

# Child Welfare Development Services Newsletter

## Editor's Notes

**H**appy Holidays from everyone at CWDS! We are going into the New Year with a new name (read Dawn's column for more details). Thank you for your patience as we navigate this transition. It has been a busy year and we are glad to have a week off for Holiday break, December 24th – January 1st. We will resume regular business on January 2nd, 2019. Whether you are staying home or traveling, we wish you peace, goodness, and health in the New Year!

Fall/Winter  
2018



**CWDS**  
Child Welfare Development Services

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## TRAINER TIPS: Getting 'Buy in' at the start

This is an ongoing series of excerpts taken from a book titled *Hints & Tips for Trainers, Instructors, Professors and Lecturers* by Gerard A. Prendergast, 3-13.

Experienced trainers know that trainees that are actively involved in learning will gain a higher level of learning. Professional workers expect to have some say in the learning in which they are involved. We all know from our own personal experiences that lecture based training often fails to keep you're your attention. It also fails to motivate certain types of learners.

When people feel that they are in a safe environment, they tend to participate more, remember more and therefore learn more. Whenever we can create a safe environment where people feel respected and that their opinions matters, participants are more likely to express their views and will gain much more from the training session. Their active involvement will result in effective learning because they have been involved and feel a sense of responsibility for their learning.

To create this safe learning environment, the trainer needs to actively promote this from the very start. If you greet people warmly to welcome participates to the classroom you will start to encourage the right atmosphere. It is helpful to greet each individual as they enter and begin to build personal connections. It is important that your introductions are open and welcoming.

Managing distractions can help to promote a safe learning environment. The trainer should request that cell phone, computers and digital tablets be switched off or at least set to silent. You might request that if the need arises for a call to be answered, that the participant step outside to answer the call.

The way that you are dressed can impact the atmosphere of the course. Different cultures may have an effect on how your clothing is perceived. Usually a "smart casual" dress covers most cultural requirements. If you are a lady

teaching in the Middle East or have several participants from that region, then it may be wise to wear clothing that covers your arms. The more informal that you can dress – taking in the cultural issues – the more likely that your students will relax, which is good from the learning environment.

The way that the training room is laid out can have a very big impact on your learning environment and the amount of interaction that will/will not take

occur. It is recognized that as the trainer, you may not always have the power to determine the layout of the training but where possible the trainer should try to get the most suitable layout to help the participants meet their learning objectives. The following considerations are important:

- How many participants are in the course?
- What learning activities will they be undertaking?
- What are the attributes of the room that could impede learning?

Where you stand in the classroom can also affect the atmosphere. Please try to avoid using a lectern as this often ends up being a communication barrier between a communication barrier between the trainer and the participants. When lecturing, you may need to stand. Where possible, try to face the participants. When trying to promote a discussion, it helps to sit down. Try not to anchor yourself in one position.

# TRAINING



## TRAINER'S CORNER

### KUDOS

- Cynthia Ebron says “I would like to give a big kudos to **Dora Saenz-Belden**. As we move to toward implementation of the California Child Welfare Core Practice Model, I had the opportunity to observe Orientation to Child Welfare Practice on October 5, 2018. Dora Saenz-Belden did an excellent job discussing the Core Practice Model principles and provided helpful transition tips. She encouraged the trainees to embrace CPM and understand how the components play a role to enhance support and team collaboration.
- Great job to **Michelle Lucarelli Beltram** who was training a brand new curriculum around time management and walked into some unforeseen site challenges. She was able to make some last minute changes to the curriculum and still deliver the new material and model how to handle urgent situation using the very same material she was training. Talk about parallel process.
- Thank you to **Peter Dahlin** for delivering two new courses to the Supervisors in LA. One on having effective unit meetings and the other on having real (and sometimes difficult) conversations. Peter has done an excellent job delivering various courses over the years to Supervisors in LA as part of their professional development series and these are being very well received.
- Thank you to **Renee Lodder, Michelle Calder** and **Taryn Massey** for providing valuable input on delivering the SOP modules in Ventura County.
- **Luck Luckey** brings an incredible authenticity and vulnerability to all trainings on "Working with LGBT," like no other. With a perfect balance of 'use of self' and the sharing of experiences, Luck powerfully reaches people on an emotional level (you won't leave the training without shedding a tear), that inspires them to re-frame their thinking, which in turn, truly motivates people to want change their behavior. As a contract trainer who doesn't even know about the Academy's new branding, Luck is spot on in delivering the Academy Promise to create experiences for the CWS workforce that transform the heart, the mind, and the practice. KUDOS Luck!

