BEYOND THE BENCH 23

UX

DECEMBER 1–4, 2015

ANAHEIM, CALIFORNIA

JUDICIAL COUNCIL OF CALIFORNIA

OPERATIONS AND PROGRAMS DIVISION

CENTER FOR FAMILIES, CHILDREN & THE COURTS

JUDICIAL COUNCIL OF CALIFORNIA

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Special Thank You to Faculty, Planning Partners, and Staff

Sponsored by the Judicial Council of California, Center for Families, Children & the Courts (CFCC), *Beyond the Bench 23* represents the largest conference hosted by the Judicial Council. The first conference was offered in 1988, after a group of juvenile court presiding judges and child welfare directors identified the need to come together in an effort to serve families more effectively. The conference has expanded over the years, and now serves over 1400 attendees, including judges, local, state, and tribal court leaders, attorneys, probation officers, social workers, CASA volunteers, court users, researchers, policy makers, and other juvenile justice and family-related professionals from across California. Sessions address core legal issues and related social issues pertaining to juvenile and family law, domestic violence, collaborative courts, tribal court-state court jurisdiction, veterans and military families, incarceration and reentry, mental health, education, human trafficking, trauma-informed practice, community engagement, and racial justice. Emphasizing hope, humanity, and healthy families, the conference focuses on meaningful, user-focused physical, remote, and equal access to justice for those involved—voluntarily or involuntarily—with the court system.

Thank you to the faculty and planning partners for the time and effort to make this a successful conference.

Thank you to all Judicial Council staff who contributed as faculty, content coordinators, monitors, media outreach, financial administration, graphics and design, audio-visual assistance, conference, technical, and administrative assistance, and registration staff.

Administrative Support

Capital Program

Center for Families, Children & the Courts

Center for Judicial Education & Research

Communications

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Additional Acknowledgments

This program is funded by registration fees as well as grants from the U.S. Department of Health & Human Services, Administration for Children & Families, and the California Governor's Office of Emergency Services. Foundation funding supports certain sessions. An allocation from the State Trial Court Improvement and Modernization Fund (IMF) helps defray some costs for court participants.

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 the Beyond the Bench 23 conference. Certain sessions of the conference may also be audio- or videotaped for subsequent training purposes, including broadcast as a recorded webinar. Although audience members are not the focus of the audio- or videotaping, the images or voices of attendees may be recorded. By your presence at this conference, you consent to be photographed, filmed, or otherwise recorded, and to have your voice, words, and images broadcast or otherwise disseminated for training purposes. Please contact conference staff before the start of the session if you have any questions.

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.

CONTINUING 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.

For Judicial Officers and Trial Court Personnel:

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 California Rules of Court, rule 10.474 (for trial court employees only—with supervisor's approval), subject to the provisions of California Rules of Court, rule 10.481.

Court Executive Officers:
This conference provides credit for court executive officers pursuant to education requirements in California Rules of Court, rule 10.473. 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.

Judicial Officers:
The Beyond the Bench conference provides education credit for judicial officers pursuant to the applicable California Rules of Court.

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/WRE** *(Standards & Training for Corrections or Work-Related Education):* **Probation Officers**
- ✂ **CIMCE** *(Judicial Council):* **Certified Court Interpreters**

◆ MCLE ✷ BBS ⦿ PSY ◈STC/WRE ✂CIMCE M, E, DV*
*M = Child Custody Mediators–Rule 5.210(f)(1)(A)–(B), (f)(2) E = Child Custody Evaluators–Rule 5.225(d), (i)(1)
DV = Domestic Violence–Rule 5.230(d)(1)–(2) and Rule 5.215(j)(2)

M: **Court-Connected Child Custody Mediators and Recommending Counselors**

E: **Court-Connected/Appointed Child Custody Evaluators**

DV: **Required Domestic Violence Training for Court-Connected Child Custody Mediators, Recommending Counselors, and Evaluators**

PROFESSIONAL LICENSING EDUCATION CREDIT

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 #4781. Courses eligible for MCLE are designated with the symbol ◆.

Important: Attorneys—if you are seeking MCLE continuing education hours, please sign in for MCLE credit at each plenary and workshop session you attend.

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 ✷.

Important: LMFT and LCSW Professionals—if you are seeking BBS continuing education hours, please sign in for BBS credit at each plenary and workshop session you attend.

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.

Important: Psychologists who wish to receive continuing education credit **must sign in *and* out** of each qualifying session they attend.

Probation Officers (◈ STC/WRE):

This conference offers Standards and Training for Corrections (STC) credit and Work-Related Education (WRE) credit for designated workshops. To receive credit for the WRE-eligible courses, contact your agency's training department. Courses eligible for STC/WRE credit are designated with the symbol ◈.

Approved course for STC:

- *From Aspiration to Action: Achieving Permanency for Older Youth*

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 ✂.

EDUCATION CREDIT PURSUANT TO APPLICABLE CALIFORNIA RULES OF COURT

Symbols [M] for Child Custody Mediators/[E] for Child Custody Evaluator/[DV] for Required Domestic Violence Training (Initial or Continuing Education):

In accordance with California Rules of Court, conference sessions designated with the appropriate symbol enable each participant to receive:

Continuing education for court-connected child custody mediators [Rule 5.210(f)(1)(A)–(B), (f)(2)].

Continuing education for court-connected/appointed child custody evaluators [Rule 5.225(d), (i)(1)].

Annual domestic violence update training [Rule 5.230(d)(1)–(2) and Rule 5.215(j)(2)]. For new court-connected mediators and evaluators, conference hours are applicable toward initial required training.

For Juvenile Dependency Mediators:
All conference sessions qualify for education credit for juvenile dependency mediators pursuant to California Rules of Court, rule 5.518(e)(3), (g).

For General Attendees:

This conference provides general education credit for all attendees.

CONTENTS

Monday, November 30, 2015

Family Dispute Resolution Institute for New Court Professionals (Invitation Only) 1

Tuesday, December 1, 2015

Pre-Conference

Family Dispute Resolution Institute for New Court Professionals (cont'd) 2

Court Appointed Special Advocate (CASA) Training (Invitation Only) 3

Special Convening on the California Commercially Sexually Exploited Children (CSEC) Program (Invitation Only) 3

Re-envisioning our Courthouses: A Visit to the Orange County Community Court and the California Court of Appeal (Judicial Officers Only)..... 4

Juvenile Dependency Law and Process (Part 1) 5

Wednesday, December 2, 2015

Family Dispute Resolution Institute for New Court Professionals (cont'd) 6

Juvenile Dependency Law and Process (Part 2) 7

Make It Plain: Having and Facilitating Conversations About Race..... 7

Usable and User-Friendly Legal Services 8

The Poverty Simulation..... 8

Keeping Kids in School and Out of Court Initiative (KKIS) Southern California Regional Convening (Invitation Only) 9

Beyond the Bench Core Conference

TEDx Ironwood State Prison: Infinite Possibilities 10

Cold Noses, Warm Hearts: Dogs Comfort Court Users.....11

Welcome and Plenary

How Collaboration Works and Wins 12

Doing Whatever It Takes: Mental Health Leadership for Integrated Systems of Care 13

Concurrent Workshops 1 14

Concurrent Workshops 2 22

Afternoon Plenary

Remarks by Chief Justice Tani G. Cantil-Sakauye 31

Considering Culture in Domestic Violence and Sexual Violence Cases 31

Evening Event

Special Screening: *Paper Tigers* 32

Thursday, December 3, 2015

Breakfast & Plenary

ICWA—A Young Adult's Perspective 33

Shining a Light to Achieve Reform: How Reorganization, Assessment, and Community Engagement Promote System Change 33

Concurrent Workshops 3 34

Concurrent Workshops 4 43

Lunch & Plenary

Arrested Development: Adolescent Development and Juvenile Justice 52

A Different Perspective 52

Concurrent Workshops 5 53

Afternoon Plenary

How California Avoided "Skim-Milk Marriage" 62

Post-Conference

366.26(*l*) Writs in Three Easy Steps 63

From Aspiration to Action: Achieving Permanency for Older Youth 64

Expanding the Conversation Beyond Child Welfare: A Discussion of Competency, Nonminor Dependents, and More 65

Courts, Community Engagement, and Innovative Practices in a Changing Landscape 66

Current Issues in Dependency Cases Involving Domestic Violence (Judicial Officers Only) 68

How to Improve the Experience of Litigants in Your Courtroom Without Compromising Judicial Ethics (Judicial Officers Only) 69

Notes 70

MONDAY, NOVEMBER 30, 2015
11:00 A.M.–6:00 P.M.
FAMILY DISPUTE RESOLUTION INSTITUTE FOR NEW COURT PROFESSIONALS
(INVITATION ONLY)

◆ **MCLE** ✷ **BBS** ⦿ **PSY** **M, E, DV***

The FDR Institute for New Court Professionals is a two-and-a-half-day program that provides 19.5 hours of mandatory initial education for California trial courts' newly hired Family Court Services (FCS) child custody mediators, recommending counselors, and evaluators as required in applicable California Rules of Court—supplementing what local trial courts provide as immediate orientation and training when new staff are hired. Participants receive training on a range of topics, including statutes and rules of court, ethics, mediation skill-building, and child custody and domestic violence protocols and procedures that are relevant to their positions with the court. (For additional program and continuing education [CE] information, please refer to the detailed 2015 NCP program agenda.)

FDR Institute for New Court Professionals, Day 1: Participants will receive training on the following topics: "Your Role in the Context of the Legal System: Statutes, Rules, Cases, and Confidentiality"; "Why Does Domestic Violence Matter in Family Law Child Custody Cases? How DV Affects Children and Parenting"; and "Legal Framework: Child Custody and Domestic Violence."

Learning Objectives—Participants will be able to:

1. Recognize what the California Family Code requires regarding the child custody mediation process;
2. Identify what is required and allowed with respect to confidentiality in child custody mediation proceedings;
3. Identify how laws and rules are developed and implemented in the California system;
4. Identify the domestic violence issues facing litigants;
5. Describe the effects of DV on parenting and on children;
6. Discuss considerations for professionals working with victims/survivors and those perpetrating violence;
7. Define legal and physical custody;
8. Articulate the four mandatory factors used to determine what custody arrangement is in the best interest of the child;
9. Identify the circumstances under which the law allows non-parent visitation;
10. Recognize how domestic violence and child sexual abuse impacts child custody and visitation determinations under California law; and
11. Distinguish what happens if there is a conflict between restraining orders as they relate to child custody and visitation.

Jacquetta Adewole, LMFT, *Family Court Services Supervisor, Superior Court of California, County of San Bernardino*
Julia Weber, JD, MSW, *Supervising Attorney, Judicial Council, Center for Families, Children & the Courts*

◆ MCLE ✷ BBS ⦿ PSY ◈ STC/WRE ✂ CIMCE M, E, DV*
*M = Child Custody Mediators–Rule 5.210(f)(1)(A)–(B), (f)(2) E = Child Custody Evaluators–Rule 5.225(d), (i)(1)
DV = Domestic Violence–Rule 5.230(d)(1)–(2) and Rule 5.215(j)(2)

This program is funded by registration fees as well as grants from the U.S. Department of Health & Human Services, Administration for Children & Families, and the California Governor's Office of Emergency Services. Foundation funding supports certain sessions. An allocation from the State Trial Court Improvement and Modernization Fund (IMF) helps defray some costs for court participants.

TUESDAY, DECEMBER 1, 2015
8:00 A.M.–5:30 P.M.
FAMILY DISPUTE RESOLUTION INSTITUTE FOR NEW COURT PROFESSIONALS
(CONT'D—INVITATION ONLY)

◆ **MCLE** ✷ **BBS** ⦿ **PSY** **M, E, DV***

FDR Institute for New Court Professionals, Day 2: Participants will receive training on the following topics: "Mediation Skills and Concepts" **and** "Mediating When Domestic Violence Is an Issue: Separate Sessions, Support Persons, and Other Key Legal Issues for Family Court Services." (For additional program and continuing education [CE] information, please refer to the detailed 2015 NCP program agenda.)

Learning Objectives—Participants will be able to:

1. Differentiate between mediation and therapy, and highlight the specific qualities of mediation and child custody recommending counseling;
2. Identify important safety features and protocol for mediations in cases involving domestic violence;
3. Improve time management in mediation;
4. Develop effective communication skills relevant to the mediation process;
5. Identify strategies for addressing impasse in mediation;
6. Learn how to interview and include children in mediation;
7. Understand California Rules of Court, rule 5.215;
8. Recognize when separate sessions may be required or appropriate; and
9. Identify the role of support persons and other ways to structure mediation sessions using promising practice approaches.

Chuck Amital, LMFT, *Mediator & Attorney; Supervising Child Custody Recommending Counselor (Ret.), Superior Court of California, County of San Mateo*
Stephanie Shadowens, LMFT, *Supervising Child Custody Mediator, Superior Court of California, County of Los Angeles*
Julia Weber, JD, MSW, *Supervising Attorney, Judicial Council, Center for Families, Children & the Courts*

This program is funded by registration fees as well as grants from the U.S. Department of Health & Human Services, Administration for Children & Families, and the California Governor's Office of Emergency Services. Foundation funding supports certain sessions. An allocation from the State Trial Court Improvement and Modernization Fund (IMF) helps defray some costs for court participants.

TUESDAY, DECEMBER 1, 2015
9:00 A.M.–4:00 P.M.
COURT APPOINTED SPECIAL ADVOCATE (CASA) TRAINING
(INVITATION ONLY)

Special boot camp for new executive directors of CASA programs. Curriculum covers child welfare system issues, court process, nonprofit administration and program management, and best practices in recruiting, training, and supervising volunteers.

Don Will, *Manager, Judicial Council, Center for Families, Children & the Courts*

TUESDAY, DECEMBER 1, 2015
9:00 A.M.–5:00 P.M.
SPECIAL CONVENING ON THE CALIFORNIA COMMERCIALLY SEXUALLY EXPLOITED CHILDREN (CSEC) PROGRAM *(INVITATION ONLY)*

In 2014, SB 855 established a new Commercially Sexually Exploited Children (CSEC) Program within the California Department of Social Services (CDSS) to provide prevention, intervention, services, and training in California to more effectively serve CSEC using a multidisciplinary approach. Counties that elected to participate in the CSEC Program by submitting county plans to CDSS in June, and that have been selected as Tier 2 counties, are invited to participate in this convening. This special convening will bring together multidisciplinary county teams from across California to share their approaches to CSEC as well as to discuss the challenges and promising practices they have identified throughout the development and implementation of their interagency protocols.

Learning Objectives—Participants will be able to:

1. Develop a more sophisticated understanding of the various pathways through which a CSEC moves among child-serving systems, the opportunities system actors have to intervene, and the resulting need for greater collaboration and coordination among relevant agencies, both county and community-based.
2. Explore the unique approaches of other counties' interagency protocols and feel empowered to apply select elements of these approaches to their own protocol(s), as desired.
3. Forge stronger individual relationships and team dynamics through an open a dialogue between participants of different agencies.
4. Identify some of the challenges around section 300(b)(2) referral, investigation, and pleading and recognize current strategies to overcome these challenges.
5. Acquire guidance for meaningfully engaging survivors in their ongoing CSEC efforts.
6. Acquire skills for creating and implementing youth-informed CSEC safety plans.
7. Identify risk factors exhibited by children and youth who are victims of, or at risk of, commercial sexual exploitation.

This program is funded by registration fees as well as grants from the U.S. Department of Health & Human Services, Administration for Children & Families, and the California Governor's Office of Emergency Services. Foundation funding supports certain sessions. An allocation from the State Trial Court Improvement and Modernization Fund (IMF) helps defray some costs for court participants.

TUESDAY, DECEMBER 1, 2015
11:00 A.M.–5:00 P.M.
RE-ENVISIONING OUR COURTHOUSES: A VISIT TO THE ORANGE COUNTY COMMUNITY COURT AND THE CALIFORNIA COURT OF APPEAL
(JUDICIAL OFFICERS ONLY)

Courthouses can be more than sterile environments where people come and go throughout the day. They can be community service centers as well as places where the art reflects the goals and aspirations of the court and the community. This two-part courthouse tour begins with a visit to downtown Santa Ana where the Community Court not only houses a courtroom but also is a place where defendants and their families as well as neighborhood residents find social services, employment, legal aid, and mental health providers on site and "open for business." The tour then moves on to the Court of Appeal, where the court, in collaboration with students, teachers, administrators, and the probation department, sponsored a program resulting in a wonderful collection of poignant artistic portrayals of court opinions on canvas. Children from various schools, including the high school in Juvenile Hall, were the artists creating the paintings, and these paintings now hang in a place of honor in the courthouse. Your hosts for the afternoon will be Associate Justice Eileen Moore of the Fourth District Court of Appeal, Orange County Superior Court Judge Joe Perez, and the members of the collaborative court team.

Learning objectives—Participants will be able to:

1. Identify options for creating courthouses as centers reflecting the values of the community;
2. Evaluate ways in which service partnerships can benefit the court, court users, and the community as a whole; and
3. Identify the types of collaborations and wraparound services needed to effect long-term change for some defendants and their families.

Hon. Eileen C. Moore, *Associate Justice, California Court of Appeal, Fourth District*
Hon. Joe T. Perez, *Judge of the Superior Court of California, County of Orange*

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DV = Domestic Violence–Rule 5.230(d)(1)–(2) and Rule 5.215(j)(2)

This program is funded by registration fees as well as grants from the U.S. Department of Health & Human Services, Administration for Children & Families, and the California Governor's Office of Emergency Services. Foundation funding supports certain sessions. An allocation from the State Trial Court Improvement and Modernization Fund (IMF) helps defray some costs for court participants.

TUESDAY, DECEMBER 1, 2015
12:15–4:45 P.M.
JUVENILE DEPENDENCY LAW AND PROCESS *(PART 1)*

◆ **MCLE** ✂ **CIMCE**

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 the 8-hour requirement for attorneys seeking to accept court-appointed cases per California Rules of Court, rule 5.660(d).

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; and
4. Integrate available resources to assist them in their daily child welfare practice.

Hon. Patricia Bresee (Ret.), *Consultant/Trainer/Retired Juvenile Court Commissioner*
Nancy Aspaturian, *Attorney Supervisor & Director of Training, Children's Law Center of California, Los Angeles*
David Meyers, *Attorney and Chief Operating Officer, Dependency Legal Services*
Shannon Sullivan, *Assistant County Counsel, Santa Cruz*

This program is funded by registration fees as well as grants from the U.S. Department of Health & Human Services, Administration for Children & Families, and the California Governor's Office of Emergency Services. Foundation funding supports certain sessions. An allocation from the State Trial Court Improvement and Modernization Fund (IMF) helps defray some costs for court participants.

