



Bi-Annual Report

July 1 – December 31, 2016

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OUR MISSION STATEMENT

The Child Welfare Academy (CWA) trains, develops and supports Alaskans to assure children are safe, youth thrive, and families are strong.

To accomplish our mission, we:

- Provide state of the art training guided by the OCS Practice Model
- Develop and evaluate curriculum
- Work in collaboration with related disciplines and community partners
- Support positive outcomes for children and families

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*“Change will not come if we wait for some other person or some other time.
We are the ones we’ve been waiting for. We are the change that we seek.”*
~ President Barack Obama

TRAINING SUMMARY

Summary of Services provided by the Child Welfare Academy	
Participants in Attendance	311
OCS	239
Other Community Partners	72
Tribal Partners	31
Completed Training Days	98
Contact Hours	5,464

SKILLS, KNOWLEDGE and INSIGHT LEADING TO SUCCESS (SKILS)

As always, six months in the life of SKILS means many new developments to integrate new OCS policy, new training practices, and feedback both from learners and from OCS managers and supervisors. This fall, we updated the family case example to include some realistic information about opiate and heroin abuse by a parent. This update allows us to explore safety threats aligned with a current typical case in the field as well as integrate more background about the impact of substance abuse on safe parenting. We continue to integrate training on the protective factors with the addition of activities and lecture on initial assessment phase, case transfer, and case planning. Case plan training is significantly updated to include more case examples from the field, the practice of interviewing to assess protective factors and subsequent goals for a parent, then culminating in documenting the case plan on the new form with feedback from the trainers to achieve sufficiency. Adapting protective factors to SKILS was very successful. Trainers have noticed that workers are better able to conduct interviews that assess the parent's strengths and needs then develop family centered goals that are specific, measurable, active, reasonable, and timely (SMART).

Our curriculum also improved with the addition of more current and in depth information about Alaska Native culture. Learners gather information from an ICWA worker, learn about real resources in a village, reflect on how historical trauma impacts family functioning, assess the protective factors of an Alaska Native man using culturally competent practices, then practice teaming with members of a tribe to develop and evaluate a case plan that makes use of culturally relevant services. All of these updates better align the curriculum with current federal ICWA regulations and ICWA training is integrated throughout SKILS.

To prepare for SKILS, our Blended Learning Community (BLC) supports participants. Workers complete 24 different online modules, activities, and other on the job training (OJT) which prepares them to attend SKILS with more advanced knowledge. In SKILS, we continue to find ways to build on these modules, enhancing higher level learning in the classroom. Recently, with input from OCS we updated the BLC to include online trainings on the Maltreatment Assessment Protocol, Human Trafficking, and Substance Abuse. The new BLC also suggests OJT activities that help new workers connect with

Licensing and Team Decision-Making Facilitators. OCS and the CWA continue to work successfully to hold participants accountable to complete the online training with close to 100 percent worker participation in this program.

In general, evaluations of SKILS indicate that learners are engaged in training. They appreciate the multitude of training activities shaped to accommodate and challenge the different learning styles of the adult learner. Learners also appreciate practicing with laminated guides, simulated note taking on real forms, and the integration of a stepwise and clear explanation of the Practice Model through the life of the case. From all accounts, new workers have good beginning understanding of the Practice Model when leaving SKILS, and there is tremendous opportunity for supervisors to build on this training with their new workers.

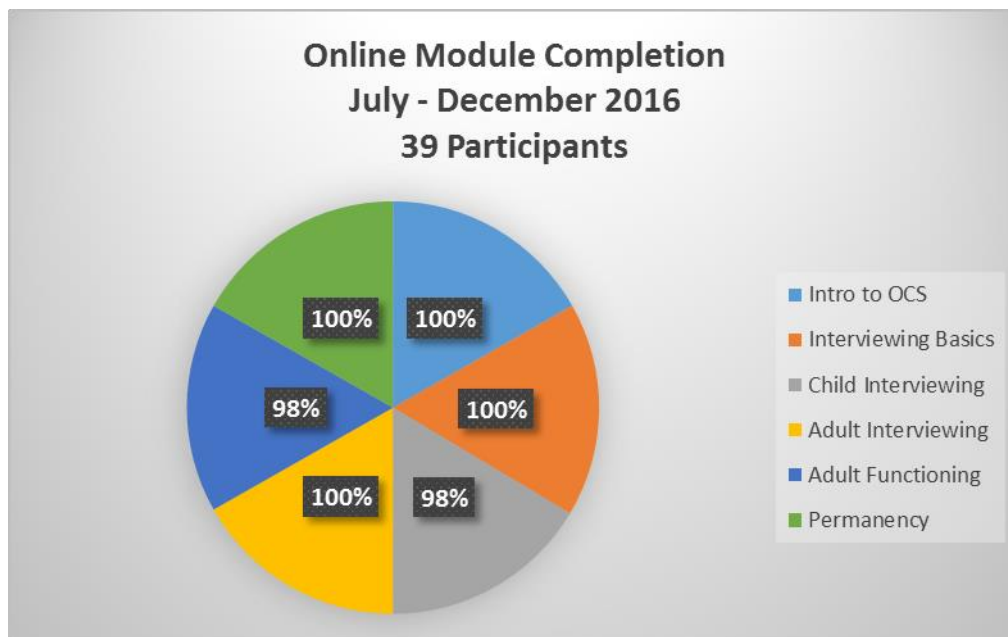
SKILS TRAINING COMPILATION JULY - DECEMBER 2016					
SKILS WEEK ONE	1 (low)	2	3	4	5 (high)
Rate your understanding of the topics covered in class	0%	0%	5%	29%	66%
The learning activities helped prepare me to do my job	0%	1%	4%	18%	77%
Rate your initial ability to apply what you learned to your job	0%	0%	10%	25%	65%
SKILS WEEK TWO	1 (low)	2	3	4	5 (high)
Rate your understanding of the topics covered in class	0%	0%	7%	20%	73%
The learning activities helped prepare me to do my job	0%	0%	5%	19%	76%
Rate your initial ability to apply what you learned to your job	0%	0%	5%	20%	75%
SKILS WEEK THREE	1 (low)	2	3	4	5 (high)
Rate your understanding of the topics covered in class	0%	0%	2%	28%	70%
The learning activities helped prepare me to do my job	0%	2%	3%	23%	72%
Rate your initial ability to apply what you learned to your job	0%	1%	7%	25%	67%

Sampling of SKILS that participants found helpful:

- I think the role play was important/helpful for me. It got me to see what I could struggle with in the process and perhaps work to improve.
- I found all aspects helpful, especially truly listening & being aware of how I communicate & how it might be interpreted.
- The 20 minute interview and feedback. Feedback on interview practice from peers, trainers & actors.
- Yes, talking about cultural differences / judging cultures great hearing from everyone about experiences.

