

PCWTA Newsletter

VOLUME 18.2

FALL 2014

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

TRAINING SCHEDULE

LINEWORKER CORE

San Diego -10/21-12/19

Riverside - 11/18-12/19

11/18-12/30

Orange - 1/13-4/1

SUPERVISOR CORE

Riverside -1/13-14, 2/10-11,

3/10-11, 4/7-8, 5/12-13

Orange - Dates TBA

MANAGER CORE

San Diego - 4/15-16, 5/19-20,

6/10-11

ADVANCED TRAINING

Riverside County

Lethality Assessment

Secondary Trauma

Substance Abuse Assessment

and Case Management

Orange County

SOP Modules

Trauma Toolkit

Fatherhood Engagement

Coaching Institute

Knowing Who You Are

San Bernardino County

CFT and Facilitating a CFT Mtg.

Trauma Informed Practice

San Diego County

Advanced Analytics

Withstanding Legal Scrutiny

SOP Modules

Imperial County

Stress and Burnout

Dealing with Hard to Place Child

Motivational Interviewing

Suicide Prevention



EDITOR'S NOTES

This edition of the PCWTA Newsletter has to be in honor of Mary Garrison. Has to!

It doesn't seem possible that she only came to us two and a half years ago, especially when the light is shined on our ample accomplishments in that relatively short time frame. It was Mary.

She hit the ground running and never stopped. She has amazing lung capacity, that woman. And hope. And drive. And dedication. These were the qualities she held out for us, and insisted we carry with us always. We will.

She stretched us, many of us using muscles we never thought we had, covered us with her vision, asked us to go forth and plant seeds of

collaboration, because good things can happen when energy is focused in the same direction by capable people who care and are resourceful.

In the last year we increased our training days by 62%, our training audience by 87% and coaching services by 185%.

We grew a lot in two and a half years, in more ways than just adding staff, which we certainly also did. We built a strong team not wary of the hard work necessary to create better outcomes for children and families.

It was Mary. She gave us the tools. She expected a lot. We are fortunate to have had her. Briefly is better than never!

Thanks Mary!



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TRAINER'S CORNER

This quarter our featured trainer is Sarah Kneeland, BSW

Sarah Kneeland received her BSW from San Diego State University in 2008. She participated in the Title-IV E program her Senior year at SDSU.

In 2009, she was hired by the County of San Diego as a Protective Services Worker. Ms. Kneeland has worked in the Teen Unit, Continuing Services, Emergency Response, and Court Intervention programs.

She has played an active role in the development of Safety Organized Practice in San Diego County since 2010, which has included being an Early Adopter, assisting in the creation of the 12 Training Modules, and training and coaching the entire staff of the Central Region Mills office in San Diego from 2010 through 2013.

Sarah began training for the Academy in 2014, and is excited to share her passion and experience about Safety Organized Practice and the difference it can make with children and families.

Sarah says she is “appreciative of the Academy staff who help support and make every training as successful as possible, and provide valuable feedback for me to improve my facilitation skills.”

Sarah recently trained San Bernardino child welfare staff and community partners on the SOP Three Day Orientation and we received GREAT feedback from San Bernardino on Sarah's skills. They loved her! And so do we! Sarah represents quality in training.

Sarah Kneeland



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:

**Nilanie Ramos
Rhoda Smith
Javier Perez
Irene Becker
Francesca LeRue
Judith Lefler
Lilli Miles
Michelle Runnels
Frank Tetley
Laurie Horton
Becky Kennedy
Lorraine Fox**

T4T CERTIFICATES

The following trainers earned a certificate in our T4T series:

**Sherrie Alexander
Christa Banton
Nicole Ford
Kim Khoury
Eileen Zickefoose**



★ Kudos to **Sarah Kneeland** who provided a SOP Three Day Overview in San Bernardino County to a multi-disciplinary audience that included child welfare social workers, behavioral health partners, county counsel, and others. Participants raved about her knowledge of SOP and how this practice can be used in the field. She was very efficient in conducting the training in a manner that was effective and enjoyable. Trainees also stated that Sarah was the best trainer they have ever had. Way to go Sarah!

