There are a lot of moving parts as we move into the new year.

We are working with our counties to implement a new way of training social workers throughout California. The Assessment Block is upon us, where knowledge pieces will be delivered via eLearning. The classroom is reserved for skill building activities, and both of these elements are reinforced by field activities.

This will require trainers to shift to a facilitator role in the classroom, and statewide T4T’s are planned to assist you in making this transition.

Our counties are hiring field advisors and we are planning Field Advisory training to help prepare for success in this arena.

CSEC 102 training is right around the corner. This 2-day multidisciplinary training will be delivered to child welfare, probation, behavioral health and other partners working directly with this population.

Safety Organized Practice (SOP) training, coaching and technical assistance is being provided to the Southern region, and we offer SOP tips for trainers as a new feature in this newsletter. We are also hosting the Statewide SOP Convening in March.

We shine a spotlight on San Bernardino for it’s efforts at implementing SDM, highlight some elements of SDM 3.0, and offer coaching successes in our Coaching Corner, as we do our best to keep up with all the moving parts.

As the Regional Training Academies were formed in the mid-nineties, he and several other trainers assisted the academies via Training for Trainers in launching early modules. And he continues to this day to be our LEAD trainer in Supervisor Core. Mark also provides coaching to managers in San Bernardino and Los Angeles counties.

Mark says “The very important truth of the matter is that it has been and continues to be a privilege to be involved with so many creative and competent folks in the training and development field, most notably with and through the Southern Academy. The opportunity to learn something new each time through training or coaching continues to be humbling and energizing. It’s a very exciting time in the field.”

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

- Joanne Munro
- Frank Tetley
- Mary Tysor-Tetley
- Peter Dahlin
- Lilian Nguyen
- Lisa Walker Gilbert
- Anne-Michelle Ellis
- Kristi Campbell
- Nicol Stolar-Peterson
- Sherry Shockey-Pope
- Penny Davis

TRAINER/TRAINING KUDOS

★ Andrea gives “Presenter of the Year” kudos to Bill James, for his recent SOP Module training in Indio. She comments “SOP with Bill yesterday was wonderful. It was the most effective SOP training thus far. Trainees were fully engaged and the delivery by Bill is one that should be video recorded via a pod cast or observed by other trainers. It was his delivery of the material that made the difference in the acceptance of the material by the trainees. Bill delivered successfully using these approaches:

- Presented and appeared comfortable with both the material and trainees
- Casual/ professional light hearted
- Remained engaged with the training and trainees the entire time
- Moved around the room regularly
- Observed and was hands on with trainees during activities
- Consistent in presentation style and approach
- Cut out unnecessary slides and discussion-gave meat and potatoes only
- Involved trainees throughout the delivery of material.

It’s not often that a Training Assistant has been this inspired, and we wanted to acknowledge a job well done and share it with others.

★ Brad awards “Artful Weaving” kudos to Peter Dahlin for “his consistency of excellence. We all know his ability to train, yet I have seen after many trainings how he truly weaves his knowledge into the particular group that he is training. One group of trainees was particularly verbal and Peter allowed the conversation to grow while ever so masterfully, gently guiding the subject matter. Rather artful. Everyone attending was engaged and felt the energy that the group created. Was grand to observe”.

Both of these kudos show the bonuses for our Training Assistants, who get to see skillful trainers at their best!

★ Bonus “I Get Around” kudos also go to Peter Dahlin. His versatility as a trainer, and his expert skill at booking travel, has allowed him to train or coach staff in every county in our region!

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. Once a mega consulting contract is fully executed, Training Coordinators will then email you individual scopes of work for you to sign, scan and email back to us with an invoice.

We expect this process to save a lot of trees! Stay tuned for more updates on this. Please contact Anita if you have any questions.

INVOICE ALERT!

A new clause is now required to be on all trainer invoices. Please make sure to change your invoice template to include the following: By submitting this invoice, Contractor certifies that ALL SERVICES DESCRIBED IN THIS INVOICE HAVE BEEN COMPLETED IN ACCORDANCE WITH THE TERMS OF THIS AGREEMENT

** PRESS RELEASE! **

GET PAID FASTER! GO DIRECT DEPOSIT!