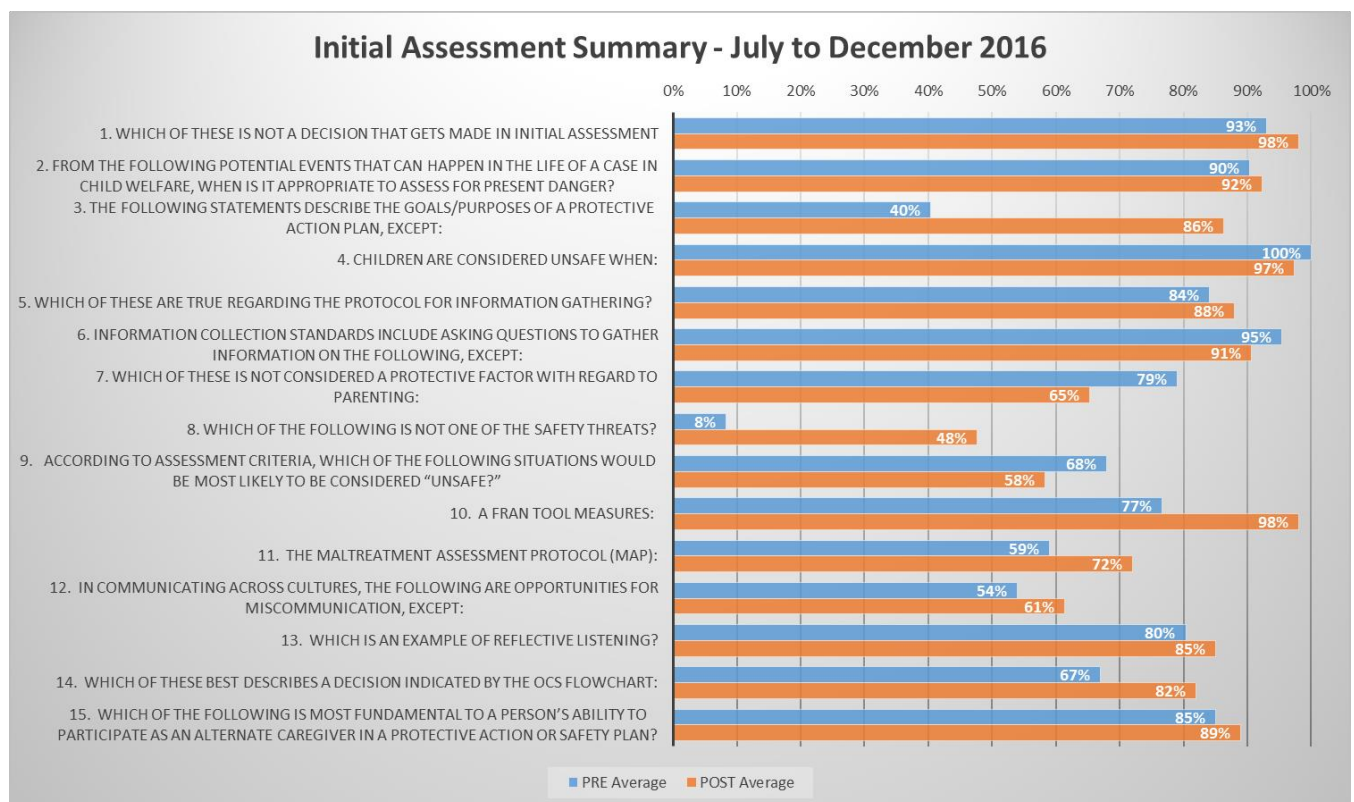
- Figuring out how to complete the forms and what information is needed. Trying to clarify which form is for what, but talking it out helps the most.
- The trainers adjusting to the learning styles of the group.
- I loved understanding how important being trauma informed care is. This is such a struggle for some and knowing OCS think enough of this to train it is awesome!!
- Scenario discussion regarding OARS. On the spot situational training.
- AAG's knowledge & explaining in detail.
- I love the youth panel! Getting feedback from those who have lived in the system is more value than any training. Wow!!
- Really like the quizzes we take and the activity after. Breaking down each questions to better understand.
- Self-care should be an all-day training. This is such an important topic that we do not do enough training, practice, changing the mindset to put this first, - hammering in how important this needs to be in your life. We should practice the techniques talked about (no matter how silly) & others.

