

# University of Wisconsin – Green Bay Center Annual Reports 2013-2014

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## **Center for First Nations Studies**

### **Annual report 2013-14**

#### **Summary**

A great and often violent controversy erupted in 1983 when the Seventh Circuit Court of Appeals upheld the Lake Superior Band of Chippewa's reserved right to hunt, fish, and gather within the territory they ceded in the Treaties of 1837 and 1842. The people of Wisconsin had little understanding of tribal sovereignty or of treaties and the government-to-government relationships that they established. Tribal leaders, educators, and advocates sought and secured an educational solution to this problem.

In 1989, the state government passed a law requiring all persons seeking a license to teach in Wisconsin to have received instruction in the history, culture, and tribal sovereignty of the federally-recognized tribes and bands in the state (s.118.19 (8) Wis. Stats.).<sup>1</sup> The individual teacher education programs are responsible for incorporating this information into their courses of study to ensure that all of their graduates receive this instruction. To date, a systematic response has yet to emerge, and the individual UW System campuses have been unable to develop the capacity to provide this instruction in all but the most perfunctory ways. Campus responses have ranged from a stand-alone one-credit class to nothing at all.

The Professional Program in Education's Center for First Nations Studies Center is an Act 31 resource created at UW Green Bay in an effort to improve and support First Nations education and teacher education programs. Our primary goal is to help educators do a more comprehensive job of teaching youth about the history, culture, sovereignty, and contemporary status of First Nations in Wisconsin. The Professional Program in Education's Center for First Nations Studies provides the unique resource of oral traditional Elder scholars in residence who assist in teacher education and prepare K-12 teachers and University faculty to deliver accurate, culturally competent instruction. Students have the opportunity to develop relationships with tribal elders and to gain a deeper knowledge of First Nations history and culture by spending time in the Center with Elders, and in turn, be better prepared to teach students. Elder knowledge and expertise highlight the center's emphasis on the time-honored oral tradition of First Nations teaching and learning.

The Center is a curriculum and instructional information clearinghouse that represents the best practices in the design and delivery of classroom instruction. Included in this clearinghouse is a website with electronic resources available. In addition, the Center has acquired a resource library with books and materials in First Nations history, culture, sovereignty, law, worldview, philosophy and classroom curricular materials. Materials from our library may not be removed from the Center, but can be used and reviewed on site. Through the Center, the resident elders, UW-Green Bay Education students and faculty offer consultation and services to teachers and school districts regarding curriculum, teaching materials and instructional methodology in First Nations Studies.

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<sup>1</sup> Commonly referred to as Act 31

The Center is administered using an indigenous model that relies on the oversight of a group of First Nations elders from the tribal Nations in northeastern Wisconsin. Key decisions are reached using consensus (unanimous agreement) of the elders and affiliate UW Green Bay faculty (Brooks, Leary, Kaufman and Poupart). If at any time Poupart or Kaufman are no longer willing or able to serve as co-director, the decision to replace the co-director will be guided by the elders.

### **Goals/Objectives of the Center**

Facilitate the improvement of teacher education programs to prepare K-16 teachers and university faculty to deliver accurate, culturally competent instruction about the history, culture and tribal sovereignty of American Indians.

Support systemic, transformational curricular change through the creation and infusion of curriculum and instruction that is built upon the holistic epistemology of indigenous people and elder, oral traditional teachers.

Provide and support a place at UW Green Bay for the success of First Nations students and all students.

### **Major Activities of the Center**

Foster consultative relationships with Wisconsin's twelve bands and tribes and tribal elders in an effort to develop culturally competent curriculum.

Create and maintain a "curriculum and instructional resources clearinghouse" that represents best practices in the design and delivery of transformational instruction.

Develop/extend partnerships with First Nations, state education organizations, tribal entities, and other institutions of higher education in support of First Nations education.

Provide consultation and assessment services to teachers and school districts regarding curriculum, teaching materials and instructional methodology.

Monitor and influence state educational policies and practices related to Wisconsin Act 31.

Research and develop proposals for grants and resources to support Center activities and research initiatives.

## **Annual Activities**

### **Elders in Residence**

During the past year, the Center was home to four oral traditional elders in residence. The elders were on campus four days a week each semester. They met with an average of 25 different students per week, with many students returning to the Center several times per week. In addition, students from other UW campuses including UW Eau Claire and UW Manitowoc came to the Center to learn from the elders. In the spring of 2014, the Center hosted Lily Plass, a visiting elder artist in residence on campus. Ms. Plass met and shared her art with over 75 UW Green Bay students.

### **Fusion**

Members of the FNS faculty continue working together in the UW Green Bay Fusion Model with faculty in History, Human Development, English, Social Work, and Education. The Fusion faculty continue to meet monthly. The Fusion Model meets the intent of Inclusive Excellence as it uses an integrative approach to incorporate information about First Nation into the curriculum across disciplines in a way that reflects a holistic tribal worldview. It addresses several sources of resistance because it uses a democratic process characterized both by collaborative effort and individual autonomy to help faculty members develop the necessary expertise. It establishes a flexible process of guided inquiry through which students can build their understanding of salient issues and incorporate these understandings into their lessons as required under s.121.02(1)(L)4 Wis. Stats. Because it draws upon indigenous

knowledge, it facilitates the development of rich collaborative relationships with community members. Although it was developed from this specific context, it provides a systematic solution that may be replicated at any university around any diversity issue. In addition to UW Green Bay faculty, others from across the state have joined the fusion group this past year including the chair of Education from St. Norbert College, faculty from UW La Crosse, and former UW System Regent.

### K-12 Teacher Training

Poupart worked extensively this past year providing K-12 teacher training. These trainings included: 2-day training with one hundred Milwaukee Public School K-12 teachers; half-day in-service with 300 teachers, staff and administrators in Seymour School District, one-day training with 50 teachers from West De Pere School District, half-day training with 75 teachers in West De Pere School District.

In addition to district-wide support, the Center provides on-going education and outreach to individual teachers from across the state. This is best illustrated in the collaboration with teachers in the Envision project at the Lac Du Flambeau elementary school.

### Support and FNS Fusion in School Districts

In addition to individual teacher training, Poupart worked with district administrators and teachers in the Wausaukee School District, Black River Falls School District, West De Pere School District, Green Bay Area Public School District, and Lac Du Flambeau School to fuse First Nations Studies into K-12 curriculum. All of these efforts are on-going and will continue in the coming academic year.

Based on the dire need for certified teachers from tribal communities, in June of 2014, we entered into discussion with the Arbor Vitae Woodruff School District regarding the creation of a teacher education/FNS cohort at UW Green Bay consisting of students from the Lac Du Flambeau Ojibwe community.

### UW System Collaboration

The Center faculty continue to serve a key role in the UW System Access to Success for Native American Students initiative under the direction of former Senior Vice President Mark Nook.

### Tribal Collaboration

The Center collaborated with tribal education departments and tribal leaders from across the state. We are in on-going discussions with the College of Professional Studies and the Hochunk Nation regarding the development of tribal education certification for Hochunk tribal members seeking undergraduate and graduate degrees. These discussions along with a community needs assessment supported the College of Professional Studies and the Education program decision to submit an Intent to Plan a Doctorate of Education.

The Center staff is assisting in the development of the Cante Sica Foundation's boarding school oral history project. The Center will train UW Green Bay undergraduates in audio and video production and research interview techniques. Students will interview tribal elders in Wisconsin about their boarding school experiences and survival stories. The interviews will be housed on a public interactive website with teaching guides and tools for K-16 educators. The project will continue in the coming academic year. In addition, the Center was consulted for support by members of the Oneida Nation of Wisconsin in the drafting of a grant proposal to create resources and education programming for victims of violent crimes on reservations. This is on-going grant support.

## Assessment

Miin de baa gaang chi gaa deg<sup>2</sup> or, to measure what or where one is after a course of study, is an important part of the First Nations Studies/Education collaboration. It is necessary to measure or assess education students' learning in the First Nations Studies classroom and with tribal Elder teachers in the Ed Center for FNS. The Center is committed to the development and implementation of culture based assessment. Our efforts align with the UW Green Bay institutional commitment to assess student learning. This project is unique, however, in that it seeks to implement a cultural based assessment model that emanates from the tribal world.

A First Nations Studies culture based rubric (or tool) for assessing Act 31 student learning was created by Poupart with the assistance of Ryan Comfort, former American Indian Studies Curriculum Specialist at UW Madison. The rubric will be used to assess education students' electronic artifacts and portfolios (Appendix A). The assessment rubric is grounded in the work of the late Dr. William Demmert, a leader in American Indian culture based assessment. Frequently when cultural diversity is included in higher education, broad based information is used to teach about difference. However, the culture based assessment model developed by Poupart goes beyond broad based instruction. For example, it is a broad stroke to speak of 'respect,' within First Nations communities, but it is specific to provide and demonstrate behaviors that show or mean respect in the tribal world. Thus, students that are assessed using cultural based model will articulate oral forms and practice skills and behaviors that emanate from the teachings of traditional tribal Elders and reflect intellectual concepts that comprise the tribal canon and will record this information electronically in their education electronic portfolio. The culture based assessment rubrics developed by Poupart will be used to evaluate education student learning (as mandated by Act 31) in First Nations Studies classes and fused education courses. Thus, culture based evaluation of education student electronic portfolios is a part of our overall effort to train teachers.

In the spring of 2014 Poupart was awarded a Research Scholar grant to assess learner competency in the areas of Wisconsin First Nations history, culture, sovereignty, and contemporary status. This assessment approach allows us to gauge student growth over time. Poupart is currently developing a scoring measure for use in the assessment rubric. The scores will be used to help students self-assess their e-portfolios and accompanying artifacts. The use of multiple assessment measures will allow us to "paint" an accurate picture of student learning.

## Title 7 Indian Education Collaboration

During the time period July 1, 2013- June 30, 2014, the Education Center for First Nations Studies completed our third year of collaborating with Title VII Indian Education programs in Green Bay Area Public Schools, Ashwaubenon School District, and Seymour School District. Over the past year, our primary work was centered on collaboration with Title VII and working directly with youth. UW Green Bay undergraduates were paired with First Nations middle school students in Title VII. The undergraduate students served as mentors and tutors to the youth, meeting with them several times per week throughout the year in seven area middle schools. In addition, we hosted 35-45 First Nations middle school students on campus five times during the fall and spring semester from 9:00 AM - 2:15 PM. During these visits to campus, First Nations Studies staff and tribal elders led oral traditional teachings with the youth. In addition, FNS staff and the undergraduate mentors led leadership and community building exercises with the youth. During each visit, the youth joined an existing First Nations Studies course at UWGB (FNS 224 Tribal Religion) and worked with 50 undergraduates in the classroom.

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<sup>2</sup> This phrase was created by Ojibwe language speaker Lee Staples (Mille Lacs) about the evaluation process.

The primary goal of “Seven Generations of Native Voices” is to engage four generations of American Indian people in an indigenous educational experience within the academy while reflecting Tribal World teaching and learning. The four generations are: youth, college undergraduates, academic scholars, and oral traditional tribal Elders.

The learning objectives of “Seven Generations of Native Voices” include:

- Youth learn First Nations Studies content (values, traditional knowledge) from tribal Elders and professors in a college setting
- Youth take part in oral traditional teaching and learning methods
- Youth develop relationships with tribal undergraduates in their junior high schools with the undergraduates serving as mentors and tutors
- Youth develop and practice community building skills
- Youth develop and practice leadership skills
- Youth develop and use oration skills (consensus building, public speaking) that reflect the tribal world tradition
- Youth take part in college classroom learning environments
- Youth practice the tribal world values of respect, reciprocity, relationship, and noninterference
- Youth consider the role of education in the tribal world and the importance of becoming a teacher

This collaboration will continue in the fall of 2014 with on campus youth visits and programming. The program will expand to include working with former youth participants in the program who are now in high school. Our goal is to bring back select high school students as staff as mentors to the middle school students.

In addition, Poupart and Kaufman collaborated with GBAPS Title VII program and Kim Desotell to create a 3 credit FNS service learning course to meet the needs of First Nations students in the district. The course is modeled on the success of UW Green Bay’s Phuture Phoenix program. Our goal is create a pipeline of prepared UW Green Bay undergraduates to serve as academic tutors to First Nations elementary students. The course exemplifies the Wisconsin Idea by expanding the boundaries of the classroom to meet the needs of students, families, and community.

- submitted by Lisa Poupart and Tim Kaufman, Co-Directors

## **Center for Food in Community and Culture**

### **Annual report 2013-14**

The mission of CFCC has remained unchanged. Following is our complete mission statement:

The Center for Food in Community and Culture at the University of Wisconsin-Green Bay facilitates interdisciplinary scholarship to enhance the synergy between sustainable food systems and a sound environment, healthy people, and equitable communities, locally and globally.

The members of the Center include UW-Green Bay faculty as well as scholars and practitioners outside the academy who have expertise in creating healthy, sustainable food systems.

The Center encourages, develops, conducts, and disseminates scholarship that:

- Integrates the perspectives, data, and approaches from multiple disciplines, including Nutritional Sciences, Anthropology, Nursing, Economics, Environmental Policy, International Relations, Social Work, Business Administration, Education, and the Arts.
- Draws upon local knowledge of healthy, sustainable food production, distribution, and consumption practices.
- Relates local food systems and practices to national and global ones.
- Analyzes the relationship between food systems and environmental quality and sustainability.
- Analyzes the relationship between food systems and personal and public health.
- Analyzes the relationship between food systems and equitable communities.
- Analyzes the relationship between food systems and food security.
- Examines ways to address the immediate needs of people facing malnutrition and hunger.
- Considers how food systems relate to forms of income and power inequities, including those between rich and poor countries.
- Considers the significance of culture and aesthetics in shaping food systems and practices.

The current CFCC directors and members are:

Professor Emeritus Lynn Walter, PhD was the founding Director of CFCC. In her current role as President of the New Leaf Market Cooperative in Green Bay, she continues to be involved with CFCC.

Associate Professors Laurel Phoenix and Debra Pearson are the current co-directors of CFCC. Our faculty members include ourselves as well as Dallas Blaney, Sarah Himmelheber, Sara Schmitz, Christine Style, Regan Gurung, Vicki Medland, Larry Smith. Additional community members include Valerie Dantoin-Adamski and Karen Early.

Over the past year CFCC has been involved in the following campus and community activities:

- The campus/community National Food Day event. This large event involves a number of student organizations along with CFCC. CFCC is actively involved with all stages of the planning, and execution of the Food Day events.
- CFCC helped to bring the guest speaker Chef JR Schoenfeld, owner of Chives Restaurant and Founder of the Seven Loaves Project in Africa, to campus.

