

BIANNUAL REPORT

JANUARY 2014 - JUNE 2014



Submitted to
State of Alaska
Office of Children's Services
Biannual Report
January - June 2014



BIENNIAL REPORT

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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*

Stephanie Vaughn, MSSW, LCSW, *Trainer*

Tom McRoberts, MSW, *Trainer*

Amanda Metivier, MSW, *Youth Education Coordinator*

Marianne Mahon, *Fiscal and Operations Manager*

Lisa Tanga, *Training Coordinator*



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TRAINING SUMMARY

During January 2014 - June 2014, the Child Welfare Academy offered the following:

Workers in Attendance	794
OCS Workers	637
Tribal Partners	70
Other Community Partners	87
Completed Training Days	100
Contact Hours	6813



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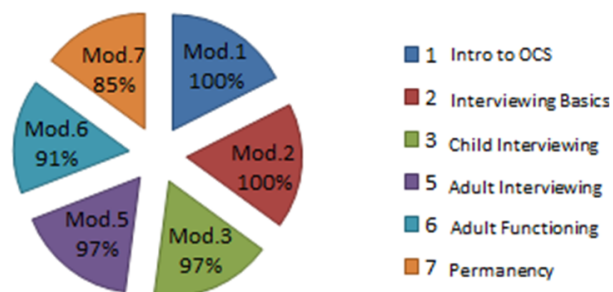
TRAINING HIGHLIGHTS

SKILS

Beginning November 2013 and continuing through March 2014, the Child Welfare Academy (CWA) analyzed feedback from both the Office of Children's Services (OCS) Quality Assurance Team and from our own staff development survey to determine how to change and enhance SKILS. In March 2014, CWA introduced a significantly new SKILS curriculum with new modules, enhanced training strategies, and expanded coverage of training topics requested by SKILS alumni. The following are some of the highlights:

- Interview training for both initial assessment and family services workers has been significantly enhanced. Workers complete online modules before SKILS, use team based learning to apply interviewing concepts to a case example, then as a capstone to this learning process are videotaped interviewing an actor who portrays a parent. Learners report that the interviewing practice with feedback from the instructors is one of the most effective parts of the SKILS curriculum.
- To enhance interviewing, safety assessment, and case planning training, the CWA added Team Based Learning (TBL) modules to the SKILS curriculum. The modules are very successful with learners actively demonstrating skills like building consensus, critically thinking and problem solving using case examples. The CWA continues to explore TBL strategies for ongoing curriculum development both in the classroom and with online training.
- The practice case example used for SKILS training was updated. The new example is more aligned with current practice, goes into much greater detail with documentation, uses updated forms, and is based on a real case with challenges that are typical for families from bush Alaska who are involved with OCS.
- Permanency Planning training was updated using a nationally recognized, state-of-the-art, training strategy called 3, 5, 7 Model. This model helps workers put concepts of permanency into practice by offering concrete methods to address permanency during home visits.
- ORCA training went from a half day training to a full day training.
- Legal training for family services went from a half day training to a full day training.
- A new training that helps workers assess out of home placements was added.
- OCS supervisors are collaborating with the CWA to train workers on developing resiliency. Additional CWA/OCS supervisor collaborations are planned.
- The new SKILS curriculum also better builds on the concepts introduced in online trainings. Workers are prompted to complete and integrate online trainings during SKILS lectures and activities. Below is the chart depicting the percentage of completion of online modules before attending SKILS classroom training.

**Percentage of Completed Online Modules
January - June 2014**





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TRAINING HIGHLIGHTS

OCS WORKER SAFETY

Worker Safety was a big initiative for OCS this past six months. CWA contracted with a trainer who trained 20 groups of OCS staff. All staff in the field were trained, including staff from state office in Juneau. From this point on, newly hired workers will receive the worker safety training within SKILS. Other newly hired staff have an opportunity to receive worker safety training as space is available in SKILS or SSA training.. The training was 1.5 days; one day of Crisis Prevention Intervention and a half-day of Environmental Awareness. Overwhelmingly, the training was well received. Staff found the training timely, relevant, and helpful to their work. The data from both days of training is presented below. There were many more comment, but a select few are offered here.