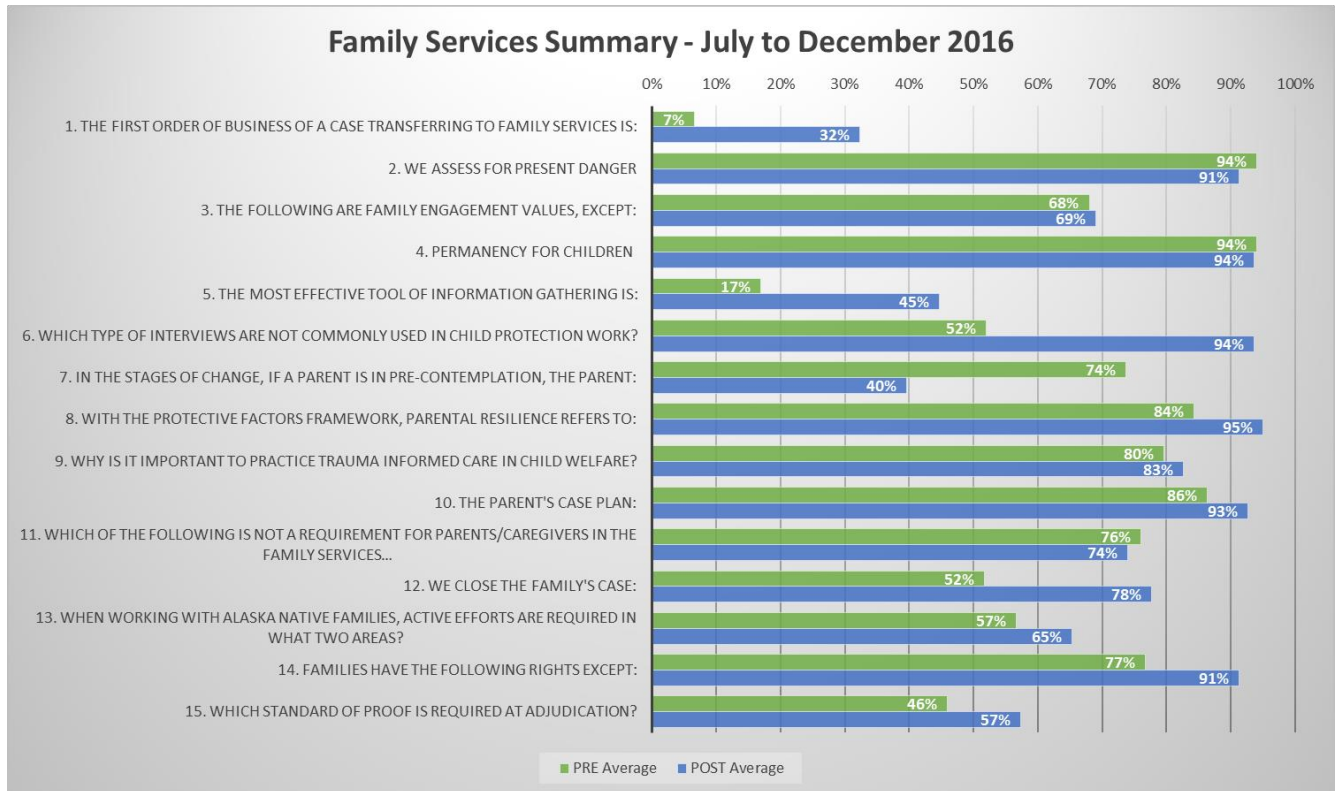
New workers are required to come to SKILS having taken seven online modules. Below show the completion rates.



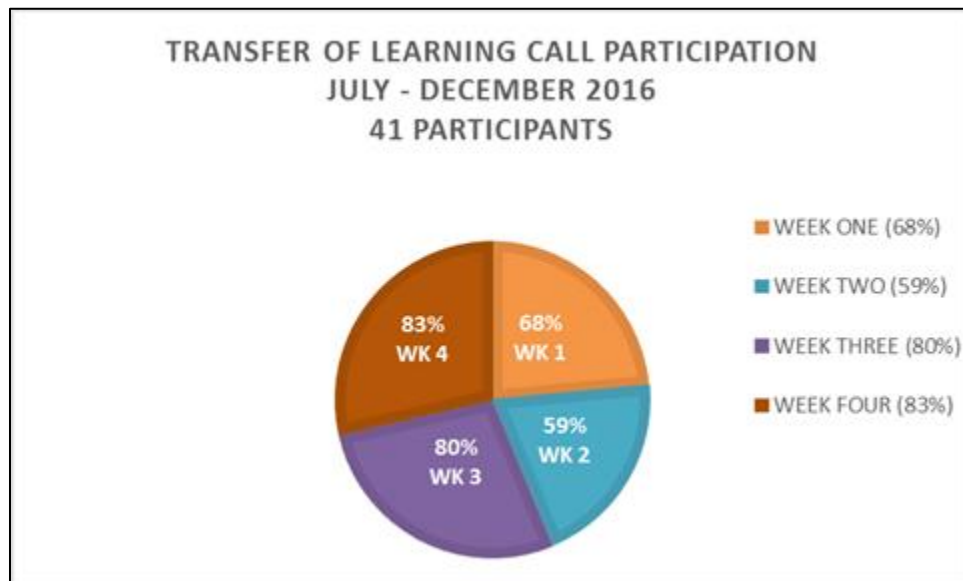
Measuring the Effectiveness of SKILS

Prior to the beginning of the fiscal year, CWA developed both a pretest and posttest for SKILS Week 131 Initial Assessments and SKILS 132 Family Services. The test measures knowledge of the worker before SKILS then contrasts it with knowledge gained through the training. The test covers basic concepts trained in SKILS with the intent to provide us with basic information on areas of growth for the learner as well as opportunities for changes or improvements in training. Overall, the significant improvement in scores from the pretest to the posttest suggests that workers have an improved understanding of many important concepts associated with field practice. A significant number of correct answers on a pretest question suggests a change is needed for that question. Those questions were developed in December 2016. The next biannual report will outline on those improved pre and posttests.





CWA continues to provide weekly Transfer of Learning (TOL) calls the month after new workers have attended SKILS. TOL calls help to transfer the learning in the classroom to practice in the field.



SOCIAL SERVICES ASSOCIATE (SSA) TRAINING:

The CWA delivered an updated SSA training during fall of 2016 to great success. Participants appreciated time spent developing family contact plans, reviewing guides to determine levels of supervision and resources for supervised contact, and especially appreciated taking time to learn about, discuss, and practice working with case examples that featured challenging scenarios. The training featured a hands-on approach to practicing working with families. Using family contact to coach parents toward improving parenting and attachments with their children was emphasized.

SSA Training Feedback - 8 Participants					
Dates: November 28-30, 2016					
Please rate the Training in the following areas:	Low				High
	1	2	3	4	5
How would you rate the importance of the topics covered in class to your job?	0%	0%	0%	25%	75%
Overall, what was your level of satisfaction with the sessions?	0%	0%	0%	33%	67%
Rate your level of confidence in applying what you learned to your job.	0%	4%	0%	25%	71%

Here is a sampling of feedback on aspects of SSA Training that participants found helpful:

- Core meanings, learning terminology. The games around the room exercises. Working in groups is particularly helpful to learning different points of view.
- Going in depth on safety threats and applying what we learned to examples.
- Practicing talking to parents.
- I like the videos & the exercises of scenarios. I like the levels of Supervision chart.

There are two modules of worker safety taught in SKILS, Environmental Awareness and Crisis Prevention Intervention. Below are the workers' responses to the training of these two modules.

