CTAG Meeting Minutes

February 16, 2012 (Central)

February 23, 2012 (West)

Central

In Attendance: Rob Winesickle, Jennifer Zajac, Warren Lewis, Dan Krikston, Brandie Gilbert, Jessica Shiffler, Darla Henry, Joan Mosier, Crystal Bittinger

On Phone: June Fisher, Cashe Featherson, Patti Flood, Joanne Witkowski, Nancy Johnson

West

Webex: Rob Winesickle, Jennifer Kerr, Andrea Seachrist, Bonnie Marsh, Kim Gavran, Crystal Bittinger

- Action Item Review
  - Advertise conference call capabilities
    - Ongoing
  - Decorate bulletin board
    - Will be updated in March
  - View CTAG website and send Crystal any comments
    - Complete
  - Invoices path article in Palette
    - Complete
  - Listing of current consultant and trainers in Palette
    - Need updated cross systems form first
    - Would like listing of each curricula and its approved trainers rather than simply a list of all Training Program trainers
    - Would like e-mail addresses as well
  - Charting trainer e-mail grouping to continue being sent to trainers by Specialists
    - Crystal shared with the Training Specialists
  - Add a place for trainers to share their curriculum comments on the feedback form
    - This was taken to the Curriculum Department and an updated feedback form is an agenda item at this meeting
  - Trainers would like to receive feedback when sharing ideas on the feedback form
    - Taken to Curriculum Department and the resolution will be placed in the Palette.
    - Recommendations will be discussed at this meeting.
  - CTAG charter-adding core consultants and trainers
    - Adding to website - Complete
  - Consultant and Trainer Handbook charter-need the addition of a newer trainer –
    - Sponsor team has added one additional CTAG rep
    - Next meeting March 15
  - Online charter-would like to have more than one CTAG rep
    - Sponsor team has added one additional CTAG rep
    - Meeting on February 21
  - Making Valuing Diversity training mandatory
    - Not to be made mandatory per Training Steering Committee
Requiring Diversity Manual training for CTC trainers
  ▪ This will be considered during CTC updates

How can we make the CTC binders more manageable?
  ▪ Separate Federal and State
  ▪ Only have the CPSL of the Domestic Relations section
  ▪ Some regs are potentially missing from the binder
  ▪ Make bulletins as a trainer addendum instead of having in binder
  ▪ Checklist with each CTC module and the associated laws, regs, etc.
    • Curricula from 2002-2004 has the laws and regs listed on the WDP
    • For future curricula, it is recommended that there be a portion of the WDP that lists the laws, regs., etc that are related to that curriculum
      • Will be a good way to reinforce regs vs laws
      • Keep a running list of workshops and the associated laws, regs, etc.
  ▪ CTAG participants were asked to e-mail Rob Winesickle (raw57@pitt.edu) with other thoughts

Confirmation letters are not always going out for off calendar trainings
  ▪ This is being discussed at the Friday Connect meeting

Notice to trainers and consultant of who to contact in Pam’s absence
  ▪ Continue to send and call in as you did before. Trainers can feel assured that Pam’s phone, e-mail and responsibilities are being covered. No written notice will be sent.

The calendar is going green
  ▪ Binders of the calendar have been placed in each training room