★ Cynthia Ebron gives big “Flexibility Kudos” to **Sherry Shockey-Pope**, who is a strong believer and often states, you can learn from anyone in any situation. This holds true after Imperial County trainees arrived 3 hours late on the first day of Line Worker core, after being stuck in traffic due to an accident on the freeway. Sherry stepped in during the lunch hour to train the missed portion of Framework to all five trainees, so they would not

have to repeat the training. Sherry truly plays an integral part in PCWTA’s success and training on the State initiatives. Because of her energy, commitment, willingness and innovative spirit, she consistently seeks opportunities to make a positive impact in the training room. Due to her amazing effort and dedication, Imperial trainees were able complete Line Worker Core. This is worth shouting about! Thank you for taking the initiative, you are awesome!

★ Chris King awards “Best Support to a Training Assistant Kudos”. During a recent *Knowing Who You Are* training one of the co-trainers, **Kali Scolnick**, stayed behind after the training ended to help me clean up and rearrange all the tables and chairs in the room, which I really appreciated because the training was in Oceanside and I wanted to get on the road as soon as possible. Also, a trainee left behind some important paperwork, and she helped me figure out how to take care of that

and ensure he received it the next day.

★ And on the flip side, Jenni AhSing gives “Best Support to a Trainer by a Training Assistant Kudos” to our Offsite Coordinator, **Dedra Irelan**. Jenni says “Dedra did an amazing job supporting me during a difficult training, she was a lifesaver and I could not have done it without her. Thank you Dedra!” It takes a village, you know.

★ Bringing this full circle, James Coloma gives “Tough Training Kudos” to **Jenni AhSing** who just completed training the Training for Trainers series on the SOP Modules. This nine-day series trains trainers on both the content of each of the SOP modules and how to train each of these SOP modules. Trainees in the room noted how she skillfully handled a tough group of trainees and how Jenni used these experiences to model to these trainers how to handle these type of tough situations. Way to go Jenni! You rock!

★ “Engagement Kudos” go to one of our newer trainers, **Barry E. Knight** for his energy and tenacity in providing a specialized training in Orange County on working with Fathers involved with Child and Family Services in Orange. Mr. Knight’s training, *Fatherhood Engagement; Connecting to the “Whole” Dad*, featuring a father panel sharing their experiences, was well received by the staff and he will be providing additional trainings in Orange throughout the fiscal year.



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!

MESSAGE FROM MARY...

By Mary Garrison



As has become our norm, PCWTA is once again growing and changing!

We are very excited to announce the addition of several new Practice Consultants joining our team to serve San Bernardino County. **Katherine Bedwell** joins the team from a long career in social services in San Diego. She is excited to be serving a new county in a new role! **Kim Khoury** joins the PCWTA team from San Bernardino where she has been providing leadership on the hotline and in Safety Organized Practice. Her shift to a full time Practice Consultant will allow her to have a greater impact on the implementation of Safety Organized Practice in her home county! **Lilli Miles** joins the team as a Practice Consultant after serving many years in our contract pool training multiple topics. She has also been an employee with CSULA as a trainer and curriculum developer most recently. Her shift will bring a wealth of experience to the new role! We are so pleased to have our team expanding with these quality individuals and to see the function and support of coaches being fully realized in our region!

Finally, it is with mixed feelings that I say goodbye to you as the Assistant Director of The Academy for Professional Excellence. I will be leaving this role the first week of December to join the new National Capacity Building Center for Public Agencies as the lead of Tailored Services. My new charge will be to lead a team to work with every state and territory to identify needs and work to improve practices. I am both excited by the broadening of my focus and sad to say goodbye to such a quality team including the excellence each of you bring to your role as contractors.

I am very pleased to say that PCWTA's own **Dawn Schoonhoven Scott** will be taking over. She has already begun to take the reins of leadership and is making the rounds to meet with PCWTA's stakeholders. Dawn has been with the Academy for over 2 years as the San Diego County Consultant and Practice Consultant Manager. She brings a great deal of experience with training, curriculum development, coaching, and new initiatives to the role.

PCWTA is in great hands for the future!

