



Training the Next Generation of Case Management

NACM Core Competency:
Educational Development

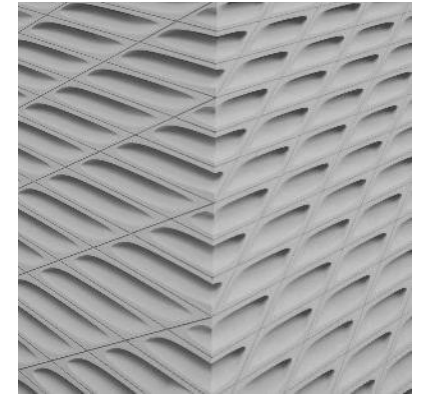
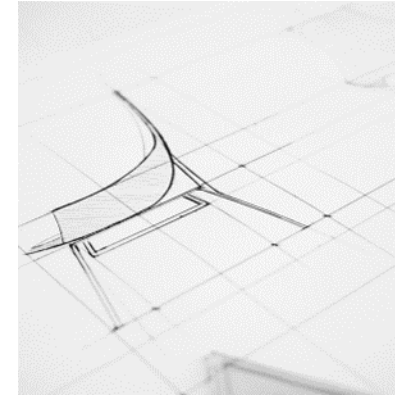
NACM Annual Conference 2020



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About Us

Education, training, and development should be . . .

- Continuous and creative
- Inclusive
- Accessible and tailored
- Well-managed
- Delivered using multiple mechanisms
- Evaluated

NACM Core Competency

Educational Development

1. Identify challenges with traditional training approaches
2. Learn the benefits of cumulative and modular-style training programs
3. Understand how to apply these training model concepts to develop custom training programs for any court type
4. Learn about fundamental resources needed to support and train new employees
5. Identify data collection and quality assurance techniques to develop and refine training programs

Training Objectives



Workforce Challenges

Changing Demographics

By 2024, 45% of the workforce will be born after 1980.

Attrition

66% of entry level employees are predicted to leave within three years.

Knowledge Transfer

Over 29% of the federal workforce is retirement eligible.

Sources: U.S. Office of Personnel Management, 2018 Federal Workforce Priorities Report; U.S. Office of Personnel Management, FedScope; Partnership for Public Service, "Preparing for the Federal Workforce of the Future"; Federal Judiciary National Entry and Exit Surveys (2018).

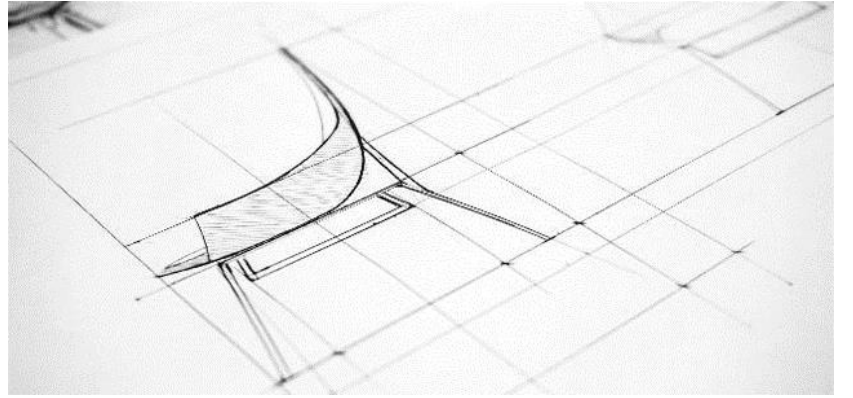
Planning a New Way

Our Challenges

- Lengthy or endless training cycle
- Lack of standardization
- Dependency on external factors
- Lack of flexibility
- Lack of support and resources

