

THE PALETTE

MARCH 2022

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Instructor Race Equity Workgroup: Moving into Action

Submitted by: Crystal Turner

The Resource Center is committed to advancing race equity across our organization and within the child welfare system. Anti-racism is a core leadership competency, which is why program-wide commitment to this effort is critical to our success in reaching our Desired Future State.

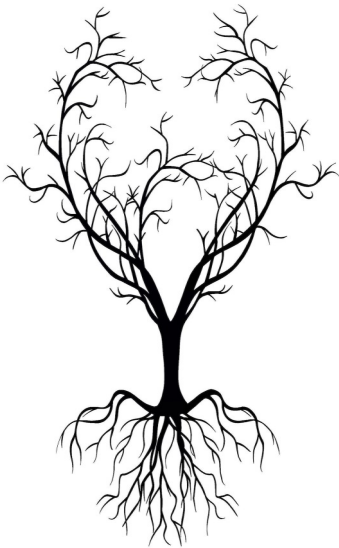
“ To bring about
change, you must
not be afraid to
take the first step.
We will fail when
we fail to try. ”
Rosa Parks

We are now seven months into our monthly meetings to advance our race equity efforts across the statewide instructor community. Last year, we began working on a strategic plan that maps out our goals and objectives for this group, which is now the framework for our workgroup charter. More recently, we began forming concrete action items that we can implement and monitor towards the achievement of our desired future state.

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We will continue to prioritize the ongoing development of the plan across future meetings and make revisions as necessary. All instructors are encouraged to join and participate in the workgroup meetings, as able. Together, we have to put in the work to learn and think deeply about statewide racial equity reform and commit to pursuing this important head and heart work. Please remain connected with us through our communications as we continue development and implementation of a full strategic plan.

The goals, objectives, and deliverables outlined on the next page will be formalized into a living document that guides our plan of action within the instructor community:



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Goal 1: That every person who interfaces with CWRC or represents CWRC takes a personal journey to embrace information from a race equity framework and commit to a willingness to incorporate race equity work into the classroom.

Objectives for all instructors:

- Balance their own biases/prejudices that may interfere in racist conversations
- Identify effective training that supports their professional development relating to race equity
- Propose opportunities for additional group learning to strengthen the race equity CWRC initiatives
- Identify their comfort level in brave spaces to improve their application of principles of race equity
- Intervene when racist words are shared in the classroom
- Support an inclusive training environment to allow the diversity of sharing
- Use the TBL™ approach effectively to achieve an effective group process
- Identify overt and covert language and behaviors that dismantle systemic racism
- Model courageous conversations within the classroom
- Utilize curriculum prompts that address race equity
- Assist participants tolerate the ambiguity of people different from them; however, they also adhere to non-negotiables relating to race equity

Deliverable/Action Step
Include race equity commitment within all instructor contracts
Encourage everyone to have a personal/professional plan to grow their race equity knowledge and skills
Review all existing curricula and develop new curricula with a race equity lens
Share tips/tricks to infuse race equity within the classroom
Instructor recruitment/interviewing, to have alignment with the DFS, including specific race equity questions to gauge where candidates are in their knowledge and experience
Review and revise the participant feedback form to include a race equity lens and to determine if there are changes that need to be made to support creating a brave space within the classroom, in collaboration with CWRC
Develop an on-going plan for instructors to get training about race equity (i.e., Race Equity Institute)
Seek out information (podcast, books, articles, etc.) independently or with other instructors

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Goal 2: Provide instructors with a basic level of training and humility in addressing race equity issues.