CHILD WELFARE IN THE NEWS

by Dawn Schoonhoven Scott

There are a number of excellent sources for keeping up to date on child welfare happenings. As trainers and coaches it is important that we review resources and research on new initiatives, best practice, strategies for advancing our work with children and families and trends occurring in our field. It is vital that our trainers and coaches remain aware of new information so that they can draw on this knowledge in the training room and help trainees make connections between curriculum and practice.

The following are just a few excellent resources for staying up to speed:

- ➡ Child Welfare Information Gateway which can be accessed at: <https://www.childwelfare.gov>
- ➡ Casey Family Programs State Child Welfare Policy Database which can be found at: http://www.childwelfarepolicy.org/news_feed/
- ➡ The Chronicle of Social Change which can be accessed at: <https://chronicleofsocialchange.org>
- ➡ The California Evidence Based Clearinghouse at: <http://www.cebc4cw.org>
- ➡ The California Social Work Education Center at: <http://calswec.berkeley.edu>
- ➡ Chapin Hall at: <http://www.chapinhall.org>
- ➡ The Children's Bureau website at: <http://www.acf.hhs.gov/programs/cb>

Happy reading!

STATE INITIATIVES IN ACTION REGIONALLY

COACHING

by James Coloma

The southern region has embraced coaching as it is being seen as one of the strongest ways to transfer the learning from the classroom to the workplace.

PCWTA currently has coaches in all five of our counties and are bringing on board five additional coaches, for a total of seven coaches, for San Bernardino.

The coaches in the southern region are a mixture of staff coaches and contract coaches. PCWTA has also produced coaching videos demonstrating the coaching model that is being used in the southern region. To view these videos click on the following links:

- ◆ CLEAR – <http://youtu.be/U XtRx4Zdfss>
- ◆ Contracting – <http://youtu.be/Z5jP7Pddm1M>
- ◆ Listening – <http://youtu.be/UOCLGftdt6k>
- ◆ Exploring – <http://youtu.be/G9kKNH7Ez58>
- ◆ Action – <http://youtu.be/ieBystZ2-j4>
- ◆ Review – <http://youtu.be/UGq0ZzaCpGs>



COMMERCIAL SEXUAL EXPLOITATION OF CHILDREN (CSEC)

by Anzette Shackelford

The Commercial Sexual Exploitation of Children is a phenomenon that is on the hearts, minds, and desktops of child welfare staff across the nation. Throughout various states, regions, and individual counties CSEC has been identified as a major issue facing young people in our society with a particular vulnerability for neglected and abused youth who may enter into our child welfare and juvenile justice systems. Although CSEC it is not a new issue in society the advent of the internet, the availability of websites that offer discreet and creative ways to victimize young people, and gang involvement in trafficking have led to a dramatic increase in victimization of vulnerable young people over the last decade. Therefore, there is a need for a multi-systems approach to addressing this issue. The California CSEC Action Team is working diligently on a number of items to address this need, including the development of a Toolkit for practice and guidance for working with CSEC involved youth and the development of an interagency protocol framework to help in the development of cross agency/program service provision. CalSWEC is also hosting CSEC workgroup conference calls to develop curriculum that can be shared via their website that can be used for training purposes throughout California. As child welfare gears up to try to decrease the number of youth affected by CSEC, and prevent further victimization of youth who we serve PCWTA will be hosting its first CSEC convening on 12/18/2014 in San Diego to provide an opportunity for counties in the Southern region to share information and develop strategies to address, reduce, and ultimately eradicate CSEC in Southern, California.

<http://calswec.berkeley.edu/evidence-informed-webinar-series>

COMMON CORE 3.0 UPDATE

by Irene Becker

The committee has been working to gather input on the curriculum that has been developed for the Assessment Block.

Final vetting will be in the month of January, so that the modules and field activities can be piloted in the Spring. We are awaiting the revision of the Structured Decision Making Tools due out in January 2015, so that these can be incorporated into the curriculum.

Because of timing, we are not yet sure if San Diego County will be participating in the pilot, but we are moving ahead with preparations, with the hope of delivering the first Assessment Block in April.

