



We want to extend a warm and enthusiastic welcome to each of you today. We are grateful for the time you are taking away from your team and customers to be here with us today. We thank you for your commitment to this training series and are confident you will be glad you came.

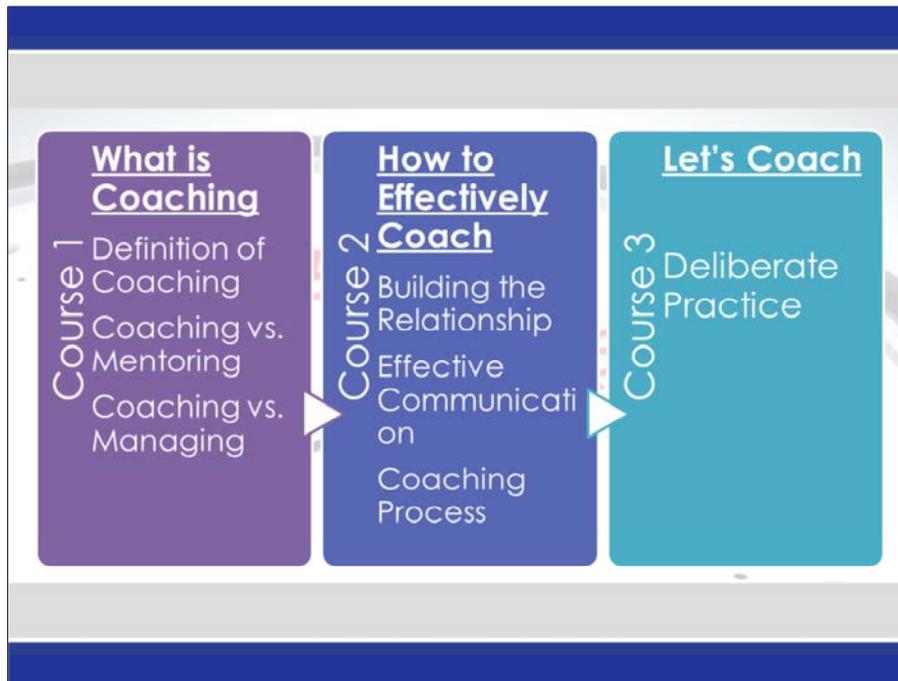
Before we dive head first into the material, a few necessary and important reminders.

1. Attendance – Please sign the role that is going around the room. We are capturing this training series in CMS. We did not ask you to register for each course prior to coming here today. We intend to assign you credit behind the scenes for your attendance not only today, but also when you attend course 2 and course 3.
2. Restrooms – Give participants an idea where the restrooms and drinking fountains are found. Also inform them where the vending machine may be located
3. Seating Arrangement – As you have noticed we created an assigned seating arrangement. Our intent in doing so is to possibly get you acquainted or reacquainted with someone you may not know well. Although there is a seating arrangement, we will provide you with opportunities to branch out and get to know each other when we get into some of the activities.
4. Cohort – We divided all of WDD's managers, supervisors, and the OPS team into four different cohorts. We took the liberty of randomly assigning everyone to a cohort. We attempted to divide the service areas up as equally as we could into the four cohorts.

Our intention in doing so is to expose you to ideas, resources, and lessons learned from your peers across the state. You will be completing the coaching series as a cohort. We encourage you to get to know each other over the several days. Feel free to pick each other's brains on what they are doing differently on their team and share ideas. Please know that if conflicts arise that impacts your attendance in the two courses yet to come, please let us know as soon as possible and we'll work through them the best we can.

5. Camera – In some of the courses we will have the opportunity of filming the course for future purposes. We encourage you to act normally and participate as much as you can. After a little time you may altogether forget that its here.

Now that we've had an opportunity to get some things out of the way, let's embark on our long awaited journey into the wonderful world of Coaching!



-----Courses 1, 2 Follow Up & Review-----

Over the past two weeks we've had the opportunity to share and discuss several concepts related to coaching. These concepts include defining Coaching, exploring how it is different from the activities we engage in related to mentoring and managing. In Course 2 we discussed several key areas in developing trust and rapport with our team. We reviewed three communication techniques effective coaches use with their team. We also reviewed the Coaching Steps and discussed what this means for us.

****It will have been a month since Course 2. Specifically review the items found on this slide in greater detail****

Today is the day we have looked forward to for two weeks. Today we have the opportunity to practice the techniques and concepts we discussed as a group.

Follow-up on Skill Building Activity

Last week we asked you to identify two or more scenario's of your choosing to practice with your colleagues. We desire to use these scenario's throughout the day. We now ask that you hand in your activity sheet containing your scenario's. We will use these scenario's throughout the course of our time together.

Over the last two weeks we have teased you with the word "deliberate" practice on this slide. Last week we gave you an additional bit of information into the meaning of the word and how it will help not only us as coaches develop our team, how it will also aid our employment counselors in developing the necessary tools to be effective coaches with the families we serve.

So how does deliberate practice differ from how we normally think of practice?



