



Child Welfare Development Services Newsletter

Editor's Notes

Happy Holidays and Happy New Year from all of us at CWDS! We hope you have the opportunity this season to rest and reflect on the past year and decade. We continue to have our busiest year yet and look forward to continuing working with you in 2020 and beyond. Wishing you and yours a wonderful New Year!

Best,
Your Editor,
Jenee

Winter 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: HANDLING DIFFICULT QUESTIONS

This is an ongoing series of excerpts taken from a book titled “2000 Tips for Trainers and Staff Developers” by Phil Race, 73-74.

A ‘difficult’ question tends to be one where we don’t know the answer, or where there are several ways of approaching the question and we don’t know which way is best. Our training events are often judged on the basis of the way we demonstrate our professionalism when faced with such questions:

Don’t try to pretend you have an answer when you haven’t. We’ve all dug ourselves into trenches in such situations. It is far better to admit “I’m not all sure I can answer this one right now” than to waffle.

Clarify the question. Help your participants work out exactly what the question means, breaking it down if necessary into separate parts needing separate answers. Write up the agreed version of the question on a flipchart, so everyone can see the words and reflect on the agreed version of the question.

Ask for volunteers from your participants. Often, when there’s a difficult question, there will be one or more participants who have more idea than we have about how it could be approached.

Give participants some privacy to explore a difficult a difficult question. When such a question is really important, it is worth spending some time where participants in groups can informally brainstorm ways of approaching it. The report-backs from the groups can retain a degree of anonymity about particular ideas that emerge during the group discussions.

Turn difficult questions into an ongoing agenda. Especially at residential training events. It is often worth writing up difficult questions on flipcharts and leaving them on the wall, asking anyone with ideas about how to tackle them to write their ideas on Post-its and stick them on to the respective flipcharts. They can choose to do this anonymously, by sticking the Post-its up during breaks or overnight.

Expect that there will be no ‘right answer’ to difficult question. Such questions tend to have a range of alternative answers. Affirm that it is OK *not* to have a ready answer to such a question.

Try to collect as many alternative solutions as possible to a problem.

Get participants to ‘rate’ alternative answers. For each alternative approach, ask “What’s the best thing going about this approach?” and “What’s the biggest danger with this approach?”

Offer to find out some answers to difficult questions within a week or two. For example, offer to consult a colleague in the field concerned, summarize their responses to the questions and circulate the summary to your participants.

Welcome difficult questions. Don’t try to divert participants back to the things you intended for them to do next. Say words to the effect, “I’m so glad this came up. It’s really important and worth exploring now. Thank you for raising the issue.”

Build on your experience. Next time you run a similar training event, build in the difficult questions as case studies or examples, armed with the thinking that you and previous participants have already done. A training event that tackles difficult questions head on will be seen as much more useful to participants than ones that tries to skirt round problematic areas.



KUDOS

- Kudos to **Mark Miller** and **Sue Mahoney** for their work developing the statewide Supervisor Core curriculum. Excellent collaboration Mark and Sue!
- Kudos to **Cecilia Fleshman**, **Kristie Campbell**, and **Leah Van Lingen** for all picking up trainings last minute! We sincerely appreciate your flexibility and responsiveness. Great job!



CORE PRACTICE MODEL

Core Practice Model implementation efforts continue to happen in various stages throughout the Southern Region. County Consultants, Practice Consultants, and members of the Academy are all working at the science of what it takes to support CPM implementation within our organization as well as the counties we serve.

A Director's Learning Session was held in September 2019 which focused on Daring Leadership, Creating Healthy Organizations, and Adaptive Leadership. Many Child Welfare Directors from throughout the state participated in this session and walked away with great insight and plans on how to incorporate the concepts into their practice within their organizations. We are looking forward to focusing on Diversity, Equity, and Inclusion at the next Learning Session in May 2020.



PSYCHOTROPIC MEDICATION

After a few years of delivering the Psychotropic Medication in Foster Care standardized training, CalSWEC is leading a group to review the curriculum to include the most updated information and upgrade the curriculum to meet the needs of participants.