WEDNESDAY, DECEMBER 2, 2015
8:00 A.M.–12:00 P.M.
FAMILY DISPUTE RESOLUTION INSTITUTE FOR NEW COURT PROFESSIONALS
(CONT'D—INVITATION ONLY)

◆ **MCLE** ✷ **BBS** ⦿ **PSY** **M, E, DV***

FDR Institute for New Court Professionals, Day 3: Participants will receive training on the following topics: "Review/Wrap-up: Mediation Skills and Concepts"; "Mediation Outcomes: Parenting Plans, Reports, Etc."; **and** "Working with Shame and Anger: Survivors of Domestic Violence Who Are Parents." (For additional program and continuing education [CE] information, please refer to the detailed 2015 NCP program agenda.)

Learning Objectives—Participants will be able to:

1. Identify key elements of a parenting plan;
2. Recognize what details are needed for implementation and enforceability;
3. Identify safety features to be included in a parenting plan to address domestic violence concerns;
4. Describe key features of a quality product: reports and recommendations that are timely, succinct, credible, substantiated, and coherent;
5. Recognize domestic violence issues facing litigants; and
6. Identify considerations for professionals working with victims/survivors and those perpetrating violence.

Chuck Amital, LMFT, *Mediator & Attorney; Supervising Child Custody Recommending Counselor (Ret.), Superior Court of California, County of San Mateo*
Alyce LaViolette, MS, LMFT, *Director, Alternatives to Violence, Long Beach, California*
Stephanie Shadowens, LMFT, *Supervising Child Custody Mediator, Superior Court of California, County of Los Angeles*

This program is funded by registration fees as well as grants from the U.S. Department of Health & Human Services, Administration for Children & Families, and the California Governor's Office of Emergency Services. Foundation funding supports certain sessions. An allocation from the State Trial Court Improvement and Modernization Fund (IMF) helps defray some costs for court participants.

WEDNESDAY, DECEMBER 2, 2015
8:00 A.M.–12:00 P.M.
JUVENILE DEPENDENCY LAW AND PROCESS *(PART 2)*

◆ **MCLE** ✂ **CIMCE**

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 the 8-hour requirement for attorneys seeking to accept court-appointed cases per California Rules of Court, rule 5.660(d).

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; and
4. Integrate available resources to assist them into their daily child welfare practice.

Hon. Patricia Bresee (Ret.), *Consultant/Trainer/Retired Juvenile Court Commissioner*
Nancy Aspaturian, *Attorney Supervisor & Director of Training, Children's Law Center of California, Los Angeles*
David Meyers, *Attorney and Chief Operating Officer, Dependency Legal Services*
Shannon Sullivan, *Assistant County Counsel, County of Santa Cruz*

WEDNESDAY, DECEMBER 2, 2015
9:00 A.M.–12:00 P.M.
MAKE IT PLAIN: HAVING AND FACILITATING CONVERSATIONS ABOUT RACE

◆ **MCLE (1.5 hours elimination of bias)** ✸ **BBS** ◈ **STC/WRE** ✂ **CIMCE** **M, E***

While police-involved shootings of unarmed African American men are receiving considerable media attention, the question that must be asked is how do such incidents impact the public's trust in our court system and how can such incidents be responded to constructively? One way, which research bears out, is that there is a need for an ongoing and honest conversation about race and racism. This half-day workshop, divided into two parts, will, first, be a conversation about race/racism and ask participants to think about how external events, seemingly unrelated to day-to-day work, impact us personally and professionally. The second part will provide participants with practical facilitation skills and tools to help them lead discussions on race and racism.

Learning Objectives—Participants will be able to:

1. Describe the importance and relevance of discussing race in the context of fairness and access to justice;
2. Engage and facilitate a conversation about race; and
3. Practice facilitation skills.

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

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DV = Domestic Violence–Rule 5.230(d)(1)–(2) and Rule 5.215(j)(2)

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Fania Davis, PhD, *Executive Director and Founder, Restorative Justice for Oakland Youth*
Sujata Warrier, PhD, *Training & Technical Assistance Director, Battered Women's Justice Project, Minnesota*

WEDNESDAY, DECEMBER 2, 2015
9:00 A.M.–12:00 P.M.
USABLE AND USER-FRIENDLY LEGAL SERVICES

◆ **MCLE** **M, E***

How can we offer more usable and user-friendly legal services? How can we better meet the needs of the families that come into our system? In this workshop, we will employ a user-centered design process developed at the Stanford Design School to reimagine how we engage laypeople with our services, and begin to prototype and test promising new concepts. This will be a hands-on session, aiming to equip participants with new tools from the world of design thinking and agile development, as well as to jump-start new initiatives for improving current services or creating new projects.

Learning Objectives—Participants will be able to:

1. Describe principles of user-centered design;
2. Identify ways to improve services for court-users and clients; and
3. Learn new tools from the world of design thinking and agile development.

Margaret Hagan, *Fellow, Center on the Legal Profession, Stanford Law School; Lecturer, Stanford Institute of Design*

WEDNESDAY, DECEMBER 2, 2015
9:00 A.M.–12:00 P.M.
THE POVERTY SIMULATION

◆ **MCLE** ✷ **BBS** ⊙ **PSY** ◈ **STC/WRE** ✕ **CIMCE** **M, E***

The Poverty Simulation is a unique training for judicial officers and court staff, attorneys, service providers, probation officers, CASAs, and others who are interested in learning about the challenges and situations that low-income people deal with day to day. It offers the chance to understand how to work more effectively with members of this community and to consider critically the ways in which we deliver services. The role-play simulates a one-month time frame with each week consuming a 15- to 20-minute period. Participants are divided up into "families" ranging in size from 1 to 5 persons. Each group is assigned a different life scenario, and volunteers live the life of that family for one month, trying to work and access benefits, buy food, and maintain housing. Other participants play the vital role of community resources, such as the bank, the employer, the doctor, and other resources the family members will interact with during the "month." After the "month" is over, there is an extensive debriefing exercise on the issues that arose during the simulation

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and how we might design programs differently or work differently with clients in light of the simulation experience.

Learning Objectives—Participants will be able to:

1. Apply the experience of being in a family in poverty to reconsider how to provide services;
2. Recognize the strategies and skills that litigants may use to cope with poverty; and
3. Identify solutions and services that could be helpful to families in poverty.

Tiela Chalmers, *Chief Executive Officer, Alameda County Bar Association*

WEDNESDAY, DECEMBER 2, 2015
9:30 A.M.–5:00 P.M.
KEEPING KIDS IN SCHOOL AND OUT OF COURT INITIATIVE (KKIS) SOUTHERN CALIFORNIA REGIONAL CONVENING *(INVITATION ONLY)*

This convening will bring KKIS county teams from Central and Southern California counties to share their work on KKIS issues; have an opportunity to see presentations on promising and effective new tools and approaches to improving school culture and climate; continue building effective collaboration and partnerships among educators, courts, and other system partners; and learn about the particular educational needs of children and youth in the foster care and juvenile justice systems. Participants will have ample time to begin to build inter-county connections, and will be introduced to the KKIS listserve, social media options, and other options meant to strengthen those inter-county connections.

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WEDNESDAY, DECEMBER 2, 2015
11:00 A.M.–12:00 P.M.
TEDX IRONWOOD STATE PRISON: INFINITE POSSIBILITIES
(VIDEO SELECTIONS FROM THE MAY 10, 2014, EVENT)

◆ **MCLE** ✷ **BBS** ✂ **CIMCE**

This program is OPEN to ALL Conference Participants.

This TEDx event brought together correctional staff, inmates, innovative thinkers, and influential people from various spheres to create a useful dialogue about the impacts of incarceration at the Ironwood State Prison in Blythe, California. Video selections from the event will be screened.

Learning Objectives—Participants will be able to:

1. Identify barriers to reentry for formerly incarcerated people and strategies to overcome them;
2. Understand the value of providing higher education programs in correctional settings to prevent recidivism and promote healthy re-entry; and
3. Develop strategies for replicating successful rehabilitation programs inside institutions, as well as successful strategies for re-entry upon release.

Christopher Grewe, *Founder & Chief Executive Officer, American Prison Data Systems, PBC*
Millicent Tidwell, *Chief Operating Officer, Judicial Council of California*

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WEDNESDAY, DECEMBER 2, 2015
11:00 A.M.–12:00 P.M.
COLD NOSES, WARM HEARTS: DOGS COMFORT COURT USERS

This program is OPEN to ALL Conference Participants.

The benefits of support dogs in courthouses have attracted widespread attention. Courts across the country are bringing dogs into their courtrooms to comfort victims, witnesses, and other court users during legal proceedings. Different courts are exploring different models. Come meet some of these amazing animals.

SAN BERNARDINO COUNTY DISTRICT ATTORNEY'S OFFICE
Dozer, *Facility Dog, Victorville courthouse, with handler Yesica Cioli*
Lupe, *Facility Dog, San Bernardino courthouse, with handler Don Ross*

SUPERIOR COURT OF CALIFORNIA, COUNTY OF TRINITY
Cindy Van Schooten, PhD, *Court Executive Officer*
Miles, *Support Dog, Weaverville courthouse*

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WEDNESDAY, DECEMBER 2, 2015
WELCOME AND PLENARY
12:00–1:30 P.M.

Welcome

Martin Hoshino, *Administrative Director, Judicial Council of California*

How Collaboration Works and Wins

Sade Daniels, *Writer and Youth Advocate, Bay Area Youth Centers*

Doing Whatever It Takes: Mental Health Leadership for Integrated Systems of Care

✷ **BBS** ◈ **STC/WRE** **M, E***

Hon. Stephen V. Manley, *Judge of the Superior of California, County of Santa Clara*
Hon. Darrell Steinberg, *President pro Tem of the California Senate (Ret.); Founder, Steinberg Institute*

There is a very real need to raise public awareness about mental health issues, especially as these issues impact young people—and it is long past time to design effective, sustainable interventions and programs that meet the needs of children and adults dealing with mental illness. As court and governmental leaders, as social services and mental health professionals, we all need to understand how existing systems of care operate and to recognize how existing gaps in services impact young people and families. Through our own leadership, we must work together to identify what needs to be done to address these gaps so that we better meet the needs of individuals with mental illness. California has made great strides in recognizing how critical it is to address mental health issues, but linkages are weak and services are not sufficient to meet the needs we see in our local schools and institutions of higher education, on our streets where homeless men and women with mental illness live on the margins of society, or in our own families and local communities. The judicial system, along with its partners, can be a leader in helping to push for systems of care that utilize opportunities for diversion and for appropriate treatment and that encourage community engagement in developing connected, integrated services that address the needs of the whole person whether young or elderly. Senator Steinberg will lay out his dynamic vision for how we can create a new integrated system of mental health care that can—and will—more fully support our children, our families, and communities throughout the state.

Learning Objectives—Participants will be able to:

1. Identify practices that encourage an effective response to adults and children with mental illness;
2. Illustrate gaps in existing mental health services; and
3. Identify key partners required to develop an integrated mental health care system that encourages community involvement, appropriate treatment, and services addressing the needs of the whole person.

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1:45–3:15 P.M. WEDNESDAY, DECEMBER 2, 2015
CONCURRENT WORKSHOPS 1

1A. Adoptions Made Easier: Demystifying the Adoption Process

◆ **MCLE** ✷ **BBS** ✂ **CIMCE** **M, E***

Ever been confused by the differences in Agency, Independent, Stepparent, Same-Sex, Adult, or Relative adoptions? Unclear about what provisions apply and which entities have to do what? Confused about when to seek or enforce a Post-Adoption Contact Agreement? This workshop will seek to demystify adoptions by simplifying the Who, What, When, Why, and How of these different processes. Through collaboration with the Department of Social Services, attorneys, and judges, this workshop will have information for all professionals who are involved with adoptions or who wish to embark in the area of adoption law. This workshop seeks to enhance the "user experience" while ensuring the best interests of the children. Topics will include : An Overview of Different Types of Adoptions, Understanding Parental Status and the Termination of Parental Rights Process, Applicable Fees, Different Investigatory Processes, Roles and Responsibilities of Public and Private Adoption Agencies, Adoption Assistance Program, and Interstate Compact on the Placement of Children.

Learning Objectives—Participants will be able to:

1. Identify the different types of adoption;
2. Discuss the legal process to achieving adoption; and
3. Recognize the roles and responsibilities of the different parties and agencies.

Hon. Denine J. Guy, *Assistant Presiding Judge of the Superior Court of California, County of Santa Cruz*
Kelly Lynn Beck, *Attorney and Trainer/Consultant, National Institute for Permanent Family Connectedness, Seneca Family of Agencies*
Julie Pickens, MSW, *Adoptions Supervisor, California Department of Social Services*
Beth Wrightson, LCSW, *Adoptions Supervisor, California Department of Social Services*

1B. Checks and Balances *(Youth Only)*

Students will hear from a panel of former Capital Fellows who participated in the LegiSchool Project about their experience working in the three branches of government. This interactive discussion on how our state legislative process works will inform students why it is so important that no single branch of government should have too much power. The LegiSchool Project is a civic education collaboration between California State University, Sacramento, and the California Legislature.

Learning Objectives—Participants will be able to:

1. Identify the three branches of state government and their function;
2. Discuss the importance of having a balanced system in order to maintain a fair and balanced government; and
3. Explain how our state legislative process works.

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Hon. David S. Wesley, *Moderator, Judge of the Superior Court of California, County of Los Angeles*
Henry Castillo, *District Representative for California Senator Connie M. Leyva*
Kristen Torres Pawling, *Associate Regional Planner, Southern California Association of Governments*
Suzie Townsend, *Analyst, Superior Court of California, County of San Bernardino*

1C. Court Coordination: What Happens After the Dependency Case Is Dismissed?

◆ MCLE ✷ BBS ✂ CIMCE M, E*

This workshop will present various approaches to unification and coordination beyond one family/one judge and efforts underway in California to produce custody orders out of dependency court that provide information parents and family courts may need if the case makes its way to family court. The workshop will also provide information on recent changes to custody order forms.

Learning Objectives—Participants will be able to:

1. Discuss various approaches to coordinating across case types;
2. Identify strategies for improving communication between family and juvenile courts (and others); and
3. Recognize the obstacles to effective communication and coordination and methods for overcoming those obstacles.

Hon. Colleen M. Nichols, *Judge of the Superior Court of California, County of Placer*
Hon. Shawna M. Schwarz, *Judge of the Superior Court of California, County of Santa Clara*

1D. Housing in Our Communities: How the Lack of Safe and Affordable Housing Impacts California Families and Children

◆ MCLE ✷ BBS ◈ STC/WRE ✂ CIMCE M, E*

Access to safe and affordable housing has become increasingly difficult for many families to sustain. Unsafe or inaccessible housing, unlawful discrimination in housing, and the inability to afford rent are common issues facing California families. This workshop will explore common housing law issues, the impact on California families and children, and strategies for assisting families by identifying appropriate housing law referrals.

Learning Objectives—Participants will be able to:

1. Identify the common types of housing law matters affecting California families;
2. Recognize when housing law matters intersect with family law matters; and
3. Develop appropriate referrals for housing law assistance.

William Kennedy, *Director, Race Equity Project*
Karlo Ng, *Attorney, National Housing Law Project*
Gillian Sonnad, *Supervising Attorney, Central California Legal Services*
Kyanna Williams, *Attorney, Judicial Council, Center for Families, Children & the Courts*

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1E. How to Reduce Risk and Increase Permanency for LGBT Youth Using a Research-Based Family Approach

✷ **BBS** ⊙ **PSY** ✂ **CIMCE** **M, E***

LGBT youth are at high risk for multiple negative health and social outcomes, including suicide, substance abuse, and homelessness. Compelling research from the Family Acceptance Project shows that family rejection contributes to serious health problems and conflict that leads to homelessness and involvement in the foster care and juvenile justice systems. And increasing family support can help protect against risk, promote well-being and increase permanency. This panel will present the latest evidence-based approaches and materials to help socially and religiously conservative families to support their LGBT children. In addition to the research, the panelists will present case studies illustrating how these intervention strategies have produced positive outcomes for at-risk LGBT youth, possibly including one described in a short film. Ways to prevent family conflict also will be discussed, and participants will receive best practice resources for working with LGBT youth and families.

Learning Objectives—Participants will be able to:

1. Recognize the impact of family rejection and acceptance on the health and mental health of LGBT youth and how this can either increase or protect against homelessness and placement in foster care and juvenile justice programs;
2. Recognize family reactions that constitute health risks and reactions that help promote well-being for LGBT children and adolescents; and
3. Apply this critical information and family-oriented, research-based approach to decrease risk and improve outcomes for LGBT children and youth.

Caitlin Ryan, PhD, ACSW, *Director, Family Acceptance Project, San Francisco State University*
Rob Waring, *Staff Attorney, East Bay Children's Law Offices*
Shannan Wilber, *Youth Policy Director, National Center for Lesbian Rights*

1F. "IC" What? Applying the ICPC and the ICJ to the Interstate Transfer of System-Involved Juveniles

◆ **MCLE** ◈ **STC/WRE** ✂ **CIMCE**

While most people working in the juvenile law field have heard of the Interstate Compact on the Placement of Children (ICPC) and the Interstate Compact for Juveniles (ICJ), not many know what the compacts actually require. And even fewer know which to apply when a case seems to implicate both compacts. In this session, attendees will learn the general requirements of the ICPC and the ICJ, discuss which compact applies in cross-over cases, and apply the compacts to various hypothetical scenarios.

Learning Objectives—Participants will be able to:

1. Discuss the main requirements of the Interstate Compact on the Placement of Children (ICPC) and the Interstate Compact for Juveniles (ICJ);
2. Identify the differences between the ICPC and the ICJ;
3. Determine which compact applies in cases that implicate both compacts; and

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4. Apply the compacts to different case scenarios.

Michael Farmer, *Deputy Compact Administrator, Department of Corrections and Rehabilitation, Division of Juvenile Justice*
Bruce Rudberg, *Supervisor & ICPC Coordinator, Riverside County Department of Public Social Services*

1G. If You Build It, They Will Come: Beyond Baseball Diamonds in Cornfields to Accessible Community Courthouses

CIMCE

Whether you are building a courthouse near a cornfield or in the center of a metropolis, how the courthouse is designed affects the experience of its users. This session will discuss how, by implementing small and large innovations, we can maximize convenience, save court users time, decrease some of the stress associated with court visits, and provide court administrators and justice partners flexibility in serving the public.