We see and hear of successful people every day. We see them on the television or listen to them on the radio. We see them on the big screen or watch them in a sporting venue. What is the question people always ask about the successful? We want to know what they're like – what kind of personalities they have, or how intelligent they are, or what kind of lifestyles they have, or what special talents they might have been born with. And we assume that it is those personal qualities that explain how that individual reached the top.

For almost a generation, psychologists around the world have engaged in a spirited debate over a question that most of us would consider to have been settled years ago. The question is this: is there such a thing as innate talent? The obvious answer is "yes." Not every athlete, musician, actor, etc will attain the professional level. Only some do – the innately talented ones.

Achievement is talent plus preparation. The closer psychologists look at the careers of the gifted, the smaller the role innate talent seems to play and the bigger the role preparation seems to play.



Exhibit A in the talent argument is a study done in the early 1990s by the psychologist K. Anders Ericsson and two colleagues at the Berlin Academy of Music. With the help of the academy's professors, they divided the school's violinists into three groups.

In the first group were the stars, the students with the potential to become world-class soloists.

In the second were those judged to be merely "good."

In the third were students who were unlikely to ever play professionally and who intended to be music teachers in the public school system. All of the violinists were interviewed and asked the same question: over the course of your entire career, ever since you first picked up the violin, how many hours have you practiced?

Everyone from all three groups started playing at roughly the same age, around five years old. In the first few years, everyone practiced roughly the same amount, about two or three hours a week. But when the students were around the age of eight, real differences started to emerge. The students who would end up the best in their class began to practice more than everyone else: six hours a week by age

nine, eight hours a week by age twelve, sixteen hours a week by age fourteen, and up and up, until by the age of twenty they were practicing – that is, purposefully and single-mindedly playing their instruments with the intent to get better, well over thirty hours a week. In fact, by the age of twenty, the elite performers had each totaled ten thousand hours of practice. By contrast, the merely good student had totaled eight thousand hours, and the future music teachers had totaled just over four thousand hours.

Ericsson and his colleagues then compared amateur pianist with professional pianists. The same pattern emerged. The amateurs never practiced more than about three hours a week over the course of their childhood, and by the age of twenty they had totaled two thousand hours of practice. The professionals, on the other hand, steadily increased their practice time every year, until by the age of twenty they, like the violinists, had reached ten thousand hours.

The striking thing about Ericsson's study is that he and his colleagues couldn't find any "naturals," musicians who floated effortlessly to the top while practicing a fraction of the time their peers did. Nor could they find anyone who worked harder than everyone else, yet just didn't have what it takes to break the top ranks. Their research suggests that once a musician has enough ability to get into a top music school, the thing that distinguishes one performer from another is how hard he or she works. That's it. And what's more, the people at the very top don't work just harder or ever much harder than everyone else. They work much, much harder.



10,000 hours

The idea that excellence at performing a complex tasks requires a critical minimum level of practice surfaces again and again in studies of expertise. In fact, researchers have settled on what they believe is the magic number for true expertise: ten thousand hours

“The emerging picture from such studies is that ten thousand hours of practice is required to achieve the level of mastery associated with being a world-class expert – in anything,” writes the neurologist Daniel Levitin. “In study after study, of composers, basketball players, fiction writers, ice skaters, concert pianists, chess players, master criminals, and what have you, this number comes up again and again. Of course, this doesn’t address why some people get more out of their practice sessions than others do. But no one has yet found a case in which true world-class expertise was accomplished in less time. It seems that it takes the brain this long to assimilate all that it needs to know to achieve true mastery.”



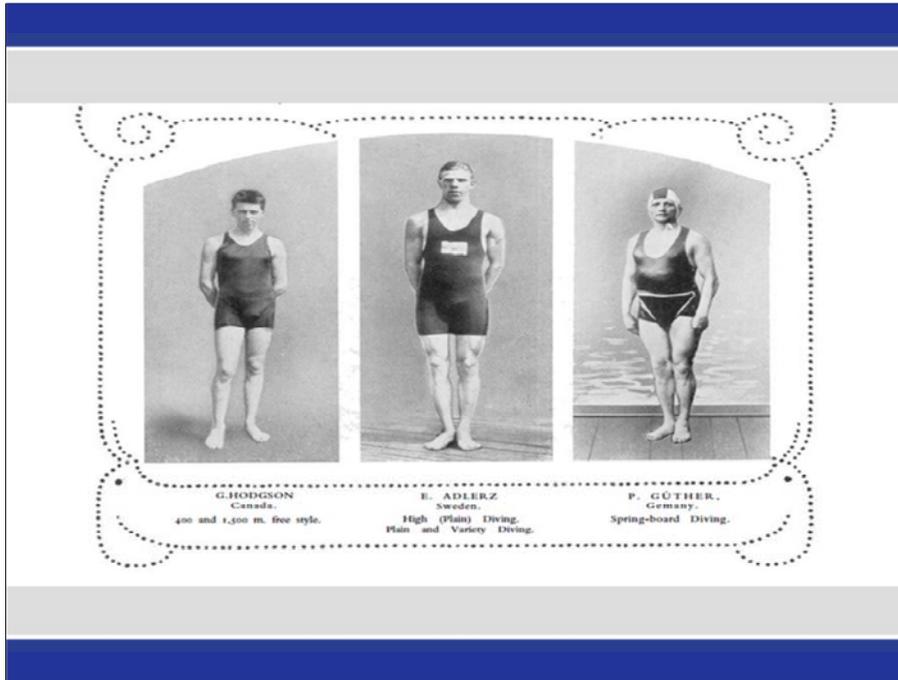
Is the ten-thousand-hour rule a general rule of success? Consider the following examples to this rule:

