

WEB-BASED REGIONAL TRAINING MODEL FOR WISCONSIN CIRCUIT COURTS

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By Karen J. Hepfler

Abstract

The Tenth Judicial District of the Wisconsin Circuit Courts has had difficulty maintaining a traditional, face-to-face instructional format for educating court employees. Due to staffing-shortages and budget constraints in most counties, District 10 is looking for ways to conserve limited resources yet still provide meaningful educational experiences to court staff. To accomplish this goal, current training methods were enhanced through a pilot project using web-based technology. By partnering with Consolidated Court Application Programs (CCAP), the provider of information technology services for the Wisconsin Court System, a pilot project to develop and evaluate a web-based regional training model was tested in the Seventh and Tenth Judicial Districts.

The design for the pilot program was informed by a review of literature and interviews with education experts. Ultimately, the decision was made to create a series of webinars. The research findings identified statewide interest in utilizing the webinar format and concluded that webinars are a cost effective method of instruction for the Wisconsin courts. The findings also support the conclusion that the webinar format can achieve efficiency as an instructional method, if used with a well-designed curriculum that includes a clear, instructional message. Although issues with parts of the instructional design process arose during the course of this project, there was still overwhelming support for the webinar training method. Based on preliminary results of

this project, it is recommended that the Wisconsin courts expand the use of webinars to other regions where education needs exist within the state.

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Introduction

“We always need face-to-face classes, but we also need to implement new technologies to ensure our employees receive the best training possible.”

Jan Zielke, Director
Education Department
Mayo Clinic Health System Eau Claire

There is an inherent comfort in training face-to-face (Forbes Insights: Business Meetings, 2009). It provides a chance to interact with co-workers and peers, to build relationships, hone skills, and discuss problems with people who understand and can identify with you. It provides validation for the passion and pride found within; the sense of a higher purpose shared by those who work in the Wisconsin courts. This appears to be a perfect training venue, so why would court employees agree to try something new?

There have been difficulties maintaining this traditional training format in many Wisconsin courts. While small counties experience problems with staff coverage during training absences, most counties are burdened by travel time and increasing travel costs. Absorbing these costs puts a strain on court budgets and reduces training attendance in many counties, as well. As a result, counties are looking for ways to conserve limited resources yet still provide meaningful educational experiences for their employees. To accomplish this goal, current training methods will be expanded through use of a pilot project using web-based technology.

The purpose of this project is to develop and evaluate a web-based regional training model for Wisconsin Circuit Court employees. The pilot regions are the Seventh and Tenth Judicial Districts, which are similar in size and demographic character, although forty-six percent of District Ten’s counties have a single circuit

branch compared to seventy-five percent in District Seven (Wisconsin Court System-Directories, 2011).¹

The Wisconsin Court System is a unified system that includes the Supreme Court, Court of Appeals, Circuit Court, and Municipal Courts. The Circuit Courts are trial courts of general jurisdiction, divided by branches, and most of Wisconsin's seventy-two counties have at least one branch. Counties are arranged into ten judicial administrative districts that vary in scale from a district of just one urban county, boasting forty-seven branches, to multiple county districts containing eclectic blends of highly rural and mid-sized courts (Wisconsin Court System-Court System Overview, 2011). The Tenth Judicial District, located in the northwest corner of Wisconsin, is one of the largest districts in the state. Comprised of thirteen counties with small to medium-size courts, it accounts for approximately 24% of the area in the state (Wisconsin Legislative Reference Bureau, 2011).

Every two years, the District Court Administrator (DCA) coordinates and facilitates district-wide training sessions for all circuit court employees in the Tenth Judicial District. The training topics and subsequent agendas are determined by the DCA and a district training committee that represents clerks of circuit court, registers in probate, juvenile court clerks, and judicial assistants throughout the district.² Historically, the training sessions are organized by case type or job description and

¹ In Wisconsin, the term "branch" is used to describe an individual judgeship. Other states use terms with similar meaning, such as "judgeship" or "chamber". Wisconsin Circuit Courts are divided into branches with at least one branch in every county. There are six counties, or three sets, that share joint jurisdiction. Two sets are staffed by a single judge who travels between courthouses and chambers in each county. The third set includes a federal reservation and both judges for this circuit are located in Shawano County. (<http://www.wicourts.gov/courts/circuit/index.htm>)

² Registers in Probate are mandated positions in the circuit court of each county, who are appointed by the Chief Judge. Statutory responsibilities include case management for guardianships, conservatorships, probate matters, wills, and other duties as assigned by the court. Sec. 851.72 Wis. Stats.

delivered via face-to-face instruction at a central location within the district. While the sessions offer an important forum for court employees to network, discuss procedural questions or concerns, and improve upon existing case management software skills, it has become increasingly difficult to secure the necessary time, money and resources to continue off-site staff training. To address the issue, the committee enlisted the assistance of Consolidated Court Application Programs (CCAP).

CCAP provides the information technology services for the Wisconsin Court System, as well as technical training for court system employees. CCAP develops and supports a wide range of software applications for case management, jury management, financial management, automated jury instructions, electronic exchange of data between multiple justice partners and a court information repository (Wisconsin Court System-Consolidated Court Automation Programs, 2012). Recently, CCAP offered a series of short webinars to court employees with much success. Since Wisconsin's budgetary woes will impact CCAP's ability to provide traditional training opportunities, there is an interest in expanding the use of web-based instruction to reduce costs while continuing to meet statewide court-related educational needs.

The district training committee and both DCAs will design a series of live webinars in cooperation with the technical trainers at CCAP. A web-based seminar format was selected, not only because it would closely simulate the face-to-face training initiatives in District Ten, but also for its ability to effectively integrate the adult learning principles of learner readiness, learner experience, learner participation, and immediate work application (Stolovitch & Keeps, 2002).

The webinar content will be designed and organized by case type or job description within a 2-hour time-frame and offered throughout a two-week period. Features will include power point presentations, application sharing and Voice over Internet Protocol (Volp) capabilities. If this regional training model proves successful and cost effective, it will expand to other regional training sessions in Wisconsin. Long-term goal of the program is to provide a proof of concept to study other Computer-Based Training (CBT) and Web-Based Training (WBT) methods, secure funding, and expand the use of instructional technologies throughout the Wisconsin Circuit Courts.

This research project will blend a CCAP webinar model with the District 10 training model to design a series of webinars for court employees in the 7th and 10th Judicial Districts. A literature review and interviews will provide information to guide the methodology and curriculum design process. An analysis of the data collected from a statewide training survey, webinar participants, and facilitators will be used to determine the success and cost effectiveness of the training. The research findings will be used to instruct future web-based training efforts. The research concludes with some recommendations for future web-based training initiatives in the Wisconsin courts.

Literature Review

While there are tremendous amounts of written material and some research available regarding the use of web-based training (WBT), the volume becomes staggering on the topic of adult education. For purposes of this project, and in spite of the author's meandering interests, the review of literature includes: 1) a brief history of training in Wisconsin Circuit Courts; 2) the need for court employee training; 3) lessons

learned from the field of WBT; 4) a discussion of the merits of good design and, 5) current initiatives in Wisconsin and other states.

History of Training in Wisconsin Courts

For more than 30 years, the Wisconsin Court System employees have participated in professional development and training sessions. Wisconsin Statutes and Supreme Court Rules (SCR) direct aspects of the curriculum content but professional development opportunities exist, as well. This clearly demonstrates the depth of the state's commitment to life-long learning and a desire to enrich the overall workings of the court system in Wisconsin (Wisconsin Court System-Office of Judicial Education, 2011).

The most notable contribution toward the history of training in Wisconsin courts has been through programming coordinated and provided by the Wisconsin Supreme Court Office of Judicial Education. Since its founding on November 1, 1971, the offerings have evolved from traffic-related issues to a full repertoire of topics specific to municipal courts, judicial education, clerks of circuit court, case-specific workshops, and special-interest programs (Todd, 2001). Although Chapters 32 and 33 of the Wisconsin Supreme Court Rules prescribe the components of mandatory education for municipal judges, municipal clerks and the judiciary, no similar directive exists for other court personnel. Attendance at an annual institute is voluntary for clerks of circuit court, registers in probate or staff (Wisconsin Court System-Office of Judicial Education, 2011).

Additional opportunities have been sponsored by the Wisconsin Clerks of Circuit Court Association (WCCCA) and the Wisconsin Registers in Probate Association

(WRIPA) during Summer and Fall conferences, with agendas that frequently include presentations from other justice agencies, procedural best practices by the Office of Court Operations and technical training or updates from CCAP. Participation has typically been limited to association members and district court administrators but other court staff have attended at times, as well.

In recent years, state, regional and district trainings have often focused on issues regarding improved services for self-represented litigants. Court staff have received guidance on providing front counter assistance, offering procedural instructions, referring litigants to free legal clinics and other resources, and navigating the Wisconsin Court System self-help center and forms on-line (Moore, 2005); ("Walking the Line: Providing Help without Practicing Law", 2012). To help staff determine the difference between legal advice and procedural assistance, a web-based training module was developed with pre-test and post-test components, which helps quantify the learning outcomes for participants.

