

IES EMPLOYEES & VENDORS IN WORKFORCE DEVELOPMENT HANDBOOK

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The Academy for Professional Excellence is a project of San Diego State University School of Social Work.

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LETTER OF APPRECIATION

Child Welfare Development Services (CWDS) is proud to contract with a variety of trainers and consultants who have expertise and experience in topics related to child welfare services. CWDS contractors deliver trainings and services in variety of modalities including; in class facilitation, coaching, on-line webinars, e-learning, simulation, curriculum development, etc.

In recent years, due to a variety of opportunities CWDS has provided over 800 facilitated training days. See a [Year End Review 2018-2019](#) here and we could not have accomplished this without you.

Therefore, we would like to express our sincere appreciation to each and every one of you for the excellence you bring to the program and for your commitment to the development of the child welfare workforce.

Since CWDS's inception in 1996 we have relied on our contractors and consultants to provide the highest quality training and work force development service deliveries and you have continued to do so with excellence each year. We appreciate your dedication and patience as we have grown and implemented a variety of new elements such as the statewide, standardized curriculums, simulation training, and virtual deliveries.

We look forward to our continued collaboration with you as we continue to strive to identify and provide innovative and effective learning opportunities to the child welfare serving agencies in the Southern California region. We could not conduct our business without you!

Thank you very much for all that you do and we look forward to many more opportunities to connect and engage with you.

Sincerely,

Anzette Shackelford, CWDS Training Development Manager;
Dawn Schoonhoven Scott, CWDS Program Director
Jennifer Tucker-Tatlow, CEO: Academy for Professional Excellence
Academy of Professional Excellence/Child Welfare Development Services Staff

ACADEMY FOR PROFESSIONAL EXCELLENCE CULTURE & OUR COMMITMENT

Academy Core Values

The Academy for Professional Excellence is committed to upholding the culture we created together. We are guided by our core values which are described below.

PROFESSIONALISM	Using expertise and the application of best practices to respectfully service stakeholders and coworkers.
ACCOUNTABILITY	Being reliable and responsive to stakeholders and coworkers.
COLLABORATION	Achieving organizational goals through mutual sharing, teamwork, and cooperation with stakeholders and coworkers.
INNOVATION	Seeking ways to enhance the Academy's work and develop creative solutions to challenges encountered.
FLEXIBILITY	Demonstrating openness, flexibility, and adaptability in thought and action.
INTEGRITY	Being honest, ethical, fair, and considerate in interactions and decisions.
DIVERSITY	Creating an inclusive, respectful, and welcoming environment that appreciates and builds on the diverse talents, cultures, backgrounds, experiences and opinions of coworkers and stakeholders.
WELL-BEING	Seeking a state of work/life balance where we can function at our best, learn and grow, and find meaning in our work.

I3: The Academy Employee Experience

The Academy developed the I3 framework to tell the story of how we *Inquire Inspire* and *Impact* over the course of our employees' journeys with the Academy. We want to ensure that the promise made to create experiences that are transformative in the heart, mind, and practice applies to staff and stakeholders. It is our belief that the ways in which we develop and engage our internal team will impact how we engage with and provide organizational development and support services to our customers. The Academy incorporates these principles across various points of contact employees have with our agency, from recruiting through separation. We utilize this framework to help us continuously improve our services through our internal processes.

The table below describes each 13 element.

INQUIRE	<p><i>“Coming from a place of openness”</i></p> <p>Always lead with questions. This helps us get an in-depth understanding of what each of our employees need from and bring to the agency.</p>
INSPIRE	<p><i>“Speaking and working from your passion and your why”</i></p> <p>Operations and strategies are used to inspire our staff and ourselves on a regular basis.</p>
IMPACT	<p>“Watch the sail and adjust as necessary”</p> <p>Being aware of how we carry out our work and how we measure impact. We ask ourselves- Are we in fact creating transformative experiences for our employees?</p>

CWDS EXECUTIVE SUMMARY

Child Welfare Development Services (CWDS) is a program under the larger umbrella organization the Academy for Professional Excellence. Our purpose at the Academy is to revolutionize the way people work to ensure the world is a healthier place. CWDS envisions that as a result of our work, the workforce employed by public child welfare agencies and the children and families served by them will experience increased empowerment, positive changes, an enhanced quality of life, and feel a sense of inspiration and hope. The following will provide an overview of services provided under CWDS and important information to help orient all contractors to our processes and procedures.

I. CWDS PROGRAM OVERVIEW

CWDS is a program of the Academy for Professional Excellence at San Diego State University School of Social Work. CWDS was formerly known as PCWTA (Public Child Welfare Training Academy). The name was changed in 2019 to align with services and branding. The Academy for Professional Excellence was established in 1996 to provide exceptional workforce development and organizational support to the health and human services community by providing training, technical assistance, organizational development, research, and evaluation. We serve over 20,000 health and human service professionals annually.

Child Welfare Development Services (CWDS), sometimes referred to as the “Southern Academy” is one of five child welfare workforce development academies in the state of California. Established in July 1996, it serves the counties of Imperial, Orange, San Bernardino, San Diego, and Riverside. Additional workforce development, including advanced trainings, are offered to the counties of Ventura and Los Angeles. CWDS works collaboratively with local Universities that offer social work degree programs including, San Diego State University, California State University San Bernardino, Loma Linda University, California State University Fullerton, and California State University San Marcos.

CWDS provides workforce development to over 7,000 public child welfare staff in the Southern, California region. CWDS takes pride in the delivery of comprehensive, culturally responsive, competency-based, trauma informed workforce development services. These services include expert technical assistance, implementation planning and support, leadership and organization development, and a variety of modalities to support practice development, including: classroom and virtual training, practice consulting (formerly referred to as “coaching”), distance learning modalities, simulations, and mobile applications.

The content and design of our services are intended to provide participants the knowledge, skills and values of the best in child welfare practice and research, with the ultimate goal of improving outcomes for children and families who receive services through the child welfare system.

LEVELS OF WORKFORCE DEVELOPMENT

CWDS offers a variety of workforce development opportunities through multiple modalities and levels of training for Child Welfare Services (CWS) staff. These include:
Expert Technical Assistance

- Subject matter expertise
- Evaluation
- Research
- Consultation

Implementation Planning and Support

- Readiness assessment
- Implementation planning
- Regional convenings and learning collaboratives to support implementation of statewide and regional practices and policies
- Facilitation of regional, statewide and national networking to support sharing of practice examples and resources

Training

- Core training
- Advanced training
- Virtual trainings
- eLearning
- Simulation training
- Field-based training and coaching for workers, supervisors and managers
- Virtual reality
- Leadership development
- Podcasts and mobile applications to support brief, just-in-time training

**For more detailed descriptions of our types of training deliveries, visit our [CWDS home page](#)*

IES EMPLOYEES & VENDORS IN WORKFORCE DEVELOPMENT

CWDS works with IES employees and vendors (trainers, contractors, and consultants) in a variety of capacities. Those roles include: classroom and virtual trainers, curriculum developers, practice coaches, and simulation facilitators and actors. These roles typically operate within the following workforce development modalities: Curriculum & Training Development, Cultural Responsiveness Academy, and/or Practice Coaching (Coaching). Each is described below.

Curriculum & Training Development

CWDS develops curriculum and delivers training to Child Welfare Services staff, leadership, and other human services programs. These services are provided through funding from CDSS (California Department of Social Services) and county-specific funding. Once needs are identified by our County partners and/or state stakeholders, we commonly collaborate with contractors as subject-matter experts to develop curriculum and deliver trainings.

For more information on Curriculum & Training Development, you can visit the webpage here: <https://theacademy.sdsu.edu/programs/cwds/cwds-curriculum/>

Cultural Responsiveness Academy (CRA)

The Cultural Responsiveness Academy (CRA) was established in 2016 in response to the awareness that issues including disproportionality, disparity of services, and bias in decision making continue to impact the children and families involved in the Public Child Welfare System. The CRA provides a unique learning experience that emphasizes facilitated discussions. It is designed to create a space for self-assessment, the development of skills and strategies to manage bias, and the opportunity to contribute to a project that will improve cultural responsiveness across the County.

This learning opportunity is a 9 month commitment, that includes an eLearning, 7 monthly in-person classes including a simulation day, coaching and a group project that highlights a new way of being culturally responsive. There are 3 cohorts: Leadership, Line Staff, and Support Staff. Representation from each work location in each cohort would be advantageous to creating a comprehensive group project for the work location. Each group will have an opportunity to present their project to County Leadership at their Graduation Ceremony.

Engaging community stakeholders and County Staff to discuss the focus of the classroom curriculum is key in developing an experience that is impactful for each population. The participants are encouraged to be authentic in their discussions, and the Facilitators are tasked with modelling cultural responsiveness in the classroom.

For more information on CRA, you can visit the webpage here:

<https://theacademy.sdsu.edu/programs/cwds/cultural-responsiveness-academy/>

Practice Coaching (Coaching)

Practice Coaching (Coaching) is an integral component of providing quality development as well as a supportive process for the workforce. We utilize child welfare skills-based coaching with a structured model as the foundation for our coaching program. The following will provide an overview of the historical and current snapshot of CWDS coaching services.

