

Child Welfare Development Services Newsletter



Editor's Notes

Happy Spring! We survived the long, wet “winter” in San Diego and are finally enjoying the nicer weather and blooming flowers. We are entering the last quarter of the 2018-2019 fiscal year. It’s very busy over here as we finish up meeting all of our deliverables. Thank you to all of our partners who collaborate with us to get the job done! In addition to finishing out this fiscal year, we are also in the planning stages for the 2019-2020 fiscal year, so the next few months are typically our busiest. I hope you enjoy this edition.

Best,
Your Editor, Jenee



Spring 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: The 4 P's of Questions

This is an ongoing series of excerpts taken from a book titled *Hints & Tips for Trainers, Instructors, Professors and Lecturers* by Gerard A. Prendergast, 76-80.

How you ask a question is very important in training. The 4 P system is worth trying out.

Propose the Question. Try not to pre-nominate a class participant to answer the question ("Sarah, can you name a few ways of active listening?). By not nominating someone to answer the question, others in the class are likely to consider an answer to your question.

Pause. Give participants time to think about their answer. During this time, scan the room looking at the trainee's body language. Look for participants that show keenness to answer your question. This pause does not need to be long, just a few seconds.

Tip: The use of silence is a very valuable technique when asking questions. During this time, watch body language to see who wants to answer and who may be bored. Do not be afraid to allow the silence to continue for many seconds. The wait will appear longer than it is, so you need to show patience. This will often result is one in the group making an attempt to answer. If nobody answers you can either rephrase the question or you can give an answer yourself, asking if anyone was thinking along the lines of your answer.

Pick. Having observed the body language of those in the room, choose a participant(s) to answer the question. Never risk asking a question that may result in the person being embarrassed. Paying attention to body language should help you prevent this.

Praise. When someone answers your question, you must acknowledge his/her effort even if the answer was incorrect. Why? We all like to be acknowledged and appreciated. By doing this, you are setting up the "Safe learning environment" where trainees will feel safe to answer questions even if they are unsure. Be careful not to over-do the praise. "Yes. Correct. A good answer" or "I like the way you explained that". If a person answers incorrectly, show him/her that you value their efforts. "I

can see the way you are thinking. It is not quite what I was looking for. Can anyone else help here?"

It is important to allow participants time to consider their answers and trainers should be using that time to study the body language. Look for those that are keen to answer, who may be confused and who is reluctant to answer. Trainers must refrain from answering the question themselves unless, after a prolonged pause, the participants fail to offer an answer and if this happens the trainer should try to rephrase this question. Only if there is still no response to your rephrased question should the trainer give the answer, otherwise participants will be tempted to let the trainer answer all the questions which defeats the purpose of questioning.

Questioning is a valuable skill that improves with use as long as the trainer reflects regularly on how he/she is asking and answering questions. Questions are a great tool to evaluate how effective you are at transferring knowledge and skills. It allows the trainer to see when participants misunderstand something. It is also a great way to review and recall the key points.

Tip: Ask small groups to formulate questions on a flip chart at the end of your learning session, then they can ask another group the questions they have formulated. The process for formulating the question is an effective reflective practice. Having participants then ask another group those questions and answering other groups questions, is an effective way to reinforce key points of the session.

Tip: Get groups to develop 5 key learning points. These are points that members of the group considered very important to their learning and understanding of the subject. When each group presents their answers, you can then ask questions to get them to expand on some of the key learning points.



