

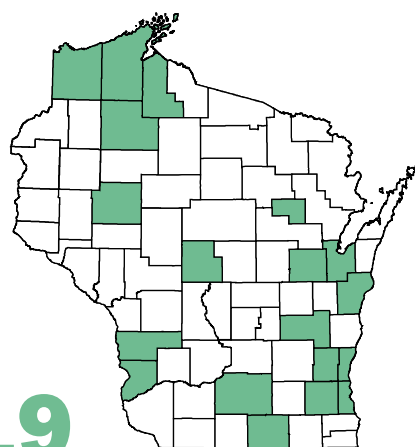
Applied Learning Communities (ALCs)

Annual Stakeholder's Report

Designed in partnership with the [Wisconsin Department of Children & Families \(DCF\)](#) and facilitated by the [Wisconsin Child Welfare Professional Development System \(WCWPDS\)](#), the [Applied Learning Communities \(ALCs\)](#) launched in 2019. Since then, [most local child welfare agencies](#) in Wisconsin have participated in the ALCs, including three of the 11 federally recognized Wisconsin tribes, over 85% of counties, and the Division of Milwaukee Child Protective Services (DMCPS).

The ALCs provide space and structure to self-selected learning cohorts eager to engage in a facilitated study of a child welfare policy or area of practice. The ALCs reflect the values of the [Wisconsin Child Welfare Model for Practice](#) by utilizing adult learning strategies to promote dialogue among Child Welfare Professionals. In 2022, 26 agencies applied, and 19 agencies enrolled (Fig. 1), including 78 supervisors and designees (Fig. 2).

The ALC topic was *Danger Assessment & Decision-Making at Access* with a focus on the study of *Child Protective Services Access & Initial Assessment Standards: VI. The Screening Decision and VII. The Timeframe for Response.*



19
local child welfare agencies
represented at the ALCs

■ = enrolled
□ = not enrolled

Fig. 1

78

supervisors & designees

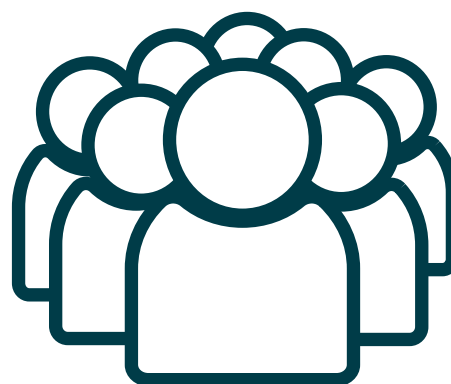


Fig. 2

“ When slowing down the process, we could better articulate how we identify danger at Access. ”

Learning Design

The 2022 ALC topic was inspired by the 2021 cohort participants who studied *Engaging and Interviewing at Access*. They recommended additional learning to improve the identification of Present and Likely Impending Danger and promote its consistency across child welfare agencies ([2021 ALCs Stakeholder Report, pg. 7](#)). Their recommendation aligned with additional data and research supporting the need for more consistent and objective decision-making at Access. For example, it has been established that screening decisions in Wisconsin are inconsistent across counties, as displayed in the [Wisconsin Child Protective Services Access Reports Dashboard](#).

In response to the 2021 ALC cohort's recommendation, the WCWPDS and the DCF selected the topic of *Danger Assessment and Decision Making at Access* to discuss consistency, objectivity, and equity in decision-making across regions. The 2022 learning experience was designed to explore how discrepancies in decision-making at Access may be influenced by unclear criteria and guidance combined with bias. The participants recommend changes to improve the implementation of *Child Protective Services Access & Initial Assessment Standards: VI. The Screening Decision and VII. The Time Frame for Response*.

Child Protective Services (CPS)/Youth Justice (YJ) supervisors and designees were targeted and invited to apply. There were no other prerequisites. Applicants explained their current practices through the application process. They practice a team approach to assess for danger and review standards often to support their assessment of danger. However, these practices still leave them questioning their ability to “correctly” apply the standards, which decreases their confidence in decision-making. Applicants expressed a general enthusiasm about two ALC traditions: **1.)** participating in a community of practice and **2.)** making recommendations for how to improve policy implementation. They also highlighted a desire to improve their consistency with interpreting and implementing standards, assessing for danger, making screening decisions, and sharing their knowledge with colleagues at their home agency. Importantly, the applicants' requirements aligned with the learning objectives that shaped the design of the 2022 ALC (Fig. 3).

The 2022 ALC learning opportunity was designed to provide a flexible structure that promoted critical thinking in the context of community. Using a cohort model, PDS Online served as the organizational hub for all learning activities.

“Cohort” is the name of a PDS Online training session including a discussion board with facilitators and colleagues. The model provides participants access to short videos, readings, fillable forms, online discussions, and individual learning activities. Leveraging PDS Online endorsed a sense of community while offering participants needed flexibility.

The training builds a solid foundation in danger assessment and decision-making at Access that reflects consistency, equity, and objectivity. Key concepts were the assessment of Present and Likely Impending Danger at Access, including raising awareness of implicit bias and its influence on decision-making.

Fig. 3

Learning Objectives

Identify biases and their influence on decision-making in child welfare at Access.

Define CPS practice expectations outlined in Chapters 6 & 7 of *The Child Protective Services Access & Initial Assessment Standards*.

Sort the order of decision-making at Access.

Articulate the rationale for decisions made at Access to peers.