Coaching Philosophy Child Welfare Development Services (CWDS) believes that coaching is an on the job, effective, and strength-based practice that supports the implementation of training knowledge and skills-based best practice. CWDS Child Welfare Coaching Definition: Child Welfare Coaching is the collaboration or teaming of a coach and learner for the purpose of enhancing skills or personal development in their child welfare practice. It is learner led in that the identified skill or goal to be explored during the coaching session is determined by the learner. The coach creates a positive, structured environment with agreed upon outcomes that are designed to allow the coach and learner to focus on the goals of the session. The session is a safe place to explore and practice strength-based critical thinking skills. It does not replace supervision, nor is it a place to grade worker performance.

For more information on Practice Coaching (Coaching) you can visit the webpage here: <https://theacademy.sdsu.edu/programs/cwds/coaching/>

II. BECOMING AN IES EMPLOYEE OR VENDOR

CWDS solicits contractors who have demonstrated expertise and experience in one or more areas of child welfare and workforce development services. Our typical in person classroom trainings occur in module format and may include 6 hours, 3 hours (1/2 day), 9 hours (1-1/2 days), and 12 hours (2 days) deliveries. We also provide Virtual trainings using the ZOOM platform. We also offer onsite and virtual coaching services to child welfare agencies in Southern California. We may also contract with Subject Matter experts (SME's) to develop and or provide Simulation Training, Simulation Acting or curriculum development for advanced course topics CWDS is most interested in contracting with those who have knowledge and experienced in Child Welfare and who are able to use a variety of instructional methods appropriate for adult learners. All contractors must have significant experience in public child welfare services and/or the ability to relate the material being delivered to public child welfare services practice.

CWDS provides an assortment of learning experiences to staff and leadership in Child Welfare through services that cover a variety of topics, including but not limited to:

- CORE Training for New Social Workers and New Supervisors in Child Welfare (These courses must be trained according to the standardized curricula developed and approved by CDSS and CalSWEC)
- Child Welfare Practice
- Trauma-informed Practice
- Fairness and Equity and Diversity and Inclusion
- Critical Thinking and Assessment
- Child Maltreatment Identification

- Structured Decision Making (SDM)

Contractor opportunities that may be available to applicants include:

- Classroom Trainer
- Virtual Training
- Coaching (line-workers and leadership)
- Simulation Facilitator
- Simulation Actor
- Curriculum Development
 - Classroom/Virtual
 - E-learning/Micro-learning
 - Simulation

If you are interested in becoming a CWDS IES Employee or Vendor please complete the on-line [CWDS Application](#).

You will be asked to submit the following documents in conjunction with your application:

1. Resume or CV
2. References (3-5 names and phone numbers). If you currently work for a County child welfare Agency or have worked for a County child welfare Agency in the last 10 years one reference must be from a staff member from the Agency
3. Copies of 2-3 recent training evaluations (within the past 2 years) OR two letters of reference illustrating your knowledge and skills related to contractor role (ex: Trainer, Coach, Sim Facilitator, Actor, Curriculum Developer, etc.)
4. Syllabus or Outline of a child welfare-related training course you have facilitated (Required for Trainer applicants only)
5. If you are currently an employee of one of the seven counties served by the Academy for Professional Excellence you will also need to provide a letter of support from your supervisor or manager, indicating he/she approves of you training for CWDS. (The letter should indicate your level of skill and practice at your present job and how you positively represent your county's vision, mission, and goals).

Additional Process Information

Once your application has been received and approved these additional steps will be covered:

- Completion of the hiring process via IES or Vendor Classification
- Scheduling and observation of an in person/virtual 20-minute Presentation to CWDS staff as a part of the application process (If Applicable)
- Orientation to CWDS program with Training Development Team staff for specialized services including Coaching, Simulation Facilitation/Acting,

Cultural Responsiveness Academy (CRA), CANS, etc. an additional orientation may be required with the program lead.

- Observation of a delivery of a CWDS training, coaching, or simulation event (if applicable)

* All application documents, orientation, and on-boarding requirements must be completed prior to the applicant completing any service deliveries through CWDS.

Onboarding Process (insert content)

§ Being fully accepted as a Consultant/Trainer for CWDS is contingent on the following:

1. Completing all required application paperwork in a timely manner.
2. Completing the Hiring Process to become either a Vendor or IES employee.
3. Participating in a phone, virtual, or in-person Orientation.
4. Observing a CWDS training delivery (as applicable)
5. Communicating with CWDS staff in a timely manner.
 - If an applicant is successful and completes the processes outlined above they will be added to our CWDS active contractor lists and will receive a variety of correspondence from CWDS staff including information about training opportunities, skill development opportunities, the CWDS Newsletters, and other pertinent information

Trainers Payment and Fees

1. Most contractor fees are determined by categories of Entry Level, Journeyman, and Expert specific to CWDS requirements.

Note: Other fees may be determined and implemented for specialized projects.

2. Occasionally CWDS must cancel a training event due to various factors such as low enrollment or other challenges. Contractors are not paid for cancelled deliveries. CWDS staff will make every attempt to notify contractors of a cancelled event 5-7 days before the scheduled event.
3. Contractors should be mindful that increases in fees are first and foremost dependent on the budget.
2. The annual trainer evaluation is the mechanism utilized to determine if a trainer is eligible for an increase in fee, however please be advised that even if a trainer meets all the criteria there is no guarantee of a fee increase after the annual evaluation as again all increases are dependent on the available budget for the fiscal year.
3. Our contractors do excellent work and often inquire about fee increases, however please be advised that the state has not increased the cost of doing business funds for the Academy since the Academy's inception in 1996 and the budget from the state and other resources fluctuates yearly and therefore impacts our ability to increase fees.

Note: The fee increase process for Coaches and Simulation Facilitators and Actors may differ.

Find more information on the [IES Employees & Vendor FAQ Sheet](#)

III. ORIENTATION PROCESS

Orientation Checklist

All new Contractors will complete a phone, virtual, or in person 30-45 Orientation minutes. This Orientation is an opportunity for Contractors to ask questions about this document, CWDS, and other relevant matters as a new IES Employee/Contractor.

[New Contractor Orientation Form](#)

Guidelines for Consultants/Trainers

[Ethics, standards and Performance](#)

IV. EVALUATION INFORMATION

Training Evaluative Standards

[Trainer Development Standards.pdf](#)

Trainer Evaluation Scoring [Rubric](#)

CONTENT OF THE TRAINING

ELEMENT	1 UNACCEPTABLE	2 NEEDS IMPROVEMENT	3 SKILLED	4 MASTER
A1: Management of Instructional Materials	Materials are handled inefficiently, resulting in loss of instrumental time. Learners are confused about how to use materials and feel frustrated during activities due to not understanding instructions.	Routines for handling materials and supplies function moderately well, resulting in some loss of instructional time. Learners are somewhat oriented to materials and have some confusion about activity instructions.	Routines for handling instrumental materials occur smoothly without loss of instructional time. Learners are oriented to materials and are clear about activity instructions.	Routines for handling materials and supplies are seamless with participants assuming some responsibility for efficient operation. Activity instructions are provided in multiple modalities. Learners are oriented to materials and are clear about activity instructions.

A2: Delivery and Knowledge of Content	Instructor makes content errors or does not correct content errors participants make. For a Standardized Core Training: Instructor does not cover most of the elements of the standardized curriculum.	Instructor displays basic content knowledge but cannot articulate connections with other subject matter and field experience. For a Standardized Core Training: Instructor does not cover many of the required elements of the standardized curriculum.	Instructor displays solid content knowledge and makes connections between the content and other parts of field experience at appropriate participant level. For a Standardized Core Training: Instructor covers only key elements adequately of the standardized curriculum.	Instructor displays extensive content knowledge with evidence of continuing pursuit of knowledge and achievement of state outcomes. For a Standardized Core Training: Instructor covers all elements adequately in the standardized curriculum and integrates relevant case examples to enhance content.
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ELEMENT	1 UNACCEPTABLE	2 NEEDS IMPROVEMENT	3 SKILLED	4 MASTER
A3: Activities and Assignments	Activities and assignments are unrelated to the course objectives. Participants are not engaged mentally and/or unable to complete the activities.	Some activities and assignments are related to instructional objectives and engage them mentally, but others do not. Debriefing is minimal.	All activities and assignments are related to instructional objectives. Almost all participants are cognitively engaged and complete assignments. Debriefing enhances understanding.	All participants are cognitively engaged in the activities and assignments in their exploration of content. As needed, trainer initiates or adapts activities and projects to enhance understanding. Debriefing connects activities to the content.
A4: Clarity of Objectives	Objectives are not clear and represent low expectations and no conceptual understanding for participants. Objectives do not reflect important learning.	Objectives are moderately clear in either their expectations or conceptual understanding for participants and in importance of learning.	Objectives are clear in their expectations, conceptual understanding and importance of learning.	Not only are the objectives clear but instructor can also clearly articulate how objectives relate to the trainee's practice.
ELEMENT	UNKNOWN	N/A	NO	YES
A5: Is research up to date?	No bibliography provided.	No current research available.	Less than 50% of the research is from the last five years.	50% or more of the research is from the last five years.