Program Objectives

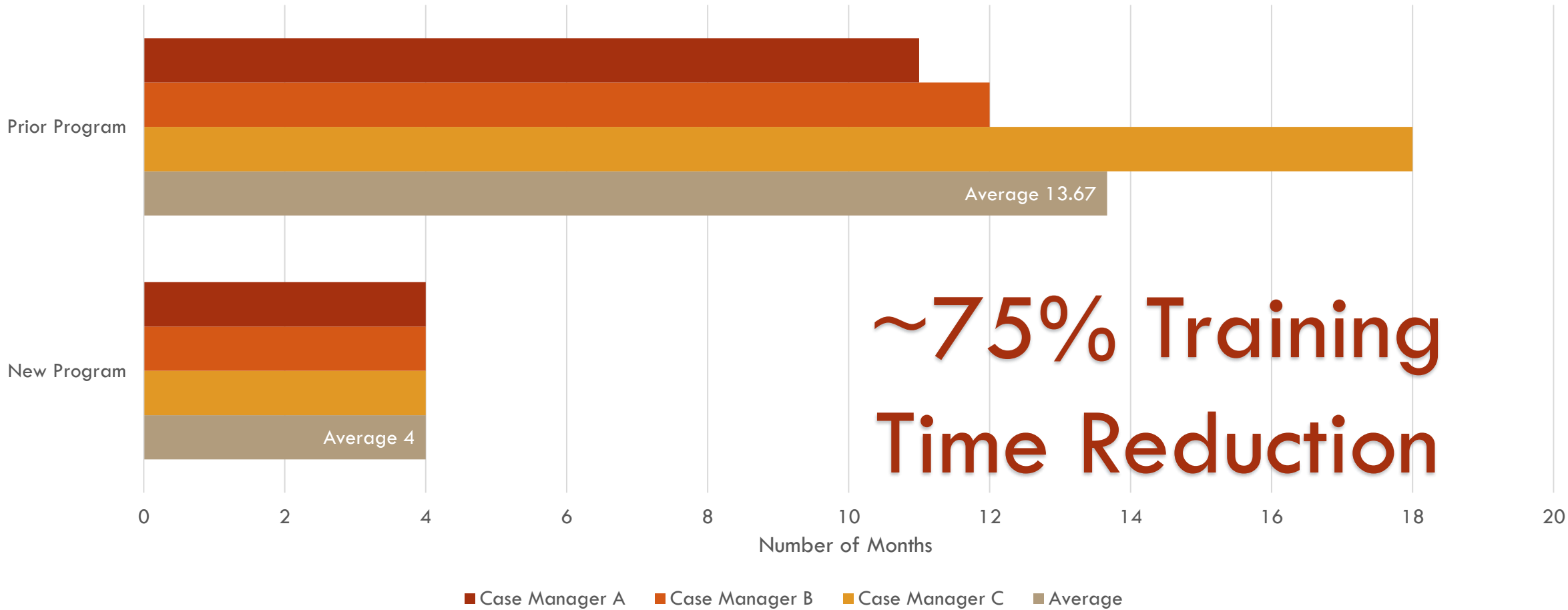
- Reduce training time by 50%
- Validated minimum accuracy of 85%
- Allow for varying learning types and speeds
- Account for changing operational needs
- Dedicate necessary staff and resource supports for trainees