- CFCC supported Sarah Himmelheber and students' successful efforts to begin a Campus Kitchen chapter at UWGB. The Campus Kitchen project works to combat food waste and hunger by collecting food from campus dining facilities and community restaurants and grocery stores and transforming it into healthy meals
- CFCC partnered with the New Leaf Cooperative in submitting a Community Food Projects Competitive Grant through the U. S. Department of Agriculture.
- CFCC partnered with New Leaf Cooperative and Glacierland RC & D in submitting a Community Economic Development Healthy Food Financing Initiatives Grant through the U.S. Department of Agriculture.
- CFCC supported and provided a speaker for a local Family Farm Day at the Norsk Organic Farm.
- CFCC supported and provided a speaker for the "Farmer's Marketing Ideas Seminar", hosted at NWTC.
- Several of the CFCC members also work with local organic farms, community food recycling, and the campus Heirloom plant sale

Respectfully Submitted,

Laurel Phoenix, PhD  
Co-Director, Center for Food in Community and Culture  
Chair, Geography  
Associate Professor, Public and Environmental Affairs

Debra Pearson, PhD, RD  
Co-Director, Center for Food in Community and Culture  
Associate Professor, Nutritional Sciences, Human Biology



## **Center for History and Social Change**

### **Annual report 2013-14**

THE CENTER FOR HISTORY AND SOCIAL CHANGE promotes historical study, thought and discourse at the University of Wisconsin -- Green Bay and in the wider regional community through organizing and sponsoring lectures, seminars, and other events on campus conducted by outstanding visiting historical scholars in the humanities and social sciences.

The Center is associated most directly with, and is funded by, the Department of Democracy and Justice Studies, and pursues its activities in relation to the department's goals. In the spirit of the University's interdisciplinary mission, the Center also seeks to encourage close contact with other relevant academic departments at UW - Green Bay, such as Humanistic Studies, Urban and Regional Studies, Education, and the interdisciplinary and disciplinary programs in American Indian Studies [First Nation Studies], History, Anthropology, International Studies, [Global Studies], Sociology, and Women's Studies.

#### **The roster of recent speakers:**

Spring 2010:

John David Smith, Historian, UNC-Charlotte  
Sharon Shalev, Criminologist, London School of Economics

Fall 2010 - 25th Anniversary of the Speakers Series we had there one-actor shows:

Ian Rose as Alexander Hamilton (for Constitution Day)  
Gary Anderson as Clarence Darrow "Attorney for the Damned"  
Adam Altman (Iron Age Theater), as Thomas Paine

2011-2012:

Heather Ann Thompson, African American Studies, Temple University  
Allida Black, Historian, George Washington University  
Joseph A. McCartin, Historian, Georgetown University

2012-2013:

Richard Brookhiser, Sr Editor, The National Review  
Fred Donner, Historian, University of Chicago

2013-2014:

Bob Weick performing as Karl Marx, Iron Age Theater, Philadelphia  
Jonathan Holloway, Yale University  
Will Jones, UW-Madison  
Sam Pizzigati, Institute for Policy Studies, Washington DC  
Julia Irwin, University of South Florida

The Center has a budget of around \$5000 although the director and his wife continue to house and feed most guests at their home and from their own pockets.

Harvey J. Kaye  
Ben & Joyce Rosenberg Professor of Democracy and Justice Studies  
Director, Center for History and Social Change

## Center for Middle East Studies and Partnerships

### Annual report 2013-14

The past few years have seen both challenges and successes for the Center for Middle East Studies and Partnerships. First and foremost, there has been great attrition in the faculty and academic staff who participate. Founding co-director and International Projects Coordinator Jay Harris did not have his contract renewed, which has severely limited our abilities to apply for and receive grant funding. Moreover, Asst. Professor Jill White was denied tenure; Prof. Derryl Block took a position in Illinois; Asst. Professor Susan Cooper Twombly took a position in Texas and finally, our Arabic instructor Jeremy Wildenberg left the University for a K-12 teaching job. All of these losses have limited our ability to grow and develop programming and course offerings. Nevertheless, we continue to have a small but active core faculty consisting of Prof. David Coury, Assoc. Professor Heidi Sherman and Prof. Meir Russ. Asst. Professor Ghadir Ishqaidef has expressed interest in becoming more involved and we also have strong support from the business community of the Green Bay area for our activities as well as from our advisory council members, Prof. Ibtesam Al-Atiyat (St Olaf College) and Prof. Robert Kramer (St Norbert).

Curricularly we continue to support and promote our two-semester beginning Arabic language sequence with its weekly conversation table. Prof. Sherman annually offers HIST 337 Rise of Islamic Civilization and Prof. Coury has been offering HUS 360 Globalization and Cultural Conflict for the ADP program. Prof. Sherman has offered a course on the contemporary Middle East, which we hope to regularize and Prof. Coury has been granted a year-long sabbatical to develop a new course on contemporary Middle Eastern literature and explore the possibility of a collaborative minor within the UW-System. Additionally, Prof White and Prof Sherman have been offering a summer travel course to Jordan, but it's unclear what the future of the travel course will be after the departure of Prof. White.

As mentioned above, our grant activity has slowed tremendously after the departure of Jay Harris. Prof. Coury oversaw the final year of the YEP program and also applied for:

#### **Curriculum Supported**

- Arabic 101/102 (F/S)
- HUM STUD 360 Globalization and Cultural Conflict (F/S)
- HIST 337 Rise of Islamic Civilization (S)
- HUM STUD 498x Contemporary Middle East

#### **Grants submitted**

- *Building Bridges, Building Communities: Women Entrepreneurs' Networks in Jordan*. Concept Paper U.S. State Department's MEPI Program (not funded)
- *A Woman's Place: Health/Wellness Human Services and Empowerment: Israel, the Palestinian Territories, Egypt and the U.S.* \$354,581 from U.S. Dept. of State Bureau of Educational and Cultural Affairs Professional Exchange Programs; *not funded*.

#### **Sponsored talks**

- Dr. Salameh Naimat (University of Jordan and Oman)
- Rana Hussein (Journalist, Amman Jordan)
- Dr. Fred Donner (University of Chicago)
- Mohamed Abla, Visiting Artist in Residence (Cairo, Egypt)

- Islam Awareness Week: speakers included:
  - Prof. David Coury (CMESP)
  - Prof. Heidi Sherman (CMESP)
  - Prof. Ibtesam Al Atiyat (Advisory Council CMESP)
  - Prof. Robert Kramer (Advisory Council CMESP)
  - Mr. Robert Dick, Mr. Harvey Jaeger, Mr. Muhammad Rashid (community members)

- Submitted by David Coury

## Center for Public Affairs

### Annual report 2013-14

The Center for Public Affairs works to improve the quality of life in the area through engaging students and faculty in projects that benefit the community. While the Center draws on faculty throughout the University, it is housed in the Department of Public and Environmental Affairs, an interdisciplinary unit concerned with public policy, public and nonprofit administration, political science, environmental policy and planning, and emergency management.

#### **Student Engagement**

The Center provides the following high-impact learning opportunities for students:

- **Internships** in a variety of community settings for students with relevant course preparation, supervised by faculty.
- **Research Scholars and Honors in the Major projects** where students work collaboratively on research with faculty.
- **Nonprofit Management Certificates** for high achieving Public Administration majors, managed by the Center.
- **Service learning class projects** where students work onsite with area nonprofit and government organizations (including *Strategic Philanthropy*, a cutting-edge new course where students learn community needs and award funding).
- **Student organizations** such as the *Civics Club* and *Public and Environmental Affairs Council*. These student groups organize public events and engage in learning opportunities such as the *Steps to Make a Difference Walk*.

#### **Community and Scholarly Research**

The Center administers grants for scholarly research in political science, public administration, and environmental policy. It led the Regional LIFE Study series, quality of life assessments sponsored by 10 funders throughout Northeast Wisconsin. The Center offers:

- **Policy Snapshots** is a series of brief reports providing data and analysis on timely community issues. Two reports will occur in 2013: Education Performance and Governmental Performance studies. Students, faculty, and Center staff conduct the research.
- **Customized technical assistance and research** are offered, such as grant evaluations, surveys, focus groups, and other research.

#### **Continuing Education for Public and Nonprofit Administrators**

In partnership with UW-Green Bay Outreach, the Center offers continuing education for area public leaders on grant seeking and performance measurement. With expertise in program evaluation and community-based research, and with the help of UW-Green Bay faculty, the Center offers customized training.

## **Public and Community Civic Engagement Opportunities**

The goal of the Center is to become a focal point for expanding engagement by students, campus, citizens and community-serving organizations. The Center disseminates information and brings people together to discuss community issues.

- ***IPat Film Series*** (Impact=Population\*Affluence\*Technology) offers timely films followed by lively discussions on environmental topics and has attracted a strong following in its first year.
- ***Expert Speakers and Forums*** on selected topics of community interest.

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## **Center for the Advancement of Teaching and Learning**

### **Annual Report 2013-2014**

The mission of the Center for the Advancement of Teaching and Learning is to provide opportunities, resources and supportive communities that foster exemplary teaching, curricular innovation and professional development of the faculty.

The Center is governed by a director appointed by the Provost. The current director is Jennifer Lanter serving a three year term.

Very briefly, here are the highlights from the past academic year:

- organized and conducted New Faculty Orientation
- had two faculty consultants work with the new faculty throughout the year
- offered numerous workshops throughout the academic year
- co-hosted professional development events related to teaching (i.e., first year seminars, prior learning assessment, and inclusive excellence initiatives)
- organized and facilitated the scheduling and events of the Faculty Development Conference in January 2014
- consulted monthly with the Instructional Development Council on the programming/events/etc. facilitated by the CATL
- conducted Starter and Advanced Online Teaching Fellow programming, as well as related Quality Matters review process
- offered book clubs for faculty and staff
- facilitated teaching-related awards and grants
- worked with the Associate Provost for Academic Affairs on the Quality Initiative for HLC
- developed an in-depth strategic plan for CATL
- participated in UW-System Office of Professional and Instructional Development meetings and conference
- started a well-received CATL Blog, maintained CATL website and other social networking outlets (i.e., Facebook)
- worked with the UWGB Teaching Fellows program

- submitted by Jennifer A. Lanter

**Cofrin Center for Biodiversity**  
**Annual Report 2013-2014**

Following is the most current report for the Cofrin Center for Biodiversity:

[Biodiversity Center Annual report 2012-2013](#)

# Cofrin Center for Biodiversity Staff

Robert Howe, Ph.D.  
*Director*

Vicki Medland, Ph.D.  
*Associate Director*

Kimberlee McKeefry  
*Program Assistant*

Gary Fewless, M.Sc.  
*Herbarium Curator*

Thomas Erdman  
*Richter Museum Curator*

Erin Giese, M.Sc.  
*Research Specialist / Data Manager*

Joshua Martinez, M.Sc.  
*Natural Areas Manager*

Michael Stiefvater  
*GIS Technician*

Annette Pelegrin, M.Sc.  
*L. Fox River Watershed Monitoring Program*

Patrick Robinson, Ph.D.  
*UW-Extension Research/Education Specialist*

Cindy Burtley, Tom Prestby  
*Cofrin Biodiversity Research Assistantships*

Kathryn Corio, M.Sc.  
*Wabikon Forest Plot Field Supervisor*

## Faculty/Staff Advisory Committee (2012-13)

Dr. Greg Davis  
Dr. Adam Parillo  
Dr. Alma Rodriguez-Estrada (Chair)  
Dr. Rachel Russell  
Dr. Julie Wondergem  
Dr. Mike Zorn  
Dan Spielmann, University Counsel  
Dr. Amy Wolf  
Paul Pinkston, Director of Facilities Management (*ex officio*)



## Cofrin Center for Biodiversity

### Our Mission

The purpose of the Cofrin Center for Biodiversity is to promote education, research, and community services that contribute to conservation of the western Great Lakes fauna and flora. These activities provide

1) a highly visible example of the University's interdisciplinary, problem-focused mission, and 2) a stronger identity for existing programs, including the Cofrin Memorial Arboretum, Richter Museum of Natural History, University Herbarium, and faculty/student research projects.

Our broader objective is to develop a model regional biodiversity center that will help guide conservation efforts elsewhere.



## Summary of Accomplishments: 2012-2013

The Cofrin Center for Biodiversity (CCB) reached significant milestones during 2012-13, in many ways fulfilling the program's New Level of Excellence initiative that was first funded in 2010. Central to this progress has been the hiring of new staff members, including Research Specialist/Data Manager Erin Giese, Natural Areas Manager Josh Martinez, GIS Technician Mike Stiefvater, and two graduate research assistants. All of these positions were established as part-time appointments, but external grant funding has successfully increased the hours, in several cases to full-time. An Inter-Institutional Agreement between UW-Green Bay and UW-Extension in 2011 also added Environmental Studies Specialist Dr. Patrick Robinson to the CCB office complex, where he has contributed significantly to UW-Green Bay graduate student research and environmental conservation projects. Annette Pelegrin, coordinator of the Lower Fox River Water Monitoring Project, also has contributed significantly to the CCB's and UW-Green Bay's goal of providing hands-on, problem-focused education aimed at protecting the environment.

Staff and students funded by the CCB have engaged in meaningful scientific and conservation activities at local, regional, and international levels. We feature here three areas that have been particularly important, representing academic "niches" where the CCB is ideally positioned to offer lasting leadership: Great Lakes coastal environments, Green Bay ecosystems, and northern (Laurentian) mixed conifer-hardwood forests.

### Cofrin Legacy

The Cofrin Center for Biodiversity owes its success to the generosity of Dr. David and Mary Ann Cofrin and their family, the family of John P. Cofrin, founding UW-Green Bay Chancellor Edward Weidner, and the Board of Advisors of the 1923/1883 Fund. Their support has been reinforced by an ongoing commitment of the College of Liberal Arts and Sciences and the Department of Natural and Applied Sciences at UW-Green Bay. The CCB will begin its 15<sup>th</sup> year in 2014, aiming to build an even stronger foundation of world-class science, education, and conservation at UW-Green Bay.



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## Great Lakes Coastal Environment



Graduate student researchers Nick Walton and Stephanie Beilke at Great Lakes coastal wetland.

Four of the five natural areas managed by the CCB are located along the Lake Michigan coast. Since 2005, students and staff have worked with scientists from more than 15 universities and agencies in the U.S. and Canada to assess the environmental quality of Great Lakes coastal wetlands. As a result of this work, UW-Green Bay scientists have contributed innovative ideas to the development and application of environmental indicators. Future projects are now aimed at practical applications of this research.