This is true even of people we think as prodigies. Mozart, for example, famously started writing music at six. But, writes the psychologists Michael Howe in his book *Genius Explained*, “by the standards of mature composers, Mozart's early works are not outstanding. The earliest pieces were all probably written down by his father, and perhaps improved in the process.”

Many of Wolfgang's childhood compositions, such as the first seven of his concertos for piano and orchestra, are largely arrangements of works by other composers. Of those concertos that only contain music original to Mozart, the earliest that is now regarded as masterwork (No. 9, K. 271) was not composed until he was twenty-one: by the time Mozart had already been composing concertos for ten years (or ten thousand hours).

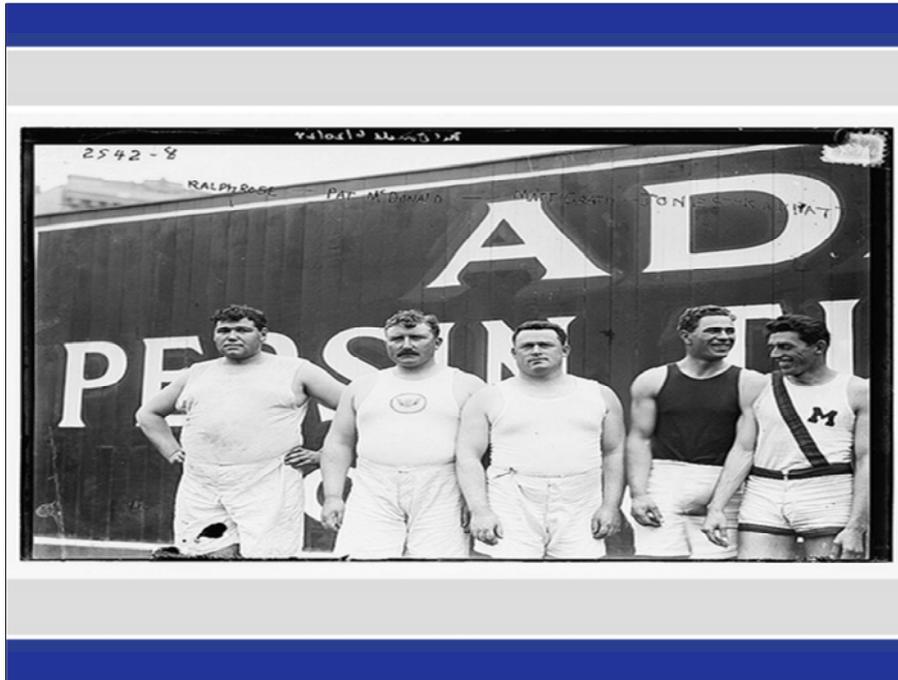
Even Mozart – the greatest musical prodigy of all time – couldn't hit his stride until he had his ten thousand hours in. Practice isn't the thing you do once you're good.

It's the thing you do that makes you good.



A second example are these guys...

These are Olympians from an Olympics early in the last century. These swimmers have likely practiced countless hours in their attempt for the Gold Medal. Notice the difference in body type.



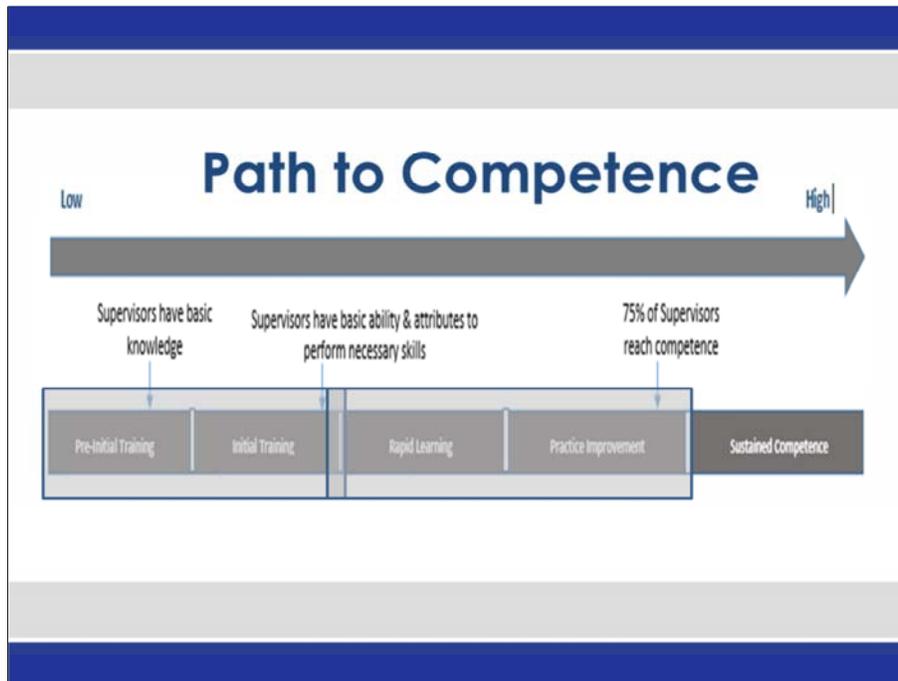
Here is a picture of an Olympic Track team from the early 1900s. Although the best of their day, the variation in their body type is significant, which produces different effects.