ENVIRONMENTAL AWARENESS - 48 Participants			
Dates: July - December 2016			
Q#	QUESTIONS	RATING	PERCENTAGES
Q1	Rate the trainer:	5- Excellent	78%
		4- Good	20%
		3- Average	2%
		2- Fair	0%
		1- Poor	0%
100%			
Q2	Rate the content:	5- Excellent	66%
		4- Good	29%
		3- Average	5%
		2- Fair	0%
		1- Poor	0%
100%			
Q3	Rate the training methods:	5- Excellent	73%
		4- Good	22%
		3- Average	2%
		2- Fair	2%
		1- Poor	0%
100%			
Q4	Rate the location's contribution to the training experience:	5- Excellent	61%
		4- Good	32%
		3- Average	5%
		2- Fair	2%
		1- Poor	0%
100%			
Q5	Rate the extent to which this workshop was pertinent to your job:	5- Excellent	71%
		4- Good	24%
		3- Average	5%
		2- Fair	0%
		1- Poor	0%
100%			
Q6	Rate the training workshop/experience overall:	5- Excellent	73%
		4- Good	22%
		3- Average	5%
		2- Fair	0%
		1- Poor	0%
100%			

Sampling of Environmental Awareness Participant Responses:

- I loved how the trainer asked about our background, so he could relate our questions to our history. Makes it all tied together. :)
- Very straight forward, to the point.
- Good examples & interesting (he's funny).

Crisis Prevention Institute - 47 Participants			
Dates: July - December 2016			
Q#	QUESTIONS	RATING	PERCENTAGES
Q1	Use nonverbal techniques to prevent acting-out behavior.	5- Strongly Agree	74%
		4- Agree	23%
		3- Neither Agree, Nor Disagree	2%
		2- Disagree	0%
		1- Strongly Disagree	0%
100%			
Q2	Implement verbal de-escalation strategies, such as limit setting.	5- Strongly Agree	70%
		4- Agree	26%
		3- Neither Agree, Nor Disagree	5%
		2- Disagree	0%
		1- Strongly Disagree	0%
100%			
Q3	Make use of CPI's Principles of Personal Safety to avoid injury to all involved in a crisis situation.	5- Strongly Agree	63%
		4- Agree	30%
		3- Neither Agree, Nor Disagree	5%
		2- Disagree	0%
		1- Strongly Disagree	2%
100%			
Q4	Use safe physical intervention procedures as a last resort when a person is a danger to self or others.	5- Strongly Agree	61%
		4- Agree	34%
		3- Neither Agree, Nor Disagree	2%
		2- Disagree	0%
		1- Strongly Disagree	2%
100%			
Q5	Build Therapeutic Rapport with acting-out individuals after a crisis is over.	5- Strongly Agree	70%
		4- Agree	25%
		3- Neither Agree, Nor Disagree	2%
		2- Disagree	0%
		1- Strongly Disagree	2%
100%			

Q#	QUESTIONS	RATING	PERCENTAGES
Q6	Applied the course content to a variety of examples.	5- Strongly Agree	82%
		4- Agree	16%
		3- Neither Agree, Nor Disagree	2%
		2- Disagree	0%
		1- Strongly Disagree	0%
100%			
Q7	Stimulated interest in the subject matter.	5- Strongly Agree	89%
		4- Agree	7%
		3- Neither Agree, Nor Disagree	4%
		2- Disagree	0%
		1- Strongly Disagree	0%
100%			
Q8	Created an enjoyable learning atmosphere.	5- Strongly Agree	87%
		4- Agree	11%
		3- Neither Agree, Nor Disagree	0%
		2- Disagree	0%
		1- Strongly Disagree	2%
100%			
Q9	Emphasized the philosophy of Care, Welfare, Safety, and Security SM .	5- Strongly Agree	87%
		4- Agree	11%
		3- Neither Agree, Nor Disagree	0%
		2- Disagree	0%
		1- Strongly Disagree	2%
101%			
Q10	The program content was relevant to my needs.	5- Strongly Agree	61%
		4- Agree	34%
		3- Neither Agree, Nor Disagree	5%
		2- Disagree	0%
		1- Strongly Disagree	0%
100%			
Q11	How would you rate the web-based portion?	5- Strongly Agree	39%
		4- Agree	45%
		3- Neither Agree, Nor Disagree	14%
		2- Disagree	2%
		1- Strongly Disagree	0%
100%			
Q12	How would you rate the classroom-based portion?	5- Strongly Agree	77%
		4- Agree	23%
		3- Neither Agree, Nor Disagree	0%
		2- Disagree	0%
		1- Strongly Disagree	0%
100%			
Q13	How would you rate the program overall?	5- Highest	61%
		4	37%
		3	0%
		2	0%
		1- Lowest	2%
100%			

Sampling of Crisis Prevention Intervention Participant Responses:

- Now know how to protect myself in a way that is not physical.
- Know how to avoid physical situations to get out if I need.
- Learned easy techniques to keep me safe.
- Good course & instructions.

TRAINING and TECHNICAL ASSISTANCE

As with most fiscal years, OCS managers do not usually request training and/or technical assistance until the spring. The chart below represents the training and technical assistance that has been completed in this review period.