### External Funding:

2013-15. Restoring Fish Habitat in Green Bay's Wequiock Creek Estuary (WI) <i>National Fish and Wildlife Foundation</i>	\$122,989
2013. Spatiotemporal Analysis of Migratory Shorebirds in the Coastal Zone of Lower Green Bay, Lake Michigan. <i>U.S. Fish and Wildlife Service</i>	\$5,000
2012-14. Coastal Wetland Restoration at the Pt. Sable Nature Preserve (WI) <i>National Fish and Wildlife Foundation</i>	\$150,000
2012. Explore and Restore: Catalyzing Delisting via Advisory Teams <i>U.S. Environmental Protection Agency</i>	\$18,091
2011-2015. GLIC: Implementing Great Lakes Coastal Wetland Monitoring <i>U.S. Environmental Protection Agency</i> (5 year project)	\$183,100

### Selected Publications and Presentations

Robinson, P., K. Genskow, B. Shaw, and R. Shepard. 2012. **Barriers and opportunities for integrating social science into natural resource management: lessons from National Estuarine Research Reserves.** *Journal of Environmental Management* 50:998-1011.

Walton, N.G., E.E.G. Giese, R.W. Howe, G.J. Niemi, N.P. Danz, V.J. Brady, T.N. Brown, J.H. Ciborowski, J.P. Gathman, G.E. Host, L.B. Johnson, E.D. Reavie, and K.E. Kovalenko. 2013. **How do different taxa respond to landscape stressors in Great Lakes coastal wetlands?** 98<sup>th</sup> Annual Meeting of the Ecological Society of America. Minneapolis, MN, August 4-9.

Howe, R.W., R.P. Axler, V.J. Brady, T.N. Brown, J.J.H. Ciborowski, N.P. Danz, J.P. Gathman, G.E. Host, L.B. Johnson, K.E. Kovalenko, G.J. Niemi, and E.D. Reavie. 2012. **Multi-species indicators of ecological condition in the coastal zone of the Laurentian Great Lakes.** 97<sup>th</sup> Annual Meeting of the Ecological Society of America. Portland, OR.

### Students Supported

#### Undergraduate

- Chelsea Gunther
- Brianna Kupsky
- David Lawrence
- Derek Lewis
- Rachel Van Dam
- Jesse Weinzinger



Graduate student Tom Prestby observing shorebirds near Green Bay.

#### Graduate

- Stephanie Beilke
- Lindsey Bender
- Tim Flood
- Erin Giese
- Tom Prestby
- Tony Rieth
- Nick Walton



## Other Important 2012-13 Accomplishments

Activities of the CCB are not limited to the Great Lakes and northern forests. We are actively promoting biodiversity-related learning and collaboration through scientific meetings, outreach to local schools and the community, online resources, and unique policy based courses at UW-Green Bay. As new scientific information is acquired by the CCB through both short-term and longer term projects, the potential for positive contributions to public policy discussions surely will grow significantly.

2012

### AMERICAN ARACHNOLOGICAL SOCIETY UNIVERSITY of WISCONSIN-GREEN BAY



Associate Director Dr. Vicki Medland and NAS Professor Dr. Michael Draney, with support from CCB Program Associate Kim McKeefry, hosted the 36<sup>th</sup> Annual Meeting of the American Arachnological Society during July 2012.



Photo by Eric Miller

Richter Museum Curator Tom Erdman has been a fixture in the summer Grandparents University and the Phuture Phoenix programs that bring children to campus to learn about science and natural history.

Online CCB resources such as the Guide to the Bird Eggs of Wisconsin, the Key to the Trees of Wisconsin, an overview of regional Geospatial Technology, and Birder Certification Online are being used increasingly by universities, agencies, and the general public.



Cofrin Center for Biodiversity



Photo by Rachel Van Dam

Dr. Michael Draney and Dr. Alma Rodriguez-Estrada from UW-Green Bay and Dr. Carrie Kissman from Saint Norbert College led ten students, including a Panamanian student, to conduct research on spiders and fungi in tropical forests and wetlands of Panama and to learn more about the Smithsonian Tropical Research Institute in January of 2013. Dr. Robert Howe and Dr. Amy Wolf created a new travel course to Australia and traveled with ten students to experience the unique biodiversity and ecology of that continent in August 2013.

# Northern (Laurentian) Mixed Conifer-Hardwood Forests

Since 1987, UW-Green Bay students and faculty have led an annual inventory of birds in the Chequamegon-Nicolet National Forest of northern Wisconsin. During 2013 the 27<sup>th</sup> Nicolet National Forest Bird Survey continued this shining example of collaboration between academic researchers, government agencies, and “volunteer citizen scientists.” A major publication summarizing the findings of this project and parallel bird studies in Minnesota National Forests will be released in 2014. This and other recent studies of forest birds in northern Wisconsin form the basis for a developing partnership with The Nature Conservancy and others to assess the ecological “health” of managed forest landscapes in the western Great Lakes. The Chequamegon-Nicolet National Forest also is home to the 25-hectare Wabikon Forest Dynamics Plot, part of an international network of forest research sites led by the Smithsonian Institution’s Center for Tropical Forest Science. During 2013 a team of students, under the guidance of CCB faculty and staff, completed the first re-census of nearly 50,000 trees at the plot, which was first established in 2008. This major achievement will lead to new and continuing collaborations with forest researchers from around the world.

## External Funding

2013. Wabikon Forest Dynamics Plot Re-Census <i>Smithsonian Institution</i>	\$ 15,000
2013. 27 <sup>th</sup> Annual Nicolet National Forest Bird Survey <i>USDA Forest Service</i>	\$ 3,000
2012. Forest stocks and fluxes across a management gradient in Northern WI. <i>Smithsonian Institution</i>	\$ 51,900



Chinese scientists Dr. Xiaoli Shen (L) and Dr. Li Sheng (R) visit the Wabikon Forest Dynamics Plot in March 2013.



UW-Green Bay students (L to R) Chelsea Gunther, Sara Smith, Kalyn Petty, and Jesse Weinzinger relax during the 2012 Nicolet National Forest Bird Survey.



Tagged tree at the Wabikon Forest Dynamics Plot.

## Selected Publications and Presentations (2012-2013)

Burtley, C.L. A.T. Wolf,, and R.W. Howe. 2013. **Spatiotemporal Variation of Tree Growth in a Northern Hardwood Forest.** 98<sup>th</sup> Annual Meeting of the Ecological Society of America. Minneapolis, MN, August 4-9.

Chisholm, R.A., H.C. Muller-Landau, K.A. Rahman, D.P. Bebbler, Y. Bin, S.A. Bohlman, N.A. Bourg, J. Brinks, S.Bunyavejchewin, N. Butt, H. Cao, M. Cao, D. Cárdenas, L. Chang, J. Chiang, G. Chuyong, R. Condit, H.S. Dattaraja, S. Davies, A. Duque, C. Fletcher, N. Gunatilleke, S. Gunatilleke, Z. Hao, R.D. Harrison, R.W. Howe, C. Hsieh, S.P. Hubbell, A. Itoh, D. Kenfack, S. Kiratiprayoon, A.J. Larson, J. Lian, D. Lin, H. Liu, J.A. Lutz, K. Ma, Y. Malhi, S. McMahon, W. McShea, M. Meegaskumbura, M.D. Morecroft, C.J. Nyctch, A. Oliveira, G.G. Parker, S. Pulla, R. Punchi-Manage, H. Romero-Saltos, W. Sang, J. Schurman, S. Su, R. Sukumar, I. Sun, H.S. Suresh, S. Tan, D. Thomas, S. Thomas, J. Thompson, R. Valencia, A.T. Wolf, S. Yap, W. Ye, Z. Yuan, and J.K. Zimmerman. 2013. **Scale-dependent relationships between tree species richness and ecosystem function in forests.** *Journal of Ecology* 101:1214–1224.

Niemi, G.J., R.W. Howe, B.R. Sturtevant, L.R. Parker, A.R. Grinde, N.P. Danz, M. Nelson, E.J. Zlonis, N.G. Walton, E.E. Giese, and S.M. Lietz. 2014. **Analysis of long term forest bird monitoring in national forests of the western Great Lakes region.** USDA Forest Service General Technical Report. North Central Forest Experiment Station. St. Paul, MN. *In press.*

Swenson, N.G., D.L. Erickson, X. Mi, N.A. Bourg, J. Montana-Forero, X. Ge, R.W. Howe, J.K. Lake, X. Liu, K. Ma, N. Pei, J. Thompson, M. Uriarte, A.T. Wolf, S.J. Wright, W. Ye, J. Zhang, J.K. Zimmerman, and W. J. Kress. 2012. **Phylogenetic and functional alpha and beta diversity in temperate and tropical tree communities.** *Ecology* 93(S8):S112-S125.

Wang, X. N.G. Swenson, T. Wiegand, A. Wolf, R. Howe, F. Lin, J. Ye, Z. Yuan, S. Shi, X. Bai, D. Xing, and Z. Hao. 2013. **Phylogenetic and functional diversity area relationships in two temperate forests.** *Ecography* 36:1–11.

Wolf, A.R., R.W. Howe, and N.G. Swenson. 2012. **Diversity patterns of bird assemblages in a post-glacial landscape of northern Wisconsin, USA.** 97<sup>th</sup> Annual Meeting of the Ecological Society of America. Portland, OR. August 5-10.

Yang, J. N.G. Swenson, M. Cao, G.B. Chuyong, C.E.N Ewango, R.W. Howe, D. Kenfack, D. Thomas, A.T. Wolf, and L. Lin. 2013. **A Phylogenetic Perspective on the Individual Species-Area Relationship in Temperate and Tropical Tree Communities.** *PloS One* 8: e63192 doi:10.1371/journal.pone.0063192

## Students Supported

### Undergraduate

- Rebecca Batzel\*
- Austin Carter
- Jacqueline Derepkowski
- Alena Ede\*
- Dustin Golembiewski\*
- Aaron Groves
- Chelsea Gunther
- Jennifer Hegnet
- Kalyn Petty
- Mary Quade
- Nick Reed\*
- Benedict Scheuer\*
- Sara Smith
- Jesse Weinzinger
- Kathleen White\*

\*non UW-Green Bay student

### Graduate

- Lindsey Bender
- Cindy Burtley
- Curt Rollman



Cindy Burtley (CCB Graduate Assistant) at the Wabikon Forest Dynamics Plot.

## The Wabikon Forest Dynamics Plot: A Temperate Forest Ecosystem in Northern Wisconsin

Sample pages from the forthcoming book authored by CCB scientists Dr. Amy Wolf, Gary Fewless, Dr. Robert Howe, Kathryn Corio, and Juniper Sundance. The book describes the natural history and ecology of this 25-hectare long-term research site and will serve as a valuable reference for future research in northern Wisconsin forests. The Wabikon Plot is an ongoing collaboration involving the Smithsonian Institution's Center for Tropical Forest Science, the U.S. Forest Service, and the CCB.

**Betula alleghaniensis** Britton  
yellow birch

BETULACEAE

**Description**  
*Betula alleghaniensis* is a native, deciduous angiosperm tree of mesic and wet-mesic forests. It is long-lived, shade-tolerant and an important member of the canopy, commonly reaching 25-30 m in height, 800 mm DBH (largest DBH in plot 552 mm, Wisconsin record 1230 mm) and capable of living 300+ years. Leaves are simple, alternate, doubly-toothed, 6-10 cm long and 3.5-5 cm wide with a petiole of 8-15 mm. The leaves are frequently borne in pairs on spur branches, unfolding in May, changing color in September and falling in October. Mature trunks bear a conspicuous yellow, irregularly-peeling bark. Youngest trunks and branches are smooth and reddish brown, and older, larger stems ( seldom seen in Wisconsin forests currently) become deeply fissured and darker. The sap has the taste and odor of wintergreen.

**Reproductive Traits**  
*Betula alleghaniensis* is monoecious with the small wind-pollinated flowers borne in separate elongate male and female aments. The male aments are produced in the fall and the female aments develop in the following spring before flowering in May or early June. Male aments are pendulous at anthesis in May and the female aments are more-or-less erect and remain so through maturity of the fruit. Fruits are wind-dispersed samaras with fragile, papery wings useful in identifying the *Betula* species. As the female aments mature, both samaras and the distinctive dry, subdividing scales begin to fall beginning in September, and after a peak in October and November continue to fall at a lower rate throughout the winter and into the next year.

**Betula alleghaniensis** Britton

Total Stems	1684
Max. DBH (cm)	55.26
Total Trees	1483
Total BA (m <sup>2</sup> )	69.94
Max. Height	
Species Rank BA	4
Species Rank stems	8

leaf  
flower  
fruit

<p><b>Actaea pachyoda</b> Elliot white baneberry</p> <p><i>Actaea pachyoda</i> is a native herbaceous perennial of mesic habitat, mostly 90-50 cm tall. Leaves are alternate, large and 2-3 compound, the ultimate blades spreading widely and mostly within a relatively horizontal zone above most of the other spring flowering species. Flowers are bisexual and flowering begins in the first half of May. Some mature fruit are present by late June and some fruits may remain on stems into September. The fruit is a white fleshy berry with several seeds 3.5-4.1 mm long—a quick field count found about 6-8 seeds per fruit, widely distributed in the upland forest, but not numerous, and found in 2.2% of random quadrats.</p>	<p><b>Ranunculaceae</b></p>
<p><b>Actaea rubra</b> (Aiton) Willd. red baneberry</p> <p><i>Actaea rubra</i> is a native herbaceous perennial similar to <i>Actaea pachyoda</i> in size and habit. Flowers are bisexual and flowering begins in the first half of May. Some mature fruit are present by late June and some fruits may remain on stems into September. The fruit is a red or white fleshy berry with several seeds 3-3.7 mm long. Seven to ten seeds per fruit were reported in Minnesota. It is rare on the plot, though generally widespread and common in Wisconsin.</p>	<p><b>Ranunculaceae</b></p>
<p><b>Adiantum pedatum</b> L.</p> <p><i>Adiantum pedatum</i> is a native fern of moist, shaded mesic sites, apparently preferring a substantial layer of decaying leaves. On good sites, stems creep to form conspicuous clones. The dark purple, erect petiole divides in two below the blade, the two halves then curving with blades more or less parallel to the ground. Blades are once pinnate and each leaflet is attached by a conspicuous narrow stalk. The height of the live clones is often 30-40 cm, though the leaves when stretched out on a herbarium sheet are somewhat longer. It is fairly common in mesic sites, occurring in about 10% of 316 random quadrats of herbaceous plants.</p>	<p><b>Ranunculaceae</b></p>
<p><b>Agrimonia striata</b> Michx. roadside agrimony</p> <p><i>Agrimonia striata</i> is a native herbaceous perennial of mesic or somewhat dry woods throughout northern Wisconsin, but mostly at edges and in openings. Plant height is often 60-80 (130) cm. Leaves are alternate and pinnately compound with conspicuous stipules. Flowers are bisexual and borne in a tight raceme. Fruit are achenes, 2 per flower, borne in and dispersed as a unit in a hardened and persistent hypanthium. This dispersed unit (1.6-8 mm long) bears stiff, hooked hairs, presumably promoting dispersal by animals. Flowering from latest June through August. Fruits maturing August and September. Absent from the plot except for a few plants in a small "clearing", but common nearby along logging roads.</p>	<p><b>Rosaceae</b></p>
<p><b>Allium tricoccum</b> Alton wild leek</p> <p><i>Allium tricoccum</i> is a native perennial of moist deciduous woods. Plants overwinter as bulbs on a short rhizome, and may form conspicuous local populations. Reproduction via seed appears to be minimal or at least not regular. Leaves, all basal, begin to emerge as early as late March in some years, and they wither before flowers open in late June and July. Leaves may reach about 30 cm long and 5 cm wide and both leaves and bulbs have a strong onion-like smell. Flowers are bisexual, in an umbel on a scape. The fruit is a dehiscent capsule of three locules, each locule with potentially 2 black, shiny seeds, but perhaps more often only 1 mature, as suggested by the epithet. One commercial supplier reports 1400 seeds per ounce.</p>	<p><b>Alliaceae</b></p>
<p><b>Amphicarpaea bracteata</b> (L.) Fernald hog peanut</p> <p><i>Amphicarpaea bracteata</i> is a native annual legume of a wide variety of forests, requiring some degree of shade for success. It is a twining vine, lacking tendrils and with trifoliate alternate leaves. In addition to chaetogamous, aerial legume fruits bearing 2-3 seeds, it also produces 2 types of cleistogamous flowers, one of which matures to produce a single-seeded "hog peanut" (photo below) inspiring the common name. Size of seeds varies among flower and plant size categories and details are reported in Schreier and Waller 1986. Chaetogamous flowers are bisexual, and flowering begins in (late June) July and continues through August. Found in less than 1% of 316 herbaceous plant quadrats.</p>	<p><b>Fabaceae</b></p>



