We Speak California

IN THIS ISSUE:
Beyond Stolen Lunch Money
Equipping Schools with Bullying Prevention Training

We Speak California
Empowering State Agencies through Customized Instruction

On the Leading Edge
Education and Innovation for Government Transformation

SUSAN GONZALEZ, DIRECTOR OF CCE’S CONFERENCE AND TRAINING SERVICES, FINDS EFFECTIVE AND ENGAGING WAYS TO DEVELOP AND SUPPORT TRAINING FOR CALIFORNIA’S PUBLIC EMPLOYEES.
We’re not just a traditional university — the College of Continuing Education (CCE) goes above and beyond to meet the needs of our community and regional workforce.

CCE has helped more than 100 public agencies and countless state workers find new ways to work efficiently and better ways to get things done. In 2001, we customized corporate training for public agencies like Caltrans that needed our help with project management skills. When the State Training Center closed in 2004, we stepped up and became a hub for state employee training.

In this issue of ACCESS, we explore some great examples of partnerships which respond to legislative mandates and employer needs. As we continue to build our knowledge base and diversify the types of services we offer, the breadth and depth of our expertise has grown. We hope to extend our services to the private sector in the near future, lending a hand to the small businesses and local industries that help our economy grow.

It is an exciting time for transformation in California, and I look forward to what we can accomplish together as our state looks to the future.

Guido Krickx
Dean, College of Continuing Education
CONTENTS

4 Beyond Stolen Lunch Money
   Equipping schools with bullying prevention training

7 Tackling an Issue Close to Home
   Assembly Member Tom Ammiano

8 From Heartbreak to Hope
   Lisa Ford-Berry

9 Leading the Revolution
   Jessica Wharton

10 Organizing Chaos
    EMSA teams with Sacramento State for large-scale disaster training

13 A Willing “Victim”
    Russell Williams

14 Man on a Mission
    Chief Mike Richwine

18 We Speak California
    Empowering state agencies through customized instruction

20 On the Leading Edge
    Education and innovation for government transformation

22 Karen Johnson
    California Department of Health Care Services

23 Jim Butler
    California Department of General Services

24 Selvi Stanislaus
    State of California Franchise Tax Board

24 Eric Lamoureux
    California Governor’s Office of Emergency Services

26 “State” of the Art Training
    Online learning makes supervisory training flexible and cost effective for state employees

29 eCurriculum as Art
    Deborah George

30 Determined to Make a Difference
    Cari Paganini

Vision: To transform lives by providing innovative learning opportunities regionally and globally.

Mission: Sacramento State’s College of Continuing Education complements the mission of the university by providing access to high quality, affordable educational programs and services that meet the needs of individual students, academic institutions, working professionals, and employer organizations.

SACRAMENTO STATE
COLLEGE OF CONTINUING EDUCATION
The first indication Lisa Ford-Berry had that anything was wrong was the call from the hospital. By then it was too late. Her son Michael had died of a self-inflicted gunshot wound on September 15, 2008 — his 17th birthday.

Ford-Berry and her husband were heartbroken and stunned. Michael was a straight “A” student with no social or mental health issues. What drove this young man to end his own life? Eventually, the family discovered that Michael had been the victim of intense and relentless cyber bullying by his peers.

Michael is not the only young person to pursue extreme measures to escape persistent peer cruelty. Statistics reported by the Journal of the American Medical Association are staggering: nearly 30 percent of students are either victims of bullies or bullies themselves. Victims, especially, are at increased risk for depression, anxiety and suicidal thoughts.

A greater need for intervention by schools in the wake of increasing tragedy was the impetus for anti-bullying legislation introduced by Assembly Member Tom Ammiano (D-San Francisco) in 2011.

Studies show the level of violence associated with bullying has increased both in person and online over the last decade. Taking a community approach to prevention and intervention, the Bullying Prevention Training at Sacramento State’s College of Continuing Education (CCE) not only meets new legislative mandates for anti-bullying training, it goes above and beyond.

WRITTEN BY JUSTINE BROWN
“When we started looking into anti-bullying, we found there were some programs happening but they weren’t really unified and they were pretty scattershot,” says Ammiano. “If you looked at the laws and how they were written, bullying itself could fall between the cracks.”

AB 9, also known as “Seth’s Law” in memory of 13-year-old Seth Walsh of Tehachapi, California, who took his own life in September 2010 after years of bullying by his classmates, requires schools to establish policies to prevent peer abuse, to respond to complaints about bullying, to train personnel to recognize and intervene in bullying, and to make resources available to victims of peer abuse. It also offers students and their parents support in enforcing legal protections as well as creating a transparent compliance structure schools must follow. The law took effect July 1, 2012.

Seth’s Law not only prompted an increased need for anti-bullying training in schools, but also the realization that little training on the topic existed.

“There hasn’t been a lot of research done on anti-bullying and there is very little understanding of how to educate people on it,” says Todd Migliaccio, a professor with Sacramento State’s Department of Sociology who has studied the topic for seven years. “A lot of programs that were available to schools were limited and of poor quality. They were ‘programs in a box’ where the school would pay a couple thousand dollars to buy the program, but would not have a good understanding of how to implement it or how it worked.”

In response, Migliaccio and Juliana Raskauskas, a professor in Sac State’s Department of Child Development, put their heads together with the College of Continuing Education (CCE) to develop a program designed to provide the training teachers and schools need to address the legislative requirements.

Bullying Prevention Training uses a “teach-the-teacher” model designed to give teachers and administrators the tools they need to return to their districts and continue building a long-term anti-bullying program.

“The ‘programs in a box,’ or the one-shot programs where someone comes to the school for a day and shows videos, are not effective long term,” explains Migliaccio. “We knew we needed to develop something that would not just provide teachers knowledge, but would give them the tools they need to go back to their schools and be a resource for continued training. We give two or three faculty members at the school the tools to train more teachers. In doing so, they can begin to see the type of change that can exponentially affect their school culture.”

Bullying Prevention Training, which has both online and in-person components, is comprehensive, hands-on and interactive. Participants evaluate the culture of their individual school, how bullying occurs and how the school has handled the problem. Then they create their own anti-bullying plan.

How are students bullied?

Forms of bullying at school

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>19%</td>
<td>made fun of, called names or insulted</td>
</tr>
<tr>
<td>17%</td>
<td>subject of rumors</td>
</tr>
<tr>
<td>9%</td>
<td>pushed, shoved, spit on</td>
</tr>
<tr>
<td>6%</td>
<td>threatened with harm</td>
</tr>
<tr>
<td>5%</td>
<td>excluded from activities on purpose</td>
</tr>
<tr>
<td>4%</td>
<td>forced to do things they didn’t want to do</td>
</tr>
<tr>
<td>3%</td>
<td>had property destroyed</td>
</tr>
</tbody>
</table>

(National Center for Educational Statistics)
“This is a community approach to prevention and intervention of bullying and not just an online, self-directed ‘canned’ training program,” says Jill Matsueda, CCE’s academic programs director. “The program meets the AB 9 mandate, but it also goes much further than the requirements.”

One of the program’s distinctive aspects is the sociological perspective approach Migliaccio took in its development, examining topics like the types of bullying and reasons behind it, and the cultural context of bullying including classroom and school culture, community norms and family relations.

While a majority of the training takes places in a “classroom” format, the final segment involves teachers and administrators putting what they learn into practice by implementing a specific bullying prevention program at their respective schools.

“That was a really important aspect for us, because we know a lot of teachers are given the tools and programs, but no support,” says Migliaccio. “This way we will be available to help them as they put their anti-bullying programs into action.”

Bullying Prevention Training also emphasizes a layered approach to prevention, encouraging schools to approach anti-bullying in a number of different ways and in a number of different forums, including assemblies, classroom discussions and staff trainings.

