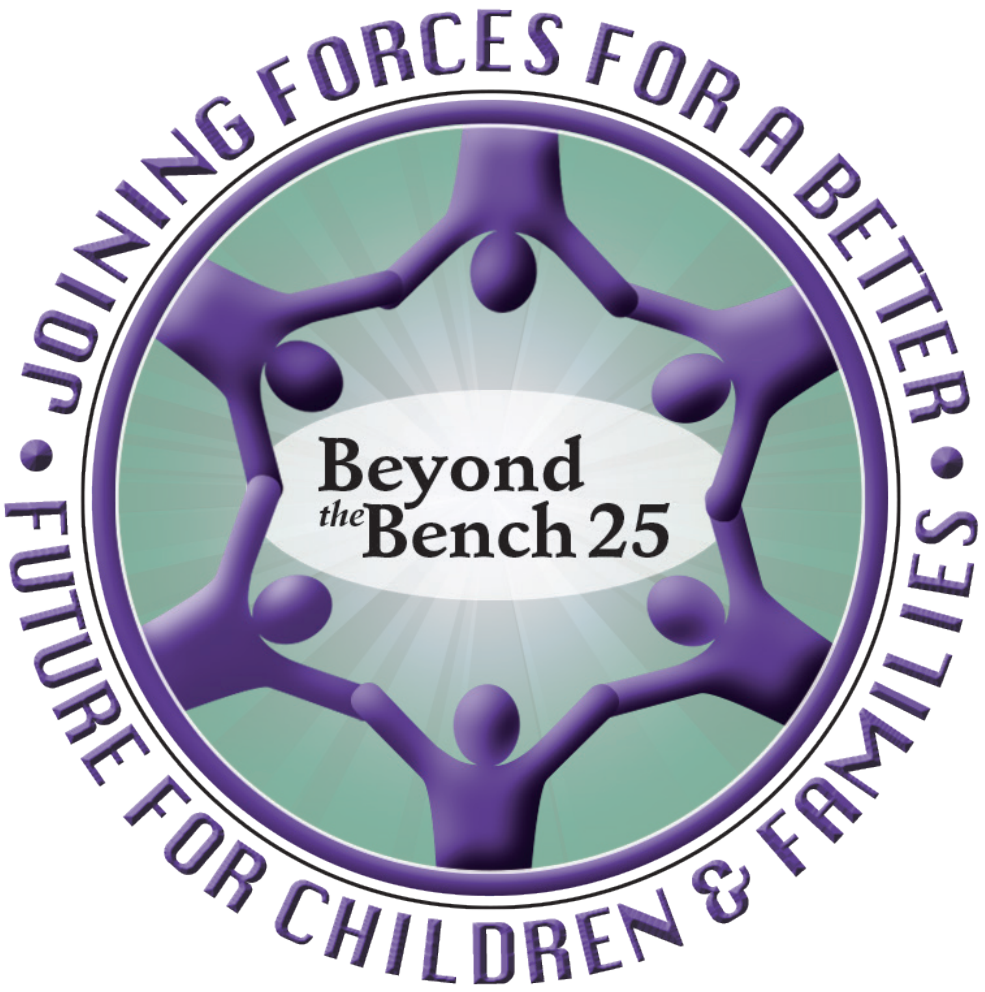

December 16–18, 2019

Manchester Grand Hyatt Hotel
San Diego, California

JUDICIAL COUNCIL OF CALIFORNIA
OPERATIONS AND PROGRAMS DIVISION
CENTER FOR FAMILIES, CHILDREN & THE COURTS

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Accessibility

The Judicial Council of California supports the Americans With Disabilities Act, which promotes public accessibility for persons with disabilities. If you require special equipment or services, please contact Judicial Council conference staff.

Photography, Audio, and Videotaping at the Conference

Please note that conference staff will be taking photographs at *Beyond the Bench 25*. By your presence at this conference, you consent to be photographed, filmed, or otherwise recorded, and to have your voice, image, and words broadcast or otherwise disseminated for training

purposes. Please contact conference staff before the start of a session if you have any questions. Unauthorized photography or recording is not permitted. Video streaming and/or recording of presenters, attendees, and council staff without consent is prohibited at this event.

Disclaimer

The points of view expressed at the conference and in the conference materials are those of the authors and presenters and do not necessarily represent the positions or policies of the funders or the Judicial Council of California.

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EDUCATION UNITS

Certificate Distribution

The Beyond the Bench Conference consists of several programs, each with different start and end dates and times. While some programs provide individual certificates of completion indicating the continuing education (CE) hours received, not all programs will provide this documentation. Please be sure to comply with the attendance requirements explained below for the type of education credit you are seeking.

Please note: For the type and number of CE hours available, please refer to the individual session details in the Beyond the Bench program agenda.

JUDICIAL OFFICERS AND TRIAL COURT PERSONNEL

Judicial Officers:
The Beyond the Bench conference provides education credit for judicial officers pursuant to the applicable California Rules of Court, rule 10.461 *et seq*.

Court Executive Officers:
This conference provides credit for court executive officers pursuant to education requirements in the California Rules of Court, rule 10.473(c). A court executive officer who serves as faculty by teaching legal or judicial education to a legal or judicial audience may apply education hours as faculty service. Credit for faculty service counts toward the continuing education requirement in the same manner as all other types of education—on an hour-for-hour basis.

Court Employees and Professionals Appointed by the Court:
All conference workshops qualify for education credit for court employees and professionals appointed by the court pursuant to education requirements in the California Rules of Court, rule 10.474(c).

EDUCATION CREDIT PURSUANT TO APPLICABLE CALIFORNIA RULES OF COURT

A number of California Rules of Court include education requirements for judicial officers, court staff and court-connected professionals. Courses that satisfy those requirements are identified in this program with the appropriate rule number. A key to rules of court with education requirements follows:

Rule 5.210(f)(1)(A)–(B), (f)(2) Court-connected child custody mediators
Rule 5.215(j)(2) Domestic violence protocol for Family Court Services
Rule 5.225(d), (i)(1) Appointment requirement for child custody evaluators
Rule 5.230(d)(1)-(2) Domestic violence training standards for court-appointed child custody investigators and evaluators
Rule 5.242 Qualifications, rights, and responsibilities of counsel appointed to represent a child in family law proceedings
Rule 5.518(e)(3), (g) Court-connected child protection/dependency mediation
Rule 5.660(d)(3)(A) Attorneys for parties (§§ 317, 317.5, 317.6, 353, 366.26, 16010.6)
Rule 5.664 Training requirements for children's counsel in delinquency proceedings (§ 634.3)
Rule 10.464 Education requirements and expectations for judges and subordinate judicial officers on domestic violence issues

Rule 10.478 Content-based and hours-based education for court investigators, probate attorneys, and probate examiners
Rule 10.481 Approved providers

CONTINUING EDUCATION LEGEND

Because the type of education credit available varies based upon workshop content, please use the legend below to determine what kind of credit is offered for each of the sessions and program events listed in this agenda.

Symbol Legend:

- ◆ **MCLE** *(State Bar of California Mandatory Continuing Legal Education):* **Licensed Attorneys**
- ✷ **BBS** *(Board of Behavioral Sciences):* **LMFTs (Licensed Marriage & Family Therapists) and LCSWs (Licensed Clinical Social Workers)**
- ⊙ **PSY** *(American Psychological Association):* **Licensed Psychologists**
- ◈ **STC** *(Standards & Training for Corrections):* **Probation Officers**
- ✂ **CIMCE** *(Judicial Council):* **Certified Court Interpreters**
- **CRC** **California Rules of Court**

PROFESSIONAL LICENSING EDUCATION CREDIT

Important: If you wish to receive applicable continuing education credit, you **MUST sign in** by scanning your badge at each qualifying session you attend.

Attorneys (◆ MCLE: Education credit pursuant to California State Bar standards)

The Judicial Council of California is approved as a Mandatory Continuing Legal Education (MCLE) provider by the State Bar of California, provider number 4781. Courses eligible for MCLE are designated with the symbol ◆.

LMFTs (Licensed Marriage and Family Therapists) and LCSWs (Licensed Clinical Social Workers) (✷ BBS: Education credit pursuant to requirements in California Board of Behavioral Sciences standards)

The Judicial Council of California, Center for Families, Children & the Courts (CFCC), provider number 58804, is approved by the California Association of Marriage and Family Therapists (CAMFT) to sponsor continuing education for licensees of the California Board of Behavioral Sciences (BBS). CFCC maintains responsibility for this program and its content. Courses that meet the qualifications for continuing education (CE) credit for LMFTs, LCSWs, LPCCs, and LEPs as required by the BBS are designated with the symbol ✷.

Psychologists (⊙ PSY: Education credit pursuant to APA standards)

The Judicial Council of California is approved by the American Psychological Association to sponsor continuing education for psychologists. The Judicial Council of California maintains responsibility for this program and its content. Courses eligible for APA credit are designated with the symbol ⊙.

The Judicial Council of California certifies that this conference has been approved for CE credit for licensed psychologists if participants attend qualifying sessions on all three days of the conference.

Probation Officers (◈ STC):

This conference offers Standards and Training for Corrections (STC) credit. Courses eligible for STC credit are designated with the symbol ◈.

Approved courses for STC:

1. Enhancing Safety and Accountability: Incorporating Risk Assessment into DV Cases (Judges Only) (*Pre-Conference*)
2. Beyond Trauma-Informed Care: The Epigenetics of Racial and Historical Trauma (*Pre-Conference*)
3. Film Screening and Discussion Panel on Children with an Incarcerated Parent: Tre Maison Dasan (*Pre-Conference*)
4. Newcomer Immigrant Youth in Juvenile Justice Proceedings: A Trauma-Informed Approach (*Pre-Conference*)
5. Bringing Together Juvenile Court Stakeholders to Attain Permanency for Youth with Complex Needs (*Pre-Conference*)
6. Ethics for Juvenile Court Judges (Judges Only) (*Pre-Conference*)
7. The Poverty Roleplaying Workshop (*Pre-Conference*)
8. Trauma-Informed Adjudication of Youth (Open to Youth) (*Pre-Conference*)
9. Adverse Childhood Experiences and Toxic Stress: Improving Outcomes for Children (*Plenary*)
10. Changing Landscape of Foster Care: CCR and FFPSA Implementation in California (*1B*)
11. Lessons From the Central Park 5: A Conversation With Yusef Salaam (*1F*)
12. Neuroscience Meets Juvenile Law: Dynamic Mindfulness for Youth and for Professionals Serving Them (*1G*)
13. Resolving the Culture Clash: Advancing Developmentally Appropriate Juvenile Justice Practice (*1I*)
14. Stand Up: Perspectives on Parkland, Gun Violence, and Public Safety (*1K*)
15. Talking About Sexual Violence: How to Use Trauma-Informed Communication With Survivors (*1M*)
16. The Impact of Implicit Bias on Individual Decision-Making and Institutional Outcomes (*1N*)
17. What's All the Drama About Trauma?: Restorative Justice & Trauma-Informed Court Practice (*1P*)
18. Advocating for Early Intervention and Special Education Services for Foster Youth Aged Birth to 5 (*2A*)
19. Creating System Change: How 5 Rural Counties Plan to End Domestic Violence &Trauma (*2B*)
20. Do No Harm: Improving Outcomes for Families of Color (*2D*)
21. Juvenile Justice Legal Update (*2H*)
22. Missing & Murdered Indigenous Women & Girls: Creating Change in Data, Research, Policy & Practice (*2I*)
23. Opioid Addiction and Treatment in Criminal Justice and Human Services Settings (*2K*)
24. Who Has a Right to Know What About Youth in Care? Confidentiality & Information Sharing (WIC 827) (*2O*)
25. Mental Wellness in the Workplace *(Plenary)*
26. "Oh my, a CASA is assigned to my case! How do I work effectively with the CASA?" (*3A*)
27. Harm Reduction: Serving Children and Youth Who Have Been Commercially Sexually Exploited (*3E*)
28. Juvenile Competency: Legal Updates (*3H*)
29. The DJJ Becomes the DYCR: What Does This Mean? (*3M*)
30. California Department of Corrections and Rehabilitation (CDCR), Youthful Offender Program (YOP) (*4A*)
31. Centering the Lives of Girls, Young Women, and TGNC People: Research and Action (4C)
32. Creating Consensus: How the CANS Is Used Within the Child and Family Team Process (*4E*)
33. Increasing Access to Addiction Treatment Services in California (*4G*)
34. Overview of California's Girls' Courts and CSEC Courts (*4K*)
35. Tools and Tips to Engage Families and Children With Behavioral Health Challenges (*4N*)

36. Foster Care Reform: A Discussion of the Impact of Waivers, Realignment, CCR, FFPSA, and the Courts (*Plenary*)
37. Advocating for Extracurricular Activities as a Critical Intervention for System-Involved Youth (*5A*)
38. Juvenile Psychotropic Medications (*5C*)
39. Revisiting Juvenile Transfer: Where Are We Two Years After Prop 57? (*5G*)
40. Working with LGBTQ Youth in Court Systems (*5I*)

California Certified Court Interpreters (✂ CIMCE):

This conference offers credit for California certified court interpreters. The Judicial Council of California, Center for Families, Children & the Courts is approved to provide continuing education hours for court interpreters. For approved interpreter credit workshops, please refer to the program agenda. Courses eligible for CIMCE credit are designated with the symbol ✂.

GENERAL ATTENDEES

This conference provides general education credit for all attendees.

MONDAY, DECEMBER 16, 2019
8:30 A.M. - 5:00 P.M.
CASA DIRECTORS MEETING (OPEN TO CASA DIRECTORS)

MONDAY, DECEMBER 16, 2019
10:00 A.M. - 5:00 P.M.
ADVANCED TRIAL SKILLS FOR DEPENDENCY ATTORNEYS

◆ **MCLE** ✖ **CIMCE**

Participants will engage in a learning-by-doing seminar on advanced trial skills. The workshop will include a short fact-pattern and lecture on advanced direct and cross examinations as well as expert testimony and the child witness.

The workshop will employ a real expert witness in the given field of study who will be available for cross examination by the participants.

Learning Objectives—Participants will be able to:

1. Improve the participants' ability to conduct direct examination.
2. Improve the participants' ability to conduct cross examination.
3. Improve the participants' ability to utilize expert witnesses on direct and cross.
4. Improve the participants' ability to direct and cross examine the child witness.

Kevin Lemieux, *Attorney, Law Office of Kevin Lemieux, APC*
Carolyn Levenberg, *Administrative Law Judge*

MONDAY, DECEMBER 16, 2019
10:00 A.M. - 5:00 P.M.
ENHANCING SAFETY AND ACCOUNTABILITY: INCORPORATING RISK ASSESSMENT INTO DV CASES (JUDGES ONLY)

◆ **MCLE** ◈ **STC** **CRC 10.464**

Cases involving domestic violence are often the most difficult cases for the courts. Using several adult learning techniques, this workshop will help participants identify the dynamics of domestic violence, the science of risk and risk assessment, and how the presence of domestic violence impacts various court proceedings. Participants will work together to evaluate the impact of violence on adult and child victims. Participants will identify where risk and safety information is currently gathered and shared in their current system and how to respond to barriers to safety for victims. Participants will delve deeper and apply the information gleaned from dynamics of domestic violence to focus on risk and lethality and apply that knowledge to decision-making.

Although the principles of risk assessment will be applied in the context of family court proceedings, the course content would be valuable to those in a juvenile court assignment when determining custody or making restraining orders.

Learning Objectives—Participants will be able to:

1. Define evidence-based risk factors and assessments.
2. Identify stakeholders assessing risk.
3. Explore strategies to safely and ethically collaborate to share information regarding risk.
4. Apply the principles of risk assessment to the experience and needs of domestic violence litigants in custody, parenting time and restraining order cases.

