

PCWTA Newsletter

VOLUME 17.4

SPRING 2014



EDITOR'S NOTES

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

TRAINING SCHEDULE

LINWORKER CORE

Orange-4/9-6/4
Imperial-5/14-6/24
Riverside-5/20-6/18
Riverside-5/28-6/25
San Diego-6/10-7/31

Tier 2 LWC-San Diego

ICWA-5/9
Mental Health-5/16

Tier 2 LWC-San Bernardino

Values & Ethics-5/6
ICWA-5/21
Mental Health-5/29

Tier 2 LWC-Riverside

ICWA-5/7
Values & Ethics-5/20, 6/5
Mental Health-6/17

Tier 2 LWC-Orange

Mental Health-7/10
ICWA-7/17
Values & Ethics-7/22

Tier 2 LWC-eLearning

MEPA
Supporting Educational Rights
Health Care Needs

MANAGER CORE

San Diego - 4/22-23, 5/5-6, 6/10-11

COUNTY SPECIFIC TRAINING

Trauma Informed Practice
CFT Facilitation
Community Resiliency Model
Fatherhood Engagement
SOP Modules
SOP T4T-Modules 5-8
Pathways to Well Being
Knowing Who You Are
Coaching Institute



If you glance at the training schedule to your left, you will know that we are up to our eyeballs in Core training! In fact we have 5 overlapping Cores going on in 4 of our counties in May and June. We would not be able to meet this overwhelming demand were it not for the efforts, flexibility and quality of our trainer pool. You make the magic happen, and for that we are forever grateful!

We warmly welcome many new trainers who have helped us launch new initiatives in our counties. We are piloting the first delivery of Pathways to Well-Being for child welfare and behavioral health staff in San Diego, and have also increased our SOP trainer

pool, as we offer more SOP training to San Diego, Orange and San Bernardino counties. These new trainers have hit the ground running and you can meet them on page 2.

Staff changes and shifts have occurred since our last edition and you can read about that in Mary's column on page 3. You can also see the work we are doing with State Initiatives in our region on pages 4-5.

Simulations in training is the wave of the future and you will read that San Diego and Orange have started piloting this in Core. Kudos to them!

And finally, don't miss out on the West Coast Child Welfare Trainer's Conference in July! See info for this on page 10.



TABLE OF CONTENTS

Editor's Notes	1
Trainer's Corner	1
Big 5 List	2
T4T Graduates	2
Trainer Kudos/Welcome... ..	2
Messages from Mary	3
Initiatives in Action	4-5
Curriculum Corner	6
Simulation	6
Trainer Tips	7-8
Human Trafficking.....	9
Conferences	10
T4T Series	11
PCWTA Contacts	12

TRAINER'S CORNER

**This quarter our featured trainer is
David Meyers, JD**

David Meyers is an attorney who serves as Chief Operating Officer of Dependency Legal Services, a non-profit that holds contracts to represent parents and children in four Northern California Counties. In addition, David serves as part time staff to the UC Davis Northern Training Academy, and runs the Law Office of David M. Meyers.

He has been working in the field of juvenile dependency law since 1995. David served for many years as a Senior Attorney with the Center for Families Children and the Courts where his primary responsibility included curriculum development and training facilitation for attorneys and court professionals engaged in juvenile dependency practice. David is licensed to

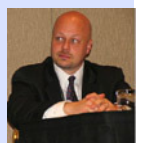
practice law in California, Arizona and the Pascua Yaqui Nation.

Prior to joining CFCC, David was an Assistant Attorney General in Tucson representing their Child Protective Services Division. He worked for Sacramento Child Advocates, and served as the supervising Attorney of Parent Advocates of Sacramento where he was responsible for the representation of indigent parents in child welfare cases.

He is currently a member of the American Bar Association's Parent Attorney Representation Project Steering Committee, where he works to advance attorney representation issues throughout the country.

David also plays piano in a Sacramento area club.