(Adapted from Northern Training Academy and Bay Area Training Academy)

ELEMENT	1 UNACCEPTABLE	2 NEEDS IMPROVEMENT	3 SKILLED	4 MASTER
B1: Interaction with Participants	Instructor interaction with at least some participants is negative, demeaning, sarcastic or inappropriate to demographic/culture of the participant. Participants exhibit visible frustration with instructor.	Instructor-participant interactions are generally appropriate but reflect occasional inconsistencies, favoritism or disregard for participant cultures. Participants exhibit some frustration with instructor.	Instructor-participant interactions are friendly and demonstrate general warmth, caring and respect. Such interactions are appropriate to demographic and cultural norms. Participants exhibit comfort/trust with instructor.	Instructor demonstrates genuine caring and respect for individual participants. Participants exhibit genuine caring and respect for instructor as an individual. Interactions are appropriate to the demographics and cultural norms of the learners. Instructor transitions between trainer and coach.
B2: Response to Participants	Instructor ignores or brushes aside participants' questions or interests. Instructor does not respond or adapt to the participants.	Instructor attempts to accommodate participant's questions or interests. The answers to questions or integration of interests is confusing to the participants. Instructor responds to only explicit and verbal responses.	Instructor successfully accommodates participant's questions or interests. The answers to questions or integration of interests are understood by the participants. Instructor responds to only explicit and verbal responses.	Instructor seizes a major opportunity to enhance learning by building on a spontaneous event and successfully accommodates participants questions or interests which significantly enhances the curriculum. Instructor responds to explicit, verbal, and non-verbal responses.
B3: Discussion Techniques	Interaction between instructor and participant is predominately recitation style with instructor mediating questions/answers.	Instructor makes some attempt to engage participants in a true discussion, with uneven results.	Classroom interaction represents true discussion, with instructor stepping to the side when appropriate. Involves all participants.	Instructor empowers participants to assume considerable responsibility for the success of the discussion initiating topics, making unsolicited contributions.
B4: Management of Transitions	Much time is lost during transitions. Segments are not related.	Transitions are sporadically efficient resulting in some loss of instructional time. Segments are somewhat related.	Transitions occur smoothly with little loss of instructional time. Segments are tied together and build upon each other.	Transitions are seamless with participants assuming responsibility for productivity. Segments are tied together and build upon each other.

B5: Quality of Questions	Instructor's questions are all of poor quality and/or do not invite any response.	Instructor's questions are a combination of low and high quality. Only some questions invite a response. Participants need clarification of the question or trainer has to clarify the question prior to receiving response.	Most of instructor's questions are high quality. Adequate time is available for participants to respond.	Instructor's questions are of high quality with adequate time for trainees to respond. Questions are well integrated into curriculum and allow participants to delve deeper into their understanding of the curriculum and engage the participant's critical thinking skills.
B6: Integrates Diversity into	Trainer ignores difficult topics around diversity.	Trainer superficially acknowledges issues of diversity but redirects the dialogue away from discussions around diversity.	Trainer generally attempts to address diversity throughout the day and there is evidence of some integration into activities and discussions.	Trainer engages trainees around diversity issues throughout the day including all activities and regular points of discussion.

ELEMENT	1 UNACCEPTABLE	2 NEEDS IMPROVEMENT	3 SKILLED	4 MASTER
C1: Checking for Understanding and Feedback	Checking for understanding and feedback is either not provided or is not specific to the task or participant.	Checking for understanding and feedback is inconsistent in quality and is somewhat specific to the task or participant.	Checking for understanding and feedback is consistently non-judgmental, individualized and specific to the participant.	Trainer checks for understanding and feedback consistently and adjusts content and delivery based on feedback from learners. Provision is made for participants to self assess and use feedback in their own learning.
C2: Provides Learning Opportunity for a Variety of Learning Styles	Instructor is unfamiliar with the different approaches to learning that participant's exhibit such as adult learning styles, life experiences and existing knowledge levels. Instructor adheres rigidly to the lesson plan, even when a change will clearly improve the lesson.	Instructor has general understanding of the different approaches to learning that participant's exhibit. If needed, instructor attempts to adjust a lesson with mixed results.	Instructor uses different approaches to learning to meet different participants' needs. If needed, instructor makes appropriate adjustments to a lesson and the adjustment occurs smoothly.	Instructor effectively and consistently uses knowledge of participants various learning styles in instructional planning and delivery. If needed, instructor successfully makes appropriate adjustments to lessons that greatly improve learning.

(Adapted from Northern Training Academy and Bay Area Training Academy)

C3: Oral and Written Language	Instructor's spoken language is inaudible and contains many grammar and syntax errors. Written language is illegible and contains many grammar and syntax errors. Vocabulary is inappropriate or used incorrectly.	Instructor's spoken language is audible, used appropriately, but is not appropriate to participants' backgrounds or knowledge. Written language is legible and used appropriately but is not appropriate to participants' backgrounds or knowledge.	Instructor's spoken language is audible, used appropriately, and is appropriate to participants' knowledge and background. Written language is legible, used appropriately, and is appropriate to participants' knowledge and background.	Instructor's spoken and written language is audible/legible, used appropriately, is appropriate to participants knowledge and background and displays well- chosen vocabulary that enriches the lesson.
C4: Knowledge of Participants Skills and Experience Level	Instructor displays little knowledge of participants' skills and experiences. If needed, instructor does not make appropriate adjustments.	Instructor assesses participants' skills and experience, and if needed, does not make appropriate adjustments.	Instructor assesses participants' knowledge and experience and, if needed, makes appropriate adjustments to meet participants' needs.	Instructor displays knowledge of participants' skills/experience for each participant, including those with special needs, and if needed, makes appropriate adjustments to meet the participants needs. These adjustments significantly enhance the curriculum.

(Adapted from Northern Training Academy and Bay Area Training Academy)

Trainer Evaluation [Form](#)
Training Observation Form Scoring Rubric

TRAINER PREPAREDNESS

ELEMENT	NO	YES
1A: Did the trainer arrive forty-five minutes prior to the start of the training?	The trainer arrived less than forty-five minutes prior to the start of the training.	The trainer arrived forty-five minutes or more prior to the start of the training.
1B: Was the trainer prepared for the training day?	The trainer was not prepared for the training day (for example, did not bring all of the materials they needed such as handouts, PowerPoint presentation, video clips, audio clips, and/or posters).	The trainer was prepared for the training day (for example, did bring all of the materials they needed such as handouts, PowerPoint presentation, video clips, audio clips, and/or posters).

TRAINING CONTENT

ELEMENT	1 UNACCEPTABLE	2 NEEDS IMPROVEMENT	3 SKILLED	4 MASTER
2A: The content presented was logical, coherent, and well developed.	The trainer makes content errors or does not correct content errors participants make. For a Standardized Core Training: The trainer does not cover many of the elements of the standardized curriculum.*	The trainer displays basic content knowledge but cannot articulate connections with other subject matter and field experience. For a Standardized Core Training: The trainer does not cover many of the required elements of the standardized curriculum.*	The trainer displays solid content knowledge and makes connections between the content and other parts of field experience at appropriate participant level. For a Standardized Core Training: The trainer covers some key elements adequately of the standardized curriculum.*	The trainer displays extensive content knowledge with evidence of continuing pursuit of knowledge and achievement of state outcomes (safety, permanency, and well-being). For a Standardized Core Training: The trainer covers most of the elements adequately in the curriculum.*

*Lesson plans for standardized curriculum can be found on CalSWEC's website at:
<https://calswec.berkeley.edu/>

2B: The content presented was appropriate to the trainee's skill level.	Trainer is unable/unwilling to assess the trainee's level of expertise including knowledge and experience; Does not adapt their delivery of core curriculum to meet a variety of training needs.	Trainer makes little effort to assess the trainee's level of expertise including knowledge and experience; Does not adapt their delivery of core curriculum to meet a variety of training needs.	Trainer is able to assess the trainee's level of expertise including knowledge and experience and demonstrates at least one technique to adapt their delivery of core curriculum to meet a variety of training needs.	Trainer is able to assess the trainee's level of expertise including knowledge and experience and demonstrates at least two or more techniques that they can adapt their delivery of core curriculum to meet a variety of training needs.
2C: The content presented was arranged to make the most effective use of the allotted time.	Activities and assignments are unrelated to the course objectives. Participants are not engaged mentally and/or unable to complete the activities.	Some activities and assignments are related to instructional objectives and engage them mentally, but others do not. Debriefing is minimal.	All activities and assignments are related to instructional objectives. Almost all participants are cognitively engaged and complete assignments. Debriefing enhances understanding.	All participants are cognitively engaged in the activities and assignments in their exploration of content. Participants initiate or adapt activities and projects to enhance understanding.

TRANSFER OF LEARNING & EVIDENCE BASED PRACTICE

ELEMENT	1 UNACCEPTABLE	2 NEEDS IMPROVEMENT	3 SKILLED	4 MASTER
3A: The information presented can be transferred to the work environment.	The information is poor quality and does not transfer to the work environment. The information does not align with the work environment.	The information is inconsistent in quality and does not transfer to the work environment. The information marginally aligns with the work environment.	The information is of a quality nature and transfers to the work environment. The information aligns with the work environment.	The information is high in quality and transfers to the work environment. The trainer provides space for participants to align the content with their specific work environment and/or with county specific protocols.
3B: The information presented contained examples of EBP and/or best practice concepts.			The trainer does not mention authors in their training; citations are not included in the PowerPoint slides; bibliography is not included as one of the handouts.	The trainer makes mention of authors during the training; citations are provided in the PowerPoint slides; and bibliography is included as one of the handouts.