Learning Objectives—Participants will be able to:
1. Identify court features that impede access for court users;
2. Understand how courts and justice partners can collaborate to maximize convenience; and
3. Describe design features that improve the court user experience.

Clifford Ham, *Principal Architect, Judicial Council, Capital Program*

1H. Improving Educational Outcomes for Foster Youth: The Innovative Approaches of FosterEd and Foster Focus *(KKIS)*

◆ MCLE ✷ BBS CIMCE M, E*

Recent research has demonstrated that foster youth in California's schools experience a significant achievement gap in comparison to their peers, and often fail to graduate. This workshop will highlight two innovative approaches to improving educational outcomes for foster youth with improved communication and regular data and information sharing between child welfare, education, and caregivers and families: Foster Focus and FosterEd. The Sacramento County Office of Education (SCOE) is the administrator of the Foster Focus data system, which is currently used in 27 counties across California. Foster Focus features case management tools and education-related reports that can be easily shared with the child welfare agency. In Sacramento County, SCOE provides an Education Progress Summary to the social worker prior to each court hearing. Social workers also have access to view a student's record in Foster Focus at any time. FosterEd is a project of the National Center for Youth Law that partners with local education, child welfare, and judicial agencies to implement a continuous cycle of data-driven interventions. The FosterEd model has three key components: identification of and support for educational champions, development and monitoring of an education team to support a student, and individualized education plans based on the strengths and needs of each student. In this workshop, these innovative approaches will be presented with an emphasis on their ability to improve educational outcomes for foster youth.

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Learning Objectives—Participants will be able to:

1. Identify innovative strategies to obtain up-to-date educational data and information on foster youth;
2. Implement a data-driven process to provide regular progress reports on educational performance and achievement at each court hearing to ensure statutory and rule of court requirements are met; and
3. Understand the value of creating a strengths- and needs-based educational plan with concrete goals for each foster youth student.

Patricia Kennedy, *Director, Foster Youth Services, Sacramento County Office of Education*
Casey Schutte, *Director, FosterEd: California*
Bridget Stumpf, *Project Specialist, Technical Services, Foster Youth Services, Sacramento County Office of Education*

1*I*. Improving User Experience Through Caseflow Management

◆ MCLE ✷ BBS ◈ STC/WRE M, E, DV*

Most people coming to court would really prefer not to be there. Judges, court staff, attorneys, and others in the system want cases resolved in a timely and efficient manner—most people would choose to not have long waits and multiple continuances. Efficient and effective caseflow management is in everyone's interests, so how do we achieve it? This workshop will review the history of caseflow management in family cases in California, the history of the courts' attitudes toward self-represented litigants and the courts' role with respect to them, the initial implementation of rule 5.83 of the California Rules of Court and a suggested long-range approach to the rule's implementation that takes advantage of the capabilities of current technology.

Learning Objectives—Participants will be able to:

1. Describe the history of caseflow management in family cases in California;
2. Review the history of the courts' relationship with self-represented litigants; and
3. Identify approaches to caseflow management, including use of technology.

John Greacen, *Court Consultant, Greacen Associates*

1J. Juvenile Court Diversion: Keeping Kids in School and Out of Court *(KKIS)*

◆ MCLE ✷ BBS ◈ STC/WRE ✂ CIMCE M, E*

Panelists will discuss ways of keeping children and youth out of the courtroom, with a focus on Restorative Justice court diversion programs that are holding young people accountable and reducing recidivism rates. Included in the discussion will be implementation of a court diversion program; types of crimes that can be diverted; case studies; research; and impact.

Learning Objectives—Participants will be able to:

1. Recognize the benefits of a restorative approach to keeping kids out of court;
2. Identify the elements of a successful diversion program; and

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3. Discuss the implementation requirements for a diversion program, including the case types amenable to diversion.

Hon. Donna Quigley Groman, *Judge of the Superior Court of California, County of Los Angeles*
Ruth Cusick, *Staff Attorney, Public Counsel*
Schoene Mahmood, *Restorative Justice Specialist, Center for Urban Resilience, Loyola Marymount University*

1K. Lessons Learned From Veterans' Courts

◆ **MCLE** ✷ **BBS** ✂ **CIMCE** **M, E***

As awareness increases and new information becomes available about the long-term physical, mental, and emotional impacts of military service in theaters of conflict, courts of all types are becoming more sensitive to the unique needs of those who have served in the military as well as the impact of that service on children and families. Throughout California, special programs focusing on serving veterans and active service members have become increasingly common and veterans' courts, in particular, are creating collaborative responses to cases wherein mental health and substance abuse issues need to be addressed with the goal of improving outcomes for veterans and/or active service members. Serving these court users may mean creating special mentor programs, forming new partnerships, and being innovative in addressing the needs of veterans of all ages and their active service counterparts. The "lessons learned" from these programs and collaborations can inspire others to look at traditional service models in new ways.

Learning Objectives—Participants will be able to:

1. Recognize risk factors and strengths in working with veterans or active service members;
2. Identify issues relevant to processing cases involving veterans or active service members with substance abuse or mental health issues or both;
3. Identify federal and state statutes that may impact work with veterans in the court;
4. Identify practices used by courts to adapt to the needs of veterans' court participants (including the development of mentor programs); and
5. Identify partnerships unique to veterans' courts.

Hon. Eileen C. Moore, *Associate Justice, California Court of Appeal, Fourth District*
Hon. Joe T. Perez, *Judge of the Superior Court of California, County of Orange*
Steve Binder, *Deputy Public Defender, San Diego Office of the Primary Public Defender*

1L. STARTING NOW: Measuring California, County by County: Round 3 of the Child and Family Services Review (CFSR)

◆ **MCLE** ✂ **CIMCE**

This workshop is designed to inform a statewide audience about the new mandated national system for assessing child welfare and probation practice. The system will be implemented in each county in California as part of the national review of practice and will become a permanent component of continuous quality improvement in child welfare. Too frequently information about national measurement of child welfare and

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child protection practice (including juvenile probation) is not shared broadly with the public or stakeholders. Judges, attorneys, probation officers, and social workers will learn how their community is assessed on measures of safety, permanency, and well-being, and how to be involved in the quality improvement process.

Learning Objectives—Participants will be able to:

1. Understand the key role the Child and Family Services Review plays in shaping California's foster care system;
2. Learn the innovative process being used to implement continuous quality improvement in California;
3. Identify their role as a participant and contributor to continuous quality improvement; and
4. Gain access to comparative data on California counties and national standards.

Hon. Joanne M. Brown (Ret.), *Commissioner of the Superior Court of California, County of Alameda*
Susan Brooks, MSW, *Director,Northern California Training Academy, UC Davis Extension*
Dave McDowell, PhD, *Chief of Performance and Program Improvement, Children and Family Services Division, California Department of Social Services*

1M. Structured Decision Making: What the Bench and Bar Need to Know About Social Worker Risk Assessment

◆ MCLE ✷ BBS

Structured Decision Making (SDM) is a validated risk assessment tool utilized by child welfare workers in most California counties. It is mandated and discoverable, but many practicing attorneys do not ever see these tools, and when they do, they do not understand how to interpret results. Using the publically available SDM manual, this workshop will provide a detailed overview of SDM and help guide attorneys through the various SDM tools.

Learning Objectives—Participants will be able to:

1. Understand when social workers are required to use validated risk assessment tools;
2. Learn how to request and inspect these tools; and
3. Understand how to navigate the users' guide to match principles to practice.

Margo M. Hinson, MSW, *Coordinator, UC Davis Northern California Training & Research Academy*
David Meyers, *Attorney; Chief Operating Officer, Dependency Legal Services; and Principal Shareholder, Law Office of David Meyers*

1N. The Division of Juvenile Justice (DJJ), 2005–2015: A Decade of Reform

◆ MCLE ✷ BBS ⊙ PSY ◈ STC/WRE ✘ CIMCE M, E*

In recent years, the Division of Juvenile Justice (DJJ) experienced tremendous change. This session will describe changes in policies and practices that led to DJJ's reform and its current youth population. Additional topics of discussion will include the current assessments, interventions, education, mental health treatment, and re-entry services provided by DJJ. Also learn about DJJ's programming from a youth's perspective. This

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session will conclude with a discussion on the sustainability of the reforms and where the next decade may take the system.

Learning Objectives—Participants will be able to:

1. Understand the changes at DJJ in the last 10 years;
2. Understand and describe the assessment, treatment, and re-entry programming at DJJ;
3. Identify the youth who are appropriate for commitment; and
4. Explore the future of juvenile justice and what further reforms may be needed.

Hon. Allan D. Hardcastle, *Judge, Superior Court of California, County of Sonoma*
Barry Krisberg, PhD, *Director, Research and Policy, Earl Warren Institute on Law and Policy, UC Berkeley*
Mike Minor, *Director, Division of Juvenile Justice, Department of Corrections and Rehabilitation*
Louie Chagolla, *Intern, Anti-Recidivism Coalition (ARC); Student, Mission College*

1*O*. The Rise and Fall of the Juvenile Superpredator: How Proposition 21 Changed the Face of Juvenile Justice

◆ MCLE ✷ BBS ◈ STC/WRE ✕ CIMCE M, E*

A spike in juvenile crime in the 1990s and the myth of the "juvenile superpredator" culminated in the passage of tough-on-crime laws like Proposition 21 in March 2000. Proposition 21 resulted in harsher sentences for juvenile offenders and a shift away from rehabilitation to punishment. Meanwhile, the myth of the juvenile superpredator has been debunked and recent scientific research on adolescent brain development has reinvigorated the focus on rehabilitation. Join us as we consider whether it is time to revisit the mandates of Proposition 21 and discuss what reforms are needed.

Learning Objectives—Participants will be able to:

1. Identify the aspects of delinquency law that originated with Proposition 21;
2. Describe the public safety ramifications of eliminating the mandates of Proposition 21; and
3. Describe the rehabilitative impact of keeping the status quo.

Hon. Patricia Bresee (Ret.), *Consultant, Trainer, Retired Juvenile Court Commissioner*
Sue Burrell, *Staff Attorney, Youth Law Center, San Francisco*
Matthew R. Golde, *Assistant District Attorney, County of Alameda*
Philip Kader, *Chief Probation Officer, Contra Costa County Probation Department*

1P. User-Centered Design: Making the Law More Accessible, Usable, and Engaging

◆ MCLE ✕ CIMCE M, E*

How can we offer more usable and user-friendly legal services? How can we better meet the needs of the families that come into our system? In this workshop, we will employ a user-centered design process developed at the Stanford Design School to reimagine how we engage lay people with our services, and begin to prototype and test promising new concepts. This will be a hands-on session, aiming to equip participants

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with new tools from the world of design thinking and agile development, as well as to jump-start new initiatives for improving current services or creating new projects.

Learning Objectives—Participants will be able to:

1. Describe principles of user-centered-design;
2. Identify ways to improve services for court-users and clients; and
3. Learn new tools from the world of design thinking and agile development.

Margaret Hagan, *Fellow, Center on the Legal Profession, Stanford Law School; Lecturer, Stanford Institute of Design*

◆ MCLE ✷ BBS ⦿ PSY ◈ STC/WRE ✂ CIMCE M, E, DV*
*M = Child Custody Mediators–Rule 5.210(f)(1)(A)–(B), (f)(2) E = Child Custody Evaluators–Rule 5.225(d), (i)(1)
DV = Domestic Violence–Rule 5.230(d)(1)–(2) and Rule 5.215(j)(2)

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3:30–5:00 P.M. WEDNESDAY, DECEMBER 2, 2015
CONCURRENT WORKSHOPS 2

2A. AB12/Extended Foster Care: Myths, Facts, and Your Questions Answered!

◆ **MCLE** ✷ **BBS** ◈ **STC/WRE** ✂ **CIMCE**

This session will discuss the most common questions on eligibility, benefits, housing, and more! The session will also explore best practice tips, including a Q&A.

Learning Objectives—Participants will be able to:

1. Have knowledgeable conversations with youth about eligibility for extended foster care and what is necessary to maintain that eligibility;
2. Gain understanding of recent changes to law and policy around how the Extended Foster Care program operates and adapt their practice to respond to these changes in the law; and
3. Identify best practices, resources, and training materials to improve practice/implementation of EFC.

Brian Blalock, *Staff Attorney, Bay Area Legal Aid*
Angie Schwartz, *Attorney and Policy Director, Alliance for Children's Rights*

2B. Addressing the Root Causes of Disparities in School Discipline *(KKIS)*

✷ **BBS** ✂ **CIMCE** **M, E***

Research has demonstrated that exclusionary disciplinary practices are disproportionately imposed on students of color, disabled students, and LGBT students. The consequences of these disciplinary practices can include academic failure and a greater likelihood of becoming involved in the juvenile justice system. This workshop will introduce participants to a set of tools that can be used to analyze discipline data for disparities, identify the root causes of those disparities, and prepare an action plan to address them going forward.

Learning Objectives—Participants will be able to:

1. Identify data needed to perform analysis of discipline disparities and how to collect it;
2. Apply the disciplinary disparities risk assessment tool to the collected data to identify disparities that require further analysis;
3. Understand how to bring together a team to engage in courageous conversations about disparities and their root causes; and
4. Develop a corrective action plan to address the root causes that the team identifies.

David Osher, *Vice President, Institute Fellow, and Senior Advisor, American Institutes for Research (AIR)*

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2C. Brothers and Sisters: How to Navigate the World of Representing Siblings

◆ **MCLE** ✂ **CIMCE**

Representing a group of siblings can present a number of complicating issues. The presenters will review the state of the law and work through a number of scenarios to assist participants in developing best practices to analyze and address sibling relationships and potential conflicts of interest.

Learning Objectives—Participants will be able to:

1. Review the current law on sibling relationships and conflicts of interest;
2. Learn how to analyze and prevent potential conflicts of interest; and
3. Learn how to best advocate to support and preserve sibling relationships.

Andrew Cain, *Supervising Attorney, Legal Advocates for Children and Youth, San Jose*
Jennifer Kelleher Cloyd, *Directing Attorney, Legal Advocates for Children and Youth, San Jose*

2D. Collaboration and Best Practices With ICWA: Innovative Solutions to Bridge Justice Gaps and Bring Communities Together to Create Change

◆ **MCLE** ✷ **BBS** ✂ **CIMCE** **M, E***

The workshop is intended to highlight the common areas of challenges or barriers that tribal communities and partner agencies encounter when working together on many facets of ICWA. The presenters will also discuss models of best practice in relation to training, communication, and outreach and describe various collaborations throughout the state that have promoted positive relations between tribal communities and partner agencies.

Learning Objectives—Participants will be able to:

1. Recognize the importance of working with Native American families in a culturally respectful manner, while also recognizing how their own cultural background and perception of Native American families may aid or hinder their current everyday practice;
2. Identify the challenges and barriers to justice tribal communities have endured;
3. Demonstrate in applying a government-to-government approach when working with tribal nations;
4. Recognize the long-lasting connection between Native American people and their tribes, culture, and communities, as well as the historical, statutory, and case law framework enforcing the rights of the child and the tribe to identifying and appropriately maintaining that inherent connection;
5. Discern the value the role of the court process, laws, and cultural sensitivity when working with Native Americans; and
6. Discuss collaboration with tribal service providers, tribal families, tribal representatives, child welfare, attorneys, and judges to better meet the best interest of Native American families.

Liz Elgin DeRouen, *ICWA Advocate, Indian Child and Family Preservation Program, Santa Rosa*
Karen Gunderson, MSW, *Chief, Child and Youth Permanency Branch, California Department of Social Services*
Paulie Hawthorne, *Social Worker, Tolowa Dee-ni' Nation (formerly Smith River Rancheria) Community and Family Services*
Tom Lidot, *Training Manager, Tribal STAR*

◆ MCLE ✷ BBS ⊙ PSY ◈ STC/WRE ✂ CIMCE M, E, DV*
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2E. Dependency Legal Update *(repeated as 4E)*

◆ **MCLE** ✂ **CIMCE** **M, E***

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 legislative changes and new case law;
2. Identify significant appellate and Supreme Court cases; and
3. Describe significant legal changes in 2015.

Hon. Amy M. Pellman, *Judge of the Superior Court of California, County of Los Angeles*
Hon. Anthony A. Trendacosta, *Judge of the Superior Court of California, County of Los Angeles*

2F. Facility-Wide Positive Behavioral Interventions and Supports: Teaching Positive Behavior and Social Interaction in Juvenile Detention Facilities *(KKIS)*

✷ **BBS** ◈ **STC/WRE** ✂ **CIMCE**

Facility-wide positive behavioral interventions and supports (FW-PBIS) is a system of tools and strategies for defining, teaching, and acknowledging appropriate behavior, as well as correcting inappropriate behavior. It is a framework for creating a customized system that supports student outcomes and academic success. FW-PBIS is for the entire facility; it is proactive and changes the focus from negative behaviors and exchanges to positive expectations and interactions. An important aspect of FW-PBIS is the understanding that appropriate behavior and social competence is a skill that requires direct teaching to students just like math and reading. There is no assumption that students will learn social behavior automatically or pick it up as they go through life. This critical feature in FW-PBIS leads to its effectiveness.

Learning Objectives—Participants will be able to:

1. Identify four elements of facility-wide positive behavior intervention and supports (FW-PBIS);
2. Understand the key systems of support for educators in the juvenile court schools provided by FW-PBIS;
3. Discuss how to interact with youth in a way that promotes social proficiency and academic success; and
4. Describe customized practices to support positive student behavior.

Roger Brown, Jr., *Senior Deputy Probation Officer, Placer County Probation Department*
Michael Lombardo, *Director of Interagency Facilitation, Placer County Office of Education*
Lauren Maben, *Deputy Probation Officer, Placer County Probation Department*

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2G. From Barney Lee to Slenderman: The Decision to Try Children in Adult Court and How to Treat Them After Conviction

◆ **MCLE** ✷ **BBS** ⦿ **PSY** ◈ **STC/WRE** ✂ **CIMCE**

The Slenderman attempted murder and the murder of an 8-year-old Santa Cruz girl by a 15-year-old boy are sensationalized cases of children tried in adult court. They remind us that many children are tried in adult court. How does a prosecutor decide that a child accused of committing a serious crime should be tried in adult court? What are the factors the prosecutor weighs in making this decision? What should the court take into consideration when deciding whether to transfer a juvenile case to adult court? What aspects, if any, of the science on the development of the adolescent brain should be considered? After a juvenile is convicted, what role does adolescent brain development play in devising services for the child? What services are available to juveniles in CDCR custody? In this session we will discuss these and many more questions that arise when children are tried and convicted in adult court.