Hon. Julie Emede, *Judge of the Superior Court of California, County of Santa Clara*
Hon. Janice Rosa (New York, Ret.), *Judge, New York State Judiciary*
Danielle Pugh-Markie, MPA, *Director of Judicial Education and Leadership, Center for Court Innovation*
Rebecca Thomforde Hauser, *Associate Director, Gender and Family Violence, Center for Court Innovation*

MONDAY, DECEMBER 16, 2019
10:00 A.M. - 5:30 P.M.
CONVENING OF STATE, COUNTY, AND COURT LEADERS: A VISION FOR MENTAL HEALTH REFORM (INVITATION ONLY)

◆ MCLE ✸ BBS CRC 5.210

California's courts and their justice partners have a once in a generation opportunity to help fix California's systemic challenges. Driven by the Family First Prevention Services Act, the Continuum of Care Reform, and Implementation of Assembly Bill (AB) 2083, significant design and implementation work is in progress to provide children in the child welfare and juvenile justice system the support they need. In the 2018 California Children's Report Card, issued by *Children Now*, it found 25% of children in California are at risk for developmental, behavioral or social delays. The National Alliance on Mental Illness found that across the country, 70% of youth involved in the juvenile justice system have a diagnosable mental illness. The California Health Care Foundation reports that only 33% of children in foster care receive any specialty mental health services, and statewide only 50% of children receive such a service. County teams will be given their own county data regarding mental health and other key outcomes specific to their county. This state and county convening will discuss options for how to use mental health and related resources as they are now, and any options to ensure that more children and youth have access to timely mental health, effective special education, and preventive and early child abuse and neglect interventions.

Learning Objectives—Participants will be able to:

1. Describe the basics of how mental health services are funded for children in foster care.
2. Discuss the data dashboards provided for their county.
3. Choose successful strategies to implement change in their counties

Hon. Vance W. Raye, *Administrative Presiding Justice of the Court of Appeal, Third Appellate District*
Nancy Bargmann, *Director, California Department of Developmental Services*
Rhea W. Boyd, MD, MPH, *Pediatrician, Palo Alto Medical Foundation*
Alex Briscoe, *Principal, The Children's Trust Initiative*
Ifasina Clear, *Leadership Director, Young Women's Freedom Center*
Reed Connell, MSW, *Managing Partner, Director of Policy and Advocacy, Social Change Partners, LLC.*
Kim Johnson, *Director, California Department of Social Services*
Richard Knecht, *Principal, Integrated Human Services Group, Inc.*
Kelly Pfeifer, MD, *Deputy Director, California Department of Health Care Services*
Millicent Tidwell, *Chief Deputy Director, Judicial Council of California*

MONDAY, DECEMBER 16, 2019
10:00 A.M. - 5:30 P.M.
JUVENILE DEPENDENCY LAW AND PROCESS

◆ **MCLE** ✂ **CIMCE** **CRC 5.242, 5.518**

This course provides an overview of the dependency legal system. The course focuses on stakeholder roles, dependency law and process, and legally mandated timelines. This course meets 4 of the 8-hour requirement for attorneys seeking to accept court-appointed cases per California Rules of Court, rule 5.660(d), and qualifies for 4 total hours of MCLE credit. This course provides 4 hours of MCLE credit at the conference. It is intended to be taken with other qualifying dependency workshops to meet the 8-hour requirement for new attorneys.

Learning Objectives—Participants will be able to:

1. Distinguish the legal requirements and standards of proof in dependency law and procedure throughout the dependency process.
2. Identify and summarize the roles in the dependency legal system.
3. Articulate knowledge of the timelines and legal mandates in a dependency case.
4. Integrate available resources to assist them into their daily child welfare practice.

Beth Bobby, *Attorney, Judicial Council of California*
Melissa Gutierrez, *Educational Liaison, San Diego County Office of Education*
Jennifer Kelleher Cloyd, *Chief Program Officer, Law Foundation of Silicon Valley*
John Passalacqua, *Executive Director, Dependency Legal Services*
Shannon Sullivan, *Assistant County Counsel, Santa Cruz County Counsel*

MONDAY, DECEMBER 16, 2019
1:00 - 5:30 P.M.
BEYOND TRAUMA-INFORMED CARE: THE EPIGENETICS OF RACIAL AND HISTORICAL TRAUMA

◆ **MCLE** ✸ **BBS** ◈ **STC** ✂ **CIMCE** **CRC 5.215, 5.230, 5.242, 5.518, 5.664, 10.478(b)**

There has been research on trauma, its consequences and treatment approaches. However, little attention in research has been paid to applying what we know about the relationship between racism, trauma from current life events, historical trauma and its connection with epigenetics and family violence. Recent events in Charleston, Charlottesville and Lexington, ICE family separations, treatment of Native Americans, women of color, victims of domestic violence and sex trafficking, highlight a high level of racial animus, disinterest or cognitive dissonance in the United States. Research on trauma in Holocaust survivors, has found that the experience of the Holocaust made changes to their genes, passed to the next generation manifesting into

stress in their children. Progressive approaches as in Dr. Joy DeGruy's book and workbook, Post-Traumatic Slave Syndrome, helps professionals and non-professionals identify how the enslavement of Africans effects African Americans today. Science has even noted that through epigenetic(s) research, environment or exposure to trauma changes genes. Events described above along with racism historically and in present times represent unacknowledged or unaddressed, experienced vicariously can be traumatizing.
This half-day session will examine historical and contemporary racial trauma, its roots, epigenetics, healing, and what professionals need to know and do.

Part I
Overview of trauma and trauma informed care through the lens of contemporary and historical trauma and racism.

Part II
The relationship between epigenetics, trauma and environmental factors.

Part III
The connection between historical, contemporary and racialized trauma within generational family violence and provide strategies for addressing and healing.

Learning Objectives—Participants will be able to:

1. Review trauma and trauma informed care.
2. Describe the relationship between contemporary and historical trauma and racism.
3. Discuss the research on epigenetics and the long-term consequences of racism on the health and well-being/wellness.
4. Identify strategies, tools and resources for justice system partners and systems to address historical trauma and racism.

Hon. Katherine Lucero, *Presiding Judge, Juvenile Court Judge of California, County of Santa Clara*
Vida Castaneda, MSW, *Senior Analyst, Judicial Council of California*
Katrina Claw, PhD, *Assistant Professor, University of Colorado*
Tameka Gillum, PhD, *Associate Professor, Russel Sage College*
Michael Roovsevelt, *Senior Analyst, Judicial Council of California*
Carolyn Russell, *Executive Director, A Safe Place*
Yusef Salaam, *Motivational Speaker, Yusef Speaks*

MONDAY, DECEMBER 16, 2019
6:00 - 8:00 P.M.
FILM SCREENING AND DISCUSSION PANEL ON CHILDREN WITH AN INCARCERATED PARENT: *TRE MAISON DASAN*

◆ **MCLE** ✷ **BBS** ◈ **STC** ✕ **CIMCE** **CRC 5.210, 5.225, 5.242, 10.478(b)**

According to the National Resource Center on Children & Families of the Incarcerated at Rutgers, more than 2.7 million children in the U.S. have an incarcerated parent, with approximately 10 million children having experienced parental incarceration at some point in their lives.

Women are the fastest growing population in prisons and jail, the explanation for which are varied but the collateral consequences are demonstrable. Children of incarcerated women are more likely to enter the juvenile justice system, end up homeless, in foster care and experience mental health/behavioral health problems. What to do about the unnecessary removal of their children and potential dissolution of their families while maintaining public safety and addressing criminality?

This session, a panel and showing of the documentary, Tre Maison Dasan, will discuss the consequences and cost of separation on health and well-being of children with incarcerated parents and efforts to keep criminal justice involved parents connected with and not separated from their children, and resources available to parents. The panel will include Denali Tiller, the director/producer of Tre Maison Dasan, and a youth featured in the film.

<u>Learning Objectives—Participants will be able to:</u>

1. Identify the collateral impact on children with an incarcerated parent.
2. Discuss alternatives to sentencing parents of children high risk for entering the juvenile dependency or delinquency system.
3. Review effective programs of keeping criminal justice involved parents and their children connected.

Hon. Stephen Manley, *Judge of the Superior Court of California, County of Santa Clara*
Dasan Lopes, *Son*
Stephanie Moniz, *Mother*
Denali Tiller, *Director/Producer, Tre Maison Dasan*

TUESDAY, DECEMBER 17, 2019
8:00 - 10:45 A.M.
COURT-APPOINTED DEPENDENCY COUNSEL FORUM (INVITATION ONLY)

TUESDAY, DECEMBER 17, 2019
8:30 - 10:30 A.M.
NEWCOMER IMMIGRANT YOUTH IN JUVENILE JUSTICE PROCEEDINGS: A TRAUMA-INFORMED APPROACH

◆ **MCLE** ◈ **STC** ✖ **CIMCE** **CRC 5.664**

In consultation with the National Council of Juvenile and Family Court Judges, the Center for Trauma & Juvenile Justice, the National Center for Youth Law, and the Refugee Trauma & Resilience Center have created a primer outlining a trauma-informed approach to judicial decision-making for newcomer immigrant youth in juvenile justice proceedings.

"Newcomer immigrant youth" – refugees, asylum seekers, and unaccompanied children – face unique challenges when involved with the juvenile justice system. This session will assist judges in recognizing the behavioral, social, and learning challenges that many newcomer immigrant youth experience as a result of trauma, as well as in identifying services and judicial orders that can best support these youth in successfully resolving the legal, educational, and psychosocial issues that have brought them before the juvenile court. Highlighted issues will include case studies, the types of trauma newcomer youth experience, cultural considerations, and the impact of a delinquency adjudication on immigration status.

Learning Objectives—Participants will be able to:

1. Recognize the unique trauma that impacts newcomer immigrant youth, understand how this trauma exposure may lead to involvement in the juvenile justice system, and identify advocacy strategies to help youth recover from trauma by recognizing and building resilience.
2. Articulate the cultural considerations that courts should be aware of when adjudicating a case involving newcomer immigrant youth.
3. Understand how a delinquency adjudication may affect youths' immigration status.
4. Identify what courts and judges can do to make trauma-informed decisions in cases with newcomer immigrant youth.

Hon. Katherine Lucero, *Presiding Judge, Juvenile Court Judge of California, County of Santa Clara*
Carly Baetz, JD, PhD, *Clinical Assistant Professor, Department of Child and Adolescent Psychiatry, New York University School of Medicine*
Neha Desai, *Director of Immigration, National Center for Youth Law*

TUESDAY, DECEMBER 17, 2019
8:30 - 10:45 A.M.
BRINGING TOGETHER JUVENILE COURT STAKEHOLDERS TO ATTAIN PERMANENCY FOR YOUTH WITH COMPLEX NEEDS

◆ MCLE ✷ BBS ◈ STC ✕ CIMCE CRC 5.242, 5.518, 5.664

Our youth have experienced difficult times in their lives...abuse, neglect, trauma, poor decision-making. Our collective task is to assist them on their journey to a strong, supportive family that will help the youth heal and set them on the path to a successful adulthood. When we work as a team, challenge each other, be creative and take thoughtful risks, all youth can enjoy life with a family...but it takes ALL of us!

Learning Objectives—Participants will be able to:

1. Embrace the critical need for a lifelong family regardless of their age or situation.
2. Become aware of the various strategies that the court can employ to expedite permanency.
3. Become familiar with the various roadblocks to permanency for youth.

Denise Goodman, PhD, LISW, ACSW, *Child Welfare Trainer and Consultant, California Department of Social Services*

TUESDAY, DECEMBER 17, 2019
8:30 - 10:45 A.M.
ETHICS FOR JUVENILE COURT JUDGES (JUDGES ONLY)

◆ MCLE [2 hours Ethics] ◈ STC

This workshop for judges only will address the unique ethical issues faced by juvenile court judges. Intended to be an open exchange of questions, comments and views amongst the panelists and participants, this workshop will consider issues inside and outside of the courtroom, including the pitfalls of the collaborative working environment encouraged in juvenile courts, ex parte communications and access to multiple sources of information, and developing resources for at-risk children and community out-reach under Standards of Judicial Administration 5.40. Bring your real life hypotheticals, questions and opinions for a lively discussion.

Learning Objectives—Participants will be able to:

1. Recognize how to respond to situations in the community.
2. Describe how to work with your local CASA program.
3. Discuss how to use the court's case management system.

Hon. Leonard Edwards (Ret.), *Judge of the Superior Court of California, County of Santa Clara*
Hon. Douglas Hatchimonji, *Judge of the Superior Court of California, County of Orange*
Hon. Marian Gaston, *Judge of the Superior Court of California, County of San Diego*

TUESDAY, DECEMBER 17, 2019
8:30 - 10:45 A.M.
THE POVERTY ROLEPLAYING WORKSHOP

◆ **MCLE/Bias** ✷ **BBS** ◈ **STC** ✀ **CIMCE** **CRC 5.210, 5.225, 5.242, 5.518**

This interactive course will teach participants how challenges faced by litigants living in poverty might affect their ability to make timely court appearances, comply with court orders, or work with social services, legal services, or law enforcement. Participants will also learn whether elements of the family services systems might unwittingly lead to delays, repeat hearings or other situations that frustrate the court and parties alike. Participants will be randomly assigned to play the roles of family members living in poverty. Outside volunteers will role-play members of the court system and other governmental agencies, private business owners, and non-profits. At the end of the simulations, we will have a robust discussion about systemic changes we might consider implementing to respond fairly to the challenges faced by the populations we serve or work with, and how to improve our systems in the process.

Learning Objectives—Participants will be able to:

1. Understand in a non-intellectual way the challenges faced by people living in poverty.
2. Build an understanding of the ways in which our legal, social services, and law enforcement systems perpetuate or aggravate those challenges.
3. Develop ideas to improve the systems with which we work.

Hon. Brenda Harbin-Forte, *Judge of the Superior Court of California, County of Alameda*
Tiela Chalmers, *CEO and General Counsel, Alameda County Bar Association and Legal Access Alameda*

TUESDAY, DECEMBER 17, 2019
9:30 - 10:45 A.M.
TRAUMA-INFORMED ADJUDICATION OF YOUTH (OPEN TO YOUTH)

◆ MCLE ✷ BBS ◈ STC ✂ CIMCE CRC 5.210, 5.215, 5.225, 5.230, 5.242, 5.518, 5.664, 10.464, 10.478(b)

Youth who live in a challenging family environment and who must navigate through tough, often dangerous, neighborhoods develop a heightened sense of survival reflexes. For these youth, knowing when to flee, fight, or disappear are important skills for staying safe. When these young people bring these survival skills to school, they are often labeled defiant or non-compliant. When these youth are confronted by authorities, they can be perceived as delinquent. It is important that schools officials and legal authorities understand how trauma impacts the behavior of these youth. Institutions that educate or adjudicate youth need to know the trauma history of the youth to best address their needs.

The science of youth development has proven that it is far more effective to build on the youth's strengths, rather than focusing on their weaknesses. One of the challenges for traumatized youth is self-identifying their strengths. Youth who are constantly labeled as defiant, non-compliant, or delinquent do not perceive themselves as having strengths. Youth need to understand that all humans have strengths, regardless of their trauma.

Learning Objectives—Participants will be able to:

1. Understand the importance of knowing youth's trauma history.
2. Identify and reflect back youth strengths.
3. Understand how trauma impacts youth and their behavior.

Don Carney, *Director, Marin YMCA, Restorative Services & Marin County Youth Court*
Noah Block, *Student, Marin County Youth Court*
Ava Jones, *Student, Marin County Youth Court*

TUESDAY, DECEMBER 17, 2019
11:00 A.M. – 12:45 P.M.
LUNCH, WELCOME & PLENARY

Adverse Childhood Experiences and Toxic Stress: Improving Outcomes for Children

◆ **MCLE** ✷ **BBS** ⊙ **PSY** ◈ **STC** ✕ **CIMCE** **CRC 5.210, 5.215, 5.225, 5.230, 5.242, 5.518, 5.664, 10.464, 10.478(b)**

Dr. Burke Harris will speak about adverse childhood experiences affects physical and behavioral outcomes for children. The Adverse Childhood Experiences Study (ACEs) was a study conducted by the Center for Disease Control and Kaiser Permanente. This study asked over 17,000 people about their experiences in childhood with physical, emotional or sexual abuse or neglect and/or if in their childhood they were raised by a parent who was mentally ill, incarcerated, had issues with substance abuse, the parents were separated, or had experienced domestic violence. The study found that the higher the ACE score, the worse your health outcomes. Adverse childhood experiences affect our biological stress response.

Learning Objectives—Participants will be able to:

1. Describe the ACEs study.
2. Explain how adverse childhood experiences affect a child's development.
3. Identify one model of how to address ACEs in the primary care home.