### TRAINER OF THE QUARTER: Lilian N. Nguyen, MSW

Ms. Nguyen received her BA in Psychology in 2001 and her MSW in 2005 from San Diego State University. In 2002, she began working for San Diego County HHSA, Child Welfare Services and has direct practice, supervisory and management experience in the areas of safety and risk assessment, emergency response, court intervention, family reunification, family maintenance, permanent placement, Extended Foster Care (AB12), as well as Independent Living Skills. In 2015, Ms. Nguyen promoted to Child Welfare Services Program Manager and Executive Assistant to the Child Welfare Director where Ms. Nguyen was responsible for media and corresponding with the County Board of Supervisors regarding Child Welfare Services inquiries. Additionally, Ms. Nguyen was responsible for operational oversight of the Office of the Ombudsman. In 2017, while continuing in her role as Executive Assistant, Ms. Nguyen began managing Child Welfare Services operations of the San Pasqual Academy, a first in the nation coed residential education program designed specifically for foster youth, ages 12-17 years old.

Ms. Nguyen has been instrumental in implementing Safety Organized Practice and continues to lead and coach staff in the practical application of these learned skills and is a program trainer and facilitator for Pathways to Well-Being/Katie A. Ms. Nguyen is a member of the TribalSTAR workgroup where the focus is on best practices in addressing issues of disproportionality and providing culturally relevant services to tribal youth and families. In addition to her work with the County of San Diego Child Welfare Services, Ms. Nguyen teaches undergraduate studies at the University of Phoenix in the Human Services and Psychology departments and enjoys teaching courses in child development, cultural diversity and special populations, and interviewing skills. Lilian consistently gets excellent feedback from trainees and recently expertly managed a crisis situation in one of our counties. Thank you Lilian for all the diverse experience you bring!



# TRAINER'S CORNER, CONTINUED

## TRAINING SCHEDULE

### Advanced Training

#### **Los Angeles County**

1/16/19	Field Advisor for Common Core 3.0
1/17/19	Coaching Fundamentals for Field Advisors
1/16/19	Effective Supervision Meetings, More than just monitoring, SCSW Leadership Series
1/22/19	Manager Core Mod 2 Cohort 5
1/23/19	Manager Learning Circle Cohort 1&2
1/24/19	Manager Core Mod 6 Cohort 4
2/13/19	Preparing Staff for the Future
2/14/19	Effective Supervision Meetings, More than just monitoring, SCSW Leadership Series
2/26/19	Manager Core Mod 3 Cohort 5

#### **Ventura County**

01/17/19	Fatherhood engagement
02/19/19	Fatherhood engagement
3/5/18	Using Motivational Interviewing in Safety Organized Practice
3/18-19/19	Coaching fundamentals

#### **San Bernardino County**

1/3/19	Supervisor Simulation Case Consultation and Safety Planning
1/9/19	Advanced SDM for Managers Module 3 of 4
1/9/19	Advanced SDM for Managers Module 4 of 4
1/17/19	Advanced SDM for Managers Module 3 of 4
1/17/19	Advanced SDM for Managers Module 4 of 4
1/22 – 4/23	Core 3.0: 200 Level Trainings
2/22/19	Healing the Healer AM & PM Sessions

#### **Riverside County**

12/17/18	Critical Thinking AM & PM Sessions
12/18/18	Building Professional Resiliency Overcoming Compassion Fatigue
1/10/19	Substance Abuse Case Considerations and Planning
2/11/19	Having a Sexual Health Conversation with Youth in Care
1/17/19	Writing for Child Welfare - Court Reports, Case Notes, and More
1/22/19	Fatherhood Engagement
2/15/19	Child Interviewing
2/20/19	Healing the Healer AM & PM Sessions
2/21/19	Healing the Healer AM & PM Sessions

#### **Orange County**

1/8/19	CANS Overview
1/8/19	CANS Overview
1/10/19	CANS Overview
1/24 – 5/2	Core 3.0: 200 Level Trainings

