STATE OF CALIFORNIA - HEALTH AND HUMAN SERVICES AGENCY GRAY DAVIS, *Governor*

CALIFORNIA DEPARTMENT OF CHILD SUPPORT SERVICES
P.O. Box 419064, Rancho Cordova, CA 95741-9064

July 7, 2002

TC LETTER: 02-08

TO: CHILD SUPPORT TRAINING COORDINATORS

SUBJECT: STATEWIDE CHILD SUPPORT TRAINING COORDINATOR MEETING MAY 29, 2002 MATERIALS

As many of the attendees had requested, the Department of Child Support Services' Training Team has prepared and electronically enclosed the meeting materials from the May 29, 2002, Statewide Child Support Training Coordinator Meeting.

We have included the booklet, group brainstorming ideas, PowerPoint presentation, and a list of attendees into the Adobe Acrobat Portable Document Format. If you need to download the free Adobe® Acrobat® Reader® software, please access Adobes website at http://www.adobe.com/products/acrobat/readstep.html.

If you have questions or concerns, please contact Tim Hughes, Training and Procedures Unit at (916) 464-5516 or tim.hughes@dcss.ca.gov.

Sincerely,

SHAR SCHROEPFER, Chief
Policy Branch

Attachments

cc: IV-D Directors
Training Advisory Committee

Flex your POWER
DO YOUR PART TO HELP CALIFORNIA SAVE ENERGY
For energy saving tips, visit the DCSS website at
www.childsup.cahwnet.gov

STATEWIDE CHILD SUPPORT
TRAINING COORDINATOR MEETING

California Department of Child Support Services

Sacramento, California

May 29, 2002

Welcome

State of California
Department of Child Support Services

STATEWIDE CHILD SUPPORT TRAINING COORDINATOR MEETING

Wednesday, May 29, 2002

DCSS, 11120 International Drive, Rancho Cordova, California 95741-9064
(916) 464-5055

*** Event will be held in the building next door at 11150 International Drive, 2nd Floor Training Room ***

AGENDA

Time	Topics	Speaker
9:30 am – 10:00 am	**Welcome** Carole Hood, Chief Deputy Director	
10:00 am – 11:00 am	**Introduction of Statewide Training Team**	Tim Hughes
11:00 am – 11:15 am	*~ Break ~*	
11:15 am – 12:00 pm	**Working Lunch – Hot Topics**	
	• Schedule of Training Events Remainder of 2002	Doreen Conley
	• Training Advisory Committee – Role & Charter	Kim Krazynski
	• Training For Trainers (T4T's)	Kim Krazynski
	• Videoconferencing	Tim Hughes Ken Osborn
	• Core Curriculum Development Project	Kim Krazynski
	• Beginning/Advanced Child Support Specialist and Attorney College Update	Natalie Dillon
	• MCLE Credits & POST Certification	Natalie Dillon
	• CSDA's Role in the Statewide Training Program	David Ingersoll Kathy Hrepich
	• Open Forum for Information Sharing	All
12:00 pm – 12:15 pm	*~ Break ~*	
12:15 pm – 1:00 pm	**Skill Building**	Statewide Training Team
1:00 pm – 2:00 pm	**Brainstorming**	Statewide Training Team
2:00 pm – 2:15 pm	*~ Break ~*	
2:15 pm – 3:15 pm	**Brainstorming** *(continued)*	Statewide Training Team
3:15 pm – 3:30 pm	**Conclusion & Adjournment**	Kim Krazynski

Introduction
of
Statewide Training Team

Working Lunch

Hot Topics

STATEWIDE CHILD SUPPORT TRAINING COORDINATOR MEETING
MAY 29, 2002

Department of Child Support Services
Schedule of Training Events
Remainder of 2002

Schedule of Training Events – Remainder of 2002

Statewide Child Support Training Coordinator Meeting	May 29, 2002
Core Curriculum Development Project	April 2002 through March 2003
Core Curriculum Development Project Kickoff	June 25, 2002
Southern DCSS Training for Trainers Certification	June 10-14, 2002
Northern DCSS Training for Trainers Certification Program	August 5-9, 2002 Tentative
Beginning Child Support Specialist and Attorney Training	September 23-27, 2002 Tentative
Advanced Child Support Specialist and Attorney Training	November 4-8, 2002 Tentative

Statewide Child Support Training Coordinator Meeting: May 29, 2002

This event is one day in Sacramento at DCSS. At this meeting, coordinators will have an opportunity to get to know their peers in other counties, hear about the most recent statewide projects for training, participate in some skill-building exercises and brainstorm ways in which training can facilitate the continuous improvement of child support services in California.

CORE CURRICULUM DEVELOPMENT PROJECT

Core Curriculum Development Project: April 2002 through March 2003

DCSS is initiating a project to standardize initial training for Child Support and Customer Service Specialists and Attorneys. The project involves redesigning the existing Basic Family Support Officers and Prosecutors Colleges and standardizing county orientation. It will be completed using ad-hoc curriculum design workgroups staffed by DCSS, local child support agency and CSDA representatives. The department has prioritized the topics into the following three phases:

The project phases are as follows:

- ***Phase I*** begins June 25, 2002. It includes Child Support Services – The Big Picture, Establishment, and Enforcement.
- ***Phase II*** begins July 29, 2002. It incorporates Intake, Locate, and Case Management.
- ***Phase III*** begins September 9, 2002. It addresses Financial Management, Customer Service & Outreach, and the development of a standardized Orientation to Child Support Services.

Core Curriculum Development Project Kickoff: June 5, 2002

This is a one-day event located in Sacramento at DCSS. During this meeting, child support staff selected to participate in the project will become oriented to the project goals, schedules, expectations and roles and responsibilities as it pertains to the project itself. The project team will also discuss the links between orientation, the beginning colleges and the advanced colleges.

TRAINING FOR TRAINERS

Southern DCSS Training for Trainers Certification: June 10 – 14, 2002

This is a five-day, 25 module training event in Orange County presenting a curriculum adapted from the OCSE Training of Trainers program. The training develops the minimum trainer competencies adopted by DCSS, focusing on group facilitation/presentation and curriculum development. Individuals who complete this program will become certified instructors of the DCSS Training for Trainers curriculum and will also be placed in a statewide pool of certified trainers available to train child support staff throughout the state. The capacity of this event is 120 participants and all slots have been filled.

Northern DCSS Training for Trainers Certification Program – August 5-9, 2002 Tentative

This certification program is a repeat of the event in Orange County, but is scheduled to be delivered in Sacramento. The capacity for this event is 120. Reservations are currently being accepted.

CHILD SUPPORT SPECIALIST & ATTORNEY TRAINING

Beginning Child Support Specialist and Attorney Training – September 23-27, 2002 Tentative

This training incorporates the prior Beginning Family Support Officer (FSO) College and the Beginning Prosecutors College to create a combined training event. This training will be broken out into at least two tracks. However the opening plenary session will be designed to give all participants a consistent statewide overview of child support. MCLE credit will be offered for the attorney track. It is anticipated that this event will occur in Sacramento. The Child Support Director's Association and the California District Attorney's Association will assist in the planning of this event, which has a capacity of 200.

