



Public Child Welfare Training Academy Newsletter

Editor's Notes

Winter
2017

Happy New Year from everyone at PCWTA! 2017 is here and PCWTA is operating at full force working with our counties to roll out many workforce development opportunities. Common Core 3.0 is fully implemented and we currently have ongoing Lineworker Cores in four of our counties. This implementation has really been a collaborative effort between many of our partners and we truly appreciate everyone's contributions. Our counties have also scheduled many advanced trainings including Resource Family Approval. It can feel difficult to keep up with everything this time of year. This newsletter is filled with updates of happenings here at PCWTA to help guide you through this busy time. Thank you for all that you do.

Your Editor,
Jenee



PCWTA is a program of the Academy for Professional Excellence, at SDSU School of Social Work in collaboration with our university partners, CSU San Bernardino, Loma Linda University and CSU Fullerton.



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TRAINER'S CORNER

KUDOS



- Kudos to the Trainers involved with the CRA - **Latanya West, LaTysa Flowers, Kendrick Dial, Martha Brissette-Watson, Lisa Gilbert Walker, Barry E. Knight, Tonya Octave, Lerone Jenkins, Tanyel Butler, and Deborah Fitch.** Thank you for working in teams to develop the curriculum within a very tight schedule, and using your creativity to design activities that kept the classes lively, and stimulated challenging discussions. Also during the classroom delivery, they are open and receptive to facilitating discussions while ensuring the activity's knowledge, skills, and values remain core to the learning experience. Your passion and commitment to the process was evident in the classroom. Most of you did not know each other before coming together to develop the curriculum or co-train a class, therefore your willingness to jump in and produce a great product was very much appreciated. Thank you. **Excellent**

collaboration CRA Team!

- Carl says "I would like to give kudos to **Diana Macis and Monica Leveque** for there recent RFA Academy Training. Diana and Monica make a great team! When questions arose from participants the trainers did a great job of working together to answer the questions. The training had tons of experiential learning exercises that blended in different types of Evidence Based Practice such as CQI, Trauma Informed, Strength Based Practice, and Cultural Humility. This lead to participants participating in the exercises actively and asking questions." **Teamwork kudos, Monica and Diana!**
- Kudos to our very own **Laurie Fortin**, who has really showcased her skills lately by training Sustainability as a Child Welfare Worker and debuting Trauma Informed Practice under Common Core 3.0. Laurie is a passionate, knowledgeable trainer and we are thrilled to hear the positive feedback and have her on our team. **Excellence kudos to Laurie!**

TRAINER TIPS: QUIZZES

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 (1999) HDR Press, Amherst, MA, 91-92

Quizzes are useful learning tools when they test an individual's knowledge (or the lack of it) without judgment. They can help a trainee realize whether they have acquired an important concept or idea. Quizzes work best when they help people realize that they know and understand a concept.

Quizzes should never be tests. They should only be used as another opportunity to learn. They can be administered by the trainer or as a self-test. Here is a process that works:

Give the instruction and questions to be answered. Make it clear to the trainees that they are not being tested. Rather, they are checking their knowledge or understanding of the subject.

Give trainees time to work individually.

Give trainees time to talk about it in groups.

Talk about some of the questions and answers in the large group. During the sharing, maintain a sense of inquiry. If a trainee does not know something, put the emphasis on where to get the information, not whether the answer was right or wrong. Do not expose anyone's failures or wrong answers.

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

Quizzes can be a useful tool when given as an opportunity to learn. The focus should remain on the positive reinforcement of successful learning.

TRAINER'S CORNER, CONTINUED

TRAINER OF THE QUARTER: BEN SLAGTER

Ben Slagter graduated from Calvin College in Grand Rapids, MI with a BA in Criminal Justice in 1998 and from Michigan State University with a MS in Criminal Justice in 2000. He is currently employed as an Assistant Regional Manager with the Department of Public Social Services, Children's Services Division for the County of Riverside.

Mr. Slagter began his career in social work in 1998 working at a mental health hospital in Michigan as a residential life specialist for adolescent boys in both a locked facility and a group home setting. After moving to California in 2000, Mr. Slagter began working for Children's Services in the County of Riverside. He has been a line worker conducting child abuse/neglect investigations and a Supervisor in both investigations and case-carrying units. He is currently assigned as the Assistant Manager to the Command Post, overseeing staff who respond to after-hours, holidays, and weekend emergencies.