If you have any questions about Common Core 3.0, please contact Irene Becker at ibecker@mail.sdsu.edu



MORE STATE INITIATIVES IN ACTION REGIONALLY

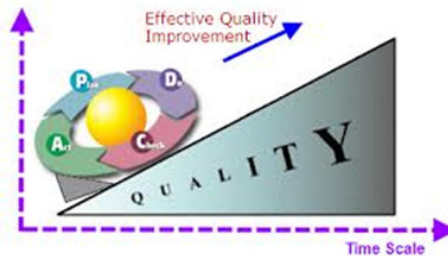
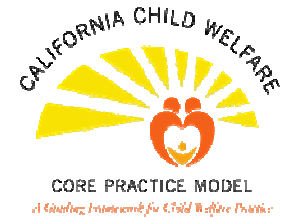
CALIFORNIA CORE PRACTICE MODEL

by Darlene Hill

California had a vision that all counties would “*embrace one practice model ... in the Child Welfare Services*”. A comprehensive model was developed by representatives from the state over a 15 month period. It ties together many different initiatives in Child Welfare today by pulling together the common elements into one framework. The model entails five parts. It begins with a theoretical framework that includes orienting and bio-developmental intervention theories, and organizational theories. The framework is supported by values and principles. The values and principles are further explained by the casework components. The casework components are defined by practice elements and practice behaviors operationalize the model. There are six practice behaviors currently identified and those are engagement, inquiry/exploration, advocacy, teaming, accountability and workforce development and support.

Focus groups are being conducting throughout the state to gather stakeholder feedback about the model and the draft practice behaviors. In the southern region, approximately 20 focus groups will have been conducted by the end of December to over 800 people across various disciplines. The groups represented youth, biological parents, tribes, probation, mental health, foster family agencies, group homes, mental health and many more. All of the feedback will be consolidated and sent to the state for incorporation and revisions.

For more information please contact Darlene Hill dhill@mail.sdsu.edu



CONTINUOUS QUALITY IMPROVEMENT (CQI) LEARNING COLLABORATIVE

by Dawn Schoonhoven Scott

PCWTA is initiating a Continuous Quality Improvement (CQI) Learning Collaborative for the Southern region. This process will bring together 3-4 representatives from each of the Southern counties, PCWTA staff and subject matter experts. Learning sessions will create a space for counties to share information about existing Quality Assurance (QA) and CQI processes, strategize implementation of CQI, and develop CQI policies and procedures to support a culture of learning and practice improvement. The learning collaborative process will include technical assistance from PCWTA and other collaborative partners such as Casey Family Programs. It will also include feedback and information from other jurisdictions that have implemented and sustained successful CQI units and research on existing resources.

The first learning collaborative session will be held on
January 22, 2015 from 10am-2:30pm at the
Riverside Training Site.



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 the discussion on managing the reporting process, we will focus on logistical details and Managing Yourself.

Logistical Details

Managing Time: The reporting methods described in this chapter help trainees review and extend their learning in varying degrees of depth and completeness. Therefore, they require varying amounts of time. When you must make adjustments in the program schedule, the method of reporting is one thing that can be altered.

When you deliver training, however, be aware of the significance of the reporting process to people's learning. Sometimes, when small-group work runs over the allotted time, it is tempting to catch up by cutting short the reports. Try to make several small adjustments instead or end the reporting process at a later time than anticipated.

One way to do this is to limit or restrict the reports in some way, as is done when requesting samples from small groups. For example, when the groups are making formal reports, you may ask each group to mention the two most important points that they discovered.

Another way is to substitute a method that usually requires less time. If 20 trainees are working in four groups of five each, the reporting process using any given method will take the same amount of time as for 16 trainees in four groups of four each. Rule-of-thumb estimates of the length of time required for reports from four groups, by method, are as follows:

- ▶ Subgroup samples - 10 to 20 minutes
- ▶ One complete report plus additions - 15 to 25 minutes
- ▶ Formal presentations - 20 to 30 minutes
- ▶ Polling - 5 to 15 minutes

This should provide an idea of time adjustments possible with each reporting method. You should keep in mind that the purpose and results of each method are different; therefore, it is not advisable to substitute randomly a different method just to save time. However, be knowledgeable about and in command of all possible variations in a program as it is being delivered.

