

**Description**

Bid Number 710-18-1004 Data Management and Analysis

**Date and Time of Bid Opening**

April 5, 2018, at 10:30 a.m. CDT

**Vendor's Name and Return Address**

National Council on Crime and Delinquency

426 S. Yellowstone Dr.

Madison, WI 53719

**Principal Investigator**

Chris Scharenbroch

(800) 306-6223

[cscharenbroch@nccdglobal.org](mailto:cscharenbroch@nccdglobal.org)

**Authorized Representative**

Toni Aleman

(800) 306-6223

[taleman@nccdglobal.org](mailto:taleman@nccdglobal.org)

**BID SIGNATURE PAGE**

Type or Print the following information.

PROSPECTIVE CONTRACTOR'S INFORMATION				
Company:	National Council on Crime and Delinquency			
Address:	426 S. Yellowstone Drive			
City:	Madison	State:	WI	Zip Code: 53719
Business Designation:	<input type="checkbox"/> Individual <input type="checkbox"/> Partnership	<input type="checkbox"/> Sole Proprietorship <input type="checkbox"/> Corporation	<input type="checkbox"/> Public Service Corp <input checked="" type="checkbox"/> Nonprofit	
Minority and Women-Owned Designation*:	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> African American	<input type="checkbox"/> American Indian <input type="checkbox"/> Hispanic American	<input type="checkbox"/> Asian American <input type="checkbox"/> Pacific Islander American	<input type="checkbox"/> Service Disabled Veteran <input type="checkbox"/> Women-Owned
AR Certification #: _____		* See Minority and Women-Owned Business Policy		

PROSPECTIVE CONTRACTOR CONTACT INFORMATION			
<i>Provide contact information to be used for bid solicitation related matters.</i>			
Contact Person:	Chris Scharenbroch	Title:	Associate Director of Research Analytics
Phone:	800-306-6223	Alternate Phone:	608-203-8709
Email:	cscharenbroch@nccdglobal.org		

CONFIRMATION OF REDACTED COPY
<input type="checkbox"/> YES, a redacted copy of submission documents is enclosed. <input checked="" type="checkbox"/> NO, a redacted copy of submission documents is <u>not</u> enclosed. I understand a full copy of non-redacted submission documents will be released if requested.  <i>Note: If a redacted copy of the submission documents is not provided with Prospective Contractor's response packet, and neither box is checked, a copy of the non-redacted documents, with the exception of financial data (other than pricing), will be released in response to any request made under the Arkansas Freedom of Information Act (FOIA). See Bid Solicitation for additional information.</i>

ILLEGAL IMMIGRANT CONFIRMATION
By signing and submitting a response to this <i>Bid Solicitation</i> , a Prospective Contractor agrees and certifies that they do not employ or contract with illegal immigrants. If selected, the Prospective Contractor certifies that they will not employ or contract with illegal immigrants during the aggregate term of a contract.

ISRAEL BOYCOTT RESTRICTION CONFIRMATION
By checking the box below, a Prospective Contractor agrees and certifies that they do not boycott Israel, and if selected, will not boycott Israel during the aggregate term of the contract.  <input checked="" type="checkbox"/> Prospective Contractor does not and will not boycott Israel.

**An official authorized to bind the Prospective Contractor to a resultant contract must sign below.**The signature below signifies agreement that any exception that conflicts with a Requirement of this *Bid Solicitation* will cause the Prospective Contractor's bid to be disqualified:


Authorized Signature:  Title: Director of HR and Administration  
 Use Ink Only.

Printed/Typed Name: Toni Aleman Date: April 3, 2018

## SECTION 1 - VENDOR AGREEMENT AND COMPLIANCE

- Any requested exceptions to items in this section which are NON-mandatory **must** be declared below or as an attachment to this page. Vendor **must** clearly explain the requested exception, and should label the request to reference the specific solicitation item number to which the exception applies.
- Exceptions to Requirements **shall** cause the vendor's proposal to be disqualified.


By signature below, vendor agrees to and **shall** fully comply with all Requirements as shown in this section of the bid solicitation.

<b>Vendor Name:</b>	National Council on Crime and Delinquency	<b>Date:</b>	April 3, 2018
<b>Signature:</b>		<b>Title:</b>	Director of HR and Administration
<b>Printed Name:</b>	Toni Aleman		

## **SECTION 2 - VENDOR AGREEMENT AND COMPLIANCE**

- Any requested exceptions to items in this section which are NON-mandatory **must** be declared below or as an attachment to this page. Vendor **must** clearly explain the requested exception, and should label the request to reference the specific solicitation item number to which the exception applies.
- Exceptions to Requirements **shall** cause the vendor's proposal to be disqualified.


By signature below, vendor agrees to and **shall** fully comply with all Requirements as shown in this section of the bid solicitation.

<b>Vendor Name:</b>	National Council on Crime and Delinquency	<b>Date:</b>	April 3, 2018
<b>Signature:</b>		<b>Title:</b>	Director of HR and Administration
<b>Printed Name:</b>	Toni Aleman		

### SECTION 3 - VENDOR AGREEMENT AND COMPLIANCE

- Exceptions to Requirements **shall** cause the vendor's proposal to be disqualified.


By signature below, vendor agrees to and **shall** fully comply with all Requirements as shown in this section of the bid solicitation.

<b>Vendor Name:</b>	National Council on Crime and Delinquency	<b>Date:</b>	April 3, 2018
<b>Signature:</b>		<b>Title:</b>	Director of HR and Administration
<b>Printed Name:</b>	Toni Aleman		

**SECTION 4 - VENDOR AGREEMENT AND COMPLIANCE**

- Exceptions to Requirements **shall** cause the vendor's proposal to be disqualified.

By signature below, vendor agrees to and **shall** fully comply with all Requirements as shown in this section of the bid solicitation.

<b>Vendor Name:</b>	National Council on Crime and Delinquency	<b>Date:</b>	April 3, 2018
<b>Signature:</b>		<b>Title:</b>	Director of HR and Administration
<b>Printed Name:</b>	Toni Aleman		



## CONTRACT AND GRANT DISCLOSURE AND CERTIFICATION FORM

Failure to complete all of the following information may result in a delay in obtaining a contract, lease, purchase agreement, or grant award with any Arkansas State Agency.

SUBCONTRACTOR:  Yes  No  
 SUBCONTRACTOR NAME: National Council on Crime and Delinquency

TAXPAYER ID NAME: 13-1624111  
 IS THIS FOR:  Goods?  Services?  Both?

YOUR LAST NAME: Aleman FIRST NAME: Toni M.I.:

ADDRESS: 426 S. Yellowstone Drive

CITY: Madison STATE: WI ZIP CODE: 53719 COUNTRY: United States

**AS A CONDITION OF OBTAINING, EXTENDING, AMENDING, OR RENEWING A CONTRACT, LEASE, PURCHASE AGREEMENT, OR GRANT AWARD WITH ANY ARKANSAS STATE AGENCY, THE FOLLOWING INFORMATION MUST BE DISCLOSED:**

### FOR INDIVIDUALS \*

Indicate below if: you, your spouse or the brother, sister, parent, or child of you or your spouse *is* a current or former: member of the General Assembly, Constitutional Officer, State Board or Commission Member, or State Employee:

Position Held	Mark (√)		Name of Position of Job Held <small>[senator, representative, name of board/ commission, data entry, etc.]</small>	For How Long?		What is the person(s) name and how are they related to you? <small>[i.e., Jane Q. Public, spouse, John Q. Public, Jr., child, etc.]</small>	
	Current	Former		From MM/YY	To MM/YY	Person's Name(s)	Relation
General Assembly							
Constitutional Officer							
State Board or Commission Member							
State Employee							

None of the above applies

### FOR AN ENTITY (BUSINESS) \*

Indicate below if any of the following persons, current or former, hold any position of control or hold any ownership interest of 10% or greater in the entity: member of the General Assembly, Constitutional Officer, State Board or Commission Member, State Employee, or the spouse, brother, sister, parent, or child of a member of the General Assembly, Constitutional Officer, State Board or Commission Member, or State Employee. Position of control means the power to direct the purchasing policies or influence the management of the entity.

Position Held	Mark (√)		Name of Position of Job Held <small>[senator, representative, name of board/commission, data entry, etc.]</small>	For How Long?		What is the person(s) name and what is his/her % of ownership interest and/or what is his/her position of control?		
	Current	Former		From MM/YY	To MM/YY	Person's Name(s)	Ownership Interest (%)	Position of Control
General Assembly								
Constitutional Officer								
State Board or Commission Member								
State Employee								

None of the above applies



## Contract and Grant Disclosure and Certification Form

**Failure to make any disclosure required by Governor's Executive Order 98-04, or any violation of any rule, regulation, or policy adopted pursuant to that Order, shall be a material breach of the terms of this contract. Any contractor, whether an individual or entity, who fails to make the required disclosure or who violates any rule, regulation, or policy shall be subject to all legal remedies available to the agency.**

**As an additional condition of obtaining, extending, amending, or renewing a contract with a state agency I agree as follows:**

1. Prior to entering into any agreement with any subcontractor, prior or subsequent to the contract date, I will require the subcontractor to complete a **CONTRACT AND GRANT DISCLOSURE AND CERTIFICATION FORM**. Subcontractor shall mean any person or entity with whom I enter an agreement whereby I assign or otherwise delegate to the person or entity, for consideration, all, or any part, of the performance required of me under the terms of my contract with the state agency.
  
2. I will include the following language as a part of any agreement with a subcontractor:  

*Failure to make any disclosure required by Governor's Executive Order 98-04, or any violation of any rule, regulation, or policy adopted pursuant to that Order, shall be a material breach of the terms of this subcontract. The party who fails to make the required disclosure or who violates any rule, regulation, or policy shall be subject to all legal remedies available to the contractor.*
  
3. No later than ten (10) days after entering into any agreement with a subcontractor, whether prior or subsequent to the contract date, I will mail a copy of the **CONTRACT AND GRANT DISCLOSURE AND CERTIFICATION FORM** completed by the subcontractor and a statement containing the dollar amount of the subcontract to the state agency.

**I certify under penalty of perjury, to the best of my knowledge and belief, all of the above information is true and correct and that I agree to the subcontractor disclosure conditions stated herein.**

Signature  Title Director of HR and Administration Date April 4, 2018

Vendor Contact Person Chris Scharenbroch Title Associate Director of Research Analytics Phone No. 800-306-6223

*Agency use only*

Agency Number \_\_\_\_\_ Agency Name \_\_\_\_\_ Agency Contact Person \_\_\_\_\_ Contact Phone No. \_\_\_\_\_ Contract or Grant No. \_\_\_\_\_



National Council on  
Crime & Delinquency

## **EQUAL OPPORTUNITY (EO) EMPLOYER POLICY**

The National Council on Crime and Delinquency (NCCD) is an equal opportunity employer. NCCD is committed to providing a work environment free of harassment; discrimination; retaliation; and other unprofessional conduct based on age, ancestry, color, marital status, medical condition, mental disability, national origin (including whether or not the individual has a driver's license granted under specific sections of the California Vehicle Code), citizenship status, marital status, registered domestic partner status, physical disability, race, religious creed, atheism, sex (including gender, gender identity, gender expression, pregnancy, childbirth, breastfeeding, and medical conditions related to pregnancy or childbirth), sexual orientation (including heterosexuality, homosexuality, and bisexuality), gender (including gender identity, gender expression, and transgender and sex stereotyping), membership or service (current or past) in the armed forces of California or the United States, genetic information (including information about an individual's genetic tests, family members' genetic tests, family members' diseases or disorders, an individual's or family member's receipt of, or request for, genetic services, and participation by an individual or individual's family member in clinical research that includes genetic services), or any other basis protected by federal, state, or local law or ordinance or regulation. It also prohibits discrimination, harassment, or unprofessional conduct based on the perception that anyone has any of those characteristics or is associated with a person who has or is perceived as having any of those characteristics.

## **SIGNED ADDENDA**

There were no addenda released for this IFB.

## **2.1 INTRODUCTION**

This narrative describes how the NCCD Children’s Research Center’s (CRC) comprehensive data model is the industry standard for data management and analysis service. CRC offers a fully integrated model that combines the experience of its team of child welfare researchers, analysts, and practitioners with SafeMeasures®, its state-of-the-art business intelligence solution. This team will work with Arkansas Department of Human Services (DHS) to develop, implement, and customize a comprehensive data management and analysis service similar to what is currently used by some of the largest and most impactful child welfare agencies in the nation and world.

CRC collaborates with agencies around the world to use analytics and research to improve service delivery to children and families. CRC’s model is successful because it relies on an integrated approach to data services. Services, whether simple analytics or targeted system improvement (TSI) efforts, work together to promote agency goals. CRC’s experience has convinced CRC that a cohesive data model equipped with a wide range of analytic tools, subject matter expertise, and a continual feedback loop is the ideal way to support DHS and the Division’s mission, values and goals.

## **2.2 SERVICE DELIVERY LOCATION**

CRC will provide all services during normal work hours and for the agreed-upon number of days unless a different arrangement is made with DHS. CRC will notify DHS immediately of any anticipated delays in service delivery. Work space will be provided at CRC offices for any

staff hired for or assigned to this project. CRC staff will be available for WebEx or GoToMeeting web meetings at DHS's request and will schedule onsite meetings when necessary.

### **2.3 MINIMUM QUALIFICATION**

CRC is a private, nonprofit research organization dedicated to improving the lives of children and families. CRC works with federal, state, and local organizations to improve service delivery in child protection, juvenile justice, public welfare, and education. Founded in 1993, CRC is a center of the National Council on Crime and Delinquency (NCCD) and is housed in Madison, Wisconsin. Staff work as both CRC and NCCD consultants, depending on the population being served.

CRC and NCCD have decades of experience working with states, counties, and federal agencies to research and implement data-driven practices. Please see Appendix A for examples of similar work.

Bios for staff proposed for this project are below. Resumes and transcripts are available in Appendix B.

#### **Chris Scharenbroch, Associate Director of Research Analytics**

Chris Scharenbroch has more than 15 years' experience turning system data into meaningful information through his work with NCCD. He works with child welfare, juvenile justice, adult corrections, education, and adult protection agencies to help them use data to improve their systems.

## Child Welfare Experience

- In his current role as associate director, Chris leads NCCD's predictive analytics and risk assessment development and testing. He has also conducted and assisted with multiple risk assessment validation studies in the United States and internationally.
- Chris leads the research team in creating analytics to support continuous quality improvement, illuminate decision making and service populations, and promote data-informed solutions to help achieve strategic goals.
- He leads and contributes to cross-system projects with education, child protection, and juvenile justice systems.
- Beginning in 2001, Chris helped build and served as lead analyst for NCCD's ad hoc analytics program. Through this subscription-style service, he leveraged and analyzed system data to help multiple agencies efficiently answer questions important to their day-to-day operations.

## Education

Chris has a BS in sociology with a concentration in analysis and research from the University of Wisconsin–Madison.

## Contact

Please contact Toni Aleman, director of administration, for information regarding Chris's employment at NCCD and qualifying experience. She can be reached at:

[taleman@nccdglobal.org](mailto:taleman@nccdglobal.org) or (800) 306-6223.

## Selected Publications by Chris Scharenbroch

2017 Scharenbroch, C., Park, K., & Johnson, K. *Principles for predictive analytics in child welfare*. Madison, WI: National Council on Crime and Delinquency.

- 2017 C Scharenbroch. Diving into social services system crossover [Web log post]. Retrieved from <https://www.nccdglobal.org/blog/diving-social-services-system-crossover>
- 2016 C Scharenbroch. How can human service agencies use risk responsibly? [Web log post]. Retrieved from <https://www.nccdglobal.org/blog/how-can-human-service-agencies-use-risk-responsibly>
- 2015 C Scharenbroch. Big data and predictive analytics in program evaluation [Web log post]. Retrieved from <https://www.nccdglobal.org/newsroom/nccd-blog/big-data-and-predictive-analytics-program-evaluation>
- 2013 Baird, C., Healy, T., Johnson, K., Bogie, A., Wicke Dankert, E., & Scharenbroch, C. *A comparison of risk assessment instruments in juvenile justice*. Madison, WI: National Council on Crime and Delinquency.
- 2011 Bogie, A., Johnson, K., Ereth, J., & Scharenbroch, C. *Assessing risk of future delinquency among children receiving child protection services*. Madison, WI: National Council on Crime and Delinquency.

### Presentations

- Standardized Dispositional Matrices (Virginia Department of Juvenile Justice Judicial Conference, 2017)
- Structured Decision Making: What It Is and Why It Is Important in Juvenile Justice—Standardized Dispositional Matrix as a Structured Decision Making Tool (Virginia Department of Juvenile Justice Statewide Court Service Unit Leadership Summit, 2017)
- Structured Disposition Matrices: The Virginia Model/Practical Application (Virginia Department of Juvenile Justice Statewide Court Service Unit Leadership Summit, 2017)
- Tractor Game (Virginia Department of Juvenile Justice Statewide Court Service Unit Leadership Summit, 2017)
- MacGyvering Data Solutions (NCCD Conference on Children, Youth, and Families, 2016)
- Policy and Prediction in Detention Screening Assessments (NCCD Conference on Children, Youth, and Families, 2016)
- Annie E. Casey Foundation Deep End Panel Discussion (NCCD Conference on Children, Youth, and Families, 2016)

- Workshop (American Evaluation Association Conference: Visionary Evaluation for a Sustainable, Equitable Future, 2014)
- Child Welfare in the Information Age: Translating Data Into Practice (NCCD Conference on Children, Youth, and Families, 2014)
- Inaccurate, unreliable, inequitable, and useless? Evaluating Risk Assessment Instruments (NCCD Conference on Children, Youth, and Families, 2014)
- *Risk Matters: A Study of Reliability, Validity, and Equity of Various Risk and Needs Assessments Used in Juvenile Justice* (Wisconsin Juvenile Court Intake Association Conference, 2013)
- *Risk Matters: A Study of Reliability, Validity, Equity, and Cost of Various Risk and Needs Assessments Used in Juvenile Justice* (18th National Symposium on Juvenile Services, 2012)

### **Elizabeth Harris, Senior Researcher**

Elizabeth Harris, PhD, is a senior researcher with NCCD and has extensive experience with research and analysis in child welfare.

#### Child Welfare Analytics Experience

During her time as senior data/research analyst for San Francisco's child welfare agency, from 2012 to 2017, Elizabeth did the following.

- Evaluated contracted service programs for foster youth. Notably, Elizabeth served as the primary Human Services Agency liaison for a three-year, federally funded Administration of Children and Families' pilot study to measure the effect of integrated family finding, family engagement, and family group decision making on permanency outcomes in new child welfare entry cohorts. Elizabeth also evaluated differential response programs, adoption programs, and kinship programs.
- Evaluated internal child welfare initiatives to determine the most effective strategies for reducing reentry. Elizabeth compared the safety outcomes of



children and families who had participated in a voluntary family maintenance program to children and families who participated in a voluntary differential response program.

- Managed an evaluation of a cross-agency collaborative between child welfare and TANF programs to measure the effect of allowing families to receive TANF benefits and TANF work credit for active participation in family reunification cases.
- Evaluated the relationship between race, ethnicity, and adoption outcomes for children and youth in San Francisco.
- Constructed or managed the construction of roughly 100 internal and stakeholder reports, including web-based interactive reports, to measure and monitor child welfare performance.
- Collaborated with faculty from the University of California, Davis, the University of California, Berkeley, and the University of Nebraska to test and develop safety-organized practice fidelity tools.
- Supervised the work of junior analysts and program specialists in performing analytic work. Elizabeth also conducted trainings and coaching sessions with child welfare supervisors, managers, and executives to improve their capacity to collect, use, and interpret child welfare data.

Since March 2017, Elizabeth has been employed with NCCD as a senior researcher. In her current role, she is the project manager and principal investigator for the following research studies.

- The Title IV-E Demonstration Project for the State of California and the Administration for Children and Families, including a process study and outcomes study across 14 agency sites and seven major California counties.
- Program evaluations in San Diego, including an evaluation of an integration of Darla Henry's 3-5-7 Program with Kevin Campbell's Family Finding model and an evaluation of a version of Marty Byer's family visit coaching in four nonprofit sites across San Diego.

### Prior Experience and Education

Elizabeth began her career in nonprofit development for social services agencies. She then spent four years with the City of Alameda's Community Development Unit, where she administered the city's public service grants, staffed city committees, conducted needs assessments, and managed grant-funded programs for children and families. While working on her doctorate, Elizabeth designed and taught college courses in sociology.

Her PhD in sociology is from Washington State University.

### Contact

Please contact Toni Aleman, director of administration, for information regarding Elizabeth's employment at NCCD and qualifying experience. She can be reached at: [taleman@nccdglobal.org](mailto:taleman@nccdglobal.org) or (800) 306-6223. Barrett Johnson, program director with Family & Children's Services with the City and County of San Francisco, can provide information on Elizabeth's work with his program. He can be reached at [Barrett.Johnson@sfgov.org](mailto:Barrett.Johnson@sfgov.org) or at 415-557-5379.

### Selected Publications by Elizabeth Harris

- 2017 Harris, E. C., & Estevez, M. L. The role of gender and motherhood ideologies in perpetuating workplace inequality. *Journal of Research in Gender Studies*, (7)2.
- 2015 Trimble O'Connor, L., Kmec, J. A., & Harris, E. C. "Work and family in the new economy." Pages 249–276 in *Giving Care and Perceiving Discrimination: The Social and Organizational Context of Family Responsibilities Discrimination* (S. K. Ammons & E. L. Kelly, eds.). United Kingdom: Emerald Group Publishing Limited.

- 2014      Fussell, E., & Harris, E. Homeownership and vulnerability to housing displacement after Hurricane Katrina among low-income African-American mothers in New Orleans. *Social Science Quarterly*, 95(4): 1086–1100.
- 2012      Sherman, J., & Harris, E. Social class and parenting: Classic debates and new understandings. *Sociology Compass*, 6(1): 60–71.

### **Andrea Bogie, Researcher**

Andrea Bogie is a researcher with NCCD and has extensive experience with research and analysis in child welfare, juvenile delinquency, the adult aging population, and monitoring the academic achievement of at-risk children.

#### Child Welfare Experience

Since joining NCCD in 2005, Andrea has led and worked on a variety of projects involving child welfare systems and data. Many of these projects required working with large, relational datasets from agency management information to help answer research questions and translate findings into ways to strengthen practice.

- Since 2008, Andrea has conducted child welfare risk assessment implementation and validation studies in several jurisdictions, including North Carolina, Connecticut, Minnesota, Indiana, Texas, New Jersey, Vermont, and Taiwan.
- She has written dozens of data management reports for child welfare agencies in various jurisdictions and has experience assisting agencies translate research to practice.
- In 2010, Andrea was part of the NCCD team that constructed a pilot actuarial delinquency prevention assessment for use in child welfare.
- In 2014, Andrea collaborated with other team members to design and carry out a child protective services (CPS) workload study for the State of Michigan.

- In 2017, she worked as part of a consulting team that guided a CPS agency to conduct their own risk validation study to support ongoing agency CQI processes.

### Other Relevant Work

In addition to child welfare-related work, Andrea has completed analytics projects for adult protective service (APS) and juvenile justice agencies, among others. In 2010, she assisted with the development of an actuarial risk assessment for APS agencies and has validated and conducted implementation analyses of that assessment in other jurisdictions. Andrea conducted outcome analyses for several juvenile justice risk assessment validations as part of a national research study funded by the Office on Juvenile Justice and Delinquency Prevention. In addition, she is the lead researcher for school monitoring reports for charter schools in the City of Milwaukee.

### Prior Experience and Education

Prior to joining NCCD over 12 years ago, Andrea provided direct services as an AmeriCorps teacher and mental health case manager. She has an MSW with a concentration in community organization, policy, and advocacy from Syracuse University and a Bachelor of Science in psychology and social welfare from the University of Wisconsin–Madison.

## Contact

Please contact Toni Aleman, director of administration, for information regarding Andrea's employment at NCCD and qualifying experience. She can be reached at: [taleman@nccdglobal.org](mailto:taleman@nccdglobal.org) or (800) 306-6223.

## Selected Publications by Andrea Bogie

- 2015 Bogie, A., & Wicke Dankert, E. *Preliminary risk assessment fit analysis of the SDM® family risk assessment*. Madison, WI: National Council on Crime and Delinquency.
- 2014 A Bogie. Running the data for better lives and better work [Web log post]. Retrieved from <https://www.nccdglobal.org/newsroom/nccd-blog/running-data-better-lives-and-better-work>
- 2011 Bogie, A., Johnson, K., Ereth, J., & Scharenbroch, C. *Assessing risk of future delinquency among children receiving child protection services*. Madison, WI: National Council on Crime and Delinquency.
- 2010 Johnson, K., Bogie, A., Wagner, D., & Park, K. *Developing an actuarial risk assessment to inform the decisions made by adult protective services workers*. Madison, WI: National Council on Crime and Delinquency.
- 2010 Park, K., Johnson, K., Flasch, S., & Bogie, A. *Structuring decisions in adult protective services*. Madison, WI: National Council on Crime and Delinquency.

## **Erin Wicke Dankert, Researcher**

Erin Wicke Dankert, a researcher with NCCD, specializes in data collection, interpretation, and analysis in child protective services, adult protective services, education, and juvenile justice.

## Child Welfare Experience

Since joining NCCD in 2006, Erin has been involved in a multitude of child welfare data and analytics projects.