Provide professional feedback on peer decision-making.

Educate agency staff on the assessment of danger at Access.

Apply the 7 steps to analyze a policy to *The Child Protective Services Access & Initial Assessment Standards*.

Recommend quality improvements to *The Child Protective Services Access & Initial Assessment Standards, Section 1, Chapters 6 & 7*.



Learning Design (continued)

The ALCs were delivered over the course of 6 months, and participating CPS supervisors/designees were granted 18 Continuing Education Hours (CEHs). Participants demonstrated strong time management skills along with a willingness to learn, collaborate and lead. Additionally, participants expressed solid critical thinking skills when examining the implementation of policy expectations outlined in the [*Child Protective Services Access & Initial Assessment Standards: VI. The Screening Decision and VII. The Timeframe for Response.*](#)

In the first nine weeks, participants reviewed content for their own learning and regularly participated in Community Huddles to review and discuss content (Fig 4). During this time, participants were given an opportunity to raise awareness about implicit bias and its influence, interpret practice expectations, assess danger, and make decisions at Access.

Next, participants transferred the learning to staff at their agency over the course of five weeks. During this time, WCWPDS staff held Office Hours to support participant's success (Fig. 5). Agency staff who participated in their agency's transfer of learning could claim 6.5 CEHs for external training hours. Finally, participants completed an activity to recommend quality improvements to 1.) agency operations, 2.) practice standards, 3.) automated information system (eWiSACWIS), and 4.) training to improve the implementation of [*Child Protective Services Access & Initial Assessment Standards: VI. The Screening Decision and VII. The Timeframe for Response \(pgs 25-31\).*](#)

Fig. 4

Community Huddles	
April 20, 2022	10:00 - 11:15 a.m.
May 4, 2022	10:00 - 11:15 a.m.
May 11, 2022	10:00 - 11:15 a.m.
May 18, 2022	10:00 - 11:15 a.m.
May 25, 2022	10:00 - 11:15 a.m.
June 8, 2022	10:00 - 11:15 a.m.
July 13, 2022	10:00 - 11:15 a.m.
September 7, 2022	10:00 - 11:15 a.m.

Fig. 5

Optional Office Hours	
June 15, 2022	10:00 - 11:00 a.m.
June 22, 2022	10:00 - 11:00 a.m.
June 29, 2022	10:00 - 11:00 a.m.
July 6, 2022	10:00 - 11:00 a.m.

Five Modules

Module 1: *Exploring hidden bias and its influence on decision-making*

All people have biases, and the influence of bias is more significant when you are a decision-maker. This module aims to increase child welfare professionals' awareness of bias and its effect on danger assessment and decision-making at Access. This module provided an opportunity for participants to learn about agency data, engage in discussion with colleagues, uncover personal biases, practice more objective danger assessment, and reflect on implicit biases and responsibilities at Access.

By the end of this module, participants were able to:

- Describe personal biases according to Harvard's Implicit Association Test.
- Analyze how personal biases may influence and impact danger assessment and decision-making at Access.

Module 2: *Assessing danger at Access*

The purpose of this module is to explore the child welfare professional's responsibility to assess for danger first, knowing it informs subsequent decisions at Access. Child welfare professionals learned a 4-step process for assessing danger, with opportunities to apply each step to a CPS report developed by the Wisconsin Child Welfare Professional Development System. This module provided an opportunity to increase ease and confidence with assessing Present & Likely Impending Danger at Access.

By the end of this module, participants were able to:

- Describe how the assessment of danger informs subsequent decisions.
- Describe the 4-step process for assessing danger at Access.

Five Modules

Module 3: *Transfer learning to home agency*

The purpose of this module is to transfer learning to CPS professionals at the home agency who are responsible for assessing danger at Access and making screening and response time recommendations during or after business hours. This module provided an opportunity to apply knowledge and support staff's understanding by training the 4-step process for assessing danger.

By the end of this module, participants were able to:

- Train agency staff in the 4-step framework for assessing danger at Access.
- Answer staff's questions related to the assessment of danger at Access.

Module 4: *Practicing policy analysis as a tool to recommend change*

The purpose of this module is to recommend improvements to increase the clarity and consistency of decision-making at Access. Individual recommendations are combined and analyzed for salience, and top recommendations are highlighted in the 2022 ALC Stakeholder Report. Participants reviewed the report draft before to publication and provided feedback before report finalization. This module provided an opportunity for participants to recognize their importance as a “front line” public policy enforcer, as a street-level bureaucrat. They also acted on their learning by making recommendations for improvement at local and state levels.

By the end of this module, participants were able to:

- Analyze how personal biases may influence and impact danger assessment and decision-making at Access.
- Recommend improvements to local operations at the home agency and state-wide practice standards, eWiSACWIS, WCWPDS training which in turn increases clarity and consistency in decision-making at Access.

Module 5: *Wrap-up*

The purpose of this module is conclude participation in the 2022 Applied Learning Community by evaluating it and reflecting on how it made a difference to the decision-making process at Access. This module provided an opportunity to reflect on the 2022 ALC and provide feedback on the learning experience.

Module 1: Identifying Biases

Corresponding Learning Objectives

- Identify biases and their influence on decision-making in child welfare at Access.

One of the goals of the 2022 ALCs was to contribute to more equitable decision-making at Access by helping participants identify biases and their influence on decision-making in child welfare at Access.

