 

**WCWPDS Steering Committee Meeting Notes**

Tuesday January 5th, 2021 from 1:00pm-4:30pm

**Discussion/Decision Items**

1. Welcome & Introductions

**Meeting Attendees**: Mika Makarovich (DMCPS), Fred Naatz (Grant County), Brent Ruehlow (Jefferson County), Diane Cable (Eau Claire County), Vicki Tylka (Marathon County), Teresa Kovach (Portage County), Stacy Ledvina (Manitowoc County), Lisa Roberts (Waukesha County), Kris Korpela (Dunn County), Mandy Stanley (Marquette County), Nancy Ortegon-Johnson (Dane County), Jeff Jazgar (Menominee Tribe), John Elliott (DCF), Becky Yang (DCF), Raj Kamal (DCF), Tania Cornelius (DCF), Emily Erickson (DCF), Shelby McCulley (DCF), Devin Syrjanen (DCF), Michelle Rawlings (DCF), Darin Smith (WCWPDS-Madison), Stephanie Reilly (WCWPDS-Madison), Heather Halonie (WCWPDS-Madison), Julie Brown (WCWPDS-Milwaukee), and Ellen Smith (UW-Madison).

**Overview of Agenda and Introductions**: John Elliott welcomed everyone to the meeting and the new year. He reviewed the agenda and facilitated introductions.

**Staff Updates**: No WCWPDS staffing updates – we are fully staffed.

1. New Worker Training Program Workgroup

**Implementation Considerations**: Darin Smith reminded Steering Committee members that there will be a number of implementation considerations that the committee will be discussing, including: training costs, timing of system changes related to RMTS work and eWiSACWIS, impact of Family First legislation on the NWTP, alignment of the New Worker Training Program (NWTP) with the remainder of the foundation courses, supervisor/agency responsibilities in the NWTP, exceptions and adjustments to the requirements for some new hires, and definition of a 50% caseload. One of the decisions that needs to be made very soon (within next month) is the decision on structure of the NWTP, as the structure impacts the development of content and the other components of the NWTP.

**Cohort verses Survey Structure Options**: Julie Brown introduced the committee members to the structure options discussion and underscored the time sensitivity for decision-making as WCWPDS staff are starting work on the development of the NWTP courses beginning this month. The decision made on the structure will impact how the courses are developed and the content organized. Additionally, Julie highlighted the following contextual points:

1. Staff who have primary job responsibilities in the areas of CPS Access, IA and Ongoing are the subject of the administrative rule and the NWTP.
2. Primary purposes of a NWTP are to prepare staff to do good work with families and to promote worker retention (retention starts when staff are hired so early experiences are critical).
3. The best learning is supported by content that is sequenced learning, developmental, and relational – this means learning a less complicated task before learning a more complex task in an environment where I am supported and willing to take risks.

Cohort Model – This model is sequential, developmental and allows for learning-promoting relationships to form. Training is offered in rounds with specific start dates and a standardized training sequence. See the “Options for Structuring NWT” brief that Darin sent with the meeting materials for the benefits and costs of this model.

Question: Can those who don’t have a primary CPS Access, IA or ongoing position participate in the cohort model of the training or just one course?

Answer: Yes, those who do not fall within the requirements for the NWTP (tribal, YJ, other county child welfare staff) will be able to take courses that they/their agency would like them to complete. They will not be able to take the courses when they are offered as part of the NWTP sequence (as those courses will be only for those staff who have a primary CPS Access, IA or ongoing position to assure that they can complete their training requirements within 6 months), however the same courses will be offered outside of the NWTP sequence around the state on an as-needed basis.

Survey Model – In this model, courses are designed and offered as free-standing sessions. This is the model that is currently utilized in most of the state (for the 71 counties outside of Milwaukee). See the “Options for Structuring NWT” brief that Darin sent with the meeting materials for the benefits and costs of this model.