TRAINING DELIVERY

ELEMENT	1 UNACCEPTABLE	2 NEEDS IMPROVEMENT	3 SKILLED	4 MASTER
4A: The trainer was flexible in delivery and maintained class interest and engagement.	The trainer adheres rigidly to the lesson plan if needed, even when a change will clearly improve the lesson. Interaction between the trainer and participant is predominately recitation style with the trainer mediating questions/answers.	The trainer attempts to adjust a lesson if needed with mixed results. The trainer makes some attempt to engage participants in a true discussion, with uneven results.	The trainer makes adjustments to a lesson if needed and the adjustment occurs smoothly. Classroom interaction represents true discussion, with the trainer stepping to the side when appropriate. Involves all participants.	The trainer successfully makes major adjustments to lessons if needed that greatly improve learning. The trainer empowers participants to assume considerable responsibility for the success of the discussion initiating topics, making unsolicited contributions.
4B: The trainer made effective use of a variety of training methods.	The trainer is unfamiliar with the different approaches to learning that participant's exhibit such as learning styles, life experiences and existing knowledge levels.	The trainer has general understanding of the different approaches to learning that participant's exhibit.	The trainer uses different approaches to learning to meet different participants' needs.	The trainer effectively and consistently uses knowledge of participants varied approaches to learning in instructional planning.

(Adapted from Northern Training Academy and Bay Area Training Academy)

STRENGTHS, CHALLENGES, & ADDITIONAL COMMENTS

ELEMEN	1 UNACCEPTA	2 NEEDSIMPROVEMENT	3 SKILLED	4 MAS
5A: Overall rating of the trainer.	Trainer was not engaging, clear, nor effective. Trainer did not stimulate discussions. Trainer was not responsive to participants. Trainer did not display a clear understanding of the subject matter. Trainer did not make effective use of a variety of training methods.	Trainer was slightly engaging, clear, and effective. Trainer slightly stimulated discussions. Trainer was not responsive to participants. Trainer only displayed a slight understanding of the subject matter. Trainer made marginal use of a variety of training methods. The trainer attempts to adjust a lesson with mixed results.	Trainer was engaging, clear, and effective. Trainer stimulated discussions. Trainer was responsive to participants. Trainer displayed a clear understanding of the subject matter. Trainer made use of a variety of training methods. The trainer makes needed adjustments to a lesson and the adjustment occurs smoothly.	Trainer was engaging, clear, and effective. Trainer stimulated discussions. Trainer was responsive to participants. Trainer displayed a clear understanding of the subject matter. Trainer made use of a variety of training methods. The trainer successfully makes major adjustments to the training if needed that greatly improve learning.
5B: Overall rating of the training.	Competencies and learning objectives were not clearly identified. Content was not logical, coherent, and well developed. Relevant examples were not provided. Content was not related to the trainee's job duties and assignments. Content was not appropriate to the trainee's skill levels.	Competencies and learning objectives were slightly identified. Content was somewhat logical, coherent, and developed. Relevant examples were somewhat provided. Content was slightly related to the trainee's job duties and assignments. Content did not articulate connections with other subject matters and field experience.	Competencies and learning objectives were clearly identified. Content was logical, coherent, and well developed. Relevant examples were provided. Content was related to the trainee's job duties and assignments. Content made connections between other parts of the field experience at appropriate to the trainee's levels.	Competencies and learning objectives were clearly identified. Content was logical, coherent, and well developed. Relevant examples were provided. Content was related to the trainee's job duties and assignments. Content displayed extensive knowledge with evidence of continuing pursuit of knowledge and achievement of state outcomes (safety, permanency, and well-being).

(Adapted from Northern Training Academy and Bay Area Training Academy)

V. CURRICULUM & TRAINING DEVELOPMENT

Types of Training

The Academy offers a variety of training modalities for Child Welfare Services (CWS) staff. These include:

- Core (Line-Worker, Supervisor, and Manager)
- Advanced
- E-Learning/Micro-Learnings
- Practice Coaching
- Simulations

Core Courses represent the essential knowledge and skills needed to perform the tasks in Child Welfare Services (CWS). The Academy/CWDS offers Core training in Child Welfare Social Work Practice, Supervision, and Management. Core courses are designed for newly hired or newly promoted staff, but are also useful to those who are transitioning into new job functions and/or those who are seeking to update their knowledge and skills in the ever changing field of child welfare.

Line Worker and Supervisor Core curriculum is based on state-wide practice standards and child welfare competencies established by the [California Social Work Education Center \(CalSWEC\)](#). All classes are standardized throughout the State of California. The Consultant/Trainer is required to deliver these courses in a fully standardized manner as the curriculum was developed by collaboration among representatives from California Department of Social Services (CDSS), Regional Training Academies (RTA's), and Child Welfare representatives across the state.

Line Worker Core Training

Examples of Child Welfare New Worker Core training topics provided through CWDS include (but are not limited to) the following:

- Orientation to Child Welfare Practice and Common Core 3.0
- Values and Ethics in Child Welfare Practice
- Trauma-informed Practice
- Introduction to CWS/CMS
- Key Issues in Child Welfare: Social Worker as Practitioner
- Legal Procedures and Responsibilities
- Fairness and Equity
- Teaming, Collaboration, and Transparency
- ICWA and Working with Native American Families and Tribes
- Trauma Informed Practice and Key Issues in Child Welfare Practice Knowledge and Skill Reinforcement Lab
- Engagement and Interviewing
- Engagement Knowledge and Skill Reinforcement Lab
- Critical Thinking and Assessment
- Child Maltreatment Identification Skills Lab
- Structured Decision Making (SDM) Skills Lab
- Assessing for Key Child Welfare Issues

- Assessment Knowledge and Skills Reinforcement Lab
- Writing Behavioral Objectives
- Case Planning in a Team Setting
- Case Planning and Service Delivery Knowledge and Skills Lab
- Managing the Plan: Supporting Safety, Permanency and Well-being
- Managing Change Knowledge and Skills Reinforcement Lab
- Managing Transitions Knowledge and Skill Reinforcement Lab

*The [Core 3.0](#) courses listed above were developed by the state for new social worker core training and each includes standardized curricula that was developed to be trained as written across the state. The training content has been approved by the California Department of Social Services (CDSS) and implementation began in February 2017.

[Supervisor Core:](#)

The California statewide Supervisor Core includes 10 full days of standardized classroom training and an online resource portal for CWS Supervisors. The Courses in Supervisor Core Include:

- Days 1-2: Leading in Child Welfare: The Role of the Supervisor
- Days 3-4: Creating an Organizational Learning Environment
- Day 5-6: Data Informed Supervision & Supervising for Accountability
- Days 7-8: Case Consultation and Critical Thinking: Teaming for Success
- Day 9-10: Supporting Individual and Team Development & Ongoing Development as a Leader

[Manager Core:](#)

A 6-part comprehensive series for child welfare managers, linking the themes in other levels of core (worker and supervisor) to skills that are specifically needed for managers, and to illustrate parallel process opportunities. This curriculum provides opportunities for participants to assess their knowledge and strengths and identify resources and apply knowledge and critical thinking skills to manager scenarios. The courses in Manager Core include:

- Day 1: Foundations for Managers in Child Welfare
- Day 2: Effective Relationships as a Manager
- Day 3: Strategies for Effective Organizational Communication
- Day 4: Growing and Sustaining Effective Internal and External Teams
- Day 5: Essentials for Resource Management
- Day 6: Strategic Thinking and Planning Tools for the Manager

Advanced Courses may build upon the topics offered as part of Core training. These classes are developed for staff that have the fundamental CWS skills and knowledge, but want/need to enhance their basic skills, knowledge or practice in a particular area.

Other advanced level classes may be requested and/or required by the counties based on their individual needs and developed specifically to address a county's need. These advanced classes may relate to a newly adopted initiative, regulation, or practice.

E-Learning Courses are offered as an alternative to classroom learning. We offer an array of distance learning options including self-paced modules and live and recorded webinars. We also develop mobile APPS for use in the field on cell phones and computers.

Micro – Learnings refer to bite-size trainings that provide micro-perspectives of learning, education, training, and skill development. The approaches followed for assessment of micro-learning are multidimensional and holistic in nature and need-based in particular cases. Micro-learnings are ideal for when learners need extra time spent on a step of a process or additional development in a specific area.

Practice Coaching is recognized as a key learning strategy for professional development as well as overall program implementation. Coaching allows staff the opportunity to learn how to integrate the best skills, theories and abilities into practice. Coaching is a learner led process.

Simulations training is a technique that offers guided, real-world experiences that replicate aspects of the work day and other professional experiences in a fully interactive environment.

THEMES IN CWDS TRAININGS

Evidence-based Practice (EBP)

Practice that is based on researched and evidence-based interventions that can be applied to service delivery in child welfare that is integrated with clinical expertise and client values. The existing body of research reflects varying levels of methodological rigor and efficacy, and differences in applicability to child welfare practice. EBP should be integrated into all CWS trainings.

Specific to CWDS Consultants/Trainers: Schools of Social Work include Evidence-based Practice as part of the Social Work curricula. It will be important for anyone who develops curriculum, etc. to cite your sources for information you give out in training and to be up-to-date on your sources and bibliography (50% of bibliography sources for advanced training topics must be within the last 5 years).

Fairness & Equity

A principle that promotes equal opportunity for all children and families in order to achieve positive outcomes from child welfare interventions without biased decision making. Fairness and equity issues often concern reducing disparities in service access across specific populations and groups and diminishing the overrepresentation of minorities in the child welfare system. Policies, procedures, and/or practices based on fairness and equity principles consider the unique sociocultural context of each individual and frequently involves the expansion of culturally responsive community resources.

Specific to CWDS Consultants/Trainers: the goal in Child Welfare is to reduce disproportionality and ensure that there is equivalent opportunity

for all children and families. So, when applicable, in your curriculum, tie in or discuss how the topic may connect to disproportionate treatment. Click here to view our [Fairness and Equity Handout](#).