Learning Objectives—Participants will be able to:

1. Discuss the factors that prosecutors consider in deciding whether to charge a juvenile as an adult;
2. Apply those factors to hypothetical scenarios to determine whether an adult court prosecution is appropriate;
3. Predict whether a juvenile convicted in adult court will be sent to the Department of Juvenile Justice or an adult correctional facility; and
4. Summarize services available to juveniles who are committed the custody of CDCR.

Hon. Scott M. Gordon, *Judge of the Superior Court of California, County of Los Angeles*
Hon. David S. Wesley, *Judge of the Superior Court of California, County of Los Angeles*
Heather C. Bowlds, PsyD, *Associate Director, Mental Health, Department of Corrections & Rehabilitation, Division of Juvenile Justice*
Michele Linley, *Deputy District Attorney, San Diego County*
Mike Masters, *Captain & Youthful Offender Program Manager, California Department of Corrections & Rehabilitation*
Prophet Walker, *President, PWC Developers; Founding Member, Anti-Recidivism Coalition (ARC)*

2H. Gender Equality Through Social Media *(Youth Only)*

✷ **BBS** ✂ **CIMCE** **M, E***

Social media, such as Facebook, Instagram, Twitter, and Snapchat, have contributed in a huge way to the growth of gender equality. As one example, this year the hash tag #askhermore was used to protest superficial (sexist) questions asked on the red carpet at the Emmy Awards. As seen in popular series such as *Glee*, today's media show breakthroughs by having female lead characters, characters of color, and LGBTQ+ characters on television. Social media's influence on this topic will be discussed and examined.

Learning Objectives—Participants will be able to:

1. Describe gender equality and its definition;
2. Discuss how advances in social media are revolutionizing gender equality; and

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3. List ways to take part in raising awareness for gender equality.

Yasmeen El-Hasan, *Redondo Union Teen Court, Los Angeles*
Alex Jackson, *Santa Cruz Teen Peer Court*
Esther Smith, *Eden Township Youth Court, Castro Valley*
Rebecca Whitehead, *Riverside Youth Court*

2*I*. Helping People Online So They Don't Need to Wait in Line

◆ **MCLE** ✂ **CIMCE** **M, E***

Court systems throughout the U.S. are increasingly embracing remote services technology to deliver services to self-represented litigants (SRLs)—allowing litigants to get help without having to come to the courthouse. With funding from the State Justice Institute, the National Self-Represented Litigation Network (SRLN) has been studying how courts in Alaska, Utah, California, Minnesota, and Maryland use phone, web-based resources and tools, text, video, and digital records to provide to create efficient and user-friendly environments. This workshop will highlight the initial results of that study and its analysis of the effectiveness of different service methods. From expanding services to rural areas, to dealing with transportation challenges, to addressing language barriers, to allowing court customers to not lose time at work or school—remote service delivery offers opportunities to provide user-friendly services.

Learning Objectives—Participants will be able to:
1. Identify low-cost options for providing remote services;
2. Describe strategies that programs have used to expand services to hard-to-reach populations; and
3. Describe how these programs can be transferable to additional case types and services.

Katherine Alteneder, *Coordinator, Self-Represented Litigation Network* (via Skype)
Maria Livingston, *Family Law Facilitator & Self-Help Services Manager, Superior Court of California, County of Orange*
Melanie Snider, *Family Law Facilitator, Butte and Lake Counties; Managing Attorney, Self-Help Center, Butte, Lake, and Tehama Counties*
John Greacen, *Court Consultant, Greacen Associates*

2J. Reaching All Communities With Culturally Competent Written Information

◆ **MCLE** ◈ **STC/WRE** ✂ **CIMCE**

For many reading experts, "user experience" is modern parlance for the Orwellian approach to effective writing. But writing clearly, concisely, and competently for a diverse audience whose reading abilities and life experiences are often unknown to us is enormously challenging. Just as health professionals have learned to communicate with patients using patient-centered strategies, we must develop our own set of best practices for drafting legal texts for clients who are under stress and have limited exposure to "legalese" as well as for self-represented litigants. This presentation will explain the characteristics of highly usable legal information, review the steps of basic field-testing, and suggest methods for storing and sharing access to lessons learned.

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Learning Objectives—Participants will be able to:

1. Evaluate the usability of their text before circulation/publication;
2. Detect a mismatch between their audience's reading proficiency and the grade level of the text;
3. Format text for readability, and
4. Test the usability of their text with typical users.

Maria Mindlin, *Expert in Readability, Plain Language, and Translation at Transcend Translations, Inc.*

2K. The Good, the Bad, the Effective: Incentives and Sanctions in Juvenile Justice Collaborative Courts

◆ MCLE ✷ BBS ◈ STC/WRE ✂ CIMCE M, E*

Incentives and sanctions are an important component in juvenile justice collaborative courts. When properly used, they are a powerful tool for improving client behavior and outcomes. Incentives and sanctions imposed in the courtroom have an impact not only on the individual appearing before the judge, but also on the other members present. This presentation will showcase what works in juvenile drug court, youth peer court, and juvenile mental health court.

Learning Objectives—Participants will be able to:

1. Analyze different incentives and sanctions employed by juvenile justice collaborative courts; and
2. Explain the implications and effects of different incentives and sanctions in juvenile drug court, youth peer court, and juvenile mental health court.

Hon. Richard J. Loftus, Jr., *Judge of the Superior Court of California, County of Santa Clara*
Jo Ann Allen, *Manager, Student Support Services, Santa Cruz Office of Education*
Dennis Alvarez, *Student, California State University, Sacramento*
Deborah Cima, *Treatment Court Coordinator, Superior Court of California, County of San Bernardino*

2L. *The Invisible Achievement Gap*: Findings on the Education Outcomes of Students in Foster Care in California's Public Schools *(KKIS)*

✷ BBS ✂ CIMCE M, E*

The Invisible Achievement Gap is a two-part study funded by the Stuart Foundation and conducted under the auspices of the Center for the Future of Teaching and Learning at WestEd in partnership with the California Child Welfare Indicators Project. Part 1, released in 2013, examined the education outcomes of students in foster care in California's public schools, and compared the education outcomes of students in foster care with those of other students, including both the K–12 population as a whole as well as other at-risk subgroups with documented achievement gaps, e.g., low socioeconomic status students. Part 2, released in 2014, examined the education outcomes of children in foster care by characteristics unique to the foster care population such as type of placement, time in care, and number of placements during the study year.

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Learning Objectives—Participants will be able to:

1. Identify key findings from *The Invisible Achievement Gap;*
2. Discuss how these findings differ from those available before these studies; and
3. Recognize opportunities for policymakers, administrators, teachers, judges, and others to use the findings from these studies in their own work.

Teri Kook, *Chief Strategy Officer, Family Impact Network, Spokane, WA*
Emily Putnam-Hornstein, PhD, *Assistant Professor, USC School of Social Work*
Michelle François Traiman, *Director, Foster Youth Education Initiative (FosterEd), NCYL*

2M. Unaccompanied Immigrant Youth in the California Superior Courts

◆ MCLE ✷ BBS ✂ CIMCE M, E*

This workshop will address the recent influx of unaccompanied children from Central America and their interaction with the superior courts. The discussion will focus on who these children are and why they come to the U.S.; what happens to them when they arrive, are detained, and then are released to sponsors; the reasons they may arrive before the court; and the types of protection and relief the courts may need to consider.

Learning Objectives—Participants will be able to:

1. Identify the trauma experienced by unaccompanied immigrant children, both in their countries of origin and in the U.S.;
2. Think holistically about the needs of these children for legal protection, treatment, and services; and
3. Provide greater access to justice and more effective legal representation for these vulnerable children.

Erin Maxwell, MSW, *Social Worker, Detained Immigrant Children's Project, Legal Services for Children, San Francisco*
Lindsay Toczylowski, *Executive Director, Immigrant Defenders Law Center, Los Angeles*
Hayley Upshaw, *Senior Staff Attorney, Legal Services for Children, San Francisco*

2N. Using Data to Improve Juvenile Justice Policy and Practice

◆ MCLE ✷ BBS ⊙ PSY ◈ STC/WRE ✂ CIMCE M, E*

Every day, juvenile justice system actors from judges through law enforcement, attorneys, and probation personnel are responsible for protecting public safety, holding youth accountable, containing costs, and improving outcomes for hundreds of thousands of youth and their families – all while being accountable to taxpayers for the results. How can be we sure that the decisions we are making yield the best possible outcomes for public safety and for the youth and families in the juvenile justice system while being efficient with time and resources? Juvenile justice systems across the country are turning to evidence-based polices and performance measures to help them to better understand their system, develop research-driven reforms, and evaluate outcomes. In this session, learn from experts from the Pew Charitable Trusts Public Safety Performance Project (PSPP) and the National Center for Juvenile Justice (NCJJ) about how juvenile justice

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systems are collecting, reporting, and using data to drive system reform efforts. There will be a focus on the specific policy reforms undertaken in PSPP states and the complexities of using recidivism as a performance measure.

Learning Objectives—Participants will be able to:

1. Summarize the national juvenile justice landscape and how various states have utilized data to drive system improvement;
2. Describe the work of the Public Safety Performance Project around system-level reform and performance measures and the work of the National Center for Juvenile Justice to empower jurisdictions through effective use of data;
3. Discuss strategies for understanding and addressing issues with performance measures, including measures of recidivism in juvenile justice, through examples from several states and jurisdictions; and
4. Discuss how data can help with system reform in each participant's jurisdiction.

Teri Deal, M.Ed, *Research Associate, National Center for Juvenile Justice*
LaShunda Hill, EdM, *State Policy Associate, Public Safety Performance Project, The Pew Charitable Trusts*
Amy Bacharach, PhD, *Moderator, Judicial Council, Center for Families, Children & the Courts*

2*0*. We Need to Talk! Handling Domestic Violence Cases That Appear in Multiple Courts

◆ MCLE ✷ BBS ✂ CIMCE M, E, DV*

Matters involving domestic violence come up in criminal, family, juvenile, and probate courts—sometimes at the same time, sometimes concurrently. In this workshop, a panel of judicial officers with experience in various case types will lead participants through various case scenarios and consider the following questions: What happens in each court? How does each of the legal frameworks that guide the outcomes differ? What can courts do to effectively coordinate across case types? What resources or tools are available to courts to obtain information from another court and coordinate services for the parties involved?

Learning Objectives—Participants will be able to:

1. Recognize the different ways that a domestic violence case could appear before the court(s);
2. Discuss how the different courts (criminal, family, juvenile, probate, and civil) might handle a case involving domestic violence;
3. Compare the remedies available through different courts and understand their limitations in addressing domestic violence; and
4. Identify strategies and resources for improving cross-courthouse coordination and communication on related domestic violence cases.

Hon. Linda Colfax, *Judge, Superior Court of California, County of San Francisco*
Hon. Ana L. España, *Judge, Superior Court of California, County of San Diego*
Hon. Michael Gassner, *Commissioner, Superior Court of California, County of San Bernardino*

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2P. Women in the Military: Unique Issues Confronting Female Active Service Members and Veterans

◆ **MCLE** ✷ **BBS** ✂ **CIMCE** **M, E, DV***

Women in the military and women veterans face many of the same challenges as their male counterparts, including acclimation to the military climate, planning for deployment, and long separations from families. But female military members and veterans also face challenges that are often unique: lack of appropriate female-health medical care, higher divorce rates, higher rates of sexual assault and harassment, safe housing issues especially if children are involved, outdated laws, and unique challenges transitioning to civilian employment and family roles. This workshop will focus on issues of concern to women in the military and female veterans as well as the impacts on the women themselves and their families.

Learning Objectives—Participants will be able to:

1. Identify ways in which the female military experience differs from that of male counterparts;
2. Identify issues that may create special challenges for women veterans and active military members;
3. Describe issues that may be of special concern to female active service members with families; and
4. Identify ways to identify and better support and meet the needs of female active service members and female veterans who may find themselves involved with the court system.

Hon. Eileen C. Moore, *Associate Justice, California Court of Appeal, Fourth District*
Kathleen West, DrPH, *Lecturer, USC Department of Preventive Medicine, UCLA Department of Social Welfare*

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WEDNESDAY, DECEMBER 2, 2015
PLENARY
5:15–6:15 P.M.

Remarks

Hon. Tani G. Cantil-Sakauye, *Chief Justice of California and Chair of the Judicial Council*

Considering Culture in Domestic Violence and Sexual Violence Cases

◆ MCLE (0.5 hours) ✷ BBS ⦿ PSY ◈ STC/WRE M, E, DV*

Sujata Warrier, PhD, *Training and Technical Assistance Director, Battered Women's Justice Project, Minnesota*

This presentation will address the definition of culture and its relevance in domestic violence and sexual assault cases and provide guidance for professionals on steps to take to promote cultural competency in our work.

Learning Objectives—Participants will be able to:

1. Discuss intersectionality and its significance in domestic violence cases;
2. Identify the importance of recognizing how culture impacts approaches to understanding domestic violence; and
3. Recognize opportunities for court-connected professionals to provide culturally relevant, informed, and appropriate services and referrals.

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WEDNESDAY, DECEMBER 2, 2015
6:15–9:00 P.M.

SPECIAL SCREENING:

PAPER TIGERS

A DOCUMENTARY FILM BY JAMES REDFORD

✷ **BBS** **M, E***

A documentary produced and directed by James Redford, *Paper Tigers* follows a year in the life of an alternative high school that has radically changed its approach to disciplining its students, becoming a promising model for how to break the cycles of poverty, violence, and disease that affect families. "Stressed brains can't learn." That was the nugget of neuroscience that Jim Sporleder, the principal of a high school riddled with violence, drugs, and truancy, took away from an educational conference in 2010. Three years later, the number of fights at Lincoln Alternative High School had gone down by 75 percent and the graduation rate had increased five-fold. *Paper Tigers* is the story of how one school made such dramatic progress. James Redford will introduce the film and when it concludes will take questions and lead a discussion on the issues it addresses.

Learning Objectives—Participants will be able to:

1. Identify key factors that led to one alternative school's dramatic progress in educational outcomes;
2. Discuss the developmental science underlying Lincoln High School's dramatic turnaround; and
3. Recognize opportunities to apply the underlying principles to their own work.

James Redford, *Director and Producer*

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THURSDAY, DECEMBER 3, 2015
7:00–8:00 A.M. BREAKFAST
8:00–9:00 A.M. PLENARY

ICWA—A Young Adult's Perspective

Samantha Lopez

Shining a Light to Achieve Reform: How Reorganization, Assessment, and Community Engagement Promote System Change

✷ **BBS** ✂ **CIMCE** **M, E***

Hon. Patricia Bresee (Ret.), *Consultant/Trainer/Retired Juvenile Court Commissioner*
Kim Dvorchak, *Executive Director, National Juvenile Defender Center*
Michael L. Newman, *Director, Bureau of Children's Justice, California Department of Justice*
Castle Redmond, *Program Manager, The California Endowment*

The presenters will take a broad, interdisciplinary look at different, complementary strategies for achieving system reform and helping entities and systems reach the long-term goal of healthy children and families. Methods discussed will include reorganization to direct an entity's focus on specific priorities, program assessments, and working with community and private foundations. The presenters will also discuss methods to engage the community and court users throughout the process.

Learning Objectives—Participants will be able to:

1. Identify strategies for achieving system change;
2. Describe the role of outside assessments and leveraging attention to facilitate change; and
3. Discuss what role foundations can play in assisting system change.

◆ MCLE ✷ BBS ⦿ PSY ◈ STC/WRE ✂ CIMCE M, E, DV*
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9:15–10:45 A.M. THURSDAY, DECEMBER 3, 2015
CONCURRENT WORKSHOPS 3

3A. Catching a Break: The New Statewide Traffic/Infraction Amnesty Program

◆ **MCLE** ✖ **CIMCE**

This session will provide attendees with an update on the new traffic tickets/infractions amnesty program. The program provides relief to individuals with violations of eligible Vehicle and non–Vehicle Code infractions and specified misdemeanors by reducing outstanding court-ordered debt by up to 80 percent. The program also allows people with suspended driver's licenses to have them reinstated under certain circumstances. The 18-month amnesty program started October 1, 2015, and continues through March 31, 2017. The presentation will include a legislative history, a look at the resources developed to implement and assist programs and advocacy groups with outreach and implementation, and an open forum.

Learning Objectives—Participants will be able to:

1. Understand program history and collaborative development process;
2. Articulate program guidelines; and
3. Develop awareness of program resources and implementation tools.

Bob Fleshman, *Chief Financial Officer, Superior Court of California, County of San Bernardino*
Andi Liebenbaum, *Senior Governmental Affairs Analyst, Judicial Council*

3B. Domestic Violence in the Asian American Community

◆ **MCLE (0.75 hours elimination of bias, 0.75 hours legal ethics)** ✷ **BBS** ⦿ **PSY** ◈ **STC/WRE** ✖ **CIMCE** **M, E, DV***

While domestic violence occurs in all populations across race, ethnicity, culture, class, immigration status, age, gender identity, education, and sexual orientation, access to resources and experiences with court systems and social services may be particularly challenging for those facing language, economic, and cultural barriers. California's diverse Asian American community reflects approximately 15 percent of the statewide population and includes domestic violence survivors who often face a variety of complex issues. This workshop will provide information on the experiences of violence in the Asian American community and what judges and court-connected professionals need to know to be most effective in providing services and increasing safety.

Learning Objectives—Participants will be able to:

1. Discuss issues of domestic violence particularly relevant to the Asian American community in California;
2. Identify the challenges survivors and families face in accessing services and navigating the court system; and
3. Recognize opportunities for court-connected professionals to provide culturally relevant, informed, and appropriate services and referrals.

Sujata Warrier, PhD, *Training and Technical Assistance Director, Battered Women's Justice Project, Minnesota*

◆ MCLE ✷ BBS ⦿ PSY ◈ STC/WRE ✖ CIMCE M, E, DV*
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DV = Domestic Violence–Rule 5.230(d)(1)–(2) and Rule 5.215(j)(2)

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3C. Financial Benefits for Our Foster Youth

◆ **MCLE** ✷ **BBS** ◈ **STC/WRE** ✕ **CIMCE** **M, E***

Public benefit programs provide critical support for children and their families, particularly those who are under economic stress or undergoing transitions. Cash aid provided by CalWORKs, AFDC-FC (foster care benefits), Kin-GAP (Kinship Guardianship Assistance), AAP (adoption assistance), and SSI (Supplemental Security Income) is often essential to maintaining a stable placement, and child care assistance can help a family provide a high quality child-care environment that offers a safe, nurturing haven amid other upheavals. Advocates for children and their families should be aware that custody choices may affect the eligibility of the child or the family for these essential benefits. Panelists will provide a brief overview of the financial and legal effects of custody choices for children, including informal arrangements, guardianship, foster care, and adoption. Using hypothetical cases and participant discussion, the session will explore the practical implications of custody options on eligibility for cash assistance and child-care benefits.