David Meyers



PCWTA is a program of the *Academy for Professional Excellence* at San Diego State University School of Social Work in collaboration with our University partners



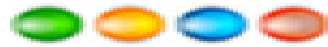
TRAINER KUDOS, WELCOME & INFO



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:

Frank Tetley
Michelle Runnels
Dawn Schoonhoven Scott
Scott Johnson
Kim Giardina
Peter Dahlin
Michael Perry
Jenni Ah Sing
Arthur Masker
Irene Becker



★ Emerging practice issues in our region have caused us to do massive recruitment of new trainers who can train to these new initiatives. In that spirit we want to welcome some new faces.

SOP Trainers
Dianna Barrantes
Laurie Horton
Lerone Jenkins
Faye Johnson
Sarah Kneeland
Nicole Kelsay
Terrienne Palmer
Lisa Smith
Amanda Wyatt
Amy Donarico
Lilian Nguyen

Pathways to Mental Health
Laurie Horton
Sarah Kneeland
Amanda Wyatt

Amy Donarico
Kathryn Wieand
Leah Van Lingen
Nilanie Ramos
Lilian Nguyen
Noreen Harmelink
Steven Wells
Wanjiru Golly
Becki DeBont

Our counties recommended these individuals to train and we provided T4Ts to bring them up to speed on the curricula. We thank our counties for the collaboration involved and their choices were stellar!

We couldn't have done this without the joint effort of our counties and these new trainers, and we warmly welcome you to the PCWTA training team!

★ “Way to Hit the Ground Running” kudos go to **Sarah Kneeland**. Before she had even completed the SOP T4T, Sarah was already on board with training a number of SOP Modules and a SOP 3-day Orientation. She has also successfully delivered each training, making sure to use feedback to enhance her trainings even on the day of. Thank you, Sarah, for your dedication and flexibility!

★ “Creative Observation” kudos go to **Liz Quinnett** and **Deborah Fitch** for an idea they will pilot soon. To integrate new trainers for our Multicultural Core class they will have trainers co-train with them rather than sit in the back to simply observe.

WHO DOES WHAT AT THE ACADEMY?

T4T CERTIFICATES

The following trainers have earned certificates in our T4T series:

Kristie Beer
Gail Evans Grayson
Sonia Franco
Nadia Fuentes
Janet Garrett
Donna Jackson
Debby Jeter
Scott Johnson
Patricia Manzo
Corina McIntyre
Matt Patino
Robert Quintana
Susan Rothman
Wayne Rutledge
Nancy Satterwhite
Annabel Valenzuela
Amoreena Jaffee
Kimberly Lowman

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 the county's request. PCWTA County Consultants are **Dawn Schoonhoven Scott** (San Diego), **James Coloma** (San Bernardino), **Anzette Shackelford** (Orange) and **Nancy Satterwhite** (Riverside). We are in the process of hiring County Consultants for Imperial and LA.

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 and Los Angeles. **Nancy Kail** and **Irene Becker** work with trainers around curriculum issues.

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), **Chrystine Zamudio-Snow** (Orange), **Luz Orozco** (San Diego), and **Chris King** (Los Angeles). You may also see **Lisbeth Ensley** or some of our contract offsite coordinators cover training you may do.

Practice Consultants coach and mentor staff in counties and in the field (as you will read about later in the newsletter). PCWTA Practice Consultants are **Jenni Ah Sing**, **Wayne Rutledge**, **Bill James** 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!

MESSAGES FROM MARY...

by Mary Garrison



CHANGES IN PCWTA

The Public Child Welfare Training Academy continues the period of change and growth. This quarter saw Kim Giardina return to San Diego County in an important role with Child Welfare. The only good part of that for PCWTA is that in her new role, she remains our steadfast partner in developing practice innovations.

We also lost Christina Entrekin who was recruited to Washington State to assist the Lumi Tribe with attaining IV-E status. Finally, Maria McClean relocated and left the position of Riverside Site Coordinator. The good news is we have brought on outstanding folks.

Bill James, formerly of San Diego County and known to many of you as a contract trainer with PCWTA for many years. He has begun with us as a trainer and Practice Consultant. We also have hired a new Los Angeles Training Assistant, Chris King. He replaces Susan Phay who moved to the Riverside Training Assistant role after Cynthia Ebron promoted to Riverside Site Coordinator.

You will see all of these individuals in the training room.