## Green Bay Ecosystem

Invasive species controlled burn at Point au Sable, May 2012

UW-Green Bay lies on the shores of Green Bay so, not surprisingly, faculty and students have contributed significantly to Green Bay research and policy development since the institution's beginning. As a clearinghouse of local scientific information, the role of the CCB is growing, and it is now poised to play an even more important role in facilitating scientific investigations of the Bay, which in turn will help guide wise and sustainable use of this important natural resource. Today, UW-Green Bay faculty and students are engaged in numerous ongoing studies of the biota and aquatic environment of Green Bay. By contributing equipment, technical support, and other resources, the CCB can be an important catalyst in promoting cutting-edge research on the Bay of Green Bay and application of results to enlightened public policies.

**Selected Publications and Presentations (2012-2013)**  
 Fermanich, K., A. Pelegrin, and L. Terrien. 2013. **Aquatic monitoring program engages high school students in restoration of the Green Bay Watershed.** *Water Resources Impact* 15(4):9-11.

Martinez, J.A. and M.E. Dornbush. 2013. **Use of a native matrix species to facilitate understory restoration in an overbrowsed, invaded woodland.** *Invasive Plant Science and Management* 6:219-230.

Draney, M.L., J.A. Hegnet, A.L. Johnson, B.C. Porter, C.K. Justmann, and P.S. Forsythe. 2013. **Microhabitat distribution of *Drapetisca alteranda*, a tree trunk specialist sheet web weaver (Araneae, Linyphiidae).** Annual meeting of the American Arachnological Association, East Tennessee State University.

**External Funding:**  
 2012-13. Undergraduate Research to Engage Multicultural Students at UW-Green Bay  
*National Science Foundation* (Wisconsin Alliance for Minority Participation/WiscAMP)  
 \$ 19,200

2012. Explore and Restore: Catalyzing Delisting via Advisory Teams. *U.S. Environmental Protection Agency*  
 \$ 18,091



Undergraduate researcher Sravani Karnam (right) processes water sample with help from Josh Martinez.

### Students Supported

<ul style="list-style-type: none"> <li>Hans Bremer</li> <li>Jesse Cahill</li> <li>Austin Carter</li> <li>Aaron Groves</li> <li>Amanda Johnson</li> <li>Sravani Karnam</li> <li>Spencer Karls</li> <li>Jessica Kempke</li> <li>Brianna Kupsky</li> <li>David Lawrence</li> <li>Christa Meyer</li> <li>Amanda Nothem</li> <li>Kalyn Petty</li> <li>Mary Quade</li> <li>Haley Sharpe</li> <li>Sara Smith</li> <li>Linda Vang</li> <li>Jesse Weinzinger</li> <li>Rachel Weldon</li> </ul>	<ul style="list-style-type: none"> <li>Cofrin Memorial Arboretum</li> <li>Sager Scholarship for Scientific Writing</li> <li>WiscAMP, GIS Archive, Cofrin Memorial Arboretum Herbarium, Cofrin Memorial Arboretum</li> <li>Cofrin Student Research Grant (woodchuck ecology)</li> <li>Cofrin Student Research Grant (pond ecology)</li> <li>Cofrin Memorial Arboretum</li> <li>Cofrin Student Research Grant (NE Wisconsin bats)</li> <li>Cofrin Student Research Grant (NE Wisconsin bats), Richter Museum</li> <li>Cofrin Student Research Grant (fish diversity), Richter Museum</li> <li>Cofrin Student Research Grant (ecology of Red Fox)</li> <li>Cofrin Student Research Grant (water quality education)</li> <li>Mahon Woods Forest Dynamics Plot</li> <li>Cofrin Student Research Grant (moss diversity), Data Management Center</li> <li>Cofrin Student Research Grant (woodpecker-fungus interactions)</li> <li>WiscAMP, Mahon Woods Forest Dynamics Plot</li> <li>Cofrin Student Research Grant (myrmecophory, wildflower dispersal)</li> <li>Cofrin Memorial Arboretum</li> <li>Cofrin Student Research Grant (fungi diversity)</li> </ul>
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## Environmental Management and Business Institute (EMBI)

### Fiscal Year 2014 Summary

#### Introduction

This summary will serve to document the activities of the Environmental Management and Business Institute (EMBI) during FY 2014. It should be noted that FY 2014 has been marked by continued growth in Certificate enrollment, student internships, and grant funding received. Much of the growth can be attributed to the solid administrative systems developed and deployed during FY 2013.

#### Accomplishments / Activities

In pursuit of achieving EMBI's key goals of seeking practical, cost-effective solutions to environmental problems, providing business outreach services, promoting research on environmental problems, and driving campus sustainability initiatives, the following successful accomplishments were achieved during FY 2014:

- Received the Founders Association Award for Excellence in Collaborative Achievement
- Seven grant proposals were collaboratively developed and submitted to support regional sustainability in the areas of developing student internships, solid and hazardous waste, tribal renewable energy, undergraduate research, life cycle analysis, and expansion of STEM training.
- The Great Lakes Career Ready Internship Initiative grant (a collaborative grant shared with the UW - Green Bay Center for Public Affairs) and the Solid Waste Research Council grant were awarded for a total of \$159,000.
- Twenty new students added the Certificate in Environmental Sustainability and Business
- Twenty student internships were completed for the EMBI Co/op program. The internships were completed at the following organizations:

City of Port Washington	City of Neenah	Town of Menasha
ThedaCare	Bellin Health	Festival Foods
NEW ERA	Heating the Midwest	DATCP
Wisconsin Public Service	Green Bay Botanical Garden	Nicolet Bank
Coating Excellence, Int.	Pierce Manufacturing	Green Bay Packaging
Eland Electric (Solar Div.)	Zeus Recycling	Schreiber Foods
NEW Zero Waste Coalition	WI League of Conservation Voters	

- Four graduate and two undergraduate students were supported in biofuel funded research projects
- EMBI supported and participated in the Sustainable Learning Community, which lead to an increase in EMBI Certificate candidates (six Learning Community students enrolled for the EMBI Certificate).
- EMBI either sponsored or participated in the following events:
  - Food day – October 24, 2013
  - New North Summit – December 6, 2013
  - Eco Expo at Shopko Hall – February 8, 2014
  - WIRMC Conference – February 26-28, 2014 ( 11 students participated)
  - Wisconsin Sustainability Summit – March 4-6, 2014 ( 4 students participated)

- Pierce Manufacturing Sustainability Fair – April 17, 2014
- Earth Caretaker Award Ceremony – April 21, 2014
- Green Innovations Symposium / Heating the Midwest Conference – April 30-May 1, 2014
- Environmental Management and Water Resources Seminar – June 17-18, 2014

**Budget Analysis**

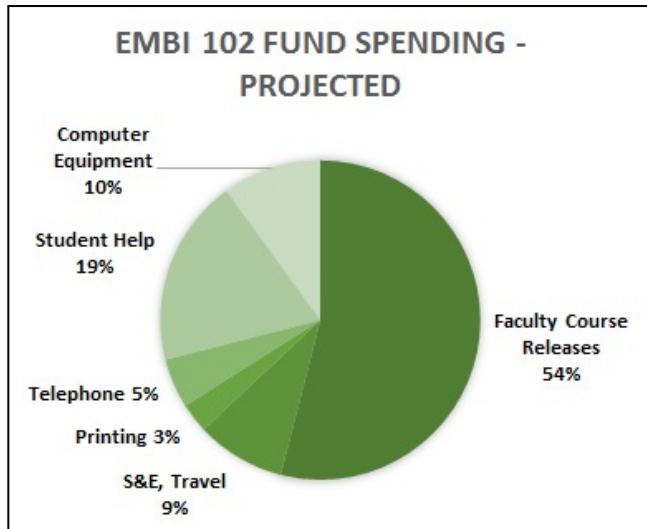
EMBI actively manages five funds for a combined total budget of \$175,371, administers the Sustainability Committee budget of \$17,500, and has financial oversight of \$266,615 across six grants including: the Great Lakes Career Ready Internship Initiative, the Solid Waste Research Council, the Aurora BayCare Hospital, the National Oceanic & Atmospheric Administration (NOAA), the Upper Fox-Wolf River Basins TMDL Project, and Trakker Systems.

The three largest funds managed by EMBI include 102-269000, 167-127000, and 233-269000. Fund 102-269000, with an annual budget of \$23,000, serves as EMBI’s main operating fund. Fund 167-127000, with a budget of \$50,000, is used to support the Green Innovations Symposium as well as bioenergy related research and education and is funded through the Wisconsin Bioenergy Initiative. Fund 233-269000, with an annual privately funded balance of \$64,000 (ending in FY 2017), serves as the primary funding source for the EMBI Associate Director. Fund allocations by major spending category projected through the end of FY14 are listed below.

**102-269000**

- Faculty Course Releases \$12,195
- S&E, Travel \$ 2,133
- Printing & Duplicating \$ 765
- Student Help \$ 4,321
- Telephone \$ 1,043
- Computer Equipment \$ 2,246

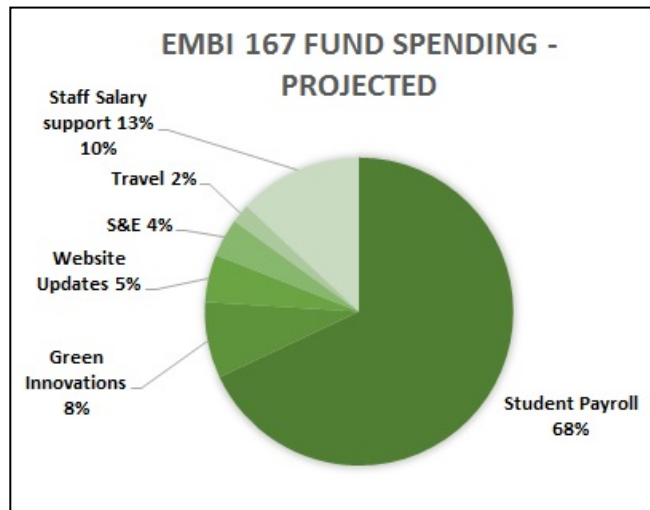
Faculty course releases are currently the largest expenditure in the EMBI operating budget, leaving approximately \$10,805 available for annual operations.



### 167-127000

- Student Intern Payroll \$32,511
- Staff Salary Support \$ 6,331
- Green Innovations \$ 3,979
- Website Updates \$ 2,494
- Supplies & Expenses \$ 1,609
- Travel \$ 820

The largest budget expenditure for the 167 funding has been to support student interns for biomass and bioenergy research.



### 233-269000

For FY 2014, \$44,370 will be expensed to cover salary and fringe benefits for the EMBI Associate Director. It should be noted that the total annual salary and fringe benefit costs of \$64,000 were offset by **31%** through support from other sources and reduced fringe needs. Deans Furlong and Mattison have provided authority for EMBI to carry these fund balances over into future years, thereby extending the ability of this funding source to pay for the salary and fringe benefits of the EMBI Associate Director.

### Development of Revenue Sources / Internship Opportunities

Two major revenue opportunities exist to reduce the need for 233 funding and move the EMBI Associate Director position toward self-sufficiency. Those opportunities include EMBI service supported projects and salary supported grants. During FY 2014 several proposals aimed at increasing internship opportunities for UW – Green Bay students (both EMBI Certificate enrollees and graduate students) were submitted. The proposals received during FY 2014 that include a salary component for EMBI are summarized below:

- Aurora BayCare Medical Center \$ 37,091 (1 Student)
- Solid Waste Research Council \$ 9,000 (2 Students)
- Great lakes Higher Education \$ 150,000 (35 Students)
- \$ 196,091**

Other non-service supported internships also executed this year included H.H. Energy, the Brown County Port and Resource Recovery Dept., Northern Renewable Energy Systems, New North, and the City of Port Washington.

Other grants containing a salary and/or intern support for EMBI, developed in conjunction with UW – Green Bay faculty members and outside organizations, are summarized below:

- UW System Incentive Grant Program (NAS Faculty) \$ 405,344
- DOE Renewable Energy Practices Grant (SEO & Oneida Tribe) \$ 300,000
- \$ 705,344**

Looking forward, the first six months of fiscal year 2015 will have 35 percent of salary and fringe offset by outside funding for the EMBI Associate Director. Additional proposals, if funded, would provide in excess of 45 percent of the salary component of the EMBI Associate Director salary over the course of the fiscal year.

## **Conclusion**

Since the hiring of the Associated Director, EMBI has been able to create a more stable foundation for future growth. As EMBI continues forward into FY 2015, it is expected that opportunities for both internship and grants will continue to increase, allowing for more students to complete the Certificate and increased external funding of the EMBI Associate Director.