Trainers can now have your payment directly deposited in your bank account. Download this form and fax it to the Foundation, per the instructions on the form. It’s as easy as that! Payment is often faster when you do this, as no mailing is involved. 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!
Hello and Happy New Year! We at PCWTA have started this New Year with renewed energy and a sense of excitement for what is to come this year.

We kick off all of our monthly Operations meetings with an Appreciative Inquiry (AI) question to share best practices in our program, continue to develop a learning culture, and build our team relationships.

The New Year AI question asked that each person on our team consider what things they do and the things their team members do that enhances our sense of engagement in our work. We then shared what we want to do to further build our engagement in our work this next year. It was an excellent discussion to celebrate our successes from the past year and plan how we will achieve all that we hope to in the year to come! There certainly is plenty ahead for us to plan …

PCWTA will be hosting this year’s Annual Statewide SOP Convening on March 16. We are very excited to be helping to plan this event, which is highly regarded among SOP counties.

This year we will have three tracks:

- **Track 1**: focusing on counties that have not yet implemented or are just starting to implement SOP
- **Track 2**: focusing on counties that are farther along in their SOP implementation
- **Track 3**: focusing on SOP coaches and trainers.

Our hope with this approach is to provide a more tailored experience that can better meet the needs of all 58 counties in our state. We will share information and materials on our website so all of our trainers and coaches can review new information and resources.

We are beginning work on the Cultural Responsiveness Academy (CRA), a year-long workforce development series that is modeled after the Cultural Competence Academy (CCA) which was developed by our sister program, the Behavioral Health and Education Training Academy (BHETA).

We will be implementing this series in San Diego and it will consist of multi-modality training including eLearning, 6 months of in-person training modules, coaching, a practicum project, and a presentation of practicum projects to executive leadership. The program's focus is to provide training and coaching on cultural responsiveness particular to specific populations as well as opportunities to apply learning in a practicum project with the intent of creating systemic and organizational change.

The series will include child welfare managers, supervisors, workers, and administrative support staff so that all levels of the workforce can consider how to apply learning at their level and in their role. Curriculum will be developed by a committee that is representative of the focus population as well as key stakeholders such as foster parents, child welfare staff, community partners, and youth/parent/family partners.

A **CRA Program Coordinator** was just hired – Wanjiru Golly. She comes with a wealth of passion, knowledge and experience, and we are excited to welcome her to our team! Wanjiru has been a child welfare staff in San Diego County working in various programs and piloting Pathways to Well-Being, she has developed curricula and delivered training on the topics of diversity, cultural responsiveness, civic leadership, and intimate partner violence (both through PCWTA and in other community venues), has provided SOP coaching as a contractor through PCWTA, and has designed and implemented programs with refugee populations.

We have hired two other new staff members: Carly Bonner and Brad Hundman.

Carly is the PCWTA **Research Assistant** who is providing research support for our program.

Brad is the LA/Ventura **Training Coordinator & Training Assistant**.

These are both new positions and we are excited to add Brad and Carly to our team.
COMMERCIAL SEXUAL EXPLOITATION OF CHILDREN (CSEC)
by Anzette Shackelford

Commercial Sexual Abuse of Children, commonly referred to as CSEC continues to be a pervasive issue in society as it is considered a form of modern day slavery.

Although information regarding the number of children and youth affected by this tragedy continues to difficult to assess there are efforts locally, state wide, and nationally to ascertain this statistical information and identify ways to rescue and recover young people who are currently being trafficked and prevent at risk youth from getting involved in “the life”.

A local organization, MillionKids, recently identified an online app known as KIK that allows young people to have private conversation without detection.

As for the Academy/PCWTA efforts to address and combat CSEC; we are providing training and assistance to our county partners to develop a work force in child welfare that is capable of addressing the many facets of CSEC. We are in the process of scheduling the statewide standardized CSEC 102 trainings for our region, this curriculum is geared towards engaging youth and working within a multidisciplinary team (MDT) to provide services to youth.

Completion of CSEC 101 is a prerequisite to participate in CSEC 102 training. CSEC 102 is a two day training that will occur over 2 consecutive days. CSEC 102 is required for Child Welfare staff that work with CSEC victims and youth who are at risk for involvement with CSEC and Probation Placement staff. Other members of the MDT will also be invited participate in the training including County Behavioral/Mental Health, County Public Health, and Juvenile Court staff.