287 Environmental Awareness Training Evaluation Compilation

Q#	QUESTIONS	RATING	PERCENTAGES
Q1	Rate the trainer:	1- Poor	0%
		2- Fair	1%
		3- Average	4%
		4- Good	27%
		5- Excellent	69%
			100%
Q2	Rate the content:	1- Poor	0%
		2- Fair	3%
		3- Average	8%
		4- Good	51%
		5- Excellent	38%
			100%
Q3	Rate the training methods:	1- Poor	0%
		2- Fair	0%
		3- Average	9%
		4- Good	47%
		5- Excellent	44%
			100%



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TRAINING HIGHLIGHTS

287 Environmental Awareness Training Evaluation Compilation *(continued)*

Q4	Rate the location's contribution to the training experience:	1- Poor	1%
		2- Fair	2%
		3- Average	16%
		4- Good	43%
		5- Excellent	38%
			100%
Q5	Rate the extent to which this workshop was pertinent to your job:	1- Poor	0%
		2- Fair	3%
		3- Average	14%
		4- Good	45%
		5- Excellent	38%
			100%
Q6	Rate the training workshop/experience overall:	1- Poor	0%
		2- Fair	2%
		3- Average	6%
		4- Good	44%
		5- Excellent	48%
			100%

Participant Responses (Sampling)

1. Increases your awareness of your environment and the necessity of having a plan to be as prepared as you can be for a potentially unsafe situation. Also, reminds you that many crises can be averted by how you or a worker or an individual can control many situations by how you engage a person/client and handle the situation. You can escalate a situation or de-escalate it by how you treat/speak to an individual. This class needs to be longer to cover it more thoroughly. (February 12, 2014)

2. The discussion about preparing/prevention for workplace violence was productive and helped generate thoughts for taking action at the office (to plan/drill). I appreciated the trainer's willingness to take information and forward concerns to improve worker safety. (March 28, 2014)

3. The presenter was knowledgeable about the subject matter and had a good balance between serious and comedy. (April 29, 2014)

4. Joe's an awesome trainer, content was very pertinent to me and my job. (May 21, 2014)



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TRAINING HIGHLIGHTS

285 Crisis Prevention Institute Training Evaluation Compilation

Q#	QUESTIONS	RATING	PERCENTAGES
Program Objectives- As a result of completing this program, I believe that I have learned to:			
Q1	Use nonverbal techniques to prevent acting-out behavior.	5- Strongly Agree	48%
		4- Agree	43%
		3- Neither Agree, Nor Disagree	7%
		2- Disagree	2%
		1- Strongly Disagree	0%
100%			
Q2	Implement verbal de-escalation strategies, such as limit setting.	5- Strongly Agree	41%
		4- Agree	46%
		3- Neither Agree, Nor Disagree	10%
		2- Disagree	1%
		1- Strongly Disagree	1%
100%			
Q3	Make use of CPI's Principles of Personal Safety to avoid injury to all involved in a crisis situation.	5- Strongly Agree	49%
		4- Agree	39%
		3- Neither Agree, Nor Disagree	9%
		2- Disagree	2%
		1- Strongly Disagree	0%
100%			
Q4	Use safe physical intervention procedures as a last resort when a person is a danger to self or others.	5- Strongly Agree	49%
		4- Agree	39%
		3- Neither Agree, Nor Disagree	9%
		2- Disagree	2%
		1- Strongly Disagree	1%
100%			



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TRAINING HIGHLIGHTS

285 Crisis Prevention Institute Training Evaluation Compilation *(continued)*

Q5	Build Therapeutic Rapport with acting-out individuals after a crisis is over.	5- Strongly Agree	41%
		4- Agree	44%
		3- Neither Agree, Nor Disagree	12%
		2- Disagree	3%
		1- Strongly Disagree	1%
100%			
Instructor - During the program, the Instructor:			
Q6	Applied the course content to a variety of examples.	5- Strongly Agree	78%
		4- Agree	19%
		3- Neither Agree, Nor Disagree	1%
		2- Disagree	0%
		1- Strongly Disagree	1%
100%			
Q7	Stimulated interest in the subject matter.	5- Strongly Agree	78%
		4- Agree	20%
		3- Neither Agree, Nor Disagree	0%
		2- Disagree	1%
		1- Strongly Disagree	1%
100%			
Q8	Created an enjoyable learning atmosphere.	5- Strongly Agree	81%
		4- Agree	17%
		3- Neither Agree, Nor Disagree	1%
		2- Disagree	1%
		1- Strongly Disagree	1%
100%			
Q9	Emphasized the philosophy of Care, Welfare, Safety, and Security SM .	5- Strongly Agree	66%
		4- Agree	27%
		3- Neither Agree, Nor Disagree	4%
		2- Disagree	1%
		1- Strongly Disagree	1%
100%			



