

University of Alaska Anchorage  
Child Welfare Academy



**BIANNUAL REPORT**

July 1, 2015 – December 31, 2015



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## ***MISSION STATEMENT***

The Child Welfare Academy trains and develops professional workers who work with Alaska children and families to assure children are safe 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

### ***CHILD WELFARE ACADEMY STAFF:***

**Tammy Sandoval**, MSW, *Director*

**Tom McRoberts**, MSW, *Trainer*

**Cory Bryant**, MSW, *Trainer*

**Valerie Dudley**, *Trainer*

**Amanda Metivier**, MSW, *Youth Education Coordinator*

**Marianne Mahon**, *Fiscal & Operations Manager*

**Lisa Tanga**, *Training Coordinator*

**Christine Mojica**, *Grant Coordinator*



**In summary, the Child Welfare Academy provided the following:**

<b>Workers in Attendance</b>	<b>209</b>
<b>OCS Workers</b>	<b>163</b>
<b>Tribal Partners</b>	<b>2</b>
<b>Other Community Partners</b>	<b>46</b>
<b>Completed Training Days</b>	<b>78</b>
<b>OCS Contact Hours</b>	<b>4318</b>

### **Skills, Knowledge and Insight Leading to Success (SKILS)**

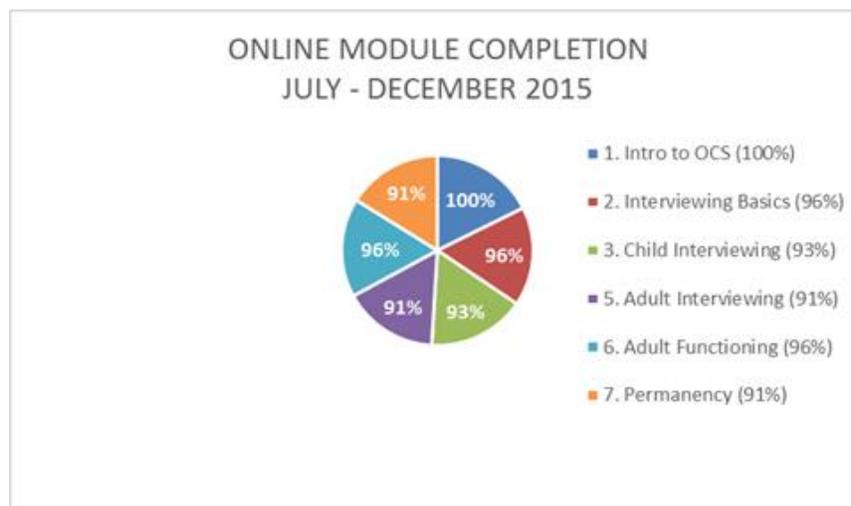
While the training that CWA provides is competency based, evaluating how well or how much new workers learned from training is difficult to measure. We have tried different types of measurement, however, nothing seems to provide the type of evaluation we are striving to obtain. To that end, CWA will be working with the Citizen Review Panel Chair, Diwakar Vadapalli in the next 6 months to establish more informed types of measurement aimed at determining how well workers understand and can apply what they are learning in the classroom. Below are a few comments made by the learners in the past six months:

- A tremendous amount of cramming. Not much time given for digesting and reflection on what you're learning. It's very easy for someone who has done this or familiar with the process to pick up and run. Fast pace is good, but absorbing and retaining is better and more beneficial in the long run. At times I felt like we were all over the place.
- Putting yourself in an uncomfortable position interviewing a "child" and observing others to learn what to and not to do. Group discussion to start the day was good debate and to become aware of personal biases.
- The interviews are uncomfortable but I think that it simulates nerves you'll have on the job. Debriefing the activities are helpful for clarification.



