



Child Welfare Development Services Newsletter

Editor's Notes

Welcome to summer! We are wrapping up a very busy fiscal year at CWDS. We had an exciting year implementing large initiatives –CANs, Cultural Responsiveness Academy (Native American Series)—as well as various state initiatives. We expanded our coaching and simulation deliveries. We are looking forward to doing even more in Fiscal Year 19-20 and are currently in the process of gauging the needs of our counties and region. We look forward to working with you this year and hope you enjoy the summer!

Best,
Your Editor,
Jenee



Summer 2019

CWDS 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 TIPS: CONNECTING WITH DIVERSE AUDIENCES

This is an ongoing series of excerpts taken from a book titled *Creative Training Idea Book* by Robert W. Lucas, 98-104.

The population of the U.S. and the world is changing and expanding every day. This brings unique challenges and opportunities of designing and delivering programs and materials that meet the diverse needs of our participants.

General Guidelines

Respect Personal Preferences – Do not assume familiarity by addressing people by their first names until you have established that type of informal environment or relationship.

Listen Patiently – Take your time and focus on what the participant is saying and then try to understand the intent of what is being said.

Use Inclusive Language – Be aware of your audience demographics and avoid terminology that could potentially exclude, isolate or discriminate. For example, instead of using language such as “You guys have learned...” instead say something like “Many of you have learned...”

Avoid Offensive or Discriminatory Jokes or Remarks – Humor often does not transcend cultural boundaries. Avoid jokes or comments that center on race, culture, politics, religion, sexual orientation, gender identity, height, weight, or other personal characteristics.

Watch Terminology – Just as jokes and remarks can offend, so too can your words or terms. Try not to focus on, or single out, one person. Also avoid words that might demean an individual or group.

Use Standard English – Technical terms, contractions (e.g. don’t, can’t), slang (e.g. whoopee, rubberneck, you know) or broken English (e.g. sentences that are imperfectly spoken or that fail to follow standard rules of grammar or syntax) can be obstacles to someone who may not speak English well.

Avoid the Word “No” – In some cultures (e.g. parts of Asia) folks are careful not to offend or cause someone embarrassment or to lose esteem in the eyes of others. For that reason, some languages do not include the word no. Try saying “that may be difficult or impossible” instead of simply saying no.

Use Care When Giving Constructive Feedback – Any time feedback on performance is given, it should be in a positive and friendly manner. This is especially important when dealing with participants from other cultures. Try to use language that is not directed at a particular person.

Avoid “Americanized” References – To help reduce the risk or misunderstanding by people who speak English as a second language, use universal language and references. Avoid words, examples or acronyms that are uniquely American or tied to sports, historical events, or specific aspects of American culture. Avoid comments such as “I’ll need your ‘John Hancock’ on this form” or “If plan A fails, we’ll drop back and punt.”

Introduce Activities in a Clear, Concise Manner – By breaking tasks into concrete individual steps, providing written as well as clearly communicate verbal guidelines, using short sentences and words and verbal transitions from one point to the next, you increase your success when communicating. In addition, be specific when providing direction and instructions. For example, do not simply gesture to a group of participants and say, “If you are on this side of the room, please pick up your materials and move to that side of the room.” A participant not paying attention or those with visual impairments may have no idea what you want done. Instead try, “If you are on my left, please pick up your materials and move to the corner on the right side of the room for an activity.”

Repeat Information when Necessary – If you are asked to repeat something, take your time and do so without appearing irritated or distracted. Remember that people who speak English as a second language and those with certain disabilities may not get every word spoken or may not fully comprehend the first time they hear something. Providing written information or instructions may be helpful.

Allow Adequate Time for Movement and Task Completion – All of us process information at different speeds. Build time into your programs to accomplish tasks and activities.

Ensure Written Materials are Clear – You can ensure message clarity by choosing a font that is large enough to reduce eye strain (a minimum of 12-point font is standard). Visual aid (PowerPoints and chart lettering) should be even larger.

It is our responsibility as Trainers to make our classrooms inclusive and welcome learning environments. It is imperative to implement these general guidelines even when you know each participant in your audience, so you are turning this into practice in every training. Build these strategies into your lesson notes and plan to use them regularly.