- Since 2006, Erin has contributed as a lead researcher on NCCD's ad hoc analytics team, navigating complex data management systems to respond to agency questions and complete reports for multiple child welfare agencies. Additionally, as part of the ad hoc analytics service, Erin provides technical assistance to child welfare analysts, including onsite training.
- Erin has conducted and assisted with Structured Decision Making® (SDM) risk assessment fit and validation studies for multiple child welfare agencies in the United States and internationally, including Connecticut, Delaware, Rhode Island, Utah, California, Texas, and Singapore. She was one of the primary analysts for the Texas Adult Protective Services (APS) SDM® risk fit study.
- She has conducted inter-rater reliability studies of the SDM decision-support system to examine consistency of worker responses to item questions and assessment decisions when the tools and definitions are applied.
- Erin has developed SDM management reports to assist agencies in identifying areas of strength and barriers to SDM implementation and has experience communicating with agencies to translate research into practice recommendations.
- Erin has contributed to several studies led by the California Department of Justice examining child welfare practices, focusing on improving outcomes for children and families served by these agencies.

## Other Relevant Work

In addition to child welfare-related work, Erin has lead and assisted with analytics projects for APS and juvenile justice agencies. Erin conducted outcome analyses for several juvenile justice risk assessment validations as part of a national research study funded by the Office of Juvenile Justice and Delinquency Prevention.

### Prior Experience and Education

Prior to joining NCCD, Erin was employed with the Wisconsin Longitudinal Study at the University of Wisconsin–Madison as an undergraduate research assistant. Erin holds Bachelor of Science degrees in statistics, psychology, and sociology with a concentration in analysis and research from the University of Wisconsin.

### Contact

Please contact Toni Aleman, director of administration, for information regarding Erin's employment at NCCD and qualifying experience. She can be reached at:

[taleman@nccdglobal.org](mailto:taleman@nccdglobal.org) or (800) 306-6223.

### Selected Publications by Erin Wicke Dankert

- 2015 Bogie, A., & Wicke Dankert, E. *Preliminary risk assessment fit analysis of the SDM® family risk assessment*. Madison, WI: National Council on Crime and Delinquency.
- 2015 E Wicke Dankert. Analytics: It's more than the numbers [Web log post]. Retrieved from <https://www.nccdglobal.org/newsroom/nccd-blog/analytics-its-more-numbers>
- 2013 Baird, C., Healy, T., Johnson, K., Bogie, A., Wicke Dankert, E., & Scharenbroch, C. *A comparison of risk assessment instruments in juvenile justice*. Madison, WI: National Council on Crime and Delinquency.
- 2013 Wicke Dankert, E., & Johnson, K. *Risk assessment validation: A prospective study*. Madison, WI: National Council on Crime and Delinquency.

## **Dan Feeney, Data Systems Architect**

Dan Feeney, data systems architect for NCCD, has experience managing multiple database platforms, programming in procedural and object-oriented languages, and administering web applications that support agency activities. He joined NCCD in 2003 as a web application developer, working on web-based implementations of the Structured Decision Making® system. In 2005, he joined the SafeMeasures® team as a database administrator, implementing clustering and other high-availability technologies to improve systems reliability. He currently supports the agency's technical activities by overseeing the database administrators' team, developing data extract and load procedures, and collaborating with senior application architects to design new systems. Dan has a bachelor's degree from the University of Wisconsin–Madison and is an Oracle Certified Professional.

### Contact

Please contact Toni Aleman, director of administration, for information regarding Dan's employment at NCCD and qualifying experience. She can be reached at: [taleman@nccdglobal.org](mailto:taleman@nccdglobal.org) or (800) 306-6223.

## **Casey Foshay, SafeMeasures® Operations Manager**

Casey Foshay manages the operations team for SafeMeasures®. This team consists of business analysts who handle all client interactions and are responsible for ensuring the quality of all SafeMeasures reporting. Casey has a background in customer service and technical support. Since joining NCCD in 2004, he has worked on many NCCD web applications including



SafeMeasures, the Structured Decision Making® system, the Juvenile Assessment and Intervention System™/Correctional Assessment and Intervention System™, and NCCD's data collection system. Casey has a bachelor's degree from the University of Wisconsin–Madison.

### Contact

Please contact Toni Aleman, director of administration, for information regarding Casey's employment at NCCD and qualifying experience. She can be reached at:

[taleman@nccdglobal.org](mailto:taleman@nccdglobal.org) or (800 )306-6223.

### **Tim Stellick, Programmer**

Tim Stellick is a programmer associate with the SafeMeasures® analytics team. Since joining NCCD in 2008, Tim has been the primary analyst and has contributed to a variety of SafeMeasures projects using child welfare systems and data. SafeMeasures analyses require Tim to work with large, relational datasets from agency management information systems to assess agency performance and target efforts to improve outcomes. He has written reports aimed at strengthening administrators' understanding of jurisdiction standing, as well as tools aimed at assisting day-to-day efforts for front-line workers (such as alerts, calendars, and caseload tools). Tim is lead analyst for the jurisdictions of New Jersey and Virginia. He has maintained the SafeMeasures code base, an understanding of client data systems, and changes to said systems over the years.

In addition to child welfare-related work, Tim has assisted the NCCD research team in projects using his programming and jurisdiction-specific knowledge. Tim also has served as a

judge for NCCD's Media for a Just Society awards, which recognize media that further public understanding of issues related to child welfare and juvenile and criminal justice. He holds a BS from the University of Wisconsin–Madison.

### Contact

Please contact Toni Aleman, director of administration, for information regarding Tim's employment at NCCD and qualifying experience. She can be reached at:

[taleman@nccdglobal.org](mailto:taleman@nccdglobal.org) or (800) 306-6223.

## **2.4 SCOPE OF WORK**

CRC is uniquely positioned to offer DHS all data management and analysis services necessary to promote the Division's mission, values, and goals. Internationally recognized for its work in child welfare, CRC staff bring a broad mix of research and case practice expertise to issues of accountability and systems improvement. CRC staff offer a wide array of expertise in research and the use of data to improve service delivery systems. To create data management and analysis services for DHS, CRC will provide analytics services, business intelligence, and research and evaluation solutions.

CRC's model for data management and analysis services was developed through a rich history of using data to support better decision making and improve outcomes for children, youth, individuals, families, and communities. To accommodate the DHS scope of work, CRC will provide business intelligence solutions, analytics services, and a platform for TSI. CRC's data

services are detailed in section A. CRC's Data Services below. Services are described separately to offer specific details on utility and experience.

**A. CRC's Data Services**

1. Automated Business Intelligence: SafeMeasures®

The foundation of CRC's data management and analysis service offering to DHS is SafeMeasures, CRC's dynamic web reporting platform. SafeMeasures is an interface to view, report on, and interact in near-real time with existing case management data. Users will have access to myriad reporting features that connect all cases, investigations, and events to the worker, supervisor, office, and region. These connections promote accountability and serve as a launching point for all data and reporting services. (A full statement of work for SafeMeasures is provided in Appendix C.)

*a. How SafeMeasures® Works*

SafeMeasures is a hosted solution provided by CRC. CRC's SafeMeasures team will work with DHS to develop and automate a process to extract data from DHS's case management system and securely transmit and store the extracted data at CRC. CRC has audited security processes and systems to receive and store these data (described in further detail in Appendix E). These data will be processed into a comprehensive, reliable child welfare reporting solution with a user-friendly interface and analytical capabilities.

*b. Where SafeMeasures® Is Used*

SafeMeasures was first implemented in 2001 in Orange County, California. Since then, SafeMeasures use has expanded throughout California. It is also used statewide in New Jersey, Virginia, Maryland, and Tennessee; and in Allegheny County, Pennsylvania (Pittsburgh); Mecklenburg County, North Carolina (Charlotte); and New York City to better manage their child welfare and juvenile justice systems.

SafeMeasures is supported by a significant investment in data storage, processing, and display technologies. This infrastructure allows CRC to process millions of records each day and provide reporting for over one million children and families nationwide.

*2. Analytics Services*

CRC's analytics services help agencies develop and promote a strong data culture by providing staff, managers, and administrators with answers to their important data questions. CRC analysts provide technical assistance and consulting to support ongoing accountability and quality improvement processes, illuminate agency decision structures and service populations, and improve practice to achieve strategic goals. The fundamental goal of the service is providing actionable, useful results to help guide agency decision making by leveraging already available data resources. (A full statement of work for CRC's analytics services is provided in Appendix D.)

*a. How CRC's Analytics Services Work*

CRC's analytics services are designed to support and answer any data-related question. The analytics services will often leverage the same data extract provided by DHS for the

SafeMeasures application. Additionally, CRC's analytics services can accommodate analysis based on other data sources, including but not limited to administrative data from other human services agencies (e.g., juvenile justice, welfare, or education agencies) or assessment/program information not collected in the DHS system. CRC analytic services are also available to analyze new primary data collection, such as survey information or case reading notes that can be used to support TSI efforts.

The nature of CRC's analytics services allows an incredible amount of flexibility because providing answers to data questions requires a wide range of skills and capacity. Services can be as straightforward as providing a list of cases to monitoring trends over time or as involved as evaluating a program or statistically modeling client behavior. The various methods and solutions encompassed by CRC's analytic services include technical assistance for ad hoc and routine target analysis, profile analysis, management reporting, and research.

*b. Where CRC's Analytics Services Are Used*

CRC's analytics services provide customized insights into what you are doing, how well you are doing it, the impact you are making, and available opportunities for system improvement. Agencies typically leverage CRC analytics on a deliverable or report basis or by contracting for CRC staff on retainer to develop on-demand reporting. CRC analytics services have developed hundreds of case management reports for state and local child welfare agencies in California; New Jersey; Virginia; Ohio; New Hampshire; Alaska; Connecticut; Michigan; Minnesota; New Mexico; Vermont; Wisconsin; and Queensland, Australia.

CRC is currently providing on-demand ad hoc analytics for the following California counties: San Diego, Santa Cruz, San Francisco, Humboldt, and Los Angeles. CRC also has current analytics service arrangements in Connecticut, Michigan, and New Mexico.

### 3. Targeted System Improvement

CRC's TSI is a necessary supplement to the data management and analysis services. It provides a research framework that will help DHS and CRC guide agency decision making and support an ongoing continuous quality improvement (CQI) culture. The TSI model operates in phases and is used to develop macro- or micro-level solutions. It is a framework to bring subject matter experts together using data to analyze current practice, implement and monitor CQI activities, and assess results.

#### *a. How CRC's TSI Works*

The CRC TSI team is composed of experts in child welfare practice, data science, and business intelligence. CRC will partner with DHS to develop any new data solutions necessary to support the data management and analysis service. This would include but not be limited to the development of new SafeMeasures reporting, analytic services, or research methodologies to examine and analyze qualitative data.

The TSI team will help ensure success throughout the course of the project. This team is a standing group available to DHS to help develop new data-informed solutions for the data management and analysis service.

b. *Where CRC's TSI Is Used*

CRC is currently using its TSI model to support fidelity in case management operations in Humboldt County and Los Angeles County in California and to plan evaluation efforts for federal work regarding Title IV-E waivers in California and local evaluation efforts in County of San Diego, California, and Travis County, Texas.

**B. CRC's Data Services for DHS Data Management and Analysis**

CRC's proposal for DHS includes SafeMeasures, analytic services, and the TSI model. In practice, CRC's data services overlap and interchange to incorporate CRC's collective experience providing data services around the country and world. CRC uses this feedback loop to integrate cutting-edge business intelligence with research, policy, and practice expertise. This collective service offering will ensure all requirements requested by DHS are met.

Required services are numbered according to the RFP but displayed in chronological order of expected implementation, beginning with CRC's SafeMeasures offering.

4. Completion of data sample selection, pre-population of Quality Services Peer Review (QSPR) forms with Children's Reporting and Information System (CHRIS) data, and generation of quantitative results for each service area.

SafeMeasures is a dynamic, web-based reporting system that transforms case management data into actionable information to help staff serve their clients. Using daily agency data extracts, SafeMeasures provides near-real time data on metrics tailored to agency specifications. SafeMeasures offers two primary types of reporting: dashboards and data reports.

Both types are scalable from statewide aggregates to the county level and down to caseload details for a specific worker.

SafeMeasures can include reporting for DHS when data solutions can be leveraged from existing data housed in the case management system. Reporting and access will be customized per DHS policy and practice, and internal and external users will access SafeMeasures via a secure web application.

SafeMeasures' robust security options allow the agency to control the level of detail available for different audiences. These options can be incorporated at the user account level or directly into a SafeMeasures data report or dashboard. This allows flexibility for the level of detail seen by users logged into SafeMeasures or seen in displays exported from SafeMeasures (e.g., an annual performance dashboard). CRC places the utmost importance on data security and will take all steps necessary to ensure that confidential data remain secure.



Figure 1 is an example of a SafeMeasures menu. Reports can cover topics ranging from timeliness of referral contacts to the names and addresses of foster children in proximity to active natural events. DHS will have the option to build custom reports for the county, state, or community.

Figure 1: Sample SafeMeasures® Menu

The screenshot displays the 'Child Welfare Menu' interface. At the top, it shows the user's name 'Sarah Hesse', 'Contact Us', and 'Log out' options. A dropdown menu for 'County' is set to 'All Counties'. The main menu is divided into several sections:

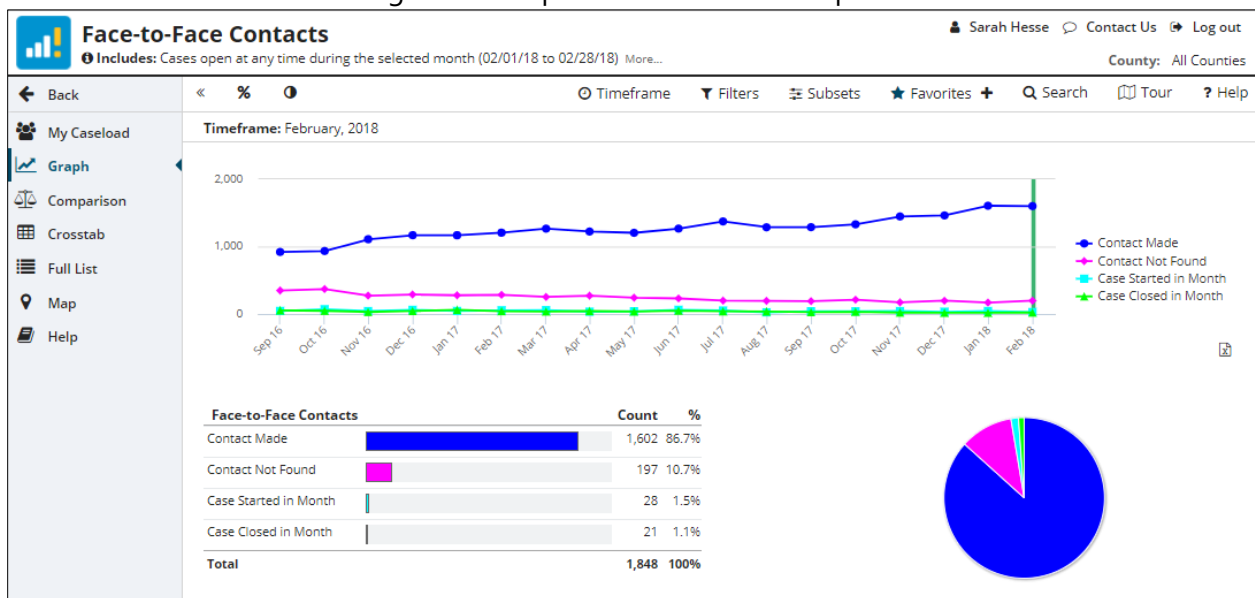
- My Dashboard**: My Dashboard, My Upcoming Work, My Calendar, My Unit's Calendar, KPI Scorecard (CPS), KPI Scorecard (JJ).
- Child Welfare Menu**: Juvenile Justice Menu, Racial Equity Initiatives, Index.
- Support Center**: Support Center, Change Password, Manage Users, Usage Report.

The main content area features several report categories, each with a list of sub-reports:

- Caseload Management**:
  - Primary Assignments by Case Type
  - Assignments by Role (Primary/Secondary)
  - Disaster Proximity Map
- Referrals**:
  - Time to Investigation
- Placements**:
  - Placement Type
  - Foster Care Monthly Worker Visits
  - Monthly Client Visits With Family Members
  - Monthly Client Visits With Siblings
  - Discharges: Reason
  - Discharges: Length of Stay (From Last Removal Date)
  - Discharges: Length of Stay (From Last Setting Entry Date)
  - Active Foster Care: Length of Stay (From Last Removal Date)
  - Active Foster Care: Length of Stay (From Last Setting Entry Da...)
  - Active Foster Care: Placement Locality
  - Active Foster Care: Zip Code
  - Active Foster Care: Distance From Removal Home
  - Title IV-E Penetration
  - Independent Living Assessment Status
  - Transitional Living Plan Status
  - Children in Placement: Court Hearing Status
- CPS Cases**:
  - Case Type Time Open
  - CPS Case Contacts (Monthly)
  - CFSR C1.1 & C1.2: Reunification Within 12 Months (Exit Cohort)
  - Prevention/Support Case Contacts
  - Ongoing CPS Initial Service Plan Timeliness
  - Ongoing CPS Service Plan Status
- Adoption**:
  - TPR Status
  - Adoption Goal Change
- Data Issues**:
  - Removal Episodes Without a Placement Location
  - Open Placements in In-Home Cases
  - Reunification Cases Without an Open Placement
  - Invalid Client Addresses
  - Invalid Legal Authority
- Monthly Measures**:
  - Monthly Measures

Figure 2 shows the graph view of a SafeMeasures report for a common metric, monthly face-to-face contacts. SafeMeasures reports show performance trends over time; a comparison view of performance across counties, offices, or units; and a list view of pertinent details for every client in the report. All report views are available at the state and county level and can provide additional detail at the office, unit, or even caseload level.

Figure 2: Sample SafeMeasures® Report































































Beyond multiple data views, all SafeMeasures reports include complete documentation, including methodology, category definitions, and agency policy. They also include various tools to allow users to further customize data. Thus, all users in the agency have access to the same data, with tools to ensure that they can access data in a form best-suited to support their work.

Whereas SafeMeasures data reports provide multiple data views of one metric, SafeMeasures also includes dashboards, which offer a summary of multiple metrics.

A task-based dashboard (Figure 3) provides workers and supervisors with a daily updated caseload status for multiple tasks, including contacts, court dates, case plans, and more. Empowering staff with timely, targeted data helps them better serve their clients. They can review completed work to ensure that their data entry is correct, and they can plan upcoming work to ensure that their clients are receiving services within required timeframes.

Figure 3: Task-Based Worker Dashboard

	Client Name	Case ID	Status	Risk Level	Next Birthday	Monthly Contact	Case Plan	Assessment	Sup Review
	Anand, Prescili	7238933	A	Very High					
	Arciniega, Britni	5202913	B	Very High					
	Arens, Diana	10255368	B	Low					
	Bee, Akthar	9074329	C	Moderate					
	Bresniker, Aurelio	9317725	A	High					
	Claude, Tiyani	9920883	D	Moderate					
	Delacruz, Shamyra	3463450	A	High					
	Donoho, Tajun	7852955	A	Low					
	Dorval, Gricelda	5571356	D	Moderate					
	Elizardo, Evelin	10402561	A	Very High					
	Fortin, Zavier	3222577	B	Low					
	Freer, Tee	5587386	B	Very High					

Note: This image comes from a demonstration version of SafeMeasures. No actual client data are shown.

The results of collective staff efforts are then reflected at the aggregate level in data reports, where performance can be reviewed at the statewide level down to the unit level. Monitoring what is happening *now* allows staff to proactively assess and adjust practice before issues

become negative, permanent outcomes. Providing all staff access to the same data promotes a collaborative, transparent approach to improving performance and outcomes. (Section C. Expected Impact provides additional details on the benefits of agency-wide data use.)

1. Monthly county-level summations of quantitative and qualitative data and a statewide summation of the same.

SafeMeasures reporting services are customizable and will be developed through an engagement process facilitated by CRC's analytics and practice experts. Once CRC and DHS staff have determined the metrics to include in a monthly summation, CRC staff will automate the analysis and display results in near-real time at the county and statewide levels.

These reports will be available to as many users as requested by DHS as an aggregate "scorecard" dashboard (Figure 4).

Figure 4: Statewide Comparative View of Scorecard Metrics

County	Total Score	Perm. Discharges > 85 %	Cong. Care < 15 %	Family-Based Placements > 80 %	Kinship Placements > 25 %	Foster Care Visits > 90 %	Discharge to Reunification in 12 Months > 76 %	Reentry w/in 12 Mos < 10 %	Discharge to Adoption in 24 > 45 %	24 Mo Discharge > 30 %	Setting Stability > 85 %	No Prior Referrals > 95 %	No Abuse in Care > 99 %	CPS Visits > 90 %	Referral Contacts > 90 %
Badger	72	85.8%	16.4%	78.7%	26.1%	91.4%	78.0%	7.5%	45.5%	32.5%	85.8%	92.5%	99.3%	92.5%	88.8%
Eagle	72	92.7%	15.5%	86.4%	23.6%	94.5%	86.4%	8.2%	42.7%	29.1%	92.7%	96.4%	100%	96.4%	94.5%
Tiger	43	86.0%	17.8%	81.5%	22.9%	89.2%	81.5%	13.4%	45.2%	33.8%	86.0%	90.4%	98.7%	89.8%	88.5%
Wildcat	65	89.6%	17.4%	82.6%	22.6%	92.2%	80.0%	9.6%	39.1%	29.6%	89.6%	93.0%	100%	92.2%	92.2%
Wolverine	50	87.1%	15.3%	79.6%	21.2%	92.2%	77.6%	9.8%	37.3%	28.2%	86.7%	93.3%	99.2%	93.3%	89.4%
Hokie	72	87.4%	13.7%	84.2%	21.1%	93.7%	84.2%	7.4%	46.3%	35.8%	87.4%	94.7%	98.9%	94.7%	90.5%
Total	72	87.5%	16.1%	81.2%	23.2%	91.9%	80.2%	9.3%	42.4%	31.2%	87.4%	93.1%	99.3%	92.9%	90.1%

This view compares performance for each metric on the scorecard by county. If desired by DHS, CRC can provide further comparative views for all units in a county, as shown in Figure 5.

Figure 5: County-Level Comparative View of Scorecard Metrics

Office	Total Score	Perm. Discharges > 85 %	Cong. Care < 15 %	Family-Based Placements > 80 %	Kinship Placements > 25 %	Foster Care Visits > 90 %	Discharge to Reunification in 12 Months > 76 %	Reentry w/in 12 Mos < 10 %	Discharge to Adoption in 24 > 45 %	24 Mo Discharge > 30 %	Setting Stability > 85 %	No Prior Referrals > 95 %	No Abuse in Care > 99 %	CPS Visits > 90 %	Referral Contacts > 90 %
East Office	58	85.1%	9.5%	81.1%	18.9%	89.2%	81.1%	6.8%	43.2%	27.0%	85.1%	90.5%	100%	90.5%	87.8%
North Office	36	82.7%	22.7%	77.3%	30.7%	88.0%	76.0%	8.0%	48.0%	34.7%	82.7%	89.3%	98.7%	89.3%	85.3%
South Office	93	94.9%	16.9%	81.4%	25.4%	96.6%	81.4%	8.5%	47.5%	35.6%	94.9%	98.3%	100%	98.3%	94.9%
West Office	36	81.7%	16.7%	75.0%	30.0%	93.3%	73.3%	6.7%	43.3%	33.3%	81.7%	93.3%	98.3%	93.3%	88.3%
Total	72	85.8%	16.4%	78.7%	26.1%	91.4%	78.0%	7.5%	45.5%	32.5%	85.8%	92.5%	99.3%	92.5%	88.8%

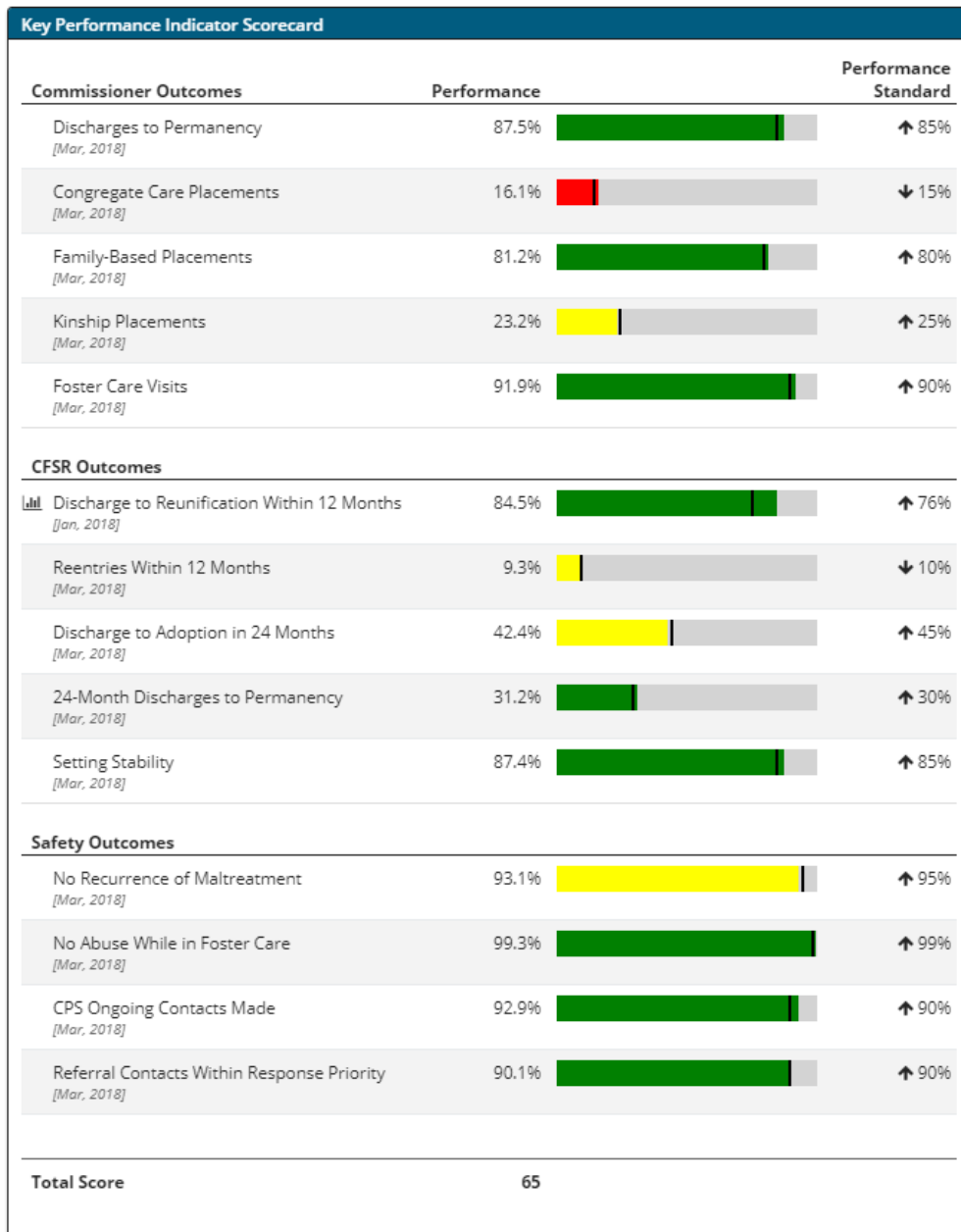
CRC will use its analytic services and TSI model to supplement the SafeMeasures reporting capacity. These data services provide the necessary flexibility to work with qualitative data or to collect new information when necessary for the monthly summation reports. These reports can be developed and provided to DHS monthly for both the county and state.