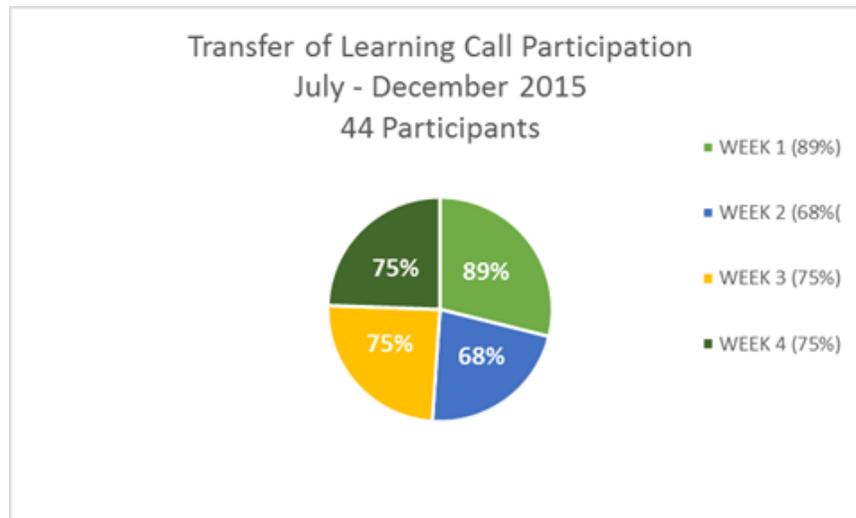
- The mock adult interview was very helpful. The feedback was greatly appreciated. The first day of training I felt discouraged and questioned my abilities; after this exercise I feel more confident in my ability to do my job.
- I really found the practice interview helpful. I appreciated the IA Summary write up because it's something I was worried about.
- Interview practice and use of scenarios / examples are helpful for applying in practice.
- Reviewing, in detail, the forms and how to fill them out and why.
- I think doing the writing and going over it one on one is extremely helpful. I'm not familiar with a lot of the language that is used, how basic or advanced it needs to be so I thought that was helpful.
- Watching the facilitators demonstrate the different stages of intervention.
- Discussing enhanced protective capacities, ways to discuss diminished capacities & connecting them to the safety threats in a way that makes sense for the client.
- I thought that the videos were very helpful! Talking about resiliency is needed and I know that I will bring it to the work-place.
- Answering questions that were off topic a bit, it really helps being/feeling prepared for unforeseen circumstances.
- Lots of discussion to help apply information. Tracking an actual family through the process is very helpful.
- Instructors are very patient and take time to make sure everyone is on the same pages before moving on.
- Practice reflective listening is great. I saw students honing this skill and working through the initial discomfort with it. Good stuff.

New workers are required to come to SKILS having taken 7 online modules. Below is the completion rates.





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



There are two modules of worker safety taught in SKILS, Crisis Prevention Intervention and Environmental Awareness. Below are the workers' responses to the training of those 2 modules.

<b>287 Environmental Awareness Training Evaluation Compilation</b>			
<b>July – December 2015</b>			
<b>Q#</b>	<b>QUESTIONS</b>	<b>RATING</b>	<b>PERCENTAGES</b>
Q1	Rate the trainer:	1- Poor	0
		2- Fair	0
		3- Average	0
		4- Good	44%
		5- Excellent	56%
			<b>100%</b>
Q2	Rate the content:	1- Poor	0
		2- Fair	0
		3- Average	5%
		4- Good	23%
		5- Excellent	73%



			<b>100%</b>
Q3	Rate the training methods:	1- Poor	0
		2- Fair	0
		3- Average	0
		4- Good	67%
		5- Excellent	33%
			<b>100%</b>
Q4	Rate the location's contribution to the training experience:	1- Poor	0
		2- Fair	0
		3- Average	22%
		4- Good	44%
		5- Excellent	33%
			<b>100%</b>
Q5	Rate the extent to which this workshop was pertinent to your job:	1- Poor	0
		2- Fair	0
		3- Average	5%
		4- Good	23%
		5- Excellent	73%
			<b>100%</b>
Q6	Rate the training workshop/experience overall:	1- Poor	0
		2- Fair	0
		3- Average	5%
		4- Good	36%
		5- Excellent	59%
			<b>100%</b>



### Sampling of Participant Responses

- Talk about being prepared for safely traveling in villages was helpful.
- Self-Defense.
- Verbal Judo, surprisingly I've never heard anyone talk about that before, so important in social services.
- Learning to be aware of your surroundings and how to stay safe.

### Supervisory Training

The supervisory training was completely revised in the past year. The training has become much more focused on leadership, personal values, stages of staff development, trauma stewardship, developing emotional intelligence, resiliency, retention of staff, transfer of learning and using coaching with staff. Session 2 of the supervisory training was scheduled for February 2016, however, due to the travel freeze, Session 2 will be distance delivered over a 4 month period. Below is the compilation of the evaluation results.