# TRAINER'S CORNER, CONTINUED

## TRAINING SCHEDULE

### San Diego County

1/17/19	CANS Overview Training
1/22/19	SOP Mod 4: Mapping with Families (9-12); SOP Mod 5: Harm and Danger Statements (PM)
1/24/19	Advanced Simulation: Quality Supervision for Child Welfare Leaders
1/24/19	CANS Overview Training
1/29/19	Field Advisor Training
1/29/19	CANS Overview Training
1/30/19	CANS Overview Training
2/5/19	Supervising for Safety Advanced Simulation
2/7/19	CANS Overview Training
2/13/19	CANS Overview Training
2/21/19	A Safety Organized Approach to Domestic Violence: Partnering with the Survivor
2/25/19	A Safety Organized Approach to Domestic Violence: Partnering with the Survivor
2/28/19	Advanced Simulation: Quality Supervision for Child Welfare Leaders

### Regional

1/15/19	CSFR Learning Collaborative Webinar
1/18/19	T4T Day two: Curriculum Design
1/23/19	Field Advisor Training
1/24/19	Coaching Fundamentals for CW Field Advisors – Riv, SB & Imperial
1/25/19	Core 3.0 Induction Meeting

Supervisor Core—1/8 - 5/22  
Regional Lineworker Core—1/29-3/14  
Manager Core—2/5-4/17



# CONVERSATIONS WITH DAWN

Hello and happy holidays! As we enter into this season I am struck by the way holidays present a few dichotomies. There is a presence of nostalgia and a sense of remembering where we have been as we practice holiday traditions long held in our individual families or cultures. This looking back is balanced with looking forward as we consider what is coming in the new year ahead. There is a grief that weighs heavy on my heart for those entering this season after experiencing any of the numerous tragedies we have seen throughout the past year and as recent as in the past several weeks. This grief is balanced with hope that I feel when I see the way people are responding with love and action to create change and wrap around people who are hurting. There is a sense of hurry as I rush from one thing to the next, trying desperately to fit it all in. This hurry is balanced with the desire to slow down and revel in the time with loved ones. I find myself marveling at the balance of life, the push and pull of heartache and joy, the intertwining of the wisdom and comfort which comes from what is old and the hope and sheer excitement for the new.

One important exciting announcement I want to share is certainly reflective of the idea of honoring our history while looking forward to what is to come. We have a new program name - Child Welfare Development Services (CWDS)! We have been called the Child Welfare Development Services since our inception in 1996. When CWDS began, this name reflected what we did as the bulk of the services we provided were line-worker core trainings. Over the past 20 years our program has grown and evolved. We have expanded the scope and breadth of what we provide significantly in the last several years. The focus of our work has moved beyond classroom training. We provide workforce development, capacity building, organizational support, technical assistance, consultation, leadership development, coaching, simulation, virtual learning experiences and this list continues to evolve and grow. It is important to us that our program's name reflects the work that we do.

In addition to the growth that our specific program has experienced, our umbrella organization, The Academy for Professional Excellence, recently underwent a rebranding process. We spent a year gathering feedback from our internal and external stakeholders to realign our mission and vision with our core values and our work. Our values have remained the same as they underpin the entirety of our work. Through our rebranding process we developed the following components of our identity: Our purpose is to revolutionize the way people work to ensure the world is a healthier place. Our mission is to provide exceptional learning and development experiences for the transformation of individuals, organizations and communities. We envision a world where the quality of life for individuals, organizations and communities is transformed into a healthier place. Our promise is to create experiences that transform the heart, mind and practice.

Our new name reflects both the growth in our program's scope and breadth of services as well as our enhanced alignment with our larger organization. You will hear us referring to ourselves more consistently by our organization's name "Academy for Professional Excellence.". Our program specifically works to develop the workforce, leaders and organizations in child welfare. We are proud of the work that the entire Academy does to revolutionize practice in a variety of disciplines in Health and Human Services and we want to be associated with our organization at every opportunity!

I am so grateful for the opportunity to do this work and to partner with you of the work we have done together this past year and am looking forward to what we will experience and accomplish through our partnership this coming year. Thank you for your continued work with us. Happy holidays!

Dawn



# IMPORTANT INFORMATION FOR TRAINERS

## **CONTRACTS WILL BE SENT BY EMAIL!**

Most of you have received contracts via email. Contracts/scopes will be emailed to you by Jose Refuerzo at [jrefuerzo@mail.sdsu.edu](mailto: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!

Please check out the current [Tribal Star Enewsletter](#). It includes exciting updates and information from our sister program, Tribal Star.

The logo for Tribal STAR features the words "Tribal STAR" in a stylized, outlined font. The background is a circular emblem with a sunburst pattern and a central figure, possibly a Native American figure, in a dark silhouette.

