

# Agency Stakeholder's Annual Report

## ALC Overview

In 2019 the Applied Learning Communities program launched in Wisconsin. The ALCs provide space and structure to self-selected, regional learning cohorts, eager to engage in a facilitated study of a particular child welfare policy, and area of practice.

Facilitated by Wisconsin Child Welfare Professional Development System (WCWPDS), the ALCs incorporate adult learning strategies to facilitate dialogue among and between child welfare professionals in each of Wisconsin's five regions.

In 2019, the area of focus was on the Case Transition Process policies that specifically address transitions to Ongoing Services when the agency takes protective action using a Safety Plan (not Placement). Study of these policies occurred through a course of four consecutive sessions, delivered over the span of 8 months. Enrolled participants committed to all four sessions in advance. At the completion of the ALCs, agency teams advanced recommendations to local leaders and state policy makers for their consideration.

**213**  
total learners



CPS Supervisor/  
Manager



CPS Initial  
Assessment

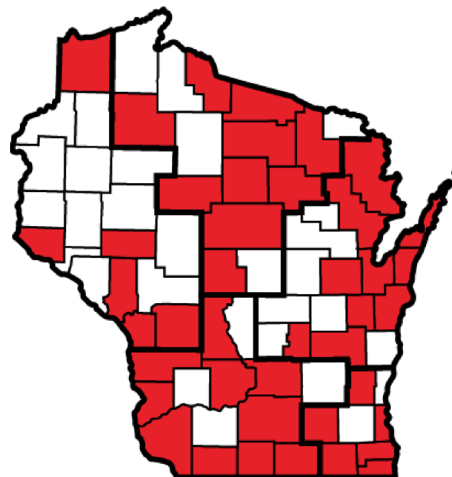


CPS  
Ongoing



Other

Forty-six agencies out of the five regions participated in 2019.



One of the 11 federally recognized tribes participated

Red counties have an enrolled team

Thick black lines outline each region

It made me do a deep dive into this policy,  
how we implement it as an agency, what we  
do well and what we could do better  
- Northern Cohort

**92%**

strongly agreed they  
were able to participate  
in all 4 sessions

**83%**

indicated they would  
recommend this  
training to others

**78%**

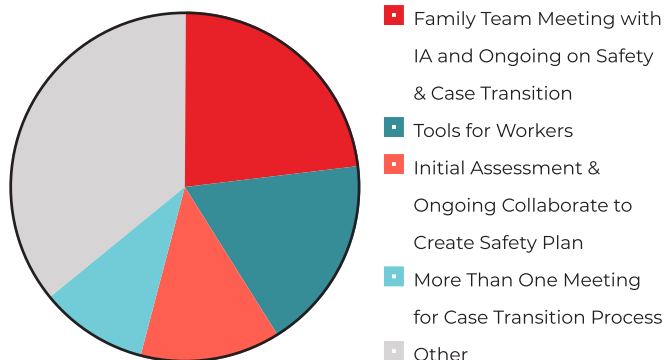
indicated they would be  
able to apply what they  
learned to their work

It's nice to slow down and go over  
policy in depth as we typically are  
rushing every day and don't have the  
time to analyze and discuss policy.  
- Southern Cohort

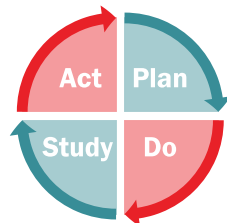
## ALC Participant Products

ALC participants also received training on the Plan Do Study Act (PDSA) cycle. The PDSA cycle is an iterative, four-stage problem-solving model used by organizations to improve a process or carry out a change. As a team, agencies developed and tested a PDSA plan to improve one facet of their case transition process. The Organizational Process Improvement Unit at WCWPDS will also offer two follow-up technical assistance calls after the conclusion of this year's ALCs to help agencies continue to test and implement changes and sustain gains.

### PDSA Areas of Change by Theme



### PDSA (Plan-Do-Study-Act)



I found it particularly helpful to put ideas into practice. I took a lot away to take back to my team to improve practice.  
- South Eastern Cohort

## Recommendations to Department of Children & Families

The study of policy and its implementation also surfaces recommendations that go beyond change at a local level. Through structured, facilitated discussion about the alignment of policy and practice, each regional cohort is able to make recommendations to policy makers at the Department of Children and Families. Below are a list of the collective recommendations from all 5 cohorts:

1. Decide if the policies describe the Case Transition process as a single event or process. Ensure the related policies reflect this decision in their description of practice expectations.
2. Combine practice standards into one document, or ensure alignment when policy describes practice behaviors in more than one set of practice standards.
3. Identify and define the decision making process more clearly.
4. Consider required timelines and determine their value to practice, articulate the rationale
5. Support adherence to timeframes and documentation requirements through statewide automated system (i.e., eWiSACWIS)

For rationale to support recommendations see

— **ALC 2019 DCF Stakeholder Report** —

Go to : <https://wcwpds.wisc.edu/appliedlearningcommunities/> for ALC Annual Report documents