Nadine Burke Harris, MD, *Surgeon General of California*

TUESDAY, DECEMBER 17, 2019
1:00–3:00 P.M.
CONCURRENT WORKSHOPS 1

1A. A Mindful Look at Prevention, Kinship Care, and Diversion: Practical Implications

◆ **MCLE** ✷ **BBS** ✕ **CIMCE** **CRC 5.210, 5.225, 5.242, 5.518, 10.478(b), 10.478(c)–(d)**

Prevention services are a critical component of keeping families together and helping children thrive. As we strive to move toward a child welfare system that prioritizes prevention, it is important to be mindful about the unintended consequences different prevention strategies can have on children and families, particularly in those instances when a child needs to be moved out of their home for their own protection and safety. This session will discuss the impacts of the increasingly widespread practice of child welfare intervention to divert children at risk of entering foster care from juvenile court by encouraging relatives to petition for probate guardianship of these children.

We will explore the different ways that children come to live with a relative or extended family member (i.e. probate guardianships, voluntary placement agreements, voluntary family services, and other informal care arrangements) and how the use of kinship care to prevent opening a foster care case can have unintended and negative consequences on the very children and families that our system seeks to support. Specifically, presenters will share data about the demographics of kinship caregivers and children who are placed in informal kinship care versus a formal foster care placement with a relative. We will contrast the different services and supports available to children placed in foster care with those placed with relatives outside of foster care. We will explore the impacts of various prevention practices on child safety, access to funding and services, due process protections for parents and children, legal permanency, and health care and educational decision-making authority. Finally, presenters will share best practices and recommendations to ensure children in kinship families have access to the supports, services and benefits they need to thrive.

Learning Objectives—Participants will be able to:

1. Discuss a variety of prevention strategies, and identify the different objectives of primary prevention versus secondary prevention (i.e. prevention of foster care).
2. Recite basic eligibility rules for the various programs available to support children in and out of foster care including foster care benefits, subsidized guardianship assistance, adoption assistance, and TANF.
3. Identify model policies, laws, and court orders that can be implemented in a participant's home state/county in order to improve a child/family's ability to access necessary supports, benefits and services.
4. Demonstrate how different prevention programs may threaten or weaken a child or parent's due process rights, impact child safety, undermine the ability of the child and parent to achieve reunification, and impact health care and educational decision-making.

Carolyn Griesemer, *Executive Director, Children's Legal Services of San Diego*
Angie Schwartz, *Policy Director, Alliance for Children's Rights*

1B. Changing Landscape of Foster Care: CCR and FFPSA Implementation in California

◆ MCLE ✸ BBS ◈ STC ✕ CIMCE CRC 5.242, 5.518, 5.660(d)

This workshop will discuss changes in the California foster care system based on the implementation of Continuum of Care Reform (CCR) and the federal Family First Prevention Services Act (FFPSA). The presenters will discuss the court's role in these statewide changes, including findings and orders to ensure proper services are delivered to children and families.

Learning Objectives—Participants will be able to:

1. Discuss the progress of implementation of CCR and FFPSA in California.
2. Describe the court's role in ensuring children and families receive the proper services.
3. Identify barriers to implementation of CCR and FFPSA in California.

Hon. Jerilyn Borack, *Judge of the Superior Court of California, County of Sacramento*
Sara Rogers, *Chief* of the *Continuum of Care Reform Branch, California Department of Social Services*

1C. Fathers Matter: Mitigating Loss Trauma by Engaging, Equipping & Advocating for Dads and Children

◆ MCLE/Bias ✷ BBS ✂ CIMCE CRC 5.210, 5.225, 5.242, 5.518, 5.660(d)

A highly interactive workshop facilitated by experts in representation of fathers in legal proceedings, involvement of fathers in services, and training of child welfare and juvenile justice professionals, who bring personal connections along with expertise in ensuring fathers and their relatives are valued and meaningfully engaged. Presented through three distinct views including the father, the child and the advocate, this workshop focuses on mitigating loss trauma for children and youth. Participants can expect an update of legal requirements to identify and involve fathers and their relatives, followed by an exploration and discussion through the eyes of the child regarding how Dad can provide safety and protection from the outside world, and a sense of enduring engagement by remaining emotionally available and repairing ruptures in the father-child relationship. Resources provided include updated research surrounding the obstacles and challenges fathers and practitioners face in these proceedings, such as a focused discussion about individual biases, and how addressing those biases can support the practitioner in effectively advocating for fathers' inclusion. Also included is a discussion of why some fathers appear reluctant to participate, or even defiant in their behavior toward professionals, as well as a resource tool to help guide the practitioner to uncover strengths and true commitments from fathers.

Learning Objectives—Participants will be able to:

1. Describe the importance of involving fathers and how personal biases can impact the ability to effectively engage fathers in child welfare and delinquency matters.
2. Discuss how Dad can draw on key reflective insights and effective strategies to support his child through traumatic loss while building resilience.
3. Explain how the power of father's words can create and maintain a regulating and healing environment for his child(ren) and himself.
4. Identify ways to approach and engage fathers to build a more trusting, working relationship that benefits both father and his child(ren).

Kelly Beck, *Attorney Consultant and Trainer, National Institute of Permanent Family Connectedness, Seneca Family of Agencies*
Joey Cordero, *Team Lead Supportive Housing, Homeless Prenatal Program*
Beverly Kyer, *CEO and Founder, The Kyer Group Corporation*

1D. Improved Outcomes for Tribal Youth

◆ MCLE ✷ BBS ✂ CIMCE CRC 5.210, 5.225, 5.242, 5.518, 10.478(b)

According to the Substance Abuse and Mental Health Services Administration, among persons aged 12 or older, the rate of substance dependence or abuse is higher among American Indians/Alaska Natives (AI/AN) than any other population group. AI/AN youth are disproportionately suffering from substance use, co-occurring disorders, and are often over-represented in the juvenile justice system. Increasing research shows youth incarceration is ineffective, excessively expensive, and harmful. This session will focus on effective

interventions utilizing developmentally appropriate strategies to support justice-involved youth, system change through leadership and community, identifying and referring AI/AN youth for culturally appropriate services, youth residential treatment centers designed for AI/AN youth, and will provide practitioners with culturally informed processes that can augment their skill sets with a goal of improving outcomes for tribal youth and youth of color.

Learning Objectives—Participants will be able to:

1. Identify and assess appropriate implementation steps to creating effective mental health diversion programs.
2. Explain substance abuse, mental health disparities, impact of arrests, housing youth with adults, charging decisions, bail issues, and existing criminal and juvenile justice practices that exacerbate racial and ethnic disparities among the Al/AN population.
3. Discuss effective criminal and juvenile justice reform practices, steps to improve outcomes for tribal youth, services provided by Youth Regional Treatment Centers (YRTCs) and culturally based resources.

Hon. Lawrence King, *Chief Judge, Colorado River Indian Tribes*
Vida Castaneda, MSW, *Senior Analyst, Judicial Council of California*
Mark Espinosa, MPHA, *Health System Administrator, California Area Indian Health Service*
Carrie Greene, *Behavioral Health Consultant, Indian Health Service*

1E. Juvenile Dependency Case Law Update

◆ MCLE ✖ CIMCE CRC 5.242, 5.518, 5.660(d)

This session summarizes new case law relevant to dependency and provides an overview of significant appellate and state Supreme Court cases.

Learning Objectives—Participants will be able to:

1. Assess new case law.
2. Identify significant appellate and Supreme Court cases.
3. Describe significant legal changes in 2019.

Hon. Shawna Schwarz, *Judge of the Superior Court of California, County of Santa Clara*

1F. Lessons From the Central Park 5: A Conversation With Yusef Salaam

◆ MCLE/Bias ✸ BBS ◈ STC ✖ CIMCE CRC 5.215, 5.230, 5.242, 5.518

Thirty years ago, several young African American men, mostly teenagers, were falsely accused, charged and convicted for rape, in what became known as the case of Scottsboro Boys. In 1989, five teenagers, known as the Central Park 5, were charged with attempted murder, assault and rape. Four were convicted of assault and rape, a fifth convicted of the added charge for attempted murder. In 2002, the now adult former teenagers

were exonerated, but the collateral damage and consequences of their wrongful convictions is what this session will explore.

This session is a continuation of the preconference session "Beyond Trauma-Informed Care: The Epigenetics of Racial and Historical Trauma" and an opportunity for an intimate dialogue with Yusef Salaam, one of the Central Park 5, about the case, its impact on him and the others convicted, his view of the criminal justice system and whether it can be fixed.

Learning Objectives—Participants will be able to:

1. Describe the lived experience of historical trauma and racism.
2. Discuss the long-term consequences of racism on the health and well-being/wellness.
3. Identify strategies, tools and resources for justice system reforms to address historical trauma and racism.

Hon. Trina Thompson, *Judge of the Superior Court of California, County of Alameda*
Cephus "Uncle Bobby X" Johnson, *Co-founder and Executive Director, Love Not Blood Campaign*
Yusef Salaam, *Motivational Speaker, Yusef Speaks*

1G. Neuroscience Meets Juvenile Law: Dynamic Mindfulness for Youth and for Professionals Serving Them

◆ MCLE ✷ BBS ⊙ PSY ◈ STC ✕ CIMCE CRC 5.210, 5.215, 5.225, 5.230, 5.242, 5.518, 5.664, 10.478(b)

Cutting-edge neuroscience research shows that chronic stress and trauma alter youth brain development and impact their behavior - reducing their capacity for emotion regulation and empathy, affecting everything they do. Juvenile Justice formal agents (courts, corrections, police, probation) as well as education, mental health and child welfare professionals, caregivers and more, who are involved in serving these youth, imbibe secondary/vicarious trauma, which affects optimal professional performance as well as personal sustainability. This workshop will present the latest scientific findings on the impact of toxic stress and trauma on brain development and behavior, and discuss optimal solutions for mitigating these impacts, validated by neuroscience, trauma research and somatic psychology.

This dynamic and interactive workshop will combine short didactic sections with small-group breakouts and large-group experiential practice. The workshop will integrate cognitive, emotional and kinesthetic learning. Participants will leave with an experiential taste of Dynamic Mindfulness (DMind), so they can feel its impact for themselves - an experience that they can immediately apply in their lives and work, personally and professionally. The collective wisdom and experience of participants will be captured from small-group discussions and shared with the larger group. In the spirit of 'It Takes A Village' – this workshop will provide the theory and powerful practices that anyone can do anywhere, to mitigate the effects of chronic/toxic stress and primary/secondary trauma. We will explore approaches to balance our efforts on our external environments (systems/organizations) with transformative efforts on our internal environments (information processing, emotion regulation). We will discuss a dissemination model that can enable everyone involved –

children/youth, families/caregivers, and professionals in juvenile justice, mental health, child welfare, education, and more – to function more optimally, and join forces more effectively.

Learning Objectives—Participants will be able to:

1. Describe the impact of stress and trauma on brain and behavior, affecting youth behavior, professional performance and personal sustainability.
2. Practice a trauma-informed Dynamic Mindfulness practice that anyone can do anytime, anywhere to mitigate the effects of chronic/toxic stress and primary/secondary trauma.
3. Discuss a cross-sector dissemination model for Trauma-Informed Juvenile Justice, enabling children, families and professionals to join forces for a better future for all.

Bidyut Bose, PhD, *Founder and Executive Director, Niroga Institute*

1H. Reasonable Efforts: A New Emphasis

◆ **MCLE** ✕ **CIMCE** **CRC 5.660(d)**

For the first time in decades, reasonable efforts is a hot topic according to the Children's Bureau of the Federal Administration of Children and Families. This workshop will discuss what reasonable efforts are, their history, and the challenges facing judges and attorneys in making meaningful reasonable decisions. This session will rely on hypothetical situations, videos, and audience participation.

Learning Objectives—Participants will be able to:

1. Describe importance of reasonable efforts findings.
2. Identify the Children's Bureau policy changes to make reasonable efforts findings more powerful.
3. Discuss the model programs for increasing relative identification and engagement.

Hon. Leonard Edwards (Ret.), *Judge of the Superior Court of California, County of Santa Clara*
Hon. Michael Nash (Ret.), *Executive Director, Office of Child Protection*

1I. Resolving the Culture Clash: Advancing Developmentally Appropriate Juvenile Justice Practice

◆ **MCLE** ◈ **STC** ✕ **CIMCE** **CRC 5.664**

Using a case conference model, experts in child development and mental health from UCSF will join a youth justice attorney to examine and apply new scientific knowledge into juvenile delinquency practice. Marina Tolou-Shams, Ph.D., will begin the session with a presentation on new findings in child development and developmental psychopathology. Dr. Tolou-Shams will address the science behind adolescent learning, impulsivity, decision-making, as well as what constitutes normative adolescent behavior and when and how adolescent mental health symptoms can disrupt behavior. Bennett Leventhal, M.D., and Meredith Desautels, Youth Law Center, will then lead an interactive discussion on the importance of this research for juvenile

justice practice. Drawing on a hypothetical case, all session participants will work together to identify opportunities and challenges within the legal system for youth and their families. Dr. Leventhal and Ms. Desautels will then deconstruct the differential responses of the delinquency system and the mental health system, with the goal of resolving tensions between the two by identifying alternative responses that promote adolescent mental health and well-being. In the process, participants will develop a common language and shared understanding so that the scientific developmental concepts can be applied to legal practice.

Learning Objectives—Participants will be able to:

1. Identify new findings from child and adolescent development research and how these may be relevant to understanding youth in the juvenile justice system.
2. Develop a common language to bridge the cultural gap between the child development/mental health systems and the juvenile justice system.
3. Discuss hypothetical cases to develop models for applying current scientific knowledge into the practices in juvenile justice.

Meredith Desautels, *Staff Attorney, Youth Law Center*
Bennett Leventhal, MD, *Professor, University of California, San Francisco*
Marina Tolou-Shams, PhD, *Associate Professor, University of California, San Francisco*

1J. Seeking Return of Abducted Foster Children Through the Hague Process

◆ **MCLE** ✕ **CIMCE** **CRC 5.242**

The Los Angeles County, Department of Children and Family Services (DCFS), and the Los Angeles Office of County Counsel, has the only dedicated Child Abduction Hague Unit in the State of California. This is a group of social workers and County Counsel attorneys that are trained in all aspects of the Hague Convention on the Civil Aspects of International Child Abduction. When a Hague hearing is set in the foreign country a member of the DCFS Hague Unit travels to that country to participate in the hearing and argue for the return of the child. Participants will learn how to complete an application under the Hague Convention on the Civil Aspects of International Child Abduction, with special emphasis on applications submitted to Mexico. Participants will also learn alternative options for when a Hague application is not feasible. Examples include welfare and whereabouts visits, petitions for access, and working with foreign nationals. Case examples will be provided of an actual Hague hearing that occurred including photos, case descriptions, and outcomes.

Learning Objectives—Participants will be able to:

1. Create a model for handling an international child abduction.
2. Recognize different types of child abduction cases and how to respond to each.
3. Devise strategies for dealing with foreign governments.
4. Demonstrate an understanding of the different methods to locate and recover a child removed from the United States.

Michelle Lucarelli-Beltran, LCSW, *Supervising Children's Social Worker, Department of Children and Family Services*

Alyssa Skolnick, *Principal Deputy County Counsel, Office of the County Counsel, County of Los Angeles*

1K. Stand Up: Perspectives on Parkland, Gun Violence, and Public Safety

◆ MCLE ◈ STC ✕ CIMCE CRC 10.464

School shootings are occurring at an alarming rate around the country, but nowhere is the gun violence crisis more evident than in our under-served urban communities where homicide rates often reach 10 times the national average. Young Black men are especially vulnerable - the chance of a Black American family losing a son to a bullet is 62% greater than losing him to a car accident. Additionally, domestic violence and suicide prevention and intervention are enhanced by addressing access to, and prohibitions against, firearms. While some of these issues have too often been left out of the national conversation about guns, the good news is that change is possible and is happening in cities across the U.S., including here in California. Join this candid conversation with subject matter experts about approaches to addressing gun violence including the impact on youth, policy and service responses to gun violence, and strategies for collaboration.

Learning Objectives—Participants will be able to:

1. Identify how domestic violence and suicide prevention are enhanced by addressing access to, and prohibitions against, firearms.
2. Explain the impact that gun violence has on youth, policy, and service responses to gun violence and strategies for collaboration.
3. Describe the disproportionate impact on gun violence on individuals of color and for specific populations in cities nationwide and in California in particular.