CSEC training is not yet mandated by the state, however CSEC training is required by both federal (HR4980) and state (SB794) laws.

We have also developed a CSEC web page on PCWTA site and it can be accessed via this link: http://theacademy.sdsu.edu/programs/pcwta/csec-commercial-sexual-exploitation-children/

A mobile app for android systems (iPhone version coming soon), that provides tools to assist workers with engagement of youth is also available on our resource page and can be found here: https://play.google.com/store/apps/details?id=com.andromo.dev88207.app468562&hl=en

For more information please contact: Anzette Shackelford at ashackelford@mail.sdsu.edu

CONTINUUM OF CARE REFORM AND RESOURCE FAMILY APPROVAL
by Amy Jaffe

The CDSS has spent the last few months getting the word out on AB403 otherwise known as Continuum of Care Reform (CCR). One very helpful informational session was offered through CDSS was recorded and can be found at https://vimeo.com/153010504

PCWTA is offering two upcoming opportunities to assist counties as they continue their efforts to plan for implementation of CCR. The first is an opportunity is to hear from Clark County Nevada’s Department of Family Services on their experiences of converting their emergency shelter facility into a 23 hour Assessment Center. The second opportunity will be the next in person convening on March 23rd in San Diego which will primarily focus on sharing implementation efforts across the region. Information on both sessions are on the Academy CCR Webpage and presentation materials will be posted after both sessions at http://theacademy.sdsu.edu/programs/pcwta/continuum-of-care-reform/

One key component of CCR is the implementation of Resource Family Approval (RFA). This new streamlined approval process for all families, including relatives, is intended to be family friendly as well as increase time to permanency. Additionally, many studies show that once relatives are approved for foster care they often are inclined to take non related children into their home, thereby increasing the number of overall foster placements for all children. Orange County has opted into early implementation this year. All other counties will be required to implement RFA on January 1, 2017. With this new process comes a new training academy replacing the old Community Care Licensing academy. This academy is for all staff who will be completing RFA. This curriculum was piloted in Ventura in January of this year. Revisions are expected in February. The academy will be delivering the RFA academy for Orange prior to the end of this fiscal year.

Additional RFA academies will be offered for the rest of the region next fiscal year.
COMMON CORE 3.0
by Irene Becker

Common Core 3.0 has arrived! - or a piece of it is now being implemented starting January 1, 2016. Thank you all for being a part of this exciting endeavor!

We had short time frames for implementation and everyone has rallied, from our own staff making and preparing materials, ensuring eLearning modules are working, preparing a new PowerPoint and script for the start of Core and trainers attending T for T’s on various classes to be prepared to deliver the Assessment Block.

You may remember that these Core 2.0 classes are no longer being delivered:
Critical Thinking, Assessment, and Protective Capacity, CMI 1 and 2 and Child and Youth Development.

Core 3.0 classes taking their place are:
Critical Thinking and Assessment (1/2 day), SDM Skills Lab (1 and 1/2 days), Assessing for Key Issues in Child Welfare (1/2 day) and CMI (1 day). Both the SDM Skills Lab and CMI have prerequisite eLearning. Child Youth Development is now an eLearning. There are two field activities associated with this block, in which the counties will be implementing with field advisers. Thank you all for helping us transition to these new ways of delivering training.

After much discussion on logistics and curriculum development in the other blocks, the rest of Common Core will not be implemented until February 2017. This means we’ll be working this year to finish writing curriculum and piloting it. Once the revisions to the curriculum are completed after a pilot, we will be doing more T for T webinars.

Part of a statewide mandate is that trainers of Core 3.0 will also need to take training. One in-person class will be on increasing facilitation training skills and a series of webinars on specific topics on child welfare practice. There is no timeline yet when these trainings will occur, and we are committed to giving as much lead time on the training so it does not interfere with training already in place. Stay tuned as we continue to roll out Common Core 3.0.

It's a REVOLUTION!!!
by Bill James

The push for Common Core 3.0 to make class time truly focused on skill building and learner engagement will challenge all of us to find new and sophisticated ways to involve our adult learners in their own learning.

