

Caregiver Connection

A monthly publication for Washington State foster and adoptive families and relative caregivers produced by the Washington Department of Social and Health Services, Children's Administration and the Alliance for Child Welfare Excellence.

AUGUST 2015

LOOKING FOR RUNAWAY

FOSTER YOUTH



Mike Stamp is one of six Washington DSHS social workers assigned to locate foster youth who run away

Washington is under court order to keep foster youth from running away. So the state now has a team of "locators"—social workers whose job it is to find runaways and bring them back.

On a gray, rainy afternoon in Spanaway, Wash., Stamp walked into the local library with a stack of missing-person flyers. Stamp, a state social worker, sought out the nearest librarians. "Is this anybody you guys recognize?" he asked. "He's on what we call runaway status." Stamp has gotten a tip that the 15-year-old boy liked to hang out here because of the library's free Wi-Fi. One of the librarians immediately recognized the boy's face, but couldn't remember when she last saw him. Stamp left a couple of flyers and asked the librarians to call 911 if they saw him again. "We're just worried about his safety," Stamp said. "Like any other kid that's run away, we don't know what they're doing while they're out on the streets, so anything you can do would be much appreciated." Stamp did a lap through the library to make sure the teen wasn't there with him. Back in the car, he said this particular youth has serious behavioral issues. "He was going to school, it seemed like he was doing all right," Stamp said. But then in late January the teen ran from foster care. Since the state is responsible for him, it's Stamp's job to find him. Stamp has a caseload of about 17 youth—all runaways. He covers a sprawling seven-county region of Western Washington that stretches from Olympia to Port Angeles.

Stamp is part of a six-member team created in 2012 specifically to locate foster kids who run. Washington's Department of Social and Health Services is under a court mandate to keep foster kids from running—and to get them back faster when they do. Stamp considers the formation of this team a turning point for his agency. "We just realized that we needed to do more, we owe it to these kids to do

more," he said. "We want more for our own kids and so we should be practicing better." Stamp calls himself a big, mean-looking bald guy with a soft heart. Visitors to his office are greeted with a poster of his look-alike: professional wrestler Stone Cold Steve Austin. Stamp also has the British World War II slogan "Keep Calm and Carry On" framed outside his office. It's advice he needs on this job. He has said the youth he encounters often feel they've been wronged at every turn since birth. "To say they're mad would probably be a big understatement, and so you've got to figure out a way to try to work with the youth to show them that the choices that they're making right now aren't helping them," he said. But first he has to find these kids. Stamp begins most days scanning social media accounts. On one recent day, he used Facebook to track a runaway girl on his caseload. "We've barely been able to get money to eat and we struggle to find places to sleep every night," he read from her most recent Facebook post. "So she's with her boyfriend right now, he's homeless as well." Stamp knows this runaway well. She's a repeat runner. He'd already found her three other times. "A very unhappy girl," he said. "She's 15 years old." Stamp is worried this girl could easily fall into drugs, or worse. She's his top priority right now. "I've probably put more hours in on this girl than the other kids because I want to find her and I want to get her off the streets." He's got a track record of success. Stamp once used Instagram to trace a runaway to Oregon. She was picked up by police within four hours; another youth he tracked down in Illinois. But there's one case in particular that sticks with him: She was a 17-year old pregnant runaway who was shooting up methamphetamine. "I spent three days, and I mean 14-hour days, looking for this kid," he said.