Social scientists have studied implicit bias for decades, but the concept is relatively new in the public consciousness and has been propelled by increasing awareness of racial injustice. There are all different kinds of cognitive biases that researchers have identified and studied, so we know they exist in our society and ourselves. Implicit biases are the unconscious attitudes or stereotypes that unknowingly influence our thoughts and behaviors. People develop implicit bias as a result of living in a society.

Our brains like to categorize information and things we experience in the media, our families, our education, and our careers. Over time, these categorizations become engrained patterns that help our brains make quick and unconscious associations between things.

Implicit bias is more about this automated machinery of our mind versus the content of our character and conscious values. Even though we consciously know that the association does not apply to every member of a particular population, our implicit bias may be unconsciously causing us to perpetuate racial disproportionality. The level of influence of one's implicit bias is based on the roles we play in society. As CPS professionals, we care because research has shown how implicit bias impacts decisions made in our profession as well as others, such as the criminal justice system, education, and in health care. Further, research shows implicit bias is more likely when multitasking, tired, and under high threat and time pressure.

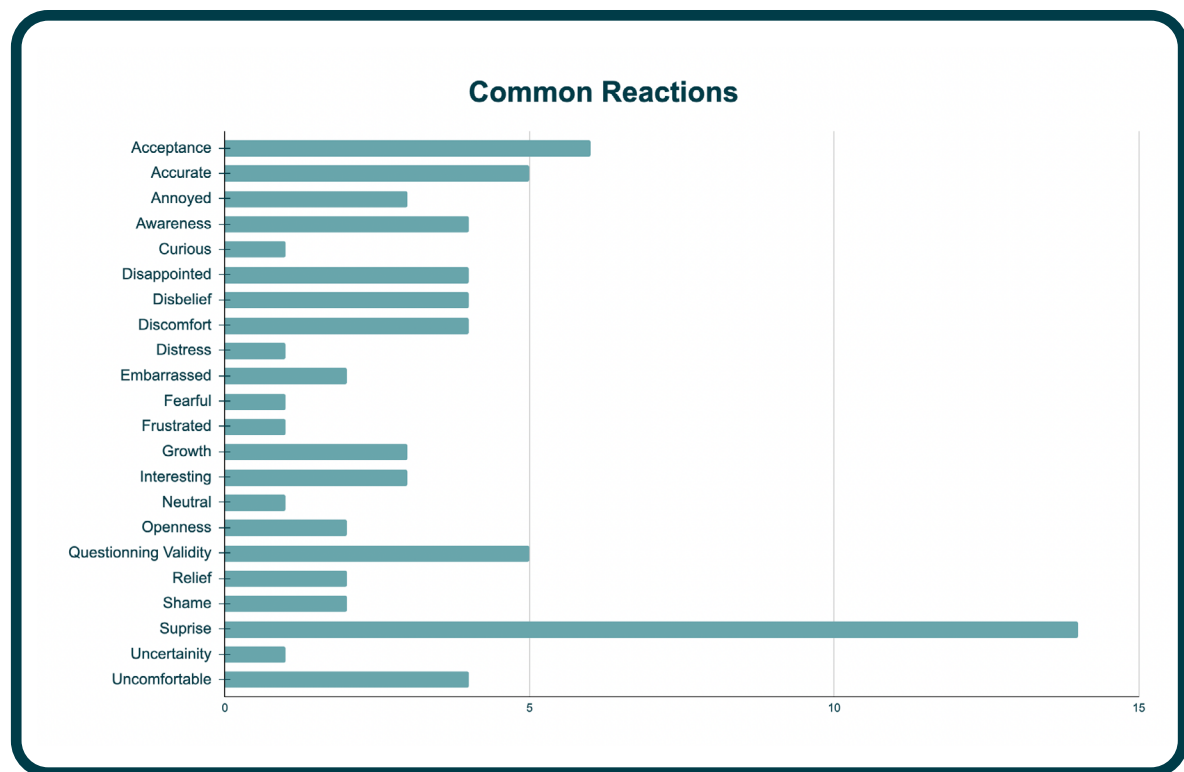
Certainly, these variables show up at Access, whether during or after business hours. Therefore, Access professionals are vulnerable to implicit biases influencing the decisions made about families. Another reason participants care about implicit bias is because many are guided by the National Association of Social Workers Code of Ethics. One of our ethical standards is a commitment to “awareness and cultural humility” which involves “critical self-reflection” and, directly quoted from our ethical standards, “understanding of our own biases”.

According to research, common reactions to the Implicit Association Test (IAT) include disbelief, disregard, acceptance, discomfort, and distress (Clark & Zygmunt, 2014). Participants expressed these reactions as well as others (Fig 6 & 7).

Fig. 6



Fig. 7



After taking the Implicit Bias Associate test and reflecting on how the results might influence decision-making at Access, a common response was, ***"I guess that it affects me more than I thought it would. I believe that I make decisions without bias, but I likely may not."*** Along those lines, one participant said, ***"I was not aware that my mind was swayed one way or another. For certain groups, I feel as though my thoughts may assign negative associations that may not be accurate."*** And, likewise, ***"I like to hope I'm reading them [CPS reports] without a bias, but I assume there is a chance my bias is causing my response/screening to take the bias into account."*** For this reason, a participant commented, ***"I believe these tests are necessary for all social workers to take, especially seasoned workers who may feel they do not have any biases due to their work experience."***

They also talked about their effort to pay attention to their thoughts and feelings to evaluate how they might “creep into screening decisions,” recognizing “it’s likely you give the benefit of the doubt to a group with a positive association and the opposite for a group with a negative association.”