We are excited about being a participant of the PQI Collaborative, which is a partnership between the National Center for Youth Law and the Patient Centered Outcomes Research Institute (PCORI). Through stakeholder engagement, the project aims to increase awareness of promising practices related to psychotropic medication prescription and administration to children and youth in out-of-home care through research-informed resources and materials developed through the project and disseminated to specific stakeholder groups. Over the course of the project, which will continue until December of 2020, stakeholders will also be encouraged to identify areas of possible policy and practice improvement in California on this critical topic.

TRAINING SCHEDULE

Regional

1/10/20	T4T Day Two: Curriculum Design
1/16/20 – 1/31/20	RFA Academy
1/23 & 1/24/20	Healing the Healer
1/21/20 – 5/20/20	Supervisor Core
1/27/20	A Safety Organized Approach to Domestic Violence: Partnering with the Survivor
2/5/20	Psychotropic Medication in Foster Care
2/5/20	Southern CFSR Reviewer Convening Webinar
2/6/20	Substance Abuse Case Considerations and Planning
2/7/20	CANS Convening
2/18/20	Workforce Development Conference
2/19/20	Field Advisor Training
2/20/20	Coaching Fundamentals for Child Welfare Field Advisors
2/20/20	Sexual and Reproductive Wellness for Youth in Foster Care
3/3/20	CPM Convening
3/6/20	T4T Day Three: Presentation and Facilitation Skills
3/24 – 5/27/20	Manager Core

San Diego

1/14/20 – 3/5/20	Lineworker Core
1/30/20 – 3/20/20	Lineworker Core
1/8/20	Field Advisor Training
1/15/20	Advanced Simulation: Quality Supervision for Child Welfare Leaders
1/22/20	Interviewing for Safety Advanced Simulation
1/28/20	Advanced Simulation: Quality Case Worker Contacts
1/29/20	Coaching Fundamentals for Child Welfare Field Advisors
2/4/20	Supervising for Safety Advanced Simulation
2/25/20	Advanced Simulation: Quality Case Worker Contacts
2/28/20	Writing for Child Welfare – Court Reports, Case Notes and More
3/10/20	Advanced Simulation: Quality Case Worker Contacts

Orange County

1/29/20 – 5/7/20	200 Level Series
2/4/20 – 3/17/20	Lineworker Core

Riverside

1/29/20 – 3/4/20	Lineworker Core
1/14/20	How to Create and Maintain a Healthy Organizational Culture Module 2
1/15/20	A Safety Organized Approach to Domestic Violence: Partnering with the Survivor
2/11/20	How to Create and Maintain a Healthy Organizational Culture Module 3
2/26/20 – 3/25/20	Lineworker Core
3/11/20 – 6/17/20	200 Level Series

San Bernardino

1/16/20 – 7/16/20	200 Level Series
1/22/20	Healing the Healer
1/23/20	Supervisor Simulation Case Consultation and Safety Planning
1/28/20	Advanced Structured Decision Making System Training: Hotline Tools
2/4/20	Advanced Structured Decision Making System Training: Hotline Tools
2/5/20	Child and Family Team Meeting Simulation
2/7/20	Advanced Structured Decision Making System Training: Hotline Tools
2/10/20	Building Professional Resiliency and Overcoming Compassion Fatigue
2/10/20 – 3/20/20	Lineworker Core



CONVERSATIONS WITH DAWN

Happy holidays!

As we reach the halfway point in this fiscal year and the end of this decade, the CWDS team has been engaging in a number of opportunities to assess our work. We have reviewed information (including quantitative and qualitative data), shared our feedback with one another and discussed our lessons learned. Our hope in these processes has been that we will learn from challenges, build upon our successes and cast our eyes forward to deepen our partnerships, practices and services. We work to model the continuous quality improvement efforts that we guide our county partners in utilizing. This time of year is perfect for this type of reflection at an individual and team level. If we are going to achieve our mission of revolutionizing practice it is imperative that we pause and reflect on our work and then plan how to get better. We invite you to join us in your own self-assessment and CQI process and consider your lessons learned and goals for the future.

