

“Quality Training Leads to Best Practice”

TRAINING SCHEDULE

LINeworker CORE

San Bernardino - 7/5-9/7;
7/28-10/13; 8/24-11/10
San Diego - 7/12-9/6; 9/20-11/16
Orange - 7/19-9/28
Riverside - 8/8-9/7; 11/8-12/14

REGIONAL SUPERVISOR CORE

8/31-9/1; 10/12-10/13; 11/9-11/10; 12/7-12/8, 1/11-1/12

REGIONAL MANAGER CORE

3/28-29; 4/19-20; 5/16-17

REGIONAL ADVANCED

CFSR Learning Collaborative- 8/30

CFSR Case Review Training- 10/31-11/3

ADVANCED SDM FOR SUPERVISORS

San Diego - 10/18-19
San Bernardino - 7/6-8/4,
8/25-9/20, 10/4-10/18

SOP FOR SUPERVISORS

San Diego - 12/6



PCWTA Newsletter

VOLUME 20.1

SUMMER 2016



EDITOR'S NOTES

Change continues to be the theme here at PCWTA. I humbly take the reigns as your new PCWTA Newsletter Editor-In-Chief as we all reluctantly say goodbye to Anita. Anita has served us all proudly for more than 17 years and she will be missed terribly. I feel a sense of gratitude for all that she has bestowed upon us and realize the enormous shoes I have to fill in this endeavor. For those of you who do not know me, I am the Curriculum Coordinator here at PCWTA. If I haven't worked with you, I look forward to interacting with you soon. I moved to San Diego in 2009 to earn my MPA. Many moons ago, I was the Editor of my high school newspaper way over in McMinnville, TN. Hopefully that experience serves me well as I transition to take

over the PCWTA Newsletter. As summer ends at PCWTA, we say goodbye to two loyal team members who have made immeasurable contributions to PCWTA and child welfare - Anita Aldrich and Irene Becker. Combined, they have worked here over 30 years, dedicating their time and expertise to providing quality, effective training to child welfare professionals. If you see Irene or Anita before they retire, make sure to thank them for their service. We continue to grow as an organization and are anticipating many changes ahead as we gear up for full implementation of Common Core 3.0 and other initiatives. Thank you all for your patience, dedication to child welfare and continued commitment to serve!



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TRAINER'S CORNER

This quarter our featured trainer is Rhoda Smith, MSW

This quarter we feature Rhoda Smith, who has been an Academy trainer for several years, as well as a former staff. Rhoda was recently chosen to receive the Bertha Capen Reynolds Pre-doctoral Fellowship at Smith College School of Social Work which provides a 12-month residential fellowship to a doctoral student in the dissertation phase, whose work promotes both the underlying principles of Reynolds' approach to clinical social work and the mission of the Smith College School for Social Work.

Rhoda is a lecturer in the MSW program at Azusa Pacific University, and serves as the coordinator for the University Consortium for Children and Families, a partnership of the Los Angeles County Department of Children

and Family Services and 7 MSW programs in Los Angeles. Her career has included extensive experience in the field of child welfare, including work as a social worker and supervisor, recruiter of staff and foster parents, and consultant to group homes for pregnant and parenting teens in foster care. She has also worked in juvenile probation and forensic inpatient mental health treatment.

We are sorry to lose Rhoda's training services, as she moves back East to complete this program. But we applaud Rhoda for this distinguished honor and celebrate her great achievement. We look forward to welcoming her back next year as Dr. Rhoda Smith.



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/TRAINING 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:

Mark Miller
Susan Mahoney
Lilian Nguyen
Sarah Kneeland
Jennifer Elkins
Al Killen-Harvey
Doug Braun-Harvey
Jennifer Haight
Daniel Webster
Scott Johnson
Charisma De Los Reyes
Laurie Fortin
Lisa McCullough



★ Kudos to **Lisa Walker Gilbert** for driving by our Alvarado office to pick up printed materials for CSEC 102 after a long training day in Imperial County. We appreciate her willingness to help us out and ensure needed materials get where they need to be. Thank you Lisa for being a team player!

★ This kudos comes to us from San Bernardino county staff who observed **Rhoda Smith** training Framework for Child Welfare. They observed Rhoda using humor, hands-on exercises and life experiences to engage trainees. Great job Rhoda! AND, great job to San Bernardino staff for passing along this kudos!