2. Mandated reports including without limitation monthly County Profile Reports, Quarterly Performance Reports (QPR), Annual Report Cards (ARC), Workload Reports, Caseload Reports, Human Resources Reports, and other similar reports requested by DHS.

CRC has long provided data to agencies for familiar outcomes such as the Child and Family Services Review safety and permanency measures, recurrence, adoption completion, termination of parental rights (TPR) timeliness, etc., via SafeMeasures reports and dashboards. SafeMeasures will leverage case management data to create DHS reports such as the County

Profile, Quarterly Performance, Annual Report Cards, Workload, Caseload, and Human Resource reports. They will be available to any user in SafeMeasures as a key performance indicator (KPI) scorecard. KPIs are expandable to show trend and other details, and each metric is linked to a standard SafeMeasures report for further data customization.

Figure 6: SafeMeasures® KPI Scorecard



6. Completion and submission of monthly reports that comprehensively identify and analyze services delivered by DHS in relation to DHS' mission, goals, and values.

SafeMeasures trend graphs can incorporate a trend line for state goals to easily determine adherence to goals over time. All SafeMeasures reports are fully documented and can include agency policy and performance expectations, which will support CRC staff as they create narrative analyses of performance as it relates to the agency's mission, values, and goals.

CRC and DHS will use the report screen context to ensure they include narrative analysis of how the services delivered by DHS reflect the Division's mission, values and/or goals.

Additionally, CRC's analytics services include a management report writing service. DHS can use CRC's customized reports to answer critical management questions, promote data culture, monitor case management, and strengthen CQI efforts. This management report service will include the development and routine provision of reports that detail information not captured in the DHS case management system.

This reporting format will be used to develop any reports that require data sources beyond DHS's case management system or customization not available through SafeMeasures. (Examples of custom reports developed by CRC analytics services can be found in Appendix D).

3. Up to twenty-five (25) ad hoc reports per month, as requested by DHS, that provide data and data analyses related to DHS service delivery.

SafeMeasures reports provide multiple viewing options by timeframe, aggregates, and data views. In addition, every SafeMeasures report can be queried, thus providing users a direct data interface. Unlimited, near-real time ad hoc analysis tools allow users to develop queries based on timeframes or characteristics (e.g., demographics or key decision points) or to cross-

tabulate by office or unit. Each ad hoc analysis provides data in charts, tables, and detailed lists of cases that make up each category.

CRC will offer additional ad hoc reporting to delve deeper into the SafeMeasures datasets or explore new research questions. An ad hoc report will fill an information gap, strengthen a CQI effort, or explore a new research area. Ad hoc reporting allows DHS to ask any questions that can be answered with data. CRC has produced hundreds of ad hoc reports. See Appendix D for a description of actual reporting requests.

5. Completion of data sample selection, pre-population of Quality Services Peer Review (QSPR) forms with Children's Reporting and Information System (CHRIS) data, and generation of quantitative results for each service area.

CRC's analytic services will provide DHS with datasets and aggregate data to support agency operations. Data and reporting services will be customized specifically to meet DHS's needs. This information can be provided as raw data, e.g., as case lists that include service activities, case characteristics, service delivery outcomes and form data from the Children's Reporting and Information System (CHRIS), that can support Quality Services Peer Reviews (QSPR) or other ongoing CQI efforts. These reporting efforts can be provided for any level of the agency, including worker, unit, county, or state. (An example of a custom case list developed by CRC is in Appendix D.)

7. Provision of office space for Vendor staff hired or otherwise employed to carry out the IFB program deliverables. Office space at DHS **will not** be provided through this IFB.

All data services rely on a hosted solution provided by CRC in its Madison, Wisconsin, office. CRC's SafeMeasures, data analytics, and TSI teams will conduct all work in Madison.



### **C. Excepted Impact**

The CRC data platform produces a culture shift and measurable impact. As workers begin using data, they experience immediate and tangible benefits of using data as a case management tool. Staff can customize, prioritize, and track work activities, which leads to better data integrity and increased accuracy in reporting. It is the ultimate feedback loop from staff to supervisor to administrator to community and back again.

While monitoring performance is important, real improvement happens when problem cases are actively identified and resolved. Simply monitoring outcomes is not enough, as the opportunity to correct issues has long passed by the time the outcomes are measured. SafeMeasures' monitoring tools provide a foundation for an additional set of tools that help users identify problems, prioritize work, and plan their efforts.

This has a number of benefits. First is a common understanding of agency procedures, practices, and goals. Goal-oriented displays, such as KPI charts, clearly communicate expected performance and outcome goals to all users.

The second is improved data quality. Accurate case data are key to effective service delivery. SafeMeasures is filled with ways to verify data entry and adherence to proper case documentation. For example, if a contact is not counted in SafeMeasures, a worker can view a contact history and check the entered data against the detailed report help to see why that contact was not counted. The worker can then fix the error and see the corrected contact in SafeMeasures the next day.

This leads to increased trust. Once users see their documentation efforts reflected in SafeMeasures, they will trust the case management system as a tool that helps them do their jobs, rather than dismiss data and data reporting as inaccurate and ineffective.

This results in focused action. Workers can plan their work efficiently and effectively. Supervisors can identify workers who might require coaching. Managers can develop informed plans to build on strengths and boost performance in lower-performing areas.

Ultimately, this leads to overall improved performance across an agency—and when everyone is doing what they need to do, when they need to do it, client outcomes will improve.

SafeMeasures is a critical foundation for data management and analysis. The interface promotes cross-county/state/community data transparency and shared understanding of case practice and success markers. Users have real-time access to reports that are vetted continuously at every level. This increased accuracy and quality of information leads to more opportunities to conduct new analytics and target system improvement activities.

#### **D. Acceptance of Terms and Conditions**

CRC accepts and agrees to the terms and conditions set out in Attachment D: Terms and Conditions or to alternate terms and conditions upon approval of DHS.

## **Appendix A**

### **NCCD Experience**

(Some of the work described in this appendix is NCCD work and some is CRC work.  
To simplify, NCCD is mentioned throughout to reference both types of work.)

The National Council on Crime and Delinquency (NCCD) has extensive knowledge of child welfare services (CWS). NCCD is a highly regarded child welfare resource with excellent research and evaluation credentials, knowledge of evidence-based programs, and expertise in addressing issues in child welfare. NCCD has honed its evaluation skills over the years through its close examination of nonprofit, community-based programs; work with public agencies on a variety of large and small analyses; and involvement in large, complex, multi-year demonstration projects such as the Title IV-E Child Welfare Waiver Demonstration Project. In each case, NCCD has been sensitive to the funder and its partners, staff, service providers, and other concerned parties in producing the most accurate and helpful analyses, findings, and recommendations from its research.

NCCD has conducted numerous evaluation, risk assessment, workload, and other studies for child protection agencies nationally and internationally. NCCD staff have developed and tested assessments for more than 25 child protection agencies. Other efforts conducted for child welfare agencies include data reporting for performance monitoring, racial disparity analyses, and technical support and training.

NCCD staff have conducted national studies for federal agencies, including the US Department of Health and Human Services Office on Child Abuse and Neglect; the Office of Juvenile Justice and Delinquency Prevention (OJJDP); and the US Department of Labor; and private agencies, including the Annie E. Casey Foundation (AECF), the Jessie Ball duPont Fund, and Children's Rights legal services. With offices in Oakland, California; Madison, Wisconsin; and Washington, DC, NCCD works with agencies and organizations across the United States and in Australia, Canada, Bermuda, Singapore, and Taiwan.

NCCD's mission is to promote just and equitable social systems for individuals, families, and communities through research, public policy, and practice. For more than 100 years, our research has informed better system responses at all points of contact. We work to help protect children from abuse and neglect, to create safe and rehabilitative justice systems for youth and adults, and to address the needs of older adults and adults with disabilities. Additional information may be obtained from [nccdglobal.org](http://nccdglobal.org).

### **Providing Project and Technical Assistance**

Throughout all of its collaborative work with agencies to develop and implement child welfare projects, NCCD consistently provides extensive technical assistance and project support. NCCD's technical support goes beyond effective project management to include development and assessment of process and outcome measures, translation of research into next steps for practice, assessment of capacities to help support implementation, and institution of continuous quality improvement efforts to achieve and sustain positive outcomes.

Support is ongoing and typically provided in person, via web, and by phone. For example, NCCD provided consultation and support to the Tennessee Department of Children's Services in the design and implementation of an intake assessment based on predictive risk analysis that supports workers in making screening, track assignment, and response priority decisions. NCCD helped to develop and implement a child protection decision-support system for the Virginia Department of Social Services, including a workload study to determine the number of staff needed to implement and support this system. From 2006 to 2008, NCCD collaborated with the Connecticut Department of Children and Families to develop and

implement a comprehensive case management system. After implementation, NCCD provided staff with technical assistance, management information reports, supervisory case reading training, and ongoing quality improvement support activities.

NCCD also provided consultation to the Wisconsin Department of Children and Families on the identification and implementation of assessment tools and evidence-based practices to mitigate risk factors and strengthen resiliency among youth at risk of aging out of the child welfare system and youth at risk of homelessness.

In addition to providing technical assistance to child welfare agencies, NCCD has extensive experience consulting and providing technical assistance to juvenile justice agencies, adult protective services (APS), and adult corrections. For example, NCCD recently worked on projects in Kansas, Nevada, and Georgia to develop a structured approach to disposition and placement of youth found delinquent. These projects included consulting with a variety of stakeholders, including representatives from the judiciary, juvenile justice departments, and governors' offices; and prosecutors, public defenders, and chief probation officers, to develop and test a dispositional matrix. NCCD is also developing technical assistance materials, practice trainings, and analytics capacity building for representative agencies.

In recent work funded by the Annie E Casey Foundation, NCCD developed a risk assessment, a needs assessment, and a decision making framework for use with youth found delinquent in Georgia. NCCD facilitated efforts with representatives from the judiciary, prosecutors, public defenders, the Georgia Department of Juvenile Justice, chief probation officers, and the governor's office to develop a dispositional matrix and test the matrix in four counties.

These projects, and many more, exemplify the types of support NCCD provides to ensure sustainability of its work.

### **Utilization of Implementation Science**

NCCD has extensive knowledge, experience, and capabilities regarding the use of implementation science to strengthen programs. NCCD focuses on the stages of implementation and assessments of best practice drivers. NCCD sees practice drivers as critical elements of successful implementation in three domains: competencies, organization, and leadership. Our experience utilizing implementation science has focused on assessing county planning and functioning by researching:

- How the county monitors and achieves selection, training, and support of staff;
- How leadership facilitates implementation; whether it is a system intervention and what supports are in place; and whether implementation is supported by a decision-support data system and valid, reliable, equitable assessments; and
- How leadership monitors and measures implementation success and adapts to challenges encountered during implementation.

Our utilization of implementation science also examines the phases of implementation. Projects differ in terms of what programs are being implemented by each agency, the schedule for implementation, and the proportion of families to be served. In order to best understand how implementation plans relate to success, it is critical to identify a project's implementation schedule, whether implementation includes an "early adopter" or exploratory phase, the point at which each county reaches or will reach full implementation, and what activities took place prior to and during full implementation.

A recent project in Queensland, Australia, drew on the implementation science framework. To better serve children in its child welfare system, Queensland's Child Safety partnered with the NCCD Children's Research Center (CRC) and SP Consultancy to develop a framework for practice that uses implementation science to guide the development of staff competencies and organizational capacity. This approach fosters relationships between social workers and the families they serve by focusing on positive actions the family is taking and involving children in the process. The end result is a more positive, more vested experience for everyone involved and a more rigorous child welfare practice approach.

NCCD designed and implemented a comprehensive child protection decision-support system for the Delaware Department of Services for Children, Youth, and Their Families. Using an implementation science framework, NCCD collaborated with the state to develop a comprehensive case management system that includes a screening assessment, response priority decision trees, a research-based risk assessment instrument, a family strengths and needs assessment, a reunification assessment, and other tools to guide decisions throughout the system. After implementation, NCCD provided technical assistance, management information reports, supervisory case reading training, and ongoing quality improvement support activities.



## **Leading Research and Evaluation Efforts**

NCCD contracts with federal, state, and local public agencies and foundations to conduct research and evaluation across human services domains. NCCD has completed large-scale, multiple-year evaluations; multi-site evaluations, both within single states and across states; and evaluations of single-site programs using both process and outcome evaluations and cost analyses. Examples include the Healthy Returns Initiative, for which NCCD assessed eight California county probation departments to determine their readiness for system change and eventually conducted a four-year evaluation of five sites funded by The California Endowment to implement system change. NCCD staff conducted a national process and outcome evaluation of Parents Anonymous, an impact evaluation of implementation of the Structured Decision Making® (SDM) system in Michigan, a process evaluation of SDM® implementation in Michigan and several California counties, and an outcome evaluation of a cultural brokers program for San Diego County. Other evaluation research includes a randomized control trial of a juvenile justice treatment and reentry support program and a process and impact evaluation of intensive aftercare programming for California's Solano and Santa Cruz counties.

Recently, NCCD began planning a developmental evaluation of California's IV-E Waiver Well-Being Demonstration Project for CDSS and participating counties. The demonstration project provides the state with flexibility in the use of Title IV-B and Title IV-E funds for programming to achieve safety, permanency, and well-being for children involved in the child welfare and juvenile justice systems. NCCD and its partner, Westat, implemented a developmental evaluation framework to plan and carry out relevant process, impact, and cost studies and provide accurate information for key stakeholders. Although counties may opt to implement additional programs, the primary

interventions being evaluated are safety-organized practice/core practice model and wraparound in child welfare and probation departments of nine counties across the state. The five-year evaluation will include an annual process evaluation using an implementation science framework, interrupted time-series analyses to examine project impact, and a pre-/post-cost analysis study to assess cost neutrality and effectiveness, if possible.

### **Data Collection**

NCCD's experience with data collection spans mixed-method approaches to process and impact evaluations as well as formative evaluations and other research studies. These efforts include designing and conducting focus group, interview, survey, and case review protocols; translating these data into usable formats; and analyzing data using grounded theory and other methodological approaches. Designing protocols involve obtaining institutional review board approval and participant consent for data collection protocols as necessary.

Recent examples of data collection design and implementation efforts include designing protocols and conducting focus groups for Texas Adult Protective Services regarding case assessment, service delivery practices, and workload management; focus groups to inform development of a child maltreatment prevention program for families involved in Temporary Assistance for Needy Families (TANF); and focus groups to examine the utility of safety and risk assessment protocols and tools for APS workers in New Hampshire. Interview and/or web-based survey protocols were designed and implemented for a recent workload study of foster care services in Michigan, for a formative evaluation of a Wisconsin program to reduce homelessness among at-risk young adults, and to evaluate training sessions for use of SDM assessments. Case

review protocols were developed and implemented for a study of foster child maltreatment incidents, racial disparity analyses, and maltreatment-related near-fatality and fatality incidents.

## **Data Analysis**

NCCD has extensive experience with large administrative databases, including several in California. NCCD typically accesses existing case management data when conducting evaluations, risk validation studies, and descriptive studies. Examples include examining the co-occurrence of child maltreatment and domestic violence; a comparison of maltreatment fatalities and near-fatal cases to other high-risk cases; racial disparity analyses; workload studies; and longitudinal studies examining the crossover between child welfare and other systems, primarily TANF and the juvenile justice system. In response to states' difficulties monitoring performance measures with case management system data, NCCD staff developed a web-based case management application for child protective service (CPS) agencies in California, Ohio, Virginia, and New Jersey, to monitor both process and impact measures in a way that helps administrators and workers alike.

NCCD works with Statewide Automated Child Welfare Information System (SACWIS) data from all but four counties in California to monitor child welfare outcomes over time and to evaluate specific policies, practices, and procedures. NCCD also regularly receives SACWIS data from Virginia; New Jersey; and Allegheny County, Pennsylvania, to produce regular child welfare case management and operations reports, including monitoring of performance measures from federal Child and Family Services Reviews and local performance improvement plans. In Washington State, NCCD is developing and designing a differential response intake tool and

accompanying protocol and integrating them into the existing SACWIS system. Similarly, NCCD collaborated with Connecticut to design and implement a comprehensive child protection risk assessment system throughout the state. After the assessment system was designed, NCCD prepared computer code to enable Connecticut's staff to incorporate the entire model into their existing SACWIS system.

NCCD staff also provide ad hoc analytical reporting for several California counties to help supplement data analyses needs. Ad hoc reports mine SACWIS data routinely recorded in CPS jurisdictions to produce clear, concise reports to meet CPS agency information needs. NCCD analysts have more than 50 years' combined experience navigating SACWIS data systems.

### **Meeting Facilitation**

NCCD has successfully involved diverse populations in its research and has the ability to evoke and listen to the opinions and views of many different groups and ideas. This approach and process provide a robust foundation from which to parcel out conclusions about the strengths and weaknesses of program implementation and evaluation findings. These conversations can lead to tangible and relevant recommendations for the future. Staff have been equally successful educating diverse groups about the need for and benefits and limitations of various research methods and assisting stakeholder and other groups in translating research findings into practice. In summary, NCCD's experience includes effective facilitation of meetings in person and via phone and web-based meetings.

For example, NCCD recently conducted orientation sessions to introduce and discuss impact evaluation methods, implementation science practice principles, and issues critical to

effective data collection efforts with California state and county representatives. Other NCCD staff have educated and collaborated with juvenile justice representatives about strengthening the reliability, validity, and equity of assessment practices, and reducing youth confinement. NCCD staff were part of the collaborative that developed safety-organized practice (SOP) components and fidelity measures.

### **Preparing Reports and Executive Summaries**

NCCD has extensive experience translating research findings into reports and research briefs that are concise, easy to understand, and effective for leadership and critical project stakeholders. NCCD regularly disseminates research and evaluation findings as part of an important research-to-practice philosophy that ensures academic and practitioner audiences receive timely information that advances child protective services. It is critical to both solidify an evidence base for informed decision making about service arrays, client populations, and effective service matching. Our approach begins with the development of a dissemination plan in consultation with our clients and partners. For this project, we would establish an overarching dissemination plan to detail the strategies for distributing findings in the most efficient and timely manner.

Recent examples include reports summarizing efforts to estimate exposure to trauma using safety and risk assessment data for the state of Minnesota and reports about a delinquency prevention screening assessment for Los Angeles County CWS. Additional examples can be found at [nccdglobal.org](http://nccdglobal.org).

## **Publishing Academic Articles**

NCCD staff regularly publish in academic journals. In 2015 alone, NCCD staff published academic articles in the *Journal of Social Work Education*, *Child Abuse & Neglect*, *Children and Youth Services Review*, and the *Journal of Public Child Welfare*. Examples of such include Dr. Jesse Russell's analysis of national foster care outcomes, his analysis of predictive analytics, and a collaborative article on the effectiveness of SOP training.

## **Similar Service**

NCCD's research-based, mission-driven services and assessment systems give social service agencies the benefit of a skilled and responsive team combined with powerful tools to help agency staff. Nationally recognized for work in multiple social service domains, NCCD brings a broad mix of research, technology, and case practice expertise to each of its projects. NCCD offers a wide array of expertise in research, evidence-based practice, and data use to improve practice. This domain expertise is backed up by technical skills in research, evaluation, data analysis, and reporting. It is further leveraged by NCCD's extensive facilitation and communications knowledge, skills, and capabilities.

NCCD has extensive experience working and collaborating with practitioners at all levels of state and county social services agencies. All of our projects involve direct interaction with service providers, managers, executives, and/or technical teams.

NCCD has extensive and rich experience providing research, evaluation, and program support services. For example, in 2012 NCCD developed the Concurrent Planning Resource Allocation Assessment for Santa Cruz County, which uses existing resources to support timely

reunification. NCCD consulted on assessment implementation in practice, conducted a follow-up validation of the assessment, and monitored practice fidelity. Intervention modifications were made to respond to changes in the county. Evaluation findings emphasized the importance of implementation fidelity and ongoing data monitoring.

Partnering with the New Hampshire Bureau of Elderly and Adult Services to study risk and protective factors for APS, NCCD used data and practice insights to develop the first actuarial risk assessment for APS between 2010 and 2012. Research found that an APS risk assessment can identify clients at greater risk for subsequent self-neglect or abuse, neglect, or exploitation by another person. The resulting decision-support tool was found to be valid, and supervisors in New Hampshire reported that this information was useful in practice.

NCCD research found that clients who receive public assistance are often the same families who later appear on CPS caseloads, and vice versa. NCCD conducted research in 2010 and 2011 on whether TANF applicants most likely to become CPS-involved could be identified. Research found that many child maltreatment risk factors identified in the TANF population appear in existing databases and could be used for decision support.

NCCD conducted research in 2000 and 2001 on whether children entering foster care through Michigan agencies that were piloting a new case management procedure achieved permanency more quickly than they would have otherwise. A quasi-experimental design (comparison of pilot sites with equivalent counties) was used with data from the Child Information System. The outcome studied was the percentage of children who achieved permanency within 15 months of their case opening date. Findings were that among post-

implementation cases, children served by pilot sites were significantly more likely to have attained permanency within 15 months (odds ratio 1.46).

Research alone is not meaningful unless it is translated into effective implementation and practice. NCCD works with child welfare, juvenile justice, adult criminal justice, education, and APS agencies to help them use their data in support of broad system improvement efforts. Our analysts go beyond the numbers to work collaboratively with agency decision makers and staff to help to improve long-term outcomes, including safety, well-being, and community safety.

NCCD's approach is to translate data findings into practice insights. Data can tell us about what we are doing, how well we are doing it, the impact we are making, and opportunities for system improvement. NCCD's data analysis services focus on actionable, useful results that can help guide an agency to more effectively serve the people who come into contact with it.

NCCD partnered with Cook County, Illinois, in 2013 to revise their juvenile detention screening decision-support tool. The data-driven revision focused on the predictive validity of risk of recurrence. Following revision and validation activities, NCCD worked with the county to use existing data from the decision-support tool to identify youth appropriate for new warrant programming options.

NCCD partnered with Maryland's Social Services Administration (SSA) in 2008 and 2009 to translate research on child protection screening support tools into reliable decision making in social services. NCCD conducted a field test of a screening decisions support tool designed to ensure the consistency of worker decisions about whether to screen in a report. Inter-rater reliability testing showed that the decision-support tool resulted in high rates of agreement



among workers presented with the same case information. A pre- and post-implementation review of cases showed improved quality of case narratives and justifications. From these findings, NCCD worked with SSA to develop an implementation plan, which included reviewing the decision-support tool and field-test evaluation information with local agency directors; modifying the decision-support tool based on evaluation results and local agency staff input; statewide training; and implementation assessment.

### **Similar Child Welfare Work**

By formulating innovative, data-driven approaches to promoting safety, permanency, and well-being, and by advising hundreds of child protection agencies on effective and efficient strategies and programs, our studies and program support activities continue to move child welfare system improvement efforts forward in remarkable ways. NCCD's highly qualified research and program staff employ quantitative and qualitative methods to conduct impact and process evaluations using various research design and methodological approaches and have extensive experience managing both small and large, local, state, and federally funded research projects.

One recent example is a multi-site process and outcome evaluation of Parents Anonymous. NCCD used longitudinal qualitative and quantitative research methods to examine the outcomes associated with the parent leadership and support group in their national child abuse prevention programming. Beyond this, NCCD has wide-ranging experience with logic modeling and program development, implementation assistance, and performance

management. Our ability to translate research and data into meaningful practice insights is core to all of these efforts.

The SDM model for child protection assists agencies and workers in meeting their goals to promote the ongoing safety and well-being of children. This evidence- and research-based system identifies the key points in the life of a child welfare case and uses structured assessments to improve the consistency and validity of each decision. The SDM model includes clearly defined service standards, mechanisms for timely reassessments, methods for measuring workload, and mechanisms for ensuring accountability and quality controls. For more than 20 years, NCCD has collaborated with jurisdictions around the world to use research and data to improve outcomes in human services fields through SDM system implementation. The SDM system for CPS has spread to 40 US states, Australia, Canada, Bermuda, Taiwan, and Singapore. NCCD has conducted large-scale SDM implementations that include presentations, practice supports, coaching models, train-the-trainers events, policy and procedures development, implementation monitoring, workgroup facilitation, and quality assurance efforts. For example, the state of Texas recently implemented SDM assessments using a train-the-trainer approach, coaching, case conferences, predictive analytics to ensure risk assessment validity, and inter-rater reliability testing to ensure assessment use reliability.