Need for Training

Unfortunately, the economic downturn has placed severe and lingering constraints on county budgets across the United States. Courts are faced with the creation of a "new normal" in terms of staffing levels, funding structures, and quantity or quality of core services within local governments (Ban, 2011) (National Association of Counties, 2011). The court system is particularly impacted by the fiscal crisis and will need to find new, innovative ways to conduct judicial business (Flango, McDowell, Campbell, & Kauder, 2010). In discussing a series of articles originally published in *USA Today*, *Courts Today Magazine* reasons that the third branch is an "invisible"

target and is viewed by the public as both “theoretical and far away” (USA Today's Debate: Public Spending, 2012).

In Wisconsin, the Supreme Court Planning and Policy Advisory Committee (PPAC) identified court system funding as a critical issue during three of the last four biannual budget cycles (Planning and Policy Advisory Committee, 2010). In response to court funding assaults, the Wisconsin Director of State Courts, A. John Voelker, urged the Wisconsin Judiciary to “take a risk and confront the status quo” (Voelker, 2006). Similarly, during her 2009 State of the Judiciary Address, Wisconsin Supreme Court Chief Justice Shirley S. Abrahamson encouraged conference attendees to “...rethink, reinvent, rediscover and reshape what we do and how we do it” (Abrahamson, 2009).

Over the next decade, the projected retirement of baby boomers will further complicate the delivery of court services due to the loss of historical and procedural knowledge retained by long-term employees (Salopek, 2007). As workplace trends continue to emphasize collaboration, networking, and teamwork to accomplish daily tasks, effective training programs will be imperative to retain new hires and cross-train current employees (Monolescu, Schifter, & Greenwood, 2004). According to Chippewa Valley Newspaper Publisher, Mark Baker, “long-term success depends on staying ahead of the curve when it comes to our most important resource – people” (Baker, 2011).

The complexity of the court system and fast-paced changes in court technologies call for more immediate, on-demand, and informal training techniques (Bersin, 2007); (Schreiber & Berge, 1998). Schreiber and Berge (1998) contend that while there are

difficulties in sustaining a high-performance workforce, organizations must have employees who are life-long learners utilizing on-going training methods. As courts search for ways to maximize limited resources while maintaining a “technologically literate workforce,” a case for the employment of WBT presents itself.

Lessons Learned

In the United States, the knowledge, skills, and abilities required for business and industry have directed the education and training of the nation’s workforce and are therefore a reflection of economic needs (Sawyer, 2005). According to a research article written by Bizhan Nesseh (1997) and discussed in the book, *The Distance Education Evolution: Issues and Case Studies*, (Monolescu, Schifter, & Greenwood, 2004) use of WBT for workforce training developed within the historical timeline of distance education, beginning with a succession of postal mail correspondence courses in the 1800’s.

The first technology used to supplement instruction, recorded audio and films during the 1920’s, was followed by radio mid-century and then television during the 1960’s and 1970’s. By the late 1980’s, the United States Congress reported that technologies in the field of education were a decade behind their applications in business, due in part to teacher resistance, but also due to a lack of financial resources. Throughout the 1990’s, distance learning became more widely accepted as schools of higher education, such as the University of Phoenix, expanded its use. Today, economic need has again directed the skills required by a workforce responding to quick technological changes. This creates the potential for use of technology as a

primary tool for instruction, rather than merely a supplement to traditional classroom learning methods (Monolescu, Schifter, & Greenwood, 2004).

Web-based training encompasses a variety of presentation methods, including audio, computer-based training (CBT), electronic text, electronic performance support systems, groupware, teleconferencing, and interactive TV (Ellis, Wagner, & Longmire, 1999). There are obvious advantages for using WBT, such as flexibility for self-paced learning, just-in-time learning in response to individualized training needs, consistent transfer of knowledge across regions, states or even countries, collaboration between learners, a reduction in travel costs and time, and ability to participate in mobile learning without being confined to a classroom or office (Monolescu, Schifter, & Greenwood, 2004); ("e-Learning Advantages and Disadvantages", 2011). Some of the disadvantages may include loss of social interaction, technology issues that hinder connectivity or internet speed, a technology learning curve for students or employees, a lack of motivation towards self-paced learning, and the fact that creating WBT is a time-consuming endeavor for instructors and employers ("e-Learning Advantages and Disadvantages", 2011).

In the field of education, it comes as no surprise to find that large establishments led the charge in implementing WBT for on-line instruction, having benefitted from a greater pool of resources unparalleled in smaller institutions. A commitment at the grassroots level in providing faculty training and support, combined with continual communication about the strategic message and common goals, are cited as “best practices” during the past ten years. Educational institutions further conclude that an

organization should develop a set of guiding principles that reflect their organizational goals and individual situation (Barth, Lovvorn, Morris, & Timmerman, 2011).

As an example, the American Red Cross provided a training session via teletraining or an interactive distance learning (IDL) application for an audience of thousands who, although separated geographically, required standardized, federally regulated instruction. Upon completion of the project, it cautioned organizations to avoid the trap of immediately relying on travel cost savings when justifying the use of WBT. Rather, organizations should first identify the business need that is intended to be supported by the decision to use WBT. Issues such as scheduling conflicts and staff availability may otherwise substantially limit learning outcomes (Schreiber & Berge, 1998).

In 1997, the NYNEX Company recognized its need to train employees on site, in short time-frames, and centered on system techniques and procedures. Use of instructor-led training was quickly ruled out as an option, as it was too expensive to maintain. Instead of purchasing a single, electronic education system, the company opted to begin with a small pilot project, which provided an opportunity to experiment with multiple training tools, expanding its electronic education tools in stages to other business locations. By building upon the success established in each pilot program, the company used its proof of concept to gain funding and support expansion of the company's long-term electronic education strategy. Eventually, there was sufficient support to purchase a robust computer-based-training (CBT) application. Over time, NYNEX acquired expertise that allowed better evaluation and identification of innovative

technologies to continue down the path of developing electronic employee training modules (Schreiber & Berge, 1998).

Merits of Design

In their book, *Telling Ain't Training*, Stolovitch & Keeps (2002) contend that the effectiveness of learning is not attributed to a particular delivery method; rather it is the end result of sound instructional message design. Tzanavari & Tsapatsoulis (2010) agree that media facilitates learning only if properly selected to compliment well-designed instruction, while Horton (2006) states that design is autonomous from the technology or people who develop instruction.

Instructional design is a process for designing curricula based on sound practices that make learning more effective, efficient, and less difficult. Based on learning theories, information technology, systematic analysis, educational research and management methods, the central planning components include learners, methods, objectives, and evaluation. Regardless of whether a training need exists in business, government, education, or the military, instructional design can be applied to any setting where people perform tasks (Morrison, Ross, & Kemp, 2007).

Court Initiatives

WBT has been utilized by many court systems across the United States and often through partnership or contract with an institution of higher education. Universities and colleges typically have both the expertise and a central Learning Management System (LMS), which provides a significant benefit for courts who have implemented WBT but do not have the resources to purchase an LMS (Office of Internal Audit, 2002); (LMS Review Subgroup, 2009). Although open source systems are available, when a

court accounts for the complexity and time considerations associated with curricula development and design, contracting for these services may prove more efficient and effective.

For example, the Human Resources Division of the Eleventh Judicial Circuit Court of Florida provides training seminars for all court system employees, at multiple facilities. By purchasing a membership through Rockhurst University, the Eleventh Circuit is able to supplement its in-house trainings with web-based seminars each month. The membership has a minimal cost and allows the Eleventh Circuit to increase the frequency of training opportunities, while also expanding employee participation (Gonzalez, 2011).

Wisconsin also boasts use of similar technology. The Wisconsin Children's Court Improvement Program (CCIP) E-learning Project is developing a web-based training project. Although primarily designed for judges and court commissioners, it would also be available to juvenile clerks, attorneys, and child welfare professionals. The project's goal is to provide just-in-time access to information for children in need of protection processing, termination of parental rights case processing and other specialty topics. While the content and narration was written by subject matter experts within the courts, all technical and programming needs were outsourced to the Fox Valley Technical College (Jensen-Goodwin, 2011).

The literature review illustrates the significance of providing effective training methods in the Wisconsin Court System. The importance of employee training will only continue to rise so the ability to deliver core services, with extremely limited resources, appears to be a long-term situation for the courts. The sole use of conventional training

practices, such as face-to-face instruction, is an unrealistic means of providing effective instruction to meet the needs of the economy. Courts must explore alternate methods of instruction that allow employees to acquire immediate and on-going training opportunities, such as web-based training techniques.

Methods

The research methods for this project included a review of literature, a series of interviews, and a series of surveys. Steps undertaken to complete the research included four parts: 1) an informal needs analysis, 2) planning and design, 3) project implementation, and 4) an analysis and evaluation plan. The work plan for the project was divided into four parts to reflect the sections of instructional design and to assist the committee in coordinating the Court Project Plan.