TRAINER'S CORNER

KUDOS

- Michelle H. wants to extend a kudos to **Michelle Runnels** "For always being my "go to" person for the hard to cover Core classes. Thank you so much for your flexibility!" Great job, **Michelle!**
- Carl has a lot of praise for **Kristie Campbell**, " There are so many qualities that I like about Kristie but the one that stands out most is how flexible she is. She makes scheduling easy as she is responsive to all requests and always gets back within the next day or sooner! Kristie regularly takes trainings last minute in any county that we have an opportunity, ensuring that classes are not cancelled. In fact, Kristie has trained in almost all of our Southern RTA counties including Imperial, Los Angeles, Orange, Riverside, San Bernardino, and San Diego. Kristie has also offered to purchase snacks for

participants when Training Hosts are unavailable to support the class because she wants the participants to have a great learning environment. Purchasing snacks is in no way is an expectation of our trainers but just shows how passionate Kristie is about training. Kristie regularly tells me how much she enjoys training so her work with CWDS is a perfect match! Kristie has a quote in her emails that I think is a perfect representation of her "Be the change you want to see!" The way Kristie communicates and treats others shows that she lives by that creed. Kudos **Kristie!**"

- Major kudos to our trainer **Charisma De Los Reyes** for being nominated as 2019 Woman of the Year by State Senator Toni Adkins. **Charisma** is an excellent trainer and we are so happy to see her recognized. Way to go Charisma! See the write up [here](#).

TRAINER OF THE QUARTER: ERICA GARDNER, IN MEMORIAM

Erica Brown Gardner was a Senior Deputy County Counsel for the Office of County Counsel Juvenile Dependency Division in San Diego. She began her employment with County Counsel in July 2005. Prior to joining the Office of County Counsel, she worked both as a prosecutor with the San Diego City Attorney's Office as well as a defense attorney with the Office of the Public Defender in San Diego County. She also worked as a Forensic Advocacy Specialist for people with developmental disabilities.

During her tenure with County Counsel she represented the Health and Human Services Agency in juvenile dependency proceedings both at the trial court level as well as at the appellate level. In addition, she worked as an adjunct professor at California Western School of Law. She taught advanced mediation skills and techniques to upper division law students. She also supervised their mediation work at the Kearny Mesa Juvenile Detention Facility.

Mrs. Gardner received her JD from California Western School of Law in December 2001 and her B.S. in Criminal Justice Administration from San Diego State University in May 1997. Erica became a Trainer for the Academy in 2016. She brought energy and expertise into the training room. We are grateful for the work she has done for children in our region, both for San Diego county and in the training room. Her impact is immeasurable. Everyone at CWDS extends their deepest condolences to Erica's family, friends, and colleagues.



TRAINER'S CORNER, CONTINUED

TRAINING SCHEDULE

Advanced Training

Los Angeles County & Ventura County

No information is available at this time

San Bernardino County

4/2/19 & 4/3/19	Level of Care Matrix Training
4/3/19	Healing the Healer AM and PM Sessions
4/10/19 & 4/11/19	Advanced SDM for Managers
4/23/19	Field Advisor Training
4/25/19	Advanced Simulation - Safety Planning
4/30/19	Coaching Fundamentals
5/7/19	Team Facilitation: Successful Child and Family Teams

Riverside County

4/2/19	Fatherhood Engagement
4/4/19	Healing the Healer AM and PM Sessions
4/9/19	Enhancing Client Engagement Using Motivational Interviewing
4/10/19	Writing for Child Welfare - Court Reports, Case Notes, and More
4/16/19&4/17/19	CANS Overview Training
4/22/19	Child Interviewing
5/8/19&5/13/19	CANS Overview Training
5/13/19	Having a Sexual Health Conversation with Youth in Care

Regional

3/25/19	SOP Convening – All counties
3/26/19	Healing the Healer – Imperial, Riv, SB & LA
4/5/19	Healing the Healer – Imperial, SD, Orange & LA
4/11/19	Critical Thinking and Assessment – Imperial, Riv & SB
4/15/19	Psychotropic Medication Training – Riv, SB, Imperial & LA
4/18/19	Substance Abuse Case Considerations – SD, Orange, Imperial & LA
4/24/19	Team Facilitation: Successful Child and Family Teams – SD, Orange & Imperial
4/24/19	Substance Abuse Case Considerations – SB, Riv, Imperial & LA
4/24/19	Field Advisor Training – SD, Imperial & Orange
4/25/19	Coaching Fundamentals for CW Field Advisors – SD, Imperial & Orange
4/30/19	CFSR Learning Collaborative – all counties including LA, Ventura
5/7/19	Psychotropic Medication Training – SD, Orange, Imperial & LA
5/8/19	Critical Thinking and Assessment – Imperial, Orange & SD
5/9/19	CQI Learning Collaborative - all counties including LA, Ventura
5/10/19	T4T Day Four: Evaluation and Transfer of Learning
5/11/19	CSFR QA Training – all counties including LA, Ventura
5/29/19	A Safety Organized Approach to Domestic Violence: Partnering with the Survivor – SD, Orange, Imperial & LA

