

# Child Welfare Development Services Newsletter

## Editor's Notes

**H**appy fall! We are adapting to the continual change here at CWDS. We continue offering virtual trainings and are doing our best to work with our partners to meet their needs in this current climate. We are doing work internally to improve our practice and ourselves. One of the upcoming changes will be how we send our newsletter, starting in December 2020. We would love to hear from you, so if there are parts of our newsletter you find especially valuable, you are welcome to email me at [jnorthcutt@sdsu.edu](mailto:jnorthcutt@sdsu.edu). Thank you for all that you continue to do.

Your Editor,  
Jenee



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Fall 2020

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.

## Marching Forward: Coming Together to Integrate a Critical Theory of Workforce Development Using CRT

In the last newsletter, we described our shared learning experience with the topics of Critical Race Theory and Intersectionality and expressed our plan to continue these discussions because we are committed to addressing Diversity and Inclusion in our Agency and with our stakeholders. Part of that commitment is engaging in more of this dialogue together. Over the next several newsletters, we will dive deeper into Critical Race Theory (CRT) by examining its five tenets. These tenets are central to this framework and can help us create shared language as we continue our work together.

*Critical Race Theory (CRT) is a critical analysis of how race, racism, systems, and power are deeply intertwined. It calls into question the foundation of liberal order as it relates to the law and institutionalized systems.*

### The Five Tenets of Critical Race Theory

1. Racism is normal, common, and part of everyday life. Colorblindness is not a helpful strategy to disrupt racism.
2. What is deemed normal or standard is based on white ideology. White people will support the progress of social justice issues if they have personal benefit (interest convergence).
3. Race is a social construction. It was designed to divide and exclude groups.
4. We must consider who is telling the story, what voices are missing, and the impact that story may have if it's based solely on a white perspective (storytelling). Counterstorytelling is the idea that we must hear from the actual people the stories are about (people of color)- they are the experts of their experiences.
5. Civil rights legislation benefits White people. Rights are still restrictive and social hierarchies remain intact.

We are excited to get more intimate with each of these concepts in the months to come. If you have any questions about the specific information shared here please contact Charmaine Utz at [cutz@sdsu.edu](mailto:cutz@sdsu.edu).

## Statement from Jennifer Tucker-Tatlow, CEO, regarding White House Executive Order

We recently learned from our state partners that the White House issued an executive order that bans the use of federal funding for training or suggests that America is inherently racist. It specifically prohibits the use of federal dollars to fund training in the areas of "critical race theory" and "white privilege."

This order is in direct opposition to our efforts to achieve social justice and racial equity by 1) examining our current services with an anti-racist lens to ensure our services are not further promulgating the trauma and inequities that have resulted from anti-racist policies and practice, and 2) by expanding our culturally responsive offerings with the goal of increasing the knowledge, skills/abilities, and motivation to address policies and practices that promote such inequities.

We are in close communication with our state and county partners about this issue and will be closely monitoring this for implications to our services and funding. We will keep you informed as there are further developments in this area.

We recognize that there is a significant impact on Black, Indigenous, and People of Color when leaders and people in powerful positions question the existence of racism and directly thwart efforts to address it. We continue to stand with our BIPOC members of our team and want to give space and support to anyone who is impacted by this message.

The full text of the Executive Order can be found [here](#).

**FORWARD»»**

# KUDOS

**Kudos to Rick Puls for always being flexible and willing to train Ethnographic Interviewing! Thank you for all that you do, Rick!**



## Trainer Spotlight: Sharon Morrison

The Academy would like to thank Sharon Morrison for the exceptional services she has provided to the Academy and our stakeholders over the past two decades. Sharon has provided training and facilitation on numerous topics from Leadership to Common Core 3.0 to Mental Health, and has done so in a manner that has effectively engaged and motivated our learners to transform their practice. Her passion and dedication for training has endured throughout our partnership and we will forever be grateful for all that she has given of herself over these past many years. - Jennifer Tucker-Tatlow

**Thank you Sharon!**

# CANS

### **CANS update:**

We are in the final year of the CDSS CANS contract. We continue to work with our county partners to schedule their CDSS funded CANS deliverables. Counties report success with their CANS implementation. San Diego specifically has over 10,000 CANS to date and reports seeing an increase in child, youth, and family engagement.

### **CFT/CANS Implementation team update:**

The “as is” mapping convening session 3 is scheduled for 9/30. The overall purpose of these convenings is to support the counties local interagency practice regarding CFT and CANS.