Advanced Child Support Specialist and Attorney Training – November 4-8, 2002 Tentative

This training incorporates the prior Advanced FSO and Advanced Prosecutors College to create a combined advanced training event. This event has a capacity of 200, and is anticipated to be delivered in the southern region of the state.

NOTES

This page intentionally left blank

Training Advisory Committee

Mission

To participate in the development and administration of a comprehensive, statewide training program that encompasses an effective and efficient dissemination of Department Child Support Services (DCSS) policy, practices, and procedures to achieve the equitable and uniform application of California's child support program.

Organization

Executive Sponsor: Carole A. Hood, Chief Deputy Director, DCSS
Committee Chair: Shar Schroepfer, DCSS Policy Branch Chief
Committee Members:

- Louise Bayles-Fightmaster, Sonoma County Family Law Facilitator
- Nancy Bienia, Office of Child Support Enforcement
- Michele Castro, Services Employee International Union
- Peter Dosh, Franchise Tax Board, Child Support Collection Program
- Jacki Brown, Riverside County, Child Support Services
- Ava Imotiechey, AFSCME, American Indian Counseling Center
- Pamela Korman, San Bernardino County, Child Support Services
- James Martinez, Office of District Attorney, Family Support Council
- Keith Pepper, Marin County Office of Family Support
- Kris Reiman, Merced County Department of Child Support Services
- John Schambre, Office of Child Support Enforcement, Pacific-West Regional Hub
- Melanie Snider, ACES
- Michael Wright, Judicial Council of California, Center for Families, Children, & the Courts

Committee Support: DCSS Training Program Staff

- Kim Krazynski
- Doreen Conley
- Tim Hughes
- Lisa Billings

Functions

Each committee member is responsible for representing the interests of the member's constituents and serving as a liaison between the DCSS Training Program and the member's organization. In this capacity, members have committed to providing the following scope of services:

- Planning
  - Review the outcomes of research projects for application to the planning function and prepare related recommendations for the DCSS Directorate
  - Consider all available and relevant material and assist in the development and maintenance of the
    - Strategic Training Plan
    - Curriculum Development Plan
    - Annual Planning process, including the identification of costs and development of recommendations for fiscal resources needed to manage the child support-training program at the state and local levels.
  - Review and discuss relevant information and develop recommendations for maintaining and updating existing curricula.

- Research & Analysis
  - Review research outcomes and analytical results and prepare recommendations for the Directorate relative to changes to current administrative practices, planning processes and/or documents, existing curricula, and/or curriculum design, implementation and/or evaluation practices.
  - Provide recommendations to DCSS regarding information sources that may facilitate research and/or analytical projects including, but not limited to, steps to ensure county training staff input.

- Design
  - Participate in the Curriculum Design Process through review and feedback on the Instructional Plan and participation in Pilot Testing.

- Implementation
  - Review curriculum
  - Participation in Pilot Testing and provide recommendations for implementation (how, why, what, when, who)
  - Develop/Implement a process for evaluating implementation processes with training coordinators, and provide feedback on results to Training Advisory Committee (TAC)

- Evaluation
  - Participate in periodic assessments of statistical and other reports resulting from the evaluation function to identify gaps, weaknesses, etc. in the existing child support training program and make recommendations for additional research and/or design projects.
  - Review analytical reports generated by various DCSS units (performance measures, customer service/outreach, etc.) and make recommendations regarding potential training needs with an emphasis on customer satisfaction.

- Issues
  - Identify and forward to the DCSS Training Team issues related to the administration of the training program that can be distributed to other committee members.
  - Participate in the review and feedback process for issues identified by other committee members and the generation of associated recommendations for the DCSS Directorate.
  - Identify technological issues associated with the California child support training program and develop recommendations for the DCSS Directorate regarding statewide minimum requirements.

- Needs
  - Identify and forward to the DCSS Training Team needs identified in the normal course of work for distribution to other committee members.
  - Participate in the review and feedback process for needs identified by other committee members and the generation of associated recommendations for the DCSS Directorate.

Process

The Committee will carry out its charter in the following ways:

- Preferred methods of and formats for communication
  - Meetings to be convened when needed to brainstorm ideas and review complex issues, products and/or curricula
  - Conference Calls and/or Video Conferences
  - Electronic-mail
  - Internet Bulletin Boards
  - ListServes
  - E-groups (Yahoo.com) and/or NetMeetings

California Department of Child Support Services
Trainer Certification Program
Highlights

In order to maintain a credible, professional child support training program, staff involved in the development and/or delivery of training must have demonstrated the appropriate competencies.

We recognize that there are two types of training personnel: those who present curricula – Presenters – and those who design, deliver and evaluate curricula – Trainers.

Presenter Competencies

• Analyze course materials and learner information. • Assure preparation of the instructional site. • Establish and maintain instructor credibility. • Manage the learning environment. • Demonstrate effective communication skills. • Demonstrate effective presentation skills.	• Demonstrate effective questioning skills and techniques. • Respond appropriately to learners' needs for clarification or feedback. • Provide positive reinforcement and motivational incentives. • Use instructional methods appropriately. • Use media effectively. • Evaluate learner performance.

Trainer Competencies. Certified Trainers will possess Presenter competencies and:

Professional Foundations	***Planning & Analysis***
• Communicate effectively in visual, oral and written form. • Apply current research and theory to the practice of instructional design. • Update and improve one's knowledge, skills and attitudes pertaining to instructional design and related fields. • Apply fundamental research skills to instructional design projects.	• Conduct a needs assessment. • Design a curriculum or program. • Select and use a variety of techniques for determining instructional content. • Identify and describe target population characteristics. • Analyze the characteristics of the environment. • Analyze the characteristics of existing and emerging technologies and their use in an instructional environment. • Reflect upon the elements of a situation before finalizing design solutions and strategies.
Design & Development	***Implementation And Management***
• Communicate effectively in visual, oral and written form. • Apply current research and theory to the practice of instructional design. • Update and improve one's knowledge, skills and attitudes pertaining to instructional design and related fields. • Apply fundamental research skills to instructional design projects.	• Plan and manage instructional design projects. • Promote collaboration, partnerships and relationships among the participants in a design project. • Apply business skills to managing instructional design. • Design instructional management systems. • Provide for the effective implementation of instructional products and programs.

We efficiently train staff to do their jobs.

Two courses will be used to certify child support staff involved in the training program:

- A mini-course designed to certify Presenter personnel who participate in the training program by delivering training only.
- A comprehensive course developing all competencies relevant to performing duties as a fully certified professional trainer.

We must develop the capability to provide T-4-T training across the State whenever necessary to meet the needs of the child support organization. The delivery of this training must be cost efficient.

This initial cadre of 200+ instructors will be certified to teach the Training for Trainers (T-4-T) course. These individuals will then work together, facilitated by DCSS, to meet the trainer and presenter certification needs of county staff statewide.

While working within the Department's existing regions, in response to recurring concerns about costs associated with travel, the Trainer Certification Program concept designates ***Training for Trainer delivery areas***. Each county in the state should have at least one certified T-4-T instructor. The T-4-T instructors within a T-4-T delivery area will work together to meet the trainer certification demands of their collective counties.