TRAINER'S CORNER, CONTINUED

TRAINING SCHEDULE

San Diego

4/2/19	Advanced Simulation: Quality Supervision for Child Welfare Leaders
4/9/19	Sexual Abuse Case Considerations and Planning
4/10/19	Supervising for Safety Advanced Simulation
4/17/19	CANS Overview
4/18/19	Secondary Trauma - Portraits of Professional Caregivers: Their Passion. Their Pain
4/22/19	CANS Overview
4/26/19	A Safety Organized Approach to Domestic Violence: Partnering with the Survivor
4/30/19	SOP Mod 4: Mapping with Families & SOP Mod 5: Harm and Danger Statements
5/1/19	CANS Overview
5/2/19	CANS Overview
5/7/19	Advanced Physical Abuse and Neglect
5/14/19	Supervising for Safety Advanced Simulation
5/15/19	Secondary Trauma - Portraits of Professional Caregivers: Their Passion. Their Pain
5/30/19	San Diego Leadership Summit: Principled Practice
5/31/19	SOP Mod 4: Mapping with Families & SOP Mod 5: Harm and Danger Statements

Imperial

4/16/19	CANS Overview
4/23/19	Motivational Interviewing
6/6/19	Solution Focused Interviewing

Lineworker Core—Riverside (5/23—6/20), Orange (4/16-6/13)



CONVERSATIONS WITH DAWN

Happy Spring!

I hope this issue of the CWDS newsletter finds you enjoying the gorgeous weather we have been having in Southern California! I am writing this after participating in the Core Practice Model (CPM) Directors Institute which focused on utilizing CPM as a unifying framework for practice and system improvement. Specifically, we focused on “widening the circle” and expanding the implementation teams that have been supporting this work. Our organization has been partnering with other entities from the statewide workforce development system, counties and consultants from across the nation to design and implement the CPM. Over the course of the past two days we have been considering our role in modeling leadership behaviors and setting an organizational culture that supports successful integration of CPM throughout our work. As a Regional Training Academy (RTA) we are implementing the CPM right alongside our counties. Given our role supporting implementation of all of the major child welfare initiatives it is vital that we support integration of the CPM in each of the services we provide.

One of the key messages that stuck out to me from a presentation provided by Robin Jenkins (a consultant with University North Carolina’s Impact Center) is, “communication is not leadership.” As someone who relies on communication skills and enjoys this aspect of her job, this really stuck with me. I regularly rely on communication to engage others but as I wrestled with this message it forced me to consider how important it is to rely on a number of different engagement strategies. **Talking is not engaging. Being intentional in how I communicate, how I listen, how I connect with my own team, as well as with our stakeholders sets a tone and an example of how we can successfully engage others.** *Whether you are a county partner providing direct practice, a trainer who is regularly in front of a classroom full of social workers, or a coach who provides field-based training opportunities – how you engage with others is so vitally important. I would encourage you to learn more about the CPM practice behaviors and challenge yourself to consider what strategies you rely on to engage others and perhaps broaden your skill set in this area. For more information on the Core Practice Model, you can reach out to any of our consultants or check out the [CalSWEC website](#).*

Our team is in process of completing annual planning meetings with each of our county leadership teams and reviewing the results of our annual needs assessment process. The annual meetings allow us an opportunity to connect in person, discuss trends in practice and outcomes, collect feedback about our partnership and plan for future services to ensure these services align with county leadership priorities for the coming year. We use the information gathered through annual meetings and our needs assessment process to form the basis of our contracts and work plans each year. There are exciting things on the horizon for this upcoming fiscal year!