Stamp eventually found her. He still remembers what she told him as her drove her to a hospital: "No one's ever come looking for me before." Once he locates a youth, Stamp's next job is to figure out how to get them not to run again. He conducts a formal debriefing. And then helps develop something called a "Run Prevention Plan." As a part of that plan, he wants the youth to have some say in where they're placed next. But sometimes that's not enough. The 15-year old repeat runner was on the streets with her boyfriend? Stamp sighed at the thought of her. "The last three times that she's been picked she's been placed where she wanted to go," he said. Yet she has continued to run. Despite these setbacks, the number of foster youth on the run in Washington is dropping. So is the number of days they're gone. But lawyers for foster kids say the state could be doing even more to meet the required targets. For Mike Stamp, the job of trying to locate kids who've run is never over. In Tacoma's Hilltop neighborhood, he cruised the streets looking for a 14-year-old who ran from a juvenile halfway house. "This is his stomping grounds," Stamp said. The last time this youth ran he committed a hold-up with a fake gun and spent time in state juvenile detention. Stamp fears the violence of the street will catch up with this teen before he does. Stamp has had days when a kid he's looking for literally steps out in front of him. This time, he had no such luck. As he headed back to his office in Bremerton, Stamp said at least the runaways now know someone's out looking for them. It hasn't always been that way. Note: Part two of Austin Jenkins' story will appear in the September issue of Caregiver Connections.

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VOICES OF CHILDREN

Again this month, we are presenting winning entries from the statewide contest, "Voices of Children Being Raised by Grandparents and Other Relatives." The contest is for children and youth aged 5-18 and is sponsored by Family Education and Support Services, based in Olympia. The winners receive a \$100 gift certificate from Twin Star Credit Union and a free night at Great Wolf Lodge. More than 50 entries of artwork and writing were received. The winning entries are presented here exactly as they were written or drawn.

Rachelle, 16

"Living with someone other than your parents is a life changing experience. My parents were "OK", they taught me some life lessons but they did not provide me with what I needed to live. When I first moved in with my cousins, I thought "well this will be like going on vacation". I was wrong. They took me in and treated me like their very own child. They presented me with the essential food, water, a warm home and loads more. They give me the one thing my parents failed to provide and that is love.

When I was younger, I knew there was something missing from my life, my cousins showed that to me and gave me love. I believe Love is what everything needs. A plant doesn't flower unless it has love. A dog is not cheerful and alive unless you pet it and love it.

My cousins gave me what my own parents couldn't; so you ask how do I benefit by living with my cousins?

Well, they give me the world just in the palm of their hands, but in their words, their hugs, and all they do for me, they give me love." is wherever they may be."



"I owe all to them"



Rachel, 18

"How does a foster child convey in 21 lines of a poem, in 200 words of an essay or through an image in a 5x7 box, how living with a relative has made a positive influence on their life?

I've been in foster care for about 6 years and lived with my Aunt and Uncle for over 5 years and I owe everything to those two. Without my Aunt and Uncle, I would not be at the University of Washington; I would not have graduated high

school Summa Cum Laude; I would not have accomplished everything I have and I most likely would not even be alive if my Aunt or Uncle had not taken me in. (I was in a horrendous mental place when my Aunt and Uncle first took me in and I honestly do not make statements about suicide, like the one I did, lightly)

So when asked to sum up how my Aunt and Uncle have made a positive influence on my life, all I really need to write is my name because I owe it all to them."

COLORING THE FUTURE

When the Seattle Seahawks offered an opportunity earlier this year to win one of three scholarships for an original school project designed to unify your school and make a positive impact on the community, Susan Gonzales jumped into action.

The teacher at rural Boistfort Elementary School, southwest of Chehalis, came up with the idea of creating coloring books that could be distributed to children in foster care.

The project did not win one of the scholarships, but Susan said it was a great team effort by the school. "We just wanted to do something for the foster kids in Lewis County," she said.

Working with other teachers at the 90-student school for kids in pre-kindergarten through 8th grade, the students eventually produced about 100 coloring books.

"I just saw it as a writing project to enhance their learning," Susan said. "The kids absolutely loved it." Some students were so taken with the idea they produced three or four coloring books.

