



Qualified Treatment Trainees Grants Program

State Fiscal Year 2023 Annual Report



University of Wisconsin
Whitewater

Center for Inclusive Transition,
Education and Employment

(This page is intentionally blank)

Executive Summary

The QTT Grants Program is a statewide initiative that began in fiscal year 2021 (2020-2021) to invest in the behavioral mental health workforce in the state of Wisconsin. Qualified Treatment Trainees are supervised post-graduate level candidates that still need to complete supervised clinical training hours to reach full clinical licensing and credentialing. Agencies that hire and supervise QTT positions experience additional costs and administrative challenges in the additional supervisory requirements of QTT positions (i.e. reduced billing levels, additional supervision, reduced client caseloads, additional administrative duties). In identifying these challenges, along with the integral role of supervision of QTT positions, the program has identified two primary goals: creation of additional QTT positions and investment in QTT supervisor development.

This initial focus of the program guided the scope of work of the first several years of the program. In state fiscal year 2023 (2022-2023), it was announced that UW-Whitewater's Center for Inclusive Transition Education and Employment (CITEE) was awarded \$9.12 million of US Department of Treasury American Rescue Plan Act (ARPA) funding (Treasury ARPA) to support the Qualified Treatment Trainee (QTT) Grants Program. This funding was in addition to the FY23 \$507,688 statutorily funded general-purpose revenue (§146.618). Combined, these funding sources demonstrated a significant investment to expand existing programs of the QTT Grants Program and to invest in new, related work. In FY23, through the Treasury ARPA funding, the program explored additional investments in direct support to graduate level QTT students, professional development for student and graduate practitioners, educational pathways for QTTs, and in addressing unique barriers to serving underserved and racially diverse communities. Through these additional scopes of work, the QTT Grants Program expended \$4,669,376 of Treasury ARPA and general-purpose revenue across seven unique programs in FY23. Work done on projects approved through the Treasury ARPA award continues through FY24, when the remaining awarded funds will be expended. Highlights from the QTT Grants Program include:

- **168 QTT positions added** across 137 Expanding Agency Awards, a **138% increase over agency averages** of the previous two fiscal years hiring history.
- Out of 137 total Expanding Agency Awards, **92.65% of agencies provide services to children**, including **61% with a specific, targeted commitment to serving children** – exceeding the 50% threshold set by the Treasury ARPA funding.
- Out of the 137 total Expanding Agency Awards, **97.79% of agencies provide services to adults**—exceeding the 50% threshold set by the Treasury ARPA funding.
- Awarded over **\$4.5 million** to mental health agencies and individuals to increase behavioral health workforce capacity.
- **Seven unique program and scopes of work** funded with **\$9.1 million** in American Rescue Plan Act (ARPA) funding and **\$507,688** of statutorily funded general-purpose revenue (WI §146.618).
- Facilitated 6 months of professional development activities, **89 new designated QTT supervisors** participated, **47 Community of Practice meetings** were offered, and more than **1,200 continuing education contact hours** were provided.

Background

The Wisconsin Qualified Treatment Trainee (QTT) Grants Program is a statewide program to expand the number of Qualified Treatment Trainee (QTT) positions and invest in QTT supervisor development by providing grants to agencies providing outpatient mental health services. It was announced on August 3, 2022 that UW-Whitewater's Center for Inclusive Transition Education and Employment (CITEE) had been awarded \$9.1 million in American Rescue Plan Act (ARPA) funding to support the Qualified Treatment Trainee (QTT) Grants Program. In the 2022-2023 state fiscal year (FY23) state fiscal year the program was funded in a combination of the American Rescue Plan Act (ARPA) funding and the statutorily funded general-purpose revenue (\$146.618).

The program is supported and administered between the Wisconsin Department of Health Services, Division of Care and Treatment Services, Bureau of Prevention, Treatment, and Recovery (DHS hereafter) and UW-Whitewater's Center for Inclusive Transition, Education and Employment (CITEE) with guidance from the QTT Grants Program Advisory Committee. The advisory committee consists of statewide stakeholders, including representatives of professional associations, mental health agencies, and advocates.

The QTT Grants Program has two primary goals to increase statewide mental health treatment capacity: 1) expand the number of available QTT positions and 2) increase QTT supervisory capacity through professional development and support. State statutes provide two definitions of a QTT: a graduate student who is enrolled in an accredited institution in psychology, counseling, marriage and family therapy, social work, nursing, or a closely related field; and a person with a graduate degree from an accredited institution and course work in psychology, counseling, marriage and family therapy, social work, nursing, or a closely related field who has not yet completed the applicable supervised practice requirements. (WI DHS 35.03(17m))

With the incorporation of the treasury ARPA funding, additional scopes of work were created to address other facets to increase QTT positions and invest in QTT supervision. This resulted in the following seven projects seeking to address programmatic goals:

- New/Continuing Expanding Agency Awards
- Emerging Agency Awards
- Supplemental Accommodations Awards (Implementation of CLAS Standards for Deaf/Hard of Hearing (HoH) Community)
- Culturally Responsive Awards
- QTT Graduate Student Awards
- Dual Diagnosis Post-Graduate Certificate Training Programs
- Improved Pathway for Bachelor/Master Social Work Programs

This report will provide a summary of these programs, detail program outcomes, and outline recommendations for future program years.

Stakeholders

Throughout the planning and implementation of the QTT Grants Program, multiple stakeholders participated and contributed. A complete list of the individuals representing each stakeholder group on the Advisory Committee can be found in Appendix A – Stakeholder List. Stakeholders fell into four major categories:

- Core team members
- Consultants & subject matter experts
- Advisory Committee members
- Representatives from previous award recipient agencies

The core team consisted of the Department of Health Services, Division of Care and Treatment Services (DHS-DCTS) and UW-Whitewater’s Center for Inclusive Transition Education and Employment (CITEE). This team provided overall management and administration of the grants program. Members of this team also facilitated the initial workshop and Community of Practice meetings with designated supervisors.

The Advisory Committee worked closely with the core team to develop all grants program materials, applications, and award selection priority criteria. Members supported the outreach efforts of the program and reviewed applications to score priority area responses. Members of the Advisory Committee included representatives of the following groups:

- DHS 35 clinics
- Federally Qualified Health Centers (FQHCs)
- Previous QTT grant awardees
- Wisconsin Department of Health Services
- Professional mental health care provider and/or professional associations
- UW-Whitewater Social Work Department
- Deaf/Hard of Hearing

Grant Award Descriptions

In state fiscal year 2023, a total of seven (7) programs were implemented, including a combination of previously developed programs such as the Expanding Agency Award, Emerging Agency Award, and Supplemental Accommodations Program, as well as new programs supported under the Treasury ARPA funding scopes of work, such as the Culturally Responsive Awards, QTT Graduate Student Awards, Dual Diagnosis Post-Graduate Certificate Training Program(s), and Improved Pathway for Bachelor/Master Social Work Programs. Each program addresses the overarching programmatic goals of increasing the number of QTTs and investing in supervisor development. Most included an application process to select recipients of the funding. However, two programs, the Dual Diagnosis Post-Graduate Certificate Training Program(s) and the Improved Pathway for Bachelor/Master Social Work Programs, did not involve grant awards to individuals/agencies but instead directly supported workforce development initiative implementation.

Expanding Agency Award

The Expanding Agency Awards program supports agencies with a history of hiring postgraduate QTTs to increase their total postgraduate QTT positions. In FY23, the Continuing Expanding Agency Award was developed to continue to support agencies that had begun the two-year process of training a QTT position with an Expanding Agency Award in the previous year. Expanding Awardees that had previously received an Expanding Agency Award in FY21 or FY22 were eligible to receive the Continuing Expanding Agency Award in FY23. Eighty-nine New Expanding Agency awards and thirty-eight Continuing Expanding Agency awards were distributed in FY23. Both were funded at \$20,000 per award. Each agency selected a “Designated Supervisor”, defined as a clinical employee within the organization qualified to directly supervise at least one post-graduate QTT position. New supervisors participated in the QTT Grants Program’s six-month Professional Development Initiative, which included monthly community of practice meetings, skill and practice development with the QTT Supervision Practice Profile, data systems to monitor components of supervision with the Supervision Session Checklist and Supervisory Experience Survey, and collaboration with other QTT designated supervisors using an online learning platform. Designated supervisors who had previously participated in the PDI could optionally participate again. Continuing supervisors still had access to the materials and resources of the program, including the QTT Supervision Practice Profile, Supervision Session Checklist, and Supervisory Experience Survey.

Emerging Agency Award

The Emerging Agency Awards program supports agencies that have not historically hired and internally supervised post-graduate QTT positions. The Emerging Agency Award provides one-time funding to support preparatory work targeted to prepare agencies to hire post-graduate QTT positions in the next 24 months. Emerging Agency Awards were funded in the amount of \$5,000. In FY23, agencies selected from one of the following four activities: Recruitment, Staffing and Onboarding Plan, Professional Development, or another specified by the applicant. Recipient agencies provided progress documentation detailing work done towards their identified goal.

Supplemental Accommodations – Implementation of CLAS standards for Deaf/HoH Community

The Supplemental Accommodations Awards program in fiscal year 2023 was structured to align with recipient agency implementation of Culturally and Linguistically Appropriate Standards (CLAS) for the Deaf and Hard of Hearing population. Supplemental Accommodations Awards were funded in the amount of \$52,500. Recipient agencies addressed barriers by expanding upon CLAS Standard implementation with a commitment to specifically targeted services to the Deaf and Hard of Hearing population, and relating their CLAS standard implementation workplan goal to serving the Deaf and Hard of Hearing population. The implementation efforts were achieved through identifying a cultural and linguistic competence (CLC) lead coordinator, completing a pre- & post- CLAS standard assessment, identifying a CLAS standard workplan goal, participating/facilitating training components, and documenting progress towards workplan goals.