One resource with a menu of ideas that is proving very helpful is the Liberating Structures website at:
http://www.liberatingstructures.com/ls-menu/

Several of us here at the Academy have found the “1-2-4-all” structure to be very effective at engaging every learner in the class, surfacing the wisdom of the participants (someone in the room almost always makes the point that we were going to make), and allows for erroneous ideas and thinking to be examined and redirected by the rest of the class.

Check it out!
The Public Child Welfare Training Academy (PCWTA) is proud of the many successes we have had regarding Safety Organized Practice Implementation in the counties we serve. Many of us are former Child Welfare employees, and it is exciting and rewarding to put a practice in place that positively impacts outcomes for children and families. As a workforce development agency, PCWTA is actively involved at the federal, state and county level in order to ensure we are leading the way in child welfare policy and initiatives. We have extensive knowledge and hands on expertise around implementation theory, methods, and outcomes. Together with the help of our county partners we have been able to employ our knowledge of implementation and figure out what works best in regards to executing a successful implementation of SOP in a Child Welfare environment. We are the leaders at consulting, training, coaching, and supporting SOP implementation in Southern California.

In order to maintain excellence, PCWTA has high standards for all our trainers and we have even higher expectations for our SOP trainers as they are an integral part of implementation. SOP implementation is not a series of traditional stand and deliver trainings. SOP asks the learner to make a large shift in thinking from being the one with all of the answers, telling families what they need to do, to being the one who knows the family is capable of finding their own answers and is willing to facilitate the process. Integrating a new way of thinking and practicing on its own is difficult, and PCWTA is asking for trainees to do this while working in a field that is quick paced, emotional, requires a lot of time, focus and critical thinking. Due to this PCWTA employs a process that utilizes different forms of workplace development techniques and requires that the whole county from top to bottom is willing to make and sustain desired change.

To best support a county during SOP Implementation PCWTA provides support in the following areas: Implementation Consultation, Coaching Services, ongoing Training Services, and Technical Support and Assistance.

- **Implementation Consultation:** Is typically provided by the PCWTA County Consultant assigned to the county. As a team, the County Consultant and County Child Welfare, assess the needs of the county, makes recommendations, and often sets up and maintains an internal County SOP Implementation Team. The County Consultant with the help of PCWTA support staff, schedules and maintains contract deliverables, coordinates with the county to ensure successful deliveries and helps the county navigate bumps along the way.
  - Someone who is skilled at this position has a good grasp of implementation science, spaced learning, SOP and SDM, has good listening/speaking skills, facilitation skills, a high degree of political acumen, is well organized, is a self-starter, can begin and complete work by a set deadline and can successfully juggle several ongoing projects at once.

- **Coaching Services:** Coaching services are highly recommended as part of SOP Implementation. We have learned that stand and deliver trainings do not provide the best transfer of learning and that practice coaching will greatly increase the transfer of learning which will support overall implementation. The coach will team up with the county to assess the coaching needs and will then employ a coaching plan making adjustments as needed. In Southern California we have had coaching teams that have consisted of one person up a team of six. The more opportunities trainees have try on new skills in a safe and comfortable environment the better.
  - Someone who is skilled at coaching has a solid grasp of SOP and SDM, has good listening skills, has good relationship building skills, can create a safe and comfortable learning environment, is able to ask powerful questions, respectfully challenge thinking, engage others in critical thinking, exercises humility and is good a giving and receiving feedback.

- **Training Services:** PCWTA has found that spaced learning supports successful implementation. In a field where everything feels like an emergency PCWTA supports and encourages slowing down the process. Trainers who slow down and encourage critical thinking, model and support the ideas of SOP and also increase transfer of learning. Through research we know that we can only take in so much information at once. To increase retention and transfer of learning SOP beings with a two day overview so the trainee can see the larger picture and has a sense how everything is connected. This is followed by 12 topic specific monthly modules (each module is 2-3 hours long). The trainee gets in depth information on a specific SOP idea, skill and/or tool, practices in the classroom and then continues their practice out in the field for a whole month before taking on a next topic. Our SOP modules utilize a Team Based Learning approach which relies on teaming and the wealth of knowledge already in the room. This shifts the role of the trainer from instructor to facilitator.

CONTINUED
SOP IMPLEMENTATION: IT TAKES A VILLAGE (CONTINUED)

- SOP concepts (they have attended SOP training, utilized SOP in the field or utilized SOP coaching), has a solid understanding of SDM and its connections to SOP, utilizes powerful questions, is confident in handling difficult conversations and helping trainees work through bias and a big shift in their thinking, actively elicits and then calibrates around the expertise in the room, is able to make connections between SOP concepts and also tie them to other practices and initiatives.