Learning Objectives—Participants will be able to:

1. Distinguish between the different benefit options available to foster care youth and nonminor dependents;
2. Have knowledgeable conversations with youth and caregivers about their benefit options; and
3. Recognize the role of the social worker, dependency attorney, and CASA as an advocate for accessing benefits for youth and nonminor dependents.

Brian Blalock, *Staff Attorney, Bay Area Legal Aid*
Angie Schwartz, *Attorney and Policy Director, Alliance for Children's Rights*

3D. Going From "In a Relationship" to "It's Complicated": The Evidence Code in the 21st Century

◆ **MCLE** ✷ **BBS** ✕ **CIMCE** **M, E***

Text messages, Instagram, Snapchat, Facebook posts, smartphone videos, and other social media are a main method for communicating in today's society and increasingly relevant in court proceedings. How can judges appropriately consider and feel confident that this evidence is reliable? This program will cover the steps to introduce social media evidence into the record and what to think about in determining reliability. Panelists will demonstrate how to prepare different media, such as video from phones, for introduction. Participants will learn how to authenticate and lay the foundation for social media evidence, as well as respond to objections.

Learning Objectives—Participants will be able to:

1. Identify different types of social media that can be introduced as evidence;
2. Identify issues in considering the reliability of that evidence;
3. Describe the steps for authenticating and introducing social media evidence; and
4. Identify and respond to potential objections.

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

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William T. Tanner, *Directing Attorney, Legal Aid Society of Orange County*

3E. How Pretrial Release Programs Are Keeping Families Connected

◆ **MCLE** ✷ **BBS** ◈ **STC/WRE** ✂ **CIMCE** **M, E***

Nationally and in California, large numbers of people are held in custody before trial due to their inability to pay nominal bail amounts, not because of their risk to reoffend or failure to appear. This session highlights efforts by newly funded state courts to implement court-led pretrial programs and explores how they can simultaneously ensure public safety while keeping families together.

Learning Objectives—Participants will be able to:

1. Describe components of pretrial release programs in California courts;
2. Recognize the adverse impact on families of keeping low-risk offenders in jail before trial; and
3. State how pretrial release programs ensure public safety and keep families connected.

Hon. Brian J. Back, *Judge of the Superior Court of California, County of Ventura*
Shelley Curran, *Director, Judicial Council, Criminal Justice Services*
Theresa Hart, *Division Manager and Trainer, Ventura County Probation Agency*
Michelle Larson, *Supervising Deputy Probation Officer, Ventura County Probation Agency*
Patricia Olivares, *Chief Deputy Probation Officer, Ventura County Probation Agency*

3F. ICWA Hot Topics: Federal Guidelines and Regulations, California Supreme Court Cases, and More

◆ **MCLE** ✂ **CIMCE**

This is a time of rapid change in the Indian Child Welfare Act. In 2015, the Bureau of Indian Affairs issued new Guidelines for ICWA for the first time in 36 years. In addition the Bureau is proposing new federal ICWA regulations. The California Supreme Court has taken up several important ICWA cases addressing obligations of inquiry and application of ICWA. In this session an expert panel will discuss how these issues relate to the issues relate to the purpose and initial rationale for ICWA. Discuss why and how tribal communities and families urged the BIA to take action on ICWA Guidelines and Regulations at this time, and give you an overview of all of these developments and their implications for ICWA practice in California.

Learning Objectives—Participants will be able to:

1. Understand and recognize recent changes in BIA Guidelines, proposed BIA regulations, and California case law governing the Indian Child Welfare Act;
2. Understand why tribal communities and families believed that ICWA implementation by states and counties was failing to comply with purpose and intention of the Act and why the BIA was urged to take action on ICWA Guidelines and Regulations;
3. Apply the principles of the BIA Guidelines and California case law to hypothetical Indian Child Welfare Act situations in California; and
4. Identify differences between the BIA ICWA Guidelines, proposed BIA regulations; California case law, and current Indian Child Welfare act practice in California.

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Amber Blaha, *Assistant Section Chief, Law and Policy Section, Environment and Natural Resources Division, U.S. Department of Justice*
Olin Jones, *Director, Office of Native American Affairs, California Attorney General's Office*
Delia Parr, *Directing Attorney, California Indian Legal Services, Eureka*

3G. Implementing the New Juvenile Record–Sealing Laws

◆ MCLE ✷ BBS ◈ STC/WRE ✂ CIMCE M, E*

In the past few years the Legislature has enacted new laws to make it easier for juveniles to seal their records and avoid any negative consequences from having a juvenile delinquency record. This workshop will provide an update on the current state of the law, including the actions taken by the Judicial Council to implement the law via rules, forms, and informational materials. In addition, key implementation challenges faced by courts and other juvenile justice stakeholders will be discussed along with strategies to address them.

Learning Objectives—Participants will be able to:

1. Understand recent changes in juvenile record-sealing law and the implications for juvenile court practice;
2. Identify implementation issues arising from these changes and develop strategies to address them; and
3. Discuss the tools that are needed at the state and court level to ensure effective and efficient implementation of the law.

Hon. Carolyn M. Caietti, *Presiding Judge of the Juvenile Court, Superior Court of California, County of San Diego*
LaRon Hogg Haught, *Deputy District Attorney, Santa Clara County*
Patricia Lee, *Managing Attorney, San Francisco Public Defender's Office*
Jim Salio, *Chief Probation Officer, San Luis Obispo County Probation Department*

3H. Juvenile Competency Evaluations: Who Does Them and What Do They Mean?

◆ MCLE ✷ BBS ⦿ PSY ◈ STC/WRE ✂ CIMCE M, E*

This workshop will focus on juvenile competency evaluations, including what makes a juvenile unable to take part in proceedings. Expert panelists will discuss what goes into an evaluation for competency, who should conduct the evaluation, and what judges should look for in evaluation reports. Panelists will also discuss the process to establish a protocol for juvenile competency evaluations and an MOU among the court, probation, behavioral health, the district attorney, and the public defender to create a process for restoration for juveniles who are not found competent.

Learning Objectives—Participants will be able to:

1. Summarize the process of a juvenile competency evaluation;
2. Apply discussed competency evaluation processes to their own decision-making in juvenile competency proceedings; and

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3. Compare juvenile competency evaluation reports and determine what is important for a judge to understand.

Hon. Patrick E. Tondreau, *Supervising Judge of the Juvenile Delinquency Court and Presiding Judge of the Juvenile Division, Superior Court of California, County of Santa Clara*
Hon. Robert Leventer, *Commissioner of the Superior Court of California, County of Los Angeles*
Amy Bacharach, PhD, *Senior Research Analyst, Judicial Council, Center for Families, Children & the Courts*
Eraka Bath, MD, *Director, Child Forensic Services, UCLA David Geffen School of Medicine*
Janet I. Warren, DSW, *Professor of Psychiatry and Neurobehavioral Sciences, University of Virginia* (via Skype)

3*I*. Overview of Human Trafficking in California

◆ MCLE ✸ BBS ⊙ PSY ◈ STC/WRE ✂ CIMCE M, E*

While the full scope of human trafficking in this country and in this state is largely unknown, it is speculated that tens of thousands of people are being trafficked for sex and labor in the nation, and we know that there are key areas of heavy trafficking in California. The presenters will provide an overview of the kinds of trafficking we see in California, including the commercial sexual exploitation of children, adult sex trafficking, and labor trafficking. They will also briefly address some local and statewide responses to this growing problem of human trafficking.

Learning Objectives—Participants will be able to:
1. Identify the different kinds of human trafficking;
2. Recognize some key characteristics of children and youth who are vulnerable to commercial sexual exploitation; and
3. Discuss some promising local and statewide responses to various forms of human trafficking.

Hon. Stacy Boulware Eurie, *Moderator, Judge, Superior Court of California, County of Sacramento*
Hon. Catherine J. Pratt, *Commissioner, Superior Court of California, County of Los Angeles*
Anne Marie Schubert, *District Attorney, Sacramento District Attorney's Office*
Julie A. Su, *California Labor Commissioner, Department of Industrial Relations*

3J. Research Outcomes from Dependency Drug Courts Across the U.S.

◆ MCLE ✸ BBS ⊙ PSY ◈ STC/WRE ✂ CIMCE M, E*

Built from a common vision and extraordinary cross-system collaborative effort, the Dependency Drug Court (DDC) movement has emerged as one of the most promising models for improving outcomes for children and families affected by substance use disorders in the child welfare system. DDCs are characterized by strong judicial leadership combined with significant partnership efforts from child welfare and substance abuse treatment professionals. This presentation will explore national and California state data and outcome findings from local and cross-site evaluations to demonstrate how DDCs are supporting positive child welfare, substance use treatment, and family outcomes. The presentation will highlight best practice recommendations from the Family Drug Court Guidelines, and discuss the six key DDC components necessary for improved outcomes.

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Learning Objectives—Participants will be able to:

1. Gain understanding of the current direction of national CWS reforms with attention to possible legal implications that enhance the use of DDCs as a response to child neglect;
2. List DDC outcomes from local evaluation studies, including legal analysis and best practices and guidelines to support child welfare outcomes;
3. Recognize implications for both judicial and legal professionals working in collaborative courts; and
4. Explore the opportunities and challenges ahead for DDCs as a national CWS reform strategy.

Alexis Balkey, *Program Manager, National Family Drug Court Training and Technical Assistance Program, Children and Family Futures, Inc.*
Russ Bermejo, MSW, *Senior Program Associate, National Center on Substance Abuse and Child Welfare, Children and Family Futures, Inc.*

3K. Same Child, Different Court: Access to Justice for Immigrant Children in Multiple Procedural Systems

◆ **MCLE** ✂ **CIMCE**

This workshop will compare and contrast the differing procedural frameworks in U.S. Department of Justice immigration court proceedings, USCIS adjudications of applications for relief, and California family and juvenile court child custody proceedings. The discussion will emphasize the challenges presented by differing levels of formality, rules of evidence, conceptions of due process, the number and identity of the parties, and the nature of the relief sought in each forum.

Learning Objectives—Participants will be able to:

1. Distinguish the procedural requirements of and relief available from different forums in which immigrant children and families may appear;
2. Navigate the procedural requirements of each forum to serve client needs;
3. Develop effective strategies to seek legal relief for clients from the proper forum; and
4. Provide greater access to justice and more effective legal representation for immigrant children.

Hon. Maureen F. Hallahan, *Judge, Superior Court of California, County of San Diego*
Hon. Dana Leigh Marks, *President, National Association of Immigration Judges*
Hon. Zeke Zeidler, *Judge, Superior Court of California, County of Los Angeles*
Eileen N. Matuszak, MSW, *Adjudications Officer (Policy), Family Immigration & Victim Protection Division, US Citizenship & Immigration Services*

3L. Special Education 101: What You Need to Know About Special Education Rights

◆ **MCLE** ✷ **BBS** ✂ **CIMCE** **M, E***

This workshop will provide an overview of special education rights under the federal Individuals with Disabilities Education Act (IDEA) and discuss the points of intersection between this law and the state juvenile law system. Presenters will speak about special education law and policy from a variety of perspectives,

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making the workshop of interest to advocates, bench officers, and others working with disabled children in the juvenile dependency or delinquency system.

Learning Objectives—Participants will be able to:

1. Identify children eligible for services guaranteed by the IDEA;
2. Advocate effectively for the services to which eligible children are legally entitled;
3. Leverage federal, state, and local funds for special education programs under California's new school-funding formula;
4. Navigate the intersections between special education law and juvenile law and leverage education rights to improve outcomes for youth in the dependency and delinquency systems;
5. Gain new perspectives on the relationship between behavioral disabilities, special education eligibility, and the juvenile justice system; and
6. Access up-to-date information about legal and legislative trends in special education law.

Lauren Brady, *Directing Attorney, Statewide Education Rights, Public Counsel*
Molly Dunn, *Attorney, Policy Division, Alliance for Children's Rights*
Linda Johnson, *Staff Attorney, San Diego Volunteer Lawyer Program, Inc.*

3M. The Cost of Being a Parent: Parentage and Financial Responsibility for Children Removed From Parental Custody in Dependency and Delinquency Proceedings

◆ MCLE ✷ BBS ◈ STC/WRE ✂ CIMCE M, E*

This workshop will discuss why establishing parentage is important in dependency and delinquency proceedings; provide an overview of parentage law; explain how the Department of Child Support Services can help in establishing parentage, and demonstrate options for establishing parentage. After a discussion of parentage, this workshop will focus on explaining the financial responsibility of parents and legal guardians in juvenile proceedings as it relates to fines, fees, and child support.

Learning Objectives—Participants will be able to:

1. Identify the different avenues to establishing paternity;
2. Recognize the importance of establishing paternity; and
3. Inform parents about their financial responsibilities for a child under juvenile court jurisdiction.

Hon. Margaret Johnson, *Judge of the Superior Court of California, County of Santa Clara*
Hon. Shawna M. Schwarz, *Judge of the Superior Court of California, County of Santa Clara*
Alisha Griffin, *Director, California Department of Child Support Services*

3N. The Reasonable Efforts Tool: Holding the System Accountable

◆ MCLE ✷ BBS ✂ CIMCE

The goal of the reasonable efforts training is to educate judges, attorneys, social workers, and other participants in the child protection system about how the reasonable efforts tool can be used to monitor the

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activities of social workers as they provide services to children and parents. This will be an interactive presentation with participants expected to solve hypothetical situations that occur in child protection proceedings.

Learning Objectives—Participants will be able to:

1. Identify the legal requirements of a reasonable efforts finding; and
2. Recognize how the reasonable efforts tool can be used to monitor the activities of social workers as they provide services to children and parents.

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

3*O*. What Is Judicial Misconduct, How Can It Impact Clients and Self-Represented Litigants, and What Can You Do About It?

◆ **MCLE** ✂ **CIMCE**

The Commission on Judicial Performance investigates complaints of judicial misconduct and disciplines judges. Learn more about what constitutes judicial misconduct, particularly in family and civil matters where people are self-represented, have language access barriers, or believe the bench officer is biased. What can you, as an attorney, social worker, or other service provider working with clients do to help clients who are experiencing these issues? What can judges do to avoid these situations?

Learning Objectives—Participants will be able to:

1. Identify what may be judicial misconduct;
2. Identify appropriate referrals for a litigant who may have experienced judicial misconduct; and
3. Explain the basic process that the Commission on Judicial Performance uses for its reviews.

Hon. Erica R. Yew, *Judge of the Superior Court of California, County of Santa Clara*
Victoria B. Henley, *Director and Chief Counsel, California Commission on Judicial Performance*

3P. Working With Interpreters and Translators: Practical Tips and Ethical Considerations

◆ **MCLE** ✷ **BBS** ✂ **CIMCE** **M, E***

California is home to more than 200 languages and nearly 7 million people who are limited-English proficient (LEP) individuals. To address this challenge, the Judicial Council has recently adopted a comprehensive language access plan that addresses language access services, such as interpretation, bilingual staffing and translation, throughout the court system. The workshop will cover highlights from the plan and provide hands-on instruction to attorneys, court staff, and others who work with interpreters. From word choice to where to position the interpreter to understanding the dangers of using non-qualified interpreters, this course will identify potential issues and solutions to make your communications with LEP individuals as accurate as possible. The course will explore challenges associated with attorney-client communications as well as ethical constraints of interpreters, in order to help attorneys properly assist and represent their LEP clients.

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Learning Objectives—Participants will be able to:

1. Describe key steps to make sure that communications with litigants needing interpreters are as effective as possible;
2. Identify where to find multilingual resources for attorneys to better assist their LEP clients; and
3. Understand interpreter ethics and challenges.

Ana Maria Garcia, *Managing Attorney, Neighborhood Legal Services of Los Angeles County*
Cristina Llop, *Attorney & Certified Court Interpreter*

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11:00 A.M.–12:30 P.M. THURSDAY, DECEMBER 3, 2015
CONCURRENT WORKSHOPS 4

4A. Changing Services, Changing Outcomes: 21st-Century Responses to Mental Health Issues in Child Custody Cases

◆ **MCLE** ✷ **BBS** ✂ **CIMCE** **M, E***

As awareness and information about mental illness and its impact on children and families increases, courts are finding that there must be new ways to better respond to cases wherein mental health issues need to be addressed with the goal of improving outcomes for all concerned. This is true in criminal court, small claims court, juvenile court—and in our family courts. Family court practitioners may very well find that new information, new skills, and new partnerships are needed to effectively address a growing challenge in our courts.

Learning Objectives—Participants will be able to:

1. Identify issues relevant to processing cases involving persons with mental illness;
2. Identify practices used by courts to adapt to the needs of family court users, including those with mental illness;
3. Discuss how changes in policy may impact family court; and
4. Identify practices used by courts to adapt to the policy change.

Hon. Richard J. Loftus, Jr., *Judge of the Superior Court of California, County of Santa Clara*
Anita A. Fisher, *Director of Education, National Alliance on Mental Illness, San Diego*
Michelle MacDonald, *In Our Own Voice Coordinator, National Alliance on Mental Illness, San Diego*
Laura Tielman, LCSW, *Family Court Services and Counselor Mental Health Manager, Superior Court of California, County of San Diego*

4B. Civil *Gideon* and Child Custody Cases: The Shriver Pilot Projects

◆ **MCLE** ✷ **BBS** ✂ **CIMCE** **M, E***

Three pilot projects in California are providing representation in child custody matters where one side of the case is represented and one of the parties is asking for sole custody. Each program has a different structure and different hypotheses about the best way to handle these cases and provide services. Each is working closely with its local court to identify appropriate cases and provide a variety of services to ensure best outcomes for the families. This workshop will discuss the implementation of these pilots and early lessons learned, including settlement strategies, providing social services resources, and limited scope services. It will discuss the evaluation strategy and discuss ways that services can be replicated in other jurisdictions.

Learning Objectives—Participants will be able to:

1. Understand the legal structure of the Shriver pilot projects;
2. Describe the early findings from the projects; and
3. Identify how services can be replicated in other jurisdictions.