Between now and 9/30 the goal is to provide the counties with a visual representation of their current practice. They are focusing on the “when, who, and what” to show current practice.

We are not focusing on solving problems or planning for improvements. This is also not an audit or compliance review. The goal is to have a shared understanding of what CFT/CANS practice currently looks like in the county and the information is for

their use only. The mapping will give the counties an honest, candid look at their starting point for advancing CFT/CANS practice from where it is now to where it needs to grow next.

They will use the mapping to inform the discussion about the “how” in session 3, where we will look at the CFT/CANS practice principles and do a gap analysis, cross county sharing, and action planning to move the practice forward.

As counties complete their mapping process they are identifying areas for improvement. Counties are actively engaging with their interagency partners (i.e. behavioral health and probation) on system enhancements and process improvement. There is good work being done all around!



# TRAINING SCHEDULE

*Due to Covid-19, all of our deliveries are still virtual at this time.*

## **San Diego**

10/20/20 – 12/16/20	LWC
10/12/20	Cultural Humility and Connectivity
10/27/20	Investigation Skills in Child Welfare and Crisis Intervention Strategies
10/30/20	CANS and Supervision (Mod C)
11/12/20	CANS and Supervision (Mod C)
11/13/20	Advanced Physical Abuse and Neglect for Child Welfare Workers
12/2/20	Quality Family Contacts: How to Ensure Engagement While Physical Distancing
12/8/20	CANS and Supervision (Mod C)
12/14/20	Cultural Humility and Connectivity
12/17/20	CANS and Supervision (Mod C)

## **Regional**

### Sup Core

9/30/20	Sup Core - Day 3 - Creating an Organizational Learning Environment
10/1/20	Sup Core - Day 4 - Creating an Organizational Learning Environment
10/20/20	SUP CORE-Day 5- Data Informed Supervision
10/21/20	SUP CORE-Day 6- Supervising for Accountability
11/4/20	SUP CORE-Day 7-Case Consultation and Critical Thinking: Teaming for Success
11/5/20	SUP CORE-Day 8- Case Consultation and Critical Thinking: Teaming for Success
12/2/20	SUP CORE-Day 9-Supporting Individual and Team Development
12/3/20	SUP CORE-Day 10-Ongoing Development as a Leader

### Advanced Training

10/1/20	Southern Region CFSR Joint Leadership/Case Reviewer Convening
10/15/20	Core Practice Model Convening
10/20/20	Psychotropic Medication for Youth in Foster Care
10/20/20	Field Advisor Training
10/21/20	Coaching Fundamentals for Field Advisors
10/22/20	Southern Child Welfare COVID-19 Peer Learning Forum(Lineworker)
10/28/20	Southern Child Welfare COVID-19 Peer Learning Forum(Support Staff)
11/4/20	Southern Region Anti-Racism Summit: Examining Structural Racism and Building Anti-Racist Practices in Child Welfare Agencies
11/13/20	Sexual and Reproductive Health for Youth in Foster Care
11/16 & 17	Supporting Children with Intellectual and/or Developmental Disabilities Who Have Experienced Trauma
11/16 & 17	Providing Supports to Youth with Intellectual and/or Developmental Disabilities
11/18/20	Trauma-Informed Behavior Supports for Children with Autism or Other Developmental Disabilities

## **Riverside**

10/27/20 – 12/16/20	LWC
11/5/20 – 2/9/21	200 Level LWC

## **San Bernardino**

11/9/20 – 12/30/20	LWC
10/28/20 – 1/20/21	200 Level LWC

## **Orange**

12/10/20 – 3/3/20	200 Level LWC
10/30/20	CANS Review and Case Planning (Mod D)



# CONVERSATIONS WITH DAWN

## Facing Change

*“Not everything that is faced can be changed, but nothing can be changed until it is faced.” ~James Baldwin*

Our team participated in a virtual year end celebration and planning event in August. We hold this event annually to celebrate all that we accomplished in the past year and to cast our eyes forward and plan for the year ahead. Our CWDS leadership team and I use this as an opportunity to set the tone for the work ahead and this quote from James Baldwin stood out to me as a great foundation. It tied together both the changes and challenges we encountered in this past year as well as the importance of continuing to face whatever challenges lay ahead. As we continue to navigate the transitions related to AB5 implementation and as we delve deeper into our work regarding addressing individual and systemic racism, we have committed to leaning in and facing change with open hearts and a willingness to learn. (Please see next page for a re-cap of our CWDS services delivered last fiscal year.)

