“Quality Training Leads to Best Practice”

TRAINING SCHEDULE

LINEWORKER CORE
Riverside - 8/17-9/18
San Bernardino - 9/8-11/18; 9/29-12/16
San Diego - 9/10-11/3

SUPERVISOR CORE 2015-2016
San Diego - 9/8-9, 10/20-21, 11/17-18, 12/15-16, 1/13-14
Riverside DPSS - 11/3-4, 12/9-10, 1/26-27, 2/16-17, 3/29-30
PCWTA Riverside TC - 2/10-11, 3/16-17, 4/13-14, 5/11-12, 6/8-9

MANAGER CORE 2016
San Diego - 3/8-9, 4/12-13, 5/10-11

TIER 2 LINEWORKER CORE
Regional 2015-2016
ICWA - 8/13, 1/13
Mental Health - 9/3, 2/4
Values & Ethics - 9/17, 2/18

Riverside County
ICWA - 9/2; 10/29
Mental Health - 10/22; 10/26, 11/12; 1/14
Values & Ethics - 10/27, 11/10; 12/9

San Diego County
Values & Ethics - 9/4
ICWA - 9/30
Mental Health - 10/2

REGIONAL CONVENINGS
CSEC Convening - 8/20
CQI Convening - 10/20
Induction/Core 3.0 - 11/4

TRAINER’S CORNER

This quarter our featured trainer is Lisa Walker Gilbert

Lisa Walker Gilbert received her BS degree from National University in 2001, with a major in Psychology and a minor in Addictive Disorders.

Earlier, she began work with preschool aged children in 1984. Her focus shifted to at-risk adolescents in 1996, beginning at Hillcrest Receiving Home, and then transferring to Polinsky Children’s Center when it opened. During the time period she worked at Polinsky, she also worked part-time with adolescents who were hospitalized for suicidal ideation at UCSD Child and Adolescent Psychiatric Services (CAPS).

Lisa is currently working as a Senior Protective Services Worker in Residential Services, having worked for the San Diego County Department of Health and Human Services for 17 years altogether.

She developed the AWOL/Sexual Exploitation Specialist position working with teens who are involved in domestic human trafficking and chronic AWOL.

In addition, she leads a Foster Youth Mentor Ministry through her church, recruiting and training individuals to be mentors for San Diego County’s foster youth. She coordinates these efforts with County staff in the County foster youth mentoring program.

Lisa is also a loving mother to triplets, who have starred in a popular TV show.

Lisa Walker Gilbert
**We periodically want to acknowledge those trainers who are willing to fill in for other trainers on a moments notice. These are often the hardest classes to fill and we appreciate your flexibility! Big thanks go to Lisa Walker Gilbert for filling several last minute CSEC classes in a variety of locations, including Los Angeles. Liz Domingos-Shepard, who said yes, I can do that, Donna Pence jumped aboad to train with a newer trainer, and Wanjiru Golly agreed to fill in with less than a week’s notice when that newer trainer was called out of town on a family emergency. As they say, it takes a village to put on training, and you provide safe haven for Anita and Chris as we travel our adventurous and sometimes bumpy scheduling road. We salute you!**

**Auditory Company kudos to Nixon, for donating 100 headphones for PCWTA to use in a CFSR Case Review training. The headphones allowed trainees to listen to audio files in the class, and they even got to keep the headphones. According to promotional materials, Nixon is “nestled comfortably against the Pacific Ocean in Southern California and with offices tucked neatly next to some of the best spots in Europe, Australia, and Asia you’ll find Nixon people doing what we do. We make accessories to reflect who we are and the life we live. We travel all corners of the globe to experience life and it is through these explorations, the people we meet and the journey to get there that takes shape in the things we create. Fueled by adventures far and wide and often times by those that happen just down the street we deliver products that meet your needs in various high-stress work and play environments. It is through our dedicated team’s perspectives that we contribute to a single unified expression: team-designed, custom-built accessories for a life well lived.” Kudos to Nixon for having a heart (and ear) in our community!**