Props: Sometimes trainers feel that they have to write down what trainees say in order to acknowledge their reports. We recommend that you acknowledge them verbally. Recording the trainees' comments is a useful technique when trainees report on a small-group exercise and you wish to organize or categorize the items mentioned. However, be careful not to overuse this method. The unnecessary recording of information is tedious and redundant and will distract from learning. Record information on chart paper only when one or more of the following conditions apply:

- ▶ Emphasis is necessary
- ▶ It will help you organize the reports and the information will be referred to later
- ▶ All the recorded items are necessary for the purpose of synthesis, conceptualization, model building, or review

Remember, when writing on a chart pad; try not to turn away from the trainees. Stand to the right of the chart if you are right-handed and to the left if you are left-handed. In this way your body will not cover the written material. As with prepared charts, be sure to move away from a chart after you have finished using it and redirect the trainees' attention to yourself.

Managing Yourself

How you handle yourself during the sharing can have a great effect on the learning climate and the learning that occurs. Use gestures and body positioning in ways that say you are facilitating the sharing among all the trainees. When a small group is reporting, for example, it is natural to walk toward its members in order to hear them better. This is particularly true when the spokesperson speaks softly. However, as you close the distance between yourself and the person speaking, you begin to show your back to the rest of the group, making the interaction seem more private than it should be.





TRAINER TIPS (CONTINUED)...



You need to move away and encourage the person to speak up and avoid excluding other trainees. This may take some practice. Moving away may not come naturally, in fact, it may seem rude, but you must do it if you want the entire group to feel included. When you call on a group at one side of the room, back up to the table at the other side. All trainees will be able to see and hear better and will feel more involved in the report. Stand in the middle when the center tables have the floor.

In managing the sharing, as in presenting and giving instructions, you must be authentic, rather than artificial or manipulative. Your genuine interest in the trainees' responses and your willingness to add to their learning while respecting their efforts and opinions should be clearly communicated through your actions and words.

The reporting process is an opportunity for the trainees to enhance their learning, not for the trainer to teach or show off. Encourage the trainees to talk to one another. Try not to dominate the discussion or feel that all comments must be directed at or through you. Nor do you need to comment on everything that is said. Sometimes a simple "thank you" is best. In addition, avoid expressing agreement or disagreement with any trainee's comment; your opinion may not be relevant or helpful. If you must say something, describe how your experience has led you to a different conclusion.

Summary

We offer the following tips for managing the reporting process:

- ▶ Begin the sharing by calling the group together, reminding them of the report that you want, and calling on a spokesperson.
- ▶ Be clear about the process you are going to use to managing the reporting.
- ▶ Create a warm, encouraging climate. Do not teach. Do not be afraid to say "I don't know" when you do not know. Allow disagreement.
- ▶ Increase learning through your use of: encouraging, open-ended questions, paraphrasing, summarizing and extending.

Next time we will start on chapter 7, Managing Learning Activities.

TRAINER'S FORUM 2015...



WE ARE PLANNING A VERY SPECIAL TRAINER'S FORUM, JUST FOR YOU! WE HOPE TO SEE ALL OF YOU!

Core 3.0 is coming, and it will change the way new social workers are trained throughout the State of California. It will include a blend of eLearning, coaching and classroom training. We have designed our upcoming Trainer's Forum to give you an experiential glimpse of the new Core 3.0 model, so you will know what to expect, and learn how you can fit in.

Before you come to the in-person session, we want you to take 3 of our eLearning courses and view one webinar. This will give you background on what you will learn in the classroom component. The courses you will take include "Introduction to Safety Organized Practice (SOP)", "Core Practice Model Overview: Understanding the Katie A. Lawsuit" and "Engaging Non-Custodial Fathers". The recorded CalSWEC webinar is on Commercial Sexual Exploitation of Children

The in-person classroom session will include Learning Circles facilitated by trainers who have expertise in the areas of SOP, Core Practice Model, Engaging Fathers and CSEC, to give you the opportunity to deepen your understanding of these topics. The day will also include information on Coaching, and how to incorporate coaching into your training.