TRAINER'S CORNER

KUDOS

- Thank you to Ventura Simulation Team: **Monica McCurdy, Amanda Carlson, Renee Lodder, Michele Calder, Christina Liang, Manny Arroyo, Juan Solis, Taryn Massey, Pam Paulson & Michele Darden.** This team ran two simulation in May. After the first run we recognized we needed to make some upgrades. This team was able to provide some excellent feedback and make some quick adjustments. After the second run everyone was energized and felt great about the upgrades we made and it was reflected in many of the comments made by the learners at the end of day. Thank you for being such an amazing team and for helping us to develop learning experiences that transform the heart.
- Kudos to **all of our trainers** for their patience, work and

flexibility as we approach the end of the fiscal year! We appreciate all of your hard work and collaboration.

- Adrian says "Luck does an amazing job in her trainings, while delivering the material she is confident, well-informed, and personable. Luck connects with social workers through her openness and vulnerability, drawing examples and discussing past successes and lessons learned she had while on the job. You can clearly feel the passion that Luck has for the workers and the families they interact with. She is staying on top of new research and developments and emphasizes the need for the pursuit of knowledge beyond the training room. You can truly hear, see, and feel the difference in the way the trainees talk about a topic or approach the work after they come out of a training with Luck." Great job, **Luck!**

TRAINER OF THE QUARTER: BARRY E. KNIGHT, BA, MA, PCC

Barry E. Knight has been a trainer with the Academy since 2013. He developed a training called, "Fatherhood Engagement: Engaging the 'Whole Dad!'" which he has trained for the counties of Orange, San Diego, Riverside, Santa Cruz, Ventura, and San Bernardino.

He has committed his life to helping leaders massively impact their world. Barry is the founder and CEO of BEK Impact Corp, a leadership coaching, training, and social impact company that helps leaders build the right behaviors and frameworks to more effectively lead transformative change and achieve greater outcomes for their teams and communities.

He has been married to Sacheen Erica for more than 15 years and they have three children: BJ (14), Charles Edward (11), and Sydnei Erica (6).



TRAINER'S CORNER, CONTINUED

TRAINING SCHEDULE

Regional

8/20/19 – 12/18/19 Supervisor Core

San Diego

7/22/19 – 9/5/19 Lineworker Core

7/23/19 – 12/19/19 200 Series

8/6/19 – 9/19/29 Lineworker Core

8/8/19 – 1/9/20 200 Series

Orange County

7/16/19 - 9/17/19 Lineworker Core

Riverside

8/21/19 - 9/19/19 Lineworker Core

San Bernardino

7/15/19 – 8/19/19 Lineworker Core



CONVERSATIONS WITH DAWN

Hello Academy Partners,

As we enter into the summer season and wrap up our services for this fiscal year, we are reflecting on the work we have done together in the last twelve months and are looking ahead to what is to be done this coming year. We saw positive results from upgrades to some of our existing services this year. The addition of a simulation component to the Cultural Responsiveness Academy helped push learners to a new level in demonstrating skills related to identification and management of bias during interactions with families. The organizational health training and leadership coaching has promoted the demonstration of Integrated Core Practice Model (ICPM) values and behaviors in our region's leaders. Targeted coaching and SDM case reads served to bolster the practice of our Southern Region supervisors. We appreciate all that you have done as our contractor pool to partner with us in these new services this past year. This coming year our CWDS team will be focusing on the highest priority areas that were identified through our needs assessment process including:

- Critical thinking skills in the workforce
- Leadership and supervision skills to support critical thinking
- Trauma informed practice
- Secondary traumatic stress
- Strategies to increase engagement in case and safety planning
- Integration of SOP in supervision
- Culturally responsive practice
- Facilitation and engagement skills in CFT's
- Deepening SOP skills
- Understanding CPM and how it relates to daily practice
- Collaboration, teaming and information sharing across disciplines
- Building skills to use data in decision making
- Building skills to enhance teaming and partnership with tribes
- Building capacity for CANS
- Level of care

The priorities listed above are gleaned through a formal needs assessment process as well as a variety of meetings with our Southern stakeholders. Each item is listed in order of priority based on how many stakeholders identified it as a need. We anticipate that this coming year we will be providing approximately 220 days of advanced training, between 16-20 line worker cores, 36 days of simulation, 1,500 days of coaching and developing approximately 7 micro-learnings. What an incredible opportunity for us to positively impact child welfare practice!