The Academy has made the decision to continue with virtual-only services through March 31, 2021 in alignment with San Diego State University. We will continue to check in with our county partners, trainers and stakeholders to gather feedback about virtual services to ensure we are meeting the needs of our region. Strategizing how we continue to offer quality workforce development services that result in strong practice and an engaged workforce remains our top priority.

We recognize there are a number of implications that our outside trainers, facilitators and coaches have encountered as we have weathered the challenges of the last several months. We appreciate you raising questions and worries as you have them, being flexible as we modify our service delivery model, and above all else, continuing to partner with us to deliver workforce development services that transform the heart, mind and practice. If there is anything we can do to support you, please let us know.

Our team continues to engage in work regarding developing anti-racist practices. As we expand our service offerings in these areas to our customers we also remain committed to doing this work internally. It feels more important than ever to publicly make this statement given the recent Executive Order which places limits on workforce development services geared toward addressing racism and sexism within federal agencies. Our team is receiving support to assess and build race, equity and inclusion skills. We facilitated our first Southern Region Anti-Racism Summit which brought together representatives from across Southern California child welfare agencies to share strategies, barriers and opportunities related to addressing systemic racism and building anti-racist practices. This was the first in a series of summits that are designed to support long term work with the goal being sustainable, system level changes. We continue to deliver and expand our Cultural Responsiveness Academy. From our efforts within our organization to the services we provide public agencies, we remain committed to our Academy core values and the values that guide social work practice which call us to actively address racism, bias, and privilege. The efforts to live out our values and address racism are not divisive as the Executive Order indicates. Racism is divisive. Racial violence is divisive. Actively undermining efforts to affirm the value, strength, and dignity of human beings is divisive. The Academy will maintain our focus on supporting the workforce in doing this hard and important work.

**Dawn**



# IMPORTANT INFORMATION FOR TRAINERS

## CWDS Year in Review

- 554 days of classroom training delivered
- 166 days of virtual training delivered
- 27 days of simulation delivered
- 39,906 participants served through our events
- 1,514 days of coaching delivered
- 14 new eLearnings or microlearnings developed
- An average of 5 events per working day
- 21% increase in coaching days delivered
- 65% increase in coaching participants
- Planned and delivered our first annual workforce development conference
- Shifted to the electronic and automated annual workforce development survey as part of an upgraded needs assessment model

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 word "Tribal" in a stylized, outlined font and "STAR" in a bold, outlined font. The background is a red banner with a yellow and black geometric pattern.

## Resources for Trainers

As we transition to virtual trainings, we have developed resources for our Trainers. Please review this [Trainer Checklist](#) to assist you with tips on virtual deliveries



**We are hiring! We often have new positions posted, currently we have two open:**

[SERVE/CRA Evaluation Development Analyst](#)

[R2R Peer Facilitator](#)



## COACHING CORNER: CONNECTION

### Connecting and Changes in Coaching Participation

Keeping with July's *Coaching Corner* theme of connection, we have noticed some important changes in coaching participation that have been impacted by connection efforts. Since the last fiscal year, overall coaching participation has increased by almost half (see the *Academy for Professional Excellence 2019-2020 Year in Review*) and some of those increases have occurred only since moving to virtual coaching. While no formal research has been done to identify the specific factors that have caused the increase, strategies have been put in place to target coaching visibility and participation. Here are some ways our coaches have strategized around connection between themselves and those they serve:

#### Initiating Regular Contact

*Sending daily, weekly and/or monthly emails to County workers as reminders about coaching availability*

*Regularly making phone calls and sending text messages to workers and supervisors as ways to check-in on practice needs and challenges*

*Creating calendar invitations for all coaching days which are sent to all County workers in the region or office*

#### Offering Resources and Support

*Sending helpful tools and templates (SOP, Healthy Organization, cultural responsiveness, etc.) that workers and supervisors can use in their daily work*

*Following up with past coaching participants about a topic discussed in a past coaching session*

*Supporting and facilitating "connecting" sessions where folk come together for conversation, exchange and support*

### More Coaching Availability

*Offering coaching days to multiple offices/ regions rather than assigning specific days to individual offices which allows for more appointment options for participants*

*Scheduling non-traditional coaching days or hours (i.e. Mondays or Fridays) to reach those with varying schedules*

*Welcoming coaching by phone, if needed while virtual coaching is in place, to work around technological challenges*

### What does this mean?

As coaches, we strive to team with our partners and respond to their needs, especially as change happens. This past fiscal year brought about much change and with that change came an increased need for connection among coaches and learners. The overwhelmingly positive response to the connection strategies implemented by our coaches is indicative of the value and continuous need for partnering. As a result of these connection efforts, we have heard messages about workers having breakthroughs as they learned to lean into their own work by practicing vulnerability and openness in engagement. We have seen the parallel process put into practice where coaching participants are practicing healthy working behaviors internally (in the office) which then translates to using those same behaviors externally with families. In all, the change in coaching participation we have noticed is more than just a number. The increase represents a collection of stories about change, hope, intentionality, encouragement, support and of course, *connection*.