## **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 the new fiscal that started in July. 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.



# COACHING CORNER



There are three sisters that have a story to tell. This story is filled with sadness, pain, fear, hopelessness and helplessness and transforms into safety, hope, love and the forever home of their dream. The transformation in their story started with their Social Worker seeking out coaching support to critically think through next steps in the permanency of these sisters. The permanency plan at this point was for the current foster mother to assume legal guardianship of the sisters. With the support of the coach, the social worker introduced the sisters to the Three Houses: House of Good Things; House of Worries; and the House of Dreams. Through this process the sisters were able to communicate their worries with the foster mother and that they did not

want this to be their forever home. In their House of Dreams, they were able to communicate their dream permanency home to be with an aunt and uncle in LA. The social worker had previous information that this was not a viable option, however let the sisters know he would talk to their aunt and uncle. With the support of the coach, the Social Worker conducted a home visit with the aunt and uncle and opened up the conversation about permanency for the sisters. Today, the sisters are living with their aunt and uncle and will remain here as this is their forever home. They are loved unconditionally here and they know this. They have hope.

## SAFETY ORGANIZED PRACTICE

### Title IV-E Waiver Demonstration

#### California Well-being Project Update

The Title IV-E Waiver Demonstration California Well-being Project, often referred to as the “Waiver County” project, began in 2007. Counties who opted in were allotted flexible funding to allow counties the freedom to direct dollars to areas they believed would impact families and children the most with an emphasis on Safety Organized Practice (SOP) and Core Practice Model (CPM). In all, seven counties across California participated in this project, with San Diego and Los Angeles participating from the Southern Region. This project will be coming to an end on September 30, 2019 and counties are reflecting on lessons learned from the project, sustainability, and fidelity to SOP. During the project, the waiver counties focused on engaging families in safety and assessment planning, creating behaviorally specific case plans, teaming with families and their networks to utilize their strengths to create safety, and connecting families with services when appropriate. The also looked at a cross-collaboration between child welfare and probation; utilizing wraparound, focusing on prevention and family centered practice. The intermediate and long term goals of the project were to:

- Keep children in the home and prevent them from entering into foster care.
- Quickly create permanency for children who were placed in out-of-home care.
- Decrease reentry into out-of-home care.
- Decrease recurrence of system involvement.
- Improve child and family well-being.

Throughout the project, counties assessed their implementation process, defining full implementation as all staffing being trained in SOP and 50% of the staff implementing with fidelity. As the project begins to wind down, the state is focusing on fidelity and holding a series of webinars on the topic. Additionally, the state is conducting an evaluation of the waiver project to measure the impact of flexible spending and its relation to positive outcomes for children and families. Data and lessons learned from the waiver project will help inform SOP implementation and evaluation throughout California.

This article was based upon information presented by Lisa Witchey, Chief, Resource Development and Training Support Bureau of California Department of Social Services at the Safety Organized Practice Convening in the Spring of 2018. Materials for the convening can be found at our website on the Safety Organized Practice page under Safety Organized Practice Convening Materials or by clicking the link here.



# CANS

The Child and Adolescent Needs and Strengths (CANS) is a strategy to meet the Integrated Core Practice Model's (ICPM) vision for creating behavioral objectives with the Child and Family Teams families and teams (CFT). The CANS is a multi-purpose tool; a collaborative assessment process that supports care planning and decision-making. CANS is a state mandate for staff working in Child Welfare. PCW (i.e., Lineworkers, ER staff, Adoption staff, Supervisors, etc).

We are currently working with our county partners on their individual implementation (roll-out) plan for CANS. As of late October we have begun the full one day CANS overview trainings for CW staff. The overview training includes:

- 1) an overview of CANS,
- 2) detail description of Transformational Collaborative Outcomes Management (TCOM) which is a collaborative tool and TCOM is not a tool
- 3) how to obtain certification-All users who will administer the CANS must be certified. The certification process requires completion of the full one day overview training and passing the CANS exam with a score of 0.70 or higher for those who will administer the tool. The passing threshold is higher (above 8.0) for those wishing to be certified to train the standardized

curriculum. The state wants counties to develop an implementation plan that will meet their local county needs. They do not require all CW staff to be certified.

The CANS half day case planning and half day supervisor training curriculum is currently on hold for additional revisions until the early part of 2019.