- Provide instructors with opportunities to facilitate discussion within existing curriculum
- A race equity resource home on the Instructor Hub
- Instructor dialogue opportunities
- Additional training and professional development opportunities for instructors to build a more comprehensive understanding of racism in America
- Required professional development training throughout the year
- Policy change to require that all instructors take the Implicit Bias training
- Update curricula to include historical context of racism/inequity as it has impacted policy
- Enhance Foundations curricula to include discussion opportunities for equity issues and include material on equity in prework so participants are more prepared for nuanced discussion on these issues

Deliverable/Action Step
Modify the University required annual professional development requirement for contractors to include that half those hours (3) are dedicated to race equity professional development
Create a central location for shared resources
Add priority resources to the Instructor Hub
Provide ongoing professional development, including discussion groups/forums
Provide monthly race equity resources for instructors
Update existing curricula, proposed actions: -Establish diversified workgroup to go through the curriculum (Foundations) to review and make revision suggestions -Instructors could volunteer to be a SME for the courses that they train -Add a section for feedback to the instructor feedback form on enhancing the curricula related to race equity -Update instructor guides to include instructor notes and prompting questions to support race equity crucial conversations in the training

Goal 3: Support the instructor community across a larger equitable goal: disproportionality, race equity, personal journey to learn, conversations, and cultural humility.

- Develop a race equity manual to hone their conversations with others within the CWRC community
- Establish forums/discussion group spaces to discuss current events with skillful facilitation
- Increase diversity in all areas, including our Standardized Client team and instructor community

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Deliverable/Action Step
Dedicate space during the instructor forum meeting for consistent support around race equity facilitation
Define purpose/intent of a Race Equity Manual (what it is, what it is not)
Gather information to go into the race equity manuals (or adopt the use of one from another entity that works for us)
Provide education to all instructors regarding the manual and what is included within it
Market/share the race equity manual within larger communities (instructor hub)
Establish a process for making the manual a “living document” with reoccurring, frequent updates and revisions
Create a communication link for manual revisions that need completed on the document within the hub
Tag each item that is included in the manual for ease of access and ensure that links are always updated so that they work (tag: source/date)
Offer more events/professional development opportunities (i.e. Facilitating Race Equity Applications learning event)
Provide opportunities to discuss race equity and things that are learned throughout the journey – seamless incorporation into our delivery style
Establish consistent forum meeting sessions for all instructors to attend and engage in workgroup discussions, engage with peers, and professional development
Facilitate opportunities for peers to connect and engage with each other outside of meeting spaces
Encourage instructor facilitators to share resources and project work happening within their race equity journey (personal and professional)
Host guest speakers within forum spaces for continued learning and growth around race equity
Seek instructor access to more University learning opportunities/events
Collaborate with the CSSP for instructor education, self-reflection, and team building/cohesion opportunities
Explore and utilize other resources from academic communities, learning institutes, conferences, etc., (thinking about what we do and who else does what we’re doing) including their lessons learned. (Consider who is doing it well and how do we apply it to our work to reach our goal)

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Encourage instructor community to spread the word regarding employment opportunities (SC, staff positions)
Restructure SC position to attract candidates and increase diversity and in different populations (arts, academia, communities across the state, etc.)
Encouraging instructors to share regional instructor opportunities to increase diversity within our current pool
Recruit a diverse panel for all interviews
Create a support system for any people of color to support with onboarding and retention

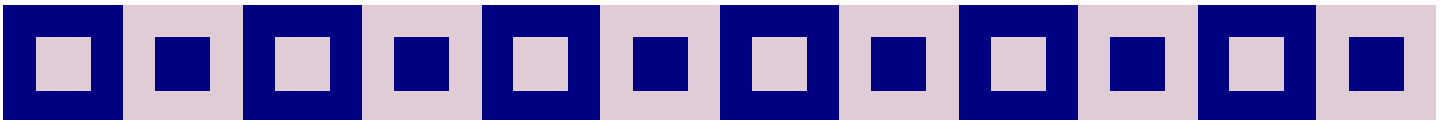
Please make note of our upcoming meetings listed below. We hope that you will be able to join us as we move this important work forward.