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TRAINING HIGHLIGHTS

285 Crisis Prevention Institute Training Evaluation Compilation

Content:

Q10	The program content was relevant to my needs.	5- Highest	48%
		4	39%
		3	10%
		2	1%
		1- Lowest	1%
			100%
Q11	How would you rate the program overall?	5- Highest	52%
		4	40%
		3	6%
		2	0%
		1- Lowest	1%
			100%

Participant Responses (Sampling)

As a result of this program, I...

feel more confident that I can recognize signs that a person is out of control and choose an appropriate response. (February 11, 2014)

learned to be more aware of potential safety-related concerns along with techniques to self-protect. (April 15, 2014)

know how to de-escalate crisis situations and ensure safety for myself and others. (April 30, 2014)

have been reminded to practice situational awareness even during situations where there is no perceived threat. (June 6, 2014)

Additional comments on the program, teaching methods, course materials, and/or the Instructor:

The instructor was very credible and knowledgeable with the content. I enjoyed his methods, examples and personal touch in the training. (March 18, 2014)

Great job. Bringing law enforcement background to the table is a positive approach to worker safety. (March 25, 2014)

Joe was an awesome instructor. He gave great examples, encouraged discussion and truly empathized with our work. (May 22, 2014)

Probably one of the most interesting, engaging trainings I've ever been in! (June 6, 2014)

Joe is one of the best instructors I have ever had--he is interesting and engaging. (June 10, 2014)



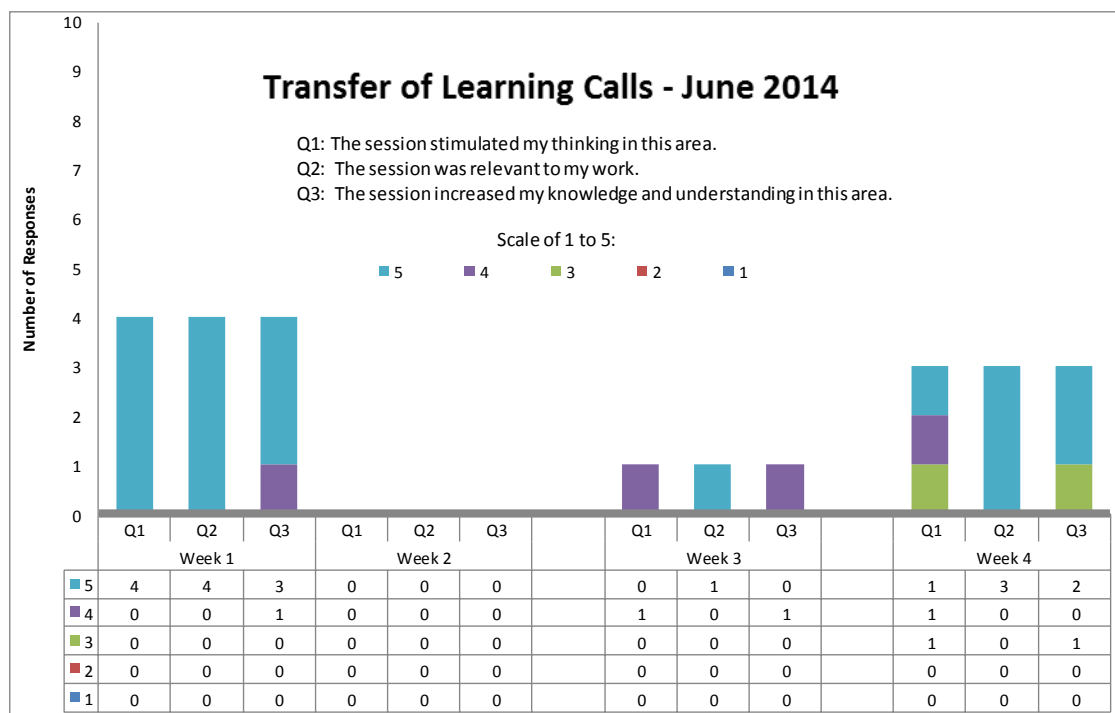
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TRAINING HIGHLIGHTS

ADDITIONAL OPPORTUNITIES FOR LEARNING TRANSFER OF LEARNING

In the past 6 months, CWA has implemented two new opportunities for learning. In an effort to provide transfer of learning activities for newly hired workers upon their completion of SKILS, the CWA trainers are now providing weekly teleconferences to SKILS learners the month following their attendance at SKILS. Trainers facilitate discussions between learners about how training concepts apply to their experiences in working with real families. Trainers encourage learners to talk about successes and snags in their practice and lead the group to understand how they should apply the practice model in the field. There is a short survey administered after the transfer of learning call to gather feedback about the effectiveness of this training method.