County Spotlight: San Diego county began training in late October and reports that their Pathways to Well Being staff has used the CANS with 20 CFTs with great success. They report that adolescents as young as 10 years of age have actively participated with the CANS scoring in addition to the overall CFTM. Some additional feedback we are hearing from CW staff includes "I am excited to have an opportunity to learn of a better way to communicate and engage with my families." "CANS is a lot to take in but I can see real benefit with using the tool."

In addition, San Diego has reported that they had 100% pass rate on the first training day and well over 90% on the second training day. We look forward to hearing other success stories from our county partners.

## CWDS Vision Story

One of our CWDS Practice Consultants, Kate Bedwell, was partnering with one of our client counties by participating in a meeting to think through the implementation of a new practice. At the meeting, supervisors were sharing that they were individually checking in with each of their workers to ensure they felt safe and supported during the implementation process. Kate gave the supervisors kudos for doing this good work and highlighted the parallel process she was seeing. They supervisors were creating safety for their workers just like their workers work to create safety for their families. She took it a step further and asked, "And how could check-ins also lead to permanency and well being for your staff?" There was a moment of silence and it was clear to Kate that she had asked them a question that was making them think through these processes in a way they had not thought of before. She went on to further explain that the Child Welfare Development Services had recently worked on clarifying and defining their vision, that describes this parallel process and shared the CWDS vision with the group. It was a great example of the good work Kate was doing as a thought partner with her client county in helping them dig deeper and surface the good work they were doing and was a great example of how the work we do on a daily basis is directly connected our larger vision. Thank you, Kate!

### The CWDS Vision

As a result of our work, the workforce employed by public child welfare agencies and the children and families served by them will experience increased empowerment, positive changes, an enhanced quality of life, and feel a sense of inspiration and hope.

We help organizations create a parallel environment in which every level of the workforce (support staff, social workers, supervisors, and leaders) and the organization as a whole can achieve the same goals that we are trying to help children and families reach. Our Academy staff are included in the workforce and we ensure there is a parallel process for our organization, the agencies we serve and the families served by these agencies.

# CALIFORNIA CORE PRACTICE MODEL

CalSWEC has updated their website to be more user friendly to find information about the Core Practice Model. Head over to [calswec.edu](http://calswec.edu) to find out more about the work from the Director's Institute and the four developmental circles engaged in throughout 2017.

**CPM Implementation Toolbox** - Our CPM Implementation Toolbox contains implementation resources and tools for use by California Child Welfare Directors and their implementation teams to help install and advance CPM in their locations. You will find the following toolkits that are based on what we know good implementation must include to be successful:

While each Implementation Toolkit has its own flavor, all toolkits give background and context setting information, as well as access to available tools and resources. When County Child Welfare Directors and local implementation teams engage in CPM implementation planning, they can benefit from reviewing the contents of all four toolkits to identify useful supports. As implementation plans evolve, additional tools and resources from the toolbox may become relevant.

While each toolkit is self-contained, the Inventory of Tools gathers all the tools from all four toolkits in one location. Using the Inventory of Tools (once you're familiar with toolkit contents) allows the user to quickly access tools, resources, exercises and examples.

**Organizational Readiness Building Toolkit**  
People at multiple levels of an organization, specifically resourced and tasked to come together, attend to the day-to-day and ongoing leadership and management activities necessary for effective implementation. Teams of executive leaders, staff, and partners have functional roles and dedicated, on-the-job resources. Organizational and system practices create a climate to facilitate progress and problem-solve challenges of those delivering the practice model. Tools and resources will focus on assessing, monitoring, and improving organizational culture, climate, and functional structures and processes that support change.

## **Quality, Outcomes, and System Improvement Toolkit**

Information and data about implementation, delivery of the practice model (e.g., fidelity) and outcomes are gathered, shared, reviewed, and used by the right people at the right time to address problems, improve practice, and evaluate impact. Leadership, organizational, and system practices support this ongoing quality improvement work. Tools and resources focus on "What do we want to know? How will we know it?" and using data to understand and reinforce what is going well and to address challenges.

## **Workforce Development Toolkit**

Ongoing professional development plans and practices (aka selection, training, and coaching) for the practice model are in place and build on adult learning best practices. This capacity focuses on building the confidence and skills of staff at all levels – those delivering the innovation and the supervisors, managers, and other leadership who support them. Tools and resources focus on assessing diverse staff needs, supporting the coaching role of supervisors, and strengthening staff retention.