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Hon. Maureen F. Hallahan, *Judge of the Superior Court of California, San Diego County*
Javier Bastidas, *Supervising Attorney, Volunteer Legal Services Program*
Kris Jacobs, *Managing Attorney, San Diego Volunteer Lawyer Program, Inc.*
Diane Trunk, *Director of Evaluation, Los Angeles Center for Law and Justice*
Bonnie Hough, *Moderator, Managing Attorney, Judicial Council, Center for Families, Children & the Courts*

4C. College 101: What You Need to Know to Help Foster Youth Get on and Stay on the College Path

◆ **MCLE** ◈ **STC/WRE**

Eighty-five percent of foster youth express their interest in going to college but less than 25 percent enroll and an even smaller percentage complete college. The Burton Foundation and Child Advocacy Institute are working to change those statistics and close the educational equity gap for foster youth in higher education. Learn from these tireless education crusaders about how to help foster youth get on the college track and stay out of the for-profit college trap.

Learning Objectives—Participants will be able to:

1. Discuss which attributes to look for when they are researching postsecondary institutions;
2. Recognize red flags related to the quality of education offered at various postsecondary institutions;
3. Understand the options available to them if they experience a problem with a private postsecondary institution;
4. Understand how to support and assist foster youth in using priority registration at two- and four-year campuses;
5. Identify the different campus support departments;
6. Describe how to help get foster youth connected to campus supports; and
7. Identify and discuss statutes and case law that impact the right of foster youth to accommodation and educational supports.

Melanie Delgado, *Staff Attorney, Children's Advocacy Institute, University of San Diego School of Law*
Alex Ojeda, *Guardian Scholars Coordinator, Los Angeles Valley College*

4D. Delinquency Legal Update

◆ **MCLE** ◈ **STC/WRE** ✂ **CIMCE**

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. Assess legislative changes and new case law; and
2. Identify significant appellate and state Supreme Court cases.
3. Describe significant legal changes in 2015.

Hon. Brian J. Back, *Judge of the Superior Court of California, County of Ventura*
LaRon Hogg Haught, *Deputy District Attorney, District Attorney's Office, Santa Clara County*

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4E. Dependency Legal Update *(repeat of 2E)*

◆ **MCLE** ✂ **CIMCE** **M, E***

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

Learning Objectives—Participants will be able to:

1. Assess legislative changes and new case law;
2. Identify significant appellate and Supreme Court cases; and
3. Describe significant legal changes in 2015.

Hon. Amy M. Pellman, *Judge of the Superior Court of California, County of Los Angeles*
Hon. Anthony A. Trendacosta, *Judge of the Superior Court of California, County of Los Angeles*

4F. Developing Interagency CSEC Protocols: Bridging Policy and Practice

◆ **MCLE** ◈ **STC/WRE** ✂ **CIMCE**

Child-serving systems, including Juvenile Probation and Child Welfare, are increasingly being called upon to coordinate and integrate their services. These endeavors are as important as they are challenging. Drawing from the experience of developing interagency commercial sexual exploitation of children (CSEC) protocols to opt into the state-funded CSEC Program, this workshop will offer honest reflections on what works and what doesn't when systems come together with a shared vision of improving outcomes for a specific population. Workshop participants will hear the perspective both of advocates who helped shape the CSEC systems integration framework, as well as of system leaders who are ultimately tasked with developing and implementing the interagency protocols. The panel will also discuss the work of the California Child Welfare Council's CSEC Action Team. The panel will discuss the documents and guidance the Action Team provided to counties and some information on how to opt into the CSEC Program.

Learning Objectives—Participants will be able to:

1. Discuss the challenges and benefits of developing interagency protocols to improve outcomes;
2. Recognize the opportunities provided by the legislative formation of the CSEC Program in California; and
3. Describe the documents and guidance developed for counties by the CSEC Action Team.

Kate Walker Brown, *Staff Attorney, National Center for Youth Law*
Neha Desai, *Staff Attorney, National Center for Youth Law*
Patty Hernández, *Program Analyst, Monterey County Family and Children's Services*
Robert Taniguchi, *Director, Monterey County Family and Children's Services*

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4G. Effective Communications and Practical Accommodations for Persons With Disabilities

◆ **MCLE (1.0 hour elimination of bias)** ✷ **BBS** ⦿ **PSY** ✂ **CIMCE** **M, E***

This workshop will demonstrate how to effectively communicate with persons with disabilities and share practical solutions for accommodating different disabilities. Learn to identify the use of proper terminology when speaking to or describing someone with a disability. In addition, this session will discuss the laws, including the Americans with Disabilities Act, and the requirement of providing reasonable accommodations for persons with disabilities.

Learning Objectives—Participants will be able to:

1. Learn about the laws (federal, state, and rules of court) regarding accommodations for persons with disabilities;
2. Identify the appropriate terminology and communication tips to use when interacting with persons with disabilities; and
3. Learn practical solutions for accommodating different types of disabilities.

Linda McCulloh, *Senior Attorney, Judicial Council, Center for Judicial Education and Research (CJER)*

4H. Effective Educational Advocacy for Foster Youth in the LCFF Landscape

◆ **MCLE** ✷ **BBS** ✂ **CIMCE** **M, E***

Recent, large-scale legal, policy, and fiscal changes—including the implementation of the Local Control Funding Formula (LCFF) (and, potentially, Assembly Bill 854)—are intended to promote educational success for youth in foster care. The law now gives all California school districts dedicated funding—and new responsibilities—to serve foster youth. Whether foster youth are receiving the services that meet their educational needs is unclear. This workshop will discuss steps that advocates can take to ensure that foster/probation youth actually benefit from the new funding scheme, now in year 2 of a 7-year implementation process.

Learning Objectives—Participants will be able to:

1. Identify school districts' obligations to address the educational needs of foster youth under the new LCFF funding scheme;
2. Access local districts' LCAPs to determine what goals, actions, and funding they have established for foster youth;
3. Take an active role in working with local districts on LCAP implementation for foster youth; and
4. Connect with district and school staff to access services and supports for individual foster youth.

Patricia Armani, *Los Angeles County Department of Children and Family Services*
Martha Matthews, *Directing Attorney, Children's Rights, Public Counsel*
Casey Schutte, *Director, FosterEd: California*

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4*I*. How Do Psychotropic Medications Affect Youth?

◆ MCLE ✷ BBS ⊙ PSY ◈ STC/WRE ✂ CIMCE M, E*

This workshop will use the latest medical and social science research to discuss the impact of psychotropic medications on youth. The discussion will focus on how medications work on the brain and how they work in conjunction with other nonmedical treatments, including various types of therapy and trauma-informed services. Expert panelists will also discuss what information judges should look for when reviewing an application to authorize medication for youth in our juvenile justice system.

Learning Objectives—Participants will be able to:

1. Describe some pros and cons of using psychotropic medications on youth;
2. Explain how medications affect the adolescent brain; and
3. Assess the information that judges should look for in an application for medication.

Hon. Jerilyn L. Borack, *Judge of the Superior Court of California, County of Sacramento*
Nathan Lavid, MD, DFAPA, *Diplomate, American Board of Psychiatry and Neurology*
Laura Vleugels, MD, *Supervising Child and Adolescent Psychiatrist, Children, Youth & Families, County of San Diego*

4J. Impact of Early Childhood Trauma on Risk Taking, Delinquency, and Victimization

◆ MCLE ✷ BBS ⊙ PSY ◈ STC/WRE ✂ CIMCE M, E, DV*

Traumatic childhood experiences, particularly those that happen in the context of a caregiver relationship, experienced directly or as a witness, can have a profound and pervasive impact on the life a child, adolescent, or young adult. Anger, substance use, self-harm behaviors, poor relationships, education deficits, and even poor health can all be symptoms of trauma that are missed or misunderstood. This workshop will provide a framework for understanding trauma associated primarily with domestic, interpersonal, and family violence, including origins, reactions, and effects. Additionally, it will address trauma-informed practices for effectively engaging with system-involved children, youth, and young adults.

Learning Objectives—Participants will be able to:

1. Discuss an overview of trauma and the impact it has on children, youth, and young adults across developmental stages;
2. Identify strategies for trauma-informed engagement with children and youth impacted by violence and trauma; and
3. Recognize and understand the impact of trauma on biological, psychological, and social systems.

Gena Castro Rodriguez, PsyD, *Chief of Victim Services, Office of the San Francisco District Attorney*

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4K. Preserving the Parental Rights of Incarcerated Parents

◆ **MCLE** ✷ **BBS** ✂ **CIMCE** **M, E***

Many parents of dependent children are incarcerated for some period during the pendency of the case and may need to obtain their reunification services and/or visit with their children while in a correctional facility. This workshop will highlight the services available to parents in state facilities, as well as an innovative program at the San Francisco jail that works directly with parents in dependency to deliver services and arrange for visitation and contact between parents and children with a dependency case, and issues that arise for prisoners with children around California who are trying protect their parental rights in dependency and family law cases.

Learning Objectives—Participants will be able to:

1. List programs and services available at CDCR for incarcerated parents to fulfill their court-ordered case plans and reunify with their children;
2. Discuss the best practices for preserving parental rights of incarcerated parents whose children are subject to dependency court proceedings and ensuring that their children have visitation and contact opportunities when appropriate; and
3. Recognize opportunities to ensure that incarcerated parents can complete their required services and participate in court proceedings or remain in contact with their children.

Sarah West Carson, *Program Manager, One Family*
Rodger Meier, *Deputy Director, Division of Rehabilitative Programs, California Department of Corrections and Rehabilitation*
Carol Strickman, *Staff Attorney, Legal Services for Prisoners with Children*

4L. Probation Officers as Child Advocates and Leaders in Juvenile Justice Reform

◆ **MCLE** ◈ **STC/WRE** ✂ **CIMCE**

This workshop will begin with a brief overview of juvenile probation in California and how it has evolved over the last few decades. Significant time will be dedicated to four main areas:

- Demographics of the modern juvenile probation population;
- Methodologies, approaches, and initiatives being used by probation departments in creating reform practices;
- Positive outcomes being achieved in probation throughout California; and
- Emerging trends in juvenile probation and how probation is adapting its practices accordingly.

Learning Objectives—Participants will be able to:

1. Discuss the demographic profile of youth typically served by probation departments;
2. Summarize recent systemic reforms that have impacted the delivery of juvenile probation services in California;
3. Explain how system-driven reforms have reshaped the delivery of juvenile probation services in California;
4. Describe the programming and services offered by juvenile probation departments;

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5. Illustrate the value of community programming; and
6. Define evidenced-based programming and demonstrate its applicability to juvenile probation cases.

Allen A. Nance, *Chief Probation Officer, San Francisco County Juvenile Probation Department*
Mack Jenkins, *Chief Probation Officer, San Diego County Probation Department*
Steve Sentman, *Moderator, Chief Probation Officer, Orange County Probation Department*

4M. Special Issues Affecting Military Families

◆ MCLE ✷ BBS ⊙ PSY ✂ CIMCE M, E*

Military families can sometimes present unique challenges in child custody disputes and mediation because one or both of the separated parents may be stationed in or live in different countries or states or be deployed with very short notice. Child support issues, visitation, and parental access may look very different for some of these families, including National Guard and Reservist families who may often be in similar circumstances as active duty, but may not self-identify as "military families." This workshop will focus on issues of specific concern to military families, statutes and legal opinions of particular interest, and ways in which courts can work with individuals and families when there is an entire family system to consider and one or more parents are involved in active or reserve military service. Special resources that may be available for military-connected families, including veterans, will also be discussed.

Learning Objectives—Participants will be able to:

1. Identify ways in which military families may differ from non-military families;
2. Identify issues that may create special challenges for family court judges and other professionals when working with military families;
3. Describe issues that may be of special concern to the children in military families; and
4. Identify ways to work with the challenges presented by some military families around issues related to custody, access, visitation, support, and other issues.

Kathleen West, DrPH, *Lecturer, USC Department of Preventive Medicine, UCLA Department of Social Welfare*

4N. Taking Care of Relative Caregivers: Supporting Our Kinship Families

◆ MCLE ✷ BBS ◈ STC/WRE ✂ CIMCE M, E*

A primary goal of our child welfare system is to keep children with family where they are more likely to thrive. Another is to meet children's individualized needs with appropriate services and supports. Yet when children are placed with relatives, they often receive the least support even though kinship families often need the most support. This workshop will offer an overview of how the system works for relative caregivers, provide information about the benefits and services these families do and do not qualify for, and arm attorneys, judges, and social workers with strategies to leverage additional funding and support for these families. We will focus on reforms underway in California, including the Continuum of Care Reform, Resource Family Approval, and the newly implemented Approved Relative Caregiver Program, and how these reforms will allow for greater engagement, recruitment, and retention of these critically important placements.

◆ MCLE ✷ BBS ⊙ PSY ◈ STC/WRE ✂ CIMCE M, E, DV*

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DV = Domestic Violence–Rule 5.230(d)(1)–(2) and Rule 5.215(j)(2)

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Learning Objectives—Participants will be able to:

1. Discuss an overview of the kinship placement system and challenges that relative caregivers face;
2. Identify services and benefits that these families do and do not qualify for;
3. Recognize opportunities and strategies to leverage additional funding and support for these families; and
4. Identify newly implemented reforms and how these reforms will allow for greater engagement, recruitment, and retention of these placements.

Brian Blalock, *Staff Attorney, Bay Area Legal Aid*
Angie Schwartz, *Attorney and Policy Director, Alliance for Children's Rights*

4*O*. The Hague Child Abduction Convention and Domestic Violence Cases

◆ MCLE ✷ BBS ✂ CIMCE M, E, DV*

California family courts are sometimes faced with cases involving the Hague Convention on the Civil Aspects of International Child Abduction in matters that involve allegations of domestic violence. This workshop will focus on addressing those cases in which a petition is filed in the United States for the return of a child taken to or retained in the United States (referred to as "incoming cases"), in which the respondent (the "taking" or "abducting" parent) alleges abuse by the petitioner (the left-behind parent). Faculty will focus on the intersection of domestic violence and the Convention, discussing the dynamics of domestic violence and the applicability of domestic violence to the court's analysis in a petition for the return of a child pursuant to the Hague Convention.

Learning Objectives—Participants will be able to:

1. Discuss issues related to child abduction specifically under the Hague Convention and involving domestic violence;
2. Identify the challenges for courts and court-connected professionals working on these and related cases; and
3. Recognize ways to address the complexities associated with these situations involving possible high risk of violence and abduction.

Hon. Scott M. Gordon, *Judge of the Superior Court of California, County of Los Angeles*
Sudha Shetty, *Assistant Dean for International Partnerships and Alliances, Goldman School of Public Policy, UC Berkeley*

4P. Understanding Unconscious Bias in Our Decision-Making Processes

◆ MCLE (1.5 hours elimination of bias) ✷ BBS ◈ STC/WRE ✂ CIMCE M, E*

Unconscious Bias (also known as "implicit bias" or "implicit social cognition") refers to the unconscious attitudes and stereotypes that each of us harbor. Operating on the subconscious level, these unintentional biases cause us to form positive and negative associations about other people based on a variety of characteristics including race, gender, and age. These unconscious biases affect the way that we perceive

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others who are different from us, how we interact with others, and assumptions we unintentionally make when interpreting everyday situations. As California courts serve an increasingly diverse population, it is essential that all attorneys, judicial officers, and other court professionals understand how unconscious biases operate within us and affect our decision-making processes. Attendees of this session may also be interested in attending "Strategies for Counteracting Unconscious Bias in Our Courts."

Learning Objectives—Participants will be able to:

1. Understand what unconscious bias is;
2. Explore how unconscious bias may affect our interaction with others, including court users;
3. Understand how unconscious bias affects decision making;
4. Identify strategies for learning about our own unconscious biases; and
5. Identify effective strategies for discussing unconscious bias in our courts or other workplaces.

William Kennedy, *Director, Race Equity Project*
Gillian Sonnad, *Supervising Attorney, Central California Legal Services*
Kyanna Williams, *Attorney, Judicial Council, Center for Families, Children & the Courts*

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THURSDAY, DECEMBER 3, 2015
12:30–1:30 P.M.
LUNCH AND PLENARY

Arrested Development: Adolescent Development and Juvenile Justice

✷ BBS ⦿ PSY ◈ STC/WRE M, E*

Elizabeth Cauffman, PhD, *Professor of Psychology and Social Behavior, University of California, Irvine*

Few issues challenge a society's ideas about both the nature of human development and the nature of justice as much as serious juvenile crime. The unexpected intersection between childhood and criminality creates a dilemma that most people find difficult to resolve. Do we consider young offenders still to be children, despite egregious behavior, or do we declare that such behavior demands we redefine the offenders as adults? There has been a remarkable expansion of scientific knowledge relevant to adolescent development and juvenile justice over the past decade. The goal of this session is to provide a summary of what is known in developmental research and how it should influence juvenile justice practice and policy—specifically in the realms of brain development, cognitive development, and psychosocial/socio-emotional development.

Learning Objectives—Participants will be able to:

1. Identify the developmental differences between adults and juveniles;
2. Recognize the ways in which underdeveloped psychosocial/socio-emotional responses contribute to delinquent behavior; and
3. Discuss developmentally appropriate consequences for juvenile offenders.

A Different Perspective

Jimmy Cha, *Attorney at Law*

◆ MCLE ✷ BBS ⦿ PSY ◈ STC/WRE ✂ CIMCE M, E, DV*
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2:30–4:00 P.M. THURSDAY, DECEMBER 3, 2015
CONCURRENT WORKSHOPS 5

5A. Commercially Sexually Exploited Children (CSEC) in Los Angeles: A Multidisciplinary Approach

◆ **MCLE** ✷ **BBS** ⦿ **PSY** ◈ **STC/WRE** ✕ CIMCE **M, E***

Los Angeles County is one of the country's High Intensity Child Exploitation areas identified by the FBI. On average, nearly 200 children are arrested for prostitution and related offenses annually. In the past, commercially sexually exploited children (CSEC) were primarily identified and served through the juvenile delinquency system. However, a recent legislative change in California allows the child welfare, rather than delinquency, system to serve CSEC. This panel will provide an overview of the multidisciplinary efforts to support and serve CSEC in Los Angeles County. The panel will discuss the specialized, collaborative court in Los Angeles—the STAR Court, which was developed and is presided over by panelist Commissioner Catherine Pratt. Panelists will share key outcome data that has been tracked since the court's inception that shows an overall decrease in recidivism and in average time spent in locked facilities, and an increase in youth engagement with STAR Court team members. The goal of this presentation is to provide judges, attorneys, advocates, providers, and court personnel with an understanding of key components to alternative, multi-system approaches to addressing CSEC in their communities.