“With traditional anti-bullying programs, after a few days of invigoration and discussion, the topic tends to just fade away,” claims Migliaccio. “If you don’t continue with policies or other programs or

**AB 9, also known as “Seth’s Law,” honors the memory of Seth Walsh of Tehachapi, California, who took his own life in 2010 after years of bullying by classmates.**

**Tackling an Issue Close to Home**

**Assembly Member Tom Ammiano**

**TOM AMMIANO IS NO STRANGER TO BULLYING.** Growing up gay in New Jersey, Ammiano suffered years of peer abuse. Eventually, he put those negative experiences to work in a positive way. He became a leader and activist for gay rights, a teacher, and eventually, a representative in the California State Legislature for the 17th Assembly District, including San Francisco’s central financial and government core.

In 1975, Ammiano became the first public school teacher in San Francisco to make his sexual orientation a matter of public knowledge. In 1977, he founded the movement (No on 6) against the Briggs Initiative, an effort to ban all gay people from teaching in California, with activists Hank Wilson and Harvey Milk. The anti-Briggs movement was successful in defeating the initiative in 1978.

When Seth Walsh’s mother approached Ammiano to push for anti-bullying legislation following Seth’s suicide in 2010 after years of bullying, he immediately got on board.
discussions in class, why would kids keep thinking about it? There needs to be a layered, multi-tiered approach that keeps the topic in the spotlight.”

Ultimately, Migliaccio believes the root of anti-bullying lies in acceptance of difference.

“If you can create an acceptance of diverse groups and diverse people in your school, then you change one of the primary factors that contribute to why bullying occurs,” he says. “This program is about teaching teachers and administrators to see that. Victims will always exist and bullies will always exist. It’s how we respond to it that matters.”

“Ammiano’s previous teaching experience provides him unique insight into how teachers view bullying in school.

“As hard as teachers work, we are always willing to learn new things,” he says. “Teachers are not blind to bullying and I think they are hungry for ways to prevent it. There will be those that benefit from the training because they will learn to recognize it and the signs of it and have empathy for those being abused. I think that is crucial because nobody is going to learn if they don’t feel safe. In that way, anti-bullying programs may also help with academic progress.”

Ammiano says initial feedback to Seth’s Law since its enactment two years ago has been positive.

“My hope would be that bullying has somewhat diminished, but it’s so engrained in our culture, it’s going to be a while.”

Yet compared to just a few years ago, when a child being bullied had nowhere to turn, there were no reporting mechanisms and no consequences for the bully, it’s clear that positive change is happening.

“That’s progress,” Ammiano says. “But when it comes to bullying, we have to be forever vigilant.”

To bring Bullying Prevention Training to your school site, please call Liz Arellanes at (916) 278-6249.

“There is a growing awareness of bullying today,” says Ammiano. “I think we’ve all seen it presented more in public forums and through the media. Growing up I experienced a lot of it, so this was an issue of particular interest to me.”

Ammiano says the emphasis of AB 9 is protecting those who are unable to protect themselves, but he is also concerned about getting help for those who initiate the bullying.

“I think it’s important to find out what exactly is happening with them that allows them to think this is okay,” he says. “I believe that, unless an incident is especially violent, it’s important not to just suspend the person doing the bullying. We need to rehabilitate them instead.”

“Many school districts have reported back that they are doing very well and that the students themselves like these programs,” he says. “That’s progress,” Ammiano says. “But when it comes to bullying, we have to be forever vigilant.”
After her youngest son Michael took his own life in 2008 following relentless cyber bullying by his peers, Lisa Ford-Berry decided against prosecuting those involved. Instead, she put her energy into founding the BRAVE (Bullies Really Are Violating Everyone) Society, a nonprofit organization based in Carmichael, California, dedicated to creating peer abuse awareness.

“I come from a family of educators, so following the tragedy with Michael, I asked my family what was preventing them as teachers from taking action on bullying in the schools,” says Ford-Berry. “The answer was, ‘We are not trained.’ I was shocked.”

Today, BRAVE Society takes a multifaceted approach to helping ensure such training is available, and that bullied students have somewhere to turn for help in dealing with peer abuse situations. Ford-Berry has also written an anti-bullying curriculum for schools and developed an assembly program called “Speak Life.” She currently works closely with the Sacramento City Unified, San Juan Unified and Natomas Unified school districts to implement the programs.

“Our teachers are asked to do so much today. In addition to teaching, they are asked to be social workers, mental health professionals and advocates,” explains Ford-Berry. “I don’t think their training has kept up with the demands of what they are asked to do. There is not a child in the world that is born hating. They are taught that, and teachers are the ones that have to deal with it in the schools.”

Ford-Berry was also heavily involved in the AB 9 legislation and continues to work with legislators at the state Capitol to promote awareness of peer abuse and bullying. She recently met with the U.S. Attorney General’s office which is gearing up to investigate bullying as a civil rights violation for the first time.

Prior to founding BRAVE Society Ford-Berry worked for 25 years in corporate America where she spent a significant amount of time in human resources, conducting training on sexual harassment and other types of civil rights abuses commonly encountered in the workplace.

“After I started looking into the bullying issues taking place in schools, I could not believe how many of these abuses fall under our civil rights,” she says. “Yet we act like our civil rights don’t belong to our children, that they only come to us when we’re 18. That outlook needs to change.”

Ford-Berry appreciates that the Bullying Prevention Training offered through the Sacramento State College of Continuing Education (CCE) combines academic and practical approaches to the issue.

“Any time there is a program that helps in whatever way, I freely give my support to it,” she says. “But some programs are so heavily weighted toward academics that you forget you are talking about kids. I think the CCE program does a good job of blending all of it so it appeals across the board — whether you are a superintendent or a teacher or a counselor. With this program, I think Sac State is absolutely on the right path.”

Written by Justine Brown
Leading the Revolution
Jessica Wharton

WHEN IT COMES TO BULLYING AWARENESS AND prevention, the Sacramento City Unified School District (SCUSD) may be one of the most progressive districts in northern California. SCUSD developed a strategic plan to address bullying several years ago and is one of only a few districts in the United States to dedicate a fulltime person to bullying prevention.

SCUSD hired Jessica Wharton as a Bullying Prevention Specialist in January 2013 to train site administrators, school staff and parents how to recognize, manage and prevent bullying behavior. She also works with community partners to implement anti-bullying curricula in the classrooms and to enforce the compliance portion of AB 9.

“My philosophy is that every child should be entitled to feel safe at school — whether it’s in the classroom, on the yard, anywhere. It’s a place to learn, no matter what your race, sexual orientation, etc.,” she says. “I’ve seen the difference bullying prevention can make when done right. I want to make sure those resources are there for students if they are needed and that these issues aren’t swept under the rug.”

Wharton, who has been with the district for 13 years and previously coordinated children and family support services, has implemented a number of new measures to help identify and manage bullying since she took the position 18 months ago. Today, any teacher, parent or student in the district can fill out a “report of suspected bullying” and submit it to the site administrator at the school where the alleged behavior took place. The principal of that school is then required to conduct an investigation. If the investigation substantiates the bullying behavior, the site administrator develops a safety plan for the targeted student and an action plan for the student engaged in the bullying. The district also provides an anonymous tip line.

Wharton says about 95 percent of the site administrators within SCUSD are now trained, and this year she will focus on training school staff as well. She believes that the “train the trainer” model, engaging staff advocates to help spread the word and implementing a layered approach are the best ways to address bullying prevention.

“My philosophy is that every child should be entitled to feel safe at school — whether it’s in the classroom, on the yard, anywhere. It’s a place to learn, no matter what your race, sexual orientation, etc.”
– JESSICA WHARTON, SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

“Do we teach a math problem one time and expect our students to get it?” she asks. “Of course not! The reality is we just can’t mention bullying in October because it’s anti-bullying month and then expect the school climate to change. The issue must be approached in a number of different ways throughout the year to make a difference.”