REGION ONE	REGION TWO	REGION THREE	REGION FOUR	REGION FIVE	REGION SIX
North West	**Bay Area**	**Northern Sierra**	**East Bay**	**Southern Valley**	Los Angeles
Del Norte	Alameda	Alpine	Monterey	Kern	Orange
Humboldt	Contra Costa	Amador	San Benito	Imperial	San Diego
Trinity	San Francisco	Calaveras			
	San Mateo				
North East	Santa Clara				
Lassen	Santa Cruz				
Modoc					
Plumas	**Wine Belt**	**Foothills**	**North Valley**	**Central Coast**	
Shasta	Marin	Placer	Sacramento	San Luis Obispo	
Siskiyou	Napa	Sierra-Nevada	San Joaquin	Santa Barbara	
Tehama	Sonoma			Ventura	
	Solano				
North Coast		**Yosemite Valley**	**Central Valley**	**Inland Empire**	
Colusa		Madera	Fresno	Riverside	
Glenn		Mariposa	Merced	San Bernardino	
Lake		Tuolumne	Stanislaus		
Mendocino			Tulare		
Gold Country		**Central Sierra**			
Butte		Inyo			
El Dorado		King			
Sutter		Mono			
Yolo					
Yuba					

Child support staff participating in the training program will maintain their certification.

As the statewide child support training program matures, the competency of staff participating in the program as trainers and/or presenters will be evaluated on a regular basis and certifications will be renewed.

Videoconferencing

Where we are today
and
Where we are headed in the future…

What is Videoconferencing?

Videoconferencing is a collection of technologies that integrate video with audio, data, or both to convey in real-time over distance for meeting between dispersed sites.

Videoconferencing's Potential

» Provide ongoing meetings, education and training
» Launch new products/services
» Orientate new employees
» Conduct research for focus groups
» Court proceedings

Questions & Answers

STATEWIDE CHILD SUPPORT TRAINING COORDINATOR MEETING
MAY 29, 2002

California Department of Child Support Services
Core Curriculum Development Project
Highlights

The Purpose

The purpose of the project is to create the Beginning Child Support Specialist and Attorney College through the redesign of existing curricula.

The Problem

Since 1999, the Department of Child Support Services (DCSS) has been developing new policies and programs to standardize and improve the delivery of child support services in California. A key to success in this effort involves the consistent and comprehensive training of staff that interface with, and provide direct services to, the public. Considering the size and responsibilities of all classifications used in child support services, family support officers, customer service professionals and attorneys compose the majority of such staff.

Child Support Specialist College

County orientation courses and the existing Beginning Family Support Officers' College (BFSOC) provide ideal vehicles for addressing basic core training to child support and customer service specialists. While orientation courses are provided consistently to all new child support staff in the counties, these courses are not standardized and lack continuity across the state relative to length and content. Further, there is no link between orientation and the existing BFSOC, so some staff attending the BFSOC are under-prepared while others are over-prepared.

Attorney's College

The California District Attorney's Association (CDAA), under contract to DCSS, has been providing the Prosecutor's College for child support attorneys for several years. While overall this training has received good results relative to participant evaluations, many have reported that the course would be more beneficial for them if it focused more on child support issues.

Resolution

Initiate a project to develop a standardized child support orientation course and redesign the existing BFSOC and Prosecutor's College curricula against organizational needs, job requirements, new regulations, policies and procedures and performance objectives. This will help ensure key staff are receiving the most beneficial, comprehensive and updated initial job training possible.

Project Organization

Child Support Specialist College

On April 25, 2002 CSS Letter 02-10 was released asking Child Support Directors to nominate members of their staff to participate as Subject Matter Experts (SMEs) and/or as lead trainers for this project. The project is organized into nine ad-hoc workgroups that will be set in motion in three phases:

- Phase One (June 17 – December 16, 2002
  - ✓ Child Support Services – The Big Picture
  - ✓ Establishment
  - ✓ Enforcement
- Phase Two (July 22, 2002 – January 20, 2003)
  - ✓ Intake
  - ✓ Locate
  - ✓ Case Management
- Phase Three (September 2, 2002 – March 17, 2003)
  - ✓ Financial Management
  - ✓ Customer Service and Outreach
  - ✓ Orientation to Child Support Services (for county delivery)

These workgroups have one lead trainer who will work full-time on the project out of DCSS in Sacramento, several SMEs from the counties and DCSS, and one instructor from the existing college. The SMEs and instructors will work out of their counties, spending approximately 20 percent of their time on project-related work while their workgroup is in effect.

A Technical Review Committee will provide support to the curriculum workgroups, ensure coordination of curricula between workgroups and shepherd curricula through the approval and certification process. This committee is composed of DCSS TPT, CSDA and county representatives. This committee will be in effect for the life of the project.

Attorney's College
Staff from DCSS are working directly with CDAA in a single workgroup to review and revise the CDAA Prosecutor's College curricula.

Interim Measures

The existing BFSOC is undergoing interim augmentation. That revised curriculum will be delivered at the September 2002 event and subsequent events until the fully revised college is implemented. It is anticipated that the first fully revised college will be presented in the spring of 2003.

STATEWIDE CHILD SUPPORT TRAINING COORDINATOR MEETING
MAY 29, 2002

Minimum Continuing Legal Education (MCLE) Credits

Background

There are two types of providers –

- Single Activity approved for California MCLE credit, and
- "Approved Provider"

When you have a single educational activity approved for credit using the Activity Approval Application, approval is granted for that particular activity only; you are not considered an Approved Provider.

To become an Approved Provider, you must:

- have had, and granted MCLE credit, for four separate and different educational activities individually approved within a two year period.

  Once this is complete, you may apply for the Approved Provider status. Once granted, there is a renewal process.

DCSS

DCSS will be using the Beginning and Advanced Child Support Specialist and Attorney Training events as two of the four required events. For the remaining two events, DCSS will be sponsoring the Gold County Attorney Luncheon events for MCLE credits. Once all four events are complete, the Department will apply for Approved Provider status.

STATEWIDE CHILD SUPPORT TRAINING COORDINATOR MEETING
MAY 29, 2002

Child Support Directors Association
Role in the Statewide Training Program

- The CSDA Training Committee will work closely with DCSS and provide consulting services when needed on specific training projects.

- The CSDA Training Committee will act as a conduit between the counties and DCSS in identifying county needs for training, including conducting a county training needs assessment.

- CSDA will assist in the coordination and logistics of DCSS training events.

- CSDA will assist in the coordination of the evaluation of DCSS training events.