Week 1: Comments

"I enjoyed the opportunity to expand my thoughts and help me focus on the tasks at hand in my current case work"

Week 3: Comments

"Great case example by ? and appreciated feedback from facilitators. Would have liked to cover more of the objectives. Thank you for answering my questions after the session was over"

Week 4: Comments

"Thanks for your support. Enjoyed the SKILS follow-on. It helped to clear up some areas for better understanding"

"It was very beneficial to discuss the difference between Safety Plan and a Protective Action Plan and when each of these tools should be used. I also enjoyed listening to the other participants experiences"



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TRAINING HIGHLIGHTS

ADDITIONAL OPPORTUNITIES FOR LEARNING CALL-IN

The second new opportunity for staff development is a monthly “call-in”. One of the trainers, along with a community professional who is knowledgeable about the monthly topic, facilitates a two hour teleconference. There is no pre-determined agenda or presentation, but rather a time for OCS workers to call in to ask questions and get answers on the topic of that month. For instance, the topic for May was domestic violence and featured Brittany Luddington from ANDVSA. Twenty-six workers called in to ask questions. Many of the workers commented that they liked the format and opportunity to just talk to one another, get advice and ask questions of the subject matter expert.

In June, we hosted a “Child and Parent Mental Health Call In.” Matthew Horner and Susan Mayer, Mental Health Therapists from Denali Family Services, and the CWA fielded questions about family mental health from workers across the state. The impact of domestic violence on children’s’ mental health, wait-lists for services, and effective strategies for mental health treatment for children in care are just a few of the topics covered. The Call-In participants appreciated the collaboration between OCS and community mental health, giving workers an opportunity to problem solve on how to overcome the barriers of providing effective mental health treatment for families working with OCS.

Starting in May 2014 and continuing through the next fiscal year, the CWA will develop a Blended Learning Community (BLC). The BLC will use a combination of both online and classroom training to prepare workers for SKILS, connect them to the CWA and each other, and support their professional development when they return to the field. Workers will meet first online at a designed website to connect to each other, online training, and activities that prepare them for SKILS. During SKILS, the website will track incentives for classroom participation. After SKILS, workers will continue to use the site to engage in transfer of learning activities, communicate with each other, and get help from experienced workers. The website will also allow workers and supervisors to document as they complete portions of the Staff Development Plan. The BLC is an entirely different, more ambitious approach to training new workers. Its full development will take some time and will always be evolving, but we plan to have some working components in place in September with the initial functioning platform completed within the next fiscal year.

CHILD AND FAMILY SERVICES PLAN (CFSP) COORDINATION

In January, OCS requested the CWA assist them in the planning and preparation for the CFSP due in June 2014. The CWA arranged for 19 community cafés to happen in 10 communities around the state. The CWA hired two café facilitators, arranged for the location, logistics, and refreshments of each café. After the café was completed, the facilitator provided café notes, which the CWA collated and interpreted for a final report.



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TRAINING HIGHLIGHTS

CHILD ADVOCACY CENTERS TECHNICAL ASSISTANCE AND TRAINING

The Child Welfare Academy (CWA) provided training and technical assistance to Child Advocacy Centers (CAC) and Multi-Disciplinary Teams (MDT). The work began by surveying each CAC/MDT about its current needs. The need for training in Trauma-Informed Care and the effective management of Secondary Traumatic Stress was clearly identified. Trauma is an underlying phenomenon in virtually all the situations of maltreatment that confront CAC and MDT staff, as well as the children and families they serve.

The statewide trauma-informed care training was provided in February 2014 to CAC members and staff, MDT members, other support service staff, and OCS staff who participate in MDTs. The training was delivered in two parts, for a total of four training days. The thirty-one (31) people in attendance talked as small and large groups, networked with each other during the training and breaks, shared information together, and engaged in a nationally recognized training on Trauma Informed Care from the National Child Traumatic Stress Network (NCTSN). The training covers a wide array of topics including: identifying trauma, understanding how it affects children and parents, secondary traumatic stress to helpers, and building resiliency.

