Welcome Packet

For Child Welfare Supervisors

May 2015

NEW Partnership for Children and Families
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TO: New County Public Child Welfare Supervisors in Northeastern Wisconsin

FROM: Stephanie Reilly, Director, NEW Partnership for Children and Families

RE: Information about the NEW Partnership for Children and Families and Training Opportunities for Public Child Welfare Supervisors / Staff

Welcome!

From the staff at NEW Partnership for Children and Families -- Welcome Aboard! As a county public child welfare supervisor in one of the 26 county agencies that are a part of the NEW Partnership for Children and Families, you have access to an array of training opportunities for yourself and your child welfare staff.

In order to introduce you to the NEW Partnership for Children and Families, you have received this Welcome Packet that includes (1) information about the NEW Partnership (in “About Us”), (2) questions and answers about training availability and registration, (3) basic information about what to expect in the training environment, (4) information about New Hire Pre-Service Training, (5) information about Worker Foundation Training, (6) information about Special Skills and Topics Training, (7) information about joining the NEW Partnership Training Announcement ListServ, and (8) information about completing and utilizing the results of the Learning Styles Inventory. Your newly hired staff receive this same information from NEW Partnership.

As a supervisor of a child welfare unit, your Welcome Packet also includes information about (1) supervisor training, including web-based Initial Supervisor Training and Tools and classroom training opportunities, (2) Transfer of Learning (TOL), (3) supervising in an eLearning Environment, (4) certification of new hire completion of pre-service training, and (5) basic information about Title IV-E funding and match.

Within the next few weeks, Tammy Snortum, Training Manager for NEW Partnership, will be in contact with you to introduce herself, answer any initial training-related questions you have, and schedule some time to meet with you.

Please feel free to contact us at any time with training related questions!
**Section I: About Us**

In fall 1991, the University of Wisconsin-Green Bay Social Work Program was awarded a five-year child welfare training grant from the US Children's Bureau, USDHHS. The purposes of this grant were to: (1) develop training programs for currently employed child welfare workers in the four counties (Brown, Outagamie, Shawano and Oconto) and the three Tribes (Menominee, Oneida, and Stockbridge-Munsee) that were the co-sponsors of the project, and (2) develop a sequence in child welfare at the Baccalaureate Social Work level.

During the next several months, additional counties and tribes expressed interest in joining with the original counties and tribes and UW-Green Bay to work together in the development and implementation of training programs. In total, 26 county social service departments and six tribes worked in partnership with UW-Green Bay to form the NEW Partnership for Children and Families. In addition, the then Bureau for Children, Youth and Families (now Division of Safety and Permanence) in the Division of Community Services (now Department of Children and Families), and the UW Cooperative Extension became partners in the effort.

This cooperative effort resulted in the award of a Title IV-E training contract to UW-Green Bay for the purpose of developing and implementing a comprehensive training program for child welfare workers in counties and tribes that were partners in the endeavor. Title IV-E funds also provided stipends to students preparing for careers in child welfare.

DCF supported the expansion of the Regional Training Partnership model and by 2003 all 72 counties and 11 Wisconsin tribes were a part of regional training partnerships. Aside from NEW Partnership at UW-Green Bay, the other training partnerships are: Western Wisconsin Partnership at UW-River Falls, Southern Child Welfare Training Partnership at UW-Madison, Milwaukee Child Welfare Partnership for Professional Development at UW-Milwaukee, and the Intertribal Child Welfare Training Partnership at UW-River Falls.

The Wisconsin Child Welfare Professional Development System Executive Committee is the body that coordinates and integrates the work of the five regional training partnerships with each other, PDS Central, and DCF. It is comprised of county representatives appointed by the Wisconsin County Human Services Association (WCHSA), tribal representatives, DCF personnel, each training partnership’s Director, the PDS Central Director, and a representative from one of the three Universities that have Title IV-E stipend programs for social work students.

At present, 26 counties in Northeastern Wisconsin form the NEW Partnership for Children and Families. The NEW Partnership continues to receive an annual state Child Welfare Training Contract. The Social Work Professional Program at UW-Green Bay has a separate state Child Welfare Training Contract with DCF for the purpose of providing stipends to BSW and MSW students who are interested in a career in public child welfare. Despite having separate contracts, the NEW Partnership and the Social Work Professional Program work closely together to prepare (through education) and support (through training) public child welfare staff in northeastern Wisconsin.
**Vision of NEW Partnership**

The vision of the NEW (Northeast Wisconsin) Partnership for Children and Families is to create a comprehensive system of child welfare professional development, in order to achieve positive outcomes in the lives of children and families.

**Mission of NEW Partnership**

The mission of the NEW (Northeast Wisconsin) Partnership for Children and Families is to collaboratively develop and deliver a comprehensive, competency-based training system for public child welfare professionals.

**Annual Activities of NEW Partnership:**

On an annual basis, the NEW Partnership for Children and Families seeks to accomplish the following training related activities:

A. Provide competency-based training for child welfare staff that is dynamic and responsive to new developments and changes in child welfare research, policy and practice from a national, state and local perspective. We seek to accomplish this by:

1. Utilizing needs assessment processes to identify training needs for NEW Partnership agencies’ directors, managers, supervisors and workers.

2. Providing training to NEW Partnership child welfare agency staff on foundational and advanced aspects of child welfare practice that addresses the increasing complexity of child welfare practice and diverse needs of local agencies, within the limits of available funding.

3. Providing training to NEW Partnership child welfare agency licensed foster parents on foundational aspects of child welfare practice, within the limits of available funding.

4. Responding to training directives identified in federal and state policy and training needs identified by the county Quality Service Reviews based upon available funding from DCF and with the input and prioritization by NEW Partnership county agencies.

5. Contributing to statewide capacity and system structures to develop, sustain, and deliver training.

6. Recruiting and developing quality regional trainers and curriculum writers to meet the changing needs of the NEW Partnership agencies.

7. Collaborating with the Social Work Professional Program to develop the child welfare education curriculum in concert with the child welfare training curriculum.
B. Evaluate all training offered in order to assess program goals and analyze the impact of training on child welfare practice in NEW Partnership.

C. Ensure efficient and effective administration of NEW Partnership. We seek to accomplish this by:

1. Continuing to pursue improvements in the human resources management systems of NEW Partnership.

2. Maintaining and enhancing the operations of NEW Partnership through strategic planning.

3. Identifying opportunities for and development and implementation of strategies to enhance and diversify funding for NEW Partnership.


5. Maintaining and enhancing the ongoing relationships with the Social Work Professional Program at UW-Green Bay, the University, NEW partners and members, DCF, and all training Partnerships.