Skill Building

Skill Building

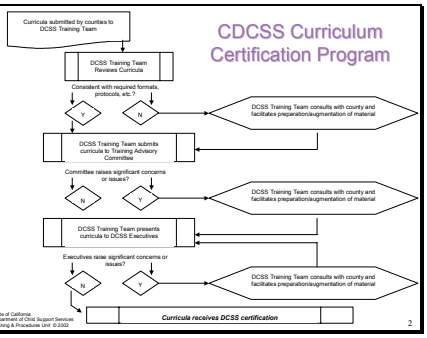
Obtaining DCSS Certification of Curricula

Identifying Competencies and Training Dimensions

Presentation at the Training Coordinator Meeting

May 29, 2002

CDCSS Curriculum Certification Program



Curriculum Design

Design – Instructional Plan

Content

- Competencies and associated Training Dimensions to be addressed
- Knowledge, Skills and Attitudes required to meet stated competencies
- Comprehensive course outline
- Identification of existing materials

Roles & Responsibilities

- LCSA Training Office & Coordinator
- DCSS Training Team

Curriculum Design

Development – Instructional Tools

Content

- Lesson Plans
- Presentation Materials
- Handbooks
- Videos

Roles & Responsibilities

- LCSA Training Office & Coordinator
- DCSS Training Team

Curriculum Design

Implementation – Training Delivery

Content

- Pilot Testing
- Training for Trainers
- Scheduling
- Facilitation

Roles & Responsibilities

- LCSA Training Office & Coordinator
- DCSS Training Team

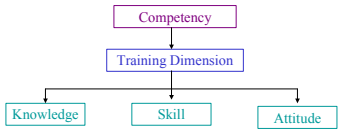
A Competency is…

…a compilation of knowledge, skills, or attitudes that enable one to effectively perform the activities of a given job or function to the standards expected in employment.

A Training Dimension is…

…a specific context in which a competency is used in the performance of a job or function.

The Hierarchy of Competency-Based Training



Competencies & Training Dimensions

Core Competency	Training Dimensions
Managing Personal Performance EXECUTIVE	Contemporary issues in management science. Organization for executives. Maintaining personal and professional growth. Compromise. Crisis management.
Managing Personal Performance MANAGERIAL	Transition from supervisor to manager. Expectations for managerial behavior and conduct. Interpersonal relations for managers. Self awareness, direction and motivation. Organization for managers.
Managing Personal Performance SUPERVISORY	Transition from "supervisee" to supervisor. Expectations for behavior and conduct. Interpersonal relations for supervisors. Time/Stress Management, Organization, Balancing Workload. Quality.

Brainstorming

- As a large group, we will identify issues facing the statewide training team and possible resolutions.
- We'll break into workgroups that will define the issues and brainstorm possible resolutions to the issues.
- One spokesperson from each workgroup will present their workgroup's outcomes to the large group.

Brainstorming
What are some of our most pressing issues?

- Development of a Statewide Child Support Curriculum Bank
  - Using existing materials
  - Using available resources
- Communication, Collaboration & Partnership
  - Training needs
  - Resource and curriculum needs
  - Issues and questions arising in training events
- Continuous Improvement
- Planning and Strategic Management of the Child Support Training Program

Training Coordinator's Brainstorm Ideas

The participants as a group were asked to identify some of the top issues or concerns facing the training program today. They identified the following:

1. Communication among Statewide Training Team – CATS (Gay)
2. Equitable distribution/use of training resources, ideas and talent – GOATS (Doreen)
3. How to accomplish standardization of curriculum – SNAKES (Natalie)
4. T4T Making the Concept a Reality – DOGS (Kim)
5. Bridging the gap between Legal, Policy interpretations and standardized training materials – COWS (Shannon & Michele)
6. Ensure county resources meet the needs and requirements of the DCSS training program – OWLS (Tim)

Brainstorming

Let's Get Together!!

Brainstorming
Results by Group

Conclusion & Adjournment

Final comments, questions or feedback on the topics discussed today?

Thought for the Day…

"By training together, people learn to train together."

In other words, the best way to learn anything is to do it – and then reflect on it.

This is the operating principle behind the reflective teamwork activity strategy in which you learn about teamwork by doing teamwork.

Compiled from a German Proverb with the folks at the organization Experiment in International Living.

Thank You!

Great Input

The End

Yeah Team!

Travel Safely

Statewide Training for Trainers Meeting
5/29/02
Brainstorming Ideas

Communication (CATS)

1. TC Letters
2. Phone and E-mail List of TCs by Region
3. Bulletin Board on Website -
   - Listing needs
   - Events
4. Regional TC Quarterly Meetings –
   - Select Facilitator
   - County Facilitator
   - Historian/Distribute notes other Regions and State
   - DCSS Staff assigned to Regions
5. Bi-Annual Statewide TC Meetings
6. Conference Calls/Newsletter
   - TC feed information quarterly into DCSS for Newsletter
7. Video Conferencing in all Counties

How do we facilitate the coordination and development of a certified statewide training cadre? (DOGS)

1. Regular monthly meetings on T4T.
2. Each Region maintain a bank of information on certified trainers, expertise thru Regional Administrator
3. Something similar to the CRTS database, list personnel and certification by Region.
4. State database by Region schedule of classes' available resources/training/ issues; training concerns master statewide training calendar.
5. Create a bank of experts.
6. Communication with in counties about training needs.
7. Web-based training calendar (Statewide and Region).
8. Establish guidelines for continuing T4T and momentum after first two events.
9. **Good manual for trainers and coordinators (General).**
10. County Incentives (funding) for maintaining certified trainers and presenters.
11. Provide specified number of slots for counties at each event.
12. Expectations of number of events and timelines.
13. Guidelines for fair distribution/requirements use of resources.
14. Incentives for individuals who participate in the training program (whose primary function is not training).
15. Establish needs by county:
    - Who doesn't have a primary trainer
    - Who has adequate resources
16. Database
17. Communication needs:
    - Monthly meeting
    - Web-based event calendar

18. Momentum:
    - Guidelines/clear expectations
    - Keeping bank full
    - DCSS oversight
    - Complete representation all counties
    - Incentives
19. Program Maintenance:
    - Continued training
    - Re-Certification
    - Program evaluation

How to achieve Equitable Distribution/Use of Training Resources, Ideas and Talent and Technology?

1. Enough buy-in administratively, everybody receives and gives.
2. Minimum standards for technology.
3. Use resources efficiently.
4. Standardized training models, modules (Facilitator & Student)
5. Certification requires participation in State Training within a specified timeframe with mentors.
6. Shared training resources, people with expertise, soft skills, software, child support specific, systems across the board.
7. Minimal English writing skills, business and technical – sharing resources

- - - - - - - - - - - - - - POSSIBLE SOLUTIONS - - - - - - - - - - - - - - - - -

1. Show the directors the benefits/cost
    - Expectations match abilities of the counties that contribute.
2. DCSS mandates minimum standards of technology.
    - Video Conferencing
    - Coordinate meetings to minimize expenses

3. Do it – Implement Cert Process
    - Use Process Planning
    - KISS (Keep It Simple Sweetheart)
4. DCSS to mandate
5. DCSS to maintain and track accessible via website

OWLS

Ensure county resources meet the needs and requirements of the DCSS training program

What is needs and requirements of DCSS?

What are resources?

- Time
- Part-time trainers and part-time other duties
- Staff
- Core group of training staff
- Train more frequently
- County commitment (Director)
- Equipment needs

Resolution

- Regional Trainers
- Specific Statewide funding for the training program
- Allocate space requirements and physical resources (LCD, equipment)
- Poll each county for number of employees dedicated for training versus staff being trained. To develop standard
- Provide feedback on training from supervisor (return on investment) Evaluations
- Basic curriculum that is needed from DCSS. How many training hours per employee?
- County by-in on overall vision
- Commitment of Directors
- Identify methods of training delivery (PPT, video, CBT, etc.)
- Shar best practices

SNAKES

How to accomplish standardization of curriculum?