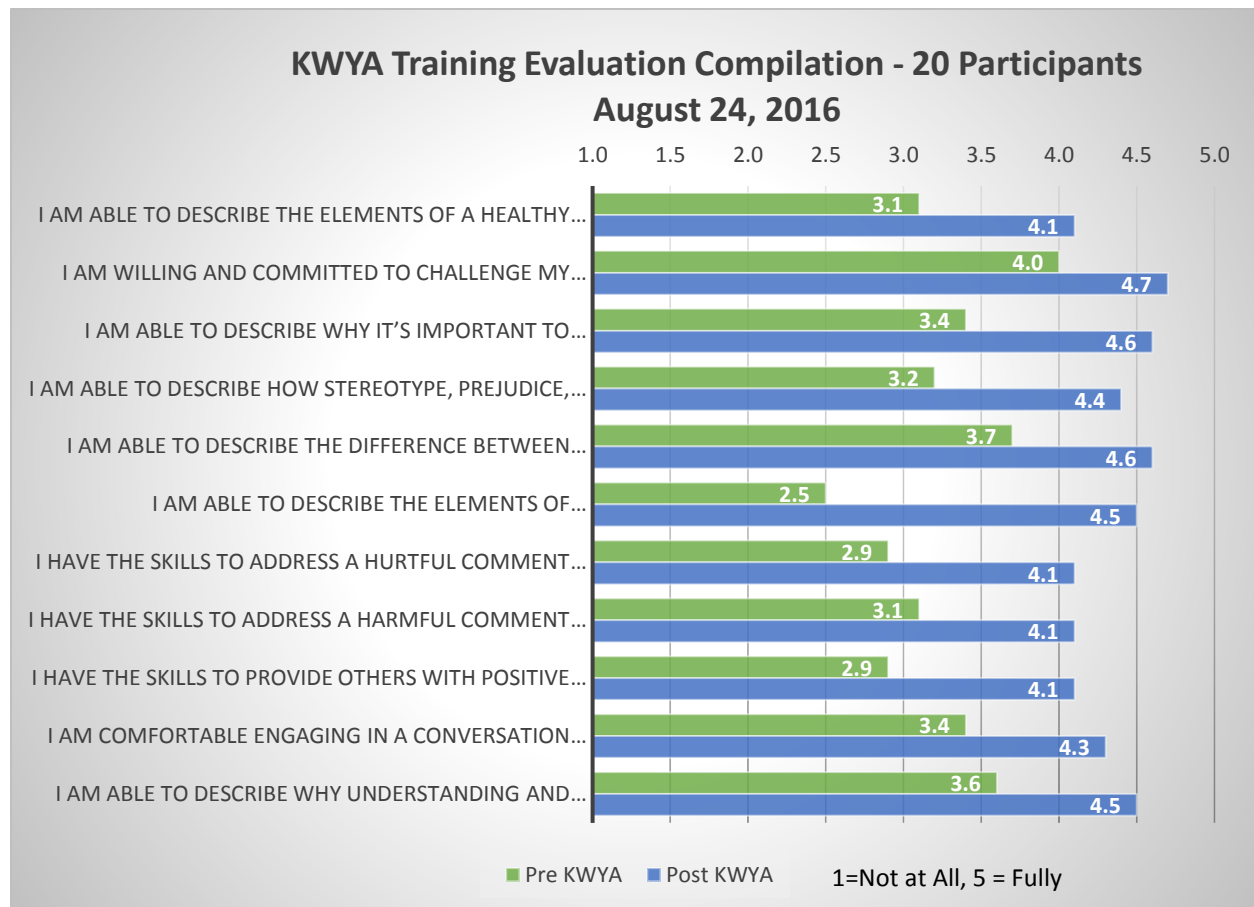
ANCHORAGE	TOPIC	# Days	DATE	TRAINER
Anchorage	FRAN	0.5	8/2/2016	Cory
Anchorage	FRAN	0.5	8/3/2016	Cory
Anchorage	Emotional Intelligence	1	10/11/2016	Cory/ Tom
ARO Total days:		2		
SCRO REGION	TOPIC	# Days	DATE	TRAINER
Kenai	FSA 2.0	0.5	7/20/2016	Tammy
Homer	FSA 2.0	0.5	7/27/2016	Tammy
Wasilla	FSA 2.0	0.5	9/15/2016	Tom
SCRO Total days:		1.5		
NRO REGION	TOPIC	# Days	DATE	TRAINER
Nome	FSA 2.0	0.5	10/25/2016	Tammy
NRO Total days:		0.5		
WRO REGION	TOPIC	# Days	DATE	TRAINER
Bethel	Trauma-Informed Care	1	10/5/2016	Cory
WRO Total days:		1		

KNOWING WHO YOU ARE (KWYA) WORKSHOPS

The KWYA Curriculum Working Group is still in the process of adapting the workshop to meet Alaska's unique needs. Our group started the review/update of the curriculum in Fall 2016 based on direction from the KWYA Steering Committee. While most of the curriculum will have minor revisions, several modules will have substantial changes. Additionally, we are very excited to introduce three new modules including The Social Construct of Race, Power of Words, and Drawing Your Journey. Three members of the Curriculum committee will pilot the updated curriculum in March 2017 in Anchorage.

The workshop continues to be offered around the state. During this reporting period, workshops were held in Anchorage (August 23-24) and Juneau (August 24-25). A workshop was scheduled for Bethel (Dec 5-6) but was cancelled for a variety of reasons.

CWA continues to build infrastructure for the KWYA program to thrive. Several projects were started during the reporting period including the development of a shared site for the curriculum committee members, the creation of a password-protected facilitator resource page, and a public website to share the mission and vision of the workshop with the community.



Sampling of KWYA Participant Responses:

- I am going away with a wealth of knowledge that I could use in my life and work.
- Safe place to discuss difficult topic.
- I liked the movie as a start. Gave us a good foundation. Good intro to make place feel open to share.

INDIAN CHILD WELFARE ACT (ICWA) TRAINING

With the recently issued ICWA Regulations and updated Guidelines for Implementing ICWA, our network of OCS ICWA Specialists and Tribal partners continue to find ways to incorporate updates into all of the ICWA curricula.

ICWA I (formerly known as Basic ICWA) is designed to be offered by Regional OCS ICWA Specialists on a regular basis to workers who have completed SKILS and prior to attending ICWA II. This training bridges the gap between new hire training and the more in-depth *ICWA II* offered within the first year of hire. *ICWA I* focuses on two very important components of the ICWA: Active Efforts and Placement Preferences.

ICWA II (formerly known as Advanced ICWA) continues to be rolled out statewide. CWA supports the two-day workshop, as requested, by co-facilitating along with the OCS Regional ICWA Specialist and a Tribal partner from the region.

A huge benefit of *ICWA II* is to have Tribal partners join state workers in the training. When Tribal workers are able to join us, we find we have deeper discussions and increased opportunity for cultural teachings. Another great benefit includes both State and Tribal workers hearing about and learning each other's roles and perspectives, which we hope will lead to increased collaboration on cases and better outcomes for children and families.

ICWA Training Feedback - 58 Participants					
Dates: July - December 2016					
Please rate the Training in the following areas:	Low				High
	1	2	3	4	5
Rate your understanding of the topics covered in this course.	0%	2%	2%	42%	54%
The learning activities helped prepare me to do my job.	2%	2%	9%	22%	65%
Rate your initial ability to apply what you learned to your job.	0%	0%	13%	30%	57%

Sampling of ICWA II Participant Responses:

- Great discussions! Great group dynamic! Loved having tribal partners present!
- All employees w/ OCS should attend this training.
- I just wanted to say thank you for the really good ICWA training. I feel like I got so much out of it. I had many questions and they all got answered. I now have a better understanding on how to best work with our native community....When we did the exercise about placing the child with an aunt in Anchorage (option #1), that really opened my eyes to tribal preservation! The light bulb came on for me. ☺

SUPERVISOR TRAINING

The first of two sessions of Supervisor training was held in December with 13 participants. The training focused on leadership, emotional intelligence, using coaching in supervision, resiliency, retention, and transfer of learning. This training is experiential in nature, relating themselves to their supervision with workers and the parallel process that happens with workers and families. There is a lot of time given for supervisors to talk about their experiences and how they would like to “be” as a supervisor. Session two of the training will be held in February. The evaluation results from the December session are below.