As you engage with the child welfare workforce in our region - whether it is through coaching, training, simulation, content development or provision of technical assistance - we hope that you seek to embody our Academy brand promise. You can do this by inquiring with humility about the strengths and needs of child welfare professionals; inspiring them with heart through sharing of stories, expertise and encouragement; and impacting mindfully by helping them to build and enhance their skills. Every effort we make to revolutionize practice helps to improve the experiences and outcomes of kids and families involved with child welfare agencies. We look forward to the work ahead this year!

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. 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.



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 CWDS, 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

The CWDS Practice Consultant Team is taking a deeper dive into coaching to strengthen organizational health. Empowering public child welfare leadership and staff to interact through the lens of the California Core Practice Model inside the walls; so that they in turn empower children and families outside the walls. Integrating the CWDS Organizational Health Training Curriculum we guide and support the day to day work to strengthen relationships, explore healthy conflict, and build trust in teams. This work is illustrated through individual and group coaching sessions, regional and county wide meetings and in supervisor leadership circles.

What does this look like?

- Exploring “where we are at” on the Conflict Graph and what needs to happen to move towards healthy conflict.
- Acknowledging and exploring the 4 safety threats to relationships inside the walls: Stonewalling; Criticism; Contempt; and Defensiveness.
- Creating a safe space for hard conversations by encouraging: self-soothing; self-care; a soft start; thoughtful questions; complain without blame; being open to feedback and influence; and compassionate candor.
- Exploring the CHOICE map which is often posted in offices and meetings and referred to in conversations. In a regional meeting when presented with the CHOICE map, one social worker exclaimed, “I think I am in the judger pit with a family!” Parallel process at work.

Stay tuned for more stories of impact as we continue to facilitate and encourage child welfare leadership and staff to engage in the teaming and learning processes utilizing these valuable organizational health tools!

A NEW COURSE ON DOMESTIC VIOLENCE PERPETRATOR ENGAGEMENT AND ACCOUNTABILITY

In recent months, Ventura County and LA County have begun training their staff on the two-part series addressing Domestic Violence in child welfare. More specifically, A Safety Organized Approach to Domestic Violence: Partnering with the Survivor and the newly developed A Safety Organized Approach to Domestic Violence: Perpetrator Engagement and Accountability, developed by Luck Luckey which connects Safety Organized Practice/Core Practice Model and concepts from Safe and Together Institute model, which strives to keep children safe and together with the non-offending parent. These two training curriculums were recently mentioned in our last newsletter and the newest training covers key strategies to perpetrator engagement.

The Safe and Together Institute has created engagement strategies when working with the perpetrator focusing on:

- Engaging the perpetrator as a parent who has made a choice to engage in violence, coercion, and control.
- Understanding the behavior patterns of the perpetrator, breaking away from the traditional assessment that looks predominantly at child welfare history and police intervention.
- Intervene with the offending parent to reduce harm and risk to the children.
- Focusing on the perpetrator’s behavior: Child Welfare has long looked at the victim’s inability to protect their children. The Safe and Together Institute focuses on holding the perpetrator accountable for their behavior.

The training, *A Safety Organized Approach to Domestic Violence: Perpetrator Engagement and Accountability* provides learners with the opportunity to:

- Explore their biases as it relates to domestic violence and gender to be more effective in keeping children safe and together with the non-offending parent.
- Learn how to safely interview and engage the perpetrator.
- Understand the traumatic impact of domestic violence on the children.
- Learn to apply Safety Organized Practice and Core Practice Model Tools when working with perpetrators.
- Gain skills in developing case plans with perpetrators.