Wharton also runs a bullying prevention advisory committee at the district office and works with several community partners, including Sacramento State, the Sacramento County Office of Education, Kaiser Permanente, BRAVE Society, the Sacramento Children’s Home, the California Endowment and the California Department of Education to examine ways to initiate bullying prevention throughout the Sacramento area.

“If there is only one advocate at one school with no training, you aren’t going to see a dent in bullying,” she explains. “But if we bring everyone together in a united effort against this issue, then we can start to systemically impact school culture.”

WRITTEN BY JUSTINE BROWN
It was hot and dry at Moffett Federal Airfield in California’s Bay Area as cars passed through military checkpoints and snaked around the periphery to a designated parking lot. More than 420 medical professionals, disaster coordination team members and student volunteers arrived on that day to participate in Golden Guardian 2013, a large-scale disaster simulation that tested the salt of emergency medical teams from across the state.

Implemented in 2004 by then Governor Arnold Schwarzenegger, the Golden Guardian Statewide Exercise Series coordinates government and private sector organizations in response to catastrophic natural and man-made disasters. This means planning for everything from earthquakes to terrorist attacks, each requiring different equipment and personnel. Planning and systems maintenance is a year-round job, but the best way to test the efficacy of these systems is to vet them in the field.

The California Emergency Medical Services Authority (EMSA) is just one of the government organizations involved in statewide disaster planning and the main organizer of the EMSA Disaster Medical Response Training and Exercises of 2012 and 2013 affiliated with the Golden Guardian series. Simulations include mobile field hospitals, operating and emergency rooms, a central supply area, a trauma ward, an Intensive Care Unit (ICU), a Hospital Administrative Support Unit (HASU) and short-term shelters.

Dr. Howard Backer, director of EMSA, leads the organization in establishing and enforcing state and federal disaster preparedness standards. “Large-scale functional exercises are very complex and involve a huge amount of planning and logistics,” explains Backer. “We have a very small staff, so supporting administrative tasks isn’t possible without the help of an organization like Sacramento State.”
In conjunction with EMSA, Sacramento State’s College of Continuing Education (CCE) coordinated the logistics and planning of both Golden Guardian exercises. From securing sites to coordinating travel and working with numerous volunteers and vendors, the CCE team provided logistical coordination, training supplies and materials, transportation, lodging, training equipment, audio/visual support, sanitation, security, and food and beverages.

“This is about as close as one could get to a real-life disaster without being in harm’s way,” says Backer. “Although we plan for disaster response year-round, nothing compares to putting medical and administrative personnel into a full-scale exercise with a realistic scenario to ensure readiness.”

Preparedness training on this scale is specifically designed to better equip some of California’s finest medical volunteers, whose mission is to rapidly deploy and treat patients within hours of a large-scale disaster.

**A Symbiotic Relationship**

The scene at Moffett Airfield’s Hanger #3 in 2013 was as realistic as it gets, especially when the “victims” arrived. Sac State emergency medical technician and paramedic students were assigned various crush injuries associated with the simulated earthquake scenario and professionally moulaged. They then demonstrated appropriate symptoms so the disaster health care volunteers could triage, treat and transport victims just as they would in real life.

Student participation in the event directly aligns with CCE’s vision to “transform lives by providing innovative learning opportunities regionally and globally.”

Susan Gonzalez, director of CCE’s Conference and Training Services Unit, describes the partnership with EMSA as a service to the agencies involved, as well as to the student participants. “We’re not only helping to meet the training needs of professionals in the health care and emergency response industries, we’re providing real-world experience to our students. Delivering rich experiences outside the classroom is key to a robust education.” The students also had an opportunity to job shadow the medical teams, ride along with paramedics and visit the observation area.

“We examine every CCE partnership through a lens of creating win-win scenarios like this one,” says Gonzalez. “Our students gain invaluable insights into their fields while providing volunteer services. And in the end, we’re all dedicated to saving lives.”

Through its work on the simulations, the Sac State campus and staff have become integral to the state’s overall disaster preparedness plan. Bill Campbell, a contract manager for EMSA, works closely with the university. “The Sacramento State team was instrumental in planning and coordinating the event,” says Campbell, “which also includes the mandated cycle of disaster training and evaluations.”

“We love to engage in projects that run full cycle where we not only help with planning and logistics on the front end, but also work with the client to create after-action plans for retraining on areas that demonstrate challenges,” explains Gonzalez. For Golden Guardian, EMSA creates an extensive after-action report to analyze medical, transport and communications systems to identify gaps and areas for improvement. After taking corrective action, EMSA repeats the cycle with a stronger skill set and a new disaster training scenario.
Saving Lives through Disaster Preparedness

California, with all its beauty and grandeur, is a high-risk disaster prone state. “We know we’re going to have large-scale earthquakes, not just in one area, but throughout,” says Backer. “There can be a plan in place, but unless you practice what that entails, there will always be questions of the plan being realistic.”

In addition to creating the necessary infrastructure and training, the Golden Guardian event remains an important place for emergency medical responders to network and share ideas.

Michael Petrie, EMS director and chief for Santa Clara County, has been involved in emergency preparedness and disaster planning for almost 20 years and insists that interagency partnerships and long-term relationships are priceless when a disaster actually hits. “Anyone can call a number and get a laundry list of referrals, but after years of creating friendships at events like these, I’m able to call someone’s personal cell phone for recommendations. That can mean a world of difference in a time of crisis,” says Petrie. “These types of comprehensive exercises are the most difficult to pull off, but they’re the only kind that allow you to validate that the processes work.”

The agencies and disaster medical volunteers are also looking for flaws. “That’s why we do this,” explains Lee Sapaden, assistant division chief at EMSA. “Identifying what doesn’t work now means we can fix flaws before real disasters strike.” The disaster simulations test, validate and strengthen systems, build relationships and give volunteers an opportunity to put their training to work. “These things make a tangible difference in the safety of California residents.”

“It’s not a matter of if,” says Gonzalez, “It’s when.” With trained and ready medical agencies throughout the state, money and resources won’t be wasted in the frenzy that can occur during disasters like the ones EMSA and like agencies prepare for.

Disasters have no economic, social or political boundaries and people expect their government to protect and serve. “Ultimately it’s about saving lives,” says Gonzalez. “The more prepared disaster responders are, the more organized we are as a community, the better off we’ll be in the event of a disaster.”

Moulage:
The art of applying mock injuries for the purpose of training emergency response teams and other medical and military personnel.
Russell Williams, 23, constantly looks for ways to become a more competitive candidate for jobs after graduation. A student of Sac State’s Paramedic Program, Williams is on a direct path toward his lifelong dream of becoming a California fire fighter and every bit of training counts. “Landing a spot with a California fire agency is really competitive,” says Williams, who has already earned EMT and Fire Fighter I certifications from Butte Fire Academy and is currently interning with El Medio Fire Department in Oroville, California. “Becoming a paramedic will make me a more desirable candidate when I start to look for full-time positions.”

As Williams gained experience in the field as an EMT he found himself increasingly interested in the medical aspect of the fire service. “As a paramedic, I’ll get to administer medications, intubate and start IVs. It’s much more hands-on, which I find really satisfying,” he says. Williams has already responded to major vehicle accidents and performed CPR, saving a patient’s life after the individual’s vehicle struck a telephone pole.

Williams heard about the Golden Guardian exercise through the director of Sac State’s Paramedic Program. Historically, the Emergency Medical Services Authority (EMSA) gathered volunteers for large-scale events by whatever means possible, but its partnership with Sac State provided the organization with dozens of student volunteers from the School of Nursing and College of Continuing Education’s Paramedic and Emergency Medical Technician programs.