Needs Analysis

The purpose of the needs analysis is to identify training problems and then determine project goals. Assessing whether a training need exists is an important first step, because it provides the framework for all other sections of the research project. The project goals help define the learning outcomes and how they will be accomplished within the scope of the design plan (Morrison, Ross, & Kemp, 2007).

To begin the needs analysis portion of the project, the 10th District Staff Training Initiative Committee was reconvened by the District Court Administrator in March 2011. A meeting was held by teleconference to discuss a proposal for web-based training to replace the Fall 2011, face-to-face seminars. To improve the project outcomes, the 7th Judicial District and CCAP were invited to participate in the pilot project. The DCA agreed to contact the 7th District Court Administrator and the director of CCAP to

explain the proposal and assess their interest. The next teleconference meeting date was set and committee members assigned the task of identifying potential training needs or performance problems prior to the meeting.

At the second teleconference, the committee, 7th and 10th DCA's and CCAP analysts ranked the training topics and created a work plan for the design and implementation of six webinar sessions. Each session would contain standard material in addition to topic-specific content. To ensure that each webinar was similar in length, CCAP reviewed the Support Desk call records and provided additional suggestions for webinar length by e-mail upon conclusion of the meeting. A six-week block of time was set aside to conduct the webinars during the months of September and October. This allowed for flexibility during the design and implementation period.

The committee did not feel that it was necessary to document the learner characteristics, as there was a solid understanding of the skills, knowledge, and abilities exhibited by court employees within both districts (Rogers, 2002). The committee did decide that the instructional environment would be the employee's workstation or a training room workstation in the courthouse. As part of that decision, environmental characteristics were considered, including inherent office distractions such as telephones, music, hallway traffic, co-worker conversations, printers and front counter traffic. The committee also considered the knowledge transfer context, decided it should be determined by the subject matter experts (SMEs) participating from each county, both DCAs, and the CCAP training facilitators. Incorporation of adult learning theories would be addressed through task-oriented instruction, discussion and demonstration. However, the topic of webinar length was tabled until the next meeting.

Planning and Design

In July, the author and DCAs met at the offices of the CCAP Director to review the procedural task analyses developed from the topic lists compiled by the committee. A two-hour time-frame was agreed upon as the length for each webinar and topic selections were adjusted accordingly. The draft curricula were approved and distributed to the author, CCAP analysts, and DCAs for final review and editing. It was agreed that each webinar facilitator should design the objectives, content sequencing, and presentation strategies for their respective webinars.

One strategy the committee planned to incorporate into the webinar training, but that was ultimately only partially successful, was Firefly simulation software. This software is currently used by CCAP to create short, task-specific on-line training modules for new employees. The application has three components, “Show Me,” “Let Me Try,” and “Test Me,” which the committee thought were valuable components. In particular, the third component, “Test Me,” would allow the committee to include a standard topic activity with a pre- and post-test section. This information would provide a measurement for learner outcomes in all six webinars. The CCAP analysts agreed to review the Firefly application to determine if it could be used to design a pre- and post-test for the evaluation step of the research.

Unfortunately, the curriculum was modified to remove the pretest and post-test components. CCAP did not have sufficient resources to program the tests in Firefly, nor was the program able to interface properly with the webinar software, Microsoft Office Live Meeting, used for the webinar. In lieu of a pre- and post-test design, the summative evaluation included a satisfaction survey. The drawback of this approach is

that there is no assessment of individual participant performance based upon the webinars.

To obtain webinar participants, the DCAs were responsible for e-mailing the district training information and registration materials to the counties within their districts. CCAP coordinated the registration totals for each session, as well as coordinated the webinar access information and instructions. To reduce potential technical compatibility issues, CCAP facilitators encouraged registrants to test the webinar registration link prior to the training dates.

The author designed the only post-test satisfaction survey with the free on-line survey tool, SurveyMonkey. The survey was tested prior to the training dates. Because the survey content was brief, the testing resulted in little or no revisions. Although each webinar satisfaction survey was identical, a separate survey link was created in SurveyMonkey to identify issues within each webinar's content, presentation, and methods.

The registration lists for each webinar were used to create e-mail groups for each webinar. To increase the rate of responses, an e-mail containing a link to the survey was distributed to the participants prior to the conclusion of each webinar. To save time, all webinar messages were prepared in advance and saved, which ensured timely distribution of the survey on the day of each training session. Post survey distribution and data collection would be conducted by the author.

In addition to data collection through surveys, the author conducted a literature review, researched government reports, and viewed websites specific to web-based learning and designs to inform future iterations of the project. Additionally, the author

conducted interviews with courts from Wisconsin and Florida that have implemented web-based instructional methods. The Wisconsin court was interviewed via an e-mail survey and a telephonic interview with a Florida court was recorded and later transcribed. Finally, the author interviewed two university experts in the field of online learning to obtain guidance in locating CBT and WBT resources for the literature review. A summary of the interviews is included in Appendix A.

Project Implementation

Presentation of the webinars was scheduled for the last week in October and the first week in November. Each topic was offered once, with the exception of the Criminal/Traffic and Civil webinars, due to the projected volume of registration in those areas. During their closing remarks, CCAP facilitators reinforced the importance of participant feedback and reminded the participants to complete the brief, on-line survey, so the information could be used to inform the development of future training opportunities.

Analysis and Evaluation Plan

The purpose of the evaluation component of the project is to determine if the materials and program design are effective. Other concerns include accuracy of the materials and ability to measure learner reactions through the use of formative and summative evaluation techniques. Formative evaluation is used during the developmental stage and provides a “test run” of the materials. Summative evaluation provides information regarding the learning materials and overall process (Horton, 2006).

The first survey, provided to the clerks of circuit court and registers in probate, was intended for use during the needs analysis phase of the project. Unfortunately, the timing of its development and distribution prevented it from being of much value for that purpose. The committee had already concluded the needs analysis and finalized the curriculum prior to completion of the survey. Nevertheless, the data will be useful as part of the findings and recommendations, as it informs the committee about current training practices, frequency of training opportunities and interest in future participation that uses the webinar format. A pre-test was completed with a non-court user group prior to the survey's distribution to test for clarity and identify possible revisions.

The response rates were combined for clerks of circuit court and individuals who hold a position that represents combined clerk of circuit court and register in probate responsibilities. There were 67 surveys submitted from a total population of 72 counties, which yields a 93% rate of return. The response rate for the registers in probate was 50 surveys, while those who fall into the category of "other job title" returned 14 surveys. These last two categories represent responses submitted from a total population that is indeterminate, due to variations in county structure for these positions. For example, some of the "other job title" positions are held by chief deputy or register in probate/juvenile clerk positions. However, there is no way to accurately parse through the positions represented by these survey responses.

The second survey, the Webinar Evaluation Survey, allowed adoption of a summative evaluation approach. These responses obtained participant reactions to the webinar presentation and methods, collaboration, participation, and instructional content. The overall response rate for webinar registrants was 169 surveys submitted

from a total population of 259, which yields a 65% response rate. Like the Clerks of Court and Registers in Probate survey, this survey was also pre-tested. The information collected from this survey will be used in determining the extent to which the pilot project is deemed successful. It will also inform the decision to expand the use of the webinar format to other regional training opportunities.

In addition to these two surveys, CCAP facilitator feedback was collected informally and submitted by the CCAP Training Director in aggregate form. Webinar instructor opinions and lessons learned are expected to play an instrumental role in the design and implementation of future webinar training sessions.

The evaluation of the cost effectiveness of the pilot project is an approximation of some general cost considerations for a face-to-face training session compared to a webinar training session for CCAP and the 7th and 10th Districts. Assumptions are made regarding training locations, hourly wages, and length of face-to-face training sessions. The information can be used for cost projections in each county and by CCAP to inform future training decisions.

Findings

Clerks of Circuit Court and Registers in Probate Survey

Of the 127 responses received regarding support staff training during the past two years, most respondents reported minimal or no opportunities. 50.4% reported providing just one or two opportunities while 19.7% provided none. Another 20.5% were able to offer three to four training sessions and 9.4% provided five or more. The results did not distinguish between counties with greater financial resources and staffing levels or counties with a necessity to cross-train staff for basic office operations. Similar

results for training chief deputies and managers during the past two years were reported; of 123 total responses, 39.8% offered one or two opportunities and 14.6% provided three to four. Although the number of respondents who were unable to provide any training sessions rose to 39%, this percentage may include respondents without chief deputy or management positions in their offices.

There was some commonality in training methods between the two groups, with on-the job training accounting for 80.8% of 120 responses for support staff and 68.9% of 119 responses for the chief deputy and management categories. On average, procedure manuals, face-to-face seminars, CCAP classroom training, and CCAP web-based training modules were equally utilized for support staff for 40% of the respondents. 46.2% used face-to-face training for chief deputies and managers and the average use of procedure manuals, CCAP classroom training, or web-based training was 25%. Both groups had some experience with webinar trainings, as well.