#### 554 Supervisory Training Feedback Compilation

Please rate the Training in the following areas:	Low					High
	1	2	3	4	5	
Rate your understanding of the topics covered in class today.	0	0	8%	25%	67%	
The learning activities helped prepare me to do my job.	0	0	0	25%	75%	
Rate your initial ability to apply what you learned today to your job.	0	0	8%	39%	53%	

### Sampling of Participant Responses

- Dialogue between supervisors helps make topics relevant safe space.
- I really enjoyed the present: future supervisor activity. I also enjoyed the big group discussions because we can draw knowledge from other people's experiences.
- Learning about my emotional IQ and how it will impact my supervision.
- End of the day activity was incredible, aww inspiring, and a very positive activity to encourage bonding.
- Discussion about coaching. Discussion b/w coaching and supervision. Differentiating b/w coaching and supervision.
- Ideas for self-care/resiliency to foster a supportive environment for my team were some of the most helpful all week.
- I can't wait until I get to experience having my own coach.
- All staff managers (PSM's I & II) should be required to attend this training curriculum.



## Coaching Supervisors to Best Practice (CSBP)

The CSBP began with its second cohort in this reporting period. Cohort #2 is a group of 6 experienced supervisors. It has been very interesting to hear this group's feedback to the CSBP Program. One supervisor said *"I am being challenged by the discussion in class, homework/ readings, and by my "coach" in my thinking about the Safety Model. Having the opportunity to re-learn in a small setting with support and input from my coach, has changed my daily work. I believe that families that are served from my unit are already benefitting from the knowledge I've gained, my much improved understanding of the Practice Model, and thus the changes in practice that my staff are making. I feel like I have a handle on the model for the first time since learning it and am very excited about that!!"* For this cohort, more extensive final evaluation will be done, completed the UAA School of Social Work. Below is a compilation of the evaluations from the 3 workshops that have been held for Cohort #2.

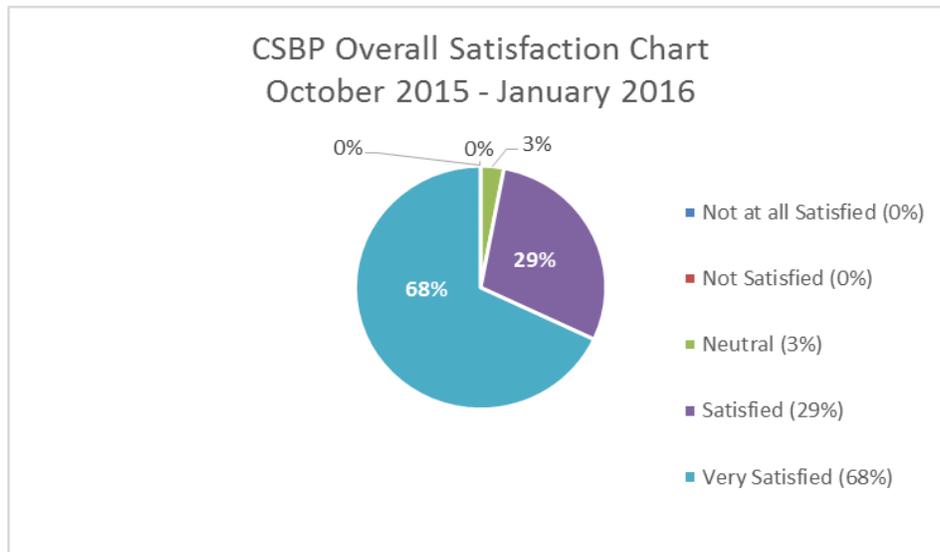
CSBP October 2015 - January 2016						
		Low 1	2	3	4	High 5
Week 1	<b>Q1</b> Rate your understanding of the topics covered in class today.				38%	63%
	<b>Q2</b> The learning activities helped prepare me to do my job.				50%	50%
	<b>Q3</b> Rate your initial ability to apply what you learned today to your job.			13%	13%	75%
Week 2	<b>Q1</b> How would you rate the importance of the topics covered in class today to your job?				33%	67%
	<b>Q2</b> Overall, what was your level of satisfaction with today's session?				33%	67%
	<b>Q3</b> Rate your level of confidence in applying what you learned today to your job.				33%	67%
Week 3	<b>Q1</b> How would you rate the importance of the topics covered in class today to your job?				22%	78%
	<b>Q2</b> Overall, what was your level of satisfaction with today's session?				9%	91%
	<b>Q3</b> Rate your level of confidence in applying what you learned today to your job.			10%	30%	60%

### Sampling of Participant Responses

- Making me think critically; challenging my practice
- Discussion among the different unit supervisors of the challenges in adequate assessment!