NEW Partnership Strategic Plan

Annually, to guide the work and priorities of the NEW Partnership, the NEW Partnership Steering Committee develops a strategic plan. For the current annual NEW Partnership strategic plan, please visit the NEW Partnership website at: http://www.uwgb.edu/newpart/PDF/StratPlan.pdf.

Operation of NEW Partnership

At present the NEW Partnership staff includes a director, training manager, foster parent training manager, two trainer / development specialists, program manager, program assistant, financial specialist, and student office assistants.

Administrators from all of the participating agencies in NEW Partnership are invited to meet twice annually to advise the Steering Committee on policies, goals, and plans. In addition, a Steering Committee, comprised of eight administrators elected by their county peers, a representative from the Social Work Professional Program, and Regional Office Area Administration, meets on a regular basis with NEW Partnership staff. A Professional Development Advisory Committee meets with the Training Manager and Foster Parent Training Manager to advise on the content of training, identify training priorities and needs, and provide input on the content of the BSW and MSW child welfare courses.
Fiscal Resources that Support the NEW Partnership

The NEW Partnership for Children and Families is supported by a mixture of funding sources, including Federal Title IV-E pass-through funds and state funds provided by the Wisconsin Department of Children and Families (DCF), state funds provided by the UW-Green Bay, county funds provided by each of the 26 county agencies that are part of the NEW Partnership region, and in-kind resources provided by the county agencies, UW-Green Bay, and DCF.

NEW Partnership Participating Agencies

- The child welfare staff and licensed foster parents of Brown, Calumet, Door, Florence, Fond du Lac, Forest, Green Lake, Kewaunee, Langlade, Lincoln, Manitowoc, Marathon, Marinette, Marquette, Menominee, Oconto, Oneida, Outagamie, Portage, Shawano, Sheboygan, Vilas, Waupaca, Waushara, Winnebago, and Wood county departments of social/human services.
- The Social Work Professional Program at UW-Green Bay.
- The Wisconsin Department of Children and Families.

NEW Partnership Staff Names, Numbers, and Emails

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Liz Hessler is the primary contact person for all questions regarding training.

NEW Partnership Website

Visit the NEW Partnership website at [http://www.uwgb.edu/newpart](http://www.uwgb.edu/newpart) for training schedules, training descriptions, location information, directions to training locations, resources and training updates.
Section II: Supervisor and Worker Training

DCF 43 – The Child Welfare Training Rule

As of February 1, 2008, all newly hired child protective services staff with job functions in the areas of Access / CPS Intake, Initial Assessment, and Ongoing are required to complete pre-service training of at least full-time for one week prior to being assigned as a primary caseworker per DCF 43 (available at: http://docs.legis.wisconsin.gov/code/admin_code/dcf/035_059/43). The Child Welfare Training Rule (DCF 43) and DCFS numbered memo 2008-02 established minimum training standards for pre-service training, foundation training, ongoing training and supervisory training of child protective services staff (per the training rule, child protective service staff includes the functions of access, initial assessment, and ongoing). As part of the rule, each agency was directed to develop an agency training plan that defined their pre-service training and orientation activities (please see your agency director for your county’s training plan for child welfare staff).

Briefly, DCF 43 indicates the following:

Pre-Service Training – Requirements
- The pre-service training requirements apply to caseworkers and supervisors hired as of February 1, 2008.
- Each agency must have a training plan outlining specific plans for pre-service training on file and submitted to DCF.
- The minimum period for pre-service training is full-time for one week. Pre-service training must be a combination of the approved web based content (or approved alternative) and other training activities (for example, on the job training or job shadowing).
- Pre-service training, of at least one week full-time, must be completed before a caseworker can have primary assignments on cases or a supervisor can provide direct supervision to a child protective services caseworker.
- New caseworkers and supervisors must register for pre-service online – the registration information will be sent to NEW Partnership to initiate the IV-E training reimbursement procedure and the New Worker/New Supervisor Packet procedure.
- New caseworkers and supervisors who are exempt from the pre-service training requirement (see next page) are asked to register for pre-service training so the New Worker/New Supervisor procedure can be initiated through NEW Partnership.

Pre-Service Training – Exemptions
- The caseworker or supervisor received pre-service training as a CPS caseworker or supervisor through another agency. This must be documented.
• The caseworker or supervisor began employment as a CPS caseworker before February 1, 2008 and provides documentation of training/work experience that is equivalent to pre-service training. The employing agency shall determine whether the above is equivalent to pre-service training and maintain this record.

• Caseworker or supervisor received a BSW or MSW from a CSWE-accredited program that is approved by the department as having curriculum content that is equivalent to pre-service training. The employing agency shall determine whether this meets the requirement and maintain this record.

**NOTE:** *The BSW and MSW Programs at UW-Green Bay require all Title IV-E stipend students to complete the web based portion of pre-service training prior to graduation.***

**Foundation Training – Requirements**

• The foundation training requirements apply to caseworkers and supervisors hired as of February 1, 2008. Caseworkers must complete worker foundation training courses within the first 2 years of employment. Supervisors must complete worker foundation training within 12 months after initial employment.

• The foundation training requirement consists of 15 days of training from a list of foundation training courses approved by the Wisconsin Child Welfare Professional Development System Advisory Council. The following courses are required as part of the above noted 15 days of training: Safety, Engaging to Build Trusting Relationships, Interviewing in Child Welfare and Case Practice with American Indian Tribes.

**Foundation Training – Exemptions**

• The caseworker or supervisor began employment as a CPS caseworker before February 1, 2008 and provides documentation of training/work experience that is equivalent to foundation training. The employing agency shall determine whether the above is equivalent to foundation training and maintain this record.

• The caseworker or supervisor has completed caseworker core training or supervisor core training and the employing agency is provided with this documentation. The employing agency shall determine whether the above is equivalent to foundation training and maintain this record.

Complete requirements for pre-service, foundation, ongoing and supervisor training are found in Numbered Memo 2008-02 located at:

**Pre-Service Training**

**Accessing and Registering for Web-Based Pre-Service Training**

For the newly hired child welfare staff in your unit, Pre-Service training activities include the web-based pre-service training and associated training activities (for example, agency orientation, job shadowing, and other training related activities) as determined by each county agency. The web-based Pre-Service training is developed and maintained by the Wisconsin Child Welfare Professional Development System. The web-based training is knowledge, awareness and value driven training that includes nine modules on the following topics: introduction to child welfare, engaging families, safety, development and dynamics of human behavior, access, court, initial assessment, ongoing services, and permanence. New child welfare staff in your agency can register for and complete, within the first few weeks of their employment, the web-based Pre-Service training via the Wisconsin Child Welfare Professional Development System website at: [http://www.wcwpdfs.wisc.edu/caseworker-training/pre-service/Default.aspx](http://www.wcwpdfs.wisc.edu/caseworker-training/pre-service/Default.aspx).

