The Cultural Lens: ETHNOCENTRISM IN TRAINING

As trainers we are all challenged to provide workshops that facilitate the learning, practice, and application of new skills, in a culturally competent manner. The following interview with Trainer Development staff at IHS, Beth Ann Rodriquez and Kelley Gruber, discusses ethnocentrism in the classroom.

Interviewer: What is ethnocentrism?

Beth Ann: *In a recent OCWTP trainer Listserv we used the definition by Philip H. Herbst (1997). According to Herbst ethnocentrism is "the tendency of people to put their own group at the center: to see things through the narrow lens of their own culture and to use the standards of that culture to judge others." (p. 80)*

Interviewer: Why are we talking about ethnocentrism in this issue of Common Ground?

Kelley: *There are a couple of reasons. One is that we all need to be aware of this issue. It is something that requires constant reflection. None of us get this always right or always wrong. Another reason is to help address feedback from participants when ethnocentrism does slip into the classroom.*

Interviewer: What are some common ways ethnocentrism comes to play in training?

Kelley: *One that comes to mind first, was a concern from a participant about a trainer who played favorite religious music before the start of training.*

Beth Ann: *A similar issue came up from a participant who objected to a trainer's use of scripture on a handout.*

Interviewer: Why is this a problem?

Beth Ann: *The training environment needs to feel equally welcoming to participants regardless of their religious affiliation or faith. When religious music is played or scripture is quoted,* some participants may feel alienated – which is the opposite of the environment we want to create.

Interviewer: Sounds like most of the feedback has been about religious issues. Is that true?

Kelley: *Most of the feedback does involve trainers spotlighting their religion without consideration of other religions being represented in the training room, but there have been other issues as well.*

Interviewer: Beth Ann, you're looking a little uncomfortable.

Beth Ann: *A little bit. I don't want us to focus on a few people or complaints. This is not about being judgmental. We all fall in the trap of being ethnocentric in a number of ways. The approach is not to criticize but to raise awareness of some common traps*
.
Kelley: *I agree. I think we have to be careful to recognize that this is an issue for all of us regardless of how hard we have worked on cultural competency. I know I certainly have a long way to go.*

Interviewer: How much of a problem is ethnocentrism in the training classroom?

Beth Ann: *I'm not sure. Unfortunately, the issue often comes to our attention with a complaint. In fact, without careful and on-going reflection, ethnocentrism probably occurs without our knowledge more frequently than we are aware.*

Kelley: *It's like that training exercise where you ask people to be aware of their breathing. The fact is, you do not pay attention to your breathing until someone brings it to your attention. That's what we're trying to do – bring the issue of ethnocentrism to trainers' attention, so they can do a better job of being inclusive of different cultural behaviors and beliefs in the classroom. This is something we all want.*

Interviewer: Let's talk about some non-religious ethnocentric traps we should all work to avoid.

IHS staff have been asking trainers for updated training materials for two reasons – to make sure trainers and trainings are matched correctly in E-Track, Ohio's new online learning management system, and to create an online storage space for sharing training materials with RTCs through an Internet service called IBackup. E-track will reflect which workshops trainers are approved to train. The approved content outlines you submit for these trainings (including competencies, methodologies, learning objectives, and a content reference list) will be stored at IHS' office and on IBackup. Any additional information you are able to provide, such as handouts and PowerPoint presentations, will also be stored at IHS and on IBackup for RTCs to access. Updated outlines previously submitted to an RTC should now be forwarded to IHS for central storage.

Although compiling all training resources can be initially daunting, the process has several advantages for trainers. No more re-sending handouts and outlines because you're unsure whether the RTC has the most updated copy. No more sending updated copies to each RTC every time you make updates. Soon, trainers will update their materials once, in one place, IBackup, where the RTCs can easily access them when needed.

The more you can organize your materials before you send them, the easier it will be for IHS staff to process them. Getting your materials ready does not have to be time-consuming or difficult if you know how to do some basic file management skills in your operating system.

As a trainer and consultant for several different systems, I manage numerous trainings. Here's a step-by-step process I used for submitting my most updated materials, without having to delete previous versions.