1. Communication
2. Uniformity
3. Prioritization
    - Topic
    - Region
    - Consortia
    - County Size
4. Develop Process
    - Regular, policies perf. Standards
    - Delivery
    - Efficiency
    - Non-Duplication
5. DCSS to issue a Procedures Manual
6. Alternative/Equitable Communication Source
7. Start consortia wide and move to Statewide
8. Recognize and allow for gray areas
9. Website maintaining certified – curriculums with comments
    - Downloadable information
    - Similar to CASES/KIDS internet site (CHASER)
    - Best practice sharing
10. Collect and use other state training information
11. Start consortia-wide move towards statewide
12. Must get buy-in
13. Counties making this process a priority
14. Begin with the end in mind
15. Curriculum should be driven by Child Support processes
    - Laws, regulations and policies should by cited

16. Be aware of small, medium, and large county needs
17. County decision making as to who should attend training.
18. Simplify curriculum and delivery
    - Be aware of county technology limitations
19. Videotape statewide trainings
20. DCSS needs to weigh resources with outcome
21. Merge and refine gathered information
22. Develop delivery methodology
    - Regionalization
23. All counties would have input, exchange of information, agree on one standard that is usable, regardless of size, consortia, or case management style.
    - ID coordinators
    - Means for exchange
24. Develop base of current curriculum and resources
25. Alternative/Equitable communication sources
    - Video Conferencing
26. Recognize and allow for gray areas.
27. DCSS issued procedures manual.
28. Remember user-end.

COWS

Bridging the gap between, Legal, Policy interpretations and standardized training materials.

1. Critical thinking:
    - Different legal opinions among attorneys
    - Policy should reflect regulations
    - Standardized process at state level for LCSAs
    - Standardized training based on policy changes (Communication Flow)
        - Timeframe
        - Expertise of decision makers
    - Standardization of legal interpretations policies
    - Standardization of legal interpretations and policies (Statewide and locally)
    - Standardization the way the counties implement new legislation, regulations, and policies
2. State Level Core Groups
    - Attorneys
    - Counties Commissioners
    - JC
3. Limit what needs to be standardized at the local level – core issues
4. Trainers guide – gather input from everyone involved – trainers develop guidelines to assist and guide the interpretation
    - Need to have a Statewide standard to develop guidelines
5. Guidelines – set limits
6. New regulations, policies from State – training coordinator (local) meet with policy/procedure decision makers to standardize:
    - Attorneys
    - Commissioners
    - Directors
7. Status of local training coordinator to participate in the standardization process.

Perfect World –

Integral trainer will be part of the local management team (Executive Team)

- Involvement in the decision making process
- TC need to be on DCSS distribution list (Directors)

1. Regional/Consortia meetings to discuss new changes
    - Including training coordinator
2. State level experts to immediately address LCSA policy, procedure, regulations questions:
    - State-level subject matter expert list
    - Regional SME's from state TC group
3. Regional/Consortia meetings to discuss new changes
    - Include training coordinators
4. State index of DCSS – LCSA letters – hard copy with web access
    - 6 months
    - Yearly
5. Expedited turn-around of policy, regulation, procedure question at state-level
6. State-level experts to immediately address LCSA policy, procedure, and regulation questions.
7. State-level Subject Matter Experts (SME) list.
8. CS Commissioners should be ID on Statewide website who is who?
9. Regional SME's from TC group.

Welcome

Statewide Child Support Training Coordinator Meeting

May 29, 2002

Introduction of Statewide Training Team Networking & Name Association Exercise

Identify a **person**, **place** or **thing** that best symbolizes and expresses who you are and will help the rest of us associate your name with your face.

Following this consideration time, we'll go around the room. Please be prepared to:

- ✓ State your name
- ✓ Identify the county you represent; and
- ✓ Explain your symbol

List of Statewide Child Support Training Coordinator Meeting Attendees

As requested at the meeting, we wanted to provide you with a list of attendees for networking purposes.

Please be sure to visit our website page for a complete list of Child Support Training Coordinators:

http://www.childsup.ca.gov/pub/training/contact/tclist.pdf

Working Lunch – Hot Topics

- Schedule of Training Events for 2002
- Training Advisory Committee (TAC) – Role & Charter
- Training For Trainers (T4T)
- Videoconferencing
- Core Curriculum Development Project
- Beginning/Advanced Child Support Specialist & Attorney College Updates
- MCLE Credits & POST Certification
- CSDA's Role in the Statewide Training Program
- Open Forum for Information Sharing

Schedule of Training Events for 2002

Statewide Child Support Training Coordinator Meeting
May 29, 2002

Core Curriculum Development Project Kick-Off Meeting
June 25, 2002

Core Curriculum Development Project
April 2002 through March 2003

Schedule of Training Events for 2002

DCSS T4T Certification Program - South

June 10 to 14, 2002

DCSS T4T Certification Program - North

August 5 to 9, 2002

Beginning Child Support Specialist & Attorney Training (BCSSAT) - North

September 23 to 27, 2002 (TENTATIVE)

Advanced Child Support Specialist & Attorney Training (ACSSAT) - South

November 4 to 8, 2002

Training Advisory Committee (TAC) – Role & Charter

Background

Membership includes:

- Federal, State and local child support organizations
- CDAA
- Judicial Council
- Labor Organizations
- Systems (FTB, ACES)
- Advocates

Training Advisory Committee (TAC) – Role & Charter

November 28, 2001 First Committee meeting

Purpose

- To present the guiding principles of our approach to developing and administering the statewide child support training program
- Discuss the Strategic Training Plan project
- Provide a broad picture of anticipated activities and our objectives for the next three years
- Discuss the Committee's role in the child support training program

Training Advisory Committee (TAC) – Role & Charter

Mission

To participate

in the development and administration of a comprehensive, statewide training program

that encompasses an effective and efficient dissemination of DCSS policy, practices, and procedures

to achieve the equitable and uniform application of California's child support program.

Training Advisory Committee (TAC) – Role & Charter

Functions

Each committee member represents the interests of the member's constituents and serves as a liaison between the DCSS Training Program and the member's organization.

Planning
Research & Analysis
Design
Implementation
Evaluation
Issue & Needs Identification

Training Advisory Committee (TAC) – Role & Charter

Process

The Committee will carry out its charter primarily through electronic communication and conference calls.

Meetings will be convened with the Committee when needed to brainstorm ideas and review complex issues, products and/or curricula

Training For Trainers (T4T)

Certifying staff who participate in the training program is one of the strategies to maintaining a credible, professional child support training program.

- We recognize that there are two types of training personnel : **presenters** and **trainers**.
- DCSS has established competency requirements for each of these roles, which are integrated into this training.
- The new program uses a modification of the OCSE Training for Trainers curriculum, focusing specifically on California.

Training For Trainers (T4T)

Two preliminary sessions have been scheduled designed to:

- Develop a pool of certified trainers who are available to present curricula statewide.
- Develop a cadre of child support staff statewide who are certified instructors of the new Training for Trainers curriculum.
  - Counties have been split into T4T service areas.
  - The Training Coordinators and certified T4T instructors in those counties will work together, facilitated by the TPT at DCSS, to meet the T4T and/or certified instructor needs of their counties.