## 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:

- Laurel Brown
- Lilian Nguyen
- Liz Domingos-Shepard
- Peter Dahlin
- Judy Rutan
- Sophia Williams
- Frank Tetley
- Michelle Runnels
- Sarah Kneeland
- Lisa Walker Gilbert
- Nicol-Stolar-Peterson
- Johanna Olson-Kennedy
- Aydin Olson-Kennedy
- Rhoda Smith

## TRAINERS NO LONGER HAVE TO SIGN INVOICES!

Trainers can now have their payment directly deposited in their bank account. Download this form and fax it to the Foundation, per the instructions on the form. It’s as easy as that!


## 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, per the instructions on the form. It’s as easy as that!


**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!**

## MEGA CONTRACTS

The SDSU Research Foundation wants us to now engage in mega consulting agreements with those trainers who we expect to make over $5000 in this fiscal year.

Anita will be contacting trainers who this applies to and will coordinate the mega consulting scopes and contracts, so you will have only one person to deal with around this. She will walk you through the process, will accept your invoices, and will automatically submit them for payment on your behalf. Once executed, we expect payment to be issued to you much faster. Please contact Anita if you have any questions.
CELEBRATING OUR SUCCESSES AND PLANNING FOR THE FUTURE

As fiscal year 2014-2015 came to a close our PCWTA team spent time reviewing our achievements during a year-end celebration and we began planning for this next year. Highlighting our successes as an Academy reminded me how I am continually impressed with both our PCWTA staff and the incredible trainers that support our vision and mission. The professionalism, integrity and expertise that is demonstrated with each and every event we deliver adds value to the work being done in Southern region.

The following is a brief review of our year-end successes:

▪ We served 18,627 participants through a variety of in-person trainings, eLearning, webinars, convenings, learning collaboratives, mobile apps, coaching and simulations!
▪ On average we touched every full time employee in our region 7 times.
▪ We provided:
  → 812.5 days of training (an increase from the 701 days delivered in 2013-14)
  → 733 days of coaching (a significant increase from the 250 days delivered in 2013-14)
  → An average of 6 training events per workday (nearly doubling since last year)

The theme of our year-end celebration, which will continue guiding our team as we move into this year, is rooted in an African proverb: “If you want to go fast, go alone. If you want to go far, go together.” When I think about all that we have accomplished to support good practice in our region in the last year I think of all of the trainers, PCWTA staff, county staff and other collaborative partners who made it possible. We have come very far together and there is so much more work to be done.

With a number of exciting new advances shaping the direction of our work such as Continuous Quality Improvement, enhanced collaboration across child welfare and mental health, Child and Family Teams, Continuum of Care Reform, the development and piloting of Common Core 3.0, training to support SDM 3.0, raising awareness and the capacity of workers to support youth who have been commercially sexually exploited and the development and training of a statewide Core Practice Model, it is clear that we have so much more work to do together!

We look forward to partnering with our trainers to continue providing training and organizational support to public child welfare agencies across the Southern region!

CFSR CASE REVIEW TRAINING

Two CFSR Case Review trainings were held to prepare Southern region staff to begin conducting the new version of the federal case review tool, which is scheduled to begin on September 1.

Each Regional Training Academy will host one additional case review training on a quarterly basis over the course of this fiscal year.

The Southern Academy’s additional delivery will be held October 26-29 at Marina Village in San Diego.

This training targets county case review staff and includes a series of subsequent coaching calls and a certification test.

An ongoing Case Reviewer Learning Circle will be held to support case review staff through the year. Check back for more happenings related to CQI and case reviews!

CQI LEARNING COLLABORATIVE UPDATE

The CQI Learning Collaborative continues to meet with representatives from San Diego, Riverside, San Bernardino, Imperial, Orange, Ventura and Santa Barbara counties.