- Technical Support and Assistance: PCWTA has grown in size and in supportive services to meet the increasing workforce development needs of Child Welfare in Southern California. Consultation, Coaching and Training would not be as successful as it is without the technical support team’s help. PCWTA employs training assistants, data entry staff, IT staff, evaluation staff, coordination staff, curriculum specialists, user experience designers, help desk staff, administration staff and research assistants. Through their work we are able to provide in-person classroom support, research reports, evaluation reports, data reports, up to date curriculum and eLearning courses.

If you have any questions about SOP Implementation feel free to ask your assigned County Consultant.

SOP TRAINER TIPS

We have decided to have a standing feature in the Trainer Newsletter that speaks to SOP Trainers. PCWTA is now providing SOP implementation support (in varying levels) in five southern counties. We have an outstanding group of SOP trainers who, through training, move SOP implementation forward. As a group we want to make sure all SOP trainers are on the same page so we are providing a consistent and excellent product to the counties we serve.

- In order to save trees and resources we do not provide a copy of the entire Integrated Safety Organized Practice (ISOP) booklet for each of the modules. We do provide the necessary handouts from the ISOP that the particular module covers. (Note: When trainees go through the overview training they receive the entire ISOP. It might be good to remind them to bring it to each module).
- Please make sure you are calibrating your teaching to the audience. Ask questions about their knowledge and level of confidence in particular areas and adjust your talking points as needed. Some of our counties are very new to the concepts and will need you to keep it simple. Some have been doing SOP for years and will need you to push their thinking on how they can do SOP better.
- All of the modules have been adapted to the Team Based Learning format, if you do not have those versions please reach out to Jenni AhSing at jahsing@mail.sdsu.edu and she will address your needs.
- Small changes have been made to some of the Mapping module that included screen shots of SDM 2.0. They have been upgraded to screen shots of SDM 3.0. If you would like the new version of this module please reach out to Jenni AhSing at jahsing@mail.sdsu.edu and she will address your needs.
- Just as in any training, it is the trainer’s responsibility (staff trainer or contract trainer) to bring the PowerPoint on your own thumb drive to use for your presentation.

In other news...
- Jenni AhSing is heading up the “SOP Module Beautification Project”. “We are working to ensure all the modules look consistent, we are looking to beef up the trainer notes and turn the handouts into a handout packet (handouts will be numbered and in order of appearance in the training). Once all 12 modules are completed we will be putting them on thumb drives and will get them out to you.”

Thank you for all you do! Without you we could not make this possible.
Jenni AhSing

Safety Organized Practice (Signs of Safety)
NONVERBAL ACTIVITIES

Nonverbal activities can stimulate reflection, understanding and insight. Mental activities can be used to generate reflection or imagery. Physical activities are great for team building, personal or emotional development. Physical activities do require special training skills, so only qualified trainers should administer these activities.

However, any trainer can use mental activities. A common exercise is to ask trainees to reflect on the past, present or future. Or, trainers may want to motivate trainees to imagine future accomplishments, to visualize success, or to appreciate another person’s perspective. These types of exercises can contribute to trainee’s knowledge, understanding and skill development.

Giving Instructions

Trainers should feel comfortable in their skill set to administer a nonverbal activity. Trainers should be relaxed and be able to create an atmosphere for productive imagery, and describe the physical and emotional surroundings of the imaginary situation in precise and colorful detail.

The atmosphere in the room should be conducive to introspection by dimming lights, eliminating distractions, and making introduction brief. Do not devalue the activity, but do not give the trainees anxiety by exaggerating possible results. It’s helpful to ask trainees to close their eyes, breathe deeply and relax as they begin the exercise. Sometimes trainees are uncomfortable with silence, so be cognizant you may need to manage that dynamic.

Monitoring

The trainer’s job during this activity is to maintain a quiet atmosphere where introspection is possible by being quiet and still yourself.

Managing the Reporting Process

Managing this process should be casual rather than structured and demanding. Now is the time to ask a few gentle questions like “Does anyone want to share?” or “What are your reactions?” Keep in mind the learning has already taken place.