The final questions regarding interest in using a series of 2-hour CCAP training webinars, at no cost, garnered incredible support for their consideration and use in future training sessions. 98.3% of 115 total respondents would consider using them for support staff while 91.5% of 107 total respondents would consider them for chief deputy and management training. The combined negative responses, totaling 5%, reported a preference for face-to-face instruction, worked in a one-person office, or felt overwhelmed by a webinar's content and pace.

While this data collection method did not allow for comparisons between county size and department size, nor the proximity of counties within districts, the solid response rate suggests that it is representative of the general views of the state.

Additionally, the questions pertaining to the frequency and methods of training support staff, chief deputies, and managers did not include a category of “Not Applicable,” which caused some respondents to skip those questions. However, the results provide an overall picture of the current training practices in Wisconsin and some validation of the webinar training concept. A summary of the clerks of circuit court and registers in probate responses may be found in Appendix C.

Webinar Participant Survey

A compilation of the webinar survey results identifies an overall pattern of participant satisfaction. For purposes of reporting the results, “Agree” and “Strongly Agree” were combined and hereinafter referred to as “Agree”. Of the 169 total respondents, 73% agreed the facilitators presented the webinars in a clear and concise manner. 79% reported they felt comfortable asking questions throughout the sessions and the measurement for ability to participate in discussions found 73% in agreement. While there was still a higher level of agreement as to the expansion of knowledge for each topic (59%), 33% felt neutral on the issue. Similarly, 67% agreed the format was an appropriate method of instruction for the content presented but 25% remained neutral (See Figure 1).

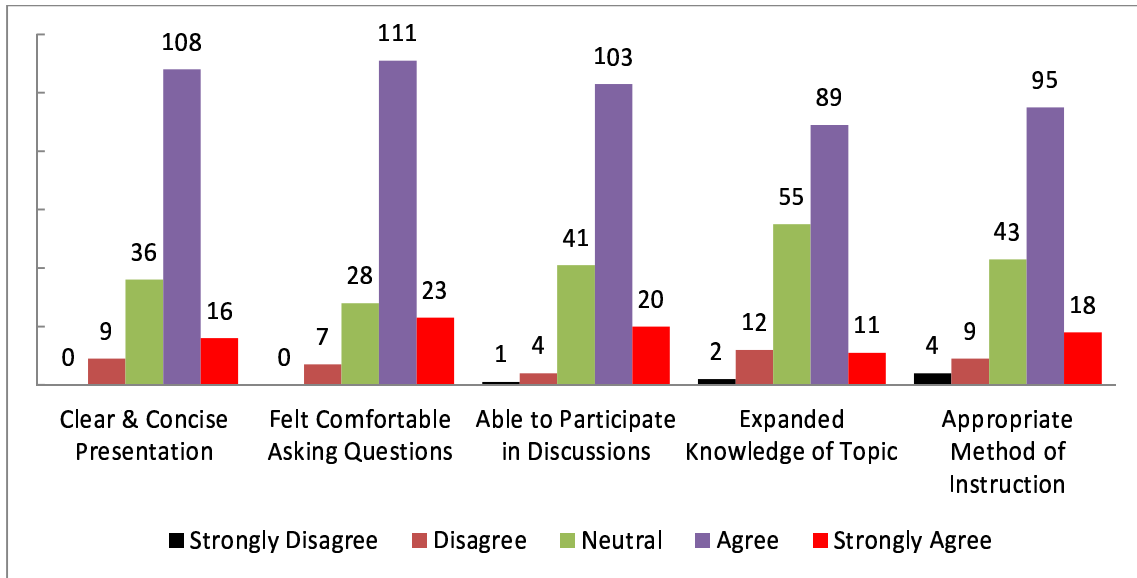


Figure 1. Summary of Responses for Webinar Post Surveys – 169 Total Respondents.

Despite the positive outcomes, the survey’s “additional comments” section provides supplemental insight into each training session. Although much of the commentary was topic specific, several common themes emerged involving technology issues, learner preparation, webinar length, and content structure. Suggestions for future training topics ranged from area-specific topics to matters affecting all CCAP software users. Appendix E contains a summary of the participant feedback from each webinar session.

In general, there was good participation throughout both districts with class size ranging from 22 participants during the first Criminal/Traffic session up to 40 participants during the Judicial Assistant webinar. Both the Civil and Criminal/Traffic webinars had increased enrollment during the second sessions, but no deductions can be drawn from this limited information. The numbers do not adequately illustrate the possible influence of morning versus afternoon scheduling, employee vacations and illnesses, staffing issues, cross-training or multiple webinar attendance by individuals (See Table 1).

Table 1

Webinar Participation- 25 Total Counties within 7th and 10th Judicial Districts

| 10-26-11 | 10-27-11 | 11-02-11 | 11-03-11 |
|--|--|---|--|
| CRIMINAL/TRAFFIC Class Size: 22 14 Counties – 56% | FINANCIAL Class Size: 31 17 Counties – 68% | JUDICIAL ASST Class Size: 40 21 Counties – 84% | CIVIL Class Size: 40 17 Counties - 68% |
| CIVIL Class Size: 23 14 Counties – 56% | PROBATE/JUVENILE Class Size: 34 19 Counties – 76% | JURY Class Size: 31 16 Counties – 64% | CRIMINAL/TRAFFIC Class Size: 38 18 Counties – 72% |

CCAP Facilitator Feedback

The summary of the facilitators’ feedback was similar to the “additional comments” section of the webinar participant evaluations. Most instructors reported having too much content to cover in a short period of time. As an instructional method, webinars have inherent limitations to the non-verbal cues available during face-to-face instruction, so it was difficult to gauge and facilitate the instructional pace. CCAP also felt some attendees were only interested in a small portion of the session but were required to sit and listen to topics that did not pertain to their learning needs. Finally, they stated that participation seemed limited, as the class sizes were too large to effectively facilitate discussion.

Estimating Cost Effectiveness

The measurements of cost effectiveness for the 7th and 10th Districts were an estimate of face-to-face training costs for one employee. The calculations assumed a central training location in each district and wages of \$20 per hour. Round trip mileage

reimbursement is calculated at \$.485 per mile and the amount allocated for lunch is \$9. In the 7th District, total county costs ranged from \$89 for the host county to \$289 for the most distant. Similarly, the cost continuum for the 10th District was \$89 to \$295. The findings may be useful for estimating the cost of future training opportunities. The average cost for training one person in each county is estimated at \$201 in District 7 and \$192 for District 10.

The measurement of cost effectiveness for CCAP assumed the same training locations and training length. Additional considerations for CCAP are labor hours for planning and design, lodging, and set up and presentation costs. The face-to-face training is more in-depth so they can only accommodate 20 participants for a total cost estimate of \$14,322. In contrast, webinar sessions can provide training for 204 participants with less depth in content but with a total estimated cost of \$5,244.55. The estimated cost per employee is \$716 for in-person training compared to \$26 for the webinar training, which is a substantial cost savings for CCAP. The estimates for cost efficiency are included in Appendix F.

Conclusions and Recommendations

Conclusion 1: The webinar format is a cost effective and somewhat efficient instructional method but it has limitations.

Webinars are highly effective for training large numbers of learners, at minimal cost, and offer a forum for discussion and networking, as well. CCAP has successfully utilized webinars for short, specific topics with staff of intermediate and advanced skill levels. The ability to participate in a webinar and then quickly resume the workday

provides flexibility for CCAP and can increase county participation by reducing the need for travel.

In-depth webinar training topics, designed for entry level skills, pose a challenge for users and instructors. This was evidenced in some of the frustrated commentary in the post survey summary and facilitator feedback. The presentation flow seemed disorganized at times, due to frequent distractions caused by technology issues such as beeping, static and telephone background noises. In addition, some of the on-screen software demonstrations were not viewable, as the web browser toolbar blocked the screen.

Recommendation 1.1: Use instructional design methods to design the curriculum before selecting a technology method for instruction.

Well-designed instruction guides the trainer and promotes effective learning outcomes. The needs analysis provides a foundation for determining instructional goals, topic objectives, presentation strategies and learner assessments. Appropriate technology, if any, is then selected to deliver or enhance the instructional message.

For this research project, the technology was selected prior to the development of the curriculum; therefore, the committee struggled with the limitations of the webinar application in relation to their instructional goals. For example, the inability to interface the pre- and post-test software with the webinar application became a problem and the original training concept that included a “hands-on” activity was never strictly applied. As a result, the Microsoft Office Live Meeting used for the webinars only offered interaction through real-time discussions and CCAP software demonstrations.

Recommendation 1.2: Determine the need to pre-test instructional materials and allow time for feedback and adjustments during the planning and design phase.

Use of pre-tests as a formative evaluation method provides feedback to the curriculum designers for making improvements to the course materials. The purpose for evaluation, data collection techniques, analysis and reporting requirements should be carefully planned. Doing so will prevent unnecessary work in cases where the results cannot be used to make design changes.