Supervisor Training Feedback - 13 Participants					
Dates: December 13-16, 2016					
Please rate the Training in the following areas:	Low 1	2	3	4	High 5
Rate your understanding of the topics covered in class.	0%	0%	7%	24%	69%
The learning activities helped prepare me to do my job.	0%	7%	0%	31%	62%
Rate your initial ability to apply what you learned to your job.	0%	0%	24%	38%	38%

Sampling of Supervisor Training Participant Responses:

- Really enjoyed the coaching tools. It will take a while to get comfortable using with staff but will have benefits! Meeting supervisors from other areas is helpful. Creates a team feeling.
- I loved emotional intelligence & leadership topics. I feel empowered. The coaching skills & tactics are going to be great tools. I enjoyed the comradery of the room.
- This is the first supervisory training I have received since becoming a supervisor twelve months ago. This training helped me to better understand some of the struggles I have been experiencing and to identify my role and possible solutions.

COACHING SUPERVISORS TO BEST PRACTICE (CSBP)

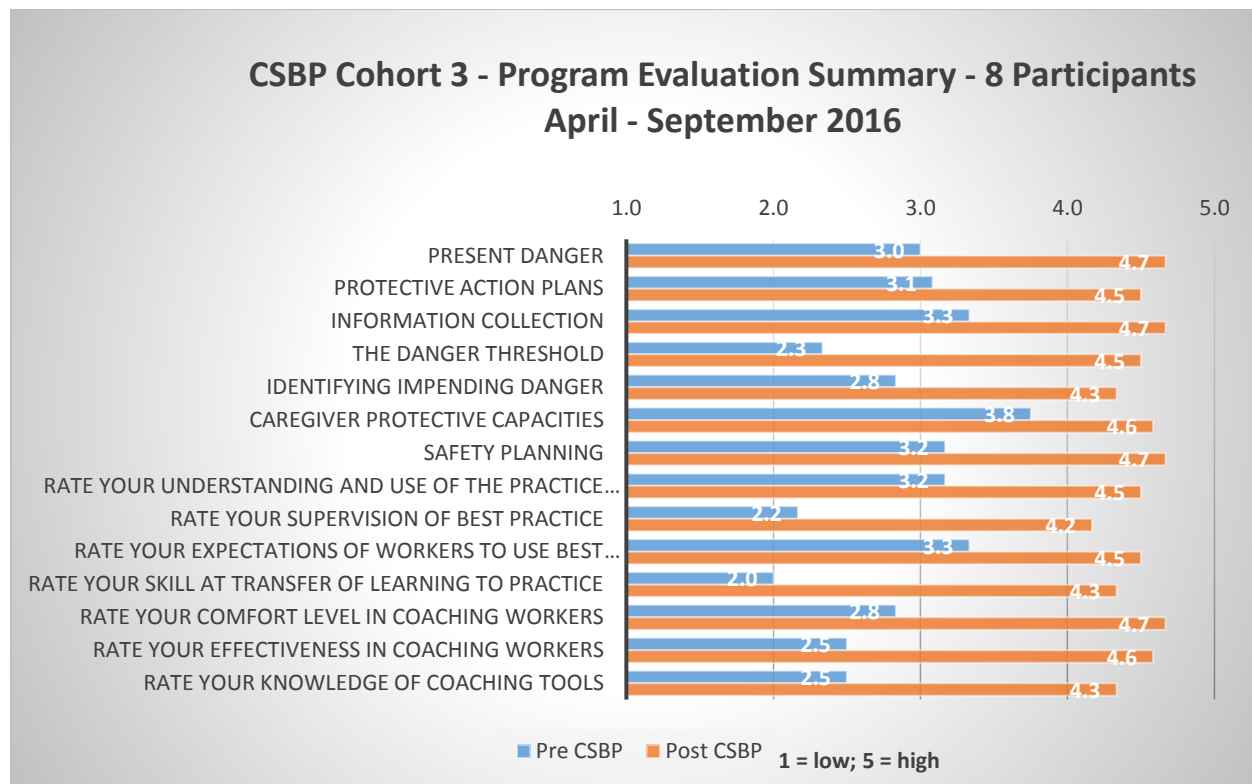
Within Cohort 3, eight newly hired supervisors successfully completed the program in September 2016. Qualitative evaluation results from both coaches and supervisors indicated there was a high level of satisfaction with the program.

Coaches felt the program created a great deal of growth, brought out the best in coaches and supervisors, and provided a solid transfer of information. They also reported that the supervisors became less reactive, started asking the right questions, and became more reflective in their interactions with workers. Moreover, the changes had a broader impact such as a greater transfer of learning to workers, changes in office culture, and accountability.

Supervisors were very enthusiastic about the program and indicated they would highly recommend it to their peers. They reported the program made a significant difference in the use of critical thinking and sharpening the decision-making process. Additionally, supervisors reported having a better understanding of the Practice Model and their ability to transfer the learning to their staff. They also reported becoming more self-aware of their supervisory style and using their time more productively. They even reported learning to slow down, take more time with staff, and ask questions versus providing all the answers. Prior to the program, many felt they had been too directive and did not take the time to help staff develop the skills they needed to make more decisions on their own.

The most often reported strength was having a coach. Supervisors appreciated the opportunity to have someone keep them focused and felt having a place to have safe, frank conversations were invaluable. Supervisors felt appreciated and valued that someone was helping them improve their skills. They also felt the holistic approach, the support of management, the expertise of the coaches and facilitators, and the on-site gatherings made this program successful. Coaches felt the length of program, which allows for developing solid relationships, was a definite strength. The combination of reading, assignments, and coaching provided a varied learning experience which “hit all the right marks for learning and professional development.” It was also noted that the program helps with “policy drift” by breaking the Practice Model and safety planning down to basics while holding people accountable to them.

CSBP, up to this point, has focused only on safety decision-making. Graduates of the program have expressed interest in having a similar program aimed at focusing on decision-making practice issues in Family Services. Approval was given by OCS to develop a CSBP-Family Services Program.