The second convening was held on June 25. The focus was on two key topics: building a cohesive message regarding CQI and sharing information gathered from CQI processes to support change in practice.

There will be a webinar that features San Diego County’s process of developing a CQI unit, CQI manual and case review tools to support SOP and their Practice Framework on September 3.

A Leadership Overview will be held to provide a high level overview of CQI and CFSR case reviews on September 16.
COMMERCIAL SEXUAL EXPLOITATION OF CHILDREN (CSEC)

by Anzette Shackelford

Commercial Sexual Exploitation of Children (CSEC) continues to be a hot topic in Child Welfare across the state and the nation. The Academy for Professional Excellence PCWTA program continues to provide CSEC 101 Awareness trainings to child welfare and FFA social workers via classroom trainings and an eLearning. Regional classroom trainings are currently being offered and the trainings are facilitated by a diverse group of trainers with expertise in the subject.

Trainers include social workers and therapists that have worked with the population, CSEC task force representatives, and CSEC survivors who are all passionate about educating the social work community about this important, often hidden, topic. CSEC 102 training will be provided to child welfare social workers and placement probation officers to assist them with developing the skills required to work with young people who have been victimized or are at risk for victimization. There will also be an opportunity for child welfare and probation staff to come together in the training room to develop strategies on how to work collaboratively as a multidisciplinary team to provide effective services to CSEC victims/survivors.

Starting 09/29/2016, HR4980, The Preventing Sex Trafficking and Strengthening Families Act will require that all social workers and probation officers receive CSEC related training so child welfare and FFA staff are encouraged to attend the current available trainings.

For information on upcoming CSEC 101 trainings offered to Child Welfare and FFA staff via the PCWTA program please visit our online calendar at http://theacademy.sdsu.edu/programs/pcwta/calendar/. For more information or questions regarding CSEC please contact Anzette Shackelford at ashackelford@mail.sdsu.edu.

COMMON CORE 3.0 UPDATE

by Irene Becker

We are moving into year 3 of the transition from Core 2.0 to 3.0. As we close out last fiscal year and move into this fiscal year, the project has “many moving parts” and stages of development and implementation.

Core 3.0 pilot on the Assessment Block’s field activities concluded in July and a debrief was held in early August. Revisions are underway for the Assessment Block. Once these are complete, the plan is to integrate the 3.0 Assessment block into Core delivery no later than June 2016.

Meanwhile, the Service Planning Block has started the vetting process with external stakeholders in August, with a goal of piloting the Service Planning Block with CDSS and county staff in October, 2015. The Engagement Block is being readied for internal vetting in August. And some of the Foundation Block eLearning and classes are being added to the vetting process as they become available. As you can see we are moving forward with the curriculum development and piloting.

The next step this fiscal year is working with counties on how Core 3.0 would be implemented. We have had individual meetings to develop integrated schedules of a county’s induction training with Core 3.0. Two of the challenges have been to ensure that prerequisite eLearning take place before the classroom training, and a recognition that field activities will generally be done by the counties. Resourcing the field advisor role continues to be under discussion with all of our counties and PCWTA.

Look for a Trainer’s Forum in the fall, to give you the most up to date information on Core 3.0.
On Friday, July 10, PCWTA, in collaboration with Riverside County, launched its simulation pilot. This pilot included 33 participants, 6 facilitators, 5 actors, and a variety of staff who provided logistic, coordination and evaluation support. While it was a resource heavy day, it was a great success due to the collaboration between PCWTA and Riverside staff and the willingness of the participants to immerse themselves in this learning opportunity. Participants noted an appreciation for the support offered, the ability to try newly-learned skills in a safe environment and an opportunity to learn about their own strengths and biases.