The trauma training was so well received that additional training was requested and held in June at Stevie's Place in Fairbanks. During this training session, eighteen people were trained including CAC staff as

well as support service staff and MDT members. The training also provided a forum for participants to process secondary traumatic stress. Participants were able to talk about their experiences and receive help and feedback from their colleagues.

An additional request for training on team-building came from The Children's Place in Wasilla. A one day training was crafted and presented in June on-site at The Children's Place. The six member team developed their agency identity, goals for improving the agency's work as an MDT member, and strengthened the team's cohesion.

Technical assistance was provided to the Bethel MDT members to assist them in forming a working agreement between member agencies. A draft document was created in a one day meeting in Anchorage of MDT members from law enforcement, CAC, OCS, Prosecuting Attorney's office, and community members from Behavioral Health Services. The document was ratified as a working draft, the next MDT meeting was scheduled, and next steps for the MDT were planned. Bethel has successfully held its first MDT meetings under the new agreement.

During trainings, additional technical assistance and networking was provided to support the effective use of the on-line data system employed by CACs around Alaska.

The CWA attended the regularly scheduled CAC monthly teleconferences and responded to requests for information as needed.



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TRAINING HIGHLIGHTS

LEARNING COLLABORATION WEBINARS

The CWA continues to provide monthly learning collaboration webinars. These webinars provide OCS staff a focused one hour discussion on the latest topics requested by OCS staff and administration. The topics in the last 6 months were:

- A Trauma-Informed Approach to Childhood Exposure to Violence and Brain Development
- OCS Complaint Process
- Interviewing in FSA: Building Partnerships with Parents in Introduction and Exploration
- Interviewing in FSA: Developing Discrepancy with the Family
- FSA in Rural Alaska

ODDS AND ENDS

- CWA provided a three day training on the Family Services Assessment for AVCP and OCS traveling workers in January 2014. The training was very well received and helped AVCP to understand the case planning process with families.
- In March, the CWA attended a tribal/OCS event held in Wasilla and presented on the Family Services Assessment.
- OCS requested that the CWA facilitate the Supervisory Leadership Council (SLC) strategic plan review and revision process. The SLC successfully developed a completely new vision and work plan in May. CWA will continue to help facilitate meetings of the SLC as requested.
- Juneau OCS staff in collaboration with Lynn Canal Counseling in Haines requested that CWA facilitate a two day community meeting. OCS and CWA provided training and facilitated a discussion about how best to serve families with OCS involvement.
- CWA is developing a course in Ethics for Child Protection to be rolled out in the next couple of months.

FACEBOOK

Many people use Facebook for social media and so does the CWA. We use Facebook not only to stay connected to OCS and their community partners; we use Facebook to post articles, videos, websites, and online trainings. Additionally, we post practice tips directly related to past trainings to prompt transfer of learning. By posting several times a week, we hope to give interested workers a dependable source for interesting materials to enhance their professional development.



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LEAVING THE CWA BY JAY C. BUSH

I first came to work for the Child Welfare Academy (formerly called Family and Youth Service Training Academy) in June 2005, delivering end-of-year training that augmented the regularly scheduled training we were providing to employees of the Office of Children's Services. In August 2005 I became a full-time trainer at the Academy. There have been a lot of changes in the 9 years between then and now. There has been regular change in the curriculum to meet the ever changing needs of OCS employees, change in the name of the Academy, change in leadership, change in location; if there is one thing that is constant at the Academy it is change. Growth requires change and I am pleased to see the growth that has taken place in the Academy, now it's my turn. On June 27, 2014 I will leave the Academy and go do other things. At this time I'm not sure what I will be doing, although if there is ever a time to be free of a schedule in Alaska it is the summer! As Robert Service wrote in The Spell of the Yukon,

The summer — no sweeter was ever;
The sunshiny woods all athrill;
The grayling aleap in the river,
The bighorn asleep on the hill."

Even though I am unsure about what I will do next, I know that I am not done doing Social Work, and I look forward to being an adjunct instructor for the School of Social Work over the summer and whenever I can. I am going to take some time finding my next full-time situation, I want to consider and explore what (maybe) the last job I will have. I feel drawn back to direct practice, working with individuals, seeing people face-to-face in the setting of helping. It was the desire to help others help themselves that brought me into the field almost 30 years ago and I want to do that some more. Although to paraphrase an old barracks ballad,

"Old Social Workers never die,
They just become consultants."