- Review/reminder of the definition of present danger, etc.
- Safety Planning Analysis Questions were Awesome! I will continue to use this article
- Excellent, challenging training



## Strengthening Families Alaska

The CWA continues to manage the Strengthening Families Alaska Initiative for OCS. This fiscal year, CWA contracted with Shirley Pittz, Pittz Consulting to handle the project management. CWA continues to deliver training for the Initiative. Strengthening Families has been making slow and gradual progress in the Nome and Bethel regions. In October a 2-day Strengthening Families Gathering was held for 3 of the 5 community teams who participated during FY 2015. Two of the community Leadership Teams submitted mini-grant applications for activities in their communities. Additionally, a training was provided for Kawerak EHS/Child Care Partnership and an agency-wide training has been scheduled for Nome Community Center.

A Strengthening Families community meeting was held in Bethel last October. This meeting was designed to get feedback on the cultural appropriateness and regional readiness for the SF approach. Several agencies participated and encouraged the CWA to move forward with a 2-day training. It was agreed that the focus should be on Bethel vs. the surrounding communities at this time. The training has been scheduled for February 2016 with 6 organizations participating.

Additional SF activities included: facilitation of the August Strengthening Families Leadership Team meeting; presentations at the Fairbanks Children's Behavioral Health Summit, on a statewide webinar for the Resource Basket, and at a meeting of the All Alaska Pediatric Partnership; inclusion of the approach in training for Behavioral Health Aides; and distribution of SF posters.



There are many challenges to the rural outreach work. Organizations are stretched in terms of time and resources. Progress on the community level is often dependent on a few passionate and energetic people. Several community leadership teams have turned over with no replacements to the project.

Below is a compilation of the training completed in the past six months.



<b>Strengthening Families Alaska Training Evaluation Compilation</b>				
<b>Q#</b>	<b>QUESTIONS</b>	<b>RATING</b>	<b>BEFORE TRAINING</b>	<b>AFTER TRAINING</b>
Q1	My knowledge of the 5 Protective Factors	5-Highest	0%	0%
		4	44%	78%
		3	33%	0%
		2	11%	22%
		1-Lowest	11%	0%
			<b>100%</b>	<b>100%</b>
Q2	My knowledge of Strengthening Families	5-Highest	0%	33%
		4	33%	56%
		3	44%	11%
		2	22%	0%
		1-Lowest	0%	0%
			<b>100%</b>	<b>100%</b>
Q3	My understanding of my role in supporting families using the SF Protective Factors concept <i>Note: Missing one person's answer on After Training</i>	5-Highest	0%	0%
		4	33%	56%
		3	44%	33%
		2	22%	0%
		1-Lowest	0%	0%
			<b>100%</b>	<b>89%</b>
Q4	My satisfaction with this training	5-Highest	N/A	67%
		4		33%
		3		0%
		2		0%
		1-Lowest		0%
			<b>100%</b>	
Q5	Trainer's knowledge about this topic	5-Highest	N/A	67%
		4		33%
		3		0%
		2		0%
		1-Lowest		0%
			<b>100%</b>	



## **PARTICIPANT RESPONSES**

### **Has this training changed your "thinking" about families? And if so, how?**

Every time I think about my past and then I think about others of who are in need. We need to start talking about explaining about what Strengthening Families is about. Touch more on the protective factors.

Yes this training has opened me up in identifying my own setbacks or stumbling blocks. It will enable me to approach our community in a positive manner, on the five protected factors.

## **Child Advocacy Centers/Multidisciplinary Teams**

The CWA has been working in coordination with MDTs and CACs across the State to provide training and technical assistance. The two communities we have been working most within the past 6 months are Barrow and Bethel.

After an in-person training with the MDT in Barrow, we have continued to provide them with assistance by attending Case Review and helping them to understand the case review process and purpose. Their MDT is a strong group of individuals in the Barrow community who are committed to a coordinated response to child maltreatment. They have discussed moving forward with applying for funding and what this could be used for. During the past 6 months, this MDT has made significant progress. They have secured a facility through the North Slope Borough that will house the CAC. The Barrow Police Department was allocated funds for a person to help coordinate cases that will come to the CAC as well as be housed in the CAC. They received a startup grant through the Office of Children's Services for equipment to include video recording equipment for forensic interviews. The MDT has a signed Memorandum of Agreement with all organizations that play a role in the team and have draft protocols for how cases of child maltreatment will be handled. Great work Barrow MDT!