Compare the previous two pictures with this picture. Here are three members of the USA Men's Gold Medal relay team in the Summer 2012 Olympics. The body types of very similar to what you see in swimming today. Swimming is so competitive today that officials in the sport have created touch pads to measure the finish of a race, as it is to close to call with the natural eye. A match is often decided by a tenth or hundredth of a second.

How do we consistently produce high level athletes that have very similar abilities?

The difference is not MORE practice but a DIFFERENT type of practice!!



Slide animations

Remember back to Course 1 where we displayed this slide to you. This slide represents the stages we progress through when learning to become competent in a new skill. Ideally we would go through Initial Training than a period of Rapid Learning, following by a longer period of practice and finally we reach competency.

We are currently in the Pre-Initial and Initial Training stages. We've learned about coaching and the tools and concepts effective coaches use better than anyone else. Usually we put all our efforts into the Initial Training stage and pretend that is all that is needed to become competent. This is the "Train and Hope" approach.

With the FEP refocus DWS is doing it differently, the agency isn't pretending that a day or two of training will lead to competence six months later or hoping that unguided practice will lead to a break out of competence. The crucial component needed to go from initial training to competence.... Guesses? Yep, Coaching

Coaching is crucial...

Deliberate Practice Components

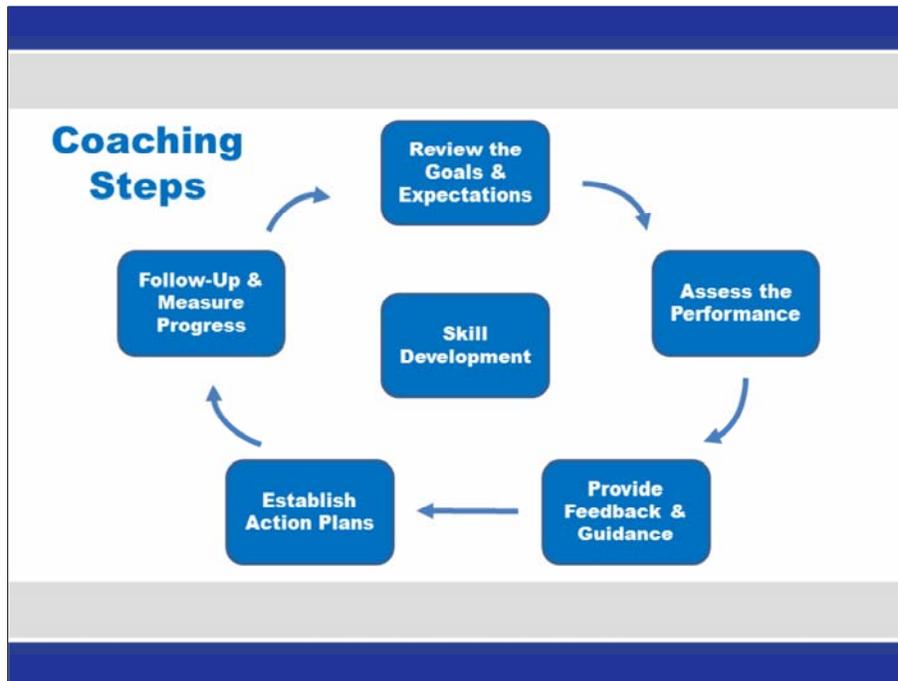
- ❖ Under guidance of a Coach
- ❖ Specific performance aspects
- ❖ Limited cognitive demands on learner
- ❖ Problem solving and alternatives
- ❖ Feedback and reflection
- ❖ Repetition and frequent practice

There are six components to the Deliberate Practice strategy.

