efforts to help our counties with lawsuits where training materials may come under subpoena, we have been asking trainers for their training materials. We realize that multiple people are asking you, as Renee and I do so when we receive contracts.

Ideally, if you give one copy of your handouts to the Training Assistant or Coordinator, they can scan them and send them to Lisbeth, who stores them in your Trainer Folder on our server.

Thanks for your understanding! We'll try to do better at reducing the redundancy.



A VERY SPECIAL T4T SERIES

Public Child Welfare Training Academy is pleased to announce a certificate program for those wishing to develop knowledge and skills in the art of training.

If you have expertise in a subject matter, and you wish to learn or enhance your training skills, so that you can more effectively train on your subject matter, this series of Training for Trainers classes can help you achieve your goal.

Each quarter, a full day class will be given that covers the spectrum of classroom training. Take all four, and you can obtain a certificate in completing the Training for Trainers program at the Public Child Welfare Training Academy.

Day 1: Training for Trainers' Skill Development: Training and Adult Learning Theory

This class introduces participants to the role of training in an organization, training theory and adult learning theory. This class provides the foundation of understanding how training fits into the "big picture" as well as knowledge needed in engaging adult learners in the classroom setting.

11/14/14 at our Riverside Training Center

Day 2: Training for Trainers' Skill Development: Curriculum Design

This class introduces basic and advanced curriculum design. Features such as developing assessment of training needs, developing learning objectives, sequencing of content, researching for your topic and developing activities for individuals, small and large groups will be explored. Additionally, information on selecting multimedia to complement your training will be discussed.

1/16/15 at our Academy Training Room in San Diego

Day 3: Training for Trainers' Skill Development: Presentation and Facilitation Skills

This class will focus on effective presentation and facilitation skills necessary for working with adult learners. This class will include preparing and delivering a presentation with a focus on integrating adult sensory and learning styles, as well as practice in facilitating groups who come to the classroom with different learning needs.

3/6/15 at our Riverside Training Center

Day 4: Training for Trainers' Skill Development: Evaluation and Transfer of Learning

This class will focus on the role of evaluation in training, its importance, and how to integrate evaluation as part of an overall curriculum design. Additionally, participants will develop skills on how to integrate transfer of learning opportunities into curriculum design and training, for more effective opportunities for learners to apply what they learn in the classroom to their job.

9/19/14 at our Riverside Training Center
5/15/15 at our Academy Training Room in San Diego

DUE TO THE POPULARITY OF THESE SESSIONS, WE HAVE ESTABLISHED A SIXTH DELIVERY OF THIS T4T SERIES (SEE DATES ABOVE)

CONTACT YOUR PCWTA STAFF

MARY GARRISON mgarrison@mail.sdsu.edu 423-736-2650

LISBETH ENSLEY lensley@mail.sdsu.edu 619-594-8511

ANITA ALDRICH aaldrich@mail.sdsu.edu 619-594-3631

RENEE DUCI rduci@mail.sdsu.edu 619-594-5814

NANCY KAIL nkail@mail.sdsu.edu 619-594-7106

IRENE BECKER ibecker@mail.sdsu.edu 951-282-4114

DAWN SCHOONHOVEN SCOTT dschoonhoven@mail.sdsu.edu 619-892-2623

JAMES COLOMA jcoloma@mail.sdsu.edu 619-742-0969

ANZETTE SHACKELFORD ashackelford@mail.sdsu.edu 619-395-2858

NANCY SATTERWHITE nsatterwhite@mail.sdsu.edu 951-836-7738

JENNI AH SING jahsing@mail.sdsu.edu 760-518-0778

WAYNE RUTLEDGE wrutledge@mail.sdsu.edu 760-963-8677

BILL JAMES wjames@mail.sdsu.edu 619 708-3175

CHRISTINE ZAMUDIO-SNOW czamudio@mail.sdsu.edu 949-363-3135

LUZ OROZCO lorozco@mail.sdsu.edu 619-609-7881

CHRIS KING cking@mail.sdsu.edu 619-804-9841

RIVERSIDE TRAINING CENTER

CYNTHIA EBRON cebron@mail.sdsu.edu 951-682-2580

SUSAN PHAY sphay@mail.sdsu.edu 951-682-2580



6505 Alvarado Road, Suite 107
San Diego, CA 92120
Phone: (619) 594-3546
Fax: (619) 594-1118
<http://theacademy.sdsu.edu>



If you have any questions, comments, or submissions for the PCWTA newsletter, please send them to Anita Aldrich at aaldrich@projects.sdsu.edu