

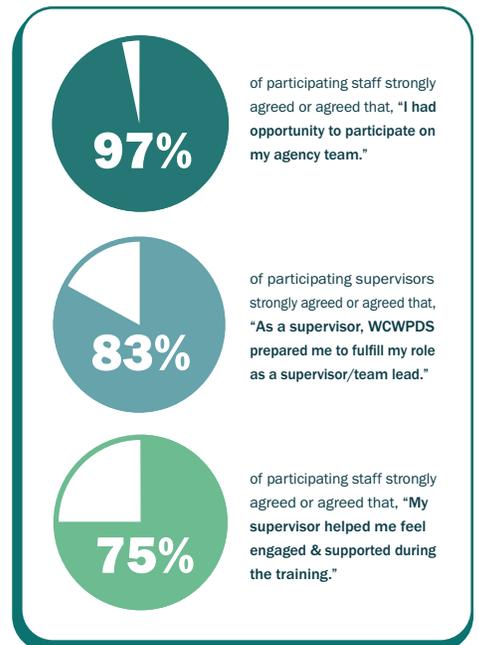
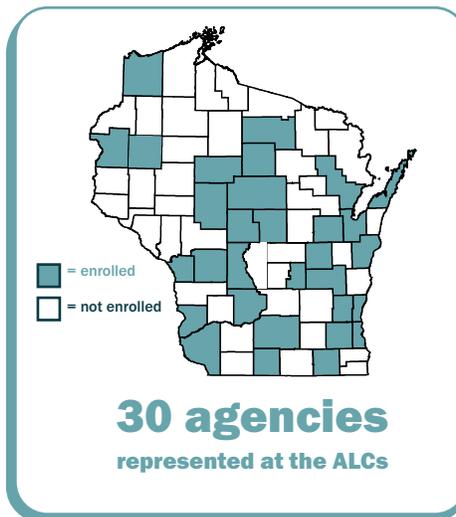
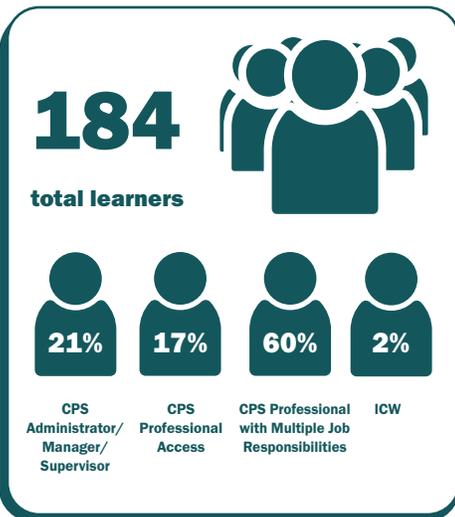
# Agency Stakeholder's Annual Report 2021

## Overview

In 2019, the Applied Learning Communities (ALCs) program launched in Wisconsin. The ALCs provide space and structure to self-selected, regional learning cohorts who are eager to engage in a facilitated study of a child welfare policy, or area of practice. Designed in partnership with the Wisconsin Department of Children & Families and facilitated by the Wisconsin Child Welfare Professional Development System, the ALCs utilize adult learning strategies to promote dialogue among Child Welfare Professionals in Wisconsin's five regions.

The 2021 ALC topic was *Engaging & Interviewing Reporters* with a focus of study on *Access Standards: Information Standards, III. A. Information that Must be Gathered and Documented in All Cases*. Agency teams came together for a virtual event to deepen their learning and hear from staff at the Department of Children & Families on the topics of the Access Review tool, ICWA/WICWA information and race and ethnicity data. Participants deepened their understanding of the automated state-wide child welfare database (eWISACWIS). This included intent and utility of documentation, significance of ICWA & WICWA compliance, importance of gathering race data at Access, and learning of ongoing support.

Ultimately, participating teams completed five learning applications, developing recommendations for local and state leaders on how to improve the quality of information gathering at Access. The top recommendations are included in this report and were selected based on frequency and relevance.



## Learning Applications

**Application #1:** View the Access Pre-Service training and reflect on early on-boarding experience at agency, suggest improvements to on-boarding procedure.

**Application #2:** Discuss impressions and improvements as a team, submit to ALC facilitators.

**Application #3:** Interview a colleague in Access or IA to better understand their process for gathering information.

**Application #4:** Listen to an Access interview, document report, decide what and where to document information in a CPS report, submit to BPM and ALC facilitators.

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After working in Access for so long, it was beneficial to share information and ideas, review standards, and work as a team to create a CPS report.

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# Bureau of Performance Management (BPM)

## Findings and Recommendations

Enrolled teams wanted to improve consistent documentation of information gathered at Access. To facilitate this learning, participants were invited to listen to an Access interview, document the information in the CPS report, and then gather as a team to discuss individual differences. During discussions, if teams felt that they were not provided enough information from the reporter to make a proper screening decision, they were provided an opportunity to develop questions to ask the reporter to gain further information about the report that was made. They proposed these questions to the ALC facilitators and received further information based on the quality and design of their questions (as if they were calling the reporter back). Following discussion, the agency team completed one CPS report that represented the team's thinking and submitted it to staff at (BPM) at the Department of Children and Families (DCF).

### What parts of the 2021 Virtual Applied Learning Communities did you find the most valuable?

1. Intra-agency Teamwork
2. Inter-county Discussions
3. Learning Application #4

The experience of completing a CPS report as a team allowed teams to better understand where team members agree on what information to include in the CPS report and where to document it. The exercise helped the team evaluate and decide how the agency generally thinks about the quality of information at Access and documentation. It also provided participating agencies with knowledge about how these reports are reviewed by DCF.

Following the BPM review of the CPS reports submitted for Learning Application #4, BPM identified areas of opportunity for participating agency teams, see below. For a complete read of BPM findings and recommendations, see the 2021 ALC Feedback on Learning Application #4 Report published by BPM.

### Areas of Opportunity

- Understanding when to document information about all children in the household vs. alleged victims
- Documenting the whereabouts of the alleged maltreater(s) and access to the children at time of the report
- Documenting adequate information in Family Functioning, Strengths, and Stressors
- Identifying all alleged maltreaters (i.e. the father's girlfriend, Janet)
- Identifying Present Danger and understanding In Process of Occurring

The handbook, [Getting to the Heart of Access: Engaging & Interviewing the Reporter](#), was developed to support practice requirements related to information gathering (CPS Access Standards: Information Standards, III. A. Information that Must be Gathered and Documented in All Cases). To access the link above and other report documents, visit the [ALC website](#).

### Top Local Recommendations

1. Enhance internal training & onboarding process through measures such as peer consult & shadowing opportunities.
2. Examine staffing structure at Access to support consistency in report taking & writing.
3. Increase and promote opportunities for supervision & growth between Access workers through support, feedback, & resources available.

### Top State Recommendations

1. Increase & promote opportunities for agencies to receive feedback on work products.
2. Prioritize enhancements to eWISACWIS that promote efficiency at Access.
3. Refine practice standards to account for complex family compositions.
4. Develop a training on How to Take a CPS Report.

For rationale to support recommendations, view the [Annual Stakeholder's Report](#).