STATEWIDE CHILD WELFARE UPDATES



This is an exciting time to be working in and around child welfare.

Many states are working hard to improve practices in child welfare in engagement and shared decision making as well as clearing up misunderstandings that have clouded decision making due to complicating factors.

California is hard at work with the development of a Statewide Core Practice Model that will serve as an umbrella philosophy based on agreed upon theories and grounded in values and principles that shape practice behaviors. Two statewide meetings have been convened to date with workgroups meeting monthly for the past year to develop the framework and structure for the practice model.

Many initiatives such as continuum of care reform, CORE 3.0, and MH/CW collaboration (Katie A) are being linked and integrated with the Practice Model.

The Statewide Practice Model is designed to provide a broad enough base for counties to demonstrate how their practice model supports and manifests the principles and behaviors of the Statewide Practice Model. It is also designed to give guidance when considering new initiatives and to create a clearer message about the how, what, and why of the work we do in California Child Welfare.

Stay tuned as there will be more information to come about the practice model.

STATE INITIATIVES IN ACTION REGIONALLY

SOUTHERN REGION CHILD WELFARE & MENTAL HEALTH LEARNING COLLABORATIVE UPDATE by Dawn Schoonhoven Scott

The Southern Region Child Welfare & Mental Health Learning Collaborative met for the third time on April 24, 2014. The Southern Collaborative is one of four regional collaboratives that were created to redesign the interface between child welfare and mental health in order to better support and meet the mental health needs of children and youth in the child welfare system. The learning collaboratives were tasked with meeting over a timeline of 18 months to develop and test strategies for implementing the Katie A. Core Practice Model. The Southern Collaborative is composed of child welfare and mental health representatives from Imperial, San Diego, Riverside, San Bernardino, Ventura, Orange and Los Angeles County as well. We are receiving technical assistance and support from California Department of Social Services, Department of Health Care Services, California Institute for Mental Health, Chadwick Center and the California Social Work Education Center.

This session focused on screening and outcome measures. The session included the following:

- > Each County provided an implementation update in a structured report out activity.
- > A literature review and a number of resources were provided to support the identification of outcome measures and plan for evaluation.
- > Brent Crandal, Chadwick Center, provided training on the topic of screening.
- > Southern Learning Collaborative member had an opportunity to review and discuss possible screening tools.

Southern counties reported that their implementation efforts are moving forward. The county presentations indicated the many tools, trainings, and strategies are being piloted. Feedback regarding these pilot projects will be shared at the Statewide Learning Collaborative meeting in August and will shape our statewide planning for implementation.



PATHWAYS TO WELL-BEING TRAINING IN SAN DIEGO COUNTY by Dawn Schoonhoven Scott

San Diego County Child Welfare Services has rebranded the implementation of the Katie A. Core Practice Model as Pathways to Well-Being.

Four in-person training modules were developed to support implementation including:

- Pathways to Well-Being Overview
- Teaming and the Child and Family Team
- Continuous Collaboration: Monitoring and Adapting and Transition.

The modules were developed in coordination by child welfare, behavioral health and family/youth partners. They include discussion of important concepts, examples of tools, and skill-based practice. Each module is being trained in a triad which includes a child welfare representative, a behavioral health representative and a family/youth partner. This triad of trainers will represent the collaboration and teaming that Pathways to Well-Being seeks to enhance in order to better support and meet the mental health needs of children and youth in San Diego's child welfare system.

The modules are currently being piloted. Once the pilot is completed the curriculum will be revised based on feedback from the Pathways to Well-Being Work Group and the trainees who completed the modules.

Content will be vetted again and then training will be expanded and the modules will be delivered regionally to facilitate relationships and collaboration across child welfare and behavioral health.

The training series was developed in collaboration with PCWTA and the Behavioral Health Education and Training Academy (BHETA).

STATE INITIATIVES IN ACTION REGIONALLY

COACHING

by Jenni Ah Sing

“Coaching” a training trend that is gaining popularity and spreading like wildfire...

We know that only a small percentage of information is retained from stand-alone classroom trainings and we have worked through the years to increase this by researching and using transfer of learning activities, different learning styles and adult learning theory. We now know that coaching sessions following classroom training increase the likelihood that the worker will actually use the training practices in their practice.