Question: What happens if someone is in the midst of a cohort and life happens and they can’t complete their training in that cohort?

Answer: If this happens, we will have to work around this – we will have to determine how this person joins another cohort to complete the training.

Annual Training Sessions to be Offered / Scheduling Patterns – Julie and Stephanie Reilly explained how the training would be offered around the state. The standard BRO regions were used to identify the average number of new hires over last full three years so that could be used as the base for conversation and planning. New staff will not be stuck within their region for training attendance. See page 4 of the “Options for Structuring NWT” brief that Darin sent with the meeting materials for the summary table. Stephanie provided the additional information:

1. The number of rounds of training offered annually will be the same no matter which model is chosen.
* For Southern, Western and NE regions – a new cohort would start approximately every 4-6 months (depending upon # of cohorts we need to offer based upon numbers of new CPS staff)
* For Northern region – a new cohort starts every 12 months
* For SE region – a new cohort would start approximately every 2 months
1. As we schedule NWTP courses/components, no matter the model chosen, we will take into account the scheduling of Basic Intake Worker Training, YASI and SAFE (as some new workers need to complete 1, 2 or all 3 of these courses to support non-CPS aspects of their positions).
2. Cohort Model

Example 1:

* Worker starts on April 1
* For the month of April, worker completes the web-based Pre-Service training and associated OJT activities + other required web-based training modules + agency-specific training
* The next cohort in your region starts in May – worker is enrolled in that cohort and completes training from May – August/September (timing yet TBD)

Example 2:

* Worker starts on April 1
* For the month of April, worker completes the web-based Pre-Service training and associated OJT activities + other required web-based training modules + agency-specific training
* The cohort in your region started in February – so worker is enrolled in a cohort in another (close) region that begins in May and completes training from May – August/September (timing yet TBD)
1. Under the Survey Model, workers, when they start, would complete the Pre-Service training + associated OJT activities and register for open sessions of the NWTP courses – some could be in their region, some could be in other regions if the courses in their region are full or not available at that time in their region (much like today outside of Milwaukee). Workers have 6 months to complete all of their NWTP courses.

Comments: Taking the courses in order is important, maybe more so than with the same group? Committee members spoke about attending Supervising Safety and Supervisor foundation in a cohort, saying they felt very vulnerable because they didn’t have a CPS background; they commented that the cohort model allowed them to feel safe and be comfortable in taking risks which was very important to effective training. Another committee member spoke about being careful about having the class sizes get too small as too small of a group sometimes limits rich discussion and learning.

**Small Group Work feedback/themes**:

* Cohort model preferable – sequencing has huge learning benefits as content builds and fits together for trainees; additionally, cohorts support relationship building, making connections between staff who work in different counties and encouraging long-term exchange of ideas; cohorts create a sense of safety and risk taking in sharing of ideas and asking questions.
* Cost / fiscal impact considerations: many counties may need the state to fiscally support travel expenses in order to allow new staff to attend NWTP training given the requirements to complete the training within 6 months and the possibility that staff will have to travel to another region in order to complete the training.
* Training completion within 6 months: worry about new staff finishing training timely (within the required 6 months); some commented that new workers may be more likely to complete the NWTP training under the cohort model rather than the survey model because workers will be scheduled into a cohort; there are struggles now in workers completing their training in the time frames that their agency would like and they get to pick where they want to go and when; need to consider the leeway that can be planned/offered for the small percentage of workers who will be unable to complete the training within 6 months because of extenuating circumstances.
* Need for flexibility: we need to maximize the utilization of online / virtual delivery modalities to minimize travel expenses [Note: WCWPDS intends to utilize asynchronous web-based training (think pre-service training) and synchronous training (think virtual training via Zoom and face-to-face training in a classroom) with the content to be trained driving the delivery modality.]