We just finished our first annual site visit with our partners from the California Department of Social Services (CDSS). It was a great opportunity to present on the innovative work we have been doing and share about regional trends in workforce development. We had a rich discussion about our efforts to provide technical assistance and build capacity in our Southern region in key priority areas in the past few years including: basic social work practice, critical thinking in social workers and supervisors, use of simulations as a workforce development modality, coaching to support social worker practice as well as leadership practices, and building a culturally responsive workforce. We also shared about our priority areas in the next few years which include:

- Deepening culturally responsive practice at the individual, leadership and organizational level;
- Building healthy organizations;
- Strengthening partnerships across universities and child welfare agencies; and
- Enhancing the facilitation skills of those who deliver workforce development services in the Southern region.

We have already been working in each of these areas and are continuing to assess the needs in Southern, review best practices and models from other jurisdictions and are building new products and services to advance these efforts in our region.

We look forward to our continued partnership with you in 2020!

Dawn



IMPORTANT INFORMATION FOR TRAINERS

Here are current Job Openings at the Academy for Professional Excellence. Feel free to share these with your networks:

[Evaluation Systems Support Analyst](#)

[APS Leaders Institute Program Coordinator](#)

[Contracts and Fiscal Analyst](#)

[Learning Management Systems \(LMS\) Administrator](#)

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 consists of a circular emblem with a sunburst pattern and a central figure, possibly a Native American, set against a gradient of orange and yellow.

MICRO-LEARNINGS

CWDS continues to develop microlearning courses for child welfare social workers as a way to provide training content and learning support in short, targeted segments. We completed 2 new microlearning courses in the last quarter of FY18-19:

Introduction to Supporting LGBTQ+ Youth: Designed for San Diego County Child Welfare Services, this microlearning teaches social workers about their role as a child welfare worker when working with LGBTQ+ youth and how they can best support them.

From No One to Network: Designed for Ventura County Children and Family Services, this microlearning is designed to show social workers how to talk with parents and families to identify networks of support.

You can view all of our microlearnings on the [CWDS Microlearnings webpage](#).

Website Update! You may have noticed our [website](#) has a new look! Please note we will be making ongoing changes to make the website friendlier, more efficient and more comprehensive.



COACHING CORNER:

Introducing Our “People of The Year”

As we bring the year to a close and reflect upon the challenges, opportunities and success of coaching, we land on the people that make it happen.

We are most proud to present our “**People of The Year**”:

- The Individuals and Teams Engaging In Courageous Conversations
- Children, Youth & Families
- Academy Leadership Individuals & Teams
- Academy Programs Individuals & Teams
- CWDS Leadership Individuals & Teams
- CWDS Programs Individuals & Teams
- Child Welfare Executive Leadership Individuals & Teams
- Child Welfare Leadership Individuals & Teams
- Child Welfare Workforce- All Departments Individuals & Teams
- Our Community Partners

"If you avoid conflict to keep the peace, you start a war within yourself." - Cheryl Richardson

The organic and intentional evolution of coaching has led us into the uncharted territory of strengthening organizational health within public child welfare across Southern California.

As our CEO, Jennifer Tucker-Tatlow eloquently reminds us: “Culture is a shared responsibility.”

If we approach our work together through this lens, what possibilities for change emerge? We have been inspired by the individuals across all levels of leadership and workforce who are taking a leap of faith into vulnerability and trust to

have courageous conversations with each other; so in turn the workforce of public child welfare can engage in courageous conversations with children, youth and families. Walking the walk, across all levels and programs, the Academy, is behaviorally and consistently focused on strengthening organizational health inside the walls. As coaches within CWDS, this in turn, empowers and inspires us to support the work: both inside and outside the walls. However, to effectively do this we have a shared responsibility to have courageous conversations within the walls of our own teams. Through the building of colleague maps, mindfulness and a commitment to building trust we have allowed ourselves to be vulnerable and dive into courageous conversations.