This course is offered for Social Workers, Supervisors, and Managers. If there is an interest in bringing this training to your county, contact your CWDS County Consultant. To learn more about the Safe and Together Institute, please visit [The Safe and Together Institute](#).

There you will find many resources and videos to begin changing your practice.

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 (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 professionals working in Child Welfare.

As we move towards the end of the fiscal year we have completed 125 training classes and trained approximately 3507 professionals for our county partners. Be advised, each county will receive the same number of days for the new 2019/2020 fiscal year as they did for this fiscal year.

For the new fiscal year:

The CANS Case Planning and Supervisor curriculum is currently in progress. The CANS curriculum development work group and a subgroup of the CFT Implementation team continue to meet and finalize the curriculum. Tentatively, the curriculum will pilot in July in LA county with a tentative roll out in late August.

The Case Planning and Supervisor curriculum:

There are learning objectives for 3 distinct modules of training.

Case Planning:

Module A is a 1-day training module for those counties who are relying on partners in behavioral health to complete the CANS. It does not include explicit instruction on completing the tools.

Module B is a 2-day training module for those counties who are asking the child welfare social worker or CFT facilitator to complete the CANS. This module includes instruction and practice completing the CANS tool. This module is longer to allow time for additional instruction and skill practice.

Supervisor:

Module C is a 1-day training module for supervisors to support child welfare social workers, mental health plan clinicians, and CFT facilitators in their use of the CANS in child welfare practice.

For child welfare social workers, mental health plan clinicians, and CFT facilitators these modules are not intended to be a sequence; participants take only one, depending on whether or not they will complete the CANS. For supervisors, there is a sequence in that they will take either Module A or Module B with their staff and will follow that with Module C which focuses on supervision.



CONTINUOUS QUALITY IMPROVEMENT

CWDS held a CQI Learning Collaborative on May 9th. We heard from Dave McDowell about a soon to be released All County Information Notice to upgrade their advice on conducting CQI efforts. We also had a lively discussion and exchange of ideas about committing to CQI at the highest levels of leadership. We are planning activities to support CQI efforts in the region for the next Fiscal Year, so stay tuned!



California Statewide Curriculum Updates

Common Core 3.0 | Supervisor Core | CWS Cares

Core 3.0. – The statewide Curriculum Development Oversight Group (CDOG) continues to develop and work through the Phase III revision plan for Core. The next step in the review process is to incorporate the Integrated Core Practice Model (ICPM), Child and Adolescent Needs Assessment (CANS), etc. content into the curriculum to ensure these concepts are being introduced to new child welfare line worker staff. There continues to be a variety of suggestions for improving and updating the overall statewide Common Core training. Discussions at the state level are focused on paring down the number of e-learnings, classroom courses, and field activities while also maintaining content relevant to newly hired child welfare staff. The current goal is to have the Phase III revisions completed and have Core 4.0 ready for implementation in 2020. If you have input or feedback on the current curriculum please submit it via this link. [Common Core Updates/Feedback](#)

CWS Supervisor Core - California Department of Social Services (CDSS) and CALSWEC along with the statewide SupDog committee recently completed piloting of all 10 days of the revised Supervisor Core training for Child Welfare Supervisors. The statewide group is also concurrently discussing and developing criteria for Supervisor Core Trainers as all RTA's will be responsible for identifying and recruiting contract trainers to deliver the series. The California statewide Supervisor Core will include 10 full days of classroom training and an online resource portal for Supervisors. The current goal is to have the standardized version of Supervisor Core roll out across the state by January 1, 2020.

CWS-CARES – An RTA CWS-CARES workgroup was formed to plan and is working to identify the RTA's role in CARES implementation across the state/region. Technical assistance continues to be provided to CWS agencies across the state to assist in preparation implementation of the program. The

CARES team has implemented bi-weekly CWS-CARES implementation meetings to assist in this process. CANS is also being incorporated into The CWS System and a demo of the integration was recently provided for review and feedback. The CWS-Cares system is scheduled for an incremental role out throughout the region. A CWS-CARES service desk phone line and email is also available and will be provided for users. Currently CDSS does not require county Child Welfare Services Agencies to utilize the CWS-CARES System.