★ Excellent coach kudos to **Monica McCurdy** (aka Coach Monica) for making herself available for

coaching for Ventura County staff in light of a recent child fatality. She has worked with line staff and management to develop self-care goals. She also has helped strengthen and support the relationship between the foster parent community and Ventura County. Thanks for stepping up to the plate Monica! Great job!

★ Kudos to **Daniel Webster and Jennifer Haight!** These two amusing and sophisticated trainers brought a breadth of knowledge and expertise to San Diego County analysts & CQI staff with a 5-day Advanced Analytics training. Trainees were presented with best practices for data analysis with CWS/CMS data and CQI models as well as received hands-on training in how to navigate the [CA Child Welfare Indicators Project website](#) and the Center for State Foster Care and

Adoption Data portal through Chapin Hall. Trainees were engaged in a number of lectures, practice and group activities that aimed to assist analysts in informing and improving CQI processes and how to utilize longitudinal data to inform budgeting. Thank you to Jennifer & Daniel for such a robust and engaging training and the best practices for child welfare data that were presented are vital for understanding the impact of innovations in our field!



TANTALIZING TRAINER TIDBITS

MEGA CONTRACTS

Many of you were on mega consulting agreements last fiscal year, if you trained or coached regularly, and exceeded a certain dollar amount. We will be more slowly implementing mega consulting agreements in this new fiscal year. The Foundation is currently setting up various funds and fund numbers, and we are concurrently conducting internal contract meetings to identify service needs and who may warrant a mega consulting agreement. Some other unknown factors include the full implementation of Common Core 3.0, who will be training what classes, and how this factors in. So, thanks for your patience while we figure all of this out. As we identify those trainers who need to be on mega consulting agreements for this fiscal year, we will reach out to you individually. In the meantime, you will most likely receive individual contracts for the fabulous services you provide.

CONTRACTING TIP: One of the common mistakes on the contract is correctly answering question number 6. This question asks "Have you been employed by SDSU Research Foundation (SDSURF) or the CSU System within the past 18 months?" Most trainers need to answer "No". Training for the Academy as an Independent Contractor does not classify you as an employee of the SDSU Research Foundation. Talk with your Curriculum Coordinator or Training Coordinator if you have questions regarding this form.

GET PAID FASTER! GO DIRECT DEPOSIT!

Trainers can now have payments directly deposited in your bank account. Download [this form](#) and fax it to the Foundation, per the instructions on the form. Payment is often faster when you do this, as no mailing is involved.

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!**

IMPORTANT INFO FOR TRAINERS

CHANGES IN DATA COLLECTION PROCEDURES

We wanted to let all of you know about some exciting new upgrades to the PCWTA data collection process for trainings we provide. As many of you may have already heard, and as was noted in in the Trainer's Newsletter in May 2016, the Academy and the PCWTA program are moving to an electronic data collection system for Satisfaction Surveys (Academy evaluations) that are administered at the end of each of our trainings.

The change in our data collection procedure will be staggered and will roll out county-by-county throughout the early part of this fiscal year. Across the region and within each individual county's various training site locations there will be variations on how the surveys are administered based on specific county needs and technology available. Each county consultant will inform their region as to which data collection method will be used in your county/location and when the shift will take place.

To give you a general idea of the new process please note that all training participants will now receive their Satisfaction Surveys *either* 1) via an email from our Learning Management System, after they have completed the training (LMS method), *or* 2) via an electronic link they will receive during the class (Qualtrics method).

For the LMS method, we ask that trainers and/or training assistants notify the participants that they will receive their survey within 1-2 days and encourage them to provide feedback so we can continue to enhance our training and services to them. For the Qualtrics method, surveys deployed electronically during class, training assistants will facilitate the administration of the surveys in the class.

The reports generated from the new electronic data collection system will collect and provide the same information previously gathered but the reports will look slightly different, as it will be coming from our newly structured electronic system.

While going electronic will reduce costs and increase efficiency, we also expect that it will result in reduced response rates upon initial inception. As we continue to implement and refine this transition to electronic data collection we will continue to working on ways to encourage participation and will continue to expand how we evaluate our training service.

Thank you for your continued commitment to training for PCWTA. To provide feedback on the new process please complete this survey: [Electronic Data Collection Feedback Survey](#)



TRAINER BADGES

There has been an update to visitor policy here at our Alvarado training rooms in San Diego. To ensure trainees, trainers and employees remain safe, we are issuing visitor badges for any visitors.

We consider our trainers part of our PCWTA family, so we have specific Trainer Badges for trainers. Please either check out a trainer badge at the front desk or ask your Training Assistant to get one for you. If you have any questions, please contact Jenee Northcutt.