Stay tuned for the flyer. We have scheduled 2 sessions for your location convenience:

SAVE THE DATE!

**Friday, January 30, 2015 (Riverside)
Friday, February 6, 2015 (San Diego)**

WEST COAST TRAINERS CONFERENCE NEWS...

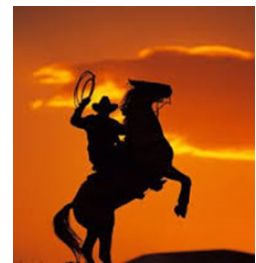
The West Coast Child Welfare Trainers Conference has been set for July 29 -31 to be hosted by University of Nevada, Reno, School of Social Work Nevada Partnership for Training.

There will be a one day pre-conference institute on July 28 focused for newer trainers wishing more information on classroom training techniques.

The theme of the Conference is "The Wild, Wild West Child Welfare Trainers Conference: Silver Anniversary Edition in honor of the 25th year of the conference.

Information and a call for presentations will be sent to all trainers after the first of the year. We hope you consider applying to present at the conference.

If you have any questions, please contact Irene Becker at ibecker@mail.sdsu.edu or Bill James at wjames@mail.sdsu.edu



MORE VALUABLE TRAINER RESOURCES!



NEW LITERATURE REVIEW!

[Childhood Maltreatment Indicators:](#)
A Review of the Literature (November 2014)

CalSWEC's Regional Training Academy Coordination Project has prepared a literature review on childhood maltreatment. The purpose of this review is to both inform the child welfare training system regarding the scope of childhood maltreatment and to identify indicators of maltreatment that trainees should consider.

To view or download the literature review, click:
[CMI Literature Review \(November 2014\)](#)

If you have questions, please contact: Tenia Davis
[\[teniad@berkeley.edu\]](mailto:teniad@berkeley.edu).

IMPORTANT WEBSITES AND ARTICLES

Child Welfare Information Gateway connects child welfare and related professionals to comprehensive information and resources to help protect children and strengthen families. They feature the latest on topics from prevention to permanency, including child abuse and neglect, foster care, and adoption.

<https://www.childwelfare.gov/>

And you can sign up for free subscriptions that they will email to you regularly:

<https://www.childwelfare.gov/admin/subscribe/#page=subscriptions>

Here's a link to a good article on Katie A.:

<https://chronicleofsocialchange.org/analysis/katie-a-the-present-and-future-of-californias-mental-health-mandate/8419>

Thanks to **Loraine Bailor** for sending a useful article on designing on-line training, as it discusses engagement activities, or for those wanting to learn more about how to design those types of trainings.

[Ready to Use Activities for Engaging Online Learning](#)

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”

Program Manager As Mary Garrison prepares to leave us, we welcome **Dawn Schoonhoven Scott** as our fearless leader and have every confidence that she will shine the light and carry us into the future.

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), **Darlene Hill** (San Diego and Imperial), **Anzette Shackelford** (Orange), **Nancy Satterwhite** (Riverside), and **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 Consultant, 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), **Hayley Serrano** (San Bernardino), **Christine Zamudio-Snow** (Orange), **Luz Orozco** (San Diego), **Chris King** (San Diego) and **Devin Wilson** (Los Angeles/Ventura). You may also see **Lisbeth Ensley, Sophia Batronie** or one of our contract offsite coordinators, **Dedra Irelan, Mae Bosley Rebecca Sanford** or **Rita Narranjo** 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 as you read in Mary’s column we have just added **Lilli Miles, Kate Bedwell** and **Kim Khoury** on staff. Additionally, we are currently using some contract trainers to do coaching in our counties. These contract coaches include **Javier Perez** (Imperial), **Steven Wells** and **Becky Kennedy** (Orange) and **Rebecca Sanford** and **DeAnna Avey Motikeit** (Riverside)

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.



TANTALIZING TRAINER TIDBITS...

**** PRESS RELEASE! ****

GET PAID FASTER! GO DIRECT DEPOSIT!