Family & Youth Engagement

Practices and strategies congruent with relevant sociocultural dynamics that effectively engage parents, youth, and extended family members in a respectful and collaborative manner in the assessment, intervention, and case planning processes.

Specific to CWDS Consultants/Trainers: Including parents, youth, and extended family members in decision making makes for better outcomes in child welfare. This value should always be expressed in your training delivery.

Strength-based Practice

Practice that identifies strengths in an individual, family, or system, and the formulation of service arrays and interventions that acknowledge and build on those strengths. A strength-based approach honors and respects the dignity of family members and incorporates the family's collective knowledge about the resources and strengths in their family system. Strength-based practice involves joining with the family to reach goals for improvement in family functioning.

Specific to CWDS Consultants/Trainers: you have an opportunity to model this value in the training room by identifying and responding to the trainees in a strength-based way. This honors the trainee and exhibits language and techniques that they can use in working with children and families.

Outcome-Informed Practice

Practice that is informed by federal and state outcomes. All California Child Welfare Services trainings support the federal outcomes of Safety, Permanence and Well-Being. California has developed state-specific performance measures. These performance measures are referenced in the curricula where they apply. For more information on the performance measures in California, please refer to the website for the California Child Welfare Performance Indicators Projects at the Center for Social Sciences Research (CSSR) at UC, Berkeley: http://cssr.berkeley.edu/ucb_childwelfare/

Specific to CWDS Consultants/Trainers: reinforce the value of data by including research and data to support the topic.

Trauma Informed Practice

Trauma Informed Practice is a strength-based approach that recognizes and acknowledges trauma and its prevalence, alongside awareness and sensitivity to its dynamics, in all aspects of service delivery. It is grounded in and directed by a thorough understanding of the neurological, biological, psychological, and social effects of trauma and interpersonal violence and the prevalence of these experiences in persons receiving services through CWS. It involves not only changing assumptions about how we organize and provide services but creates and organizational culture that is personal, holistic, and creative.

Specific to CWDS Consultants/Trainers

Trainers should aim to bolster awareness of the impact of trauma and should support participants by helping them to define key terms that are frequently used in the literature, mainstream, and practice, and should further provide data to underscore the prevalence rates of adversity among children and families. [Click here to view the ACE Study.](#)

CALIFORNIA STATEWIDE CHILD WELFARE INITIATIVES AND PROJECTS

Child and Adolescent Needs and Strengths (CANS) Assessment Tool - CANS

CANS is a multi-purpose assessment tool developed to assess well-being, identify a range of social and behavioral healthcare needs, support care coordination and collaborative decision-making, and monitor outcomes of individuals, providers, and systems. Completion of the CANS assessment requires effective engagement using a teaming approach. The CANS must be informed by CFT members, including the youth and family. The CANS assessment results must be shared, discussed, and used within the CFT process to support case planning and care coordination. The use and implementation of the CANS by county child welfare, juvenile probation and behavioral health departments as a mental health and substance use disorder screening and functional assessment tool advances the efforts already underway through Pathways to Well-Being (previously known as Katie A.).

The implementation of the CANS will be phased in based on an implementation schedule adopted by DHCS and CDSS. CDSS will provide training opportunities for skilled facilitators and staff who will administer or utilize CANS results. A training and implementation plan to support uniform implementation statewide will be provided in an upcoming policy letter. [CANS Joint Letter](#)

CAPP – California Partners for Permanency

California Partners for Permanency is a federally funded project to reduce the number of children in long-term foster care. It is funded through a Presidential Initiative. The California effort focuses on African American and Native American children who are over-represented in the state's child welfare system and for whom it has been most challenging to find permanent homes. The project goals are to both reduce long-term foster care and improve child well-being. For more Information on CAPP: [CAPP Site Visit Report](#)

Core Practice Model (CPM)

CPM is a framework to support child welfare practice and allow child welfare professionals to be more effective in their roles. The goal is to create a practice model that guides practice, service delivery and decision-making and builds on the great work already taking place by integrating key elements of existing initiatives and proven practices such as the California Partners for Permanency (CAPP), the Katie A. Core Practice Model, and Safety Organized Practice (SOP). The model will give meaning to the work currently in practice and improve outcomes for children and families. Practice behaviors have been developed and organizational indicators are currently being identified to support implementation of the statewide CPM. [CalSWEC: About the Core Practice Model](#)

Commercial Sexual Abuse of Children (CSEC)

Commercial sexual exploitation of children is a form of human trafficking that is impacting young people all across America and worldwide. In California three cities including San Diego, San Francisco, and Los Angeles have been identified by a Federal Human Trafficking task force as having the highest rates of trafficked youth under the age of 18. Research indicates that thousands of young people from all ethnic, socio-economic, and educational backgrounds have been lured into “the life” and are at risk of being trafficked. CSEC victims/survivors cross a variety of agencies including, child welfare, probation, homeless shelters, medical and mental health providers, and law enforcement at high rates. California is on the forefront of addressing the issue. [CalSWEC: CSEC Toolkit](#)

Continuum of Care (CCR)

The Continuum of Care initiative is a framework for integration of Congregate Care Reform efforts in California. The integrated framework is intended to guide the array of services provided for children and families served by Child Welfare, Probation, and Special Education Programs. For more information on CCR: [CDSS Continuum of Care Reform \(CCR\) History](#)

Child Welfare Program Improvement

[Continuous Quality Improvement \(CQI\)](#)

CQI is the complete process of identifying, describing and analyzing strengths and problems and then testing, implementing, learning from and revising solutions. It relies on an organizational culture that is proactive and supports continuous learning. CQI is firmly grounded in the overall mission, vision and values of the agency. Perhaps most importantly, it is dependent upon the active inclusion and participation of staff at all levels of the agency, children, youth, families and stakeholders throughout the process.

Common Core 3.0

Common Core is the standardized training for new workers in the state of California Content was developed around key practice areas: Foundational, Engagement, Assessment, Case Planning and Service Delivery, Monitoring and Adapting, and Transitions. Additionally, content is delivered utilizing multiple modalities to support the new worker in gaining knowledge, practicing skills, and transfer of learning. Core includes self-paced eLearning's,

skill practice training in the classroom, field-based learning, and knowledge and advanced level skills reinforcement labs.

Update (February 2021): Common Core is currently under revision. The document below will no longer be active once approved by the state.

[Common Core Curricula for Child Welfare Social Worker](#)

Concurrent Planning

Concurrent Planning is the mandatory process of working toward one legal permanency goal (typically family reunification) while at the same time establishing an alternative permanency goal and implementing a detailed plan to reach that goal. The practice of Concurrent Planning involves a mix of meaningful family engagement, targeted case practice and legal strategies implemented throughout the life of a child welfare case. Most importantly, it occurs through rich engagement with the child or youth, their parents and caregivers, and other people involved in the plans by way of consistent, clear, and honest conversations. Concurrent Planning is in line with the primary duty and responsibility of child welfare work, which is the safety, permanency, and well-being of children and youth in care. Concurrent Planning is geared towards reducing unnecessary time in temporary placement, minimizing the number of placements, and including children and youth in the planning process.

CWS CARES (Previously Known as CWS/CMS)

CWS/CMS is California's version of the federal Statewide Automated Child Welfare Information System (SACWIS). Child Welfare Services - California Automated Response and Engagement System (CWS-CARES) is an upgrade to the system that will allow child welfare workers to better ensure safety, well-being, and permanency of children at risk of abuse, neglect, or exploitation. CWS-CARES is being developed incrementally, using agile software development methods and free and open source software. The goal is to provide a system with a more intuitive user experience and new capabilities not provided by the CWS/CMS, LIS, and FAS legacy systems. The program is developed and monitored by [Child Welfare Digital Services](#).

Fostering Connections (AB12) - The California Fostering Connections to Success Act, was signed into law by Governor Schwarzenegger on September 30, 2010. With this legislation, 1 in 5 youth who "age out" nationally will receive the support of the foster care system up to the age of 21, ending an era of neglect and providing youth in foster care with the same common-sense assistance provided to children from in-tact families. For More Information on AB12:

- [California Fostering Connections to Success](#)
- [CDSS After 18 Program](#)

Pathways to Well Being (aka Katie A.)

Katie A. was a class action lawsuit that was filed in 2002 against the California Department of Social Services (CDSS), the California Department of Health Care Services (DHCS), and the County of Los Angeles (LA). Plaintiffs alleged that foster children do not receive adequate assessment and referral for mental health services and, as a result, suffer multiple

unnecessarily restrictive foster care placements. LA settled its portion of the lawsuit in 2003, and CDSS and CDHCS settled in 2011.

For More Information on Katie A.:

- [Pathways to Well Being \(Katie A\)](#)
- [California Department of Health Care Services \(CDHCS\)](#)

Psychotropic Medication and Foster Youth

Research in recent years has shown that children and youth involved with child welfare are disproportionately prescribed psychotropic medications compared to their peers who are not involved with the child welfare system. While there is a role for these medications to help address certain illnesses, emotions, or behaviors, these medications can be harmful if used improperly. CA has developed and implemented training for social workers, probation officers, mental health providers, etc. on the appropriate use and oversight of psychotropic medications with a particular focus on children and youth in foster care.

- [Psychotropic Medications Toolkit](#)
- [Child Welfare Information Gateway: Understanding Psychotropic Medications](#)

Quality Parenting Initiative (QPI)

The Quality Parenting Initiative is an approach to strengthening foster care, refocusing on excellent parenting for all children in the child welfare system. QPI provides a network of sites that share information and ideas about how to improve parenting as well as recruit and retain excellent families. It is an effort to rebrand foster care by changing the expectations of and support for caregivers. The key elements of the approach are; 1) Defining the expectations of caregivers, 2) clearly communicating expectations to staff, caregivers and other stakeholders, and 3) aligning system policy and practice with those expectations.

