

# Public Child Welfare Training Academy Newsletter

## Editor's Notes

**H**appy Spring! We are wrapping up a very busy fiscal year here at PCWTA as well as going through many transitions in our team. You will see many new faces here as our team and program continues to grow. We will be introducing you to our new staff members in upcoming newsletters and keep you abreast of new initiatives as we begin implementation. In the interim, enjoy this issue full of updates, tidbits and our very full end-of-fiscal-year training schedule for each county.

Spring 2018

Your Editor,  
Jenee



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# TRAINER'S CORNER

## TRAINER TIPS: TAKING CARE OF YOURSELF

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, 129-131

The job of a trainer is a tough one. They must maintain a learning climate while actively training managing, encouraging and listening. To do a good job, the trainer must take good care of himself or herself.

The first part of taking care of yourself is being ready for the training. Know your material. Review it before the training, so you are confident and at ease. Make sure that you understand the learning objectives of the training and of each exercise. Have your material ready, in the order in which you intend to use them. Practice giving instructions. It may be helpful to rehearse by recording your



presentations and instruction on a recorder and listening to them. After rehearsing, stop, relax and clear your mind. A good trainer presents from knowledge rather than from memory. Over-rehearsing can make a trainer just as nervous as under-preparing. Be emotionally and physically ready. Trainers often must travel to conduct training sessions. Be careful not to overschedule yourself. Travel as comfortably as you can and do not make sacrifices that cost you in physical or psychological energy. Do everything you can to make your trip hassle-free so you can concentrate on your work.

Another important piece of taking care of yourself is arriving early to the training site so you can make sure that the room is set up the way you want. Make yourself comfortable in the room. Stand where you will be standing to make presentations. Check on the lights. Make sure you can operate them and they are sufficient for your needs. Test the other equipment and make sure you can operate it as well. If the room is too cold or hot, see what can be done about it.

Take care of your personal needs as well. A little quiet, reflective time during the training day can be rejuvenating. If the training session lasts over several days, your most important responsibility is to be fresh and energetic during the session. You may need to be protective of your personal time to do this.

Avoid doing other work while training. Neither will be done well. Keep interrupting phone calls to a minimum. Some work issues will be waiting for you when your return; others will take care of themselves. Stay in contact with your “other” world – family, friends, colleagues. The better you take care of yourself, the better you will be for the trainees.

It is important that you continue to grow as a trainer. Do not become too satisfied with your skills. Maintain an attitude of inquiry and interest for others, not yourself. Some sources of information are reflections from every training session, feedback from co-trainer’s, participants, management and colleagues, attending workshops for trainers, being a part of organizations such as the Association for Talent Development (ATD) and International Society for Performance Improvement (ISPI) and Toastmaster’s in which you can make presentations and get feedback on your ability.

You are the engine that drives the training. Your health and wellbeing will impact the effectiveness of the training.



## TRAINER'S CORNER, CONTINUED

### KUDOS

- Jenni AhSing says “I want to give Kudos to **Diana Shrekengost** regarding the work she did with San Diego's Advanced Simulation. She wrote two of the curriculums (Quality Supervision with Child Welfare Leaders and SDM for Child Welfare Leaders) and is the lead facilitator for the quality supervision simulation providing 6 deliveries of the curriculum. She has been super flexible and open to feedback during this new process (writing simulation curriculum) and I could not have found a better person to partner with on this project. Thank you Diana for all your hard work to make these simulations successful.
- Kudos to **Crystal Shackelford** for pulling off an advanced Safety Planning simulation before the participants had had a chance to attend the training it was based on - a very skillful trick! Great job Crystal!
- Kudos to **Bob and Monica from Orange County** for their help on 5/14/2018 . They stepped in and helped provide coverage for a training in which the TOA was unable to attend. Thank you Bob and Monica!



#### Congratulations to the following T4T Graduates!

Myesha Barton  
Jessica Paradee

### TRAINER OF THE QUARTER: MICHELLE RUNNELS



Michelle Runnels is an MSW with many successful years of child welfare practice. She has worked as a DCF social worker in many areas of the department to include, Investigations, Court, Adoptions and Staff Development, where she was responsible for the oversight and training of all DCF social workers hired by CPS. Ms. Runnels was also a contract monitor with Riverside Family Law Court where she was instrumental in mediating and resolving disputes, working in an environment with conflicting parties, and over seeing the visitation process between custodial and non-custodial parents and child/children.