When you hire new staff and direct them to complete the web-based pre-service training at [http://wcwpds.wisc.edu/caseworker-training/pre-service/Default.aspx](http://wcwpds.wisc.edu/caseworker-training/pre-service/Default.aspx), they will be prompted to send an email to the NEW Partnership by clicking on the NEW Partnership link on the Pre-Service page of the WCWPDS website (see above). The email should include their contact information, date hired, job title and area of practice, hire date and supervisor. The NEW Partnership will then send your new staff a welcome email and Welcome Packet explaining how the training system works.

To begin the web-based pre-service training, your new staff should return to Pre-Service webpage after sending the email and click on the “Go” button.
Supervisor Pre-Service Training Pages

The web-based Pre-Service training is reinforced by in-agency activities that you, as the supervisor, direct and support. Each training module provides a supervisor content overview and specificity about the areas where new workers will be directed to seek you out for additional or agency-specific information. The Supervisor Pages for each Pre-Service training module can be accessed at the following link: http://www.wcwpds.wisc.edu/preservice/.

Once you reach the “Home Pre-Service Overview” page, you will see the “Module Descriptions” for each of the nine modules. At the conclusion of each module description, for example “Introduction to Child Welfare”, you will find a link entitled “Supervisor’s Information.” By clicking on the words “Supervisor’s Information” in each section, you will be directed via the imbedded link to the supervisor content overview for that specific module.
Supervisor Role in Creating and Supporting an eLearning Environment

There are many advantages to eLearning (also called web-based learning) – it provides consistent information to all participants, it allows participants to learn at their own pace, it allows participants to revisit the information for a refresher as needed, and it matches well with theories of adult learning. While web-based training cannot solely teach knowledge and skills to child welfare staff, it can prepare and support the effectiveness of classroom-based training sessions to reduce the time away from the agency and travel-related expenditures.

The supervisor role in creating and supporting an eLearning environment is critical. Supervisors need to have discussions with staff who are completing web-based training to reinforce that web-based training is as important as classroom-based training. Supervisors also need to emphasize the importance of web-based training by assuring that staff have ample time to complete the web-based training components in a quiet place where they will not be disrupted by phone calls, emails, or co-workers.

Finally, supervisors need to be intimately aware of the web-based training content. In order to best support their staff’s learning via web-based training, supervisors are encouraged to regularly review the web-based Pre-Service training, available at [http://www.wcwpds.wisc.edu/preservice](http://www.wcwpds.wisc.edu/preservice).

Completion, Documentation and Match of Pre-Service Training

Once a worker from one of the county agencies in the NEW Partnership training region registers for the web-based Pre-Service training, an email is generated to the NEW Partnership informing of the Pre-Service training registration. At that time, NEW Partnership staff send an email to the worker and his/her supervisor welcoming the worker to the NEW Partnership training region. Additionally, the new worker is sent the New Worker Welcome Packet that includes information about the NEW Partnership, questions and answers about training availability and registration, information about joining the NEW Partnership Training Announcement ListServ, basic information about what to expect in the training environment, information about New Hire Pre-Service and Worker Foundation Training, and information about completing and utilizing the results of the Learning Preference Inventory.

Approximately 3-4 weeks after the new worker’s hire date, NEW Partnership staff send the supervisor an email asking that the Pre-Service Match Certification Form be completed with the worker’s pre-service completion date, hours worked per week, and hourly salary/fringe information. The supervisor is asked to sign the form to verify completion and accuracy of information and submit it to the NEW Partnership in order to generate Title IV-E dollars. Specific information about Title IV-E funding and match is located in Section VI of this packet.

The completion date for Pre-Service training should include the date that all the web-based Pre-Service training content, On-the-Job-Training (OJT), and other county orientation activities are completed. In order to assist you in having paper documentation of the completion of Pre-Service training, you may want to have the worker print off the quiz’s that are completed as part of the web-based Pre-Service training. Additionally, you may want to use the Pre-Service Training Record template created by one of the counties to aid in the recording of Pre-Service
training and county orientation activities. The template is located at http://www.uwgb.edu/newpart/PreService.html under “Pre-Service Forms”.

Worker Foundation Training

Foundation Training Courses

After the completion of pre-service training, the NEW Partnership offers skill-based Worker Foundation training consisting of ten classroom-style sessions and one web-based session. All newly hired public child welfare staff are expected to complete 15 days of Foundation training within two years of employment.

The following Worker Foundation training sessions are required for all staff hired after 2-1-08:

Worker Foundation Required Training (7 days total)
- Engaging to Build Trusting Relationships (3 days)
- Interviewing in Child Welfare (currently suspended/under revision)
- Safety in Child Protective Services (2 days)
- Case Practice with American Indian Tribes (2 days)

With you, staff then select a minimum of 8 days of training from the Worker Foundation training menu to meet their job-specific training needs and fulfill the Foundation training requirements:

Worker Foundation Menu Training (choose an additional 8 days, or more if desired, from the menu below)
- Ongoing Case Planning (2 days)
- Effects of Maltreatment on Child Development (2 days)
- Separation, Placement and Permanence (3 days)
- Team-Based Practice (3 days)
- Access (1 day)
- Initial Assessment (3 days)
- Professionalism in Child Welfare (1 day)
- Legal Affairs (is available in a web-based format at http://www.wcwpsds.wisc.edu/caseworker-training/, then click the “foundation” heading and select “Legal Affairs”)

NOTE: As per the “Attendance and Missed Training Days Policy”, due to the skill-based design of certain foundation training sessions, participants must attend all days of the training session or make up the entire training session. For complete details, please see the policy located at: http://www.uwgb.edu/newpart/PDF/AttendancePolicy.pdf.

The Engaging to Build Trusting Relationships, Interviewing in Child Welfare, and Safety in Child Protective Services training sessions are the bedrock upon which all of the other training sessions have been built; therefore, sequencing, or the order in which the training sessions are taken, is very important. In order to assist you in understanding the sequencing of the
Foundation training series, a visual is available at: 
http://www.uwgb.edu/newpart/PDF/PreReqChart.pdf

Additionally, all of the Worker Foundation training session descriptions clearly identify the training session (s) that must be completed before registering the worker for the session s/he is interested in completing. The Foundation Training session descriptions begin on the next page and are also located on the NEW Partnership website as part of the annual Foundation Training Schedule at: http://www.uwgb.edu/newpart/Training_Schedule/CORE_TrainingSchedule.htm.