**Recommendations from the Cohort Versus Survey Model Discussions**:

1. There is consensus amongst Steering Committee members that the cohort model (which will contain a mix of virtual and in-person delivery modalities) be used in the development and delivery of the New Worker Training Program (NWTP). Committee members recommend that the utilization of online / virtual delivery modalities be maximized and arrangements be made for the provision of travel reimbursement by DCF to those who are required to complete all components of the NWTP.
2. Those who do not fall within the requirements for the NWTP (tribal, YJ, other county child welfare staff) will be able to take courses that they/their agency would like them to complete. They will not be able to take the courses when they are offered as part of the NWTP sequence (as those courses will be only for those staff who have a primary CPS Access, IA or ongoing position to assure that they can complete their training requirements within 6 months), however the same courses will be offered outside of the NWTP sequence around the state on an as-needed basis.
3. Steering Committee members will bring these recommendations to the WCHSA CYF PAC for endorsement and will discuss with the WCHSA Executive Committee. WCWPDS staff, who are beginning course development January 11, 2021, will proceed forward in developing content using a cohort model, given the unanimous consensus of all Steering Committee members at today’s meeting.

**Supervisor/Leadership Expectations in Preparing New Staff**: will hold over to April meeting because not enough time to discuss at this meeting

**Small Group Work**: will hold over to April meeting because not enough time to discuss at this meeting

1. ROI/ROE Update & Discussion

Darin introduced this item by reminding Steering Committee members that this was one of the Steering Committee OE priorities. He indicated that the committee needs to review and determine how it wants to use the information going forward. Darin asked committee members to refer to the “WCWPDS Foundation Training Survey Results” report that was distributed with meeting materials while Julie discussed the results.

Julie explained to the committee members that the purpose of the Foundation training survey was to establish a baseline understanding of recent participants’ experiences with foundation training. The information from the Survey will be used to identify gaps/issues to inform development of new worker training and potential outcome measures.

Survey elements

* Most recent foundation completions (9/1/2017-9/1/2018) = 145 total participants
* 63 responses (43% response rate)
* 31 counties represented

Results Summary

* Relevance of training to job duties: 90% strongly agreed or agreed across all courses taken
* Successful application of course learning on-the-job: 79% strongly agreed or agreed
* Equipped to use knowledge/skill from training with cases: 78% strongly agreed or agreed
* Direct application and practice among the most meaningful learning activities

Outliers: Courses seen as less useful than others

* “Engaging to Build Trusting Relationships”
* Duplicates material learned in social work education or other work experiences
* At the same time, practice in engaging clients seen as especially meaningful
* Creates a dilemma as more new staff do not have social work educations
* “Case Practice with American Indian Tribes”
* Cases involving tribal children are rare in many counties, course does not give instructions on using required forms or eWiSACWIS, and may duplicate school coursework
* At the same time, learning about tribal culture and the history of trauma and loss associated with treatment of tribal families seen as especially meaningful
* Suggests options for retaining/enhancing all the material while offering in a different order, using different modalities

Discussion

* Case Practice with American Indian Tribes
* The OE tribal / county / DCF team had the same theme arise at their last meeting – and indicated that all packaged in one course taught early is not the best way for learners.
* Be careful of the isolation effect – shouldn’t separate out the culture content as a separate course as makes it seem like it’s outside regular case practice.
* There is an online resource for caseworkers to utilize – it is available at: <https://media.wcwpds.wisc.edu/foundation/WICWA_Online_Resource/>.
* DCF and PDS staff have been working closely together for past three-four years to specifically assure Native American content is integrated throughout all pre-service and foundation courses.
* Tania Cornelius mentioned that she and Stephanie Lozano offer onsite county training on WICWA to enhance WICWA practice.
* Darin posed the question, “What should we keep doing with this ROI/ROE group? How should we be using this information that we gather?” Committee members asked, “Can we now use this survey to look at Special Skills & Topics / Ongoing training topics since the original purpose of ROI/ROE was to assist with priority setting?” The ROE/ROI Committee will turn its attention to Ongoing Training.
1. 2021 Priority Overview: Darin, Julie and Stephanie reviewed the 2021 priorities by walking through the “2021 Training & Development Priorities Preview” PowerPoint that Darin distributed with meeting materials. There were no comments.
2. Supervisor Training – Steering Committee OE Strategic Goal 3 Report: this will be held over to April meeting because there is not enough time to discuss at this meeting. In preparation for the discussion at the April meeting, Steering Committee members should review the “Report on Supervisor Training to the WCWPDS Steering Committee” that Darin distributed with meeting materials
3. Updates: Darin and John informed committee members that Vicki Tylka and Julie will lead the committee in a trust exercise at April Meeting.
4. Next Steps (John, Darin)