Hon. L. Michael Clark, *Judge of the Superior Court of California, County of Santa Clara*
Shani Buggs, PhD, MPH, *Postdoctoral Fellow, UC Davis*
Yasmine Mabene, *California State Director, March for Our Lives*
Mike McLively, *Senior Staff Attorney and Community Violence Initiative Director, Giffords Law Center to Prevent Gun Violence*
Julia Weber, JD, MSW, *Implementation Fellow, Giffords Law Center to Prevent Gun Violence*

1L. Strategies for Managing Overlapping Criminal & Dependency Clients With Behavioral Health Issues

◆ MCLE ✷ BBS ✕ CIMCE CRC 5.210, 5.225, 5.242, 5.518

Last year the legislature passed AB 1810, creating mental health diversion (Penal Code sections 1001.35 and 1001.36). Many parents who suffer from mental health and co-occurring substance use disorders find themselves subject to the jurisdiction of both the dependency and criminal courts. Mental health diversion presents a unique opportunity to use treatment plans developed in the dependency case to keep a parent out of prison and in the community under dual court supervision. By linking the criminal and dependency cases, the court can leverage reunification both as an impetus for engagement in services and as a rubric for measuring successful participation in diversion. Moreover, non-defendant family members can be assessed for

services to mitigate the effects of intergenerational trauma. This presentation will review the fundamentals of mental health diversion, strategies for leveraging a dependency case to support mental health diversion, and a discussion of risk factors for intergenerational trauma.

Learning Objectives—Participants will be able to:

1. Understand the basics of the new mental health diversion law.
2. Identify strategies to leverage a dependency case to support mental health diversion.
3. Discuss best practices to mitigate the effects of and risk factors for intergenerational trauma.

Hon. Ursula Jones Dickson, *Judge of the Superior Court of California, County of Alameda*
Hon. Stephen Manley, *Judge of the Superior Court of California, County of Santa Clara*

1M. Talking About Sexual Violence: How to Use Trauma-Informed Communication With Survivors

◆ MCLE ✸ BBS ◈ STC ✕ CIMCE CRC 5.210, 5.215, 5.225, 5.230, 5.242, 5.518, 5.664, 10.464, 10.478(b)

As the leader in providing comprehensive victim-centered and trauma-informed trainings nationwide, RAINN's expert trainer will walk through how to better support children, families, and victims affected by sexual violence, as they move through the court system. We will begin by providing the group with a comprehensive overview of sexual violence and how the judicial system affects survivors. This will include an overview of the prevalence and scope of sexual violence within the United States, an overview of how trauma affects an individual's actions and reactions – including their behavior, memory, and emotional responses, and common traumatic responses that can look like lying or deception throughout the judicial process. Then we'll dive into how participants can apply in their professional roles this understanding of trauma and its lasting impact on victims and witnesses to effectively communicate with and support survivors in a manner that resists re-traumatization, helps obtain necessary information, and can lead to more just outcomes in the court system.

Learning Objectives—Participants will be able to:

1. Identify common responses to trauma of victims of sexual violence.
2. Explain the importance of being trauma-informed and victim-centered.
3. Recognize and set aside common biases that lead to re-traumatization of victims in the response process.
4. Apply victim-centered, trauma-informed communication strategies to interactions with victims including formal and informal interviewing.

Sunitha Menon, *Chief of Consulting Services Operations, Rape, Abuse & Incest National Network*

1N. The Impact of Implicit Bias on Individual Decision-Making and Institutional Outcomes

◆ MCLE/Bias ✸ BBS ◈ STC ✕ CIMCE CRC 5.210, 5.225, 5.242, 5.518, 5.660(d), 5.664, 10.478(b), 10.478(c)–(d)

This workshop will encourage participants to reflect on how they identify and manage their own implicit biases and the impact of implicit bias at decision points within various systems, e.g. child welfare, juvenile justice, mental health and education. The presentation will explore how implicit biases can affect outcomes such as how youth are brought into the juvenile justice and child welfare systems. Dr. Cameron-Wedding will describe how implicit bias can affect issues such as the utilization of risk assessment tools and determinations of probable cause in juvenile justice cases. Participants will develop a keener understanding of the extent to which implicit bias can contribute to the differential handling of children based on race/ethnicity, social class and gender.

Learning Objectives—Participants will be able to:

1. Identify racial impact strategies as it relates to child welfare.
2. Recognize how racial impact strategies can be utilized to reduce and eliminate implicit bias and its impact on individual and institutional decision-making.
3. Develop conscious awareness of how each individual holds implicit bias and how that impacts decision-making and outcomes for system involved youth.
4. Recognize how stereotyping and colorblindness can mask implicit biases that can result in disparities in youth serving systems.

Rita Cameron Wedding, PhD, *Professor of Women's Studies and Ethnic Studies, Sacramento State University*

1O. The Power of Monitoring and Addressing Chronic Absence in California

✕ CIMCE

Chronic absence, missing 10% or more of school, is a known early warning sign that students are off track for academic success. When chronic absence reaches high levels, it is a sign that schools, community partners, and public agencies need to work together to develop a comprehensive, prevention oriented approach to improving attendance while also unpacking and addressing barriers that keep students and families from getting to class. Offered by Hedy Chang of Attendance Works, this session will especially focus on lessons learned for reducing the high chronic absence rates and working with community stakeholders to create positive learning environments that encourage and support regular attendance.

Learning Objectives—Participants will be able to:

1. Understand why chronic absence matters for academic success.
2. Discover what works to reduce chronic absence and create supportive schools.
3. Explore strategies to leverage free-on-line resources to help address chronic absence in your own community.
4. Engage with data tools that allow stakeholders to identify schools with chronic absence challenges.

Hedy N. Chang, *Founder and Executive Director, Attendance Works*

1P. What's All the Drama About Trauma?: Restorative Justice & Trauma-Informed Court Practice

◆ MCLE ⊙ PSY ◈ STC ✕ CIMCE CRC 5.664

This workshop will first provide an advanced overview of trauma from a forensic psychologist to ensure that participants are knowledgeable about terms commonly used in juvenile court proceedings that are often misunderstood. Second, implementation of trauma-informed advocacy will be demonstrated through an interactive exercise designed to move practitioners from a "one size fits all" approach, to more tailored and nuanced approaches to criminal justice. Finally, a juvenile court bench officer will share a prospective from the bench and provide recommendations for implementation of a trauma informed model for judges, prosecutors and defense counsel.

Learning Objectives—Participants will be able to:

1. Define, differentiate, and understand the impact of complex trauma, posttraumatic stress, and toxic stress, to participants in Juvenile Court.
2. Construct "trauma informed courtrooms": apply knowledge to practice in juvenile court proceedings.
3. Apply the theories and practices introduced regarding trauma and restorative justice to daily practice.
4. Improve Restorative Justice Practices for enhanced community safety.

Hon. Ana España, *Judge of the Superior Court of California, County of San Diego*
Francesca Lehman, *PsyD, Forensic Psychologist*
Carolyn Levenberg, *Administrative Law Judge*

TUESDAY, DECEMBER 17, 2019
3:15–5:15 P.M.
CONCURRENT WORKSHOPS 2

2A. Advocating for Early Intervention and Special Education Services for Foster Youth Aged Birth to 5

◆ MCLE ◈ STC ✕ CIMCE CRC 5.242, 5.660(d)

Children, aged 0-5, are the largest growing group of children entering the foster care system. Their developmental and educational outcomes are often impacted by the abuse and neglect they suffer including developmental trauma that impacts brain development, drug and alcohol exposure in utero, delayed speech and motor developmental milestones, and lack of access to early learning opportunities like preschool, early intervention, and special education services. Participants will learn about the regional center system providing early intervention services for children from birth to three years old and the school district system providing

special education services for children 3-5 years old. Barriers to accessing services including education rights holders and highly mobile children will be discussed. Attendees will leave armed with the tools necessary to assist the children and families they serve in accessing these services.

Learning Objectives—Participants will be able to:

1. Analyze the early intervention and special education services available to children 0-5 in foster care.
2. Identify and analyze how children in the foster care system suffer from increased levels of developmental delays and trauma than other children.
3. Access early intervention and special education services for the children they serve.

Jill Rowland, *Education Program Director, Alliance for Children's Rights*
Elana Zada, *Staff Attorney, Alliance for Children's Rights*

2B. Creating System Change: How 5 Rural Counties Plan to End Domestic Violence & Trauma

◆ MCLE ✸ BBS ◈ STC ✕ CIMCE CRC 5.210, 5.215, 5.225, 5.230, 5.242, 5.518, 5.660(d), 10.464

Many Northern Rural California Counties are disproportionately affected by high Adverse Child Experience (ACE) scores relative to other regions in California. The Population Health Innovation Lab (PHIL), a program of the Public Health Institute, is supporting the formation of a Northern California collaborative focused on identifying and addressing opportunities for policy and systems change that mitigate issues of trauma and domestic violence.

Learning Objectives—Participants will be able to:

1. Describe how five Northern Rural California counties are addressing ACEs and domestic violence as part of the ACE spectrum in an innovative and informative way.
2. Identify the current issues and needs in Northern Rural California as it relates to ACEs and domestic violence.
3. Apply the frameworks to create systemic change that can be utilized in your organization and/or community.
4. Identify additional tools and frameworks that are critical to create system change.

Sue Grinnell, *Principal Investigator, Public Health Institute*
Carrie Parmeter, *Program Coordinator II, Human Response Network*
Dana Pearlman, *Social Innovation Consultant, Public Health Institute - Northern ACEs Collaborative*
Lisa Tadlock, *Executive Director, Public Health Institute - Northern ACEs Collaborative*

2C. Demystifying Relative Placement Issues and Identifying Remedies in and out of Court

◆ MCLE ✸ BBS ✕ CIMCE CRC 5.242, 5.518, 5.660(d), 5.664

Both federal and California law grant relatives preferential consideration for placement of a child who has been removed from a parent because of allegations of abuse or neglect. However, with sweeping changes to

the assessment and approval process imposed by Continuum of Care Reform (CCR), coupled with several recent appellate court opinions, California is still striving for effective and consistent implementation of the relative placement preference across the state. This training will address tools and tips for what can be done to speed up the Resource Family Approval (RFA) process and steps to take to ensure your clients' relatives do not fall through the cracks. Additionally, a step-by-step overview of relevant statutory language, case law and state policy on relative placement requirements, as they apply to each hearing in a dependency court proceeding will also be provided. This will include information about recent changes to the criminal history assessment process for prospective caregivers, as well as an overview of changes in funding and financial supports available for children being cared for by relatives. We will also discuss obtaining a more complete picture of why the RFA assessment was approved or denied, how the RFA assessment process intersects with juvenile dependency proceedings, and what remedies may be available when the RFA assessment process has been delayed or denied.

Learning Objectives—Participants will be able to:

1. Describe the RFA process including the requirements placed on the county placement agencies and the juvenile courts during each stage of the proceeding.
2. Explain the differences between relative and resource family placement approval including comprehending the elusive criminal background assessment and exemption requirements, and recent changes in the law regarding the financial benefits available.
3. Create a strategy to push RFA relative assessments to completion in a reasonable time frame.
4. Prepare to argue for or against the release of RFA assessment information to parties and attorneys in juvenile court.

Hon. Martha A. Matthews, *Judge of the Superior Court of California, County of Los Angeles*
Susan Abrams, *Director of Policy and Training, Children's Law Center of California*
Mary Livingstone, *Staff Attorney, Dependency Legal Services of San Diego*
Berta Zangari, *Firm Director, Dependency Legal Services of San Diego*

2D. Do No Harm: Improving Outcomes for Families of Color

◆ MCLE/Bias ✷ BBS ◈ STC ✂ CIMCE CRC 5.210, 5.225, 5.242, 5.518, 5.660(d), 5.664, 10.478(b)

Talking about race is hard. Racial disparities create risk for long-lasting harms to children. Many professionals voice frustration with introductory level 'cultural competency' trainings that do not provide concrete tools needed to take action to change racial disparities. The conceptual model (Lewis, 2011) uses a trauma-informed, ecological systems framework to focus on the quality of working relationships within organizational systems. Research findings are presented from work with early childhood educators and work with interdisciplinary child welfare teams composed of juvenile court judges, lawyers and social workers using the National Zero to Three Safe Baby Court Teams (SBCT) innovative approach. Participants will be introduced to several tools including the Perception of the Quality of Working Relationships (Lewis, 2009) and successful strategies used by SBCT teams to collect data and set sustainable goals to reduce racial disparities. We discuss evidence of reduction of racial disparities through SBCT delivery of equitable services to young children in the

foster care system. Participants will be given the 'Ten Guidelines for Undoing Bias' to use for specific goal setting in their communities and courtrooms.

Learning Objectives—Participants will be able to:

1. Recognize personal biases that may impact their work with children and families of color involved in the child welfare system.
2. Explain how unrecognized bias serves to support structural racism that leads to racial disparities in the child welfare system.
3. Complete a personal equity audit for action.
4. Construct an action plan to investigate mechanisms of structural racism leading to racialized outcomes and disparities in services for children and families of color in the child welfare system.

Marva L. Lewis, PhD, *Associate Professor, Tulane University School of Social Work*

2E. Establishing a Tribal-State Joint Jurisdiction Court

◆ MCLE/Bias ✷ BBS ✕ CIMCE CRC 5.518, 10.478(b), 10.478(c)–(d)

Jurisdiction is exercised jointly when a tribal court judge and a state or federal court judge come together to exercise their respective authority simultaneously, bringing together justice system partners and leveraging resources to promote healing and protect public safety. This cutting edge approach to justice is a blend of tribal healing to wellness and collaborative courts and has been used across several case types. Judge Abby Abinanti, Chief Judge of the Yurok Tribal Court, and Judge Joyce Hinrichs, Presiding Judge of the Humboldt Superior Court, have designed a joint jurisdiction Family Wellness Court as a voluntary alternative to juvenile dependency court. Jenny Walter has served as the consultant to the Humboldt Superior Court and to the Northern California Tribal Courts Coalition to establish these courts, and together they will explain the process for creating the joint jurisdiction court, share lessons learned and give participants an understanding of what is necessary to establish a joint jurisdiction court in their own jurisdictions.

Learning Objectives—Participants will be able to:

1. Explain the value of effective tribal-state collaboration in effectively serving Indian children and families.
2. Identify some of the legal and practical issues that may arise in developing a joint jurisdiction court and strategies to address these issues.
3. Describe active efforts under the Indian Child Welfare Act be made across the continuum of service provision in a manner that takes into account the prevailing social and cultural values, conditions, and way of life of the Indian child's tribe.
4. Discuss the process and steps involved in developing and implementing a joint jurisdiction court.

Hon. Abby Abinanti, *Chief Judge, Yurok Tribal Court*
Hon. Joyce Hinrichs, *Presiding Judge of the Superior Court of California, County of Humboldt*
Jennifer Walter, *Attorney/Consultant, Walter Consulting*

2F. Fetal Alcohol Spectrum Disorders: Causes, Prevalence, Prevention, and Treatment

✷ BBS ⊙ PSY ✕ CIMCE CRC 5.210, 5.225, 5.242, 5.518, 5.660(d), 10.478(b)

Between 1973, when the Fetal Alcohol Syndrome (FAS) was first described in the United States, and the present, this disorder has evolved from a purely medical condition to what some people would suggest is a social epidemic. We will consider some of the reasons for this evolution and discuss the major impact that social workers, probation officers, mental health professionals, and legal professionals can have on the future of children and their families who are at risk of, or are already affected by, this condition.

Learning Objectives—Participants will be able to:

1. Identify specific drugs of abuse and the harm when ingested during pregnancy.
2. Differentiate between Fetal Alcohol Syndrome (FAS), Partial Fetal Alcohol Syndrome (pFAS) and Alcohol Related Neurodevelopmental Disorder (ARND), realizing that all three of these diagnoses fall within the spectrum of Fetal Alcohol Spectrum Disorders (FASD).
3. Recognize the prevalence of FASD in comparison with ASD in school-aged children.
4. Explain the necessity of early and specific intervention in relation to behavioral outcomes.