Another participant added:

“When reviewing the access report, I may try to ‘fill in the blanks’ with stereotypes or guess what occurred or the conditions of the family. For example, if there is an access report of domestic violence with a black family, my implicit bias is to assume (if not reported) that there were dangerous weapons used.”

One colleague commented:

“I think we receive so many reports where minorities are associated with ‘bad’ outcomes that we are hardwiring our brain about how we respond to these situations.”

Another participant reflected on the nature of the words we use to describe people:

“I have a feeling bias is not at the forefront of my mind, which is problematic. I think a lot of times we use the excuse ‘I try to ground myself in the standard’ without recognizing the standards have biases in them as well.”

Another colleague stated:

“I think this shows that words can elicit very powerful reaction in people and that they must be chosen carefully and also carefully considered when reading a report.”

Module 2: Assessing Danger & Making Decisions at Access

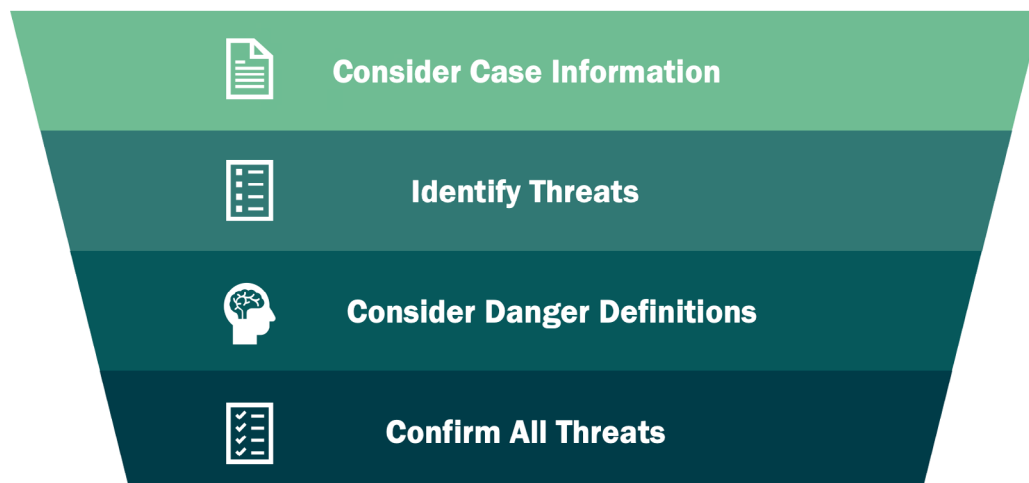
Corresponding Learning Objectives

- Define CPS practice expectations outlined in Chapters 6 & 7 of the *Child Protective Services Access & Initial Assessment Standards*.
- Sort the order of decision-making at Access.
- Articulate the rationale for decisions made at Access to peers.
- Provide professional feedback on peer decision-making.

In CPS, the mission is to identify and address conditions affecting child safety. CPS is also responsible for honoring the civil rights and autonomy of families. Balancing these two demands is a complex task! The **Wisconsin Safety Model** promotes an analytic process that supports the workforce to determine if a child is in danger and when it is likely to play out. It also helps CPS professionals think about the dynamics of danger in individual families.

Applying the analytic process at Access is unique. For example, at Access we assess for Present and Likely Impending Danger. Access is the only time we assess for Likely Impending Danger throughout the CPS case process; at all other times, we assess for Impending Danger. This subtle difference can be complicated to apply because practice standards do not define Likely Impending Danger or provide guidance on its application. To support the workforce in assessing danger at Access, including Likely Impending Danger, and when it is likely to play out within the family, WCWPDS developed a tool for 2022 ALC participants to try out (Fig. 8).

Fig. 8



Application of the 4-step framework supports the CPS professional's ability to articulate decision-making in precise and culturally responsible ways. When CPS professionals make it a practice to describe their rationale to other staff, families, and community members, it shows them what we think and how it determines what we do. This is different from simply articulating the status of a CPS report (i.e., screened in or out). Clearly understood decisions promote accountability with agency staff, colleagues, and community partners, strengthening credibility and promoting trust. Accountability at Access is critical because it is the first function of CPS, and it determines whether CPS has the authority to initiate further involvement. Culturally responsible decision-making requires accountability.

Participants of the 2022 ALC were introduced to the [4-step framework](#) in Module 1 through the paper entitled, [Danger Assessment & Decision-Making at Access](#). The four steps were reinforced in Modules 2 and 3. Specifically, in Module 2, participants viewed videos providing brief guidance on how to think about the step before applying the information to a CPS report to demonstrate learning. In Module 3, participants transferred the learning to the staff at their agency using resources developed by WCWPDS to support the work.

During Module 2, supervisors reacted to the 4-step framework. Overall, supervisors found that it promoted careful decision-making because it slowed the decision-making process down, prompting the user to reflect on the facts of the report and consider how personal bias may impact interpretation.

“When we make a screening decision, there is no turning back. Our brains move so fast. There are times I add information that is not in the report because of my experience. When you screen in a report, you are interjecting yourself into the life of a family in that moment. It matters. It matters that you take the time [to slow down decision-making].”