Culturally Responsive Awards

The Culturally Responsive Awards program was structured to address diversity, equity, and inclusion barriers by supporting agencies to both increase their capacity to address unique barriers to serving racially diverse uninsured, underinsured, or Medicaid-eligible clients, and to serve communities in identified provider shortage areas. Culturally Responsive Awards were funded in the amount of \$52,500. Recipient agencies addressed barriers by expanding upon the Culturally and Linguistically Appropriate Standards (CLAS Standards). The implementation efforts were achieved through identifying a cultural and linguistic competence (CLC) lead coordinator, completing a pre- & post- CLAS standard assessment, identifying a CLAS standard workplan goal, participating/facilitating training components, and documenting progress towards workplan goals.

QTT Graduate Student Award

The QTT Graduate Student Awards program was designed to relieve financial barriers experienced by graduate students completing unpaid or underpaid (compensation of \$5,000 or less) internships as part of their clinical graduate programs through accredited social work, counseling, or marriage and family therapy programs. Priority was given to applicants who are Wisconsin residents completing unpaid internships, providing services to Wisconsin residents, and enrolled in accredited colleges or universities primarily located in Wisconsin. Graduate student awards were funded in the amount of \$5,000. Graduate students receiving the award completed additional activities relating to identity, experiences, and internship learning opportunities.

Dual Diagnosis Post-Graduate Certificate Training Program(s)

The Dual Diagnosis Post-Graduate Certificate Training Program(s) project has supported the development of a post-graduate training for practitioners treating co-occurring disorders. The project has built on existing models including a previously facilitated training provided by the American Society of Addiction Medicine (ASAM) that was delivered to graduate students in the UW-Whitewater Masters of Social Work Program in addition to the post-graduate course. The free post-graduate course is available in an online learning management platform through UW-Whitewater. The project will also support ongoing training and consultation in addition to the online course and develop a community of practice model for ongoing learning and networking.

Improved Pathway for Bachelor/Master Social Work Programs

The Improved Pathway for Bachelor's/Master's Social Work Programs project was designed to provide a more direct educational path to achieve terminal degree paths in Social Work without duplicative or remedial course requirements. Faculty and staff at the University of Wisconsin – Whitewater's Main and Rock campuses developed an educational pathway for those pursuing a Bachelor of Art and Applied Sciences (BAAS) degree to better access Bachelor's- and Master's-level Social Work programs. This project supported additional presence of the UW-Whitewater Social Work faculty at the Rock campus to educate prospective students on the pathways and career options in Social Work and Human Services professions. Further, the project is supporting an ongoing effort to continue broader recruitment and

outreach for these educational pathways.

Applications and Awards

Application Process

In order to garner a diverse pool of applicants best qualified to meet the targeted program outcomes, the core team and the Advisory Committee developed priority areas for each grant award program. These priority areas are unique to the individual program, though some criteria may be shared and/or weighted differently across programs. In the development of the priority areas, careful attention was given by the core team in collaboration with the Advisory Committee to ensure that a diverse and competitive set of agencies and individuals would be eligible and prioritized in the awarding process. Priority areas were evaluated with a combination of quantitative and qualitative reviews by advisory committee and core team groups to evaluate and provide scoring data for decisions. All final award recommendations were provided by the UW-Whitewater CITEE team for approval by the Wisconsin Department of Health Services – Division of Care and Treatment Services.

Application periods for the grants varied by program. All applications were received through a secure online application and award management site. Outreach was completed through a variety of sources and dissemination methods, including communication through Wisconsin Department of Health Services (DHS) contact lists, and to members of professional associations by Advisory Committee members, previous QTT award recipients, the QTT Grants Program mailing lists, CITEE contact lists of mental health providers/agencies, and graduate program and field experience/internship coordinators contacts. Grant review and scoring was completed in two parts. First quantitative measures (e.g. agency type, historic Medicaid billing levels, internship compensation) were scored automatically according to standards set by the core team and Advisory Committee. Next, qualitative measures (e.g. grant impact statements, description of specific populations served, and life circumstances affecting internship) were scored by review team members consisting of CITEE staff and Advisory Committee members. The following are summaries of the application periods, applications, and award amounts for each individual and agency award:

New Expanding Agency Award

- Application period: August 26, 2022 – September 30, 2022
- Number of Applications Received: 97
- Number of Applications Approved: 89
- Amount of Grant: \$20,000 per award

Continuing Expanding Agency Award

- Application period: August 26, 2022 – September 30, 2022
- Number of Applications Received: 38
- Number of Applications Approved: 38
- Amount of Grant: \$20,000 per award

Emerging Agency Award

- Application period: March 16, 2023 – May 12, 2023
- Number of Applications Received: 15
- Number of Applications Approved: 7
- Amount of Grant: \$5,000 per award

Supplemental Accommodations – Implementation of CLAS standards for Deaf/HoH Community

- Application period: April 14, 2023 – May 12, 2023
- Number of Applications Received: 5
- Number of Applications Approved: 2
- Amount of Grant: \$52,500 per award

Culturally Responsive Grants

- Application period: April 14, 2023 – May 12, 2023
- Number of Applications Received: 39
- Number of Applications Approved: 10
- Amount of Grant: \$52,500 per award

QTT Graduate Student Award

- Application period: November 2, 2022 – November 30, 2022
- Number of Applications Received: 274
- Number of Applications Approved and Completed Activities: 260
- Amount of Grant: \$5,000 per award

Application Eligibility & Priority Areas

Each program description included a specific set of eligibility criteria and priority areas to evaluate applications for award. Reviews were completed by a combination of core team member reviews and advisory committee members. Priority areas, weighting, and awarding decisions were developed with consultation with the QTT Advisory Committee and final award decisions were recommended through UWW CITEE and approved by Wisconsin DHS – DCTS. All reviews were completed via online review portals within grant application software through UW-Whitewater CITEE.

Expanding/Continuing Expanding/Emerging

The QTT Expanding, Continuing Expanding, and Emerging were all evaluated through a shared application process. Eligibility for each program was determined based on previous QTT Award history (Continuing Expanding) and QTT hiring history (Emerging). The priority areas identified key focuses of the program identified by the advisory committee to create maximum impact of QTT awards on areas of high need and investment.

The priority areas are divided into the following four groups and described below: consumer characteristics, service provider characteristics, supervisory characteristics, and organizational goals and commitments.

- Consumer characteristics
 - Provision of service to populations at or below the poverty level
 - Provision of service to historically disadvantaged populations
- Service provider characteristics
 - Level and type of agency certification
 - Historical levels of Medicaid billing
 - Provision of service within under-served geographic regions
- Supervisory characteristics
 - Readiness to provide or move toward provision of qualified internal QTT supervision
 - Readiness to increase hiring of post-graduate QTTs
 - Distinct productivity standards for QTTs and QTT supervisors
- Organizational goals and commitments
 - Use of tele-behavioral health service provision
 - Demonstrated commitment to professional development
 - Diverse hiring practices
 - Description of overall grant impact

Culturally Responsive & Supplemental Accommodations Awards

The Culturally Responsive and Supplemental Accommodations programs shared an application process and eligibility/priority criteria. Supplemental Accommodations applicants required a specific commitment to serve the Deaf/Hard of Hearing population. While the Culturally Responsive and Supplemental Accommodations Awards share many priority criteria with the Expanding Agency Award, particular weighting and evaluation was attributed to the consumer characteristics of each agency, including a commitment to underserved communities to address the scope of work of these grants to address barriers and capacity building to serve underserved communities in racially diverse and Deaf/HoH communities. In addition, all grant impact statements were evaluated based on the connection of program work goals with Culturally and Linguistically Appropriate Standards (CLAS) standard implementation.

Eligibility Criteria - Culturally Responsive & Supplemental Accommodations Awards

- Agency is certified as a DHS 35/75 clinic, Federally Qualified Health Center (FQHC), Indian Health Service/Tribal Health/Urban Indian Health Organization, Free/Charitable clinic listed by WAFCC, FQHC Look-alike, or other agency structure consisting of at least 2 licensed professionals providing psychotherapy or outpatient mental health services and/or substance use services who are qualified to bill Medicaid for those services.
- Agency currently hires and supervises postgraduate Qualified Treatment Trainee (QTT) positions (CAPSW, LPC-IT, MFT-IT) OR will commit to hire and supervise a QTT position(s) in the next 24 months

- Agency is interested in assessing, building additional capacity, and addressing barriers to serve racially diverse, un-, and underinsured/Medicaid patients
- Agency serves communities in provider shortage areas (HPSA) or geographically underserved areas
- Priority Areas – Culturally Responsive Grants/Supplemental Accommodations
- Consumer characteristics
- HPSA and Rural Health Areas served
- Commitments to Underserved Communities, including: Asian-American, Pacific Islander; Black, Indigenous, or People of Color; Children (School-based services of specific targets under age 18); Deaf or Hard of Hearing; Immigrants or Refugees; Intellectual or Development Disabilities (IDD); Justice-Involved or Incarcerated Individuals; LGBTQIA+; Native American or Tribal; Poverty; Unsheltered or Housing Insecure; Veterans; Any other underserved group
- Service provider characteristics
- DHS 35/75 clinic designation
- Medicaid billing levels
- Provision of low-cost and/or free or charitable services
- HPSA Underserved
- Organization goals and commitments
- Commitment to tele-mental health
- Description of agency’s current diverse hiring practices and commitment to maintain and improving them in the future