Mr. Slagter also co-facilitates an initiative in Riverside County Children's Services called Faith in Motion whose primary focus is to work directly with faith based partners, recruiting foster homes and providing support services for the children and families that are currently involved in the child welfare system.

As a newer trainer for PCWTA, Ben is very responsive to the requests to provide trainings and our Training Operations Assistant enjoy working with Ben and covering the classes that he is training. Shawnda says "He delivered Line Worker Core, Critical Thinking and Assessment for this past CORE. His energy was contagious and he was prepared and motivated to teach a great class. He has great humor and keeps the class engaged. I am grateful for the opportunity to cover his class, and know he will continue to shine throughout his training opportunities with PCWTA." Students respond positively to Ben's training style and enjoying learning from his experience.



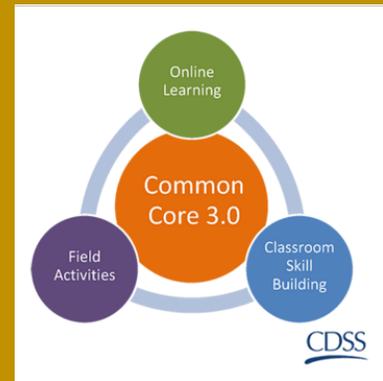
TRAINER'S CORNER, CONTINUED

TRAINING SCHEDULE

Advanced Training

Regional

Field Advisor Training (April 10)
 Coaching Fundamentals for CW Field Advisors (April 11)
 Business Objects (April 25 & 26)
 CCR Convening (May 3)
 CFSR - Quality Assurance (QA) Training (May 5)
 RFA Academy (June 6, 7, 13, 14)
 Psychotropic Medication Training (June 15)
 Facilitator Led Skills Based T4T (May 5)



San Diego

Fatherhood Engagement (March 14, May 4 & 31)
 Understanding the 12 Steps and CW Practice (March 15)
 Evidence Based Assessment & Interventions with Perpetrators on Intimate Partner Violence (April 12)
 Sexual Health Conversations with Youth in Foster Care (April 13, June 1)
 RFA Academy (May 2, 3, 9 & 10)
 Safety Planning for Families with Infants (May 10)

Orange County

Working with Traumatized Children and Families (March 21)
 DSM V for Social Workers (April 11)
 Healing the Healer (April 19, June 8)
 Fatherhood Engagement (April 25)
 Helping Staff Integrate Cultural Humility into Practice (June 15)

Riverside County

SOP T4T (Jan 9 & 10, Feb 15 & 16, Mar 13 - 15, April 18 - 20, May 30 - June 1)

Imperial County

CFT Training (April 11); Concurrent Planning (May 9th)

Los Angeles County

Coaching Fundamentals for Chile Welfare Leaders (March 1, March 8, April 4)
 Cultural Humility (March 2)
 Strategies to Support the LA Core Practice Model: Lifting Up
 Small Voices (March 7, 15, 22)
 Field Advisor Training (March 29)

Ventura County

SOP Modules (March 7, March 16, April 11, April 19)
 Facilitation 101 (March 28)
 Substance Abuse: Case Considerations and Planning (March 30)

Lineworker Core

San Bernardino (March 8-May 4th)
 Riverside (March 3 - April 7th)
 San Diego (January 30th - March 30th)
 Orange County (January 14th - April 5th)
 Imperial (March 22nd - May 11th)

Regional Supervisor Core 2017

Feb. 14 & 15, March 14 & 15, April 11 & 12,
 May 9 & 10, June 20 & 21

Regional Manager Core 2017

March 28 & 29, April 19 & 20, May 16 & 17

DISCUSSION WITH DAWN

Happy new year! I hope that 2017 is off to a good start for you. The PCWTA team and our Southern counties are advancing a number of key practices and workforce development strategies. Common Core 3.0 is now live! After a few years of statewide collaboration, development and planning we were excited to launch our first two cohorts with the revised model of core this month! Core 3.0 uses multiple modalities, a facilitative training style, spaced learning, and an emphasis on skills-based practice to enhance training for new line workers. We are hearing feedback that the implementation is going well and the few small barriers we have run into have been identified and addressed without impact to the training. The immense amount of planning, communication and preparation that went into this launch has helped add to the success. We will continue to gather feedback on the implementation, make adjustments as needed, and will be identifying improvements as we move forward.