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

Nonverbal activities can serve as meaningful breaks during training days. This is particularly helpful for long or “heavy” trainings. These activities serve as opportunities for trainees to learn and grow as well as reflect on training content.

ROLLING WITH RESISTANCE IN THE CLASSROOM...

Here’s a reminder that we can make the experience more pleasant for everyone, especially for mandated trainings, if we take a page from Motivational Interviewing when handling some of the more challenging learners. When the inevitable hand goes up and someone points out that, “this will never work here”, using reflections (two or three in a row) and then asking the rest of the class for input often works wonders. Learning to make reflective statements (one aspect of Active Listening) is a valuable skill to have down pat. And then the various ways to ask the class for input are only limited by the trainer’s imagination. Exception questions, coping questions, “help me understand your system” type questions (and many more) can help jump start a more Solution Focused and Culturally Humble tone to the conversation.
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 Toussant (San Bernardino), Darlene Hill (Imperial), Anzette Shackelford (Orange), Nancy Satterwhite (Riverside), Jenni Ahsing (San Diego) 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 needs, Roxanne Dunn does the same for Orange, San Diego, and Imperial, and Brad Hundman does the same, plus also covers training for Los Angeles and Ventura counties. Jenee-Marie Northcutt does orientation of new trainers and works with trainers around curriculum issues and approving outline.

**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 designs curricula for LA county and will also be participating in Core 3.0 development. We have also hired a Research Specialist, Carly Bonnell, who does research to support curriculum and other projects.

**Program Coordinators** Wanjiru Golly was just hired as our CRA Coordinator and we hope to also hire a Simulation Site Coordinator. If you know someone you think would be interested in participating in and coordinating Simulations at our Simulation Site, please let Renee know.

**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), Michelle Adair (Regional Inland), Chrystine Zamudio-Snow (Orange), Jennifer Mathews (San Diego) and Brad Hundman (Los Angeles/Ventura). You may also see Luz Orozco or one of our contract offsite coordinators, Amida Celaya, Lauren Moreno, or Rita Naranjo cover training you may do.

**Practice Consultants** coach and mentor staff in counties and in the field. Supervising Practice Consultants are Jenni Ahsing and Bill James. Wayne Rutledge, Lilli Miles, Kate Bedwell, Kim Khoury, Candace Kimbell-Awoleye and Laurie Fortin are our Practice Consultants on staff.

Additionally, we are currently using some contract trainers to do coaching in our counties. Mark Miller coaches Managers in San Bernardino and Los Angeles Counties, Peter Dahlin coaches Managers in San Diego County, Monica McCurdy coaches Managers in Ventura County, Steven Wells and Becki DiBont coach staff in Orange County. If you are interested in coaching opportunities, please contact Bill or Jenni.

**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 Neil Kavanagh, her right-hand guy.

We warmly welcome the following new staff since the last newsletter:

Carly Bonnell was hired as a Research Assistant
Brad Hundman was hired as LA and Ventura Training Coordinator/Training Assistant
Wanjiru Golly was hired as our Cultural Responsiveness Academy (CRA) Coordinator

We have current plans to hire, and will perhaps have announcements in the next newsletter for:

San Diego Training Assistant
Simulation Site Coordinator
Practice Consultant (Coach)
Offsite Coordinators
Leadership is key to successful implementation. Leadership participating in coaching highlights the impact of “walking the walk” within the parallel process.

A local director of Child Welfare asked a PCTWA Practice Consultant for support in exploring ways in which they could facilitate a potentially difficult meeting with their Leadership Team. Together, the Director and the Practice Consultant explored the Super 8 Facilitation Steps, developed Appreciative Inquiry Questions, and explored how to use these tools to successfully create a safe environment for a hard conversation. Parallel to this, social workers in this same county are using these tools to facilitate Child and Family Team Meetings and are successfully creating a safe environment for hard conversations.

The meeting was a success! Parallel to the pre-meetings social workers have with families, the Assistant Director had a pre-meeting with the Leadership Team to develop Group Agreements. The pre-meeting and collaborative development of Group Agreements proved to be tremendously powerful in supporting the Director and Assistant Director in guiding what evolved to be a smooth and productive meeting.

The great work done in this meeting was quickly put to the test. The team was faced with an important decision, putting the structure they had collaboratively developed to test. What followed was a very effective process for making the decision at hand.