First, organize your documents into one new location specifically for your E-Track submission, so nothing will happen to your original files:

1. Create a new folder on your computer called "OCWTP 2008."
2. Create separate folders for the workshops you provide for caseworkers, foster and adoption parents, and supervisors.
3. Copy your current files into your new OCWTP 2008 folder.
   a. If your presentation materials are already in separate folders, by workshop, copy those folders into the main OCWTP 2008 folder.
   b. If your files are in one directory all inter-mingling, create a new folder for each presentation as you copy the related files into it.
4. Delete the old files in the new workshop-specific folders of your OCWTP 2008 folder. All that should remain, within each workshop's folder, is the most recent outline, handouts and reference list.

Now you are ready to go through your files and create, update, or save the required documents for each workshop you offer:

5. Create a table checklist of your submission files. Create columns for workshop title, hours, audience, handouts, outline, and reference lists. As you go through your folders, check off the materials you have and those you need to find, move to that folder, or create. In the end, it will look like Figure 1 to the right.

Prepare your submission when all your documents are complete, updated and organized:

6. Save each folder as a separate .zip file that contains all the files and folders for that type of training (caseworker, foster parent, etc.) A .zip file allows you to attach all workshop material in one folder instead of having to send content, handouts, and references as separate files. Zipping or compressing files also helps make the file size smaller and easier to send and store. Not sure how to do this? Go to your help folder and follow the instructions. You can also download WinZip from the internet. If the .zip file is given an automated name, rename it to reflect your name and the type of training. For example: PawelsRTC-CWtraining.zip or PawelsRTC-FPtraining.zip
7. Send your .zip files and checklist to Kelley Gruber at kgruber@ihs-trainet.com

If you are sending numerous folders with several workshops, you might want to consider using an online storage, backup and data sharing program such as www.yousendit.com, or www.ibackup.com. I use the first option, which automatically sends the IHS staff a link to retrieve my files from an on-line server.

Finally, when you write the message in the body of your e-mail, include a list of the documents that you're attaching and update any of your contact information that might be outdated.

If your files were already updated and organized all this might only take 15-30 minutes. If you are missing reference lists or need to search for files it will take longer. This is one task worth doing well once so all of your most updated files get saved correctly the first time. Once they are there, you'll only need to submit updates as needed.

Jody Johnston Pawel, LSW, CFLE is president of Parent's Toolshop Consulting. She has nearly 30 years' experience in the field of child protective services and is the author of 100+ educational resources, including her award-winning book, The Parent's Toolshop (www.ParentsToolshop.com).

FIGURE 1:

RTC Workshops Offered by Jody Johnston Pawel, LSW, CFLE

TITLE	HRS	Audience	Outline	Handouts	Ref. List
CASEWORKER PROGRAMS					
E.S.P. (Effective Single Parenting) for Single, Divorced and Widowed Parents	6	CW	YES	YES	YES
Skills and Strategies for Working with Parents of Limited Cognitive Functioning	6	CW	YES	YES	YES
FOSTER PARENT PROGRAMS					
No More Gray Lines: Clear Guidelines about Misbehavior and Discipline Revealed!	3	FP	YES	YES	YES
Keep your Cool - Even When Kids Are Erupting	3	FP	YES	YES	YES

GIVING CREDIT WHERE CREDIT IS DUE: CITATIONS AND REFERENCE LISTS

By Jeanne Bennett, MA, LSW
Manager, NEORTC & Professional Development at
Summit County Children Services

Caseworkers in child welfare aren't the only ones who need to document their work. Trainers also need to use documentation, in the form of citations and references for the work of others used during the training day. Ethics, professional integrity, and OCWTP policies demand that we do so; failure could be construed as plagiarism or cheating.

Plagiarism is the use of another's work without documenting or citing it, and intentionally misrepresenting the source of academic work is a form of cheating. (Kent State University 2008) Using someone else's content in a handout or other material without a proper citation implies the person distributing that material developed it. That would be plagiarism.

OCWTP trainers need to maintain high standards regarding documenting source materials as trainings are developed and updated. Following are points to consider:

Because workshops should include the most recent and best information available on your topic, content outlines and training resources should reflect that professional literature was recently reviewed.