Learning Objectives—Participants will be able to:

1. Identify key components of an alternative, multisystem approach to addressing CSEC in the community;
2. Learn about legislative changes made with the passage of Senate Bill 855;
3. Discover the victim-centered approach to CSEC used by the STAR Court; and
4. Recognize opportunities for change in their communities.

Hon. Catherine J. Pratt, *Commissioner, Superior Court of California, County of Los Angeles*
Kate Walker Brown, *Staff Attorney, National Center for Youth Law*
Allison Newcombe, *Attorney and Skadden Fellow, Alliance for Children's Rights*

5B. Court to College: A Collaborative Court Approach to Providing Offenders With Access to Education

◆ **MCLE** ✷ **BBS** ✕ **CIMCE**

With a grant from the Judicial Council's Recidivism Reduction Fund (RRF) allocation, the Los Angeles Superior Court is partnering with Cerritos Community College and the California Department of Justice, Division of Recidivism Reduction and Reentry (DR3), to formalize and enhance a program designed to divert young offenders from engaging in future criminal behavior through access to education. With cognitive behavioral intervention training, Cerritos Community College counselors will support court-identified participants in obtaining their GED and enrolling in community college. While DOJ's DR3 is partnering in multiple initiatives to connect offenders with educational opportunities, the Court to College program is unique in its additional component of ongoing judicial supervision.

◆ MCLE ✷ BBS ⦿ PSY ◈ STC/WRE ✕ CIMCE M, E, DV*

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Learning Objectives—Participants will be able to:

1. Learn how access to education contributes to recidivism reduction;
2. Learn how to identify potentially successful program participants;
3. Learn to identify the achievements that lead to success for these offenders;
4. Understand how college counselors are trained to work with former offenders; and
5. Understand how educational counseling fits with other offender services like probation supervision, substance use treatment, and ongoing court monitoring.

Hon. Peter Paul Espinoza, *Superior County of California, County of Los Angeles*
Renee De Long Chomiak, *Dean of Counseling Services, Cerritos College, Norwalk*
Linda Denly, *Director, Division of Recidivism Reduction and Re-entry, California Department of Justice*
Sharon Owsley, *Deputy Director for Programs, Division of Recidivism Reduction and Re-entry, California Department of Justice*
Martha Wright, *Moderator, Senior Court Services Analyst, Judicial Council, Criminal Justice Services*

5C. Do No Harm: Ensuring the Safe and Appropriate Use of Psychotropic Medication for Foster Youth

◆ **MCLE** ✷ **BBS** ◈ **STC/WRE** ✂ **CIMCE** **M, E***

In response to concerns about overuse of psychotropic medications for foster youth, juvenile courts were given statutory authority in 1999 to determine whether a physician can prescribe such medication. Despite that reform, foster youth and their advocates have testified to unusually high rates of medication and the harmful side effects that have resulted. After the publication of an investigative series and documentary on this issue in the *San Jose Mercury News* in 2014, the Legislature revisited the issue with informational hearings and a package of reform legislation. In addition, the Department of Health Care Services and the Department of Social Services have been working collaboratively on their Quality Improvement Project to design, pilot, and evaluate effective practices to improve psychotropic medication use among children and youth in foster care. This workshop will present the problems with the current system identified by foster youth and the *Mercury News* series and provide an update on the current status of the law and policy reforms taking place across California. It will suggest best practice approaches for all stakeholders to employ when considering whether psychotropic medication should be provided to a foster youth and how to track its effective use.

Learning Objectives—Participants will be able to:

1. Understand the concerns raised by foster youth and their advocates regarding the use of psychotropic medications on children and their potential for lasting side effects;
2. Learn about recent policy and legislative reforms undertaken by the state and the Legislature to improve provision of psychotropic medication to foster youth and how these reforms impact court proceedings and child welfare practice; and
3. Discuss best practice approaches to ensure that court-authorized medication is safe and appropriate and that follow-up is timely and effective.

Hon. Zeke Zeidler, *Judge of the Superior Court of California, County of Los Angeles*

◆ MCLE ✷ BBS ⦿ PSY ◈ STC/WRE ✂ CIMCE M, E, DV*
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Karen Baylor, PhD, LMFT, *Deputy Director, Mental Health and Substance Use Disorder Services, California Department of Health Care Services*
Anna Johnson, *Policy Analyst, National Center for Youth Law*
Gregory E. Rose, MSW, *Deputy Director, Children and Family Services Division, California Department of Social Services*
Rochelle Trochtenberg, *Lead Youth Organizer, Humboldt County Transition Age Youth Collaboration*

5D. E-Services: Using Electronic Forms, Filing, and Services for Efficiency and Effectiveness

◆ **MCLE** ✂ **CIMCE**

The world of document preparation, filing, and service is changing rapidly. A growing number of form sets can be completed using "TurboTax-like" document-assembly programs available for free. Courts are rapidly moving to e-filing and e-delivery so that those forms and other pleadings can be filed with the court via computer. A new law allows parties in juvenile cases to agree to electronic notice of hearings. How does this all work? What's next? What are the implications for attorneys, for self-represented litigants, and for persons with limited English proficiency? Panelists will demonstrate new programs that are becoming available and discuss ways to incorporate this technology to save time and resources.

Learning Objectives—Participants will be able to:

1. Identify new no-cost software programs that allow preparation of court documents;
2. Describe how new case management systems can increase efficiency for court users; and
3. Identify emerging issues and opportunities with changing technology.

Karen Cannata, *Supervising Research Analyst, Judicial Council, Center for Families, Children & the Courts*
Mark Dusman, *Chief Information Officer, Judicial Council, and Director, Information Technology Services*
Tara Lundstrom, *Attorney, Judicial Council, Legal Services*
Snorri Ogata, *Chief Information Officer, Superior Court of California, County of Los Angeles*

5E. Ethical Obligations of Counsel for Parents and Children in Dependency Cases

◆ **MCLE (approved for 1.5 legal ethics)** ✂ **CIMCE**

This presentation will focus on the ethical obligations of counsel for parents and children in dependency cases. In particular, there will be a specific focus on Professional Rules of Conduct, rules 2-100 (Communication with a Represented Party), 2-400 (Prohibited Discriminatory Conduct in the Law Practice), 3-100 (Confidential Information of a Client), 3-110 (Failing to Act Competently), and 3-500 (Communication) and how those rules apply in a dependency practice. The workshop will use a number of real life examples of simple to complex problems that attorneys face in the day-to-day dependency practice along with the interplay of the Professional Rules of Conduct. What is expected of dependency attorneys in times of fiscal crises? How does one balance the ethical obligations in times of reduced and restricted budgets? The workshop will assume a general understanding of dependency practice and procedure.

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Learning Objectives—Participants will be able to:

1. Identify the ethical obligations of counsel in representing parents and children in dependency cases;
2. Discuss the interplay between the Rules of Professional Conduct and their dependency practices; and
3. Discuss what is required of competent counsel in dependency cases in times of fiscal crisis or reduced and restricted budgets.

John Lawrence, *Attorney*

5F. Homeward Bound: Applying the UCCJEA and the Hague Service Convention in Family and Juvenile Court

◆ **MCLE** ✂ **CIMCE** **M, E***

More often associated with family law cases, the Uniform Child Custody Jurisdiction and Enforcement Act (UCCJEA) is the exclusive method for determining subject matter jurisdiction for custody proceedings, and the Hague Service Convention establishes the method for service of process on other nations. However, both also apply to dependency actions. The provisions of the UCCJEA, which apply to both national and international custody disputes, and the Hague Convention are important and misunderstood. This workshop seeks to demystify these two laws and help attendees understand their applicability to both family law and dependency cases.

Learning Objectives—Participants will be able to:

1. Recognize the appropriate jurisdiction for a case involving a child who may be from a different state or country;
2. Summarize how the UCCJEA applies to international custody disputes;
3. Identify how the UCCJEA applies to dependency cases;
4. Apply the UCCJEA to hypothetical family law custody disputes and dependency cases;
5. Summarize how to effect service in Hague Service Convention contracting nations; and
6. Identify those signatory nations that have unique applications of the Convention.

Hon. Laura J. Birkmeyer, *Judge of the Superior Court of California, County of San Diego*
Hon. Shawna M. Schwarz, *Judge of the Superior Court of California, County of Santa Clara*

5G. kNOw Access, kNOw Justice: Fundamental Fairness and the Appointment of Juvenile Defense Counsel

◆ **MCLE** ◈ **STC/WRE** ✂ **CIMCE**

Effective legal representation is essential for a just delinquency system. This session will discuss national efforts to improve the quality of representation, trends derived from more than 20 assessments nationwide, and efforts in California to improve representation of youth through legislation, advocacy, and professional development.

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Learning Objectives—Participants will be able to:

1. Learn the essential elements of effective juvenile defense representation;
2. Learn of recent efforts to increase defender capacity to provide effective representation, and
3. Identify common areas needing improvement in California and nationwide.

Roger Chan, *Co-founder and Executive Director of East Bay Children's Law Offices*
Kim Dvorchak, *Executive Director, National Juvenile Defender Center*
Leah Wilson, *Chief Operating Officer, State Bar of California*

5H. Legal Update: Focus on Domestic Violence in Family and Juvenile Courts

◆ **MCLE** ✷ **BBS** ⦿ **PSY** ✂ **CIMCE** **M, E, DV***

Recent appellate decisions and changes in statutory law in the area of domestic violence will be covered.

Learning Objectives—Participants will be able to:

1. Discuss significant legal changes in domestic violence law in California;
2. Identify changes that need to be made in practice or procedure given changes in the law; and
3. Recognize the significance of new law guiding judicial officers and court-connected professionals in their approach to handling cases involving domestic violence.

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

5*I*. Parental Marijuana Use and Judicial Decisions in Family and Juvenile Court

◆ **MCLE** ✷ **BBS** ⦿ **PSY** ✂ **CIMCE** **M, E***

California courts are confronted with parents who have been prescribed marijuana for medical purposes and who may use marijuana recreationally. Does their use of marijuana, both medically and recreationally, affect their ability to parent? If so, how? What are doctors attesting to when prescribing a medical marijuana card? Legalizing marijuana will be on the ballot in 2016. What impact could legalization have on family and juvenile cases? This workshop will discuss how the use and abuse of marijuana in the State of California can be used in the course of conducting child custody considerations, as well as the impact that medical marijuana use can have when considering custody. Perspectives of law enforcement, family law judges, and the health-care community will be explored.

Learning Objectives—Participants will be able to:

1. Describe how law enforcement officers deal with the enforcement of laws surrounding the use of marijuana;
2. Identify the health issues and concerns regarding the use of marijuana;
3. Discuss drug policy issues as well as the impacts of drug legalization and "medical" marijuana; and
4. Discuss the judicial perspective in making orders regarding the safety of children whose parents use marijuana.

Hon. Robert O. Amador, *Judge of the Superior Court of California, County of San Diego*

◆ MCLE ✷ BBS ⦿ PSY ◈ STC/WRE ✂ CIMCE M, E, DV*

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Tom Allman, *Sheriff, Mendocino County*
Itai Danovitch, MD, MBA, *Chair of the Department of Psychiatry and Director of Addiction Psychiatry, Cedars Sinai Medical Center, Los Angeles*
Jeffrey Zinsmeister, JD, *Executive Vice President and Director of Government Affairs, Smart Approaches to Marijuana (SAM)*

5J. Reducing Pregnancy Among Youth in Foster Care: A Two-Generation Strategy

✷ BBS ✂ CIMCE

While the rate of teen pregnancy continues to fall to historic lows, both in California and nationally, teen pregnancy among youth in foster care remains alarmingly high. By age 21, over one in three young women who were in foster care at age 17 in California will have given birth. Among girls in foster care who had a first birth before age 18, over a third had a repeat teen birth. These findings have serious long-term implications both for youth in foster care and their children, who disproportionately experience maltreatment. Over the last year, six counties in California have been working together to reduce the rate of unplanned pregnancy among youth in foster care and, in doing so, improve outcomes for foster youth and their children.

Learning Objectives—Participants will be able to:

1. Learn about the disproportionately high rate of pregnancy among youth in foster care in California;
2. Learn the implications of the high rate of pregnancy among youth in foster care as it relates to the maltreatment of children of dependents;
3. Learn about a statewide effort to improve local practices and policies to reduce pregnancy among youth in foster care; and
4. Hear from a county representative implementing evidence-informed practices to reduce pregnancy among youth in their county.

Rebecca Gudeman, *Senior Attorney, National Center for Youth Law*
Jaime Muñoz, *Manager, Orange County Social Services Agency*
Emily Putnam-Hornstein, PhD, *Assistant Professor, USC School of Social Work*
Cecilia Tran, *Associate Director, John Burton Foundation*

5K. Reuniting Families: Assisting Formerly Incarcerated Parents in Family Law Cases

◆ MCLE ✷ BBS ✂ CIMCE M, E*

We live in an era of mass incarceration that is profoundly impacting families. Parents released from prisons and jails often face many barriers in reestablishing themselves in the lives of their children and ensuring that their child support orders are appropriate. California has not fully considered the reentry needs of released parents and how our legal systems can enhance, rather than harm, their opportunities for successful family reunification. This panel addresses the challenges of practitioners working to assist formerly incarcerated parents and provides strategies for working with courts and parents to foster positive relationships between parents and children.

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Learning Objectives—Participants will be able to:

1. Understand barriers parents exiting incarceration face in reestablishing custody or visitation orders and what supports can assist them in overcoming those barriers;
2. Identify key informational resources available to parents and attorneys detailing legal rights and strategies for obtaining needed orders and relief in family court; and
3. Implement enhanced self-help or legal representation services for parents released from prisons or jails who are seeking family court orders for custody, visitation, and child support.

Alexis Kelly, *Staff Attorney, Harriett Buhai Center for Family Law*
Elie Miller, *Senior Advisor, Root & Rebound*
Carol Strickman, *Staff Attorney, Legal Services for Prisoners With Children*

5L. Special Immigrant Juvenile Status: The Basics

◆ MCLE ✷ BBS ✂ CIMCE M, E*

This workshop will provide a general overview of Special Immigrant Juvenile Status (SIJS), a form of federal immigration relief that depends on state judicial determinations about child welfare and custody. The discussion will introduce the various doors through which immigrant children may enter state court, the judicial findings needed to enable them to apply for SIJS, and the evolving federal and state law related to SIJS. Using hypothetical scenarios, the presenters will guide participants in analyzing whether children would qualify under state law for the findings needed to apply for SIJS.

Learning Objectives—Participants will be able to:

1. Identify children who may be eligible for SIJ status;
2. Analyze the relevant statutory provisions and legal precedents; and
3. Apply the law to make or adjudicate requests for SIJS findings in a variety of legal and factual contexts.

Kristen M. Jackson, *Senior Attorney, Public Counsel Immigrant's Rights Project, Los Angeles*
Rachel K. Prandini, *Attorney and Unaccompanied Minor Law Fellow, Immigrant Legal Resource Center*
Hayley Upshaw, *Senior Staff Attorney, Legal Services for Children, San Francisco*

5M. Strategies for Counteracting Unconscious Bias in Our Courts

◆ MCLE (1.5 hours elimination of bias) ✷ BBS ✂ CIMCE M, E*

Operating on the subconscious level, unconscious biases cause us to form positive and negative associations about other people based on a variety of characteristics, including race, gender, and age. Attorneys, judicial officers, and other court professionals have become increasingly aware of the concept of unconscious bias and the impact that it may have on California's diverse court users. This interactive session explores what science says about the best strategies for counteracting our own biases once we become aware of them (also known as "debiasing"). The session will also explore strategies for identifying bias that may be built into decision-making processes and how courts and other institutions can use tools like Racial Impact Statements to counteract the effects of unconscious bias. Parts of this session will involve small group discussions about

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application of various tools and techniques. This session is recommended for individuals who attended the related course, "Understanding Unconscious Bias in Our Decision Making" or who otherwise have a basic understanding of implicit bias in decision making.

Learning Objectives—Participants will be able to:

1. Assess how bias may be unintentionally built into decision-making processes;
2. Discuss strategies for counteracting their own unconscious biases;
3. Discuss strategies for counteracting unconscious bias in courts and other institutions;
4. Understand the potential for using a Racial Impact Statement as a debiasing tool; and
5. Explore ways that members of the public benefit from efforts to counteract unconscious bias in courts and other institutions.

Vevila Hussey, MSW, *Senior Consultant, California Partners for Permanency*
William Kennedy, *Director, Race Equity Project*
Gillian Sonnad, *Supervising Attorney, Central California Legal Services*
Kyanna Williams, *Attorney, Judicial Council, Center for Families, Children & the Courts*

5N. The Indian Child Welfare Act: California Compliance Issues

◆ MCLE ✷ BBS ✂ CIMCE M, E*

In the 37 years since ICWA's enactment, there have been differing interpretations of the statute and its requirements. Reaffirming the commitment to the best interest of Indian children and families through full compliance with ICWA, the federal government and the California Department of Justice are working with tribes, state agencies, and other stakeholders to identify ICWA compliance issues nationally and in California. Hear about the work of the federal agencies and the Bureau of Children's Justice in the California Department of Justice related to ICWA.

Learning Objectives—Participants will be able to:

1. Identify the legal mandates of the Indian Child Welfare Act (ICWA) and identify areas where tribal and state interpretations of the legal mandates differ;
2. Apply the principles of ICWA to a variety of fact situations in California; and
3. Recognize differences between tribal and state interpretations of ICWA.

Amber Blaha, *Assistant Section Chief, Law and Policy Section, Environment and Natural Resources Division, U.S. Department of Justice*
Maureen H. Geary, *Attorney, Maier Pfeffer Kim Geary & Cohen, LLP*
Michael L. Newman, *Director, Bureau of Children's Justice, California Department of Justice*

5*O*. The Top 5 Tools to Help Courts and Counsel to Promote Educational Success for Foster Youth

◆ MCLE ✂ CIMCE

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Over the past several years, awareness of the importance of education to every aspect of a child's life has grown exponentially. This workshop will introduce judicial officers and counsel for parents and children to simple and effective tools they can use to promote the educational success of youth in foster care or on probation.