- 1. Under the guidance of a Coach** – The Coach is you. Remember back to the years of cumulative leadership experience represented in the four cohorts. This collective group holds the answer to each possible scenario. Use each other. Seek feedback and advice from each other. Practice and role play with each other. Please share what is working well for you.
- 2. Target specific performance aspects** – As you now know Coaching is a laser-like focus on developing and mastering a new or existing skill. Deliberate practice focuses on very specific performance aspects one at a time. For example, it is asking the FEP Assessment questions. It can be developing an effective employment plan. It can be learning a very specific policy. Targeting a specific performance aspect is narrowing down a broad performance measure to specific actions that influences the outcome of the larger measure. For example, Compliance. The successful performance measure is 85%. The Coach breaks down this performance measure into the areas done well and where skill development is needed. For example, a Coach may begin with the FEP Assessment and then move on to the Employment Plan when the skills in the FEP Assessment are developed.
- 3. Places limited cognitive demands on the learner** – The strength of the Deliberate Practice Theory is in its simplicity. An effective Coach engages their employment

counselors in practice activities that are simple rather than complex. An effective coach is able to breakdown an activity into incremental steps that build upon each other. Take for example, an employment plan. At first glance or attempt, a new employment counselor may find developing an employment plan the first time or first few times an intimidating prospect. An effective coach is able to break down the employment plan into small steps that build upon each other. For example, a new employment counselor may start initially with reviewing the overall structure of the plan. Looking at the different functionality and understanding its importance. Next they may learn how to write an objective statement. Here they may review examples of effectively written objective statements and have the opportunity to practice writing this statement. The next step may be writing the LEWIS statement, and so forth.

4. **Problem solving and exploration of alternatives** – Is the employment counselor making progress in their goal? Is a different approach needed? Are there additional supports the employment counselor needs in order to learn and master the skill?
5. **Feedback and reflection** – In Course 2 we reinforced the importance of developing a relationship of trust, the power of asking open-ending questions and listening with our active listening skills to the responses to our questions. Providing timely and frequent feedback are critical steps to Coaching and the Deliberate Practice Theory. Recognize the progress being made, no matter how small or insignificant it may appear. As we've been discussing, our employment counselor may not easily recognize the progress they are making and need that extra boost along the way. Asking open-ended questions allows the employment counselor to reflect upon their own progress. When providing feedback don't make statements! Ask them how they feel they did, how things are going and how they are feeling. Allow them time to reflect and answer.
6. **Repetition and frequent practice** – This is the heart of deliberate practice. It's doing the same activity over and over until mastery is accomplished. I had an opportunity to play Shortstop on my high school baseball team. My coach had us practice a simple throwing motion...



Hopefully this slide is beginning to look familiar to you. Deliberate Practice Theory fits nicely into the Coaching Steps displayed here. Let's take a moment to review the five important elements or steps of a coaching encounter and explore how Deliberate Practice Theory fits in. The key to the successful skill development is you, the Coach!

1. Specific performance aspects – where would this component fall in the Coaching Steps?
2. Problem Solving and exploration of alternatives – where would this component fall in the Coaching Steps?
3. Feedback and Reflection – where would this component fall in the Coaching Steps?
4. Repetition and frequent practice – where would this component fall in the Coaching Steps?



-----Asking Questions-----

In course 2 almost a month ago we discussed the power of open-ended questions, and how the utilization of these questions can assist employment counselors in identifying their own constraints and solutions. Open-ended questions are a great way to start a conversation and to keep it going. Open-ended questions encourage deeper conversations and provide an opportunity for self-reflection. They allow us to gather more information. After asking an open-ended questions, we may need to wait quietly and allow the employee to think about their answer. The right open-ended question can help guide a conversation. In some cases, asking an open-ended question can help you get more information and know how to proceed.

Engage participants in a discussion of how they have been using open-ended questions.

Characteristics of an open-ended question:

Requires more than a “yes” or a “no” answer

Requires more than a short answer, such as a specific fact or number

Often start with “What...” “How...” “Who...” “Where/when...”

May take the employee a few second to think about their answer
There are no right or wrong answers
Comes from a place of curiosity, rather than judgement – with no expectation about what is the correct or the best answer

Examples Comparing Close-Ended and Open-Ended Questions

Closed – Your last conversation with your customer seemed to go well.

Open – How did you feel your last conversation with Angela go?

Closed – Did you return your customer’s phone call yet?

Open – How did your conversation go with John?

Activity: Part 1. We are going to play a game you have likely played before. In a moment we are going to place a piece of paper on your back. On the piece of paper there will be written the name of a person, either real life or fictional. You’ll need to find out who your person is by asking only questions that can be answered with a “yes” or “no,” such as, “Am I a woman?” “Am I famous?” etc. Participants will circulate around the room with the written names on their backs. They need to discover who they “are” by asking only “yes” or “no” questions. After everyone has figured out their person or when 10 minutes is up, bring the group back together and process with the following questions:

How easy or difficult was it to discover who you were?

What made it difficult?

How did you feel while doing this activity?

Part 2 of the activity – Using the same idea behind the activity, place a new name on the participants’ backs and have them again circulate with each other. This time you should only ask questions that are open-ended to find out who you are. If someone asks you a “yes” or “no” question, do not answer them. After time is up or everyone has discovered who they are this time, bring the group back and process the following questions:

How was this time different from the last time?

What made it easier?

What made it harder?

How many people found themselves asking closed-ended questions?

How does this activity relate to coaching employees?

Activity – Using a list of scenarios participants will practice forming open-ended questions. Divide participants into small groups. Allow them time to read through the scenario. Each group will create a list of questions they would ask the counselor in each scenario based on Who, How, What, Where/When, and descriptor questions.