This summer will find me out and about in Alaska, enjoying the summer and planning for my future. When I was a little boy here in Anchorage, there was a locally produced outdoor television show, and in those days Alaska was still so open and unexplored this show was about really seeing the wild outdoors, exploring new possibilities and new adventures. I don't remember the name of the show and I don't remember the name of the host, but I do remember his closing tag line and so for my colleagues and friends at the Academy and at UAA,

"I'll see you a little later, a little further on up the creek."



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Program Highlights

Over the last year, the ETV Program has experienced tremendous growth and success. In the upcoming year the number of foster youth served is expected to double, support services for youth have increased, university and community stakeholders are more informed and invested, and in general youth are experiencing more success. Below are just a few of the highlight from this year:

- ◆ An increase in retention among foster youth and utilization of the Presidential Foster Youth Tuition Waiver sparked an increase in the number of awards being offered for 2014-2015. President Gamble approved an additional 3 Presidential Foster Youth Tuition Waivers, bringing the number to 15.
- ◆ The ETV Program increased support during the 2013-2014 Academic year with an MSW intern. A BSW intern will begin August 2014.
- ◆ 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 students projected to attend the 2014-2015 Academic Year. 25 new students are expected to attend, along with 25 returning.
- ◆ The University of Alaska has shown an increase in support for foster youth throughout the state and continues to offer opportunities for support to foster youth attending a University of Alaska Campus.

Education and Training Voucher Program 2013-2014 Academic Year

The Child Welfare Academy (CWA) administers the Education and Training Voucher (ETV) Program to youth eligible for the Chafee Foster Care Independence Program. Eligible youth were in foster care and out of home placement, on or after their 16th birthday. Youth remain eligible for the ETV Program until they reach age 23 as long as they are enrolled on their 21st birthday.

The CWA Youth Education Coordinator provides case management services to youth receiving ETV, Presidential Tuition Waivers, and the OCS Scholarship funding. The Youth Education Coordinator also works with incoming students on the enrollment/admissions process, 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

2013-2014 Academic Year

A total of 41 ETV eligible students attended the 2013-2014 Academic year at a University of Alaska Campus. In addition to the Education and Training Voucher, 22 students received an OCS Tuition Waiver, and 23 Students received a University of Alaska Presidential Foster Youth Tuition Waiver.

- 41 Education and Training Vouchers (ETV) awarded
- 22 OCS Tuition Waivers awarded
- 23 Presidential Foster Youth Tuition Waivers awarded (12 new, 11 continuing students)



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Fall 2013 Student Population

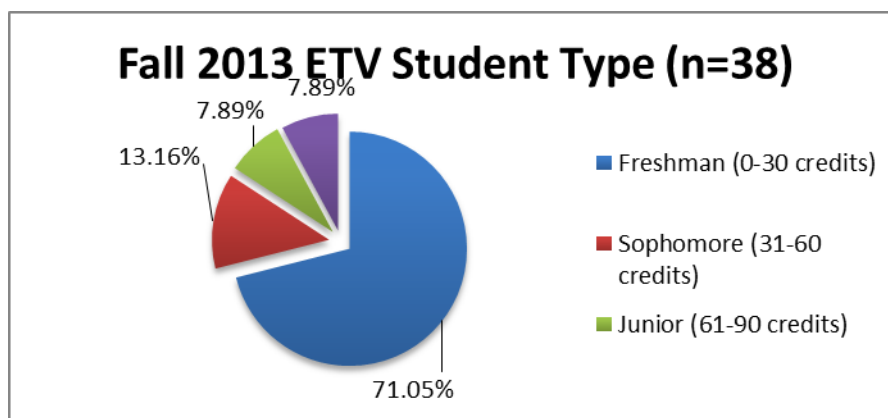
A total of 38 students attended the fall 2013 semester, with 27 students returning from the previous academic year, showing a 71% retention rate among ETV students between the 2012-2013 and 2013-2014 academic years.

Fall Returning	# of Students	Percentage
New Students	11	28.95%
Returning Students	27	71.05%
Total	38	100.00%

The majority (22) of students attended full time with 12 or more credits.