The Academy CWDS Program continues to develop curriculum for e-learnings, micro-learnings, simulations, etc. for counties and the region as needed and/or as per request.

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



CULTURAL RESPONSIVENESS ACADEMY

The Cultural Responsiveness Academy (CRA) successfully completed its 3rd year with Graduation Ceremonies for both San Diego and San Bernardino Counties, in June. San Diego celebrated 41 graduates and 17 projects, and San Bernardino 49 graduates and 18 projects. This was our first year of the Native American series in San Diego County and the participants had learning opportunities in both the classroom and on the Reservations. Sycuan, Santa Ysabel, Rincon, and Barona Reservations hosted the participants where they had an opportunity to learn about the culture, services and resources available on the Reservations. The experience was beneficial for many who had never been on a Reservation and it also encouraged building relationships with community members, as a way of growing collaborative efforts. The underlying theme of the series was “Just be Human” which was a request from community stakeholders on how CWS Staff can strengthen collaboration between them and the community. The Facilitators provided the participants with an opportunity to grow in this area and several of their projects focused on bringing the humanness back into their work. Our first year in San Bernardino focused on the African American series and we were fortunate to continue to use our same Facilitators from the San Diego series. The Facilitators are well versed in the curriculum and this allowed for a smooth transition and an opportunity to share their experiences with a new County. The Facilitators encouraged the participants to think about “What is your 15%” contribution in making a difference in reducing disparity of services to African American families, that we can all do something! Our first year in San Bernardino came with a couple of upgrades to the program; the first was a Simulation Day where they had an opportunity to engage with an African American father. The second was a Cross Cohort Meeting where representatives from each cohort had an opportunity to share what they had learned, how they would implement change, and any barriers they may foresee in making a difference. Both successful upgrades are now included in all upcoming series. Next year (YR 19-20,) we will be doing another Native American series in San Diego and working on curriculum for Fatherhood Engagement, and doing a second year of the African American series in San Bernardino. Thank you to all our amazing Facilitators for consistently modelling cultural responsiveness in the classroom, and I am looking forward to working with you again next year!

Wanjiru





UPCOMING CONFERENCES

National Association for Welfare Research and Statistics (NAWRS) July 28-31, 2019 Workshop



Global Implementation Conference, September 15-17, 2019

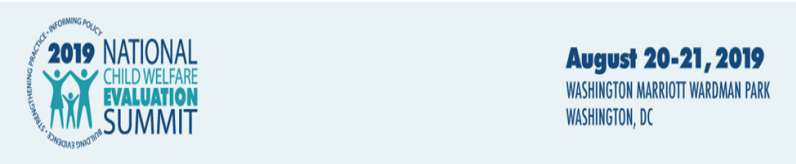
"I enjoyed meeting so many experts and joining this **community** of implementation-focused individuals."



COUNCIL ON SOCIAL WORK EDUCATION
65th Annual Program Meeting
October 24-27, 2019 | Denver, Colorado

2019 National Child Welfare Evaluation Summit, August 20-21, 2019

Council on Social Work Education (CSWE) Annual Program Meeting, October 24-27, 2019



WHO DOES WHAT AT CWDS?

CWDS ONLINE

For more information about CWDS, 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), **Erika Tucker** (San Bernardino County Consultant), **Cristina Padilla** (San Diego County Consultant) 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), **Michelle Adair** (Regional Inland), **Chrystine Zamudio-Snow** (Orange), **Adrian Gomez** (San Diego). **Carl Deertz** is the Assistant Training Coordinator (CANS and CRA)

Practice Consultants coach and mentor staff in counties and in the field. The Supervising Practice Consultant is **Bill James**. **Wayne Rutledge**, **Lilli Miles**, **Stacy McGee Thomas**, **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 say goodbye to **Sarah Devore** as she goes on to law school. Best of luck Sarah!

Shaundrea Jones, **Devin Anecchini**, and **Rolesha Anderson** have also moved on to other opportunities. We wish them the best in all of their endeavors and thank them for their many contributions.



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.