# California Statewide Curriculum Updates

## Common Core 3.0 | Supervisor Core | CWS Cares

### Core 3.0.

Core 3.0 review and revisions continue to be the major work being done via the Curriculum Development and Oversight Group (CDOG) at the statewide level. A virtual pilot of the revised CMI content will be held in late October and early November. Also, the RFP's that were received for revising the Core ICWA training content is under review and once it is awarded CDOG will work with the entity who received the contract to review the content to ensure it meets the needs of new social workers in Child Welfare. Core content and sequencing of the delivery will remain the same until all revisions have been completed and fully implemented. The time frame for implementation of the fully revised Core content for new child welfare social workers is July 1, 2020.

**Field Advisor Training Content** - There is currently a Field Advisor subcommittee that is reviewing and recommending revisions to the statewide Field Advisor training learning objectives and content. Field activities and the Field Guide will also be revised in the overall Core revisions and will include upgrades related to CANS and CFT's.

**CWS Supervisor Core** Statewide all deliveries of the 10 day Supervisor Core training series continue to be delivered virtually. RTA's across the state have develop and implemented a crosswalk for make-ups from the previous delivered versions of Supervisor Cores trainings (prior to January 2020) to the newly developed content. This crosswalk can be utilized by County's to identify which course(s) their staff need to complete to be in compliance with the completion of required Supervisor Core training.

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. For more information about curriculum and training available through CWDS please go to: [CWDS Curriculum and Training Request Page](#)

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

## Safety Organized Practice

### Virtual Training and a New Statewide Resource

Despite the current pandemic, many southern counties have continued to ask for Safety Organized Practice to be offered in the virtual environment. This tells us that the commitment to the three goals of SOP: Development of Good Working Relationships, Use of Critical Thinking and Decision-Support Tools, and the Creation of Detailed Plans for Enhancing Daily Safety of Children remains at the forefront of local priorities. The pandemic has caused challenges that we never could have imagined. We are having to engage and assess families at a distance, safety networks may have challenges that prevent them from participating in ensuring child safety, and families who are already experiencing extreme stress are under additional pressure.

To meet this need, the Academy has been working to convert the two-day SOP Orientation as well as all of the modules to a virtual format. The converted material will continue to allow for Team Based Learning and active participation from learners. Almost all modules have been converted and the last few will be done shortly. We are excited to continue to support our region in continuing this

important best practice.

SOP at the statewide level also continues to move forward. The Safety Organized Practice Backbone Committee consists of the Regional Training Academies, the California Department of Social Services, county partners, and Casey Family Programs. The group works to integrate SOP in support of safety, permanency and wellbeing for California's children, families, and communities. Most recently, the group worked to develop a toolbox for partners across the state. The toolbox contains several useful resources such as practice, fidelity, and implementation tools. Tools will continue to be added as they are developed. The toolbox is now up and running and can be found at the following link: <https://calswec.berkeley.edu/toolkits/safety-organized-practice>



# CULTURAL RESPONSIVENESS ACADEMY

Training the workforce. For many of us, this is a calling we receive somewhere mid-career upon realizing the excitement, honor, and hope that comes from facilitating a group of individuals seeking to learn more, do better, meet a professional requirement, or even just step away from their daily grind for a day. Deep inside, most of us seek to inspire the participant in some new manner, even when the topic is mundane. So, is it enough to ensure the learners walk away with a 100% passing rate on a test of knowledge? Or, should we strive for more, whereby learners are encouraged to apply their critical thinking and information sharing beyond that of the context of the syllabus. If knowledge is power, then how do we cultivate this privilege to be used for the greater good?

Imagine that; you are a bestower of power. You, by the very essence of the power differential between “teacher” and “student” are a receptacle of tremendous power and influence, and within the parameters of eight worldly hours, have the capability to influence your participants in a way that could change their lives and the lives of those with whom they interact.

One of the most profound ways in which you can achieve this is by teaching race. Teaching course content related to culture and race has been noted to be the most rewarding and yet most demanding aspects of facilitating learning. A lot can go wrong as participants bring with them deeply held beliefs about themselves, identity, and the society in which they live. This requires the skills of navigation while you plot your way through the waters of dissent, learner disengagement, and unexpected behavior.