Learning Objectives—Participants will be able to:

1. Learn to use *Judicial Council forms JV-535 and JV-535(A)* to structure consideration of a youth's educational needs at every court hearing,
2. Learn to use the required *agency reports* to identify a youth's educational needs;
3. Learn to use a youth's *case plan* to ensure that the youth is offered services that meet those educational needs;
4. Learn to use *Judicial Council form JV-539* to promote school stability for foster youth;
5. Learn to use the court's *joinder authority* to ensure that educational agencies provide all legally mandated educational services to foster youth; and
6. Learn to ensure that every foster youth has an active and well-informed *educational rights holder.*

Hon. Jerilyn L. Borack, *Judge, Superior Court of California, County of Sacramento*
Martha Matthews, *Directing Attorney, Children's Rights Project at Public Counsel*
Ann Quirk, *Education and Dependency Attorney, Children's Law Center of California, Sacramento*

5P. The Unique Role of the Juvenile Court Prosecutor

◆ **MCLE** ✂ **CIMCE**

California Rules of Court, rule 5.663 sets forth the responsibilities of attorneys who defend delinquent youth. What, if any, are the responsibilities of juvenile court prosecutors? Should they be expected to possess a knowledge base similar to that required of the juvenile defense attorney? Join us as we discuss the role and responsibilities of juvenile court prosecutors.

Learning Objectives—Participants will be able to:

1. Identify the interests the prosecutor must consider and protect when deciding how to handle a juvenile delinquency petition;
2. Discuss the factors juvenile court prosecutors consider when charging cases and negotiating those charges with the defense;
3. Recognize the difference between a collaborative court model and the traditional adversarial model; and
4. Discuss the differences between the role of the juvenile and adult court prosecutor.

Hon. Michael Nash (Ret.), *Judge of the Superior Court of California, County of Los Angeles*
Daniel J. Cabral, *Assistant District Attorney, Contra Costa County District Attorney's Office*
LaRon Hogg Haught, *Deputy District Attorney, District Attorney's Office, County of Santa Clara*

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THURSDAY, DECEMBER 3, 2015
4:15–5:00 P.M.
PLENARY

How California Avoided "Skim-Milk Marriage"

◆ MCLE **M, E***

Hon. Vaughn R. Walker (Ret.), *Judge, United States District Court, Northern District of California*

The audience will learn how same-sex marriage came to California from the judge who ruled in the case.

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POSTCONFERENCE
FRIDAY, DECEMBER 4, 2015
8:00 A.M.–1:00 P.M.
§ 366.26(*l*) WRITS IN THREE EASY STEPS

◆ **MCLE**

The training will cover preliminary steps to filing a petition (how do you know whether to file?); timelines for initiating the process; how to draft a proper writ petition; how to craft arguments; how to handle oral arguments; and procedures and other related issues involved in the process.

Learning Objectives—Participants will be able to:

1. Discern whether and when to file a statutory writ petition, and properly identify timelines for initiating the process and issues that may be raised;
2. State how to draft a proper writ petition, craft arguments, identify the standard of appellate review, argue prejudice, and know whether to ask for a stay; and
3. Learn important information about presenting an oral argument, and procedures and legal considerations if the writ is granted.

Janet Sherwood, *Attorney, NACC Certified Child Welfare Law Specialist, and Appellate Specialist*

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POSTCONFERENCE
FRIDAY, DECEMBER 4, 2015
8:00 A.M.–1:30 P.M.
FROM ASPIRATION TO ACTION: ACHIEVING PERMANENCY FOR OLDER YOUTH

◆ **MCLE (5.0 hours)** ✷ **BBS** ◈ **STC/WRE**

Achieving permanency for children in foster care has always been the goal of the child welfare system. However, legislative reforms to the continuum of care for both delinquent and dependent youth are forcing counties to engage in permanency planning for older youth earlier, better, and more creatively. In this workshop we will discuss the continuum-of-care reforms and identify strategies for locating and engaging relatives and/or other adults for permanent connections.

Learning Objectives—Participants will be able to:

1. Identify and apply various family finding and engagement strategies;
2. Identify permanency planning models/procedure;
3. Discuss permanency planning with potential relative and nonrelative placements; and
4. Apply family finding and/or permanency planning models to fact patterns involving children who are considered difficult to place.

Jorge Cabrera, *Senior Director, Casey Family Programs*
Lisa Campbell-Motton, *Director of Placement Permanency and Quality Assurance, Probation Child Welfare Division*, *Los Angeles County Probation Department*
Bob Friend, LCSW, *Director, National Institute for Permanent Family Connectedness, Seneca Family of Agencies*
Karen Gunderson, MSW, *Chief, Child and Youth Permanency Branch, California Department of Social Services*
Theresa Peleska, LCSW, *Protective Program Manager, County of San Diego Child Welfare Services*

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POSTCONFERENCE
FRIDAY, DECEMBER 4, 2015
8:00 A.M.–3:00 P.M.
EXPANDING THE CONVERSATION BEYOND CHILD WELFARE: A DISCUSSION OF COMPETENCY, NONMINOR DEPENDENTS, AND MORE

◆ **MCLE (2.0 hours legal ethics)** ✷ **BBS** ◈ **STC/WRE**

This program will focus on the most vulnerable adults in the child welfare system: parents and nonminor dependents with disabilities. The topics covered include the continuum of alternatives to support adults with mental capacity issues in decision making, specific issues to consider for nonminor dependents with disabilities that may affect decision making, and the ethical obligations of the legal community when helping these adults. This program is intended for judges, social workers, probation officers, and attorneys working in the child welfare system.

Learning Objectives—Participants will be able to:

1. Identify how the adult mental health and developmental services systems intersect with the juvenile court system when dealing with nonminor dependents;
2. Summarize the continuum of alternatives in limiting the decision-making rights of a person with a disability;
3. Assess different ethical considerations in their practice when representing a client with a disability; and
4. Explain common case challenges and provide recommendations for approaching and overcoming.

Brian Capra, *Senior Attorney, Public Counsel, Los Angeles*
Abby Eskin, *Attorney Supervisor, Children's Law Center of California, Los Angeles*
Eliza Patten, *Dependency Project Director and Senior Attorney, Legal Services for Children, San Francisco*

◆ MCLE ✷ BBS ⊙ PSY ◈ STC/WRE ✂ CIMCE M, E, DV*
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DV = Domestic Violence–Rule 5.230(d)(1)–(2) and Rule 5.215(j)(2)

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POSTCONFERENCE
FRIDAY, DECEMBER 4, 2015
8:00 A.M.–5:00 P.M.
COURTS, COMMUNITY ENGAGEMENT, AND INNOVATIVE PRACTICES IN A CHANGING LANDSCAPE

The Center for Court Innovation, in partnership with the U.S. Department of Justice's Bureau of Justice Assistance and the Judicial Council of California will host Courts, Community Engagement, and Innovative Practices in a Changing Landscape. The one-day conference will provide an opportunity for practitioners from both inside and outside the justice system, including judges, prosecutors, defense attorneys, probation officials, court administrators, police, clinical staff, and nonprofit organizations, to learn about a range of topics affecting community-based alternatives, including best practices in procedural justice, risk-needs-responsivity assessment, mental health care, pretrial diversion, and community engagement. Sessions are tailored to address the unique criminal justice reforms affecting California today, with panelists who can speak to the important changes taking place after Proposition 47 and criminal justice realignment.

Learning Objectives—Participants will be able to:

1. Recognize the effects of pervious efforts toward justice reform;
2. Engage the community and form partnerships to implement systemic reform;
3. Manage data to evaluate the effectiveness of reform efforts;
4. Identify risks and needs in implementing Propostion 47; and
5. Apply new developments in mental health research to the justice system.

Hon. Shelly J. Averill, *Judge of the Superior Court of California, County of Sonoma*
Hon. J. Richard Couzens (Ret.), *Judge of the Superior Court of California, County of Placer*
Hon. Susan M. Gill, *Judge of the Superior Court of California, County of Kern*
Hon. Stephen V. Manley, *Judge of the Superior Court of California, County of Santa Clara*
Hon. Joe T. Perez, *Judge of the Superior Court, County of Orange*
Hon. Richard A. Vlavianos, *Judge of the Superior Court of California, County of San Joaquin*
Aaron Arnold, *Director of Treatment Court Programs, Center for Court Innovation*
John Butler, *Problem-Solving Justice Fellow, Center for Court Innovation*
Kathleen Connolly Lacey, *Clinical Director, San Francisco Behavioral Health Court*
Camilo Cruz, *Director, Community Justice Initiatives, Los Angeles City Attorney's Office*
Hallie Fader-Towe, *Program Director for Courts, Council of State Governments Justice Center*
Mike Feuer, *City Attorney, Los Angeles*
Meredith Gamson Smiedt, *Executive Director, Center for Policing Equity, University of California, Los Angeles*
Alan-Michael Graves, *Director, Project Fatherhood, Los Angeles*
Garry Herceg, *Director, Office of Pretrial Services, Santa Clara County*
Mack Jenkins, *Chief Probation Officer, San Diego County*
Eric Jones, *Chief of Police, Stockton, California*
Magnus Loftstrom, PhD, *Senior Research Fellow, Public Policy Institute of California*
Ben McBride, *Pastor; Founder, Empower Initiative; Regional Director of Clergy Development, PICO California*
Danielle McCurry, *Court Services Analyst, Judicial Council, Center for Families, Children & the Courts*

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Ellen McDonnell, *Deputy Public Defender, Contra Costa County*
Tomiquia Moss, *Chief of Staff to the Mayor of Oakland*
Jonathan Raven, *Chief Deputy District Attorney, Yolo County*
Michael Roosevelt, *Senior Court Services Analyst, Judicial Council, Criminal Justice Services*
Brett Taylor, *Senior Advisor, Problem-Solving Justice, Center for Court Innovation*
Millicent Tidwell, *Chief Operating Officer, Judicial Council of California*
Paula Tokar, *Captain, Los Angeles County Sheriff's Department*
Susan F. Turner, PhD, *Professor, Department of Criminology, Law & Society, University of California, Irvine*
Brendon D. Woods, *Public Defender, Alameda County*
Martha Wright, *Senior Court Services Analyst, Judicial Council, Criminal Justice Services*

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FRIDAY, DECEMBER 4, 2015
8:30 A.M.–12:00 P.M.
CURRENT ISSUES IN DEPENDENCY CASES INVOLVING DOMESTIC VIOLENCE
(JUDICIAL OFFICERS ONLY)

◆ **MCLE** **DV***

Studies have shown that in a large proportion—ranging from 30 to 60 percent—of families in which one parent is abused by the other parent, the children are also abused or at risk of abuse. With such a high correlation between domestic violence and actual abuse or risk of abuse of children, judges in dependency court must frequently address issues of domestic violence. This course will focus on recent dependency cases addressing domestic violence as a basis for jurisdiction, reasonable efforts to prevent removal, and related issues.

Learning Objectives—Participants will be able to:

1. Discuss and compare significant dependency cases involving domestic violence as a basis for jurisdiction;
2. Identify ways in which children may be at risk in domestic violence situations;
3. Use the NCJFCJ's Reasonable Efforts Checklist to inform reasonable efforts findings;
4. Identify strategies to hold parents accountable to promote safety and compliance with orders; and
5. Use the NCJFCJ's Checklist to Promote Perpetrator Accountability in Dependency Cases Involving Domestic Violence.

Hon. Jerilyn L. Borack, *Judge, Superior Court of California, County of Sacramento*
Hon. L. Michael Clark, *Judge, Superior Court of California, County of Santa Clara*

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POSTCONFERENCE
FRIDAY, DECEMBER 4, 2015
8:30 A.M.–12:00 P.M.
HOW TO IMPROVE THE EXPERIENCE OF LITIGANTS IN YOUR COURTROOM WITHOUT COMPROMISING JUDICIAL ETHICS *(JUDICIAL OFFICERS ONLY)*

◆ **MCLE This course qualifies for two (2.0) hours of Judicial Ethics elective credit.**

What do litigants in family and juvenile court think about the system? What can judicial officers do to improve litigants' experience within the bounds of judicial ethics? Are there steps we can take that don't take a lot of time or money? The course will use the results of interviews with litigants in family and juvenile courts to consider new perspectives on judging. It will provide practical solutions to handling cases where one side is represented and the other is not. It will consider how technology can affect communication, including ways that Skype and other remote appearances may impact understanding. It will discuss strategies to most effectively handle cases involving litigants with limited English proficiency to ensure that litigants, attorneys, and judges understand each other as fully as possible.

Learning Objectives—Participants will be able to:

1. Identify issues impacting litigants understanding of court hearings;
2. Develop techniques for handling cases where one side is represented and the other is not;
3. Identify potential challenges and solutions to communications challenges posed by telephone and videoconference appearances; and
4. Address challenges in cases where litigants have limited English proficiency.

Hon. Maureen F. Hallahan, *Judge of the Superior Court of California, County of San Diego*
Hon. Mark A. Juhas, *Judge of the Superior Court of California, County of Los Angeles*
Hon. Erica R. Yew, *Judge of the Superior Court of California, County of Santa Clara*
Kelly Tait, *President, National Association of State Judicial Educators; Adjunct Professor, University of Nevada, Reno*

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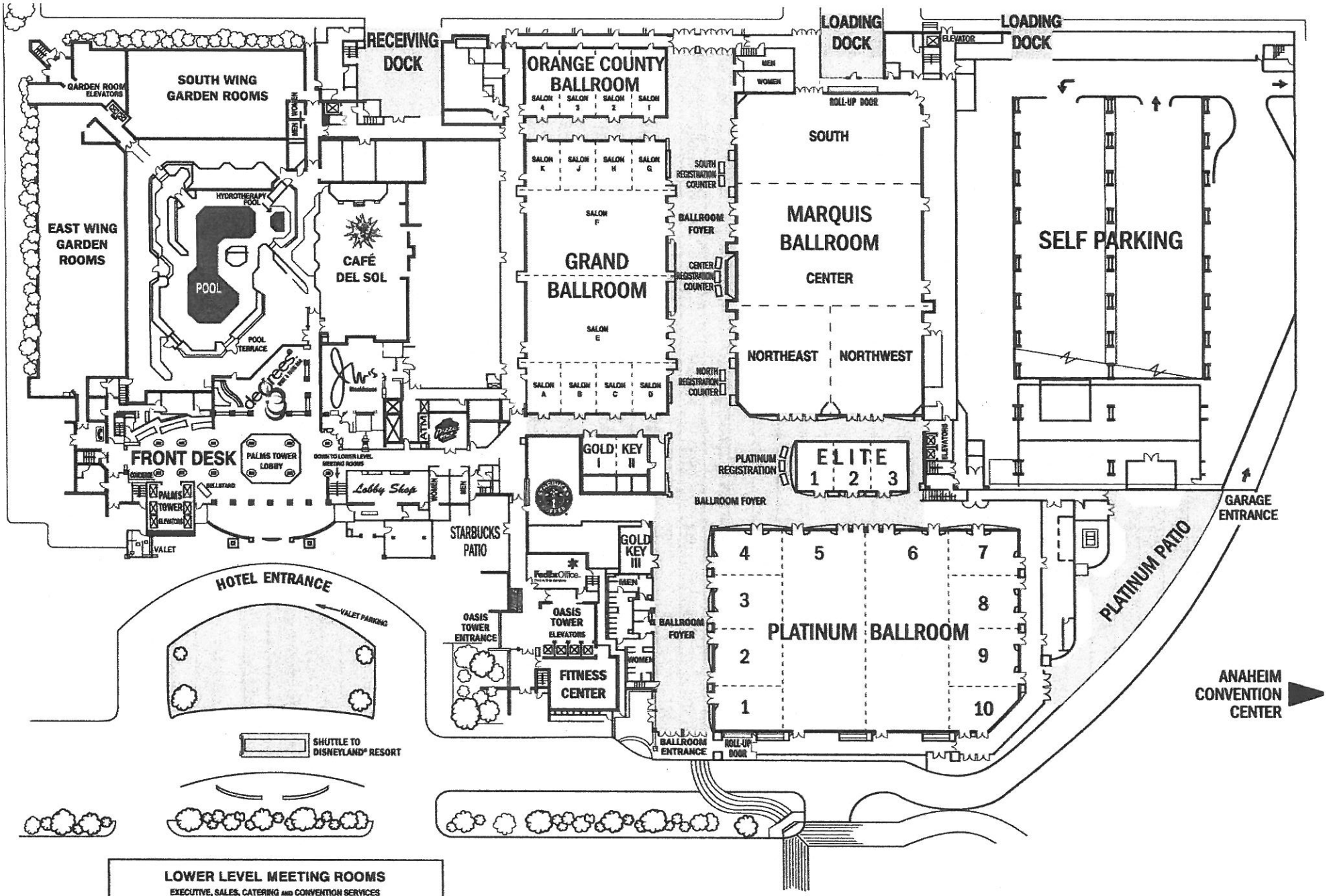
RECEIVING DOCK
LOADING DOCK
LOADING DOCK
ELEVATOR
GARDEN ROOM ELEVATORS
SOUTH WING GARDEN ROOMS
EAST WING GARDEN ROOMS
HYDROTHERAPY POOL
POOL
POOL TERRACE
CAFÉ DEL SOL
FRONT DESK
PALMS TOWER LOBBY
PALMS TOWER ELEVATORS
VALET
GOING TO LOWER LEVEL MEETING ROOMS
Lobby Shop
ATM
STARBUCKS PATIO
ORANGE COUNTY BALLROOM
SALON 4
SALON 3
SALON 2
SALON 1
SALON K
SALON J
SALON H
SALON G
SALON F
GRAND BALLROOM
SALON E
SALON A
SALON B
SALON C
SALON D
SOUTH REGISTRATION COUNTER
BALLROOM FOYER
CENTER REGISTRATION COUNTER
NORTH REGISTRATION COUNTER
GOLD KEY I
GOLD KEY II
GOLD KEY III
MEN
WOMEN
ROLL-UP DOOR
SOUTH
MARQUIS BALLROOM
CENTER
NORTHEAST
NORTHWEST
SELF PARKING
PLATINUM REGISTRATION
ELITE
1 2 3
BALLROOM FOYER
GARAGE ENTRANCE
PLATINUM PATIO
4 5 6 7
3 8
2 9
1 10
PLATINUM BALLROOM
BALLROOM FOYER
BALLROOM ENTRANCE
ROLL-UP DOOR
OASIS TOWER ENTRANCE
OASIS TOWER ELEVATORS
FitnessOffice
FITNESS CENTER
HOTEL ENTRANCE
VALET PARKING
SHUTTLE TO DISNEYLAND® RESORT
ANAHEIM CONVENTION CENTER
LOWER LEVEL MEETING ROOMS
EXECUTIVE, SALES, CATERING AND CONVENTION SERVICES OFFICES ARE ON LOWER LEVEL OF MAIN TOWER
FROM LOBBY LEVEL
DESERT SPRINGS
LA JOLLA
LOS ANGELES
NEWPORT BEACH
RANCHO LAS PALMAS
SAN DIEGO