Materials used to develop training content should be from reliable, scholarly sources (i.e., professional books, scientific journals, and legitimate, not personal, websites). Go to www.ocwtp.com under "Current Initiatives" for a list of recommended Evidence-Based Practice websites. Also review past issues of *CommonGround* for recommended websites for child welfare-specific resources.

The American Psychology Association (APA) style is used for citations and reference lists (also known as bibliography or works cited) in the field of social and human services, including child welfare. The following link provides a quick reference tool for APA formatting and style guidelines: http://owl.english.purdue.edu/owl/resource/560/01/

If the work of another person is used directly, word-for-word, it is considered a direct quote and needs to be cited as such within content outlines, PowerPoint presentations, handouts, etc. Quotation marks should identify the quote, and a citation, including the author's last name, date, and page number should immediately follow the quote. Similarly, materials from another person or source that are paraphrased, or put into your own words, need to be cited in PowerPoint slides and handouts and included on the reference list. If content from another source is paraphrased, it also should be properly noted, as in the reference above, to Kent State.

Citations in the body of the content should be included in the reference page, with full identifying information, (i.e., author's last name and initial of first name, name of the work, name and location of publisher and date.) Electronic sources also need to be cited on the reference page, and should include the date retrieved. For example, the Kent State citation used above would be included in the reference page in the following manner:

Kent State University. *Kent State University Policy Register 33423-07. Administrative Policy on Plagiarism and Cheating* retrieved August 8, 2008 from http://dept.kent.edu/policyregister/register/Chapter%203/Chapter%203%20Section%203342-3-07.htm

Dr. Ben Saunders, Nationally Recognized Leader of Trauma-Informed Practice, to Keynote Trainer Event

The theme of this year's OCWTP Trainer Event is the impact of childhood trauma. Dr. Ben Saunders, professor at the Medical University of South Carolina, and Director of the Family and Child Program of the National Crime Victims Research and Treatment Center, has accepted our invitation to address trainers in the Ohio Child Welfare Training Program. Dr. Saunders received the Research Career Achievement Award from the American Professional Society on the Abuse of Children (APSAC) and is past recipient of the Social Worker of the Year Award from the South Carolina Chapter of NASW. Most recently, Dr. Saunders was on the review board for the development of the Child Welfare Trauma Training Toolkit by the National Childhood Traumatic Stress Network. The program he heads, The Family and Child Program, is recognized as being on the forefront of Trauma-Informed Practice. Dr. Saunders' has a wealth of knowledge regarding children and trauma and we are honored he has agreed to share his knowledge with us!

Dr. Saunders currently oversees Project BEST, a program designed to bring evidence-supported treatments to South Carolina's children and families. Project BEST is a 10-year, statewide collaborative effort studying the use of a Community-Based Learning Collaborative (CBLC) approach to dissemination, training, implementation, and sustained use of Trauma-Focused Cognitive-Behavioral Therapy.* The goal is to dramatically increase the capacity of communities in South Carolina to deliver evidence-supported mental health treatments (ESTs) to every abused and traumatized child who needs them.

A CBLC is a 12-18 month intensive training, skill-building, and structured community implementation process. In a CBLC, professionals, including mental health treatment providers, brokers (social workers), community stakeholders, and consumers, train and work together to build their competency and capacity to complete an assessment, develop an evidence-based treatment plan (EBTP), and provide an EST. Project BEST is working to build both "supply" and "demand" - social workers demand appropriate treatment through well-developed treatment plans and therapists meet those demands by providing evidence-based, trauma-informed treatment.

Mark your calendar's now - OCWTP Trainer Event March 9, 2009 - to learn more about trauma and trauma-informed treatment planning.