We have participated with partners from across the state to discuss themes in practice and outcomes in the Child and Family Services Review (CFSR) final report. We are working with our partners to identify ways that PCWTA can assist Southern counties in addressing the areas that will be highlighted in the Performance Improvement Plan (PIP). We are hosting conversations to strategize and share ideas in meetings with individual counties, discussions with Southern Child Welfare Directors, and with the broader region in our Training Planning Meeting (which includes county training and staff development leads, university partners and CDSS partners). As we continue to plan for ongoing consultation, technical assistance and workforce development events we will work to address the areas of need identified in the CFSR.

We are currently conducting annual needs assessments with our county partners. Our goal with this process is to facilitate discussion and plan for the services we will provide next year. We begin the process by assessing current trends in practice and outcomes with our county partners. We identify what we hope to see change or improve in these areas and then determine the best workforce development strategy that can meet the need. We utilize county-specific information as well as information from other sources such as the CFSR final report to shape our planning. Our team is always looking at examples of best practices and evidence based practices within the world of workforce development and training so that we can tailor our services directly to the specific and unique needs of each county. We look forward to continuing to enhance the innovation in our region through this collaborative process!

Please read on to hear more about the work our team is doing to support best practice and improve outcomes! Thanks for your ongoing partnership.

Dawn



DAWN SCHOONHOVEN SCOTT

IMPORTANT INFORMATION FOR TRAINERS

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!

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!



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.

BEING GREEN

The Academy for Professional Excellence is working towards being more GREEN as an organization, exploring ways to decrease waste and our environmental footprint, as well as increasing efficiency, demonstrating excellence and trying to be good neighbors.

What do these efforts mean for Trainers? For Common Core 3.0 and all other standardized training's hosted by PCWTA, be informed that we will only print and provide the materials that are required for the training delivery. All other materials will be available to participants via the [website](#). Please be advised that additional copies of materials requested by trainers on the day of training will not be provided unless a necessary item is identified as missing from the materials. If you have any questions or need additional information about materials that are printed for each training or to verify what will be printed and provided in the training room please contact the Curriculum Coordinator, Jenee Northcutt.



STATE INITIATIVES IN ACTION REGIONALLY



Resource Family Approval

The state has released new Written Directives. This is version 4.0. Version 4.1 is currently under development and will be released shortly. These releases have prompted the need for revisions to the RFA training curriculum and material. Following the format of Core 3.0, there will be a knowledge eLearning as a prerequisite to the skill-based classroom training. It is anticipated that this change will be implemented during in Spring 2017. If you would like to see when any of these trainings are scheduled, including our Training for Trainers you can find all of that information on the [CalSWEC website](#).



Continuum of Care Reform

PCWTA is continuing to evolve our training tactics to keep up with our learners and technology. As such, we will be the first to bring you Micro Learnings on CCR! For those of you thinking, “What are Micro Learnings?” here’s the answer. They are short, focused eLearnings that lend perfect to CCR. These bite-sized elearnings will be 3 – 5 minutes in length and include 5 different topics. The 5 topics that you can look forward to are as follows:

- What is CCR?
- Why is teaming important?
- What is new in the continuum of placement options?
- What are core services?
- How do we explain CCR to youth?

Look for announcements on our website for links to the micro learning series in April. In the meantime, for those trainers who are training mapping classes, mapping for permanency is a great tool for staff who work with the CCR population as it is intended to support connecting youth to life long connections in a family like setting. Additionally, those trainers who are training on any kind of facilitation skills, CFT's are happening now for all newly opened cases. Facilitation is key to successful CFT's would be great for trainers to make those linkages

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 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

CULTURAL RESPONSIVENESS ACADEMY NEWS

The Cultural Responsiveness Academy (CRA) was established in February 2016, in response to the awareness that issues including disproportionality, disparity of services, and bias in decision making continue to impact the children and families involved with the Public Child Welfare System. The first series is on the African American community.