**Foundation Pre-Training Activities**

Some of the Foundation Training sessions will have web-based pre-training activities that need to be completed prior to attendance at training. Upon registration, the trainee will be notified if there is a required web-based pre-training activity. It is imperative that trainees complete the web-based pre-training activity before attending the training session, as the classroom portion of the training assumes that the trainee completed the pre-training activity and therefore has the knowledge and information provided. The classroom training starts where the web-based pre-training leaves off.

**Confirming a Safe Environment (CSE) Training**

In addition to the foundation training requirements, workers are also required to complete Confirming a Safe Environment when Children are Placed in Out of Home Care (CSE) training. The CSE procedure outlines specific requirements for Child Protective Services, Child Welfare, and Juvenile Justice workers when confirming the safety of an out of home care environment. It also defines and provides requirements for individuals serving as a designee in confirming the safety of the placement setting.

For those staff who complete the Ongoing Case Planning foundation training session, they will meet their CSE training requirement. All other staff will need to complete the web-based CSE training available at: http://wcwpds.wisc.edu/related-training/cse/Default.aspx. Please note that Safety in CPS foundation training is a pre-requisite to both the Ongoing Case Planning and web-based CSE training sessions.

The memo is available at: http://dcf.wisconsin.gov/memos/num_memos/DSP/2013/2013-03.pdf. Included in the memo are the detailed training requirements per job function, beginning on page 4, along with several attachments that provide further specificity.

**Worker Foundation Training Descriptions**

Engaging to Build Trusting Relationships - Engagement is core to child welfare work with families. This skill based training is built on the philosophy that in order for workers to engage families in a change-oriented process through trust-based relationships, they need knowledge of and the ability to apply engagement skills, stages of change, a strength based perspective, a solution-focused approach, and teaming with families to create plans for change throughout the life of a case. This training addresses culturally appropriate engagement, developing a long term view and listening to the family's story, strengths based approach and the challenge lens, family
systems dynamics, solution-focused engagement, stages of change and working through resistance.

Engagement skills training provides a framework to create the desired core conditions necessary for building trust with families: genuineness, respect, empathy and competence. The skills of exploring, focusing, and guiding are emphasized to create the desired core conditions. Skill development is emphasized in this training and there will be opportunity to practice throughout the session.

Interviewing in Child Welfare – Currently suspended/under revision

Safety in Child Protective Services - The Safety web-based pre-service training module is a pre-requisite to this training session – once registered for this session, participants will be notified on how to access the web-based pre-service training. Determining whether a child is unsafe and taking action to assure safety is, arguably, the most critical CPS function. The findings of the Child and Family Services Review have, again, confirmed that it is collaborative work with the family and community to provide for the safety of children in their own home or, if necessary, in a placement outside their home. This training addresses concepts, specific knowledge and skills necessary to perform that role. Safety foundation training builds on the content of the Safety Pre-Service and completion of the pre-service is required to maximize the benefit from this training. The curriculum incorporates the Safety Intervention Standards and eWiSACWIS documentation. Participants will walk through each step of the Safety Intervention process considering the information needed for decision making, the analysis process and applying this to case information. Participants will develop an in-home safety plan in groups and will, along with their supervisor, receive detailed feedback on that plan after training.

This course is a pre-requisite for the following Foundation Training sessions: Initial Assessment and Ongoing Case Planning.

Case Practice with American Indian Tribes - This foundation training presents the reason and legislative intent of the Indian Child Welfare Act, as well as the process for workers to follow in complying with ICWA in Wisconsin. Participants will learn to facilitate the implementation of ICWA. They will learn to identify and access resources needed to implement the law.

Participants will learn about Indian cultures and how to work effectively with American Indian families. They will learn how to work collaboratively with tribal partners and offer culturally specific services to American Indian families.

Ongoing Case Planning - Safety in Child Protective Services training is a pre-requisite to the Ongoing Case Planning training session. This foundation training provides participants with the opportunity to focus on practice surrounding the role of case planning in the context of working with children and families to achieve permanence through partnerships aimed at achieving safe and sustainable change. Case planning to strategically drive change and assure outcomes is the central focus of this training, with a mind towards moving beyond compliance to supporting staff in making relevant and sustainable plans for safety and permanency. The training interweaves the timeframes and technical requirements intrinsic to Ongoing Case
Planning with a focus on the role of the worker and agency in helping parents identify and work towards goals, while caring for children during that time of change.

**Effects of Maltreatment on Child Development** - *Web-based pre-training activities on Normal Child Development are a pre-requisite to this training session – once registered for this session, participants will be notified on how to access the web-based materials.* Participants will actively explore the developmental outcomes of child abuse and neglect in children from birth to adolescence and establish a framework for the early recognition of developmental problems, enhancing the professional's ability to formulate appropriate family service plans. Additionally, participants will learn to: recognize the normal milestones of development; identify indicators of development delay; recognize the negative impact of maltreatment on normal development; recognize when children’s behavior problems may be symptoms of developmental delay or emotional disturbance; help parents and foster parents set realistic expectations for children who have developmental delays as a result of maltreatment.

**Separation, Placement and Permanence** - This training session explores the knowledge and skills required for child welfare workers to provide services related to child placement, including risk assessment, separation and placement services, family intervention, working with foster care givers and reunification. Participants will learn to: understand the potential traumatic outcomes of the separation and placement experience; weigh the risk to a child of remaining at home against the potential trauma of separation; recognize the physical, emotional and behavioral indicators of placement-induced stress; prevent crisis by structuring a placement; involve parents in all phases of the placement process; and know when and how to initiate an adoption plan.

**Team-Based Practice** - In this training participants will explore the underlying values of the collaborative teaming process and learn how through collaborative teaming, professional and natural supports come together to prevent crises and reduce the out-of-home placements and hospitalizations when situations begin to escalate. Participants will gain knowledge of the team process, collaborative crisis planning, and begin to practice team facilitation skills.