Assigned specific injuries and artfully made up to fit the part, the “victims” gave professional paramedics, doctors and EMTs the opportunity to triage and treat them according to their symptoms and appearance. Students with a medical background have been a great addition to the simulation because they tend to offer a more realistic interpretation of the symptom or injury they are asked to imitate.

As a student volunteer, Williams witnessed firsthand how different agencies work together to coordinate patient triage, treatment and transport during a catastrophe. “One volunteer really got into character and was screaming in pain, making it hard for the first responders to treat her,” describes Williams. “It made me think about how I would respond in a situation where emotions and adrenaline are running high. You’re not always going to have perfectly quiet, docile victims. They’re going to be scared. They’re going to be in pain. The responders did a great job, which really stood out to me as an example of how I might react in a similar situation.”

As one who has known what he wanted to do from childhood, Williams’ dream of becoming a fire fighter is only reinforced when he witnesses professionals doing their jobs in the field. “My number one goal is to help people and put into practice everything I’ve learned,” he says. “One thing I’m always reminded of when I’m around emergency medical personnel is their commitment to public service. I’m really looking forward to providing that service myself, and exercising the moral and ethical values I believe in on a daily basis.”

Written by Mallory Leone

A Willing “Victim”

Russell Williams

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With 33 years of fire service leadership under his belt, including 19 years with the California Department of Forestry and Fire Protection (CAL FIRE), Mike Richwine, California’s assistant state fire marshal and the chief of State Fire Training (SFT), knows how to get things done. But when he envisioned overhauling SFT’s entire curriculum development and certification system, he knew it would take more time and energy and a different skill set than SFT had on hand.

Access Magazine sat down with Richwine to find out how SFT’s partnership with the Sacramento State College of Continuing Education (CCE) enabled him to streamline his systems, increase capacity and better train the more than 60,000 men and women who serve, safeguard and protect the people and property of California.

Access: What prompted your Mission Alignment plan?
Richwine: We were losing credibility with our customers. State Fire Training is 100% funded by student fees with no state General Fund dollars to support our program. We have never had sufficient staffing for a state of our size and population. We just weren’t able to provide the level of training that we should for the 60,000 plus fire service members that train and work daily in our state. We knew we needed to change or the fire service would find an alternative.

Access: How did this staffing deficit impact State Fire Training?
Richwine: Our Achilles’ heel has always been curriculum development. The frequent complaint that I heard, both as a training specialist and as the division chief, was about our outdated curriculum and standards. Some of the curriculum was 20 years old. We had to keep shelving the course update projects every year just to keep up with the basic fire fighter training that’s critical for the safety of our responders.

Access: How long did it take to develop or update your curriculum?
Richwine: Because our processes were so laborious and dependent on a few individuals, it took 18 to 24 months for a single curriculum to hit the streets. By the time the courses were fully vetted and delivered to students, it was time to update them again. With close to 70 different certification tracks and 130 plus courses, we’ve just never been able to keep up.
**Access:** How did you plan to address the problem?

**Richwine:** Our options were to solicit more staff, recruit more volunteers to help us or find a way to partner with other educational organizations. But I also knew that we had to change the way we do business. At some point, we had to determine what criteria we would base our decisions on to help focus the level of service we wanted to provide in the future.

**Access:** Why did you partner with CCE to play a role in helping you achieve that future?

**Richwine:** When I was first introduced to the idea of working with Sac State, I really didn’t see the connection, but as I learned more about CCE’s services, I realized this might be the vehicle to get us to where we need to go. And because SFT and CCE are sister state agencies, we can operate with an interagency agreement allowing SFT to “turn key” projects much more quickly. This created energy and momentum for SFT and is restoring our credibility when sharing this vision with the fire service.

**Access:** What skills and services did CCE provide?

**Richwine:** CCE helped us facilitate a number of focused discussions that shaped what we needed to do for the future of curriculum and standards in the fire service. We identified a number of strategic directives and CCE supported us in each initiative. Susan Gonzalez and Heather Williams with the Conference and Training Services Unit provided a very talented team of professionals that handled all of the contracting and logistics — processing travel claims and making lodging, transportation and meeting room reservations — that were tying up SFT staff from carrying out their daily responsibilities. To have CCE take on the planning and logistics role was a huge load off my support staff.

**Access:** How did CCE help you build capacity and streamline curriculum development?

**Richwine:** We had a lot of institutional knowledge resting in one person and CCE helped us leverage our resources by developing a pool of technical editors that we could pair with subject matter experts to have multiple concurrent curriculum projects. To do that, we needed consistent processes and documents for everyone to use. CCE helped us map the new processes, create document templates and write a detailed curriculum development handbook. This was absolutely key to our success because it’s become our “bible.” Those guidelines will live on and eliminate the key dependency issue because the process can be transferred through training.

**Access:** Are you happy with your progress to date?

**Richwine:** I think it’s been a tremendous success. It’s been a significant change for the fire service and we’re still evolving in that process. Not only are we streamlining curriculum, we’re updating our standards and establishing a formal testing process with written exams, critical skills evaluations and competency demonstration through task books. Changing the way we develop curriculum created change to the delivery model and thereby our whole training and education system. In the past 12 months we’ve guided 10 certification tracks with 27 courses through development and approval.

**Access:** What impact will this have on the fire service?

**Richwine:** Top-notch training and statewide consistency. In a mutual aid request, fire fighters can have the assurance that other fire fighters working with them have gone through the same training and testing requirements. But ultimately, we’re talking about fire fighter safety. Lessons learned from fire fighter tragedies become job performance requirements in our curriculum making the training we provide that much more valuable to fire fighter survivability.

**Access:** Why does that matter to the people of California?

**Richwine:** Our fire fighters are already the best in the world and we will continue to prepare and support their ability to safely and competently perform during an emergency. Providing them with current, relevant courses based on national standards creates consistency in our training and education system from Siskiyou to San Diego counties. That’s the long way of saying that you’ll have a more advanced, aggressive and highly trained fire fighting force arriving at your house in the event of an emergency.

**Access:** What has impressed you in your partnership with CCE?

**Richwine:** If I answer that honestly, then everyone’s going to want in on this and our momentum may slow down! I don’t want others to know about CCE’s “can do” attitude or how very good they are at delivering on our priorities and facilitating our needs, and I certainly don’t want them to know how very successful we are together! ●
The College of Continuing Education is a proud partner and training provider to exceptional personnel across all levels of the California State Government Executive Branch.
We Get It.

CCE is a trusted government training partner with over a decade of service to state and federal agencies. As a sister state agency, we know the ins and outs of contract regulations and comply with the State Administrative Manual (SAM). We’ve fulfilled thousands of interagency agreements, understand the mission, vision and goals of our sister agencies, and excel at providing training and education options to support their objectives.

We listen.

CCE starts every project with a thorough needs assessment. We can bring our instructors to your site during the contract process to immerse them in your world and really understand where they can help. If you need metrics and data, we conduct evaluations and assess proof of performance. You’ll never get a pre-packaged result from us, as we tailor solutions to your needs.

We deliver.

We’re backed by the power of a WASC-accredited university and draw from a pool of content, process and subject matter experts. CCE is the only CSU with a Conference & Training unit, allowing us to plan events statewide. We deliver quality services on time and within budget.

We meet the bottom line.

We can offer lower prices than private institutes because our goal isn’t to make a profit. We simply cover our costs — that’s it. And we help keep state dollars within California by working directly with sister state agencies.

We work statewide.

But we’re still right next door. We’re located in Sacramento just minutes from downtown but have the capacity to support projects across the state and around the world.