Hon. Charles "Steve" Crandall, *Presiding Juvenile Court Judge of the Superior Court of California, County of San Luis Obispo*
Peggy Combs-Way, *Private Consultant, SoCal National Organization on Fetal Alcohol Syndrome*
Kenneth Lyons Jones, MD, *Distinguished Professor of Pediatrics, University of California San Diego School of Medicine*
Andrea Torzon, MFT, *FASD Care Coordinator, Institute for Fetal Alcohol Spectrum Disorders Discovery*

2G. Helping Children Transition: Considerations for Juvenile Court Stakeholders

◆MCLE ✷BBS ✕CIMCE CRC 5.210, 5.225, 5.518, 10.478

Children transition from foster care to relatives or back to parents often in the child welfare system. Often times, the system is not aware of the traumatic impact that this transition can have for the biological family, the child, or the care-giving family. This session will help participants understand these transitions through a trauma informed lens and identify key strategies to help ease the transitions, support resiliency of the child, the biological family and the care-giving family and make the transition permanent.

Learning Objectives—Participants will be able to:

1. Describe a successful transition plan for all parties.
2. Detail behaviors a child may exhibit during a transition.
3. Identify actions the courts and system partners can take to support resiliency.
4. Define a trauma informed approach to transitions for children and families.

Jennifer Rexroad, *Executive Director, California Alliance of Caregivers*
Sara Rogers, *Chief* of the *Continuum of Care Reform Branch, California Department of Social Services*

2H. Juvenile Justice Legal Update

◆ MCLE ◈ STC ✖ CIMCE CRC 5.664

This session summarizes new case law relevant to delinquency and provides an overview of significant appellate and Supreme Court cases affecting delinquency law and policy.

Learning Objectives—Participants will be able to:

1. Articulate recent legislative changes affecting the area of juvenile delinquency.
2. Identify significant appellate and state Supreme Court cases.
3. Describe significant legal changes in 2018 and 2019.

Hon. Charles Smiley, Judge of the Superior Court of California, County of Alameda

2I. Missing & Murdered Indigenous Women & Girls: Creating Change in Data, Research, Policy & Practice

✷ BBS ⊙ PSY ◈ STC ✖ CIMCE CRC 5.215, 5.230, 5.242, 5.518, 10.464

The speaker will present her work on the data gathering and information about the Missing and Murdered Indigenous Women database, held by Sovereign Bodies Institute (SBI). She will provide an in-depth review of SBI's work tracing, investigating, documenting and mapping cases of missing and murdered indigenous women and girls describing the connection with domestic violence, sexual assault and sex trafficking. She will highlight issues related to the collection of information by local, state and federal law enforcement and how indigenous identities are often missing or misidentified. The speaker will describe the process of relationship building with local, state and federal law enforcement agencies, how she maintains the confidentiality and integrity of SBI's database, and its policies regarding sharing of information. Attendees will have opportunities for small group and large group discussions in this workshop to further identify issues and create solutions for their own communities.

Learning Objectives—Participants will be able to:

1. Describe the disproportional rates of missing and murdered indigenous women and girls in relation to domestic violence, sexual assault and sex trafficking.
2. Identify the process of mapping, investigating, documenting and sovereign data gathering.
3. Describe issues in collecting information and communication by local, state and federal law enforcement.
4. Recognize how to create partnership building and system change while respecting tribal sovereignty.

Trafficking Survivor and Expert

2J. Notice Across the Border Through the Letters Rogatory Process: Cross-Border Collaboration

◆ MCLE ✕ CIMCE CRC 5.242, 10.478(b), 10.478(c)–(d)

Nearly one in four children in the United States live with immigrant parents, and over 18.6 million children have at least one foreign born parent. In addition, "between 2009 and 2013, almost four million non-citizens were deported and an estimated half-million of those deportees were parents of US citizen children" (NCJFCJ, 2018). How do social service agencies and juvenile courts handle cases where parents are deported or live in foreign countries? How do border communities meet the challenge of working with binational cases. How should attorneys work with parents that are on the other side of the border, that they may never meet in person? In this interactive workshop, meet the team of four professionals from the border community of Imperial County, California that handles binational cases every day. Judge Juan Ulloa, DSS Program Manager Brenda Vera, and Attorney Veronica Henderson will use real-world scenarios to show participants how to notice using the Inter-American Convention on Letters Rogatory, work with DIF, conduct UCCJEA calls with foreign countries and more.

Learning Objectives—Participants will be able to:

1. Formulate how to utilize the letters rogatory process to notice foreign parents in juvenile dependency cases.
2. Critique binational cases for procedural and substantive pitfalls in the juvenile dependency process, including notice violations.
3. Role play different courtroom arguments which can occur when parents are in foreign countries and how to avoid multiple continuances.
4. Locate resources on binational, letters rogatory, and immigration cases and identify contacts to seek out help.

Hon. Juan Ulloa, *Judge of the Superior Court of California, County of Imperial*
Veronica Henderson, *Attorney, Henderson and Ranasinghe LLP*
Brenda Vera, MSW, *Program Manager, Imperial County Department of Social Services*

2K. Opioid Addiction and Treatment in Criminal Justice and Human Services Settings

✷ BBS ⊙ PSY ◈ STC ✕ CIMCE CRC 5.210, 5.225, 5.242, 5.660(d), 10.478(b)

During this session, Judge Leonard Edwards will provide a broad overview of the DHCS-funded County Touchpoints project, which is training child welfare workers, court staff, prosecutors, and probation officiers about opioid addiction and its treatment, and especially about Medication Assisted Treatment (MAT) and how persons who interact with parents with addiction can support sobriety and recovery by supporting continuation of the medications. Dr. Marce Abare will introduce the neuroscience of opioid addiction as a brain disease, discuss the interface of abstinence-based treatment and MAT, and describe the changes in the substance use disorder treatment system now that treatment is a benefit under Drug Medi-Cal for Medi-Cal beneficiaries. Howard Himes will discuss how national professional organizations expect child welfare workers

and justice stakeholders to support MAT in parents, and give some case examples involving dependency courts for discussion.

Learning Objectives—Participants will be able to:

1. Describe the neuroscience of opioid addiction as a brain disease.
2. Analyze the advantages of treating opioid use disorder in criminal justice and human services settings.
3. Discuss the implementation of the initiative in the Department of Corrections and Rehabilitation and jails policy.

Hon. Leonard Edwards (Ret.), *Judge of the Superior Court of California, County of Santa Clara*
Marce Abare, MD, MPH, *Medical Director, Reentry Resource Center, Mobile Medical Unit, Santa Clara Valley Health and Hospital System*
Howard Himes, *Consultant, Health Management Associates*
Elizabeth Stanley-Salazar, RN, MPH, *Consultant, California Health Policy Strategies*

2L. Safety & Accountability In Domestic Violence Cases Through Juvenile Court Final Custody Orders

◆ MCLE ✷ BBS ✂ CIMCE CRC 5.215, 5.230, 5.242, 5.660(d)

Careful assessment of domestic violence dynamics, including addressing safety and accountability concerns, are necessary when making Juvenile Court Final Custody Orders. In this course, participants will discuss how to make effective final custody orders in the context of domestic violence, what information a dependency judge should include in the final custody orders, and different strategies or approaches to handling domestic violence cases transitioning from the child welfare system to family court. Judicial faculty from both the dependency and family courts will engage participants to share different perspectives and practices on making final custody orders and handling case transitions.

Learning Objectives—Participants will be able to:

1. Discuss the unique challenges in making final custody orders in dependency cases involving domestic violence.
2. Identify the features of an effective final custody order and the information that should be included to enhance safety and accountability when cases transition to family court.
3. Identify strategies and approaches to support better outcomes in domestic violence cases, including ways to coordinate between the juvenile and family courts.

Hon. Jerilyn Borack, *Judge of the Superior Court of California, County of Sacramento*
Hon. Mark Juhas, *Judge of the Superior Court of California, County of Los Angeles*

2M. The Moral Construction of Poverty and the Child Welfare System

◆ MCLE/Bias ✸ BBS ✕ CIMCE CRC 5.210, 5.225, 5.242, 5.518

This workshop will consider how ideas about poverty, socioeconomics and bias inform the approach that the child welfare system takes in protecting children. Dr. Bridges will help participants explore the phenomena of blame and punishment and specifically, how this plays out with poor, system-involved families. In this workshop participants will identify how justice partners, through working in their respective roles, can begin changing this structural phenomena in child welfare and juvenile justice with the objective of improving outcomes for families.

Learning Objectives—Participants will be able to:

1. Discuss how poverty can impact child welfare on a broad scale.
2. Recognize how issues of race and socioeconomics are embedded in social welfare systems.
3. Discuss how justice partners can work together to create system changes to benefit families.

Khiara M. Bridges, PhD, *Professor of Law, UC Berkeley Law School*

2N. When Mental Health Treatment Falls Short: Juvenile Court and the LPS Act

◆ MCLE ✸ BBS ✕ CIMCE CRC 5.210, 5.225, 5.242, 5.518, 10.478(b)

This workshop discusses the cross-over between proceedings under the Lanterman-Petris-Short Act (LPS) and juvenile court proceedings (dependency and juvenile justice). Presenters will explain the time frames and criteria for periods of involuntary hospitalizations under the LPS Act, and the subsequent referral for conservatorship. The issue of coordination or lack thereof with the juvenile court will be addressed. Other topics include the role of the Public Guardian, placement options, psychotropic medication, the definition of "grave disability," access to juvenile court records, alternatives to conservatorship, courtroom environment for youth with mental illness, selection of a conservator, and disparities among different counties in their approach to conservatorship for youth. Participants will have the opportunity to hear the perspective of the court, county counsel representing the Public Guardian, the public defender representing the youth, and a treating psychiatrist from Starview Adolescent Center.

Learning Objectives—Participants will be able to:

1. Describe the purpose, timing, and procedural requirements of a Riese hearing.
2. Discuss how to advocate for a client who may be subject to multiple court proceedings in which their mental health is at issue.
3. Recognize the limits of legally permitted mental health information-sharing between separate court divisions and among professionals treating and advocating for the client.

Hon. Donna Groman, *Judge of the Superior Court of California, County of Los Angeles*
Patty Choi, *Deputy County Counsel, Office of the County Counsel, County of Los Angeles*
Carlos Rodriguez, MD, *Child and Adolescent Psychiatrist and Medical Director, Star View Adolescent Center*

Patricia Moorhead, *Deputy Public Defender, Los Angeles Public Defender's Office*

2O. Who Has a Right to Know What About Youth in Care? Confidentiality & Information Sharing (WIC 827)

◆ MCLE ✷ BBS ⊙ PSY ◈ STC ✕ CIMCE CRC 5.242, 5.518, 5.660(d), 5.664, 10.478(b), 10.478(c)–(d)

Good planning and service delivery requires good information. The ability to access relevant educational, medical and other histories in a timely way is critical to good outcomes for youth under court jurisdiction. Yet, good outcomes also require recognizing and honoring the importance of privacy and discretion, particularly related to sensitive information in a child's record. This workshop will begin with an overview of the confidentiality laws that control release of information about foster youth from child welfare, health, mental health, education and probation files, and introduce new resources summarizing and providing guidance on these laws. Then, a panel of professionals representing different perspectives will take on some of the common and most challenging information sharing scenarios, including sharing in multi-disciplinary teams and CFTs, and disclosing sensitive information such as mental health and reproductive health information. The panel will apply their knowledge and give feedback on the challenges from their perspectives. Audience members will be encouraged to participate and provide their solutions, scenarios and perspectives as well.

Learning Objectives—Participants will be able to:

1. Describe the confidentiality laws that impact access to child welfare, probation, health and education information about youth under court jurisdiction.
2. Describe the tools and exceptions that allow for, and limit access to confidential information.
3. Identify resources to stay up-to-date with the ever changing regulations and best practices regarding confidentiality for youth in care.
4. Apply the knowledge regarding confidentiality laws to prepare best practices for daily work interacting with clients and service providers in a myriad of settings.

Rebecca Gudeman, *Senior Director, Health, National Center for Youth Law*
Alyssa Skolnick, *Principal Deputy County Counsel, Office of the County Counsel, County of Los Angeles*
Robert Waring, *Policy Director, Supervising Attorney, East Bay Children's Law Office*

TUESDAY, DECEMBER 17, 2019
5:15 - 6:30PM
JUVENILE COURT JUDGES OF CALIFORNIA (JUVENILE COURT JUDGES ONLY)

Hon. Leonard Edwards (Ret.), *Judge of the Superior Court of California, County of Santa Clara*

WEDNESDAY, DECEMBER 18, 2019
8:30–9:30 A.M.
BREAKFAST AND PLENARY

Mental Wellness in the Workplace

◆ MCLE/Competence ✷ BBS ◈ STC ✂ CIMCE CRC 5.210, 5.225, 5.518, 10.478(b)

Managing stress in order to perform at our highest level at work may be the most challenging professional task we face professionally. Achieving a sense of accomplishment and purpose at work is one of the most fulfilling experiences and recharges individuals in the most stressful jobs. The skills to gain workplace satisfaction are achieved by understanding and practicing mental wellness principles that provide the inner stability to deal with any stressful situation and the organizational tools to create less stressful work environments. This inspiring keynote will share stories and science-based strategies for elevating your workplace into one that promotes everyone's mental and emotional wellbeing.

Learning Objectives—Participants will be able to:

1. Define secondary traumatic stress and stressors in the workplace.
2. Identify triggers and early warning signs of stress and secondary traumatic stress.
3. Describe practices to promote wellness.

Isaiah Pickens PhD, *Psychologist, iOpening Enterprises*

WEDNESDAY, DECEMBER 18, 2019
9:45–10:45 A.M.
CONCURRENT WORKSHOPS 3

3A. "Oh my, a CASA is assigned to my case! How do I work effectively with the CASA?"

◆ MCLE ✷ BBS ◈ STC ✂ CIMCE CRC 5.518

As a social worker or attorney, have you ever wondered how a CASA program operates and whether the CASAs are well-trained? Have you ever had a conflict with a CASA and wanted to know how best to resolve it? Are you unfamiliar with the state laws and statutes that govern the work of CASA volunteers? Have you ever been frustrated after reading a CASA's court report? If so, come to this workshop and learn how CASA volunteers are trained and supported by child welfare professionals in your local county CASA program. Learn about the role of CASAs, how they are supervised, and the benefits they can bring to a case. This workshop is designed to help all dependency stakeholders develop effective relationships with CASA volunteers and the local CASA program to benefit children in the foster care system. We will put particular emphasis on the issues parents' attorneys and social workers often face. It will be facilitated by two local program CASA staff: Jimmy

Cook, who has been a county social worker and Jessica Muñoz, who represented parents and children in juvenile court and now runs a CASA program in Riverside County. Diane Nunn, National CASA/GAL Association, will moderate the discussion and add a national perspective. They all bring a deep understanding of the role of child welfare professionals and attorneys, and a commitment to the best-interest-advocacy of CASA volunteers and staff.

Learning Objectives—Participants will be able to:

1. Describe the role of CASA volunteers, including the training and supervision CASA volunteers are required to have.
2. Apply ways to effectively work with and resolve conflicts with a CASA as part of the child welfare team.
3. Identify the Rules of Court, WIC code sections, and local court rules that govern a CASA's work.

Jimmy Cook, *Program Manager, CASA of Santa Cruz County*
Jessica Muñoz, *Executive Director of Riverside County, Voices for Children*
Diane Nunn, *Judicial Liaison, National CASA/GAL Association for Children*

3B. Case Planning for Military Families

◆ MCLE ✷ BBS ✂ CIMCE CRC 5.210, 5.225, 5.242, 5.518, 10.478(b)

Military families present unique challenges when determining parenting agreements. When a service member is deployed for weeks and months at a time, visitation plans, physical custody agreements, and emotional attachments and parenting patterns are often disrupted. This session will briefly discuss the relevance of the Servicemembers Civil Relief Act (SCRA), and how family court personnel can anticipate these variables, and understand their impact on family functioning to better navigate these challenging cases.

Learning Objectives—Participants will be able to:

1. Identify how parenting time differs for military families compared to the general divorced population.
2. Explain what the SCRA does and does not allow with regard to child custody/visitation matters for parents on active duty.
3. Describe elements that must be included in a military Family Care Plan and how those differ for divorced/unmarried parents.
4. List at least 3 resources and therapeutic interventions to support military parents before, during, and post-deployment.