Many child welfare agencies committed to using data to drive decision making at the organizational level use NCCD's analytics services, which combine data analysis expertise with extensive content knowledge to produce impactful insights. Specific services include SafeMeasures<sup>®</sup>, a state-of-the-art reporting service developed by NCCD, and ad hoc analytics.

SafeMeasures helps human services agencies improve client outcomes by transforming case management data into actionable information. Implementation of SafeMeasures has seen dramatic effects on system improvement efforts. In Virginia, for example, the introduction of SafeMeasures in 2008 was key to a reduction in the number of youth in congregate care settings by 1,094—a 57% decrease. Similarly, Virginia increased the number of children achieving permanency by 27%. Virginia continues to improve its permanency rate, and its congregate care rate remains below the national average.

NCCD provides ad hoc analytics to member clients, focusing on on-demand, customized reports to answer specific questions posed by funders and administrators. Using powerful data, analytics tools, and expert knowledge, NCCD develops key practice insights that can be leveraged into better outcomes for children and their families. One recent ad hoc analytics request examined potential target populations among child welfare system-involved families for a youth homelessness intervention. Data analysis and technical assistance focused on, among other items, key considerations for maximizing impact.

## **Appendix B**

### **Resumes and Transcripts**

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**CHRISTOPHER SCHARENBRUCH**

426 S. Yellowstone Drive  
Madison, WI 53719  
(800) 306-6223  
cscharenbroch@nccdglobal.org

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**EDUCATION**

University of Wisconsin–Madison (2001)  
*BS in sociology, concentration in analysis and research*

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**PROFESSIONAL EXPERIENCE**

ASSOCIATE DIRECTOR OF RESEARCH ANALYTICS  
2017 – Present  
National Council on Crime and Delinquency (NCCD), Madison, Wisconsin

ANALYTICS PROGRAM MANAGER  
2016–2017  
NCCD

SENIOR RESEARCH ASSOCIATE/RESEARCH ANALYST  
2001–2016  
NCCD

- Conducts risk assessment and evaluation studies. Develops and performs statistical analyses. Generates reports to communicate methodology and results. Consults with clients regarding translation of research questions into hypotheses for testing, as well as meaning and implications of findings.
- 

RESEARCH INTERN  
2000–2001

Rural Sociology, University of Wisconsin–Madison

- Assisted in multidisciplinary research regarding agricultural pollution and management behavioral practices. Analyzed statistical data using SPSS software and produced two extensive reports including graphs, tables, and summaries for separate magazine publishers. Managed data collection and participated in survey construction and interviewing. Also co-authored peer-review journal article.
- 
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## SELECTED PUBLICATIONS/REPORTS

- 2013 Baird, C., Johnson, K., Healy, T., Bogie, A., Wicke Dankert, E., & Scharenbroch, C. *A comparison of risk assessment instruments in juvenile justice*. Madison, WI: National Council on Crime and Delinquency.
- 2010 Scharenbroch, C., Healy, T., Johnson, K., & Wagner, D. *Santa Cruz County Human Resources Agency special topic report on early reunification: A validation of the preliminary concurrent planning assessment*. Madison, WI: NCCD Children's Research Center.
- 2010 Wagner, D., O'Conner, D., Scharenbroch, C., & Coenen, K. *Maryland Department of Human Resources evaluation of safety and risk assessment practice at intake*. Madison, WI: NCCD Children's Research Center.
- 2009 Scharenbroch, C. *New South Wales Department of Community Services pre-implementation examination of a risk assessment's ability to classify families by the likelihood of subsequent child protective services involvement*. Madison, WI: NCCD Children's Research Center.
- 2007 Johnson, K., Wagner, D., & Scharenbroch, C. *California Department of Social Services Children and Family Services Division risk assessment validation: A prospective study*. Madison, WI: NCCD Children's Research Center.
- 2006 Johnson, K., Wagner, D., Scharenbroch, C., & Healy, T. *Minnesota Department of Human Services risk assessment validation: A prospective study*. Madison, WI: NCCD Children's Research Center.
- 2004 Johnson, K., Wagner, D., Scharenbroch, C. *New Mexico Children, Youth and Families Department prospective validation of the juvenile justice risk assessment*. Madison, WI: NCCD Children's Research Center.
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**Academic Transcript of:**  
CHRISTOPHER MICHEAL SCHARENBRUCH  
Transcript Created: 2-Apr-2018

**Requested by:**  
CHRISTOPHER MICHEAL SCHARENBRUCH  
2502 BERKLEY DR  
MADISON, WI 53719-3407

E-Mail: [cscharenbroch@nccdglobal.org](mailto:cscharenbroch@nccdglobal.org)

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# UNIVERSITY OF WISCONSIN - MADISON TRANSCRIPT

04/02/18  
PAGE 1

Scharenbroch, Christopher Micheal  
 INSTITUTION(S) ATTENDED: Univ of Wisconsin-Sheboygan, Sheboygan, WI  
 North High School, Sheboygan, WI

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 BIRTHDATE 12/14/77

MATRICULATION DATE 09/02/99

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	CRS	GR	PTS
08/23/99 TRANSFER COURSE CREDITS			
GEN BUS 100 Introduction to Business	3.000		
CHEM 108 General Chemistry	5.000		
BIOCHEM 201 Survey of Biochemistry	3.000		
COM ARTS 105 Public Speaking	3.000		
ENGLISH 100 Freshman Composition	3.000		
ENGLISH X19 Electives	3.000		
GEOG 320 Geomorphology	5.000		
GEOG 349 Europe	3.000		
HISTORY 120 Europe&Mod World 1815-On	3.000		
MATH 112 Algebra	3.000		
MATH 211 Calculus	5.000		
MUSIC X27 Electives	3.000		
POLI sci X20 Electives	3.000		
SOC 210 Survey of Sociology	3.000		
SOC 120 Marriage and Family	3.000		
SOC 130 Social Problems	3.000		
SOC X19 Electives	3.000		
<b>TOTAL CREDITS</b>	<b>57.000</b>		

	CRS	GR	PTS
SOC 475 Classical Soc Theory	3.000	B	9.000
SOC 536 Public Opinion	3.000	BC	7.500
SOC 641 Sociology of Law	4.000	A	16.000
SOC 693 Pract-Analysis & Research	3.000	AB	10.500
<b>SUM: EARNED CR 16 GPA CR 16 GPA 3.438</b>	<b>16.000</b>		<b>55.000</b>

Summer 2001	BS 4	BS	Undergrad
SESSION DHH: JUN 18 - AUG 12			
MATH 210 Topics-Finite Mathematics	3.000	A	12.000
RUR SOC 699 Special Problems	4.000	A	16.000
RUR SOC 699 Special Problems	2.000	A	8.000
<b>SUM: EARNED CR 9 GPA CR 9 GPA 4.000</b>	<b>9.000</b>		<b>36.000</b>

Fall 1999-2000	BA 3	BA	Undergrad
SESSION A1: SEP 02 - DEC 15			
COMP LIT 203 Cross Cultrl Lit Form:Sci Fi	3.000	AB	10.500
SOC 360 Stats for Sociologists I	4.000	A	16.000
SOC 620 Compar Societal Analysis	H 3.000	AB	10.500
ZOOLOGY 260 Introductory Ecology	3.000	A	12.000
<b>SUM: EARNED CR 13 GPA CR 13 GPA 3.769</b>	<b>13.000</b>		<b>49.000</b>

ADV STG CREDITS	57
UGRAD CUM CREDITS	120
UGRAD CUM GPA CREDITS	63
UGRAD CUM GRADE POINTS	232.5
UNDERGRADUATE GPA	3.690

Bachelor of Science  
 Degree Conferred August 26, 2001  
 Graduated with Distinction

MAJOR: Sociology  
 OPTION: Concentration In Analysis and Research

UNDERGRADUATE DEGREE GPA 3.690  
 END OF RECORD

Spring 1999-2000	BA 3	BA	Undergrad
SESSION A1: JAN 24 - MAY 11			
POLI SCI 467 Elections & Voting Behavior	H 4.000	A	16.000
SOC 357 Meth-Sociological Inquiry	3.000	A	12.000
SOC 361 Stats for Sociologists II	H 3.000	A	12.000
SOC 650 Sociology of Agriculture	3.000	A	12.000
<b>SUM: EARNED CR 13 GPA CR 13 GPA 4.000</b>	<b>13.000</b>		<b>52.000</b>

Fall 2000-2001	BA 3	BA	Undergrad
SESSION A1: SEP 05 - DEC 15			
SOC 362 Stats for Sociologists III	H 3.000	AB	10.500
SOC 365 Computing-Sociologcl Resrch	3.000	AB	10.500
SOC 624 Political Sociology	H 3.000	DR	
COURSE DROPPED 09/18/00			
SOC 674 Elem Demographic Techniques	3.000	AB	10.500
SOC 677 Urbanism and Urbanization	3.000	B	9.000
<b>SUM: EARNED CR 12 GPA CR 12 GPA 3.375</b>	<b>12.000</b>		<b>40.500</b>

Spring 2000-2001	BS 4	BS	Undergrad
SESSION A1: JAN 22 - MAY 10			
BOTANY 123 Plants, Parasites, & People	3.000	A	12.000

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**GRADING SYSTEM**

All credits are based on semester hours. A 4.000 grading system is used. Prior to 1954-55 a 3.00 grading system was used. Intermediate grades of AB and BC were instituted as of September 1973.

**Grades With Associated Grade Points Per Credit**

GRADE	GRADE POINTS	
A	Excellent	4
AB	Intermediate Grade	3.5
B	Good	3
BC	Intermediate Grade	2.5
C	Fair	2
D	Poor	1
F	Failure	0
NR	No report prior to 1999	0

**Grades Which Do Not Have Associated Grade Points**

CR	Credit	NW	No Work
DEF	Deferred	P	Progress
DR	Dropped	PE	Permanently Excused
EI	Extended Incomplete	PI	Permanently Incomplete
EX	Excused	Q	Question on credits
I	Incomplete	R	Registered
IF	Incomplete - Medical School Courses Only	S	Satisfactory
IN	Incomplete in Credit/No Credit Course	U	Unsatisfactory
N	No Credit	W	Withdraw
NR	No Report beginning 1999		

**ABBREVIATIONS AND SYMBOLS**

-	Failed course that has been repeated. Credits are not used to calculate cumulative GPA
#	Course taken on a pass/fail basis
*	Grades of Failure Or No Report - Credits do not count toward degree
* With Name	Full name in body of transcript
? On Credits	Question on credits
@	Repeat of a failed course
>	Course does not count toward degree
X	Repeat of a non-repeatable course
¢	Credit/No Credit course in progress
ADV STG CRS	Credits not earned on UW-Madison Campus
AU	Course taken for Audit credit
CRS	Number of credits
CUM	Cumulative totals
EARNED CRS	Total credits earned
GPA	Grade Point Average
GPA CR	Credits included in Grade Point Average calculation
GR	Grade received
H	Course taken for Honors credit
PTS	Grade Points
SUM	Semester/Term Totals

**YEAR LEVEL DEFINITIONS**

1	= FRESHMAN - Less than 24 credits
2	= SOPHOMORE - 24 credits
3	= JUNIOR - 54 credits
4	= SENIOR - 86 credits
5/GR#	= GRADUATE - A student pursuing a graduate degree
P#	= Professional & Year

**COURSE NUMBERING SYSTEM**

000-099	Special Purpose Courses
100-299	Undergraduate Courses
300-699	Courses Open to Either Undergraduate or Graduate
700-999	Graduate and Professional Courses Including Seminars

A middle digit of 8 (i.e. 181) indicates an honors course. Honors courses are also shown by an H immediately preceding course credit.

The University of Wisconsin-Madison is accredited by the [Higher Learning Commission](#) of the North Central Association of Colleges and Schools.

**INCOMPLETES**

Undergraduate students in Letters and Science must remove the grade of I (Incomplete) by the end of the fourth week of classes in the next semester (excluding summer) the student is in attendance. All other undergraduate students and most special students must remove the Incomplete by the end of the next semester they are in attendance. Incompletes that are not removed by the deadline dates lapse into a grade of F (Failure). The deadlines for removal of Incompletes may be extended with approval of the student's Dean's Office. Graduate and professional students are not subject to the above Incomplete deadlines. Students who are not in attendance for a five year period after an Incomplete is received may not remove the Incomplete without permission from the student's Dean's Office. These Incompletes remain on the record as Permanent Incompletes and do not lapse into failure.

**LAW SCHOOL GRADES**

The Law School has its own grading scale. Law students entering in 2005 and thereafter are given letter grades of A+, A, A-, B+, B, B-, and so on through F.

Law students entered in 1992 through 2004 were graded on a numerical scale of 65 through 95. Letter grade equivalents during that time period are as follows:

87-95	A	77-79	C
85-86	AB	70-76	D
83-84	B	65-69	F
80-82	BC		

From 1970 to 1992, the following grading system and letter grade equivalents were used:

87-100	A	70-76	D
82-86	B	0-69	F
77-81	C		

Detailed information concerning Law grades is available from the University of Wisconsin Law Schools Registrar's Office

**SCHOOL OF MEDICINE AND PUBLIC HEALTH GRADES**

Detailed information concerning a student's grades, relative class standing and clinical performance is available upon request of the student from the UW-Madison School of Medicine and Public Health Student Services Office. The grade of IF is available only to medical students in School of Medicine and Public Health courses.

**THE HONORS PROGRAM**

Some Schools and Colleges have developed special Honors programs that replace or supplement the designation of awards based on grade point average along. These programs encourage and recognize work of greater depth, scope, and originality by undergraduate whose abilities and interests make them eligible. The content and pace of honors courses are adapted to students who have chosen to do intensive work (either of an accelerated or enriched nature) in the subjects. The programs are entirely voluntary.

**TRANSCRIPT FROM OTHER INSTITUTIONS**

The University of Wisconsin - Madison does not issue copies of transcripts or other documents received from other institutions, including those from the University of Wisconsin - Extension.

**RECORDING OF UW WORK PRIOR TO JANUARY 1972**

Prior to January 1972 all courses and grades for work taken within the former University of Wisconsin System (UW - Madison, UW - Milwaukee, UW - Green Bay, UW - Parkside, UW Centers, and UW - Extension) were recorded on one record and may appear on this transcript.

**Transcripts**

**Office of the Registrar**  
**University of Wisconsin - Madison**  
**Madison, Wisconsin**  
**608 262-3811**  
[www.registrar.wisc.edu](http://www.registrar.wisc.edu)

This document cannot be released to a third party without the written consent of the student. This is in accordance with the Family Educational Rights and Privacy Act of 1974.

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This secure transcript has been delivered electronically by Credentials Inc. in a Portable Document Format (PDF) file. Please be aware that this layout may be slightly different in look than the University of Wisconsin - Madison's printed/mailed copy, however it will contain the identical academic information. Depending on the school and your capabilities, we also can deliver this file as an XML document or an EDI document. Any questions regarding the validity of the information you are receiving should be directed to: Office of the Registrar, University of Wisconsin - Madison, 333 East Campus Mall #10101, Madison, WI 53715-1384, Tel: (608) 262-3811.

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**ELIZABETH HARRIS**

1970 Broadway, Ste. 500  
Oakland, CA 94612  
(800) 306-6223  
eharris@nccdglobal.org

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**EDUCATION**

Washington State University  
*PhD in sociology* (2015)

University of California at Berkeley, School of Social Welfare  
*Bay Area Social Services Consortium Executive Development Training Program Certificate* (2014)

California State University, East Bay  
*MA in sociology* (2008)

University of California, Santa Cruz  
*BA in history* (1994)

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**PROFESSIONAL EXPERIENCE**

SENIOR RESEARCHER

March 2017 – Present

National Council on Crime and Delinquency (NCCD), Oakland, CA

- Responsible for designing and conducting evaluations and research studies on child welfare system improvement
- Provides expert consultation on child welfare research methodologies, both internally and externally.
- Designs and implements evaluation and analysis plans as Principal Investigator for NCCD's research and evaluation projects, including California's Title IV-E Waiver Demonstration Well-Being Project evaluation and the San Diego County Child Welfare Services Permanent Connections and Family Visit Coaching programs.
  - » Title IV-E Waiver Demonstration California Well-Being Project Evaluation: The project enables the state to examine whether flexible use of Title IV-B and Title IV-E funds for programming helps achieve safety, permanency, and well-being for children and youth involved in the child welfare and juvenile justice systems. This evaluation is examining how the waiver's flexible funding enables programming that can positively impact outcomes for children and families in the participating counties' child welfare and juvenile justice populations. The nine participating counties include Alameda, Butte, Lake,

Los Angeles, Sacramento, San Diego, San Francisco, Santa Clara, and Sonoma. The evaluation consists of process and outcome evaluations, and a cost study.

- » San Diego County Child Welfare Services Family Visit Coaching: This evaluation is examining whether Family Visit Coaching (FVC), a program implemented in San Diego County's Department of Child Welfare Services as part of the Title IV-E Waiver Demonstration California Well-Being Project, influences rates of reunification, time to permanency, and/or reentry into home care. This evaluation is examining whether permanency outcomes and parenting skills differ between families who participate in the program and those who do not. The study is also looking at how parenting skills vary among families with a child who has just entered care and those who have just exited as well as assessing the extent to which enrollment in FVC makes an impact on demonstration of parenting skills at exit.
  - » San Diego County Child Welfare Services Permanent Connections: This evaluation is examining whether Permanent Connections, a program implemented by the San Diego YMCA and San Diego County's Department of Child Welfare Services and Juvenile Probation Department, influences the chances that children in the foster care system will rapidly exit foster care to return to their families or to adoptive or guardianship homes with relatives. When children leave foster care to live with their parents or to be adopted or cared for by a legal guardian, the children are considered to have "permanency." As long-term stays in foster care have a negative effect on children's socio-emotional well-being, one of the primary goals of foster care reform efforts is to minimize the amount of time that children spend in the foster care system.
  - Oversees data analysis for research and evaluation projects, including supervising the work of other staff.
  - Conducts and oversees primary data collection efforts.
  - Responsible for expanding NCCD's child welfare research portfolio.
- 

#### SENIOR DATA/RESEARCH ANALYST

June 2012 – March 2017

Family and Children's Services, Human Services Agency, San Francisco, CA

- Conducted complex quantitative and qualitative data analysis to assess San Francisco's strengths and weaknesses in serving youth in foster care.
- Developed database infrastructures to modernize data collection and data management and to respond to changing project needs.
- Coordinated with the school district to improve educational outcome tracking for foster youth.
- Supervised the quantitative and qualitative research projects of graduate interns.
- Produced reports and studies about San Francisco's child welfare successes and challenges, using both traditional report structures and interactive graphics in Tableau.
- Supported management in developing performance metrics, in consultation with contracted consultants and our University of California partners.

- Trained staff at all levels on how to collect, interpret and respond to data. Helped to spearhead an agency initiative to develop a workforce that understands and responds to data in their daily practice.
  - Managed 13 child welfare grants, including formal monitoring and assisting the contractors in developing sound evaluation and data tracking methods.
  - Prepared requests for proposals, in keeping with assessed needs and projected service demands.
  - Developed scopes of work for contractors and aligned scopes with available funding resources.
  - Interpreted and developed policy in child welfare.
- 

#### INSTRUCTOR/RESEARCH ASSISTANT

August 2008 – June 2012

Washington State University, Pullman, WA

- Designed and taught introductory and advanced undergraduate sociology courses, and worked as part of a research team on a variety of grant-funded studies. My research included a qualitative study of how racial attitudes changed in New Orleans after Hurricane Katrina; a quantitative analysis of the effect of housing tenure on disaster resiliency for low-income African American mothers during Hurricane Katrina; and a United States Department of Agriculture study on how farming practices affect the family life of farmworkers.
- 

#### INSTRUCTOR/GRADUATE RESEARCH ASSISTANT

March 2007 – June 2008

California State University/Foundation, Hayward, CA

- Designed a curriculum to teach students diversity awareness, study skills, writing skills, critical thinking skills, and strategies for succeeding in college and in the social sciences. Responsibilities included preparing class materials and assignments, lecturing, leading class discussions, and responding to and grading student coursework. Also participated in collecting data for a study on the quality and efficacy of HIV/AIDS services in Alameda County.
- 

#### PROGRAM SPECIALIST II (ORIGINAL TITLE: CHILD SERVICES COORDINATOR)

June 2002 – February 2006

City of Alameda, Community Programs and Housing Division, Alameda, CA

- Had leadership role in planning, creating, and supporting a rich variety of public programs to support low-income residents.
- Founded a program that provided low-income women with education and grants to enable them to open family child care homes.
- Founded and managed The Alameda Kids Coach, a unique project to provide transportation to low-income children.

- Managed the City of Alameda's public services grants program, overseeing the selection of grantees and managing their service contracts with the City of Alameda.
  - Served as the City's liaison to a number of social service and health care coalitions, including management of their strategic planning processes.
  - Conducted research on the community's needs and concerns, with particular attention to the needs of low-income and working families with young children.
- 

#### DEVELOPMENT MANAGER

April 1996 – November 1998

Oakland Chinese Community Council, Inc. (OCCC), Oakland, CA

- My original responsibility at OCCC, a social service and health care agency targeted to Asian immigrants, was to create the agency's development and public relations department. My accomplishments included raising hundreds of thousands of dollars from foundation and government sources.
- 

#### PROFESSIONAL PRESENTATIONS

- *MacGyvering Data Solutions*. NCCD's Conference on Children, Youth, and Families, Anaheim, CA, October 2016.
  - *An Innovative Public/Private Partnership to Promote Family Engagement, Participation, and Permanence*. Center for Advanced Studies in Child Welfare, International Conference on Innovations in Family Engagement, Minneapolis, MN, October 2015.
  - *Exploring Implementation Similarities and Differences in Two Sites Integrating Family Findings With Differing Family Involvement Strategies*. Center for Advanced Studies in Child Welfare, International Conference on Innovations in Family Engagement, Vail, CO, October 2014.
  - *San Francisco Lifelong Connections Initiative*. Administration for Children and Families, National Conference on Child Abuse and Neglect, New Orleans, LA, April 2014.
  - *The Effects of Children's Labor Force Participation on Segmented Assimilation Pathways*. Pacific Sociological Association Conference, San Diego, CA, March 2012.
  - *Gender Ideology Versus Motherhood Ideology: How Do These Differentially Affect Women's Experiences at Work?* Annual Meeting of the American Sociological Association, Las Vegas, NV, August 2011.
- 

#### SELECTED PUBLICATIONS

- 2017 Harris, E. C., & Estevez, M. L. (December 2017). The role of gender and motherhood ideologies in perpetuating workplace inequality. *Journal of Research in Gender Studies*, (7)2.

- 2015 Trimble O'Connor, L., Kmec, J. A., & Harris, E. C. "Work and family in the new economy." Pages 249–276 in *Giving Care and Perceiving Discrimination: The Social and Organizational Context of Family Responsibilities Discrimination* (S. K. Ammons & E. L. Kelly, eds.). United Kingdom: Emerald Group Publishing Limited.
- 2014 Fussell, E., & Harris, E. (December 2014). Homeownership and vulnerability to housing displacement after Hurricane Katrina among low-income African-American mothers in New Orleans. *Social Science Quarterly*, 95(4): 1086–1100.
- 2012 Sherman, J., & Harris, E. (2012). Social class and parenting: Classic debates and new understandings. *Sociology Compass*, 6(1): 60–71.
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# Washington State University



To all to whom these presents shall have come: Greeting.

Be it known that we, the President and Faculty of the University  
under authority of the Board of Regents and the laws of the State of Washington, have admitted

**Elizabeth Caroline Harris**

to the degree of

**Doctor of Philosophy**

with all the Rights, Privileges, and Dignities to that degree appertaining.

Granted on the Ninth day of May in the Year Two Thousand and Fifteen.