Over the coming months, The Cultural Responsiveness Academy will introduce further the concept of teaching race and culture, the foundational preparation needed to do this work, methods to successfully manage the classroom, and the reflexive practice needed as you embark upon your journey toward developing your own anti-racist pedagogy. To begin, you must develop your own anti-racist agenda as a trainer or facilitator. Spend the next month reflecting upon courses you have completed, whether as part of formal education or professional development. Consider the mechanisms and structures of power in place with regard to the content and curriculum, who determines what should be learned about a topic, grading, expectations of participation, assessment, how learners are assigned to courses, and what the course valued as far as learner output and by how a learner would have achieved the skills to meet that expectation. Think deeply. Recognize your discomfort through this exercise. Let us continue on this journey.

Darlene de Sousa, CRA Learning & Curriculum Coordinator



# Clarifying the Roles of Trainers and Training Operations Assistants in the Virtual Classroom

CWDS has long provided staff in the classroom to support the needs of the trainer, trainees and our Academy team. This support staff is a Training Operations Assistant (or TOA for short) and in addition to being in the room to provide support, they also perform a variety of critical tasks before and after a training day.

While the format of our trainings has changed due to the global pandemic, the importance of the TOA in the support of the training has not changed - instead it has pivoted to meet the needs of the virtual training environment. These staff have had to create new processes and define what their role looks like as they support training via Zoom. With so many changes in the last few months, there has been confusion regarding the scope of the TOA role and we want to be sure to clarify what they are responsible for and the ways they can support you as a trainer. The responsibilities of the TOAs are:

- Manage registration in the Academy's Learning Management System before and after the class.
- Create the Zoom link and send it to trainees and trainers ahead of the class.
- Send electronic materials to the trainees ahead of the class.
- Provide technical assistance during the duration of the class including teaching trainees how to change their names in their thumbnails, how to mute and unmute themselves and how to turn their video on and off.
- Taking attendance and setting expectations for what active participation looks like on Zoom.
- Managing breakout sessions and launching polls.
- Scanning trainee thumbnails to ensure videos are on at all times so trainees can receive credit for attending.
- Reviewing the TOA Directives, which is a supplemental document that provides detailed information about polls, breakout sessions, materials, etc which need to be created and deployed via Zoom during the training. (If you are converting classroom-based curriculum or are writing new curriculum for the virtual setting, you will be responsible for writing the TOA directives to accompany the curriculum. Please be sure to write very detailed instructions regarding polling questions, break out rooms, etc. If you need assistance or guidance with drafting these, please reach out to us!)
- Meeting with the trainer 15 minutes prior to a virtual delivery to ensure they have any questions answered regarding polls, breakout sessions, or other tasks they are responsible for during the training delivery.

TOAs are familiar with the content of a training so they can help with the technical aspects of delivery, however, it is the trainer's responsibility to deliver the content of the training, facilitate activities, and guide the learning process. The trainer is responsible for:

- Knowing and understanding the content of the training
- Creating TOA Directives so the TOA is aware of when breakouts and polls need to happen
- Sending polls to the TOA ahead of time so they can be entered into Zoom
- Managing and advancing the PowerPoint slides as they present
- Managing all activities and videos
- Knowing the appropriate places for breaks, breakout sessions and polls.

## 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 **Mechelle Robinson** (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. **Charmaine Utz** reviews curriculum and represents us at state meetings. **Lynette Lopez** assists with all things 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.

**Darlene de Sousa** is our new CRA Learning & Curriculum Coordinator. **Carl Deertz** is the Training Coordinator (CANS and CRA)

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) (**Christine Zamudio-Snow** (Orange), **Adrian Gomez** (San Diego), **C.C. Baker** (San Diego) .

Practice Consultants coach and mentor staff in counties and in the field. The Supervising Practice Consultants are **Nicole Heesen**, **Priscilla Leyva** and **Kate Bedwell**. **Lilli Miles**, **Stacy McGee Thomas**, **Nichole Diggs**, **Kendrick Dial**, **Janice Boaf**, **Derrin Ford**, **Brenda Guzman**, **Niesha Turner** and **Ellen Perez** 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 (as well as 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 say goodbye to Laurie Fortin and Anna Meyer. We wish them both the best!

We welcome **Kendrick Dial**, **Niesha Turner**, **Brenda Guzman**, **Priscilla Leyva**, and **Darlene de Sousa**. We are so happy to have you on our team!

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