There were 6 in class learning experiences that were held monthly from September 2016 through February 2017. The topics included: Introduction to the CRA, African American Experience and Worldview, Impact of Historical Trauma, Identifying and Managing Bias, and Engaging African American Families. The final class for the Managers and Policy Analysts was Succession Planning and Coaching; Supervisors and Social Workers was Cross Cultural Supervision; and Support Staff was Customer Care.

Feedback from the participants regarding the classes has been positive as the participants have expressed they valued the discussions facilitated by the trainers and the opportunity to learn from each other. They also shared that being in the same cohort allowed them to build trust and friendship with each other, which promoted open and honest discussion. Having attended all the classes, I can say that I did observe a deepening of conversation between the participants as they became more comfortable with each other. Also taking the time (45 mins) in the first class working on the group agreements and having them posted at each class also created a learning environment for the participants to openly share their views.

It has been a joy to hear participants tell me that after each class they share what they have learned with their co-workers who are not attending the CRA, and how this is creating a “buzz” about the CRA and drumming up interest for people to attend the next cycle.

The next 3 months will largely spent on evaluating the CRA as we do an in-depth assessment of the curriculum and transfer of learning from the classroom to the field. The participants will be focusing their attention on completing their practicum projects, and I will be providing coaching to guide them through the process. The majority of the participants already have ideas in mind and are eager to get their projects off the ground, also some with similar ideas have joined to work on a group project. The participants will have an opportunity to present their projects to County Leadership at their graduation ceremony in June.

It's hard to believe it's been 6 months since the CRA classes got off the ground and I would like to thank all the trainers that were involved in the curriculum development and classroom deliveries, as they had a very short time frame to get the curriculum developed and also prepare for the classes. Your dedication and passion for being involved with the CRA played out in the classroom as you kept the classes lively and the participants engaged! Thank you.

Wanjiru





Modifying Micro-Practice Tools for Child Welfare Staff

In this edition of The Coaching Corner, we illustrate how PCWTA Coaches are modifying micropractice tools commonly used with families to empower the parallel process within the walls of Child Welfare. These stories highlight the impact of these tools and processes on empowering and supporting: hard conversations; transparency; honesty; strengthening of relationships; teaming; self care; and good practice.

Experiencing Secondary Traumatic Stress symptoms, a Child Welfare Supervisor approached the PCWTA Coach for support. They engaged in a coaching session to explore and develop a behaviorally specific self care plan which included development of a safety network. When the supervisor acknowledged that her own safety network was minimal, the PCWTA Coach pulled out an eco-map and engaged the supervisor in Solution Focused Inquiry to complete her eco-map. This process surfaced more people than the supervisor imagined. The PCWTA Coach encouraged the supervisor to identify 2 people whom she could talk to openly and honestly about her work, the stress and her struggles so as to place these people in the inner circle of her Circles of Safety/Support. Though the supervisor had used this tools with families, she had not thought of using it for herself.

When a Child Welfare Manager transferred to a new office, she was faced with a multitude of managerial challenges including: worries about the office culture, Safe Measures compliance, a high number of new supervisors, high number of new staff, and a high level of staff turnover. Exploring her worries and next steps with a PCWTA Coach, the Manager decided to move forward with

bringing the supervisors to the table for a Self Care Mapping, an adaptation of the Safety Mapping. This group of Leadership Drivers then engaged in developing a Roadmap for themselves over the course of a year. As with the Family Roadmap, there is a connection between the office and unit at its best and safety; and connections between office and unit at its worst and danger. This process provides a powerful and organic venue to explore in behavioral detail a visual narrative of the road this group of leaders had walked, were currently walking, and wanted to walk in the future. The impact of this process has been: the creation of a safe space for hard conversations; building of trust; building and strengthening of relationships; increase in commitment to, and follow through with teaming; and improved outcomes reflected in Safe Measures.

A PCWTA Coach and a Child Welfare Supervisor explored the benefits of a safety network within the walls to support their role as a leadership driver in the implementation of SDM. This coaching session was successful in surfacing a critical thinking process of what her next steps look like as a supervisor in promoting SDM in her team's casework. These next steps included behaviorally specific tasks which the supervisor wrote down prior to leaving the coaching session. The supervisor agreed to choose a safety network member for herself, "within the walls," who would hold her accountable in the identified next steps. To avoid being the heavy, showing up and checking on the supervisor's compliance, the PCWTA Coach followed up with the supervisor and asked the supervisor to check in with her safety network member to discuss her progress on the task. Many great conversations ensued!