President of the University

Chair of the Board of Regents

# UNOFFICIAL ACADEMIC RECORD

## Graduate

**Name:** Harris, Elizabeth Caroline  
**Student ID:** 011028014

Institution Info: Washington State University  
 Institution ID: 003800  
 Print Date: 01/26/2016

Degree: Doctor of Philosophy (Sociology)  
 Confer Date: 05/09/2015  
 Plan: Doctor of Philosophy (Sociology)

### Degrees Awarded

### Beginning of Graduate Record

#### 2008 Fall Semester

Program: Sociology, Ph.D.  
 Plan: Doctor of Philosophy (Sociology)

Course	Description	Attempted	Earned	Grade	Points
SOC 520	RES METH SOC	3.000	3.000	A	12.000
SOC 542	TH SOC STRAT	3.000	3.000	A	12.000
SOC 591	SOC PROFESSN	1.000	1.000	S	0.000
SOC 600	SP PR/IND ST	3.000	3.000	S	0.000
SOC 700	MAST TH EX	8.000	8.000	S	0.000

	Attempted	Earned	GPA Units	Points
Term GPA	4.000	18.000	6.000	24.000
Transfer Term GPA		0.000	0.000	0.000
Combined GPA	4.000	18.000	6.000	24.000
Cum GPA	4.000	18.000	6.000	24.000
Transfer Cum GPA		0.000	0.000	0.000
Combined Cum GPA	4.000	18.000	6.000	24.000

#### 2009 Spring Semester

Program: Sociology, Ph.D.  
 Plan: Doctor of Philosophy (Sociology)

Course	Description	Attempted	Earned	Grade	Points
SOC 517	CONT SOC TH	3.000	3.000	A	12.000
SOC 521	REGRSSN MDLS	3.000	3.000	A	12.000
SOC 592	POVRTY/FAMILY	3.000	3.000	A	12.000
SOC 800	DOCT DISS EX	3.000	3.000	S	0.000

	Attempted	Earned	GPA Units	Points
Term GPA	4.000	12.000	9.000	36.000
Transfer Term GPA		0.000	0.000	0.000
Combined GPA	4.000	12.000	9.000	36.000
Cum GPA	4.000	30.000	15.000	60.000
Transfer Cum GPA		0.000	0.000	0.000
Combined Cum GPA	4.000	30.000	15.000	60.000

#### 2009 Summer Semester

Program: Sociology, Ph.D.  
 Plan: Doctor of Philosophy (Sociology)

Course	Description	Attempted	Earned	Grade	Points
SOC 800	DOCT DISS EX	3.000	3.000	S	0.000

	Attempted	Earned	GPA Units	Points
Term GPA	0.000	3.000	0.000	0.000
Transfer Term GPA		13.000	13.000	0.000
Combined GPA	0.000	16.000	16.000	0.000
Cum GPA	4.000	33.000	15.000	60.000
Transfer Cum GPA		13.000	13.000	0.000
Combined Cum GPA	4.000	46.000	15.000	60.000

#### 2009 Fall Semester

Program: Sociology, Ph.D.  
 Plan: Doctor of Philosophy (Sociology)

Course	Description	Attempted	Earned	Grade	Points
SOC 800	DOCT DISS EX	12.000	12.000	S	0.000

	Attempted	Earned	GPA Units	Points
Term GPA	0.000	12.000	0.000	0.000
Transfer Term GPA		0.000	0.000	0.000
Combined GPA	0.000	12.000	0.000	0.000
Cum GPA	4.000	45.000	15.000	60.000
Transfer Cum GPA		13.000	13.000	0.000
Combined Cum GPA	4.000	58.000	15.000	60.000

#### 2010 Spring Semester

Program: Sociology, Ph.D.  
 Plan: Doctor of Philosophy (Sociology)

Course	Description	Attempted	Earned	Grade	Points
SOC 556	AGING/LFE CS	3.000	3.000	A	12.000
SOC 591	SOC PROFESSN	1.000	1.000	S	0.000
SOC 592	SP TOPICS	3.000	3.000	A	12.000
SOC 800	DOCT DISS EX	5.000	5.000	S	0.000

	Attempted	Earned	GPA Units	Points
Term GPA	4.000	12.000	6.000	24.000
Transfer Term GPA		0.000	0.000	0.000
Combined GPA	4.000	12.000	6.000	24.000



# UNOFFICIAL ACADEMIC RECORD

## Graduate

Name: Harris, Elizabeth Caroline  
 Student ID: 011028014

			<u>Attempted</u>	<u>Earned</u>	<u>GPA Units</u>	<u>Points</u>
Cum GPA	4.000	Cum Totals	57.000	57.000	21.000	84.000
Transfer Cum GPA		Transfer Totals	13.000	13.000	0.000	0.000
Combined Cum GPA	4.000	Comb Totals	70.000	70.000	21.000	84.000

2010 Fall Semester

Program: Sociology, Ph.D.  
 Plan: Doctor of Philosophy (Sociology)

<u>Course</u>		<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
SOC	523	QUAL METHODS	3.000	3.000	A	12.000
SOC	593	SPEC TOPICS	3.000	3.000	A	12.000
SOC	800	DOCT DISS EX	6.000	6.000	S	0.000

			<u>Attempted</u>	<u>Earned</u>	<u>GPA Units</u>	<u>Points</u>
Term GPA	4.000	Term Totals	12.000	12.000	6.000	24.000
Transfer Term GPA		Transfer Totals	0.000	0.000	0.000	0.000
Combined GPA	4.000	Comb Totals	12.000	12.000	6.000	24.000

			<u>Attempted</u>	<u>Earned</u>	<u>GPA Units</u>	<u>Points</u>
Cum GPA	4.000	Cum Totals	69.000	69.000	27.000	108.000
Transfer Cum GPA		Transfer Totals	13.000	13.000	0.000	0.000
Combined Cum GPA	4.000	Comb Totals	82.000	82.000	27.000	108.000

2011 Spring Semester

Program: Sociology, Ph.D.  
 Plan: Doctor of Philosophy (Sociology)

<u>Course</u>		<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
SOC	590	SOCMIGRATION	3.000	3.000	A	12.000
SOC	800	DOCT DISS EX	9.000	9.000	S	0.000

			<u>Attempted</u>	<u>Earned</u>	<u>GPA Units</u>	<u>Points</u>
Term GPA	4.000	Term Totals	12.000	12.000	3.000	12.000
Transfer Term GPA		Transfer Totals	0.000	0.000	0.000	0.000
Combined GPA	4.000	Comb Totals	12.000	12.000	3.000	12.000

			<u>Attempted</u>	<u>Earned</u>	<u>GPA Units</u>	<u>Points</u>
Cum GPA	4.000	Cum Totals	81.000	81.000	30.000	120.000
Transfer Cum GPA		Transfer Totals	13.000	13.000	0.000	0.000
Combined Cum GPA	4.000	Comb Totals	94.000	94.000	30.000	120.000

2011 Fall Semester

Program: Sociology, Ph.D.  
 Plan: Doctor of Philosophy (Sociology)

<u>Course</u>		<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
SOC	800	DOCT DISS EX	12.000	12.000	S	0.000

			<u>Attempted</u>	<u>Earned</u>	<u>GPA Units</u>	<u>Points</u>
Term GPA	0.000	Term Totals	12.000	12.000	0.000	0.000
Transfer Term GPA		Transfer Totals	0.000	0.000	0.000	0.000
Combined GPA	0.000	Comb Totals	12.000	12.000	0.000	0.000

			<u>Attempted</u>	<u>Earned</u>	<u>GPA Units</u>	<u>Points</u>
Cum GPA	4.000	Cum Totals	93.000	93.000	30.000	120.000
Transfer Cum GPA		Transfer Totals	13.000	13.000	0.000	0.000
Combined Cum GPA	4.000	Comb Totals	106.000	106.000	30.000	120.000

2012 Spring Semester

Program: Sociology, Ph.D.  
 Plan: Doctor of Philosophy (Sociology)

<u>Course</u>		<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
SOC	800	DOCT DISS EX	12.000	12.000	S	0.000

			<u>Attempted</u>	<u>Earned</u>	<u>GPA Units</u>	<u>Points</u>
Term GPA	0.000	Term Totals	12.000	12.000	0.000	0.000
Transfer Term GPA		Transfer Totals	0.000	0.000	0.000	0.000
Combined GPA	0.000	Comb Totals	12.000	12.000	0.000	0.000

			<u>Attempted</u>	<u>Earned</u>	<u>GPA Units</u>	<u>Points</u>
Cum GPA	4.000	Cum Totals	105.000	105.000	30.000	120.000
Transfer Cum GPA		Transfer Totals	13.000	13.000	0.000	0.000
Combined Cum GPA	4.000	Comb Totals	118.000	118.000	30.000	120.000

2015 Spring Semester

Program: Sociology, Ph.D.  
 Plan: Doctor of Philosophy (Sociology)

<u>Course</u>		<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
SOC	800	Doctoral Research, Diss, Exam	2.000	2.000	S	0.000

			<u>Attempted</u>	<u>Earned</u>	<u>GPA Units</u>	<u>Points</u>
Term GPA	0.000	Term Totals	2.000	2.000	0.000	0.000
Transfer Term GPA		Transfer Totals	0.000	0.000	0.000	0.000
Combined GPA	0.000	Comb Totals	2.000	2.000	0.000	0.000

			<u>Attempted</u>	<u>Earned</u>	<u>GPA Units</u>	<u>Points</u>
Cum GPA	4.000	Cum Totals	107.000	107.000	30.000	120.000
Transfer Cum GPA		Transfer Totals	13.000	13.000	0.000	0.000
Combined Cum GPA	4.000	Comb Totals	120.000	120.000	30.000	120.000

Academic Standing Effective 05/26/2015: Good Standing

			<u>Attempted</u>	<u>Earned</u>	<u>GPA Units</u>	<u>Points</u>
Graduate Career Totals						
Cum GPA:	4.000	Cum Totals	107.000	107.000	30.000	120.000
Transfer Cum GPA		Transfer Totals	13.000	13.000	0.000	0.000
Combined Cum GPA	4.000	Comb Totals	120.000	120.000	30.000	120.000

Non-Course Milestones



# UNOFFICIAL ACADEMIC RECORD

## Graduate

**Name:** Harris,Elizabeth Caroline  
**Student ID:** 011028014

**PRELIM FOR PH.D.**

Status: Completed  
Program: Sociology, Ph.D.  
Date Completed: 01/20/2010  
Milestone Level: Prelim Exam Doctor of Phil  
Date Attempted: 01/20/2010 Completed  
Exam Taken

**FINAL EXAM PH.D.**

Status: Completed  
Program: Sociology, Ph.D.  
Date Completed: 03/30/2015  
Milestone Level: Final Exam Ph.D.  
Date Attempted: 03/30/2015 Completed  
Exam Taken

Transfer Credits

Transfer Credit from California State University, East Bay  
Applied Toward Sociology, Ph.D.

Earned

Transfer Totals:

13.00

End of Graduate

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**ANDREA L. BOGIE**

426 S. Yellowstone Drive  
Madison, WI 53719  
(800) 306-6223  
abogie@nccdglobal.org

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**EDUCATION**

Syracuse University School of Social Work  
*MSW, concentration in community organization, policy, planning, and administration (2005)*

University of Wisconsin–Madison  
*BS in psychology and social welfare (2000)*

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**PROFESSIONAL EXPERIENCE**

RESEARCHER

2005 – Present

National Council on Crime and Delinquency (NCCD), Madison, WI

- Provides analytics, technical assistance, evaluation, and consulting services to social services agencies and schools. Conducts evaluation studies under contract to federal/state/local agencies. Provides custom data collection and report writing services to NCCD clients.
- 

INTERN

2004–2005

Onondaga County Department of Aging and Youth

- Assisted in the development and implementation of programs for older adults in Onondaga County, New York. Researched potential programs and their impact on both the larger community and older adults in the community. Assisted with proposal writing, budget management, and the evaluation of programs.
- 

INTERN

2003–2004

Catholic Charities Refugee Resettlement Program

- Assisted in resettling newly arrived refugees, completing mental health assessments, and referring services when appropriate. Explored refugee policies and the effect of such policies on the agency.
-

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COMMUNITY SUPPORT WORKER

2002–2003

Adapt of Missouri

- Empowered and assisted adults with persistent mental illnesses who were learning to live independently in the community. Assisted clients in locating housing, securing rental subsidies, and facilitating landlord/client relations. Partnered with families to develop successful community integration strategies.
- 

CAMP DIRECTOR

2002–2002

Camp Norcago/Northwestern University Settlement Association

- Trained and supervised staff, organized and ran parent information sessions, and worked alongside the counselors on all trips and at the week-long residential camp in Wisconsin. Developed program goals surrounding diversity and implemented them during Camp Norcago trips. Kept updated records to comply with Illinois Department of Human Services standards.
- 

VOLUNTEER COORDINATOR

2001–2002

AmeriCorps Project YES!

- Expanded the impact of Project YES! and encouraged volunteerism by increasing the number of community members involved in Project YES! activities in West Town, Chicago. Organized community volunteer projects and gatherings such as a community Thanksgiving dinner, haunted house, the West Town Community Health Fair, and the annual volunteer dinner. Led AmeriCorps Project YES! members in developing community service projects and engaging community members in events such as Make a Difference Day, Martin Luther King Day, and National Volunteer Week.

CORPS TEACHER

2000–2001

- Organized and implemented educational activities to enhance or support core curriculum in two Head Start classes. Implemented out-of-classroom programming and taught afterschool programming to supplement lesson plans. Planned volunteer projects, established long-term educational activities, wrote grants and obtained funds to start projects, and mobilized children and community members to carry them out.
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## SELECT PUBLICATIONS

- 2015           Wicke Dankert, E., & Bogie, A. *Preliminary risk assessment fit analysis of the SDM family risk assessment*. Madison, WI: National Council on Crime and Delinquency.
- 2014           Johnson, K., Bogie, A., & Russell, J. *Improving child safety and well-being in foster and relative placements: Findings from a joint study of foster child maltreatment*. Madison, WI: National Council on Crime and Delinquency.
- 2014           Johnson, K., Bogie, A., Kerwin, C., Fischer, S., & Stellrecht, A. *Developing an actuarial index for child exposure to trauma*. Madison, WI: National Council on Crime and Delinquency.
- 2013           Johnson, K., Bogie, A., & Wicke Dankert, E. *Predictive data analyses to test the validity of the risk of recidivism assessment*. Prepared for Texas Department of Family and Protective Services. The Children's Research Center, a center of the National Council on Crime and Delinquency (76 pages).
- 2013           Baird, C., Healy, T., Johnson, K., Bogie, A., Scharenbroch, C., & Wicke Dankert, E. *A comparison of risk assessment instruments in juvenile justice*. Prepared for Grant 2010-JR-FX-0021 from the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, US Department of Justice. The National Council on Crime and Delinquency (135 pages excluding appendixes with site-specific findings).
- 2012           Johnson, K., Park, K., Bogie, A., Flasch, S., & Cotter, J. 2012. *Developing an actuarial risk assessment to inform decisions made by adult protective services workers*. US Department of Justice Technical Report Award 2008-IJ-CX-0025 (<https://www.ncjrs.gov/pdffiles1/nij/grants/240410.pdf>).
- 2012           Bogie, A., Freitag, R., & Healy, T. *Special topic report on domestic violence in families served by Child Welfare Services in the State of California*. Madison, WI: Children's Research Center.
- 2011           Bogie, A., Johnson, K., Ereth, J., & Scharenbroch, C. *Assessing risk of future delinquency among children receiving child protection services*. Madison, WI: Children's Research Center.
- 2009           Johnson, K., & Bogie, A. *North Carolina Department of Health and Human Services Division of Social Services risk assessment validation: A prospective study*. Madison, WI: Children's Research Center.

2009	Ereth, J., Gramling, S., Healy, T., & Bogie, A. <i>Making the grade: Using data to improve performance in Milwaukee's city-chartered schools</i> . Madison, WI: Children's Research Center.
2007	<i>Wisconsin Office of Justice Assistance Short Term Residential Program assessment</i> . NCCD Research Report.
2005 – Present	City of Milwaukee and Charter School Review Committee monitoring reports, two to 10 charter schools per year.
2006–2011	Technical Assistance and Leadership Center (TALC) small high school monitoring reports, 11 to 16 schools per year, for a total of 23 schools.
2007–2010	Partners Advancing Values in Education (PAVE) summer school program monitoring reports, five schools per year.

## **PRESENTATIONS**

- Pre-Conference Panel on Commercial Sexual Exploitation of Children (NCCD Conference on Children, Youth, and Families, 2016)
- Making Workload Work for You (NCCD Conference on Children, Youth, and Families, 2016)
- Preventing Delinquency Among Child Welfare-Involved Youth (North Dakota Children's Justice Symposium, 2016)
- Actuarial Risk Assessment in Child Welfare and Beyond (National Children's Advocacy Center International Symposium on Child Abuse, 2016)
- Emerging Uses of Actuarial Research in Child Welfare: The Role of CPS in Preventing Delinquency – A Great Place to Start (NCCD Conference on Children, Youth, and Families, 2011)
- Developing an Actuarial Risk Assessment in Adult Protective Services (20th Annual National Adult Protective Services Association Conference, 2009)

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TELEPHONE: 608-262-3811

**Academic Transcript of:**  
ANDREA L BOGIE  
Transcript Created: 2-Apr-2018

**Requested by:**  
ANDREA L BOGIE  
4210 CLEVELAND AVE  
SAINT LOUIS, MO 63110-3505

E-Mail: abogie@hotmail.com

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# UNIVERSITY OF WISCONSIN - MADISON TRANSCRIPT

04/02/18

PAGE 1

Bogie, Andrea L

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BIRTHDATE 10/29/77

MATRICULATION DATE 09/03/96

INSTITUTION(S) ATTENDED: Whitewater High School, Whitewater, WI

	CRS	GR	PTS
<b>Fall 1996-97 BS 1 BS Undergrad</b>			
SESSION A1: SEP 03 - DEC 13			
MATH 112 Algebra	3.000	B	9.000
PHYSICS 107 Ideas of Modern Physics	3.000	B	9.000
PSYCH 202 Introduction to Psychology	3.000	A	12.000
SOC 125 Contemporary Amer Society	4.000	B	12.000
SUM: EARNED CR 13 GPA CR 13 GPA 3.230	13.000		42.000
<b>Spring 1996-97 BS 1 BS Undergrad</b>			
SESSION A1: JAN 21 - MAY 09			
CLASSICS 370 Classical Mythology	3.000	A	12.000
ENGLISH 100 Freshman Composition	3.000	AB	10.500
GEOLOGY 106 Environmental Geology	3.000	B	9.000
HISTORY 110 The Ancient Mediterranean	4.000	B	12.000
PSYCH 507 Psychology of Personality	3.000	B	9.000
SUM: EARNED CR 16 GPA CR 16 GPA 3.281	16.000		52.500
<b>Fall 1997-98 BS 2 BS Undergrad</b>			
SESSION A1: SEP 02 - DEC 12			
HISTORY 142 History-S Asia to Present	4.000	A	16.000
MATH 210 Topics-Finite Mathematics	3.000	B	9.000
PSYCH 210 Psychometric Methods	3.000	B	9.000
SOC WORK 205 Intro-Field of Social Work	4.000	AB	14.000
SOC 236 Bascom Course:Altruism	3.000	B	9.000
SUM: EARNED CR 17 GPA CR 17 GPA 3.352	17.000		57.000
<b>Spring 1997-98 BS 2 BS Undergrad</b>			
SESSION A1: JAN 20 - MAY 07			
CLASSICS 351 Gendr&Sexualty-Classcl Wrld	3.000	AB	10.500
PSYCH 560 Child Psychology	3.000	B	9.000
SOC WORK 206 Introduction-Social Policy	4.000	AB	14.000
SOC 134 Am Racial&Ethnic Minorities	4.000	AB	14.000
SUM: EARNED CR 14 GPA CR 14 GPA 3.392	14.000		47.500
<b>Fall 1998-99 BS 3 BS Undergrad</b>			
SESSION A1: SEP 02 - DEC 15			
PSYCH 225 Experimental Psychology	5.000	AB	17.500
PSYCH 408 Psych of Human Emotions	3.000	AB	10.500
PSYCH 697 Problems in Human Behavior	3.000	A	12.000
SOC WORK 640 Ethnic and Racial Groups	3.000	A	12.000
SUM: EARNED CR 14 GPA CR 14 GPA 3.714	14.000		52.000
<b>Spring 1998-99 BS 3 BS Undergrad</b>			
SESSION A1: JAN 19 - MAY 06			
HISTORY 115 Medieval Europe 410-1500	3.000	AB	10.500
PSYCH 454 Behavioral Neuroscience	3.000	B	9.000
PSYCH 455 Lab in Behavioral Neurosci	1.000	B	3.000
PSYCH 618 Research Topics	3.000	A	12.000
SOC WORK 453 Alcohol & Other Drug Abuse	3.000	B	9.000
SOC WORK 457 Human Behavior & Environmnt	3.000	AB	10.500
SUM: EARNED CR 16 GPA CR 16 GPA 3.375	16.000		54.000

	CRS	GR	PTS
<b>Fall 1999-2000 BS 4 BS Undergrad</b>			
SESSION A1: SEP 02 - DEC 15			
MUSIC 113 Music in Performance	1.000	A	4.000
PSYCH 411 Cur Tpc:Men & Masculinity	3.000	AB	10.500
PSYCH 509 Abnormal Psychology	3.000	B	9.000
PSYCH 697 Problems in Human Behavior	3.000	A	12.000
SOC WORK 670 Topic:Contem Swelfare:Fam Viol	3.000	BC	7.500
STAT 301 Intro-Statistical Methods	3.000	B	9.000
SUM: EARNED CR 16 GPA CR 16 GPA 3.250	16.000		52.000
<b>Spring 1999-2000 BS 4 BS Undergrad</b>			
SESSION A1: JAN 24 - MAY 11			
HISTORY 306 World-Alexander the Great	4.000	A	16.000
HISTORY 344 American Rev 1763-1789	4.000	B	12.000
PSYCH 160 Hum Sexuality-Soc, Psych Iss	4.000	B	12.000
PSYCH 411 Topic:Cog Discrepancy & Emotion	3.000	B	9.000
SOC WORK 105 Health Care: Intradis Appr	1.000	AB	3.500
SUM: EARNED CR 16 GPA CR 16 GPA 3.281	16.000		52.500

UGRAD CUM CREDITS 122  
 UNDERGRAD CUM GPA CREDITS 122  
 UGRAD CUM GRADE POINTS 409.5  
 UNDERGRADUATE GPA 3.357

Bachelor of Science  
 Degree Conferred May 21, 2000

MAJOR: Social Welfare  
 MAJOR: Psychology

UNDERGRADUATE DEGREE GPA 3.357  
 END OF RECORD



**GRADING SYSTEM**

All credits are based on semester hours. A 4.000 grading system is used. Prior to 1954-55 a 3.00 grading system was used. Intermediate grades of AB and BC were instituted as of September 1973.

**Grades With Associated Grade Points Per Credit**

GRADE	GRADE POINTS	
A	Excellent	4
AB	Intermediate Grade	3.5
B	Good	3
BC	Intermediate Grade	2.5
C	Fair	2
D	Poor	1
F	Failure	0
NR	No report prior to 1999	0

**Grades Which Do Not Have Associated Grade Points**

CR	Credit	NW	No Work
DEF	Deferred	P	Progress
DR	Dropped	PE	Permanently Excused
EI	Extended Incomplete	PI	Permanently Incomplete
EX	Excused	Q	Question on credits
I	Incomplete	R	Registered
IF	Incomplete - Medical School Courses Only	S	Satisfactory
IN	Incomplete in Credit/No Credit Course	U	Unsatisfactory
N	No Credit	W	Withdraw
NR	No Report beginning 1999		

**ABBREVIATIONS AND SYMBOLS**

-	Failed course that has been repeated. Credits are not used to calculate cumulative GPA
#	Course taken on a pass/fail basis
*	Grades of Failure Or No Report - Credits do not count toward degree
* With Name	Full name in body of transcript
? On Credits	Question on credits
@	Repeat of a failed course
>	Course does not count toward degree
X	Repeat of a non-repeatable course
φ	Credit/No Credit course in progress
ADV STG CRS	Credits not earned on UW-Madison Campus
AU	Course taken for Audit credit
CRS	Number of credits
CUM	Cumulative totals
EARNED CRS	Total credits earned
GPA	Grade Point Average
GPA CR	Credits included in Grade Point Average calculation
GR	Grade received
H	Course taken for Honors credit
PTS	Grade Points
SUM	Semester/Term Totals

**YEAR LEVEL DEFINITIONS**

1	= FRESHMAN - Less than 24 credits
2	= SOPHOMORE - 24 credits
3	= JUNIOR - 54 credits
4	= SENIOR - 86 credits
5/GR#	= GRADUATE - A student pursuing a graduate degree
P#	= Professional & Year

**COURSE NUMBERING SYSTEM**

000-099	Special Purpose Courses
100-299	Undergraduate Courses
300-699	Courses Open to Either Undergraduate or Graduate
700-999	Graduate and Professional Courses Including Seminars

A middle digit of 8 (i.e. 181) indicates an honors course. Honors courses are also shown by an H immediately preceding course credit.

The University of Wisconsin-Madison is accredited by the [Higher Learning Commission](#) of the North Central Association of Colleges and Schools.

**INCOMPLETES**

Undergraduate students in Letters and Science must remove the grade of I (Incomplete) by the end of the fourth week of classes in the next semester (excluding summer) the student is in attendance. All other undergraduate students and most special students must remove the Incomplete by the end of the next semester they are in attendance. Incompletes that are not removed by the deadline dates lapse into a grade of F (Failure). The deadlines for removal of Incompletes may be extended with approval of the student's Dean's Office. Graduate and professional students are not subject to the above Incomplete deadlines. Students who are not in attendance for a five year period after an Incomplete is received may not remove the Incomplete without permission from the student's Dean's Office. These Incompletes remain on the record as Permanent Incompletes and do not lapse into failure.

**LAW SCHOOL GRADES**

The Law School has its own grading scale. Law students entering in 2005 and thereafter are given letter grades of A+, A, A-, B+, B, B-, and so on through F.

Law students entered in 1992 through 2004 were graded on a numerical scale of 65 through 95. Letter grade equivalents during that time period are as follows:

87-95	A	77-79	C
85-86	AB	70-76	D
83-84	B	65-69	F
80-82	BC		

From 1970 to 1992, the following grading system and letter grade equivalents were used:

87-100	A	70-76	D
82-86	B	0-69	F
77-81	C		

Detailed information concerning Law grades is available from the University of Wisconsin Law Schools Registrar's Office

**SCHOOL OF MEDICINE AND PUBLIC HEALTH GRADES**

Detailed information concerning a student's grades, relative class standing and clinical performance is available upon request of the student from the UW-Madison School of Medicine and Public Health Student Services Office. The grade of IF is available only to medical students in School of Medicine and Public Health courses.

**THE HONORS PROGRAM**

Some Schools and Colleges have developed special Honors programs that replace or supplement the designation of awards based on grade point average along. These programs encourage and recognize work of greater depth, scope, and originality by undergraduate whose abilities and interests make them eligible. The content and pace of honors courses are adapted to students who have chosen to do intensive work (either of an accelerated or enriched nature) in the subjects. The programs are entirely voluntary.

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**RECORDING OF UW WORK PRIOR TO JANUARY 1972**

Prior to January 1972 all courses and grades for work taken within the former University of Wisconsin System (UW - Madison, UW - Milwaukee, UW - Green Bay, UW - Parkside, UW Centers, and UW - Extension) were recorded on one record and may appear on this transcript.