**Access** – *The Access web-based pre-service training module is a pre-requisite to this training session – once registered for this session, participants will be notified on how to access the web-based pre-service training.* “Access” in Child Protective Services is defined as “a process for receiving, analyzing and documenting reports of alleged child abuse or neglect." This one day training starts with a discussion of the role and purpose of Access within the framework of child welfare, and moves to discussion and practice of interview skills appropriate for interacting with someone who is reporting possible child maltreatment. Interview techniques for various stages of the call are covered, including establishing positive contact, addressing the caller's emotional needs, explaining the function of access, allowing the caller time to describe the situation and reason for calling, interviewing to gather additional necessary information, formulating and describing next steps, and closing the call. Participants then listen to a pre-taped conversation between a caller and a social worker, and practice picking out relevant information. Following this exercise, participants engage in an activity and discussion regarding how the quality of the information gathered is related to the screening and urgency decisions made by their supervisor. Access Standards are integrated into the training where applicable.
Initial Assessment - Safety in Child Protective Services training is a pre-requisite to the Initial Assessment training session. The Initial Assessment Training is designed to provide a solid foundation for primary assessments. Participants will examine how their work can embody the mission and philosophy unique to initial assessment. Significant time will be dedicated to interviewing strategies for initial assessment, with an emphasis on interviewing children. This training will prepare the worker for more advanced forensic interviewing training. Physical indicators of maltreatment, including slides, are included. The training provides a foundation for initial assessment decision making: safety decision making, maltreatment determination and case opening. The curriculum assumes prior participation in Safety Foundation Training and will incorporate, not teach, safety concepts and standards. The training ends with standards and practice associated with case closure after initial assessment and transfer to ongoing services. While this training incorporates the new Child Protective Services Initial Assessment Standards, it is not specifically Standards training. It does not focus on assessing the impact of the Standards on existing agency practice.

Professionalism in Child Welfare - This training is an overview of topics forming the foundation for the provision of professional and ethical child welfare services. Participants will explore fundamental values of social work and the unique ethical challenges of applying them in the field of child welfare which often requires working with families who do not come voluntarily to the public agency, and where the agency must assure that a child's need for safety is met. Forming healthy professional boundaries for child welfare workers is also discussed.

Legal Affairs - This training is an entirely web-based foundation training session. For those whose agencies require them to complete Juvenile Court Intake training, this web-based training is required and replaces the first 2 days of the classroom-based JCI training, resulting in only 3 days of classroom-based training. The Legal Affairs web-based training is also appropriate for child welfare staff whose agencies do not require them to complete the JCI training. (The training is available at: http://www.wcwpsds.wisc.edu/caseworker-training/, then click the “foundation” heading and select “Legal Affairs”).

Supervisor Role in Preparing and Supporting Worker’s Foundation Training Learning

As with web-based training, the supervisor’s role in preparing and supporting worker’s attendance at and learning from Foundation training are critical.

Before the training session, it is important for supervisors to meet with their staff to discuss why the training session is important and what you expect the worker to get out of the training session, identify the expectation that the worker will bring back and apply the information learned in training, and reinforce that the worker complete any web-based pre-training activities associated with the Foundation training session. Upon registration for each Foundation training session, workers will be notified of any web-based pre-training that must to be completed prior to attendance at the classroom Foundation training session.

Supervisors can support staff during the training session by assuring that there is adequate agency coverage to limit interruptions during training and dissuading staff from making phone
calls on breaks to “check on things back at the office”, as there is not enough time on a break to make a phone call and not miss any of the training.

It is also important for supervisors to assure that staff understand that their work assignment while at the Foundation training session is to participate and learn. Sometimes training participants spend much of the training day checking their messages back at the office and case managing from their cell phones, thus missing the opportunity to participate and learn. In order to address this ongoing issue, the NEW Partnership Steering Committee put into place the following requirements about the Use of Cell Phones, Texting and Computers in Training:

“THE USE OF CELL PHONES AND OTHER ELECTRONIC DEVICES IN TRAINING ARE PROHIBITED.

All training participants are expected to silence their cell phone, refrain from texting, and refrain from using computers, smart phones and other electronic devices during a training session, unless otherwise directed to do so by the trainer.

Use of electronic devices during training inhibits the participant’s ability to learn and to listen effectively. Individuals who text or respond to emails on a computer, smart phone or other device are missing out on the content being trained. Additionally, the use of electronic devices during training is distracting to others present and impacts their learning.

Checking messages can be done during breaks, as long as the training participant is able to complete this task prior to the training session resuming.

If you choose to use your cell phone, computer, smart phone or other device during a training session, or are delayed in returning from a break or lunch because of use of one of these devices, your director or supervisor may be notified of your use of that device. (7-19-13)”

Ongoing Training

For the experienced child welfare staff in your unit, the NEW Partnership offers Special Skills and Topics training sessions to support their ongoing learning and development. Special Skills and Topics training builds upon the knowledge, awareness, skill development and values from the Worker Pre-Service and Foundation training by providing in-depth knowledge and skill development around a specific child welfare topic. Session topics include legal, child sexual abuse, mental health, domestic violence, substance abuse, ethics and boundaries, and poverty.

Up-to-date information about what Special Skills and Topics training sessions are offered for the year are on the NEW Partnership website at: http://www.uwgb.edu/newpart/Training_Schedule/SR_TrainingSchedule.htm. Additionally, as a supervisor you will receive monthly emails from Tammy Snortum, Training Manager, about ongoing training opportunities offered by the NEW Partnership.
Supervisor Training

Training available to supervisors includes: Initial Supervisor Training and Tools and Foundation Supervisor Training.

Initial Supervisor Training

The Initial Supervisor Training and Tools were developed to meet the needs of new supervisors as they are hired.

The goals of Initial Supervisor Training are to support the development of:

1. An understanding of the supervisory landscape
   - Context under which operating – values / principles
   - Broad understanding of all components of a supervisor’s job
   - Leading vs. managing
2. The supervisory role of leading people
   - Supervisors are key to retention and turnover
   - Critical role of supervisors in workforce development and retention
   - Supervisor support of staff
   - Supervisor role in creating and supporting a learning culture
3. An individualized learning plan
   - Identify own learning needs
   - Understanding of pre-service and foundation training to support and develop staff

The Initial Supervisor Training and Tools includes several components. At its bedrock is the facilitated discussion of the *Supervisor Guide Book: A Comprehensive Guide to Getting Started as a Supervisor in Child Welfare* which introduces supervisors to the key components of their supervisory responsibilities: supervisory roles, leadership, individual and team supervision of staff, supervising case practice, and staff development.

The NEW Partnership contacts new supervisors to make arrangements to send the *Supervisor Guide Book: A Comprehensive Guide to Getting Started as a Supervisor in Child Welfare* and schedule a time to meet to review the *Supervisor Guide Book* and develop an individualized learning plan. By the conclusion of the meeting, new supervisors will have a learning plan drafted that will support their initial learning and training needs within the first year.