QTT Graduate Student Award

The QTT Graduate Student Award eligibility and priority areas were developed to identify interns best positioned to move into the workforce of Wisconsin mental health practitioners. Priority was given to students with unpaid internships. Additionally, priority was given to students enrolled in a program accredited in good standing with Council on Social Work Education (CSW), The Council for Accreditation of Counseling and Related Educational Programs (CACREP), and the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

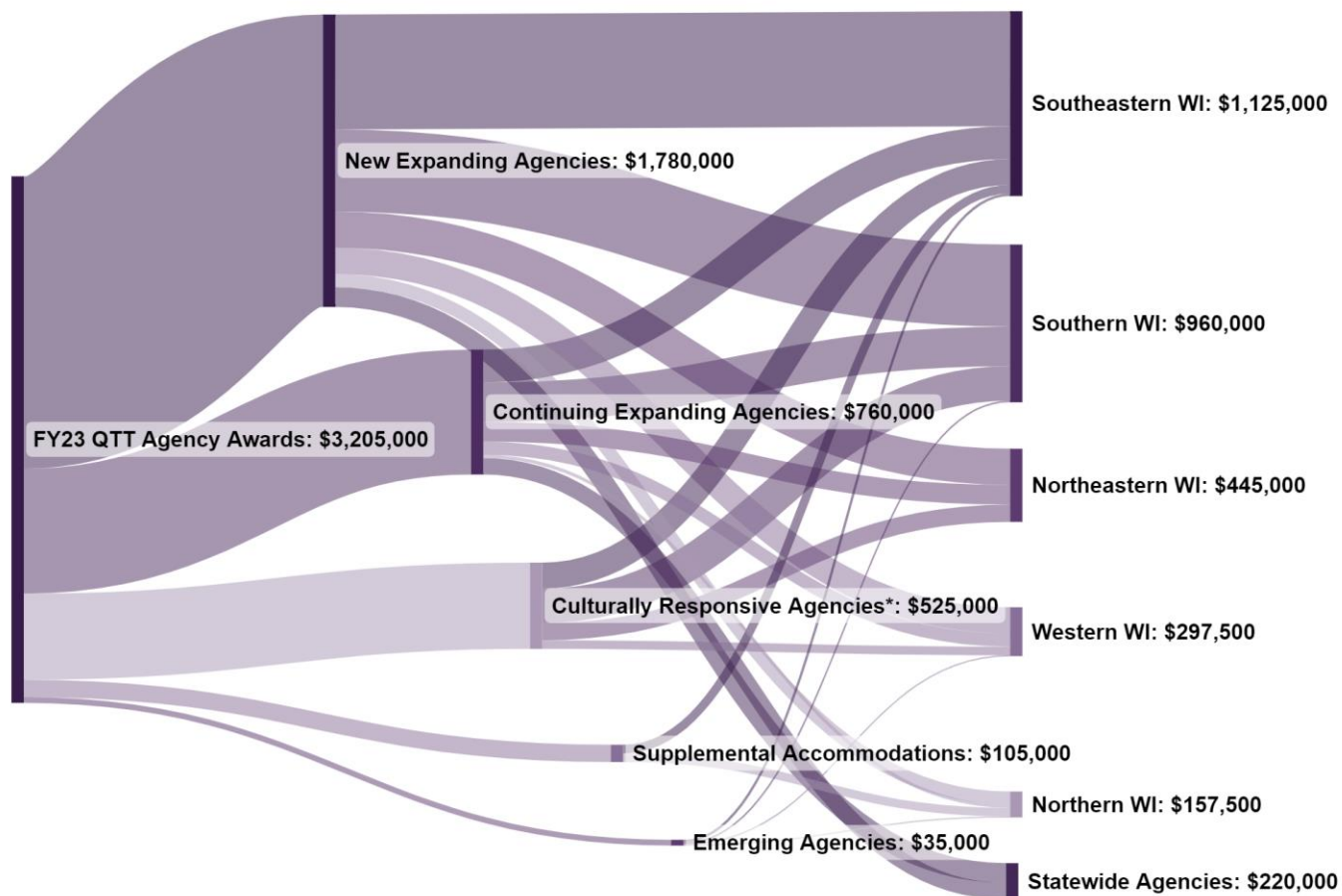
QTT Graduate Student Award – Eligibility Criteria

- One of the following Wisconsin connections:
 - Wisconsin resident
 - Graduate student enrolled at an accredited college or university with a primary physical location in Wisconsin
 - Completing an internship at an agency or clinic physically located in Wisconsin
- Current graduate student in good standing in an accredited social work, counseling, or marriage and family therapy program
- Completing a clinical internship (e.g., internship, field placement, clinical practicum,)
- Clinical internship period begins and ends within eligible program period
- Clinical internship is unpaid or paid \$5,000 or less in total compensation
- No previous history of QTT Graduate Student Award

Outcomes

The QTT Grants Program awarded \$4.505 million in grants during fiscal year 2023. This included \$1.3 million in QTT Graduate Student Awards dispersed to 260 individuals. Figure 1 below depicts the \$3.205 million in agency awards and their distribution across Wisconsin Department of Health Services Area Administration regions.

Figure 1. FY23 GPR and Treasury ARPA Funding Distribution to Agencies by Program Type and DHS Area Administration Regions



**The Culturally Responsive Grants were awarded in fiscal year 2023 but will be paid out during fiscal year 2024 at the completion of their activity periods.*

Targeted populations/communities

As a part of the applications process, each agency was able to note specifically targeted services to any under-served population identified as a priority area by the Advisory Committee. The table below shows the number of agencies identifying specifically targeted services to each population by award and as a sum of all awards made during FY23. Noting specifically targeted services does not exclude provision of services to any particular group, but rather denotes that the agency devotes personnel, resources, and/or outreach toward ensuring that services are available and known to the target population.

Table 1. Target Population Identified by Program

Targeted Population	Expanding Agency (137 Awards)		Emerging Agency (7 Awards)		Supplemental Accommodations (2 Awards)		Culturally Responsive (10 Awards)		Total Awards (156 Awards)	
	Count	% of Awards	Count	% of Awards	Count	% of Awards	Count	% of Awards	Count	% of Awards
Asian-American, Pacific Islander	16	12%	1	14%	1	50%	10	100%	28	18%
Black, Indigenous, or People of Color	41	30%	2	29%	1	50%	9	90%	53	34%
Children (School-based services or specific targets under age 18)	84	61%	1	14%	1	50%	3	30%	89	57%
Deaf or Hard of Hearing	6	4%	3	43%	0	0%	5	50%	14	9%
Immigrants or refugees	24	18%	1	14%	1	50%	6	60%	32	21%
Intellectual or Developmental Disabilities (IDD)	15	11%	2	29%	0	0%	5	50%	22	14%
Justice-Involved or Incarcerated Individuals	42	31%	0	0%	0	0%	5	50%	47	30%
LGBTQIA+	36	26%	0	0%	0	0%	3	30%	39	25%
Living At or Below the Poverty Level	73	53%	0	0%	0	0%	5	50%	78	50%
Native American or Tribal	11	8%	1	14%	0	0%	2	20%	14	9%
Rural Geographic Locations	37	27%	0	0%	0	0%	2	20%	39	25%
Unsheltered or Housing Insecure	22	16%	0	0%	0	0%	3	30%	25	16%
Veterans	16	12%	1	14%	1	50%	1	10%	19	12%
Any other underserved group	28	20%	0	0%	1	50%	0	0%	29	19%

Expanding Awards

In FY23 the Expanding Agency Award was available to two types of agencies: New Expanding Agencies that had not received a previous QTT Expanding Agency Award, and Continuing Expanding Agencies returning for a second year of participation.

After review of 96 applications for the New Expanding Agency Award, 90 agencies were identified to receive an Expanding Agency Award, 1 of which chose to decline the award.

New Expanding Agency Award recipients were required to complete and provide documentation of a set of specific program activities:

- Participation in orientation webinar
- Participation in initial workshop
- Designated supervisor participation in Community of Practice meetings
- Ongoing submission of Supervision Session Checklist by designated supervisor
- Documentation of an increase in the number of post-graduate QTT positions by one over the average number of positions in the two previous fiscal years

Table 2. New Expanding Agency Award Recipients

Agency Name	Location
AMRI Counseling Services	Milwaukee, WI
Be the Change Health and Wellness	Milwaukee, WI
Blooming Minds Psychotherapy	Sheboygan, WI
Carina Barker Clinical Practice	Superior, WI
Central Wisconsin Mental Health Associates	Schofield, WI
Child and Family Therapeutic Systems	Greenfield, WI
Church Health Services	Beaver Dam, WI
Clark County Community Services	Neillsville, WI
Clinic For Christian Counseling	Eau Claire, WI
Clinical Psychology Associates	Burlington, WI
Cornerstone Clinic	Plover, WI
Creative Forces Therapy	Madison, WI
Empowered Therapy	Janesville, WI
Engaging Therapies	Waukesha, WI
Essentia Health	Superior, WI
Expanding Hope Counseling Services	La Crosse, WI
Family & Children's Center	La Crosse, WI
FamilyMeans	Stillwater, WI
Fleming Psychological Services	Kenosha, WI
Genesis Counseling Services	Janesville, WI
Gerald L. Ignace Indian Health Center	Milwaukee, WI
Grace Healing and Wellness Center	Pewaukee, WI
Holistic Counseling Services	Beloit, WI
Hope 2 Inspire	Hollandale, WI
Inner Haven Wellness	Watertown, WI
Insight Counseling and Wellness	Madison, WI
Jewish Family Services	Milwaukee, WI
Journey Mental Health Center	Madison, WI
Kenosha Community Health Center	Kenosha, WI
Kenosha Human Development Services	Kenosha, WI