• SHARED Values
  ▪ Values and Principles have been adopted by the state as PA practice model
  ▪ Trainers and consultants are the face of CWTP. It is critical that they model these values and principles, not only when training, but in all that they do (e.g., when they are training, attending meetings, communicating with anyone as a representative of the Training Program (Training Program staff included))
  ▪ It has been brought to our attention that some Trainers and Consultants are not being respectful to CWTP staff. Some feelings have been hurt. How do we as the Training Program approach these situations?
    ▪ Guidelines for behavior should be outlined as part of DOT/C
      • Trainers and consultants should also be made aware of who to contact for issues that need to be resolved
    ▪ Training Program staff should be trained on how to deal with situations in which they have been treated in a disrespectful manner
    ▪ Supervisor of a person should be the one to speak with the trainer or consultant who treated the staff member disrespectfully
    ▪ Should be approached on an individual basis – addressed one-on-one
    ▪ Should be handled individually
    ▪ 1st time a one-on-one immediately, 2nd time a verbal and 3rd time written
    ▪ Imbedded in the interview process instead of with the contract
    ▪ Shared values would be a standard piece of training room expectations
    ▪ It was suggested that the disrespectful behavior may be the result of the Training Program being less engaging to trainers and consultants than it once was
• It was stated that there is a lack of face-to-face communication. Most occurs via e-mail.
• Some trainers do not feel supported and as if they have someone they can contact at the Training Program
• Some trainers feel isolated
• Some trainers feel like Training Program staff have “some kind of wall up” as though they do not feel comfortable answering questions
• Trainers are frustrated that staff suddenly disappear from the Training Program and nothing is communicated to the Communication is key with changes

  ▪ What did it look like before:
    • Relationships
    • Had the feeling that there was someone to talk to. Could be a change in technology and society
    • The Regional Training Centers structure involved more engagement

  ▪ What can Training Program do to engage trainers on a personal basis
    • More personal communication

  ▪ Some feel that the Training Program has been very positive and supportive

  ▪ One trainer suggested that the workload for the Training Program has increased but no increase in staff. It has been that trainer’s observation that when this happens, people turn inward and engagement suffers. The focus turns to producing products are meeting deadlines to please those organizations that are in charge of the Training Program.

  ▪ There had been a unit prior to the reorganization that worked directly with the trainers and consultants. After the reorganization, this work was rolled into the Curriculum Department and there is a learning process involved. There are also challenges associated with competing priorities.
    • The Training Program recognizes this need and is hiring a supervisor whose role is to work with and support trainers and consultants.

• Curriculum Feedback Process Update
  ○ At a recent CTAG meeting, it was expressed that trainers and consultants would like a place to document curriculum feedback, in addition to the Confidential Trainer Feedback Form
  ○ The Curriculum department manager met with Jen Zajac, who reviewed the Trainer Observation Form, Confidential Trainer Feedback Form and CTC Feedback Form. Ms. Zajac also viewed databases where information from these forms is captured and developed a draft Trainer Feedback Form.
  ○ Participant behaviors
    ▪ Will be discussed later in the meeting
  ○ The group asked how is feedback used?
    ▪ It was stated that they believe curriculum changes rarely happen immediately unless something is wrong in the curriculum and that curricula are revised on a three year cycle
    ▪ Some trainers do not share curriculum feedback because they feel that their recommendations will not be used anyway
    ▪ Trainers expressed that they would like to know what decision was made surrounding the feedback that they provided.
• It was shared that the current process begins with the Curriculum and Trainer Development Department Manager reviewing all feedback and deciding if the feedback should result in a revision
  • If it warrants a revision, the feedback is assigned to a Curriculum and Instructional Specialist who contacts the trainer that provided the feedback to further discuss and make revisions
  • If it does not warrant immediate revision, the feedback is filed with the curriculum and reviewed at the time the curriculum is due in the revision cycle.