In addition to the *Supervisor Guidebook*, there is a web-based component of the Wisconsin Initial Supervisor Training and Tools that is a self-directed learning experience that provides new supervisors the opportunity to develop an initial understanding of the supervisory landscape and the supervisory role in leading people. It includes three modules: *Introductory Module, Foundations of Leadership, and Leading People: Workforce Development*. The web-based initial supervisor training is available at: [http://wcwpds.wisc.edu/leadership-training/las/index.html](http://wcwpds.wisc.edu/leadership-training/las/index.html).
Supervisor Welcome Packet

Developed: February 2008
Revised: February 2015

Book mark the Wisconsin Initial Supervisory Training and Tools web-page on the WCWPDS website as the “go to place” for your initial supervisor training:

Foundation Supervisor Training

The N.E.W. Partnership began collaborating with the Milwaukee Child Welfare Partnership for Professional Development in 2010 to develop professional development opportunities in the newly defined Child Welfare Leadership Development Academy that both partnerships had worked with their stakeholders to collaboratively define. Thus far, one foundation supervisor training session has been developed: Secondary Traumatic Stress: Building Resilience in Staff. A complete description of the session and its training dates are located at http://www.uwgb.edu/newpart/Training_Schedule/SupAdmin_TrainingSchedule.htm. As additional foundation classroom training for supervisors is developed, it will be integrated into the Child Welfare Leadership Development Academy and made available.
Section III: Transfer of Learning (TOL)

The ultimate goal of professional development training is to improve services to children and families by transferring learning into daily practice. Supervisors are critical to that process. The NEW Partnership supports the supervisor’s role in assisting the transfer of learning from the training classroom to the work environment in a number of ways:

(A) At the conclusion of each training session offered by the NEW Partnership, training participants are asked to complete Action Plans before they leave the training session. The Action Plans are carbon copied, allowing the training participant to take a copy of their plan back to their agency, while a carbon copy is sent to the supervisor with the post-training memo identified in (B) below. The Action Plans are designed to assist in transferring learning back to the job by asking training participants to:

- identify important concepts or skills acquired in training,
- develop a plan that can be implemented at the agency level based on the skills learned in training, and
- identify resources and barriers to the plan’s implementation.

(B) Approximately one week post training, supervisors receive (via e-mail) a memo containing suggestions and ideas about transfer of learning, skill building, and knowledge application specific to the training session their staff member just attended. These suggestions, along with the carbon copied training Action Plan, are designed to support supervisors in providing guidance in supervisory sessions around transfer of learning.

The Learning Preference Inventory

Staff are encouraged to visit the NEW Partnership website to complete the Learning Preference Inventory. The purposes of the Learning Preference Inventory are:

1) to provide workers with information regarding their own learning styles;
2) to provide workers with information about what their learning style means to their work with families; and
3) for Workers to share information regarding their individual learning styles with you, their supervisor, in order to enhance on-the-job learning and the overall work experience.

The Learning Preference Inventory is completed on-line and submitted electronically to the NEW Partnership. The NEW Partnership will calculate the results and email the individual results directly back to the staff member completing the Inventory. You can ask your staff member to share the results with you so you know how to best support your new staff member’s learning within your agency.

Workers are welcome to complete the Learning Preference Inventory before attending any Foundation training. Likewise, as a supervisor, you are also encouraged to complete the Learning Preference Inventory in order to have a solid understanding of your own learning styles. You can access the Learning Preference Inventory and the descriptions of learning styles at the following link: http://www.uwgb.edu/newpart/LearningPreferenceInv.html.
Section IV: Training Availability and Registration

How do I Find out About Training?

There are several ways to find out about training:

1) Visit the NEW Partnership website at http://www.uwgb.edu/newpart – this is the first place training is listed and it is the most up-to-date and the most comprehensive;
2) Subscribe to the Training Announcement ListServ for email announcements and updates from NEW Partnership staff about upcoming training at http://www.uwgb.edu/newpart/TrainingAnnouncementListServe.html;
3) Watch your email for training announcements from your supervisor – NEW Partnership staff send a monthly email to supervisors that provides a list of the upcoming training sessions. NEW Partnership staff asks that supervisors forward these announcements to the staff within their units; and
4) Visit PDS Online, the learning management system for Wisconsin child welfare training, at https://pdsonline.csod.com/client/pdsonline/default.aspx and log in for information about training sessions offered around the state.

Subscribing to the NEW Partnership Training Announcement ListServ

The NEW Partnership has a Training Announcement ListServ that allows subscribers to receive emailed information about upcoming child welfare training sessions, information about changes in training dates and locations, and other training information. The Training Announcement ListServ is designed as a means for NEW Partnership to quickly and easily provide information to county child welfare staff about training. It does not allow subscribers to discuss issues with one another or ask questions. If you would like to subscribe to the NEW Partnership Training Announcement ListServ, complete the subscription form at the following link: http://www.uwgb.edu/newpart/TrainingAnnouncementListServe.html.

Registration and Payment

Finding Available Training

Go to http://www.uwgb.edu/newpart/Training.html, where you will be able to click on Foundation training or Special Skills and Topics training to see the training sessions that are scheduled for the current year in the NEW Partnership training region. Once you have decided on the training session(s) that you want to attend, you will need to log into PDS Online.

PDS Online is accessible from the Wisconsin Child Welfare Professional Development System (WCWPDS) website at: http://wcwpds.wisc.edu/pdsonline/. Review in detail the opening page to PDS Online (screen shot below and on next page) on the WCWPDS website as it provides links to step-by-step help using PDS Online.
Logging into Your PDS Online Account for the First Time

1. Go to the website - http://www.uwgb.edu/newpart/ and click on the gold button that reads “PDS Online”

2. Scroll down to “County/State Staff” and Click on the red button that reads “County/State Staff Sign Up”

3. This will take you to the PDS Online Login Directions on the WCWPDS website. Review the video and steps 3 and 4. Click on Click here in step 4 on the webpage and you will be brought to the PDS Online sign-in screen.

Once on the PDS Online Sign-In Screen, follow steps 4-7 on the next page:
4. **User ID** - If you have an eWiSACWIS account you can use either of these two options as your User ID:
   a. Using your eWiSACWIS number with a “W” in front of it
      Eg: if your eWiSACWIS number is 123456 they you would type W123456 in the User ID box.
   b. Using your agency email address
      You would your complete agency email address in the User ID box.
      Eg: jonesb@mycounty.org

5. **Password** – Since you have never logged into this system before, your password on your first visit will be **PDS1234ONLINE** (case sensitive). [If you have used this system before, type in the password that you set up the first time you used it.]

6. Click on the “Login” button

7. Since this is your first time in the system you will be asked to provide an answer to a security question and then you will be asked to choose a new password. This is a password of your choice, please be sure to record it somewhere because you will use this one every time you login in the future.