- submitted by John Katers, Director

## **Gerontology Center Annual Report 2013-14**

The Gerontology Center brings together faculty and students from many different programs across the UW-Green Bay community as well as members from the broader community to promote discussion and research across disciplines, and to follow the interdisciplinary mission of the university. The Gerontology Center includes faculty from Business, Humanistic Studies, Human Development, Psychology, Nursing, and Social Work, all interested in working toward the common goal of promoting education and knowledge of continuing adult development and aging processes.

Each year the UWGB Gerontology Center hopes to offer students, faculty, and others in the community interested in gerontology opportunities to exchange ideas and information, and learn more through various sponsored presentations. This past year the following presentations were offered:

- The UWGB Gerontology Center hosted a Brown-Bag presentation by Dr. Brenda Tyczkowski entitled, “Factors in nursing home placement” on Friday, October 18<sup>th</sup>, from 11:30 am to 12:30 pm, in MAC-201 (The Gathering Room). Professor Tyczkowski holds a Doctorate in Nursing Practice, and is a member of the UWGB Nursing Program and Director of the Health Information Management and Technology (HIMT) program.
- The Gerontology Center and the LGBTQ Resource Center provided a discussion of the “Gen Silent” video that is used to enhance the classroom experience and understanding of the issues experienced by LGBT elders. The discussion highlights LGBT elders who have lived closeted lives, and who now experience conflict as they need nursing home assistance later in life. The discussion was led by Gerontology Center member Stacie Christian, Interim Diversity Director for the American Intercultural Center and the LGBT Resource Center, on Friday, November 1, from 11:30-12:30 PM in the Christie Theatre.

A Web-site containing the Center’s listing of Executive Committee and Faculty Affiliates, as well as the Mission Statement and other information about the Center is found at the following web-page: <http://uwgb.edu/gerontology>.

Current members of the Center’s Executive Committee include the following individuals:

Stacey Herzog, M.S.  
Doreen Higgins, Ph.D. (Director Elect)  
Susan Lepak-Gallagher, Ph.D.  
Brenda Tyczkowski, Ph.D.  
Dean D. VonDras, Ph.D. (Director)  
Kumar Kangayappan, Ph.D.  
Mimi Kubsch, Ph.D.

Current Affiliated Members of the Center include the following persons:

Karen Dalke, Ph.D.  
Susan Gallagher-Lepak, Ph.D.  
William Lepley, Ph.D.



Dennis Lorenz, Ph.D.  
Jan Malchow  
E. Nicole Meyer, Ph.D.  
Steven Mutzako, Ph.D.  
Uwe Pott, Ph.D.  
Christine Smith, Ph.D.  
Le (Leanne) Zhu, Ph.D.

The Center's Emeritus and Deceased Members include the following persons:

Karen Lacey, M.S (Emeritus)  
Sandra Stokes, Ph.D. (Emeritus, October 23, 1947 - March 26, 2012)

### **History, Structure, and Mission of the University of Wisconsin-Green Bay Gerontology Center**

At a meeting on May 20, 2009, faculty and staff from UW-Green Bay interested in forming a new education and research center, to be called The Gerontology Center, met to endorse a mission statement (see Addendum) and to consider what the structure of center should be.

Present at that meeting were: Stacey Herzog, Doreen Higgins, Kumar Kangayappan, Barbara McClure-Lukens, Brenda Tyczkowski, and Dean VonDras.

During our meeting we discussed and unanimously endorsed the mission statement found in the Addendum. After some consideration of possible organizational structures, we agreed to model the structure of the Gerontology Center after the UW-Green Bay the Center for Food in Community and Culture and the UW-Green Bay Center for Biodiversity. Accordingly, we propose that the Gerontology Center have a Director and Associate Director, an Executive Committee of 6-8 members, Affiliate Members, and an Advisory Board made up of professionals and interested individuals from the broader community. Individuals not present at the meeting but who had previously voiced their consent for the Gerontology Center's mission statement and center structure via personal correspondence included Mimi Kubsch, Susan Lepak-Gallagher, and Steven Muzatko.

Those present then unanimously agreed that Dean VonDras should be the first Director. The following people expressed interest in and were selected to serve on the first Executive Committee: Stacey Herzog, Doreen Higgins, Kumar Kangayappan, Mimi Kubsch, Susan Lepak-Gallagher, Brenda Tyczkowski, and Dean VonDras. Representing the UW-Green Bay Office of Outreach and Extension, Barbara McClure-Lukens agreed to serve as an Affiliate Member. Further, although not in attendance, Steven Mutzako also agreed to serve as an Affiliated Member, and Dennis Lorenz and Uwe Pott expressed interest in playing roles at a future date. All interested faculty and staff members may also participate.

Nominations were taken for the Associate Director, with Stacey Herzog and Doreen Higgins being nominated. However, the Executive Committee then indicated that it will ask for and continue to accept other nominations at the next meeting, at which time an Associate Director would be named.

The Executive Committee then discussed and identified professionals and organizational leaders to invite to participate as members of the Advisory Board. These individuals will be contacted and invited to participate at future meetings.

### **Terms and elections**

We agreed that the Director, Associate Director, and Executive Committee Members would serve for a period of three years, at which time a new election would be held to fill these positions. All the affiliated faculty members of the Center and Executive Committee members would constitute the pool of eligible voters.

### **Responsibilities of the Director, Associate Director, and Executive Committee**

The Director and Associate Director are responsible for the regular administrative functions of the Center, including calling meetings, setting agenda, overseeing Center research projects, and seeking external funding. The Director and Associate Director will report to the Dean of Liberal Arts and Sciences.

The Executive Committee must approve all decisions affecting policy and personnel issues, including but not limited to, whether research projects properly fit under the Center's mission. The Executive Committee must meet at least once a semester.

### **Responsibilities of Affiliated Faculty Members**

Affiliated Members will be notified and invited to all Center meetings, including those of the Executive Committee. Affiliated Faculty Members may include faculty, staff, and persons serving on the Advisory Board. Anyone who is a member of the Center is welcome to propose projects and policies. Their proposals will automatically be added to the agenda of the next Executive Committee meeting.

### **Mission Statement**

The Gerontology Center brings together faculty and students from across disciplines and diverse backgrounds for the purpose of education, training, and research to meet the demands of a burgeoning older population. This focus is consistent with the interdisciplinary mission of the University of Wisconsin-Green Bay. The Gerontology Center includes faculty from the areas of Business, Human Biology, Human Development, Nursing, Psychology, Social Work, and other disciplines, as well as professionals and interested individuals from the broader community. Our common goal is to promote education and knowledge of continuing adult development and aging processes.

Key activities of the Gerontology Center include support for courses, public lectures, research seminars, and other events serving students, professionals, and older adults and their families in the region. Each year the Gerontology Center hopes to sponsor events on important aging concerns and related issues, and to bring outstanding scholars and officials to campus to conduct seminars and public lectures. Through the Gerontology Center, faculty from diverse backgrounds may collaborate on research, and students from a variety of disciplines may receive specialized training. In addition, professionals and interested members of our community may come together to discuss current research and topics of importance to the community at large.

- submitted by Dean VonDras

## **Hmong Center**

### **Annual Report 2013-2014**

The Hmong Studies Center was chartered in 2007 to help plan and coordinate courses in Hmong Studies (the first goal, something that Dean of Liberal Arts and Sciences Fergus Hughes wanted to accomplish), and to support student and faculty research and other activities with and about the Hmong community (a longer-term goal).

The governance structure is that there is an appointed director, currently Ray Hutchison, and an Executive Committee that includes faculty with expertise in the area (Ray Hutchison, Pao Lor, and perhaps Christin DePouw from Education) as well as the Chair of Humanistic Studies (Caroline Boswell) and the Chair of Modern Languages (Cristina Ortiz) -- together they coordinate the Hmong language courses. We also will be looking to appoint a new community advisory board; in the past this has included graduates from UWGB and other Hmong professionals.

Courses offered in 2013-14:

HMONG 101 Introduction to the Hmong Language I	- Sheng Yang
HMONG 102 Introduction to the Hmong Language II	- Sheng Yang
HMONG 200 Introduction to Hmong Culture	- Ka Youa Kong
HMONG 250 Hmong Community Research	- Ray Hutchison
HMONG 497 Internship	- Ray Hutchison

-submitted by Ray Hutchison

**The Information Disclosure and Environmental Decision Making Project**  
**Annual Report 2013-2014**

This Project was directed by Michael Kraft and concluded with publication of a book in 2011. The project is complete and its listing as a center should be removed. Its website should also be removed.

# **Institute for Learning Partnership**

## **Annual Report 2013-14**

### **Summary**

The focus of the Institute for Learning Partnership (ILP) is on the improvement of teaching and learning in pre-kindergarten through grade 16 settings (PK-16) in our region. With a strong focus on innovation, the ILP's mission includes pulling together PK-16 administrators, teachers, and professional staff as co-equals in inquiry with University faculty and staff. The ILP serves the Northeast Wisconsin region (over 6000 educators and 82,000 school aged learners), and is built on a partnership of school, business and professional stakeholders. It advisory council also vets and informs initiatives implemented in our teacher preparation program, serving as an advisory board in this capacity.

### **Goals/Objectives of the ILP**

To improve teaching and learning throughout our region (northeast Wisconsin)

To close the achievement gap, working with area schools and districts

To serve practicing educators at the PK-16 levels.

To guide and inform UWGB's teacher preparation program

To identify areas of innovation related to school improvement.

### **Major Activities of the ILP**

Professional Development for Practicing PK-16 educators

- Professional Development Certificate
- Masters of Applied Learning in Education

Grants in Aid of Learning for Area Schools and Districts

Diversity Initiatives

Phuture Phoenix Program

National Board Certification Program

## **Annual Activity Summary**

### **Professional Development for PK-16 Educators**

We designed and implemented a unique and large PDP Action Research program with the Green Bay School District. We currently serve over 100 teachers in the district working Ft. Howard, Eisenhower, Nicolet and Danz schools (all these schools struggle serving students facing high poverty). Working with teacher learning teams of 3-5, education faculty guide their action research aimed at improving student achievement.

We designed and implemented a large master's cohort learning group (27) in the Plymouth School District. This program centers on action research and the improvement of teaching and learning in this

district. It is also fully funded by the Plymouth School District, and rests on a strong partnership with Education, Outreach, and the Plymouth School District.

### **Grants in Aid of Research**

We awarded over \$35,000 to area educators and schools implementing innovative grant projects to improve teaching and learning.

### **Diversity Initiatives**

We created several initiatives aimed at increasing pre-service and practicing educators' ability to serve the needs of the growing area of diversity in our region. We were pleased to once again fund over 50 of these individuals to attend the DPI's state conference "Summit for Addressing Disproportionality" in April. We also created a book study group called "Courageous Conversations" that served over 20 education students over the course of the year. We were also proud to fund several faculty and students to attend 18th Annual Wisconsin American Indian Studies Summer Institute in Lac du Flambeau, WI.

### **Phuture Phoenix**

The Phuture Phoenix program continued its efforts to encourage disadvantaged and underrepresented students, starting at the fifth-grade level, to complete high school and attend college, and increase the percentage of NE Wisconsin graduates who continue onto college. We were pleased to provide scholarships for Phuture Phoenix students who graduate from high school and attend UW-Green Bay

### **National Board Certification Program**

The [Institute for Learning Partnership](#) offered free support programs to candidates seeking [National Board Certification](#). Monthly workshops, taught by National Board certified teachers, assisted candidates in preparation for the National Board Certification Examination, (which is administered) by the National Board for Professional Teaching Standards.

- Submitted by Tim Kaufman, Director

## **Institute on Death, Dying and Bereavement**

### **Annual Report 2013-2014**

All that was housed under the institute was one offering a year on the subject of grief. In 2009 they had a dysfunctional board that Joy Ruzek was asked to basically disband. It has not been an active center and is not referenced in Continuing Education anywhere. It should not be listed as one of our Centers.

Illene Cupit and Joy Ruzek have since created a Grief Network for Northeast Wisconsin with community partners.

## **Language Learning Lab**

### **Annual Report 2013-14**

Description of the Lab's function: laboratory designed to study young children's language acquisition

This lab allows my scholarship to move forward on this campus (i.e., gives my research a name/identity for parents and daycares in the community who might participate in my studies); if I step down from directing it, there is no one else (at this time) on campus who would continue to direct the lab (because that would mean someone else would be continuing my line of research).

Very briefly, research projects that have been conducted over the past year (and are on-going) with children between the ages of two- and five-years either in the Lab or in participating daycares include:

- Studies related to young children's plural productions
- Studies related to the impact of phonology/language on memory
- Studies related to young children's plural comprehension
- Studies related to the acquisition of plurals as it relates to parental input
- Studies on the relationship between the use of number words and the use of the plural

I would not be able to conduct the numerous research projects that I do without the help of two to five research assistants (RAs) every Fall and Spring semester. My RAs have the opportunity to "learn it all" in the lab. They recruit participants, create stimuli and experimental designs, and they execute no fewer than three separate experimental paradigms in a given semester. They coordinate appointments with families and run the children through the testing sessions. They code the experimental sessions, analyze the data with me, and they write up individual, APA-style papers on the research projects they work on. All the while, they are reading book chapters and peer-reviewed journal articles related to the projects we are working in the lab. Participating in the lab has allowed many of my RAs to present at local events such the Academic Excellence Symposium at UWGB and at national events, such as the Annual Convention of the Association for Psychological Science and the National Conference on Undergraduate Research.

Because of the large amount of training involved to be a part of the Language Learning Lab, students are encouraged to complete at minimum a two-semester RA with me. In all instances, students have voluntarily completed at least two, if not more, semesters with me as a RA. This allows them to be an entry-level student in the lab one semester, where they are learning the basic components of the Language Learning Lab, and an advanced-level student the next, taking on tasks related to training new RAs.

- submitted by Jennifer A. Lanter, Ph.D.



**Lower Fox River Watershed**

**Annual Report 2013-2014**

(no report received)

## **NEW Partnership Annual Report 2013-14**

Founded in 1991, the **Northeast Wisconsin (N.E.W.) Partnership for Children and Families** is a partnership between 26 county agencies in northern and northeast Wisconsin; the Department of Children and Families, State of Wisconsin; and the UW-Green Bay. The **mission** of the N.E.W. Partnership for Children and Families is to collaboratively develop and deliver a comprehensive, competency-based training system for public child welfare professionals (staff, supervisor, administrators) and foster parents in northern and northeastern Wisconsin. This child welfare professional development partnership is funded by county, state and university contributions, and federal matching funds made available through the Title IV-E Child Welfare Training Program of the Social Security Act.