March 29th (4-6pm)

April 25th (4-6pm)

May 31st (4-6pm)

June 30th (4-6pm)



Bridge Update

Submitted by: Kari Giles

Here are some of the latest upgrades to Bridge

- The “**My Workshops**” screen has been relabeled to “**My Workshops and Certificates**”. To make the screens more consistent, the certificate icon in the “**My Workshops**” screen has also been updated to the blue ribbon that is featured at the top of that page.
- On the “**Course Detail**” screen, if the course is an online course, the “**View Availability**” button has been disabled.
- The email notification that was only displaying one date for a multi-date workshop has been fixed.
- Online course completions are now available in the “**Event History**” widget
- In the “**My Workshops**” screen, certificates are now available for an online (9000) course. In addition, the icon for an online certificate is green. The icon for an instructor-led course is blue.

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- In the “**Manage Attendance**” screen, the “**Total Registered**” now includes all registered users, including PACWRC users. The only users that are not included in the total registration are observers (the green eye icon). In addition, a new line has been added for “**PACWRC Staff**” which displays only the registered count of PACWRC users.
- Instructors now have the option to add an alternate email to their instructor profile. The email address that is used in your instructor profile is the email that all instructor-related items will be sent to.
- In the “**Manage Attendance**” screen, when an instructor enters information for a trainee in the “**Add Notes**” area, the “**Add Notes**” icon changes from blue to green.
- Instructors can now edit their blackout dates in their current survey.
- We have added a “**Special Accommodations Request**” area to the demographics screen for trainees to indicate if they have any special accommodations, e.g., visually impaired, hearing impaired, etc.

Coming Soon!

- When the date and/or location of a workshop changes, an email notification will be sent to all registered trainees, their liaisons, and the instructor of that workshop alerting them of the change.
- When a trainee receives a workshop evaluation in Bridge, they will receive an email notifying them of the evaluation. If the trainee does not complete the evaluation within 4 business days, they will be sent a reminder email. If the trainee does not complete the evaluation within 7 business days, it will be removed from their queue in Bridge.
- If a workshop is full, PACWRC users will go to the waitlist.
- As long as it does not conflict with any workshops the instructor has already been scheduled for, instructors will be able to modify their current availability survey.
- The order of the blackout dates in the availability survey will be fixed to display in the correct date order.

Bridge Reminders

- Please be sure to take accurate attendance, marking all trainees as either **present** or **absent** at the end of each day of your workshop, and close the attendance for that day. On the last day of your workshop when attendance has been closed, evaluations will be sent to trainees.
- Prework reminders are sent to trainees 72 hours before a workshop starts and every day thereafter until the prework is completed by the trainee.
- Don’t forget, you can always login to Bridge before your workshop starts to see registered participants. However, for your convenience, we will also email you a list of registered trainees the evening before a workshop starts.

Going forward, we will continue to provide you with regular Bridge updates via The Palette to keep you informed of the very latest news. We would also love to hear any feedback, suggestions, and ideas you may have about Bridge via our online form at <http://forms.cwrc.pitt.edu/BridgeFeedback/>. If you have any technical issues or questions, please email the Bridge team at BridgeHD@pitt.edu.

INSTRUCTOR SPOTLIGHT

Submitted by: Crystal Turner

The CWRC strives to recognize all instructors and consultants for your ongoing commitment to the efficient and effective delivery of training sessions to Pennsylvania's child welfare professionals. We are deeply appreciative of your hard work and dedication to the field. As instructors and consultants, your important role functions as a key to successful training sessions across the state, therefore we aim to highlight your diligence and commend your efforts through spotlight recognition in this ongoing feature.

A special thank you to Lisa Smith!

During a recent delivery of Foundations Module 7: Introduction to Dependency Court Practice, Lisa experienced an unexpected participant emergency requiring immediate support while operating through a virtual setting.

Lisa responded swiftly by contacting emergency services and was tuned into to the needs of all participants who remained connected to the remote training session. Lisa navigated her way through a difficult situation with quick thinking and compassion for everyone present during the training session. Additionally, her concern was with everyone at all times as she conducted follow up with the Resource Center and through the coordination of next steps to bring the training session to its conclusion.