8. This will bring you to the main PDS Online system where you can search and register for training.

**Logging into Your PDS Online Account After the First Time**

1. Go to the website - [http://www.uwgb.edu/newpart/](http://www.uwgb.edu/newpart/) and click on the gold button that reads “PDS Online”

2. Scroll down to “PDS Online Log In” and Click on the red button that reads “PDS Online Log In”

3. This will take you to the PDS Online Sign-In screen

4. Your **User ID** will be either your eWiSACWIS number with a “W” in front of it or your agency email address as explained in #3 above under “Logging into Your PDS Online Account for the First Time”. Your **Password** is the new one you created on your first visit.

5. Click on the “Login” button. This will bring you to the main PDS Online system where you can search and register for training.

**Registering for Training**

Once in PDS Online, you will register for all training via your PDS Online account. Directions on how to search and register for a training session are available as a narrated video at [http://wcwpds.wisc.edu/pdsonline/countystaff.aspx](http://wcwpds.wisc.edu/pdsonline/countystaff.aspx) and as written instructions at [https://kb.wisc.edu/pdsonline/page.php?id=25461](https://kb.wisc.edu/pdsonline/page.php?id=25461).
When you register for a training session, you will get an automatic notification via email that your registration has been received. It will tell you if you are registered, on the waitlist, or if you need approval from another partnership (if not one of NEW Partnership’s training sessions).

Registering early is the best way to assure that you will get into a training session. We accept registrations on a first-come-first-served basis and have many training sessions that fill quickly. PDS Online keeps a wait list if a training session is full and registers you if an opening occurs. You receive an email notifying you that you have moved off the wait list. When you register, you can inform us of any special dietary needs, for example, if you are vegetarian or have food allergies.

**Paying for a Training Session**

The NEW Partnership for Children and Families invoices your agency on a monthly basis for all training sessions that have been completed in the previous month. This bill will list all those from your agency who owe any training fees. There is no need to make arrangements for your agency to pay for your training session in advance (in fact, we prefer that they do not). However, each county has a specific process for how you get approval to attend a training session, so please ask your director to talk to you about your agency’s process.

We do not typically want to receive personal checks from staff as it limits our ability to collect federal match dollars. If, for some reason it is necessary for you to pay via personal check, please contact Liz Hessler at NEW Partnership at 920-465-2724 to make arrangements for payment. Checks cannot be accepted at training.

**Confirmation**

Your PDS Online transcript confirms which training sessions you are registered to attend. In addition, approximately 3 weeks prior to the training session you are registered to attend, you will receive a reminder email from PDS Online. This email contains the name, date, time and location of the training session as well as any pre-training requirements. Do not attend training unless your PDS Online transcript verifies that you are registered for a training session.

**Waitlists**

PDS Online keeps a wait list if a training session is full and registers you if an opening occurs. You receive an email notifying you that you have moved off the wait list. The wait list is kept on a first come, first served basis.
Cancellation, Transferring, Substituting, etc.

If you are registered for a training session offered by NEW Partnership and you no longer wish to attend the session for which you are registered, log into PDS Online and click on “View Your Transcript”. You will be able to withdraw from any training session from this page.

You must cancel more than five (5) working days prior to the first day of the training in order to avoid fiscal penalties. If you cancel more than five (5) working days prior to a training session, you will not be charged for the registration fee for the cancelled training session.

If you cancel five (5) or fewer working days prior to the first day of a training session, your agency will be billed for the registration fee. If you cancel from one training session and register for another session of the same title five (5) or fewer working days prior to the first day of the training session, it is treated as a cancellation and you remain responsible for paying the registration fee for both sessions.
Section V: The Training Day

A standard training day begins at 9:00 a.m. and ends at 3:45 p.m. with a 45-minute lunch. Registration begins 30 minutes before the beginning of the training. Trainings include a light continental breakfast and full lunch plus an afternoon snack. Training days may vary, so please check the training description or your confirmation letter for details.

Important information to leave with your agency

Please let someone at your agency know where the training is located and leave the location’s phone number so that you may be contacted. This information is available on the NEW Partnership website (http://www.uwgb.edu/newpart/Directions.htm). You will be asked to put your cell phones on silent at the start of each training session so it is important that your agency have the training location contact information in case someone needs to reach you in an emergency.

Participant tips

1. Make sure your PDS Online transcript indicates that you are registered for the training session before you travel to it. This is important to you, because if your name is not on our training roster you will not be allowed to stay.
2. Directions to training sites: Check our website for links to maps and directions to training sites (http://www.uwgb.edu/newpart/Directions.htm).
3. Lunch/no lunch: The general rule is if there is a training fee involved, NEW Partnership will provide lunch and snacks. If there is no fee charged, there are no banquet services provided through NEW Partnership. In that case, you might want to consider bringing your own coffee/soda/snacks, as well as your own lunch.
4. Cell phones/pagers: Please turn off or put on silent mode, and in the rare situation you must take a call, please leave the training room so training is not disrupted for others. Additionally, participants are asked NOT to text during the training session as this is disruptive to other participants.
5. Laptops/iPads: Please do NOT turn these on during training as they are disruptive to others and limit your ability to participate in training fully.
6. Dress in layers: When you are sitting all day at training, temperature becomes very important. Often room temperatures vary over the course of the day, and are not easily adjusted, plus what one person perceives as being too cold may be just right to another person. You will be happier if you have some control over your “internal thermostat” by using layers.
7. Name tents: Please use your table name tents as they help the trainer identify you during discussions. If your table name tent wants to flop, try making a “dog ear” on one corner—it will stay up!
**Sign in, Sign out**

One source of funding for the Partnerships is federal Title IV-E funding. The federal government reimburses the state a percentage of your salary and fringe benefit rate as well as the mileage for which you are reimbursed and any hotel or meal expenses incurred because you stayed overnight to attend a training session. In order to collect this reimbursement, we have to have signed rosters of attendance including time at the training session, time on the road and distance traveled. For this reason, you will always be asked to fill out the sign-in sheets at the beginning and then at the end of each day of the training session. Signing in at the training session also provides you with documentation that you attended the workshop for purposes of meeting continuing education requirements. Your documentation is kept in PDS Online on your transcript.

**Why toys?**

When you arrive at training you will notice there are toys on the tables. There are several reasons:

- Most of us are not used to sitting still for a whole day; this comes easier to some than others. Our toys, called “manipulatives”, give you something to do with your hands to help sit still.
- Some people find they are able to listen and learn better when they are “doodling” with a pencil or doing something with their hands.
- Training is not meant to be painful or a drudge! Toys help us remember to have fun at training, while we learn.

So, enjoy the toys provided, play quietly, and please leave the toys for the next group to be trained.

**Training Session Evaluations**

At the end of each training session, you will be asked to complete an evaluation. These are very important to us as we work to improve your training opportunities. We also ask for your input about what other trainings you would like us to offer so we can help you grow professionally. The trainer as well as Partnership staff receive a copy of the results of the evaluations as a part of the process of improving each training session.