In 2009, the N.E.W. Partnership for Children and Families and UW-Green Bay supported a training expansion effort that resulted in the **Behavioral Health Training Partnership (BHTP)**, which is a partnership between 20 counties in the northeastern and northern regions of Wisconsin; the Department of Health Services, State of Wisconsin; and the UW-Green Bay. Through the BHTP, professional development opportunities are made available to behavioral health professionals who work with consumers in crisis. The **mission** of the Behavioral Health Training Partnership is to collaboratively inform, encourage and assure regional best practices in behavioral health services. This partnership is funded by county, state and university contributions, and federal matching funds made available through Medicaid Administrative funds.

Note: the Intertribal Child Welfare Training Partnership was part of the N.E.W. Partnership and located at UW-Green Bay from January 1, 2005-December 31, 2013. Based upon a collaborative decision-making process, it was moved to UW-River Falls as of January 1, 2014.

### **Structure**

Both the N.E.W. Partnership and the BHTP have established By-Laws and Steering Committees to guide the work of each training partnership. The By-Laws outline membership; governance structure and advisory committees; meeting, documentation and recording expectations; and fees and charges associated with professional development opportunities offered by the training partnership. The Steering Committees for each partnership provides leadership and direction in developing policies and strategies related to training, fiscal and operational aspects of the training partnership.

Via the By-Laws, membership on the Steering Committee is identified. The N.E.W. Partnership By-Laws designates that either the chair of the BSW Program at UW-Green Bay or the Collaborative MSW Program from UW-Green Bay and UW-Oshkosh is a member of the N.E.W. Partnership Steering Committee. A representative of the Social Work Professional Program has served on the N.E.W. Partnership Steering Committee since its inception in order to provide a link between the child welfare training and the child welfare stipend program, both of which are supported through federal Title IV-E funding. The BHTP By-Laws do not designate a representative from the Social Work Professional Program to the Steering Committee. <http://www.uwgb.edu/newpart/Bylawspolicies.html>.

### **Annual Activities**

Each Partnership prepares reports for the State of Wisconsin Department through which the federal funding flows: the Department of Children and Families (DCF) for the child welfare activities of the N.E.W. Partnership, and the Department of Health Services (DHS) for the BHTP.

The 2013 Annual Report for the N.E.W. Partnership is attached and outlines the training and professional development activities for 2013, as this contract is a calendar year contract with DCF. The semi-annual reports of the BHTP are attached for January-June 2013 and July-December 2013. The contract with DHS is the university's fiscal year, however the January-June 2014 semi-annual report is not yet completed.

- Submitted by Stephanie Reilly, Director

*Addendum:* [NEW Inst for Children and Families ANNUAL REPORT 2013-14](#)

# ANNUAL REPORT

## TITLE IV-E CHILD WELFARE TRAINING PROGRAM

January 1, 2013 – December 31, 2013



N.E.W. Partnership for Children and Families  
University of Wisconsin-Green Bay  
2420 Nicolet Drive, Rose Hall Suite 310  
Green Bay, WI 54311-7001

Prepared by the staff of the N.E.W. Partnership:  
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## **Introduction**

The Northeast Wisconsin (N.E.W.) Partnership for Children and Families at the University of Wisconsin-Green Bay is designed to provide ongoing professional development opportunities for public child welfare staff in northern and northeastern Wisconsin. Founded in 1991, the N.E.W. Partnership for Children and Families is a partnership between 26 county agencies in northern and northeast Wisconsin; the Department of Children and Families, State of Wisconsin; and the UW-Green Bay. This child welfare training partnership is funded by county, state and university contributions and in-kind resources, and federal matching funds made available through the Title IV-E Child Welfare Training Program of the Social Security Act.

From the inception of the N.E.W. Partnership for Children and Families until December 2004, six of the eleven federally recognized Wisconsin tribes were members of the N.E.W. Partnership. The remaining five tribes were members of the Western Wisconsin Partnership. From mid-2003 through 2004, N.E.W. Partnership for Children and Families and UW-Green Bay staff worked with the eleven tribes to develop the Intertribal Child Welfare (I.C.W.) Training Partnership. The I.C.W. Training Partnership officially began operations in January 2005. Since 2005, staff of the N.E.W. Partnership for Children and Families have provided training, support and direct supervision of the I.C.W. Training Partnership training manager; developed cost centers and tracked I.C.W. Training Partnership expenses; and developed the budget and fiscal reports. In addition, the director of the N.E.W. Partnership for Children and Families serves as the I.C.W. Training Partnership Liaison. The 2013 activities and accomplishments of the Intertribal Child Welfare Training Partnership can be found in its 2013 Annual Report.

The purpose of this report is to summarize N.E.W. Partnership training activities from January 1, 2013 – December 31, 2013 (CY2013) by describing the following:

1. The training sessions offered and attendance during the contract period January 1-December 31, 2013;
2. An assessment of training program activity;
3. A description of feedback obtained from member agencies regarding the impact of training on increasing the competencies of the child welfare workforce;
4. A statement of the match for IV-E reimbursement, by agency; and
5. The trainers utilized from January 1-December 31, 2013 and the topics they trained in 2013.

## **Training Sessions Offered and Attendance**

The N.E.W. Partnership collaborates with the local Steering and Professional Development Advisory Committees and the statewide Wisconsin Child Welfare Professional Development System Executive Committee, Training Director and Curriculum Coordinators, and the other regional training partnerships to develop, coordinate, implement, and deliver Foundation and Special Skills and Topics professional development opportunities for public and tribal child welfare staff.

### Worker Foundation Training

In CY2013, the N.E.W. Partnership provided worker Foundation training as defined within DCF 43 and by the Wisconsin Child Welfare Professional Development System Executive Committee. The Foundation training provides the bedrock of knowledge, awareness, skill development and values for child welfare staff. The Foundation training is heavily focused on skill development, with multiple opportunities for practice integrated into the skill-focused Foundation training sessions. Worker Foundation training in 2013 consisted of ten developed classroom-style sessions and one web-based style session. Four of these sessions are required for all newly hired Access, Initial Assessment and CPS

Ongoing and supervisory staff – *Engaging to Build Trusting Relationships, Interviewing in Child Welfare, Safety in Child Protective Services, and Case Practice with American Indian Tribes*. The I.C.W. Training Partnership provides the *Case Practice with American Indian Tribes* foundation training around the state. The *Interviewing in Child Welfare* was not offered in CY2013 due to the need for it to be revised.

The other seven sessions are a part of the menu of Foundation Training sessions that newly hired staff complete in order to meet their 15 day training requirement. The menu options include: *Effects of Maltreatment on Child Development; Separation, Placement and Permanence; Professionalism in Child Welfare; Team-Based Practice; Access; Initial Assessment; and Legal Affairs*. The *Legal Affairs* training is entirely web-based and was designed to serve as the first two-days of the required Juvenile Court Intake training, making the Juvenile Court Intake training a 3-day classroom training.

In CY2013, the N.E.W. Partnership provided a total of 24 days of Foundation training to 260 public child welfare staff in northern and northeastern Wisconsin. The table beginning on page six identifies the Foundation training sessions offered, the date of the training, the location of the training and the attendance at each training session.

Some of the Foundation training sessions require the completion of a web-based training component to be completed prior to attending the training. Additionally, newly hired access, initial assessment, and CPS ongoing and supervisory staff are required to complete pre-service training. In CY2013, N.E.W. Partnership staff continued to support agencies in understanding and implementing the web-based pre-service training for new hires.

#### Supervisor Foundation 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. In CY2013, N.E.W. Partnership staff continued to support newly hired child welfare supervisors through the Initial Supervisor Training and Tools process that includes a facilitated discussion with all new supervisors, ideally within one to two months of their hire, of the Supervisor Guide Book. NEW Partnership staff met with 6 new supervisors in four agencies in CY2013 to review the Supervisor Guide Book.

Additionally in CY2013, N.E.W. Partnership staff worked collaboratively with staff of the Wisconsin Child Welfare Professional Development System to update the web-based component of the *Wisconsin Initial Supervisor Training and Tools* (available at: <http://wcpwps.wisc.edu/leadership-training/Default.aspx>) to include three modules.

Finally in CY2013, the N.E.W. Partnership offered the *Secondary Traumatic Stress: Building Resilience in Staff* classroom foundation training session for supervisors. A total of 8 new supervisors attended this training session.

#### Foundation Foster Parent Training

In CY2013, the N.E.W. Partnership continued providing classroom foster parent Foundation training, as defined within DCF 56 and by the Wisconsin Child Welfare Professional Development System Executive Committee, to the foster parents licensed by the 26 county agencies in the N.E.W. Partnership training region. The Foundation training provides the bedrock of knowledge, awareness, skill development and values for foster parents. Foster Parent Foundation training in 2013 consisted of ten classroom-style 3-hour sessions. The nine modules of classroom training that are provided in 10 three-hour sessions are:

*Partners in Permanency, Cultural Dynamics in Placement, Maintaining Family Connectedness, Dynamics of Abuse and Neglect, The Impact of Maltreatment on Child Development, Attachment, Separation and Placement, Guidance and Positive Discipline, and The Effects of Fostering on your Family.*

In CY2013, the N.E.W. Partnership provided a total of 118 three-hour sessions of foster parent Foundation training to 1,464 licensed foster parents from northern and northeastern Wisconsin. The table beginning on page six identifies the Foundation foster parent training sessions offered, the date of the training, the location of the training and the attendance at each training session.

### Special Skills and Topics Training

Special Skills and Topics training builds upon the knowledge, awareness, skill development and values from Foundation training by providing in-depth knowledge, awareness, values and skill development training around a specific child welfare topic. In CY2013, the N.E.W. Partnership provided Special Skills and Topics training around the following child welfare topics:

- Ethics and Boundaries – the final session of the 2011-13 Ethics and Boundaries training entitled *Ethics and Boundaries 2011-2013: Child Welfare and the Ethical Use of Technology and Social Media* was held in early February 2013, completing the 2011-2013 round; the 2013-15 Ethics and Boundaries training entitled *Ethics and Boundaries 2013-2015: Technology and the Professional Self* was provided 9 times to child welfare staff and supervisors across the N.E.W. Partnership training region (with the remaining 11 sessions to be held in 2014)
- Co-Occurring Issues – including *Impact of Suicide on Youth and Families: The Ones we Miss* and *When Domestic Violence and Child Maltreatment Intersect: Building Skills to Engage and Protect*
- Collaboration with DCF – including *DCF 56* and *Protective Planning*
- Trauma Related – including *Shift Your Perspective: Trauma Informed Care* and *Secondary Traumatic Stress and the Child Welfare Professional*
- Safety Related – *Safety Booster*; *Safety Overview for Non-CPS Staff*; and *Confirming Safe Environments*
- Sexual Abuse: including *Sexually Abused and Sexually Traumatized Children: How to Recognize Them and Keep Them Safe*; *Advanced Training in Juvenile Justice Sex Offenders: Case Assessment and Planning*; and *Cyberbullying, Social Networking, and Sexting*
- Administrator – including *Ethics and Boundaries for Directors: Technology and the Professional Self* and *Crucial Conversations: Getting Them Right*

In CY2013, the N.E.W. Partnership provided 61 sessions of Special Skills and Topics training, totaling 61 days, to 1,310 public child welfare staff, supervisors and directors from northern and northeastern Wisconsin. The table beginning on page six identifies the Special Skills and Topics training offered, the date of the training, the location of the training and the attendance at each training session.

### Projects and Collaborative Efforts

#### I. Collaboration with the Behavioral Health Training Partnership

In CY2013, the N.E.W. Partnership collaborated with the Behavioral Health Training Partnership, also located at UW-Green Bay, to jointly provide *Collaborative Teaming in Human Services* and *Shift Your Perspective: Trauma Informed Care* to behavioral health and child welfare staff.

Additionally, the two partnerships collaborated in providing the *Secondary Traumatic Stress: Building Resilience in Staff* training to behavioral health and child welfare supervisors. Finally, N.E.W. Partnership and Behavioral Health Training Partnership staff co-presented *Secondary Traumatic Stress* on 2/7/13 (part 1) and 2/21/13 (part 2) for the bi-monthly Wisconsin Public Psychiatry Network Teleconference presentations sponsored by Wisconsin DHS.

## II. Provision of Ongoing Case Planning, CSE and Safety Related Training Sessions

The 2012 Wisconsin Ongoing Service Standards required that all staff who place children in out-of-home care complete either the 2-day *Ongoing Case Planning* training or the ½ day *Confirming Safe Environments* training session, plus the safety related pre-requisite – *Safety in CPS* foundation training, *Safety Booster*, or *Safety Overview for Non-CPS Staff*. In order to support these DCF training requirements, the N.E.W. Training Partnership provided 13 sessions of safety-related training pre-requisites, 14 sessions of *Confirming Safe Environments* training, and 7 sessions of *Ongoing Case Planning* training in CY2013, with 3 sessions of *Ongoing Case Planning* training to be provided in early 2014 to meet all identified needs.

## III. Continued the Secondary Traumatic Stress Agency-Based Project

In CY2013, the N.E.W. Partnership, in collaboration with the Behavioral Health Training Partnership, supported the agency-based STS Project in Marinette County which included project planning efforts with the agency, provision and compilation of the *Professional Quality of Life Scale* for child welfare and behavioral health staff, provision of two sessions of the *Secondary Traumatic Stress and the Human Service Professional* training, and post-training consultation and support.

## IV. Crisis Debriefing Exploration

Following the 2012 N.E.W. Partnership Spring Administrators Conference, *When Response Matters: Restoring Resilience After a Critical Incident*, exploration began about how to support critical incident stress debriefing for county agency child welfare and behavioral health staff. Four agencies volunteered for focus group meetings to be held with their staff and supervisors. Three focus group sessions were held in November and December 2012, with the last two sessions held in February 2013. Feedback gathered from the focus groups was shared with administrators at the 2013 N.E.W. Partnership Spring Administrators Conference Business Meeting.

The administrators requested that NEW Partnership staff develop a handout outlining the options for crisis debriefing, based upon the information gathered from the focus groups, and share it with the Steering Committees (NEW and BHTP) for recommendations and decision-making at their next meetings. The four options, ranging from “do nothing” to becoming the provider of crisis de-briefing services, were evaluated by both Steering Committees. The consensus of both Steering Committees was that option 3, which would involve the Partnership bringing in a trainer to train teams of county identified individuals who would debrief for their county when a crisis debriefing session was needed, was the best choice. County agencies could then choose whether to use their internal staff or contact those from other counties who had been trained.