CHILD ADVOCACY CENTERS/MULTIDISCIPLINARY TEAMS (CAC/MDT)

CWA continues its work with MDTs and CACs across the State to provide training and technical assistance. During this six-month period, CWA continued to work with the Utqiagvik MDT in the development of a child advocacy center. When requested, CWA staff attended MDT meetings and worked with the new CAC coordinator on start-up issues. In addition, CWA has begun bi-monthly calls with the Coordinator and is currently working on helping her complete her first grant application. CWA has also provided outreach to other MDT members, including the Chief of Police in Utqiagvik, who has asked for training for his new team that will be co-located at the CAC, working on CAC cases. CWA will contract with a Law Enforcement Expert who will provide this specialized training.

CWA has continued to work with OCS, Alaska Children's Alliance (ACA) and two representatives from CACs to identify, clarify and revise reporting standards that are consistent for all CACs. CWA facilitated these monthly meetings as well as provided insight and input.

CWA began working with the CAC located in Kotzebue more closely and had scheduled an in person meeting in October. The agenda was to help the CAC with the following; differences between advocacy in shelter and at CACs; protocol review, including Point Hope concerns with Barrow North Slope Borough Police Department; getting them connected to the data collections system called NCA Trak; and to attend a MDT meeting and Case Review. Unfortunately, this in-person meeting was cancelled due to the availability of the CAC staff in Kotzebue. It has been rescheduled for February 2017. They were able to hire a program director who is in place and the February visit will be timely to help this new director in her development.

In November, CWA and ACA provided a half-day training for the Anchorage MDT on roles and responsibilities of each team member and team building. There were approximately 30 people in attendance.

CWA had representation on the Alaska Child Maltreatment Planning Committee as well as the Conference Advocacy Committee for the Conference and delivered three presentations at the Conference. CWA was pleased to be a sponsor for the Conference this year.

Planning has begun with OCS and ACA for director training and the annual grantee meeting. Dates are set for May 2017. CAC site visits have been discussed with Fairbanks and Juneau with the OCS representative and CWA.

ChildFirst™ ALASKA

CWA is a partner in ChildFirst™ Alaska, a member of the Leadership Team, co-coordinator of the program, and has a staff member who is a certified ChildFirst™ Alaska trainer. Two trainings were held during this period in Anchorage, one in August and the other in December, CWA coordinated. A total of 61 people attended with representation across the state.

Furthermore, a CWA representative attended a two-day Leadership Team Workshop. Additional people were identified to become certified trainers, including one staff member from OCS. Kimber Olsen provided training to the Leadership Team and trainers on conducting forensic interviews with dissociative children.

Lastly, CWA participates in the National ChildFirst™ quarterly calls and updates for all ChildFirst™ states.

STRENGTHENING FAMILIES ALASKA

CWA continues build on and expand Strengthening Families efforts across the state. The Early Childhood Comprehensive Systems (ECCS) program named the Strengthening Families Protective Factors Approach as one of the primary mechanisms to accomplish ECCS outcomes in the new, five-year federal grant. ECCS renewed the contract with CWA to provide training and assist with the coordination of Strengthening Families activities in the ECCS sites (Nome area, Kodiak, and the Mat-Su Valley), as well as continue expansion activities in other locations such as Bethel, Hooper Bay and with Behavioral Health Aides and primary care providers.

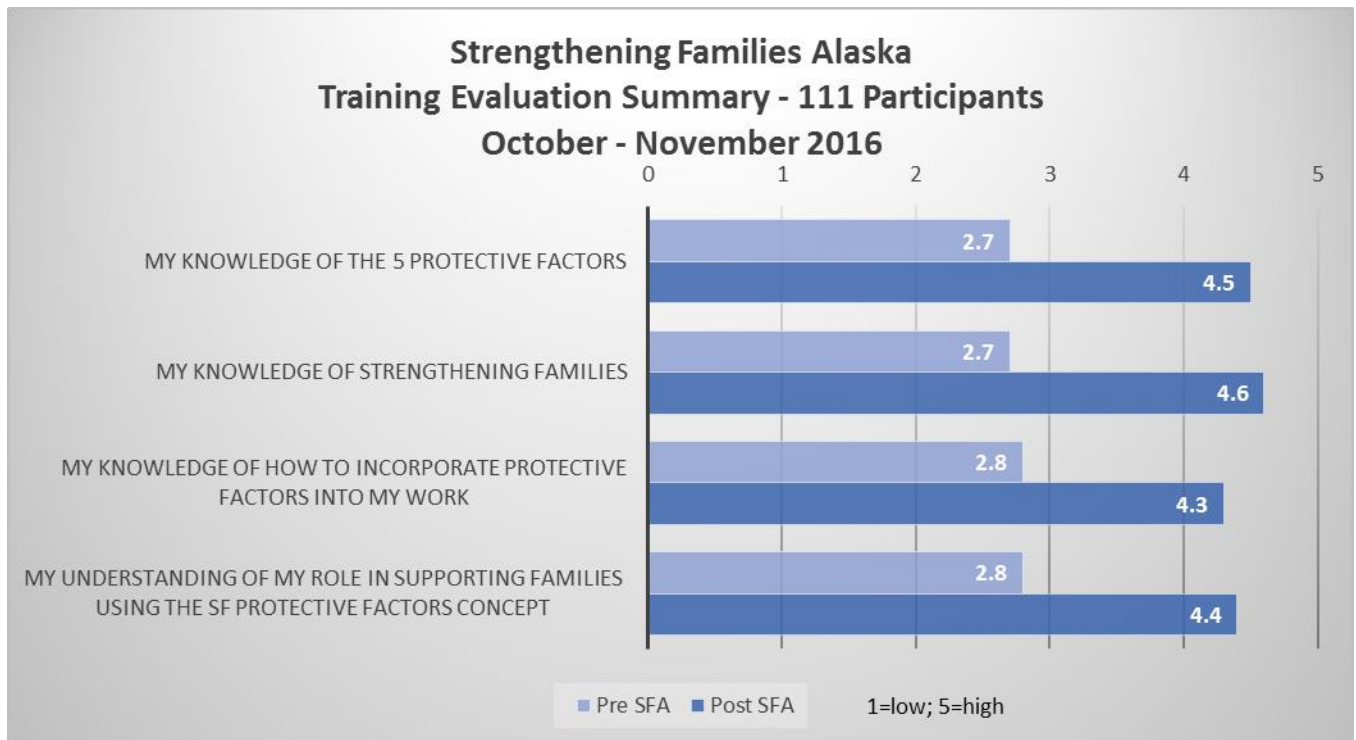
In November, CWA coordinated and provided two-day trainings in Nome, Kodiak and the Mat-Su Valley. Participants from various organizations attended such as health care providers, ILP staff, OCS staff, Tribal partners, and family support agencies. In Nome, 17 community ICWA workers participated in the training.