Likewise, another supervisor described how the 4-step tool slows-down the CPS professional in real-time as they engage the reporter and gather information during the Access interview.

“While they [CPS professionals] are still talking to the reporter, they can ask questions to confirm or deny whether it is a Present Danger. Asking those extra questions can really help with decision-making.”

A different supervisor described it this way:

“We have done this recently and it keeps you focused on decision-making based on the facts of the Access report instead of getting caught up in the reporter's emotions and opinions. It helps us focus on what information is related to a CPS concern, and the danger assessment.”

As a result of slowing the process down during the interview and decision-making, a supervisor commented that it results in careful decisions that can be articulated to families, community partners, and staff, stating:

“The biggest benefit of doing it this way is it helps to explain our process to people who don't know it, train new workers on our thinking, step-by-step, and documenting it out in our CPS reports.”

Module 3: Transferring Learning to the Home Agency

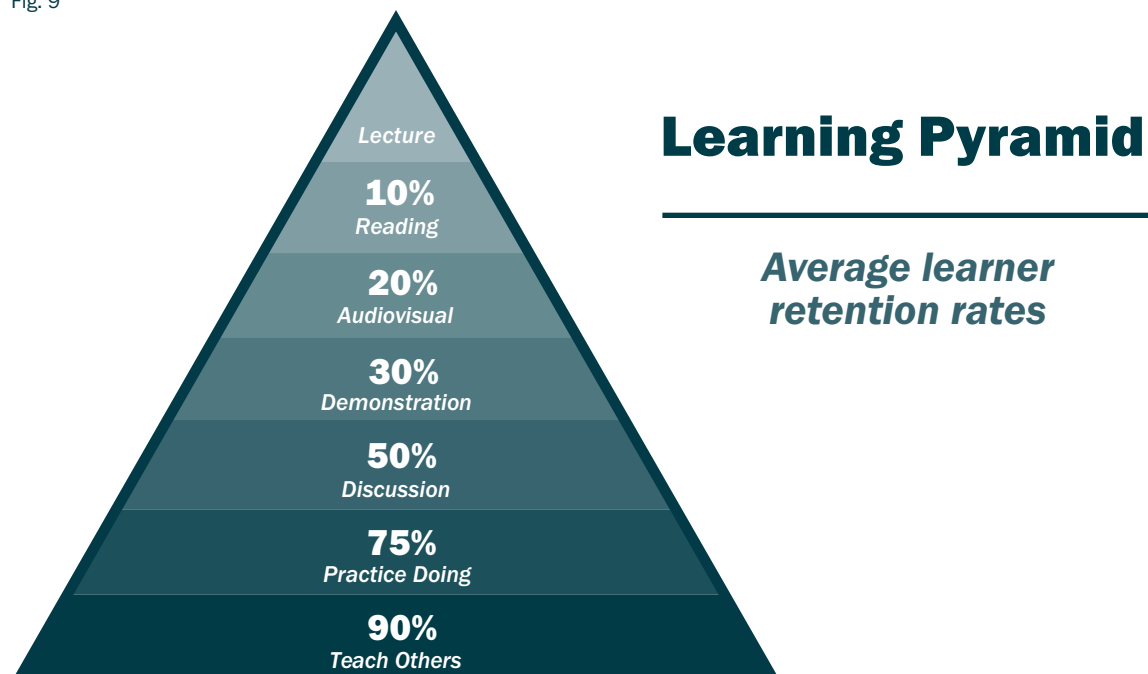
Corresponding Learning Objectives

- Educate agency staff on the assessment of danger at Access.

In Module 3, supervisors/designees were tasked with transferring learning from Modules 1 and 2 to staff at their agencies. This approach acknowledges the learning pyramid and the value of multiple learning methods (Fig 9). WCWPDS created an external [web page](#) with resources supervisors/designees needed to facilitate the learning. The web page was organized by the 4-step framework and included the same instructional videos and CPS report that supervisors/designees applied their learning to in Module 2. The activity also provided WCWPDS with an opportunity to test the use of a transfer of learning, including how to prepare and support supervisors/designees and their staff. In this way, the transfer of learning activity solidified learning for the supervisor/designee and expanded the reach of the 2022 ALCs.

For the most part, participating supervisors and designees were eager to get started. One supervisor stated, *“I hope that it will get them [staff] to slow down and think and feel more confident in their ability to take Access reports.”* Supervisors suspected it would strengthen their staff’s ability to identify potential danger, ask more precise questions of reporters, and escalate recommendations to a supervisor/designee in a timely and informed manner.

Fig. 9



One supervisor put it this way, ***“I am hoping it [transferring the learning] will encourage staff when consulting with a supervisor to say ‘Hey, I think this is a Present Danger Threat’ instead of just ‘word vomiting’ all the information that a reporter just told them. [I hope it helps them] really pick it [danger] out themselves, and articulate it as a professional: Here are the concerns, here’s my thought process, and this is why I think it’s a Present Danger Threat.”***

Supervisors/designees selected staff to participate in the transfer of learning activity based on their agency’s business needs. For example, some agencies selected staff who performed Access functions during or after business hours, while others included staff from Initial Assessment, and Ongoing Services. Once staff were selected, they had five weeks to complete the transfer of learning activity with the agency team. Selected staff were granted 6.5 external training hours with instructions on how to enter them in PDS Online. Throughout, WCWPDS hosted optional office hours and provided resources to support supervisors/designees in their coaching role.