“If change does not happen in the coaching session, it is unlikely to happen back at work ~ Hawkins and Smith

PCWTA is now providing coaching for 4 of 5 counties. San Diego, Orange and San Bernardino have coaching around Safety Organized Practice. Riverside has coaching around Appreciative Inquiry and Children and Family Team Meetings. While the initial response to coaching is wariness about the process, intent and outcomes, the workers, supervisors, support staff and managers that attend the coaching sessions quickly see the value and then spread the word of their helpful coaching sessions. As the new fiscal year quickly approaches, you will see even more coaching being done in the Counties to help support implementation and training.

We are trying to incorporate the use of tablets in the field. One great activity is to record the session and then utilize it for observation and feedback.

“Modeling may not only be the best way to teach, it may be the only way to teach.” ~ Thomas Crane “The Heart of Coaching”



A PERSONAL COACHING STORY FROM THE FIELD

by Wayne Rutledge

While coaching in the San Bernardino County Victorville office in March, I had the opportunity to coach Safety Organized Practice in a home setting.

I accompanied a social worker and her supervisor into the field where we did an in-home safety mapping with a mother and her 2 children regarding her other 4 children being able to return home for weekend visits.

We used the 3 questions and also completed the safety circle tool to establish a network of support for the mother. Mother was very grateful and appreciated the interaction and engagement that was part of the process.

This was my 1st experience participating in an in-home setting using these tools and I thought it was very beneficial, not only to myself and CFS staff, but also the family.

PCWTA COACHES FOR RIVERSIDE COUNTY

by Nancy Satterwhite

The Public Child Welfare Training Academy (PCTWA) is happy to offer coaching in various offices throughout Riverside County as the Department of Children's Services rolls out Child and Family Team Meetings. We have experienced staff that is happy to coach workers and supervisors to best practice principles.

PCTWA staff will assist workers in the areas of Child and Family Team Meetings, facilitation, solution focused inquiry, building agreements, problem solving and other strategies to enhance family engagement.

The coaches are:

Wayne Rutledge
Nancy Satterwhite
Bill James
James Coloma





CURRICULUM CORNER...

by Irene Becker



Curriculum/Courses

UPDATE ON CORE 3.0

A Trainer's Forum webinar on Common Core 3.0 was hosted on May 1, 2014 to give an overview of the revised training for line workers in California. Highlights included an overview of the blended learning modalities, and the timeline for Implementation of Core 3.0.

The webinar was recorded and will be available soon for those who missed the live session. Keep up with the latest on Core 3.0 by attending the recorded webinar.



SIMULATION IN CORE...

by Dawn Schoonhoven Scott

Many fields use simulation as a part of training including the medical field, the military and teaching. Some child welfare agencies have begun to implement this tool in their training programs. Simulation proves to be a successful training tool as it offers an opportunity for learners to practice newly acquired skills in a low-risk setting. It provides an opportunity for trainers and coaches to observe skills in a life-like setting, provide direct feedback regarding the use of the skills and build confidence and competence in trainees.

Some of our counties have begun piloting programs utilizing simulation to support training of line workers. San Diego County recently conducted a full day of simulation in their line worker core with the support of the PCWTA Coach. Scenarios were provided to trainees and the trainees were asked to prepare for two separate simulations. The first was an investigative interview. Trainees were given time to plan questions and review information on the family and then entered into a simulation room which was set up to look like a child's hospital room. The second scenario was a case planning interview. Trainees were given additional updated information on the same family as if the investigation had been completed and they were given time to prepare for a case planning interview. They were asked to review SDM tools, solution-focused questions and the Case Plan Field Tool to prepare. They then conducted a case planning interview in a room set up to look like a family's living room. County staff were used as "actors" to play the roles of parents and relatives throughout the scenarios. The PCWTA Coach and Continuous Quality Improvement staff utilized a Simulation Checklist to observe and evaluate the trainees. The trainees were given feedback individually and then debriefed the process as a large group.