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 * *Trauma-Focused Cognitive-Behavioral Therapy* is the most well-supported and effective treatment for children who have been abused and traumatized. Multiple clinical research studies consistently have found it to help children with PTSD and other trauma-related problems, and it has been rated a Model Program and Best Practice for use with abused and traumatized children. TF-CBT currently is being used successfully in community service agencies across the country.
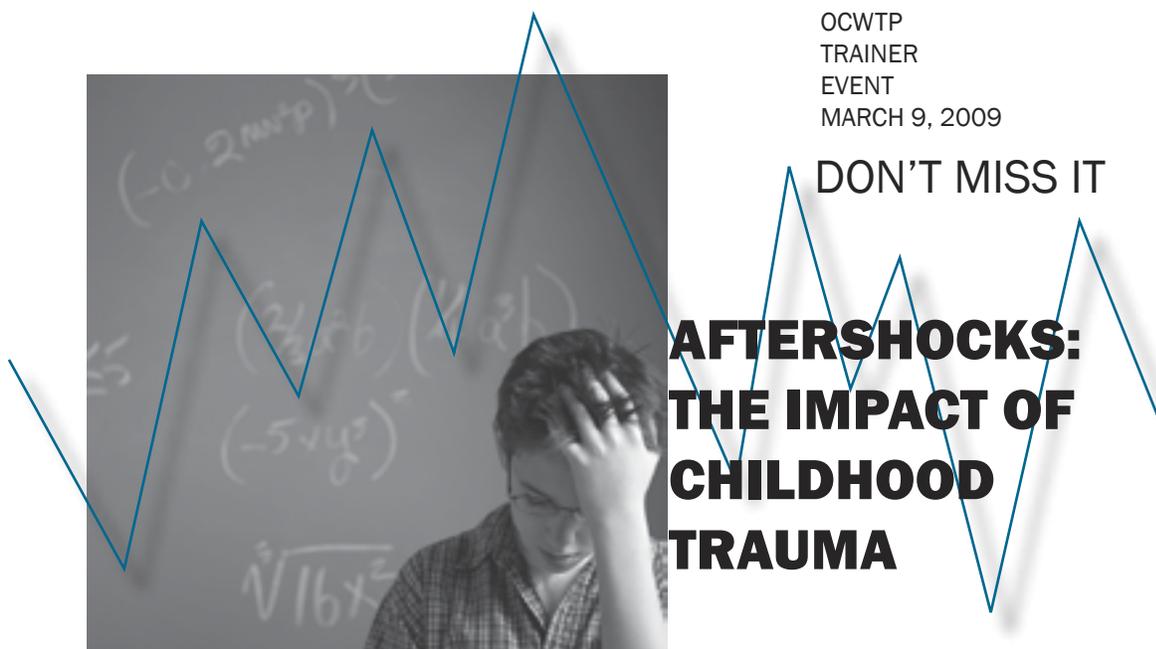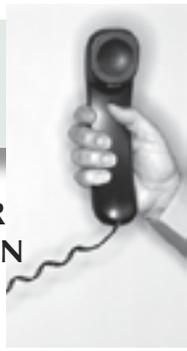
OCWTP
TRAINER
EVENT
MARCH 9, 2009

DON'T MISS IT

AFTERSHOCKS: THE IMPACT OF CHILDHOOD TRAUMA

CONGRESS PASSES THE HIGHER EDUCATION REAUTHORIZATION AND OPPORTUNITY ACT!

NASW recently announced that H. R. 4137 (HEA - the Higher Education Reauthorization and Opportunity Act) was passed into law in August. HEA will significantly expand student aid for thousands of students pursuing higher education, including a provision for loan forgiveness for social workers, mental health professionals, and school counselors, among other professions.

H.R. 4137 encourages students to enter public service jobs by authorizing $2,000/year up to $10,000 in loan forgiveness for child welfare workers, public defenders, prosecutors, and others serving the public interest. Eligible borrowers must be employed full time in an area of national need and not in default on the loan for which they seek forgiveness. Child welfare workers who have a degree in social work or a related field with a focus on serving children and families and who are employed full time in public or private child welfare services are eligible, as well as mental health professionals with a Master's degree in social work, psychology, or psychiatry, who service children, adolescents, or veterans.

Loan forgiveness applies only to federal loans. To find out if you qualify for the loan forgiveness provisions, go to http://www.federalstudentaid.ed.gov/.

Several lesser-known parts of the law could also provide access to higher education services for foster children and those who have aged out of foster care (Fitzpatrick, 2008). TRIO, a program which eases the pathway to college for low-income and disabled students, now includes language that grantees serve foster youth – the first time foster care youth are specifically mentioned in HEA.