**Continuing Education Hours (CEH)**

Credentialed Social Workers in Wisconsin are required to complete at least 30 continuing education hours in each credentialing period, per MPSW 19 located at: [http://docs.legis.wisconsin.gov/code/admin_code/mpsw/19](http://docs.legis.wisconsin.gov/code/admin_code/mpsw/19). Social Workers are required under MPSW 19.05 to "retain for a minimum period of 4 years and shall make available to the board, or its agent upon request, documentation of publication or certificates of attendance issued by the program sponsor for all continuing education programs for which the credential holder claims credit for the purposes of renewal of the credential.”
It is the individual worker's responsibility to keep track of any training received while employed by the county agency and to provide proof of attendance to the Department of Safety and Professional Services in case of an audit. Participants should retain their training materials and training agendas which indicate date/time, location, and the trainer's name. NEW Partnership retains the original sign-in sheets should it become necessary to verify attendance for audit purposes.

For more information about Social Work certification and continuing education requirements, visit the Department of Safety and Professional Services website at: http://dsps.wi.gov/Home.

Section VI: Title IV-E Funding and Match

As stated previously in Section I, the NEW Partnership for Children and Families is supported by a mixture of funding sources, including Federal Title IV-E pass-through funds and state funds provided by the Wisconsin Department of Children and Families (DCF), state funds provided by UW-Green Bay, county funds provided by each of the 26 county agencies that are part of the NEW Partnership region, and in-kind resources provided by the county agencies, UW-Green Bay, and DCF.

Federal Title IV-E Funds

Where do Title IV-E Funds Come From?

Federal Title IV-E funds, via the Title IV-E Child Welfare Training Program of the Social Security Act, provide significant funding for the training provided by the NEW Partnership. The funds are provided on a reimbursement basis for eligible training expenses. The state and county funds as well as the in-kind resources provided by DCF, county agencies, and UW-Green Bay are the state and local matching expenditures utilized to draw IV-E reimbursement.

Who Can Title IV-E Funds be Used to Train?

Title IV-E funds are available for training staff who provide public or tribal child welfare services as employees of state, county or tribal child welfare agencies or agencies under contract to perform child welfare functions. Training costs applicable to any trainees who are not employees of agencies providing public child welfare services are not reimbursable under IV-E. The NEW Partnership provides training primarily to public child welfare staff whose activities are integral to the Title IV-E program. For those limited staff who fall outside of Title IV-E, other funds (county/state nonfederal annual monetary contributions) are utilized.
What Can Title IV-E Funds be Used to Train?

Training, utilizing Title IV-E funds, may be provided to individuals performing public child welfare activities that are integral to the Title IV-E program. The following public child welfare activities/functions are considered Title IV-E eligible activities:

- Removal of children from the home
- Determining Title IV-E eligibility for children
- Placement of children with licensed providers
- Foster care rate setting for children in placement
- Case management and supervision of children in placement
- Permanency planning and case reviews for children
- Preparation for and participation in judicial determinations
- Service plan development and referral to services
- Arranging visitation and appearance at court hearings
- Independent living skills for youth in care
- Recruitment, training, and licensing of care providers
- Termination of parental rights
- Adoptive placement for special needs children
- Determining eligibility for adoption assistance

For all other public child welfare activities, NEW Partnership must use non-Title IV-E funds. Because the majority of the funding of the NEW Partnership is provided by Title IV-E funds, the majority of training provided must be on Title IV-E eligible topics. For example, intake and intervention-focused training topics are ineligible for Title IV-E reimbursement. Therefore, to offer training on these topics, other funding sources must be available and utilized. The NEW Partnership can use county funds, for example, to provide training on these Title IV-E ineligible topics. However, this then reduces the amount of county funds available to be spent on eligible Title IV-E training topics and limits the amount of Title IV-E reimbursement.

What is Match?

The counties who are members of the NEW Partnership pay an annual assessment/membership fee to the partnership that is used as match. These funds count as cash match when expended on training activities (i.e. trainer expenses, expenses for handouts at training). In addition, the counties in the NEW Partnership region appoint staff to various committees (i.e. Steering Committee, Professional Development Advisory Committee) for the administration of the training partnership. The staff costs to attend the meetings (attendee mileage and hourly salary cost) may be claimed as a training cost. In regard to actual training sessions, the registration fee and other costs of the attendees (such as mileage, per diem, salaries, fringe benefits, or any other reimbursable costs) may be allowable as a training cost depending on the type and duration of the training. Anytime you or the staff who you supervise attend a training session or meeting, the training/meeting attendee identifies their roundtrip mileage and time to participate in the training/meeting. They verify the accuracy of this information with their signature on the training/meeting roster.
Matching Pre-Service Training

The staff costs (salary and fringe benefits) associated with the individual’s time spent on completing Pre-Service Training is also an allowable training cost. In order for staff costs to be utilized by the NEW Partnership, the following conditions must apply: (1) the employee must be an employee new to a child welfare position (newly hired into a child welfare position or transferred into a child welfare position from another position within the agency); (2) the employee cannot carry primary case assignment during any portion of the pre-service training time; and (3) the pre-service training must be, at a minimum, one full-time week in length.

Because pre-service training participants cannot sign a roster to verify their presence at the pre-service training, supervisors are required to verify their staff’s time in, and completion of, pre-service training via the Pre-Service Match Certification Form that NEW Partnership staff forward to supervisors of pre-service training participants. More information about the process of completing Pre-Service Training is found in Section II.

Certification of Expenditures for Training and Meetings

For any costs that are paid by the county and utilized as training costs by the NEW Partnership, the paying entity must certify to the partnership that these expenditures were not paid from federal funds or reported to the state to be utilized by the state to claim federal funds under any other program. The information that training/meeting attendees provide on the roster (explained above) and that supervisors provide via the Pre-Service Match Certification Form certifies the county agency expenses on training activities. Quarterly, county directors are provided with certification reports that itemize the trainee’s training/meeting mileage and their salary and fringe benefits paid with county funds and claimed as match by the training partnership. Directors are asked to notify the NEW Partnership of any errors and remove the total amount documented from their county agency quarterly CORe report to DCF.

In determining the salary and fringe benefit cost of staff attending training committee meetings or of trainees when the nature of the training allows the claiming of such costs, the NEW Partnership uses salary information from the county agencies. This information is collected on an annual basis via the Salary Survey that is completed by each agency director. For Pre-Service Training, supervisors provide the salary and fringe benefit cost of staff completing the Pre-Service Training on an individual basis on the Pre-Service Match Certification Forms that are submitted to the NEW Partnership.