  o Reviewing Feedback Form – Feedback from group
    • Shorten questions
    • Materials are appropriate and accurate
      • Add “and current” to the last entry
      • Put sections related to trainer’s responsibilities into a separate form that will be attached to the rest of the feedback from (e.g., it could be the final page).
        The purpose of the form would be to encourage trainers to reflect on their performance to identify areas where the Training Program could support them.
        Trainers can leave the form blank if they are satisfied with their performance, complete and return the form to the Training Program, or complete the form and retain it for themselves.
      • Another suggestion was to put the items related to trainers’ responsibilities in the form of a checklist that would be shared in prep materials for trainers to reinforce what is expected of them in every training.
      • Combine items related to participants’ responsibilities and put in one section.
      • Delete the following items from the following sections:
        o “It is the Training Program’s responsibility to ensure that the training materials are in order and easy to use”:
          ▪ The order of the materials and activities make sense
          ▪ When the trainings are part of a series, the material flows logically from one module to the next
          ▪ The materials, handouts and activities have clear instructions and are easy to use
        o “It is the Training Program’s responsibility to ensure that materials support participants’ learning”:
          ▪ The materials, handouts and activities are all tied to learning objectives
          ▪ Materials illustrate or expand upon key concepts
          ▪ Materials engage participants
      • The reason behind this suggestion was that these issues should have already been fixed during the piloting of the curriculum and should not need to be revisited time after time, especially if there is not an imminent plan to revise the curriculum.
      • Do trainers need to get approval from Curriculum Dept. to use trainer developed handouts/resources that have been approved for another workshop on the resource table?
        o Rob finding out
• The participants are prepared for the training
  - Any extra participants should be relayed to Training Specialist – trainers are receiving an updated sign in sheet one week prior to trainings
• Trainers want the Training Program to acknowledge feedback and to inform them how their feedback will be acted upon. To this end, there was discussion about creating an email process in which (who?) would send an email to the trainers to thank them for their feedback and indicate which of the following are true:
  - “Your suggestions have been noted and will be considered when the curriculum is revised in the future.” (Would the date of possible revision be shared, if that is known?)
  - “We will contact the county about concerns you shared regarding a participant/participants.”
  - “So and so will follow up with you (when) to learn more about issues you raised/suggestions you made.” (Used when we want to learn more, even if the trainer did not request contact.)
  - “As requested, so and so will follow up with you (when).” (Used when trainer requests contact.)
• Include a line for trainers to provide their email address at the beginning of the form for communication purposes.
• Request for the form to be sent out electronically with room to write comments
• Bold trainer/trainee/Training Program responsibility
• Add lines to the boxes to write comments on
• Like the old form because it was nice, short and to the point
• Likes that the area for cell phone and sidebars was added to the new form
• Likes the specific roles
• The format makes the document look more complicated
• Old form was easier. Just add the new information that needs to be included into the old format
• Good to separate by role
• How to respond to concerns regarding participants (i.e., behavior as well as practice)? What situations warrant further action such as contacting a supervisor or county administrator?
  - This has been a discussion at Leadership Team meeting at the Training Program and they would like feedback from CTAG
  - Currently we have an incident report
    - A decision is currently made by a Training Specialist and their supervisor and the Training Specialist speaks with the participant’s supervisor
  - One county had their Administrator come to our building to discuss behavior issues – it sent a good message to others from that county
  - Examples that should rise to the occasion of being passed on to county
    - Trainer had a one-on-one with participants and was unable to redirect the behavior
    - Had to send someone out of training
    - Unethical behavior
    - Cannot report attitudes
    - “Click” that does not abide to rules
    - Look for patterns
  - Trainers should not be in the role of counseling
What role does the supervisor play?

- Sometimes the worker feels torn because their supervisor expects them to be available during the training day
- Participants and supervisors sometimes feel that the training day is taking away from their daily work
- By the end of CTC, they have caseloads and are being pressured by the agencies during and after the training
- Systemic issues of the agencies and value placed on training

**Bulletin Board - Check it Out!**

- Decorations will be changed March 1
- Set up with each season change
- Highlight of trainer included

**Palette Articles**

- How to access online training
  - [www.cwtpreg@pitt.edu](http://www.cwtpreg@pitt.edu) E-mail to ask for access and your user name and password will be sent to you
- New GPS Response Times
- New bulletin or reg information
- How to respond to behavior issues. Issues that would have come to the Training Program via feedback form and how they were handled
- Calendar planning. Scheduling timeframes and how trainers are chosen

**Website**

- Not a strong resource
- What do we need to do to change the website so that it will be visited?
- Add a CWTP brochure – marketing workgroup is currently developing
- Add
  - Add CTAG brochure
  - Charter
  - Trainer Handbook
  - Category for room issues and comments
    - Take articles from past Palette articles
  - PDF version of the list of curricula and their approved trainers discussed earlier in the meeting
  - Bulletin board info so that folks who do not attend the Central CTAG meetings can see what is posted
  - Organizational chart of CWTP
  - Trainer tip of the month
  - If you have any ideas, please send them to Crystal at [crystalb@pitt.edu](mailto:crystalb@pitt.edu)
  - Energizer tips
  - Issues for cohorts
  - Trainer opportunities
  - Listing of upcoming trainings available for trainers. Trainers would respond with their availability; making the process more equitable; possibly pilot with Western trainers