Adapted from:
NASW Legislative Update, *Social Work Reinvestment Victory: Congress Passes the Higher Education Reauthorization and Opportunity Act!* Retrieved August 27, 2008 from http://capwiz.com/socialworkers/issues/alert/?alertid=11803966.

E. Fitzpatrick (2008). Law fosters higher ed opportunities. *Youth Today* (17)8, 4.

Conference Calls

The next series of conference calls for interested OCWTP trainers is scheduled October 29 (12:00 – 12:15 PM) and October 20 (7:00 – 7:15 PM). The topic will be common issues and dilemmas encountered when training cohort groups, such as groups of caseworkers who go through all eight modules of Core training together.

# Engaging Youth Ad Hoc Committee Launched

OCWTP launched the Engaging Youth Ad Hoc Committee (EYAC), an outgrowth of the 2008 Trainer Event. A panel of youth experts from across the State shared compelling stories about the challenges they face as consumers of the child welfare system. Touched by their testimonies the OCWTP commissioned the ad hoc committee to take the lead in making recommendations and giving advice to the State Steering Committee on how to engage youth within the OCWTP's training system.

Current membership of the EYAC includes ODJFS, Regional Training Centers, and staff from the Institute for Human Services. Committee chair Charlotte Osterman, reports, "It is an enthusiastic group of individuals who share a common interest in making a difference in the lives of youth in foster care. As we expand, we intend to include youth who have experience in the foster care system and representatives of invited foster care organizations. The opinions of key informants will also be solicited as needed."

A fundamental principle embraced by the ad hoc committee is the importance of youth voice. Acknowledging and valuing the opinions, ideas, and contributions young people can make to OCWTP's training system is a first step in embracing this principle. Over time, the committee envisions engaging youth as consultants, co-trainers, guest speakers, panel presenters, content experts, and curriculum developers to better train the families and staff who serve them.

To promote the goal of youth engagement, the committee has established partnerships with the Foster Care Alumni of America and Overcoming Hurdles in Ohio – Youth Advisory Board (O.H.I.O. YAB). Both are well-established organizations with expertise in working with foster care youth and alumni. At a recent meeting, O.H.I.O. YAB honored the OCWTP for its commitment to youth engagement. This recognition has fueled the committee's energies and moved them to strengthen the pledge to develop an effective training system that produces positive outcomes for youth, resource families, staff, and trainers.

Thank you for working to certify foster care youth and alumni as trainers and for recognizing the value of first-hand experience in the foster care system.
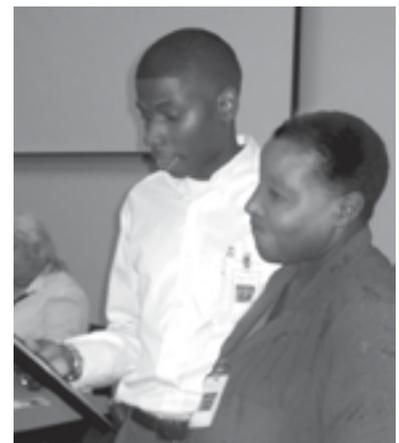
Charlotte Osterman accepts a plaque from Adrian McLemore, President, O.H.I.O. YAP in appreciation of the work being done by IHS and the OCWTP.

Ann Kipplen

OCWTP Loses a Dear Friend and Colleague

Early this summer the OCWTP, the University Partnership Program and colleagues across Ohio lost a dear friend. Carol "Ann" Kipplen passed away peacefully Monday, June 2, 2008, after a courageous year-long battle with cancer. Ann was employed by the Ohio Department of Job and Family Services for 31 years, and then worked for the Institute for Human Services, where she did strategic planning for Ohio PCSAs and coordinated the University Partnership Program until her diagnosis. Ann loved her career and the people with whom she worked. In addition to her commitment to Ohio's children and their families, Ann was a passionate lover and defender of animals.

Her smile, compassion, and generous-caring spirit will be greatly missed.