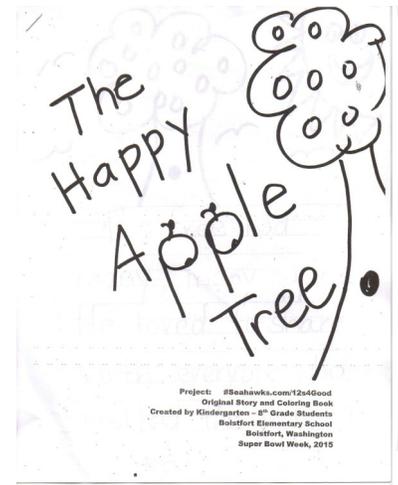
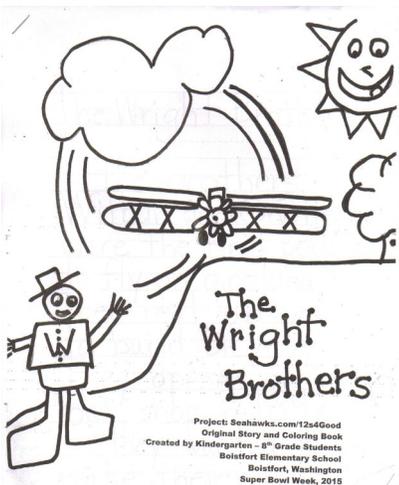
The books were 8 ½-by-11 inches in size, and five to eight pages in length with the subject chosen by the student authors.

The subjects that sprang from the children's minds included such titles as "The Wright Brothers," "My Friend Flaminga," "The Happy Apple Tree" and "Leonard the Gecko."

Both writing and artwork were required for the project. The artwork consisted of a cover page (such as those that accompany this story) and two or three pictures within the story to help illustrate the subject. The drawings were open-ended, which meant Susan traced all the drawings with a black Sharpie to look like a coloring book. When the books were distributed, the children who received them could color them in.

"This turned out to be our favorite writing project of the year," she said.

They ran off 400 copies of the books and distributed them at the Pacific Northwest Caregivers Conference in May. They are now being placed in backpacks that



KEEPING KIDS IN THEIR OWN SCHOOLS



When children are removed from their biological homes, it is a time of enormous emotional upheaval for them. Part of the upheaval can come from the fact that they have to be removed from their schools because there are not enough foster homes in the area where they live to allow them to remain with their friends, schoolmates and support network.

Children's Administration and our foster parent contracted recruiters are sharing a message about stability for children. The more stability in a foster child's life, the better results we can achieve for him or her. And a big part of creating stability is not disrupting their school life.

"It's really important" to keep kids in their own schools and neighborhoods," said Shala Crow, a regional director of recruitment and retention for Fostering Together, which holds the state contract for Western Washington to recruit and support caregivers. "They have the same school, same teacher, and the same supports."

This summer, Fostering Together has been meeting with school staff members and with parent teacher organizations. The idea is to work together to get the word out about the need for homes in neighborhoods where the schools are located.

Many times, adults are unaware that when kids are placed in foster care they have to move outside their neighborhoods because not enough homes are available, said Kim Fordham of Eastern Washington University (EWU), which was just awarded the state contract for recruitment and retention in Eastern Washington

"There's lots of data that shows how important it is to keep kids within their own community," she said. "Most people, when they know (kids are often moved outside their own communities), want those kids to stay in their

communities."

"Trauma is such a big issue" when kids are removed from their biological homes, she said. "We have to help get them through that trauma."

Keeping them in their school is a big help. She views school staff members as a resource to help support kids, not necessarily to become foster parents. "They like kids and are committed to service" so they are natural supports, she said.

DSHS has data that can be used to determine where children were living when they were removed and where their foster home is located, said Meri Waterhouse, program manager for recruitment and retention with CA. Data like this can help us target recruiting in those areas and raise awareness of the need. "We can use our data to show where the biggest gaps are occurring", she said. "There are many areas without enough homes close to



where children are removed."

DID YOU KNOW?

NEW HANDS ON DECK IN EASTERN WASHINGTON

Eastern Washington University's Child Welfare Research and Training Center took over the duties of recruiting and retaining foster parents in Eastern Washington on July 1 under a new contract with Children's Administration.

EWU has been working in training, recruiting and supporting foster parents in Idaho for 16 years, said Kim Fordham, director of the center. EWU was awarded the contract through a competitive bid process. Olive Crest's Fostering Together program will retain those duties in Western Washington.