Training For Trainers (T4T)

Southern Event:

- June 10 – 14, 2002
- Orange County
- 125 Capacity – Status: Full

Northern Event:

- August 5 – 9, 2002
- Sacramento County
- 105 Capacity – Status: Accepting Reservations

Videoconferencing

Where we are today

and

Where we are headed in the future…

What is Videoconferencing?

Videoconferencing is a collection of technologies that integrate video with audio, data, or both to convey in real-time over distance for meeting between dispersed sites.

Videoconferencing's Potential

- » Provide ongoing meetings, education and training
- » Launch new products/services
- » Orientate new employees
- » Conduct research for focus groups
- » Court proceedings

Questions & Answers

Core Curriculum Development Project

Purpose

To recreate the initial training experience of the Child Support Specialists through the redesign of existing curricula.

- Standardize county-based orientation to child support services.
- Revise/update the Beginning FSO College
- Establish links between all initial training experiences for Child Support Specialist, Customer Service, and Attorney staff.

Core Curriculum Development Project

County Orientation:

- Existing curricula lacks continuity across the state relative to length and content
- No link to the Beginning FSO College

Basic Child Support Specialist & Attorney College:

- New policies, programs and statewide approach
- Training needs a statewide perspective
- More focus on child support issues needed in Beginning Child Support Attorney training

Core Curriculum Development Project

Project Organization

Workgroups

Technical Review Committee:

- DCSS, CSDA, CCSAS and County representatives
- Provide support to the workgroups
- Shepherd workgroup products through the review and approval process
- Ensure links between workgroup products when required

Core Curriculum Development Project

Project Calendar

- Project Kick-Off Meeting: June 25, 2002
- Phase I: June 25, 2002
- Phase II: July 22, 2002
- Phase III: September 2, 2002

Beginning / Advanced Child Support Specialist & Attorney Training Interim Measures

Beginning Child Support Specialist & Attorney Training

- Northern Event September 23-27, 2002 (Tentative)
- San Diego County Curriculum Review
- CSDA Attorney Committee Review

Advanced Child Support Specialist & Attorney Training

- Southern Event November 4-8, 2002
- Request for participants (T4T-South)
- CSDA Attorney Committee Review

Beginning Child Support Specialist & Attorney Training

- Incorporates the Beginning Family Support Officer (FSO) College and the Beginning Prosecutors College to create a combined, two-track training event
- The opening plenary session will provide all participants a consistent statewide overview of child support
- **MCLE credit** will be offered for the attorney track
- The CSDA and the California District Attorney's Association (CDAA) will assist in the planning of the first event
- The events calendared to date have a capacity of 200

Advanced Child Support Specialist & Attorney Training

- Incorporates the prior Advanced FSO College and the Advanced Prosecutors College to create a combined advanced training event.
- The events calendared to date have a capacity of 200

Minimum Continuing Legal Education (MCLE) Credits

Background

There are two types of providers –

- Single Activity approved for California MCLE credit, and
- "Approved Provider"

When you have a single educational activity approved for credit using the Activity Approval Application, approval is granted for that particular activity only; you are not considered an Approved Provider.

To become an Approved Provider, you must have had, and granted MCLE credit, for four separate and different educational activities individually approved within a two year period.

Once this is complete, you may apply for the Approved Provider status. Once granted, there is a renewal process.

DCSS

DCSS will be using the Beginning and Advanced Child Support Specialist and Attorney Training events as two of the four required events. For the remaining two events, DCSS will be sponsoring the Gold County Attorney Luncheon events for MCLE credits. Once all four events are complete, the Department will apply for Approved Provider status.

Child Support Directors Association (CSDA) Role in the Statewide Child Support Training Program

The CSDA Training Committee will:

- Work closely with DCSS
- Provide consulting services when needed on specific training projects
- Act as a conduit between the counties and DCSS in identifying county needs for training, including conducting a county training needs assessment

The Association

- Assist in the coordination, logistics and evaluation of DCSS training events

Open Forum for Information Sharing

Questions and Answers

Sharing of County information

Skill Building

Obtaining DCSS Certification of Curricula

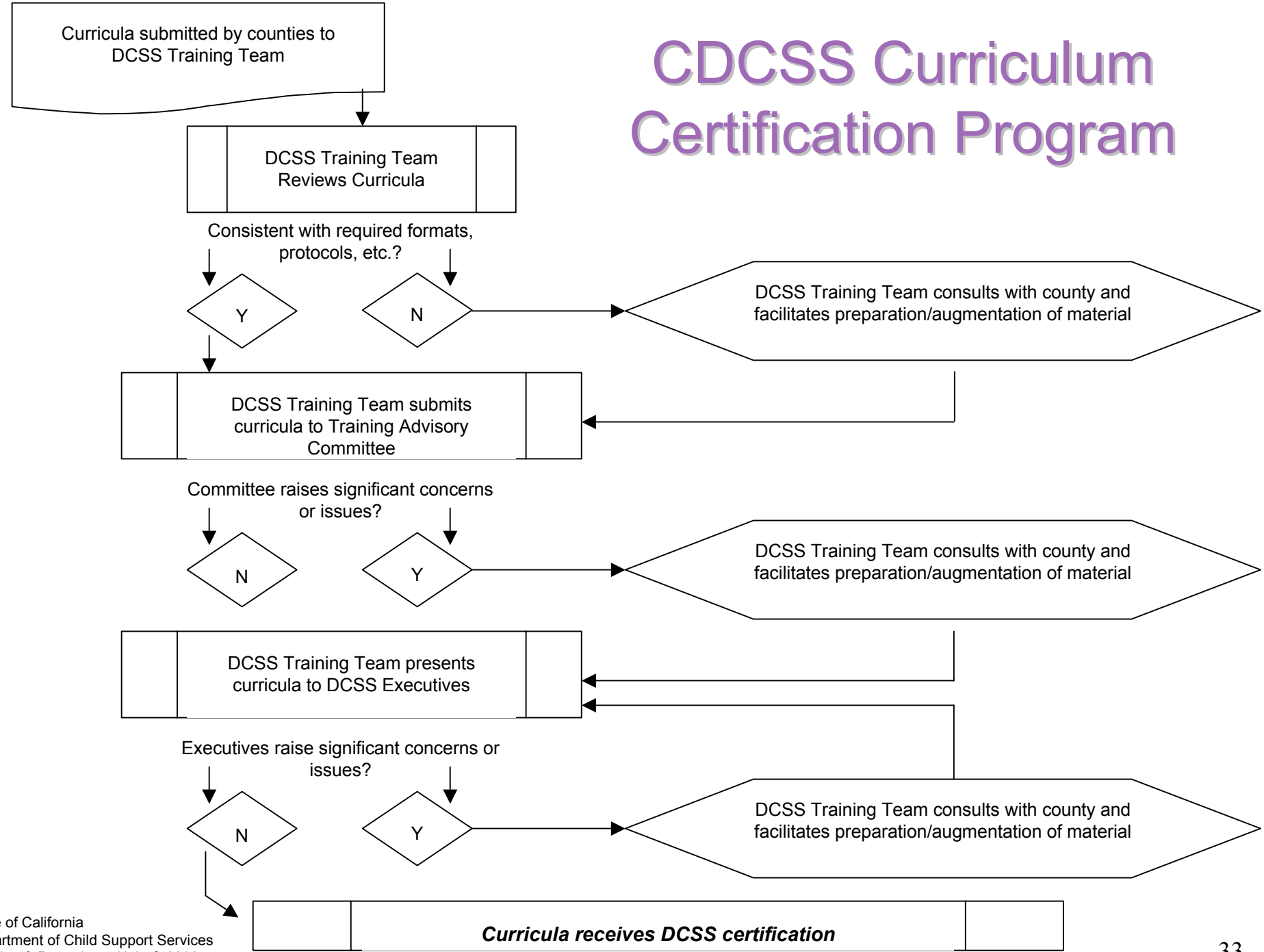
Identifying Competencies and Training Dimensions