Distinguished Service – Ruth McMonagle

The Awards Committee of the National Staff Development and Training Association (NSDTA) met in June and selected Ruth McMonagle to receive the Distinguished Service in Training Award. She was honored in September at the NSDTA Annual Conference in Atlanta. Ruth received this award due to her outstanding skills as an adult educator and her ability to present challenging content that leads to transfer of learning. In the last issue of Common Ground, Ruth was acknowledged for winning OCWTP's Linda Pope Award.

High Five Club

Congratulations to trainers who recently scored a 5.0 on their workshop evaluation: Lynne Anderson, Ann Bagley, Joe Cooper, Linda Davis, Maggie Foulk, Laura Gaines, Denise Goodman, Mel Gravely, Ronna Johnson, Lynn Johnston, Pat Kelly, Raymond Lloyd, Pat McCollum, Debra McMullen, Adam Nickoloff, CeCe Norwood, Marketa President, Sandy Prestino, Judy Qualls, Michele Santin, Bev Spivek Morris, Jim Still-Pepper, Cathy Tiggs, Susan Tucker, Carilyn White, Tyrone White, and James Yokley.

There's A New Sheriff in Town

This past spring, Pat Kelly was elected Athens County Sheriff. Pat trains on a variety of topics including cults, gangs, child exploitation, and methamphetamine labs.

OCWTP Steering Committee Welcomes Townsend and Oberlander

The OCWTP welcomes foster parents Marynell Townsend and Greg Oberlander as newest members to the Steering Committee. With direct experience working with children, families, and PCSAs, foster parents will bring an invaluable voice of experience to help guide OCWTP in the future.

Marynell Townsend has been a foster parent for over 15 years. She currently has five children in her home; three biological, one adoptive, and one foster. Marynell is a licensed social worker and has worked for Ohio's Departments of Mental Health and Aging as well as the private sector. She has provided training for the Ohio Health Care Association and a local chapter of the American Bar Association.

Greg Oberlander has been a foster parent for seven years, fostering 29 children and adopting two children. He is active in local, state, and national foster parent associations, serving on the Diversity Committee at the national level. Greg helped develop the foster parent mentoring program and curriculum at Franklin County Children Services.

Raymond Lloyd

NEORTC 2008 Trainer of the Year - Raymond Lloyd

Raymond Lloyd deserves congratulations as he was chosen the NEORTC's 2008 Trainer of the Year. Raymond has trained in the Ohio Child Welfare Training Program for over 16 years and has contributed more than 30 years of service to the field of child welfare. He was recipient of the prestigious OCWTP Linda Pope Award in 2003. He trains Caseworker Core and Adoption Assessor as well specialized topics which he has developed. Raymond has gained a reputation for energizing a training room with his motivating and charismatic personality and style.

Keep on Walking

On July 25th, IHS's Charlotte Osterman clocked her 10,000th consecutive day of getting up every morning and going for a walk.

She started in 1981 and has not yet stopped. Nether snow, nor rain, nor heat, nor gloom of night …

Kelley: *One trap to avoid is not thinking about case examples in a way that reflects a community's cultural diversity. A trainer would be remiss if case studies only reflected the dominant culture and didn't include examples from other cultures within the community.*

Beth Ann: *Another trap is using the training room as a soapbox for your own beliefs.*

Interviewer: That sounds like something trainers should keep in mind with the upcoming presidential election.

Beth Ann: *Actually, that has come up. Someone recently pointed out that many trainers assume that all social workers are Democrats and sometimes make remarks that are offensive to Republicans. One trainer who received such feedback was really appreciative. She was not even aware of what she was doing.*

Interviewer: Can you think of any other traps to avoid?

Beth Ann: *Ethnocentrism can be as benign as denying or minimizing cultural differences, such as, "People are people – differences do not matter" or as dangerous as saying something like, "It doesn't matter where they come from – they're in America now and need to do it our way."*

Kelley: *I can remember learning in a training that 1 out of 10 participants, colleagues, or clients is gay, lesbian, bi-sexual or transgendered. Not recognizing this is another frequent trap. In the training room, that can mean not being inclusive in content and case examples or, unfortunately, being intolerant.*

Beth Ann: *Participants are diverse in so many ways, including age, ethnicity, socio-economic background, health status, the list goes on and on.*

Kelley: *That's right and the very best workshops don't ignore differences; they include differences that help participants apply child welfare concepts to diverse children and families.*

Interviewer: So, what do you think trainers can do about ethnocentrism?