UPDATE: CONTRACTS WILL NOW BE SENT BY EMAIL!

Most of you have received contracts via email since May.

Contracts/scopes will be emailed to you by Jose Refuerzo at jrefuerzo@mail.sdsu.edu. Please make sure Jose is on your "safe senders" list, so your contract doesn't wind up in your spam folder.

We are unable to accept e-signatures at this point in time due to changing policies and procedures. We are working with our fiscal agent to develop an authentication of the signatures in hopes of utilizing electronic signatures soon. Please continue mailing your contract documents to:

Academy for Professional Excellence
6505 Alvarado Road, Suite 107
San Diego, CA 92120-5010
(Attn: Jose)

Let us know if you have any questions!

DISCUSSION WITH DAWN: ACHIEVING EXCELLENCE WHILE MAINTAINING OUR BALANCE

by Dawn Schoonhoven Scott

Hello! I hope this letter finds you well and enjoying your summer. The PCWTA Team has spent the last several weeks focusing on finishing the year strong and preparing for the start of the new fiscal year. We highlighted our individual and team achievements of this past year at our Annual Year End Celebration in July. We also used this time to continue strategic planning for the coming year and building the vision for the work that is ahead. The theme of this celebration was Achieving Excellence While Maintaining Our Balance. This will continue to be our theme this next year as we strive to continue providing the best quality services and support our workforce and collaborative partners to practice self-care and maintain balance. Given the secondary trauma that many in this field face and the difficulty we see with practicing self-care and work/life balance, we are strategizing as a team how we can model both the provision of excellent services and self-care.

Some key successes that we highlighted from this year included:

We delivered workforce development services in one capacity or another to approximately 27,600 participants.

We provided 808 days of training and 850 days of coaching.

We provided approximately 700 hours of technical assistance to support leaders in managing complex organizational change, connecting new practices and initiatives to plan for high level system improvement, and to guide implementation planning.

We delivered an average of 6.5 events per workday.

We developed and deployed 10 new eLearnings and 2 new mobile apps.

We delivered 26 webinars on various topics.

We facilitated 6 ongoing learning collaboratives on different topics to provide a space for Southern counties to share resources, ideas, barriers, and meet with subject matter experts to advance implementation planning.

All of this work was completed with the aim of providing excellent workforce development, deepen child welfare practice, and ultimately improve outcomes for children and families in the Southern region. A huge kudos to the team and to all of you for these incredible accomplishments! Our work at PCWTA is only as strong as our collaborative partners and trainers and each of you have helped us make this year a success with your contributions of expertise, time, and passion in the training room!

As we look ahead to this year we are already well on our way planning and delivering services. We are continuing our work with SOP implementation in the Southern region by initiating implementation in a new county and beginning training for trainers to build internal county capacity in another county. We are continuing to plan for and support Continuum of Care Reform (CCR) and Resource Family Approval (RFA) implementation and recently provided a structured planning day and technical assistance for Child Welfare Directors to support planning for CCR and RFA. We are moving forward with the implementation of Common Core 3.0, use of our simulation site and the ongoing development of the statewide Core Practice Model. Each of these are not stand alone initiatives but instead are components of overall best practice in our state and we are excited about the opportunity to move it forward this next year.

We have spent the last few months preparing for my leave and have a strong coverage plan in place that relies on the PCWTA leadership team and our Academy Director, Jen Tucker-Tatlow. As always, if you have any questions or needs please do not hesitate to contact someone on the team. We look forward to our continued partnership this year!

Thanks,

Dawn



STATE INITIATIVES IN ACTION REGIONALLY



COMMON CORE 3.0

by Irene Becker

It remains a hectic pace as we continue to vet and pilot Core 3.0 materials. Since the last newsletter, we have finished vetting and getting ready for the following pilots:

- Monitoring and Adapting Block 100 Level (classroom and eLearning - pilot August)
- Foundation Block 100 Level -
 - Classroom - Orientation to Child Welfare and Common Core 3.0 - pilot August
 - Classroom - Values and Ethics - pilot August
 - eLearning - CWS Outcomes
 - eLearning - Documentation Writing
 - Key Issues in CW: Social Worker as Practitioner (eLearnings and classroom)- September
- The other Field Activities besides the Assessment Block (counties are piloting through December)

Vetting Continues for the last of the 100 Level and one 200 Level eLearning:

- Legal Procedures (eLearning and classroom)
- State and Federal Laws (eLearning)
- Time and Stress Management (eLearning)
- ICWA 200 Level (eLearning)



By the next newsletter, we will have finished all of the 100 Level - the bulk of Core 3.0, and concentrating on the 200 Level classes.