Kettle Moraine Counseling	West Bend, WI
La Clinica de los Campesinos	Wautoma, WI
Lad Lake	Dousman, WI
Lakeshore Community Health Care	Sheboygan, WI
Life Point Counseling	Plymouth, WI
LIFE Wellness and Counseling Services	Milwaukee, WI
Lighthouse Counseling Services	Pewaukee, WI
Lutheran Counseling and Family Services	Wauwatosa, WI
Majestic Counseling and Wellness Center	Woodruff, WI
Maleck Therapy	Madison, WI
Mental Health America of Wisconsin	Milwaukee, WI
Meta House	Milwaukee, WI
Milwaukee County Behavioral Health Division	Milwaukee, WI
N.E.W. Community Clinic	Green Bay, WI
New Beginnings	Whitewater, WI
Oak Tree Child and Family Services	Jefferson, WI
Oakwood Clinical Associates	Kenosha, WI
Open Arms Free Clinic	Elkhorn, WI
Open Door Center for Change	Madison, WI
Our Generations	Monona, WI
Outreach Community Health Centers	Milwaukee, WI
Ozaukee Community Therapies	Grafton, WI
Pathways Consulting of Kenosha	Kenosha, WI
Pathways Counseling Center	West Allis, WI
Pauquette Center: Baraboo Location	Baraboo, WI
Pauquette Center: Madison Location	Madison, WI
Pauquette Center: Portage Location	Portage, WI
Pauquette Center: Sauk Location	Prairie Du Sac, WI
Peaceful Solutions Counseling	Wausau, WI
Professional Services Group - Janesville	Janesville, WI
Professional Services Group - Kenosha (39th Ave. Location)	Kenosha, WI
Professional Services Group - Kenosha (63rd St. Location)	Kenosha, WI
Professional Services Group - Kenosha (75th St. Location)	Kenosha, WI
Professional Services Group - Racine	Racine, WI
Professional Services Group - Twin Lakes	Twin Lakes, WI
Professional Services Group - West Allis (70th St. Location)	West Allis, WI
Professional Services Group - West Allis (Lapham St. Location)	West Allis, WI
Professional Services Group - West Bend	West Bend, WI
Rape Crisis Center	Madison, WI
Reach Counseling Services	Neenah, WI
Sacred Art Counseling & Wellness	Kenosha, WI
Samaritan	Menasha, WI

Seasons Counseling	Baraboo, WI
Serenity Mental Health Services	Watertown, WI
Sixteenth Street Community Health Center	Milwaukee, WI
St. Joseph's Health Services	Hillsboro, WI
Stateline Mental Health Services	Beloit, WI
Thrive Therapy Services	Kenosha, WI
Triquestrian	Madison, WI
University of Wisconsin - Eau Claire Counseling Services	Eau Claire, WI
University of Wisconsin - La Crosse Counseling and Testing Center	La Crosse, WI
University of Wisconsin - Oshkosh Counseling Center	Oshkosh, WI
University of Wisconsin - River Falls Counseling Services	River Falls, WI
Valley Packaging Industries	Appleton, WI
Walk By Faith Counseling	Appleton, WI
Waukesha County Health and Human Services	Waukesha, WI
When Life Is A Puzzle Counseling and Consulting	Wautoma, WI
Whole Life Services	Spooner, WI
Zena Counseling Center of Milwaukee	Milwaukee, WI

Applicants that had previously received an Expanding Agency Award in were identified as eligible for the Continuing Expanding Agency Award. During the application review 38 applications were identified as eligible and awarded, all of which accepted the award.

Continuing Expanding Agency Award recipients were required to complete and provide documentation of a set of specific program activities:

- Participation in orientation webinar
- Ongoing submission of Supervision Session Checklist by designated supervisor
- Complete Supervisor/Trainee Supervisory Experience Survey on Supervisory Working Alliance
- Documentation of an increase in the number of post-graduate QTT positions by one over the average number of positions in the two previous fiscal years

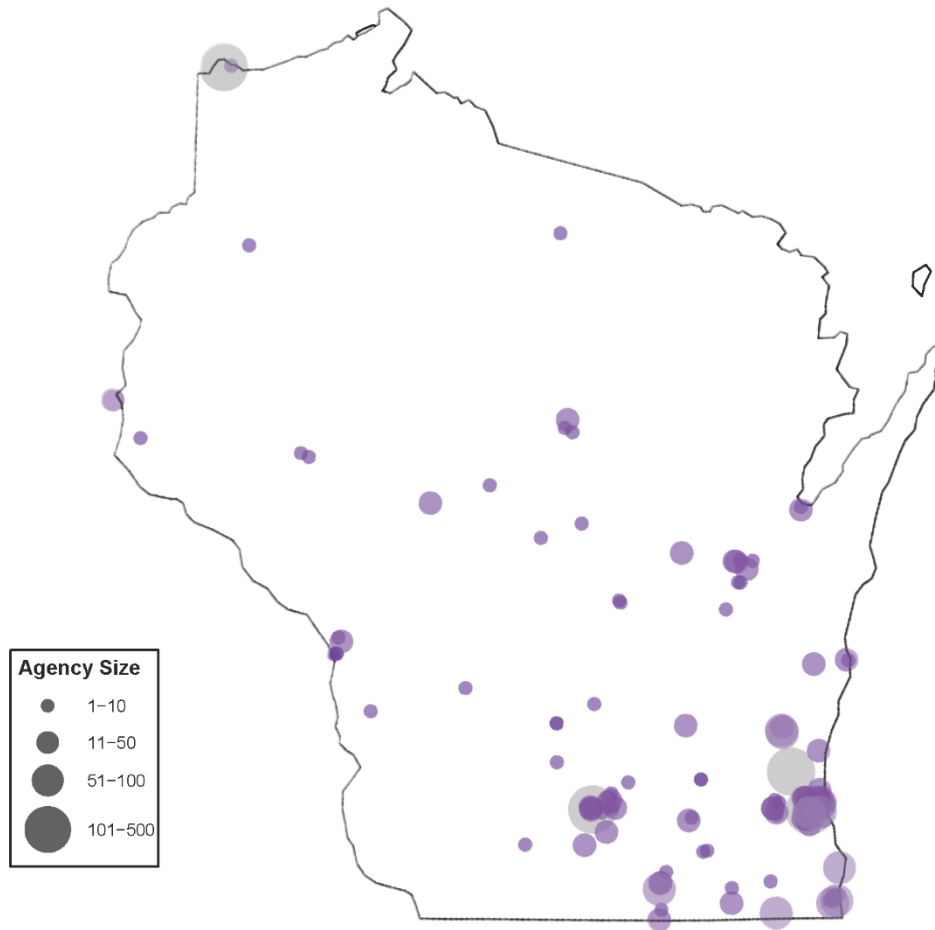
Table 3. Continuing Expanding Agency Award Recipients

Agency Name	Location
Anesis Center for Marriage and Family	Madison, WI
Applied Therapies & Wellness Center	Elm Grove, WI
Benedict Center	Milwaukee, WI
Brave Spaces Counseling & Wellness	La Crosse, WI
C.A. Counseling and Consultants	Williams Bay, WI
Catalpa Health	Appleton, WI
Children's Service Society of Wisconsin	Milwaukee, WI
Christian Family Solutions	Germantown, WI
Clinical Services	Wisconsin Rapids, WI

CrossRoads Counseling Center	Janesville, WI
Eclectic Counseling	Onalaska, WI
Empower Mental Health Clinic	Marshfield, WI
Family Service	Waukesha, WI
Family Services of NE Wisconsin	Green Bay, WI
Foundations Counseling Center	Belleville, WI
Healing Hearts Family Counseling Center	Sun Prairie, WI
Hope for a Better Tomorrow	Waukesha, WI
Integrative Psyche	Milwaukee, WI
Jefferson County Human Services	Jefferson, WI
LifeStance Health - Madison	Madison, WI
Lutheran Social Services of Wisconsin and Upper Michigan	West Allis, WI
Multicultural Trauma and Addiction Treatment Center	Milwaukee, WI
Nooe Counseling & Consulting	Neenah, WI
Oregon Mental Health Services	Oregon, WI
Orion Family Services	Madison, WI
Pauquette Center-Whitewater Location	Whitewater, WI
Rawhide	New London, WI
Reflections Mental Health	Madison, WI
RISE Wisconsin	Madison, WI
Sebastian Family Psychology Practice	Glendale, WI
Stein Counseling and Consulting	Onalaska, WI
Stonehouse Counseling	Viroqua, WI
The Caring Tree - Child & Family Counseling	Wausau, WI
The Rainbow Project	Madison, WI
Us 2 Behavioral Health Care	Appleton, WI
Wellpoint Care Network	Milwaukee, WI
West Grove Clinic	Milwaukee, WI
Wisconsin Community Services	Milwaukee, WI

Figure 2. FY23 Expanding Agency Awards by Agency Size (number of mental health practitioners)

QTT Expanding Agencies by Size



Outcome Priority: Add QTT Positions

In FY23 both New and Continuing Expanding Agency Award recipients were asked to complete an “Additional Hire Documentation Form” to demonstrate an increase in QTT positions over the average of the previous fiscal years at their agency. Across both New and Continuing Expanding agencies a total of 168 positions were added over the two-year average of 442. This was a 138% increase over the average of the previous two fiscal years. A sum of QTT positions by fiscal year can be found in table below.