Kathleen West, DrPH, *Lecturer/Consultant, Department of Social Welfare, University of California, Los Angeles*

3C. Crossover Issues Between Probate and Dependency Courts: Which Court is Right for a Child?

◆ **MCLE** ✷ **BBS** ✂ **CIMCE** **CRC 5.242, 5.518, 10.478(b), 10.478(c)–(d)**

A minor in crisis not only finds themselves navigating the challenges of finding a safe place to live but also with navigating between two courts, the dependency and the probate courts. This session will provide some information on the pros and cons of both systems, the legal standards of each court and touch on special crossover jurisdictional issues.

Learning Objectives—Participants will be able to:

1. Identify the advantages and disadvantages of the probate and dependency courts.
2. Distinguish between the different legal standards of the courts.
3. Describe when and how guardianship orders can be issued in different court settings.

Hon. Tari L. Cody, *Judge of the Superior Court of California, County of Ventura*
Anjuli Arora Dow, *Legal Director, Legal Services for Children*
David White, *Senior Staff Attorney, Legal Services for Children*

3D. Data-Driven Partnerships Supporting Foster Youth Education

✂ **CIMCE**

Recent outcome data has demonstrated that foster youth in California's schools continue to experience a significant achievement gap compared to their peers and often fail to graduate. This workshop will highlight a multi-agency approach to improve foster youth educational outcomes facilitated through the Foster Focus data system. Foster Focus is used to monitor academic progress, manage transitions and promote collaboration between placement and education agencies. Sacramento, San Bernardino and San Luis Obispo counties will discuss local best practices and partnerships facilitated through Foster Focus to support the unique education needs of foster youth. The Sacramento County Office of Education is the administrator agency for the Foster Focus data system, currently used by 45 counties across California. Foster Focus integrates data from the Child Welfare Services/Case Management System (CWS/CMS), School Information Systems (SIS), and the California Longitudinal Pupil Achievement Data System (CALPADS), and can be used by child welfare, probation, school districts, and County Offices of Education (COEs).

Learning Objectives—Participants will be able to:

1. Review current academic outcome data and common education barriers experienced by foster youth in California.
2. Identify innovative local practices facilitated through the Foster Focus data system.
3. Analyze Foster Focus case management and reporting tools used to prompt multi-agency collaboration and timely pupil-level support.

Bridget Stumpf, *Chief Foster Focus Administrator, Sacramento County Office of Education*

Jessica Thomas, *Program Coordinator, Homeless and Foster Youth Services Coordinating Program, San Luis Obispo County Office of Education*
Lori Valerio, *Supervising Social Services Practioner, San Bernardino Children and Family Services*

3E. Harm Reduction: Serving Children and Youth Who Have Been Commercially Sexually Exploited

◆ MCLE ✷ BBS ⊙ PSY ◈ STC ✕ CIMCE CRC 5.210, 5.215, 5.225, 2.30, 5.242, 5.518, 5.664, 10.478(b)

There are currently no evidence based best practices specific to serving children and youth who have been commercially sexually exploited (CSE). However, the harm reduction approach has been recognized as a promising practice to engage and meet the unique needs of this population. The approach empowers youth to be the curators of their own safety, including how they define safety. It involves promoting self-determination and assisting youth in gaining, or re-establishing, their own sense of power. It acknowledges that CSE youth will likely continue to engage in risk-taking behaviors, such as running away, using substances or having unprotected sex, even while accessing services, and that supporting youth in taking small, incremental steps toward safer behavior will eventually lead to longer term safety and stability.

In this workshop, participants will learn a brief historical context of the harm reduction approach and evidence of its impact when used to support individuals with substance use disorders, as well as adults in the sex trade. Further, the presenters will demonstrate how the approach is applied to CSE youth, its limitations and barriers, and how utilizing such an approach is beneficial and impactful. The presentation will specifically focus on the adoption of a harm reduction approach both in practice and philosophy; highlighting the ways it can be implemented both systemically and in direct service across a range of disciplines.

Learning Objectives—Participants will be able to:

1. Participants will understand the principles of a harm reduction approach.
2. Participants will understand the application of a harm reduction approach to commercially sexually exploited children and youth.
3. Participants will be able to articulate specific harm reduction strategies to implement in practice when serving commercially exploited youth.
4. Participants will learn how harm reduction strategies can be used with youth across a range of disciplines.

Mae Ackerman-Brimberg, *Attorney, Collaborative Responses to Commercial Sexual Exploitation Initiative, National Center for Youth Law*
Ciara Phillips, MSC/MFT, *Analyst, California Department of Social Services*

3F. How Can Technology and Data Reduce Conflict & Increase Civility?

✷ BBS ⊙ PSY ✕ CIMCE CRC 5.210, 5.225, 5.518

The American family justice system has been in crisis for decades. Under-resourced, over utilized family courts remain the preferred venue for resolving familial disputes despite evidence showing this regularly results in increased parental acrimony and has negative implications for the children. As Millennials (who represent 90% of new parents) enter their age of conscious uncoupling, they're bringing more and more complex cases to courts. Intelligent Dispute Resolution is an emerging technology field that utilizes computer and human intelligence to help parents predict and prevent conflict. When conflict occurs, they can be connected to an on-demand mediator who can help resolve disputes, draft agreements and coach parents towards a more civil co-parenting relationship. In this session, attendees will receive a comprehensive introduction to Intelligent Dispute Resolution technologies and gain foundational understanding about how these technologies can be used to minimize conflict and enhance civility in different complex relationship settings.

Learning Objectives—Participants will be able to:

1. Explain the available Intelligent Dispute Resolution technologies.
2. Describe how IDR technologies can be used to minimize conflict and enhance civility in different complex relationship settings.
3. Apply these technologies in a family justice setting.

Hon. Sherrill Ellsworth (Ret.), *Judge of the Superior Court of California, County of Riverside and Community Chief Officer, Hyphenus Inc.*

3G. Invisible Injuries Part 1: Up-to-Date Research on Brain Injuries in Female Survivors of DV

◆ MCLE ✷ BBS ✕ CIMCE CRC 5.210, 5.215, 5.225, 5.230, 5.242, 5.518, 10.464, 10.478(b)

Globally, nearly 1 in 3 women over the age of 15 have experienced intimate partner violence (IPV), and several reports have shown that women subjected to IPV experience repetitive mild traumatic brain injuries (TBIs) at alarmingly high rates. Women have also reported high rates of symptoms (cognitive difficulties, depression, anxiety, sleep problems) that are consistent with outcomes following TBIs in other populations. However, for women survivors of IPV, many of these symptoms have been overlooked or interpreted as being associated with partner violence itself, rather than TBIs. In this course, data will be presented on the effects of IPV-related TBI on women's cognitive and psychological health as well as structural and functional neural connectivity. This course will also address recognizing and understanding strangulation in women, as the consequences of strangulation are often unrecognized and, may interact with or exacerbate effects of TBIs.

Learning Objectives—Participants will be able to:

1. Describe the high rate of TBIs in women who have experienced IPV.
2. Describe the health consequences of TBI and strangulation.
3. Describe current research on the neural consequences of IPV.

Eve Valera, PhD, *Researcher and Assistant Professor, Martinos Center for Biomedical Imaging, Harvard Medical School*

3H. Juvenile Competency: Legal Updates

◆ MCLE ✷ BBS ⊙ PSY ◈ STC ✕ CIMCE CRC 5.242, 5.518, 5.660(d), 5.664

The issue of how to handle juvenile justice youth who are declared incompetent to stand trial has long frustrated the delinquency system. Recent legislation established clear timelines and processes to balance public safety with the treatment needs of the youth. In this workshop, participants will learn about new legal requirements regarding juvenile competency including who may raise a doubt about the youth's ability to understand the proceedings, the requirements of experts appointed to evaluate the youth, court reviews of remediation services, limitations on and alternatives to secure confinement, and required county protocols.

Learning Objectives—Participants will be able to:

1. Articulate the current legal standard and court process for competency in a juvenile case.
2. Describe the court's role when the court finds that the minor is incompetent.
3. Identify the timelines for delivery of restoration and remediation services.
4. Identify the maximum times of secure confinement.

Hon. Patrick Tondreau (Ret.), *Judge of the Superior Court of California, County of Santa Clara*
Patricia Lee, *Managing Attorney, San Francisco Public Defender's Office Juvenile Unit*

3I. Mentor Parents Leading the Way

◆ MCLE/Ethics ✕ CIMCE CRC 5.518, 5.660(d)

Parents with lived experience who have successfully navigated the child welfare system can be powerful allies to parents, and the attorneys who represent them in juvenile dependency cases. This workshop will highlight lessons learned from two innovative programs in legal offices primarily representing parents: Dependency Advocacy Center's (DAC) 10 year-old Mentor Parent program and the brand new Parent Advocate program it inspired at East Bay Family Defenders (EBFD). We will comprehensively walk participants through the steps and considerations necessary to build a strong and successful Mentor Parent/Parent Advocate program.

Learning Objectives—Participants will be able to:

1. Assess implementation considerations, such as: the qualifications, roles and responsibilities of mentor parents; sustaining funding for the program; and supervision models.
2. Evaluate data and outcomes, as well as emerging research demonstrating improved child welfare outcomes associated with Mentor Parent programs.
3. Describe leadership development for mentor parents, including an examination of the strengths and challenges of incorporating a mentor parent into management and how to meaningfully incorporate the voices of parents to impact the larger child welfare system.

4. Apply instruments DAC developed to evaluate programs that can be replicated to seek and sustain funding for this valuable model practice.

Hilary Kushins, JD, CWLS, MSW, *Co-Founder, Drug Court & Training Programs Manager, Dependency Advocacy Center*
Eliza Patten, *Co-Executive Director, East Bay Family Defenders*
Dave Shuster, *Mentor Parent Program Supervisor, Dependency Advocacy Center*

3J. Solutions to Reduce Disparities for California's Children & Families

◆ MCLE/Bias ✷ BBS ✕ CIMCE CRC 5.210, 5.225, 5.242, 5.518, 5.660(d)

In public, private, and nonprofit organizations, we are called upon to serve our children and families in ways that grow and change with their needs. However, despite our best efforts, we often perpetuate services and outcomes that are inequitable and deepen disparities for children and families of color. The Interstate Agency Workgroup to Eliminate Disparities will highlight current disparities for children and families in California; introduce solution-based tools from the workgroup's Racial Equity Curriculum with potential for transformation; and deliver hands-on guidance in the development of a customized Racial Impact Tool. Racial Impact Tools systematically analyze how racial and ethnic groups are affected by an existing or proposed action or policy and are now widely regarded as critical in the assessment of possible unintended impacts for undeserved communities. When applied and utilized properly, a Racial Impact Tool can help reveal how communities are situated differently, revealing inequities that require targeted strategies that would have otherwise been missed.

Learning Objectives—Participants will be able to:

1. Describe the work of the Interstate Agency Workgroup to Eliminate Disparities.
2. Apply the Racial Impact Tool and Equity Curriculum to identify bias in policymaking at decision points.
3. Identify how to reduce bias and disparate outcomes for children and families of color.

Michael Roosevelt, *Senior Analyst, Judicial Council of California*

3K. Special Immigrant Juvenile Status: Safeguarding the Futures of Undocumented Youth in Foster Care

◆ MCLE ✕ CIMCE CRC 5.242, 5.664, 10.478(b)

California's child welfare and juvenile justice systems undoubtedly include a significant population of undocumented children. The vast majority of these youth qualify for immigration relief, including Special Immigrant Juvenile Status (SIJS). Undocumented children who leave foster care without obtaining SIJS or other forms of immigration relief face additional hurdles in finding work and transitioning to successful adulthood. Unfortunately, obtaining legal status has become increasingly difficult in today's political climate, and children seeking immigration relief often face significant pushback from U.S. Citizenship and Immigration Services (USCIS).

The panel will discuss how a pathway to citizenship can change the lives of undocumented children and how anti-immigrant bias at the state and federal level affects undocumented children. This session will discuss recent changes to the immigration landscape that undocumented children must navigate. We will review new USCIS policies, the challenges that they create for undocumented children, and best practice recommendations to overcome these challenges. Using the information learned, participants will consider sample fact patterns and discuss how to best address potential hurdles to a child's SIJS eligibility.

Learning Objectives—Participants will be able to:

1. Recognize the requirements for presenting a successful petition for Special Immigrant Juvenile Status to USCIS.
2. Explain the new challenges presented by USCIS to youth seeking SIJS in California.
3. Identify how stakeholders can better support undocumented foster youth in their efforts to obtain immigration status.

Odessa Berry-Powers, *Immigration Attorney, Children's Law Center of California*
Lindsay Toczylowski, *Executive Director, Immigrant Defenders Law Center*

3L. Supporting Birth and Resource Parent Partnerships to Improve the Lives of Children

◆ MCLE ✷ BBS ✕ CIMCE CRC 5.210, 5.225, 5.242, 5.518, 5.660(d)

Birth and resource parent partnerships help ensure excellent parenting for children in the child welfare system. These partnerships can facilitate vital information sharing about the children's needs, provide organic supports for families during visits and case transitions, help maintain youth connections with supportive adults, increase placement stability, reduce trauma from grief and loss, and support positive, long-term outcomes. In this workshop, participants will discuss how child welfare system stakeholders including judges, court personnel, social workers, agency administrators, attorneys, caregivers, CASAs, and others can cultivate a system culture in which birth and resource families work together to improve the lives of children by strengthening relationships, communication, and involvement in decision and policy-making. The workshop will include examples of successful agency practices and specific strategies stakeholders can use to support birth and resource parent partnerships. Workshop faculty will lead the group through a discussion of successful practices, as well as teach participants how to implement those in their own work. Participants will also engage in a discussion regarding the barriers to birth and resource parent partnerships and ways to overcome those barriers. Video of birth and resource parents discussing successful co-parenting will also be shared.

Learning Objectives—Participants will be able to:

1. Describe the value of birth and resource parent partnerships and how they can ease trauma and improve outcomes for children in foster care.
2. Identify practices that support successful birth and resource parent partnerships.

3. List ways specific to each stakeholder role to shift system culture to better support birth and resource parent partnerships.
4. Describe system barriers to birth and resource parent partnerships and identify tools available to overcome the barriers.

Lucy Salcido Carter, *Policy Advocate, Youth Law Center*

3M. The DJJ Becomes the DYCR: What Does This Mean?

◆ MCLE ◈ STC ✕ CIMCE CRC 5.664

What is the future of juvenile justice in California? The signing of the 2019-2020 California budget by Governor Newsom brings about major change and uncertainty to the future of the current systems in place. What is the primary focus of the division now and what are their commitments to rehabilitation or sentencing? The Division of Juvenile Justice (DJJ) has moved from the Department of Corrections and Rehabilitation to the Department of Youth and Community Restoration (DYCR) under the Department of Health and Human Services Agency. In addition, juvenile halls continue to be closed, including in San Francisco to create more rehabilitation centers for the youth.

Learning Objectives—Participants will be able to:

1. Discuss the legislative intent to move the Department of Juvenile Justice to the Department of Youth and Community Restoration under the California Health and Human Services Agency.
2. Discuss the legislative goal for the creation of the DYCR.
3. Describe the mechanical steps to this move and the practical implications.

Hon. Douglas Hatchimonji, *Judge of the Superior Court of California, County of Orange*
Heather Bowlds, PhD, *Director (A), Division of Juvenile Justice*

3N. Training Attorneys With Virtual Reality

◆ MCLE ✕ CIMCE

Virtual reality (VR) is an effective immersive learning tool in the right contexts but to our knowledge, isn't used yet to train attorneys. We'll demonstrate a VR training we developed to prepare pro bono attorneys for a new area of law and for working in a clinical setting that differs from their usual offices. Attendees can experience our completed training and learn how to create their own. This session will address what virtual reality is and where it is useful as a training tool, how to create and use VR trainings, time and expense required, and other uses for VR in legal aid.

In addition, we'll briefly describe how a collaboration with Access to Justice Lab at Harvard Law School led to a study of how VR may enhance traditional training for a clinic in which attorneys negotiate settlements for tenants facing eviction. We'll explain how we chose typical scenarios to "show" prospective volunteers, to alleviate hesitation to take on the unknown and make them feel better prepared. With VR goggles donated from a tech company, we're showing VR videos to some trainees and studying whether they're more likely to

actually volunteer, achieve better results, and/or feel better equipped from receiving immersive teaching in addition to traditional talking and photos. We will have initial observations to offer, as well as offer attendees an opportunity to try the VR experiences themselves.