We appreciate any of your feedback when we send out a request to review materials during the vetting period. On behalf of our statewide curriculum group, we are very appreciative to get your ideas on Core 3.0

Lastly we now have a revision schedule for curriculum and evaluation of Core 3.0. As we are implementing only the Assessment Block, only those trainers are getting notifications of changes. Jenee Northcutt is our lead in working with trainers to update materials, and any information on changes on the evaluation materials. I also want to thank our Training Assistants who see our trainers everyday and are great about sending along questions and concerns for our team to address. Please visit our [Common Core 3.0 webpage](#) for updates.



RESOURCE FAMILY APPROVAL

by Amy Jaffe

The first RFA Academy training was held in our region in Orange in June of this year. Orange was gracious enough to find a space large enough to accommodate several observers from other counties. A big "Thank You" to Orange for being such great hosts. Our first T4T was also delivered at the end of June and we had good attendance from our region. The Statewide curriculum is currently being updated and it is anticipated that it will be completed by early September of this year. PCWTA will have 3 deliveries of the RFA Academy this fiscal year for the region. The first delivery is November. Dates and location are still being confirmed. We will also hold another T4T in December.

Continuum of Care Reform

by Amy Jaffe

Continuum of Care Reform, a major statewide system reform effort is well under way. This reform is directed specifically at placement of youth who need supports and services to allow them to be placed in a family setting. This reform effort is very much an extension of Pathways to Wellbeing. For more information regarding CCR please feel free to visit the [CalSWEC CCR webpage](#).



CalSWEC
California Social Work Education Center

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

Question and Answer Periods

Often after giving our trainees new information, it is necessary to allow time for questions. Asking "Do you have any questions?" may elicit valuable questions that add to the topic but sometimes it may lead to silence. When you need questions to be more focused consider, asking the trainees to work in small groups to come up with a list of questions.

Giving Instructions

Ask the trainees to move into small groups to share their reactions to the presentation and to identify questions that the presentation created. Have one person in each group write down the questions and to share them in the reporting process.

Monitoring

Remember to make eye contact and other non-verbal behavior to encourage trainees to talk together in their small groups. Help them get started if needed.

Managing the Reporting Process

Take several questions from the trainees to begin. This will allow you to respond to the most important questions first, link the answers to several questions together in order to control the time better and allows you to avoid being trapped into answering an irrelevant question.

From: Margolis, F., Swan, B. (1999) *The Trainer's Handbook for Participative Learning*. HDR Press, Amherst, MA, 91-92

And Now A Practical Application - WHAT'S IN IT FOR ME?

Question and answer sessions can be useful in deepening and focusing the material presented in a lecture format. It also allows you, as the trainer to know, if the information that you have shared is hitting the mark.



MAKING SENSE OF THE ALPHABET SOUP

by Bill James

So many initiatives and mandates are coming at our learners all the time; CFT's, SDM, SOP, CQI, CFSR, CPM - it's enough to make for a jumble of Alphabet Soup!! As a trainer, you can help our social workers see the connections between these initiatives so that they get a better understanding of the larger context and how these fit together as a whole. I like to think of a construction site. The California Core Practice Model (CPM) is like the blueprints for the house we are hoping to build - the ideal end result we hope to achieve from our efforts. The Structured Decision Making (SDM) tools are like the building codes - rules and logical steps that should be applied to every building that answer questions that the blueprints cannot (What are we supposed to focus on? In what order should we gather facts? When should we start putting together a team with this family? etc.). Child and Family Team (CFT), also known as Network, meetings are a chance for the whole team to come together and think about how to get the work done - the plumbers, electricians, carpenters, and masons all have a different perspective and can make recommendations to the coordinator on how best to work together. Then Safety Organized Practice (SOP), which has its own underlying values and assumptions closely aligned with the CPM, provides us with a set of tools we can actually pick up and use to do the work - like hammers, saws, levels, trowels, and wrenches that all need to be used when they are appropriate and most effective.