Some key lessons from this pilot include:

- ▶ Trainees were very nervous about participating in the simulation
- ▶ Trainees benefited from completing simulations in pairs so that they could rely on one another as needed for support
- ▶ Trainees reported that having the practice time was helpful and they would have liked more simulation activities like this
- ▶ Having a structured Simulation Checklist to guide the observer in what they should be looking for in the activity was helpful in providing feedback to trainees on their skill-based practice
- ▶ The time in between simulations needs to be structured with clear instruction regarding what trainees should be doing when they are not in simulation
- ▶ Props are needed in order to make the simulation feel real
- ▶ A simulation day requires several individuals to support the process including observers/coaches to observe and provide feedback, actors for the activity, staff to be available for trainees who are not in simulation to respond to questions
- ▶ The simulation day will be more effective if you are able to have multiple simulations going on at a time so that more trainees can move through the process at once

Orange County is planning to hold a simulation activity in an upcoming training and other counties have shown interest. We have revised and adapted San Diego's simulation day and plan to incorporate this into the next line worker core based on this pilot. We look forward to sharing more information as other counties embark on utilizing this important tool in training. Thank you to Kathryn Weiland, Javier Perez and Kimberly Giardina for developing and testing San Diego's simulation day pilot.



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)

Last time, we started the discussion about managing the reporting out process in training by discussing re-assembling the total group and requesting reports. We'll now focus on receiving and synthesizing the reports.

Receiving and Synthesizing the Reports

As a trainer, you have a very important role in the reporting process. Not only do you call the small groups together and elicit their reports, you also enhance and enlarge upon the learning. In order to do this, you need skill in the following five techniques. It is not easy to convey the subtle way in which these techniques contribute to the effectiveness of the process, and there are few rules about what one can and cannot do. You should use all the techniques judiciously. When you use them too little, you miss chances to expand on the learning. When you use them too much, they lose their effectiveness and seem patronizing and professorial. The following techniques are merely guidelines on how to help trainees exchange and extend their learnings.

1. Encouraging

Your nonverbal behavior can communicate understanding and contribute to a positive learning climate during the reporting process. It is appropriate for you to nod your head to indicate understanding or to encourage further participation. It is also acceptable to say "uh-huh" or utter encouraging phrases for the same purpose. However, you should not overdo either of these behaviors. Repeated use of them can be seen as automatic or manipulative rather than an honest desire to listen and encourage.

Be careful: Some nonverbal behaviors can have a discouraging effect. If you shake your head in disapproval, roll your eyes to the ceiling, frown, or suddenly put your hands on your hips, you may convey a negative judgment to a trainee and reduce his or her willingness to take risks.

2. Asking initiating and clarifying questions

To help initiate and encourage full reports, you need to be able to ask direct, but not leading, questions. The purpose of a question is to get people thinking, so the best questions encourage analysis, judgment, and thought. They are related to the intended learning of the activity. The worst questions are those that test the trainees or merely require them to regurgitate information.

When you ask a question, do not single out or otherwise put a trainee on the spot. Address the entire group. After you ask the question, wait. People need time to think—at least ten seconds—before they can come up with an answer to a thought-provoking question. If you wait long enough, someone usually will speak up. The silence before the answer may seem long and uncomfortable at first, but if you give up on the question or answer it yourself, it will defeat the purpose of asking the questions in the first place.

The wording of questions is very important. Effective questions typically are open ended, phrased clearly and concisely, require participants to draw on their own experience, focus on feelings, reactions, values or norms, require thought and perceived by the trainee as helpful.

An open-ended question is one that cannot be answered with a single word such as "yes" or a single, correct answer. Using the words "what", "why", or "how" will help make your questions open ended.

Questions that begin with the word "what" are requests for information, for example, "What happened?" or "What was the most challenging part of the task?" They invite the trainee to say more. Questions that begin with the word "how" are most effective when you need information about a process or procedure, such as "How did your group approach this problem?"





TRAINER TIPS CONTINUED...



Questions that begin with “why” are trickier because they can be perceived as confrontational if they are used improperly. “Why” is best used in impersonal questions, for example, “Why is it important to check the dosage twice?” When “why” is used to question motives or reasons, however, it can seem challenging as in “Why did you choose that method?” In this case it is best to convert the question to one using “what,” for example, “What are your reasons for choosing that method?”