**Discussion Board Survey Results**

- What type of information would you like to see posted on the discussion board that would benefit you as a trainer and/or consultant?
• Tips for dealing with problem behaviors
• Changes to curriculum as they come out
• Helpful hints about delivering specific trainings
• Professional development opportunities
• Training Program updates
  
  ▪ What would hinder you in utilizing the discussion board as a way to network or communicate with other trainer and/or consultant?
  ▪ Lack of participation
  ▪ Spam; no longer an issue
  ▪ Time constraints
  ▪ Uncomfortable being candid

• Ideas for Networking
  ▪ Mobile technology is currently doing phone networking sessions quarterly
  ▪ Create e-mail distribution lists and provide those distribution lists to trainers and consultants
  ▪ Add networking time to the CTAG meeting agenda
  ▪ Trainer retreat to remain connected (a fun retreat, not just the planning retreat that is currently in place)
  ▪ Social networking (e.g., Facebook, Google+, Twitter, etc.)
  ▪ Twitter
    ▪ Some like the idea that once someone provides an answer, they do not necessarily feel obligated to respond, depending on the type of question posted
    ▪ Would prefer e-mail discussion groups over the discussion board – send categories to Rob at raw57@pitt.edu

• Spring Event Update
  ▪ Title: Taxes, Technology and Training: Are Your T’s Crossed?
  ▪ 6 professional development hours
  ▪ A.M. - Technology training with Rob
  ▪ P.M. – Taxes training with Joan Mosier

• Professional Development Hours
  ▪ Register for online classes at cwtpreg@pitt.edu
  ▪ Attending DOT/C is available as a refresher (18 hours)
  ▪ DAPIM coming in the future

• Fall 2012 and Spring 2013 Event Dates
  ▪ Flyers going out as PDF

• Training Program Updates – Curriculum
  ▪ CTC is online
  ▪ Curriculum Department hiring Supervisor position – support for the TRAINER AND CONSULTANT
  ▪ Jana Hitchcock – no longer working for CWTP
  ▪ New in Curriculum – Katie Pomeroy started in January
  ▪ TRAINER AND CONSULTANT would like a listing of new staff and staff leaving during updates
  ▪ STS revisions
    ▪ Call for trainers for Mod 1 and 2
    ▪ Mods 3-5 in pilot stage
  ▪ Foundations of Leadership - Pilot after July
Writer’s workshop is in development. It is titled, “Foundations of Curriculum Development”

Overview of Child Welfare and Fiscal TOC is on March 12.

Child Welfare Revenues is slated for revision based on the most recent Act 148 Invoicing updates.

State and Federal Confidentiality will be updated in the near future

Organizational Effectiveness – TOC in May

CAST – work in progress (15 modules total)

TOC – would you like to see them on the weekends? Yes
  ▪ A closer location to Pittsburgh

More information about trainings during the call for trainers – add section pages and whole curriculum (No overheads or handouts needed)

OCYF has requested to review all curriculum

GPS Response Times
  ▪ PIP deliverable was to have an online training
  ▪ Marketing would take place with all others
  ▪ Online training March 1
  ▪ 1 hour training
  ▪ Can count toward professional development hours

Training Program Updates – Organizational Effectiveness

OE Department Manager – Wendy Unger

Western Training Specialist – Andrea Seachrist

Consultant evaluation is in final stages – will be in database for tracking

QSRs – thanks for TRAINER AND CONSULTANT for being reviewers

Calendar planning
  ▪ March 1 for July-December 2012
  ▪ Will begin calling trainers third week of March

Next Meeting Dates and Agenda Items

May 16th (Western)

May 22nd (Central)