Kim said about 75 percent of EWU's work in Washington will be aimed at retaining current foster parents. She said foster parents who have a good experience are among the best recruitment tools

Kim said three regional coordinators will direct the work and at least another 18 community-based Recruitment Peer Mentors (RPMs) will help prospective foster parents through licensing and into their first year as foster parents.

"They will be there to help guide them through the process and help normalize that experience and what it is like being a foster parent" she said. The Recruitment Peer Mentors will reflect the diversity of the communities where they will recruit and provide support, she said.

More contact information is available at the end of this newsletter.



Can you believe how quickly summer has gone?

It's almost time for school again!

To help you help your children and their teachers, here are some suggestions based on the website of the State Office of Superintendent of Public Instruction. More specific information is available here:

<http://www.k12.wa.us/Parents/Guide/Culture.aspx>



The start of school also offers opportunities for parents to become familiar with their child's school, teacher, activities and the material they are studying.

Talk with the child's social worker to learn if this could be an opportunity for you to help show your support for the child's parents.

Could you invite the parent to attend the parent-teacher conference? This might be with you, or could be done in a separate session.

Would a school calendar be helpful for the parent in learning about activities for their child?

Participating in school activities can be an opportunity for parents to support their children and feel more connected to them when they are placed in out-of-home care.

RECOMMENDATIONS

◆ Attend "families night" or "back-to-school night" at your child's school. These opportunities give parents a chance to meet teachers and to ask questions about what your child will be learning. This also is a good time to ask the teacher how to contact him or her if you have questions during the school year. Like you, teachers need and appreciate family support. These get-togethers promote information gathering and understanding.

◆ Be sure you have a copy of the school or district calendar. Schools distribute these each year to show vacations and holidays, late starts and early dismissals, and special events, sports and other activities. Every

family needs to have this calendar to help plan child care or other special arrangements. Many schools or districts also have them posted on their websites.

◆ Plan to attend parent-teacher conferences. These one-on-one meetings between teachers and parents or guardians of a student are crucial for communication. They provide an opportunity to discuss what the child is learning, any special issues and what the child will be learning the rest of the year. If you can't come at the scheduled date and time, call the school and request to be rescheduled. Most

schools will try hard to find a time that works for you.

◆ Take an active role in your child's education. Besides parent-teacher conferences, keep communications open by responding to phone calls and other messages from the teacher, check your child's backpack each day for papers that need timely attention and return them on time, check with your student about homework and other assignments and make sure your child has a book or other materials to read at least 20 minutes a day. If you are able to volunteer, most schools welcome parent volunteers in many capacities.

**BECOME A
FOSTER PARENT**



Share this message with others!

Throughout Washington, foster parents are needed to love, coach, mentor, wipe tears, celebrate, support and encourage children and youth living outside their home due to abuse and neglect. Could you, your family or a friend make a difference in the life of a child? Maybe you could even deal with some teen drama!

Are you ready to learn more about becoming a foster family?

Washington's foster parent recruitment phone line,
1-888-KIDS-414,

provides information and can answer many of your or your friends' questions. Take a minute to call, because you don't know what you're missing!

Information on becoming a foster parent is available at the Children's Administration website:

<http://www.dshs.wa.gov/ca/fosterparents/>
or www.fosteringtogether.org.

Foster Care Maintenance Payments

Foster parents will receive an increase in their reimbursement levels beginning with their Aug. 1 payment based on care provided in July.

The 2015 Legislature ratified the agreement reached by the Department of Social and Health Services (DSHS) and the Foster Parents Association of Washington State (FPAWS). FPAWS sought an increase to the rates through a lawsuit. The new rate schedule can be found on CA's foster parent web page under "Latest News." <https://www.dshs.wa.gov/ca/foster-parenting>

Beth and Mike Canfield, co-presidents of FPAWS said the settlement shows the power of working together, "We worked with CA and came up with this settlement," Mike said.

New policies, procedures and practice produced in coming months will be shared through the Caregiver Connection.