Try to avoid using closed questions that can be answered with “yes” or “no” or another one word response. The following are examples of closed-ended questions:

- “Was the task challenging for you?”
- “Do you want to tell us what you came up with?”
- “Is this technique important?”
- “Do you have any more questions?”

Another kind of question that does not work well is one that has an open-ended intent but a closed format. Examples are, “Does anyone know?” or “Who can tell us the implications for the job?” Any of these may be answered by “yes” or “no”, or “nobody”. Such questions may be perceived as challenging or condescending, and they are basically unanswerable unless you take a poll. They tend to become two-part questions, as well, because you often have to ask the trainee to expand on the initial, one-word response.

Avoid questions that give away your opinion or indicate the answer you expect from the trainees. For example, a question that begins with “Don’t you think that...?” implies that the answer should be in agreement with your thinking. Be careful not to phrase the questions that seem to reflect on the inadequacies of the trainee, for example, “What made you think that would work?”

It is best to begin with a general question and move to more specific ones as you probe for additional information or detail. If you get a general or conceptual response, ask for examples to make it more specific. When you get a very specific answer to a question, you may broaden it to the general or conceptual by asking for the principles that underlie that specific response.

Next time we will continue our discussion on three more trainer techniques that enhance the report out process including paraphrasing, reflecting the meaning, and extending.

** 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!



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!

HIGHLIGHTS FROM THE 30TH NATIONAL SYMPOSIUM ON CHILD ABUSE

by Anzette Shackelford

This year I had the pleasure of attending the 30th annual National Symposium on Child Abuse in Huntsville, Alabama from March 24 - March 27th 2014. The symposium was hosted by the National Children's Advocacy Center ([NCAC](#)).

The theme of the 4 day symposium was, "It's all about the children...the profession you chose, the work you do, and the training we offer." The symposium brought together presenters and participants from the U.S. and around the globe. The opening keynote address: A History of Child Protection the United States: Areas of Success and Opportunities was given by John E. B. Myers, JD of the University of the Pacific, Mc George School of Law in Sacramento, CA. There was also a keynote address by Assistant Attorney General, Karol Mason, JD entitled: The Role of Children's Advocacy Centers in the Defending Childhood Initiative.

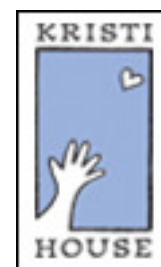
The symposium provided workshops on a wide variety of topics related to addressing and preventing child abuse. There were several presentations related to Human Trafficking, Commercial Sexual Exploitation of Children (CSEC) and Domestic Minor Sex Trafficking (DMST). The Human Trafficking related presentations were facilitated by representatives from the Federal Bureau of Investigations (FBI), The U.S. Department of Justice; Office of Victims of Crime, The National Criminal Justice Training Center, The International Association of Human Trafficking Investigators, the National Center for Missing and Exploited Children ([NCMEC](#)), and the [Polaris Project](#), to name a few.

Human Trafficking workshops included topics such as: Sexual Abuse, Trafficking, and CSEC: An Integrated Approach to Serving Victims; Child Sex Trafficking- Indicators and Responses; A Collaborative, Multidisciplinary Response to Commercial Sexual Exploitation of Children; FBI's Innocence Lost National Initiative/Sex Trafficking; Missing & Exploited: Child Sex Trafficking Reporting and Recovery Planning; Human Trafficking and LGBTQI Youth; Healthcare Needs of the Child Victim of Commercial Sexual Exploitation; Forensic Interviews of Domestic Minors of Sex Trafficking; and Child Sex Trafficking and Technology.

The workshops were very informative and although I felt I knew quite a bit about this topic I was somewhat overwhelmed by the information that was provided by experts in the field. Some of the statistics noted by FBI presenters included that the average age that girls and/or boys are recruited into "the life", of human trafficking is between 12 and 14 years. Another disturbing statistic provided was that a woman in prostitution has an average life expectancy of 7 years due to circumstances such as drug overdose, suicide, murder, etc.