In order to support agency crisis debriefing efforts, work began on the development of an overview to be provided at the 2014 Spring Administrators Conference, along with the sharing of suggested policy and procedure considerations and crisis debriefing orientation materials that agencies can use in preparing all staff for crisis debriefing.



**NEW Partnership for Children and Families  
2013 Totals**

**Foundation Training – Partnership Wide**

<b>Training Title</b>	<b>Date</b>	<b>Location</b>	<b># of Days</b>	<b>Total Attendance</b>	<b>Number of Trainings</b>
Safety in Child Protective Services	01/16-17/13	Green Bay	2	24	
Engaging to Build Trusting Relationships	02/19-21/13	Green Bay	3	25	
Access	03/21/13	Green Bay/ Wisconsin Rapids	1	26	
Effects of Maltreatment on Child Development	4/17-18/13	Green Bay	2	24	
Safety in Child Protective Services	05/02-03/13	Oshkosh	2	22	
Safety in Child Protective Services	06/18-19/13	Appleton	2	26	
Separation, Placement and Permanence	7/16-18/13	Green Bay	3	23	
Safety in Child Protective Services	8/7-8/13	Weston	2	24	
Engaging to Build Trusting Relationships	09/10-12/13	Weston	3	19	
Initial Assessment	11/12-14/13	Green Bay	3	23	
Access	12/03/13	Green Bay	1	24	
<b>Foundation Training – Partnership Wide Totals</b>			<b>24</b>	<b>260</b>	<b>11</b>

**Special Skills and Topics Training – Partnership Wide**

<b>Training Title</b>	<b>Date</b>	<b>Location</b>	<b># of Days</b>	<b>Total Attendance</b>	<b>Number of Trainings</b>
Shift your Perspective: Trauma Informed Care	01/31/13	Green Bay	1	17	
Secondary Traumatic Stress and the Child Welfare Professional	02/12/13	Weston	1	20	
Sexually Abused and Sexually Traumatized Children: How to Recognize Them and Keep Them Safe	03/06/13	Weston	1	13	
Sexually Abused and Sexually Traumatized Children: How to Recognize Them and Keep Them Safe	03/07/13	Green Bay	1	22	
Advanced Training in Juvenile Justice Sex Offenders: Case Assessment and Planning	04/23/13	Green Bay	1	22	
Advanced Training in Juvenile Justice Sex Offenders: Case Assessment and Planning	04/24/13	Weston	1	13	
Ongoing Case Planning	5/15-16/13	Wisconsin Rapids	2	27	
Safety Booster	05/21/13	Appleton	1	21	
Impact of Suicide on Youth and Families: The Ones We Miss	05/22/13	Appleton	1	20	
Safety Booster	06/03/13	Shawano	1	24	
Collaborative Teaming in Human Services	06/04-06/13	Green Bay	3	9	
Secondary Traumatic Stress and the Child Welfare Professional	06/13/13	Green Bay	1	19	
DCF 56	06/20-21/13	Stevens Point	2	25	
Safety Booster	06/25/13	Sheboygan	1	21	
Ongoing Case Planning	6/26-27/13	Green Bay	2	20	
Safety Overview for Non-CPS Staff	07/10/13	Weston	0.5	18	
Confirming Safe Environments	07/10/13	Weston	0.5	21	
Safety Overview for Non-CPS Staff	07/23/13	Rhineland	0.5	5	



Ethics and Boundaries 2013-2015: Technology and the Professional Self	08/21/13	Neenah	1	32	
Ethics and Boundaries 2013-2015: Technology and the Professional Self	09/17/13	Fond du Lac	1	22	
Ethics and Boundaries 2013-2015: Technology and the Professional Self	10/15/13	Fond du Lac	1	23	
Secondary Traumatic Stress and the Human Services Professional	10/30/13	Marinette	1	6	
Secondary Traumatic Stress and the Human Services Professional	10/31/13	Marinette	1	7	

<b>Special Skills and Topics Training – Agency Based Totals</b>			<b>13</b>	<b>293</b>	<b>13</b>
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<b>Supervisor/Administrator Training</b>					
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Training Title	Date	Location	# of Days	Total Attendance	Number of Trainings
2013 Spring Administrators Conference - Ethics and Boundaries for Directors: Technology and the Professional Self	03/14/13	Green Bay	1	26	
Secondary Traumatic Stress: Building Resilience in Staff	10/9-10/13	Green Bay	2	8	
2013 Fall Administrators Conference - Crucial Conversations: Getting Them Right	11/21/13	Green Bay	1	25	

<b>Supervisor / Administrator Training Totals</b>			<b>4</b>	<b>59</b>	<b>3</b>
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<b>STAFF TRAINING TOTALS</b>			<b>87</b>	<b>1578</b>	<b>73</b>
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<b>Foster Parent Foundation Training</b>					
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Training Title	Date	Location	Total Attendance	Number of Training Sessions
<b>Series A1 - Foster Parent Foundation Training</b>				
Module 1: Partners in Permanency	01/19/13	Appleton	14	
Module 2: Cultural Dynamics in Placement	01/19/13	Appleton	11	
Module 3: Maintaining Family Connectedness	02/02/13	Appleton	11	
Module 4a: Dynamics of Abuse & Neglect Part 1	02/02/13	Appleton	8	
Module 4b: Dynamics of Abuse & Neglect Part 2	02/16/13	Appleton	9	
Module 5: The Impact of Maltreatment on Child Development	02/16/13	Appleton	8	
Module 6: Attachment	02/23/13	Appleton	11	
Module 7: Separation and Placement	02/23/13	Appleton	8	
Module 8: Guidance and Positive Discipline	03/16/13	Appleton	7	
Module 9: The Effects of Fostering on Your Family	03/16/13	Appleton	14	
<b>Series A2 - Foster Parent Foundation Training</b>				
Module 1: Partners in Permanency	02/19/13	Green Bay	15	
Module 2: Cultural Dynamics in Placement	02/26/13	Green Bay	21	
Module 3: Maintaining Family Connectedness	03/05/13	Green Bay	10	
Module 4a: Dynamics of Abuse & Neglect Part 1	03/12/13	Green Bay	10	
Module 4b: Dynamics of Abuse & Neglect Part 2	03/19/13	Green Bay	19	
Module 5: The Impact of Maltreatment on Child	03/26/13	Green Bay	13	

Development			
Module 6: Attachment	04/02/13	Green Bay	13
Module 7: Separation and Placement	04/09/13	Green Bay	12
Module 8: Guidance and Positive Discipline	04/16/13	Green Bay	15
Module 9: The Effects of Fostering on Your Family	04/23/13	Green Bay	19
<b>Series A3 - Foster Parent Foundation Training</b>			
Module 1: Partners in Permanency	05/04/13	Fond du Lac	7
Module 2: Cultural Dynamics in Placement	05/04/13	Fond du Lac	6
Module 3: Maintaining Family Connectedness	03/09/13	Fond Du Lac	16
Module 4a: Dynamics of Abuse & Neglect Part 1	03/09/13	Fond Du Lac	16
Module 4b: Dynamics of Abuse & Neglect Part 2	03/23/13	Fond Du Lac	15
Module 5: The Impact of Maltreatment on Child Development	03/23/13	Fond Du Lac	16
Module 6: Attachment	04/06/13	Fond Du Lac	15
Module 7: Separation and Placement	04/06/13	Fond Du Lac	16
Module 8: Guidance and Positive Discipline	04/20/13	Fond Du Lac	9
Module 9: The Effects of Fostering on Your Family	04/20/13	Fond Du Lac	9
<b>Series A4 - Foster Parent Foundation Training</b>			
Module 1: Partners in Permanency	04/06/13	Stevens Point	16
Module 2: Cultural Dynamics in Placement	04/06/13	Stevens Point	14
Module 3: Maintaining Family Connectedness	04/20/13	Stevens Point	18
Module 4a: Dynamics of Abuse & Neglect Part 1	04/20/13	Stevens Point	16
Module 4b: Dynamics of Abuse & Neglect Part 2	04/27/13	Stevens Point	9
Module 5: The Impact of Maltreatment on Child Development	04/27/13	Stevens Point	10
Module 6: Attachment	05/04/13	Stevens Point	13
Module 7: Separation and Placement	05/04/13	Stevens Point	6
Module 8: Guidance and Positive Discipline	05/18/13	Stevens Point	7
Module 9: The Effects of Fostering on Your Family	05/18/13	Stevens Point	7
<b>Series A5 - Foster Parent Foundation Training</b>			
Module 1: Partners in Permanency	09/11/13	Oshkosh	10
Module 2: Cultural Dynamics in Placement	09/18/13	Oshkosh	13
Module 3: Maintaining Family Connectedness	09/25/13	Oshkosh	16
Module 4a: Dynamics of Abuse & Neglect Part 1	10/02/13	Oshkosh	15
Module 4b: Dynamics of Abuse & Neglect Part 2	10/09/13	Oshkosh	15
Module 5: The Impact of Maltreatment on Child Development	10/16/13	Oshkosh	16
Module 6: Attachment	10/23/13	Oshkosh	13
Module 7: Separation and Placement	10/30/13	Oshkosh	11
Module 8: Guidance and Positive Discipline	11/06/13	Oshkosh	15
Module 9: The Effects of Fostering on Your Family	11/13/13	Oshkosh	14
<b>Series A6 - Foster Parent Foundation Training</b>			
Module 1: Partners in Permanency	10/01/13	Appleton	13
Module 2: Cultural Dynamics in Placement	10/08/13	Appleton	13
Module 3: Maintaining Family Connectedness	10/15/13	Appleton	12
Module 4a: Dynamics of Abuse & Neglect Part 1	10/22/13	Appleton	15
Module 4b: Dynamics of Abuse & Neglect Part 2	10/29/13	Appleton	14
Module 5: The Impact of Maltreatment on Child Development	11/05/13	Appleton	15
Module 6: Attachment	11/12/13	Appleton	15

Module 7: Separation and Placement	11/19/13	Appleton	11
Module 8: Guidance and Positive Discipline	11/26/13	Appleton	15
Module 9: The Effects of Fostering on Your Family	12/03/13	Appleton	13
<b>Series A7 - Foster Parent Foundation Training</b>			
Module 1: Partners in Permanency	09/21/13	Fond du Lac	14
Module 2: Cultural Dynamics in Placement	09/21/13	Fond du Lac	15
Module 3: Maintaining Family Connectedness	10/05/13	Fond du Lac	8
Module 4a: Dynamics of Abuse & Neglect Part 1	10/05/13	Fond du Lac	10
Module 4b: Dynamics of Abuse & Neglect Part 2	10/19/13	Fond du Lac	8
Module 5: The Impact of Maltreatment on Child Development	10/19/13	Fond du Lac	8
Module 6: Attachment	11/02/13	Fond du Lac	10
Module 7: Separation and Placement	11/02/13	Fond du Lac	10
Module 8: Guidance and Positive Discipline	11/16/13	Fond du Lac	15
Module 9: The Effects of Fostering on Your Family	11/16/13	Fond du Lac	16
<b>Series A8 - Foster Parent Foundation Training</b>			
Module 1: Partners in Permanency	09/07/13	Green Bay	20
Module 2: Cultural Dynamics in Placement	09/07/13	Green Bay	19
Module 3: Maintaining Family Connectedness	09/28/13	Green Bay	20
Module 4a: Dynamics of Abuse & Neglect Part 1	09/28/13	Green Bay	22
Module 4b: Dynamics of Abuse & Neglect Part 2	10/05/13	Green Bay	19
Module 5: The Impact of Maltreatment on Child Development	10/05/13	Green Bay	21
Module 6: Attachment	10/19/13	Green Bay	22
Module 7: Separation and Placement	10/19/13	Green Bay	23
Module 8: Guidance and Positive Discipline	11/16/13	Green Bay	16
Module 9: The Effects of Fostering on Your Family	11/16/13	Green Bay	17
<b>Series A9 - Foster Parent Foundation Training</b>			
Module 1: Partners in Permanency	10/12/13	Cleveland	10
Module 2: Cultural Dynamics in Placement	10/12/13	Cleveland	10
Module 3: Maintaining Family Connectedness	10/26/13	Cleveland	11
Module 4a: Dynamics of Abuse & Neglect Part 1	10/26/13	Cleveland	10
Module 4b: Dynamics of Abuse & Neglect Part 2	11/09/13	Cleveland	14
Module 5: The Impact of Maltreatment on Child Development	11/09/13	Cleveland	13
Module 6: Attachment	11/23/13	Cleveland	7
Module 7: Separation and Placement	11/23/13	Cleveland	7
Module 8: Guidance and Positive Discipline	12/07/13	Cleveland	7
Module 9: The Effects of Fostering on Your Family	12/07/13	Cleveland	8
<b>Series B1 - Foster Parent Foundation Training</b>			
Module 1: Partners in Permanency	05/16/13	Waupaca	6
Module 2: Cultural Dynamics in Placement	05/23/13	Waupaca	7
Module 3: Maintaining Family Connectedness	05/28/13	Waupaca	7
Module 9: The Effects of Fostering on Your Family	05/30/13	Waupaca	8
<b>Series B2 - Foster Parent Foundation Training</b>			
Module 1: Partners in Permanency	06/08/13	Crandon	8
Module 2: Cultural Dynamics in Placement	06/08/13	Crandon	8
Module 3: Maintaining Family Connectedness	06/22/13	Crandon	5
Module 9: The Effects of Fostering on Your Family	06/22/13	Crandon	5

<b>Series B3- Foster Parent Foundation Training</b>			
Module 1: Partners in Permanency	09/09/13	Green Bay	13
Module 2: Cultural Dynamics in Placement	09/23/13	Green Bay	12
Module 3: Maintaining Family Connectedness	10/02/13	Green Bay	14
Module 9: The Effects of Fostering on Your Family	10/09/13	Green Bay	11
<b>Series B4- Foster Parent Foundation Training</b>			
Module 1: Partners in Permanency	09/14/13	Kewaunee	10
Module 2: Cultural Dynamics in Placement	09/14/13	Kewaunee	10
Module 3: Maintaining Family Connectedness	09/28/13	Kewaunee	12
Module 9: The Effects of Fostering on Your Family	09/28/13	Kewaunee	16
<b>Series B5- Foster Parent Foundation Training</b>			
Module 1: Partners in Permanency	09/19/13	Marinette	12
Module 2: Cultural Dynamics in Placement	09/26/13	Marinette	12
Module 3: Maintaining Family Connectedness	10/17/13	Marinette	10
Module 9: The Effects of Fostering on Your Family	10/24/13	Marinette	15
<b>Series B6- Foster Parent Foundation Training</b>			
Module 1: Partners in Permanency	10/05/13	Antigo	11
Module 2: Cultural Dynamics in Placement	10/05/13	Antigo	11
Module 3: Maintaining Family Connectedness	10/19/13	Antigo	17
Module 9: The Effects of Fostering on Your Family	10/19/13	Antigo	15
<b>Series B7- Foster Parent Foundation Training</b>			
Module 1: Partners in Permanency	11/05/13	Sturgeon Bay	7
Module 2: Cultural Dynamics in Placement	11/12/13	Sturgeon Bay	5
Module 3: Maintaining Family Connectedness	11/19/13	Sturgeon Bay	11
Module 9: The Effects of Fostering on Your Family	11/26/13	Sturgeon Bay	11
<b>FOSTER PARENT TRAINING TOTALS</b>			<b>1464</b>
			<b>118</b>

To summarize from the table, in CY2013, the N.E.W. Partnership for Children and Families provided 191 sessions of training over 169 days to 3,042 child welfare staff, supervisors, directors, and foster parents in northern and northeastern Wisconsin.