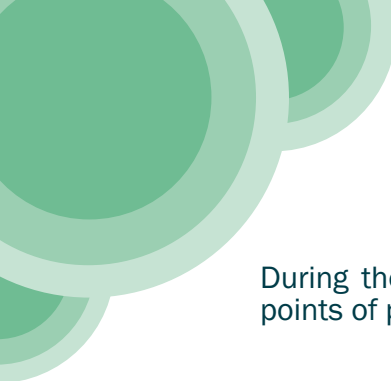
After completing the transfer of learning activity, supervisors/designees reacted to the experience by posting to a discussion board in PDS Online. In summary, supervisors/designees acknowledged the challenges it presented in terms of planning, initiating and executing it. For example, because the five weeks spanned the summer months, including the legal holiday on July 4th, scheduling conflicts challenged coordination efforts. Supervisors/designees were able to solve these problems by adjusting their approach to the activity. Some decided to scaffold the activity by starting with a smaller number of staff with intentions to expand their reach after the ALCs ended. Others had staff complete the learning independently and then come together for an hour-long review/discussion. Although some teams ran into IT issues, supervisors/designees commented that the activity was overall positive and facilitated strong discussions.

Generally, staff were challenged to move beyond identifying the “right” and “wrong” answer and instead focus on how application of the 4-step framework helps CPS professionals justify decision-making at Access. As a result, staff were able to slow down the decision-making process and identify the “grey areas” where Present Danger Threats are differentiated from Impending Danger Threats. One staff commented, ***“Now that we came together, I’m thinking about that [danger assessment] differently.”*** Overall, the activity inspired staff to evaluate their own decision-making process and identify errors in thinking. For some, they realized they may not be identifying Present Danger enough; others realized they may be over-identifying it.

*“There was one person... [we] walked through the **4-step process** and had some conversations [with], she said, ‘Then I’ll probably be screening-in more Present Danger reports, now workers will go into the field more, becoming more of a workload.’ We discussed **the importance of identifying the danger threats** so we can go out because **it is our responsibility and obligation to the community to ensure the children’s safety**. Supervisors can decide on staffing pieces. At the point of Access, the first thought shouldn’t be ‘do we have enough staff to go out and do the work?’ Let that be the supervisors’ responsibility. **Make sure you are using the standards; not those feelings and emotions you have** when determining response time, screening decisions, or threats because you can miss something and then children are still unsafe.”*

“As we’ve actually applied the tool...there were three situations where we would have historically heard the initial information, went into action, and sent someone out [because we thought we had Present Danger]. Since applying the actual steps we haven’t identified Present Danger, and in two situations, we actually screened the reports out.”

*“This will be a process that helps them [staff] think about what [information] they are gathering and quickly **process it step-by-step**. Just because it’s the hospital or police does not mean we automatically need to run right away. Going through the 4-steps helps us **determine the true safety concern** and what CPS needs to address.”*



During the Community Huddle on July 13, 2022, supervisors/designees shared points of pride they experienced during the transfer of learning activity.

One supervisor stated,

“I would probably say [I was most proud], seeing the wheels start turning [for staff], it was like, ‘Ah! They see it.’”

Another supervisor added,

“I believe we [learned we] can do more of this and it matters. We all have the skills and ability to come together and do this [transfer of learning] with our staff. We are already seeing the effects of it. Our Access workers recently came in and...we had this conversation that we never would have had before. It was exciting! I feel positive and enthusiastic about where we are at the ability to build upon what we have done so far.”

Local agencies plan to continue using the 4-step framework to assess for danger and support decision-making at Access. For example, some supervisors/designees state they will use it during business and after hours to “set up” consultations to improve consistency. Another supervisor plans to create laminate copies of the 4-step framework into their onboarding process.

Put simply, one supervisor concludes,

“This [transfer of learning activity] was a learning experience and has provided me with ideas and ways to improve at facilitating [future] transfers of learning.”

Module 4: Practicing Policy Analysis as a Tool to Recommend Change

Corresponding Learning Objectives

- Apply the 7 steps to analyze a policy.
- Recommend quality improvements to Child Protective Services Access & Initial Assessment Standards, Section 1, Chapters 6 & 7.

Chapters 6 & 7 of the *Access & Initial Assessment Standards* instruct CPS professionals on what decisions and considerations need to be made at Access. In Module 4, ALC participants were invited to act on their learning by analyzing these practice standards from their perspective as “front line” public policy enforcers, or “street-level bureaucrats.” Ultimately, participants recommended improvements at a local and state level to increase the clarity and consistency of decision-making at Access. Individual recommendations were combined and analyzed for salience. Participants reviewed the report draft and provided feedback before report finalization. Top recommendations highlighted improvements to local operations and state-wide practice standards to improve consistency, objectivity, and equity in decision-making at Access.

Local Recommendations

1. Facilitate self-awareness & identification of biases & their influence on decision-making.
 - Use a tool or framework to prompt CPS Access professionals & supervisors/designees to think through each component of the danger definitions at Access, including both Present and Likely Impending Danger.

1. Facilitate self-awareness & identification of biases & their influence on decision-making.

- Commit at the local level to increase self-awareness of implicit bias and its influence on decision-making (e.g., facilitate ongoing conversations about the topic with colleagues to increase self-awareness).
- Engage colleagues in the decision-making process to check biases.