Table 4. FY23 Total QTT Positions by Fiscal Year – New/Continuing Expanding Agency Award Recipients

Sum of QTTs FY20 (July 2019-June 2020)	Sum of QTTs FY21 (July 2020-June 2021)	Sum of QTTs FY22 (July 2021-June 2022)	Sum of QTTs FY23 (July 2022-June 2023)
298	385	500	610

Outcome Priority: Invest in Supervisor Professional Development

A second goal of the QTT Grants Program was to invest in supervisor professional development. Each Expanding Agency Award Recipient selected a designated supervisor to participate in professional development activities and implement supervisory practice items with selected trainees under their supervision. The professional development experience took place over six months, including an initial workshop introducing the Supervision Practice Profile (Prock, Drechsler, & Hessenauer, 2020), and then six-monthly community of practice meetings. Other supervisory resources and toolkits were shared with designated supervisors to help engage in these new supervisor practices throughout the process. The Supervision Practice Profile, Toolkit, and other resources on the professional development initiative can be found at <https://www.uww.edu/orsp/research-centers-and-initiatives/citee/qtt/supervisory-pro-dev-init>.

Supervisory Development Activities

Supervisor Professional Development Initiative (Caldwell, 2022) included specific supervisor education and practice opportunities, summarized here.

Initial Workshop. Supervisors attended a six-hour workshop (November 2022) to learn about the supervisor practice profile and tool kit. The workshop included structured discussions about effective supervision and the importance of trainee skill development. Supervisors had opportunities to practice OARS+I skills to exemplify how use of those skills enhances the supervisory alliance, and ultimately, improves client outcomes (Miller & Moyers, 2021).

Community of Practice Meetings. Supervisors engaged in monthly one-hour community of practice meetings (December 2022 – May 2023). Each meeting focused on a specific process and component of effective supervision, as described in the supervisor practice profile, with emphasis on QTT skill development. The community of practice was designed to foster participation, evoke supervisor expertise, provide opportunities for practice, and encourage self-reflection.

The campus-provided learning management system was utilized by supervisors and facilitation team members as a hub for resources and communication. Supervisors accessed materials such as the supervisor practice profile, supervisor toolkit, trainee practice profile, and selected readings through this online platform.

A 5-item evaluation (scale reliability = .74) was administered immediately following each meeting. Supervisors completed 393 evaluations using a 1-4 response scale (1 = not at all, 2 = a little bit, 3 = somewhat, 4 = very).

Table 5. FY23 Community of Practice Meeting Evaluation Results

Evaluation Item		Average results by meeting						Total average results by item
		Dec CoP 1 (N = 72)	Jan CoP 2 (N = 74)	Feb CoP 3 (N = 66)	March CoP 4 (N = 56)	April CoP 5 (N = 49)	May CoP 6 (N = 62)	
1	To what extent was the meeting facilitation effective to promote engagement and discussion?	3.82	3.64	3.55	3.79	3.59	3.68	3.68
2	To what extent were the discussions relevant to effective supervision?	3.78	3.80	3.80	3.77	3.73	3.73	3.77
3	To what extent were the meeting materials useful?	3.71	3.55	3.50	3.48	3.76	3.61	3.59
4	To what extent were you comfortable participating and sharing your perspectives, opinions or questions during the meeting?	3.46	3.42	3.48	3.61	3.49	3.60	3.50
5	To what extent did you feel supported in working towards effective supervision in the meeting?	3.74	3.72	3.79	3.66	3.69	3.81	3.73
Total average		3.69	3.62	3.62	3.65	3.65	3.68	3.65

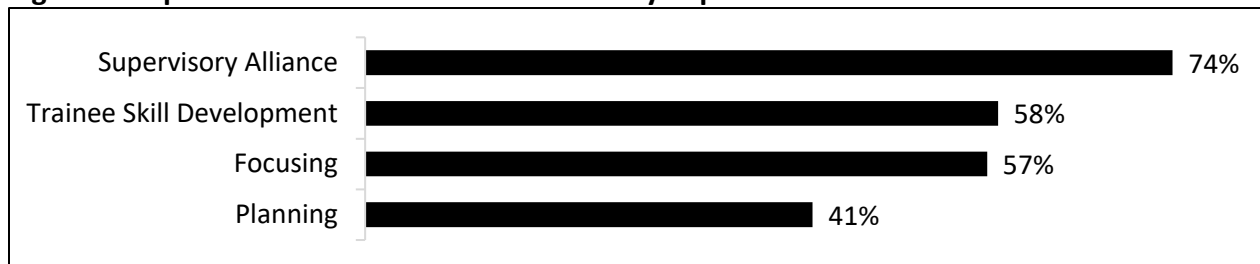
Supervision Session Checklist

This checklist (see Appendix C) was created for the initiative and represented the processes, components, and tools of effective supervision described in the supervision practice profile. Supervisors completed the checklist following each session with selected trainee(s). Based on completed checklists, in-session activities were summarized and results were provided to each supervisor at time 1 (February 2023) and time 2 (April 2023) as feedback on the extent to which activities were completed. Checklist completion instructions normalized that completing all checklist activities was probably not possible or even appropriate.

The following descriptive statistics were collected from the supervision session checklist:

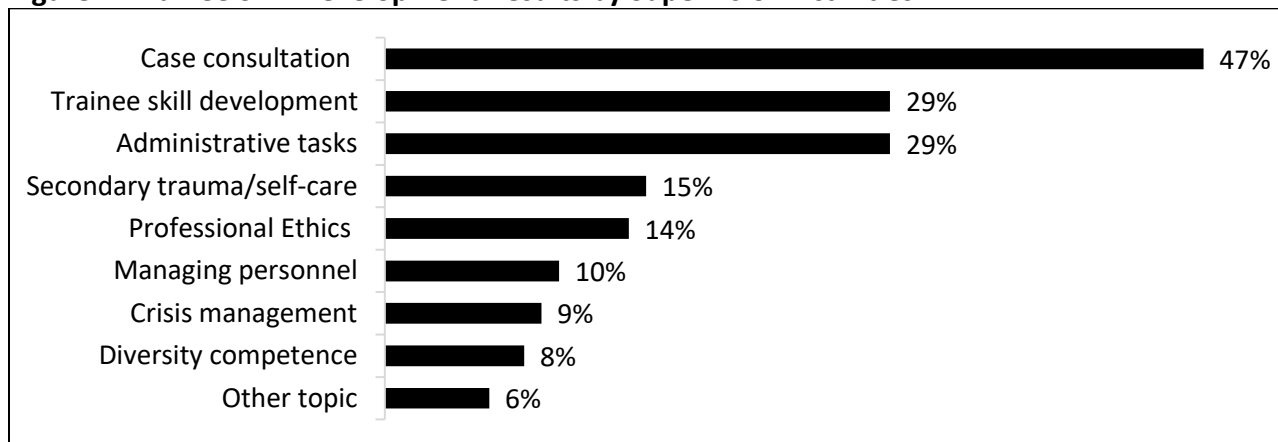
- Supervisors completed a total of 1078 checklists
- Average supervisors’ number of years of experience was 5.6 years
- Average number of trainees being supervised was 3.5
- Average length of supervisor-trainee relationship was 8 weeks
- Average supervision session length was 59 minutes

Figure 3. Supervision Session Checklist Results by Supervision Process



The most frequently reported focus of sessions was case consultation (47% of all sessions) followed by trainee skill development (29%) and completing administrative tasks (29%).

Figure 4. Trainee Skill Development Results by Supervision Activities



Supervisory Experience Survey

A strong supervisory alliance is essential to trainee skill development because it increases trainee psychological safety, encourages experimentation with new ways of working, and leads to positive learning outcomes (Borders, et al., 2014; Rothwell et al., 2021; Watkins, 2014). Trainee and supervisor self-assessment of the supervisory working alliance was based on an adaptation of the Supervisory Working Alliance Inventory (Efstation et al., 1990) specifically for this program and named the Supervisory Experience Survey (SES) (See Appendix B). The SES comprised a 7-item scale with questions for trainees (and a parallel supervisor version) related to the relationship with supervisor and related to the focus of session. The SES was administered at time 1 (December 2022) and time 2 (March 2023) with a summary of results provided to each supervisor.

Table 6. Supervisory Experience Survey Aggregate Supervisor and Trainee Results

Response scale was 1(lowest) to 7(highest). Higher scores suggest supervision effectiveness. Round 1 (December 2022) versus Round 2 (March 2023).

Survey Domain	Round 1		Round 2	
	Aggregate Supervisor Results	Aggregate Trainee Results	Aggregate Supervisor Results	Aggregate Trainee Results
Supervisory Alliance	5.57	6.4	6.04	6.43
Focusing	4.8	6.07	5.53	6.09
Rapport	6.12	6.84	6.38	6.67
Client Focus	4.96	6.06	5.62	6.15

Direct observation of practice with structured feedback

One of the hallmarks of effective supervision for developing trainee skills is periodic direct observation of work samples with structured review and supportive performance-based feedback (Borders et al., 2014; Miller & Moyers, 2021; Rothwell, et al., 2021; Schriger et al., 2020). Supervisors assessed trainee practice using a structured observation of OARS+I skills (Open Questions, Affirmations, Reflections, Summary, & Informing with permission) from the supervisor tool kit.

Supervisor Practice Sample Review and Learning plan

Using the same structured observation process as for the trainee practice sample, supervisors reviewed their own practice sample of a session with their trainee. Using what they learned from that review, supervisors created a learning plan to guide an individualized professional development process. Specific practice goals were set, periodically reviewed, and revised based on feedback and self-reflection.

Ongoing Professional Development: Alumni Learning Community

This learning community began in June, 2021 with the first cohort of the Qualified Treatment Trainees Grants Program Clinical Supervisor Community of Practice and is a collaboration between the Wisconsin Department of Health Services, the Social Work Department at UW-Whitewater and the Center for Inclusive Transition, Education and Employment (CITEE).