While simulation training is new to PCWTA it has been used extensively at Cal State LA, as well as in many other fields including the medical, teaching, military and commercial air travel industries. Over the course of the past 12 months, PCWTA has researched simulations, observing the way they are conducted in other fields and at other institutions, developing scenarios and planning evaluation methodologies to fit the needs of our trainees and counties. In addition, PCWTA has worked very closely with the Director of the Center on Child Welfare at Cal State LA, Harkmore Lee, on designing simulations using lessons learned in simulations he piloted and continues to coordinate.

Our objective in using simulation training is to increase the competence and confidence of workers before they go into the field. This will give them an opportunity to practice concrete skills in a safe environment and receive immediate, on-the-spot coaching so they can improve skills before utilizing them with families. Specifically, our simulation scenarios provide trainees with the opportunity to practice their interviewing skills before engaging with families.

As we continue to refine and enhance our simulation training, we are working to develop an evaluation methodology to assess the transfer of learning of skills from the simulation environment to the field. For our pilot, we developed a satisfaction survey that was used to evaluate the pilot's learning environment and the trainees' knowledge and skill application potential. Our long term evaluation methodologies will utilize technology to track responses before and after the simulation training to show that workers who have participated in the simulations are better prepared, calmer, and less stressed, in addition to having a stronger knowledge of skills required for the job.

Currently, we have 3 simulations scheduled in upcoming Lineworker Cores. Our next simulation training in support of Riverside County will be conducted on August 27th. We will be piloting simulations with San Bernardino County on September 30th and October 26th. In addition, PCWTA has supported San Diego County in developing smaller scale simulation activities as part of their Lineworker Core.

We are very excited to have the opportunity to create this learning environment for trainees and are working to continually enhance and improve our simulations. We hope to positively impact trainees through this learning modality to ensure a high degree of transfer of learning to the field.
ROLE PLAYS

Role plays require trainees to assume active roles in a simulated situation. There are two basic types of role plays. The first is an activity in which two or three people act out a situation for the entire group. This is usually done for the purpose of demonstrating how to do something before a small group activity or creating a case for discussion and exploration. The second type of role play everyone is involved in gaining insight into behavior or practicing interpersonal skills in a real life situation. This type role play is often more complex and requires careful preparation of the trainees in order to succeed.

A typical role play design involves the following sequence of events:

♦ The trainer introduces a role play and provides instructions
♦ The trainer explains various roles
♦ Trainees are assisted in becoming familiar and comfortable with their roles
♦ Observers become familiar with what they will be looking for, and usually have a written observer’s guide for that purpose
♦ Role plays are conducted in sub groups
♦ Trainees analyze their reactions to the role play experience
♦ Trainees draw generalizations and make applications to the real world.”


AND NOW A PRACTICAL APPLICATION - WHAT’S IN IT FOR ME?

“Role plays” play a prominent part in the redesign of Common Core 3.0. As such trainers will need to become even more skilled at setting up and debriefing role plays. This is one example of how the trainer’s role will be shifting to a more learner lead approach, with the trainer taking on the role of a “learning facilitator”.

Role plays are central in site simulations. With Los Angeles County’s leadership, PCWTA has been developing and has just delivered its very first simulation in July 2015. This is highly experiential and focuses on role play to gain skills, specifically in interviewing children, youth and families.
**WHO DOES WHAT AT PCWTA?**

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” in PCWTA.

**Program Director** Dawn Schoonhoven Scott is our fearless leader.

**Managers** Anzette Shackelford, our Training Development Manager, is responsible for ongoing trainer development, implementation of training policies, providing oversight for curriculum development, including Core 3.0, and specific special projects. Renee Duci, our Training Operations Manager, oversees all aspects of training operations in our counties.

**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 Audrey Tousant (San Bernardino), Darlene Hill (San Diego and Imperial), Anzette Shackelford (Orange), Nancy Satterwhite (Riverside), and Amy Jaffe (Los Angeles and Ventura).

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

**Curriculum Specialists** 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. Teresa Solomon-Billings will be designing curricula for LA county and will also be participating in Core 3.0 development.