Real solutions for organizational change don’t happen overnight. But transformational training and long-term solutions are within your reach.

To learn more, contact us.

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In 2010, 42.98 percent of California residents spoke a language other than English and California is home to more than 100 indigenous languages, making it one of the most linguistically diverse areas in the world. Of its many forms of communication however, mastering the language of state government—the language of guidelines, rules and laws—just might be the most challenging.

Finding the most effective and engaging ways to develop and support training for the thousands of workers, supervisors, managers and executives who daily serve the people of California while working within the language and philosophy of state government is no small task. Yet with academia, technology and instructional design expertise at its fingertips, Sacramento State’s College of Continuing Education (CCE) knows how to speak “California.”

“We listen first and then ask how we can help,” says Jenni Murphy, interim associate dean, describing CCE’s approach to training and education solutions for state agencies. “If we can use existing courses or solutions that worked for other agencies, that’s great, but we don’t believe that one solution works for everyone. We listen to your entire story—including your background, goals, dreams, fears and constraints. Then we develop a strategy that addresses your organization’s needs.”

**Exceptional Value**

“We are a public institution and part of California government’s executive branch,” says Guido Krickx, dean of CCE, “so we understand what it takes to work within the regulations of employment law, contract law, state contracting mechanisms and the State Administrative Manual (SAM). We know how to build skill sets, knowledge and capacity so that our government partners can meet their mandated training and education requirements or better serve their own customers, the people of California.”

“We do not receive state funding, but we are not a for-profit entity,” explains Krickx. “We have the flexibility to operate in a fee recovery model, very much like a nonprofit. What we do and how we do it would be prohibitively expensive if we were a private sector company, but we have no incentive for profit except by making a difference to California, its employees and through that effort, to its residents.”

**Empowering State Agencies Through Customized Instruction**

WRITTEN BY DENA KOUREMETIS
CCE is mission driven to use academic and practical knowledge to shape individuals’ lives, be they academic students, international professionals or public and private employers looking to raise the bar on their collective knowledge. “Helping state employers develop their employees’ talents is incredibly gratifying, and the CCE staff see themselves as servant leaders who realize their greatest successes through service to others,” says Murphy.

Expert Perspective

Krickx points out that it can be difficult for those who see Sac State as a purely academic entity to grasp the full breadth of the university’s capabilities. “We draw from our roles as teachers, trainers, researchers and service providers to help drive organizational change, all within the edicts and guidelines provided by state law,” he says.

The individuals who serve as CCE’s leadership corps have diverse backgrounds lending them keen insights into what California’s state agencies seek when enacting organizational transformation.

With a degree in educational administration, Christine Irion, a CCE senior program director, pursues the big picture. “We look at more comprehensive solutions than those that meet the eye,” says Irion. “For most challenges, training is only part of the solution. Our strategy includes helping people see other pieces of the puzzle. This leads to us being a better state partner and creates a better outcome.”

Senior Project Director Michelle Gianini builds training programs for California’s state agencies and uses the term “full service” when characterizing CCE’s capabilities. “Because of our academic roots, we have access to an incredible depth of subject matter expertise,” she says. “We have the collective talent to take a training program from the initial concept stage, to work through it and be on hand for the entire process with that department or agency. We are so much more than a ‘one-shot deal’ and strive to establish ourselves as the state’s training ‘home.’”

When an agency or department has an issue, challenge, project or program, or is faced with new legislation, CCE digs deep to get the job done. “Organizations turn to us to be part of the solution because they know that we create a collaborative discussion to identify the real gap or problem and come up with effective ways to address it,” says Gianini. “Whether that means research, data gathering and analysis, bringing stakeholders together, creating focus groups, leaning on subject matter experts or simply getting messages out and championing the issue, we can do it.”

Effective Partnerships

With many state agencies facing fewer resources yet greater demands, CCE understands that most entities possess neither the complete skill set nor the time required to develop comprehensive training curricula, coordinate statewide events or overhaul outdated systems and documents. The key to CCE’s suitability to those tasks is its ability to create partnerships between need and solution. “Our staff members are experts in developing people and building comprehensive programs that serve individuals and organizations,” says Susan Gonzalez, director of CCE’s Conference and Training Services.

“We want to train you and then get out of the way to let you run with it,” says Gonzalez. “We’re not here to create a permanent role for ourselves in your organization. Our goal is to help you find solutions, develop your full capacity and then transition leadership to your team. When we achieve that solution with our clients, then we celebrate!”

“CCE is capable of understanding the mission, vision and goals of an agency and then linking educational programming to help support those organizational objectives.”

– GUIDO KRICKX, DEAN
COLLEGE OF CONTINUING EDUCATION
Kicking off its 20th cohort in March 2014, Sacramento State’s Leadership for the Government Executive (LGE) program has reason to celebrate. Since the program’s launch in 2006, more than 400 senior-level state employees have received the top-notch training that sets the Sac State apart as a partner that “gets government.”

LGE serves senior-level executives and managers from all branches of state government, including business, information technology program areas, and gives participants an opportunity to delve deeply into common issues faced by upper-level leaders. Courses cover everything from building a mission and creating vision to instituting organizational change, empowering employees and fostering a culture of service.

“Leadership for the Government Executive is so powerful for participants because it enables transformation and truly gives them opportunities to make a difference,” explains Keirsten Quest, who co-teaches the program with Dr. Chris Sablynski. “They are equipped to
communicate more effectively within their state agencies and foster team and goal-oriented environments. They can listen more effectively and offer enriching feedback to others, greatly increasing their value to their respective agencies.”

Participants meet for eight full-day sessions over eight months and receive interactive instruction that integrates class time with engaging and relevant guest speakers, case studies and collaborative group discussions. Six months after graduation, the College of Continuing Education (CCE) invites participants to complete a post-program leadership assessment to identify how their behaviors have changed over time.

Many graduates do see a distinct difference in their leadership style, becoming more collaborative and empowering for their employees. “Too often in state government we focus on being managers instead of leaders,” says Eric Lamoureaux, inland regional administrator for the Governor’s Office of Emergency Services and an LGE cohort 15 alumnus. “LGE afforded me the tremendous opportunity to become attuned with what it means to be a successful leader. I’m now uniquely positioned to tap my leadership strengths to help manage cultural and organizational change within my department.”

CCE launched LGE in 2006, and its companion programs Leadership for the Government Supervisor and Leadership for the Government Manager in 2008, after Clark Kelso, then California’s chief information officer, and Will Bush, then director of the Department of General Services, approached the university seeking to create a transformational program that would deeply enrich upper-level managers and executives working in state government.

Kelso, Bush and Dave Gilb, then director of the California Department of Personnel Administration, became the first program sponsors guiding the initial treatment of...
cohort of executives and managers toward more enriching state service careers.

Twenty cohorts later, sponsorship remains a key element in LGE’s success. Each cohort has 25 participants, each nominated to apply by a supervisor and sponsored by their department or agency director. Sponsors invest deeply in the success of their participants and the department or agency they both serve. After each monthly session, CCE encourages sponsors to meet with participants to discuss how they can apply the principles learned and provide feedback. Throughout the program, participants receive continual input from their sponsors, instructors and peers.

CCE specifically designed the LGE program to create a community of practice between participants by offering maximized networking opportunities with their peers. Participants work collaboratively and share best practices in an environment that promotes and values learner-to-learner interaction.

“When you work with and learn from fellow leaders in state government, you learn how each agency interacts and is dependent upon the next,” says Selvi Stanislaus, executive officer of the Franchise Tax Board who regularly sponsors her staff members. “You come to appreciate the silent partnership that exists in state government.”

“As we touch more and more people there’s a common core of what’s being transacted and that helps solidify impact as people share common experiences and understanding,” says Guido Krickx, dean of CCE. That shared knowledge and solid network goes a long way when participants return to the day-to-day task of leading a government that employs 221,000 people.