Fall Enrollment	# of Students	Percentage
Part time (1-11 credits)	16	42.11%
Full Time (12 or more credits)	22	57.89%
Total	38	100.00%

71% of students were considered freshman with less than 30 credit hours completed





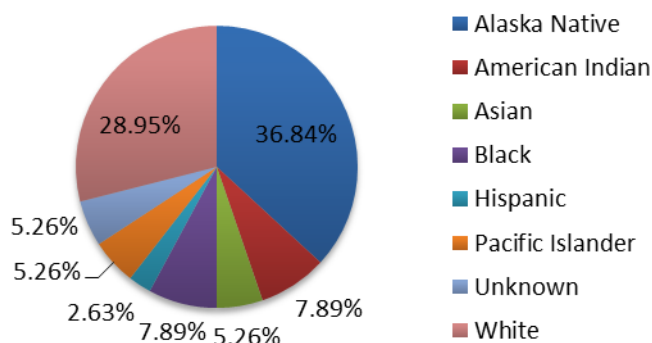
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The majority of students enrolled continue to be at the University of Alaska Anchorage, Main Campus. 25 students attended the Main UAA Campus. A total of 8 Students lived on campus with 1 in Fairbanks, 1 in Juneau, and 6 in Anchorage. The majority of the 38 fall semester students are Alaska Native, making up 36% of the overall ETV student population.

Campus	# of Students	Percentage
UAA Main Campus	25	65.79%
UAA - Mat-Su Campus	5	13.16%
UAS	3	7.89%
UAF	4	10.53%
UAA Katchemak Bay	1	2.63%
Total	38	100.00%

Campus Housing	# of Students	Percentage
On Campus	8	21.05%
Off Campus	30	78.95%
Total	38	100.00%

Fall 2013 Student Ethnicity (n=38)

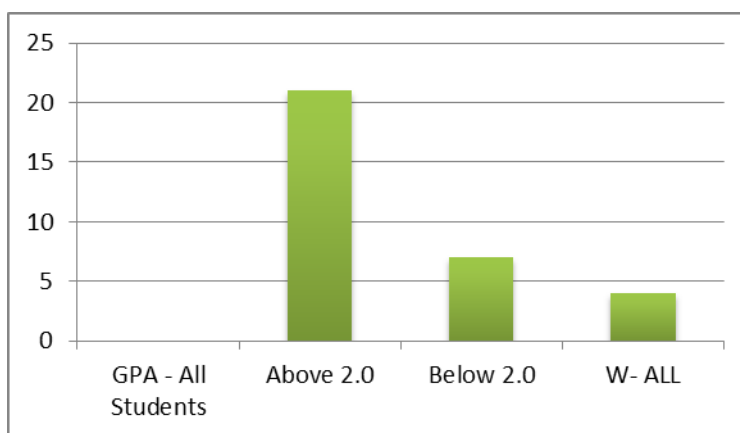




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Academics

Overall, 27 students maintained a GPA above a 2.0 for the Fall 2013 Semester .



Post-Secondary Education Support Services

The Youth Education Coordinator provides post-secondary education support to students enrolled in and those exploring post-secondary education options. Services include: College Preparation, Financial Aid Assistance, College Counseling, Tutoring, and Test Preparation and are tracked through the National Youth in Transition Database (NYTD). CWA staff provided 352 Post-Secondary Education Support Services throughout the 2013-2014 Academic year.

Service	
College Prep/Financial Aid	227
College Counseling	116
Tutoring	8
Test Preparation	1



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Regional Education Conferences

CWA worked closely with the OCS Independent Living Program to host 5 Regional Education Conferences. High school students and recent graduates throughout the state participated to learn about opportunities for post-secondary education and training, financial aid, healthy relationships, and resources post-foster care.

A total of 49 youth attended the regional conferences. Of those 49 youth who attended the conferences, one attended the spring 2014 semester at UAA, one attended the summer 2014 semester at UAA, and an additional 7 are projected to attend the Fall of 2014 semester.

Region	Number of Participants	Date
Western (Bethel)	5	November 9 th , 2013
Anchorage	15	February 14 th , 2014
South Central (Wasilla)	11	February 18 th , 2014
Northern (Fairbanks)	10	March 20 th , 2014
SouthEast (Juneau)	8	April 25 th , 2014
Total	49	

The Youth Education Coordinator also hosts regional student gatherings and outreach for current and incoming students to connect, learn about University processes and expectations, and prepare for upcoming academic endeavors.