Ms. Runnels has also worked as a Director of a Family Services agency where she played an integral part in the securing, and implementation of many youth centered programs to include the Transitional Housing Program +, Aftercare, Foster Care, Adoptions and others.

Ms. Runnels teaches from a strength based/team approach to interacting with families.

Michelle was observed training CORE 3.0 in San Diego County. Participants remained highly engaged throughout her trainings as she demonstrated mastery in training and adult learning theory. Her commitment to the participants' experience and learning was evident. Michelle drew upon a wealth of experience in the field to make the content meaningful.

# TRAINER'S CORNER, CONTINUED

## TRAINING SCHEDULE

### Advanced Training

#### **Imperial County**

6/19 SOP: Summary and Looking to the Future

#### **Los Angeles County**

5/21 & 6/11 Advanced SDM Supervisor Training  
5/22/18 Sex Abuse Case Considerations and Planning  
5/23/18 Cultural Humility and Connectivity  
5/30/18; 5/31; 6/12; 6/19; 6/26; 6/28 Strategies to Support the LA Shared Core Practice Model  
Lifting Up the Voices of Children  
6/5/18 Critical Thinking for Supervisors  
6/6/18; 6/27 Coaching Fundamentals for Child Welfare Field Advisors  
6/22/18 Substance Abuse: Case Considerations and Planning

#### **San Bernardino County**

5/8/18—6/7/18 SOP Modules  
6/12/18; 6/13 Court Simulation  
6/19/18 Advanced SDM for Supervisors Series

#### **San Diego County**

5/29 & 6/21 LGBTQ+ Youth  
6/5 Advanced Simulation: Quality Supervision for Child Welfare Leaders  
6/12 & 6/29 Having a Sexual Health Conversation with Youth in Care  
6/13 Advanced Simulation: SDM for Child Welfare Leaders  
6/20 SDM Lineworker: Advanced Simulation  
6/22 The Art and Power of Coaching  
6/27 & 6/28 San Diego Leadership Summit Portraits of Professional CAREgivers: Their Passion, Their Pain: Screening and Workshop

#### **Ventura County**

6/12/18 Cultural Humility and Connectivity  
6/26/18 Domestic Violence: Maintaining Rigor When Partnering with Families

#### **Regional**

5/21/18 CFSR - Quality Assurance (QA) Training  
5/22/18 SOP Learning Convening  
5/29/18 Team Facilitation: Successful Child and Family Teams  
5/30/18 T4T: Facilitation Skills for Those with Lived Experience  
5/31/18 Coaching Fundamentals for Child Welfare Field Advisors  
6/1/18 Domestic Violence Maintaining Rigor When Partnering with Families  
6/5/18 Transgender 101: Cultural Responsiveness While Serving LGBTQ Youth  
6/6/18 CFSR Learning Collaborative Webinar  
6/6/18 Field Advisor Training  
6/7/18 Simulation Facilitation Day  
6/8/18 Substance Abuse Case Considerations and Planning Training  
6/12/18 Child Interviewing  
6/13/18 Building Professional Resiliency and Overcoming Compassion Fatigue  
6/15/18 Sexual Abuse Case Considerations and Planning  
6/21/18 Building Professional Resiliency and Overcoming Compassion Fatigue  
6/26/18 Transgender 101: Cultural Responsiveness While Serving LGBTQ Youth

### Lineworker Core

San Bernardino 5/22/18-6/28/18  
San Diego 4/26/18-6/8/18; 5/3/18-6/15/18

# CONVERSATIONS WITH DAWN

Hello PCWTA Partners,

We are coming into the home stretch for this fiscal year and want to thank you for your continued partnership. We have some exciting things on the horizon and are excited to share a few new modalities and workforce development opportunities with you. We have been expanding our use of micro-learning as a training modality. This has included the infusion of gamification into recent micro-learnings and will be ready to share the product soon. We have staff who are developing learning experiences that will assist with two areas of focus: enhancing organizational health and promoting vicarious resilience. We are also continuing to enhance and build upon our use of simulations for line workers and child welfare supervisors and managers.