2. Use a tool or framework to prompt CPS Access professionals and supervisors/designees to think through each component of the danger definitions at Access, including both Present and Likely Impending Danger.

- For example, use the **4-steps of Danger Assessment & Decision-Making at Access**. Such an approach requires the CPS professional to think more specifically about each unique family when determining if a child is or is likely to be in danger rather than considering such definitions generally.
- Onboard staff to use a standard tool or framework to support consistent application. Setting these expectations within and between county agencies will allow for more specific feedback about decision-making (e.g., *“I disagree with your screening decision because, unlike you, I do not think the reported information suggests the child is likely to experience server harm from X family condition. Here is how I see it differently...”*).

State Recommendations

1. Define the use of CPS history in decision-making and provide guidance on how to interpret it.
2. Provide additional guidance on screening.
3. Require justification for all screening decisions.

1. Define the use of CPS history in decision-making and provide guidance on how to interpret it.

- **Child Protective Services Access and Initial Assessment Standards VI. The Screening Decision** states, *“For screening purposes, the information in the report is assessed based on the totality of circumstances, including the information from any previous CPS reports”* (pg. 24). Without guidance on how to interpret a family’s previous CPS history in relationship to current concerns, it can lead to inequitable outcomes. eWiSACWIS automatically pulls this information into the CPS report, further influencing the need for such guidance.

2. Provide additional guidance on screening.

- **Child Protective Services Access and Initial Assessment Standards VI. A Screening of an Access Report** provides criteria for making a screening decision. Some of the criteria is straightforward (i.e., the child is under 18, and it is possible to either identify or locate the child or family). Other criteria are less clear. For example, the policy outlines five instances in which a report is screened in because the allegations describe at least one condition, behavior, action, or injury; however, each criterion lacks specificity. Without further clarity, the current language contributes to inconsistent application and interpretation is vulnerable to bias. Specifically, the category of **“threatened abuse or neglect”** requires more precision. Likewise, the criteria for screening-in a Report of Unborn Child Abuse. In regard to the latter, it is unclear who is defining phrases like, **“habitual lack of control”** and **“serious physical harm.”** It begs the question, according to whom? In addition to more guidance, hyperlinks to statutes and definitions may improve clarity by making the connection between statutes and standards more explicit. Additionally, other states, like Minnesota, have addressed case examples to help CPS professionals differentiate.

3. Require justification for all screening decisions.

- Currently, eWiSACWIS only requires documentation for screened-out reports. Supervisors and designees believe it is equally important to provide rationale for screening in a CPS report.

ALC Evaluation Results

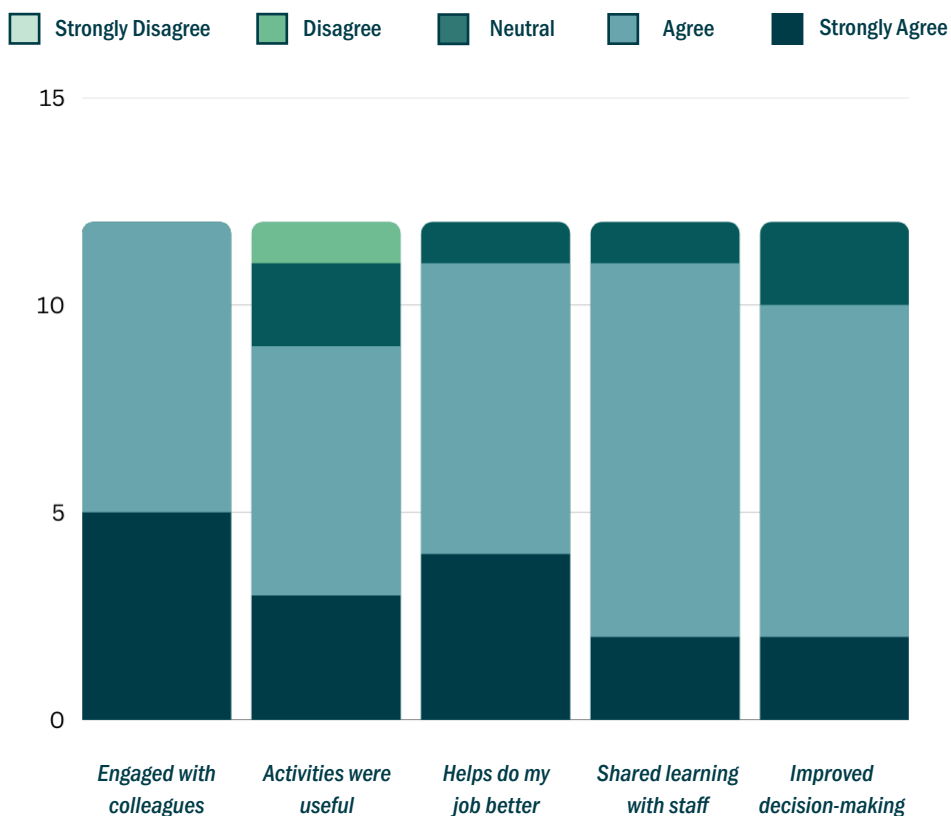
Participants were invited to individually complete a survey to evaluate their experience through the learning process. Of the 78 supervisors and lead workers, 11 responses were received. The participants rated statements about the 2022 ALCs, ranging from **Strongly Disagree** to **Strongly Agree**. There were no answers of **Strongly Disagree**.