<http://www.qpicalifornia.org/pages/qpicaresource.shtml>

Resource Family Approval (RFA)

RFA is a method of approving caregivers to foster, adopt, or provide legal guardianship for the care and supervision of children and youth in the child welfare and probation systems. Mandated by California State Statute, RFA creates a platform for all Resource Families to receive the same information, training, and support. The goal of RFA is a unified, family friendly, and child-centered approval process for licensing foster family homes, approving relatives and non-relative extended family members etc., by combining elements of all the processes into a single approval standard. [Resource Family Approval \(RFA\) Toolkit](#)

Safety Organized Practice (SOP)

Safety Organized Practice (SOP) is a collaborative approach that emphasizes the importance of teamwork in child welfare. SOP aims to build and strengthen partnerships with the child welfare agency and within a family by involving their informal support networks of friends and family members. A central belief of SOP is that all families have strengths. SOP uses strategies and techniques that align with the belief that a child and his or her family are the central focus, and that the partnership exists in an effort to find solutions that ensure safety, permanency, and well-being for children. Safety Organized Practice is informed by an integration of practices and approaches, including: Solution

Focused Practice, Signs of Safety, Structured Decision Making, Child and Family Engagement, Risk and Safety Assessment Research, Group Supervision and International Supervision, Appreciative Inquiry, Motivational Interviewing, Consultation and Information Sharing Framework, Cultural Humility, Trauma-Informed Practice. [CWDS and SOP](#)

EXPECTATIONS FOR CURRICULUM DEVELOPMENT AND TRAINING DELIVERIES

The purpose of this section is to share and provide information regarding the curriculum development process and expectations in CWDS. This section presents the policy by which curricula for standardized and advanced trainings are developed and delivered.

All training materials are expected to adhere to the minimum standards set for Continuing Education (CEs), if applicable.

ADA Compliance

The Academy for Professional Excellence and Child Welfare Development Services is committed to creating an inclusive and welcoming environment that appreciates and builds on diversity. In accordance with the Americans with Disabilities Act (ADA) of 1990, as amended, The Academy for Professional Excellence prohibits discrimination on the basis of disability. To request accommodations, please contact your county's Human Resources representative.

All training materials are expected to adhere to the ADA standards to be accessible for visual aid reading technology.

[How to Make an Accessible Document in Microsoft Word.](#)

[How to Test and Remediate PDFs for Accessibility Using Adobe Acrobat DC](#)

TYPES OF CURRICULUM

Line Worker Core training is specifically designed to orient newly hired child welfare staff to the responsibilities of the line worker position. The line worker core curriculum is standardized statewide, and has a fully developed curriculum that is required to be taught in a uniform manner.

Line Worker Core Elements:

- Designated learning objectives
- Detailed content areas
- Activities that are tied to the learning objectives
- Audio/visual aids
- Approximate time markers
- Research and timely references:
- Reflects AFSA child welfare goals of child safety, permanence and well-being
- Themes of fairness and equity, strength based practices, and evidence based, research informed practice
- Evaluation criteria: knowledge/skills evaluation strategies (case scenarios, post- tests, transfer of learning strategies, etc.)

Standardized Curricula is standardized across the state and have been developed to be delivered in a uniform manner. The curricula are very detailed with activities, trainer tips, and evaluation components.

Advanced training includes those courses that are offered to line workers, supervisors/managers, community partners, and multidisciplinary staff. Advanced training reflects content areas seen as critical for best practice in child welfare services.

Advanced Training elements:

- Curricula content for the advanced courses come from a variety of sources, including but not limited to: CWDS/county needs assessment process
- County requests
- State and Federal mandates
- Training proposals (A complete training plan including a course description, lesson plan, trainer/trainee guides, bibliography, etc. is required once a training proposal is approved.

CURRICULUM DEVELOPMENT PROCESS

Training Proposals provide a synopsis of ideas for advanced training offerings that should be written in the [course description](#) format to present training relevance to child welfare services and explain how the training is intended to improve worker performance. Training proposals should reflect the AFSA child welfare goals of child safety, permanence, and well-being. They should also identify the intended audience (line workers, supervisors, managers, community partners, etc.) and provide information about proposed modality (classroom, e-learning, simulation, etc.) and identify if the course should be evaluated for potential CE eligibility. Training proposals are reviewed by the Workforce Management and Development Team and may be subject to further development.

The elements of the Course Description are:

- Title
- Intended Audience
- Length of Training (ex: 3 hours or 6 hours)
- Learning objectives (Behaviorally specific)
- Material to be covered
- Training Modality to be utilized
- Trainer name/bio
- Note: a draft [lesson plan/course outline](#) can be attached to provide a synopsis of the content material for the delivery of new training

A Complete Training Plan is required once a training has been accepted by CWDS. Consultants/Trainers are expected to provide a complete training lesson plan and all curriculum related documents 6-8 weeks before a training is scheduled. Once the complete training plan has been accepted dates will be scheduled, advertising sent out, and the registration process will begin.

The elements of a complete training plan include:

- Course Description and Lesson Plan with Title
- Version Number

- Area where learning objectives are covered
- Specific content to be covered
- Themes of fairness and equity, diversity and inclusion, strength based practices, and evidence based and trauma informed practice
- Reflect AFSA child welfare outcome goals of safety, permanence and well-being
- Trainer Guide, Trainee Guide, PowerPoint (if applicable), Relevant Handouts
- Activities that show how the content is to be delivered (detailed descriptions and instructions for activities, purpose of the activities, and how the activity relates to the learning objectives, should also be included.)
- Approximate time markers for content, breaks, and lunch
- Audio/visual aids/Handouts -with evidence of copyrighted permissions (If applicable)
- Bibliography (Research and references) with at least 50% of resources 5 years or newer.

Note: If significant changes are made from the first delivery to subsequent deliveries, a modified training lesson plan and updated version number may be requested to reflect changes.

Exceptions: Under certain circumstances, the County Consultant or Training Coordinator, may identify and schedule delivery dates before lesson plans are submitted. In these situations, Consultants/Trainers will be expected to submit complete lesson plans at least six weeks prior to the training delivery dates.

Important Information Regarding Training Materials:

- When being contracted to deliver Core or standardized training curriculum, Consultants/Trainers are expected to utilize the materials provided by the CWDS/Academy.
- For advanced classes, Consultants/Trainers are expected to develop and provide copies of their own handouts to participants.
- Consultants/Trainers are expected to submit electronic copies of lesson plans, bibliography, PowerPoint presentation and any handouts to the Curriculum Coordinator 6-8 weeks prior to the training and a hard copy to the Training Operations Assistant on the date of the training.

Delivery of Training Content

CWDS Training Operations Assistants (TOA's) or other staff members conduct on-going evaluations of the delivery of the training content. The following are expectations related to the delivery of content:

- The Academy expects Consultants/Trainers to deliver only the training content, which has been approved via the completed training lesson plan, and training curricula.
- Individual Consultants/Trainers not addressing content as approved may be subject to a development plan or removed from the contractor pool.
- If it is observed that a trainer consistently does not deliver some or all of the content in the Line Worker Core class or alters the content of the course, they may be removed from the list of trainers for that topic.
- [Frequently Asked Questions About Training Deliveries](#)

*For virtual training deliveries, please see the [CWDS Contractor FAQ sheet](#) and [CWDS Virtual Training Checklist](#) for special considerations).

SPECIAL CONSIDERATIONS FOR SELF-PACED/ELEARNING DELIVERIES

eLearning Curriculum

CWDS occasionally contracts with Consultants/Trainers to develop self-paced eLearning modules and/or trainings using webinar methodology.

Self-Paced eLearning Module elements:

- The curriculum developer will work with the Instructional Design Team to assist in the design of the course including review of final storyboards for the course.
- The trainer/developer is expected to provide the following when contracted for self-paced eLearning module curriculum development:
 1. A PowerPoint with the written narrative in the notes section that includes learning objectives that reflect AFSA child welfare outcome goals of safety, permanence and well-being, themes of fairness and equity, strength-based and trauma informed practices and evidence based, research informed practice.
 2. Knowledge Checks and Post-test Questions
 3. Any Handouts/materials to be downloaded during the eLearning course
 4. *All handouts and video will have appropriate copyright permissions or be copyright free*
 5. Bibliography- with at least 50% of resources 5 years or newer.
 6. Resources (as appropriate)
 7. Web Links (checked for accuracy)
 8. Videos (as appropriate)

Webinar elements:

The trainer is expected to provide following:

- Provide a PowerPoint – the PowerPoint may have animation, embedded links or video and should include learning objectives and an agenda.
- Provide handouts/materials that can be downloaded or emailed to participants prior to or after the webinar
- A Bibliography - with at least 50% of resources 5 years or newer.
- Resources as appropriate
- Web links as appropriate
- Provide Post-test Questions (if appropriate)
- Videos with the appropriate copyright permissions or be copyright free
- Participation in a familiarity session to become familiar with webinar platform, including functionality. Note: The trainer may wish to add additional materials that adhere to the functionality of the software (i.e. polling questions, whiteboard, etc.)
- Participation in a practice session to run through the webinar training with host and/or technical moderator
- Trainer should also be aware that some webinars may require that content be placed on the software platform prior to the delivery of the webinar.