We are building capacity to support the implementation of the Child Adolescent Needs and Strengths (CANS) tool which will be occurring across the state. This includes hiring additional staff and developing large pool of trainers to support the delivery of 144 days of training we will provide this coming fiscal year. We are working with our partners at CDSS and the rest of the statewide training system to assist with refining curriculum, disseminating information to our county partners and building infrastructure to successfully support this implementation.

In addition to these innovations we are evolving and growing internally. As we have continued to expand and deepen our work in the Southern region we have identified some needs for additional staffing. We have a number of positions that we are in process of hiring for to build our infrastructure so we can continue providing quality services. We are in process of hiring a Practice Implementation Consultant who will be focused on leading the implementation of CANS in the next few years and will also have capacity to support implementation of other key practices and initiatives as the need arises. We are hiring two additional County Consultants, an additional Practice Consultant (coach), and a Cultural Responsiveness Academy Consultant. We are adding two positions to our operations team to support coordination and coverage of the additional trainings we are providing this upcoming fiscal year. It is a time of growth for our team and we are excited about the new talent and expertise we are bringing into our program. We look forward to introducing you to our new team members as they come on board.



# 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.



# CULTURAL RESPONSIVENESS ACADEMY NEWS

The second cycle of the Cultural Responsiveness Academy (CRA) in San Diego began in September 2017, and there will be 51 participants graduating on June 8th. We have 19 projects this year and the majority of the projects are being worked on in groups that have collaborated across Regions, work locations, and also professions. This collaboration builds off of the intent of the CRA which is to encourage relationships with others from different programs, share ideas, and make an impact on changing practice at all levels of the Agency.

We are also developing the curriculum for the Native American population series that will begin this September, in San Diego. We have completed the initial meetings with our Native American community stakeholders and also Child Welfare Staff to gather information that will be used to shape the curriculum. The meetings were successful, and the topics and learning objectives for the 6 classes have been developed, and several community members are working in teams on the curriculum.

The CRA has expanded to San Bernardino County, and a CRA Consultant will be hired to grow the program. Our preliminary work includes holding community stakeholder, and Children and Family Services Staff meetings in late May and mid-June, to learn about the key areas of focus for the curriculum. The County's first series will be on the African American population and the classes will begin in the Fall.

## COACHING CORNER

### The Power of Good Working Relationships

Nelly Zambrano, in the Desert Region, has participated in many mappings and wanted to work with the coach on mapping her own case. The case was a tough one, she was working with a mother who had a long history of addiction and she was currently prescribed narcotics to treat chronic pain. The family was new to Ms. Zambrano and her first interaction with the mother was not positive. The mom was defensive whenever she was asked about her medication and Ms. Zambrano had a hard time assessing whether her infant child was safe in her care due to this communication break down. Ms. Zambrano scheduled a mapping at her next contact with the mother and asked her to bring in her safety network. The day of the mapping, the mother showed up alone. She was angry when she walked into the room and expressed that she should not be talking to the department without her lawyer. She started listing a number of concerns about how she had been treated by the department. Motivational Interviewing, an approach to working with families and one of the core practices that make up Safety Organized Practice, believes that resistance is a product of the interaction between the social worker and the client (Moyer & Rollnick, 2002). In other words, Ms. Zambrano had the choice to participate in the resistant behavior and allow it to continue or decide not to make herself part of that equation. Ms. Zambrano decided to remove herself and "roll with the resistance", she took the mother's complaints and anger as the mother's truth, accepting the value of what she was saying without pushing back. She had the whiteboard pen in her hand and her three columns ready to be filled in and her response was simply, "Let's list that as a worry" and she wrote down the mother's concerns which validated her feelings. Little by little the engagement happened by using solution focused questions and listening to the mother's protective capacities to ensuring the safety of her child. The mother was able to verbalize that she too was worried that there was a fine line between taking enough medication to ease her pain and taking too much medication that it may impair her ability to care for her child. With this consensus built, Ms. Zambrano and the mother were able to utilize their good working relationship to come up with a plan that kept the infant safe at all times, despite the mother having chronic pain. She was able to offer names of people in her network, even though her network was small due to shame and embarrassment, who could help out or come over to check on her.