As the house comes together, Supervisors, in addition to the training and mentoring roles they fulfil, play the role of "inspectors," checking the quality of the work and that "building codes" are followed. All the while, Continuous Quality Improvement (CQI) - required by the Child and Family Services Review (CFSR) process - is like having a "We Care About Building Better Houses" that includes some architects, families, carpenters, plumbers, and other interested people that monitor the building of house, to check again that things were done "to code", and look forward to ways to improve the plans, or even do a remodel, to make future houses better for our families. Come up with your own metaphor if you like. Helping the workforce make these connections will increase the importance of using them skillfully!

CULTURAL RESPONSIVENESS ACADEMY (CRA) NEWS

The Cultural Responsiveness Academy (CRA) was established in February 2016, in response to the County of San Diego, Child Welfare Services Agency's awareness that issues including disproportionality, disparity of services, and bias in decision making continue to impact the children and families that are served. The first series will focus on the African American community.

The development of the Cultural Responsiveness Academy (CRA) continues to make progress as we sprint towards our target roll out date of September 6th, 2016. Our initial step in developing the curricula involved 3 successful workgroup meetings that created the topics and learning objectives that have been provided to the trainers to be used in developing their curriculum. Results from the pre-assessment survey that was sent to CWS staff to gauge their level of cultural responsiveness will also be shared with the trainers. Our trainers are working in teams of 3-4 people which will add to the richness of the curriculum developed as they combine their varied professional and personal experiences.

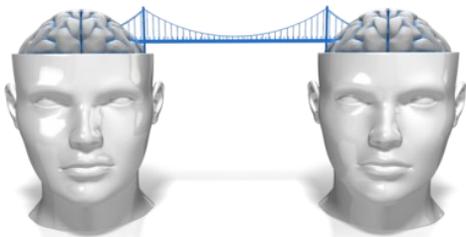
The participants in the workgroups were very candid and open in their discussions, and several mentioned this was the first time they had the opportunity to express themselves professionally among their peers. During the 3 ½ hour meetings, we worked straight through with no breaks, as the conversations were animated, and I will add, everyone was respectful in their tone and actively listened when others were speaking. The energy and openness experienced in these meetings led us to change the description of the CRA to a "learning environment and facilitated discussion" as the term training seemed too sterile for what we are trying to accomplish. The main message that came from the group is that they wanted participants to be able to openly share their experiences and leave with concrete tools that they can take back to their work, and have a direct impact in reducing the disproportionality and disparity of African American children. Our trainers are therefore tasked with developing an experiential learning experience, with minimal or no PowerPoint, and a focus on facilitated discussion.

As you can see, there are several parallel processes in the development of the CRA – individuals with varied experiences coming together to share their ideas and learn from each other, and also breaking the stereotype that the African American experience is "one" experience, and instead showcasing the diversity of all experiences. The messaging around the uniqueness of the African American trainers will play out in the classroom, and the participants will have firsthand knowledge of what it means to be culturally responsive in their interactions with African American families. They will have a model experience of what it means to be open and curious about the family they are working with, and how they can remain engaged in their interactions, when they are faced with a barrier that causes them to disengage.

On completing the prerequisite E-Learning, the participants' monthly learning experiences will be: Introduction to the CRA, African American Experience and Worldview, Impact of Historical Trauma on African American families, Identifying and Managing Bias, Engaging African American families, Succession Planning and Coaching (for Managers), Cross Cultural Supervision (for Supervisors, Seniors, Social Workers), Customer Care (for Office Administrators and SWs 1-3). The first five classes will have similar content tailored to the cohort, and the last class will be specific to that cohort's work roles.

Stay tuned for more updates as we continue on this exciting journey!

Wanjiru



A Youth and The Power of Agreements

What can happen if we give youth a voice? In San Bernardino County, PCWTA Coach Lilli Miles facilitated a CFT with Social Worker Lori Davidson for a youth who was demonstrating behavior that was jeopardizing his placement. They collaboratively created agreements that included respect and participation.

As the CFT begun, the youth slumped over in his chair and covered his face with his hood. Lilli brought back the agreements of respect and participation and asked the youth to uncover his face so they could make eye contact with him. The conversation looked like this:

Lilli: *"You are covering up your face with your hood, slumped over in your chair and not making eye contact. One of our agreements is respect, and your behavior is not demonstrating respect, honoring this agreement."*

Youth: *"I don't want to be seen."*

Lilli: *"That is unfortunate because everybody in this room made an effort to be here so we can see you. We are here to get you, understand you, to understand what everyone needs to do including you to make a better future. We are your team."*

Youth: *No response.*

Lilli: *"Who's worried that Andrew doesn't care enough about himself to be present to participate in the plan?"*

CFT participants: *Echoed this worry. "It's like he is hopeless, how do we make a plan with a youth who is hopeless?"*

The participants began the meeting. Slowly, the energy shifted in the room, the youth uncovered his head and began actively participating his Child and Family Team Meeting. He contributed many ideas to next steps of behavior he would change. When Lilli asked the youth to scale his capacity, ability and willingness to make these behavioral changes, he scaled himself at an 8. Following the CFT, the youth was wandering around the room, jacket undone, wide open stance.