Further information about FPAWS can be found on its website www.fpaws.org or on its Facebook page

<https://www.facebook.com/FosterParentsAWS?fref=ts>



Monthly Rate

Child's Age	Level I or Basic Rate	Level II (Includes Basic Rate)	Level III (Includes Basic Rate)	Level IV (Includes Basic Rate)
0-5 Years	\$562	\$739.92	\$1,085.51	\$1,364.30
6-11 Years	\$683	\$860.92	\$1,206.51	\$1,485.30
12+ Years	\$703	\$880.92	\$1,226.51	\$1,505.30

BASIC RATE

Child's Age	Shelter ^①	Food ^②	Clothing*	Personal Incidentals*	Total Level I
0-5 Years	\$272	\$180	\$53	\$57	\$562
6-11 Years	\$272	\$285	\$49	\$77	\$683
12+ Years	\$272	\$313	\$50	\$68	\$703

^①The cost estimate for shelter include a "base housing number" of \$239 based on HUD fair market rent data and additional estimated shelter costs of \$33 based on the marginal cost of certain Consumer Expenditure Survey codes related to IV-E allowable costs.

^② - The cost estimate for food is based on USDA food diaries for moderate income individuals and does not exclude costs related to the availability of WIC for 0-5 year olds and school lunches for school age youth.

*Cost estimates for clothing and personal incidentals are based on USDA average costs for 2 parent/2 child households using Consumer Expenditure Survey codes related to IV-E allowable costs.



**CAREGIVERS: CHILD INFORMATION PLACEMENT
REFERRAL FORM**

Are you getting the **Child Information Placement Referral Form** when a child is placed with you? Caregivers should receive this form anytime a child is placed in their home. If you don't receive it, contact the child's worker, or your placement coordinator.

**TIPS FOR CONTACTING YOUR CHILD'S
SOCIAL WORKER**



WHAT	WHEN	WHO IS RESPONSIBLE
Child Information / Placement Referral (DSSH Form 15-300)	<p>Prior to or soon after initial placement (within 24-72 hours)</p> <p>When the child changes placement</p> <p>When new information is known about the child's needs</p>	Social Worker, Placement Coordinator

Communication between social workers and foster parents is critical in meeting the best interests of the child.

Area Administrator Ursula Petters recently addressed frustrations foster parents can encounter during a training session at the Pacific Northwest Caregivers Conference.

Here are some tips she offered for keeping the lines of communication open.

When a child first comes into care, the social worker's contact information should be on the placement form. That is the first place to look. If that information is not there, or you are uncertain for any other reason, call your local office and ask for the name of the child's social worker.

The child also is supposed to receive a visit from the social worker within the first five days after he or she is placed into the care of a foster parent.

When a child comes into your home, it's a good idea to ask for both the name of the social worker and the supervisor. If you are unable to reach the social worker, the supervisor can usually help you.

Keep a notebook with interactions between yourself and social workers. "That's what social workers do," she says.

Ask the worker about the most effective way to reach her or him. Some will respond more quickly to an email message; others to a telephone call. Also – let the worker know the most effective way to communicate with you as well. If you are calling and get voice mail, listen to the entire message before leaving one of your own.

Sometimes the end of the message will give information about when the worker will be available.

Social worker contact information can also be found on line. Staff directories can be found by clicking on this link:

<https://www.dshs.wa.gov/ca/foster-parenting/childrens-administration-staff-directories>

If you have an issue or questions, Petters suggests trying to deal with it immediately, rather than waiting. "Try to do something in real time – call when the problem exists," she said. "I clean up a lot of messes that happened a long time before they got to me."

If you have had several email exchanges trying to get a question answered or issue resolved, "pick up the phone and call. Emails can get snarky." Talking a problem out can often get the problem fixed more quickly.

Petters also urged to "assume good intent." That is what social workers are trained to do. Like foster parents, they are very busy and sometimes simply can't return calls or emails immediately. If you can't get your call or email returned in 48-72 hours, call the office and ask to talk with the supervisor. The next position up our chain of command is the Area Administrator, and he or she can also be helpful in getting you a response, she said.