## **Engagement, Relationships and Partnership Toolkit**

The ERP Toolkit is designed to strengthen counties CPM-related partnerships within their agencies, systems and communities. Central to the ERP Toolkit is a set of 20 principles organized into 5 phases of partnering and collaboration. A selection of 17 concrete tools/resources accompany the principles to help counties meaningfully engage with partners to put the values and principles of CPM into action. The ERP Toolkit is relevant for counties in any stage of CPM implementation.

Please feel free to reach out to Nancy Satterwhite if you have questions or need further information.

# PSYCHOTROPIC MEDICATION

The one day classroom standardized Psychotropic Medication training continues to be delivered throughout the state. CDSS has contracted with each Regional Training Academy to deliver 4 days of training with an effort to educate Child Welfare staff, Public Health Nurses (PHN's), and Mental Health partners on the severity of and negative impacts of overmedicating children/youth in the foster care system. The training focuses on trauma, co-occurring Mental Health/Substance Abuse, and non-pharmalogical interventions that can be used to increase successful outcomes for this population. The JV220 process, which includes forms that must be submitted to the court for approval prior to children/youth taking medication, was updated in January 2018. You can locate the updates [here](#).

# A VERY SPECIAL T4T SERIES

**Child Welfare Development Services 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 Child Welfare Development Services .**



**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.

**01/18/19 at our Academy Training Room in San Diego**

**Day 3: Training for Trainers' 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.

**03/18/19 at our Academy Training Room in Riverside**

01/18/19	Curriculum Design	San Diego
03/08/19	Presentation and Facilitation Skills	Riverside
05/10/19	Evaluation and Transfer of Learning	San Diego

# California Curriculum and Training Updates

**Core 3.0.** – The statewide Curriculum Development Oversight Group (CDOG) continues to review the Common Core Curricula for new child welfare workers. Recently a Phase III revision plan was shared at the statewide Directors and Champions meeting. The high level work plan includes suggestions for improving the content and delivery of all three components of Core 3.0(e-learnings, classroom training, and field activities). Once the plan has been approved the curriculum will be reviewed in bundles and recommendations for upgrades will be submitted to CDOG for review and approval. The current goal is to have the Phase III revisions completed and implemented by the end of January 2020.

**CWS Supervisor Core** - California Department of Social Services (CDSS) and CALSWEC are continuing in the process of revising Supervisor Core for Child Welfare staff. Once the process is completed Supervisor Core training will be standardized across the state. Supervisor Core will continue to include 10 full days of classroom training. The curriculum for the training is currently in development and being reviewed in monthly increments. A group of RTA (Regional Training Academy) staff, trainers, CDSS and CalSWEC representatives, and new and experienced Child Welfare Supervisors will observe pilot deliveries of each course between January and May of 2019. The current goal is to have the new version of Supervisor Core roll out across the state by July 2019. The topics for the trainings are listed below:

- Days 1 & 2: Leading in Child Welfare: The Role of the Supervisor
- Days 3 & 4: Creating an Organizational Learning Environment
- Days 5 & 6: Case Consultation and Critical Thinking: Teaming for Success
- Day 7: Navigating Ethical Responsibilities and Dilemmas in Supervision and Supporting Professional Development
- Day 8: Data Driven Supervision
- Day 9: Managing for Accountability
- Day 10: Teaming (1/2 day) and Transfer to Practice (1/2 day)

**CWS Cares** – A workgroup is continuing to work on developing the CWS Cares system. The system is scheduled for an incremental role out. Training for Trainer webinars are being hosted and Technical Assistance is being provided to CWS agencies to prepare for the implementation. An RTA CWS-CARES Workgroup is also being formed and the purpose of this workgroup is to plan for the RTA's role in CARES implementation. CWS Cares/CANS is currently being piloted with users around the state. A portion of the training for the new System will be provided via self-guided on-line tutorials, to access the on-line trainings staff you must have CWS user name and password

CWDS continues to develop curriculum for e-learnings, micro-learnings, simulations, etc. for counties and the region as needed or requested.

If you have any question about any of the information regarding statewide curriculums listed above please contact [ahackelford@sdsu.edu](mailto:ahackelford@sdsu.edu) or (619) 594-3296.