The Bethel CAC and Core Team have been working hard on their case review process and protocol. This was developed as part of their updated Memorandum of Understanding and has been signed by all the Team organizations. Case review has begun again for this MDT. Next steps...Updating Protocols.

The CWA is working in collaboration with the Alaska Children's Alliance (ACA) to ensure training is provided to address the topics raised. The CWA in coordination with The ACA did a state-wide survey of needs for MDTs and CACs. The survey was sent to over 300 MDT members and a little over a third of the members participated. Some of the survey results are below.



## Alaska Multidisciplinary Team Survey

How long have you worked with the MDT/CAC model?

Answer Options	Response Percent	Response Count
Less than 1 year	14.5%	16
1 to 3 years	40.9%	45
4 to 6 years	15.5%	17
7 years or more	29.1%	32
<i>answered question</i>		<b>110</b>
<i>skipped question</i>		<b>1</b>

Do you participate in case review regularly (at least monthly) with the MDT?

Answer Options	Response Percent	Response Count
Yes	73.6%	81
No	26.4%	29
<i>answered question</i>		<b>110</b>
<i>skipped question</i>		<b>1</b>

Team members willingly share information relevant to our cases.

Answer Options	Response Percent	Response Count
Strongly agree	59.5%	66
Somewhat agree	25.2%	28
Somewhat disagree	3.6%	4
Strongly disagree	0.9%	1
Not applicable	2.7%	3
Comments	8.1%	9
<i>answered question</i>		<b>111</b>
<i>skipped question</i>		<b>0</b>



**Members of the multidisciplinary team understand the roles and responsibilities of each MDT member.**

Answer Options	Response Percent	Response Count
Strongly agree	40.9%	45
Somewhat agree	45.5%	50
Somewhat disagree	10.9%	12
Strongly disagree	1.8%	2
Not applicable	0.9%	1
Comments		10
<i>answered question</i>		<b>110</b>
<i>skipped question</i>		<b>1</b>

**MDT case review meetings are useful to me in obtaining updated information and helping in my decision making.**

Answer Options	Response Percent	Response Count
Strongly agree	40.9%	45
Somewhat agree	35.5%	39
Somewhat disagree	6.4%	7
Strongly disagree	6.4%	7
Not applicable	10.9%	12
Comments		7
<i>answered question</i>		<b>110</b>
<i>skipped question</i>		<b>1</b>

**ICWA**

In November 2015, a new trainer, Valerie Dudley came onboard. She immediately saw areas within our curriculum that could be improved and expanded on with regard to cultural competency. CWA has teamed up with OCS' Statewide ICWA coordinator to review and revise the ICWA portions of Pre-SKILS, Online Module, Advanced ICWA and Knowing Who You Are. Valerie has been a huge addition to the CWA curricular array.



## Odds and Ends

- In November 2015, CWA provided a day long training as requested by Kawerak in Nome. Kawerak requested training for their staff on trauma, safety planning, quality home visits and family contact planning. Kawerak requested the training to enhance their Rural Child Welfare Services grant they have with the OCS.
- CWA continues to administratively support Advanced ICWA, KWYA and ChildFirst trainings.
- In August 2015, CWA provided a two-day training to Cook Inlet Tribal Council TANF and Family Services Staff on Strengthening Families.
- The CWA collaborated with the Child Justice Act Task Force to develop an interactive online training on mandatory reporting. This training uses an online platform that challenges the participant to engage with key concepts, complete knowledge checks, and reflect on stories from reporters and foster youth. The CWA's work was fundamental to conceptualizing and completing the project. The finished project will be completed by the end of the fiscal year.
- CWA staff provided 43 hours of individual coaching to 6 different PSMs. Individual coaching with managers is focused on enhanced leadership and management within OCS.
- Child Welfare Academy App - Revisions were made to the Child Welfare Academy (CWA) App to better serve child welfare professionals. An Email Us feature was added which lists the names, titles, and email addresses for all our staff. We also reorganized features and renamed them Guides & Forms, Links, and Resources. The Guides & Forms tab contains documents that can be used in decision making and planning to assist case workers on completing protective action plans to case plans. The Links tab provides a variety of child welfare educational information. The Resources tab offers a list of organizations child welfare professionals may contact to assist children and families based on their needs.