***“Assume good
intent”***

**Partner the Parrot says:
Tell the court how your
kids are doing**



Partner the Parrot reminds you to watch for the next court date – or ask for the date from your child’s social worker – so you can provide current information to the court about how the child is doing.

It’s your best chance to tell the judge – who has final say over a child’s case – what you see in the life of that child, how she/he has improved and what would help you help the child.

If you don’t know when your foster child’s next court hearing will be held, make it a point to ask the child’s worker at your next Health and Safety visit, or email the worker and ask for the date. The court date is on the first page of the child’s Court Report, which is prepared two weeks prior to the hearing. You may submit comments in writing for the hearing, using the Caregiver Report to the Court form. We also encourage you to or come to court whenever possible; however the judge determines who will speak at the hearings.

As the child’s day-to-day caregiver, you have the best current information about him or her. Sharing it with the



Adoption Support Payment Process Dates

Below are the dates your adoption support payments process for the rest of 2015. Paper checks will be mailed on the process date. Direct Deposit payments deposit to your account within 2-4 business days after the process date. ***This only applies to***

Service Month	Process Date
September	August 25
October	September 24
November	October 26
December	November 20
January 2016	December 23

adoption support payments NOT foster care reimbursements.

Caregiver Mileage

It’s time to submit your monthly mileage form to your social worker.

If you have questions about allowable mileage use this link

http://www.dshs.wa.gov/pdf/ms/forms/07_090.pdf.

Please remember: Children’s does not reimburse for mileage over 90 days old.



Additional Resources

Washington State's Kinship Navigators

Helping grandparents and relatives raising children

Locate information, resources, and a link to your local Kinship Navigator for support at:

<https://www.dshs.wa.gov/altsa/kinship-care-support-services>

Foster Care Critical Support and Retention Program

This program was developed to help retain foster parents who care for sexually reactive children, physically assaultive children, or children with other high-risk behaviors. Short term therapeutic and educational interventions are available to help support the stability of the placement.

This service is free of charge and is provided through Olive Crest. Contact the child's worker if a referral would help you in handling the behaviors of the child in your home.

If you would like to learn more about the available services contact Kathleen Walter, Olive Crest's Critical Support Clinician 425-1612 ext. 1356 or

Kathleen-walter@olivecrest.org

FOSTER PARENT AND CAREGIVER CRISIS AND SUPPORT LINE:

1-800-301-1868

Foster Intervention Retention and Support Team (FIRST):

Offers neutral third party advice and support for foster parents when dealing with allegations or a licensing violation.

- ⇒ EASTERN WASHINGTON (Region 1) call 509-928-6697
- ⇒ WESTERN WASHINGTON (Regions 2 and 3) call 253-219-6782
- ⇒ Email (covers all of Washington) FIRST@olivecrest.org

Fostering Well-Being Care Coordination Unit (FWB CCU):

FWB CCU can help answer health-related questions or help you with health related **issues for children/youth in your care.**

Contact information:

1-800-422-3263 ext. 52626 or

360-725-2626 (8:00 a.m.– 4:30 p.m.) or

e-mail: fwbccu@dshs.wa.gov.

FPAWS:

Foster Parent Association of Washington State FPAWS is an all volunteer, non-profit association, led by experienced caregivers who provide support and helpful services to all caregivers (foster, adoptive, and kinship) in Washington State.

Contact FPAWS at www.fpaws.org or



CA Foster Parent Consultation Team (1624) Regional Representatives - 2015

Regional representatives have been elected to serve in positions on the statewide Children’s Administration Foster Parent Consultation Team – informally known as the “1624 team” – for 2015.

Meeting four times a year with top-level CA management to discuss issues of statewide concern to foster parents, the representatives serve as the voices of foster parents to the management of Children’s Administration (CA). They also help coordinate regional consultation teams.