“We love this program,” says Jenni Murphy, CCE’s interim associate dean. “We’re in Sacramento, we’re in the capital and we live and breathe government. Because we think of state government as one organization with one CEO, the governor, we design professional development to meet the needs of California as a whole, not just the needs of a single unit, division, department or agency.”

Karen Johnson
Chief Deputy Director
California Department of Health Care Services

KAREN JOHNSON REMEMBERS ATTENDING a retirement celebration for one of her predecessors at the California Department of Food and Agriculture. “The speaker invited guests to stand up if this person had made an impact on their career development and growth. Not a single chair was occupied, and I thought, ‘What a legacy, and what an amazing impact this person had on so many others!’” She wondered if she could ever have an impact on so many people.

As chief deputy director for the California Department of Health Care Services (DHCS), Johnson is one of the highest-ranking health care officials in California, tasked with managing and directing the department’s daily operations.
and policy formation and implementation. Her leadership stretches across the department, enabling her to carve out a lasting legacy for the department’s future leaders.

Johnson enrolled in Sac State’s Leadership for the Government Executive (LGE) program to challenge herself and advance as a leader to make just such a difference. “I have a strong work ethic and I'm a results-oriented person so I needed the tools that could help me lead change successfully in a large organization,” says Johnson. LGE provided her with the skills she needed. “Critical leadership skills, now and in the future, require good communication, effective people management, empathy and emotional intelligence,” says Johnson. “The LGE program focused me and provided the tools that were necessary for me to be effective.”

Johnson graduated from the very first LGE cohort and continues to sponsor rising DHCS managers and executives. “I truly believe that I have developed my leadership skills based upon my participation in this course, my observation of others and my personal experiences,” she notes. “I have been able to shape and help create a department-wide vision, build partnerships, gain commitment and support, challenge and confront issues, and recognize and manage the impact of organizational change.”

WRITTEN BY CLAIRE BONE

Jim Butler
Chief Procurement Officer
California Department of General Services

WHEN JIM BUTLER CAME TO WORK FOR THE STATE of California, he was ready to tackle any issues his department could throw his way.

“I was looking for an opportunity to work on a ‘big problem,’ and the issues surrounding public sector procurement in California intrigued me. The state had significant spending challenges, demoralized staff, high customer dissatisfaction, antiquated systems and intractable processes for completing even routine purchases. And it routinely missed its targets for disabled veteran business contracting, creating hostility from small business interests,” says Butler, who currently serves as chief procurement officer for the California Department of General Services (DGS). Fifteen years working in the private sector for companies like Levi Strauss and Dell gave Butler a different perspective about traditional procurement problems faced by state agencies.

Four months into his new job, then DGS Director Will Bush approached Butler about participating in Sac State’s Leadership for the Government Executive (LGE) program. Butler was skeptical.

“I was reluctant,” he admits. “I already had an MBA, had done significant work in strategic planning and organizational design, and felt like I didn’t have time to ‘go back to school.’” Out of great respect for Bush he agreed to attend. “Little did I know that he knew LGE had something very valuable to offer me—a geometric increase in my network of leaders in the major agencies I would end up working with over the next five years.”

Butler now relies on his LGE connections to tackle real world challenges. “In my position, I sit on several boards, steering committees and working groups. One of those is the steering committee for the Financial Information System for California (Fi$Cal),” explains Butler. “Jim Lombard from the California State Controller’s Office also sits on that committee and more than once we’ve leveraged our LGE relationship to overcome differences, create new solutions and obtain buy-in and agreement from others.”

Butler sees those relationships as the program’s primary benefit. “The individuals I met there have made the difference between just getting by in my work and my ability to shape policy and effect change in several key state initiatives and programs,” he explains. “Now I send all of my leaders to CCE’s government leadership programs, whether at the supervisory, managerial or executive level.”

WRITTEN BY CLAIRE BONE
Selvi Stanislaus
Executive Officer, State of California Franchise Tax Board

SELVI STANISLAUS HAS FOND MEMORIES of her Sri Lankan father and his lessons about working hard and helping others.

“My father was what we call in America a CPA. As good as he was, and he was very good, he also had a great heart for giving back to the community. So during tax season, he would donate his services to the less fortunate and assist them in completing their tax filing obligations,” explains Stanislaus. “It was there as a little girl sitting on my father’s lap that I, too, learned about service, giving back and tax law.”

After earning law degrees in both Sri Lanka and the United States and working in both the private and public sector, Stanislaus joined the State Board of Equalization’s (BOE) legal staff where, thanks to all that time at her father’s knee, she could pursue her passion for tax law. In 2006, Stanislaus was appointed the Franchise Tax Board’s (FTB) executive officer and she has “not regretted one minute since. It’s a great place with a great corporate culture and a great sense of commitment to serving California taxpayers,” she says.

However, Stanislaus noticed a lack of leadership training for individuals moving into executive positions. She found her solution at Sac State. “At that time, many executives were retiring and new executives were struggling to survive. That is why I decided to become a sponsor for Leadership for the Government Executive (LGE),” she explains. “In addition to having a heart for service, I am a firm believer in education. My involvement in LGE feeds both these appetites.”

Stanislaus sees the overwhelming potential for leadership development not only within FTB, but in many other agencies as well. “FTB is one of the larger state agencies with nearly 6,000 employees, but I know for every FTB or DMV or CHP, there are a dozen departments with 80 employees, many wearing several hats. LGE is an excellent method to get quality training, in a comfortable setting, with like-minded individuals, at a great price.”

Over the years, Stanislaus has become one of LGE’s most enthusiastic supporters sponsoring many executives since the program’s inception. “Your department gets an invigorated manager eager to implement new ideas, the participant networks with the best and the brightest, and the time commitment is such that they are never away from the office for so long that they can’t put out those fires that inevitably arise,” she explains. “It’s an outstanding return on investment.”
THE COLLEGE OF CONTINUING EDUCATION’S GOVERNMENT training portfolio offers a tiered approach to equipping today’s government workforce to effectively meet the demands of state service and confidently contribute to and lead their organizations.

All programs approach state government from an enterprise-wide mission critical philosophy, aligning with the CalHR leadership competency model to connect the dots and share a common language and culture across state departments.

- State Supervisory Training
- State Supervision Online (SSO)
- Leadership for the Government Supervisor (LGS)
- Leadership for the Government Manager (LGM)
- Leadership for the Government Executive (LGE)
- Customized Government Training Solutions

To learn more about CCE’s government training portfolio, please contact Christine Irion at irionc@csus.edu or (916) 278-4809.

WRITTEN BY CLAIRE BONE

Eric Lamoureux
Inland Regional Administrator
Governor’s Office of Emergency Services

AS THE REGIONAL ADMINISTRATOR OVER DISASTER RESPONSE and homeland security for the Governor’s Office of Emergency Services (Cal OES) Inland Region, Eric Lamoureux crisscrosses California, from the Oregon border to Kern County, working closely with county and city officials, ranchers and farmers.

“How I set expectations and articulate a vision with my staff and the counties I support, I have to be very clear with our vision,” says Lamoureux. “When I communicate well, it is a great collaboration and when I don’t, we have to backtrack to fix issues.” Communicating vision in times of distress, like California’s current water crisis, is critical to his ability to succeed.

After studying government journalism at Sac State, Lamoureux fine-tuned his collaboration and communication skills through 20 plus years working in public affairs and communications for various state agencies before joining Cal OES.

Two years ago, Fred Klass, director of the California Department of General Services, sponsored Lamoureux’s entry into Sac State’s Leadership for the Government Executive (LGE) program. Lamoureux, then a senior advisor to Klass, was intrigued.