Common Core 3.0 Update

Common Core 3.0 is here! All of the piloting and the revisions of the 100 Level classes are completed and are being implemented. We are entering new territory under the structure of Core 3.0. In the past we have provided the opportunity and required trainers observe a training prior to delivering a training themselves. This will not be the case under the initial roll out of Core 3.0, initially trainers will deliver the training for the first time from review of the material. PCWTA staff will be available to support you as you review materials and we understand that the first time you train a Core 3.0 classes it may not feel as smooth or as polished as you would like it, however, as this is a statewide over haul of new worker training, we are prepared to work with everyone on any challenges that may arise. Also, please be advised that while the curriculum has been piloted, there may be additional revisions that change the material that was presented in the pilot phase. Rest assured you are among many trainers all over the state who are gearing up for the challenge of delivering a training they haven't had the option to observe.

PCWTA's Curriculum Coordinator, Jenee Northcutt, has been reviewing the curriculum, clarifying questions about activities, and preparing the activities for the classrooms. Jenee has also been notifying trainers who have expressed interest in training a particular class or who have been identified as having the skill set to train the class that the materials are ready. CalSWEC has prepared Pre-recorded webinars to share with trainers in their preparation to train Common Core 3.0, these webinars are available for your review and they can be found at their [website](#) – Content webinars are currently available on the following topics:

- ◆ Orientation to Child Welfare Practice
- ◆ Values and Ethics
- ◆ Legal Procedures
- ◆ Fairness and Equity
- ◆ Engagement and Interviewing
- ◆ Writing Behavioral Objectives
- ◆ Case Planning in a Team Setting

Webinars on the topics below are forthcoming:

- ◆ Trauma-informed Practice
- ◆ Key Issues in CWP: Social Worker as Practitioner
- ◆ Teaming, Collaboration and Transparency
- ◆ ICWA



- ◆ Managing the Plan
- ◆ Transition Practice

Many of the 100 Level classroom training days have prerequisites eLearning courses that are to be completed prior to taking the classroom training. As trainers it is important that you are aware of the information that trainees will receive in the eLearning, as it is the knowledge base for the classroom. You can sign up for any of these eLearning courses via the Academy LMS system. The 200 Level Assessment Knowledge and Skills Reinforcement is available and currently being trained throughout the region. Those trainees that took core in 2016 received the 100 Level Assessment Block, and are required to take the 200 Level Assessment Knowledge and Skills Reinforcement course. The rest of the 200 Level classes are being piloted in February and March 2017, and will be ready for implementation by July 1, 2017.

Keeping with the theme of “entering new territory” trainers statewide will be required to complete 3 webinars and attend 1 in-person class in order to train Core 3.0. To fulfill these requirements and provide you with the knowledge of the subject matter themes in Core 3.0 there will be 3 required webinars and 1 optional webinar available on the following topics.

Trainers are required to complete the following webinars:

- ◆ CC3 T4T: Cultural Humility
- ◆ CC3 T4T: Trauma Informed Practice and
- ◆ CC3 T4T: Assess (that includes a review of SDM and Safety Organized Practice)

An optional webinar will also be available on the following topic:

- ◆ CC3 T4T: Introduction to Core 3.0 and The CA Core Practice Model (CPM)

There is also a one day course, “Facilitator –Led Skill Based T4T” that all trainers will be required to take in order to facilitate training in Core 3.0. PCWTA held the first two classes in January and another will be scheduled on May 5, 2017. This class is mandatory for all trainers in California who train Core 3.0.

Lastly, we want your feedback! As we roll out the rest of the blocks of training, we anticipate and expect that your feedback will help refine the curriculum in Core 3.0. All trainers will be sent a survey once their training has concluded. On the survey, Trainers will be able to provide feedback on PCWTA operations and CalSWEC curriculum. We look forward to hearing from you!

COUNTY SPOTLIGHT - VENTURA COUNTY

Implementation: It's a journey, not a destination.