Name	E-mail	Phone
Melissa MacDougall, Reg. 1 North	MM@mplawpllc.com	509-846-6405
Jessica Hanna, Reg. 1 South	Jhanna1124@gmail.com	509-899-3329
Audra Krussel, Reg. 1 South	Audra11@mindspring.com	208-3409956
Shala Crow, Reg. 2 North	Shala-Crow@olivecrest.org	360-220-3785
Deena Parra, Reg. 2 North	Deena-Parra@olivecrest.org	360-572-4271
Shannon Mead, Reg. 2 South	Shannon.mead@gmail.com	206-856-1508
Joanne Moran, Reg. 2 South - Alternate	Joanne-Moran@olivecrest.org	206-856-8533
Gerald Donaldson, Reg. 2 South	gwdonaldson@seattleschools.org	425-488-6036
Talya Miller, Reg. 2 South - Alternate	Mytie5683@aol.com	206-786-1491
Michael Thomas, Reg. 3 North	mlthomas253@hotmail.com	253-298-1860
Matthew Wilke, Reg. 3 North	wilkemj@yahoo.com	253-651-1617
Ashleigh Barraza, Reg. 3 North - Alternate	ashleigh.barraza@yahoo.com	619-847-8370
Amy Gardner, Reg. 3 South	michaelamy52@msn.com	360-200-2102
Beth Canfield, FPAWS	bethcanfield@comcast.net	360-990-1011
Mike Canfield, FPAWS	mkbeth@comcast.net	360-990-1255



EWU Fostering Washington

Provides foster parent recruitment, development and support for foster parents and relative caregivers with dependent children.

REGION 1

Kim Fordham (Director)

208.676.1186 Ext 3403

RESOURCE PEER MENTOR:

- ◆ Dru Powers 509.928.6697
- ◆ Ruth Harris 509.675.8888
- ◆ Lisa Boorsman 509.484.5725
- ◆ Meagan Flowers 509.991.9692
- ◆ Angie Derting 509.552.9561
- ◆ Tyann Whitworth 509.656.4838



Fostering Together Regional Recruitment and Retention Staff

REGION 2

Shala Crow (Reg. Coordinator / Community Involvement)

Shala-Crow@olivecrest.org 360-220-3785

Deena Parra (Support Assistant)

Deena-Parra@olivecrest.org 360-572-4271

FOSTER PARENT LIAISONS

- ◆ Leilani McClure (NE King county)
Leilani-McClure@olivecrest.org 425-681-2094
- ◆ Maia Anderson (South King county)
Maia-anderson@olivecrest.org 425-346-8336
- ◆ JoAnne Moran (King West County, MLK, White Center)
Joanne-Moran@olivecrest.org 206-856-8533
- ◆ Angela Pitts-Long (Central District)
Angela-Pitts-Long@olivecrest.org 425-614-6176
- ◆ Christina Urtasun (Island, San Juan, Skagit and Whatcom Counties)
Christina-Urtasun@olivecrest.org 360-720-0969
- ◆ Megan Harp (Smokey Point)
Megan-Harp@olivecrest.org 425-350-3839
- ◆ Stephanie Hanson (Sky Valley)
Stephanie-Hanson@olivecrest.org 360-805-1094
- ◆ Summer Buckles (Everett and Lynwood)
Buckles@olivecrest.org 425-830-9400

REGION 3

Leeann Marshel (Regional Coordinator)

[Leeann Marshel@olivecrest.org](mailto:Leeann_Marshel@olivecrest.org) 360-909-0421

Michelle Fowler (Support Assistant)

Michelle-Fowler@olivecrest.org 360-772-1955

FOSTER PARENT LIAISONS

- ◆ Erika Thompson (Pierce county)
Erika-Thompson@olivecrest.org 206-406-2398
- ◆ Althea Sanders (Pierce county Involvement)
Althea-Sanders@olivecrest.org 208-691-4502
- ◆ Jeanie Johns (Kitsap county)
Jeanie-Johns@olivecrest.org 360-265-3398
- ◆ Niki Hatzenbuehler (Mason and Thurston Counties)
Niki-Hatzenbuehler@olivecrest.org 253-219-3355
- ◆ Linda Cortani (Jefferson and Clallam Counties)
Linda-Cortani@olivecrest.org 360-640-0869
- ◆ Brenda Taylor (Grays Harbor and Pacific Counties)
Brenda-Taylor@olivecrest.org 360-589-9383
- ◆ Niki Favela (Cowlitz, Lewis and Wahkiakum Counties)
Niki-Favela@olivecrest.org 708-653-8912
- ◆ Kim Glover (Clark and Skamania Counties)
Kim-Glover@olivecrest.org 360-433-7150

Caregiver Training

The Alliance for Child Welfare Excellence provides training for foster parents, relatives, and prospective adoptive parents who are providing care to children placed in their homes by the Children's Administration.