These are some of the organizational gems that have surfaced for us as critical to the success of a courageous conversation:

- Self Soothing & Mindfulness: Eat, Exercise, Hydrate & Sleep. What do you need to do to find a calm and focused state?

- Complain without Blame: I feel (feeling) when you (action). What I need from you is (requested change).

- Compassionate Candor

- Be open to feedback

- Ask clarifying and reflective questions

- And finally... “Don't Shrink. Don't puff up. Just stand your sacred ground.” - Brene Brown

What does a courageous conversation look like for you? That is not a simple answer, and we can only offer you our experiences. We encourage you to explore what this looks like for you. What do you need from yourself and from others to make that happen?

CANS

The CANS subcommittee has completed the revised curriculum. The booster sessions for all certified trainers started December 4th. The last booster use in LA on December 12th. All CANS trainers contracted with the Academy has completed the booster and are current on their CANS certification. Each of our county partners will receive the same number of training days this fiscal year as last year.

There are learning objectives for three distinct modules of training:

Overview & 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.

There is one additional training module being offered:

Module D is a 1-day training for workers/users of the CANS that was trained in the previous fiscal year will be offered module D - Case Planning training.

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.

A VERY SPECIAL T4T SERIES

Child Welfare Development Services is pleased to announce a certificate program for those wishing to develop knowledge and skills in the art of training.

If you have expertise in a subject matter, and you wish to learn or enhance your training skills, so that you can more effectively train on your subject matter, this series of Training for Trainers classes can help you achieve your goal.

Periodically, a full day class will be given that covers the spectrum of classroom training. Take all four, and you can obtain a certificate in completing the Training for Trainers program at the Child Welfare Development Services.



Day 2: Training for Trainers' Skill Development: Curriculum Design: This class introduces basic and advanced curriculum design. Features such as developing assessment of training needs, developing learning objectives, sequencing of content, researching for your topic and developing activities for individuals, small and large groups will be explored. Additionally, information on selecting multimedia to complement your training will be discussed.

01/10/20 at our Academy Training Room in Riverside

Day 3: Training for Trainers' Presentation and Facilitation Skills: This class will focus on effective presentation and facilitation skills necessary for working with adult learners. It will include preparing and delivering a presentation with a focus on integrating adult sensory and learning styles, as well as practice in facilitating groups who come to the classroom with different learning needs.

03/06/20 at our Academy Training Room in San Diego

California Statewide Curriculum Updates

Common Core 3.0 | Supervisor Core | CWS Cares

California Statewide CORE Curriculum Updates

Core 3.0. The Core 3.0 content upgrades related to inclusion of the Integrated Core Practice Model (ICPM), Child and Adolescent Needs Assessment (CANS) and Child and Family Teams has been provided to the CDOG group for review. All other changes recommended for the Common Core 3.0 curricula have been categorized according to the following level of modifications; Substantial, Mid-level, or Minor. Most of the Core 3.0 curricula has not been targeted for significant changes, however two courses will require substantial revisions.

These include:

1. 100-level classroom - Foundation: Collaboration and Transparency in Child and Family Teams (formerly Teaming, Collaboration and Transparency)
2. 100-level classroom – Assessment: Structured Tools and Assessment Skills Lab (formerly SDM Assessment Skills Lab)

A Request for Proposal for Common Core 3.0 Phase III Revision was released on 11/13/2019 and submissions are due by January 10, 2020. The goal remains having all Core 3.0 revisions and updates completed and ready for implementation in 2020. Proposals are scheduled to be reviewed by the CDOG committee at the end of January 2020.

CWS Supervisor Core the newly revised, standardized CA Supervisor Core curriculum is scheduled to be completed and posted on the CalSWEC website in December 2019. Per the Supervisor Core ACIN the new curriculum will be implemented in all Supervisor Core training deliveries across the state after January 1, 2020. A content overview to build trainer capacity throughout the state is scheduled for January 2020 in San Diego, CA and only trainers who meet the required criteria to train Supervisor Core are eligible to participate in the required overview training. The California statewide Supervisor Core will include 10 full days of classroom training and an online resource portal for Supervisors.