## Education and Training Voucher Program 2015



Overwhelming research suggests that young people leaving foster care, struggle with adult responsibilities oftentimes making planning for the future and pursuing higher education or training very difficult. The Education Training Voucher (ETV) Program is a federally-funded, state-administered initiative to provide funding and support for post-secondary education. The state of Alaska has recognized the growing needs of this population and has increased support through partnerships with the University of Alaska to meet the educational needs of youth in foster care.

Since 2012, the Child Welfare Academy (CWA) has been administering the Education and Training Voucher (ETV) Program to youth eligible foster youth. The CWA Youth Education Coordinator provides case management services to youth receiving ETV, Presidential Tuition Waivers, and OCS Scholarship funding. The Youth Education Coordinator also works with incoming students on the enrollment/admissions process, housing,

medical and social emotional support, and plans and coordinates an annual foster youth Education Conference, and links the ETV program to people and services within the University and community to expand supports and resources for eligible youth.

### Program Highlights

The ETV Program has shown tremendous growth in the number of foster youth attending University of Alaska Campus' and doubled the number of foster youth enrolled throughout the state. Collaboration between the OCS IL Program and the ETV Program allows for early identification of students. This has shown an increase in the number of student's enrolled. The 2015-2016 academic year is expected to show continued success of foster youth enrolled at University of Alaska Campus. Below are just a few of the highlight from this year:

- 40 foster have enrolled at University of Alaska Campus' throughout the state with 22 persisting from previous semesters and 18 enrolling for the first time.
- 40 Students received an Education and Training Voucher award, 29 Students received a Presidential Foster Youth Tuition Waiver from University of Alaska, and 11 students received and OCS Tuition Scholarship.
- 3 students graduated in Fall 2015 with Bachelor's Degrees in Elementary Education, Psychology, and Accounting.
- An additional 9 students are projected to graduate in Spring 2016, doubling the overall college completion rate among foster youth in Alaska.
- Support services for youth continue to increase, university and community stakeholders are more informed and invested, and in general youth are experiencing more success.
- The ETV Program increased support during the 2015-2016 Academic year with a BSW intern.
- The ETV Program partnered with UAA staff in various departments to sponsor a gift drive to collect holiday present for 26 students in Anchorage and the Matsu Valley.



### July – December 2015 Training Calendar

July							August							September									
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa			
			1	2	3	4							1			1	2	3	4	5			
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12			
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19			
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26			
26	27	28	29	30	31	23	24	25	26	27	28	29	27	28	29	30							
							30	31															

October							November							December						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30	27	28	29	30	31							

### TRAININGS

Event / Date / Location

#### JULY 2015 – December 2015

131 SKILS IA: July 6-17 <sup>th</sup> /Anchorage 132 SKILS FS: July 13-24 <sup>th</sup> /Anchorage 285 CPI Training: July 15 <sup>th</sup> / Anchorage 287 Environmental Awareness: July 16 <sup>th</sup> / ANC 235 Knowing Who You Are: July 7-8 <sup>th</sup> / FAI	235 Knowing Who You Are: Oct. 15-16 <sup>th</sup> / ANC 235 Knowing Who You Are: Oct. 26-27 <sup>th</sup> /FAI
131 SKILS IA: September 14-25 <sup>th</sup> / Anchorage 132 SKILS FS: September 21-October 2 <sup>nd</sup> / ANC 285 CPI Training: September 23 <sup>rd</sup> / ANC 287 Environmental Awareness: Sept. 24 <sup>th</sup> / ANC	131 SKILS IA: November 2-13 <sup>th</sup> / Anchorage 133 SKILS FS/G: November 2-20 <sup>th</sup> / ANC 285 CPI Training: November 11 <sup>th</sup> / ANC 287 Environmental Awareness: Nov. 11 <sup>th</sup> / ANC 235 Knowing Who You Are: Nov. 18-19 <sup>th</sup> / Nome
	554 Supervisor's Training: Dec. 1-5 <sup>th</sup> / ANC 235 Knowing Who You Are: Dec. 9-10 <sup>th</sup> / Bethel 229 ICWA: December 9-10 <sup>th</sup> / Anchorage

### Webinars / Call-Ins

Field Guide to Child Functioning: August 4 <sup>th</sup>	<b>Transfer of Learning Teleconference Series</b> Tuesdays in August, September & December
Field Guide to Child Functioning: October 8 <sup>th</sup>	
Domestic Violence Awareness: October 22 <sup>nd</sup>	
	Field Guide to Child Functioning: December 2 <sup>nd</sup>