Program Results

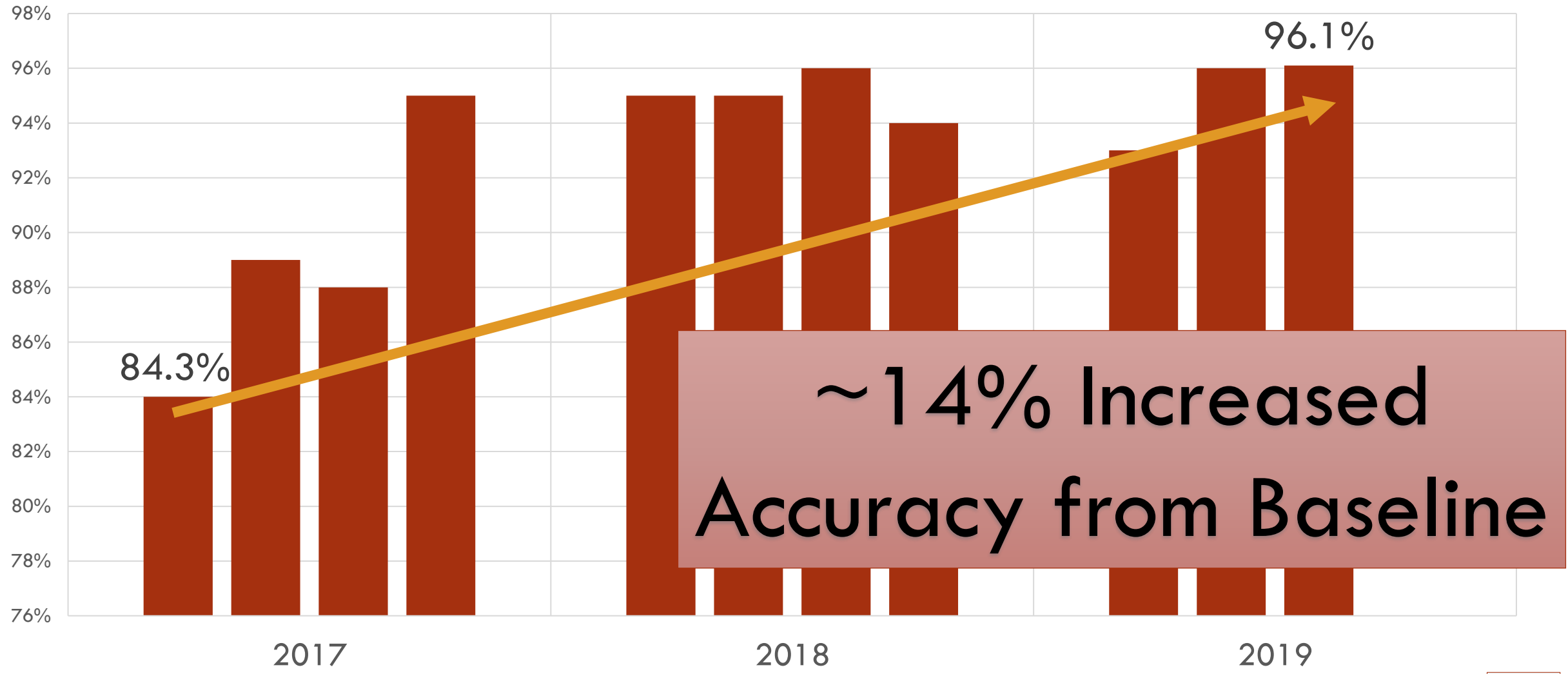
Case Manager Training Timeline

Training Months to Full Caseload



~75% Training Time Reduction

Three-Year Case Manager Team Accuracy Results



Satisfaction Survey Results

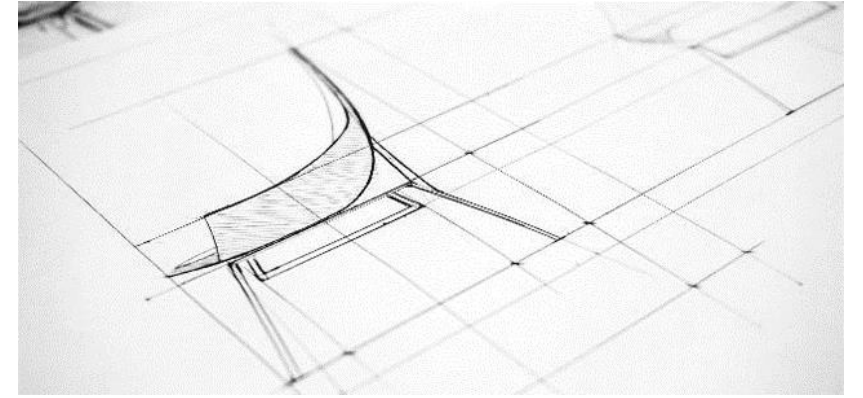


Court Employee Satisfaction Survey Questions	August 2018 Average	April 2019 Average	Percent Change
I get the training I need to do my job well.	3.88	4.38	+12.8%

National Recognition

- W. Edwards Deming Outstanding Training Award in Human Capital Development (2019)
- Director's Award for Excellence in Court Operations: Mission Requirements (2018)