One other update I want to highlight is how our team is working to operationalize a key component of the CPM (cultural humility) as well as one of our own Academy core values (diversity). Our Cultural Responsiveness Academy Program Coordinator, Wanjiru Golly, is facilitating a statewide workgroup on *Culturally Responsive Practice*. *She has convened representatives from across the statewide workforce development system for web-based meetings to form an ongoing workgroup on this topic. This will provide a consistent forum for sharing ideas, strategies, barriers and successes related to supporting culturally responsive practice in child welfare. The conversation has been rich and energizing. The group continues to lay out key topics they want to focus on over the coming year in order to better meet this important need in our state.*

As always, it is a privilege to do this work alongside you. We value your partnership and look forward to continuing our collaboration.

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 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

Coaching continues to evolve here at the Academy. San Bernadino County has embarked on an effort to make the Core Practice Model as relevant "inside the walls" as "outside the walls" to become a Learning Organization. In the Summer 2018 newsletter, we listed a number of books that are impacting how we think about coaching, effective supervision, creating a learning culture, and the challenge of creating trust in the workplace. All of this is still in service of promoting Safety Organized Practice, but it is giving us more tools to use beyond what is contained in Module 11 on Organizational Environments. It turns out that, as much as we would all like to work in a safe workplace where trust is high among co-workers, it takes intentional work to make that happen. One of the most powerful coaching tools we have picked up is a graphic titled the Choice Map published by the Inquiry Institute. We are using this graphic to help build awareness, and mindfulness, about what reaction staff are having to the events around them. The map represents

two paths available to us at all times. One is the Judger Mindset, characterized by questions like, "Who is to blame?" "Why are they trying to do me in?" "Why do I keep messing this up?" or "How did they get so stupid?" The other path is labeled Learner Mindset, characterized by questions like, "What is here to learn?" "We all make assumptions; what are mine?" "What do I want for myself and others?" "What options do I have?" "How can this be a win-win situation?" Finally, because Judger Mindset is actually the default system we operate in, how can we Switch towards a Learner Mindset? The author proposes Switching Lane questions like "Am I looking this through judger glasses?" "What are some other ways to look at this situation?" or "Do I want to stay in this space, or find a better way to feel about this situation?" One of the more remarkable stories about using this graphic came from a supervisor who realized that she was pretty good about being mindful at work, but was "leaving my Learner at work when it comes to raising my daughter - I was judging her ALL THE TIME!" Imagine, making our workplace healthier so we can be better members of our own family. So, whether you are a contract coach or trainer, you might look into this very useful tool to support learning in every setting!

SAFETY ORGANIZED PRACTICE: UTILIZING SAFETY ORGANIZED PRACTICE WHEN WORKING WITH FAMILIES EXPERIENCING DOMESTIC VIOLENCE

Trainers and subject matter experts, Luck Luckey and Heather Meitner from the National Council on Crime and Delinquency (NCCD), have taken the underlying practices and concepts from the Safe and Together Institute and have shown us where they fit within the context of Safety Organized Practice. They created a training called, "A Safety Organized Approach to Domestic Violence: Partnering with the Survivor" which is being delivered all across California. Additionally, a new training has just been added called, "A Safety Organized Practice Approach to Domestic Violence: Perpetrator Engagement and Accountability", which is also created by Luck Luckey. The two trainings challenge your thinking and leave many reflecting on their previous work with survivors and perpetrators. You are also inspired to change your practice moving forward.

Some of the key concepts are:

Holding the Perpetrator Accountable for their behavior: This shift allows us to look at how the perpetrator's behavior is impacting the family. The perpetrator is the one who is exhibiting behavior that has harmed the children or is putting the children in danger. Seeking out patterns of control and not just moments of violence allows us to fully understand how fear and intimidation impact family functioning.