For this pilot project, a pre-test of the webinar application may have identified technological issues of slowness and screen presentation. However, no evaluation method was included in the design and implementation schedule, due in part to the short time-frame for the project's completion. Several webinar participants reported that the webinar topics were not new information, while others felt too much time was allocated to certain topics. A pre-test of the curricula with a small user-group may have tightened the objectives and instructional content to better reflect the instructional needs.

Recommendation 1.3: Distribute the instructional materials and agenda prior to the webinar training dates to improve learner preparation.

Many webinar participants asked that future webinar materials and agendas be provided at the time of registration. Instructions for setting the "ground rules" for asking questions, muting telephones, and avoiding co-worker sidebars could also be distributed at that time. A preliminary review of the agenda would quickly inform the participants as to the intended skill level that is targeted during the training session. If

not appropriate, the participant could opt out and register for a session that better aligned with their training needs.

Additionally, reviewing the training materials and agenda allows participants to become familiar with the background information necessary for comprehension. Sending materials in advance would encourage participants to write down questions or issues regarding the webinar topics. Pre-webinar preparation may also increase participation and enhance webinar discussions.

Conclusion 2: There is a training need and support for expanding the use of webinars to other regions in Wisconsin.

Although there were issues with parts of the instructional design process in this pilot project, there still was overall support for the webinar concept. It cannot be ignored that 98.3% of the respondents on the clerks of circuit court and registers in probate survey would consider using them for support staff training in the future. 91.5% would consider the same for chief deputies and management training. Even though many instructional methods have been utilized to train support staff throughout the state, 50% of support staff only participate in training sessions once a year. Therefore, the ability to bring webinar training to the participant, rather than traveling to the training location, is a valuable tool for the circuit courts.

As discussed in the “Need for Training” section of the literature review, effective training methods are essential to a work environment that stresses life-long learning skills. In addition, technological improvements require courts to have an ability to respond quickly to change. Webinar training sessions, easily accessed from an employee workstation, provide a medium to enable such a response.

Recommendation 2.1: Structure webinars by levels of experience to improve learning outcomes for participants.

Identifying the causes of performance problems, through the use of instructional design, would assist CCAP in the further development of webinar curricula based on levels of experience. This research project was consciously designed as a “cattle call” for all webinar participants, in order to maintain the format used for 10th District training sessions in the past. The format encouraged comparisons between face-to-face and webinar instructional methods. However, it clearly may not have been the best approach for in-depth topics, as evidenced in the webinar evaluation comments.

Inaccurate assessment of the training need may also have a detrimental effect on webinar cost effectiveness, if wasted staff time enters into the calculation. Additionally, ill-designed training can hinder learning outcomes and reduce motivation for continual life-long learning. Matching the instructional message to employee skill levels ensures that valuable court resources are used effectively.

Recommendation 2.2: Record the webinar training sessions to provide “just-in-time” learning opportunities in the future.

This pilot project did not include electronic retention of the webinar training sessions, but it appears some webinar participants want to view them on CourtNet, the Wisconsin Court System Intranet site, in the future. Just-in-time access to webinars would allow staff to take charge of their own training programs. Participating in recorded webinars is an efficient use of staff time and provides flexibility for scheduling and polishing workplace skills. Topics could be reviewed during lunch breaks, in early morning, as a staffing crisis refresher, and for cross-training purposes. Moreover, it

would accommodate the training needs that are particular to rural, one-judge counties, who have limited staff and resources.³

Recommendation 2.3: Include both pre- and post-tests to assess learner outcomes and provide a quantitative measure for reporting.

Incorporating pre- and post-tests will assist in evaluating the proof of concept and providing justification for the development of future training webinars. Electronic data collection software, with reporting capabilities, would also allow courts to use the information for employee evaluations, budget requests, and staffing level requests. Firefly software already has the ability to test participant learning outcomes; if CCAP cannot dedicate the resources to fully implement this software feature, opportunities for outsourcing the work should be considered.

Final Thoughts

Although there were issues with parts of the instructional design process, and the original concept for this research project was not able to be implemented in its entirety, there was still overwhelming support received for the webinar training method. The fact remains that 98.3% of respondents on the clerks of court and registers in probate survey would consider using webinars to train support staff, and 91.8% would consider the same for chief deputies and management. Such widespread support cannot be ignored. The Court employees both need and want additional training options.

³ The CCAP Steering Committee sets policy and priorities for the Consolidated Court Automation Programs (CCAP). As of January 25, 2012, the committee approved the expansion of development of web-based training in the 2012 CCAP Annual Plan. CCAP will develop three modes of training: regular interactive Web-based training, all day classroom training for advanced topics, and self-directed Web-based training for new employee and judge orientations (<http://courtnet.wicourts.gov/publications/docs/ccapplan12.pdf>).

If there were an opportunity to start over and begin again, the steps in the design process would be documented and the committee would set clear goals, objectives and benchmarks. Blending and implementing two very different instructional formats would have been easier if written objectives were established during the planning and design phase. The meeting minutes assisted in moving the project along, but written objectives and instructional strategies would have provided the necessary clarification for the facilitators. It is difficult to understand the intended outcomes of a project without clear definition of the instructional message.

It was also challenging to coordinate the phases across distances without having dedicated staff. The committee members had statewide technology projects to complete and office operations to manage throughout the pilot project. As a result, the phases were completed as they fit into the workday, rather than having a scheduled work plan. Overall, the lessons learned from this pilot project will provide direction for the development of future training opportunities in the Wisconsin Circuit Courts.

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Web-based Court Training Initiatives

1. Please describe your web-based training project. (Background information, reasons you initiated the project)

The project is a series of online learning objects, divided into three modules and there are several sub-topics, or learning objects, under each module. The primary audience is judges and court commissioners but others can access the system. The project was initiated to provide a mechanism for users to access information as a resource exactly when the information is needed. Is intended to enhance, but not replace, face-to-face training with peers.

A leadership development program was designed for supervisors - the people invited to attend are directors, managers and front line supervisors. A membership was purchased through a university, which is a continuous education company.

2. What year did you begin developing your project for the court system?

The committee began researching options in 2008, but due to staff resignations and budget issues, a contract for services was not entered into until 2010.

The committee began using a university in 2010.

3. Did you prepare a training proposal or project plan to obtain the initial funding source(s) for the webinars?

A formal training proposal was not prepared. The project was included in the strategic plan for the grant and a very general project overview was prepared as justification for the services contract.

A proposal for training was developed to obtain funding to train everyone in the circuit.

- a. **If yes: Please describe the process.** The funding was competitive; the committee submitted ideas for a proposed diversity training.
- b. **If yes: Did you obtain the desired funding?** Yes

4. What is your current source(s) of funding?

Grants and state monies.

- a. **Have your funding sources changed over time and if so, how?** There has been no change.

5. Did you purchase a Learning Management System (LMS)? No.

- a. **If yes: What are the advantages/disadvantages?**
- b. **If no: Did you use a software program in lieu of an LMS?** No.

6. Do you have a LMS or software program comparison chart that you would be willing to share with me? No.

7. What basic software features would you consider to be absolute necessities? (i.e. How to get the biggest bang for your buck?)

The committee decided not to track usage or have users register for credit in order to make the system as flexible and accessible as possible.

- a. **What are some “nice to have” features that you would recommend if funds were available?** N/A

8. Are the training modules you design specific to judges or are they “reusable learning objects” for use by other court employees?

The primary audience is judicial officers. Portions of each learning object refer to the role of other court employees, but an entire learning object would not be reusable without modification.

The committee developed some training for employees but outsourced much of it to a university.

9. Please describe your marketing strategy to maintain judicial interest and participation.

This has not been developed, but will need to be drafted when we are closer to going live with the project sometime in late 2012.

Try to obtain buy-in from the top to encourage employee participation.

10. What were some of the road blocks and challenges you encountered with the design and implementation of your project?

- 1) The length of time it would take to write and design the first learning object. It took a much longer period of time to learn how to effectively draft screen content and narrative for this delivery system. Also, you really need someone with a high level of content knowledge to do the writing.
- 2) Unclear expectations of the level of design input and services that would be provided by the vendor and what would need to be created by court staff.
- 3) Two changes in a position since the inception of the project. The position has been vacant for over two months and will not be filled in the near future.
- 4) Staff have become accustomed to current marketing strategies.

a. How did you overcome these challenges?

- 1) Just kept working and learning. The vendor assured us that the first one or two learning objects would be the most difficult and that it would get easier, which has proven to be true. The overall time commitment to this project has still been much greater than anticipated.
- 2) The committee was able to obtain court administrator buy-in for the concept.
- 3) Conversations with the vendor about expectations have taken place. These were difficult discussions to have, but we changed direction and are on a better path as a result.
- 4) One of the Analysts and I have devoted more time to the project.

a. In your opinion, what are the greatest benefits of using web-based instruction to train court employees?

The greatest benefit is the flexibility it provides to offer information to court employees when they need it. They can review the information as many times as they need in order to learn the information or if they get interrupted, they can go back and complete the training at a later time. Also, if the information is organized efficiently you can provide a great deal of content in a short amount of time. Finally, it allows for the convenience of obtaining information without requiring travel.