“LGE is different because it brings together professionals from other state organizations. There are other programs out there, but this is Sacramento-based, and we all face similar challenges and work in a similar environment,” he explains. “The ability to share experiences and discover the commonalities we have [as state employees] is important.”

Lamoureux credits his LGE training with enabling him to make the transition from the communications arena to his program administration and public policy role with Cal OES. “I was able to make this job shift because of programs like LGE. I was more comfortable stepping out of my comfort zone. LGE provided a strong foundation of leadership skills I find myself utilizing on a daily basis, not only with my staff, but across 31 counties where I deal with very different people all with different expectations and needs.”

“This is a very multifaceted program that looks at leadership from many different angles,” he says. “It’s a holistic approach that allows you to take all those pieces and grow them over time. Having the ability to hold together a team and focus on the task at hand is critical. Anyone who has large programs to administer or major projects to implement would be an ideal candidate.”

WRITTEN BY CLAIRE BONE
Online learning isn’t new to the average corporate worker, but it’s a breath of fresh air to State of California supervisory-level workers who value flexibility and enjoy learning at their own pace. As the baby boomer generation of state workers retires, Sacramento State has training their successors wired.

For more than a decade, a host of California state employees have enjoyed the expert, customized instruction offered by Sac State’s College of Continuing Education (CCE) when poised to move up within their departments or fields of concentration. With seasoned instructors and a comprehensive menu of courses, CCE has been the go-to higher learning destination for the state’s up-and-coming leaders. In 2013, the college added online learning to its portfolio of programs and services designed for government employees making supervisory training easier than ever to pursue.

Section 19995.4 of the California Government Code calls for supervisorial employees to receive 80 hours of supervisory training within their first year as a supervisor. At least 40 hours must occur in a “structured training” setting with a qualified instructor. In 2010, the California Department of Personnel Administration (now part of CalHR) began to view eLearning platforms as structured training, offering greater flexibility to many state employees.
“We have always believed that eLearning could become an essential training vehicle as the work environment began moving online, which is why we designed an eLearning alternative with the State Supervision Online (SSO) program,” says Christine Irion, a CCE senior program director. “While online learning isn’t the best fit for everyone, we knew it would become a very attractive option for others.” Irion sees many benefits of eLearning, citing a much-needed consistency in the curriculum delivered across this platform to areas all over the state.

“State employees in large urban areas don’t have issues finding the training they need, but those working in mid-sized and smaller towns have to travel, making those 80 hours of training a costly proposition. Shift work is also not conducive to a 9-to-5 classroom instruction model, so we wanted to develop a solution.”

A Solution Born of Necessity

The California Department of Personnel Administration (DPA) projects the turnover of more than 80,000 state employees by 2015, with more than half of the 35,000 supervisors and managers eligible to retire in 2013. With another 62 percent of career executive appointments and exempt employees as well as 35 percent of the state’s rank-and-file employees also eligible to retire at the same time, state agencies are faced with training an immense number of new supervisors and managers to bridge the gap.

In developing the SSO program, CCE looked to the California Department of Human Resources (CalHR) and its Leadership Competency Model to create a partnership that enables state agencies to recognize SSO as a valuable and credible supervisory training option.

“The decision to use the CalHR Leadership Competency Model as the framework for our online program was a way to make our program unique, to make it stand out from other supervisory training that exists in our market area. But more importantly, it aligned with our partnership philosophy by ensuring that our training meets the state’s needs,” says Irion.

With collaboration from experts in the field and a grant from the California State University Commission on the Extended University, CCE developed seven courses that cover all of the state’s mandated topics surrounding the supervisor’s role and duties. They include interactive exercises, reading assignments from other sources as well as simple research assignments, threaded discussions, presentation videos and other activities designed to engage the online course content as well as challenge learners. The program also aligns with on-the-job training, using self-directed learning assignments for an individualized project experience.

Taking Control of the Learning Environment

“I am a big fan of eLearning,” says Phil Bornt, manager of the California Department of Technology’s Training & Education Center, and a graduate of the SSO pilot program. While he earned his technical writing certificate and attended project management and business analysis courses through CCE’s traditional classroom model, he admits that eLearning just works better for him. Like many Generation X employees working in the digital age, learning for Bornt is not necessarily a social activity.

“I don’t like being required to attend something on, say, Mondays, Wednesdays and Fridays between 7 and 9 a.m., and I don’t have to have people sitting around me to learn. In fact, I learn better when that’s not the case. I prefer to take training on my own terms, taking five minutes here, 20 minutes there. It’s the flexibility and pace of online learning that appeals to me.”

Bornt describes the SSO virtual learning environment, including discussion boards for student analysis and insights, self-paced learning modules and exams that can be taken repeatedly, and instructors who
facilitate learning instead of spoon-feeding it, as going “above and beyond in helping me become better at what I do.” As a supervisor only three months into his position when he enrolled, he believes it cushioned the blow of early mistakes that most supervisors make. “It enabled me to cope with and get past the insecurities I might have faced,” he explains. Bornt admits he saved all his instructional materials, printed them and created his own binder to reference whenever he feels the need.

“My instructors, Rose McHenry and Mary Lawrence-Jones were fantastic,” he says. “They were both seasoned former state supervisors and knew precisely what it took to help me with my assignments. I still value the DISC assessment tool they introduced me to that helps me improve work productivity, identify stressors, create better teamwork and facilitate communication with different personality types. And since the SSO courses were in their infancy when I took them, my instructors also graciously accepted my feedback on how to make them even better.”

“Online learning may not be for everyone, but it’s perfect for someone like me,” says Bornt. “Power to the introvert! I am a huge proponent of SSO and think this is the direction in which state agencies need to go. Many, many supervisors going up the ranks are easily bored with traditional training models and more than likely prefer to learn in 20-minute snippets done at their own pace.”

**Engagement, Encouragement and Support**

Rose McHenry teaches courses with names like *Fostering a Team Environment* and *Promoting a High Performance Culture* for the state’s SSO learners. “We refer to this as ‘asynchronous learning,’” says McHenry when describing the concept. “Students can take anywhere from two to four weeks to complete a course, while the entire program usually takes four to six months to complete. They read the material, participate in online discussions, and I am there to moderate those discussions and add examples of how they have applied in my own experiences.”

McHenry is no stranger to what it takes to move up the ranks as a state employee. For nearly 30 years she worked in a number of state agencies and for more than half that time, occupied both supervisory and management roles and classifications. “I think one of the greatest strengths I have as an SSO instructor is that I’ve walked a mile in my students’ shoes. I possess a lot of experience and insights I can share with them.”

Most of McHenry’s students are already extremely busy professionals. “If they had to take this course in a classroom it would mean a minimum of 80 hours sitting in a seat and even more time if you include traveling back and forth to class,” says McHenry. “Taking the classes online enables them to apply the learning directly to the job as they are performing it.”

“Trying to carve out the time while on the job is a huge challenge and having the ability to take training a bite at a time on their own time is monumental for continued on page 30
“I LIKE TO THINK OF MYSELF AS AN INSTRUCTIONAL DESIGN strategist because I help people find the most advantageous way to learn in an online environment,” says Deborah George, an instructional designer for the Sac State College of Continuing Education (CCE). With a background in information technology, George has been an application coder, a business analyst and a designer of complex financial systems, but found training to be her calling. While earning her master’s degree in instructional communication from Sac State, she accepted a position with CCE and never looked back.

George first designed professional development programs for CCE and subsequently created leadership programs for a state agency, helping to build and improve the curriculum. When the opportunity to develop online learning for the State Supervision Online (SSO) program arose, she jumped at the chance.