Learning Objectives—Participants will be able to:

1. Describe a simple roadmap for how to create and use their own VR videos at their home organization.
2. Define "virtual reality" and identify its educational advantages.
3. Test a virtual reality training first-hand, through headsets at the workshop and/or a 2-D demonstration.

Gloria Chun, *Director of Pro Bono Legal Services, Justice & Diversity Center of the Bar Association of San Francisco*
Jay Lee, *Pro Bono Manager/Supervising Attorney, Justice & Diversity Center of the Bar Association of San Francisco*

30. Working Effectively With Tribes to Meet ICWA Requirements

◆ MCLE ✷ BBS ✂ CIMCE CRC 5.242, 5.518, 10.478(b)

Federal regulations and state statutes implementing the Indian Child Welfare Act (ICWA) require communication and collaboration with tribes on many issues including verifying a child's Indian status, developing a case plan and providing active efforts, removal and placement of an Indian child, and development of a permanent plan if necessary. This workshop will focus on effective communication and collaboration with tribes whose children are involved with the child welfare system and in state court child custody proceedings. The presenters will share best practices for tribal interactions and engagement to achieve the best outcomes for Indian children and families.

Learning Objectives—Participants will be able to:

1. Formulate how to utilize the letters rogatory process to notice foreign parents in a juvenile dependency cases.
2. Conduct effective outreach to tribes on all aspects of a case including verification of tribal status, placement, active efforts and permanency planning.
3. Analyze a case plan to distinguish between active efforts best practices and reasonable efforts.
4. Identify an area of bias that might prevent them from effectively serving Indian children and families.

Tamara Honrado, *Associate General Counsel, Yurok Tribe*
Mica Llerandi, *Staff Attorney, California Indian Legal Services*

WEDNESDAY, DECEMBER 18, 2018
11:00 A.M.–12:00 P.M.
CONCURRENT WORKSHOPS 4

4A. California Department of Corrections and Rehabilitation (CDCR), Youthful Offender Program (YOP)

◆ **MCLE** ◈ **STC** ✕ **CIMCE** **CRC 5.664**

The Youth Offender Program (YOP) was established through Assembly Bill (AB) 1276 (2014), which added Section 2905 to the California Penal Code (PC). PC 2905 provides CDCR with the authority to afford special classification consideration for youthful offenders received into CDCR, on or after July 1, 2015, who are under the age of 22 years. PC 2905 establishes a procedure by which CDCR assesses youthful offenders entering prison under the age of 22 allowing CDCR to classify these offenders at lower custody levels. The intent of the YOP is to identify youthful offenders and allow them greater access to programs with the goal of increasing the likelihood of rehabilitation during a critical developmental stage in their lives. PC 2905 requires CDCR to establish a Youthful Offender Institutional Classification Committee (ICC) at identified Reception Centers. The purpose of the Youthful Offender ICC review is to evaluate and assess a youthful offender's readiness for placement in a lower security level permitting increased access to programs and lessen the offender's interaction with negative influences found at higher custody level facilities. As required by AB 1276 and PC 2905, at least one staff member participating in the youthful offender ICC evaluation shall be specially trained in adolescent and young adult development. Training shall include, but not be limited to adolescent and young adult development and evidence-based interviewing processes employing positive and motivational techniques. This specialized training is for the purpose of understanding important neurological and developmental changes that occur in offenders who are in their late teens through early adulthood. During the presentation an in-depth discussion will address eligibility criteria, Reception Center processing, YOP Population at CDCR, YOP designated institutions, annual review process, and enhanced programing opportunities (education, job skills, and self-help groups).

Learning Objectives—Participants will be able to:

1. Explain the mission of California Department of Corrections and Rehabilitation (CDCR), Youthful Offender Program (YOP).
2. Identify the screening criteria and benefits of the Youth Offender Program.
3. Disscuss how the Youthful Offender Program (YOP) at California Department of Corrections and Rehabilitation (CDCR) benefits all youth received on or after July 1, 2015 who are under the age of 22.

Lisa Ellis, *Correctional Counselor III, California Department of Corrections and Rehabilitation*
Christopher Hees, *Correctional Counselor III, California Department of Corrections and Rehabilitation*

4B. California ICWA Update: Understanding and Applying AB 3176

◆ MCLE ✷ BBS ✕ CIMCE CRC 5.518, 10.478(b)

This workshop will provide information on AB 3176, the 2018 legislation that updated Cal-ICWA (SB 678 2006) to incorporate the federal ICWA regulations. Updates include clarifications to all aspects of the federal minimum standards, including inquiry, notice, active efforts, placement preferences, and qualified expert witness requirements.

Learning Objectives—Participants will be able to:

1. Describe how the federal regulations have been incorporated into California law.
2. Explain how the federal mandates as incorporated into California law affect their obligations in various case types.
3. Apply the minimum federal standards of ICWA across various case types.

Maureen Geary, *Partner, Maier Pfeffer Kim Geary & Cohen LLP*
Delia M. Sharpe, *Executive Director, California Tribal Families Coalition*

4C. Centering the Lives of Girls, Young Women, and TGNC People: Research and Action

◆ MCLE ✷ BBS ⊙ PSY ◈ STC ✕ CIMCE CRC 5.210, 5.225, 5.242, 5.518, 5.664

The Young Women's Freedom Center and the Youth Law Center will discuss their collaborative work to lift up the lived experiences of system-involved girls, young women, and Transgender/Gender Non-Confirming (TGNC) people and support their leadership in transforming these systems. In 2019, a youth-led team from the Young Women's Freedom Center interviewed 100 system-involved women and TGNC people using a mixed-methods, life course survey interview. The aim of the project was to create a bricolage of the lives of San Francisco's most marginalized communities and to explore how individuals navigate systems such as housing, foster care, and juvenile and adult justice. This workshop will engage participants in the process of centering the expertise of those who have lived experience. Workshop participants will learn about the Young Women's Freedom Center's Youth-led Participatory Action Research (YPAR) model - a model of inquiry that challenges dominate modes of academic knowledge-production, allowing the research team to engage young people as co-collaborators, rather than being the subjects of research. Participants will hear highlights from the research findings, and gain insight into the impact of structural violence experienced by system-involved girls, young women, and TGNC people. Finally, participants will gain strategies for incorporating these findings into their daily practice.

Learning Objectives—Participants will be able to:

1. Discuss youth-led participatory action research model as a tool for centering the lives of system-impacted girls, young women, and TGNC people.
2. Explain the violence experienced as a result of multisystemic involvement for girls, young women, and TGNC people, the barriers that experience creates, and apply those findings to daily work.

3. Describe strategies for system actors to use in centering the lived experiences of system-involved girls, young women, and TGNC people in policy and practice.

Jocelyn Mati, *Youth-Led Participatory Action Researcher & Organizer, Young Women's Freedom Center*
Alezandra Zaragoza Melendrez, *Director of Research, Young Women's Freedom Center*
Meredith Desautels, *Staff Attorney, Youth Law Center*

4D. Child Welfare & Immigration: Tools for Improving Outcomes for Immigrant Families

◆ MCLE ✷ BBS ✕ CIMCE CRC 5.210, 5.225, 5.242, 5.518, 10.478(b)

Over the past two years, policies impacting immigrant children have changed in profound and alarming ways. Enhanced immigration enforcement combined with a fear of engaging with social service agencies may lead to an increased risk of children in immigrant families entering the child welfare system. Recognizing the unique needs of this population, and drawing from our respective expertise in children's rights and immigration law, the National Center for Youth Law and Immigrant Legal Resource Center collaborated to create a toolkit for child welfare agencies on working with immigrant families. In this session, the panelists will share highlights from the toolkit, including best practices for working with detained or deported parents, identifying immigration relief options for children and families, using a trauma-informed approach, and collaborating with foreign consulates and embassies to achieve the best outcome for children and families.

Learning Objectives—Participants will be able to:

1. Understand how to identify a family's need for legal immigration services and how to support children and parents in obtaining immigration relief.
2. Articulate advocacy strategies to successfully engage and include detained or deported parents in child welfare proceedings.
3. Recognize the importance of valuing cultural identity and practices when engaging with immigrant families.
4. Understand advocacy strategies, challenges faced, and lessons learned in California's efforts to implement policies supporting immigrant families.

Melissa Adamson, *Attorney, National Center for Youth Law*
Rachel Prandini, *Staff Attorney, Immigrant Legal Resource Center*

4E. Creating Consensus: How the CANS Is Used Within the Child and Family Team Process

◆ MCLE ✷ BBS ◈ STC ✕ CIMCE CRC 5.210, 5.225, 5.242, 5.518, 5.664

Child-serving system agencies and the courts share the same goal in achieving safety and well-being for children and youth in child welfare and juvenile probation. Historically, the case planning and court hearing processes worked together to achieve permanency but often the decision processes did not include the voice and choice of the child, youth, and family. However, California's implementation of the Continuum of Care Reform (CCR), Safety Organized Practice (SOP), and the Integrated Core Practice Model (ICPM) principles has

fundamentally changed how county agencies operate together and approach case planning. Centered around the voice and choice of the child, youth, and family, the Child and Family Team (CFT) model is where structured decision making and consensus building among families, service providers, and county agencies occur. Additionally, evidence-based practices in child welfare and probation increasingly rely on family engagement and teaming processes as effective methods to support in the planning, delivery and management of necessary services. In July 2018, the Child and Adolescent Needs and Strengths (CANS) assessment tool was selected to be used by child welfare agencies within the CFT process to guide case planning and placement decisions. The CANS, as a communimetric tool, improves engagement between the child or youth, family members and participants within a CFT.

Learning Objectives—Participants will be able to:

1. Describe how the CFT process and CANS assessment tool informs case planning, service delivery, and placement to make well informed decisions that can be utilized during the court hearing process.
2. Describe how the CFT process builds consensus through team-decision making practices that honors the voice and choice of the child, youth, and family during the development of their case plan.
3. Discuss what approaches some courts have adopted to aid county agencies in overcoming information sharing barriers.
4. Identify and utilize within a court report CFT meeting minutes and action items that can be used to assist judges in their decision making.

April Fernando, PhD, *Policy Fellow, Chapin Hall at the University of Chicago*
Lisa Witchey, *Bureau Chief, Resource Development Training Support , California Department of Social Services*

4F. Implementing Mental Health Diversion in AB 1810

◆ MCLE ✷ BBS ⊙ PSY ✕ CIMCE CRC 5.210, 5.225, 5.242, 5.518

Approved on June 27, 2018, Assembly Bill 1810 set forth important legislation intended to address the unique needs of individuals in the criminal justice system who are struggling with mental health issues. The legislation created a mental health diversion program which will allow individuals to access treatment services in the community instead of facing incarceration. In addition, the legislation sets forth a grant program that will provide $100 million to county programs to divert defendants from jails to treatment services and provide resources to those suffering from certain mental health diseases. There are still many questions surrounding the implementation of the bill and what the outcomes will be because of it. This workshop hopes to answer some of those questions surrounding the bill as well as situate how the bill will look when implemented into the current systems in place.

Learning Objectives—Participants will be able to:

1. Describe the multiple components of the mental health diversion legislation set forth under AB 1810.
2. Identify strategies and opportunities for effective collaboration between courts and behavioral health.
3. Identify and assess appropriate implementation steps to creating effective mental health diversion programs.

Hon. James Bianco, *Judge of the Superior Court of California, County of Los Angeles*
Hon. Stephen Manley, *Judge of the Superior Court of California, County of Santa Clara*

4G. Increasing Access to Addiction Treatment Services in California

✸ BBS ◈ STC ✕ CIMCE CRC 5.210, 5.225, 5.242, 5.518, 5.660(d), 10.478(b)

Sustainable access to evidence-based substance use disorder (SUD) services in California is crucial for individuals and communities. California has been making substantial shifts in the delivery systems and increasing access across the state. In addition to redesigning the SUD services for Medi-Cal, the Department of Health Care Services (DHCS) is implementing over 40 projects pertaining to prevention, treatment, mental health services, and recovery services for individuals with an opioid use disorder. In this workshop, Marlies Perez from DHCS will discuss how California is reshaping how SUD services are provided in treatment facilities, counties, jails, hospitals and other critical settings. Ms. Perez will also discuss how the courts can participate in this transformation, refer individuals to services, and become a leader at the local level to ensure that access to SUD services is available to everyone in need.

Learning Objectives—Participants will be able to:

1. Describe the statewide availability of substance abuse services through the Medi-Cal waiver.
2. Discuss evidenced based practices for individuals with opioid use disorder.
3. Recognize the impact methamphetamine is having on California.
4. Identify how to make a referral to SUD treatment services.

Marlies Perez, *Division Chief, Department of Health Care Services*

4H. Invisible Injuries Part 2: Access to Justice for Survivors with Brain Injuries Due to DV

◆ MCLE/Bias ✸ BBS ✕ CIMCE CRC 5.210, 5.215, 5.225, 5.230, 5.242, 5.518, 10.464, 10.478(b)

Although brain injuries are a common consequence of intimate partner violence (IPV), there is very little information on how to recognize that a brain injury has potentially occurred. Most research on brain injury has studied the impact of traumatic brain injuries (TBIs) on men. In this course, participants will learn to identify and assess for potential TBIs in women as well as ways to improve interactions to more effectively work with women who have sustained one or repetitive IPV-related TBIs. This course will also address the importance of considering the possibility of a brain injury in every IPV case.

Learning Objectives—Participants will be able to:

1. Describe how health consequences can affect the survivor's ability to work within the court system effectively.
2. Identify ways to recognize potential signs or symptoms of TBI or strangulation.
3. Identify ways to improve interactions with TBI and strangulation victims.

Eve Valera, PhD, *Researcher and Assistant Professor, Martinos Center for Biomedical Imaging, Harvard Medical School*

4I. Language Access in Court-Ordered Services: Challenges and Opportunities With New Rule 1.300

◆ MCLE ✸ BBS ✂ CIMCE CRC 5.210, 5.225, 5.518

Have you ever had a limited English proficient client ordered by the court to participate in a program and struggled to find one that can meet their language needs? Social workers, attorneys, court personnel, judges, service providers, probation officers, and interpreters are all invited to hear about new rule 1.300, which addresses the responsibilities of courts in these types of situations. This session provides an overview of the new rule of court and three new Judicial Council forms, and will include time to hear from attendees about their perspectives on this challenge, and how we can all collaborate to connect LEP litigants with language-accessible rehabilitative and corrective services.

Learning Objectives—Participants will be able to:

1. Describe the legal underpinnings of language access laws and policies in the state of California.
2. Recognize the obligations of courts pursuant to new California Rules of Court, rule 1.300, effective September 1, 2019.
3. Tell perspectives and gain insights into the challenges throughout the system of connecting LEP litigants to language accessible services.

Diana Glick, *Attorney, Judicial Council of California*

4J. Legal Updates: Family and Domestic Violence

◆ MCLE ✸ BBS ✂ CIMCE CRC 5.210, 5.215, 5.225, 5.230, 5.242, 5.518, 5.660(d), 10.464, 10.478(b), 10.478(c)–(d)

Participants will learn about the most recent California statutes and cases relating to family law and domestic violence law that impact the work of child custody mediators and child custody recommending counselors.

Learning Objectives—Participants will be able to:

1. Assess new statutes and cases that affect the development of parenting plans during mediation or child custody recommending counseling.
2. Analyze new statutes and cases that impact how courts process family law and domestic violence cases and protect the privacy of nonparty minors.
3. Identify amendments to Family Court Section 3044 and other statutes under the Domestic Violence Prevention Act.
4. Recognize potential future changes to family law and domestic violence law statutes.

Hon. Mark Juhas, *Judge of the Superior Court of California, County of Los Angeles*

4K. Overview of California's Girls' Courts and CSEC Courts

◆ MCLE ◈ STC ✕ CIMCE CRC 5.242, 5.664, 10.478(b)

This workshop will go over the results of a recent process evaluation of California's girls' courts and CSEC (Commercially Sexually Exploited Children) courts. Topics of discussion will be promising practices from each court and recommendations for implementing one of these court types in your jurisdiction.

Learning Objectives—Participants will be able to:

1. Discuss the process of a girls' or CSEC court.
2. Assess the various processes of these court types.
3. Prepare to implement a girls' or CSEC court in their jurisdiction.