Lilli approached the youth: *"I would really like to shake your hand."*

Youth: *Reaches out his hand and looks down*

Lilli: *"Please look me in the eye"*

Youth: *Lifts his head and shakes Lilli's hand*

Lilli: *"I wish you every success with this plan and to realize that when you succeed nobody can take that away from you."*

As a result of this CFT and the next steps that everyone agreed on, this placement crisis was stabilized.

The Teaming of Coaches, Supervisors and Social Workers

San Diego County moves towards the implementation of behaviorally based case plans!

What does danger and safety look like? How can we create case plan objectives and objective descriptors that address the danger and create clear steps towards safety?

PCWTA Laurie Fortin teamed with the San Diego Coaches in an effort to push forward SOP based Case Plans. This was not only a teaming effort amongst coaches, but a teaming effort by combined Court Intervention Units, who build the plans, and Continuing Services units, who inherit, monitor and amend the case plans in an effort to enhance their collaboration and increase the consistency of case plan writing. These collaborative coaching efforts included two part sessions. The units worked in pairs to "upgrade" their plan based on ideal elements, creating and perfecting danger and goal statements so that case plan objectives related directly back and strategizing to create SMART objective descriptors that are behavior action based.

Planting The Seeds For Next Steps In Building Strong Safety Plans - Tried, True and Tested.

Building on what is working well, Laurie and the San Diego coaches build on the success of case plan coaching and developed a plan to team to coach towards the building of strong safety plans. The largest group coaching session occurred with the stand-by Hotline Supervisors and their stand-by Social Workers. A little competition is fun for everyone! The group coaching session started with a competitive SDM Safety Assessment quiz with prizes awarded to the team who answered the most questions right. To help to create a safe environment for hard conversations, the coaches first and foremost acknowledged that mixing good practice with real life conditions can be difficult at times Stand-by social workers are called out as an immediate response on higher risk referrals, often in dangerous areas of town, late at night, where people may or may not be angry, under the influence of substances etc. Creating a well-written behaviorally based safety plan that actually builds safety around the child can absolutely be challenging under such conditions. Supervisors and Social Workers provided the feedback that they appreciated the ability to have a conversation and engage in critical thinking around safety assessments and safety planning in a non-crisis, calm and safe environment. As stated by the supervisors:

- "Thanks! This was an awesome meeting and I found it very helpful!"
- "I wanted to thank you so much for coming to our meeting yesterday and educating us! I think we all found it useful!"

SAFETY ORGANIZED PRACTICE(SOP) UPDATE

By Jenni Ahsing

About a year ago we updated the SOP modules with a new delivery method, Team-Based Learning (TBL). Team-Based Learning is the use of "learning teams" to enhance student engagement and the quality of student or trainee learning. The trainer facilitates the process and the participants in their teams learn through application activities and skill based practice. The Academy has been in the process of shifting from "hero to host" as we implement cutting edge and creative ways to interact with those we serve. TBL supports "hero to host" thinking. The first update to the TBL delivery method was well received and we still heard feedback that there could be less lecture and more practice and activities. So we went back through the modules to beef up their "TBLness." The 12 modules are the same 12 modules and have the same names and are in the same order. I also want to remind you that the learning objectives have never changed. Someone who took the module on Solution Focused Inquiry five years ago was taught the same information as someone would who is taking the modules now; But the way in which they were taught the information has changed, we hope for the better. What will you see when you check out the new modules?

- The curriculum is cohesive and the visuals have been updated to increase impact.
- The handouts have been put in packets that have a table of contents and are numbered for easier use.
- Attention has been paid to ensure there is not unneeded repetition from the two day modules and from module to module and that the modules are truly moving practice forward.
- An increase in skill-based practice and TBL application activities.