Training Program

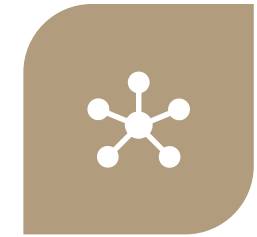
Program Concepts



FOUNDATIONAL
KNOWLEDGE



CUMULATIVE
TRAINING MODEL



MODULAR
APPROACH



TRAINEE SUPPORT



METRICS AND
EVALUATION

Foundational Knowledge

- ✓ Steep learning curve
- ✓ Orientation ≠ Training
- ✓ Teach “why” before “how”
- ✓ Provide resources



Cumulative Training Model

Theory, Concepts & Terminology (Classroom)



Practice (Simulated Environment)

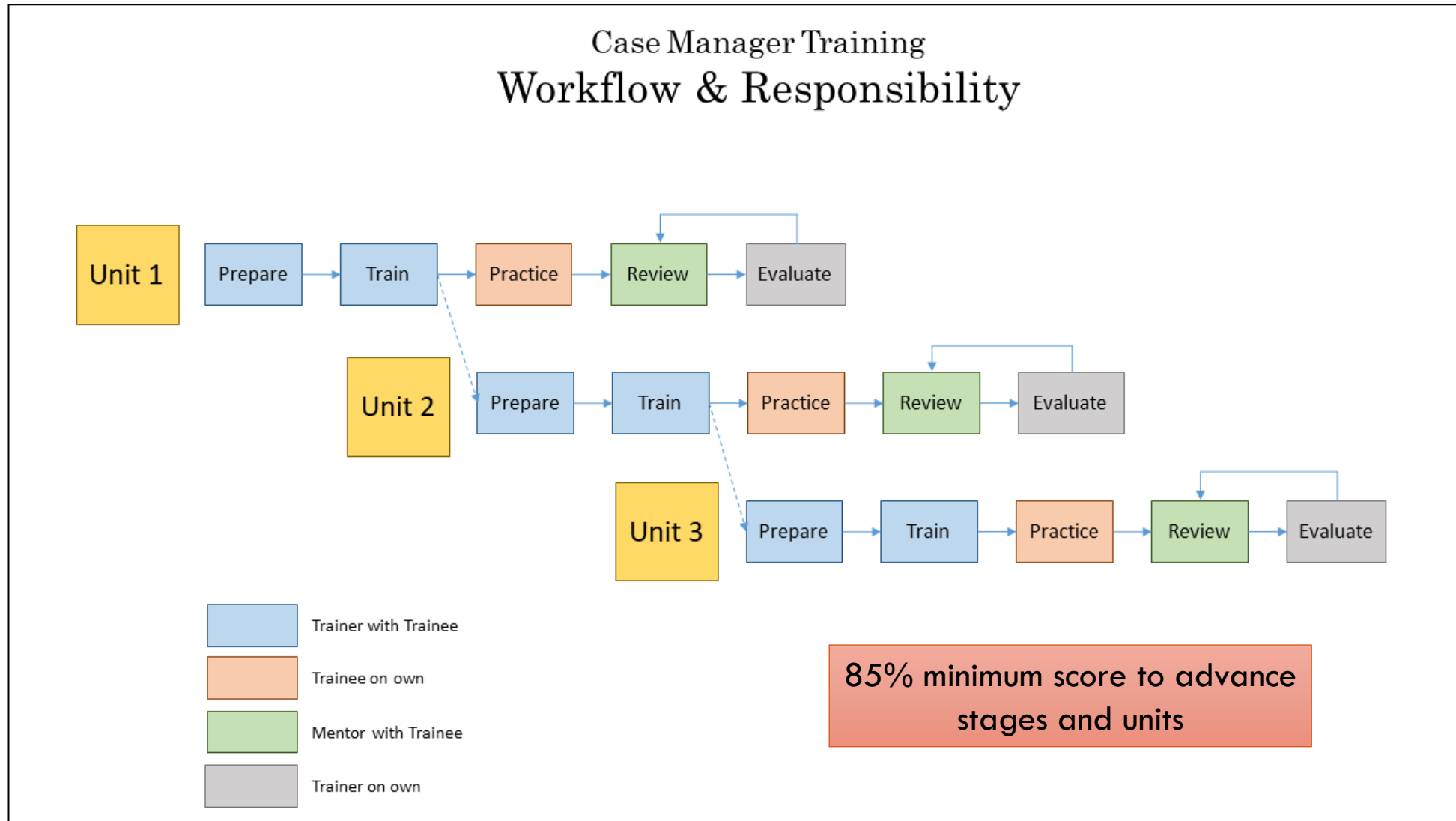


Performance (Live Application)