Technological ability – having the technology and the ability to use it.

11. In your opinion, what are some detractions of using web-based instruction to train court employees?

It can be difficult to create a training that is general enough to apply to everyone regardless of local practice that still provides the level of detail needed to be accurate. Also, the lack of personal interaction with peers and faculty where relationships are built cannot be fully captured with the online format we are using. The real-time exchange of information and the ability to correct a misstatement or miscommunication is also a detraction. It's also not very interactive

12. Are you required to provide a program evaluation or program justification report?

No.

a. **If yes: Would it be possible to obtain a copy of a recent report?**

13. If you had the chance to go back to the drawing board and begin again, what would you do differently?

I wish we would have spent even more time up front settling on a design that we loved. Although the timeframe could not be helped due to the limited opportunity to utilize grant funds, it was a detriment to not have a thoughtful, long-term workplan that wasn't simply "get-as-much-done-as-quickly-as-possible-before-the-end-of-the-grant."

I would branch out into development early on.

14. What information do you feel is important for me to know?

(No answers).

15. Are there other people you would recommend I speak to?

A Judge who serves on the committee.

University Subject Matter Experts (SMEs)

What topics should be reviewed to inform the project's literature review and methods?

- Identify the historical origins of WBT, CBT, distributive education and e-learning
- Review reports from business, courts, military, education
- Instructional technology has changed rapidly and offers just-in-time learning
- Review literature regarding the speed of knowledge and skill acquisition methods
- Remember there are intended and unintended consequences
- University of Minnesota – Duluth, University of Minnesota, Lawrence University, and University of Madison, EBSCO host, PROQUEST, ASTD, AACE are good resources
- Search terms: “distributive education;” CBT; CBI; “online learning”
- Review the national standards and ADA compliance laws for WBT/CBT/elearning
- Read reports from the major players such as Apple, Dell, and Intel; these sites may lead to national research studies
- Review textbooks on training and workplace training
- Consider learning styles, andragogy, pedagogy and learning theories
- Review web-concepts research
- Review professional journals
- Identify emerging practices being used in business and industry in the local area
- Create a parallel between local and national businesses and my research project
- Review Learning Management Systems (LMS) such as Angel and D2L
- Gap exists between research in education, business, government and research available for the court system; study those who have a long history with e-learning

General advice:

- Training lengths - use of short, reusable learning objects work best (5 – 10 min.); people have time to train during lunch and breaks
- Instructional design methods do not change and still apply to on-line curriculum development
- Consider the communication model; different learners having overlaps of knowledge in common; training deals with the overlap
- Explain why a particular delivery system was chosen for the research project
- Webinar design – including pre- and post-tests is optimal
- Identify the advantages and disadvantages of webinars, WBT and CBT

Appendix B: Clerks of Circuit Court and Registers in Probate Survey

TRAINING SURVEY

WI Clerks of Circuit Court and WI Registers in Probate

1. County name:

2. What is your job title?
Clerk of Circuit Court
Register in Probate
Clerk of Circuit Court/Register in Probate
Other: _____

3. During the past two years, approximately how many training opportunities were you able to provide for deputy/juvenile/probate/judicial support staff?
1 – 2
3 – 4
5 – 6
More than 6
None

4. During the past two years, approximately how many training opportunities were you able to provide for chief deputy/management staff?
1 – 2
3 – 4
5 – 6
More than 6
None

5. Which of the following techniques have been used for deputy/juvenile/probate/judicial support staff training during the past two years? (Please check all that apply)
On the job
Procedures manual with assessment/demonstration of skills
Face-to-face seminar or conference
Face-to-face district meeting
Regional training provided by Office of Judicial Education
CCAP training classes
CCAP web-based training (CourtNet)
CCAP on-line demonstrations (CourtNet)
Videos
DVDs
Teleconference
Webinar
Other: _____

6. Which of the following techniques have been used for chief deputy/management staff training during the past two years? (Please check all that apply)

On the job

Procedures manual with assessment/demonstration of skills

Face-to-face seminar or conference

Face-to-face district meeting

Regional training provided by Office of Judicial Education

CCAP training classes

CCAP web-based training (CourtNet)

CCAP on-line demonstrations (CourtNet)

Videos

DVDs

Teleconference

Webinar

Other: _____

7. If a series of 2-hour CCAP training webinars were available at no cost to your court, would you consider using them for future training of deputy/juvenile/probate/judicial support staff?

- Yes
- No
- If no, please explain:

8. If a series of 2-hour CCAP training webinars were available at no cost to your court, would you consider using them for future training of chief deputy/management staff?

Yes

No

If no, please explain:

Appendix C: Summary of Clerks of Court and Registers in Probate Survey

| TRAINING SURVEY | | | |
|--|--|--|----------------|
| WI Clerks of Circuit Court and WI Registers in Probate | | | |
| 1. County Name: 131 responses | | | |
| | | Response Percent | Response Count |
| 2. What is your job title? | Clerk of Circuit Court | 47.3% | 62 |
| | Register in Probate | 38.2% | 50 |
| | Clerk of Circuit Court/Register in Probate | 3.8% | 5 |
| | Other (please specify) | 10.7% | 14 |
| | 131 responses | <ul style="list-style-type: none"> • Educator, RIP/Juvenile, RIP/Registrar in Probate/Juvenile, RIP/Juvenile/JA, Chief Deputy | |
| 3. During the past 2 years, approx. how many training opportunities were you able to provide for deputy/juvenile/probate/judicial support staff? | 1-2 | 50.4% | 64 |
| | 3-4 | 20.5% | 26 |
| | 5-6 | 3.9% | 5 |
| | More than 6 | 5.5% | 7 |
| | 127 responses | None | 19.7% |
| 4. During the past 2 years, approx. how many training opportunities were you able to provide for chief deputy/management staff? | 1-2 | 39.8% | 49 |
| | 3-4 | 14.6% | 18 |
| | 5-6 | 4.1% | 5 |
| | More than 6 | 2.4% | 3 |
| | 123 responses | None | 39.0% |

| | | | |
|--|----------------------|--|----|
| 5. Which of the following techniques have been used for deputy/juvenile/probate/judicial support staff training during the past two years? (Please check all that apply) | On the job | 80.8% | 97 |
| | Procedures manual | 40.0% | 48 |
| | F2F seminar | 43.3% | 52 |
| | F2F district meeting | 24.2% | 29 |
| | Regional training | 38.3% | 46 |
| | CCAP classroom | 43.3% | 52 |
| | CCAP web-based | 40.8% | 49 |
| | CCAP on-line demo | 19.2% | 23 |
| | Videos | 0.0% | 0 |
| | DVDs | 0.8% | 1 |
| | Teleconference | 0.0% | 0 |
| | Webinar | 30.8% | 37 |
| | Other (specify) | 6.7% | 8 |
| | 120 responses | <ul style="list-style-type: none"> Technical college, job shadow other counties, Children's Court Initiative, manual review of new staff's work | |
| | | | |
| 6. Which of the following techniques have been used for chief deputy/management staff training during the past two years? (Please check all that apply) | On the job | 68.9% | 82 |
| | Procedures manual | 28.6% | 34 |
| | F2F seminar | 46.2% | 55 |
| | F2F district meeting | 21.8% | 26 |
| | Regional training | 24.4% | 29 |
| | CCAP classroom | 26.1% | 31 |
| | CCAP web-based | 21.0% | 25 |
| | CCAP on-line demo | 13.4% | 16 |

| | | | |
|--|--|-------|-----|
| 119 responses | Videos | 0.0% | 0 |
| | DVDs | 1.7% | 2 |
| | Teleconference | 0.8% | 1 |
| | Webinar | 24.4% | 29 |
| | Other (specify) | 16.8% | 20 |
| | <ul style="list-style-type: none"> None, no chief deputy, technical college, one (1) person office, books | | |
| | | | |
| 7. If a series of 2-hour CCAP training webinars were available at no cost to your court, would you consider using them for future training of deputy/juvenile/probate/judicial support staff? 115 responses | Yes | 98.3% | 115 |
| | No | 1.7% | 2 |
| | If No, please explain: <ul style="list-style-type: none"> One (1) person office, prefer F2F, maybe | | |
| | | | |
| 8. If a series of 2-hour CCAP training webinars were available at no cost to your court, would you consider using them for future training of deputy/juvenile/probate/judicial support staff? 107 responses | Yes | 91.5% | 107 |
| | No | 8.5% | 10 |
| | If No, please explain: <ul style="list-style-type: none"> One (1) person office, no chief deputy, participated in webinar and was overwhelmed with content and pace | | |

Appendix D. Webinar Evaluation Survey

| Webinar Evaluation Survey | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|--|----------|---------|-------|----------------|
| 1. The instructor presented the materials in a clear & concise manner. | | | | | |
| 2. I felt comfortable asking questions. | | | | | |
| 3. I was able to participate in class discussions. | | | | | |
| 4. I expanded my knowledge of this topic. | | | | | |
| 5. This was an appropriate method of instruction for this topic. | | | | | |
| 6. Additional comments: | 7. Suggestions for future webinar training topics: | | | | |