As always the modules are not the only component to successful SOP implementation. Transfer of learning from the class to the field needs support beyond the classroom. Many counties have added a coaching component to their workforce development programs. At the end of each module, there is an activity to have the learner pick something they want to practice in the field and a slide dedicated to coaching to remind them that the resource is available to them. It is our plan to share the curriculum with SOP trainers in the beginning of September with the goal of flipping the switch and to begin using the new curriculum by October 3rd. If you have any questions, please contact Jenni Ahsing.

THE ROLE OF TRAINING ASSISTANTS

by Renee Duci

Did you know there is always a Training Assistant on hand at every in-person training we provide? A Training Assistant provides a great deal of expertise and support in the training room to ensure each training day runs smoothly. While they do set up the training room and provide refreshments, this is only a small part of the important role they play each day. At the start of each training, the Training Assistant sets classroom expectations: things like signing in on the roster, taking phone calls, entering and exiting the room respectfully and reminding the trainees what training they're attending and who the trainer is. During the training, they are observing the training and the trainer to ensure the training content maintains Academy standards, uses best practice methods and that the trainer covers all of the learning objectives and topics. The Training Assistant is also tasked with managing any conflict that may arise in the training room and with letting a trainer know whether he/she needs to change his/her delivery to enhance learning. Their greatest role is in ensuring that the training room is a safe environment conducive to learning and that the trainees are receiving the best training possible.

You might be asking, what do Training Assistants do when they are not in training? On office days, Training Assistants spend a great deal of time preparing for training and completing final tasks to wrap up training days that are completed. Training Assistants work closely with county partners to manage registrations of all of our in-person training days including monitoring whether we have a minimum amount of trainees to move forward with the class. They also work closely with trainers, ensuring the trainer has all pertinent information for the training day prior to the day of training. If they are covering a training that is not in one of the three Academy training rooms, Training Assistants organize and pack up materials and equipment that they will need to best support the training day - things like laptops, projectors, speakers, refreshments, easels, flip charts, markers, name tents, table top toys and sometimes, training materials. When a training day is complete, they return all equipment and materials to their office. They complete data entry and create continuing education certificates if applicable.

While much of what they do focuses directly on in-person training days, they are also valuable members of the PCWTA team and the Academy for Professional Excellence. Their expertise in the training room makes them a critical voice when creating processes and protocols and when strategizing or brainstorming. Through their thorough knowledge of what a successful training day looks like, they are able to make valuable upgrades to existing processes with the focus on providing the highest quality training possible. They collaborate closely across PCWTA and with our other Academy programs to enhance our work every day and ensure we are always achieving our core values.

Training Assistants' value to PCWTA and the Academy cannot be overstated. Without them, we wouldn't be able to achieve the level of quality we have maintained in our training for the past 20 years.

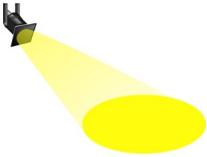
MORE PCWTA UPDATES

CENTER FOR STATES CONDUCTS EVALUATION OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM

What's new?

The Center for States has been working with CDSS, CalSWEC, County partners and the Regional Training Academies (RTA's) to conduct a full evaluation of the statewide coordinated system that supports workforce development in Child Welfare. The purpose is to identify key successes and efficiencies in the system as well as to identify opportunities for enhancing the work we do to support our workforce in California.

The evaluation process has been extensive and has included focus groups with key stakeholders, review of documentation of services provided, and site visits at CDSS, CalSWEC and each RTA. PCWTA provided a presentation and overview of our organizational structure, vision/mission, values, and services as a part of this site visit. We received very positive feedback throughout the course of our site visit and are eager to receive the full report and related recommendations to enhance our system. We are looking forward to subsequent collaborative planning with our statewide partners to strategize how to build on our existing strengths as a system and continue to enhance the services we provide.



COUNTY SPOTLIGHT—SAN BERNARDINO, SAN DIEGO, RIVERSIDE, AND ORANGE

A kudos and thank you to several of our County partners who took time out of their busy schedules to participate in a Feedback Session to support the evaluation of the statewide training system. As a part of this evaluation, a site visit was conducted at PCWTA's offices and staff from San Bernardino, San Diego, Riverside and Orange counties participated in sharing input about the services provided by PCWTA. Their feedback was positive and reflected our many years of strong partnership. Thank you to each of you for taking the time to participate and add valuable input so that we can enhance our statewide system that supports workforce development.



SOCIAL MEDIA UPDATE

Did you know that the Academy for Professional excellence has a [LinkedIn](#) page? Follow us and you will see regular updates on program information, relevant training content, and upcoming events. You can also follow us on Twitter [@Acad4ProfExcell](#). We would love for you to engage us on these platforms and look forward to seeing you online!