When asked how she approaches such a complex project, George admits that she used a variety of methods that can be mixed and matched together. “The first questions we ask are: What is the client trying to achieve? What information does the client want to provide their learners? What skills do they want to develop? and even, How do they want to change behaviors or attitudes?” It starts with an in-depth interview process that can take as long as a few months or occur over several days. “Once we establish the desired outcome, we look for the best approach to deliver the content,” says George. “Do they want it self-paced or instructor-led? Video and flashy or smaller scale with just graphics and text? Scenario-based or tutorial in nature? As an instructional designer, I can offer advice, and I strive to make all my products instructionally sound and technologically achievable.”

George prefers to work with a team, acknowledging that not everyone has the skill set it takes to do it all. “I see a big picture and then pull in the people I need,” she explains. “My background is in software development, and visual arts is not one of my strengths so I work with the graphic designers, talented programmers and web designers here at CCE. When you get that kind of creative energy together on a client’s behalf, the results can be amazing, exceeding their expectations by a mile.”

CCE called on its pool of industry experts, including those who teach in CCE’s classroom-based state supervisory training program, to shape the SSO program curriculum. “Once they nail down the content story line, I add all the pedagogy, some consistency and write all the technical specifications for it,” says George with a smile that resonates with the excitement she feels when things come together. “We do all this on paper before we put anything online. It’s much less costly and a lot easier to change something on paper than it is to change something once we program it.”

Likening the process to writing a screenplay, George goes to the client to review what she calls a “story board,” where the client can change the language, alter the graphics and add the kind of tone they know will be a part of their employees’ daily reality. Once approved, design goes into the development phase and technical programmers work their magic behind the scenes to deliver it the way George’s high standards require.

“I am excited about this kind of cost-effective and time-saving training being available not only to the State of California and its rising stars, but to area businesses, who want to see their eager management-level employees get up and running in record time as well,” says George. “It’s like a freight train that isn’t going to stop any time soon, gathering speed and getting you to your destination faster than you ever thought possible.”

WRITTEN BY DENA KOUREMETIS
a number of people,” she explains. With SSO, when unforeseen issues arise—distractions and limitations such as staffing shortages, other deadlines or illness—a busy supervisor still has a shot at completing his or her training in a timely manner.

It has been a goal since the late 1990s to get an online learning environment established for California state service and its launch has garnered positive reactions from all sides—students, agencies and instructors alike. “Students absolutely love the ‘takeaways’ and either use them on the job or save them for later,” says McHenry. “I find this work very rewarding because I love sharing my knowledge while seeing light bulbs turning on as my students learn. That’s what makes me eager to do more and make it even better.”

Fellow instructor Mary Lawrence-Jones, a 27-year veteran in both supervisory and management roles with California state government, agrees. “The program uses technology to create a learning environment that offers flexibility, inspires collaboration and builds resources that extend beyond organizational lines. I consider this a must-have for all leaders.”

Lawrence-Jones is drawn to the variety of individuals that have access to the information. “They can be anywhere and they get a well-rounded, global perspective on different topics. Students from many different employment disciplines are learning the same thing but applying it in their own worlds.” And she doesn’t hide the fact that she is thrilled to be an instructor. “As leaders, these state employees are problem-solving with other leaders who have vastly different experiences and as an instructor, I am guiding them through that process. It’s so important to give them positive reinforcement and to challenge them as well.”

Taking it to the Streets

CCE is eager to take all it has learned about eLearning and fine-tune it for the private and corporate sectors as well. “We have the experts, the resources and an endless

Continued from page 28

Determined to Make a Difference
Cari Paganini

CARI PAGANINI KNOWS EXACTLY WHERE SHE WANTS TO GO. A recent graduate of Sac State’s State Supervision Online (SSO) program, she’s aiming for the top. “I want to take all of this knowledge and eventually work for CalPERS or CalHR,” she says. “I know a lot more about the law and how to help people in disciplinary settings now. I feel I have tons of stuff in my toolbox to offer future employers because of what I’ve learned through SSO.”

Working for the Department of Developmental Services with the Sonoma Developmental Center (SDC) in Eldridge, California, 73 miles from Sacramento, Paganini completed the online SSO courses while wrapping up her associate’s degree at Santa Rosa Junior College and carrying a full workload. “I would never have had the opportunity to take this training in a traditional classroom setting,” she explains. “It would have been too far to drive.”

Paganini, who leads SDC’s hiring unit, position control unit and examination unit, and oversees a team of seven people, started out as an office tech 14 years ago, got her foot in the door as a personnel specialist and subsequently procured a lead position. She loves working in the HR arena. “It has been a rewarding experience,” she says, “but I knew I still needed to grow even more, which is why the SSO training was so valuable.”

PHOTO COURTESY OF CARI PAGANINI
supply of ideas to help small to mid-sized companies that don’t have the budget to form their own training departments,” says Guido Krickx, dean of CCE. “We can offer greater access than traditional classroom models, more efficient and consistent training, savings in terms of time and money, and we can give employers more control over the distribution of training.”

“These are personalized and individualized experiences, based on how people like to learn,” says Deborah George, a CCE instructional designer. While she agrees live instruction is better for some employees, she believes that, “eLearning is a safe place for learners to make mistakes because it’s a virtual practice ground for what can and probably will happen in their office environments. Here, participants can go back to subject matter over and over again, as opposed to a classroom setting, where you walk away with a binder but can’t revisit the actual instruction.”

CalHR, which will include the SSO program in its Fall 2014 course catalog, believes eLearning to be a viable alternative to classroom instruction. “State agencies who have used it understand how the SSO training mimics a classroom experience,” says George. “We want people to think of it as a community of learners facilitated by instructors who have actually been supervisors in the state workforce arena. These instructors add their stories and experiences while being freed up from having to use rote fundamental content with students already a bit overwhelmed by their new positions. This story-illustrative-type teaching makes for an enriching and memorable experience for learners because people learn best from hearing examples of how the subject matter applies to real-world situations.”

“Our eTeam is small but mighty,” adds George. “Our vision is to offer a virtual presence for every program that CCE has or supports because we believe eLearning is the future,” she says, pointing to the next generation workforce that expects to find everything they need online. “It’s all about giving them choices and we think this one is exceptional.”

So valuable, that when her employer’s budget couldn’t cover the cost, Paganini enrolled on her own dime, fueled by a penchant to acquire skills that could help with her current workload and her future aspirations.

A veteran of online learning before jumping into SSO, Paganini was familiar with the format and found the program’s online design to be extremely user-friendly and engaging. “I had no idea the program was so new, because it was conducted so professionally,” she says. “I like how you read the material and then had an activity assigned to carry out at work. I am a hands-on person and if I don’t do an assignment, I won’t remember to employ what I’ve been taught,” Paganini explains. “I liked being able to put the precepts to a test and try what I’ve learned with others at work. At that point, it didn’t even feel as if I was training—it just felt real.”

After applying the assignments in real life, Paganini reported the result back to her instructors and other class members through the online discussion forum. “I had never been taught anything about meeting protocols before—about how to get and maintain respect, observe interpersonal behaviors, make sure the focus of a meeting stayed on track, steer a meeting back to its original purpose or maintain an agenda. SSO gave me tools to do that. I had a huge meeting a month later and I got to reinforce the stuff that I learned in the class. That was simply awesome.”

Admitting the program was no cakewalk, Paganini is also grateful for the support she received when she fell behind. “The instructors could tell nearly in an instant when I was overwhelmed,” she says. “Sometimes, they would call me and offer to extend an assignment deadline or lend assistance in understanding and applying a concept. It was just the best support you could ask for.”

That support is something she plans to pay forward. “The SSO courses touched on everything a supervisor might encounter in the course of her leadership—even things I had never anticipated. Now I have the confidence to train others around me in what I have already learned, so the benefit can reach far beyond one person taking this program.”

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