We now have an automated **Course Schedule** that can be found at www.allianceforchildwelfare.org.

The **Course Schedule** provides easy access to scheduled trainings in your community. You can visit the list of scheduled courses and register for a class following these **3 easy steps**:

1. Go to www.allianceforchildwelfare.org and click on the Course Schedule.
2. Select the training you want to attend.
3. Select the location of the training and click the Register (green button).

The first time, and only once, you will be asked to set up a profile account. Follow the instructions for setting up an account. Each time you register for a class, you will be asked to update your account. If you are not making any changes to your account, go to the bottom of the page and click save.

For any questions, please email registration@allianceforchildwelfare.org

For caregivers that do not have a computer or need assistance registering for classes, the Alliance has registrars available to help you, including a Spanish speaking registrar. For assistance, please call **1-866-577-1915** and leave a message for a registrar in your Region. *A registrar will contact you and help you with your registration.*

ALLIANCE CHILD WELFARE TRAINERS IN YOUR REGION

REGION	NAME	EMAIL	TELEPHONE
R1 Spokane & surrounding areas	Jan Hinkle-Rodriguez, Supervisor	janh5@uw.edu.	509-836-5499
	Leon Covington, Trainer Nancy Leigh, Trainer, Renee Siers, Trainer	leonc44@uw.edu Leighn2@uw.edu siersr@uw.edu	509-363-2410 509-846-8645 509-363-3399
	Kebbie Green, Registrar		1-866-577-1915
R1 Yakima, Tri-Cities, Ellensburg & surrounding areas	Jan Hinkle-Rodriguez, Supervisor	janh5@uw.edu	509-836-5499
	Ryan Krueger, Trainer	krry300@uw.edu	509-358-3096
	Eileen Angier, Registrar Maria Amaya, Registrar – Spanish (Español)		1-866-577-1915 1-866-577-1915
R2 Bellingham, Everett, Mount Vernon & surrounding areas	Yolonda Marzest, Supervisor	ymarzest@uw.edu	206-923-4955
	Julie Gelo, Trainer Joan Sager, Trainer	jkg@uw.edu sagerj2@uw.edu	425-339-1811 360-594-6744
	Julie Kerr, Registrar		1-866-577-1915
R2 Seattle Metro Area	Yolonda Marzest, Supervisor	ymarzest@uw.edu	206-923-4955
	El-Freda Stephenson, Trainer	elfreda@uw.edu	206-923-4922
	Emma Nierman, Trainer	enierman@uw.edu	206-923-9414
	Janice Jackson, Registrar		1-866-577-1915

TRAINERS IN YOUR REGION (continued...)

REGION	NAME	EMAIL	TELEPHONE
R3 Tacoma, Bremerton, Puyallup & surrounding areas.	Arthur Fernandez-Scarberry, Supervisor	sart300@uw.edu	206-276-4549
	Linda Falcocchio, Trainer	falcol@uw.edu	253-983-6474
	Luanne Hawley, Registrar		1-866-577-1915
R3 Tumwater, Olympia, Centralia, Long Beach, South Bend, & surrounding areas.	Penny Michel, Trainer	mpen300@uw.edu	360-725-6788
R3 Aberdeen, South Bend and Long Beach.	Stephanie Rodriguez, Trainer	steph75@uw.edu	206-321-1721
R3 Vancouver, Camas, Stevenson & Kelso.	Colleen Cornman-Wilcox, Trainer	cm39@uw.edu	360-993-7991
	Kim Glover, Registrar		1-866-577-1915