[CWDS Course Description/Proposal Template](#)

CONTINUING EDUCATION PROCEDURES

The Academy for Professional Excellence offers Continuing Education credits for courses that meet their respective requirements.

[CE Process](#)

[Course Description Template](#)

[CE Procedures:](#)

The Academy requires a packet of materials be provided every time there is a new course, a new trainer of a course and/ or substantial changes to the content of a course. The following documents must be provided before the course is offered:

Packet shall include:

Provider's information showing they meet the qualification to teach the course, examples are:

- License, registration or certificate in an area related to the subject matter of the course that is a current, valid and free from restrictions due to disciplinary action by BBS, BRN or any other health care regulatory agency
- A masters or higher degree from an educational institution in an area related to the subject matter of the course
- At least two years' work experience in an area related to the subject matter of the course
- Training, certification or experience in teaching subject matter related to the course
- Documents demonstrating the course meets CE guidelines:
 - Learning Objectives
 - Curriculum
 - Handouts
 - Bibliography

After reviewing the above information, the Academy will determine if the course qualifies for CE's.

SCREENING GUIDELINES FOR EVIDENCE-BASED RESEARCH AND PRACTICE

Below is a tool developed to help you critically appraise material you may be considering when developing an evidence-based project. The information is not exhaustive; should you have questions, please contact your training liaison.

Score Level	Source	Author	Date	Content	Relevance
Highly Reliable	<ul style="list-style-type: none"> • Material is from a professional peer-reviewed <ul style="list-style-type: none"> ○ Journal ○ Book ○ Government document ○ Research Group 	<ul style="list-style-type: none"> • Considered an expert in the field • Governmental organization • Highly respected in the community he/she represents 	<ul style="list-style-type: none"> • Published within the past 5 years • If from a website, published within the past 2 years. If the last update cannot be located, the site's home page has been updated in the past year 	<ul style="list-style-type: none"> • Seminal work in the field • Information provides a clear study design, including methodology, results, and limitations • Information presented is supported by other credible sources and references are cited • Information is presented without bias • Information presented is ethically compliant with professional standards 	<ul style="list-style-type: none"> • Study population is reflective of the intended clients': <ul style="list-style-type: none"> ○ Age, Gender, Race/ethnicity, Culture/Beliefs/ Norms, Socio-economic status, Environment, Clinical setting • Information is applicable to: <ul style="list-style-type: none"> ○ the intended trainees, clients, communities ○ the respective work setting • Information clearly identifies practice implications and areas for future research • Culturally competent and the results are transferrable

Reliable	<ul style="list-style-type: none"> • Material is from a non-peerreviewed <ul style="list-style-type: none"> o Website o Book o Research Group 	<ul style="list-style-type: none"> • Educational institution • Governmental organization • Professional Organization • Community Organization • Personally associated with the community they represent 	<ul style="list-style-type: none"> • Material is one that has shaped the area of interest to which other articles/ experts refer • If from a website, published within the past 2 years. If the last update cannot be located, the site's home page has been updated in the past year 	<ul style="list-style-type: none"> • Seminal work in the field • Information provides a clear study design, including methodology, results, and limitations • Information presented is supported by other credible sources and references are cited • Information is presented without bias • Information presented is ethically compliant with professional standards 	<ul style="list-style-type: none"> • Study population is reflective of the intended clients': <ul style="list-style-type: none"> o Age, Gender, Race/ethnicity, Culture/ Beliefs/ Norms, Socio-economic status, Environment, Clinical setting • Information is applicable to: <ul style="list-style-type: none"> o the intended trainees, clients, communities o the respective work setting • Information clearly identifies practice implications and areas for future research • Culturally competent and the results are transferrable
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HOW TO CITE LITERATURE

The academy requests that APA format be used in all curriculum and training materials.

Power point presentation: References should be identified at the bottom of the slide and again in a separate slide found at the end of the presentation.

Handouts: Include a separate page identified as "References". Below are examples of how commonly used materials would be cited in APA format. For further assistance please see <http://www.liu.edu/cwis/cwp/library/workshop/citapa.htm>

- In text (or bottom of ppt slide): One item: (Holosko, 2006) or Two referenced items: (Holosko, 2006; Schaffer & Borduin, 2005) or Three referenced items: (Holosko, Schaffer & Borduin, 2005)
- Book: Cournover, B (2004). *The evidence-based social work skills book*. Boston, MA: Allyn and Bacon
- Periodical/ Journal Article:
 Schaffer, C.M. & Bourduin, C.M. (2005). Long-term follow-up to a randomized clinical trial of multisystem therapy with serious and violent juvenile offenders. *Journal of Consulting and Clinical Psychology, 73*, 445-453.

 Trochim, M.K. (2006). Quasi-experimental design. *Social Research Methods: Knowledge Base*. Retrieved March 25, 2009, from <http://www.socialresearchmethods.net/kb/quasiexp.php>.
- Interview
 Pence-Wilson, Donna. Personal interview. 29 March 2009.

Adapted From:

Cournoyer, B.(2004). *The evidence-based social work skills book*. Boston, MA: Allyn and Bacon. cachildwelfareclearinghouse.org

Diaz, K.R. & O'Hanlon, N.O. (2004) *A guide and sourcebook for researching controversial issues on the web*. Westport, CT. Libraries Unlimited.

Holosko, M. (2006) *Primer for critiquing social research*. Belmont: CA. Thomson Brooks/Cole.

Benson, E., Welles, M., Williams, D.O., Friedberg, S., & Blanchard, M. (2004). *Research style & usage APA/MLA*. SparkCharts. USA. Spark Publishing.

CURRICULUM REVIEW EBP GUIDELINES

[Curriculum Review EBP Guidelines Form](#)

ADULT LEARNING THEORY

There are many theories on adult learning. Adult Learning Basics by Bill Rothwell and The Adult Learner by Malcom Knowles, et al. are highly recommended reading to learn more about adult learning theory. Below are a few of the theories noted by Rothwell in his book Adult Learning Basics?

Rothwell, W. (2008) *Adult learning basics*. ASTD Press, Alexandria, VA.

Theory of Learning	Key Idea of the Theory	Tips on Applying the Theory Consultants/Trainers should...
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<u>Functionalistic Theories of Learning</u> Edward Thorndike, BF Skinner	Learning is a way that biological organisms adapt to their environment	<ul style="list-style-type: none"> • Work to give learners a reason to learn – that is show them why • Encourage people to practice what they learn • Find ways to reward learner for what they learn • Not punish learners who Fail
<u>Associationistic Theories of Learning</u> Pavlov, Edwin Guthrie, William Estes	The world is seen in the ways people associate stimuli	<ul style="list-style-type: none"> • Use practice to build skill • Use different cues to help people unlearn what they have previously learned • Take steps to increase transfer of learning by ensuring that the learning environment is as close to the actual conditions of the work setting in which the learning is applied
<u>Cognitive Theories of Learning</u> Edward Tolman, Albert Bandura, Donald Norman	The focus is on cognition, the process of knowing	<ul style="list-style-type: none"> • Encourage learner intuition • Organize instruction around pictures of the whole(whole to part learning) • Provide learners with cognitive maps by taking steps to try and understand how people understand the big picture • Guide learners to watch those who are successful at performing observable tasks to encourage social learning • Use behavioral modeling to encourage and shape social learning • Encourage learners to try out what they are learning by doing behavioral rehearsals
<u>Constructivist Theories of Learning</u> Piaget	The focus is how learners internalize what they have learned	<ul style="list-style-type: none"> • Get to know learner and try to understand their backgrounds, since where they come from and where they sit on the organization chart will influence what they want to learn and how they will use what they learn • Familiarize themselves with the national culture inwhich people learn, and what they expect of learning situations • Encourage learners to reflect how new ideas can be incorporated into what they already know, thereby encouraging assimilation • Help learners make sense of mistakes or failures so as to learn from them • Help learners take more responsibility for the learning process instead of expecting Consultants/Trainers to guide learning events • Encourage learners by showing them they can lean and achieve success from the learning process • Play the role of facilitators who pose questions to stimulate learners' thinking rather than be subject matter experts who merely provide information through lecture
<u>Neurophysiological Theories of Learning</u> Daniel Hebb	The focus is on brain anatomy and chemistry and on such complex phenomena as intelligence, thinking and learning	<ul style="list-style-type: none"> • Become familiar with differences between adult learners and children as learners • Emphasize sensory input, enriching training experiences by trying to appeal to as many senses as possible so as to increase learner retention and transfer of training.

<u>Anchored Instruction</u>	The best learning occurs when learners are given the anchor (focus) for it. Instruction should be centered on a specific case, role play, activity, experiential exercise or other problems solving situation	<ul style="list-style-type: none"> Center learning experiences on a focal problem solving activity to make the learning event action oriented
<u>Cognitive Load Theory</u>	Learning happens best when aligned with how people think (cognition).	<ul style="list-style-type: none"> Study how people think and then align the design of learning events accordingly Avoid memorization and rely instead on multiple examples, graphics and other aids
<u>Conversation Theory</u> Pask	People learn through conversation	<ul style="list-style-type: none"> Encourage social interaction among learners, and give learners chances to teach back what they have learned
<u>Experiential Learning Theory</u> Carl Rogers, Malcom Knowles	The most important learning comes from experience	<ul style="list-style-type: none"> Encourage action oriented learning Create a psychologically supportive learning environment Give learners compelling reasons to learn Serve as resource agents to put learners in touch with helpful resources to use in their own learning projects Give learners a major role to play in determining how instruction will be designed delivered and evaluated
<u>Functional Context Theory</u>	What is to be learned should relate to what work the learner does	<ul style="list-style-type: none"> Draw instructional materials and activities from real-world situations and from real-world documents or problems
<u>Minimalist Learning Theory</u> John Carroll	Learning Events should minimize how much time is devoted to starting a learning event. Instead, learners should immediately be confronted with a learning challenge.	<ul style="list-style-type: none"> Focus as soon as possible at the outset of learning on action-oriented, problem solving challenges Reduce reliance on lectures Increase reliance having the learners undertake challenges Provide tips on how to avoid common mistakes or missteps in applying what they have learned
<u>Subsumption Theory</u> David Ausubel	New ideas are subsumed under what learners already know. Learners should be given advanced organizers at the outset of instruction – a roadmap which to navigate through the material	<ul style="list-style-type: none"> Give learners advance organizers so they will have a roadmap by which to navigate through the information they are to learn.