Kelley: *I think self awareness and reflection is really important. For me, an important first step was recognizing that my world view was not the only world view – it is just one of many. A good beginning might include attending OCWTP's Training of Trainers (TOT) on culture and diversity.*

Beth Ann: *Another would be to seek experiences that challenge your worldview. This could be as simple as reading something outside of your culture, attending a cultural and diversity training, or starting a dialog with someone from a different culture.*

Kelley: *It's also important to continually assess your training content and resources for diversity and inclusion. A big part of this assessment should include having others review your work and give feedback.*

Beth Ann: *This has really been important in the trainings I have developed. The feedback I received was so valuable.*

Interviewer: Do you have favorite resources on this topic?

Beth Ann: *Dr. Milton Bennett uses a continuum framework to describe the different ways in which people react to cultural differences and the degree to which they adapt to them. We all fall somewhere along the line of ethnocentric stages of denial, defense, and minimization, to ethno-relative stages of acceptance, adaptation, and integration. I think this framework can help trainers determine where they fall, but most importantly, it helps identify where they want to go.*
.
Kelley: *We have great resources on the OCWTP web site, too.*

Interviewer: How can we help trainers?

Beth Ann: *Kelley and I, as well as other staff here at IHS, are available to help trainers with their workshops and workshop resources. We help each other when we are developing curricula and we help trainers who want to make sure their activities, case examples, and content represent cultural diversity and competence.*

Interviewer: How can people reach you?

Kelley: *The best way to contact us is through e-mail. That way you can attach the resources you want us to review. (*brodriguez@ihs-trainet.com*; *kgruber@ihs-trainet.com*)*

Beth Ann: *But, you can also call us at 614-251-6000. I want to say that Ohio has some of the best child welfare trainers in the country. Kelley and I do not want to end this interview without recognizing that every one of us is learning about ethnocentrism – and what we learn we want to share.*

Kelley: *True, we want to end this interview by recognizing we are a training system continually working to enhance our training capabilities – including becoming increasingly more culturally competent.*

RESOURCES:

Bennett, M.J. (1986). A developmental approach to training for intercultural sensitivity. *International Journal of Intercultural Relations*, 10 (2), 179-95.

Bennett, M.J. (1993). Towards ethnorelativism: A developmental model of intercultural sensitivity. In M. Page (ed.), *Education for the Intercultural Experience*. Yarmouth, ME: Intercultural Press.

Herbst, Philip H. (1997). *The color of words: An encyclopedic dictionary of ethnic bias in the united states.* Yarmouth, ME., USA: Intercultural Press.

Materials used to develop or update training should reflect the best available evidence. Make sure you review current literature on a regular basis.

If possible, use materials that include application of findings, with a comment about how sound it may be to generalize the findings. Application points can be discussed as "possible alternative ways" to suggest practice concepts.

OCWTP and its members, including the Regional Training Center coordinators, IHS, and ODJFS, support the professional use of materials and works authored by someone other than the trainer, as well as the citation and reference to the original author. We will continue to work with you on developing reference lists and workshops. We applaud your efforts to continue to improve and be responsive to our constituents.

Hold These Dates

Oct. 23-24/Nov. 17-18, 2008 Culture and Diversity
Oct. 28, 2008 Pre-TOT So You Want to Be a Trainer
November 21, 2008 Transfer of Learning
December 5, 2008 Classroom Performance System
December 15, 2008 PowerPoint
January 7-9, 2009 Presentation Skills
Feb. 5-6/Feb. 23-24, 2009 Culture and Diversity
February 10-11, 2009 Curriculum Development
February 17, 2009 Transfer of Learning
February 17-19, 2009 Presentation Skills

To register, contact Debra Sparrow at:
    dsparrow@ihs-trainet.com

www.ocwtp.com

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Common Grouind is published three times a year. Please send material to syingling@ihs-trainet.com.
The editorial staff reserves the right to condense and edit all materials submitted for publication.

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Ohio Child Welfare Training Program

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