Clinical supervisors met every other month for one hour, as their schedules allowed. This was a free, optional, come-as-you-can learning community owned and facilitated by community supervisor learners. Support for the meetings was provided by CITEE staff with consultation from UW-Whitewater Social Work faculty, who provided CEUs to participants yearly based on attendance.

Meeting topics focused on clinical supervision based on the components of the Clinical Supervision Practice Profile, using a problem of practice protocol adapted from the fields of education and nursing. This protocol provided structure to the community to stay focused on working towards solutions to common challenges in their work (Horn & Little, 2010).

Emerging Agency Award

After review of 15 applications for the Emerging Agency Award, seven (7) agencies were identified to receive the Emerging Agency Award, all of which accepted the award.

The Emerging Agency Award recipients identified one of four work plan activities that will assist the agency in the hiring and supervision of QTT positions in the future:

- **Recruitment** – create plan to identify, recruit and retain a postgraduate qualified treatment trainee position within the next 24 months.
- **Staffing and onboarding plan** – create plan to train, onboard and supervise a postgraduate qualified treatment trainee position within the next 24 months. Document specific training, supervision or learning activities the trainee would engage in. Formalize a process for trainee onboarding at the agency and document this process and/or policy.
- **Professional development** – Provide supervision training opportunities for potential supervisors of qualified treatment trainee positions in the future. Supervisor position must be eligible to supervise a qualified treatment trainee position within the next 24 months.
- **Other** – please describe the activities your agency will complete to hire and supervise a trainee within the next 24 months.
-

Table 7. Emerging Agency Award Recipient Agencies

Agency Name	Location
Arbor Place	Menomonie, WI
Central Wisconsin Counseling Associates	Wisconsin Rapids, WI
Chrysalis	Madison, WI
Collective Counseling and Consultation	Milwaukee, WI
Empowerment Within	Waukesha, WI
Healing Relationships	Juneau, WI
Kennedys Circle of Wellness	Milwaukee, WI

Table 8. Emerging Agency Award Recipient Selected Work Plan Activities

<u>Workplan Goal</u>	<u>No. of Agencies</u>	<u>% of total (7)</u>
Recruitment	4	57%
Staffing and onboarding plan	3	43%

**Culturally Responsive & Supplemental Accommodations Awards –
Implementation of CLAS Standards for Deaf/HoH**

In FY23 the QTT Grants Program identified two areas to support grant programs under the scope of work of the QTT Culturally Responsive & Supplemental Accommodations Awards. Both programs shared a similar structure in supporting agency level implementation of Culturally and Linguistically Appropriate Standards (CLAS). The Culturally Responsive Award supported agencies to address diversity, equity, and inclusion barriers by supporting agencies to both increase their capacity and address unique to serve racially diverse, un-, and underinsured/Medicaid patients, and serve communities in provider shortage areas. The Supplemental Accommodations Award supported agencies to address barriers by expanding upon CLAS Standard implementation with specific services towards serving the Deaf and Hard of Hearing population.

After review of 39 applications, 10 agencies received the Culturally Responsive Award.

Table 9. Culturally Responsive Award Recipient Agencies

Agency Name	Location
Alarus Healthcare	West Bend, WI
Anesis Center for Marriage and Family	Madison, WI
Arbor Place	Menomonie, WI
Foundations Counseling Center	Belleville, WI
Jefferson County Human Services	Jefferson, WI
Jewish Family Services	Milwaukee, WI
Kimberley Welk and Associates	Green Bay, WI
Lakeshore Community Health Care	Sheboygan, WI
Orion Family Services	Madison, WI
Reflections Mental Health	Madison, WI

After review of 5 applications, 2 agencies received the Supplemental Accommodations Award.

Table 10. Supplemental Accommodations Award Recipient Agencies

Agency Name	Location
Community Service Associates	Portage, WI
Miracle Counseling and Life Coaching	West Allis, WI

Both award types were required to complete and document a specific set of program activities for successful grant completion:

1. Identify Cultural and Linguistic Competence (CLC) Lead Coordinator, must be employed at the applicant agency and affirm time commitment of CLAS implementation coordination, who will guide CLAS implementation for their agency. The CLC coordinator should be an agency representative in a leadership, managerial or coordinator position able to affect change on policy & personnel decisions for CLAS implementation. The CLC coordinator may:
 - a. Assemble a coordination team & hold regular meetings
 - b. Conduct ongoing assessment on CLAS standard implementation and workplans
 - c. Attend training
 - d. Review workplan goals, report progress and revise future goals based on assessment results
2. Complete CLAS assessments (Commonwealth of Massachusetts – Department of Public Health, 2023)
 - a. Pre-CLAS assessment & work plan as part of application process
 - b. Post-grant CLAS assessment completed as part of Final Deliverable Form
3. Identify areas in which the agency is not currently meeting CLAS standards, prioritizing the greatest areas of need in the agency and develop a written work plan.
4. Attend 7-hour training through Wisconsin Department of Health Services on behavioral health implementation of national standards for culturally and linguistically appropriate services in health and health care (US Department of Health and Human Services – Office of Minority Health 2022)
5. Document progress towards previously identified challenge/goal from initial assessment in online portal (select at least 1 option):
 - a. Recruit, retain, and promote staff that reflects the cultural diversity of the community you serve (CLAS Standard #3)
 - b. Develop written policies and procedures that support recruitment, retention, training and promotion practices (CLAS Standard #2)
 - c. Develop training plan and policy for staff to complete training (CLAS Standard #4)
 - d. Develop policy and procedures for offering language assistance (CLAS Standards #5, #6, #7 and #8)
 - e. Implement policy and procedures for informing all individual of the availability of language assistance services clearly and in their preferred language, verbally and in writing (CLAS Standard #6)
 - f. Implement a policy and procedures for ensuring the competence of individuals providing language assistance, which recognizes that the use of untrained individuals and/or minors as interpreters should be avoided (CLAS Standard #7)
 - g. Implement a policy and procedures for providing easy-to-understand print and multimedia materials and signage in the languages commonly used by the populations in the service area (CLAS Standard #8)
 - h. Establish culturally and linguistically appropriate goals, policies, and management accountability, and infuse them throughout the organization's planning and operations. (CLAS Standard #9)

- i. Conduct ongoing assessments of the organization's CLAS-related activities and integrate CLAS-related measures into measurement and continuous quality improvement activities (CLAS Standard #10)
- j. Collect and maintain accurate and reliable demographic data to monitor and evaluate the impact of CLAS on health equity and outcomes and to inform service delivery (CLAS Standard #11)
- k. Assess community health assets and needs, and using the results to plan and implement at least one new service that responds to the cultural and linguistic diversity of populations in the service area (CLAS Standard #12)
- l. Identifying at least one new community partner with which it will design, implement, and evaluate policies, practices, and services to ensure cultural and linguistic appropriateness (CLAS Standard #13)
- m. Create a conflict and grievance resolution processes that are culturally and linguistically appropriate to identify, prevent, and resolve conflicts or complaints (CLAS Standard #14)
- n. Engage in at least one communication of the organization's progress in implementing and sustaining CLAS to its stakeholders, constituents, and the general public (CLAS Standard #15)

QTT Graduate Student Award

After review of 274 applications, 260 individual students were identified to receive the QTT Graduate Student Award. Individual award recipients will not be identified, but the recipients represented a diverse cross-section of eligible students by program type, compensation, and graduate school. It was found that a significant majority of graduate clinical internships were completely unpaid. This speaks to the program goal of relieving financial barriers around completing graduate education and the internship processes, ultimately increasing the number of students becoming eligible QTTs on clinical pathways.

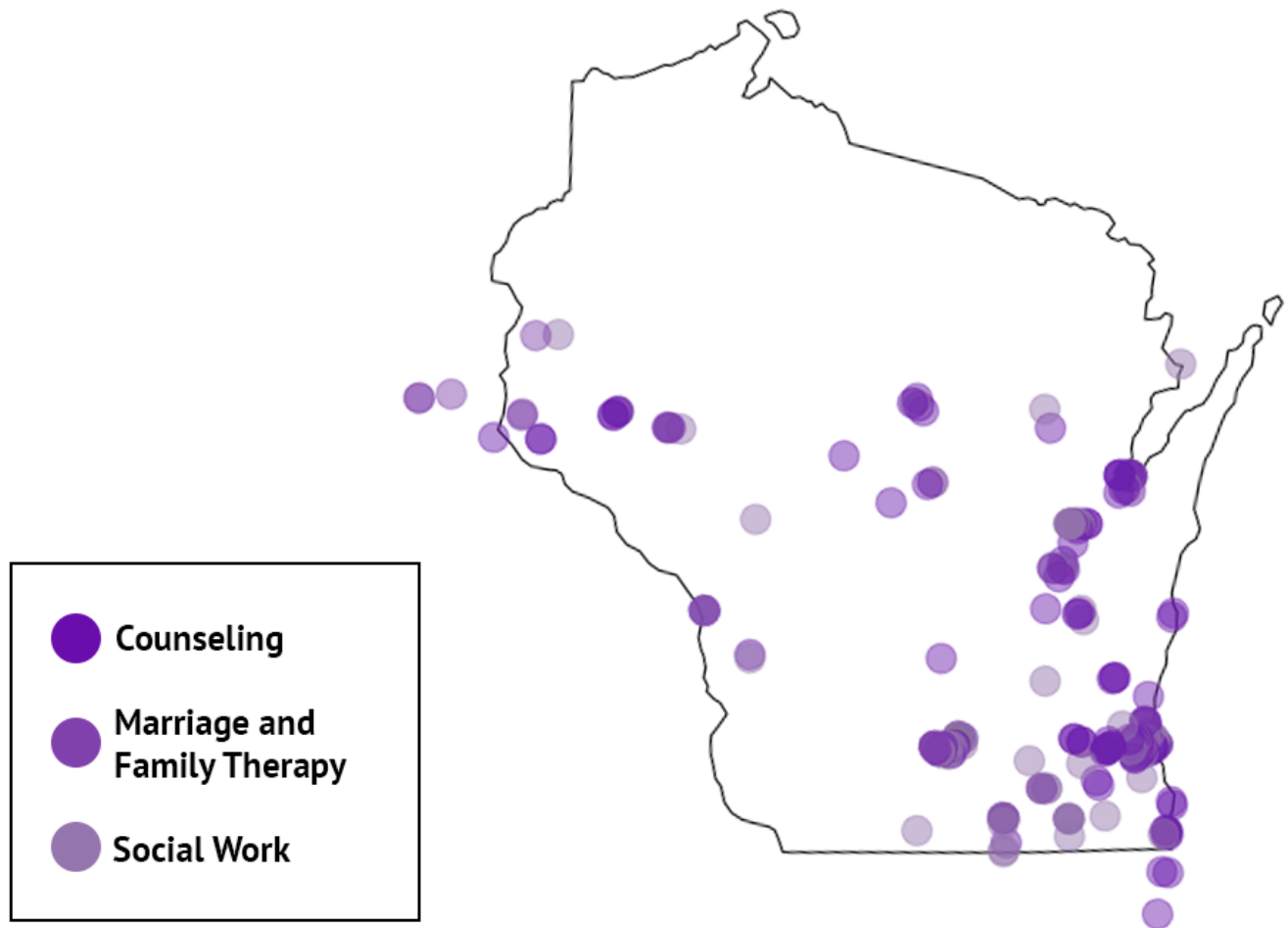
Table 11. Graduate Student Award Recipients by Program Type