Presentation at the Training Coordinator Meeting

May 29, 2002

State of California
Department of Child Support Services
Training & Procedures Unit © 2002

CDCSS Curriculum Certification Program



Curriculum Design

Design – Instructional Plan

Content

- Competencies and associated Training Dimensions to be addressed
- Knowledge, Skills and Attitudes required to meet stated competencies
- Comprehensive course outline
- Identification of existing materials

Roles & Responsibilities

- LCSA Training Office & Coordinator
- DCSS Training Team

Curriculum Design

Development – Instructional Tools

Content

- Lesson Plans
- Presentation Materials
- Handbooks
- Videos

Roles & Responsibilities

- LCSA Training Office & Coordinator
- DCSS Training Team

Curriculum Design

Implementation – Training Delivery

Content

- Pilot Testing
- Training for Trainers
- Scheduling
- Facilitation

Roles & Responsibilities

- LCSA Training Office & Coordinator
- DCSS Training Team

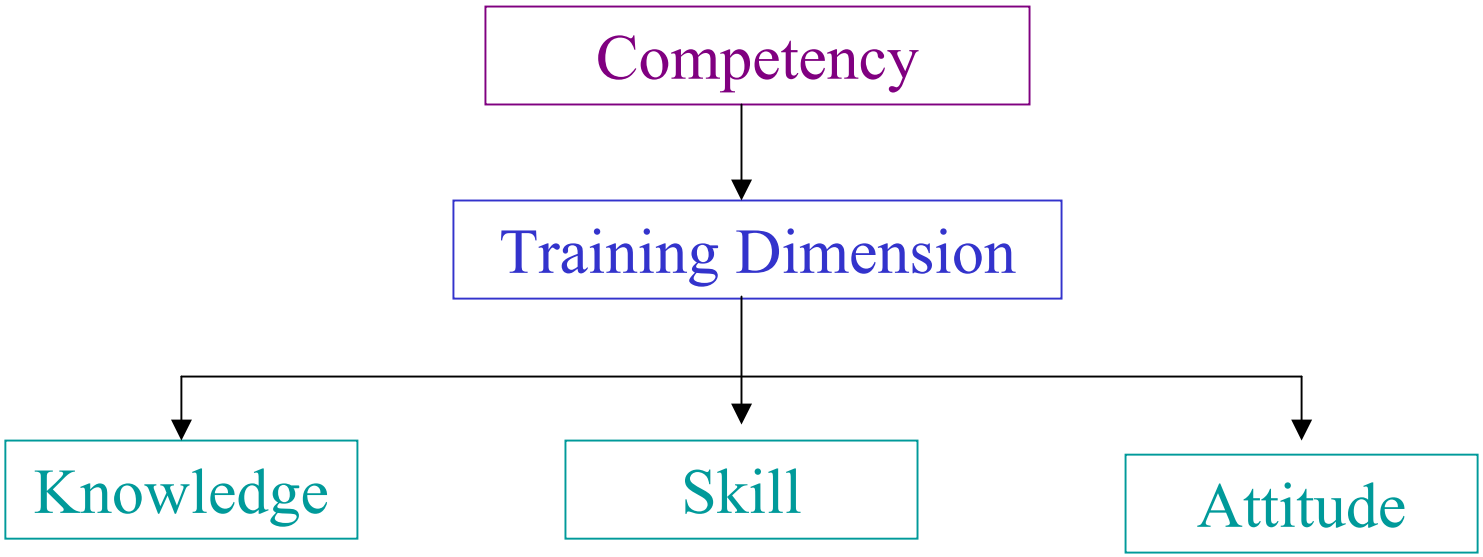
A Competency is…

…a compilation of knowledge, skills, or attitudes that enable one to effectively perform the activities of a given job or function to the standards expected in employment.

A Training Dimension is…

…a specific context in which a competency is used in the performance of a job or function.

The Hierarchy of Competency-Based Training



Competencies & Training Dimensions

Core Competency	Training Dimensions
Managing Personal Performance EXECUTIVE	Contemporary issues in management science. Organization for executives. Maintaining personal and professional growth. Compromise. Crisis management.
Managing Personal Performance MANAGERIAL	Transition from supervisor to manager. Expectations for managerial behavior and conduct. Interpersonal relations for managers. Self awareness, direction and motivation. Organization for managers.
Managing Personal Performance SUPERVISORY	Transition from "supervisee" to supervisor. Expectations for behavior and conduct. Interpersonal relations for supervisors. Time/Stress Management, Organization, Balancing Workload. Quality.

Brainstorming

- As a large group, we will identify issues facing the statewide training team and possible resolutions.
- We'll break into workgroups that will define the issues and brainstorm possible resolutions to the issues.
- One spokesperson from each workgroup will present their workgroup's outcomes to the large group.

Brainstorming
What are some of our most pressing issues?

- Development of a Statewide Child Support Curriculum Bank
  - Using existing materials
  - Using available resources
- Communication, Collaboration & Partnership
  - Training needs
  - Resource and curriculum needs
  - Issues and questions arising in training events
- Continuous Improvement
- Planning and Strategic Management of the Child Support Training Program

Training Coordinator's Brainstorm Ideas

The participants as a group were asked to identify some of the top issues or concerns facing the training program today. They identified the following:

1. Communication among Statewide Training Team – CATS (Gay)
2. Equitable distribution/use of training resources, ideas and talent – GOATS (Doreen)
3. How to accomplish standardization of curriculum – SNAKES (Natalie)
4. T4T Making the Concept a Reality – DOGS (Kim)
5. Bridging the gap between Legal, Policy interpretations and standardized training materials – COWS (Shannon & Michele)
6. Ensure county resources meet the needs and requirements of the DCSS training program – OWLS (Tim)

Brainstorming

Let's Get Together!!

Conclusion & Adjournment

Final comments, questions or feedback on the topics discussed today?

Thought for the Day…

"By training together, people learn to train together."

In other words, the best way to learn anything is to do it – and then reflect on it.

This is the operating principle behind the reflective teamwork activity strategy in which you learn about teamwork by doing teamwork.

Compiled from a German Proverb with the folks at the organization Experiment in International Living.

Thank You!

Great Input

The End

Yeah Team!