The survey statements are as follows:

- *I was comfortable engaging with colleagues.*
- *The activities aided me in learning the concepts.*
- *What I learned will help me do my job better.*
- *I have shared what I learned in the ALCs with staff at my agency.*
- *I provided support to my agency's staff to improve how they articulate their present danger decision-making at Access based on my learning from the ALCs.*

Takeaways from the ALCs

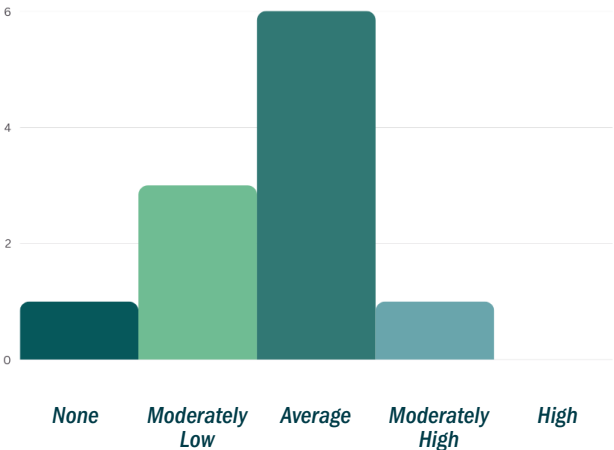
Below are responses to several statements regarding the ALC experience.



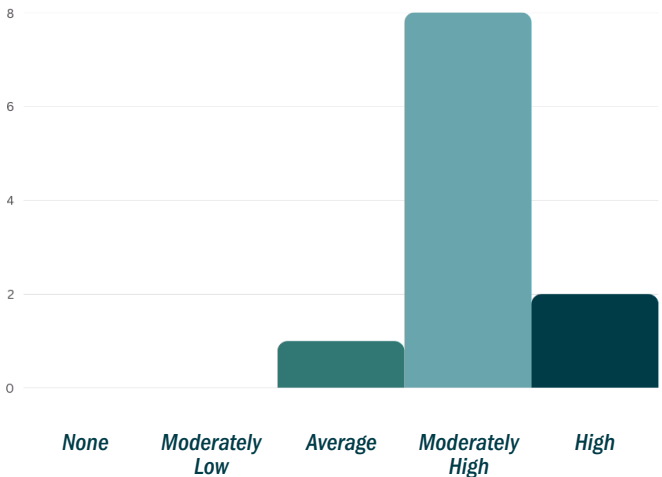
Participants were asked to retrospectively rate their skills before the 2022 ALC and then after attending the sessions. Below are the results of those ratings.

Use of an analytic process to articulate danger assessment decision to others at Access

Before ALC

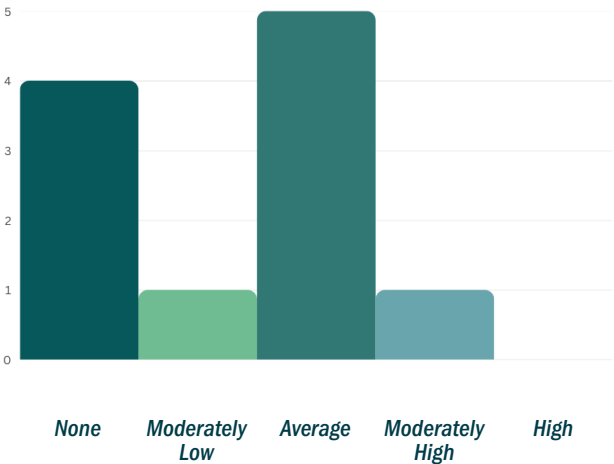


After ALC

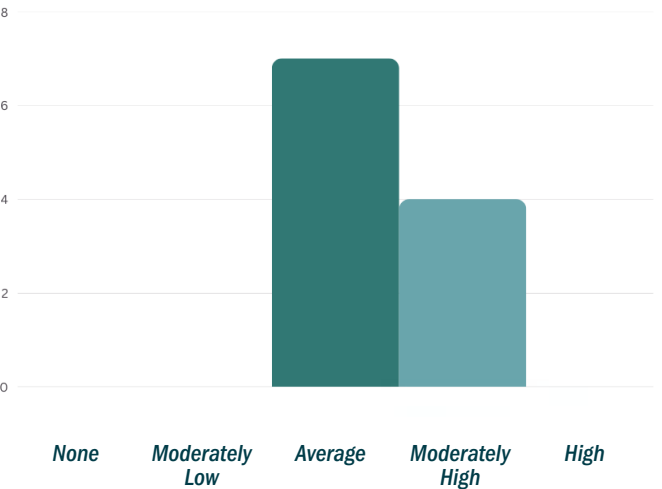


Ability to Analyze a Policy

Before ALC



After ALC



What aspects of the 2022 **Applied Learning Communities** did you find the most useful?

schedule spaced to plan short videos easy-to-navigate material
discussing bias **reviewing the standards**
engaging with others
slowing down the process learning new things mix of experience
training others providing suggestions

What improvements would you suggest for the **Applied Learning Communities** delivery?

- Clearer information of all that is involved when the application goes out.
- Have a point person for each team to keep everyone organized.
- Have longer sessions with fewer times to meet.
- Integrate the transfer of learning as the supervisor/lead workers are learning so the materials are fresh in one's mind.
- Do not have the transfer of learning over the summer months; scheduling is too challenging.