Trainers can now have their payment directly deposited in their bank account. Download this form and fax it to the Foundation, it’s as easy as that!
http://www.foundation.sdsu.edu/pdf/ap_dir_dep_authorization.pdf

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, so Renee and I are going to stop.

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

Thanks for your understanding! We’re trying to do better at reducing the redundancy.

PONDERINGS ON PERMANENCY ...

by Amy Jaffe

Safety, Permanency and Well-Being, the three outcomes of the work we do. When I first started in this field I saw these outcomes as separate products that you could measure and say “see this is what has been achieved.” Over time I understood how you couldn’t have permanency without safety, and how safety contributed to well-being, but in all honesty it took me a little longer to see how you couldn’t really meet either of the other two outcomes without having achieved permanency.

We are good at using impactful catch phrases to help ground our work, “services are not safety”, “placement is not permanency”, “it’s about the reasonable efforts, yo”. OK, that last one might not be so common but it was fun to say. However, what grew to be my favorite catch phrase was “we need a relentless pursuit to achieve permanency”. What that phrase meant to me was that it had to be on the forefront of our mind every time we took action; every time we decided a safety intervention was required, every time we developed a safety plan, every time we made a parent and/or child contact, every time we assessed or made a referral for services and every time we as a team made a plan for next steps, the question had to be asked “how is this getting us to our goal of achieving permanency?” In my nearly 10 years in the field, I witnessed an enormous amount of high quality work around ensuring safety and meeting well-being, but when all that work didn’t result in having a child have at least one person in their lives with whom they trusted, felt connected, grounded and worthy of a lasting relationship, it was frankly was heartbreaking. I don’t know how many cases it took but within a short time, it did finally hit me. It wasn’t three separate products or outcomes. It was one singular product of having broadly defined healthy families in our community, but in order to achieve this it required a set of ingredients that only worked when blended together. Of which permanency carried equal weight.

There most likely will never be a review of our work that measures the outcome of “broadly defined healthy families” and so we will, at least for the foreseeable future, continue to measure permanency, safety, and well-being separately. However, that doesn’t stop us as a training academy and as trainers from taking every opportunity, regardless of content and training topic, to remind field staff how we cannot achieve any one outcome without giving equal attention to the other two.

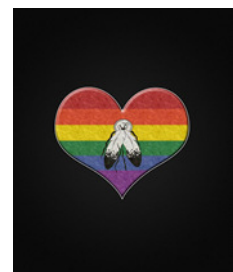
TRIBAL STAR RELEASES TIP SHEET FOR TWO-SPIRIT/LGBTQ NATIVE YOUTH IN CHILD WELFARE

In collaboration with the National Resource Center for Tribes (Children’s Bureau) and the National Resource Center for Permanency and Family Connections, Tribal STAR is releasing a new tip sheet for Two-Spirit/LGBTQ Youth in Native Child Welfare. ***Sharing Our Lived Experiences: Eight Tips for Understanding the Two-Spirit/LGBTQ Journey for Native Youth in the Child Welfare System*** is intended to assist Native Two-Spirit/LGBTQ youth in feeling connected to community, culture, and resources by providing thoughtful tips for youth as they navigate cultural and gender identities.

A focus group of Two-Spirit/LGBTQ youth was held in Minneapolis, Minnesota to capture the stories of individuals who were in the system, and their stories set the foundation for two tip sheets, one for youth and one for caregivers of Two-Spirit/LGBTQ youth.

Digital stories were developed as a result of this convening and can be seen at http://www.nrcpfc.org/digital_stories/two-spirit/, and the companion fact sheet can be seen at <http://www.nrcpfc.org/downloads/wu/Two-SpiritTipsSheet.pdf>.

Additionally Tribal STAR is pleased to announce a new formalized partnership with the National Child Welfare Capacity Building Center for Tribes (formerly the National Resource Center for Tribes).





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
2/3/15 at our Riverside Training Center (make up session)

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.

5/15/15 at our Academy Training Room in San Diego

DUE TO THE POPULARITY OF THESE SESSIONS, WE HAVE ESTABLISHED ANOTHER 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@projects.sdsu.edu