Travel Safely

DEPARTMENT OF CHILD SUPPORT SERVICES
TRAINING PROCEDURES UNIT

STATEWIDE TRAINING COORDINATOR MEETING
List of Attendees
Wednesday * May 29, 2002

	ATTENDEES	COUNTY / AGENCY	ATTENDEE NAME	TITLE	EMAIL	TEL
1	1	Alameda	Mary O'Hare-Teich	Program Specialist	MOH@co.alameda.ca.us	510-639-1613
3	1	Amador (see line 2)	Rita Ross	Program Specialist	rross@co.amador.ca.us	209-223-6316
4	1	Butte	Paula Karch	Training Coordinator	pkarch@buttecounty.net	530-538-6311
5	1	Butte	Kerry Williams		kwilliams@buttecounty.net	
8	1	Contra Costa	Debby Coggin	Collections Supervisor	Dcoggin@dcss.co.contra-costa.ca.us	925-957-7530
9	1	Del Norte	Deborah Wade		dwade@co.el-dorado.ca.us	
10	1	El Dorado	Ann Stumpf	Sr. Staff Analyst	astumpf@co.el-dorado.ca.us	559-494-1494
14	1	Imperial	Andrea Silva	Family Support Officer	andreasilva@imperialcounty.net	760-482-4859
16	1	Kern	Terrie Porter		TPORTER@co.kern.ca.us	661-868-8563
17	1	Kings	Kathy Polcik	TC	KPOLCIK@co.kings.ca.us	559-584-3211, x4149
18	1	Kings	Kim White		KWHITE@co.kings.ca.us	559-582-3211, x2410
19	1	Lake	Laurie Black		laurieb_lcdcss@hotmail.com	707-262-4300, x146
20	1	Lassen	Elaine Schooler	Compliance/Training Officer	lc_csa3@onemain.com	530-257-2025
21	1	Los Angeles	Joan Otsu	TC	Joan_Otsu@childsupport.co.la.ca.us	323-832-7234
	1	Marin	VaDonna Danesi	Supervisor, Cust Svc/Trng	vdanesi@marin.org	415-499-6512
26	1	Merced	Vickie Contreras	Program Manager	vcontreras@co.merced.ca.us	209-381-1315
28	1	Mono	Mark Magit	Director/Atty Trainer	monodcss@hotmail.com	760-924-8594
29	1	Monterey	Jody Holtzworth	TC/Compliance & Trng Mgr	holtzworthj@co.monterey.ca.us	831-769-8721
30	1	Monterey	Dannie Wright	Trainer	wrightd@co.monterey.ca.us	831-755-3258
31	1	Napa	Toni Solorzano			
35	1	Orange	Barbara Mizerek	Training Manager	bmizerek@css.ocgov.com	714-347-8250
36	1	Placer	Kathy Shealy	Trainer	Kshealy@placer.ca.gov	530-889-5776
38	1	Riverside	Tom Boyle	Staff Development Officer	TJBOYLE@co.riverside.ca.us	909-955-5841

DEPARTMENT OF CHILD SUPPORT SERVICES
TRAINING PROCEDURES UNIT

STATEWIDE TRAINING COORDINATOR MEETING
List of Attendees
Wednesday * May 29, 2002

	ATTENDEES	COUNTY / AGENCY	ATTENDEE NAME	TITLE	EMAIL	TEL
39	1	Riverside	Rebecca Kruswicki	Program Specialist	RKRUSWICKI@co.riverside.ca.us	909-955-9812
40	1	Sacramento	Patty McGhee	Training Supervisor		916-875-7995
41	1	San Benito	Anita Haag	Compliance Review Specialist	sbc_lcsa@hotmail.com	831-636-4138
42	1	San Bernardino	Liz Todd	Operations Manager, Staff Development	ltodd@css.co.san-bernardino.ca.us	909-478-7472
43	1	San Diego	Chris Ching	Chief, Staff Development Div	cching@sddcss.org	619-578-6683
44	1	San Francisco	Russell Bratburd		Russell_Bratburd@ci.sf.ca.us	415-356-2810
45	1	San Francisco	Mark Torres	Training Supervisor		
46	1	San Joaquin	Betty Souza	Compliance Analyst		
47	1	San Luis Obispo	Genny Gator	TC/Child Support Program Manager	ggater@co.slo.ca.us	805-781-5736
48	1	San Mateo	Jorie Townsley	TC/Program Services Manager	jtownsley@co.sanmateo.ca.us	650-363-4427
49	1	San Mateo	Darlene Hansen	Training Supervisor	dhansen@co.sanmateo.ca.us	650-363-4883
50	1	Santa Barbara	Terry Sharpe	Branch Mgr/Trng Coord	Tsharpe@co.santa-barbara.ca.us	805-737-7979
51	1	Santa Clara	Lori Thomas	Program Manager	Lori.Thomas@dcss.CO.Santa-Clara.CA.US	408-922-1389
52	1	Santa Cruz	Lisa Todd	TC/Analyst	lisa.todd@co.santa-cruz.ca.us	831-454-3620
53	1	Shasta	Esther Seitter		eseitter@co.shasta.ca.us	530-229-8192
32	1	Sierra-Nevada	Kathy Hrepich	TC	Kathy.Hrepich@er-mail.co.nevada.ca.us	
33	1	Sierra-Nevada	Kimberly Evert	TC/SSA II	kim.evert@co.nevada.ca.us	530-271-5435
34	1	Sierra-Nevada	Kenneth Osborn	Sr CSO/TC	ken.osborn@co.nevada.ca.us	530-271-5434
55	1	Siskiyou	Charlene McConnell		cmcconne@co.siskiyou.ca.us	530-841-2981
56	1	Solano	Kevin Potter	Asst Director of CS Svcs	Kpotter@solanocounty.com	707-432-3602

DEPARTMENT OF CHILD SUPPORT SERVICES
TRAINING PROCEDURES UNIT

STATEWIDE TRAINING COORDINATOR MEETING
List of Attendees
Wednesday * May 29, 2002

	ATTENDEES	COUNTY / AGENCY	ATTENDEE NAME	TITLE	EMAIL	TEL
58	1	Sonoma	Jean Alves	TC/Program Specialist, Case Mgmt Trainer	JALVES@sonoma-county.org	707-565-4154
59	1	Sonoma	Steven Franceschi	Dept. Analyst		707-565-4041
60	1	Stanislaus	Dave Ingersoll		Dingersoll@stancoDAFSD.org	209-558-3050
61	1	Sutter	Shelley Beach	Family Support Supervisor	Sbeach@co.sutter.ca.us	530-822-7338, x204
62	1	Tehama	Kim Maxwell		Kmaxwell@tehamaccs.org	
63	1	Tehama	Dennis Reasoner	Chief Investigator	dreasoner@tehamaccs.org	530-527-3018, X301
65	1	Tulare	Tom Jenkins	TC/Supervising Training Officer	Tjenkins@co.tulare.ca.us	559-651-5708
66	1	Tuolumne	Adele Hendrickson	Director	AHENDRICKSON@co.tuolumne.ca.us	209-533-6460
67	1	Ventura	Amelia Gonzalez		Amelia.Gonzalez@mail.co.ventura.ca.us	805-654-5225
68	1	Yolo	Kathy Tucker	Staff Services Analyst	kathy.tucker@yolocounty.org	530-661-2892
69	1	Yolo	Lorraine Caprio	Departmental Analyst	lorraine.caprio@yolocounty.org	530-661-2824
70	1	Yuba	Catherine Dunning	Training Coordinator	cdunning@co.yuba.ca.us	530-749-6061
	55					