Appendix E: Summary of Webinar Evaluation Survey Responses

| Criminal/Traffic Webinar Evaluation Results 10-26-11 20 Responses | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|--|---|----------|---------|-------|----------------|
| 1. The instructor presented the materials in a clear & concise manner. | | 0 | 2 | 3 | 14 | 1 |
| 2. I felt comfortable asking questions. | | 0 | 1 | 3 | 16 | 0 |
| 3. I was able to participate in class discussions. | | 0 | 1 | 5 | 12 | 2 |
| 4. I expanded my knowledge of this topic. | | 0 | 2 | 10 | 8 | 0 |
| 5. This was an appropriate method of instruction for this topic. | | 1 | 2 | 6 | 10 | 1 |
| 6. Additional comments: <ul style="list-style-type: none"> • More time for questions/discussions • Difficult to follow screen movements • Difficult to hear • Remind people to mute phones • Cover only one topic, step-by-step • Too much content to cover in time frame • Liked in-person training better • Already knew the information covered • Allocated too much time on certain topics • Cover new information in the beginning and refresher topics at the end • 2 hours is too long decrease the length of time | | 7. Suggestions for future webinar training topics: <ul style="list-style-type: none"> • Data interfaces with agencies • Use of disposition codes and scenarios • Recent law changes and affects on procedures • Appeals • Conviction status reports | | | | |

| Civil/Family/Small Claims Webinar Evaluation Results 10-26-11 16 Responses | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|--|---|----------|---------|-------|----------------|
| 1. The instructor presented the materials in a clear & concise manner. | | 0 | 0 | 3 | 10 | 3 |
| 2. I felt comfortable asking questions. | | 0 | 1 | 1 | 10 | 4 |
| 3. I was able to participate in class discussions. | | 0 | 0 | 3 | 9 | 4 |
| 4. I expanded my knowledge of this topic. | | 0 | 0 | 6 | 8 | 2 |
| 5. This was an appropriate method of instruction for this topic. | | 0 | 0 | 4 | 11 | 1 |
| 6. Additional comments: <ul style="list-style-type: none"> • Good discussion for long-term staff • Difficult to follow screen movements • Need to identify which county is speaking • Structure webinars by levels of experience • Learned new software shortcuts • More discussion on individual case types • Information covered not in area of responsibility • Enjoyed viewing CCAP demonstrations on screen • Offer all webinars more than one time • Place webinars on CourtNet for future viewing | | 7. Suggestions for future webinar training topics: <ul style="list-style-type: none"> • Open discussion session for tips and tricks • Concealed carry • Expunction • Name change • Advanced civil training topics | | | | |

| Financial Webinar Evaluation Results 10-27-11 18 Responses | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|--|--|-----------------|----------------|--------------|---------------------------|
| 1. The instructor presented the materials in a clear & concise manner. | | 0 | 0 | 2 | 13 | 3 |
| 2. I felt comfortable asking questions. | | 0 | 0 | 2 | 14 | 2 |
| 3. I was able to participate in class discussions. | | 0 | 0 | 6 | 10 | 2 |
| 4. I expanded my knowledge of this topic. | | 0 | 2 | 1 | 14 | 1 |
| 5. This was an appropriate method of instruction for this topic. | | 0 | 1 | 0 | 14 | 3 |
| 6. Additional comments: <ul style="list-style-type: none"> • Liked not having to travel a long distance • Learned about the overall, big picture • Excellent presentation • Provide materials prior to webinar • Provide an agenda • Received information right at desk • Good, short concise information • Webinar format allows all staff to participate in training • Remind people to mute phones | | 7. Suggestions for future webinar training topics: <ul style="list-style-type: none"> • Expand on Month End steps and reconciliation • New legislation policy and procedures • Collections | | | | |

| Probate/Juvenile Webinar Evaluation Results 10-27-11 24 Responses | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|--|--|-----------------|----------------|--------------|---------------------------|
| 1. The instructor presented the materials in a clear & concise manner. | | 0 | 0 | 5 | 17 | 2 |
| 2. I felt comfortable asking questions. | | 0 | 0 | 10 | 12 | 2 |
| 3. I was able to participate in class discussions. | | 0 | 0 | 12 | 10 | 2 |
| 4. I expanded my knowledge of this topic. | | 0 | 0 | 7 | 17 | 0 |
| 5. This was an appropriate method of instruction for this topic. | | 0 | 1 | 5 | 14 | 4 |
| 6. Additional comments: <ul style="list-style-type: none"> • Good presentation by instructors • 1-person office and could not participate fully • Provide written summary or synopsis • Good information • Moved on without time to formulate or ask questions • Like choice of typing the questions or using telephone • Difficult to find a location to participate without interruptions • Information was too basic • Saves money and hours of travel time • Could not participate due to court schedule • Schedule webinar before or after work | | 7. Suggestions for future webinar training topics: <ul style="list-style-type: none"> • Round table discussion for specific case types or issues | | | | |

| Judicial Assistants Webinar Evaluation Results 11-2-11 24 Responses | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|--|-----------------|----------------|--------------|---------------------------|
| 1. The instructor presented the materials in a clear & concise manner. | 0 | 3 | 4 | 16 | 1 |
| 2. I felt comfortable asking questions. | 0 | 3 | 2 | 14 | 5 |
| 3. I was able to participate in class discussions. | 1 | 1 | 1 | 17 | 4 |
| 4. I expanded my knowledge of this topic. | 2 | 1 | 9 | 11 | 1 |
| 5. This was an appropriate method of instruction for this topic. | 1 | 1 | 7 | 12 | 3 |
| 6. Additional comments: <ul style="list-style-type: none"> • Topics covered were not relevant to responsibilities • Judicial assistant should be the instructor • Use of hold button caused music to play during session for 10 minutes • Technical distractions such as beeping and static • Allocated too much time on a single topic • 2 hours is too long decrease the length of time • Sound issues throughout • Instructor voice faded in and out • Information was too basic • Too many participants and disorganized discussions • Remind participants to use mute button • Do not discuss county-specific procedural issues • Good method to gather people for training • Structure webinars by levels of experience • Offer more webinar sessions in the future • Webinars are useful for all court personnel | 7. Suggestions for future webinar training topics: <ul style="list-style-type: none"> • Word 2010 • Specific judicial assistant topics • Round table discussions | | | | |

| Jury Webinar Evaluation Results 11-2-11 18 Responses | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|--|-----------------|----------------|--------------|---------------------------|
| 1. The instructor presented the materials in a clear & concise manner. | 0 | 1 | 4 | 11 | 2 |
| 2. I felt comfortable asking questions. | 0 | 0 | 2 | 14 | 2 |
| 3. I was able to participate in class discussions. | 0 | 0 | 2 | 15 | 1 |
| 4. I expanded my knowledge of this topic. | 0 | 0 | 5 | 10 | 3 |
| 5. This was an appropriate method of instruction for this topic. | 0 | 0 | 5 | 10 | 3 |
| 6. Additional comments: <ul style="list-style-type: none"> • Webinar was great • Too long • Too disorganized • Webinar is very good option and no travel time • Convenient way to train without missing work • Convenient to train right at desk • Already knew the information • Structure webinars by levels of experience • No conference phone available so would rather access it on computer | 7. Suggestions for future webinar training topics: <ul style="list-style-type: none"> • Jury management features • Conviction status reports • Ignition interlock devices • Judgments • Excel 2010 | | | | |

| Civil/Family/Small Claims Webinar Evaluation Results 11-3-11 28 Responses | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|---|-----------------|----------------|--------------|-----------------------|
| 1. The instructor presented the materials in a clear & concise manner. | 0 | 2 | 8 | 17 | 1 |
| 2. I felt comfortable asking questions. | 0 | 1 | 4 | 19 | 4 |
| 3. I was able to participate in class discussions. | 0 | 1 | 6 | 20 | 1 |
| 4. I expanded my knowledge of this topic. | 0 | 5 | 12 | 10 | 1 |
| 5. This was an appropriate method of instruction for this topic. | 2 | 3 | 8 | 15 | 0 |
| 6. Additional comments: <ul style="list-style-type: none"> • Already knew the information • Cover topics on agenda first before allowing questions on new topics • Felt lost as a beginning level clerk • Web browser toolbar blocked view of CCAP screen demonstration • Use higher screen resolution to fit everything on web screen • Web screen updated too slowly and missed some steps in the CCAP demonstration or viewed only first and last step • CCAP demonstrations were too fast • Too long shorten webinar to 1 hour • Learned time-saving tips • Discussion blog would have been helpful • Structure webinars by levels of experience • Provide an agenda • Flow charts with different scenarios would be helpful | 7. Suggestions for future webinar training topics: <ul style="list-style-type: none"> • In-court processing • Civil process • Disposition codes | | | | |