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**ERIN WICKE DANKERT**  
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Madison, WI 53719  
(800) 306-6223  
EWickeDankert@nccdglobal.org

---

## **EDUCATION**

University of Wisconsin–Madison  
*BS in statistics, sociology, concentration in analysis and research; psychology (2006)*

---

## **PROFESSIONAL EXPERIENCE**

### RESEARCHER

2006 – Present

National Council on Crime and Delinquency (NCCD), Madison, Wisconsin

- Ad hoc and routine data analysis and reporting for child welfare agencies using SQL and SPSS; documentation of complex methodology; risk validation and recurrence of maltreatment studies in child welfare, adult protection, and juvenile justice; report writing, including routine management reports; data collection and entry; facilitating work groups; quality improvement
- 

### UNDERGRADUATE RESEARCH ASSISTANT

2004–2006

Wisconsin Longitudinal Study, University of Wisconsin–Madison

- Transcription of audio segments to assess respondents' cognitive abilities; processing interviewer notes and making data corrections; creating variables for public use from raw data; writing documentation and designing flowcharts for public access; performing statistical analyses for use in a summary report for the respondents; maintaining confidentiality standards
- 

## **ADDITIONAL RESEARCH EXPERIENCE**

- Wide range of experience using statistical computing packages, including SAS, SPSS, MINITAB, R, and STATA
- Experience navigating large relational databases, including those housed in ORACLE and Access databases.

- Class Projects, University of Wisconsin–Madison, College of Letters and Science Survey design and analysis; conducting interviews and focus groups; experimental design and analysis; regression analysis; data modeling
- 

## **PUBLICATIONS**

- 2015      Wicke Dankert, E., & Bogie, A. *Preliminary risk assessment fit analysis of the SDM family risk assessment*. Madison, WI: National Council on Crime and Delinquency.
- 2014      Wicke Dankert, E., & Johnson, K. *California risk assessment validation 2013: A prospective study*. Madison, WI: National Council on Crime and Delinquency.
- 2013      Johnson, K., Bogie, A., & Wicke Dankert, E. *Predictive data analyses to test the validity of the risk of recidivism assessment*. Prepared for Texas Department of Family and Protective Services. The Children’s Research Center, a center of the National Council on Crime and Delinquency (76 pages).
- 

## **PRESENTATIONS**

- Child Welfare in the Information Age: Translating Data Into Practice (NCCD Conference on Children, Youth, and Families, 2014)
  - Structured Decision Making: Applying Research-Based Risk Assessment in Differential Response and Child Protection (American Humane Association’s Conference on Differential Response in Child Welfare, 2011)
-

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ERIN KATHLEEN WICKE  
Transcript Created: 3-Apr-2018

**Requested by:**  
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6614 PIPING ROCK RD  
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E-Mail: ewickedankert@nccdglobal.org

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# UNIVERSITY OF WISCONSIN - MADISON TRANSCRIPT

04/03/18  
PAGE 1

Wicke, Erin Kathleen

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BIRTHDATE 09/05/82  
Cambridge, WI  
New York, NY

MATRICULATION DATE 09/04/01

INSTITUTION(S) ATTENDED: Cambridge Senior High School,  
CEEB Advanced Placement Test,

09/04/01 GER Communication Part A satisfied. CRS GR PTS  
09/04/01 GER Quantitative Reasoning Part A satisfied.

08/27/01 TEST CREDITS  
MATH 221 Calculus&Analytic Geometry 5.000  
TOTAL CREDITS 5.000

Fall 2001-2002 BA 1 BA Undergrad  
SESSION A1: SEP 04 - DEC 14  
E P D 101 Contemp Iss-Engr Profession 1.000 A 4.000  
MATH 222 Calculus&Analytic Geometry 5.000 A 20.000  
MATH 298 Directed Study in Math 2.000 CR 0.000  
SPANISH 226 Intern Lang Prac-Writng&Grammr 3.000 A 12.000  
WOMEN ST 102 Women-Soc Inst & Soc Change 3.000 A 12.000  
SUM: EARNED CR 14 GPA CR 12 GPA 4.000 14.000 48.000  
12/23/01 Dean's List

12/24/01 OTHER CREDITS  
SPANISH 101 First Year Spanish 4.000  
SPANISH 204 Fourth Semester Spanish 4.000  
SPANISH 203 Third Semester Spanish 4.000  
SPANISH 102 First Year Spanish 4.000  
TOTAL CREDITS 16.000

Spring 2001-2002 BA 2 BA Undergrad  
SESSION A1: JAN 22 - MAY 10  
MATH 234 Calc--Functns of Variables 3.000 A 12.000  
MATH 298 Directed Study in Math 1.000 CR 0.000  
MUSIC 041 Bands 1.000 A 4.000  
PHYSICS 207 General Physics 5.000 DR  
COURSE DROPPED 03/11/02  
PSYCH 202 Introduction to Psychology 3.000 A 12.000  
SPANISH 311 Advanced Language Practice 3.000 A 12.000  
SESSION HIH: MAR 11 - MAY 10  
GEOLOGY 112 Mountains and Moving Plates 1.000 AB 3.500  
SUM: EARNED CR 12 GPA CR 11 GPA 3.955 12.000 43.500

Fall 2002-2003 BA 2 BA Undergrad  
SESSION A1: SEP 03 - DEC 13  
CHEM 109 Advanced General Chemistry 5.000 B 15.000  
ECON 101 Principles-Microeconomics 4.000 A 16.000  
MATH 340 Elem Matrix&Linear Algebra 3.000 C 6.000  
MUSIC 041 Bands 1.000 A 4.000  
SOC 210 Survey of Sociology 4.000 A 16.000  
SUM: EARNED CR 17 GPA CR 17 GPA 3.353 17.000 57.000

Spring 2002-2003 BA 3 BA Undergrad  
SESSION A1: JAN 21 - MAY 09  
ANTHRO 107 Evolution of Human Species 3.000 AB 10.500  
MUSIC 041 Bands 1.000 A 4.000  
SOC 530 Intro-Social Psychology 4.000 A 16.000

SPANISH 224 Intro-Hispanic Literatures 3.000 A 12.000  
STAT 301 Intro-Statistical Methods 3.000 A 12.000  
SUM: EARNED CR 14 GPA CR 14 GPA 3.893 14.000 54.500  
05/18/03 Dean's List

Fall 2003-2004 BA 3 BA Undergrad  
SESSION A1: SEP 02 - DEC 12  
AFROAMER 155 They: Race in Amer Lit 3.000 A 12.000  
PSYCH 509 Abnormal Psychology 3.000 A 12.000  
SOC 357 Meth-Sociological Inquiry 3.000 A 12.000  
SOC 637 Sociology of Science 3.000 A 12.000  
ZOOLOGY 101 Animal Biology 3.000 AB 10.500  
ZOOLOGY 102 Animal Biology Laboratory 2.000 A 8.000  
SUM: EARNED CR 17 GPA CR 17 GPA 3.912 17.000 66.500  
12/21/03 Dean's List

Spring 2003-2004 BA 4 BA Undergrad  
SESSION A1: JAN 20 - MAY 07  
COMP SCI 302 Introduction to Programming 3.000 B 9.000  
PSYCH 450 Animal Behavior-Primates 3.000 A 12.000  
SOC 361 Stats for Sociologists II 3.000 A 12.000  
SOC 475 Classical Soc Theory 3.000 A 12.000  
SOC 676 App Demogrphy-Amer Demgrphy 3.000 AB 10.500  
SUM: EARNED CR 15 GPA CR 15 GPA 3.700 15.000 55.500

Fall 2004-2005 BA 4 BA Undergrad  
SESSION A1: SEP 02 - DEC 15  
MUSIC 041 Bands 1.000 A 4.000  
PSYCH 225 Experimental Psychology 5.000 A 20.000  
SOC 362 Stats for Sociologists III 3.000 A 12.000  
SOC 441 Criminology 4.000 A 16.000  
ZOOLOGY 523 Neurobiology 3.000 AB 10.500  
SUM: EARNED CR 16 GPA CR 16 GPA 3.906 16.000 62.500  
PAGE 2 FOLLOWS

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04/03/18  
PAGE 2

Wicke, Erin Kathleen

12/23/04 Dean's List

		CRS	GR	PFS
Spring 2004-2005	BA 4 BA Undergrad			
SESSION A1: JAN 18 - MAY 06				
LCA	100 Intro to Cultures of Asia	3.000	A	12.000
MUSIC	041 Bands	1.000	A	4.000
PSYCH	517 Intro to Clinical Psych	3.000	A	12.000
SOC	693 Pract-Analysis & Research	H 3.000	A	12.000
SPANISH	223 Intro to Hispanic Cultures	3.000	A	12.000
STAT	351 Intro Nonparametric Stats	3.000	A	12.000
SUM: EARNED CR 16 GPA CR 16 GPA 4.000 16.000 64.000				

		CRS	GR	PFS
Fall 2005-2006	BA 4 BA Undergrad			
SESSION A1: SEP 02 - DEC 15				
MUSIC	041 Bands	1.000	A	4.000
PSYCH	411 Cur Tpc:Men & Masculinity	3.000	AB	10.500
PSYCH	449 Animal Behavior	3.000	AB	10.500
STAT	309 Intro to Math Statistics	4.000	AB	14.000
STAT	421 Appl Categorical Data Anal	3.000	AB	10.500
STAT	424 Stat Expermntl Design-Engrs	3.000	A	12.000
SUM: EARNED CR 17 GPA CR 17 GPA 3.618 17.000 61.500				

		CRS	GR	PFS
Spring 2005-2006	BS 4 BS Undergrad			
SESSION A1: JAN 17 - MAY 05				
PSYCH	411 Topic:Psych of Juvenile Delinq	3.000	A	12.000
STAT	310 Intro to Math Statistics	4.000	A	16.000
STAT	333 Applied Regression Analysis	3.000	A	12.000
STAT	471 Intro-Computational Statistics	3.000	B	9.000
SUM: EARNED CR 13 GPA CR 13 GPA 3.769 13.000 49.000				

ADV STG CREDITS	21
UGRAD CUM CREDITS	172
UNDERGRAD CUM GPA CREDITS	148
UGRAD CUM GRADE POINTS	562.0
UNDERGRADUATE GPA	3.797

Bachelor of Science  
Degree Conferred May 14, 2006  
Graduated with Distinction

MAJOR: Psychology  
MAJOR: Sociology  
OPTION: Concentration In Analysis and Research

MAJOR: Statistics

UNDERGRADUATE DEGREE GPA 3.797

END OF RECORD





**GRADING SYSTEM**

All credits are based on semester hours. A 4.000 grading system is used. Prior to 1954-55 a 3.00 grading system was used. Intermediate grades of AB and BC were instituted as of September 1973.

**Grades With Associated Grade Points Per Credit**

GRADE	GRADE POINTS	
A	Excellent	4
AB	Intermediate Grade	3.5
B	Good	3
BC	Intermediate Grade	2.5
C	Fair	2
D	Poor	1
F	Failure	0
NR	No report prior to 1999	0

**Grades Which Do Not Have Associated Grade Points**

CR	Credit	NW	No Work
DEF	Deferred	P	Progress
DR	Dropped	PE	Permanently Excused
EI	Extended Incomplete	PI	Permanently Incomplete
EX	Excused	Q	Question on credits
I	Incomplete	R	Registered
IF	Incomplete - Medical School Courses Only	S	Satisfactory
IN	Incomplete in Credit/No Credit Course	U	Unsatisfactory
N	No Credit	W	Withdrew
NR	No Report beginning 1999		

**ABBREVIATIONS AND SYMBOLS**

-	Failed course that has been repeated. Credits are not used to calculate cumulative GPA
#	Course taken on a pass/fail basis
*	Grades of Failure Or No Report - Credits do not count toward degree
* With Name	Full name in body of transcript
? On Credits	Question on credits
@	Repeat of a failed course
>	Course does not count toward degree
X	Repeat of a non-repeatable course
ϕ	Credit/No Credit course in progress
ADV STG CRS	Credits not earned on UW-Madison Campus
AU	Course taken for Audit credit
CRS	Number of credits
CUM	Cumulative totals
EARNED CRS	Total credits earned
GPA	Grade Point Average
GPA CR	Credits included in Grade Point Average calculation
GR	Grade received
H	Course taken for Honors credit
PTS	Grade Points
SUM	Semester/Term Totals

**YEAR LEVEL DEFINITIONS**

1	= FRESHMAN - Less than 24 credits
2	= SOPHOMORE - 24 credits
3	= JUNIOR - 54 credits
4	= SENIOR - 86 credits
5/GR#	= GRADUATE - A student pursuing a graduate degree
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**COURSE NUMBERING SYSTEM**

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100-299	Undergraduate Courses
300-699	Courses Open to Either Undergraduate or Graduate
700-999	Graduate and Professional Courses Including Seminars

A middle digit of 8 (i.e. 181) indicates an honors course. Honors courses are also shown by an H immediately preceding course credit.

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The Law School has its own grading scale. Law students entering in 2005 and thereafter are given letter grades of A+, A, A-, B+, B, B-, and so on through F.

Law students entered in 1992 through 2004 were graded on a numerical scale of 65 through 95. Letter grade equivalents during that time period are as follows:

87-95	A	77-79	C
85-86	AB	70-76	D
83-84	B	65-69	F
80-82	BC		

From 1970 to 1992, the following grading system and letter grade equivalents were used:

87-100	A	70-76	D
82-86	B	0-69	F
77-81	C		

Detailed information concerning Law grades is available from the University of Wisconsin Law Schools Registrar's Office

**SCHOOL OF MEDICINE AND PUBLIC HEALTH GRADES**

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**THE HONORS PROGRAM**

Some Schools and Colleges have developed special Honors programs that replace or supplement the designation of awards based on grade point average along. These programs encourage and recognize work of greater depth, scope, and originality by undergraduate whose abilities and interests make them eligible. The content and pace of honors courses are adapted to students who have chosen to do intensive work (either of an accelerated or enriched nature) in the subjects. The programs are entirely voluntary.

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**Transcripts**

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University of Wisconsin - Madison  
Madison, Wisconsin  
608 262-3811  
[www.registrar.wisc.edu](http://www.registrar.wisc.edu)

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**DANIEL T. FEENEY**

426 S. Yellowstone Drive

Madison, WI 53719

(800) 306-6223

dfeeney@nccdglobal.org

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**EDUCATION**

University of Wisconsin–Madison

*BS in Inter-arts and Technology* (2002)

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**EXPERIENCE**

DATA SYSTEMS ARCHITECT

2015 – Present

National Council on Crime and Delinquency (NCCD), Madison, Wisconsin

- Oversees database operations, designs database systems components, and coordinates implementation/development projects.
- 
- 

DATABASE/SYSTEMS ADMINISTRATOR

2004–2015

NCCD

- Worked with client technical contacts to develop, implement, and maintain data extract processes. Coordinated database code deployment and oversaw regular analysis batch tasks. Installed and configured SUN servers and EMC SAN technology. Implemented Oracle RAC database to support data warehousing/DSS reporting applications.
- 
- 

INTERNET APPLICATION DEVELOPER

2003–2004

NCCD

- Developed middleware components in ASP and J2EE for statewide web applications serving New Jersey and Virginia. Assisted in coding client-side functionality using JavaScript. Installed and configured Red Hat Enterprise Linux for use as a J2EE test server. Installed and configured IBM WebSphere Application Server in a Red Hat Enterprise Linux environment.
- 
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#### CABLE ASSISTANT

2002–2003

City of Fitchburg, Wisconsin

- Coordinated installation and configuration of computer equipment including PC and Macintosh video editing workstations. Created a multi-platform wireless network for multimedia production.

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#### WEB DESIGNER

2000–2002

LaFollette School of Public Affairs, Madison, Wisconsin

- Designed and implemented a web presence for the LaFollette School. Worked with a faculty committee on the design of the website project. Coordinated web and database server configuration with IT staff enabling dynamic web content.

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#### **CERTIFICATIONS**

Oracle Certified Professional—Certified March 2006

Oracle Certified Associate—Certified September 2005

Sun Certified Java Programmer—Certified April 2004

---

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OFFICE OF THE REGISTRAR  
333 EAST CAMPUS MALL RM 10101  
MADISON, WI 53715-1384

TELEPHONE: 608-262-3811

**Academic Transcript of:**  
DANIEL THOMAS FEENEY  
Transcript Created: 2-Apr-2018

**Requested by:**  
DANIEL THOMAS FEENEY  
1022 COLBY ST  
MADISON, WI 53715-2006

E-Mail: feend78@gmail.com

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# UNIVERSITY OF WISCONSIN - MADISON TRANSCRIPT

04/02/18  
PAGE 1

Feeney, Daniel Thomas  
 INSTITUTION(S) ATTENDED: Carnegie-Mellon University, Pittsburgh, PA  
 U S High School, ,

MATRICULATION DATE 01/24/00

	CRS	GR	PTS
01/14/00 GER Quantitative Reasoning Part A satisfied.			
TRANSFER COURSE CREDITS			
12/24/99			
STAT 201 Principles of Statistics	3.000		
PHYSICS 202 General Physics	4.000		
PHYSICS 201 General Physics	4.000		
MATH X15 Electives	3.000		
ANTHRO 100 General Anthropology	3.000		
HISTORY X24 Electives	3.000		
ENGLISH X04 Electives	3.000		
ECON X16 Electives	3.000		
E C E X10 Electives	4.000		
COMP SCI 302 Introduction to Programming	3.000		
CIV ENGR X10 Electives	4.000		
ART HIST X14 Electives	3.000		
ART X10 Electives	3.000		
E M A 201 Statics	3.000		
ART X10 Electives	3.000		
COMP SCI X12 Electives	3.000		
TOTAL CREDITS	52.000		
Spring 1999-2000 BS 2 BS Undergrad			
SESSION A1: JAN 24 - MAY 11			
ART 208 Current Directions in Art	3.000	D	3.000
ART 448 Topic: Adv Elect Sculp&Animatn	3.000	A	12.000
COM ARTS 372 Rhetoric-Campaign&Revolutn	3.000	B	9.000
COMP SCI 302 Introduction to Programming	3.000	BC	7.500
MUSIC 054 Choirs	1.000	A	4.000
MUSIC 151 Basic Concepts-Music Theory	3.000	B	9.000
SUM: EARNED CR 16 GPA CR 16 GPA 2.781	16.000		44.500
Summer 2000 BS 3 BS Undergrad			
SESSION DDD: JUN 12 - JUL 09			
ART 328 Computer in the Visual Arts	3.000	DR	
COURSE DROPPED 06/20/00			
SESSION DHH: JUN 12 - AUG 06			
ART 699 Independent Study	1.000	A	4.000
SUM: EARNED CR 1 GPA CR 1 GPA 4.000	1.000		4.000
Fall 2000-2001 IAT 3 IA Tech Undergrad			
SESSION A1: SEP 05 - DEC 15			
ART 448 Advanced Elect Sculp&Animatn	3.000	DR	
COURSE DROPPED 09/14/00			
MUSIC 054 Choirs	1.000	A	4.000
DANCE 151 Movemnt as Matl Thru Improv	2.000	B	6.000
DANCE 167 Intro-Movement Analysis	2.000	AB	7.000
DANCE 260 Survey-Interarts & Technology	3.000	C	6.000
DANCE 420 Sound Dsgn-Perf/Visual Arts	3.000	A	12.000
SUM: EARNED CR 11 GPA CR 11 GPA 3.182	11.000		35.000
Spring 2000-2001 IAT 3 IA Tech Undergrad			

	CRS	GR	PTS
SESSION A1: JAN 22 - MAY 10			
ART 428 Computer Imaging Techniques	3.000	A	12.000
ART HIST 236 Bascom Colloq:Wrtg-Photography	3.000	AB	10.500
MUSIC 054 Choirs	1.000	DR	
COURSE DROPPED 03/22/01			
DANCE 255 Move Comp-Perform/Visul Art	2.000	AB	7.000
DANCE 430 Advanced Sound Design	3.000	B	9.000
SUM: EARNED CR 11 GPA CR 11 GPA 3.500	11.000		38.500
08/27/01 OTHER CREDITS			
ART 104 Three-Dimensional Design	3.000		
ART X10 Electives	17.000		
ART 102 Two-Dimensional Design	3.000		
ART 214 Sculpture I	3.000		
TOTAL CREDITS	26.000		
Fall 2001-2002 IAT 4 IA Tech Undergrad			
SESSION A1: SEP 04 - DEC 14			
MUSIC 054 Choirs	1.000	A	4.000
DANCE 041 Ballroom Dancing	1.000	AB	3.500
DANCE 351 Video Desgn-Perf&Visual Art	3.000	AB	10.500
DANCE 520 Multimedia Sound Design	3.000	B	9.000
THEATRE 170 Fundamentals of Stagecraft	3.000	AB	10.500
SUM: EARNED CR 11 GPA CR 11 GPA 3.409	11.000		37.500
Spring 2001-2002 IAT 4 IA Tech Undergrad			
SESSION A1: JAN 22 - MAY 10			
ILS 206 W Cul:Pol,Econ&Soc Thght II	AUDIT	DR	
COURSE DROPPED 03/15/02			
DANCE 012 Modern Dance II	1.000	B	3.000
DANCE 399 Independent Project	2.000	AB	7.000
DANCE 399 Independent Project	1.000	A	4.000
DANCE 560 New Forms: Dance & Technology	3.000	AB	10.500

PAGE 2 FOLLOWS



# UNIVERSITY OF WISCONSIN - MADISON TRANSCRIPT

04/02/18  
PAGE 2

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Feeney, Daniel Thomas

	CRS	GR	PTS
DANCE 565 Advanced Video Design	3.000	AB	10.500
SUM: EARNED CR 10 GPA CR 10 GPA 3.500	10.000		35.000

05/19/02 Dean's List

ADV STG CREDITS	78
UGRAD CUM CREDITS	138
UNDERGRAD CUM GPA CREDITS	60
UGRAD CUM GRADE POINTS	194.5
UNDERGRADUATE GPA	3.242

Bachelor of Science-Dance  
Degree Conferred May 19, 2002

MAJOR: Dance

OPTION: Interarts and Technology

UNDERGRADUATE DEGREE GPA 3.242  
END OF RECORD



**GRADING SYSTEM**

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EI	Extended Incomplete	PI	Permanently Incomplete
EX	Excused	Q	Question on credits
I	Incomplete	R	Registered
IF	Incomplete - Medical School Courses Only	S	Satisfactory
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N	No Credit	W	Withdraw
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**ABBREVIATIONS AND SYMBOLS**

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**CASEY FOSHAY**

426 S. Yellowstone Drive  
Madison, WI 53719  
(800) 306-6223  
cfoshay@nccdglobal.org

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**EDUCATION**

University of Wisconsin–Madison  
*BA in communication arts* (1996)

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**EXPERIENCE**

SAFEMEASURES OPERATIONS MANAGER

2013 – Present

National Council on Crime and Delinquency (NCCD), Madison, Wisconsin

- Manages team of business analysts. Ensures quality of SafeMeasures® web-based data analysis application and reports.

WEB PRODUCTS MANAGER

2007–2013

NCCD

- Oversees helpdesk operations and personnel. Ensures quality of SafeMeasures web-based data analysis application and reports.

APPLICATION HELPDESK AND SUPPORT

2004–2007

NCCD

- Answered user questions regarding SafeMeasures and the web application of the Structured Decision Making® system. Trained users in both applications. Wrote application help and training materials.
- 

SUPPORT ANALYST

2001–2004

TDS Telecom, Madison, Wisconsin

- Provided support for Internet connectivity issues, including dial-up, ISDN, DSL, and T1 for users of all skill levels on both Windows and Macintosh platforms. Created multiple training documents including walkthroughs and screenshots for both end-user and internal use.

Provided support for small home and office networks, Internet applications including email and browser configurations, and web hosting configuration and maintenance. Trained more than 25 new employees on the use of internal systems and tools, troubleshooting skills, customer relations, and communication skills.