**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), Andrea Milner (Riverside), Hayley Serrano (San Bernardino), Chrystine Zamudio-Snow (Orange), Lauren Snipper (San Diego). You may also see Luz Orozco, Sophia Batronie or one of our contract offsite coordinators, Armida Celaya 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 Ahsing, Bill James, Wayne Rutledge, Tricia Pegues, Lilli Miles, Kate Bedwell, Kim Khoury, Candace Kimbell-Awoleye and Laurie Fortin on staff. Additionally, we are currently using some contract trainers to do coaching in our counties.

**Program Assistant** Luz Orozco keeps us organized and does pretty much everything to ensure we are on track and running smoothly, with all the correct materials! She is ably assisted in doing her super-human feats by Sophia Batronie, her right-hand gal.

**WHO LEFT & WHO’S NEW AT PCWTA?**

We’ve had quite a few staff changes recently and wanted to summarize them for you.

Nancy Kail retired in June and we have hired Jenee-Maree Northcut to replace her. Jenee just started, so you’ll get a chance to meet her soon.

Susan Phay resigned as the Riverside Training Assistant, and she has been replaced by Andrea Milner. Additionally, we’ve added another Training Assistant at our Riverside Training Center, and Michelle Adair will soon be starting in that position.

Patty Centurion, one of our San Diego Training Assistants left, as did Devin Wilson, our Los Angeles/Ventura Training Assistant. We will miss them and send good luck.

We are madly hiring to replace the Training Assistants who do such a GREAT job covering your trainings. We know how important they are in supporting you.

Welcome Jenee, Andrea and Michelle! You’ve joined a great organization.
The momentum of coaching just keeps building across the Southern California Region. Practice Consultants are enjoying opportunities to provide individual and group coaching to: Social Workers; Domestic Violence Counselors; Parent Partners; Clerical; Supervisors; Managers; and Leadership, including one Director.

Through multiple venues both in the office and out in the field, Practice Consultants are providing coaching support to Child Welfare staff as they “try on” new tools and strategies to deepen their practice with children and families.

Where are the Practice Consultants on a day to day basis?

**Coaching to support the critical thinking and parallel processes in the office:**
- Risk Assessment Meetings
- Case Consultations
- Unit Meetings
- Leadership Meetings
- Supervisor Leadership Circles

**Coaching to support Social Workers as they take new tools and strategies “out in the field” in their collaborative work with children and families.**
- Home Visits
- Child and Family Team Meetings
- Safety Mappings
- Safety Planning and Safety Network Meetings

As we have highlighted previously, we love our jobs!

“What I enjoy most about my role as an SOP coach is how I am able to participate in meaningful and necessary upgrades to practice which empower the families to use their lived experience and support system to identify ways they have already succeeded and apply them to any present concerns. I also love the opportunity to find ways to have honest, authentic discussions about harm and danger while also helping social workers to talk about safety in clear, behaviorally specific terms so the families can know how to successfully provide safety for their children.” ~Steven Wells, MC Practice Consultant Orange County.

What is the impact of the coaching process?

“Thank you so much for your time today, it was very helpful to me. I felt stuck with this one, and now I believe I have cleared my thoughts and can look at it with a new lens. It truly takes a team to make this system work well for our families.” ~Email from San Diego Social Worker to Practice Consultant Laurie Fortin, MSW

“Chocolate makes life better. You make life better here for me!” ~Sticky note left on a coaching satisfaction survey for Practice Consultant Lilli Miles.

We have a plethora of success stories across the counties to share and will soon be distributing a newsletter “Stories from the Field.” Here is a glimpse of a few of those stories.

**Anecdotal Success In Lowering Caseloads Through SOP Implementation**

This is the anecdotal buzz in Yucca Valley where they have experienced a 7% decline in cases, despite an increase in referrals and case filings. Charlie Leslie, Manager, expresses with enthusiasm that she and the supervisors in Yucca Valley attribute this decline in cases... to the successful use of Safety Organized Practice with families.