After each group has had a chance to pick three of the scenarios, ask each group to pick one of the scenarios and be prepared to discuss with the entire group.

****Demonstrate for the group using one of the below scenarios. Ask each group to come up with their own scenario and generate a list of open-ended questions they would ask****

Scenarios:

You observe an appointment between the employment counselor and a customer. The customer appeared to be visibly upset during the appointment. After a few minutes they abruptly get up and leave the office.

A group of employment counselors are in the lunch room discussing their customers. The conversation changes into one of the employment counselors talking negatively of their customer. A Work Success participant is present in the lunch room.

During an appointment with a customer the employment counselor's phone rings. They stop their conversation with the counselor at their desk and begin discussing the situation of the customer on the phone. The conversation lasts 20 minutes.

We ask that you identify one thing you are going to do differently to ensure you are asking open-ended questions? Please share that one thing with the group.



-----Active Listening-----

Listening is a valuable skill to effective coaching. It requires focus and attention. As managers and supervisors we are constantly communicating. We send emails and instant messages, we staff cases, and we conduct team meetings. One of the potential obstacles to active listening is our minds. In course 2 we shared a statistic with you about listening – we listen at a rate of 125-250 words per minute, but think at a rate of 1000-3000 words per minute. In course 2 we shared strategies that will help us listen more fully to our employees. A few of these strategies include: preparing yourself to listen; focusing on the speaker; and avoiding interruptions.

We'd like to demonstrate active listening in a fun way by participating in an activity.

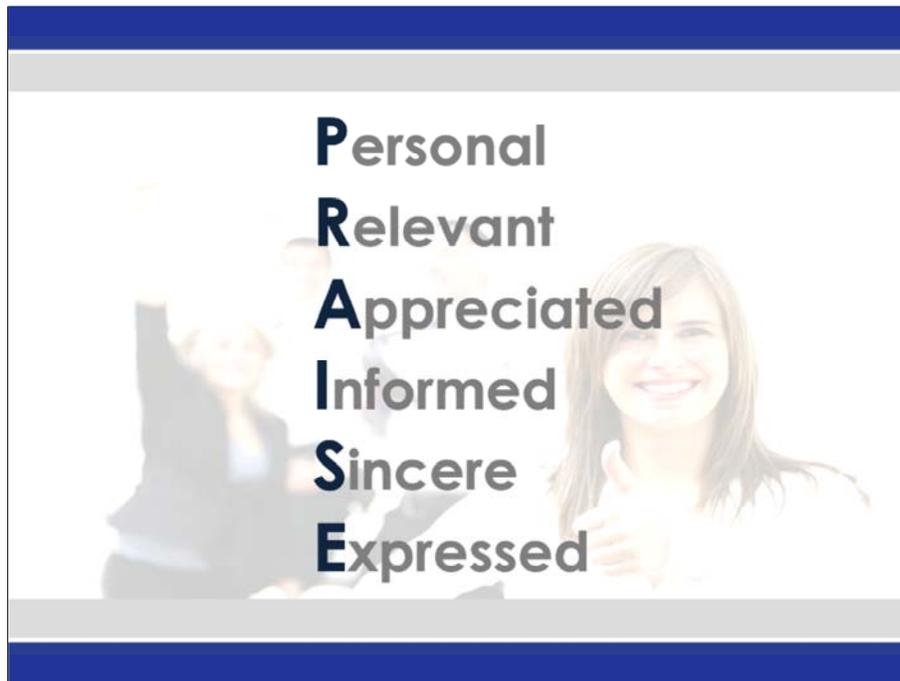
Listen and Record

In this game, a person comes forth and narrates a story while the others have to listen to it carefully. At the end of the exercise, the group is handed a paper that has a set of questions that range from very simple to very difficult. The group has to answer them based on what they've heard. This highlights just how well a person listens and tries to understand what the others are saying. The other way of playing this one is to play a CD that has a story on it and then get the group to write the story in as much detail as possible.

Read more at Buzzle: <http://www.buzzle.com/articles/listening-games-for-adults.html>

Optional Activity – Participants will divide into small groups of 3. One person will be the speaker, one person will demonstrate active listening, and one person will act as the observer. The person who is doing the talking will sit with their back to the front of the room. The person doing the listening will sit so they are facing the front of the room. The person observing should sit in a position to observe both individuals. The person doing the talking will share a story with the person listening. They may choose their own story (favorite movie, a hobby they enjoy, a favorite book, what they did over the weekend, what they have planned for the holidays). During the conversation the presenter will display a cue card to the person listening. The person listening will demonstrate the activity displayed on the card. After a few rotations members of the group will switch roles.

We ask that you select one thing you will do to demonstrate your active listening and undivided attention to your employment counselors and customer's in the office to see you. Share that one thing with the group.