---

#### SUPPORT TECHNICIAN

1999–2000

GUILD.com, Madison, Wisconsin

- Provided support for a mixed environment of end users on a Windows NT network, including Windows 98, Windows NT, Mac OS 8.6, and Mac OS 9.0. Administered email system. Monitored daily back-ups of network drives. Provided training to fellow employees on the use of software, including MS Office and Internet Explorer.
- 

#### COMPUTER CONSULTANT

1993–1995

Reformed Congregation, Madison, Wisconsin

- Researched and recommended Macintosh computer platform. Assisted in software purchasing. Installed computer network. Resolved ongoing computer difficulties. Installed Internet and email services.
- 
- 

#### OTHER PROFESSIONAL TRAINING

Basic Management 3: Improving Managerial Effectiveness; Macintosh: Advanced Troubleshooting; Supporting Windows NT: Core Technologies; and Project Management Certificate

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MADISON, WI 53715-1384

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**Academic Transcript of:**  
CASEY MORGAN HOTALING  
Transcript Created: 2-Apr-2018

**Requested by:**  
CASEY MORGAN HOTALING  
2610 DUNWOODY DR  
MADISON, WI 53713-2127

E-Mail: caseyfohay@gmail.com

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# UNIVERSITY OF WISCONSIN - MADISON TRANSCRIPT

04/02/18

PAGE 1

Hotaling, Casey Morgan

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BIRTHDATE 07/28/73

MATRICULATION DATE 01/21/92

INSTITUTION(S) ATTENDED: McFarland High School, Mc Farland, WI

				CRS	GR	PTS					CRS	GR	PTS
01/21/92 ENGLISH 101, ENGLISH 118, OR BASIC COMPOSITION REQUIREMENT SATISFIED							SESSION A1: SEP 01 - DEC 15						
							COM ARTS 372	Rhetoric-Campaign&Revolutn		3.000	A	12.000	
							COM ARTS 457	Radio-TV Film & Society		3.000	B	9.000	
Spring 1991-92 BS 1 BS Undergrad							COMP LIT 209	Lit Form:Cartoon-Pop Cultur		3.000	A	12.000	
SESSION A1: JAN 21 - MAY 08							COMP SCI 132	Using Computers		4.000	A	16.000	
ENGLISH 207	Intro to Modern Lit, I	3.000	B	9.000	SUM: EARNED CR 13 GPA CR 13 GPA 3.769				13.000		49.000		
PHILOS 101	Introduction to Philosophy	4.000	A	16.000									
PSYCH 202	Introduction to Psychology	3.000	B	9.000	Spring 1994-95 BA 3 BA Undergrad								
SPANISH 101	First Year Spanish	4.000	B	12.000	SESSION A1: JAN 23 - MAY 12								
SUM: EARNED CR 14 GPA CR 14 GPA 3.285 14.000 46.000							COM ARTS 250	Radio,TV&Film as Mass Media		3.000	AB	10.500	
							COM ARTS 354	Film Styles and Genres		3.000	B	9.000	
Spring 1992-93 BS 1 BS Undergrad							COM ARTS 355	Intro to Video & Film Prod		4.000	AB	14.000	
SESSION A1: JAN 19 - MAY 07							COMP SCI 302	Algebraic Language Program		3.000	A	12.000	
ASTRON 100	Survey of Astronomy	4.000	A	16.000	SUM: EARNED CR 13 GPA CR 13 GPA 3.500				13.000		45.500		
HISTORY 112	Ancient Hist-Roman Empire	4.000	AB	14.000									
POLI SCI 104	Intro-Amer Natl Government	4.000	A	16.000	Fall 1995-96 BA 4 BA Undergrad								
SPANISH 102	First Year Spanish	4.000	B	12.000	SESSION A1: SEP 05 - DEC 15								
SUM: EARNED CR 16 GPA CR 16 GPA 3.625 16.000 58.000							ASTRON 140	Tpc-Extraterrestrial Life		2.000	C	4.000	
							COM ARTS 653	TV Dramatc Productn&Directn		3.000	A	12.000	
Summer 1992-93 BS 2 BS Undergrad							PSYCH 532	Psychology and Law		3.000	AB	10.500	
SESSION DD: JUN 14 - JUL 11							SOC 530	Intro-Social Psychology		3.000	BC	7.500	
COM ARTS 350	Introduction to Film	3.000	B	9.000	COMP SCI 367	INTRO TO DATA STRUCTURES		3.000	DR				
SESSION DH: JUL 12 - AUG 08							COURSE DROPPED 10/30/95						
HISTORY 344	American Rev 1763-1789	3.000	BC	7.500	SUM: EARNED CR 11 GPA CR 11 GPA 3.090				11.000		34.000		
SUM: EARNED CR 6 GPA CR 6 GPA 2.750 6.000 16.500													
							Spring 1995-96 BA 4 BA Undergrad						
Fall 1993-94 BS 2 BS Undergrad							SESSION A1: JAN 22 - MAY 10						
SESSION A1: SEP 02 - DEC 15							COM ARTS 353	Radio Programmng&Production		3.000	A	12.000	
COM ARTS 352	Hist of the Motion Picture	3.000	B	9.000	COM ARTS 357	History of Animated Film		3.000	A	12.000			
COMP LIT 207	Masterpieces of Lit I	3.000	B	9.000	PHILOS 211	Elementary Logic		4.000	C	8.000			
PSYCH 210	Psychometric Methods	3.000	B	9.000	PSYCH 560	Child Psychology		3.000	B	9.000			
SPANISH 203	Third Semester Spanish	4.000	BC	10.000	SUM: EARNED CR 13 GPA CR 13 GPA 3.153				13.000		41.000		
SUM: EARNED CR 13 GPA CR 13 GPA 2.846 13.000 37.000							PAGE 2 FOLLOWS						
Spring 1993-94 BA 2 BA Undergrad							SESSION A1: JAN 24 - MAY 13						
SESSION A1: JAN 24 - MAY 13							COM ARTS 351	Introduction to Television		3.000	B	9.000	
COM ARTS 351	Introduction to Television	3.000	B	9.000	GEOLOGY 100	General Geology		3.000	B	9.000			
GEOLOGY 100	General Geology	3.000	B	9.000	PSYCH 450	Animal Behavior-Primates		3.000	AB	10.500			
PSYCH 450	Animal Behavior-Primates	3.000	AB	10.500	SPANISH 204	Fourth Semester Spanish		4.000	B	12.000			
SPANISH 204	Fourth Semester Spanish	4.000	B	12.000	SUM: EARNED CR 13 GPA CR 13 GPA 3.115				13.000		40.500		
SUM: EARNED CR 13 GPA CR 13 GPA 3.115 13.000 40.500													
							Summer 1993-94 BA 3 BA Undergrad						
Summer 1993-94 BA 3 BA Undergrad							SESSION DD: JUN 13 - JUL 10						
SESSION DD: JUN 13 - JUL 10							COM ARTS 262	Thry&Pract-Argument&Debate		3.000	A	12.000	
COM ARTS 262	Thry&Pract-Argument&Debate	3.000	A	12.000	SESSION DH: JUL 11 - AUG 07								
SESSION DH: JUL 11 - AUG 07							COM ARTS 272	Intro-Interpersonal Com		3.000	AB	10.500	
COM ARTS 272	Intro-Interpersonal Com	3.000	AB	10.500	SESSION HD: JUN 13 - AUG 07								
SESSION HD: JUN 13 - AUG 07							ATM OCN 100	Weather and Climate		3.000	AB	10.500	
ATM OCN 100	Weather and Climate	3.000	AB	10.500	SUM: EARNED CR 9 GPA CR 9 GPA 3.666				9.000		33.000		
SUM: EARNED CR 9 GPA CR 9 GPA 3.666 9.000 33.000													
							Fall 1994-95 BA 3 BA Undergrad						
Fall 1994-95 BA 3 BA Undergrad													

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	CRS	GR	PTS
UGRAD CUM CREDITS			121
UNDERGRAD CUM GPA CREDITS			121
UGRAD CUM GRADE POINTS			400.5
UNDERGRADUATE GPA			3.309

Bachelor of Arts  
 Degree Conferred May 19, 1996  
 MAJOR: Communication Arts  
 OPTION: Radio-Television-Film

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UNDERGRADUATE DEGREE GPA 3.309  
 END OF RECORD



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**GRADING SYSTEM**

All credits are based on semester hours. A 4.000 grading system is used. Prior to 1954-55 a 3.00 grading system was used. Intermediate grades of AB and BC were instituted as of September 1973.

**Grades With Associated Grade Points Per Credit**

GRADE	GRADE POINTS	
A	Excellent	4
AB	Intermediate Grade	3.5
B	Good	3
BC	Intermediate Grade	2.5
C	Fair	2
D	Poor	1
F	Failure	0
NR	No report prior to 1999	0

**Grades Which Do Not Have Associated Grade Points**

CR	Credit	NW	No Work
DEF	Deferred	P	Progress
DR	Dropped	PE	Permanently Excused
EI	Extended Incomplete	PI	Permanently Incomplete
EX	Excused	Q	Question on credits
I	Incomplete	R	Registered
IF	Incomplete - Medical School Courses Only	S	Satisfactory
IN	Incomplete in Credit/No Credit Course	U	Unsatisfactory
N	No Credit	W	Withdrew
NR	No Report beginning 1999		

**ABBREVIATIONS AND SYMBOLS**

-	Failed course that has been repeated. Credits are not used to calculate cumulative GPA
#	Course taken on a pass/fail basis
*	Grades of Failure Or No Report - Credits do not count toward degree
* With Name	Full name in body of transcript
? On Credits	Question on credits
@	Repeat of a failed course
>	Course does not count toward degree
X	Repeat of a non-repeatable course
ϕ	Credit/No Credit course in progress
ADV STG CRS	Credits not earned on UW-Madison Campus
AU	Course taken for Audit credit
CRS	Number of credits
CUM	Cumulative totals
EARNED CRS	Total credits earned
GPA	Grade Point Average
GPA CR	Credits included in Grade Point Average calculation
GR	Grade received
H	Course taken for Honors credit
PTS	Grade Points
SUM	Semester/Term Totals

**YEAR LEVEL DEFINITIONS**

1	= FRESHMAN - Less than 24 credits
2	= SOPHOMORE - 24 credits
3	= JUNIOR - 54 credits
4	= SENIOR - 86 credits
5/GR#	= GRADUATE - A student pursuing a graduate degree
P#	= Professional & Year

**COURSE NUMBERING SYSTEM**

000-099	Special Purpose Courses
100-299	Undergraduate Courses
300-699	Courses Open to Either Undergraduate or Graduate
700-999	Graduate and Professional Courses Including Seminars

A middle digit of 8 (i.e. 181) indicates an honors course. Honors courses are also shown by an H immediately preceding course credit.

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**INCOMPLETES**

Undergraduate students in Letters and Science must remove the grade of I (Incomplete) by the end of the fourth week of classes in the next semester (excluding summer) the student is in attendance. All other undergraduate students and most special students must remove the Incomplete by the end of the next semester they are in attendance. Incompletes that are not removed by the deadline dates lapse into a grade of F (Failure). The deadlines for removal of Incompletes may be extended with approval of the student's Dean's Office. Graduate and professional students are not subject to the above Incomplete deadlines. Students who are not in attendance for a five year period after an Incomplete is received may not remove the Incomplete without permission from the student's Dean's Office. These Incompletes remain on the record as Permanent Incompletes and do not lapse into failure.

**LAW SCHOOL GRADES**

The Law School has its own grading scale. Law students entering in 2005 and thereafter are given letter grades of A+, A, A-, B+, B, B-, and so on through F.

Law students entered in 1992 through 2004 were graded on a numerical scale of 65 through 95. Letter grade equivalents during that time period are as follows:

87-95	A	77-79	C
85-86	AB	70-76	D
83-84	B	65-69	F
80-82	BC		

From 1970 to 1992, the following grading system and letter grade equivalents were used:

87-100	A	70-76	D
82-86	B	0-69	F
77-81	C		

Detailed information concerning Law grades is available from the University of Wisconsin Law Schools Registrar's Office

**SCHOOL OF MEDICINE AND PUBLIC HEALTH GRADES**

Detailed information concerning a student's grades, relative class standing and clinical performance is available upon request of the student from the UW-Madison School of Medicine and Public Health Student Services Office. The grade of IF is available only to medical students in School of Medicine and Public Health courses.

**THE HONORS PROGRAM**

Some Schools and Colleges have developed special Honors programs that replace or supplement the designation of awards based on grade point average along. These programs encourage and recognize work of greater depth, scope, and originality by undergraduate whose abilities and interests make them eligible. The content and pace of honors courses are adapted to students who have chosen to do intensive work (either of an accelerated or enriched nature) in the subjects. The programs are entirely voluntary.

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**TIMOTHY J. STELLICK**  
426 S. Yellowstone Drive  
Madison, WI 53719  
(800) 306-6223  
tstellick@nccdglobal.org

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## **EDUCATION**

University of Wisconsin–Madison  
*BS in Psychology and Zoology (2006)*

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## **PROFESSIONAL EXPERIENCE**

### PROGRAMMER ANALYST

10/2008 – Present

National Council on Crime and Delinquency (NCCD), Madison, Wisconsin

- Design and implement report methodologies.
    - » Interpret meaning and goals of reports for clients.
    - » Make suggestions for and improvements to client-submitted methodologies.
    - » Test reports for consistent and accurate results.
    - » Use understanding of jurisdiction policies to ensure quality reporting
  - Participate in regular client meetings.
    - » Organize meeting agendas.
    - » Collaborate with clients to assess and meet their goals.
    - » Anticipate potential issues and offer suggestions for how to approach problems.
  - Write and maintain code base.
    - » Create new structures.
    - » Fine-tune and improve performance of existing structures.
    - » Modify analyses as needed after changes in policy and/or methodology.
    - » Maintain consistency and coherence in code practices.
    - » Ensure stable and accurate results.
    - » Fix bugs.
  - Manage workflow.
    - » Set priorities based on client needs.
    - » Maintain communication with clients.
  - Work in multiple client jurisdictions.
  - Participate in training of new employees.
-

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## LABORATORY ASSISTANT

2004–2008

University of Wisconsin–Madison, Department of Psychology, Neural Basis of Behavior Lab  
Technician

- Designed and implemented behavioral studies.
  - » Maintained rodent colonies for research use.
  - » Maintained records of animal behavior and manipulations.
  - » Performed behavioral testing of rodents' working memory.
  - » Kept records of performance data and animal observations.
- Performed statistical analysis and interpretation of data.
  - » Ran statistical analyses of data using SPSS and SigmaStat.
  - » Modified and created customized statistical analysis scripts.
  - » Executed data collection.
  - » Scored readouts for data entry.
  - » Created figures and graphs for use in publication.
- Performed administrative and general laboratory duties.
  - » Prepared documents for experimental use.
  - » Managed invoices.
  - » Performed data entry.
  - » Trained student workers in laboratory tasks.

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## SUMMARY

Data analyst with nine years' experience working with large data sets and writing analyses of child protective services–related data. Experienced in problem-solving, various database systems (Oracle using SQL and PL-SQL, SPSS, Microsoft Access, and SigmaStat), and client communication.

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Transcript Created: 2-Apr-2018

**Requested by:**  
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MADISON, WI 53704-4907

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MATRICULATION DATE 09/04/01

	CRS	GR	PTS
09/04/01 GER Quantitative Reasoning Part A satisfied.			
08/27/01 TEST CREDITS			
GEN ELCT X16 Electives	3.000		
LIT X10 Electives	3.000		
TOTAL CREDITS	6.000		
Fall 2001-2002 EGR 1 GeneralEgr Undergrad			
SESSION A1: SEP 04 - DEC 14			
CHEM 109 Gen & Analytical Chem I	5.000	A	20.000
E P D 101 Contemp Iss-Engr Profession	1.000	A	4.000
ILS 198 Directed Study	1.000	CR	0.000
MATH 221 Calculus&Analytic Geometry	5.000	A	20.000
SUM: EARNED CR 12 GPA CR 11 GPA 4.000	12.000		44.000
12/23/01 Dean's Honor List			
Spring 2001-2002 EGR 1 GeneralEgr Undergrad			
SESSION A1: JAN 22 - MAY 10			
E P D 155 Basic Communication	2.000	A	8.000
ENTOM 201 Insects and Human Culture	3.000	A	12.000
MATH 222 Calculus&Analytic Geometry	5.000	BC	12.500
M S & E 250 Intro to Modern Materials	1.000	A	4.000
PSYCH 202 Introduction to Psychology	3.000	A	12.000
SUM: EARNED CR 14 GPA CR 14 GPA 3.464	14.000		48.500
05/19/02 Dean's Honor List			
Fall 2002-2003 BS 2 BS Undergrad			
SESSION A1: SEP 03 - DEC 13			
GEOLOGY 333 The Age of Dinosaurs	3.000	A	12.000
PHYSICS 201 General Physics	5.000	DR	
COURSE DROPPED 10/17/02			
PSYCH 160 Hum Sexuality-Soc, Psych Iss	4.000	A	16.000
ZOOLOGY 151 Introductory Biology	5.000	AB	17.500
SUM: EARNED CR 12 GPA CR 12 GPA 3.792	12.000		45.500
12/22/02 Dean's List			
Spring 2002-2003 BS 2 BS Undergrad			
SESSION A1: JAN 21 - MAY 09			
ANTHRO 104 Cult Anthro&Human Diversity	3.000	A	12.000
MUSIC 059 University Chorus	1.000	A	4.000
POLI SCI 222 Intro to East Asian Civ	3.000	A	12.000
PSYCH 210 Psychometric Methods	3.000	AB	10.500
ZOOLOGY 152 Introductory Biology	5.000	A	20.000
SUM: EARNED CR 15 GPA CR 15 GPA 3.900	15.000		58.500
05/18/03 Dean's List			
Fall 2003-2004 BS 3 BS Undergrad			
SESSION A1: SEP 02 - DEC 12			
ANTHRO 112 Principles of Archaeology	3.000	DR	
COURSE DROPPED 10/04/03			
GEOLOGY 306 Gems and Precious Stones	1.000	A	4.000

	CRS	GR	PTS
PSYCH 225 Experimental Psychology	5.000	B	15.000
PSYCH 509 Abnormal Psychology	3.000	AB	10.500
PSYCH 697 Problems in Human Behavior	3.000	A	12.000
SUM: EARNED CR 12 GPA CR 12 GPA 3.458	12.000		41.500
Spring 2003-2004 BS 3 BS Undergrad			
SESSION A1: JAN 20 - MAY 07			
CLASSICS 370 Classical Mythology	3.000	A	12.000
PHYSICS 103 General Physics	4.000	A	16.000
PSYCH 530 Intro-Social Psychology	3.000	A	12.000
PSYCH 618 Rsch Tpcs:Intrinsic Motivation	3.000	A	12.000
SUM: EARNED CR 13 GPA CR 13 GPA 4.000	13.000		52.000
05/16/04 Dean's List			
Fall 2004-2005 BS 3 BS Undergrad			
SESSION A1: SEP 02 - DEC 15			
PHYSICS 104 General Physics	4.000	A	16.000
PSYCH 449 Animal Behavior	3.000	A	12.000
PSYCH 523 Neurobiology	3.000	A	12.000
ZOOLOGY 466 General Genetics	3.000	A	12.000
SUM: EARNED CR 13 GPA CR 13 GPA 4.000	13.000		52.000
12/23/04 Dean's List			
Spring 2004-2005 BS 4 BS Undergrad			
SESSION A1: JAN 18 - MAY 06			
ANTHRO 102 Archaeology & Prehist World	3.000	A	12.000
PSYCH 414 Cognitive Psychology	3.000	A	12.000
PSYCH 450 Animal Behavior-Primates	3.000	A	12.000
ZOOLOGY 302 Introduction to Entomology	4.000	A	16.000
SUM: EARNED CR 13 GPA CR 13 GPA 4.000	13.000		52.000
05/15/05 Dean's List			
Fall 2005-2006 BS 4 BS Undergrad			

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		CRS	GR	PTS
SESSION A1: SEP 02 - DEC 15				
FOOD SCI	120 Science of Food	3.000	A	12.000
PSYCH	409 Psychology of Motivation	3.000	A	12.000
PSYCH	517 Intro to Clinical Psych	3.000	A	12.000
ZOOLOGY	360 Extinction of Species	3.000	A	12.000
ZOOLOGY	570 Cell Biology	3.000	A	12.000
SUM: EARNED CR 15    GPA CR 15    GPA 4.000		15.000		60.000
12/23/05 Dean's List				

Spring 2005-2006 BS    4    BS    Undergrad

SESSION A1: JAN 17 - MAY 05

ASTRON	103 The Evolving Universe	3.000	AB	10.500
MUSIC	106 The Symphony	3.000	DR	
COURSE DROPPED 03/19/06				
PE ACTIV	157 Tpcs in Fencg: Sabre	1.000	AB	3.500
KINES	116 First Aid	2.000	AB	7.000
PSYCH	411 How You Know: Conceptual Knowl	3.000	A	12.000
ZOOLOGY	524 Neurobi II:Intr-Brain&Behav	3.000	B	9.000
SUM: EARNED CR 12    GPA CR 12    GPA 3.500		12.000		42.000

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ADV STG CREDITS	6
UGRAD CUM CREDITS	137
UNDERGRAD CUM GPA CREDITS	130
UGRAD CUM GRADE POINTS	496.0
UNDERGRADUATE GPA	3.815

Bachelor of Science  
Degree Conferred May 14, 2006  
Graduated with Distinction

MAJOR: Psychology  
MAJOR: Zoology

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UNDERGRADUATE DEGREE GPA 3.815  
END OF RECORD

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**GRADING SYSTEM**

All credits are based on semester hours. A 4.000 grading system is used. Prior to 1954-55 a 3.00 grading system was used. Intermediate grades of AB and BC were instituted as of September 1973.

**Grades With Associated Grade Points Per Credit**

GRADE	GRADE POINTS	
A	Excellent	4
AB	Intermediate Grade	3.5
B	Good	3
BC	Intermediate Grade	2.5
C	Fair	2
D	Poor	1
F	Failure	0
NR	No report prior to 1999	0

**Grades Which Do Not Have Associated Grade Points**

CR	Credit	NW	No Work
DEF	Deferred	P	Progress
DR	Dropped	PE	Permanently Excused
EI	Extended Incomplete	PI	Permanently Incomplete
EX	Excused	Q	Question on credits
I	Incomplete	R	Registered
IF	Incomplete - Medical School Courses Only	S	Satisfactory
IN	Incomplete in Credit/No Credit Course	U	Unsatisfactory
N	No Credit	W	Withdrew
NR	No Report beginning 1999		

**ABBREVIATIONS AND SYMBOLS**

-	Failed course that has been repeated. Credits are not used to calculate cumulative GPA
#	Course taken on a pass/fail basis
*	Grades of Failure Or No Report - Credits do not count toward degree
* With Name	Full name in body of transcript
? On Credits	Question on credits
@	Repeat of a failed course
>	Course does not count toward degree
X	Repeat of a non-repeatable course
¢	Credit/No Credit course in progress
ADV STG CRS	Credits not earned on UW-Madison Campus
AU	Course taken for Audit credit
CRS	Number of credits
CUM	Cumulative totals
EARNED CRS	Total credits earned
GPA	Grade Point Average
GPA CR	Credits included in Grade Point Average calculation
GR	Grade received
H	Course taken for Honors credit
PTS	Grade Points
SUM	Semester/Term Totals

**YEAR LEVEL DEFINITIONS**

1	= FRESHMAN - Less than 24 credits
2	= SOPHOMORE - 24 credits
3	= JUNIOR - 54 credits
4	= SENIOR - 86 credits
5/GR#	= GRADUATE - A student pursuing a graduate degree
P#	= Professional & Year

**COURSE NUMBERING SYSTEM**

000-099	Special Purpose Courses
100-299	Undergraduate Courses
300-699	Courses Open to Either Undergraduate or Graduate
700-999	Graduate and Professional Courses Including Seminars

A middle digit of 8 (i.e. 181) indicates an honors course. Honors courses are also shown by an H immediately preceding course credit.

The University of Wisconsin-Madison is accredited by the [Higher Learning Commission](#) of the North Central Association of Colleges and Schools.

**INCOMPLETES**

Undergraduate students in Letters and Science must remove the grade of I (Incomplete) by the end of the fourth week of classes in the next semester (excluding summer) the student is in attendance. All other undergraduate students and most special students must remove the Incomplete by the end of the next semester they are in attendance. Incompletes that are not removed by the deadline dates lapse into a grade of F (Failure). The deadlines for removal of Incompletes may be extended with approval of the student's Dean's Office. Graduate and professional students are not subject to the above Incomplete deadlines. Students who are not in attendance for a five year period after an Incomplete is received may not remove the Incomplete without permission from the student's Dean's Office. These Incompletes remain on the record as Permanent Incompletes and do not lapse into failure.

**LAW SCHOOL GRADES**

The Law School has its own grading scale. Law students entering in 2005 and thereafter are given letter grades of A+, A, A-, B+, B, B-, and so on through F.

Law students entered in 1992 through 2004 were graded on a numerical scale of 65 through 95. Letter grade equivalents during that time period are as follows:

87-95	A	77-79	C
85-86	AB	70-76	D
83-84	B	65-69	F
80-82	BC		

From 1970 to 1992, the following grading system and letter grade equivalents were used:

87-100	A	70-76	D
82-86	B	0-69	F
77-81	C		

Detailed information concerning Law grades is available from the University of Wisconsin Law Schools Registrar's Office

**SCHOOL OF MEDICINE AND PUBLIC HEALTH GRADES**

Detailed information concerning a student's grades, relative class standing and clinical performance is available upon request of the student from the UW-Madison School of Medicine and Public Health Student Services Office. The grade of IF is available only to medical students in School of Medicine and Public Health courses.

**THE HONORS PROGRAM**

Some Schools and Colleges have developed special Honors programs that replace or supplement the designation of awards based on grade point average along. These programs encourage and recognize work of greater depth, scope, and originality by undergraduate whose abilities and interests make them eligible. The content and pace of honors courses are adapted to students who have chosen to do intensive work (either of an accelerated or enriched nature) in the subjects. The programs are entirely voluntary.

**TRANSCRIPT FROM OTHER INSTITUTIONS**

The University of Wisconsin - Madison does not issue copies of transcripts or other documents received from other institutions, including those from the University of Wisconsin - Extension.

**RECORDING OF UW WORK PRIOR TO JANUARY 1972**

Prior to January 1972 all courses and grades for work taken within the former University of Wisconsin System (UW - Madison, UW - Milwaukee, UW - Green Bay, UW - Parkside, UW Centers, and UW - Extension) were recorded on one record and may appear on this transcript.

**Transcripts**

Office of the Registrar  
University of Wisconsin - Madison  
Madison, Wisconsin  
608 262-3811  
[www.registrar.wisc.edu](http://www.registrar.wisc.edu)

This document cannot be released to a third party without the written consent of the student. This is in accordance with the Family Educational Rights and Privacy Act of 1974.

This Academic Transcript from the University of Wisconsin - Madison located in Madison, WI is being provided to you by Credentials Inc. Under provisions of, and subject to, the Family Educational Rights and Privacy Act of 1974, Credentials Inc. of Northfield, IL is acting on behalf of the University of Wisconsin - Madison in facilitating the delivery of academic transcripts from the University of Wisconsin - Madison to other colleges, universities and third parties using the Credentials' TranscriptsNetwork™.

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**APPENDIX C**

**SAFEMEASURES® STATEMENT OF WORK**

Agencies have long struggled with the timeliness and quality of data. It is difficult to manage data when information is incomplete and incorrect. The problem is further compounded when reports come out months after the fact and derive results from past cases. The agency can identify a historical problem but cannot connect it to present cases.

In 2000, CRC researchers recognized this problem and proposed a solution: an interactive display and reporting system, aimed primarily at supervisors and managers, to provide critical case information in near-real time. Since then, SafeMeasures has evolved into a total-agency solution that provides all staff with the same dataset and with tools to help them easily access the information they need to better serve their clients.