Graduate Program Type	Number of Awards	% of Total (260)
Counseling	149	57.3%
Marriage & Family Therapy	18	6.9%
Social Work	93	35.8%

Table 12. Graduate Student Award Recipients by Compensation

Internship Compensation	Number of Awards	% of Total (260)
Unpaid	240	92.31%
Paid - \$5,000 or less	20	7.69%

Figure 5. QTT Graduate Student Award Distribution – Degree Program & Internship Location



Dual Diagnosis Post-Graduate Certificate Training Program(s)

The QTT Dual Diagnosis Post-Graduate Training Certificate did not administer any grants in FY23. Instead through this workforce development-based grant, UW-Whitewater CITEE, in consultation with UW-Whitewater Social Work Faculty and other consultant trainers, developed an online, post-graduate professional development course for new, as well as more experienced therapists, to enhance their understanding in assessing and treating co-occurring disorders. The training, titled *4-Step Approach to Treating Co-Occurring Disorders* is available as a free online course through UW-Whitewater's CITEE, starting in fall of 2023. The training covers the basics of co-occurring disorders, as well as providing an assessment tool/framework to better assess co-occurring disorders and client risk and apply practical implemental of treatment approaches.

In addition to the development of the *4-Step Approach to Treating Co-Occurring Disorders*, the UW-Whitewater graduate social work department integrated a 6-hour, online training into the current substance use disorders treatment course based on the American Society of Addiction Medicine (ASAM) Criteria. The ASAM criteria is used for assessment, service planning, placement, and continued stay and discharge of individuals with addictive disorders. The training was integrated into the graduate course in summer of 2022 and 28 students have completed it thus far. The training is planned to be offered again during the summer 2023 term.

Improved Pathway for Bachelor/Master Social Work Programs

In FY23 the Human Services Pathway project did not administer grants but instead focused on direct support to the development of an educational pathway for those pursuing a Bachelor's of Art and Applied Sciences (BAAS) degree to better access Bachelors'- and Masters'-level Social Work programs. This outcome was accomplished through several methods. First, the UW-Whitewater social work department faculty worked closely with the UW-Whitewater at Rock County campus to align curriculum for the Bachelor's of Art and Applied Sciences to better align credit requirements and pre-requisites to better prepare for a pathway to Bachelor's- and Master's-level social work degrees. Second, UW-Whitewater social work faculty offered office hours and presence at the UW-Whitewater Rock County Campus to meet with students regarding the B.A.A.S pathway and social work degree programs. This presence at the Rock County Campus included weekly outreach events with students. Third, starting in 2023 an introductory social work course was offered at the Rock County campus. Eleven students enrolled in the course in its initial offering and the course is planned to be offered again during the 2023-2024 academic year. Finally, ongoing marketing and outreach surrounding the B.A.A.S program at UWW-Rock Campus and educational information on social work program and careers have been supported to promote more students to enter into these programs and educational pathways.

Summary and Recommendations

Fiscal year 2023 of the QTT Grants Program received an increase of funding and new scopes of work for the program through funding under the Treasury ARPA (American Rescue Plan Act) in addition to the statutorily funded general-purpose revenue funding (\$146.618). This proved to be a multi-faceted investment towards the development of QTT positions in Wisconsin by supporting workforce development, graduate level QTT internships and ongoing agency support in hiring and supervising new QTT positions. Building on two-year planning surrounding Treasury ARPA scopes of work, some programs will continue into fiscal year 2024. This will include exploring feasibility of continued support for programs and scopes of work implemented under the additional Treasury ARPA funding.

The Expanding Agency Award continues to be a foundational program as part of the QTT Grants Program in meeting the goals of expanding QTT positions and investing in QTT Supervisor Development at a statewide level. With the addition of the Continuing Expanding Agency Award more agencies are able to continue support of QTT positions and supervision throughout the two-year process for QTT positions to accumulate 3,000 supervised clinical hours to achieve advanced clinical credentials in their respective fields. The supervisor professional development initiative supported the largest cohort in the history of the program with 89 new Expanding Agency designated supervisors. A consistent base of resources, data systems, and training has been developed with the Supervision Practice Profile, Supervisor Toolkit, Supervisory Experience Survey, Supervision Session Checklist, and additional educational resources and readings made available through an online learning platform. It is anticipated both additional New Expanding Agency Awards and Continuing Expanding Awards will be supported in FY24.

The Emerging Agency Award has been found to be a strong pathway for agencies who are preparing to hire post-graduate QTTs. The Emerging Agency Award is often a precursor to an agency being able to move into the Expanding Agency Award where the agency is able to add additional QTT positions that they otherwise were otherwise ineligible for. It has been discovered through the application process, that often when agencies that might not have eligibility due to QTT hiring history, recruitment efforts, or supervisor capacity this often is where consideration for the Emerging Agency Award is appropriate. Of the 10 agencies that successfully completed an Emerging Agency Award in FY21 or FY22, seven went on to participate in a subsequent Expanding Agency Award and two went on to complete the Intern Agency Award (a unique offering during FY22).

The Supplemental Accommodations Award continued to be a scope of work to invest in building capacity for the Deaf and Hard of Hearing community to receive mental health services in Wisconsin. There continues to be evidence of a shortage of Deaf practitioners to best serve this community by uniquely addressing language, ethical, and cultural considerations in working with Deaf/HoH individuals in a mental health setting. The investment in FY23 focused the Supplemental Accommodations Award towards implementation of Culturally and Linguistically Appropriate Standards with specific commitments to serving the Deaf and Hard of Hearing Community. It is hopeful that implementation of CLAS standards to serve the Deaf/Hard of Hearing population will assist in remedying the direct workforce shortage of Deaf mental health providers. This investment also provides strong evidence of addressing cultural and linguistic barriers the Deaf/HoH population may face in receiving mental health services.

The Culturally Responsive Award provided a unique investment towards addressing diversity, equity, and inclusion barriers by supporting agencies to both increase their capacity and address unique to serve racially diverse, un-, and underinsured/Medicaid patients, and serve communities in provider shortage areas. Agencies were supported in completing initial stages of CLAS standard implementation through ongoing assessment, CLAS implementation team formulation, training related to CLAS implementation, and workplan development and reporting. The Culturally Responsive Grants were in progress as of the end of FY23, ongoing implementation and reporting will be completed on the program to explore longitudinal results of this investment in CLAS standard implementation. The Culturally Responsive Grant will be explored as a continued investment in this implementation process in future fiscal years.

The QTT Graduate Student Awards addressed unique financial barriers graduate student face in completed unpaid or paid (\$5,000 or less) clinical internships. The financial burden of unpaid internships might disincentivize or create a barrier to entry into the mental health practitioner fields of study. Understanding these barriers, the QTT Graduate Student Award addressed the mental health workforce investment by alleviating this burden and incentivize more entry to the field. An additional application process for remaining QTT Graduate Student Awards funding allocation was launched for the Summer/Fall term of 2023 and is anticipated to conclude early in FY24.

The Dual Diagnosis Post-Graduate Certificate Training Program(s), resulted in the creation of the *4-Step Approach to Treating Co-Occurring Disorders* training in FY23 of the QTT Grants Program. The program will provide continued support to the roll out of the training program in fall 2023 with possible integration with graduate social work programs and widespread availability of the online course for professionals already in the field. This will include an investment in granting to agencies to support large scale training of staff at their agencies within the *4-Step Approach to Treating Co-Occurring Disorders* training.

The Improved Pathway for Bachelor/Master Social Work Programs project made an investment with UW-Whitewater at Rock County to establish the Bachelor of Art and Applied Sciences to better align with Bachelor and Master's level social work programs. The investment of both UW-Whitewater Social Work faculty and marketing at the Rock County campus has resulted in an initial interest of students already entering into social work degree program pathways. It is anticipated this will grow in future years with additional offerings of introductory social work classes at UW-Whitewater at Rock County campus. Additional support for the program is anticipated in FY24 to support students within and entering these educational pathways and continuing the investment of marketing resources and faculty across the campus's to best bridge the educational pathways.