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TRAINING CALENDAR

TRAININGS

Training / Date / Location

JANUARY 2014

287 Environmental Awareness: Jan 13 / ANC
 285 CPI training: Jan 14 / ANC
 181 SKILS: IA : Jan 20 - Jan 24 / ANC
 554 Supervisory Training : Jan 21 - Jan 23 / ANC
 585 Critical Thinking: Jan 24 / ANC
 182 SKILS: FS: Jan 27 - Jan 31 / ANC

FEBRUARY 2014

267 TICW: Feb 10 - Feb 11 / ANC
 229 ICWA: Feb 10 - Feb 11 / ANC
 267 TICW: Feb 13 - Feb 14 / ANC
 285 CPI training: Feb 11 / WAS
 287 Environmental Awareness: Feb 12 / WAS
 555 Supervisory Training: Feb 18 - Feb 20 / ANC
 287 Environmental Awareness: Feb 19-20 FAI
 585 Critical Thinking: Feb 21 / ANC
 183 SKILS: ADV: Feb 24 - Feb 28 / ANC

MARCH 2014

235 KWYA : Mar 4 - Mar 5 / Nome
 131 SKILS: IA: Mar 10 - Mar 21 / ANC
 235 KWYA: Mar 12 - Mar 13 / FAI
 132 SKILS: FS: Mar 17 - Mar 28 / ANC
 287 Environmental Awareness: Mar 17 / ANC
 285 CPI training: Mar 18 / ANC
 287 Environmental Awareness: Mar 19 / ANC
 285 CPI training: Mar 20 / ANC
 285 CPI training: Mar 25 / JNU
 287 Environmental Awareness: Mar 26 / JNU
 285 CPI training: Mar 27 / JNU
 287 Environmental Awareness: Mar 28 / JNU

MEETINGS / CONFERENCE ROOM

Mar 13: Community & Parent Café / JNU
 Mar 14: Community & Parent Café / KET
 Mar 20: Community & Parent Café / Kenai

WEBINARS / Learning Collaborations

- Field Guide to Child Functioning: Feb 5;
- A Trauma-Informed Approach to Childhood Exposure to Violence and Brain Development: Mar 20
- OCS Complaint Process: Mar 13

January 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
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February 2014

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March 2014

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30	31					



JANUARY 2014 - JUNE 2014

BIENNIAL REPORT

TRAINING CALENDAR

TRAININGS

Training / Date / Location

APRIL 2014

285 CPI training: Apr 1 / WAS
 287 Environmental Awareness: Apr 2 / WAS
 229 ICWA: Apr 7 - Apr 8 / ANC
 287 Environmental Awareness: Apr 8 / ANC
 285 CPI training: Apr 9 / ANC
 235 KWYA: Apr 9 - Apr 10 / ANC
 287 Environmental Awareness: Apr 14 / Kenai
 285 CPI training: Apr 15 / Kenai
 285 CPI training: Apr 16 / Kenai
 287 Environmental Awareness: Apr 17 / Kenai
 235 KWYA: Apr 17 & Apr 19 / ANC ACRF
 287 Environmental Awareness: Apr 29 / ANC

MAY 2014

131 SKILS: IA : May 5 - May 16 / ANC
 287 Environmental Awareness: May 7 / WAS
 287 CPI training: May 8 / WAS
 285 CPI training: May 20 / BET
 287 Environmental Awareness: May 21 morning / BET
 287 Environmental Awareness: May 21 afternoon / BET
 285 CPI training: May 22 / BET
 235 KWYA: May 28 - May 29 / BET

JUNE 2014

235 KWYA: Jun 3 - Jun 4 / WAS
 287 Environmental Awareness: Jun 9 / ANC
 285 CPI training: Jun 10 / ANC
 267 TICW: Jun 11 - Jun 12 / FAI
 287 Environmental Awareness: Jun 19 / ANC
 285 CPI training: Jun 20 / ANC

MEETINGS / CONFERENCE ROOM

Apr 1: Community & Parent Café / ANC
 Apr 3: Community & Parent Café / FAI
 Apr 7: Community & Parent Café / Nome
 Apr 21: Community & Parent Café / BET
 Apr 23: Parent Café / DLG
 Apr 24: Community Café / DLG
 Apr 25: Community & Parent Café / ANC
 Apr 25: ETV Education Conference / JNU
 May 13 - May 14: Supervisory Leadership Council
 Jun 4-Jun 5: ECMH - AK Pyramid Partnership
 Jun 23: Head Start Mental Health Workshop
 Jun 27: Strengthening Families Workshop

WEBINARS / Learning Collaborations

- Field Guide to Child Functioning: Apr 16; Jun 5
- Interviewing in FSA: Building Partnerships: Apr 23
- Interviewing in FSA: Developing Discrepancy: May 21
- FSA in Rural Alaska: Jun 10

April 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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May 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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June 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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29	30					

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Biannual Report:
JANUARY 2014 - JUNE 2014