In partnership with the Alaska Native Tribal Health Consortium (ANTHC), a two-day Strengthening Families training was provided to 30 Behavioral Health Aides (BHA) at the Annual BHA Symposium. This approach is an ideal fit for community-based BHAs who are working with a cross section of families/parents. ANTHC is considering making this a core training for BHAs.

Moreover, CWA responded to a request from RurAL CAP to train their Head Start/Early Head Start Family Advocates from 26 communities across the state. (In FY 2016, CWA also trained RurAL CAP Parents As Teachers Home Visitors).

There was an enthusiastic response to these trainings as demonstrated by the post-training evaluations. Of the 111 participants, the percentage rating was high or very high for the following areas:

My knowledge of the 5 Protective Factors	98%
My knowledge of Strengthening Families	95%
My knowledge of how to incorporate the Protective Factors into my work	91%
My understanding of my role in supporting families using the SF protective Factors	96%
My satisfaction with the training	100%



Because of the high demand for training, CWA is working to expand the number of trainers certified in the curriculum developed by the National Alliance of Children's Trust and Prevention Funds. Two additional CWA staff have been certified to date in FY 2017.

Communities across the state have requested materials that are culturally appropriate to their regions. As a result, CWA developed and printed three additional Strengthening Families poster sets for the western, southcentral, and southeastern regions. (Posters for the northern region were developed in FY 2016).

Furthermore, two parent brochures were adapted from the materials developed by the Center for the Study of Policy Strengthening Families program. One targets OCS parents and the other is for the general public. These have been printed and are being distributed across the state.

CWA partnered with the All Alaska Pediatric Partnership to develop a Strengthening Families Toolkit for Primary Care Providers. The Toolkit was rolled out at the Pediatric Symposium held at the Hilton Hotel in November. These will be distributed at trainings at Juneau, Nome, Kodiak and Mat-Su and upon request.

HIGHLIGHTS

- CWA delivered a two-day training to Cook Inlet Tribal Council TANF and Family Services staff. Training topics included protective factors and emotional intelligence.
- CWA Staff provided 14 hours of individual leadership coaching to various OCS managers.
- CWA staff attended the West Coast Child Welfare Trainers Conference and presented at three separate workshops.
- National Criminal Justice Training Center of Fox Valley Technical College have entered into an agreement for CWA to provide technical assistance to grantees of the Office of Victims of Crime. CWA attended an in person meeting in Wisconsin to learn about the project and plan for future work. The first request is to with the Bristol Bay Native Association starting in January.
- In August 2016, the CWA team engaged in a strategic planning retreat to re-evaluate and revise our Mission Statement bringing it current and meaningful. Additionally, CWA recognized the need for and agreed to:
 - Explore ways to further develop OCS staff
 - Provide birth parents' voice
 - Provide Resource Parents' voice
 - Provide Tribes' voice
 - Evaluation of training
 - Collaboration with all
 - Integrate Strengthening Families
 - Communication and team building
 - Marketing and branding
 - Cross knowledge of all specialties

ETV PROGRAM

Education and Training Voucher Program, Fall 2016



Angel & Lisa Lie, UAF Human Services Majors

CWA has administered the Education and Training Voucher (ETV) Program for current and former foster youth enrolled in post-secondary education and training since 2012. Youth enrolled in the program receive case management services and financial assistance through ETV and the Foster Youth Tuition Waiver(s). The Youth Education Coordinator works with incoming students on the enrollment/admissions process, housing, medical and social emotional support, and coordinates the annual Foster Youth Education Conference.

Program Highlights

The ETV Program has shown an increased number of foster youth attending University of Alaska (UA) campuses statewide. Collaboration between the OCS Independent Living Program and the ETV Program allows for early identification of eligible students. This effort has doubled the number of students enrolled. The 2016-2017 academic year shows continued success of foster youth enrolled at UA campuses. Below are just a few of the highlight from the Fall 2016 semester:

- 38 foster youth are enrolled at UA campuses throughout the state with 22 persisting from previous semesters and 16 enrolling for the first time.
- 38 students received an Education and Training Voucher award, 23 students received a Presidential Foster Youth Tuition Waiver from UA, and 15 students received an OCS Tuition Scholarship.
- Enrollment at the University of Alaska Fairbanks showed a record high with 11 students attending the Fall 2016 semester. University of Alaska Anchorage (UAA) main campus had 21 students and 3 at Mat-Su College. University of Alaska Southeast had 3.
- Two students graduated in Fall 2016 with Bachelor's Degrees in Human Services and Biological Sciences.
- The ETV Program collaborated with UAA staff from various departments to sponsor a holiday gift drive for the foster youth.
- 19 current and former foster youth have graduated with college degrees since 2012.

TRAINING CALENDAR

July to December 2016 Trainings		
Event	Dates	Location
131 SKILS IA	July 11-22	Anchorage
133 SKILS FS	July 11-29	Anchorage
285 CPI & 287 Environmental Awareness	July 20	Anchorage
235 Knowing Who You Are	August 24-25	Juneau
237 ChildFirst	Aug 29 - Sept 2	Anchorage
229 ICWA II	August 30-31	Anchorage
229 ICWA II	September 7-8	Wasilla
131 SKILS IA	September 12-23	Anchorage
133 SKILS FS	September 12-30	Anchorage
285 CPI & 287 Environmental Awareness	September 21	Anchorage
131 SKILS IA	Oct 31-Nov 11	Anchorage
133 SKILS FS	Oct 31-Nov 18	Anchorage
285 CPI & 287 Environmental Awareness	November 11	Anchorage
229 ICWA II	November 22-23	Kenai
140 SSA Training	November 28-30	Anchorage
285 CPI & 287 Environmental Awareness	December 01	Anchorage
237 ChildFirst	December 5-9	Anchorage
229 ICWA II	December 13-14	Anchorage
554 Supervisor Training	December 13-16	Anchorage

July to December 2016 Webinar	
Topic	Date
Field Guide to Child Functioning	August 19
Field Guide to Child Functioning	October 14
Field Guide to Child Functioning	December 09