She was willing to call on these people should she feel she took too much medication and expressed that she talks daily with certain people in her network. She also created a plan of action for alternative treatments to minimize her need for narcotic pain medication and expressed she had already been working on accessing these treatments. At the end of the meeting, the mother said that she felt really good about the meeting and wished she had a meeting like this sooner. She expressed that she felt heard and that her social worker was willing to work with her. A month later, Ms. Zambrano and the coach went out to see the mother to see how she was doing with the safety plan that they had created in the mapping. This time, the mother had her friend over to participate in the meeting and listed a number of other people who she was now going to include in her network as well. This willingness to include more people in her network was a point of growth for the mother and added more people who could assist in keeping her child safe. She expressed in recovery they say "you are only as sick as your secrets" and she knew that she had to be honest with others. During the meeting, the mother also felt comfortable enough to talk about running into someone who she used to use with and the boundary she was able to set in their interaction. The mother went on to express how she realizes that she has a small child who depends on her and relapse is not an option; however, she saw the need to include many people around her to make sure she is always aware and alert enough to care for her child. The mother's network member was able to agree with both the mother and the department's concerns and understood her role to ensure the child was safe should mom not be able to provide safe care. The network member said she was willing to stop by and felt she had a good sense of when mom was doing well or was having a lot of pain. Utilizing SOP to work with this mother and walk with her through the critical thinking process allowed the mom to think about how she could provide safety for her child. Through this engagement and eliciting the mother's voice, Ms. Zambrano was better able to make a decision about the child's safety. Previously, Ms. Zambrano was only able to guess what was happening in the home as it related to safety due to the communication breakdown. Now, with the newly established relationship and the safety network's involvement, she is able to feel more confident assessing what is going on in the home and behaviors that the caretaker is taking to mitigate the danger. This clarity has also helped everyone see what needs to be done to move towards successful closure, keeping the child with her mother.

Moyer, T.B. & Rollnick, S. (2002). A Motivational Interviewing Perspective on Resistance in Psychotherapy. *Journal of Clinical Psychology*, 58(2), 185-193.

# SOP IMPLEMENTATION

## Successful Team Base Learning Leads to a Skilled Workforce

Have you ever facilitated a training where one individual is falling behind and continues to ask questions because they are not comprehending the concepts? As a trainer, you may question whether taking time to explain to the one individual the right thing to do. Does it benefit the group or are you spending too much time on one person? As a trainer, you have probably also experienced the power of group dynamics. You may have seen times where the person who a trainee is sitting near can either help or hinder that person. The fellow trainee may add to the confusion or help explain difficult topics that are part of the training. Thankfully, Team-Based Learning (TBL) has been a part of the Safety Organized Practice Modules and now is incorporated in many of the Core 3.0 courses to help spread the knowledge throughout the room to enhance the learning of each of the trainees.

Team-Based Learning contains several parts to ensure that trainees can learn from their peers.

1. Pre-reading: Students come to the training prepared by having pre-reading to provide trainees with course content. This allows for minimal lecture and more opportunities for skill building and interactive peer learning time.
2. Sorting: All training rooms bring a diverse set of skills. Trainees come to us with years of experience or no experience at all. Some trainees completely understood the pre-reading and the concepts are not new, while others skimmed through it briefly before coming to the training. This step ensures that each team has a mix of those who can bring more knowledge with those who may need more assistance from their peers.
3. Readiness Assurance Test: While this is called a test, it is not meant to be used as a tool to find out who did their pre-reading and who did not. The main goal of the activity is to allow groups to engage in discussions where critical thinking guides the conversation. With varying levels of experience in each group answers are bound to be diverse and spark discussion to come up with the best answer.
4. Application Activities: Again, these are activities to spark critical thinking discussion. The more diverse the group, the more likely the group will have to sift through varying opinions to reach consensus.

Traditional training relied on the expert in the classroom, with the material being presented in lecture fashion. This traditional method is quickly becoming a thing of the past. As trainers, we are moving to more of a host position, no longer the expert we rely on the expertise in the room. As a result, the importance of the steps listed above becomes more crucial. Without them, we risk having individuals leave the training without the sufficient tools to effectively work with families.

Both our Safety Organized Practice Modules and our Core 3.0 courses are delivered in a fashion that ensures that our workforce is trained to deliver competent and effective services to families. We will now be asking that our Training Operations Assistance (TOAs) are checking to make sure that sorting is done in every training where it is required per the curriculum. As a routine, TOAs will be completing surveys following trainings that will track when sorting is or is not complete. This will help us all work towards our common goal of training a skilled workforce to work with families.