-----Coaches Motivate and Inspire by Giving Praise-----

***how do people know the recognition is meaningful to the person??**

When it comes to motivating employees, offering praise and recognition for a job well done can be extremely powerful. It's no secret that being praised often makes people feel good. Pride, pleasure and increased feelings of self-esteem are all common reactions to being paid a compliment or receiving positive feedback

These positive effects are relatively short lived, and for praise to have an enduring impact on employee engagement, it needs to be offered regularly. Psychologists and researchers have long been fascinated by the effects of praise on workplace performance and behavior. In 2004 the Gallup Organization conducted a worldwide research project, surveying more than four million employees about the importance of praise and recognition. Gallup concluded that employees who receive regular praise are more productive, engaged and more likely to stay with their organization.

There is little doubt that praising and recognizing the efforts and achievements of

others can bring about some very positive results in the workplace. Being praised makes the recipient feel good about themselves and this can help to boost their performance. Praise provides the kind of positive experience or uplift that can increase employee morale, motivation, and engagement. But it must be delivered effectively.

Here are some tips to consider on how to PRAISE your employees:

Personal – Who are you giving this to?; What are their interests?

Relevant – What are you recognizing?; Is there some unique recognition opportunity?

Appreciated – What kind of recognition does the individual or group value? Ask them how they are best motivated. Go out of your way

Informed – Know what happened and who should be recognized. Be timely. Reward employees as soon as possible after the desired behavior or achievement

Sincere – Only say what you mean. Communicate specifically: the attitude and behaviors. Don't fake it

Expressed – Be sure to express your appreciation even if it may appear obvious

Let's practice opportunities to recognize our employees for the great things they do and offer them meaningful praise.

Activity: Ask participants to identify a recent scenario where they offered praise and recognition to an employee. Divide participants into small groups. After each group has had a chance to pick three of the scenarios, ask each group to pick one of the scenarios and be prepared to discuss with the entire group.

Scenarios (if needed):

Sally's customer leaves you a message expressing her appreciation for Sally and her hard work in assisting the customer in returning to work. She is highly complimentary of Sally and wanted you to know.

Dale's customer comes into the office visibly upset about something. You observe that Dale is able to effectively address the customer's concerns and frustrations. By the time the customer leaves the office they appear satisfied and content.

Judy has been participating in a state-wide workgroup for the past several months. The workgroup was successful in meeting its goals. Judy was successful in balancing her workload and the demands of this workgroup.

We are asking each participant to share one thing you will do differently to ensure you are recognizing and praising your employees timely and frequently. Share that one thing with the group.



Thus far today we've had an opportunity to practice asking open-ended questions, active listening, and recognizing and giving praise to our employees. These scenarios has prepared us to dive deeper into the coaching process and practice with specific scenarios.

Activity: Using a list of scenarios, participants will practice with the coaching steps. Divide participants into groups of three. Allow them time to read through the scenarios. One participant will play the role of the employment counselor and another person will play the role of the supervisor. One person will act as the observer. For each new scenario the roles should change. The person acting in the supervisor role should attempt to engage the employment counselor in the coaching steps as well as demonstrate asking open-ended questions, active listening, non-verbal cues, and recognizing and praising positive areas. At the end of each scenario engage the entire group on how the role playing went. Which questions did they ask the employee? Did the supervisor use each step of the coaching process? Was it challenging?

Demonstration Scenario:

Sharene comes in for her appointment with her employment counselor, Jackie. The appointment seems to be going well up to the point where Jackie receives a phone call. She interrupts Sharene to answer the phone. It seems Jackie is speaking with another customer. The phone conversation lasts approximately 15 minutes. In the meantime Sharene sits quietly, looking around the office.

Script:

Hi Jackie. Do you have a free minute I can speak to you about an observation I made during your appointment with Sharene?

Sharene appeared to be engaged and talkative with you during her appointment. She was paying attention to you while you were offering her advice on how to improve her job searching efforts and seemed enthusiastic to try out the tips you had shared with her. It appeared the appointment was going well up until you answered your phone when it rang. I'm curious about the reason you answered the phone during the appointment? It seemed as though Sharene disengaged with you after that phone conversation. How do you think Sharene felt as she sat there waiting while you were talking with your other customer? (Assess the Performance, and Provide Feedback)

Being accessible to all of your customers is important. What are some ways you can ensure you are accessible to your customers while still giving your full attention to the person sitting in front of you? What can you do to make sure you aren't tempted to answer the phone in non-emergency situations? (Review Expectations, Establish Action Plan)

I think your ideas are great and appear as though they will help you be successful in being accessible to all your customers while demonstrating the person in front of you is the most important. How do you think we can measure your progress in this area? When would you like me to follow up with you to see how your goal is coming along? (Follow Up)

Scenarios:

Jessica came in for her appointment with Fred, her employment counselor. Jessica is currently struggling with several concerns, such as the lack of quality child care, transportation, and a stable living arrangement. In addition to these concerns she received a call from the school principal where her 12 year old son is attending. The principal informed Jessica if her son doesn't immediately correct his behavior he will be suspended. Jessica is visibly upset during the appointment and is on the verge of tears. Fred recognizes Jessica is consumed with worry. He acknowledges she has a lot going on and is concerned for her. He then tells Jessica he has several things he wishes to discuss with her during their appointment together. He goes on to outline five new things he wants to add to Jessica's employment plan. By the time Jessica

leaves the office she is noticeably crying.