What was the response of the Leadership Team?
One Deputy Director stated that it just might have been one of the most effective meetings the team had ever had. When asked if they would recommend the Appreciative Inquiry and Super 8 Facilitation Steps to their peers, the response was, “Absolutely - it just made the process much easier - and that is not what I thought this conversation was going to before we got started!”

The Practice Consultants are out in the offices and in the field, coaching with Leadership, Managers, Supervisors, Social Workers, Parent Partners, Domestic Violence Counselors and support staff and families.

We asked the Practice Consultants “What impact has coaching had on you and your professional growth and development.” We will highlight these responses over the next several editions of the Coaching Corner.

“I think the way it has greatly impacted my growth and development is in the area of relationship building...I have had to slow down, build safety, trust, and comradery in the coaching relationship before moving forward. I totally see the value in and believe now that people don’t care what you know, until they know that you care." I didn't know how important that was until I started coaching!!” ~ Laurie Fortin LCGW, Practice Consultant

“Coaching around safety organized practice has brought so much clarity to my own personal life. Using the three questions in everything I do has helped me get clarity on what is really important.” ~ Kim Khoury MSW, Practice Consultant
In April 2015, San Bernardino County began discussions about the possibility of adopting Structured Decision Making as a risk and safety assessment tool.

A SDM Planning Committee, including PCWTA, was established to explore this possibility and develop a recommendation for leadership. In June 2015, San Bernardino County leadership approved the adoption of SDM as the county’s new risk and safety assessment tool.

San Bernardino County partnered with PCWTA and the Children Research Center (CRC) to implement Structured Decision Making. The team included Supervising Practice Consultant, Bill James, County Consultant, Audrey Tousant Shelby, Contract Coach, Mark Miller, and CRC sitting on the county SDM Oversight Committee providing expertise, coaching, and technical assistance.

As of right now, 54 counties in the state of California are currently using SDM. Three counties, including San Bernardino, Napa and Contra Costa are in processes of planning for implementation during the next few months.

On January 25, 2016, the Children's Research Center rolled out training in San Bernardino for more than 400 staff. County staff will be trained over the next 11 weeks in the SDM 3.0 Basic Orientation and Web SDM.

The PCWTA coaching team will support learners by coaching to the application of the SDM tools using a training portal until San Bernardino goes live with SDM in April of 2016.

PCWTA is very honored to have the opportunity to partner with San Bernardino County to continue to drive implementation of best practice forward ultimately, improving outcomes for children and families.

The latest upgrade to the Structured Decision Making system is worth a look for all trainers.

The number of Safety Threats decreased and the definitions became more focused on the "impact on the child" aspect. In fact, Safety Organized Practice terms and ideas have become a part of nearly every tool, especially the Reunification Reassessment.

The cultural considerations of any family are now highlighted at the beginning of the Family Strengths and Needs Assessment and the questions are framed in a way to help increase awareness of the positive impact on the family as well as any worries that might arise.

PLUS, the case vignette (Called the Jeferson/Baxter case) used in the SDM training would easy to re-purpose for other classes. Your audience will all be familiar with it, so you could spend less time covering the case and more time on your training point.

So consider looking up some of the CalSWEC webinars for trainers, the CRC webinars for trainers, and the e-learning resources at PCWTA.
UPCOMING CONFERENCES OF INTEREST

The mark of a great trainer is being a life-long learner. We appreciate trainers who make this commitment to advancing their knowledge by attending conferences. Here are some conferences in the coming months that allow you the opportunity to do just that!

MAY 2016:
Event site: http://calswec.berkeley.edu/2016-national-human-services-training-evaluation-symposium

AUGUST 2016:
Event site: http://www.cwla.org/substanceuseconference/

AUGUST 2016:
Event site: http://wccwtc.pbworks.com/w/page/7837313/FrontPage
Check out the WCCWTC Facebook page: https://www.facebook.com/groups/111256675711469/

OCTOBER 2016:

Want to present at the NCCD Conference on Children, Youth, & Families: Creating Solutions in CA? Apply here: bit.ly/1QkVlmB
If you have any questions, comments, or submissions for the PCWTA newsletter, please send them to Anita Aldrich at aaldrich@mail.sdsu.edu