Sorting should be done for every SOP module. If you have any questions please reach out to Jenni AhSing at jahsing@mail.sdsu.edu or 760.518.0778. Thank you.

## Microlearnings

PCWTA offers microlearning courses to child welfare social workers as a way to provide training content and learning support in short, targeted segments.

### What is a microlearning?

Microlearning refers to micro-perspectives of learning, education, training and skill development. The approaches followed for assessment of microlearning are multidimensional and holistic in nature and need based in particular cases. Microlearnings are ideal for when learners need extra time spent on a step of a process or additional development in a specific area. Please check out our microlearnings page [here](#).





# PCWTA STAFF SPOTLIGHT

*We will be doing a series in our newsletter where we highlight the members of our teams/departments at PCWTA. This will help familiarize you with who-does-what as well as learn a little bit more about our staff. This edition, we move on to our largest department, our Training Operations Team. There are many members of this team, but this edition we are highlighting the Program Assistant and the Graduate and Student Assistants.*

## ***Program Assistant—Leanne Thiltgen***

Leanne Thiltgen is our Program Assistant. She oversees program-related logistics, coordination for our internal team and general support for all of PCWTA. She wears many different hats on different days. She also supervises our Graduate and Student Assistants. Leanne started at PCWTA in May 2016 as an Administrative Assistant and was promoted to Program Assistant in May 2017.



## ***Graduate Assistant—Brandon Dao***

Brandon Dao is our Graduate Assistant. He began working for PCWTA in the summer of 2016 while he was working on completing his Master's in Public Health from SDSU. Brandon provides research and evaluation support, site coverage during some training events, and materials development. Brandon be leaving the Academy in mid-June to begin medical school at the New York Institute of Technology, College of Osteopathic Medicine.

## ***Student Assistant—Makaya Funk-White***

Makaya is our Student Assistant. She started with PCWTA on January 2, 2017 and will continue to work at PCWTA for the next year. She graduated with a BA in Social Work May 11, 2018 and will be starting the Advanced standing Masters program in Social Work May 22, 2018. Makaya also provides research and evaluation support, site coverage during some training events, and materials development.



# UPCOMING CONFERENCES

## [NSWM Annual Management Conference](#)



## [West Coast Child Welfare Trainer's Conference 2018](#)

West Coast Child Welfare Trainer's Conference 2018

Hosted by the Alliance for Child Welfare Excellence

**Innovation & Impact:  
Emerging Trends in Training and Coaching**

UNIVERSITY OF WASHINGTON | SCHOOL OF SOCIAL WORK  
SEATTLE, WASHINGTON

- ❖ **Pre-Conference:** July 31 (This Year's Focus: De-Briefing with Good Judgement)
- ❖ **Annual Conference:** August 1-3

## [Realities360 Conference](#)



## [Neuroleadership Summit](#)

Invent the Future: Big Ideas, Breakthrough Practices

OCT 4-5 | NEUROLEADERSHIP™  
2018 | SUMMIT

NEW YORK CITY | SHERATON TIMES SQUARE

# WHO DOES WHAT AT PCWTA?

## PCWTA ONLINE

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

For contact information about PCWTA staff, who does what at PCWTA 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 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. **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. PCWTA 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 Regional needs. The Coastal Training Coordinator, **Michelle Hofer** does the same for Orange, San Diego, and Imperial, and **Michelle Darden** does the same, plus also 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 PCWTA 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 PCWTA sites and will be the people trainers will see most. They include **Cynthia Ebron** (PCWTA Riverside Training Site Coordinator), **Devin Anecchini** (Riverside), **Michelle Adair** (Regional Inland), **Chrystine Zamudio-Snow** (Orange), **Carl Deertz** (San Diego and Training Operations Assistant Lead), **Sarah Devore** (San Diego) and **Shaundra Jones** (Riverside).

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.

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 **Ana Rosales** as the newest Practice Consultant for San Bernardino County!

We say goodbye to **Audrey Tousant Shelby** and **Hayley Serrano** as they move on to other opportunities. Best of luck to you both!



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.