SafeMeasures re-analyzes all reports over all displayed periods daily on case management data that lag real time by no more than 36 hours. This is the rapid analytical cycle, and it helps guarantee that supervisors and their workers always have current information at their fingertips.

Traditionally, report development is conceived as a one-time engagement. Agency management personnel articulate a need for a specific report, staff write a draft report, management personnel review the draft and make comments or requests for changes, and the report is then submitted as official. The engagement ends once the report is published.

With the SafeMeasures service, all reports go through the process described above, but publication is not the endpoint. Rather, it marks the beginning of an ongoing review process that continues for the lifetime of the report. The questions remain open: Is the report topical? Does it continue to match the current regulatory or policy landscape? Is it accurate? Does it handle exceptional cases adequately? Does the information sufficiently address the nuances of

the question presented? If the answer for any of these questions is “no,” the report is immediately returned to the analyst for review and revision. There is no fixed endpoint, because the only acceptable endpoint is that the information presented to the user is on point, accurate, and complete. This is continuous engagement. No other provider offers similar duration-of-contract service.

How does one know that a statistical report is correct? Standard vetting techniques are top down: an analyst returns a report along with a methodology document to an administrator or review committee. Sometimes the reviewers may ask for a list of sample cases to see how they were reported. The reviewers generally do not know how to read the analytical code, so they depend on the descriptions in the methodology document and their familiarity with the system to come to a consensus on whether the report is correct.

With SafeMeasures, the vetting process is turned on its head. The cases counted in each category are made transparent to the user community. The user can see how his/her cases—those that the user has a vested interest in seeing reported accurately—are being categorized and counted. If a user believes a case is being misreported, that information is immediately plugged into the vetting process.

This notion—that all workers, supervisors, and managers are empowered to vet their own cases—is referred to as bottom-up reconciliation. Bottom-up reconciliation guarantees greater accuracy of information. Instead of a few people looking at the output, the entire user community is looking at the underlying cases all the time. As there really is no such thing as the “exceptional case,” cleaning the logic to handle the problem cases guarantees that every other similar case is swept up with the fix.

SafeMeasures reporting is designed to develop trust and investment in the agency's case management data. Getting people to trust and use social services data is a challenge. Most users see data systems as an imposition. They mistrust the content; are more cognizant of what is not there than what is; and feel that they are victimized by an inadequate data system, instead of being invested in the quality of "their" system.

With the SafeMeasures service, the worker understands exactly how every key entry affects the report content. Help is written in "user speak," the language of the end user. Help graphics capture what the user sees in the case management system—explicitly showing, for example, that the selection from *this* drop-down menu is checked for *these* values. When workers question a case, they are instructed to compare the output from SafeMeasures to what they see in their case management system. This exercise of relating SafeMeasures back to their system forges a solid link between what users put into the system and what they get out of it. This unprecedented level of transparency is unique to the SafeMeasures service.

**APPENDIX D**

**ANALYTICS SERVICES STATEMENT OF WORK FOR DHS**

CRC's analytics services is a technical assistance and report writing service. CRC provides customized reports to answer critical management questions and promote data culture, monitor case management, and strengthen CQI efforts. Reports can range from identifying problematic data to trend analysis to preliminary research. CRC analysts ensure the questions are clear, and responses are delivered in a short time, and provide ongoing technical assistance that will not only help DHS understand the report but also develop internal capacity to build it in-house.

The service leverages real-time data from Statewide Automated Child Welfare Information Systems (SACWIS); cross-systems (e.g., child welfare and probation) reporting services are also available by providing CRC access to the information system.

Analytics services can be categorized into ad hoc reports, routine reports, preliminary research, and technical assistance. Each report is unique and tailored specifically to the request at hand. All reports come with a description of the methods and the actual programming language used to assemble the data.

### **Ad Hoc Reports**

CRC will provide data reports, datasets, and aggregate data to support agency operations. These reports may include a cohort book that describes case characteristics and/or key decision points, which become the basis for understanding systems data and enable additional reporting. Other reporting options may include case lists (which include service activities, case characteristics, and service delivery outcomes), implementation-monitoring reports, cohort profiles for specific research projects, and other data reports as the need arises.

An ad hoc report will fill an information gap, strengthen a CQI effort, or explore a new research area. DHS may use ad hoc reports to query any available systems information.

## **Routine Reports**

Agencies often wish to review reports on target analyses, profile analyses, or other performance metrics routinely. During development of a routine report, CRC will provide a detailed methodology document, including all analysis code used to produce the report (e.g., Structured Query Language [SQL], R, or SPSS syntax files), step-by-step description of the analysis code, and any additional considerations (e.g., limitations or other issues). Once the report has been approved, DHS can opt to have CRC reproduce the report on a routine schedule and provide it at an interval that best supports agency operations (e.g., monthly, quarterly).

## **Preliminary Research**

Administrative data can be leveraged to provide agencies with information on special topics and preliminary research. CRC's analytics services are often used to describe and analyze relationships between client characteristics, case service activities, and service delivery outcomes. Agencies have used CRC's analytics services to develop outcome evaluations for programs, create statistical models to identify young people likely to cross over from child welfare to juvenile justice, or explore issues such as domestic violence or substance abuse using machine learning to discover new data-informed relationships. Research projects are created, developed, and shared through collaborative partnerships. CRC analysts will partner with your project team to ensure proper study design and understand insights, limitations, and potential utility.

## **Example Reporting**

Analytic service reporting is customizable to meet all ad hoc reporting needs. This section offers examples of actual requests and reporting produced by NCCD for child welfare



agencies. Examples describe actual service request, final deliverables and support lists. These are just a sample from an inventory of 100s reports produced by CRC's analytics services.

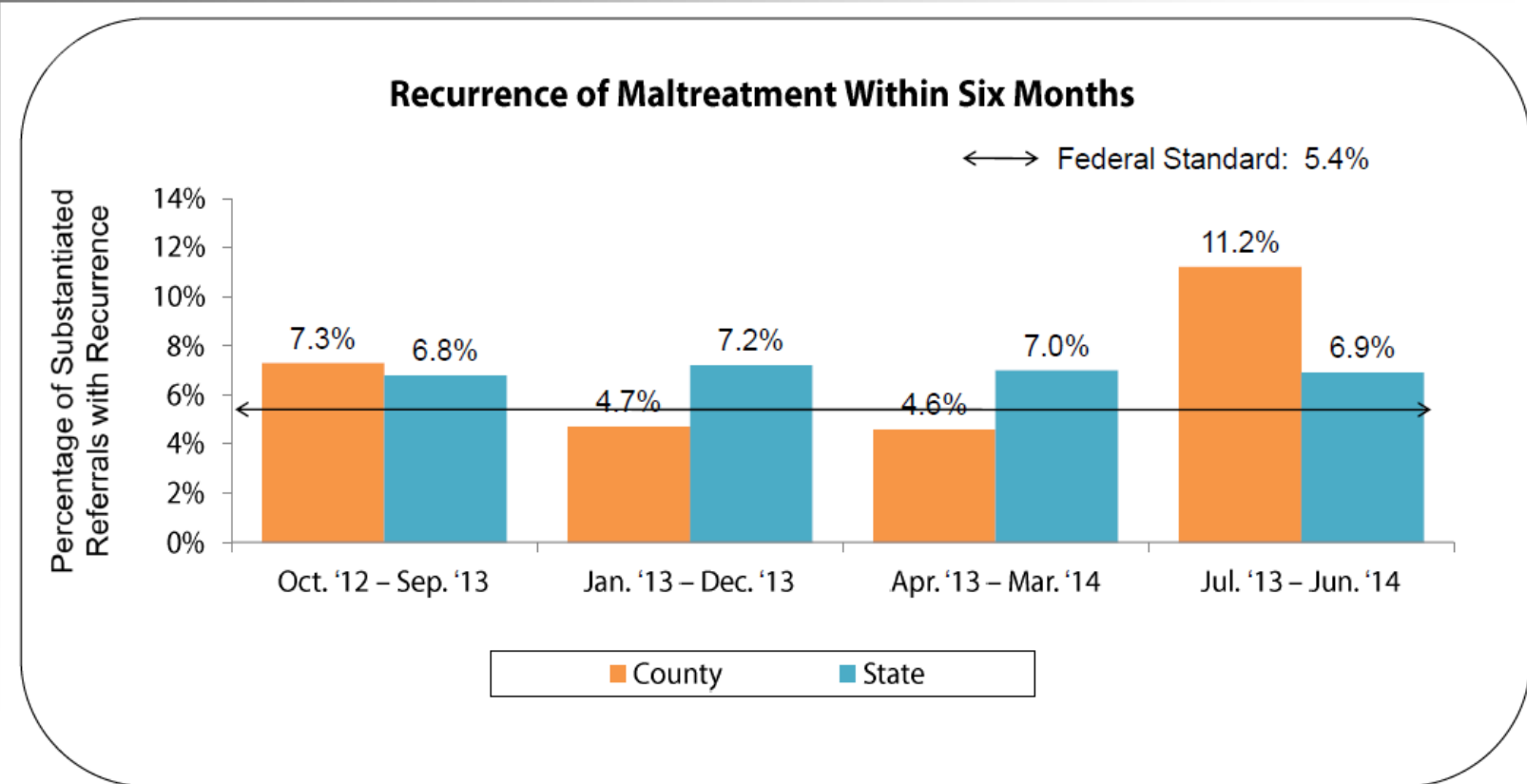
### Example Analytic Services Request

Example Type	Summary of Request
Case List/ Research File Preparation Example	<p><i>Question/Issue: Dependency Drug Court Outcomes</i></p> <p>The county provided two lists of parents involved with a dependency drug court program; one list contained all parents referred to the program, the other list contained parents who graduated from the program.</p> <p>For all parents involved with the program (referred or graduated), report the following:</p> <ul style="list-style-type: none"> <li>• Child cases open at the time of the referral to the program. <ul style="list-style-type: none"> <li>» Case length</li> <li>» Number of days child was in out-of-home placement</li> <li>» If case closed, case closure reason (reunification, adoption, guardianship, other)</li> <li>» If case is still open, most recent case service component</li> </ul> </li> <li>• Subsequent substantiated referral within 12 months and whether a child was removed or a new case was opened.</li> <li>• Demographics for parent broken out by referred and graduated. <ul style="list-style-type: none"> <li>» Primary ethnicity</li> <li>» Primary language</li> </ul> </li> </ul>
Trend Analysis	<p><i>Question/Issue: Caseload Trends for Board Briefing</i></p> <p>For the last 4 fiscal years, provide the following (numbers and percentages only):</p> <ol style="list-style-type: none"> <li>1. Average monthly cases by service component (ER, FM, FR, PP)</li> <li>2. Average monthly cases by Voluntary and Court Ordered</li> <li>3. Total out-of-home entries and placement episode closings for each fiscal year</li> <li>4. Total new cases opened and cases closed for each fiscal year.</li> </ol>
Case List/Trend Analysis	<p><i>Question/Issue: Domestic Violence and Methamphetamines Use</i></p> <p>Need a chart by calendar year counting distinct families that had at least one substantiated (non- associated) referral with domestic violence (DV) and/or substance abuse, and if a case was opened.</p> <p>Use indicators of DV and substance abuse from the following SDM assessments:</p> <ul style="list-style-type: none"> <li>• Safety Assessment: DV exists in home and poses an imminent danger of serious physical and/or emotional harm to the child;</li> <li>• Safety Assessment: Caregiver's current substance abuse seriously impairs her/his ability to supervise, protect or care for the child;</li> <li>• Risk Assessment: Two or more incidents of DV in past year;</li> <li>• Hotline Tool: Threat of emotional abuse related to: DV;</li> </ul>

<b>Example Type</b>	<b>Summary of Request</b>
	<ul style="list-style-type: none"> <li>• Family Strengths and Needs Assessment: Household Relationships/DV: (c) Frequent discord or some DV, (d) chronic discord or severe DV.</li> <li>• Family Strengths and Needs Assessment: Substance abuse/use: (c) Alcohol /drug use, (d) Chronic alcohol or drug use.</li> <li>• Family Risk Reassessment for in-home cases: Caregiver has not addressed alcohol or drug abuse problem since initial risk assessment or last reassessment (also include substance type)</li> <li>• Reunification Safety Assessment: Caregivers substance use is currently and seriously affecting ability to supervise, protect or care for the child.</li> </ul> <p>Include a case list with referral identifiers, case identifiers, client identifiers, and DV and/or substance abuse indicators.</p>

# SAFETY

## CWS Quarterly Report Recurrence of Maltreatment



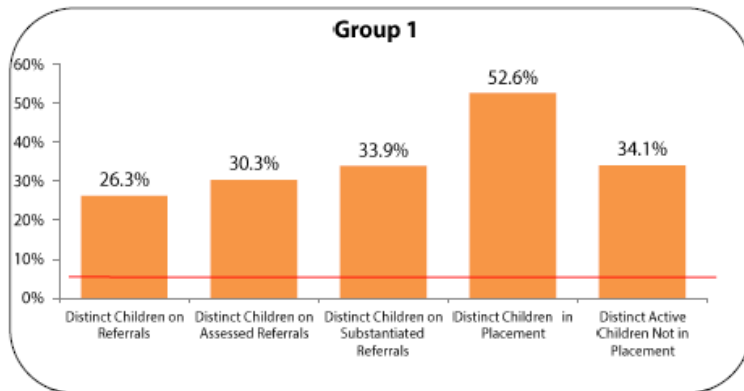
The figure above shows the rate at which children on referrals substantiated for abuse or neglect during the first six months of the year had a subsequent substantiated incident within six months.

The rate of recurrence of substantiated maltreatment within six months for children in the County increased dramatically in the most recent timeframe. The rate of recurrence of substantiated maltreatment was above the state's average and the federal standard during the first timeframe and the most recent timeframe. Note that policy differences between counties may affect overall state referral and substantiation rates.

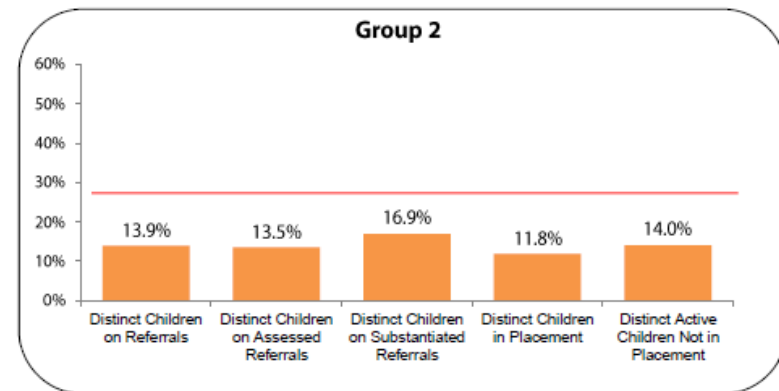
# DISPROPORTIONALITY

## CWS Quarterly Report

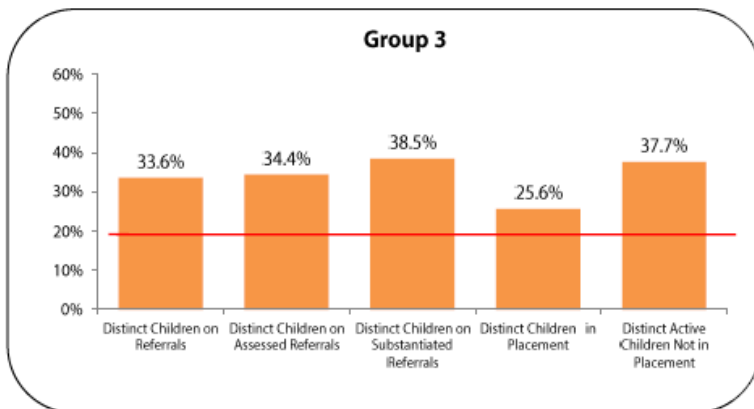
### Referrals, Substantiations, Open Cases, and Placements by Ethnic Group



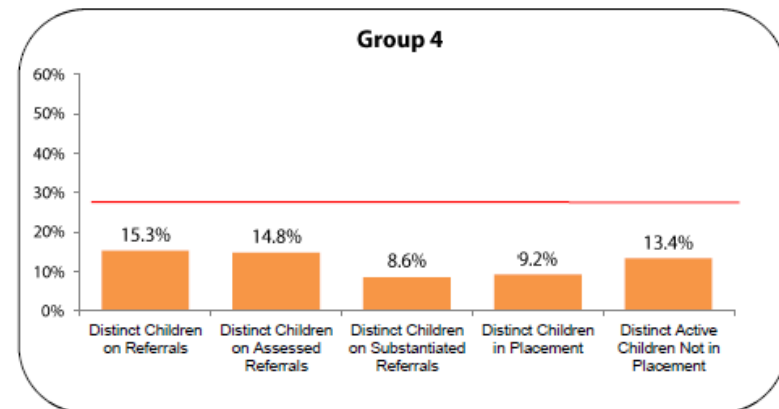
**Group 1 as % of County Population = 6%**



**Group 2 as % of County Population = 33%**



**Group 3 as % of County Population = 22%**



**Group 4 as % of County Population = 32%**

During the last year, there was evidence of racial disproportionality for children in referrals, cases, and placements in the County. For example, the largest racial group for ages 0 to 18 in the County is Group 4 (32%); but only 8.6% of children with at least one substantiated referral and only 9.2% of children in placement identified as Group 4. On the other hand, Group 1 children account for only 6% of the county's 0-to-18 population, but 33.9% of children with a substantiated referral and 52.6% of children in placement identified as Group 1.

### Example Analytic Service Support List

**Case List Example:**  
 Provide a list of all referrals received during the month. Include region, 19-digit referral identifier, referral dates, referral allegations, primary assignment, and whether any child/parent has Spanish as his or her primary language.

Referrals Received in the Month																	
Region	19-Digit Referral ID	Referral Received Date	Referral Closure Date	Referral Response	Number of Children	Caretaker Absence/ Incapacity	Emotional Abuse	Exploitation	General Neglect	Physical Abuse	Severe Neglect	Sexual Abuse	At Risk, Sibling Abused	Worker Number	Assignment Start Date	Assignment End Date	Spanish Speaking Household
1	XXXX-XXXX-XXXX-XXXXXX1	DD-MM-YY	DD-MM-YY	10 Day	5				Y				Y	WKR1	DD-MM-YY	DD-MM-YY	YES
2	XXXX-XXXX-XXXX-XXXXXX2	DD-MM-YY	DD-MM-YY	10 Day	4				Y					WKR2	DD-MM-YY	DD-MM-YY	NO
2	XXXX-XXXX-XXXX-XXXXXX3	DD-MM-YY	DD-MM-YY	Immediate	1				Y					WKR3	DD-MM-YY	DD-MM-YY	NO
2	XXXX-XXXX-XXXX-XXXXXX4	DD-MM-YY	DD-MM-YY	10 Day	2					Y			Y	WKR4	DD-MM-YY	DD-MM-YY	NO
3	XXXX-XXXX-XXXX-XXXXXX5	DD-MM-YY	DD-MM-YY	Evaluate Out	2							Y	Y	WKR5	DD-MM-YY	DD-MM-YY	YES
3	XXXX-XXXX-XXXX-XXXXXX6	DD-MM-YY	DD-MM-YY	10 Day	2		Y		Y	Y			Y	WKR6	DD-MM-YY	DD-MM-YY	NO
4	XXXX-XXXX-XXXX-XXXXXX7	DD-MM-YY	DD-MM-YY	10 Day	4					Y		Y	Y	WKR7	DD-MM-YY	DD-MM-YY	NO
5	XXXX-XXXX-XXXX-XXXXXX8	DD-MM-YY	DD-MM-YY	5 Day	1				Y					WKR8	DD-MM-YY	DD-MM-YY	NO
5	XXXX-XXXX-XXXX-XXXXXX9	DD-MM-YY	DD-MM-YY	Immediate	1		Y		Y					WKR9	DD-MM-YY	DD-MM-YY	NO
5	XXXX-XXXX-XXXX-XXXXX10	DD-MM-YY	DD-MM-YY	Immediate	3					Y			Y	WKR10	DD-MM-YY	DD-MM-YY	YES
5	XXXX-XXXX-XXXX-XXXXX11	DD-MM-YY	DD-MM-YY	Evaluate Out	2		Y			Y				WKR11	DD-MM-YY	DD-MM-YY	YES
5	XXXX-XXXX-XXXX-XXXXX12	DD-MM-YY	DD-MM-YY	5 Day	4		Y							WKR12	DD-MM-YY	DD-MM-YY	YES



## **APPENDIX E**

### **LICENSE AND DATA SECURITY POLICY**

## **Use and Ownership of Software**

NCCD's proposal includes the implementation of SafeMeasures, our Commercial - Off the Shelf, business intelligence software. SafeMeasures software is licensed to the agency for use by agency employees in the performance of their daily duties and does not include software that is custom written for the DHS. DHS's needs are implemented configured in SafeMeasures using the existing application framework. Licensing and use of the SafeMeasures platform will be covered under a standard SafeMeasures licensing agreement.

## **Securing Confidential Information**

The security of confidential data is of paramount importance to CRC. To ensure that all confidential data remain secure, CRC has implemented a multi-pronged approach to Internet security that covers:

- Server configuration and network infrastructure;
- Transmission and storage of extracted data;
- Application access and communication; and
- Personnel policies and procedures.

## **Server Configuration and Network Infrastructure**

The CRC security model represents an extensive investment in the hardware and software necessary to keep confidential data secure. The CRC data model uses multiple servers to store, receive, and display data. This allows strict control over access to data.

All data are stored in either an Oracle 12g data warehouse or in SQL Server 2017 database instances. Both database platforms are configured to ensure that no data are accessible or readable by anyone without valid database credentials.



All servers are housed in their own locked racks within a secured server room at an Internet service provider (ISP) that is recognized for its ability to support and protect confidential data. The servers are protected using such safeguards as 24-hour video surveillance, escorted access, glass-break detectors, and biometric scanners.

The database servers that hold confidential data are kept on an isolated network, apart from the servers that handle SafeMeasures' Internet traffic. These servers are not accessible from the Internet and are completely isolated from and invisible to unauthorized users. To ensure they stay this way, the entire network and server infrastructure is regularly tested for vulnerabilities.

All access to the database servers is strictly limited. The SafeMeasures application accesses the data stored in these servers using secured web services that are only accessible to the code executing within the SafeMeasures application. Users cannot access these web services directly—the services may be executed only using the SafeMeasures code.

Whenever possible, the non-data files used to support SafeMeasures (templates, configuration files, etc.) are stored in private areas on each web server. When this cannot be achieved, any sensitive information that must be stored on a web server is always encrypted.

### **Transmission and Storage of Extracted Data**

To function properly, the CRC data model requires data extracted from an agency's host system. CRC has established procedures and systems to receive and store these data securely.

Data are extracted nightly via an automated extract and transmission program. This program is generally created either by CRC or by agency personnel, and it runs within the agency's network environment. All data extracts are then compressed and encrypted, using

industry-standard 256-bit Advanced Encryption Standard (AES) encryption, before being sent to CRC.

Data are sent to CRC using the Secure Shell (SSH) protocol. SSH is a widely used method for securely accessing and data transferring them to remote computers. SSH transmissions are encrypted and secured in several ways, including digital certificate authentication at both ends of the connection and encrypted password exchange. SSH uses Rivest-Shamir-Adleman (RSA) public key cryptography for its encryption.

CRC takes the following measures to secure the incoming file transfer server.

- Firewall rules allow only SSH, SFTP, SCP, or FTPS/TLS connections from the Internet.
- All access is audited by user account and originating IP address.
- Audit logs are monitored regularly for malicious behavior, and CRC maintains an IP blacklist on the firewall for any suspicious addresses.
- User accounts on the server are “jailed” using chroot, which is an operation that prevents one user account from accessing data in any other user account.
- CRC recommends using RSA or DSA private/public key authentication for improved security and ease of scripting the automated process.

### **Application Access and Communication**

Access to the SafeMeasures web servers may be restricted to a limited set of known IP addresses. This process, also known as “white listing,” ensures that CRC’s web servers are accessed only by previously identified computers. However, it also prevents people from accessing SafeMeasures outside of their office (e.g., while working in the field) on their smartphones or tablets.

When enabled, white listing, in consort with other methods, hides CRC applications from potential hackers, search engines, and random browsers. Most commonly, all IP addresses from agency offices are allowed initially; additional addresses can then be added as needed. Once a user's IP address has been recognized, that user must log into the SafeMeasures application with a valid user name and password combination.

Aside from IP filtering, the SafeMeasures application uses current best-practice, audit-certified security features. These include the following.

- Email-based user account confirmation and password reset procedures;
- Network-level isolation of databases and data servers from the servers handling Internet traffic;
- Physical separation of user account and agency data on distinct database clusters;
- SSL encryption (see below for more information about SSL) of all traffic between the user's browser and the SafeMeasures website;
- Regular server penetration tests and other security audits by Qualys, a leading provider of Internet security services;
- Password complexity rules that follow agency requirements;
- Password aging and cycling rules that follow agency requirements;
- Account lockout after five invalid login attempts;
- User-, group-, and role-based controls on access to specific pages, reports, and report elements; and
- User-level limits on the scope of visible data (e.g., limits to a specific unit or office).

All communications between the client browser and the SafeMeasures web servers are encrypted using the SSL protocol, which is the same method used to encrypt credit card and

other financial transactions on the Internet. SSL encryption ensures that all data are protected while en route between the server and the client.

### **Personnel Policies and Procedures**

CRC has a long history of handling confidential information, the security and privacy of which will always remain a top priority. CRC protects confidential data by enforcing the following policies and protocols. CRC:

- Requires all staff and consultants to sign confidentiality agreements as a condition of employment;
- Restricts access to the CRC offices by locking all outer doors at all times; and
- Limits access to confidential data to only key analytical and programming staff.