Ventura County Leadership determined late 2014 that they believed the organizational environment was ready to begin their SOP implementation journey. They spent several months in the pre-implementation stage providing overviews to their management team, conducting a readiness assessment with PCWTA support, and attending and observing an early implementation meeting in Alameda County thanks to the support of Casey Family Programs. Then in May of 2015 they officially kicked off their implementation team. This team consisted of various line staff and supervisor support as well as attendance by managers and sponsorship by executive management. Ensuring broad participation and representation was a key priority for the team. They also utilized existing implementation checklists that aligns well with key implementation drivers to assess their progress. This has allowed them to celebrate successes, as well as remain focused on those areas that continue to need concerted efforts to support SOP practice. They formed several subcommittees as deemed necessary to carry the work forward. Some were short lived. For instance, the site-visit subcommittee whose responsibility was to conduct visits in San Bernardino and San Diego and report back lessons learned from those counties, were time limited. Others have been ongoing, such as the communication subcommittee who is responsible for broad scale messaging efforts. The team has been very organized, but in a responsive way that allows them to “model the model”. This means they allow opportunities to not only look at what is working well, but that they are hearing and responding to the worries of their staff.

Ventura, is coming up on their 2-year implementation anniversary and even after 2 years they recognize their journey is not over. They are still very much in their early implementation phase but they have so much to be celebrate in terms of their successful efforts. We look forward to following and supporting their continued journey and hopefully sharing this in a future county spotlight. If you would like more information regarding their implementation team please email Amy Jaffe at ajaffe@mail.sdsu.edu to connect you with their co-chairs. Also please feel free to click on the link below to their quarterly newsletter the Advocate to learn about key efforts in their county.

[The Advocate](#)

SOP IMPLEMENTATION

Continuous Quality Improvement



SOP 3.0 has been in action for almost 6 months and we would love your feedback! As trainers, we would love to know what your experience is with the new modules. We have set up a schedule to review the modules and make adjustments as needed but need your input to make those changes worthwhile. We are in the process of creating a survey to send out to trainers after each training but in the meantime, if you have a comment (good or bad) or a recommended upgrade or change we would love to hear it. Please email Jenni AhSing (jahsing@mail.sdsu.edu).

UPCOMING CONFERENCES

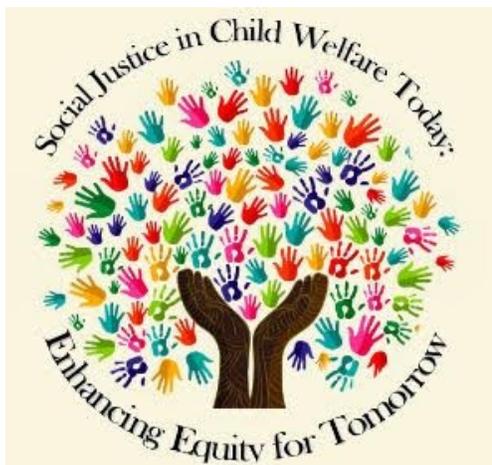


[35th Annual Protecting Our Children National American Indian Conference on Child Abuse & Neglect](#)

April 2-5, 2017; San Diego, CA

[CalsWEC Title IV-E Summit: Social Justice in Child Welfare Today, Enhancing Equity for Tomorrow](#)

April 20-21, 2017; Long Beach, CA



National Conference on Coaching in Health and Human Services

[National Conference on Coaching in Health & Human Services, Coaching for Improved Outcomes](#)

April 25-26, 2017; Davis, CA

[The 28th Annual Network for Social Work Management Annual Conference, The Business of Social Work](#)

June 15-16, 2017; NYC, NY





STAFF INFORMATION AND BIOS

For contact information about PCWTA staff, who does what at PCWTA and biographical information, see the [Academy's staff directory](#).

OTHER INFORMATION

We would like to welcome Michele Darden as the new LA/Ventura County Training Coordinator and Beatriz Chavez Vega as the new Training Operations Assistant for San Diego.

Darlene Hill and Carly Bonnell have both moved on to other opportunities. Join us in wishing them the best of luck and thanking them for their invaluable contributions to PCWTA!

PCWTA ONLINE

For more information about PCWTA, visit the [PCWTA program pages](#) of the Academy website.

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PCWTA is a program of the Academy for Professional Excellence at San Diego State University School of Social Work in collaboration with our university partners, CSU San Bernardino, Loma Linda University and CSU Fullerton.