Partnering with the survivor: This practice focuses on the fact that we cannot expect the survivor to control the perpetrator's behavior. Traditional practice has often placed this unrealistic expectation on them and they are often charged with general neglect or labeled as unprotective. By shifting our thinking and accurately assessing perpetrator's patterns of coercion and control, we can often reveal protective capacities on the part of the survivor that was previously mislabeled as danger.

While these concepts may be simple at first, when we begin to put them to practice our biases start to emerge and sometimes impede our practice. How do we feel about the role of the mother or the father and how do these feelings impact our assessment when domestic violence is present? Will we always label the survivor as "unsafe" and worry they will find another abusive relationship after this one? Do we have our own history with domestic violence that impacts our view when working with families? These biases are sure to bring up many emotions and it is important to have a network of support where biases can be discussed freely.

To move forward there are a few things we can do to begin practicing. We can watch our language and double check that we are not survivor blaming. For example, changing our statements from blaming the survivor for going back to the relationship to placing the perpetrator responsible for coming back to the home and placing the children at risk. We can also utilize the safety network to wrap the survivor in a system of support to be able to avoid the perpetrator's coercion and control. Additionally, we must avoid making the assumption of general neglect and utilize solution focused questions to gain better insight into the survivor's behavior as it relates to the perpetrator's partners of coercion and control.

To learn more about the Safe and Together Institute, please visit [here](#). There you will find many resources and videos to begin changing your practice.

If you are interested in bringing these trainings to your county, please reach out to your CWDS County Consultant.

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 staff working in Child Welfare. PCW (i.e., Lineworkers, ER staff, Adoption staff, Supervisors, etc.).

We continue to work with our county partners on their individual implementation (roll-out) plan for CANS. As of late October we have completed 86 training classes and trained approximately 2648 workers for our county partners.

The CANS half day Case Planning curriculum is currently in progress. The CANS curriculum development work group and a subgroup of the CFT Implementation Team have met to develop learning objectives (LOs) for CANS, which is reflective of the framework and values of the ICPM. A revised work group (comprised of new and existing members who are certified CANS trainers) will reconvene the early part of April to review the LOs, and develop a strategy for developing the curriculum. Several county participants from the CFT Implementation Team subgroup will also be participating to provide the county perspective and continuity between the development of the LOs and the curriculum development.

Automated CANS update: An assessment tool was built and a reassessment tool is currently (in progress) being built. Counties can use the tool, however there are questions about when it will be mandatory to use. In terms of the automation, it is limited. There is clear acknowledgement that other partner agencies are using CANS and want to continue to; A portal needs to be built so they can access it. Throughout the state, 21 agencies reported that they will use the tool and less than 20 actual assessments have been done. In addition, 37 counties who have decided not to go live in the system with CANS at this time. They report that this is due to the need to get their staff trained and certified.

Other counties have the CANS tools already in place and they already have functionality in another system that is working. There is no expectation that counties start using it in CARES unless they want to at this point.

County Spotlight: Los Angeles

They have had great participation in their CANS Overview Training. The Academy and LADCFS has delivered (combined) 100 trainings with approximately 3752 staff in attendance. Their training started in late October however, staff was not completing the certification exam at that time. As of January, they started certification process for their staff. These classes provide a brief recap of the Overview curriculum prior to the staff taking the actual exam. LADCFS has provided approximately 22 certification classes with approximately 220 staff participating, with a reported 96% passing rate.

The full one day CANS Overview Training is the only curriculum currently available.

The Overview Training includes:

- 1) An overview of CANS,
- 2) Detail description of Transformational Collaborative Outcomes Management (TCOM) which is a collaborative tool
- 3) How to obtain certification

All users of the who will administer the CANS must be certified. The certification process requires completion of the full one day Overview Training. In addition a passing 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. CDSS wants counties to develop an implementation plan that will meet their local county needs. They do not require all CW staff to be certified.