CWS-CARES Training and full implementation and Integration of the CWS Cares program is on hold until further notice from CDSS.

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 ashackelford@sdsu.edu or (619) 594-3296.

Reminder: CWDS Contractors who facilitate Core 3.0 training's will need to complete a 1 day classroom course entitled: FACILITATOR-LED SKILLS BASED T4T if they have not already done so. The course will be available on April 4, 2020 at the CWDS Riverside training site. Registration information will be available approximately 6 weeks prior to the training. Please note that completion of this course is tracked for all Core 3.0 trainers.

Reminder: CWDS Contractors who facilitate Core 3.0 training's will need to complete a 1 day classroom course entitled: FACILITATOR-LED SKILLS BASED T4T if they have not already done so. The course will be available on April 4, 2020 at the CWDS Riverside training site. Registration information will be available approximately 6 weeks prior to the training. Please note that completion of this course is tracked for all Core 3.0 trainers.



Family First Preservation Services Act (FFPSA)

CWDS held a recent convening on Family First Preservation Services Act (FFPSA). Information from this convening and future learning collaborative activities can be found on our [website](#). Family First provides IV-E prevention funding to procure services for families who meet “candidacy” for foster care. This access comes with many requirements which can be found on the fact sheet on our website. States must opt in by October 2021 to access the funding. The State of California is currently holding several workgroups to look at each part of the act including developing a definition for candidacy. We look forward to continuing to work with our counties to support their efforts to plan for Family First (FFPSA).

CWDS Needs Assessments

CWDS has some exciting news regarding our annual Needs Assessment process! We are taking advantage of Qualtrics to collect data electronically which can then be filtered and analyzed. We have developed an electronic county planning survey. This survey replaces a previous paper form in which we collected information. This allows counties to deepen their reach within their agency and collect information and data from multiple parts of their organization including supervisors, line, and clerical staff. It will also allow us to use this data year to year to analyze county specific and regional trends around workforce development needs and activities.

Data collection is just the first step in a full needs assessment process. A complete and thorough process is a multi-pronged, continuous approach that relies on information gathering that occurs in multiple venues. In fact, our needs assessment process is gathers information all year long through multiple modalities and from multiple sources:

- Electronic Annual County Survey
- Annual Planning Meetings
- Annual Joint Planning Meetings with Agency and Child Welfare Directors
- Annual Workforce Development Conference
- Quarterly CFSR Case Review Learning Collaborative(s)
- Quarterly Training Planning Committee Meetings
- Quarterly Meetings with Child Welfare Directors
- Monthly Collaboration Meetings





UPCOMING CONFERENCES

Developing Future Excellence: Southern Region Child Welfare Workforce Development Conference

Feb. 18, 2020

38th Annual Protecting Our Children National American Indian Conference on Child Abuse and Neglect: March 29–April 1, 2020



Global Social Welfare Digital Virtual Summit
Feb 25-28, 2020

Visioning an Integrated Future – 2020 Partnerships for Well-Being Institute
June 3-5, 2020



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 **Nancy Satterwhite** (Riverside), **Erika Tucker** (San Bernardino and Orange Counties), **Cristina Padilla** (San Diego County) 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 onboarding of new contractors and works with trainers around curriculum development and implementation.

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), **Kendall Yamane** (Riverside), **Marina Cunningham** (Riverside) (**Chrystine Zamudio-Snow** (Orange), **Adrian Gomez** (San Diego), **C.C. Baker** (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 Consultants are **Nicole Heesen** and **Kate Bedwell**. **Wayne Rutledge**, **Lilli Miles**, **Stacy McGee Thomas**, **Nichole Diggs**, **Anna Meyer**, **Janice Boaf**, **Derrin Ford**, **Ellen Perez** and **Laurie Fortin** are our Practice Consultants on staff. If you are interested in contract coaching opportunities in one of our counties, please contact Jenni. **Mechelle Robinson** is our CANS Practice Implementation Consultant and will be transitioning to the role of our Riverside County Consultant.

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

We welcome **Ellen Perez** and **Derrin Ford**!



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