Wayne Rutledge, PCWTA Practice Consultant explored “what’s working well” with Ms. Leslie and the supervisors regarding SOP implementation in Yucca Valley. Here are the highlights of what they say:
- SOP provides the Social Worker and Supervisor with increased clarity earlier in the case. This clarity enables the worker to form a more accurate assessment of the families and work more effectively towards reunification and permanency.
- SOP supports the supervisors and workers to sort out Complicating Factors from Danger.
- Through participation in Coaching, supervisors and workers engage in a critical thinking process, surfacing powerful questions to provide a more accurate assessment of the family’s progress and overall functioning.
Choose A SOP Tool And Try It On

We know that Child Welfare Workers are busy and juggling many responsibilities, and implementation of new practice can be overwhelming. Just try it on!

In the Barstow Office, SSP Cherish Bright participated in coaching with PCWTA Practice Consultant Bill James, to “try on” powerful and solution focused questions in her effort to reconnect a mother with her safety network. The mother had distanced herself from her safety network and this was extremely worrisome for the Social Worker. Ms. Bright was concerned that communication would be ineffective as her previous communication and relationship with the mother was not very good.

What did this look like?

■ In the coaching session the Bill and Ms. Bright explored how to utilize powerful and solution focused questions to elicit “what’s working well, what are the worries and what are the next steps” with regard to the mother’s safety network. Together, they placed a phone call to the mother and successfully engaged the mother in a conversation about how her safety network could support her (instead of IF they could help) and identified next steps in her connection to this network.
■ The phone call was a success! The mother not only agreed to reconnect with her safety network she provided contact names and phone numbers as well.
■ Then the mother THANKED the Social Worker for her help at the end of the phone call.

What was the impact for this Social Worker who took the initiative to “try on” powerful and solution focused questions?

■ The Social Worker stated she had never had a better more productive conversation with the mother, and she certainly never has had the mother thank her for anything.
■ The Social Worker stated to the CW Director that she felt so hopeful after the session and she got the best night’s sleep she has had in ages.

Take-Aways from This Success

■ When workers feel confident about having a Network, they are less anxious and more hopeful about the impact they are having in the lives of families.
■ The Social Worker was able to help a family engage their network by using solution focused questions to guide the change work that needed to happen.
■ When a Social Worker lands on good practice and develops good working relationships with families, it aligns with our values as well as Safety Organized Practice.

Stay Tuned for more “Stories from the Field!”

CASE PLAN FIELD TOOL

by Tricia Peques

It has been an honor to create a ½ day curriculum around the Case Plan Field Tool. I had the pleasure of being in the first pilot group in Riverside County almost three years ago and volunteering to coach, as a social worker, alongside Karen Martin as she presented to the remainder of the county.

The Case Plan Field Tool is an excellent tool for social workers to assist in the engagement process with families. It provides a guide of solution focused questions designed to create the natural flow of conversation with families and to engage them in the case planning process. The tool assists the social workers in beginning that critical thinking process within their families and thus helping them to address the safety concerns quicker. The tool assists social workers in creating behaviorally specific case plans with their families that are then measurable for future assessment and the returning of children to families with a decreased rate of re-removal. This ½ day training involves some lecture that covers the details and structure of the tool, while also involving activities with solution focused questions and actual practice with the tools themselves. It has been an honor and a pleasure to put this training together and to deliver it throughout San Diego and Riverside counties.
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, 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. It also provides the foundation for understanding how training fits into the “big picture” as well as knowledge needed in engaging adult learners in the classroom setting.
9/18/15 at our Academy Training Room in 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.
10/23/15 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. It 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.
1/22/16 at our Academy Training Room in 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.
3/18/16 at our Riverside Training Center

Due to the popularity of these sessions, we have established ongoing deliveries of this T4T series.
If you have any questions, comments, or submissions for the PCWTA newsletter, please send them to Anita Aldrich at aaldrich@projects.sdsu.edu.