CONTINUOUS QUALITY IMPROVEMENT

The Academy is pleased to be sending representatives to the Second Annual CQI Statewide Conference for Child Welfare and Probation this year. We will also be hosting a regional CQI Learning Collaborative session on May 9. As interest in CQI grows across the state, the Academy is exploring ways to support our region in these efforts. If you are a subject matter expert in this area (or you are just a fan and willing to learn more) and might be interested in helping with future trainings or collaborative events, please contact Bill James (619-708-3175 or wjames@sdsu.edu).



California Statewide Curriculum Updates

Common Core 3.0 | Supervisor Core | CWS Cares

Core 3.0. –

The statewide Curriculum Development Oversight Group (CDOG) recently completed a review of learning objectives for all the 100 level Common Core courses in conjunction with the Phase III revision plan. The next step in the review process is to review the curriculum to ensure that it meets the needs of new social workers in California and incorporate items such as the Core Practice Model (CPM), Child and Adolescent Needs Assessment (CANS), etc. There are a number of suggestions for improving the overall Core training and the current goal is to have the Phase III revisions completed and have Core 4.0 ready for implementation by January 2020.

CWS Supervisor Core -

California Department of Social Services (CDSS) and CALSWEC along with the statewide SupDog committee are in the processing of reviewing and piloting the content for statewide standardized Supervisor Core training for Child Welfare Supervisors. The statewide group is also discussing and developing criteria for Supervisor Core Trainers and all RTA's will identify and recruit trainers to deliver the series. Supervisor Core will continue to 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 the first quarter of fiscal year 2019/2020. The current titles for the Supervisor Core trainings are as follows:

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 Supported Supervision

Day 9: Managing for Accountability

Day 10: Teaming (1/2 day) and Transfer to Practice (1/2 day)

CWS Cares –

An RTA CWS-CARES workgroup has been formed to plan and identify the RTA's role in CARES implementation across the region. There have been some challenges with the initial roll out in the pilot agencies and therefore these items are being revisited. Training for Trainer webinars are also being hosted and Technical Assistance is being provided to CWS agencies across the state to assist in preparation for implementation. The CWS-CARES Organizational Change Management (OCM) Team is also facilitating a CARES Change Agent Training via webinar to provide Change Agents (those responsible for leading the change at their agency) with knowledge and tools to help prepare staff for the changes coming with CWS-CARES. The CWS-Cares system is scheduled for an incremental role out throughout the region.

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



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 4: TRAINING FOR TRAINERS' SKILL DEVELOPMENT: EVALUATION AND TRANSFER OF LEARNING

In this training, Trainees learn to:

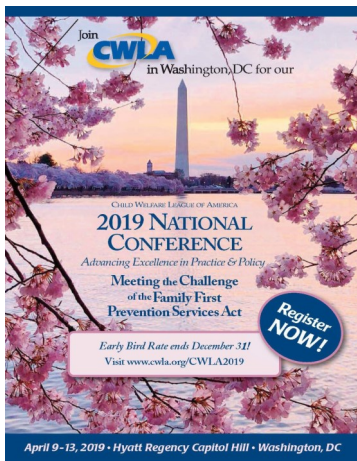
- Review the evaluation scheme used by the Academy for Professional Excellence (Public Child Welfare Training Academy).
- Identify at least three considerations in constructing case scenarios as part of an overall evaluation and transfer of learning strategy for training subject matter in a trainer's area of expertise.
- Review the Academy for Professional Excellence's Transfer of Learning Guide.
- Identify at least six strategies that trainers can apply for enhancing transfer of learning of training to the job by trainees in their classroom.
- Recognize an example of a Level 5 evaluation that attempts to link classroom training to on the job skill application.
- Discuss a researched-based satisfaction survey tool and implications for training.

05/10/19

Evaluation and Transfer of Learning

San Diego

UPCOMING CONFERENCES



**Child Welfare League of America (CWLA)
National Conference, Apr 9-13, 2019**



The 21st National Conference on Child Abuse and Neglect April 24-26, 2019

2019 National IV-E Roundtable for Child Welfare Training and Education, May 21-23, 2019



2019 AEA National Conference: Inspiring Leadership in Adoption, April 29-30, 2019



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) **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), **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**, **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!



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.