### Assessment of Training Program Activities

For CY2013, the N.E.W. Partnership worked with the Steering Committee to develop the annual strategic plan, goals and objectives. Four primary goals and nine objectives were identified; they were submitted to DCF with the request for the CY2013 contract in fall 2012. The primary goals included: collaborate with the Behavioral Health Training Partnership to expand cross-system training; collaborate with the Behavioral Health Training Partnership to implement a crisis debriefing model; develop mechanisms to prepare child welfare staff for human service leadership positions; and analyze the capacity to develop, provide and support new training and initiatives.

This section of the annual report summarizes the accomplishments in 2013 for each of the four primary goals.

- I. Collaborate with the Behavioral Health Training Partnership to Expand Cross-System Training: The major accomplishments in 2013 included:
- With the Behavioral Health Training Partnership, co-sponsored the *Shift Your Perspective: Trauma Informed Care* training; one session of the training was provided in January 2013; and
  - With the Behavioral Health Training Partnership, make available a web-based *Trauma Informed Practice* training; staff from both training partnerships worked collaboratively to develop content for a web-based pre-training module that is available to child welfare and behavioral health staff statewide; the module is available at: <http://www.uwgb.edu/bhttp/training/TIPChapters.asp>
- II. Collaborate with the Behavioral Health Training Partnership to Implement a Crisis Debriefing Model: The major accomplishments in 2013 included:
- With the Behavioral Health Training Partnership, continue exploring the needs and provision of crisis debriefing to child welfare and behavioral health staff with completion of the agency-based crisis debriefing focus group sessions. Following the 2012 Spring Administrators Conference entitled *When Response Matters: Restoring Resilience After a Critical Incident*, four agencies volunteered for focus group meetings to be held with their staff and supervisors. Three focus group sessions were held in November and December 2012, with the last two sessions held in February 2013;
  - With the Behavioral Health Training Partnership, share a summary of the focus group gathered feedback and recommendations with agency administrators. Feedback gathered from the focus groups was shared with administrators at the 2013 N.E.W. Partnership Spring Administrators Conference Business Meeting. Recommendations were developed and shared with both Steering Committees. The consensus of both Steering Committees was that option 3, which would involve the Partnership bringing in a trainer to train teams of county identified individuals who would debrief for their county when a crisis debriefing session was needed, was the best choice. County agencies could then choose whether to use their internal staff or contact those from other counties who had been trained; and
  - With the Behavioral Health Training Partnership, develop and implement a crisis debriefing action plan. The action plan was finalized and work began by staff of both partnerships in fall 2013 to prepare for the provision of crisis debriefing training that would be provided in 2014 to county agency staff who will be prepared as agency debriefers.
- III. Develop Mechanisms to Prepare Child Welfare Staff for Human Service Leadership Positions: The major accomplishments in 2013 included:
- Utilizing the work of the Leadership Training Committee's four levels of leadership training: leadership skills training, pre-supervisor training, supervisor/manager initial and foundation training, and management related special skills and topics training,
    1. The N.E.W. Partnership, the Milwaukee Child Welfare Partnership for Professional Development, and central training unit staff updated the *Wisconsin Initial Supervisor Training and Tools* web-based modules and the Supervisor Guide Book. These materials and tools support the initial supervisor/manager training in level three of the Child Welfare Leadership Development Academy; and
    2. Facilitate regular Supervisor Training Meetings and begin identifying supervisor foundation training content areas. NEW Partnership began work on completing a nationwide curriculum search to identify curriculum packages that support the previously identified content clusters. This review will be completed in 2014, with recommendations made to the Curriculum Committee.

- IV. Analyze the Capacity to Develop, Provide and Support New Training and Initiatives: The major accomplishments in 2013 included:
- Supported the roll-out of the statewide Learning Management System, *PDS Online*;
  - Collected information and developed a training plan to support the *Confirming Safe Environments, Ongoing Case Planning* and safety-related training needs of the training region; training was provided as explained in the previous section of this report; and
  - Participated in the Professional Development Executive Committee meetings and its subcommittees: Curriculum Committee, Trainer Standards and Development Committee, and Fiscal Committee.

## Feedback

Feedback from N.E.W. Partnership agencies about the quality of training and the impact training has on increasing the competency of the child welfare workforce is regularly sought at the conclusion of all training sessions and at Steering Committee meetings, Professional Development Advisory Committee meetings, and Regional Supervisors meetings.

Level I evaluations are completed by participants at the conclusion of each training session in order to collect relevant information to improve the content and delivery of training and assure that the training site is conducive to professional development. Level I evaluation results from all training sessions conducted in 2013 are available upon request.

Annually, the N.E.W. Partnership collects information from county agencies, via a formal survey process, to measure the impact of the training on increasing the competencies of the child welfare workforce and to measure satisfaction with the overall training program. The information collected about satisfaction with the overall training program is utilized by N.E.W. Partnership staff and the Steering Committee to make improvements. The information collected about the impact of increasing the competencies of the child welfare workforce is shared in the annual report.

The Satisfaction Feedback Survey was emailed to agency directors in January 2014, asking them to work with their supervisors and staff to complete one survey per agency. Feedback was sought about (1) the ways in which N.E.W. Partnership trainings helped their agencies to reach their staff development goals; (2) the responsiveness of N.E.W. Partnership staff to questions, needs and suggestions; (3) how N.E.W. Partnership could help their agency put the information learned in training into practice; (4) ways in which the N.E.W. Partnership could assist their agencies in better meeting their staff development goals; (5) ways in which to improve the registration process, training announcements, training schedule, and fiscal/invoicing; and (6) additional comments. Fourteen of the 26 agencies, 54%, completed and returned the 2013 survey.

Overall, respondents were pleased with how the trainings have helped to meet their agency staff development goals and with the support provided by N.E.W. Partnership in putting what is learned in the training environment into practice at the agency. (Note: The compiled comments from the complete survey are available upon request.) Themes included:

- Provides high quality, low cost training on topics essential for our work.
- The training is current and because many of the trainers either are, or have been, directly involved in child welfare jobs, there is a definite realistic touch to the training.
- Foundation training has been invaluable in preparing our new staff for child welfare work. This is especially true for pieces of work that are highly regulated with standards, such as Initial



Assessment; and in situations where new standards are being implemented, such as in Ongoing CPS.

- Provides timely, relevant, affordable and quality training for staff, supervisors. Administrative conferences help Directors with achieving goals in assisting staff.
- The Special Skills and Topics training have been very valuable. The Special Skills and Topic trainings continue to address some of the everyday challenges the case managers are dealing with on their caseload. The N.E.W Partnership trainings overall have allowed our staff to continue to stay educated and up to date regarding practice changes.
- Offering advanced training targeting JJ worker topics.
- The Partnership has continued to develop trainings based on input from staff and in direct response to practice issues identified by line staff. At every training session, the Evaluation that attendees complete asks for input regarding future training needs.
- While the N.E.W. Partnership provides post-training Action Plans and suggestions for supervisors in working with staff to integrate learning into practice, transfer of learning from training to the work place is always a challenge.
- Concern was expressed about the lateness with which the Confirming Safe Environments and Ongoing Case Planning training session were provided, with respondents noting the need of DCF and the Partnerships to work closely together to assure that enough training slots are available before eWiSACWIS roll-outs occur.

#### **Title IV-E Match Claimed**

Matching funds provided by the counties are critical to the funding and operation of the N.E.W. Partnership for Children and Families. In addition to the direct monetary contributions that the 26 counties within the N.E.W. Partnership for Children and Families provide annually, the counties pay registration fees for their staff to participate in training and provide what is termed “soft match” by supporting the time and travel costs associated with staff attendance at N.E.W. Partnership trainings and meetings. The registration fees and “soft match” expenses that the counties incur are documented by the N.E.W. Partnership and used as match to claim Title IV-E reimbursement. In CY2013, the certified Title IV-E match generated by county agencies totaled \$629,255.22. These contributions are reported on the CORE report and are subsequently submitted for recovery of allowable federal reimbursement. A breakdown of the amount of match generated by each member agency of the N.E.W. Partnership is provided on the following table. For those agencies outside of the N.E.W. Partnership boundaries, a lump sum total for all agencies is reported on the following table; however, more detail is available upon request.

<b>Agency</b>	<b>Training &amp; Meeting Match</b>
Brown County HSD	\$ 59,811.53
Calumet County DHS	\$ 21,135.86
Door County DHS	\$ 8,485.38
Florence County HSD	\$ 5,457.17
Fond du Lac County DSS	\$ 45,636.69
Forest County DSS	\$ 5,464.87
Green Lake County DHHS	\$ 6,185.01
Kewaunee Co. DHS	\$ 6,156.73
Langlade County DSS	\$ 6,796.75

Lincoln County DSS	\$ 0
Manitowoc County HSD	\$ 28,314.61
Marathon County DSS	\$ 39,594.71
Marinette County DHHS	\$ 19,513.44
Marquette County DHS	\$ 25,059.09
Menominee County DHHS	\$ 13,264.19
Oconto County DHHS	\$ 6,152.79
Oneida County DSS	\$ 17,740.45
Outagamie County DHHS	\$ 72,316.58
Portage County HHSD	\$ 18,077.18
Shawano County DSS	\$ 14,462.63
Sheboygan County HHSD	\$ 28,354.47
Vilas County DSS	\$ 14,745.57
Waupaca County DHHS	\$ 33,581.87
Waushara County DHS	\$ 11,082.95
Winnebago County DHS	\$ 61,689.32
Wood County HSD	\$ 35,764.61
Agencies outside NEW Partnership	\$ 24,410.77
<b>Total</b>	<b>\$ 629,255.22</b>

## Trainers

The N.E.W. Partnership for Children and Families utilizes a cadre of individuals who have specialized knowledge and skill in child welfare and related areas to provide training and curriculum development activities. In 2013, 35 individuals and organizations provided curriculum development activities and training for the 191 sessions that were offered. The individuals who provided the training/curriculum development and the topics they trained/developed in CY2013 are identified in the following table:

<b>NEW Partnership for Children and Families - 2013 Trainers</b>	
<b>Trainer Name</b>	<b>Areas of Expertise</b>
Arendt, Lucy	Fall Administrators Conference – Crucial Conversations: Getting Them Right
Baker, Patty	Foster Parent Foundation; Foster Parent Foundation Training of Content; Separation, Placement and Permanence
Bloedorn, Mike	Secondary Traumatic Stress and the Child Welfare Professional; Secondary Traumatic Stress: Building Resilience in Staff; Ethics and Boundaries 2013 – 2015: Technology and the Professional Self
Blomwillis, Carl	Foster Parent Foundation
Breidel, Jan	CSE; Safety Overview
Brom, Jonelle	DCF 56 Training
Clark, Carlyn	Safety in Child Protective Services (Foundation)
Conard, Candy	Ethics and Boundaries 2013 – 2015: Technology and the Professional Self, curriculum development and training; The Impact of Suicide on

	Youth and Families: The Ones we Miss, curriculum development, training and TOC
Dobbe, Linda	Foster Parent Foundation
Ghilardi, Liz	Sexually Abused and Sexually Traumatized Children: How to Recognize Them and Keep Them Safe
Gravel, Kate	When Domestic Violence and Child Maltreatment Intersect: Building Skills to Engage and Protect
Groessler, Joan	Ethics and Boundaries "Ethics and Boundaries 2013 – 2015: Technology and the Professional Self, curriculum development and training
Hankes, Lisa	Ongoing Case Planning
Heil, Jennifer	Safety in Child Protective Services (Foundation); Engaging to Build Trusting Relationships; Effects of Maltreatment on Child Development; Separation, Placement and Permanency; Access; Initial Assessment; Collaborative Teaming in Human Services; Ongoing Case Planning
Hudson, Elizabeth	Shift your Perspective: Trauma Informed Care
Jensen, Julie	Secondary Traumatic Stress and the Child Welfare Professional; Secondary Traumatic Stress: Building Resilience in Staff; Impact of Suicide on Youth & Families: The Ones we Miss training and TOC
Knutson, Autumn	Ongoing Case Planning; Protective Planning
Kuehn, Deborah	Foster Parent Foundation
Lampe, Kristin	Engaging to Build Trusting Relationships
Jane Lepak-Jostons	Advanced Training in Juvenile Sex Offenders: Case Assessment and Planning
Liedtke, Jodee	Secondary Traumatic Stress and the Human Services Professional
Mathison, Suzanne	Safety in Child Protective Services (Foundation); Initial Assessment in Child Welfare; Safety Booster; Confirming Safe Environments; Safety Overview for Non-CPS Staff
Pahl, Kristy	Foster Parent Foundation; Effects of Maltreatment on Child Development; Engaging to Build Trusting Relationships; Ongoing Case Planning
Patchin, Justin	<u>Cyberbullying, Social Networking, and Sexting: Implications for Child Protection and Juvenile Justice Professionals</u>
Paustian, Michelle	Foster Parent Foundation
Poff, Janet	Protective Planning
Richard, Cheryl	Foster Parent Foundation
Ring, Angela	Foster Parent Foundation
Rolph, Albert	Ongoing Case Planning; Foster Parent Foundation
Sadusky, Jane	When Domestic Violence and Child Maltreatment Intersect: Building Skills to Engage and Protect
Seidl, Susan	Foster Parent Foundation
Sommersberger, Tara	Protective Planning
Stern, Elizabeth	Foster Parent Foundation
Vickery, Tanya	Foster Parent Foundation
Wirtz, Bridget	Foster Parent Foundation

## Conclusion

In 2013, the N.E.W. Partnership continued to provide a wide range of relevant, high-quality training, development, and support activities consistent with its mission. We look forward to serving an integral role as a partner in the continuing efforts to expand and enhance the child welfare professional development system in Wisconsin in 2014 and beyond.