**Key Messages from the 1/5/2021 Steering Committee Meeting**:

1. The Steering Committee spent the 1/5/2021 meeting discussing the New Worker Training Program (NWTP), ROI/ROE, and the 2021 priorities. [Note: written information / reports were distributed to committee members with the meeting agenda for each of these discussion items.]
2. New Worker Training Program:
* Consensus was reached amongst Steering Committee members that the cohort model (which will contain a mix of virtual and in-person delivery modalities) be used in the development and delivery of the New Worker Training Program (NWTP).
* Committee members recommended that the utilization of online / virtual delivery modalities be maximized to reduce training attendee travel.
* Committee members recommended that arrangements be made for the provision of travel reimbursement by DCF to those who are required to complete all components of the New Worker Training Program (NWTP). John Elliott indicated that DCF will explore how to reimburse travel expenses within the federal IV-E guidelines and with limited bureaucracy for the training attendees.
* Those who do not fall within the requirements for the NWTP (tribal, YJ, other county child welfare staff) will be able to take courses that they/their agency would like them to complete. They will not be able to take the courses when they are offered as part of the New Worker Training Program (NWTP) sequence (as those courses will be only for those staff who have a primary CPS Access, IA or ongoing position to assure that they can complete their training requirements within 6 months), however the same courses will be offered outside of the NWTP sequence around the state on an as-needed basis.
* Darin will develop white paper that can be utilized in discussions with the WCHSA CYF PAC, the WCHSA Executive Committee, and at regional director meetings.
1. ROI/ROE:
* The purpose of the Foundation training survey was to establish a baseline understanding of recent participants’ experiences with foundation training.
* Foundation Survey elements - 43% response rate with 31 counties represented
* Results Summary
* Relevance of foundation training to job duties: 90% strongly agreed or agreed across all courses taken
* Successful application of foundation course learning on-the-job: 79% strongly agreed or agreed
* Equipped to use knowledge/skill from foundation training with cases: 78% strongly agreed or agreed
* Direct application and practice among the most meaningful learning activities in foundation training
* Outliers: Foundation courses seen as less useful than others
* “Engaging to Build Trusting Relationships”
* Duplicates material learned in social work education or other work experiences
* At the same time, practice in engaging clients seen as especially meaningful
* Creates a dilemma as more new staff do not have social work educations
* “Case Practice with American Indian Tribes”
* Cases involving tribal children are rare in many counties, course does not give instructions on using required forms or eWiSACWIS, and may duplicate school coursework
* At the same time, learning about tribal culture and the history of trauma and loss associated with treatment of tribal families seen as especially meaningful
* Suggests options for retaining/enhancing all the material while offering in a different order, using different modalities
1. The 2021-2023 E & B training topic will focus on addressing and understanding cultural competence and implicit bias in child welfare. All sessions will be offered virtually via Zoom.

**Agenda items for April Meeting**:

* Trust exercise
* Supervisor/Leadership Expectations in Preparing New Staff (component of the New Worker Training Program) – hold over from January 2021 meeting
* Supervisor Training: Steering Committee OE Strategic Plan Goal 3 Report – hold over from January 2021 meeting