Additional theorists that may enhance ones understanding about adult learning theory are Robert Gagne, Benjamin Bloom, and Howard Gardner.

Sensory Style Teaching Tips¹

Auditory Learners

Adults with this style will be able to recall what they hear and will prefer oral instructions. They learn by listening and speaking. These students enjoy talking and interviewing. These adults do well with lecture and can repeat auditory instructions. They may have difficulty with “reading” body language and facial expressions. They may struggle with written instructions and writing in general. Some suggestions for the trainer would include some of the following activities:

- Interviewing, debating
- Participating on a panel
- Giving oral reports
- Participation in oral discussions of written material
- Use auditory features in eLearning’s
- Use of music

Visual Learners

Visual learners will be able to recall what they see and will prefer written instructions. Visual learners may respond to color. They can read facial expressions and body language well. They may misinterpret auditory instructions and have difficulty with lectures. These students are sight readers who enjoy reading silently. Better yet, present information to them with a video. They will learn by observing and enjoy working with the following:

- Computer graphics
- Maps, graphs, charts
- Cartoons Strips
- Posters
- Diagrams
- Graphic organizers
- Text with lots of photos/graphics
- Video/Ted Talks
- PowerPoint

Kinesthetic and Tactile Learners

These learners learn best by doing. They likely have good eye hand coordination. Kinesthetic learning may be done through experiencing and feelings. Tactile learners encode information through touch they understand directions that they write and will learn best through using hands and through participation in activities. These learners may have difficulty sitting still.

They learn best by:

- Drawing
- Playing board games
- Moving around
- Making models
- Following instructions to create something
- Taking notes
- Activities that have a component that addresses feelings/emotions

¹ Adapted from Teach to Student’s Learning Styles (1998 – 2009) everythingESL.net
<http://www.everythingsl.net/in-services/learningstyle.php> retrieved

Global Learners

Global learners are spontaneous and intuitive. They do not like to be bored. Information needs to be presented in an interesting manner using attractive materials. Cooperative learning strategies and holistic reading methods work well with these learners. Global learners learn best through:

- Recorded books
- Story writing
- Computer programs
- Games
- Group activities

Analytic Learners

Analytic learners plan and organize their work. They focus on details and are logical. They are phonetic readers and prefer to work individually on activity sheets. They learn best when:

- Information is presented in sequential steps
- Lessons are structured and facilitator-directed
- Goals are clearly defined
- Requirements are spelled out

This document was created by Irene Becker, LCSW for Consultants/Trainers: Adult Learning Theory 9/10

VI. RESOURCES

CWDS CONTRACTOR RESOURCES LIST

CWDS Trainer Curriculum

- <https://theacademy.sdsu.edu/programs/CWDS/trainer-curriculum/>
Password: trainer1617

CWDS Trainer Resources

- [Transfer of Learning Guide \(Version 2: 2016\)](#)
- [The Art of Facilitation Handout](#)
- [Writing Behavioral Learning Objectives and Assessments Handout](#)
- [Fairness and Equity Handout](#)

Child Welfare Resources/Websites

- National Child Welfare Workforce Institutes (NCWII): <http://ncwwi.org/>
- Child Welfare Information Gateway: <https://www.childwelfare.gov/>

Professional Trainer Organizations

- Association for Trainer Development - www.td.org
- The Training Associates - <https://thetrainingassociates.com/>
- Training Industry - <https://trainingindustry.com/>

CWDS Coaching Information and Resources

- <https://theacademy.sdsu.edu/programs/cwds/coaching/>

CWDS Simulation Information

- <https://theacademy.sdsu.edu/programs/cwds/simulation/>

Coaching Resources

- CWDS Coaching Page: <https://theacademy.sdsu.edu/programs/cwds/coaching/>
- [The Coaching Habit – 7 Questions to Ask](#)

Websites for SWAG (Giveaways)

<http://www.trainerswarehouse.com/>

<https://www.positivepromotions.com/>

The Art of Facilitation

[The Art of Facilitation Handout PDF](#)

Writing Behavioral Learning Objectives and Assessments

[Guidance for Writing Behavioral Learning Objectives Handout PDF](#)

Safe Zones – Ally Training Terms and Identities List

Safe Zones at SDSU <https://safezones.sdsu.edu/index.html>

Transgender: an umbrella term and identity for someone whose gender identity doesn't match their sex and/or gender assigned at birth

Cisgender: a person whose gender identity matches their sex and/or gender assigned at birth

AMAB/AFAB: assigned male at birth/assigned female at birth

MTF/FTM: male to female, an acronym many binary trans women will use/female to male, an acronym many binary trans men will use

Gender Non-Conforming: umbrella term or identity that refers to people who identify and/or express themselves in ways that are different from society's binary norms.

Non-binary: umbrella term or identity that refers to people who exist and identify outside of the sex and/or gender binaries. I.e. being neither a man nor woman, or being only partially or a combination of these things.

Transphobia: intense dislike, hatred and/or violence towards Trans individuals because they are trans or perceived to be trans. **Transmisogyny:** a specific form of misogyny (hatred or violence towards women) that is directly solely at trans women and trans feminine people. It is manifested through the use of physical, state, financial, emotional, sexual and verbal violence; this disproportionately affects trans women of color and trans sex workers.

Intersex: a sex category that includes people whose anatomy does not completely fit into either of society's typical definitions of male or female. This could include people whose genitals didn't fit into **societal binary standards**, or whose sex chromosomes aren't XX or XY, or whose sex hormone levels are outside the "norm", or who may have a vagina and internal testes etc. About **1 in 2000** people are born intersex, and many individuals are operated on without consent to make them fit into societal sex and gender binaries.

Umbrella term: a term used to encapsulate a variety of identities this is a shorter, and often more well-known term. **Gay:** this label can refer specifically to men who are attracted to men; people who are primarily attracted to the same or similar gender as their own or as an umbrella term for anyone who is not straight.

Lesbian: women (as well as non-binary and GNC people who feel a connection to womanhood) who are attracted to other women.

Bisexual: someone who is attracted to two or more genders; someone who is attracted to people of their own gender and other genders. This does not mean they are attracted to each gender the same amount, to the same degree, or at the same time. **Biphobia:** the hatred, exclusion or violence directed towards bisexual/biromantic people. This includes assumptions about their sexual activities, high rates of sexual abuse and assault, refusal to date bi individuals, discrimination from queer spaces and bi-erasure etc.

Queer: an umbrella term or identity taken on by some LGBTQIA+ people to describe a sexual and/or gender identity that falls outside societal norms. This term has a history of being used as a slur, and has been reclaimed by some members of the community. It is often chosen because of its ambiguity and multiple meanings. It is also often used as an umbrella term for LGBTQIA+ people.

Asexual: an umbrella term, or stand-alone identifier, for someone who experiences little or no sexual attraction. Sometimes shortened to **"ace"**

Aromantic: an umbrella term, or stand-alone identifier, for someone who experiences little or no romantic attraction. Sometimes shortened to **"aro"**

Two-Spirit: also called Twin-spirit, an umbrella term used by indigenous people to encapsulate identities within the LGBTQIA+ communities, but also to emphasize their indigenous identity.

Third Gender: a societal gender or sex category that is neither man, woman, male nor female. This is used in countries like India, and is gaining traction in some cities in the United States.

UndocuQueer: the intersecting identities between queer and undocumented folks

Down Low: an African American slang term that typically refers to a subculture of Black men who usually identify as heterosexual, but who have sex with men.

SGL: Same Gender Loving. Cleo Manago coined it for homosexuals and bisexuals in the African American community in the 1990s.

Pansexual: someone who is attracted to any and all genders

Questioning: being unsure of one's sexual/ romantic orientation or gender identity

Graysexual/Grayromantic: people who experience very low amounts of attraction; people who experience attraction rarely or only under certain conditions; and/or people who are not sure whether they experience attraction.

Graygender: This identity involves having a weak sense of gender and/or being somewhat apathetic about one's gender identity/expression.

Demisexual/Demiromantic: a person who only experiences attraction to people with whom they have formed a strong emotional bond.

Demigender: someone who has/experiences a partial connection to one or more genders. For example: demi boy or demi girl.

VII . FAQ's

[IES Employees & Vendors FAQ](#)

[Commonly Asked Questions and Answers](#)

[CWDS Contractor Resources](#)

VIII. ACKNOWLEDGEMENT AND RELEASE FORM

[Acknowledgement and release form pdf file](#)

OUR WHY:

REVOLUTIONIZE
THE WAY PEOPLE
WORK TO ENSURE
THE WORLD IS A
HEALTHIER PLACE.



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