Lisa demonstrated exceptional leadership skills as she supported everyone through this challenging situation. Lisa's calm disposition and support was greatly appreciated by participants from this session, as expressed through the level-one feedback process. Thank you, Lisa, for handling this situation so well. You are appreciated!



Thank you to all instructors for your continued commitment to the CWRC during the pandemic. I want to take a moment to acknowledge our appreciation for all that you do and for your continued support of our program through all the new changes that we have experienced together.

If you would like to shine the spotlight on an instructor/consultant for upcoming editions of The Palette, please send an email to Crystal Turner at cnt24@pitt.edu and include a brief description of your accolades.

Hello New SC!

WE WELCOMED NEW SC TO THE TEAM IN JANUARY AND WANTED TO INTRODUCE YOU!
PLEASE SAY HELLO AS YOU SEE THEM ALONG YOUR JOURNEY!



ROSEMARY
LUARDO

Rose Luardo is a fine artist, comedian, and performer living and grinding in Philadelphia. Rose went deep into the creative basement during the "quar years" and has been busying herself learning new and different things both online and in the real world. Rose took pottery lessons, how to have a "miracle morning" class, carpentry for everyday humans, kombucha making, and macramé for dummies. If you're looking for someone to fix your sink with a plant hanger, Rose is your Gal Friday. She is very happy to be a part of the School of Social Work and looks forward to being an SC.

Carol McNulty has a background in Social Welfare. Some of her previous experiences she draws upon include Home Visitation with the Early Head Start Program, Protective Services Investigation through the Cumberland County Office Of Aging, Child Legal Advocacy with the Cumberland County CASA Program, Supportive Services with The Harrisburg Area YWCA Rape Crisis Center, and Foster Parenting through the Cumberland County Children & Youth Services.

While she has grown in understanding in every experience, it is the time spent as a foster parent that has had the greatest impact and has shaped the person she is today. Carol continues to seek new and creative ways to strengthen families. She looks forward to the role of standardized client and being part of this unique learning experience for others. For relaxation, Carol and her husband are planning adventures with their new camper and spending time with their new dog Hershey.



CAROL
MCNULTY



LINDA
STOVER

Linda Stover is so happy to be joining the SC team at CWRC! She is a transplanted Pennsylvanian, originally hailing from South Alabama. She is a graduate of Samford University (BA '89 Speech Comm & Theatre) and UNLV (MFA '93 Music/Theatre Performance). Linda is a semi-retired actor, having performed all over the US, Canada and Asia; even touring with the 3rd National tour of Les Miserables. Linda has served on the board of Storybook Musical Theatre in Abington, PA. She also worked as an SP with the NBOME for over 10 years. In her "spare" time, you can find her driving her teenager to and from school, rehearsals and lessons, or babysitting her wonderful grandchildren.

Elizabeth Hanson is excited to be joining the Standardized Client team at the University of Pittsburgh, School of Social Work. Elizabeth has worked as a Standardized Patient for ECFMG and NBOME and as an Invigilator for OET. She also works as a costume designer for several regional theaters and as a costume mentor for high schools and private schools in the suburban Philadelphia area. Elizabeth had worked in advertising and higher education marketing for more than 30 years and still enjoys working with a professional organization of communicators in higher education, CUPRAP, as executive director and conference planner. She is married and has three daughters and two grandchildren and lives in Wallingford, PA.



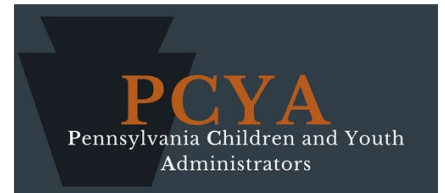
ELIZABETH
HANSON

Not Pictured: John Zak and Myles Wyche

Submitted by: Amber Snyder

The Pennsylvania Child Welfare Resource Center is a national leader in advocating for an enhanced quality of life for Pennsylvania's children, youth, and families.

In partnership with families, communities, public and private agencies, we prepare and support exceptional child welfare professionals and systems through education, research, and a commitment to best practice.



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