# UPCOMING CONFERENCES



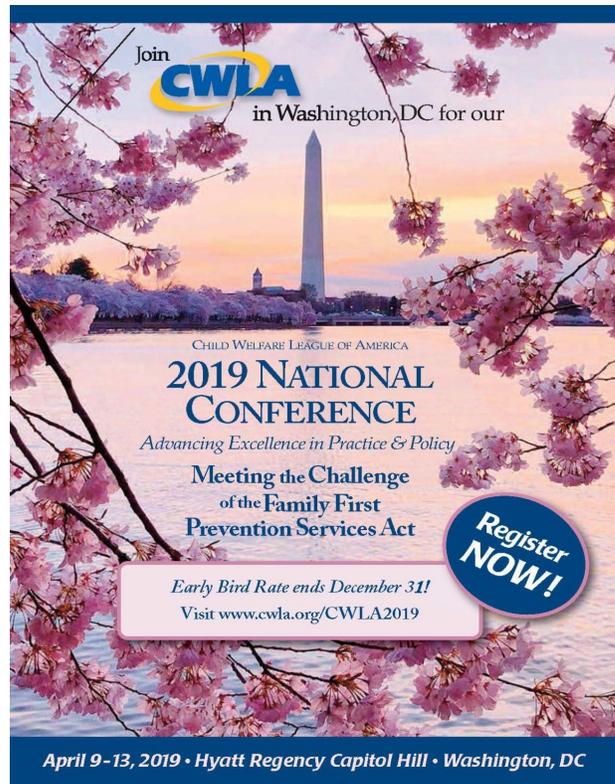
[34th Annual San Diego International Conference of Child and Family Maltreatment](#); January 26, 2019



[2019 National Conference on Juvenile Justice](#)

CQI Statewide Conference for Child Welfare and Probation; March 27-28, 2019

[CQI Statewide Conference for Child Welfare and Probation](#)



[Child Welfare League of America, 2019 National Conference](#)

# WHO DOES WHAT AT PCWTA?

## CWDS ONLINE

For more information about PCWTA, visit the CWDS program pages of the Academy website.

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

As we have added staff and changed some roles, we thought it might be helpful to give you a "Practical Guide for Who to Contact, And Who I Might Hear From or See" in CWDS.

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. **Nancy Satterwhite** is our County Consultant Manager. Nancy plans, organizes and directs the work and duties of the County Consultants. **Jenni Ahsing** is our Practice Consultant Manager and manages the coaching teams.

County Consultants do training needs assessment with their assigned counties and trainers may hear from them if they possess a training topic expertise that fits their county's request. CWDS County Consultants are **Anzette Shackelford** (Orange and Imperial), **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. **Frances Arnal** schedules for Riverside, San Bernardino and Orange County. **Michelle Hofer** does the same for Regional, San Diego, and Imperial, and **Michelle Darden** covers training for Los Angeles and Ventura counties. **Jenee-Maree Northcutt** does orientation of new trainers and works with trainers around curriculum development and implementation. **Adam Renteria** is our Workforce Development Coordinator. He reviews existing curricula and training tools for CWDS and helps implement best practice for workforce development.

**Val Ryan** is our eLearning development/

instructional design guru. **Erik Casas** is our IT Assistant in Riverside.

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

Training Operations Assistants cover training in county or CWDS sites and will be the people trainers will see most. They include **Cynthia Ebron** (CWDS Riverside Training Site Coordinator), **Devin Anecchini** (Riverside), **Michelle Adair** (Regional Inland), **Chrystine Zamudio-Snow** (Orange), **Sarah Devore** (San Diego), Adrian Gomez (San Diego). **Carl Deertz** is the Assistant Training Coordinator (CANS). **Shaundra Jones** is also an Assistant Training Coordinator (CRA).

Practice Consultants coach and mentor staff in counties and in the field. The Supervising Practice Consultant is **Bill James**. **Wayne Rutledge**, **Lilli Miles**, **Kate Bedwell**, **Nichole Diggs**, **Nicole Heesen** and **Laurie Fortin** are our Practice Consultants on staff. If you are interested in contract coaching opportunities in one of our counties, please contact Bill or Jenni. **Mechelle Robinson** is our CANS Practice Implementation Consultant.

Program Assistant **Leanne Thiltgen** keeps us organized and does pretty much everything to ensure we are on track and running smoothly, with all the correct materials!

We welcome **Erika Tucker** (San Bernardino County Consultant), **Cristina Padilla** (San Diego County Consultant), and **Stacy McGee Thomas** (Riverside Practice Consultant)



CWDS 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.