| Criminal/Traffic Webinar Evaluation Results 11-3-11 21 Responses | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|---|-----------------|----------------|--------------|-----------------------|
| 1. The instructor presented the materials in a clear & concise manner. | 0 | 1 | 7 | 10 | 3 |
| 2. I felt comfortable asking questions. | 0 | 1 | 4 | 12 | 4 |
| 3. I was able to participate in class discussions. | 0 | 1 | 6 | 10 | 4 |
| 4. I expanded my knowledge of this topic. | 0 | 2 | 5 | 11 | 3 |
| 5. This was an appropriate method of instruction for this topic. | 0 | 1 | 8 | 9 | 3 |
| 6. Additional comments: <ul style="list-style-type: none"> • Very informative • Holding onto telephone for 2 hours was uncomfortable • Sound cut in and out or had delays • Lag time on the visuals • Could not view information on bottom of the screen • Day long seminars are more informative and easier • Too easy to become detached from discussion • Webinars are great for information sharing • Shorten to 1 hour and cover 1 topic • Needed more time for certain topics • Uncertain if learning occurred with complex topics • Difficult to participate with office distractions • Too much content to cover in time frame | 7. Suggestions for future webinar training topics: <ul style="list-style-type: none"> • Complicated sentences • CCAP software features • Forms and correct usage • CCAP and DMV combined issues • Tax warrants • Unemployment warrants | | | | |

Appendix F: Estimates of Cost Effectiveness

Assumptions:

- District 10 training location – Barron County (2 days, 4 hours each day)
 - 8 hours driving RT and 460 miles RT
- District 7 training location – La Crosse County (2 days, 4 hours each day)
 - 5 hours driving RT and 290 miles RT

| CCAP Estimate of Cost Effectiveness | |
|--|--|
| F2F Resources Assuming two 1.5 day training classes For 20 students with the same curriculum | Webinar Resources Assuming a 2 hour webinar for over 200 in Dist. 7 & 10 with 6 customized curricula |
| Approx. Labor hours (design/plan) 3 days | Approx. Labor hours (design/plan) 3 days (4 hours per webinar) |
| Approx. Labor cost (design/plan) \$1050 | Approx. Labor cost (design/plan) \$1050 |
| Travel time cost \$5,687.50 Dist. 10 = 10 staff x 8 hours travel = 80 staff hours of pay \$3,500 Dist. 7 = 10 staff x 5 hours travel = 50 staff hours of pay \$2,187.50 | WisLine Web cost \$2,774.55 Cr/Tr – 2 sessions = \$655.60 Civil – 2 sessions = \$603.32 Finan. – 1 session = \$347.90 Prob – 1 session = \$308.00 Jud. Asst. 1 session = \$522.38 Jury – 1 session = \$337.35 |
| Mileage cost \$ 3600 District 10: .48/mile x 460 x 10 = \$2208 District 7: .48/mile x 290 x 10 = \$1392 | Microsoft Office Live Meeting \$ No cost – free download |

| | |
|---|---|
| <p>Hotel cost 1 or 2 nights (?) \$2100</p> <p>District 10: 2 nights x \$70 x10 = \$1400</p> <p>District 7: 1 night x \$70 x 10 students = \$700</p> | <p>Set up/presentation cost \$1400 (2 staff providing the training, each webinar was 2 hours long = 4 hours/session)</p> <p>32 total hours CCAP staff time</p> |
| <p>Meals cost \$1360</p> <p>District 10: \$17 first night, \$34 day two, \$34 day three \$68 x 10 students: = \$850</p> <p>District 7: \$34 day “two” \$17 day three \$51 x 10 students: = \$510</p> | <p>Other:</p> |
| <p>Set up/presentation cost \$525</p> | <p>Other: N/A</p> |
| <p>General comments or considerations:</p> <p>The above information is based on twenty students in two separate classes. Each class is 1.5 days long. There would be more in-depth training on each topic with this method of instruction than the webinars.</p> <p>However, you would not have the ability to train all staff in District 7 & 10 with these two classes. Only a total of 20 students can be trained using this approach and cost estimates.</p> | <p>General comments or considerations:</p> <p>Webinars would generally last only 1-2 hours maximum. They would be more focused on a specific topic or new enhancement to the system. They would not be as useful for in-depth training or generalized instruction for beginning users, which generally relies upon providing the students with hands-on repeatable processes.</p> <p>The above classes included 204 active customers for the various sessions. Some staff may have been listening in on the same line. Webinars are more cost effective to provide training to many staff quickly and efficiently as opposed to the cost and time required for face to face training.</p> |
| <p>QUESTION: From CCAP’s perspective, were the webinar trainings “cost effective”?</p> <p>Yes webinars are cost effective for specific topical training, especially for staff located in areas of the state that are a significant distance to Madison. Larger groups can be trained at the same time with the use of two training staff. With a larger audience, more questions may be raised that are also of value to other attendees from other counties. There are significant savings on travel costs, meal costs, lodging costs, set up, and staff time for both CCAP staff resources as well as county resources that can immediately resume their normal work day upon conclusion of the class rather than travel back to their office. Finally although webinars have not been successfully utilized for day long training sessions, they have been used successfully to train users on new features, quickly and although for customization based on the audience.</p> | |
| <p>Total Training Costs: \$14,322.50</p> <p>Total Students: 20</p> | <p>Total Training Costs: \$ 5,224.55</p> <p>Total Students: 204</p> |

Assumptions:

- District 7 training location – La Crosse County (2 days, 4 hours each day)

| 7th JUDICIAL DISTRICT | | | | | |
|---|----------------------------------|--------------------------------|----------------------|--|------------------------------------|
| Estimate of Face-to-Face Training Costs for One Employee | | | | | |
| COUNTY NAME | TRAVEL TIME \$20/hour | MILEAGE \$.485/mile | LUNCH \$9 | 4-HOUR TRAINING \$20/hour | TOTAL COST PER EMPLOYEE |
| Buffalo | 2.5 \$50 | 110 \$54 | \$9 | \$80 | \$193 |
| Crawford | 2.5 \$50 | 120 \$59 | \$9 | \$80 | \$198 |
| Grant | 4 \$80 | 184 \$90 | \$9 | \$80 | \$259 |
| Iowa | 4.75 \$95 | 216 \$105 | \$9 | \$80 | \$289 |
| Jackson | 2.25 \$45 | 108 \$53 | \$9 | \$80 | \$187 |
| LaCrosse | - | - | \$9 | \$80 | \$89 |
| Monroe | 1.2 \$24 | 56 \$28 | \$9 | \$80 | \$141 |
| Pepin | 3 \$60 | 162 \$79 | \$9 | \$80 | \$228 |
| Pierce | 4.24 \$85 | 212 \$103 | \$9 | \$80 | \$277 |
| Richland | 3 \$60 | 138 \$67 | \$9 | \$80 | \$216 |
| Trempealeau | 2 \$40 | 98 \$48 | \$9 | \$80 | \$177 |
| Vernon | 1.6 \$32 | 70 \$34 | \$9 | \$80 | \$155 |
| DISTRICT 7 TOTAL: | | | | | \$2,409 |

Assumptions:

- District 10 training location – Barron County (2 days, 4 hours each day)

| 10th JUDICIAL DISTRICT Estimate of Training Cost for One Employee | | | | | |
|--|----------------------------------|--------------------------------|----------------------|--|------------------------------------|
| COUNTY NAME | TRAVEL TIME \$20/hour | MILEAGE \$.485/mile | LUNCH \$9 | 4-HOUR TRAINING \$20/hour | TOTAL COST PER EMPLOYEE |
| Ashland | 4.4 \$88 | 242 \$118 | 1 \$9 | \$80 | \$295 |
| Barron | - | - | 1 \$9 | \$80 | \$89 |
| Bayfield | 5 \$100 | 250 \$122 | 1 \$9 | \$80 | \$311 |
| Burnett | 2.5 \$50 | 124 \$61 | 1 \$9 | \$80 | \$200 |
| Chippewa | 1.7 \$34 | 90 \$44 | 1 \$9 | \$80 | \$167 |
| Douglas | 3.75 75 | 212 103 | 1 \$9 | \$80 | \$267 |
| Dunn | 1.8 \$36 | 84 \$41 | 1 \$9 | \$80 | \$166 |
| Eau Claire | 2.15 43 | 112 \$112 | 1 \$9 | \$80 | \$244 |
| Polk | 1.4 \$28 | 66 \$33 | 1 \$9 | \$80 | \$150 |
| Rusk | 1.7 \$34 | 80 \$39 | 1 \$9 | \$80 | \$162 |
| St. Croix | 3 \$60 | 158 \$77 | 1 \$9 | \$80 | \$226 |
| Sawyer | 2.5 \$50 | 128 \$63 | 1 \$9 | \$80 | \$202 |
| Washburn | 1.4 \$28 | 74 \$36 | 1 \$9 | \$80 | \$153 |
| DISTRICT 10 TOTAL: | | | | | \$1,592 |