RETIREMENT EVENTS

Since both Irene and Anita are retiring fairly close to one another they decided to consolidate their retirement parties, with the thought that trainers and county folks do not have to travel twice to celebrate with them. And, best of all, we will have two location opportunities, so you don't have to travel far to have fun with us. One will be held in San Diego (tentatively 10/3) and one in Riverside (tentatively 11/7).

Stay tuned for further word on this combo event! We hope many of you join us in celebrating Anita and Irene!



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!



OCTOBER 2016:

County Welfare Directors Association of California (CWDA). October 5-7, 2016. Anaheim, CA. Event Website: <http://www.cwda.org/event/cwda-2016-conference-save-date>

NOVEMBER 2016:

13th Annual National Native American Fatherhood is Leadership Conference: Native American Fatherhood and Families Association. November 2-4, 2016. Temple, AZ. Event Website: <http://nativeamericanfathers.org/event/fatherhood-is-leadership/>



NOVEMBER 2016:

NeuroLeadership Summit 2016: Rethink the Organization. Neuroleadership Institute. November 1-3, 2016. NYC. Event website: <http://summit.neuroleadership.com/>

NOVEMBER 2016:

8th Annual EDGY. Penny Lane Center. November 18, 2016. Los Angeles, CA. Event website: <http://www.edgyconference.com/#!/conference2016/c1le1>

Penny Lane Centers' 8th Annual

EDGY

EMBRACING THE DIVERSITY OF GLBTQ YOUTH & FAMILIES

November 18, 2016
8:00 am to 5:00 pm
Skirball Cultural Center
2701 North Sepulveda Blvd
Los Angeles, CA 90049

Penny Lane Centers proudly presents EDGY, a one day conference dedicated to providing tools for professionals, parents and advocates to support and empower GLBTQ (Gay, Lesbian, Bisexual, Transgender and Questioning) youth and families.

evolution

change starts with you...

The GLBTQ landscape has evolved immensely in recent years. What will you do to radiate momentum and accelerate acceptance?

www.edgyconference.com
www.facebook.com/EdgyConference
#EDGYConference2016

PCWTA TRAINING FOR TRAINERS SERIES



A VERY SPECIAL T4T SERIES

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

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

Periodically, 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.

8/26/16 at our Riverside Training Center

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

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

10/14/16 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. 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.

1/27/17 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.

3/24/17 at our Academy Training Room in San Diego

DUE TO THE POPULARITY OF THESE SESSIONS, WE HAVE ESTABLISHED ONGOING DELIVERIES OF THIS T4T SERIES



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** (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** and **Frances Arnal** schedules for Riverside, San Bernardino and Regional needs, **Michelle Hofer** does the same for Orange, San Diego, and Imperial. **Jenee-Maree Northcutt** does orientation of new trainers and works with trainers around curriculum development, approving trainer outlines, and Core 3.0 implementation.

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 also have a Research Specialist, **Carly Bonnell**, who does research to support curriculum and other projects.

Program Coordinators Wanjiru Golly is our Cultural Responsiveness Academy (CRA) Coordinator.

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), **Devin Anecchini** (Riverside), **Cristina Urena** (Riverside), **Hayley Serrano** (San Bernardino), **Michelle Adair** (Regional Inland), **Christine Zamudio-Snow** (Orange), **Shawnda Numan** (San Diego) and **Carl Deetz** (San Diego). You may also see one of our contract offsite coordinators, **Armida 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**, **Nichole Diggs**, **Candace Kimbell-Awoleye**, **Nicole Heesen** 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 DeBont** coach social workers and managers 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 **Leanne Thiltgen**

We say goodbye to:

Brad Hundman, Jennifer Matthews, Neil Kavanagh, Kim Khoury, and Andrea Milner left PCWTA and we wish them the best of luck!

Anita Aldrich and Irene Becker will be retiring soon!



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

- Michelle Hofer, Coastal Training Coordinator
- Frances Arnal, Regional Training Coordinator
- Nichole Diggs, Practice Consultant (San Bernardino)
- Devin Anecchini, Training Assistant (Riverside)
- Carl Deetz, Training Assistant (San Diego)
- Shaundrea Jones, Training Assistant (Riverside)
- Cristina Urena, Training Assistant (Riverside)



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If you have any questions, comments, or submissions for the PCWTA newsletter, please send them to Jenee-Maree Northcutt @ jnorthcutt@mail.sdsu.edu