Sarah recently applied for FEP. She was referred to an employment counselor as part of the eligibility requirements for financial assistance. Sarah comes into the office for the first time and bring her three small children. During her first meeting with Kristie, her new employment counselor, her three young children are very active and boisterous. Sarah appears distracted and upset at times. The appointment is running longer than anticipated due to her children's behavior. Finally Kristie tells Sarah she must conclude the appointment "because they can't get anything done with her children present." Sarah is asked to return next week and not bring her children with her. If she brings her children the appointment will have to be rescheduled.

John is in the office today for his second appointment with Trudy. The goal for the appointment is to create the employment plan. During the appointment you observe Trudy with her back to John, typing away at her computer. Once in a while Trudy will turn around in her chair to ask John a question or two. Except for these brief interactions, there doesn't appear to be a lot of dialogue between Trudy and John. Towards the end of the appointment Trudy proclaims the employment plan has been developed and asks John to add his signature that he agrees to participate in the activities. John appears confused and hesitant to sign the plan, but does so at the insistence of Trudy. Trudy hands John a copy of the employment plan, wishes him luck, and sends him on his way. **re work the scenario**

You may be wondering why we only talked about certain scenarios and did not concentrate our time on coaching performance issues. The answer has two reasons. The first is due to the upcoming trainings in the spring. Emphasis will be placed in developing skill building activities for you and your counselors. For you the activities will be in context of how to coach your employees to learn MI principles, for example. The second reason is the practice element (?)



Presentation from Mountainland service area management

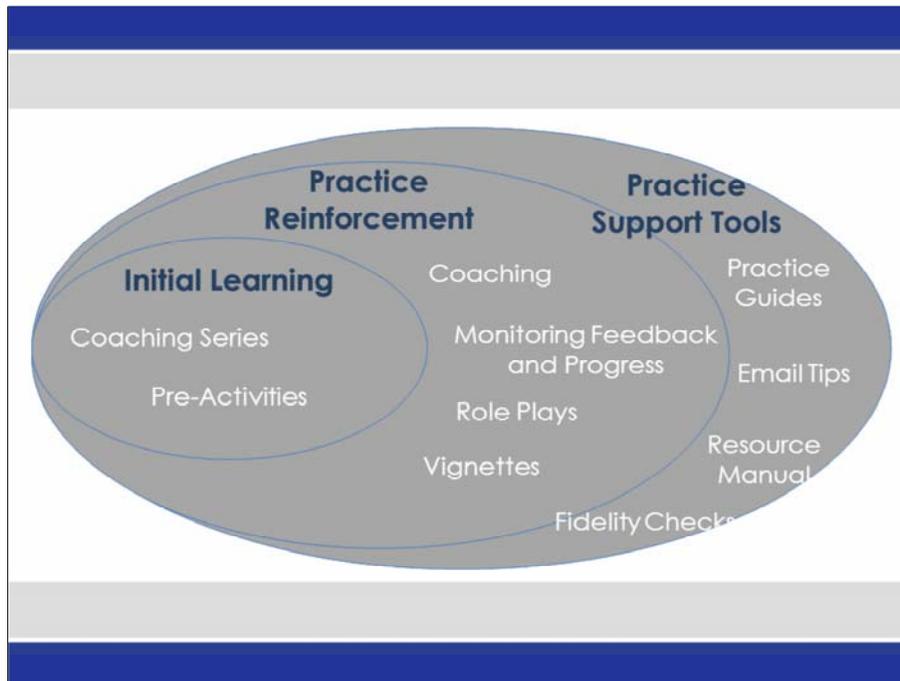


-----**Coaching Series Training Design – Implementation Science**-----

Each of us has had the opportunity to listen to the FEP Refocus Kickoff videos from earlier this year. One of the videos shown was pertaining to coaching and how it will be different from the program specific training we're all familiar with. We made the coaching training series different from anything we've ever done in the past.

14% left to their own devices, no assistance- no coaching assistance, are effective after 17 years

85% within 3 yrs with assistance including crucially coaching



These are the activities that fall within the Practice Support Tools. These activities will take place during the follow up activities to ensure in the coming months you receive the support you need to effectively coach your team. They will take place in the form of practice guides, email tips, resource manual, and of course fidelity or competency checks.



We thank you for taking time out of your very busy schedules to spend time with us over the these three courses. We express our appreciation to you for your willing participation in sharing the good things you are doing each day with your team.

Presentation of the whistle

**"Thank you" to the following individuals who labored for
six months in putting together this training!**

David Cote
Debbie Garretson
Dora Ward
Erica Steiner
Gina Sanchez
Lanette Best
Melissa Beagley
Rebecca Banner
Tami Hoffman
Sydney Christensen
Vivian Brown

A special "thank you" to **Matt Davis** for his invaluable knowledge
and guidance throughout this process

For those of you who may work with these folks on your team, please go out of your way to recognize their efforts and praise them for a job well done.

This is an alternate background that you can copy and paste.



Whistle: Copy and paste and size as needed.