

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