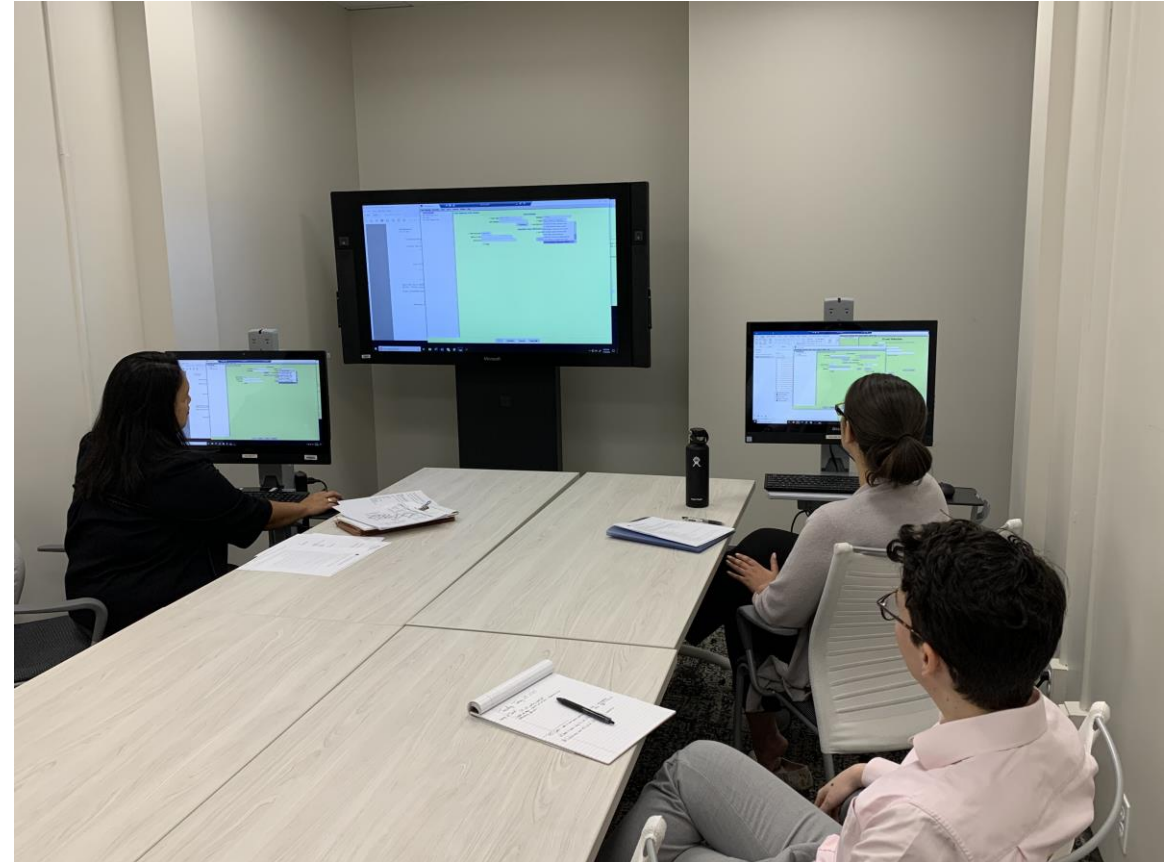
Evaluation (Quality Assurance)

Modular Approach



Trainee Support

- ✓ Dedicated trainer
- ✓ Accessible documentation
- ✓ Focused attention
- ✓ Regular trainer feedback
- ✓ Regular manager check-ins



Metrics and Evaluation



Is It Working?

- ✓ Collect data
- ✓ Analyze results
- ✓ Compare progress over time
- ✓ Pivot if necessary

Designing Your Program



Analyze case-type volume and staff work measurement



Identify and adjust available resources and staffing



Identify module and unit topics



Identify and create training samples/test database



Document processes and procedures




Create evaluation criteria

Contact Us



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