The good news is that there are several programs around the nation that are developing ways to provide resources and treatment to victims/survivors of human trafficking. One program of note is [Kristi's House](#) in Miami that utilizes the "[My Life, My Choice](#)" approach to treatment. The concept of a "Social Autopsy" was also presented as a means to go beyond the typical style utilized in interviewing victims as it includes gathering information from the victim regarding all domains of their life; social, medical, developmental, educational, employment, history of abuse, skills, etc. throughout their life not just a point in time and attempting to get a full and accurate picture of the whole person.

The reality is that vulnerable young people in our society are a "renewable resource" for those engaged in Human Trafficking. These young people touch our child welfare, criminal justice, education, and medical systems ([see Is Foster Care the Supply chain for DMST](#)) and one of the goals of the symposium was to bring awareness to the issues faced by this population and highlight that this is a national epidemic and a billion dollar industry. We all can take part in changing the outcomes for these youth, and now I am even more committed to working with counties, trainers, social workers and the community to address this issue in the Southern, CA region.



UPCOMING CONFERENCES...



SAVE THE DATES!

Improving Permanency & Inclusion for Our Youth

A series of two-day regional, multi-disciplinary trainings to be held in:

Southern Region: San Diego on May 13-14

Northern Region: Davis on June 10-11

Central Region: Fresno on June 17-18

These regional trainings bring together judicial officers, court professionals, social workers, attorneys, probation officers, educators and others working with families and children coming to court. The trainings are funded by the U.S. Department of Health and Human Services and other agencies and are the result of a collaborative effort between the **Administrative Office of the Courts (AOC)**, Center for Families, Children & the Courts and the California Northern, Central, Bay Area and Southern Training Academies.

The trainings will provide current information on AB 12; make sense out of benefits for non minor dependents; raise awareness of ethical considerations; and re-focus efforts toward permanency. Taking a special look at the lives of LGBTQ youth, participants will learn culturally sensitive practices in support of the unique needs of this youth population and strategies and practices to remove the individual and system barriers to achieve improved outcomes for youth.

- Grant funding is available to reimburse approved travel and lodging for qualified participants to attend these important training opportunities in their regions.

For questions, please contact **Monica Lim** at monica.lim-t@jud.ca.gov

NCCD CONFERENCE ON CHILDREN, YOUTH, AND FAMILIES

May 14–16, 2014

Town & Country Resort and Conference Center
500 Hotel Circle No., San Diego, CA 92108

This year's conference will draw upon the knowledge of multiple systems including child welfare, juvenile justice, restorative justice, education, and more. Through cross-systems dialogue and sharing best practices, conference attendees will forge connections and learn from one another, inspiring growth in all of these fields.

There will be 96 presenters from 45 organizations, sessions on child welfare, juvenile justice, education and restorative justice, networking opportunities and an international audience.

The NCCD Conference on Children, Youth, and Families is presented by NCCD along with the [Academy for Professional Excellence at San Diego State University](#), the [County of San Diego Child Welfare Services](#), [The Children's Initiative](#), and the [City of San Diego Commission on Gang Prevention and Intervention](#).

To register, go to:
<http://nccdglobal.org/conference/registration>

WEST COAST CHILD WELFARE TRAINER'S CONFERENCE

JULY 16-18 2014, Coeur d'Alene, Idaho

The West Coast Child Welfare Trainers Conference will be held from July 16-18, 2014 in Coeur d'Alene, Idaho. The program is selected and the brochure should be out shortly.

We have presenters from Alaska, Nevada, Colorado, California, Oregon, Idaho and Washington. The conference will be at the Best Western Coeur d'Alene Inn. Topics will include presentations on coaching, eLearning, training skills, information on other state's child welfare training systems, and more.

We are planning a network event which includes a boat cruise on Lake Coeur d'Alene.

Please visit our wiki page and register at:
<http://wccwtc.pbworks.com/w/page/7837313/FrontPage>

To register at the hotel please contact:
<http://bwcdainn.com/>

If you have any questions please contact Irene Becker at
ibecker@mail.sdsu.edu



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.

Periodically throughout the year, a full day class will be given that covers the spectrum of classroom training. Take all four classes, 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.

4/4/14 at our Academy Training Room (San Diego)

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.

5/30/14 at our Riverside Training Center

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.

7/25/14 at our Academy Training Room (San Diego)

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

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

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