Appendix A – Stakeholder List

QTT Grants Program FY23 Stakeholders	
Role	Name
Department of Health Services, Division of Care and Treatment Services, Bureau of Prevention, Treatment and Recovery, Integrated Services Section	Kenya Bright, Section Chief
	Mike Van Sistine, Contract Administrator/ Facilitator Culturally Responsive Grants
	Scott Caldwell, Subject Matter Expert, CoP Facilitator
	Jennifer Roberts, Grant and Contract Administrator
	Allison Weber, Multicultural Coordinator/Facilitator- Culturally Responsive Grants
Advisory Committee	(Chair) Marc Herstand, National Association of Social Workers, Wisconsin Chapter
	Leah Featherstone, Professional Services Group
	Katy Hagemeyer, Deaf Inspire LLC
	Amanda Anderson, Wisconsin Association for Marriage and Family Therapy
	Dr. Maria Amarante, Multicultural Trauma and Addiction Treatment Center of WI, LLC
	Jennie Bowyer, Green County Human Services
	Mary Neubauer, Mental Health America of Wisconsin
	Dr. Heather Hessel, University of Wisconsin Stout
	Judy Toppel, Racine County Human Services
	Kathy Markeland, Wisconsin Association of Family and Children's Agencies
	Tammy Makhoulf, Children's Hospital
	Dr. Sarah Hessenauer –Professor and MSW Program Coordinator, Graduate Program Representative, UW-Whitewater
	Dr. Katherine Drechsler – Associate Professor and Field Coordinator, Graduate Program Representative (Alternate), UW- Whitewater
	Clare Lewandowski, Kenosha Community Health Center, Inc.
Consultants and Subject Matter Experts	Ted Izydor, 4-Step Approach to Treating Co-Occurring Disorders Training Development
	Harold Gates, Subject Matter Expert - 4-Step Approach to Treating Co-Occurring Disorders Training
	Dr. Matt Felgus, Subject Matter Expert - 4-Step Approach to Treating Co-Occurring Disorders Training
	Patricia Clasen, University of Wisconsin Whitewater at Rock County
	Dr. Aruna Jha, Subject Matter Expert
UW-Whitewater Center for Inclusive Transition, Education, & Employment	Ben Mompier, Project Coordinator
	Jessica Smith, Director
	Brenda Johansen, Data Manager
	Carole Carlson, Instructional Designer, CoP Facilitator
	Laura Brunke, Graduate Student Award Project Coordination

Appendix B – Supervisory Working Alliance Inventory Feedback Report

Supervisory Experiences Feedback Report

Thank you for completing the 12-item *Supervisory Experiences Survey*. This feedback report is based on results of four domains (Supervisory Alliance, Focusing, Rapport, Client Focus). Recall that the response scale was 1(lowest) to 7(highest). Higher scores suggest supervision effectiveness. In the table below, locate your self-assessed results by domain and compare Round 1 (December 2022) versus Round 2 (March 2023), then note aggregate supervisor and trainee results for normative comparison.

Survey Domain	Round 1			Round 2		
	Your Self-Assessed Results	Aggregate Supervisor Results	Aggregate Trainee Results	Your Self-Assessed Results	Aggregate Supervisor Results	Aggregate Trainee Results
Supervisory Alliance						
Focusing						
Rapport						
Client Focus						

Supervisory Alliance is the average of items 1-4.

1. During the past month, how often did you spend the first few minutes of supervision meetings developing rapport and a productive working relationship with your trainee?
2. During the past month, how often did your supervisor draw out trainee perspectives, experiences, and input?
3. During the past month, how often did you specifically comment on your trainee's personal strengths or positive behaviors?
4. During the past month, how often did you carefully listen to your trainee and have an accurate understanding of your trainee's experiences and perspectives?

Focusing is the average of items 5-7.

5. During the past month, how often did you collaboratively develop the agenda for meetings with your trainee's full input?
6. During the past month, how often did you maintain focus on the agenda once it was established?
7. During the past month, how often did meetings focus on developing your trainee's competencies, skills, and clinical practice?

Rapport is the average of items 8-10.

8. I make my trainee feel comfortable working with me in supervision.
9. I welcome my trainee's explanations about the client's behavior.
10. I treat my trainee like a colleague in supervisory sessions.

Client Focus is the average of items 11-12.

11. I work with my trainee on specific goals in the supervisory sessions.
12. I carefully and systematically consider the material my trainee brings to supervision.

Appendix C – QTT Supervision Session Checklist

Supervision Session Checklist

Instructions: The following checklist is based on the supervision processes and components described in the QTT Supervision Practice Profile that focus on trainee development. Please use checklist to guide your work with trainees. Tools from the Supervisor Tool Kit are bolded. Please note that it is not expected (nor realistic) to complete all activities within a specific session.

Supervisory Alliance

- You spent the first few minutes of the session engaging to develop the supervisory alliance.
- You asked more open questions than closed questions to draw out trainee perspectives and experiences.
- You looked for trainee strengths and offered at least 1 specific affirmation of strength.
- You listened carefully and offered just as many reflective listening statements as you asked questions (i.e., 1:1 reflection-to-question ratio).
- About half of the reflective listening statements you offered reflected trainee underlying meaning (complex reflection; see **Reflective Listening Cheat Sheet**).
- You offered a summary prior to transitioning to the Focusing process.

Focusing

- You used the **QTT Session Agenda Map**.
- You collaboratively developed the session agenda with full trainee input.
- You suggested an item for session agenda using Ask-Provide-Ask.
- What were the topics covered in this session? __ (for example: foster trainee skill development – see activities below; administrative tasks; managing personnel issues; crisis management; professional ethics discussion; diversity competence exploration; trauma-sensitive supervision)

Foster Trainee Skill Development

- You developed a specific trainee skill (OARS+I) based on *Trainee Skills Practice Profile*.
- You used **Getting Ready for Skill Development** prior to active learning.
- You used an active learning method to develop this skill (e.g., provided a demonstration, used **Skill Practice Activity**, or quizzed knowledge).
- You completed evaluation of a trainee sample of practice with structured observation (e.g., **Skill Counts** and **Global Ratings**) and documented results (**Performance Assessment Results**).
- You used **Providing Feedback** to deliver feedback.
- You facilitated case consultation and used **Case Consultation** to document results.

Planning

- You helped the trainee create, review, or update **Trainee Learning Plan**.
- A specific, measurable, and time-limited (SMART) skill goal was created, reviewed, or updated.
- Goal was based on results of structured observation.
- Plan outlined trainee deliberate practice.

References

- Allan, R., McLuckie, A., & Hoffecker, L. (2017). Effects of clinical supervision of mental health professionals on supervisee knowledge, skills, attitudes and behavior, and client outcomes: protocol for a systematic review. *Campbell Systematic Reviews*, 13(1), 1-44.
- Bailin, A., Bearman, S. K., & Sale, R. (2018). Clinical Supervision of Mental Health Professionals Serving Youth: Format and Microskills. *Administration and Policy in Mental Health and Mental Health Services Research*, 45, 800-812.
- Borders, L. D., Glossoff, H. L., Welfare, L. E., Hays, D. G., DeKruyf, L., Fernando, D. M., & Page, B. (2014). Best practices in clinical supervision: Evolution of a counseling specialty. *The Clinical Supervisor*, 33(1), 26-44. doi:<https://doi.org/10.1080/07325223.2014.905225>
- Caldwell, S. (2022). *Clinical Supervision Matters: Supervisor Professional Development in the Qualified Treatment Trainees Grants Program*. Madison, WI: WI Department of Health Services.
- Commonwealth of Massachusetts – Department of Public Health. (2023). CLAS Self-Assessment Tool. *Office of Health Equity*. www.mass.gov/dph/healthequity
- Efstation, J. F., Patton, M. J., & Kardash, C. M. (1990). Measuring the working alliance in counselor supervision. *Journal of Counseling Psychology*, 37(3), 322–329. doi:<https://doi.org/10.1037/0022-0167.37.3.322>
- Miller, W. R., & Moyers, B. T. (2021). *Effective Psychotherapists*. New York: The Guilford Press.
- Moyers, T. B., Martin, T., Manuel, J. K., Hendrickson, S. M., & Miller, W. R. (2005). Assessing competence in the use of motivational interviewing. *The Journal of Substance Abuse Treatment*, 28(1), 19-26. doi:10.1016/j.jsat.2004.11.001
- Prock, K., Dreschler, K., & Hessenauer, S. (2020). Qualified Treatment Trainee Supervision Practice Profile. Wisconsin: UW - Whitewater.
- Rothwell, C., Kehoe, A., Farook, S. F., & Illing, J. (2021). Enablers and barriers to effective clinical supervision in the workplace: a rapid evidence review. *BMJ Open*, 11(9). doi:10.1136/bmjopen-2021-052929
- Schriger, S. H., Becker-Haimes, E. M., Skriner, L., & Beidas, R. S. (2020). Clinical Supervision in Community Mental Health: Characterizing Supervision as Usual and Exploring Predictors of Supervision Content and Process. *Community Mental Health Journal*, 57, 552–566. doi:10.1007/s10597-020-00681-w
- US Department of Health and Human Services – Office of Minority Health. (2022). *Behavioral Health Implementation Guide for the National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care*. <https://www.minorityhealth.hhs.gov/omh/content.aspx?ID=24555>
- Van Sistine, M., Caldwell, S., Carlson, C., Mompier, B., & Duncan, K. (2021). Trainee skills practice profile. Madison, WI: Wisconsin Department of Health Services.
- Wenger, E., McDermott, R., & Snyder, W. M. (2002). *Cultivating Communities of Practice*. Boston: Harvard Business Review Press.