Amy Bacharach, PhD, *Senior Research Analyst, Judicial Council of California*

4L. Pathways to the Bench

◆ MCLE ✕ CIMCE

Diversifying the profession and our bench is critical for all Californians. Join this Judicial Council session where panelists will share their paths to the bench, explain the role of the Commission on Judicial Nominees Evaluation (JNE), discuss the current status of diversity in the judiciary, and provide insights into the judicial appointments process.

Learning Objectives—Participants will be able to:

1. Articulate knowledge of the judicial appointments process.
2. Identify challenges and obstacles to becoming a judge in California.
3. Describe the importance and need for diversity in the judiciary.
4. Identify resources available to develop and promote sustainable judicial mentoring programs.

Hon. Brenda Harbin-Forte, *Judge of the Superior Court of Califronia, County of Alameda*
Hon. Martin J. Jenkins (Ret.), *Judicial Appointments Secretary, Office of the Governor*
Hon. Elizabeth Guerrero Macias, *Judge of the Superior Court of California, County of Orange*
Diane A. Bellas, Chair, *Commission on Judicial Nominees Evaluation, State Bar of California*

4M. Technological Innovations in the Courts

✕ CIMCE CRC 10.474, 10.478, 10.481

This highly interactive session is for judges, courts staff, justice partners, and court users focused on improving court efficiency. The presentation will highlight innovations in development or already deployed to promote fairness and access to justice. Participants have the opportunity to ask questions or suggest how technology could improve court process. Participants will also learn what to expect in the future from digital services,

including how to leverage it to improve the court user experience and provide clarity about navigating the court process.

Learning Objectives—Participants will be able to:

1. Identify technology needs of the court and court consumers.
2. Describe the various ways courts are using technology to promote access and fairness in the judicial system.
3. Discuss the types of technology that could be most useful in different court settings.

Robert Oyung, *Chief Operating Officer, Judicial Council of California*
Heather Pettit, *Chief Information Officer, Judicial Council of California*

4N. Tools and Tips to Engage Families and Children With Behavioral Health Challenges

◆ MCLE ✷ BBS ⊙ PSY ◈ STC ✕ CIMCE CRC 5.210, 5.225, 5.242, 5.518, 5.664, 10.478(b), 10.478(c)–(d)

Dealing with legal issues in the courts is a stressful experience for most people. In addition, people frequently come to court while already coping with their own behavioral health challenges— mental wellness or substance abuse. How people may behave in court or during a mediation session—and our reaction to it—can also be affected by cultural differences. This workshop will explore techniques and culturally responsive approaches to effectively engage with people who may have behavioral health challenges.

Learning Objectives—Participants will be able to:

1. Identify techniques and strategies to serve clients with behavioral/mental health conditions.
2. Recognize steps to take when a litigant is not mentally/emotionally stable.
3. Describe some effective de-escalation strategies.
4. Compare behavioral health issues within juvenile law.

Hon. Roger Chan, *Judge of the Superior Court of California, County of San Francisco*
Gena Castro Rodriguez, PsyD, *Chief of Victim Services Division, San Francisco District Attorney's Office*
Tareq Nazamy, *Senior Analyst, Judicial Council of California*

WEDNESDAY, DECEMBER 18, 2019
12:15–2:15 P.M.
LUNCH AND PLENARY

Opening Remarks

Mark Ghaly, MD, MPH, *Secretary, Health and Human Services Agency*

Foster Care Reform: A Discussion of the Impact of Waivers, Realignment, CCR, FFPSA, and the Courts

◆ **MCLE** ◈ **STC** ✖ **CIMCE**

For the past decade, California has been overhauling the child welfare system through a combination of federal waivers, realignment, and Continuum of Care Reform (CCR). These reforms have impacted nearly every aspect of our child welfare system including prevention, recruitment, retention, placement decisions, services, funding and supports available to children and families. Amid these reform efforts, Congress passed the Family First Prevention Services Act (FFPSA), a major overhaul of how the federal government funds child welfare programs with an emphasis on prevention, which has significant implications for California requiring us to pivot to address Family First without losing sight of the progress we've made in recent years.

Learning Objectives—Participants will be able to:

1. Describe the overview of the changes in the laws as they relate to FFPSA, CCR, realignment and waivers.
2. Explain the opportunities, challenges, and court's role that California has in preventative work and implementing the overall vision of foster care reform.
3. Develop access to necessary supports by discussing proposed legal remedies to make these reforms work in California before implementation.

Hon. Jerilyn Borack, *Judge of the Superior Court of California, County of Sacramento*
Hon. Douglas Hatchimonji, *Judge of the Superior Court of California, County of Orange*
David Kelly, *Special Assistant, US Children's Bureau*
Johnny Madrid, *Financial Analyst, Good Shepherd Services*
Gregory E. Rose, MSW, *Deputy Director, Children & Family Services Division, California Department of Social Services*
Angie Schwartz, *Policy Director, Alliance for Children's Rights*

WEDNESDAY, DECEMBER 18, 2019
2:30–3:30 P.M.
CONCURRENT WORKSHOPS 5

5A. Advocating for Extracurricular Activities as a Critical Intervention for System-Involved Youth

◆ MCLE ✷ BBS ◈ STC ✕ CIMCE CRC 5.210, 5.225, 5.242, 5.518, 5.664

Extracurricular activities can provide meaningful educational, social, and developmental advantages for children in the child welfare and juvenile justice systems. This workshop draws upon research, policies, programs, and best practices to demonstrate the importance of extracurriculars to young people.

Learning Objectives—Participants will be able to:

1. Identify the benefits of participation in extracurricular activities for children and youth in the juvenile court system.
2. Describe the legal principles that entitle and support youth in participating in extracurricular activities.
3. List the barriers to participation in extracurricular activities that young people in the juvenile court system face.
4. Design ways to change their practice to support access to extracurricular activities for children and youth in the juvenile court system.

Janay Eustace, *QPI Coordinator/Youth Engagement Lead, Youth Law Center*
Lucy Salcido Carter, *Policy Advocate, Youth Law Center*
Kristina Tanner, *Youth, California Youth Connection*

5B. If You Text It, Will They Come?

◆ MCLE ✕ CIMCE CRC 10.478(b), 10.478(c)–(d)

How can we help litigants stay on track of hearings, deadlines, and other important procedures? Research from other domains like health and education point to the power of the text message. Preliminary pilots of text message reminders for criminal hearings or legal aid appointments suggest that simple reminder text messages can decrease failure to appear rates. Our team at Stanford University is conducting rigorous research to see if — and how — text messages can improve litigants' ability to navigate procedure. We have built a reminder system that integrates into different case management systems, to automatically send templated reminder messages or procedural coach messages to litigants. We're gathering evidence on whether and how these messages work. In this session, we will go over the current research, best practices, and case studies of text messaging systems.

Learning Objectives—Participants will be able to:

1. Develop and deploy a text message reminder system, procedural coach, or intake system.

2. Describe best practices based on previous studies.
3. Apply case study examples of others who have used similar text messaging systems.

Belinda Mo, *Design Researcher, Stanford Legal Design Lab*

5C. Juvenile Psychotropic Medications

◆ MCLE ✸ BBS ◈ STC ✂ CIMCE CRC 5.210, 5.225, 5.242, 5.518, 5.660(d), 5.664, 5.478(b)

Using medical and social science research, this session is designed to provide an overview of the impact of psychotropic medications on youth. Discussions will include how the medications work on the brain, as well as common side effects, and how the most commonly prescribed medications work with non-medical treatments.

Learning Objectives—Participants will be able to:

1. Identify the latest, most commonly prescribed medications.
2. Recognize how medications affect adolescent brain.
3. Describe the most common adverse side effects.

Kathleen West, DrPH, *Lecturer/Consultant, Department of Social Welfare, University of California, Los Angeles*

5D. More to the Story: How the Economic Effects of DV Can Lead to Dangerous Custody Outcomes

◆ MCLE ✸ BBS ✂ CIMCE CRC 5.210, 5.215, 5.225, 5.230, 5.242, 5.518, 5.660(d), 10.464, 10.478(b), 10.478(c)–(d)

The movement against domestic violence in the United States has long been focused on crisis intervention. At the centerpiece of the movement are shelters and restraining orders, resources meant to help survivors leave dangerous situations and keep their harm-doers away. This work is clearly needed. However, the crisis focus has led to a narrow understanding of domestic violence for those outside of the movement. That is, when people (including some judges, lawyers, and court personnel) think "domestic violence," they often think of physical and psychological abuse only. Such a view has a particularly devastating blindspot: the significant economic impact of experiencing abuse. In this interactive workshop, FreeFrom will explore the costs of domestic violence, the nature and consequences of economic abuse, and how they can lead to dangerous custody outcomes in family cases. The workshop will also include guides on how to identify economic abuse and other economic effects of domestic violence and will offer recommendations for how judges and attorneys can use existing California law to ensure that custody determinations in these situations are truly in the best interest of the child.

Learning Objectives—Participants will be able to:

1. Describe economic abuse and the economic effects of domestic violence.
2. Identify economic abuse and the economic effects of domestic violence in specific cases.

3. Apply California law to ensure that custody decisions in domestic violence and economic abuse cases are in the best interest of the child.

Amy Durrence, *Director of Law and Policy, FreeFrom*

5E. Protecting the Financial Future of Foster Youth - A Guide to Addressing Foster Youth Identity Theft

◆ **MCLE** ✕ **CIMCE**

This workshop will host a discussion addressing the vulnerability of foster youth to identity theft as well as strategies for meeting the statutory requirement for public welfare agencies to provide and review credit reports to foster youth. It will outline the various models used for foster youth identity theft remediation and the distinct processes for assisting dependents and non-minor dependents. The workshop will also address the challenges of identifying and remediating identity theft, including accessing credit reports through the 3 major reporting agencies (CRAs). A case study will be analyzed and participants will be provided with resource materials and best practice guidelines.

Learning Objectives—Participants will be able to:

1. Summarize the statutory requirement for public welfare agencies to provide and review credit reports for foster youth.
2. Analyze the models used for foster youth identity theft remediation and review and case study.
3. Compare the process for assisting dependents and non-minor dependents.
4. Discuss the unique challenges of identifying and remediating foster youth ID theft.

Elizabeth Wells, *Senior Attorney, Law Foundation of Silicon Valley*

5F. Resource Family Approval and the Transition to Adoption

◆ **MCLE** ✸ **BBS** ✕ **CIMCE** **CRC 5.242, 5.518**

Join us for a brief overview of the Resource Family Approval (RFA) process and how a Resource Family transitions to adoption. This will be followed by a roundtable discussion to share thoughts, practices, and ask questions about the RFA process and pathway to adoptive placement through finalization with a Resource Family. This is an opportunity to hear how others are working through this process to meet the needs of children and families. As RFA continues to evolve, questions regarding the connection to other areas such as adoptions are emerging. This workshop will build an understanding of the necessary requirements for a Resource Family to adopt a child or youth in their care which should lead to improving the timeliness to permanency.

Learning Objectives—Participants will be able to:

1. Describe the RFA process and statewide efforts to decrease the application and approval timelines.

2. Define the required steps necessary for an adoption to finalize for a child placed with a Resource Family.
3. Devise ideas on how the court may support the Resource Family and agencies through the RFA and adoption process.

Lori Fuller, *Chief, Permanency Policy Bureau, California Department of Social Services*
Kim Wrigley, *Chief, Resource Family Approval and Communications Bureau, California Department of Social Services*

5G. Revisiting Juvenile Transfer: Where Are We Two Years After Prop 57?

◆ MCLE ◈ STC ✕ CIMCE CRC 5.664

Two years ago, the voters of the State of California enacted Prop 57 and did away with the prosecutor's ability to directly file serious juvenile delinquency cases in adult court. In the two years since implementation of Prop 57, the courts have addressed the standard of evidence required at a transfer hearing and the extent to which it is retroactive. In this workshop, participants will learn how juvenile transfer has taken shape in the past two years. Participants will also hear about how to approach and prepare for transfer hearings, and will share best practices.

Learning Objectives—Participants will be able to:

1. Discuss the standard of evidence required for a court to make a decision on a transfer case, as well as how best to present that evidence.
2. Describe the courts' holdings as to retroactivity.
3. Implement best practices that will ensure timely, thorough transfer hearings.

Hon. Sean Lafferty, *Judge of the Superior Court of California, County of Riverside*
Sue Burrell, *Policy and Training Director, Pacific Juvenile Defender Center*
Shawnalyse Ochoa, *Assistance Chief, Juvenile Division, San Diego County District Attorney*

5H. Strategies for CASA to Support CSEC and Dual-Jurisdiction Youth

◆ MCLE ✷ BBS ✕ CIMCE CRC 5.518

Judge Gaston, San Diego Superior Court, and Stephen Moore, Chief Program Officer, Voices for Children (CASA) of San Diego and Riverside Counties, will discuss the challenges facing the court, attorneys and CASAs in working with dual-jurisdiction and CSEC youth. The issues presented by these youth —serious mental health problems, drug and alcohol use, homelessness and acting out, impulsive behavior—must be approached sensitively and with knowledge of best practices for working with this population of youth. Drawing upon their own professional experiences with these young people, Judge Gaston and Mr. Moore will offer case examples to illustrate effective approaches to developing an alliance with these youth while furthering their rehabilitation, from the perspective of the court, attorneys and CASAs. In particular, they will discuss the

unique nature of the CASA relationship and illustrate ways that all involved—court, CASAs and attorneys—can best serve and support these young people.

Learning Objectives—Participants will be able to:

1. Analyze the challenges faced by courts, attorneys, and service providers in serving dual-jurisdiction and CSEC youth.
2. Articulate and apply best practices in working with the CSEC and dual-jurisdiction population to improve outcomes.
3. Describe ways in which CASA volunteers communicate and interact with these young people to help meet their needs.

Hon. Marian Gaston, *Judge of the Superior Court of California, County of San Diego*
Hon. Carol Isackson, *Senior Policy Advisor, California CASA Association*
Stephen Moore, *Chief Program Officer, Voices for Children of San Diego and Riverside Counties*

5I. Working with LGBTQ Youth in Court Systems

◆ MCLE/Bias ✷ BBS ⊙ PSY ◈ STC ✕ CIMCE CRC 5.210, 5.225, 5.242, 5.518, 5.660(d), 5.664, 10.478(b)

This presentation will explore the multidimensional experiences of LGBTQ youth and how they impact interaction and engagement with legal systems. Participants will explore the continua of gender identity, expression, and orientation to better understand how systems may perpetuate marginalization and discrimination. This presentation will also consider how challenges within school, family, mental health, and legal systems create additional barriers to self-sufficiency and well-being. Lastly, participants will review culturally humble engagement strategies to utilize when working with LGBTQ youth.

Learning Objectives—Participants will be able to:

1. Participants will be able to distinguish differences between LGBTQIA identities/communities.
2. Participants will be able to identify societal challenges of LGBTQ youth.
3. Participants will be able to identify legal challenges of LGBTQ youth.
4. Participants will be able to utilize culturally humble engagement strategies when working with LGBTQ youth.

Kathleen Thomas, *Clinical Training Coordinator, North County Lifeline*

5J. Zeroing in on ICE Custody Programs: Child Welfare/Family Separation Law and Policy

◆ MCLE ✷ BBS ✕ CIMCE CRC 5.210, 5.225, 5.242, 5.518

CANCELED

This presentation/training will provide an overview of Immigration Customs Enforcement immigration enforcement policy that protects children and families who are impacted by immigration enforcement. Specifically, this presentation will provide an overview of the U.S. Immigration and Customs Enforcement (ICE)

Parental Interests Directive, which addresses ICE's handling of cases involving parents, legal guardians, caretakers of minor children, and parents involved in both immigration court and child welfare proceedings.

CANCELED

Learning Objectives—Participants will be able to:

1. Learn about the laws, policies, and current directives regrading children, parents, and families impacted by immigration enforcement.
2. Learn the ways ICE can work with various stakeholders in child welfare to help parents participate in child welfare proceedings.
3. Understand the resources available to them to locate detained parents.

Jessica Jones, *Senior Policy Advisor and Associate Child Welfare Coordinator, Immigration Customs Enforcement*
Jennifer Mertus, *Assistant Child Welfare Coordinator (CTR), Immigration Customs Enforcement*