

## Just a reminder...

### Design Elements

- Competency based
- Data and research informed
- A training system not training event
- Spreads learning out over the first year
- Incorporates on the job training activities
- Provides transfer of learning activities
- Incorporates OR-Kids
- Weaves trauma informed practice, engagement, and cultural responsiveness throughout curriculum
- Assesses new worker knowledge and skill acquisition

## Early Successes

- Time in office prior to training is enriching classroom discussion and anchoring what workers are learning
- New workers successfully completing pre requisite Computer Based Trainings (CBTs)
- Smaller class sizes are increasing practice opportunities
- Field appreciation for having Family Conditions live streamed
- Workshops and redesign well received by internal and external stakeholders
- Strong partnership and important feedback from Department consultants on curriculum
- Comprehensive evaluation activities (self-reflections, work samples, knowledge assessments, and more)
- Website created to house resources and interactive tools for supervisors and stakeholders
- Increased client and partner voice from foster youth, bio parents, adoptive and foster parents, relative care providers, and community partners via increase number of panels
- Simulations. Simulations! SIMULATIONS!!

## From the Evaluators

While it is still very early in implementation, feedback from participants indicate that:

- Simulations have been reported to be a valuable learning tool in that they are realistic opportunities to practice skills and observe their own practice through watching their videos. [Note: formal feedback from trainers is sent in the worker's portfolio] Two suggestions put forth so far are 1) lengthen the time available for simulations and 2) provide more opportunities to practice to prepare for the simulations
- Preparing and Presenting for Success in Court is piloting a pre/post knowledge test. The combined October/January class average on the pretest was 50.9% (range: 29.4%-67.7%) and the average posttest score was 72.1% (range: 45.7%-91.4%), representing an increase of 21.1 percentage points.
- Essential Elements of Child Welfare Practice has a knowledge assessment given at the end of training. After the first four trainings (Sept-Dec):
  - On the test overall-78% demonstrated a solid understanding (level 3) and 22% demonstrated a moderate understanding (level 2)
  - On Oregon Safety Model content-92% demonstrated understanding (level 2-highest level) and 8% did not demonstrate understanding (level 1)
  - On casework practice content-100% demonstrated understanding (level 2-highest level)
- Essential Elements participants (Sept-Nov), their supervisors and program managers were surveyed regarding the Portfolio they received. To date, 14 workers, 5 supervisors and 1 program manager have responded. All have reported reviewing the portfolio contents and most have used the information it contained.
- Feedback on the PSU developed CBTs has been positive so far. Respondents are reporting that the information provided is useful and like that it is presented in an interactive manner.

## Work in Progress

- Assuring application of the Department's Practice Model is embedded in all training sessions including those provided by external subject matter experts and incorporation of feedback from consultants
- Assuring fidelity between session summaries, curricula, and classroom delivery
- Assuring Partnership is aware of practice, procedure, and Rule changes for classroom inclusion
- Time management and/or content decision making to assure enough time to cover effectively all content
- Stabilizing technology and protecting time to support OR-Kids in the classroom
- Managing simulation workload which is exceeding anticipated demand
- Calibrating the availability of training to match the needs of the field
- New workers stating they are carrying cases upon arrival to Essential Elements training

## Ever Evolving

- Proposal regarding evaluation on the effectiveness of the new training design
- Utilization of the Advisory Committee regarding early implementation findings
- Continued review of curriculum and classroom delivery